



Indian and Northern
Affairs Canada

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Preparing for Education Committees

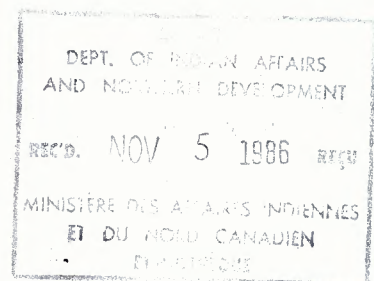


Canada

PREPARING FOR
EDUCATION COMMITTEES

E96.2
C362

PREPARING FOR EDUCATION COMMITTEES



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LESSON 1
TRADITIONAL INDIAN EDUCATION

1

LEARNING
OBJECTIVE

The participants will be able to:

- o list 4 basic means of communication

OVERVIEW

This lesson presents common methods of education which were practised by a number of Indian tribes and nations in North America. Further, we will discuss how institutionalized learning has neglected to fulfill some of the basic educational needs of Indian people.

METHODOLOGY

We have included a number of possible suggestions which may assist you in making your lessons as motivating as possible. These, of course, are only suggestions, and can be used, varied, or ignored as you feel best suits your individual situation.

- o Discuss the overview.
- o Describe the learning objectives to be attained.
- o Present the approach you have chosen.
- o Discuss the lesson and seek agreement to proceed.
- o At the completion of the lesson, review and "sum-up" the objectives and content using the summary segment of the lesson.
- o Discuss any suggestions the participants might have for future lessons.

RESOURCES
REQUIRED

- o Appendix 1

RELATED
LESSONS

2, 3, & 4

PRESENTATION
BY TRAINER

INTRODUCTION

Prior to the colonization of North America, a Indian education could be defined as a conscious understanding of tribal language, tradition and survival skills. Teachings were passed on through parents, extended families and the community as a whole. Throughout the course of life a person acquired a knowledge and respect for the life-sustaining elements. In most societies a celebrated puberty rite acknowledged the transition of child into adulthood. Continuance of tribal "Education" promoted a competent place for each member of the society, thus making the nation a "collective self-sufficiency".

COMMUNITY LEARNING

Traditional education was conveyed through five basic means of communication:

1. LANGUAGE - Language is probably one of the earliest forms of education in a child's communication development. It undermines his acquiring skills, confidence and capacity for learning in all areas.
2. LEARNING ENVIRONMENT - The use of cradleboards is/was almost universal among North American tribes. During the early years one observed most community activities from the board. Soon after, small replicas of implements were given to the child so that he/she could immitate adult life. Usually nearing the age of five, boys were separated from girls to learn male/female skills.
3. SKILL DEVELOPMENT - Watching, listening and participating are basic to skill development. As daily and seasonal tasks present themselves, children naturally become aware of survival methods. A general respect for the skilled and the elder required little need for verbal communication in a community setting.
4. ORAL COMMUNICATION - The art of story-telling is common to all North American tribes. For most, a story contains something useful, whether it be moral, practical or proverbial. It was the responsibility of each tribal member to know the history as an expression of the moral value placed on one's life.

A story-teller may use his ability to convey tribal history, migrations or tradition. A children's story-teller may use his ability to humour as a form of discipline. When introducing a story, the teller may make reference to a certain place or person familiar to the listener.

Certain tribal members naturally become story-tellers. Most have an orientation toward practical interests, some are travellers, and some are blind. Today's more "literate" society writers replace the art of story-telling.

PRESENTATION

5. VISUAL IDENTIFICATION - Throughout tribal North America a varying number of degrees of visual identification serve as one source of communication which cannot be neglected. Visual aids to learning took the forms of pottery and basketry designs, hide paintings, rock paintings and carvings, dwellings, masks, trival dances, clothing, shields, scrolls, wampum ... and even landforms. Tribal members learned to read visual aids, both within their society and abroad, very early in life. That form of learning never ceased and is probably the most commonly used of the methods of communication we have mentioned here.

DISCUSSION

1. In your opinion, how effective is the participation and demonstration method of learning?
2. Is the essence of a story lost when transferred into written form?

TRAINER

VALUES

In discussing the education of Indian people it is necessary to point out a number of comparisons that illustrate the general values and aspirations of both the colonial education system and the traditional approach. Our primary interest here is to identify what determines "success" and how these outlooks are parallel in nature:

SETTLER

INDIAN

future oriented	past/present oriented
goal of material wealth	materialism is self-destructive
to gain individual recognition	to become a contributing member of society
tightly scheduled daily routine of work	work at daily tasks as they present themselves
geared to scientific progress	adjust to natural environment
savings and investment	sharing and respect for other life forms
view work as good in itself, personal interest	working toward survival, then comfort and social activity
sexual roles that can be altered	assuming sexual roles or duties early in life

LESSON 1
TRADITIONAL INDIAN EDUCATION

4

DISCUSSION

1. Have the group define the meaning of values.
 2. Write each definition on a flip chart.
 3. Break participants into small groups to discuss the parallel of Settler and Indian values.
-

SUMMARY

In this lesson we have learned some aspects of traditional Indian education and how they differ with the colonial education system. Before colonization the Indian populations gained their education through various experiential learning situations. As spirituality was a driving force behind many societies, much of the learning involved a great respect not only for other people but for all life forms.

OPTIONAL
ACTIVITY

1. Read Appendix 1: "In The Beginning" and present the visual aids you would use to illustrate to re-tell the story.
2. Present your method of "bridging the gap" between Indian and non-Indian approaches to education.

LEARNING
OBJECTIVE

The participants will be able to:

- o discuss the policies relating to education of Indian people.
 - o list causes for the development of these policies.
-

OVERVIEW

This lesson describes the development of Indian policy during the last three hundred years and the events that led to the formation of the National Indian Brotherhood's "Indian Control of Indian Education" paper. This policy paper, which was accepted by the Federal government in 1973 stresses that Indian people have become disillusioned with past education policies and wish to assume more control over the education of their children.

METHODOLOGY

- o Take care to verify that no participants have serious hearing difficulties.
- o Don't present too much information too quickly. You may find it helpful to the participants to "sum-up" and summarize with them some of the segments and to outline the major teaching points on a flip chart.

This will:

- o reinforce the teaching points presented on the lesson;
 - o get them involved in the learning process;
 - o encourage them to be attentive;
 - o allow them to use their visual as well as auditory senses, and
 - o give you an indication of their content retention.
-

RESOURCES
REQUIRED

- o Appendix 2
 - o Indian Acts 1867, 1951
 - o Resource person to describe Indian Control/Overview and Policy
-

RELATED
LESSONS

4

PRESENTATION
BY TRAINER

INTRODUCTION

When Indian Control of Indian Education was introduced in 1972, it marked the first time ever that Indian people had written their own education policy. Local responsibility for education is a positive and responsible position, especially when compared to the colonial approaches.

DISCUSSION

1. Why did the Indian people want a policy of education?
 2. What does local responsibility mean?
 3. Policy is a course of action adopted by an organization. Have the participants discuss what policy means to them.
-

PRESENTATION
BY TRAINER

EARLY EDUCATION HISTORY

A statement by King Charles II of England in 1670 clearly states early European approach to the education of Indian people:

"You are to consider how the Indians...
may be best instructed and invited to
the Christian religion itself...."

It is clear that the policy regarding education for native people involved Christianity as an attempt to expand the Christian empire in the interest of social, political and economic cultures.

By 1820, the governments of Upper and Lower Canada were leaving the direction and control of the schools to the missionaries but were taking over some of the financial responsibilities. The government either financed separate industrial or boarding schools for Indian students or arranged for their education with non-Indian students. Jurisdiction of the Native people became a federal responsibility under the British North American Act of 1867.

In introducing the Indian Act of 1874 Sir John A. MacDonald said:

"Indian children should be taken away from their parents so as to eliminate their barbarian influence and to expose the children to the benefits of civilization. The teacher has been sent out as an educational missionary to introduce cultural changes in Indian societies."

Indeed, changes were brought about among the Indian students and their communities with the influx of residential schooling away from home.

DISCUSSION Discuss your views on 'denominational' education as they would apply to the colonization era.

TRAINER FEDERAL ACTS REGARDING INDIAN EDUCATION

Probably the easiest way to familiarize trainees with federal legislation is to present a chronology of actions undertaken by the government of Canada.

ACTS

1867 - the BNA Act gave government legislative responsibility for Indians and lands reserved for them.

1876 - Indian Act gave no mention of education, but offered voting rights to Indian graduates and professionals upon request.

1880 - By this time, the Indian Act allowed for the Chief and Council of bands to have some say as to the religious denomination of teachers.

1894 - Granting increased funding for school operation and construction. The government made Indian student attendance mandatory.

After 1867 the number of industrial schools increased. These schools endured for over a century, and some are still operating today.

Between 1920 and 1950 the number of residential and day schools increased. The funding began to provide for improved educational standards by using the children's annuity and interest monies which were distributed under the auspices of the Indian Act.

- DISCUSSION
1. Do the federal acts and treaties override each other?
 2. Did the federal government integrate the Indian people into the growing colonial society?
 3. Is it legally just for the government to use the students' annuity and interest monies towards their education?
-

TRAINER By the mid-1940's the Native people were organizing to gain input for the education policy that had formed. In 1946 the federal government initiated a series of Joint Committee hearings to hear the Indian viewpoint. At this time the North American Indian Brotherhood noted:

TRAINER
(cont'd)

"All denominational schools within the reservations should be abolished ... and the education of Indians be committed to regional boards upon which Indians in the region's districts shall be represented by Indians."

Essentially, Indian representatives sought a practical education policy which would lead to employment opportunity and higher education.

As a result of the hearings, the Joint Committee of the Senate and the House of Commons deemed that Indian education be taken out of the hands of the churches and placed under the Department of Indian Affairs and that "wherever and whenever possible, Indian children be educated in association with other children".

DISCUSSION

1. How did the developments in the 1940's mark a new era for Indian educational policy?
2. Do you feel that denominational education implies imperialism or are mission schools a product of social change?

TRAINER

RECENT DEVELOPMENTS

A new Indian Act was passed in 1951 following the 1946 Joint Committee Hearings. The new Act treats such educational topics as:

- o federal-provincial agreements
- o building regulations
- o school administration
- o student allowances
- o agreements with churches for the operation of schools
- o appointment of teachers
- o administrators and truant officers
- o custody and delinquency
- o discipline
- o religious instruction.

Having reviewed past policy and input from Indian organizations, education and its direction have changed considerably. Now in the hands of Indian Affairs Regional and District Superintendents, certain

TRAINER
(cont'd)

inconsistencies have been resolved. In 1968 Indian Affairs received authority from parliament to negotiate agreements with provincial schools for the education of Indians.

1969 marked a turning point for Indian administration with the Federal Government's proposal to abolish the Department of Indian Affairs and a repeal of the Indian Act, which would delegate the education of Indians to the provinces. The proposal was called the White Paper. Although abandoned amidst strong criticisms by Indian organizations, the paper made clear the intentions of the policy makers.

Interestingly enough, by 1971 a special policy had been adopted, whereby instruction in the primary grades could be held in the local Indian language. That year, an Order in Council permitted the Department to enter into education service contracts with Band education committees and councils.

DISCUSSION

To what extent did Indian organizations influence actions taken by the government? See Appendix 2.

TRAINER

INDIAN CONTROL OF INDIAN EDUCATION

In 1972 the National Indian Brotherhood had developed a response to the White Paper, which was called Indian Control of Indian Education. It presented their intentions for future education of Indian people through the efforts of the federal government and the Indians themselves. Further, it presented the philosophy, goals and principles of education from an Indian standpoint.

By accepting and endorsing Indian Control of Indian Education in 1973, the federal government affirmed its responsibility to provide funds for comprehensive Indian education. By virtue of "Parental Responsibility and Local Control" the Indian people assumed the right to administer all aspects of Indian education, whether it be through their band or tribal government.

ACTIVITY

Read through Indian Control of Indian Education. Discuss whether this policy would be effective in the communities of the participants.

SUMMARY

In this lesson we have reviewed the development of Indian education and its policy changes within the past 300 years. We have also seen that the topic of Indian education is almost constantly changing, whether this involves financing, curriculum development, or who holds responsibility for it.

LEARNING
OBJECTIVE

The participants will be able to:

- o understand the legal boundaries of education.
- o study the appropriate laws and treaties by reviewing the B.N.A. Act and Indian Act.

OVERVIEW

The purpose of this lesson is to assist the participants in becoming familiar with the legal regulations regarding the education of Canada's Indian people, the need for those regulations, and some of the complications that have arisen through the use of certain words and phrases in the treaties. The education committees will find that an understanding of these laws is a valuable resource for improving and/or expanding their programs.

RESOURCES
REQUIRED

1. Transparency 1
2. Resource people re: Legal aspects
 - o BNA Act
 - o Indian Act
 - o Treaties
 - o appendix 3, 4, 5, 6

RELATED
LESSONS

1, & 2

PRESENTATION
BY TRAINER

THE BRITISH NORTH AMERICA ACT

The loosening of bonds between Great Britain and the Canadian colonies gradually led toward the formation of an independent dominion known as Canada. Constitutional guidelines laid down by Great Britain in an act known as the British North America (BNA) Act of 1867 acknowledged Canada as a separate political entity. Confederation grew from four provinces in 1867 to ten in 1949.

The B.N.A. Act confirmed adherence of the provinces to Confederation. The framework of educational policy has been greatly affected by section 93 of the Act:

"In and for each Province the Legislature may exclusively make laws in relation to education."

Thus, the issue of education comes under provincial jurisdiction. That same section further granted rights to religious groups for denominational and separate schools.

Since 1949 Canada has maintained ten provincial educational systems which retain individual characteristics. The territorial schools continue to be federally operated.

DISCUSSION

1. Hand out copies of the B.N.A. Act, and the Indian Act.
2. Discuss the interpretation of the extent of jurisdiction as it applies to the education of Canada's Indian people.
 - (a) federal (BNA Act, section 91-24)
 - (b) provincial (BNA Act, section 93)
3. Why are laws necessary to regulate education?
4. Where does the federal government obtain authority to provide education to Indian and Inuit people?

TRAINER

THE INDIAN ACT

In 1867 the British North America Act gave the Federal Government legislative responsibility "over Indians and lands reserved for Indians". Exercising this authority, the Government consolidated all laws concerning Indians to form the "Indian Act" of 1876. The department responsible for that act was to be called the "Department of Indian Affairs and Northern Development".

Our concern with the Indian Act lies in sections 114 - 123 under the heading "schools".

TRAINER
(cont'd)

- o the Department's responsibility to provide school facilities for Indians;
- o the mandatory attendance of Indian students; and,
- o the Department's right to buy educational services from religious organization.

These provisions for educational services were clarified in the 1951 revision of the Indian Act.

DISCUSSION

1. Why are laws necessary to regulate education?
2. Where does the federal Government obtain authority to provide education to Indian and Inuit people?
3. Where does the provincial government obtain the authority to administer education to Indian students?
4. How do provincial boundaries affect the Department of Indian Affairs' delivery of educational services?

NOTE

The Department of Indian Affairs and Northern Development provides schools for Indian Reserves and co-operates with the provincial departments of education and school boards to enrol Indian students in off-reserve schools.

DISCUSSION

Discuss experiences the participants may have had with occupational training.

TREATIES

In the treaties, one form of compensation for this land title included sections on education, those that did varied in wording and intent. Our concern, in this exercise is to consider the terminology used in the treaties and the fact that the Canadian/British education system was superior to Indian learning. Recall that during the time of the treaties schools were formalized institutions usually run by the churches. As such behavior was strictly enforced the system was insensitive to Indian language and culture.

TRAINER

The earlier treaties (1850 - 1887) that made reference to education agreed to provide a school and a teacher for each Reserve. Most of the later treaties provided for a school, the teacher's salary, and educational equipment.

DISCUSSION

1. Who determines what is to be taught to children in school?
 2. How do the terms "maintain", "school" and "it may seem advisable" present confusion when discussing the treaties?
-

SUMMARY

At this point you should have gained an awareness of the structure of matters regarding the Indian right to education as well as an ability to identify the source of dispute over some documents that treat that right.

LEARNING
OBJECTIVE

The participants will be able to:

- o identify on a flip chart at least 8 education services that are provided by the Department of Indian Affairs and Northern Development.

OVERVIEW

The purpose of this lesson is to provide the education committee member with a knowledge of some of the services provided by the Department of Indian Affairs and Northern Development. The Department operates schools including residential schools, authorizes arrangements for educational services to be made with a province, religious or charitable organization and assures the "greatest degree of local authority."

METHODOLOGY

We have included a number of possible suggestions which may assist you to make your lessons as motivating as possible. These, of course, are only suggestions, and can be used, varied, or ignored as you feel best suits your individual situation.

1. Describe the lesson's overall purpose by discussing the overview.
2. Describe the learning objectives to be attained.
3. Present the approach you have chosen to attain the objectives.
4. Discuss your approach and seek their agreement to proceed.
5. At the completion of the lesson, review and "sum-up" the objectives and content using the summary segment of the lesson. The District Superintendent could provide clarifications and elaborate more extensively on the lesson.
6. Discuss suggestions the participants might have for future lessons.

RESOURCES
REQUIRED

- o Resource Person from the DIAND
- o Appendix 7

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

The purpose of this lesson is to introduce you to the educational services available to Canadian Indian Bands from the Department of Indian Affairs. By taking a look at these services, you, as a group member, will be able to decide what services are useful to you and your community. It is important for you to be able to obtain detailed information from the Department about their services.

We will, for instance, see that the Department operates federal schools, authorizes arrangements for educational services to be made with a province, religious or charitable organization and also provides a variety of learning activities for adults. As an education committee member, you will require an understanding of these services should your community decide to implement the concept of local control.

DISCUSSION

Notify the group members that the District Superintendent of Education will be participating in this lesson and ask him to clarify his position and responsibilities in the Department of Indian Affairs. Make the group aware that they can ask the resource person any questions that they may have during the presentation.

TRAINER

INDIAN EDUCATION - FEDERAL RESPONSIBILITY

The Department of Indian Affairs provides educational services for Indian people by authority of the Indian Act and the various regulations made after the Indian Act. Funding for these programs is provided annually by Parliament.

At the time of Confederation the provinces were given authority over education. This responsibility includes the building of schools, licensing of teachers and setting of standards for each level of schooling. Education of Indians was, however, a responsibility given to the federal government as part of this government's general authority over "Indians and land reserved for Indians."

The general authority over "Indians and lands reserved for Indians" has been administered by various federal government departments from time to time and since 1966 has been done by the Department of Indian Affairs and Northern Development. There are two main subdivisions in the Indian and Inuit Affairs program related to the education responsibility:

1. Education and Cultural Development, responsible for developing new programs in education for Indian people, and
2. Education and Cultural Operations, responsible for actually conducting the programs and operating the services.

Some Indian communities have federal schools operated on the reserve by the Department. Many Indian Bands have chosen to send their children to provincial schools on or near the reserve. Other Bands have opted for Band operated schools funded by the Department but administered by a Band through their education committee or school board. Others have chosen to send their students to private or parochial schools.

Although some residential schools are still in operation under Indian and/or government control, most have slowly been phased out as other ways are being found to meet the needs of Indian students from isolated communities. Most of these children are now being housed in private or group homes and are attending the local public schools or federal and band schools.

DISCUSSION

1. Do you think that the education objectives of the Department promote local control?
 2. What do you think of the different approaches have chosen in order to provide educational opportunities to the children?
 3. Are group homes or private homes the answer for children who have to attend school away from home?
-

TRAINER

SPECIAL AND SUPPORT SERVICES

Other services provided or funded by the Department can be classed under the heading of special and support services. These include the following:

1. School transportation
2. Teacher residences and in some cases janitorial residences.
3. Student allowances
4. School supplies
5. Professional or paraprofessional counselling services
6. The cultural enrichment program

ADULT TRAINING

1. Discuss Special and Support Services. Has anyone been personally involved in any of these services?
2. Are there any services that may have been omitted in the presentation? List these on a flip chart and ask your resource person to fill in any that may have been omitted.

TRAINER

SUMMARY

In this lesson we have seen the educational services that are provided to Indian Bands by the Department of Indian Affairs and by what authority these services are provided. We have seen and discussed the objectives of the Department of Indian Affairs and have determined whether this objective helps to promote the concept of local control.

We have looked at student residences and residential schools and how this service is slowly being phased out and replaced by group and private homes.

LEARNING
OBJECTIVE

The Participants will be able to:

- o identify the structure of a federal school, and
- o list at least three services it provides through discussions and group activities.

OVERVIEW

This lesson will look at the structure of federal schools and how they are run.

METHODOLOGY

1. Describe the topic and the learning objectives to be attained.
2. Describe the approach you have chosen to attain these objectives. It would be helpful to send the resource person a copy of the lesson before the class meets.
3. Have a member of the class greet and introduce the resource person to the class.
4. Have the guest state his/her areas of responsibility with DIAND. Have the resource person ask the class for some questions they would like answered. These could be written on a flipchart to be referred to at various points during the discussion.
5. Some of the areas could, perhaps, be covered by the resource person instead of the trainer. Some suggested areas are: the breakdown of responsibility, selection of staff, or the school program.
6. Have the resource person lead the discussions and answer questions.
7. Have the member of the class who introduced the resource person thank him/her on behalf of the group at the end of the class.

RESOURCES
REQUIRED

- o A Resource person from Regional Personnel, Department of Indian Affairs

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson, "How Federal Schools are Run," will assist the education committee member to understand the structure of the federal school so that it can be an option when deciding what kind of school is best for a particular community.

Federal schools are schools that are run on an Indian reserve by the Department of Indian Affairs and Northern Development.

The administrative structure of the federal schools system could be shown as follows:

The National Level (Ottawa)

- o Director of Education and staff.
- o Director responsible to the Head of Program Support

The Regional Level

- o Regional Director, or Manager of Education, and staff of specialists in each region
- o Regional Director responsible to Director of Operations

The District Level

- o District Superintendent of Education and staff for each district in the region
- o Staff usually consists of one or two counsellors and sometimes specialists in language arts and instructions
- o District Supervisor functionally responsible to Regional Director of Education and administratively responsible to the District Manager

The Community Level

Each federal school has:

- o a principal
- o a vice-principal (depending on the size of enrollment)
- o teachers
- o teacher-aides and a Band social counsellor (depending on the size of enrollment)

DISCUSSION

1. Does the structure at the national level assist in making local control possible? How about at the regional level? At the district level? At the community level?
2. Does the overall structure seem to promote the concept of local control?

TRAINER

THE RECRUITMENT OF STAFF

Now that we have seen the structure that has been set up to deliver educational services, let us take a look at how staff are hired.

The Recruitment of Teachers. Recruitment is usually a co-operative effort where the Regional Director or Superintendent of Education, the District Superintendent of Education and a regional personnel officer are responsible for the final selection of teachers. Recently, representatives from the Band council and from Indian organizations to have assisted in hiring teachers.

The Selection of Para-professionals. Generally, representatives of Band councils and education committees have been allowed to play a more direct role in the selection of paraprofessionals such as teacher-aides, and homeschool co-ordinators.

The Selection of a Social Counsellor. In some instances, the provincial school district shares with the Department of Indian Affairs the financial responsibility of a social counsellor. In such instances, a provincial district superintendent of schools, or his representative, may be on the selection committee.

The Selection of Caretakers. In the selection of caretakers, a District Engineer as well as the District Manager may be involved in the selection committee. Band councils, or their representatives are generally consulted.

DISCUSSION

Discuss the selection process:

1. Should Indian people have more authority in the selection process?
2. Are you aware of some of the reasons why Indian people are not consulted in teacher selection? Ask the resource person from Regional Personnel to discuss this question.

DISCUSSION
(cont'd)

3. Ask the resource person about the type of advice and assistance that is expected from representatives of the Band council in the selection process.
-

TRAINER

THE SCHOOL PROGRAM

Federal schools exist primarily to provide educational opportunities and services to children of Indian status on Indian reserves. Some isolated cases exist in Canada where services are also provided for non-Indians on Indian reserves.

Generally, federal schools follow the curriculum of the province in which they are located. Some adaptations in the curriculum are made to meet local identified needs.

In some regions, specialists in language arts, curriculum and instruction are available to teachers and principals to assist in adapting the curriculum to local needs. Where these specialists are not on staff, the District Superintendent of Education is expected to provide this assistance.

The programming goal in federal schools is to adapt the provincial curriculum to special identified needs while still following its objectives.

DISCUSSION

1. What do you think of the required qualifications for teachers in federal schools? Are these qualifications rigid enough? Do they really qualify a person to teach in a reserve school?
2. Would these qualifications assist in the concept of local control?
3. Are the fringe benefits enough to attract good quality teachers capable of teaching according to the special requirements of the particular community?
4. Ask the resource person to explain "certain financial responsibilities with regard to travel" which the Department assumes.
5. Ask the personnel officer to show and explain the ads that the Department uses to attract teachers. Are these ads sufficient to recruit good teachers?

TRAINER

THE RESPONSIBILITIES AND DUTIES OF THE PRINCIPAL IN RUNNING A FEDERAL SCHOOL

The responsibilities of the principal, in consultation with the teachers and generally under the guidance of the superintendent are:

1. To arrange programming in such a fashion that the provincial curriculum is being followed. This should provide equality of educational opportunity with other students in provincial schools.
2. To ensure that lesson plans are prepared by the teachers and that these are followed carefully. The principal is also responsible for examining the day-books to see that they are being kept up to date.
3. To assign teachers to the classes that they are best qualified to handle.
4. To assign living accommodations in crown-owned housing.
5. To see that the entries in the following forms are kept up to date, completed and forwarded to the right destination: registers, reports to parents, permanent record cards, monthly attendance sheets for both teachers and students, summary of attendance sheets for the school year, promotion lists of the students and summer addresses of the teachers.
6. To arrange through discussion with the District Superintendent of Education remedial assistance for students who have special problems.
7. To see that requisitioning of classroom supplies, school and teacherage furnishings, texts, caretaking supplies and library books is completed and forwarded to the Department of Indian Affairs district office at the proper time. The principal should involve the teachers, teacher-aides and caretakers in this process.
8. To develop a good working relationship with the Band education committee and to seriously attempt to make it possible for that committee to become meaningfully involved in the running of the school operation.
9. To develop means of promoting community and parental interest in the school.

DISCUSSION Discuss the responsibilities and duties of the principal.

ACTIVITY 1. Have we left out any points that would promote local control? If so, draw up a list on the flip chart.

2. Discuss each duty in detail and ask the resource person to contribute in this discussion.

3. How can you, as members of the Band education committee, assist in creating community and parental interest? Is this necessary?

DISCUSSION 1. How can the communities make the best use of its schools?

2. Should the schools be used for social and cultural events?

3. Should these "extra" services become a part of the school system?

TRAINER

SUMMARY

In this lesson we have seen how federal schools are run.

We have seen that an organizational structure for education already exists within the Department. We have also seen the recruitment procedures for teachers, the programming for federal schools and the qualifications required for teachers who deliver the program. We have looked at the responsibilities and duties of the principal and have discussed the possibility of using the school facility as an educational service centre.

LEARNING
OBJECTIVE

The Participants will be able to:

- o identify the structure of a provincial school, and
 - o list at least three services it provides through discussion and group activities.
-

OVERVIEW

In this lesson we will look at how provincial schools are run.

We will see that the overall policy-making is the responsibility of the provincial Ministry of Education which is part of the provincial Ministry of Education.

METHODOLOGY

1. It would be helpful if the resource person could summarize the central ideas involved, adding some practical examples from his/her job related experience.
 2. The trainer should prepare, beforehand, flip charts of the section dealing with the Governor-in-Council as to (a) responsibilities and (b) duties.
-

RESOURCES
REQUIRED

- o District School Board member as a resource person
 - o Provincial Education Act
 - o Transparencies 1, 2, 3, 4, 5, & 6
-

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is designed to provide the Band education committee member with an insight into the operation and function of a provincial school.

The overall policy-making is the responsibility of the provincial Ministry of Education. The responsibility for the operation of the provincial school system is in the hands of the school district. The district policies are made by the members of the school board who are the elected representatives of the school district. The administrative operation of the school district is the responsibility of the Director of Education, the Superintendent of Schools and Business Administrators. The educational program is headed by the superintendent of schools along with his district staff.

By looking at this option in more detail, the Band education committee will be able to decide if the provincial school will provide the kind of educational opportunities that will meet its needs.

DEFINITION

Policy identifies goals and provides the authority necessary for the achievement of these goals.

TRAINER

POLICY-MAKING STRUCTURE

The provincial powers and responsibilities in regard to education belong to the Governor-in-Council (the Cabinet), the Minister of Education and, in practice, the Department of Education. For all practical purposes, the Minister and the Department of Education exercise the responsibilities of the Governor-in-Council, subject to the approval of the Governor-in-Council.

The Governor-in-Council has responsibility for the general supervision of public schools and education in the province. The Education Act gives the Governor-in-Council, this may vary slightly from province to province, the power to make regulations about:

1. All provincial grants for educational purposes and the terms and conditions upon which they are paid.
2. The location, construction and control of public school buildings.
3. The conduct and management of schools established under the Act for persons over 16 years old.
4. The classification of teachers and the giving, cancelling and suspending of teachers' certificates and permits.
5. The determination of minimum salaries for teachers.

TRAINER
(cont'd)

6. The classification of schools.
7. The closing of schools of less than sixteen pupils and the arranging of other educational opportunities for the pupils.
8. Medical examinations of school employees, including teachers, and standards of medical fitness to be used in schools.
9. The foundation programme of education to be provided and administered by school boards.
10. The support, conduct and operation of vocational schools and technical institutes, of adult vocational classes, of correspondence study courses, schools for instruction of apprentices, schools for instructions for miners and vocational and adult training programmes as required.

The Governor-in-Council may, further:

1. Appoint inspectors of schools and determine their duties.
2. Prescribe courses of study, textbooks, and apparatus for schools.
3. Determine all appeals from decisions of school boards.

In practice, it is the Minister of Education, subject to the approval of the Governor-in-Council, who carries out these responsibilities. (The Minister of Education is a member of the legislature and a member of the provincial cabinet.)

The Minister has general powers over the ministry, the administration of which is carried on by a Deputy Minister of Education, who is a public servant. Acting both as an advisor and as an administrator, the Deputy is directly responsible to the Minister.

The Deputy Minister's duties have become heavier recently because of changes in educational policies. The ministry is now responsible for the supervision of schools, curriculum, teacher certification and research and support services, such as libraries, health, transport and finance. Education has become one of the largest "service" ministries in the provincial government.

DISCUSSION

1. Notify the participants that a resource person from the district school board will be participating in this lesson and have him briefly clarify his position and role to the group.
2. Who is the Governor-in-Council? Ask the participants to again read the areas in which the Governor-in-Council can make regulations and make sure the participants have a clear

DISCUSSION
(cont'd)

understanding of each. Ask the resource person to field any questions that may arise in the discussion.

3. Who is the Deputy Minister of Education? Discuss the functions of the Deputy Minister with your resource person.
4. Show the participants a copy of the Education Act for your province and tell them that it is available after the class to anyone interested.

NOTE

The next section applies to those provinces where the position of inspector still exists.

TRAINER

INSPECTOR

The inspector is responsible to the Minister of Education. The duty of the inspector is to advise municipal school boards and to visit and report on every school in his division. His duty is also to advise teachers and trustees and especially to help teachers in using better methods of instruction, classifying pupils and conducting classes. The inspector will inspect and report on public schools, consult and co-operate with educational agencies and generally aid the Minister to keep in touch with educational conditions throughout the province. In addition, the inspector is responsible for promoting education by holding public meetings, conducting in-service training and providing an annual report to the Minister. The inspector must inspect every school outside of a city or town at least twice a year and report any fire hazards to the Fire Marshal. The inspector may assume whatever degree of control of any school system he judges necessary. He is, in effect, the eyes and ears of the Minister.

Some municipal units employ a Superintendent of schools and in these units the role of the inspector is greatly reduced. The inspector becomes a departmental functionary who is active in in-service training of teachers, interpreting and enforcing provincial regulations and providing budgetary advice to boards.

NOTE

Show transparency 1

DISCUSSION

1. What is the name of your provincial inspector?
2. Does the inspector carry out his duties in your school?
3. Does this arrangement promote local control?

TRAINER

SCHOOL BOARDS

The management of schools is the responsibility of school boards whose powers are determined by the legislature and are specified in the Education Act.

Originally, boards of trustees were established for every school section or district, and there were many of them. They were responsible for education in the school district. The school board has taken over this responsibility.

Generally speaking, school boards are responsible for the operation of both elementary and secondary schools within a given area, as well as the appointment of teachers and the purchase of supplies and equipment. Most now employ a director of education, a business officer and staff, and various consultants to assist the teachers.

Details on the organization of boards are included in another lesson of this programme.

NOTE

Show transparency 2

DISCUSSION

1. Have you had any previous experience with school boards?
2. Have you had any experience with school board staff?

NOTE

Show transparency 3

TRAINER

SUPERVISORY PERSONNEL

The various school boards carry out their responsibilities primarily through their supervisory personnel.

A superintendent, supervisor or principal in charge of a school system has overall responsibility for directing and administering the programme offered in the system. This includes in-service training and a programme for promoting, classifying and grading pupils. He is in charge of school records and of initiating, developing and evaluating the education programme in the system. He supervises in the area of equipment, supplies, maintenance and conveyance. He reports to the board and the Minister about any or all aspects of the educational program; he interprets the policies of the board to employees and to the general public; he advises the board about employing, keeping and dismissing teachers and other personnel employed in the system.

NOTE Show transparency 4

TRAINER The supervisor of schools is responsible to the school board through the superintendent. If there is no superintendent, he is directly responsible to the school board.

The supervisor of schools is responsible for initiating, developing, evaluating and coordinating the educational programme. He/She is in charge of visiting or assigning someone to visit each of the schools, of developing a satisfactory in-service training programme, of co-ordinating the services of consultant teachers and of reporting regularly to the school board. He/She is also responsible for advising the board about employing, keeping and dismissing teachers.

NOTE Show transparency 5

TRAINER The system may also have an assistant superintendent who assists the superintendent in carrying out the educational programme.

In some provinces the supervisor of curriculum, under the direction of the superintendent, is responsible for supervising the teaching of a subject or subjects, and for organizing and conducting classroom visits, teacher consultations, in-service training and testing programmes in the specific subject or subjects and grade levels in which he is working.

NOTE Show transparency 6

TRAINER A principal is responsible for supervising and administering the education programme in the school, and the vice-principal is responsible for assisting him.

A department head is responsible for co-ordinating the educational programme in a specific department in a school as directed by the principal.

Some school systems may differ slightly from the above model by combining some of the duties under different titles. Basically the pattern of each provincial educational system is similar.

DISCUSSION

1. Ask the resource person to explain some of the differences that exist in your province in comparison with the model presented.

DISCUSSION
(cont'd)

2. Are the various duties and responsibilities of the supervisory personnel performed satisfactorily?
 3. Who employs the supervisory personnel in your province? Does this create any difficulties? Would the system operate more effectively under different control?
-

ACTIVITY

1. On a flip chart ask the group to list the main topics of the lesson.
 - (i) policy making structure.
 - (ii) duties of inspector
 - (iii) superintendent duties
 - (iv) the school board
 - (v) supervisory personnel
 2. Is this model relevant to their situation?
-

TRAINER

SUMMARY

In this lesson we have examined how a provincial school system is run and who is responsible for carrying out specific duties of the educational program.

We have seen that policy-making within the provincial Ministry of Education is the responsibility of the Minister. The Deputy and his staff administer the policy. We have also seen that in some provinces an inspector assists the Minister in carrying out of his responsibilities.

We have taken a brief look at school boards and have become aware that these boards are responsible for the management of schools. We will study the structure of school boards in more detail in a future lesson.

We have also seen that the supervisory personnel are employees of the school board and are responsible to the board for performing their duties.

This should give the participants a better understanding of how the province runs its schools. It should also provide a better understanding of how and why a local community can and should become involved in this structure.

Is it possible for a community to pursue the concept of local control under the provincial school system? Only the Band council and the members of that Band can answer this question - it is their right. This lesson is provided only to explore an available option for the Band education committee members who are in the process of choosing the best type of school for their community.

LEARNING
OBJECTIVE

The participants will be able to:

- o examine and evaluate the structure of their education committee
- o make positive changes in the structure of the Education system in their community
- o organize the activities of the Education committee by participating in group discussions and activities

OVERVIEW

Band education committees generally come into being as a result of Band councils deciding to establish a committee which will be responsible for education matters in the community. Education committees have funds made available from the Department of Indian Affairs for "Band Education Committee Program."

In this lesson we will outline the organization and structure of an education committee that is:

1. A committee of a Band council with very specific terms of reference, definite assignments and a limited tenure.
2. A management type of committee which is responsible for operating education programs.

RESOURCES
REQUIRED

- o Copy of the by-laws of the Band Council
- o Copy of the by-laws of the Committee
- o Roberts' Rules of Order
- o Appendices 8, 9, 10, & 11

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about the structure and organization of education committees.

We will look at structure in terms of the form of the committee, that is, the make-up of the committee. We will identify the various parts of the committee.

When we talk about the organization, we will be talking about the process of developing an orderly structure that will help the committee to work effectively.

All existing committees already have a structure and have been organized to some extent. We will help you to take a look at your own education committee to find out what its structure is. When you know the structure of the education committee, you can evaluate it and decide where it needs to be improved.

Once you know what needs to be improved, we will show you how you can re-organize your committee to make it work more effectively.

There are two very different situations in which an education committee may be involved. They are:

1. Where the Band council has formed a committee to carry out a specific job, such as a study on adult education. This type of education committee is concerned only with the tasks that the Band council assigns to it. It does not have to worry about management or about its future. The Band council takes care of that.
2. When the education committee is involved in managing programs. Such a committee gets general direction from the Band council but usually is responsible for many program activities. It, thereby, becomes a managing committee which has to make decisions and recommendations to the Band Council and carry a certain amount of responsibility for its actions.

DISCUSSION

Have the group determine if their particular education committee fits into the category of being simply a committee of Band council or of being a management committee.

TRAINER

TWO TYPES OF EDUCATION COMMITTEES

Let us now examine in detail the type of education committee which is simply a committee of the Band council with specific jobs given by the council. We will look at the committee in terms of:

TRAINER
(cont'd)

1. The people involved
2. Functions or activities
3. Responsibilities

First we will consider the people. Such a committee usually has a Band councillor assigned as the leader or chairman. The councillor has been involved with the rest of the council to determine the purpose for creating the committee. Other members of the committee may include one or more other members of the Band council, or may include people outside of the council who are selected and appointed by the council. These other members are put on the committee to assist the leader in meeting the goals and objectives of the Band council. Staff required to assist the committee are generally existing Band administration staff. The Band administration handles any funds, expense payments or salaries paid to staff or committee members.

Second, let us examine the function of this type of committee. The goals or objectives are limited to one or two things. The assignment is specific. The job may last for a long or a short period of time. It may be simple or it may be complicated. Whatever it is, it is determined entirely by the Band council. The committee works strictly within the limits set for it by the council. All activities are aimed at meeting the goal or purpose that has been set by council.

The third point we will examine is the matter of responsibility.

Such a committee is responsible only for meeting the purpose for which it was established by council. All other responsibilities rest with the council. The responsibility for direction, for management, for decision-making and for accountability all rest with the council. This way the committee can concentrate on its assignment and can meet its objectives effectively.

Appendix 8 contains three situations in which this type of committee could be established. These situations show possible ways in which the committee could be structured; they are not the only ways. Look for strengths and weaknesses in them.

DISCUSSION

Have the participants read and discuss each of the situations outlined in Appendix 8. Use a flip chart. Examine each situation in terms of PEOPLE involved, the FUNCTIONS or activities involved, and the RESPONSIBILITIES involved. List them under the headings of Band council and education committee. After you have made a list of each situation, compare them and discuss them. What are the strengths and weaknesses of each committee structure?

TRAINER

The second kind of education committee is much more complicated. This is the kind of committee that is involved in the operation and management of education programs. It is set up to meet

TRAINER (cont'd) the goals and objectives set out for it by the council. However, because there is such a great deal of work involved in overseeing the programs, the council gives the committee the authority to manage and the responsibility for the ongoing development of the education program.

DISCUSSION Have the participants discuss the difference between the two types of committee structure. These are:

1. The simple committee that is a part of council and has very limited and specific objectives.
2. The committee that is responsible for management and operation of education programs.

List the differences on a flip chart. Examine and discuss them thoroughly.

TRAINER DECIDING ON COMMITTEE STRUCTURE

It is not easy to decide which structure is the better one to do the job that the education committee has to do. It is something that the committee and the Band Council should look at in great detail and should not decide on until every reasonable alternative has been considered. Choosing the wrong structure for the committee can lead to programs failing to meet their objectives. When this happens, it is usually the people involved - staff, committee members or Band councillors - who are blamed. It is in fact the structure, not the people, that is at fault.

Appendix 9 contains examples of three different situations in which Bands are running education programs. Each situation is presented with three different possible education committee structures. No one structure is totally right or totally wrong. Try to determine through discussion how each structure would affect the situation. Try to identify the strengths and weaknesses of each structure as it relates to each particular situation. Which structure would your group choose or can you develop a better one of your own? You may combine strong points from each of the three given structures.

DISCUSSION

1. Using Appendix 9, have the group study Situation One, "A Band Running the School Bus Programs."
 - o Discuss the advantages or disadvantages of running the program under that structure.
 - o List the advantages or disadvantages to see which is most suitable for running the program.
 2. Use a similar process with Situation Two, "A Band Running an Elementary School on the Reserve" and Situation Three, "A Band Running all Education Programs on the Reserve."
-

TRAINER

There is a wide range of possible ways in which a committee can be organized in order to run education programs. It is important that the committee and the Band council work together to determine which structure will best meet the needs of the program. In the end, the Band council must decide how much authority and responsibility it is going to give to the committee.

In making this decision, the Band council must also determine the amount of time the Band staff could spend on administration of the program.

The next exercise is designed to assist you in examining in detail the education program that you have in your community or the one that you may be planning to take over. By becoming aware of the activities, responsibilities and work involved, you will be able to decide which structure will be most suitable.

DISCUSSION

1. Have the participants use Appendix 10, "Outline for Examining Education Committee Structure, (a) Individual Check List." This is a check list to help understand the structure of the education committee. Have them go through the list and check off which activities or responsibilities are being handled by the Band council and which are being handled by the education committee.
2. When each participant has completed his or her list, have those who belong to the same education committee work together to develop a master list. This list is to show the structure of their Band's education committee.
3. Appendix 10, "Outline for Examining Education Committee Structure, (b) Group Check List," can be used to combine the results of the individual check lists. Where there is disagreement between items, the whole group will have to decide whether it is the Band council, the education committee or both that is responsible for a particular activity. There are blank spaces for adding any items which the participants feel are missing from the lists.

DISCUSSION
(cont'd)

4. Next, have each participant complete Appendix 10, "Outline for Examining Education Committee Structure, (c) How the Individual Thinks it Should Be." When they have completed the forms, have them return to their groups and complete Appendix 10, "Outline for Examining Education Committee Structure, (d) How the Group Thinks it Should Be." Again, any different opinions will have to be discussed until agreement is reached.

TRAINER

BRINGING ABOUT STRUCTURAL CHANGE

Now that you have completed the exercise to determine the structure of your present education program system and the exercise to determine what the group thinks that structure should be, you can compare the two and see what the differences are. You have identified changes that you think should be made in the structure.

The next problem you are faced with is how to bring about the changes, or how to re-organize the structure. Keep in mind who has the authority to change the structure. Does the education committee have that kind of authority or does the Band council have the authority?

The only way the committee can get responsibility and authority is if the Band council gives it to them. For example, if the committee had responsibility for everything except negotiating and signing agreements with the Department of Indian Affairs, the committee could not simply say that they are going to be responsible for that from now on. The Band council would have to decide that it wants to give that responsibility to the committee. Then the council would have to check out the legality of such a transfer and, in a meeting, approve a motion on it. Finally, the Band council would advise the education committee and the Department of Indian Affairs that it has transferred the responsibility.

You can see from the above discussion that the main job in bringing about changes in structure, once you have identified what changes you want, is to convince the Band council that it is in the best interests of the program that the changes be made.

Convincing council is part of the process of organizing or re-organizing your committee program structure. If there is a Band council member on the committee, it will be his responsibility to talk to council, but each of the education committee members must give him their support.

In order to convince council to make changes, you are going to have to prepare your case very well before you present it. You can use your "check lists" to show which areas of responsibility and which activities you feel should be given to the committee.

You should then take each specific responsibility and activity and spell out in detail why you feel it would be in the interests of the program to make the transfer from the council to the committee. When you have your reasons clearly spelled out and you all agree, you can present your recommendations to the Band council.

DISCUSSION

Have the participants review the check lists made in the previous exercise. Have them discuss which items they would put forward to Band council as recommendations for change in the structure of their organization.

TRAINER

WAYS OF ORGANIZING EFFECTIVELY

Now that you have developed an awareness of the structure of your committee and its relationship to the Band council, we will look at ways that you can organize your committee and your activities so that your committee will work effectively.

It is important that the committee has a set of rules under which it operates. If your committee is a simple committee of council, then it will likely operate under the Band council's rules or by-laws concerning committees. If you make any new rules about running your committee, you must be sure that they do not conflict with the council's rules.

If you find that the Band council does not have any established rules or by-laws for education committees, then it may be necessary to develop a set. Alternatively, the committee could ask the Band council to prepare a set of rules. A set of by-laws or rules for a committee should include the following items:

1. Membership. Who is eligible for membership on the committee? How can membership on the committee be ended? How long is membership to be for?
2. Officers. Positions such as chairman, secretary and treasurer should be listed and their particular duties and responsibilities spelled out.
3. Finances. The rules should state what kind of bookkeeping, records and accounts are to be kept.

TRAINER
(cont'd)

4. Meetings. The rules should show what kind of meeting the committee can hold; that is, regular meetings, annual meetings and special meetings. They should state how often the regular meetings should be held, who can attend them, what rules of order shall be used (eg. Roberts' Rules of Order), how many members shall constitute a quorum and rules concerning the order of business and how presentations or appearances are to be made before the committee.
5. Voting. The rules should state who is eligible to vote, how votes shall be made and whether a majority vote, three out of five, or a unanimous vote, five out of five, is to be used to decide motions.
6. Honorarium and Expenses. The rules should cover the matter of payment and honorarium and expenses to committee members. They should indicate how rates will be established and when a committee member shall be eligible to receive such payment.
7. By-laws. The rules should state how a by-law or rule can be changed, added to or removed.

The by-laws can contain any rules that the Band council and the committee agree are necessary in order to operate effectively. It is important that the rules be set out clearly so that everyone can understand them. Remember that the by-laws are rules that the committee is to follow. They are for the committee, not for the staff. Once the by-laws or rules are set, they should be followed at all times. If a rule is unreasonable or of no use, then it should not be in the by-laws.

DISCUSSION

1. Have the participants read and discuss the by-laws of the Band Council, the ones relating to the committee and the by-laws of the committee.
 2. Are there any differences or conflict?
 3. Are the rules reasonable and adequate to meet the needs of the committee?
 4. If there are no by-laws available from either the Band council or the education committee, have the group read and discuss the example for a possible set of by-laws outlined in Appendix 11. The group should add or delete any rules that it feels need to be changed to meet their particular situation.
-

TRAINER

SHARING COMMITTEE RESPONSIBILITY

The sharing of the responsibility and the work load by all members of the committee is very important. Often the chairman is burdened with far too much work and responsibility. It should be remembered that, outside of the committee meetings, the chairman has no more authority or responsibility than any other member of the committee unless the committee assigns him extra work.

Earlier in this lesson you examined thoroughly the activities and responsibilities of your education committee. Your final idea of what these functions are is listed in Appendix 10, "Outline for Examining Education Committee Structure, (b) Group Check List." Perhaps each committee member could be assigned a specific part of the total program and be responsible for that area. The committee member would have to report on it regularly to the rest of the committee in committee meetings.

The individual member should not make recommendations to the Band Council regarding his area of concern. This must be done by the entire committee.

When an individual is given the responsibility for a particular project or program, he should take the time to find out what objectives the committee has regarding it. His main task is to see that these objectives are carried out.

The dividing up of jobs and responsibility is best done by the entire group, although the chairman has the right to assign jobs to the other members. Consideration should be given to which member is best suited to be responsible for each particular section.

DISCUSSION

1. Have the participants review the completed check list Appendix 10, "Outline for Examining Education Committee Structure."
 2. Use flip chart and have them identify ways the program could be divided and delegated to the committee members.
 3. Do the participants understand the need to organize their activities? Did they develop reasonable ways in which the activities or responsibilities and programs or projects could be divided up and delegated to individual members of the committee?
-

TRAINER

SUMMARY

Organizing the education committee is a complex process. It is important to understand the present structure of your committee and how it relates to the Band council before you consider re-organizing. Once you understand how the system is organized and what the relationship is between the Band council and the education committee, you can determine if the structure is suitable to meet the needs of the program. After you have established the most suitable structure, you can begin to organize the internal structure of the committee, its activities and methods of operating.

You can see that there is no one correct way to organize all education committees. Each committee has to develop its own form and operate in the way that it finds is most effective.

LESSON 8
DETERMINING IF THE BAND WANTS LOCAL CONTROL

41

LEARNING
OBJECTIVE

The Participants will be able to:

- o list and describe five considerations to determine if the band wants local control of education.

OVERVIEW

This lesson will look at the factors involved in determining whether a band wants local control of their education. The way of determining the desire for local control will be undertaken in the form of an assessment or evaluation of the support and resources the band has available. There are five basic considerations for making an assessment or evaluation.

RESOURCES
REQUIRED

RELATED
LESSONS

10, 11, 12 & 19

PRESENTATION
BY TRAINER

INTRODUCTION

Determining if the Band wants local control of education involves evaluating the support and resources the Band has to take control. Some of the considerations which will help the Band to carry out this evaluation are:

1. What is the community's attitude towards local control of education?
2. Is the existing system meeting the community's needs in education?
3. What can you control?
4. What is the best time to take control?
5. How much control?

These five considerations should help the Bands to develop an overall view of the education system and to single out their strengths and weaknesses in taking control.

DISCUSSION

1. Using a flip chart have the group list what they feel is their main concerns in taking control of their education system.

DISCUSSION

2. Ask the participants how much influence they feel the community has and should have in gaining local control of education.

TRAINER

Is the Existing System Meeting Needs?

An education system should meet the needs of the community which it serves. By determining whether the existing system does give the community what they want, the Band will also help determine whether they should take control or leave the system the way it is. One possible reason for taking control would be because the present system is not meeting the educational needs of the community. This issue will be discussed in more detail in the next chapter.

What can you control?

In order to determine if they want local control, the Band must assess its own capabilities. This evaluation allows the Band the opportunity to prepare itself and to identify areas where more preparation is required before control is taken.

DISCUSSION

1. Ask the participants if they feel it is just as possible to under-estimate capabilities in taking control as it is to overestimate them.
2. Ask the participants to list some things they may need to know about their capabilities in order to assess them.

Suggestion: Some examples to discuss could include:

- o administration - can they run the system?
 - o curriculum - what are they going to teach?
-

TRAINER

When is the best time to take control?

In determining if the Band wants to take control of an education program, it is important that there is time for a thorough examination of their priorities as well as a thorough examination of the existing system of education.

The Band should be aware that in taking control of an education program, there are going to be changes. There will be changes in the attitude of the community. The Band must recognize the importance of allowing time for these adjustments and changes to take place.

DISCUSSION

1. Do the participants agree or disagree that timing is a consideration for the Band to take control?
 2. Have the participants discuss some of the things which could occur if timing is not taken into consideration.
-

TRAINER

How much control?

Determining if the Band wants local control can be directly influenced by the Band's capabilities, their needs and the time they have to effect a transition.

In trying to determine if it wants local control, the Band may find that the present system is not meeting their needs in education. They may also find that the community is concerned about the inability of the system to meet the needs of the students in acquiring a skill.

How much control they should take of the education system depends on the priorities of the community.

DISCUSSION

1. Have the participants list the five considerations a Band should make in determining if it wants local control. Describe each and give examples.
 2. Have the participants suggest different situations which they feel would enable the Band to determine if it wants local control. "What ideal conditions would be needed for a Band to take local control?" What conditions would hinder it?"
Suggestion: Use the following as an example for discussion:
 - a. Community's attitudes - indifferences
 - b. System meeting needs - curriculum is not designed to suit native children
 - c. Capabilities - limited to administration
 - d. Time - no limits, no pressure to take control
 - e. How much - they would like a little control at a time
-

TRAINER

SUMMARY

In this lesson we examined five issues a Band could consider in determining if it wants local control.

These five considerations are:

1. What is the community's attitudes towards local control of education?
2. Is the existing system meeting the needs of the community ?
3. What can you control?
4. What is the best time to take control?
5. How much control?

After considering these issues, the Band should be able to confidently decide if they want control. They would be aware of their limits in taking control and compensate for them.

LEARNING
OBJECTIVE

The Participants will be able to:

- o explain and discuss the four-part process of analysis to determine if the existing system meets the needs of the community in education through a variety of exercises.
-

OVERVIEW

In this lesson, the group will be comparing the existing education system with what the group feels the band needs in education. The analysis will be a four part process which will enable the group to have the ability to identify needs in education and to determine if the needs are being met.

RESOURCES
REQUIRED

- o Dictionary
 - o Glossary of Educational Terms or Dictionary of Education
-

RELATED
LESSONS

9, 11, & 12

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

In order for you to determine if the existing education system is meeting the needs of the community, you must know how the existing education system works and what the needs of the community are.

In this lesson, you will examine a four-part process you could use to determine if the community's needs are being met by the existing education system. This four-part process involves:

1. Examining the existing education system - in terms of its goals, objectives, procedures and end-products.
2. Determining what the community wants - in terms of the education system's goals, objectives, procedures and end-products.
3. Determining the community's needs - which is what you require in order to get what you want in education from what you have in the existing education system.
4. Determining if the system meets the needs - once needs are determined, a comparison is made between the existing education system and what has been determined as community needs.

The purpose of this lesson is to enable you to assess the existing system of education in terms of the needs of the community in education and to decide if they are being met. This will also enable you to decide if the system requires changes and what these changes are.

The following four questions open up the main areas of concern in the existing education system about which we should have information.

- a. What are the goals of the system?

By this question, we are trying to find out what the system is based on. What are the policies of the education system? What are the priorities? What does the system want to achieve with its students?

- b. What are the objectives of the system?

What the short- and long-term goals of education ? What are the students being taught? Are they being taught to read and write? Are they being taught a skill?

- c. How is the system run ?

By this question we are trying to find out how the goals and objectives are being reached. Do the students have choices in what they want to learn? How are the students being taught? What form of discipline is used with the students?

PRESENTATION
(cont'd)

d. What is the end-product of the system?

This final question and its answer will indicate just how effective the entire educational experience has been with the student. Has the child learned to read, write and speak well? Has the student learned a skill? Has the student achieved the goals and objectives of the system set out for him/her to achieve?

DISCUSSION

1. Discuss the four points in the examination process?
 2. Who does the final analysis of the existing education system?
 3. Inform the group that the second part of the four part process involves determining what the community wants from the educational system.
 4. On a flip chart list questions the group could ask the community in terms of goals, objective, procedures and the final result.
-

TRAINER

Determining what the community wants

The same questions used to examine the existing education system can be asked of the community.

It is important that the community be consulted at this step of the process. It enables you to obtain many diverse opinions and ideas about the education system, the way it exists and the way they want it.

Further community involvement in assessing the education system will enable you to identify what needs in education are and are not being met by the system. As was stated in the previous segment of this lesson, the final assessment as to what a child has achieved through the education system is left to the parents in consultation with the school.

DISCUSSION

1. Can you come up with more reasons why you should have community involvement?
2. Ask the participants if they can think of ways of determining their needs in education.
3. Have the participants list some needs they have in education and have them explain how they arrived at identifying these needs.

TRAINER

Determining if the System Meets the Needs.

In order to determine what the needs of the community are in an education system we have to know how the existing system is run and what the community wants from the system. Needs then became the difference between these two areas.

In determining if the system meets the needs, we do a comparison of the existing system with the needs we have identified.

Once this has been determined, we can simply ask "Is the system meeting these needs?" We can determine if it is or not by what the student has learned.

TRAINER

SUMMARY

In this lesson we examined a four-part process of analysis which included:

1. Examining the existing education system - in terms of its goals, objectives, procedures and end-products.
2. Determining what the community wants - in terms of the education system's goals, objectives, procedures and end-products.
3. Determining our needs in education.
4. Determining if the system meets the needs - once we determine the needs, a comparison is drawn between the existing education system and what we have determined are our needs.

As we saw in the previous lesson, meeting needs in an education system plays an important role in deciding if a Band should take local control of its education system.

LEARNING
OBJECTIVE

The Participants will be able to:

- o involve the community in educational problem solving
- o use the seven step process in solving the community educational problems

OVERVIEW

The purpose of this lesson is to provide the participants with an approach to community involvement in educational problem solving. The seven step model which is developed in the chapter should provide the skills and understanding to develop solutions for problems as they arise.

METHODOLOGY

1. The seven steps as listed in the summary or under Purpose and Introduction, should be listed on a flip chart and kept available at the front of the room so the participants can refer to it as the class progresses.
2. A team teaching exercise might be tried as an alternative training technique.
 - o Divide the participants into work groups.
 - o Assign each group a topic and activity:
 - Group 1 - Recognize the Problem
 - Group 2 - Assess the Problem
 - Group 3 - Clarify the Problem and Set Goals
 - Group 4 - Identify Constraints and Resources
 - Group 5 - Establish Objectives
 - Group 6 - Task Planning
 - Group 7 - Check on Effectiveness
 - o Assign times for both preparation and lesson.
 - o Give each group a written transcript of the lesson, forms, transparencies, explanation of activities, and any other material available for the topic.
 - o Assign each group the task of preparing and conducting the teaching of the lesson, including the discussion sessions.
 - o The groups could role play in several of the activities. Other group members could fill out the forms on the flip chart.
 - o The trainer should go from group to group during the preparations to offer assistance.

RESOURCES
REQUIRED

- o Transparencies 7, 8

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson presents a model to help you involve the community in educational problem solving. The seven steps of this model are:

1. Recognize the Problem
2. Assess the Problem
3. Clarify the Problem and Set Goals
4. Identify Constraints and Resources
5. Establish Objectives
6. Task Planning
7. Check Effectiveness

By following these steps, you should be able to involve the community in analyzing and developing solutions for problems and planning program changes to meet their needs.

DISCUSSION

1. Can the concept of community education be implemented in your community?
2. Is education necessarily what is taught in the school by the teacher?

TRAINER

COMMUNITY INVOLVEMENT

In the past education decision making often did not include community participation. Because of pressure from Community groups and organizations, this is becoming less true, and in some cases communities have even completely taken over the education program. Fewer and fewer people seem to feel that the solution to our educational problems is through federal and provincial bureaucracies. Rather, people are returning to the idea of local community organization as a means of identifying and solving real problems with maximum efficiency.

There are many ways to get a community involved in what goes on in our schools. All schools do this to some extent. Simple reporting of grades is one method. Open houses, parent visitation days, parent-teacher-student conferences are others.

To get the community involved in more than information exchange is a different concept which takes a different kind of openness and willingness on the part of the school community. It requires a much more systematic planning process. Community involvement doesn't just happen; it takes a lot of hard work.

TRAINER
(Con't)

The seven-step plan which follows is a fairly simple approach to community involvement in educational problem solving. Basically it is a common-sense approach. Its purpose is to provide a systematic process so that:

1. Time, money and other resources are being spent on the problem.
2. Attention is given to each detail necessary to solve the problem.
3. Continual monitoring of the process is conducted so that changes can be made as required rather than only at the end.

Step One - Recognize the Problem

The first step is perhaps the simplest and yet the most important. It is simply recognizing that there is a problem of some type, that something is not operating properly, or the ability to say that we are not doing as well as we should. Generally, this step is accompanied by informal questions asked randomly, and these can be general in nature, such as, "Why do so many students seem to dislike school? Why are our teachers and parents so dissatisfied?" Or the questions can be more specific, such as, "Why is this student failing reading? When are we going to get new fixtures in the bathroom?"

Recognition of a problem only indicates that there is a problem. One indicator might be thought of as a warning signal and several indicators that are similar might serve as a stop signal, indicating that something needs to be corrected.

DISCUSSION

1. What does the group feel is missing from the present education system?
2. Is the material presented in classrooms relevant to the community?

ACTIVITY

Use a flip chart and list at least three items that indicate a problem with education. Write down the exact words or actions which indicated a problem and list the source ie. student, teacher, parent.

Indicator of problem

Source of problem

- i.
- ii.
- iii.

After listing three indicators, decide in your group on one problem that you all agree is very important. You will be working on this problem area during the rest of this lesson.

TRAINER

Step Two - Assess the Problem

Too often in education, solutions have been applied to what was thought to be the problem when in reality it was only a symptom of the real problem. For example, if Johnny cannot read, no new reading program will help if the real problem is a visual one or if he comes to school tired every day. On the other hand, if Johnny and the rest of his classmates are not able to read, then a close examination of the instructional process and, of course, the teaching materials is in order.

There are a number of means of assessing the problem and five are suggested here:

1. Interviews

This is a simple, straightforward, but subjective method of collecting data. It involves deciding what information you want and from whom, designing a set of questions, and asking these questions of the identified group of people. For example, if you would want to know why so few students take part in after-school activities, you would ask the students who do not participate, and you might also ask the same questions of their parents. If a large number of those interviewed mention lack of transportation or a lack of activities interesting to them, then you have begun to pinpoint the problem. The interview can only give you a better grasp of the problem and only serves as a starting point from which to gather more in-depth information.

2. Observation

All professional educators use observation as one means of evaluation and assessment. Systematic observation is a more refined means of data collection which helps to clarify or confirm a suspected problem area. This should involve two or more observers periodically viewing the same problem area over an extended period.

3. Surveys and Questionnaires

These are a bit more objective than interviews but are designed to get the same type of information. They often ask for items to be prioritized or to be rated on a scale and will sometimes include a comment column in which respondents have an opportunity to explain their choice of answers.

TRAINER
(cont'd)

4. Group Sampling Technique

This is a system designed to allow those most involved in a problem to have a say about the nature of the problem and possible solutions. It involves getting a small number of the members of the various groups together who are affected by the problem, having them share ideas about problem areas or causes of the problem and then rank ordering those causes. After all groups involved have gone through the process, then a combined rank ordering is done and the process repeated with a few members of the original group. For example, if the problem is a high drop-out rate, each individual would rank order his own reasons and share them with the sub-group. The group would then share any other reasons they consider important and these would then be rank ordered by the group. Next, representatives from those sub-groups might come together to discuss the findings of the sub-groups. This combined group would then rank order all the causes for a high drop-out rate, thus giving a clear picture of where to begin working on the problem. With the involvement of the groups affected by the problem, they should now have enough vested interest to help solve the problem. Because the groups affected by the problem are involved, there should be enough interest to help solve the problem.

5. Quantitative Data

The word quantitative data refers to various types of records, such as achievement scores, I.Q. tests, failure rates, absenteeism, drop-out, vandalism, population shift, economic levels, etc. This data is more objective and more easily obtained than data collected by any previous methods. The difficulty is that there is so much quantitative data available census reports, schools and other institutional records, newspapers, stories and publications of local, provincial and national organizations. These types of quantitative data often help to indicate the problem area but, generally, other types of information are needed to discover the precise nature of the problem. The important thing to remember is to consider all sources of quantitative data and to decide whether or not the data is essential to the problem you are considering.

In order to assess your needs you must collect data from many sources, using most of the techniques that have been described. There is the real danger of focusing on only part of the problem. Because there is so much data available when conducting a needs assessment, it is often helpful to develop a long list of possible information or additional data related to the problem through brainstorming. One person present in the group should be made responsible for collecting data and a specific data should be set for reporting on it.

ACTIVITY

On the sheet, state the problem area which you identified in Step One. Next, in Column 1, list all possible types of information your group can think of that is related to the problem. In Column 2, list possible methods of obtaining the information. Column 3 identify each type of information as, (E) Essential, (G) Good to have but not essential, or (NN) Not Needed in the particular problem.

If more information than you already have is essential, list in Column 4 the person responsible for that information and the date when that information is to be collected and presented.

WORKSHEET

Problem Area: Defining Education in the Community

Column 1	Column 2	Column 3	Column 4
Types of Information	Methods for obtaining information	E-Essential G-Good NN-Not Needed	Who is to collect and when

TRAINER

Step Three - Clarify the Problem and Set Goals

There are no easy standard methods for analyzing data collected. Hopefully each person responsible for collecting data in the previous step will summarize the information as objectively as possible. In order to clarify the problem area, it is necessary to determine what the situation would be like if the problem no longer existed. Step three is an analysis of the information gathered in Step two to:

1. Clearly describe the problem in the problem area.
2. Clearly describe the situation if the problem no longer existed.
3. Determine the course of action needed to move from the problem described to the point where the problem is removed.

This point then becomes your goal, "a broad statement of intent." This step is important in helping set a direction because without establishing a target it is easy to drift aimlessly or to carry out a number of activities that may not help to solve the problem.

TRAINER
(cont'd)

For simple problems, one goal statement may be enough. ie. if the problem is a lack of parent involvement in the school, you may have as your goal: to increase the amount of involvement which parents have in school, including both amount of time spent and input into decisions and programs. The implication is that if this one goal is met, the problem will be resolved.

On the other hand, more complex needs may require a series of goals. If the need is to reduce public dissatisfaction with schools, some of the goals may be:

1. To ask for and receive community input regarding the goals of the school.
2. To increase community volunteers in the schools to help the teachers be more effective and, consequently, increase student achievement.
3. To involve community members in the development of a more relevant curriculum and thus increase student achievement.

If you identify a number of goals from your data collection, then these should be rank-ordered in order of importance. This is important as you may not have the time or resources to work on all the goals at once.

ACTIVITY

For the problem you are working on, list in Column 1, the most important data derived from the needs assessment done in step two. In Column 2 list the situation which would exist if that part of the problem were resolved. In Column 3, state what goals need to be reached to move from the existing situation to the situation with the problem solved. You may have more than one goal statement for each existing situation. In Column 4, rank your goal statement in order of priority, ie. 1. Most crucial need; 2. By second most crucial and so on.

Column 1	Column 2	Column 3	Column 4
Existing Situation	Situation with Problem Solved	Goal Statements	Priority Ranking

TRAINER

Step Four - Identify Constraints and Resources

It is helpful at this point to identify both the constraints and the resources available for accomplishing your top priority goal and thus solving your problem.

1. Constraints

Constraints are simply barriers to reaching your goal. They may be money, people in authority, time or policies and law. It is important to identify all constraints in order to either reduce their impact or to decide that the goal cannot be reached at this time.

For example, if your goal is to provide a recreational program on weekends for all ages in the community using the high school gym, your constraint chart could look like this:

NOTE

Show transparency 7

2. Resource Grid

A resource grid is a listing of services available. It shows organizations, agencies, governmental groups or individuals who offer services. The grid may identify areas that are neglected or overloaded.

A resource grid lists horizontally, across the top, services needed which might help in reaching your goal, and vertically, all these agencies, organizations or people who offer services.

ACTIVITY

Choose a top priority goal and list across the top the services needed to meet that goal. Down the left side list the resources that can provide the services. The resource grid can be posted in a spot where people would have access to it, so they may list any new needs or resources in the community. USE TRANSPARENCY 8 as a guide.

RESOURCE GRID

Goal:

Target Group:

Subject Area:

SERVICES NEEDED					
Resources					

TRAINER

Step Five - Establish Objectives

In this step you will develop specific objectives based on the goals identified in step three. Objectives are simply action statements which make the goal much more specific and measurable. In most cases, there will be a number of objectives for each goal and care must be taken not to list means of reaching the objectives which are really end products.

To establish objectives:

- Specify exactly what is to be done in action terms.
- State for whom.
- State how well.
- State when this must be done.

ACTIVITY

For each goal that you identified in Step Three and for which constraints can be reduced develop specific objectives. Be sure to use action words and to include: what, for whom, how well and when. For each objective make sure you include all four parts by checking them off in Column 2.

ACTIVITY
(cont'd)

COLUMN 1	COLUMN 2
GOAL #1	OBJECTIVE CHECKLIST
Objective 1	What For whom How well When
Objective 2	What For whom How well When
COLUMN 1	COLUMN 2
GOAL #2	OBJECTIVE CHECKLIST
Objective 1	What For whom How well When
Objective 1	What For whom How well When

TRAINER

Step Six - Task Planning

This involves three steps:

1. Identifying the necessary tasks to be completed to meet the objective.
2. Deciding on the person(s) responsible for each task.
3. Setting a date for the completion of the different tasks.

1. Task Identification

To identify necessary tasks it is sometimes helpful to go backward from the objective. For example, if your objective is to hold three open houses, that is the last activity to be carried out. The next step backward would be, perhaps, to make sure the school is open, that the programs are ready and that refreshments and servers are prepared. Prior to this there may be other activities being carried out. The group development of task plans is essentially a quality control procedure to make sure that everything gets done which should be done to reach the objective.

2. Fix Responsibility

The success of any plan depends on the person who is responsible for carrying it out. Choosing someone to be responsible for the task does not mean that the person will do all the work to reach the objective. It does mean, however, that a person is responsible for seeing that all the work is complete.

3. Set Completion Dates

Just as plans fail because no one was responsible for completion of tasks, many fail from a lack of specified completion dates. It is too much a part of human nature to put off "for one more day" those duties that are not due today. A completion date may have to be changed from time to time, but some expectations for completion must be built into the plan.

EXAMPLE

Objective: To hold three open houses during the coming year so that 75% of all parents visit the school at least once.

Specific Planning Task	Person Responsible	Completion Date	Resources
1. To hold the 1st open house using the theme "Community Education"	Mr. Deleary	Nov. 12	Parent Volunteers Maintenance Staff
2. To make sure the school is open. Programs are ready, refreshments are prepared and A/V equipment set up Building & Facilities	Mrs. Taylor	Nov. 12	
3. Check seating arrangement for movie and filmstrip	Mrs. Two-Axe	Nov 12	
4. Check classrooms and bulletin boards	Mrs. Two-Axe	Nov. 12	
5. Work with teachers to get rooms properly prepared	Mr. Deleary	Nov. 1	Teachers, Students

ACTIVITY

Task Planning Worksheet

In this first column list all tasks which need to be carried out to reach the objective. After listing all tasks, assign someone to be responsible that each task is completed. Place the date of completion in the third column. In the fourth column list all the resources you need to complete the task. Use the same format as was used for Goals 2, and 3

TRAINER

Step Seven - Check on Effectiveness

This step is designed to provide periodical checks on the plan, implementation of the plan and overall effectiveness of the plan upon completion.

Periodic checks should be made on:

1. Goals - are they still appropriate and possible?

TRAINER
(cont'd)

2. Constraints and resources - have constraints been reduced and resources identified?
3. Objectives - are these still moving toward completion of the goals?
4. Tasks - are they still possible and appropriate?
5. Completion dates - are they on schedule or is change necessary?

When the last objective has been met, the goal should be accomplished and, therefore, the problem resolved. If this is not the case, then three options are available:

1. A new plan must be developed, going through all the steps again.
2. Part of the original plan can be re-designed and implemented.
3. Part or all of the same plan can be repeated.

With periodic checks, parts of the plan found to be deficient can be revised. Revisions should be made at any time to continue smooth operation. One person should be made responsible to periodically check progress towards the goal and keep the check sheets up to date.

ACTIVITY

Check effectiveness worksheet. This worksheet will allow you to continually monitor the plan and revise if necessary. The first check is to set periodic check points for each GOAL. The question in Column 1 should be asked for each check point. Dates for these periodic checks should be made in advance in each check point column.

Goals:

Questions	Check Point Dates					
1. Is the goal feasible?						
2. Does new data suggest that the goal is still on target?						
3. Have anticipated barriers which might prevent completion of the goal been removed?						

If at any check point the answer is "no," this suggests that revision is necessary.

This sheet will help you ensure that major constraints have been reduced.

Constraints:

	Was Strategy Carried out	Date Completed	Was Constraint Reduced Enough to Allow Completion of the Goal
Constraint #1			
Constraint #2			
Constraint #3			
Constraint #4			

This checklist will help you keep up with the resources needed to achieve your goal. One person should be responsible for resources and determining whether the services are adequate.

Resources:

Agency or Person	Date Contacted	Date Service Delivered	Was Service Adequate?

This sheet will help you monitor progress towards each objective.
Same format as used for goals.

Objective:

Questions	Check Point Dates					
1. Is the objective still feasible?						
2. Will achievement of the objective move you toward completion of the goal?						
3. Does any new data suggest the objective is still appropriate?						

If you have a "no" answer, some change in plan is required.

Next, for each objective, list the tasks planned to accomplish the objective in Column 1, in Column 2, the date the task started, the due date in Column 3 and actual completion date in Column 4.

Objective:

Column 1 Activities	Column 2 Date Started	Column 3 Date Due	Column 4 Date Completed
1.			
2.			
3.			
4.			
5.			
6.			
etc.			

The final evaluation is simply, was the problem solved? To determine this, it may be necessary to re-assess the problem, to go through the needs assessment strategy in step two. This might include interviews, surveys, group sampling and ranking and quantitative data assessment. The key question is did we solve the problem? If not, you must determine what went wrong. Should each of these steps be carried out and each person carries out their assigned tasks, then the problem should be resolved or greatly reduced.

TRAINER

SUMMARY

In this lesson we have looked at an approach of involving the community in educational problem solving. The approach consists of the following seven steps:

Step One - Recognize the Problem

Step Two - Assess the Problem

Step Three - Clarify the Problem and Set Goals

Step Four - Identify Constraints and Resources

Step Five - Establish Objectives

Step Six - Task Planning

Step Seven - Check Effectiveness

This model is designed for maximum involvement in identifying and solving community and school-related problems and bringing available resources together for maximum effectiveness.

It should provide the skills and understanding to analyze and develop solutions for problems as they arise. It should also provide a basis for planning program changes to meet the wishes of the community.

This model might be used as part of the on-going planning and evaluation of the overall comprehensive community plan. By practicing using this approach, community problems should become easier to solve.

LEARNING
OBJECTIVE

The Participants will be able to:

- o give at least 5 steps in designing a survey questionnaire
- o conduct a survey to determine the attitude of the community in regards to local control of education

OVERVIEW

In this lesson the participant should get an introduction to the very valuable skill of researching their own community by means of a survey. This will include developing a questionnaire, methods of conducting a survey, how to collect the facts, and how to analyze the facts. This survey method could be used to establish the community's attitude toward the policy of Indian Control of Indian Education.

METHODOLOGY

1. The major ideas in the lesson should be set up on a clip chart before the session begins. E.g. survey, random sample, methods of conducting survey, data gathering, and data analysis.
2. All participants should have a copy of the appendices before the session. Time should be taken at each segment to read and ask questions about the appendices.
3. The trainer should summarize and list major points at the end of the session.

RESOURCES
REQUIRED

- o Appendices, 12, 13, 14, 15, 16

RELATED
LESSONS

8, 9, 10, 11, 20

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

In this lesson we will provide the participants with the skills necessary to determine the community's attitude towards local control. This attitude can best be determined by means of a survey.

Of all research methods, people are most familiar with surveys. Surveys use questionnaires sent by mail or interviews carried out by a particular research group. Interview surveys can bring people together to exchange ideas about an issue and widespread participation can create an atmosphere in which change is more likely to occur. Surveys are the best way to get information from a population sample such as randomly selected students or voters in a community. By putting together the responses to the questions in a survey, you get useful information about:

1. Attitudes and opinions.
2. Levels of public knowledge.
3. Social and economic characteristics.
4. Stated behavior.
5. Relationships between various pieces of information called variables.

This lesson tries to provide the participant with an introduction to researching by means of a survey. This will include developing a questionnaire, methods of conducting a survey, how to collect the facts and how to analyze the facts.

DISCUSSION

1. Have any of the participants ever been involved in a survey?
2. Have you seen the results of a survey?
3. Have any of the participants ever been involved in administering surveys?
4. In what capacity?
5. Did they see the end result and what did they think of it?

TRAINER

SELECTING THE SAMPLE

One of the first steps in survey research is to define the population you want to learn about. Is it all citizens in the community? All parents? All high school seniors? All parents of elementary school students?

Usually, that population is too large to survey completely. Interviewing every member of it would be too time consuming and difficult.

TRAINER
(cont'd)

It would also be almost impossible to analyze the responses. By choosing only a random sample of the population, though, you can still get good results. Choosing randomly means that everyone has an equal chance of being chosen for the sample.

The easiest way to get a sample which represents the larger group is from a complete list of all members of that group. Some lists are easy to get. One can get lists of all teachers, students or parents from the schools, Band office or the Department of Indian Affairs.

Some lists are harder to come by, for example, a list of all people over 65 or under 25 in your community (especially if they are single and are no longer in school). You must also be careful of lists. A telephone book may seem to have a total listing of community residents, when, in fact, it does not name those who do not have phones. Voters lists include only those who register to vote, not all parents or community members.

If a reliable list is not available, a random sample can be selected in the following way: Decide how large a sample you need. The more alike your population is, the smaller the sample you need. Divide the sample size into the total population. You will get a numerical answer "N". Then, starting with any number, choose every Nth name on the list. Those chosen receive the questionnaire.

DEFINITION

Sample is a part of any population taken to represent the whole population.

DISCUSSION

1. Discuss how a random sample can be selected.
2. Refer to Appendix 12.

TRAINER

QUESTIONNAIRE CONSTRUCTION

This step should be taken with great care. The questionnaire, of course, represents the researchers' best guesses about what factors are relevant to the problem. If key factors are missed, nothing can be done after the survey is complete. The questionnaire should be as complete as possible but not so long that those who must answer it will get discouraged. Summarize your concerns as a group, then write the questions.

The following rules of questionnaire construction should be helpful:

1. Relate the question to your goals. Design questions to draw out information that is directly related to the overall question.

TRAINER
(cont'd)

2. Make the question as tight as possible. Try to give those answering the questionnaire a choice of answers. You might use multiple choice, yes - no, or rank ordering to do this. It is difficult to analyze questionnaires for which no finded answers have been suggested.
3. Respondents should choose only one answer. Questions should have only one idea and be open to only one meaning and words should be chosen so that their meaning is clear and unbiased.
4. Suggest no answers in advance. Some questions are "loaded." They lead people to certain responses. The question usually implies that a person OUGHT to have known about a certain "situation" that has happened. A better approach is to ask the respondent to list the three most recent "situations" that they have heard of.
5. Ask respondents about things they are familiar with. If you are unsure whether those answering are familiar with an item, either give unbiased background or ask a "filter question." Filter questions are designed to tell whether or not someone knows about a situation. Sometimes they simply ask whether or not a person is familiar with a subject.
6. Personal questions come late in a questionnaire or interview. Questions that are personal such as those about age, education level, income, ethnic background or marital status are best asked late in the interview when the respondent has "warmed-up" to it.
7. Avoid questions with "right" answers.

Don't ask questions that are clearly acceptable or unacceptable. Don't ask questions such as, "Do you agree with the general consensus that the teachers are doing a good job on the reading program?"

DISCUSSION

Discuss each of the seven rules of questionnaire construction to ensure the participants have a clear understanding of each of these rules.

TRAINER

METHODS OF CONDUCTING SURVEYS

The three most common methods to conduct a survey are:

1. Face-to-face interviews
2. Telephone interviews
3. Mail-out questionnaires

TRAINER
(cont'd)

In general, the mail-out questionnaire is the least useful. Because it does not give the opportunity for discussion, there are fewer chances for people to get involved. Another problem is that many people do not return the questionnaire.

But if you can't get enough volunteer interviewers the mail survey is efficient if you are trying to reach a large group. Other advantages are that people can remain anonymous and that there is no bias because of the different styles of different interviewers.

In order to try and get people to respond to your survey you should:

1. Make the survey neat and attractive in format.
2. Be sure to include a full statement about your group and its purposes.
3. Publicize that you are doing a survey.
4. Enclose a covering letter.
5. Send an advance letter to each member of the sample.
6. Include a stamped, self-addressed return envelope.

You can expect ten to twenty percent of people to respond to your survey after the first mailing. Another one or two mailings asking for a response may get ten to thirty percent more replies. While a mail survey is easy to give out, it is not particularly easy to get back.

Another way to do a mail-out survey is to deliver the questionnaire by hand and explain the purpose and importance to each member of the sample. Ask the respondents to complete them within a few days. A week or so later pick the surveys up. This method requires fewer volunteer interviewers, creates public contact and improves your response rate.

The one-to-one discussions, personal contacts and wide range of volunteer opportunities provided by personal and telephone interviews are best fitted for doing community surveys. However, they take longer to administer than the mail-out. Face-to-face interviews take ten minutes to half an hour. Remember that telephone interviews omit those who do not have a telephone from the sample.

DISCUSSION

1. Discuss the various methods of conducting a survey.
 2. Can the group come up with any other methods?
-

ACTIVITY

1. Once you have decided on the method you will use, you can develop your own research instrument. This is a point where you have a great opportunity to involve people so that you can increase their commitment to the project and the issue.

ACTIVITY
(cont'd)

The following is a suggested process:

- o The first step is a brainstorming session. See Appendix 13 for a full explanation on brainstorming.
- o Break into small groups. The task of each group is to choose the most important ideas from the brainstorming and put them together into a research tool. Each group can develop a beginning research instrument or half the group can work on the questionnaire and half on the observation itinerary.
- o Writing the final version of the research instrument (Survey). This is a task for a small group. Four or five people and a resource person would seem to be maximum for this job. After your small group completes its work, you may want to report to all those who helped develop the instrument. You can hold a meeting to review the final version.

TRAINER

DATA GATHERING

At this point you will need volunteers to gather data. Try to get about twenty-five percent more than you think you need. This allows for sickness, "no-shows" and drop-outs. If you will be doing face-to-face interviews or using the telephone, try to get a cross-section of the community to help you.

Do not be discouraged by lack of participation at this point. There is still plenty of time to look for new recruits. By explaining how much you've done so far and the kind of help you require to complete the work, you can probably get the help you need.

Another choice is to make your project smaller. You could survey a smaller sample or use a mail-out questionnaire instead. Perhaps all that's needed is an adjustment in your timetable.

The interviewing you do will give you the opportunity:

1. To collect data and make convince people to support you.
2. To meet new people
3. To inform people of any other concerns and objectives of your organization.

You may want to leave a postcard with the people you interviewed and ask them to return it if they are interested in attending a meeting at which the results of fact-finding are discussed.

Your next step will be to train volunteers to gather the data.

TRAINER
(cont'd)

Rely on common sense. Usually a general explanation of why you are using the method you chose is sufficient for volunteers to do their job. While you should remain open to questions, do not go into more detail than is necessary. Don't train people just by talking to them; get them involved in an active learning process.

By keeping the amount of time between training and data-gathering as short as possible, you'll keep motivation high and instructions fresh in people's minds.

The outline of the data-gathering itself has been determined by prior decisions. You've designed a model for getting the facts; now all you need is a plan. One person should take charge of the actual data gathering (data gathering co-ordinator), assisted by a field supervisor for every ten volunteers.

The data gathering co-ordinator and field supervisor will find Appendix 14 a useful action-planning aid. Consider each major step in data gathering to be a function. You may have three or four of these, such as making observations, reporting observations, conducting the survey, and collecting the questionnaires. The various tasks necessary to carry out each function should be listed. For each task you'll want to know: Who will carry it out? When? Where? How? And who can provide back-up?

Make a written copy of your plan. Otherwise, nobody will really feel secure about what is expected of them. You won't have full control of the data gathering, and you won't be able to anticipate and provide for problems before they occur.

DISCUSSION

Refer to Appendix 14 to discuss a "planning outline" and "flow charting".

TRAINER

DATA ANALYSIS

Analyzing the facts is as simple or difficult as the project you undertake. It involves pulling your information together, sorting it and deciding what it means. The data you begin with has to be summarized and classified so that it can be presented in a way that makes sense to your audience.

When your project is complex it is important to have a research-oriented person working with you from the beginning because the type of questionnaire you start with will determine what facts you get. This resource person can also help you to compile figures and statistics, understand them and put them in a form acceptable to bureaucrats and policy makers.

TRAINER
(cont'd)

There are many ways to analyze data. The ones you choose depend on what you hope to demonstrate and accomplish. You may want to use bars, graphs, tables, charts, figures or even correlations. These can be strengthened by a resource person's familiarity with these tools.

Don't feel that your techniques must be complex. It's better to display the results in a simple fashion than to bore people with endless statistics to prove that results did not occur by chance.

Some questions to focus on in analyzing your data are:

1. What important points does the data reveal?
2. Are your tools significant? Why?
3. Are your averages important? Why?
4. How can categories be arranged and combined to reveal important facts? Important relationships?
5. Did you get the results you expected?
6. What patterns or trends show up? Can you explain them?
7. Can you explain obvious exceptions to your conclusions or to dominant patterns?
8. Do any casual relationships or correlations seem important?
9. What community factors influence the data?
10. How does data from various surveys compare?
11. What are your overall conclusions?
12. What proposals for change emerge from those conclusions?

Before proposals can be made, your own group must agree about the interpretations and use of the study. They must achieve group consensus. This consensus has been described as a "state in which everybody is seventy-five percent happy. Nobody gets everything he wanted; and nobody is shut out."

It is important, then, to avoid a quick majority vote. Such action may leave loyal workers feeling "left out in the cold" for the first time and perhaps feeling manipulated and in a mood to block further action. All along, you've tried to bring people together participating in the group. Give feelings of commitment to the group and the action process a chance to work for you.

DISCUSSION

1. Discuss the process of analyzing data collected from a survey.
 2. Refer to Appendix 15 and 16 as sample of surveys.
-

ACTIVITY

Inform the group that they are to conduct a community survey over the next week to determine the community's attitude toward local control of education.

ACTIVITY

They are to follow this procedure:

1. Define the population to be surveyed.
2. Develop a questionnaire.
3. Pick a method of conducting a survey.
4. Collect the facts.
5. Analyze the data.

LESSON 12
DEVELOPING A SCHEDULE OF EVENTS INVOLVED IN TAKEOVER

74

LEARNING
OBJECTIVE

The Participants will be able to:

- o follow a three step process in the takeover of an education program.
-

OVERVIEW

The following lessons will now involve the education committee in specific activities designed to prepare the way for taking over and running the education programs that they want to control. This lesson will deal with developing a schedule of events involved in taking over the Education system in the community. The focus will be on local situations and events directly connected with the local community.

RESOURCES
REQUIRED

RELATED
LESSONS

14

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about scheduling the activities that an education committee will be involved in while preparing for the takeover of an education program. We will show you an orderly way in which to develop your schedule. The schedule will assist you in understanding and working on the remaining lessons in this section.

A schedule is a written or printed statement of details which plan or arrange activities for a definite future date.

A schedule of activities that will state the details of the events involved in taking over an education program will serve the same purpose as the other schedules mentioned. It will set a definite date or time by which necessary actions will be done. This helps to make sure that all the necessary work will be done within a reasonable period of time. It will help you to reach your goal of taking over an education program.

STEP ONE

The first step in developing a schedule is to identify all the events and activities that must be completed before your main goal of taking over a certain education program or programs is reached. Certain general actions will apply only to a specific program or to your specific situation. You must identify both types of actions.

You can begin by having the education committee make a list of things that you know will have to be done. The committee chairman can lead the discussion and have someone write all of the ideas on a flip chart. Write every idea on the list. This is called brainstorming. When all of the ideas have been brought out, go through the list and decide if all the items are really needed. There may also be some ideas that are similar to others so they can be combined.

In discussing the first list, your group may think of additional activities that can be added. When you are satisfied that the list is complete, the group can begin to arrange the activities and events according to their importance and according to how soon they should be completed. This is called prioritizing.

After the items have been placed on the list in order of importance, the group can set a possible date by which each activity should be done and/or completed. This is only a beginning list so the group

-
- | | |
|----------|---|
| ACTIVITY | <ol style="list-style-type: none">1. Have the group pick a leader for a brainstorming session.2. The subject will be the activities involved in taking over a kindergarten program.3. On a flip chart list all the ideas.4. Arrange the items in order of importance.5. Combine the similar items.6. Have the group review the list and identify items that would be common to any program they might be taking over. What items are unique to the kindergarten program? |
|----------|---|
-

TRAINER

STEP TWO

The second step in the development of a schedule is to identify and talk to other people who will be involved in the takeover process. Some obvious people who might be involved are the Band council, the Band Administrator and the education branch of the Department of Indian Affairs. You may know some things that these outside participants will have to do but you will need to find out other things by asking them. The development of a schedule should include the activities of all of these people.

DISCUSSION

1. Discuss the involvement of other group agencies or individuals who might help the committee prepare for the take over of a kindergarten program.
 2. How might they help? List on a flip chart.
 3. How would the committee go about involving outside help?
-

TRAINER

STEP THREE

The third step is to include all the activities that will be done by all the agencies on one complete list. This list will contain the activities of the education committee as well as the activities of all the other people. The group should list these activities according to their order of importance. Then the group should discuss each item, set a time for it to be done and identify who will be doing it. It may take a lot of discussion to decide on definite times when each activity is to be done.

TRAINER
(cont'd)

The time spent on completing the list will be worthwhile as all the members of the education committee will be very aware of what work has to be done and who they will have to depend on to do it. If members of the committee have certain jobs or activities that they must do, developing the schedule will help them to become fully aware of their responsibility and of what the rest of the committee expects of them.

ACTIVITY

1. Have the group make a list that involves all activities in the takeover of the kindergarten program.
2. Since they can't put a time schedule on the activity have them determine the order in which the activities would be done.

TRAINER

TAKEOVER ACTIVITIES

We have worked through the three steps involved in developing a schedule of events and activities for preparing for the takeover of an education program by the Band. Some of the activities that will have to be done, regardless of what programs you may be taking over are:

1. Prepare a proposal to the Department of Indian Affairs. The proposal will include information on why the Band wants to take over the program and how it would run the program, a budget or estimate of the costs involved and a request for the program and funds to be transferred to the Band. See Appendix 25, "Format for a Proposal."
2. Outline or plan about how the program would be administered.
3. Outline the general objectives the education committee has for the program.
4. Outline new programs or changes in old programs
5. The plans should be checked out with other members of the community.

ACTIVITY

1. Using the 3 steps outlined in the lesson have the group choose an education program that they want to take over.
2. Brainstorm

ACTIVITY
(cont'd)

3. Prioritize the ideas in importance and provide a date they could be done.
4. Identify all the activities that agencies outside of the committee would do.
5. Combine all the activities into a final list and create a schedule.
6. Discuss the schedule.
7. Does it provide a realistic time limit?
8. Have they identified who will be doing what?

TRAINER

SUMMARY

This lesson was about developing a schedule of the events and activities that are involved in preparing for the takeover of an education program. Making a schedule can help the education committee to meet the goal of taking over education programs. It gives the committee a good sense of the amount of time it will take. It helps the committee members to see who else will be involved and who they will have to depend on to do the work that will lead to the takeover. The committee can also get a better idea of the total responsibility that it has in preparing to run an education program.

The three-step process will work best if all members of the committee participate in the process. The schedule that is developed may not be followed exactly, and, as time goes on, other activities or events may arise that were not thought of. These things can be added later and time limits can be changed if necessary. The important thing is that the education committee will know what has to be done, who will do it and when it may reasonably be expected to be complete.

The essential activities that will be necessary in preparing for the takeover of any education program are covered in detail in the following lessons.

LESSON 13
OUTLINING THE EXISTING PROGRAMS TO BE TAKEN OVER

79

LEARNING
OBJECTIVE

The Participants will be able to:

- o outline and record the four steps in examining an education program.
-

OVERVIEW

This lesson is designed to help the education committee look in depth at the programs it is considering taking over and to develop an outline of them.

RESOURCES
REQUIRED

- o Resource person from the Education Branch of the Department of Indian and Northern Affairs
-

RELATED
LESSONS

13, 15, 16, 17,

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about making an outline of the education program or programs that you are planning to take over from the Department of Indian and Northern Affairs. There are two main reasons for making such an outline. The first reason is that, in making the outline, the education committee members will get a much better idea of what the program is all about. The second reason is that the outline of the program can be used in the proposal for takeover that you will eventually have to make and present to the Department. An additional benefit will be that you will become fully aware of the limitations of the programs and you will also see their strengths.

ACTIVITY

1. With the resource person discuss the matter of selecting appropriate programs.
2. Have the resource person explain what the programs are for and how they relate to the program you want to control.
3. The group should record the explanations on a flip chart for future reference.

TRAINER

FACTS FOR STUDYING A PROGRAM

You have identified the exact programs that you intend to take over from the Department. Now you can begin to study those programs in detail. In studying any program, there are some basic facts that you should look for:

1. What is the purpose of the program?
2. What amount of money is available to run the program? What are the funding guidelines?
3. What kind of staff (jobs) are involved in running the program and how many are there?
4. What activities are involved in delivering the service?

Where can you get the answers to these questions? All of the programs have been developed by the Department of Indian Affairs. It is the Department staff who can provide the information that will answer these basic questions. The information has been written into work manuals and is also contained in budget estimates, job descriptions, memos, directives, policy statements and other departmental documents. The Department is the main source of information for you.

OUTLINING THE EXISTING PROGRAMS TO BE TAKEN OVER

TRAINER

It is important that you get the information on the specific program in a systematic way. The district superintendent of education and his staff know where the information is. You can make the job of getting the information easier for them by asking for specific things. Make sure to ask for written information so that you do not simply get one person's idea of what a program is about. You need facts - not opinions - in order to make decisions about programs.

DISCUSSION

1. Discuss the matter of obtaining specific information on the program or programs you intend to take over.
 2. Have the resource person identify where you can get the information.
-

TRAINER

THE PROGRAM OUTLINE

After you have gathered all the written information that is available about the program, the committee should read and discuss it. If there is need for further explanation in some areas, then the Departmental staff can be asked to provide it.

The outline of the program is a short description of it as it exists at the present time. The outline can be set up so that it answers the four basic questions you asked when studying the program.

1. Purpose

This states the goal of the program and shows why the program exists.

2. Staff

This statement should indicate the number of staff who are attached to the program. Each position should be identified and there should be a brief description of the duties and responsibilities associated with it.

3. Budget

The budget should identify the total amount of money budgeted for the program with a clear breakdown of what money is to be used for each part of the program. For example, administration, salaries, transportation, program activities and so on.

4. Program Activities

This statement should clearly identify all of the activities that are involved in the program; for example, such things as counselling, teaching, and transporting children. By describing the activities, you will also be showing a complete picture of the methods being used to provide the services of the program.

TRAINER
(cont'd)

The program outline should contain only facts. It should describe the program as it is. It is strictly an information document that is of use to the committee, the Band council and your community. When the committee has completed the outline, you can have the superintendent check it over to see if anything has been left out or, on the other hand, if anything that should not be there has been included.

ACTIVITY

1. Have the participants work as a group to develop an outline of the existing program or programs that they intend to take over. They should:
 - a. Identify the program or programs.
 - b. Identify from whom they would get the information on the program from. They should state the four basic questions to which they want answers. (Purpose, budget, staff and activities.)
 - c. Identify how, as a committee, they would discuss the information and organize it into a written outline. They should show what headings they would use in the outline.
 - d. Indicate that they should double check the information to make sure that it is correct.
 2. Have the group discuss how they might use the outline in the future. Include the resource person in this discussion.
-

TRAINER

SUMMARY

This lesson was about outlining the existing programs that your Band is planning to take over from the Department of Indian Affairs. The process of developing the outline is simple and straightforward. First, identify the program. Second, get all the written information you can on the program. Third, discuss the information and organize it under specific headings. Fourth, check the outline with the Departmental staff to make sure it is correct.

The outline that you end up with should prove to be quite useful when you are discussing the takeover of the program with the Band council, the members of the community and when you develop your proposal to the Department.

LEARNING
OBJECTIVE

The Participants will be able to:

- o outline and develop a tentative administrative structure to operate an education program.
-

OVERVIEW

This lesson will teach the education committee how to develop and outline an administrative structure that will meet their particular requirements.

METHODOLOGY

Lesson 7, "Organizing the Education Committee" should be reviewed by the trainer. If the group has not taken this lesson, you may wish to incorporate it into the present lesson.

RESOURCES
REQUIRED

- o Transparencies, 9, 10, 11, 12, 13, 14, 15
-

RELATED
LESSONS

7, 8, 9, 13, 14, 17, 18

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about developing a tentative administrative structure for the education program that the Band is going to control. It also teaches you how to make a written outline of the structure.

This will help you to determine how to run the program once it has been given to you and to make an outline for the proposal that you will be presenting to the Department of Indian Affairs.

The Lesson "Organizing the Education Committee" showed how to decide what the administrative structure for your particular education program should be. This lesson will teach you to develop the administrative structure in more detail and identify the people who will be responsible for specific jobs or work that will have to be done.

DISCUSSION

1. What is an administrative structure?
2. Does the group understand that this administrative structure outline will include specific roles and responsibilities of those people directly involved in providing the services of the program?
3. Do the participants see any use in being able to describe clearly and briefly the way in which the program will operate?

TRAINER

The lesson "Organizing the Education Committee" showed the relationship between the education committee, the Band council and the Department of Indian Affairs. This lesson will look at the two main groups - the education committee and the staff - who will be involved in providing the services of your program.

We will help you to find out which group is to be responsible for various aspects of administration and how the two groups can relate to each other in order to provide the best possible services.

The main staff person to whom the education committee will relate may be called an administrator, a principal or a project director, depending on the nature of the program you are running. Although the key staff person will direct the activities of the rest of the staff, the education committee must know what those activities are and must be able to advise the key staff member as to the goals of the education program.

In developing this administrative structure, you should keep in mind that it is to be tentative; it is your idea of how a program might be run. You may find that, in actual practice, some parts of the structure do not work, so you will have to be prepared to make changes

TRAINER
(cont'd)

once the program begins to operate. It is, nevertheless, important that the education committee has a realistic idea of how the program is to be run.

You have examined the program thoroughly so you know what work and activities are involved. You also know how many staff will be needed and what their positions will be. The administrative structure will show how they relate to one another.

A common way to develop an administrative structure is to make it in the form of a diagram. You make a frame of each staff and committee member position and draw lines between the frames to show who relates to whom. The frame above has authority over the frame below if they are connected with a solid line.

NOTE

Show transparency 9

DISCUSSION

1. Discuss the use of the diagram for identifying positions in a program.
2. Discuss an organization with which the group is familiar that would fit into the boxes.

ACTIVITY

1. Have the group develop a list of staff and committee member positions for their planned education program.
2. Use a flip chart and draw frames to represent staff or committee members in the program.
3. Along with the name or position in each frame, briefly describe the duty of the position.

EXAMPLE

Teacher #1 - Teach grades 1 to 3

Principal - Run the school

Education Committee Chairman - Run committee meetings

Janitor - Clean the school

EXAMPLE
(cont'd)

Education Counsellor - Counsel students

Teacher #2 - Teach grades 4 and 5

TRAINER

You have identified a number of specific units that fit within the whole structure of your program. What we must do now is to figure out how they relate to one another. If you were to cut up the list into the individual positions, put them in a hat and shake them up, you would have a disorganized mess. In the same way, if you throw all of these people together with no order or set way in which they are to relate to each other, you would have a disorganized administration mess. One way to straighten up the mess is to organize the positions according to who has the authority to tell who what to do.

There are two main groups of participants - the education committee group and the staff group.

NOTE

Show transparency 10

TRAINER

Because the committee group gives the staff group directions, it is given the top place in the diagram.

Diagram number 11 shows the education committee group which, in this example, has five members, one of whom is the chairman. The lines connecting the participants show that they communicate directly with one another on an equal basis. This would be done formally in committee meetings.

NOTE

Show transparency 11

TRAINER

Diagram number 12 shows a staff group that, in this example, has twelve positions; The positions have been divided into four sub-groups which are:

1. Teaching Staff
2. Administration Staff
3. Counselling Staff
4. Maintenance Staff

The positions for each sub-group are listed under them.

NOTE Show transparency 12

TRAINER The solid lines show the direct communication from the key staff to the staff of the sub-groups. Note: There is also a solid line from the education counsellor to the part-time counsellor and from the janitor to the assistant janitor. This would indicate that the education counsellor has authority to direct the part-time counsellor and the janitor has authority to direct the assistant janitor.

The broken lines indicate that the various sub-groups of staff communicate with each other on an informal basis, that is, without authority to direct one another. These are informal lines of communication.

For example, one of the teachers may talk to the education counsellor and may ask the counsellor to see a certain child in her class. The counsellor may agree but, in this situation, the teacher has no authority over the counsellor so he cannot force the counsellor to see the child. On the other hand, the principal has authority over the counsellor and could direct the counsellor to see the child.

Diagram 13 combines the two groups showing the formal and informal lines of communication.

NOTE Show Transparency 13

TRAINER In this administrative structure, the main link for formal communication between the committee group and the staff group is made from the chairman to the key staff person. The chairman would give directions to the key staff person based on policy decisions made by the whole committee. The key staff person then puts the policy into action by directing his staff to do certain jobs or tasks that will bring about achievement of the goals set out in the policies.

DISCUSSION

1. Discuss formal and informal lines of communication.
2. Why is there a need for formal lines of communication?
3. With the aid of the flip chart outline what the situation might look like without formal lines of communication.

TRAINER The diagram is a good means of describing the basic outline of the administration structure but it cannot contain everything. The diagram must be accompanied by a written explanation that can provide some of the details of the roles and responsibilities of each participant and the relationships between them. The committee can use a diagram as the basis for discussion and development of a written statement on the administration structure.

TRAINER
(cont'd)

EXPLAINING THE STRUCTURE

The written explanation for the administration structure outlined in diagram 14, could be described as follows:

NOTE

Show transparency 14

TRAINER

The administration structure for our education program involves two main groups - the education committee and the staff. The committee is made up of five members, one of whom is chosen to be chairman. The committee communicates with other groups by means of the chairman who expresses the opinions of the whole committee. Formal communication from the committee group to the staff group is done through the chairman, who deals with the key staff members of the staff group.

The staff group consists of the key staff (the principal) and eleven other staff. Our staff is divided into four sub-groups:

1. The teaching staff group consists of three teachers and one teacher's aid. They are all directly responsible to the principal who assigns and supervises their work.
 2. The administration staff group consists of a secretary, an accountant and a clerk. They are directly responsible to the principal for their various duties and responsibilities.
 3. The counselling staff group consists of an education counsellor and a part-time counsellor. The education counsellor is directly responsible to the principal for the assignment of duties and supervision. The part-time counsellor is needed to assist the education counsellor and receives assignments and supervision directly from the education counsellor.
 4. The maintenance staff group consists of a janitor and an assistant janitor. The janitor gets direction from the principal and answers to the principal for the maintenance of buildings. The assistant janitor receives assignments and supervision from the janitor and answers to the janitor for his work.
-

DISCUSSION

1. Discuss the written explanation of the administrative structure for the program outlined in transparency 15.
 2. Does it accurately describe the situation? Could it be described more clearly?
-

TRAINER

It is generally the responsibility of the education committee to make policy and of the staff to carry out that policy. The key staff person is the link between the two groups. The committee should work as a group in order to develop policy and direct the staff. The staff, on the other hand, work mainly as individuals to do individual tasks and meet specific responsibilities but may also work as a team in some areas such as team teaching curriculum planning and in some areas such as Maths.

DISCUSSION

1. Using a flip chart have the participants develop a diagram that identifies the committee, staff, group and individuals who will be involved in the program they plan to run.
 2. Show the formal lines of communications.
 3. Using the developed diagram as a guide have the group develop a brief statement on each job or position and the responsibilities associated with it and how it relates to other positions.
-

TRAINER

SUMMARY

This lesson was about developing and outlining a tentative administrative structure for administering an education program. We learned that this involves identifying the people who will be involved in the delivery of the program, stating what their main function is and showing how the positions or people will relate to one another.

Through the use of a diagram we could clearly see formal lines of communication which can aid in the orderly running of the program.

Finally, we look at using the diagram as a basis for making a more detailed written outline of the administration structure.

The tentative administrative structure you have developed can be used in the formal proposal you will be developing to present to the Department of Indian Affairs. It will also give the committee a clear idea of the way the program will need to be organized to carry out the various jobs that will need to be done.

LEARNING
OBJECTIVES

The Participants will be able to:

- o develop a definition of a policy statement
 - o identify the existing education policy and develop and outline tentative policies
-

OVERVIEW

This lesson will aim at doing four things:

1. Define "policy".
 2. Make the participants aware of existing policy on the programs they are going to take over.
 3. Teach the participants to outline the various areas in which policy will have to be developed.
 4. Have the participants begin to develop policy statements that reflect the community's needs and beliefs.
-

NOTE

The two resources people should be sent a written transcript of the course content before the lesson.

RESOURCES
REQUIRED

- o 2 resource persons, from the provincial school trustees association and from the Department of Indian Affairs District superintendent of education.
 - o School Trustees Association Handbook.
-

RELATED
LESSONS

13, 14, 15, 16, 17

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is going to deal with the subject of policy. The purpose is to have you develop a clear idea of what policy for education programs is and how it can be developed.

In most education systems, it is the responsibility of the school board to make policy and of the staff to put the policy made by the board into action. Your education committee will be acting as a school board in many respects and, therefore, will have the responsibility of making policy for the education program that the Band is going to control. The Band will be taking over programs that already exist and these programs already have policy attached to them. This lesson will help you to find out what the existing policies are for the programs that you intend to take over.

There are several different areas within an education system for which it is necessary to develop policy. They are program, personnel, equipment and finances. The lesson will help you develop and outline your own policies for the total education program you will be taking over.

DEFINING POLICY

Before we can begin to consider what the policies should be for the education program you are going to run, we must get a clear idea of what policy is. Education policy can be defined as having a course of action that results in meeting education goals in a useful and easy way.

However, there are points common to all of them:

1. Policy is based on the goals that the board sees are wanted by the people it represents.
2. Policy is a general statement that sets out a course of action that is supposed to meet the goals.
3. The board makes policy and the staff carries it out.
4. Policy should be put in writing.
5. Policy is continually changing so the job of making policy is never-ending.

DISCUSSION

1. Introduce the resource person who shall be either from the provincial school trustees association or local school board. The resource person will discuss the development of education policies. Have the group discuss the material presented by the resource person.
 2. Have the group ask questions regarding the development of policy and the actual activities involved.
 3. Ask if anyone in the group has ever been involved in policy making.
-

ACTIVITY

1. Have the group work together to develop an education policy suited to their needs.
 2. Using a flip chart brainstorm for ideas.
 3. Ask the following questions:
 - o Is the policy based on the educational goals of the community?
 - o Is it a general statement?
 - o Is it a clearly written statement?
 - o Is it flexible?
-

TRAINER

EXISTING POLICIES

The Department of Indian and Northern Affairs has been developing education programs for the status Indians of Canada ever since it came into existence. In the process of developing and operating the numerous programs that are now present, the Department has developed policy to use as a guideline in running them. The programs that your Band intends to take over and operate, therefore, have policy attached to them.

It was mentioned earlier that policy should be based on the goals and needs of the community. The Department, in developing programs on a national scale, had to develop its policies based not on the goals or needs of a single community but rather on the goals and needs of the government administration system and of the total Canadian Indian community. Decentralizing the system down to a regional level and then to the district level helps in the delivery of the services to the local community but not in the making of policy based on local needs and goals. The major policy decisions are still made at the head office in Ottawa. This has been necessary because of the responsibility the federal government has for all status Indians in Canada and because of the lack of a system of local control.

The policies concerning the actual programs have been developed in a way that attempts to provide the same standard and type of education to all Indian Bands. The policies concerning finances are based on the flow of funds from head office to the regional office to the district office and then to the Band. Policies concerning personnel are based on government standards established by the Public Service Commission. Policy on administration is based on the government system of administration.

Some of the policies attached to the programs that your Band intends to operate may fit with the needs and goals of your local community. Some of the policies may not. You may have to accept some policies as part of the terms of taking over a program. It is, therefore important that the members of the education committee become familiar with the existing policy and think about how it will affect the program when it is being run locally.

In order to become familiar with the existing policies, it will be necessary to go directly to the source of them which is the Departmental staff. The policies of the Department are contained in many different places such as policy manuals, Departmental directives, memos, agreements, Treasury Board directives and other places. The Department staff should be able to find the ones with which you need to become familiar. They can also help you in explaining the reasons behind the policies and in making it clear what they mean.

ACTIVITY

1. Introduce the resource person from D.I.A.N.D. and allow him to present the information he has on policies.
2. Have the participants select three or four main policy statements. Discuss these policy statements in depth. Have the group involve both the resource person from the Department of Indian Affairs and the one from the school trustees association or school board. The object of the discussion should be to determine how the existing policy will affect the operation of the program after it has been turned over to the Band.
3. Is the policy in conflict with the goals of the community?
4. Is the policy necessary? Will it serve any useful purpose as far as the committee is concerned?

TRAINER

DEVELOPING AND OUTLINING TENTATIVE POLICIES

In this lesson you have developed a definition of policy. It is based on the goals and needs of the community. It is a general statement that shows the purpose of any action that is to be taken. It is to be written and is to be subject to change as needs or goals change.

You have identified existing policies that have been developed by the Department and have practised examining them in detail to see if they will be usable by you or whether they will have to be rejected.

The remainder of this lesson will be devoted to learning how to make up policies that are based on the educational goals and needs of the community.

You are members of the community and have been involved for some time now in the business of discussing and considering the possibility of taking over control of education Programs. The goals of the community in taking over education programs are tied to solving the problems that are connected with education in the community.

One way to begin to develop tentative policy is to identify the major problems regarding education in the community. For example, a major problem might be the lack of vocational training for adults. The solution could be to have vocational training available in the community. The goal would be to get vocational training operating. A tentative policy might state that the policy of the adult education program will be to provide vocational training programs to the needs of adults. The statement is general to give you room to develop the program according to the needs of the people.

It shows that the committee will be committed to solving the problem and that it will devote time, energy and money towards identifying exactly how great the problem is and finding the resources to resolve the problem.

When you have clearly identified major problem areas, discuss them in detail and decide to do something about them. You can then go ahead and find the resources to help you solve the problems. You will be able to change programs so that they will meet the community's needs. Your policy will be a true statement of purpose based on community goals and needs.

DISCUSSION

1. Have the participants discuss the matter of developing policies through the identification of local problems.
 2. Ask the resource person if this is how school boards develop policies.
 3. On a flip chart, have the group identify what they think are the major problems related to education in the community.
 4. Take each of the problems separately and state what the opposite situation would be. State the problem as a goal and then as a policy.
-

EXAMPLE

PROBLEM - Drop-out rate is very high at Grade 8 level. OPPOSITE SITUATION - Drop-out rate is low at Grade 8 level. GOAL - lower the drop-out rate at Grade 8 level. PROGRAM POLICY - our policy will be to work towards lowering the drop-out rate in the higher elementary school grade levels.

TRAINER

SUMMARY

This lesson was about developing and outlining tentative education program policies. We have developed a definition of policy. We have examined existing policy and we have looked at developing policy based on community goals and needs.

LEARNING
OBJECTIVE

The Participants will be able to:

- o write a plan for a new program they wish to implement into their educational system.
-

OVERVIEW

This lesson is designed for education committees who plan to propose and implement an entirely new education program into the education system.

The lesson will take the committee through the process of developing and outlining a new program. They should have most of the basic work on the new program completed when they finish the lesson.

RESOURCES
REQUIRED

- o Written material on the program to be developed
 - o Transparency, 16
 - o Appendix, 24
 - o A resource person who can speak as the originator of the idea for a new program or a person who is involved in running a similar program for another community.
-

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

We have identified a new program as being a program that is not included in the education programs presently provided by the Department of Indian Affairs. The new program may be an entirely new idea or it may be a program that is being operated in another community. If the program exists elsewhere, you will have more basic information from which to work.

In developing an entirely new program, it is important to identify and involve the individual or community group who came up with the idea. It is also necessary to get community participation and support in the development of the program.

THE ORIGINATION OF THE IDEA FOR THE NEW PROGRAM

You want to start a brand new program that has never been offered to the people of your community before. You should identify the person or persons who came up with the idea for the program and their reasons for doing so. Perhaps they saw a need or a problem in the community that was not being met and was affecting people's lives in a negative way. Perhaps they saw a similar program operating in another community and felt it would be beneficial to the community. Knowing whose idea it is and the motives behind the idea for the program may tell you if you should go ahead or scrap the idea.

EXAMINATION OF THE NEED

If a program is going to be developed in the community, you must determine if the need it answers is a real or just an imagined need. You should see if other members of the community have expressed the need.

You must examine how large the need is. How many people does it affect, and in what real ways does it affect them?

DISCUSSION

1. Discuss the need for having a program developed.
2. Do existing programs meet the need?

TRAINER

ESTABLISHING GOALS FOR THE PROGRAM

We will assume that you have decided that there is a real need to be met by the program, and that there is community support for the idea. The next step is to clearly identify the goals that you have for the program and what you expect it to accomplish.

DISCUSSION

1. List the needs and problems on a flip chart.
2. Develop and discuss the goals that you want for the program.
3. Discuss the activities that will be involved in the program you are planning.
4. Using a flip chart list all the activities that could be classified as either program activities or organizational activities.

TRAINER

PEOPLE INVOLVED

After you have identified all of the program and organizing activities that will be involved in the program, you can look at the three groups of people who will be involved in it:

1. The participants - how many, who? Their main role will be to take the training.
2. The organizers - this is the sponsoring group which is likely to be the education committee or certain chosen members of it. Their main role will be to see that the program is actually implemented and then to oversee it to make sure that it meets the goals that have been established.
3. The staff - these are the people who are hired to carry out the program. Their role is to do the program activities.

The people involved are the most important element in the whole program. Any program will be for people. It is, therefore, important to identify ahead of time what kind of people are going to be involved in the various aspects of the program.

DISCUSSION

1. On a flip chart list the people who will be involved with the program according to the headings:
 - o Participants
 - o Organizers
 - o Staff
2. What will be the main roles/functions of each person ?

TRAINER

DEVELOPING THE METHOD

Having established the activities, and the people who will do the various activities you can develop a statement on how the program will operate. You can state who will organize the program and how they will organize it.

TRAINER
(cont'd)

For example, the STAFF, who are hired, will perform certain duties and activities assigned to them by the organizers as they are spelled out in the program description.

The participants will do certain activities that will result in their learning whatever it is the education program is set up to teach them. They will attend classes or read books or do certain things that are designed to teach them particular skills or give them particular knowledge.

DISCUSSION

Describe the organizer, then the staff and finally the participants of your proposed program, including when and how they will perform the activities assigned to them.

TRAINER

FUNDING

After the committee has established the activities, what people will be involved and a description of the method of operating, it will have to determine the cost. You have to determine the cost of the activities, the people and all of the materials or facilities that will be involved.

TRAINER

To determine the final costs accurately, you may have to use a resource person such as a Band manager or an accountant to help you.

DISCUSSION

1. Using transparency 16 have the group develop a tentative budget.
 2. Have they identified all the items that will cost money? Can they determine an accurate price for each item?
 3. In terms of what the program will accomplish is the total budget reasonable?
 4. What is the unit cost based on the number of participants in the program?
-

TRAINER

DEVELOPING A TENTATIVE PROPOSAL

You have established the purpose or the goals of the program. You have established the activities, the people and the method of operation. You have established the cost that will be involved. All of this information can be put into the form of a proposal.

TRAINER
(cont'd)

Before proceeding any further you should check the plan out with other members of the community. If the program is to be directed at a specific group in the community, then that group should be shown the proposal and asked whether it will meet their needs. You should also inform the community in general and ask their opinion on the proposed program. A new program that is going to require funds in addition to regular programs offered by the Department of Indian Affairs is going to require strong support from the community. You can only get that support if the members of the community are fully aware of your plan.

Take the time to determine the method that works best in your community both to inform people and to have them give their opinion. Be prepared to make changes if people point out things that can improve the program.

After you have received adequate response from the community and have made any changes in the program that are necessary as a result of the response, and after you are sure that you have a lot of community support, the committee can then review the entire proposal, write in any changes that will strengthen it and have the final writing completed. The proposal is now ready for submission to the Department.

DISCUSSION

Have the participants review the entire procedure that they have gone through up to developing the tentative proposal for their new program. See Appendix 24 "Format for a Proposal".

Review the beginnings of the idea for the program.

- o Where did the idea come from?

Review the need for program.

- o Does the community need the program?
- o Are there other programs that could meet the need?

Review the development of goals for the program.

- o What are the stated goals?
- o Are the goals realistic and attainable?
- o Are the goals related to the needs of the community?

Review the activities proposed to meet the goals.

- o What are the activities?
- o Can any additional activities be added?
- o Will the proposed activities meet the established goals?

Review the people who will be involved?

- o Who are the organizers and for what will they be responsible?
- o Who are the staff and for what will they be responsible?
- o Who are the participants and what will they do?

Review the method or program description.

- o Is it clear how the program will actually operate?
 - o Are there any changes that should be made in the method proposed?
 - o Does it look like the program will operate in an orderly manner?
-

TRAINER

SUMMARY

This lesson has taken your education committee through the entire process of developing and outlining a new program that you plan to include in your education system. You have double checked the process up to a point of developing a tentative proposal for the program.

The remaining activities can only be done over a longer period of time. Your committee will have to determine how best to involve the community in examining your proposal and having input into it. The final draft can be done after the community has demonstrated its understanding and support.

LEARNING
OBJECTIVE

The participants will be able to:

- o identify the structure and differentiate between various writing forms, that include meeting minutes, business letters, proposals and reports.
 - o organize information and material which is to be put into a written form.
-

OVERVIEW

All members of the education committee must be able to recognize the form or structure of various written materials. In this lesson, we will examine the format for meeting minutes, business letters, proposals and reports. We will point out the similarities between them and we will look at the differences which make each one unique.

METHODOLOGY

Letters, proposals or reports from an education committee are distinctly different from letters, proposals or reports from an individual. They should reflect the combined opinions decisions, desires or feelings of the entire group, as expressed in committee. Anything done under the name of the education committee is the responsibility of the entire committee and should have the full consent of the majority members.

RESOURCES
REQUIRED

- o Appendicies, 19, 20, 21, 22, 23, 24, 25, 26
-

RELATED
LESSONS

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about writing. We are not going to try to teach you as an individual to write; we are going to teach you as a group to write.

Committees usually appoint a secretary to do the writing of minutes of the meetings, business letters, proposals and reports. The secretary may be a committee or staff member. Secretaries are usually chosen because of their ability to write correctly.

The written material from committees must express the opinions of the entire committee. It is important, therefore, that any writing show the ideas, opinions, feelings and decisions of the whole group.

Every committee member should be aware of the different forms in which the information could be written. A letter is different from the minutes of a meeting, from a proposal and from a report.

DISCUSSION

1. Give each group member a copy of the first four Appendices:

MEETING MINUTES
BUSINESS LETTER
PROPOSAL
REPORT

2. For each appendix answer questions as they arise.

TRAINER

VARIOUS WRITING FORMS

The four samples are all about the same subject----"An Education Committee Workshop"----yet the subject is presented in a different way each time depending upon the situation involved.

The MEETING MINUTES are designed to be a record of events and decisions to be used by you, the committee. They are set up in such a way that the committee can quickly find out what it has done in the past. Whether it is something that was in the last meeting or a meeting held a year ago, you can quickly find it and see exactly what decisions were made or what action was taken.

The BUSINESS LETTER is designed to carry a message from the committee to an individual or to another group of people. You must keep in mind that the reader cannot ask you to explain any part he does not understand unless he writes to you. Therefore, your message should be clear the first time it is stated.

TRAINER
(cont'd)

A letter should also be kept as short as possible. There should be no errors in it and it should include all the facts and information you want to pass on to the reader. If you find that you are trying to pass on a lot of information about many different subjects or a very complicated program, it may be better to put it in the form of a report or a proposal.

The PROPOSAL is a written means of asking for something. You may be asking for money, for permission, or for someone's help in doing something.

The proposal is used when that which you are asking for involves a number of things and needs a lot of explanation. It must be well organized so that the many different thoughts and suggestions make sense.

Each part of the proposal is dealt with as a separate item and then the items are all brought together in the conclusion or summary so that they make sense as a whole. You use this much detail because you want to get a good response from the people receiving the proposal.

A REPORT differs from a proposal in that it does not ask for anything; it simply tells what has happened. It is similar to a proposal in that it involves many different items or parts which must be well organized in order for the receiver to understand it.

A letter may be used as a report, but only if it is about one or two subjects that do not need a lot of detail or explanation.

Reports are written to give information to someone else. An education counsellor makes a report to his supervisor, the supervisor reports to the administrator, the administrator reports to the education committee, the education committee reports to the Band council and the Band council reports to the people. In that way, everyone knows what the education counsellor is doing.

The education committee not only makes reports to other groups but it also receives reports from its staff and from its own members. If you know what to put into a report, you will also know what you want from a report that someone else is making to you.

DISCUSSION

1. Distribute copies of the format for minutes, letters, proposals and reports as contained in Appendices 22, 23, 24, 25.
 2. Read and discuss each appendix.
 3. Determine if the participants understand the differences between the forms, and when it is appropriate to use them.
-

TRAINER

HOW TO WRITE MINUTES

At the outset, we said that we were going to teach you, as a group, how to write minutes, letters, proposals and reports. Now that you understand what is needed in each type of writing structure, we will see how to put the information into it.

First of all, let us deal with the MINUTES of the meeting. The minutes are a record of all the decisions and actions which the committee makes in its meetings. Each item is brief and to the point.

When making a motion, make it clear. If necessary take the time to work out the wording with the group before you have the motion recorded. Do not leave the wording up to the secretary to work out later.

ACTIVITY

1. Organize the group into individual education committees.
2. Choose a Chairman and recording secretary
3. Using Appendices 18 and 22 as a guide, give each committee member except the Chairman and secretary a topic to present.

Topics:	o	Culture
o Transportation	o	Training programs
o Student residences	o	Attendance
o School supplies	o	Construction of a new school
o Teachers	o	Scholarships
o Curriculum		

4. Have the members present their topics, the secretary record the presentation, and the chairman conduct the meeting in an orderly manner.
5. After all the topics have been presented have the secretary read back the meeting minutes.
6. Discuss the results.

TRAINER

How does a committee write a BUSINESS LETTER? Is the matter going to be limited to one or two subjects that do not need a lot of explanation? Can it be written in a brief form?

For the purpose of this training program discuss what you want to say in the letter. When the group reaches an agreement, state it and have the secretary write down what was said. Have the secretary read back what he or she copied down. If anyone disagrees, discuss it and decide whether or not to change it. If a change is made, have the secretary read it back so that you are all sure the statement says what the group agreed it should say. Make sure you have indicated all the details.

ACTIVITY

WRITING A BUSINESS LETTER

1. Set up the groups in committees again.
2. Choose different Chairmen and Secretaries.
3. Following Appendices 19 and 23 as a guide, use one of the following situations for the content in the business letter;
 - o You want to invite the superintendent of education to speak about adult education programs at your next general meeting
 - o You want to get information about running a kindergarten program from a neighbouring Band education committee
 - o You are responding to a request from a neighbouring Band's education committee to attend a joint education committee workshop
4. In the above situations give specific details such as, names, dates, and places.

TRAINER

WRITING A PROPOSAL

Writing a PROPOSAL as a group requires a lot of discussion and organization in order that it be done properly. Plan ahead. Allow sufficient time to do the organizing and, if possible, advise all the other committee members days before the meeting so that they can think about the subject and get any information they feel is necessary. In some cases, it may be necessary to call a special meeting just to organize the proposal.

In the exercise which follows, we are going to provide you with all the information you will need. Each of five participants has information to contribute. However, it is not organized. It is up to the group to organize all the information into proposal form. Use Appendices 21 and 25 as guides. Organize the material to the point where a secretary can easily write it into final draft.

ACTIVITY

Organizing a Proposal

1. Organize the participants into education committees consisting of 5 members each.
2. Use Appendix 26 for this exercise.
3. According to the exercise, each committee has already made definite decisions and actions.
4. Develop reasons why the reserve should have an upgrading program.
5. Proposal Questions:
 - o How many students will be in the program?
 - o When should the program be held?
 - o How long should the program be?
 - o How much money is needed?
 - o Should transportation be provided for students?

TRAINER

WRITING A REPORT

You have seen that putting together the information for a proposal involves a lot of preparation and organization. The job is made easier when the work is shared. The secretary can then concentrate on the proper form and organization of the material, rather than having to make up the information and activities that are to go into the proposal.

The same approach can be used for writing a REPORT, although in many cases, one person will end up being responsible for a particular program and will, therefore, have the most information to put into a report about it.

There should also be an input from staff working on a project. For example, in the adult upgrading program described in the "Proposal," you would ask the instructor to provide a report on the progress of the students; you would ask the Band administration for a financial report and you would ask the Canada Manpower Centre for a report on the amount of money paid out for seats purchased for students. The education committee would report on the attendance of students because the committee is responsible for students allowances and transportation. All of these reports would be combined to make a final complete program report.

TRAINER
(cont'd)

See now if you could make a report on the Adult Upgrading Program. Use the format for a report and the sample report as a guide. You will each have to establish the information you are going to contribute. One of you will provide the report from the instructor, one from Canada Manpower, one from the Band Administration and two of you can get together to provide the education committee part of the report.

ACTIVITY

Organizing a Report

1. Form education committees and select a Chairman and Secretary for each committee.
 2. Use Appendices 21 and 24 as guidelines.
 3. Assign each committee member a part of the report:
 - o Address
 - o Introduction
 - o Body
 - o Conclusion
 - o Closing
 4. The committee members should report their assigned part of the proposal to their group committee.
 5. Bring the committees back together so they can determine what information should go into the final report.
 6. Put together a rough draft of the information obtained.
-

TRAINER

SUMMARY

A lot of work and co-operation must take place when a committee is writing as a group. The important things to remember are:

1. Select the format which best suits what it is you are going to write. The formats are:
 - o MINUTES to record the decisions and activities in your meetings.
 - o LETTERS when only one or two subjects are being dealt with and subjects do not need much explanation.
 - o PROPOSALS when you want to ask for something that involves several subjects, or needs explanation and detailed information.
 - o REPORTS when you want to explain what has happened.
2. Make your contribution so that work and responsibility are shared.
3. Take the time to do the writing properly.

LEARNING
OBJECTIVE

The participants will be able to:

- o write a first draft of a proposal for takeover of an education program.
-

OVERVIEW

This lesson will focus on writing the first draft of a proposal regarding the take over of an education program that the band has decided to control.

The proposal will draw together all of the information and planning and give a complete picture of the education program that will be run by the Band. As the information is all developed already, the main job now will be to organize it and put it in a form that is clear and complete in every detail.

RESOURCES
REQUIRED

- o Appendix, 24
-

RELATED
LESSONS

15, 17, 18,

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

The purpose of this lesson is to teach the education committee to write the first draft of the proposal to take over education programs in their community.

The activities that you have been involved in previously in this section have allowed you to fully develop your ideas and information on the programs that you intend to run. Writing the first draft is, therefore, a process of pulling together all of the plans, information, ideas and activities that will be involved in the programs and putting them into a written form that describes the whole program. A proposal is basically a request for something. In this case, it is a request from the Band to the Department of Indian and Northern Affairs to have the authority and the funds to operate certain education programs in the community. You want the receiver of the proposal to be absolutely clear on what it is that you are requesting. Therefore, you will want your proposal to be well organized and to contain enough detail to make things understandable.

Developing the written draft is a job that will require the teamwork and co-operation of all the members of the education committee. It is important that you all have input into it and that you all agree on what the proposal should say.

Before we begin to consider the contents of the proposal, let us examine the basic form in which a proposal can be developed.

1. ADDRESS

The proposal is basically a request for something. As such it should be addressed to whoever it is you will be asking to approve your program. You should also make sure that it is clear from whom the proposal is coming from. Is it going to come from the education committee or from the Band council?

2. INTRODUCTION

The subject of the proposal should be clearly stated. For instance, "The Takeover and Management of Education Programs by the Band."

3. BODY

- a. A brief statement on the background for the proposal should be given. This should indicate who has been working on the idea for the proposal, what official actions have been taken (such as Band council resolutions or approved motions in council) and how long the planning has been going on. This can also include some rationale for the proposal.

TRAINER
(cont'd)

- b. The purpose of the program can be stated. This will be mainly based on the goals that you have identified and previously outlined.
- c. A description of the program can now be outlined. This will explain the activities that will be involved, the people who will be involved and the roles and responsibilities they will have, and the facilities and materials that will be involved. This information will come from the outlines previously made on existing programs, policy administration and new programs.
- d. The estimated cost of the program will be outlined in the budget that was previously developed. It can be changed if you have made changes in the program since developing the budget.

4. CONCLUSION

This is a summary of your request. It is a clear statement of the program, authority, money or whatever else it is you are asking to have.

5. CLOSING

This is usually a statement of appreciation for the co-operation you expect to get and a formal signing of the request. The date that it is signed can be included here if it was not noted at the beginning.

DISCUSSION

Using "Format for a Proposal" in the Appendix discuss the order in which the items appear.

TRAINER

From our examination of the format for the proposal we can see that most of the work has already been done on the development of the proposal. The goals for the program have been established, the activities, people and facilities have all been identified and spelled out and the budget has been developed. Writing the first draft is really a matter of assembling all this material into an orderly system. The education committee can use the format for a proposal as a guide to determine exactly what information is going to be included in the proposal.

ACTIVITY

1. Divide the class into separate committees and choose one person to write each committee's ideas on a flip chart.
2. Study each item on the Appendix carefully and determine what information should go under each heading.

ACTIVITY
(cont'd)

-
3. If the groups are missing information in certain areas of the proposals make note of this.
-

TRAINER

PROOF READ THE PROPOSAL

By doing the last exercise you have in effect written the first draft of your proposed plan to take over the education programs that your Band wants to control. It is a simple matter for a secretary or other person to copy the proposal from the flip chart to a standard type written form. A quick review of the proposal will tell you if you have missed anything and will show you if the statements are clear and say what you want them to say.

DISCUSSION

Have the participants review the proposal item by item. Have them examine the proposal using the following questions as their criteria:

- o Are the statements clear? Would someone who is unfamiliar with the proposal understand the statements in it?
- o Does the proposal give enough information to be convincing?

Following the item by item review have each participant state his general feelings about the proposal.

- o Does it say what he or she thinks it should?
 - o Are there any statements that are not clear to them or that they do not understand?
 - o Does the proposal reflect the feelings of the community as they understand it?
-

TRAINER

SUMMARY

In this lesson we went through the process of writing the first draft of the Band's proposal for the takeover of the education programs you intend to control. The process is an orderly way of organizing the information and decisions that you have previously gathered or developed. The format for a proposal provides the basic headings that allow for the orderly development of the proposal.

This first draft is useful mainly to you, the education committee, because it describes the entire program. It will also help you in communicating to the rest of the community what it is you plan to propose regarding local control of education. This is not the final proposal that will be presented to the Department of Indian Affairs. It is really a working document that your committee can use.

LEARNING
OBJECTIVE

The participants will be able to:

- o identify the skills in presenting a proposal.
 - o identify the basic skills in negotiating one education agreement.
-

OVERVIEW

This lesson deals with two fairly distinct subjects. The first is the presentation of the Band's proposal to take over certain parts or all of the education programs available for Indian people through the Department of Indian and Northern Affairs. The second is the matter of negotiating contribution agreement with the Department.

RESOURCES
REQUIRED

- o Copies of proposals developed by the group.
 - o Appendix 17
-

RELATED
LESSONS

18

DEFINITION Presenting the Proposal is formally submitting the request of the Band to take over and control certain specified education programs.

Negotiating an Agreement is a method of working out the terms of what each party involved in the agreement will do within the context of the agreement.

PRESENTATION
BY TRAINER

PURPOSE AND INTRODUCTION

This lesson is about presenting a proposal to the Department of Indian and Northern Affairs and about negotiating an agreement. These two subjects involve two separate activities and yet they are closely associated as the presentation of the proposal will in many ways affect the negotiation of the agreement.

Making a proposal to take over and control an education program is a very important step in a Band's work towards self-determination and self-government. The greatest asset in the presentation is the written proposal itself.

Negotiating a contribution agreement can become quite involved. It is important that representatives from the Band are involved with the Department of Indian Affairs staff in outlining the terms of the agreement.

DISCUSSION

1. Have any of the participants been involved in the submission or presentation of other proposals to the Department?
 2. Have any members of the group been involved in the negotiation of local service agreements? If so, have them tell the group about their experience.
-

TRAINER

PRESENTING A PROPOSAL

A proposal to take over and operate a certain education program is a request to the Minister of Indian Affairs to allow you to take the responsibility for running the programs and to provide you with the funds with which to operate them. The Minister has the authority to grant such a request if it has been established by law and by practice and has indeed become a policy of the Department. The Minister has passed on the authority to approve such a request to the Regional Director General for your region. Your proposal should be forwarded to the District Superintendent of Education.

TRAINER
(cont'd)

The proposal should be accompanied by a Band council resolution which states that the proposal has been officially approved in a Band council meeting. The proposal itself should be signed by the Chief of the Band or possibly the Chairman of the education committee if the Chief has approved him or her to do so.

THE CONTRIBUTION AGREEMENT

After the proposal has been presented the Band will have to wait for the Department staff to examine it and respond to it. They may ask for clarification on certain items or may want more information. You should insist that any requests they have be made in writing and be signed by the Regional Director General or a person whom you know he has directed to examine the proposal. Do not enter into discussions on changes or decisions concerning the proposal unless it is in a properly called meeting and all the representatives who have been chosen by the Band council are present. Insist that if the Department wants to make changes in the proposal that they prepare a counter-proposal and ask for a meeting with the chosen representatives of the Band.

When the Department is ready to sit down and settle the full terms of the agreement, you should know in advance what changes they will be wanting to recommend. Your negotiating group should meet and discuss the proposed changes to establish your position on them before you meet to negotiate the agreement. This is one reason why it is good to insist, when you present the proposal, that all suggested changes or requests for information be put in writing.

The proposal you have developed states very clearly what you want to administer, how you intend to administer and operate the program, how much money you estimate you will need to run the program.

REVIEW

1. Have the participants review how they would present their proposal concerning takeover of education programs.
 - a. Who will they present it to?
 - b. Who will present it for them?
 - c. How will it be presented?

Have them develop a tentative plan for the presentation.

2. Have the participants review the matter of negotiating the agreement.
 - a. Who will negotiate for them?
 - b. With whom will they negotiate?

REVIEW
(cont'd)

- c. What items are they prepared to make changes on?
 - d. What items are they not prepared to change?
 - e. What form of agreement would they like to have? (Letter of Approval of a Band Council Resolution, Memorandum of Agreement or Contract or a Letter of Understanding?)
3. Have the group develop a tentative plan for negotiating the agreement.
-

TRAINER

SUMMARY

This lesson has been about presenting your proposal to the Department and negotiating an agreement.

The procedures suggested in the lesson put the Band in control of what is happening concerning the proposal. You will be fully involved in establishing the terms and conditions under which you will operate the program.

PREPARING FOR EDUCATION COMMITTEES

APPENDICIES

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APPENDIX 1

IN THE BEGINNING

IN THE BEGINNING, say the Iroquois, there was no world, no land, no creatures of the kind that are around us now, and there were no men. But there was a great ocean which occupied space as far as anyone could see. Above the ocean was a great void of air. And in the air there lived the birds of the sea. In the ocean lived the fish and the creatures of the deep. Far above this unpeopled world, there was a Sky-World. Here lived gods who were like people -- like Iroquois.

In the Sky-World there was a man who had a wife, and the wife was expecting a child. The woman became hungry for all kinds of strange delicacies, as women do when they are with child. She kept her husband busy almost to distraction finding delicious things for her to eat.

In the middle of the Sky-World there grew a Great Tree which was not like any of the trees that we know. It was tremendous; it had grown there forever. It had enormous roots that spread out from the floor of the Sky-World. And on its branches there were many different kinds of leaves and different kinds of fruits and flowers. The tree was not supposed to be marked or mutilated by any of the beings who dwelt in the Sky-World. It was a sacred tree that stood at the center of the universe.

The woman decided that she wanted some bark from one of the roots of the Great Tree -- perhaps as a food or as a medicine, we don't know. She told her husband this. He didn't like the idea. He knew it was wrong. But she insisted, and he gave in. So he dug a hole among the roots of this great sky tree, and he bared some of its roots. But the floor of the Sky-World wasn't very thick, and he broke a hole through it. He was terrified, for he had never expected to find empty space underneath the world.

But his wife was filled with curiosity. He wouldn't get any of the roots for her, so she set out to do it herself. She bent over and she looked down, and she saw the ocean far below. She leaned down and stuck her head through the hole and looked all around. No one knows just what happened next. Some say she slipped. Some say that her husband, fed up with all the demands she had made on him, pushed her.

So she fell through the hole. As she fell, she frantically grabbed at its edges, but her hands slipped. However, between her fingers there clung bits of things that were growing on the floor of the Sky-World and bits of root tips of the Great Tree. And so she began to fall toward the great ocean far below.

The birds of the sea saw the woman falling, and they immediately consulted with each other as to what they could do to help her. Flying wingtip to wingtip they made a great feathery raft in the sky to support her, and thus they broke her fall. But of course it was not possible for them to carry the woman very long. Some of the other birds of the sky flew down to the surface of the ocean and called up the ocean creatures to see what they could do to help. The great sea turtle came and agreed to receive her on his back. The birds placed her gently on the shell of the turtle, and now the turtle floated about on the huge ocean with the woman safely on his back.

IN THE BEGINNING

The beings up in the Sky-World paid no attention to this. They knew what was happening, but they chose to ignore it.

When the woman recovered from her shock and terror, she looked around her. All that she could see were the birds and the sea creatures and the sky and the ocean.

And the woman said to herself that she would die. But the creatures of the sea came to her and said they would try to help her and asked her what they could do. She told them that if they could find some soil, she could plant the roots stuck between her fingers, and from them plants would grow. The sea animals said perhaps there was dirt at the bottom of the ocean, but no one had ever been down there so they could not be sure.

If there was dirt at the bottom of the ocean, it was far, far below the surface in the cold deeps. But the animals said they would try to get some. One by one the diving birds and animals tried and failed. They went to the limits of their endurance, but they could not get to the bottom of the ocean. Finally, the muskrat said he would try. He dived and disappeared. All the creatures waited, holding their breath, but he did not return. After a long time, his little body floated up to the surface of the ocean, a tiny crumb of earth clutched in his paw. He seemed to be dead. They pulled him up to the turtle's back and they sang and prayed over him and breathed air into his mouth, and finally, he stirred. Thus it was the muskrat, the Earth-Diver, who brought from the bottom of the ocean the soil from which the earth was to grow.

The woman took the tiny clod of dirt and placed it on the middle of the great sea turtle's back. Then the woman began to walk in a circle around it, moving in the direction that the sun goes. The earth began to grow. When the earth was big enough, she planted the roots she had clutched between her fingers when she fell from the Sky-World. Thus the plants grew on the earth.

To keep the earth growing, the woman walked as the sun goes, moving in the direction that the people still move in the dance rituals. She gathered roots and plants to eat and built herself a little hut. After a while, the woman's time came, and she was delivered of a daughter. The woman and her daughter kept walking in a circle around the earth, so that the earth and plants would continue to grow. They lived on the plants and roots they gathered. The girl grew up with her mother, cut off forever from the Sky-World above, knowing only the birds and the creatures of the sea, seeing no other beings like herself.

One day, when the girl had grown to womanhood, a man appeared. No one knows for sure who this man was. He had something to do with the gods above. Perhaps he was the West Wind. As the girl looked at him, she was filled with terror, and amazement, and warmth, and she fainted dead away. As she lay on the ground, the man reached into his quiver, and he took out two arrows, one sharp and one blunt, and he laid them across the body of the girl, and quietly went away.

IN THE BEGINNING

When the girl awoke from her faint, she and her mother continued to walk around the earth. After a while, they knew that the girl was to bear a child. They did not know it but the girl was to bear twins.

Within the girl's body, the twins began to argue and quarrel with one another. There could be no peace between them. As the time approached for them to be born, the twins fought about their birth. The right-handed twin wanted to be born in the normal way, as all children are born. But the left-handed twin said no. He said he saw the light in another direction, and said he would be born that way. The right-handed twin beseeched him not to, saying that he would kill their mother. But the left-handed twin was stubborn. He went in the direction where he saw light. But he could not be born through his mother's mouth or her nose. He was born through her left armpit, and killed her. And meanwhile, the right-handed twin was born in the normal way, as all children are born.

The twins met in the world outside, and the right-handed twin accused his brother of murdering their mother. But the grandmother told them to stop their quarreling. They buried their mother. And from her grave grew the plants which the people still use. From her head grew the corn, the beans, and the squash -- "our supporters, the three sisters." And from her heart grew the sacred tobacco, which the people still use in the ceremonies and by whose upward-floating smoke they send thanks. The women call her "our mother," and they dance and sing in the rituals so that the corn, the beans, and the squash may grow to feed the people.

But the conflict of the twins did not end at the grave of their mother. And, strangely enough, the grandmother favoured the left-handed twin.

The right-handed twin was angry, and he grew more angry as he thought how his brother had killed their mother. The right-handed twin was the one who did everything just as he should. He said what he meant, and he meant what he said. He always told the truth, and he always tried to accomplish what seemed to be right and reasonable. The left-handed twin never said what he meant or meant what he said. He always lied, and he always did things backward. You could never tell what he was trying to do because he always made it look as if he were doing the opposite. He was the devious one.

These two brothers, as they grew up, represented two ways of the world which are in all people. The Indians did not call these the right and the wrong. They called them the straight mind and the crooked mind, and the upright man and the devious man, the right and the left.

The twins had creative powers. They took clay and modeled it into animals, and they gave these animals life. And in this they contended with one another. The right-handed twin made the deer, and the left-handed twin made the mountain lion which kills the deer. But the right-handed twin knew there would always be more deer than mountain lions. And he made another animal. He made the ground squirrel. The

IN THE BEGINNING

left-handed twin saw that the mountain lion could not get to the ground squirrel, who digs a hole, so he made the weasel. And although the weasel can go into the ground squirrel's hole and kill him there are lots of ground squirrels and not so many weasels. Next the right-handed twin decided he would make an animal that the weasel could not kill, so he made the porcupine. But the left-handed twin made the bear, who flips the porcupine over on his back and tears out his belly.

And the right-handed twin made berries and fruits of other kinds for his creatures to live on. The left-handed twin made briars and poison ivy, and the poisonous plants like the baneberry and the dogberry, and the suicide root with which people kill themselves when they go out of their minds. And the left-handed twin made medicines, for good and for evil, for doctoring and for witchcraft.

And finally, the right-handed twin made man. The people do not know just how much the left-handed twin had to do with making man. Man was made of clay, like pottery, and baked in the fire. At a later time the idea was added that some men were baked too little: These were white men. Some men were baked too much: These were Negroes. But some were baked just right: These were Indians. Those who were baked too little or too much were thrown away, but the Indians were settled upon the land.

The world the twins made was a balanced and orderly world, and this was good. The plant-eating animals created by the right-handed twin would eat up all the vegetation if their number was not kept down by the meat-eating animals which the left-handed twin created. But if these carnivorous animals ate too many other animals, then they would starve, for they would run out of meat. So the right-handed and the left-handed twins built balance into the world.

As the twins became men full grown, they still contested with one another. No one had won, and no one had lost. And they knew that the conflict was becoming sharper and sharper and one of them would have to vanquish the other.

And so they came to the duel. They started with gambling. They took a wooden bowl, and in it they put wild plum pits. One side of the pits was burned black, and by tossing the pits in the bowl, and betting on how these would fall, they gambled against one another, as the people still do in the New Year's rites. All through the morning they gambled at this game, and all through the afternoon, and the sun went down. And when the sun went down, the game was done, and neither had won.

So they went on to battle one another at the lacrosse game. And they contested all day, and the sun went down, and the game was done. And neither had won.

And now they battled with clubs, and they fought all day, and the sun went down, and the fight was done. But neither had won.

IN THE BEGINNING

And they went from one duel to another to see which one would succumb. Each one knew in his deepest mind that there was something, somewhere, they would vanquish the other. But what was it? Where to find it?

Each knew somewhere in his mind what it was that was his own weak point. They talked about this as they contested in these duels, Day after day, and somehow the deep mind of each entered into the other. And the deep mind of the right-handed twin lied to his brother, and the deep mind of the left-handed twin told the truth.

On the last day of the duel, as they stood, they at last knew how the right-handed twin was to kill his brother. Each selected his weapon. The left-handed twin chose a mere stick that would do him no good. But the right-handed twin picked out the deer antler, and with one touch he destroyed his brother. And the left-handed twin died, but he died and he didn't die. The right-handed twin picked up the body and cast it off the edge of the earth. And some place below the world, the left-handed twin still lives and reigns.

When the sun rises from the east and travels in a huge arc along the sky dome, which rests like a great upside-down cup on the saucer of the earth, the people are in the daylight realm of the right-handed twin. But when the sun slips down in the west at nightfall and the dome lifts to let it escape at the western rim, the people are again in the domain of the left-handed twin -- the fearful realm of night.

Having killed his brother, the right-handed twin returned home to his grandmother. And she met him in anger. She threw the food out of the cabin onto the ground, and said that he was a murderer, for he had killed his brother. He grew angry and told her she had always helped his brother, who had killed their mother. In his anger, he grabbed her by the throat and cut her head off. Her body he threw into the ocean, and her head, into the sky. There "Our Grandmother, the Moon," still keeps watch at night over the realm of her favourite grandson.

The right-handed twin has many names. One of them is Sapling. It means smooth, young, green and fresh and innocent, straightforward, straight-growing, soft and pliable, teachable and trainable. These are the old ways of describing him. But since he has gone away, he has other names. He is called "He Holds Up the Skies," "Master of Life," and "Great Creator."

The left-handed twin also has many names. One of them is Flint. He is called the devious one, the one covered with boils, Old Warty. He is stubborn. He is thought of as being dark in colour.

These two beings rule the world and keep an eye on the affairs of men. The right-handed twin, the Master of Life, lives in the Sky-World. He is content with the world he helped to create and with his favourite creatures, the humans. The scent of sacred tobacco rising from the earth comes gloriously to his nostrils.

IN THE BEGINNING

In the world below lives the left-handed twin. He knows the world of men, and he finds contentment in it. He hears the sounds of warfare and torture, and he finds them good.

In the daytime, the people have rituals which honour the right-handed twin. Through the daytime rituals they thank the Master of Life. In the nighttime the people dance and sing for the left-handed twin.

APPENDIX 2

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

I. HISTORICAL OVERVIEW

- 1956 Treasury Board authorizes support for Indian School Committees.
- 1963 Role expanded and clarified
Circular: "Instructions for the Organization of School Committees on Indian Reserves"
- procedures for meetings, areas of responsibility, areas where Committee had advisory role, budgets, funding levels, accounting procedures;
 - there were 41 active school committees at this time.
- MID 1960'S Grants to Bands Program initiated
- Funding for: band staff
operating programs
administration costs
- 1971 Native Education Council at Blue Quills, Alberta first took over responsibility for managing the Student Residence then a few months later the school.
- 1972 Treasury Board approved extension of existing authorities to enable Band Authorities to manage the In-School and Post-School Programs.
- By this time the number of School Committees had risen to 194.
- 1972 -
(DECEMBER) N.I.B. policy paper "Indian Control of Indian Education".
- 1973 -
(FEBRUARY) Jean Chrétien affirms Government's commitment to goals set forth in N.I.B. paper.
- (APRIL) Contributions to Bands Task Force identified the need for clear policies and procedures.
- (MAY) Minister appears before Standing Committee.
- (AUGUST) Minister's letter to all Chiefs and Councils confirms a policy based on N.I.B. paper.
- (SEPTEMBER) The N.I.B. and Provincial Indian Associations were assisted to employ Education Consultants whose major role would be to assist Bands in planning and implementing local control.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

- (DECEMBER) Minister wrote to all Chiefs and Councils about the capital investment in joint schools and the need to avoid duplication of facilities.
- 1974 A number of Bands including Sandy Bay, Man. took over the management of those areas of their education programs which they previously did not control.
- The "E" Guidelines were prepared and subsequently withdrawn at the request of the N.I.B.
- Because of the need to clarify what could be done and how it should be done the Dept. reinstated the Circular letter system and the policies and Procedures manual for local government services.
- 1975 Draft "Education Program Circulars" sent to Bands and inactive associations. Feedback was limited because of the dialogue underway at that time on the "D" circulars.
- An exception was "E12" Post-Secondary Assistance Policy which was revised in collaboration with Indian Authorities and subsequently approved by Treasury Board.
- Despite problems and guidelines Bands continued to extend their control over education and in the two years '73-'74 to '75-'76 their education budgets doubled from \$7,000,000 to \$14,000,000.
- 1976 -
(JANUARY) N.I.B. convened Indian Controlled Schools Workshop. Among the problem areas identified then were:
- budgeting
 - communication and consultation
 - staffing
 - community involvement
 - curriculum
 - education facilities
 - joint school agreement
 - evaluation of education programs

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

(JUNE) Meeting of ARD(E)'s and Indian Representatives at Rivers, Man.

The Major theme of the conference was the meaning and different perceptions of local control of education.

- program circulars
- tuition agreements
- band training
- staffing
- building programs

1977 -
(NOVEMBER) Noel Starblanket sent to Minister copy of N.I.B. General Assembly Resolution #26. This concerned:

- the need for clarifying the meaning of Indian Control of Education;
- guidelines for school facilities and staffing;
- assessment of Provincial and Territorial educational services for Indian children;
- funding staff and program development;
- employee benefit packages;
- recognition of "alternative" schools set up on reserves under a revised Indian Act, and
- the future of Cultural Education Centres.

As of today local control has advanced to the stage where of the Indian bands in Canada 82 have assumed total control and 403 have assumed partial control of their education programs.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

STATEMENT OF THE INDIAN PHILOSOPHY OF EDUCATION

In Indian tradition each adult is personally responsible for each child, to see that he learns all he needs to know in order to live a good life. As our fathers had a clear idea of what made a good man and a good life in their society, so we modern Indians, want our children to learn that happiness and satisfaction come from:

- o pride in one's self,
- o understanding one's fellowmen, and,
- o living in harmony with nature.

These are lessons which are necessary for survival in this twentieth century.

- o Pride encourages us to recognize and use our talents, as well as to master the skills needed to make a living.
- o Understanding our fellowmen will enable us to meet other Canadians on an equal footing, respecting cultural differences while pooling resources for the common good.
- o Living in harmony with nature will ensure preservation of the balance between man and his environment which is necessary for the future of our planet, as well as for fostering the climate in which Indian Wisdom has always flourished.

We want education to give our children the knowledge to understand and be proud of themselves and the knowledge to understand the world around them.*

STATEMENT OF VALUES

We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honoured place in Indian tradition and culture. The values which we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian.

We want the behaviour of our children to be shaped by those values which are most esteemed in our culture. When our children come to school they have already developed certain attitudes and habits which are based on experiences in the family. School programs which are influenced by these values respect cultural priority and are an extension of the education which parents give children from their first years. These early lessons emphasize attitudes of:

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

- o self-reliance,
- o respect for personal freedom,
- o generosity,
- o respect for nature,
- o wisdom.

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that Indian children have a chance to develop a value system which is compatible with Indian culture.

The gap between our people and those who have chosen, often gladly, to join us as residents of this beautiful and bountiful country, is vast when it comes to mutual understanding and appreciation of differences. To overcome this, it is essential that Canadian children of every racial origin have the opportunity during their school days to learn about the history, customs and culture of this country's original inhabitants and first citizens. We propose that education authorities, especially those in provincial Departments of Education, should provide for this in the curricula and texts which are chosen for use in Canadian schools.

THE ROLE OF PARENTS IN SETTING GOALS

If we are to avoid the conflict of values which in the past has led to withdrawal and failure, Indian parents must have control of education with the responsibility of setting goals. What we want for our children can be summarized very briefly:

- o to reinforce their Indian identity,
- o to provide the training necessary for making a good living in modern society.

We are the best judges of the kind of school programs which can contribute to these goals without causing damage to the child.

We must, therefore, reclaim our right to direct the education of our children. Based on two education principles recognized in Canadian society: "Parental Responsibility" and "Local Control of Education," Indian parents seek participation and partnership with the Federal Government, whose legal responsibility for Indian education is set by the treaties and the Indian Act. While we assert that only Indian people can develop a suitable philosophy of education based on Indian values adopted to modern living, we also strongly maintain that it is the financial responsibility of the

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

Federal Government to provide education of all types and all levels to all status Indian people, whether living on or off reserves. It will be essential to the realization of this objective that representatives of the Indian people, in close co-operation with officials of the Department of Indian Affairs, establish the needs and priorities of local communities in relation to the funds which may be available through government sources.

The time has come for a radical change in Indian education. Our aim is to make education relevant to the philosophy and needs of the Indian people. We want education to give our children a strong sense of identity, with confidence in their personal worth and ability. We believe in education:

- o as a preparation for total living,
- o as a means of free choice of where to live and work,
- o as a means of enabling us to participate fully in our own social, economic, political and educational advancement.

We do not regard the educational process as an "either-or" operation. We must have the freedom to choose among many options and alternatives. Decisions on specific issues can be made only in context of local control of education. We uphold the right of Indian Bands to make these specific decisions and to exercise their full responsibility in providing the best possible education for our children.

Our concern of education is directed to four areas which require attention and improvement: i.e., responsibility, programs, teachers and facilities. The following pages will offer in an objective way the general principles and guidelines which can be applied to specific problems in these areas.

RESPONSIBILITY

JURISDICTIONAL QUESTION OF RESPONSIBILITY FOR INDIAN EDUCATION

The federal Government has legal responsibility for Indian education as defined by the treaties and the Indian Act. Any transfer of jurisdiction for Indian education can only be from the Federal Government to Indian Bands. Whatever responsibility belongs to the Provinces is derived from the contracts for educational services negotiated between Band Councils, provincial school jurisdictions, and the Federal Government.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

Parties in future joint agreements will be:

- o Indian Bands,
- o local provincial school jurisdictions,
- o the Federal Government.

These contracts must recognize the right of Indians to a free education, funded by the Government of Canada.

The Indian people concerned, together with officials of the Department of Indian Affairs, must review all existing agreements for the purpose of making specific recommendations for their revision, termination or continuance.

In addition to the usual school services provided under joint agreements, attention must be given to local needs for teach orientation, day nurseries, remedial courses, tutoring, Indian guidance counsellors, etc.

Where Bands want to form a school district under the Federal system, necessary provision should be made in order that it has the recognition of provincial education authorities.

Master agreements between federal and provincial governments violate the principle of Local Control and Parental Responsibility if these agreements are made without consulting and involving the Indian parents whose children are affected. Since these children are often from many widely separated bands, it may be necessary to provide for Indian participation through the provincial Indian associations. In every case, however, parental responsibility must be respected and the local Band will maintain the right to review and approve the conditions of the agreement.

LOCAL CONTROL

The past practice of using the school committee as an advisory body with limited influence, in restricted areas of the school program, must give way to an education authority with the control of funds and consequent authority which are necessary for an effective decision-making body. The Federal Government must take the required steps to transfer to local Bands the authority and the funds which are allotted for Indian education.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

The Band itself will determine the relationship which should exist between the Band Council and the School Committee: or more properly, the Band Education Authority. The respective roles of the Band Council and the Education authority will have to be clearly defined by the Band, with terms of reference to ensure the closest co-operation so that local control will become a reality. The local Education Authority would be responsible for:

- o budgeting, spending and establishing priorities;
- o determining the types of school facilities required to meet local needs: e.g. day school, residence, group home, nursery, kindergarten, high school;
- o directing staff hiring and curriculum development with special concern for Indian languages and culture;
- o administering the physical plan;
- o developing adult education and upgrading courses;
- o negotiating agreements with provincial or separate school jurisdictions for the kind of services necessary for local requirements;
- o co-operation and evaluation of education programs both on and off the reserve;
- o providing counselling services.

Training must be made available to those reserves desiring local control of education. This training must include every aspect of educational administration. It is important that Bands moving towards local control have the opportunity to prepare themselves for the move. Once the parents have control of local school, continuing guidance during the operational phase is equally important and necessary.

REPRESENTATION ON PROVINCIAL SCHOOL BOARDS

There must be adequate Indian representation on provincial school boards which have Indian pupils attending schools in their district or division. If integration for Indians is to have any positive meaning, it must be related to the opportunity for parental participation in the educational decision-making process.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

Recalling that 60% of Indian children are enrolled in provincial schools, there is urgent need to provide for proper representation on all local provincial school boards. Since this issue must be resolved by provincial legislation, all Provinces should pass effective laws which will insure Indian representation on all provincial schools boards in proportion to the number of children attending provincial schools, with provision for at least one Indian representative in places where the enrollment is minimal. Laws already on the books are not always effective and should be re-examined. Neither is permissive legislation enough, nor legislation which has conditions attached.

A Band Education Authority which is recognized as the responsible bargaining agent with financial control of education funds, will be in a strong position to negotiate for proper representation on a school board which is providing educational services to the Indian community.

There is an urgent need for laws which will make possible RESPONSIBLE REPRESENTATION AND FULL PARTICIPATION by all parents of children attending provincial schools.

Indian organizations and the Federal Government should do whatever is necessary to conduct an effective public relations program for the purpose of explaining their role and that of the local Band Education Authorities to the provincial Minister of Education, to Department of Education officials and to school board members.

PROGRAMS

CURRICULUM AND INDIAN VALUES

Unless a child learns about the forces which shape him: the history of his people, their values and customs, their language, he will never really know himself or his potential as a human being. Indian culture and values have a unique place in the history of mankind. The Indian child who learns in school, his whole school experience, should reinforce and contribute to the image he has of himself as an Indian.

The present school system is culturally alien to native students. Where the Indian contribution is not entirely ignored, it is often cast in an unfavourable light. School curricula in federal and provincial schools should recognize Indian culture, values, customs, languages and the Indian contribution to Canadian development. Courses in Indian history and culture should promote pride in the Indian child, and respect in the non-Indian student.

A curriculum is not an archaic, inert vehicle for transmitting knowledge. It is a precise instrument which can and should be shaped to exact specifications for a particular purpose. It can be changed and it can be improved. Using curriculum as a means to achieve their educational goals, Indian parents want to develop a program which will maintain balance and relevancy between academic/skill subjects and Indian cultural subjects.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

To develop an Indian oriented curriculum for schools which enroll native children, there must be full scale co-operation between federal, provincial and Indian education people:

1. In the federal Indian school system, funds must be made available for Indian people to work with professional curriculum planners. Together they will work out and test ideas for a relevant curriculum, utilizing the best from both cultures.
2. In the provincial school system, this same kind of curriculum development must be pursued by the Department of Education with the involvement of the Indian people and the support of federal and provincial funding.

Some other measures for improving the quality of instruction for all students, both Indian and non-Indian, are recommended to provincial and private school systems:

- a. Appointment of native people to the curriculum staff for the purpose of supervising the production and distribution of Indian oriented curriculum materials for provincial schools, complete with the man-power and other resources to accomplish this task.
- b. Removal of textbooks or other teaching materials which are negative, biased or inaccurate in which concerns Indian history and culture.
- c. Augmenting Indian content in curriculum to include Indian contributions to Canadian life through supplementary courses in: economics, science, medicine, agriculture, geography, etc., as well as special courses in Indian culture, music, art, dance, handicraft, language.
- d. Co-operating with Indian people in developing Indian studies programs at all levels.
- e. Eliminating the use of I.Q. and standardized tests for Indian children. It has been shown that these tests do not truly reflect the intelligence of children belonging to minority, ethnic or other cultural backgrounds.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

Textbooks are needed which emphasize the importance of the Indian's role in Canadian history. Material for reading classes must be developed: material which is relevant to the experience of the Indian child living in isolated or northern areas. Federal and provincial governments must be ready to respond to the native people and support their legitimate wishes for improved texts. Indian people should be commissioned to work with historians and educators for the development of proper textbook material.

All Indian people, young and old alike, must be given a mwide variety of educational opportunities. Specific problems in many Indian communities must be met by improved education. Much needed programs include: nursery and kindergarten education, junior and senior high school opportunity, vocational training, adult education, post-secondary education, and alcohol and drug abuse education.

Nursery Schools and Kindergartens

Financial support for nursery schools and kindergartens should be the special concern of governments. These programs should be designated as priority programs in every respect.

Many communities will view this pre-school experience as an opportunity for the children to learn the second language in which school subjects will be taught. Other communities will emphasize cultural content, for the purpose of reinforcing the child's image of himself as an Indian. This is the decision of the local parents and they alone are responsible for decisions on location, operation, curriculum and teacher hiring.

Junior and Senior High Schools

In places where junior and senior high school classes once operated, the children have been transferred to provincial schools. Alarmed by the increasing number of teenagers who are dropping out of school, Indian parents are looking for alternatives to the high school education which their children are now receiving in provincial schools. If Indian parents had control the high school education, they could combat conditions which cause failures by:

- o adopting clearly defined educational objectives compatible with Indian values;
- o providing a relevant educational program;
- o making education a total experience: recognizing Indian language, life and customs, inviting the participation of Indian parents in shaping the program;
- o providing more counselling by Indians for Indians.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

The needs of children and the desire of parents would indicate that in some areas high schools and/or vocational schools should be established on certain reserves to serve students of surrounding communities. These schools would be operated and maintained by a representative Education Authority.

Serious planning must be directed to developing flexible, realistic and relevant high school programs to meet the specific needs of Indian students who have dropped out and desire to resume their high school studies.

Vocational Training

A new approach to qualifications for many jobs is needed, as well as a change in academic/vocational courses to meet new requirements. In many cases where these jobs are within the Indian community, job specification should be set by the Indian people, and the training itself should be supervised by the local Education authority, which is established and/or recognized by the Band or Bands involved.

Some of these positions might include teachers, counsellors, social workers, probation officers, community development workers.

On a wider scale, responsible efforts must be made to encourage business and industry to open up jobs for Indian people. Job training should correspond to job opportunity and the economic reality.

The local Band Education Authority should be in a position to deal directly with Canada Manpower and other training institutions.

When necessary, several Education Authorities might join together to plan programs for a particular region.

Adult Education

Adult education programs, properly conducted can be a means for many Indians to find economic security and self-fulfillment.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

If the native language is spoken in the community, then native instructors should be trained and employed to teach these adult courses. Grade advancement classes should be offered on and off the reserves, as well as basic literacy courses for those desiring to speak, read and write English. Basic oral English programs are also needed. Other adult programs which should be provided as the need demands, might include: business management, consumer-education, leadership training, administration, human relations, family education, health, budgeting, cooking, sewing, crafts, Indian art and culture, etc.

These programs should be carried out under the control and direction of the Band Education Authority, on a short-term or continuing basis, according to the local needs.

Post-Secondary Education

Considering the great need there is for professional people in Indian communities, every effort should be made to encourage and assist Indian students to succeed in post-secondary studies.

Encouragement should take the form of recruiting programs directed to providing information to students desiring to enter professions such as: nursing, teaching, counselling, law, medicine, engineering, etc. Entrance requirements, pre-university programs, counselling and tutoring services, course requirements, are some factors which influence how far a student can progress. He would be further encouraged if the Indian Language is recognized for the second language requirements and native studies program has a respected place in the curriculum.

Considering the tremendous educational disadvantages of Indian people, present rigid entrance requirements to universities, colleges, etc., must be adjusted to allow for entrance on the basis of ability, aptitude, intelligence, diligence and maturity. Assistance should take the form of generous federal financial support eliminating the difficulty and uncertainty which now accompanies a student's decision to continue on for higher education. Indian students should be able to attend any recognized educational institution of their choice. Those who have the motivation and talent to do post-graduate studies, should receive total financial assistance. Since it will be many years before the number of candidates for professional training exceeds the demand for trained professionals, each request for financial assistance to do post-secondary or post-graduate studies should be judged on its own merits, and not by general administrative directives. Indian

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

people should seek representation on the governing bodies of institutions of higher learning. This includes university senates and boards of governors, as well as the governing councils of colleges, community colleges and technical schools.

Alcohol and Drug Education

There is immediate need for educational programs of a preventative and rehabilitative nature, designed and operated by Indians to meet the threat of alcohol and drug addiction which plagues both young and old alike. Whatever funds and means are necessary to operate these programs should be made available at the earliest possible date.

Some recommendations proposed by Indian provincial organizations for implementing these programs are:

- a. Training native people as social animators to initiate programs of group dynamics at the community level. In this way there would be community participation in decision-making which affects the community. Through the acquisition of knowledge about problems and services, combined with reality-oriented group discussions leading to community action, the solution of the socio-medical ills can be laced in the context of the community.
- b. Governments, federal and provincial, should encourage special seminars and study groups for teachers, parents and students, as well as making available the best audio-visual aids, in order to bring those concerned up to date on all that can be done to combat addiction.
- c. These programs should be directed not only to the victims of addiction but also to the communities, professions and institutions that necessarily become involved in the circle of human relationships which are affected by addiction.

LANGUAGE OF INSTRUCTION

Language is the outward expression of an accumulation of learning and experience shared by a group of people over centuries of development. It is not simply a vocal symbol; it is a dynamic force which shapes the way a man looks at the world, his thinking about the world and his philosophy of life. Knowing his maternal language helps a man to know himself; being proud of his language helps a man to be proud of himself.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

The Indian people are expressing growing concern that the native languages are being lost; that the younger generations can no longer speak or understand their mother tongue. If the Indian identity is to be preserved, steps must be taken to reverse this trend.

While much can be done by parents in the home and by the community on the reserve to foster facility in speaking and understanding, there is great need for formal instruction in the language. There are two aspects to this language instruction:

(1) teaching in the native language, and (2) teaching the native language.

It is generally accepted that pre-school and primary school classes should be taught in the language of the community. Transition to English or French as a second language should be introduced only after the child has a strong grasp of his own language. The time schedule for this language program has been determined to be from four to five years duration. Following this time span, adjustment and adaptation to other languages and unfamiliar cultural milieux are greatly enhanced.

The need for teachers who are fluent in the local language is dramatically underlined by this concern for the preservation of Indian identity through language instruction. Realization of this goal can be achieved in several ways:

- o have teacher aides specialize in Indian languages,
- o have local language-resource aides to assist professional teachers,
- o waive rigid teaching requirements to enable Indian people who are fluent in Indian languages, to become fullfledged teachers.

Funds and personnel are needed to develop language programs which will identify the structures of the language: i.e., syntax, grammar, morphology, vocabulary. This is essential, not only to preserve the language, but to encourage its use in literary expression. Serious studies are needed to adapt traditional oral languages to written forms for instructional and literary purposes.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

In places where it is not feasible to have full instruction in the native language, school authorities should provide that Indian children and others wishing it, will have formal instruction in the local native language as part of the curriculum and with full academic credit.

While governments are reluctant to invest in any but the two official languages, funds given for studies in native languages and for the development of teaching tools and instructional materials will have both short and long term benefits.

CULTURAL EDUCATION CENTRES

The purpose of a Cultural Education Centre is to provide for the personal development necessary for social and economic achievement in today's society. This personal development is achieved when an individual knows himself fully; his personal identity, dignity and potential. The Cultural Education Centre will promote this through studies of Indian history, culture, language and values.

By learning ways to apply traditional beliefs, values and skills to survival in modern society, and by learning modern skills and behaviours needed to participate in the benefits of economic and social development, the Indian will gain self-confidence and independence. The Cultural Education Centre will be designed to meet these needs and to make up for deficiencies in other educational programs.

Considering the vital role that these Centres could play in cultural, social and economic development, it is imperative that all decisions concerning their evolution (goals, structure, location, operation, etc.) be the sole prerogative of the Indian people.

Funds for these Centres should be available with a minimum of regulations. The latter should be the result of discussion and agreement between the Government and the Indian people.

The Indian people will welcome the participation of other Departments of Government, of provincial or local governments, of business or industry, of churches or foundations in securing sufficient and continuing funds for the Cultural Education Centres.

INDIAN CONTROL OF INDIAN EDUCATION - OVERVIEW AND POLICY

These Centres must be Indian controlled and operated, in view of the fact that they are established for Indian purposes and use.

TEACHERS

TRAINING PROGRAMS FOR TEACHERS AND COUNSELLORS

If progress is going to be made in improving educational opportunity for native children, it is basic that teacher and counsellor training programs be redesigned to meet the needs. The need for native teachers and counsellors is critical and urgent; the need for specially trained non-Indian teachers and counsellors is also very great.

Native Teachers and Counsellors

It is evident that the Federal Government must take the initiative in providing opportunities for Indian people to train as teachers and counsellors. Efforts in this direction require experimental approaches and flexible structure to accommodate the native person who has talent and interest, but lacks minimum academic qualifications. Provincial involvement is also needed in this venture to introduce special teacher and counsellor training programs which will allow native people to advance their academic standing at the same time as they are receiving professional training. Because of the importance to the Indian community, these training programs must be developed in collaboration with the Indian people and their representatives in the national and provincial organizations. The national and provincial organizations have a major role to play in evolving and implementing the training programs and in encouraging native young people to enter the education field.

Native teachers and counsellors who have an intimate understanding of Indian traditions, psychology, way of life and language, are best able to create the learning environment suited to the habits and interests of the Indian child.

There is urgent need for more Indian counsellors to work with students both on and off the reserves. If the need is to be met, many more training centres must be opened immediately. The few which are now operating can never supply enough trained counsellors for the job that has to be done.

Non-Indian Teachers and Counsellors

The training of non-Indian teachers for teaching native children, either in federal or provincial schools, is a matter of grave concern to the Indian people. The role which teachers play in determining the success or failure of many young Indians is a force to be reckoned with. In most cases, the teacher is simply not prepared to understand or cope with cultural differences. Both the child and the teacher are forced into intolerable positions.

The training of non-Indian counsellors who work with Indian children in either the federal or provincial systems, is also of grave concern to Indian parents. Counsellors must have a thorough understanding of the values and cultural relevancies which shape the young Indian's self-identity. In order to cope with another cultural group the self-image of the child must be enhanced and not allowed to disintegrate. It is generally agreed that present counselling services are not only ineffective for students living away from home, but often are a contributing factor to their failure in school. It is the opinion of parents that counselling services should be the responsibility of the Band Education Authority.

Federal and provincial authorities are urged to use the strongest measures necessary to improve the qualifications of teachers and counsellors of Indian children. During initial training programs there should be compulsory courses in inter-cultural education, native languages (oral facility and comparative analysis), and teaching English as a second language. Orientation courses and in-service training are needed in all regions. Assistance should be available for teachers in adapting curriculum and teaching techniques to the needs of local children. Teachers and counsellors should be given the opportunity to improve themselves through specialized summer courses in acculturation problems, anthropology, Indian history, language and culture.

Primary teachers in federal or provincial schools should have some knowledge of the maternal language of the children they teach.

Until such time as Bands assume total responsibility for schools, there must be full consultation with the Band Education Authority regarding the appointment of teachers and counsellors. As part of its involvement, the community should also take the initiative in helping the teachers and counsellors to learn the culture, language and history of the local community.

INDIAN PARA-PROFESSIONALS

More Indian teacher-aides and more Indian counsellor-aides are urgently needed throughout the school systems where Indian children are taught. These para-professionals can play an important role in helping the young child or the adolescent to adjust to unfamiliar and often overwhelming situations during their school experience.

Job requirements and the personal qualities needed by para-professionals working with Indian children will be set by the education authority of the Band. Instead of operating on the fringe at some clerical or irrelevant task, Indian para-professionals will be delegated by the parents to work with the children at the level of greatest need. The importance of this work warrants that the para-professional receive proper training and be given responsibilities in line with the position. These positions should serve as a training ground for professional advancement.

Performance and effectiveness rather than degrees and certificates should be the criteria used in hiring and in establishing salaries and benefits. For the protection of those who are qualified by experience rather than by academic standing, it is essential that the status of para-professionals be determined by their responsibility and function. On this basis they will be assured of parity in salaries and benefits with professionals doing the same job.

It should be the aim of the par-professional program to encourage young people to continue their commitment to Indian education.

To operate a good school, many types of jobs must be filled. There should be adequate funding to insure that Indian schools are adequately staffed, not only with professionals, but with well trained para-professionals, including recreation assistants and specialist-aides.

Residences

No general statement can be made on residences because of varying needs across the country. In many places the need still exists for this type of accommodation. However, many parents object to sending their children long distances and want accommodations provided by the village level. In all cases, the Federal

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Government is advised to consult all parents with children in residences, in order to determine their wishes on keeping or closing residences, and to examine alternative accommodations.

Admission criteria for students residences will be formulated by the people concerned - parents, Band Councils and administrators. The latter will reflect fiscal considerations.

Indian Bands wishing to take over administrative responsibility and financial control of student residences should be given full assistance to do so. This will require changes in present Department procedures for the operation of residences, as well as training Indian candidates for administrative positions.

Where a residence is in operation, there should be an active parent's council, representative of the student enrollment. This council will act with the responsible residence authority on matters of policy and program.

Programs must be implemented for bettering the qualifications of present staff members and assisting unqualified persons to meet job requirements. Residences should be staffed as far as possible by Indian personnel.

Where conditions warrant the closing of a residence, the land and buildings should revert to the use of the Band or Bands, with a preference for educational purposes.

Day Schools

The need for good schools in Indian Communities is becoming more urgent. These schools should have two goals: (a) providing adequate and appropriate educational opportunity, where skills to cope effectively with the challenge of modern life can be acquired, and (b) creating the environment where Indian identity and culture will flourish.

In working toward these goals, the reserve school would be a major factor in eliminating the conditions which lead to dropouts; negative parental attitudes and student alienation.

To provide these facilities an increased financial and human investment must be made in the Indian community. Complete modern buildings, classrooms, equipment, gymnasiums and staff quarters are needed.

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These reserve schools will be the vehicle by which Indian parents gain knowledge, experience and confidence in fulfilling their obligation and responsibility in the education of their children.

All school facilities should be available to the community for adult education, cultural activities and training sessions.

To facilitate the transition of students from reserve schools to others, it is essential that the provincial Departments of Education recognize Indian day schools as accredited educational centres.

This presupposes that academic quality will improve, that federal Indian schools will become "models of excellence" recognized and imitated by provincial schools. If an Indian oriented curriculum differs from that of the provincial system, steps should be taken by provincial authorities to develop appropriate criteria for grading and accrediting purposes.

Group Homes - Hostels

There is a need among students living off the reserve for familiar, homelike accommodations. These could be provided in the small hostel or group home setting. When administered and staffed by Indian people, these homes could give the young person the security and comfort of an Indian family while he or she is adjusting to a new way of life.

In northern communities there is a great need for this kind of home to replace the very large and often far distant residence. Located centrally in every village and operated by an Indian couple, the group home would provide long and short term care, i.e., food, shelter, recreation and companionship for all in the village who need it. This would include children whose parents were absent for hunting and trapping, and old people who might be left alone for the same reasons. The concept of this kind of home is derived directly from Indian culture, and if allowed to take form would contribute to a healthy Indian community.

Denominational Schools

As in all other areas of education, the parents have the right to determine the religious status of the local school. In as far as possible, there should be an attempt to satisfy the preference of everyone.

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STAFF

Where there are Indian people in attendance at a school, the number of Indian staff hired, including professional, para-professional, clerical and janitorial, should be based on a minimum ratio of one Indian staff person to every twenty Indian students. This procedure should be observed in residences, reserve day schools and provincial integrated schools.

Professionals, para-professionals and community resource people are all needed to operate a good reserve school. In addition to teachers and teacher-aides, reserve schools must have good counsellors and counsellor-aides. Consultants with knowledge of curriculum development and curriculum adaptation are necessary. A recreation director has a special role to play. Where it is not economically possible to have a recreation director on the school staff, the community recreation program must be designed to include the requirements of the school curriculum.

Whenever possible these positions should be filled by native people. Consultants and specialists in Indian language, history, crafts, customs, dances, legends will be drawn from the local community.

RESEARCH

There is increasing need for factual and scientific information on which to base planning and decisions. The Indian people advocate that research be under the direction and control of Indian people. Monies labelled for research shall be channelled to research programs identified by Band Councils and Indian organizations in relation to their priorities and programs. Academics who are engaged to conduct research projects will be responsible to the Indian community, local or regional.

It is equally important that the Indian people have the direction and control of experimental programs conducted in their name by universities, academic centres or research bodies.

PROBLEMS OF INTEGRATION

Integration in the past twenty years has simply meant the closing down of Indian schools and transferring Indian students to schools away from their Reserves, often against the wishes of the Indian parents. The acceleration with which this program has developed has not taken into account the fact that neither Indian parents and

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children, nor the white community: parents, children and schools, were prepared for integration, or able to cope with the many problems which were created.

Integration is a broad concept of human development which provides for growth through mingling the best elements of a wide range of human differences. Integrated educational programs must respect the reality of racial and cultural differences by providing a curriculum which blends the best from the Indian and the non-Indian traditions.

Integration viewed as a one-way process is not integration, and will fail. In the past, it has been the Indian student who was asked to integrate, to give up his identity, to adopt new values and a new way of life. This restricted interpretation of integration must be radically altered if future education programs are to benefit Indian children.

The success of integration hinges on these factors: parents, teachers, pupils (both Indian and white) and curriculum.

On the side of the Indian people, much more preparation and orientation is needed to enable parents to make informed decisions and to assist their children to adjust and to succeed. Indian parents must have the opportunity through full representation to participate responsibly in the education of their children.

The Indian child also needs preparation and orientation before being thrust into a new and strange environment. In handling the conflict of values, he will need the continuing support of his parents and Indian counsellors. Inferiority, alienation, rejection, hostility, depression, frustration, are some of the personal adjustment problems which characterize the Indian child's experience with integration. These are also factors in the academic failure of Indian children in integrated schools.

Indian children will continue to be strangers in Canadian classrooms until the curriculum recognizes Indian customs and values, Indian languages, and the contributions which the Indian people have made to Canadian history. Steps can be taken to remedy this situation by providing in provincial schools special auxiliary services in cultural development, vocational guidance, counselling, inservice training of teachers, tutoring and recreation. Evidently many of these services can be provided under the regular school program. However, if services are introduced especially for the Indian children, the school board should have financial support from the Federal government.

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The success of integration is not the responsibility of Indians alone. Non-Indians must be ready to recognize the value of another way of life, to learn about Indian history, customs and language, and to modify, if necessary, some of their own ideas and practices.

SUMMARY OF THE INDIAN POSITION ON EDUCATION

Indian parents must have FULL RESPONSIBILITY AND CONTROL OF EDUCATION. The Federal Government must adjust its policy and practices to make possible the full participation and partnership of Indian people in all decisions and activities connected with the education of Indian children. This requires determined and enlightened action on the part of the Federal Government and immediate reform especially in the following areas of concern: "responsibility, programs, teachers, facilities".

RESPONSIBILITY

Local Control	Until now, decisions on the education of Indian children have been made by anyone and everyone, except Indian parents. This must stop. Band Councils should be given total or partial authority for education on reserves, depending on local circumstances, and always with provisions for eventual complete autonomy, analogous to that of a provincial school board vis-a-vis a provincial Department of Education.
School Board Representation	It is imperative that Indian Children have representation on provincial school boards. Indian associations and the Federal Government must pressure the Provinces to make laws which will effectively provide that Indian people have responsible representation and full participation on school boards.
Transfer of Jurisdiction	Transfer of educational jurisdiction from the Federal Government to provincial or territorial governments, without consultation and approval by Indian people is unacceptable. There must be an end to these two party agreements between the federal and provincial governments. Future

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negotiations with provincial Education Departments for educational services must include representatives of the Indian people acting as the first part. The Federal Government has the responsibility of funding education of all types and at all levels for all Indian people.

Indian Control Those educators who have had authority in all that pertained to Indian education have, over the years tried various ways of providing education for Indian people. The answer to providing a successful educational experience has not been found. There is one alternative which has not been tried before: in the future, let Indian people control Indian education.

PROGRAMS

Kinds A wide range of programs is needed in the Indian community. The local Education Authority must take the initiative in identifying the needs for adult education, vocational training, remedial classes, kindergarten, alcohol and drug education, etc., etc.

The local Education Authority must also have the authority to implement these programs, either on a temporary or long-term basis.

Language and Culture Indian children must have the opportunity to learn their language, history and culture in the classroom. Curricula will have to be revised in federal and provincial schools to recognize the contributions which the Indian people have made to Canadian history and life.

Cultural Education Centres Cultural Education Centres are desperately needed. Considering the vital role that these Centres could play in cultural, social, and economic development, it is imperative that all decisions concerning their solution, i.e., goals, structure, location, operation, etc., be the sole prerogative of the Indian people. The Minister is urged to recognize the rights of the Indian people in this matter. He must ensure:

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- a. that the Indian people will have representatives on any committees which will decide policy and control funds for the Cultural Education Centres;
- b. that enough funds are made available for capital expenditure and program operation.

TEACHERS

Native
Teachers
and
Counsellors

The Federal Government must take the initiative in providing opportunities in every part of the country for Indian people to train as teachers. The need for native teachers is critical. Indian parents are equally concerned about the training of counsellors who work so closely with the young people.

Language

As far as possible, primary teachers in federal or provincial schools should have some knowledge of the maternal language of the children they teach.

Qualification

It should be the accepted practice that only the best qualified teachers are hired for Indian schools, and always in consultation with the local Education Authority.

Para-
Professionals

More Indian teacher-aides and more Indian counsellor-aides are urgently needed throughout the school systems where Indian children are taught. The importance of this work requires that the candidates received proper training and be allowed to operate at their fullest potential.

FACILITIES AND SERVICES

SUB-STANDARD EDUCATIONAL FACILITIES

All unsafe or obsolete school buildings, equipment and teacherages on reserves should be replaced with modern, functional units. Where Indian communities wish to maintain educational services on their reserves, the reserve school facilities must be brought up to

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the same standards as those in the outside communities. To provide for all the improvements necessary, Band Councils must make long-term plans for building construction. If the Department of Indian Affairs cannot handle the financing under its usual annual budgeting scheme, other alternatives must be considered. One of these would be a basic change in the Department's long-term building policy. Also, through the intermediary of the Department, other agencies could become the source of long-term funding for Indian building programs.

NEW EDUCATIONAL FACILITIES

It shall be within the power of the Band Education Authority to plan for and provide the school facilities needed for community educational programs. e.g.: education of children, parental involvement in education, adult education, cultural activities, training sessions, etc.

EDUCATIONAL INSTITUTIONS

There is no single type of educational institution which will meet all of the needs of Indian children. Facilities and services must be many and varied to suit particular kinds of circumstances.

FACILITIES

Kind	Education facilities must be provided which adequately meet the needs of the local population. These will vary from place to place. For this reason, there cannot be an "either-or" policy, which would limit the choices which Indian parents are able to make. In certain localities, several types of educational facilities may be needed; e.g.: residence, day school, integrated school. These must be made available according to the wishes of the parents.
Substandard	Substandard school facilities must be replaced and new buildings and equipment provided in order to bring reserve schools up to standard. Financing of such building and development programs must be dealt with realistically by the federal government.

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INTEGRATION

Responsibility for integration belongs to the people involved. It cannot be legislated or promoted without the full consent and participation of the Indians and non-Indians concerned.

CONCLUSION

There is difficulty and danger in taking a position on Indian education because of the great diversity of problems encountered across the country. The National Indian Brotherhood is confident that it expresses the will of the people it represents when it adopts a policy based on two fundamental principles of education in a democratic country; i.e.: parental responsibility and local control.

If this policy is recognized and implemented by officials responsible for Indian education, then eventually the Indian people themselves will work out the existing problems and develop an appropriate education program for their children.

CONCLUDING STATEMENT

This policy paper is subject to periodic review by the Executive Council of the National Indian Brotherhood. Additions or amendments may be initiated by a provincial Indian organization as the need arises.

APPENDIX 3

POWERS OF PARLIAMENT

Taken from a consolidation of The British North America Acts 1867 - 1965, VI - Distribution of Legislative Powers *

91. It shall be lawful for the Queen, by and with the Advice and Consent of the Senate and House of Commons, to make Laws for the Peace, Order, and good Government of Canada, in relation to all Matters not coming within the Classes of Subjects by this Act assigned exclusively to the Legislatures of the Provinces: and for greater certainty, but not so as to restrict the Generality of the foregoing Terms of this Section, it is hereby declared that (notwithstanding anything in this Act) the exclusive Legislative Authority of the Parliament of Canada extends to all Matters coming within the Classes of Subjects next here-in-after enumerated; that is to say,--

1. The amendment from time to time of the Constitution of Canada, except as regards matters coming within the classes of subjects by this Act assigned exclusively to the Legislatures of the provinces, or as regards rights or privileges by this or any other Constitutional Act granted or secured to the Legislature or the Government of a province, or to any class of persons with respect to schools or as regard the use of the English or the French language or as regards the requirements that there shall be a session of the Parliament of Canada at least once each year, and that no House of Commons shall continue for more than five years from the day of the return of the Writs for choosing the House: provided, however, that a House of Commons may in time of real or apprehended war, invasion or insurrection be continued by the Parliament of Canada if such continuation is not opposed by the votes of more than one-third of the members of such House. (39)

- 1A. The Public Debt and Property. (40)
- 2. The Regulation of Trade and Commerce.
- 2A. Unemployment Insurance. (41)
- 3. The raising of Money by any Mode or System of Taxation.
- 4. The borrowing of Money on the Public Credit.
- 5. Postal Service.

POWERS OF THE PARLIAMENT

6. The Census and Statistics.
7. Militia, Military and Naval Service and Defence.
8. The fixing of and providing for the Salaries and Allowances of Civil and other Officers of the Government of Canada.
9. Beacons, Buoys, Lighthouses, and Sable Island.
10. Navigation and Shipping.
11. Quarantine and the Establishment and Maintenance of Marine Hospitals.
12. Sea Coast and Inland Fisheries.
13. Ferries between a Province and any British or Foreign Country or Between Two Provinces.
14. Currency and Coinage.
15. Banking, Incorporation of Banks, and the Issue of Paper Money.
16. Savings Banks.
17. Weights and Measures.
18. Bills of Exchange and Promissory Notes.
19. Interest.
20. Legal Tender.
21. Bankruptcy and Insolvency.
22. Patents and Invention and Discovery.
23. Copyrights.
24. Indians, and Lands Reserved for Indians.
25. Naturalization and Aliens.
26. Marriage and Divorce
27. The Criminal Law, except the Constitution of Courts of Criminal Jurisdiction, but including the Procedure in Criminal Matters.
28. The Establishment, Maintenance, and Management of Penitentiaries.
29. Such Classes of Subject as are expressly expected in the Enumeration of the Classes of Subjects by this Act assigned exclusively to the Legislatures of the Provinces.

And any Matter coming within any of the Classes of Subjects enumerated in this Section shall not be deemed to come within the Class of Matters of a local or private Nature comprised in the Enumeration of the Classes of Subjects by this Act assigned exclusively to the Legislatures of the Provinces. (42).

APPENDIX 4

EXCLUSIVE POWERS OF PROVINCIAL LEGISLATURES - EDUCATION

Taken from a consolidation of The British North America Act 1867 to 1965.

93. In and for each Province the legislature may exclusively make laws in relation to Education, subject and according to the following Provisions:
1. Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union:
 2. All the powers, Privileges, and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec:
 3. Where in any Province a System of Separate or Dissentient Schools exists by Law at the Union or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor-General in Council from any Act or Decision of any Provincial Authority affecting any Right or Privilege of the Protestant or Roman Catholic Minority of the Queen's Subjects in relation to Education:
 4. In case any such Provincial Law as from Time to Time seems to the Governor-General in Council requisite for the due Execution Decision of the Governor-General in Council on any Appeal under this Section is not duly executed by the proper Provincial Authority in that Behalf, then and in every such Case, and as far only as the Circumstances of each Case require, the Parliament of Canada may make Provisions of this Section and of any Decision of the Governor-General in Council under this Section. (43)

APPENDIX 5

AN ACT RESPECTING INDIANS - SCHOOLS

Taken from the Office Consolidation of the Indian Act R.S.C. 1951, c.149

SCHOOLS.
REP. AND NEW
1956, c.40,
s.28.

114. (1) The Governor in Council may authorize the Minister in accordance with this Act, to enter into agreements on behalf of Her Majesty for the education in accordance with this Act of Indian children, with

- (a) the government of a province,
- (b) the commissioner of the Northwest Territories
- (c) the Commissioner of the Yukon Territory,
- (d) a public or separate school board, and
- (e) a religious or charitable organization.

NEW
1956, c.40, s.28.

(2) The Minister may, in accordance with this Act, establish, operate and maintain schools for Indian children.

REGULATIONS

115. The Minister may

- (a) provide for and make regulations with respect to standards for buildings, equipment, teaching, education, inspection and discipline in connection with schools,
 - (b) provide for transportation of children to and from school,
 - (c) enter into agreements with religious organizations for the support and maintenance of children who are being educated in schools operated by those organizations, and
 - (d) apply the whole or any part of moneys that would otherwise be payable to or on behalf of a child who is attending a residential school for the maintenance of that child at that school. 1951, c.29, s.114
-

ATTENDANCE

116. (1) Subject to section 117, every Indian child who has attained the age of seven years shall attend school.

IDEM

(2) The Minister may

REP. AND NEW
1956, c.40,
s.29.

- (a) require an Indian who has attained the age of six years to attend school,

AN ACT RESPECTING INDIANS - SCHOOLS

- (b) require an Indian who becomes sixteen years of age during the school term to continue to attend school until the end of that term, and
 - (c) require an Indian who becomes sixteen years of age to attend school for such further period as the Minister considers advisable, but no Indian shall be required to attend school after he becomes eighteen years of age. 1951, c.29, s.115.
-

WHEN ATTENDANCE
NOT REQUIRED

117. An Indian child is not required to attend school if the child
- (a) is, by reason of sickness or other unavoidable cause that is reported promptly to the principal, unable to attend school,
 - (b) Repealed. 1956, c.40, s.30.
 - (c) is, with the permission in writing of the superintendent, absent from school for a period not exceeding six weeks in each term for the purpose of assisting in husbandry or urgent and necessary household duties,
 - (d) is under efficient instruction at home or elsewhere, within one year after the written approval by the Minister of such instruction, or
 - (e) is unable to attend school because there is insufficient accommodation in the school that the child is entitled or directed to attend. 1951, c.29, s.116.
-

SCHOOL TO BE
ATTENDED

118. Every Indian child who is required to attend school shall attend such school as the Minister may designate, but no child whose parent is a Protestant shall be assigned to a school conducted under Roman Catholic auspices and no child whose parent is a Roman Catholic shall be assigned to a school conducted under Protestant auspices, except by written direction of the parent. 1951, c.29, s.117.
-

TRUANT
OFFICERS

119. (1) The Minister may appoint persons, to be called truant officer, to enforce the attendance of Indian children at school, and for that purpose a truant officer has the powers of a peace officer.

AN ACT RESPECTING INDIANS - SCHOOLS

POWERS

- (2) Without restricting the generality of subsection (1), a truant officer may
- (a) enter any place where he believes, on reasonable grounds, that there are Indian children who are between the ages of seven and sixteen years of age, or who are required by the Minister to attend school,
 - (b) investigate any case of truancy, and
 - (c) serve written notice upon the parent, guardian or other person having the care or legal custody of the child to cause the child to attend school regularly thereafter.
-

NOTICE TO
ATTEND SCHOOL

- (3) Where a notice has been served in accordance with paragraph (c) of subsection (2) with respect to a child who is required by this Act to attend school, and the child does not within three days after the service of notice attend school and continue to attend school regularly thereafter, the person upon whom the notice was served is guilty of an offence and is liable on summary conviction to a fine of not more than five dollars or to imprisonment for a term not exceeding ten days or to both fine and imprisonment.
-

NO FURTHER
NOTICES REQUIRED
WITHIN ONE YEAR
OF PREVIOUS
NOTICE

- (4) Where a person has been served with a notice in accordance with paragraph (c) of subsection (2), it is not necessary within a period of twelve months thereafter to serve that person with any other notice in respect of further non-compliance with the provisions of this Act, and whenever such person within the period of twelve months fails to cause the child with respect to whom the notice was served or any other child of whom he has charge or control to attend school and continue in regular attendance as required by this Act, such person is guilty of an offence and liable to the penalties imposed by subsection (3) as if he had been serviced with the notice.
-

TARDINESS

- (5) A child who is habitually late for school shall be deemed to be absent from school.
-

AN ACT RESPECTING INDIANS - SCHOOLS

TAKE INTO
CUSTODY

- (6) A truant officer may take into custody a child whom he believes on reasonable grounds to be absent from school contrary to this Act and may convey the child to school, using as much force as the circumstances require. 1951, c.29, s.118.
-

CHILD WHO IS
EXPELLED OR
FAILS TO ATTEND
DEEMED
JUVENILE
DELINQUENT

120. An Indian Child who:

- (a) is expelled or suspended from school, or
(b) refuses or fails to attend school regularly, shall be deemed to be a juvenile delinquent within the meaning of the Juvenile Delinquents Act. 1951, c.29, s.119.
-

DENOMINATION
OF TEACHER

121. (1) Where the majority of the members of a Band belongs to one religious denomination the school established on the reserve that has been set apart for the use and benefit of that band shall be taught by a teacher of that denomination.

IDEM

- (2) Where the majority of the members of a band are not members of the same religious denomination and the band by a majority vote of those electors of the band who were present at a meeting called for the purpose requests that day schools on the reserve should be taught by a teacher belonging to a particular religious denomination, the school on that reserve shall be taught by a teacher of that denomination. 1951, c.29, s.120.
-

MINORITY
RELIGIOUS
DENOMINATIONS

122. A Protestant or Roman Catholic minority of any Band may, with the approval of and under regulations to be made by the Minister, have a separate day school or day school classroom established on the reserve unless, in the opinion of the Governor in Council, the number of children of school age does not so warrant. 1951, c.29, s.121.
-

DEFINITIONS

123. In sections 114 to 122.

"Child"

- (a) "child" means an Indian who has attained the age of six years but has not attained the age of sixteen years, and a person who is required by the Minister to attend school,

AN ACT RESPECTING INDIANS - SCHOOLS

"School"

(b) "school" includes a day school, technical school, high school and residential school and

"Truant"

(c) "Truant officer" includes

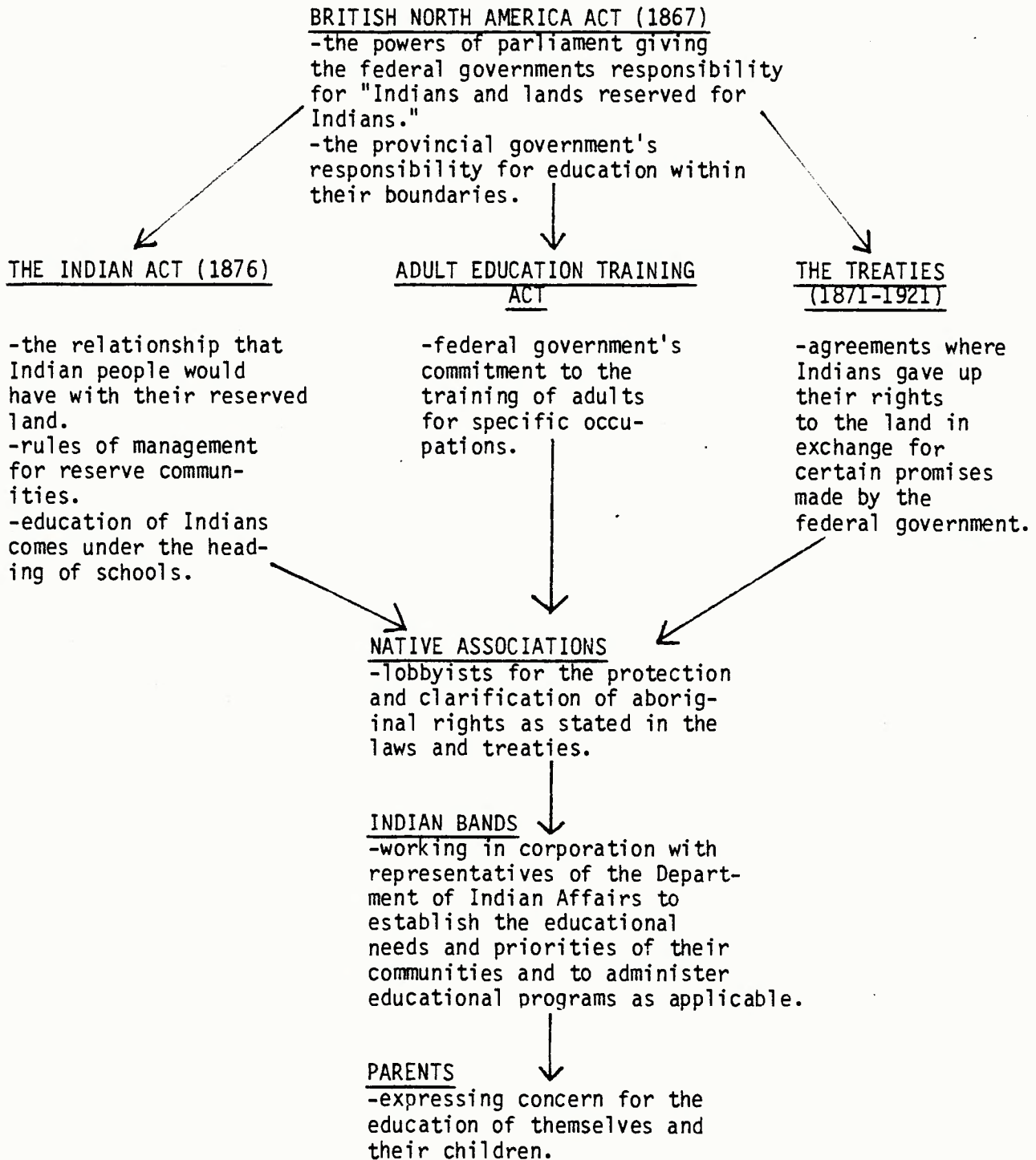
(i) a member of the Royal Canadian Mounted Police;

(ii) A special constable appointed for police duty on a reserve, and

(iii) a school teacher and a chief of the band, when authorized by the superintendent. 1951, c.29, s.122.

APPENDIX 6

LEGAL RELATIONSHIPS



APPENDIX 7

EDUCATION - PLANNING ELEMENT

EDUCATION - PLANNING ELEMENT

ACTIVITY MANAGEMENT - EDUCATION PLANNING ELEMENT

EDUCATION ACTIVITY MANAGEMENT - PLANNING VARIABLE

Education Activity Management - includes those salary and associated staff expenditures related to policy development, planning and the overall coordination, control and direction of the education planning element. Not to be included as a charge to this code are any costs related to the provision of current operational services directly to or on behalf of the client population.	3001
Continuing Education Information system (CEIS) (A99)	3002
Nominal Roll	3003
Native Employment Recruitment Information System (NERIS) (A100)	3004

EDUCATION SERVICE DELIVERY

EDUCATION SERVICE DELIVERY - PLANNING VARIABLE

Education Service delivery - includes salaries and associated staff expenditures m(both band and departmental) related to the provision of current services directly to or on behalf of the client population which cannot be costed entirely to one planning variable within the Education Planning Element. (also includes advice and assistance A21, 48, 75, 96, 114, 118, 123)	3005
Scholarships (A97)	3006
Community Library Contributions (A121)	3007
Indian Education Information Service (A122)	3008
Counselling (A82, 115) - include only the salary and associated costs of an individual who provides counselling for both elementary/secondary and post school education.	3009

EDUCATION - PLANNING ELEMENT

ELEMENTARY/SECONDARY - AGGREGATION OF PLANNING VARIABLES

FEDERAL SCHOOLS - PLANNING VARIABLE

Federal Schools Service Delivery - includes salaries and associated staff expenditures (both band and departmental) related to the provision of current services directly to or on behalf of the client population which cannot be costed entirely to one of the unique service codes within the Federal Schools Planning Variable (includes also the costs of Administrative Support Services for a Federal School) (A23)	3010
Classroom Instruction - Federal Schools (A1)	3011
Para-Professional Services - Federal Schools (A2)	3012
Cultural Education - Federal Schools (A4)	3013
Curriculum Development - Federal Schools (A3)	3014
Instructional Equipment - Federal Schools (A7)	3015
Boards/Committees/Authorities - Federal Schools (A22)	3016
Instructional Supplies - Federal Schools (A5)	3017
Student Supplies - Federal Schools (A6)	3018
Daily Transportation - Federal Schools (A16, A27)	3019
Daily/Noon Transportation - Federal Schools (A15)	3020

O & M - FEDERALLY OPERATED FACILITIES - PLANNING VARIABLE

Maintenance & Operation - Federal Schools (F69, A24)	3021
Maintenance & Operation - Federal Teacherages (F78, A26)	3022
Facility Rental For Education Purposes - Federally Operated Facilities (A25)	3023

EDUCATION - PLANNING ELEMENT

PROVINCIAL SCHOOLS - PLANNING VARIABLE

Provincial Schools - Service Delivery - includes salaries and associated staff expenditures (both band and departmental) related to the provision of current services directed to or on behalf of the client population which cannot be costed entirely to one of the following unique service codes within the provincial schools planning variable	3025
Tuition Agreement - Provincial Schools (A55, 56, 77, 58, 57, 59, 60, 61, 76, 78)	3092
Para-Professional Services - Supplementary Billing - Provincial Schools (a56)	3026
Cultural Education - Supplementary Billing - Provincial Schools (A58)	3027
Curriculum Development - Supplementary Billing - Provincial Schools (A57)	3028
Facility Rental For Educational Purposes - Provincial Schools (A79)	3029
Boards/Committees/Authorities - Provincial Schools (A76)	3030
Daily Transportation - Provincial Schools (A70)	3031
Daily/Noon Transportation - Provincial Schools (A69)	3032
Disabled Education Assistance (A80)	3033

BAND OPERATED SCHOOLS - PLANNING VARIABLE

Band Operated Schools - Service Delivery - includes salaries and associated staff expenditures (both band and departmental) related to the provision of current services directly to or on behalf of the client population which cannot be costed entirely to one of the following unique service codes within the band operated schools planning variable.	3034
Tuition - Band Schools (A28, 29, 50, 31, 30, 32, 33, 34, 49)	3093

EDUCATION - PLANNING ELEMENT

Daily Transportation Band Schools (A43, 54)	3035
Daily/Noon Transportation - Band Schools (A42)	3036
<u>O & M BAND OPERATED FACILITIES - PLANNING VARIABLE</u>	
Maintenance & Operation - Band Schools (F70, A51)	3037
Maintenance & Operation - Band Teacherages (F79, A53)	3038
Facility Rental for Educational Purposes - Band Operated Facilities (A52)	3039
<u>STUDENT SUPPORT SERVICES - PLANNING VARIABLE</u>	3040
Maintenance of Students - Band Schools (A35-41)	3041
Room & Board - Federal Schools (A12)	3042
Room & Board - Provincial Schools (A66)	3043
Maintenance of Students in Student Residences/Group Homes for education purposes - Federal Schools (A13, 14)	3044
Maintenance of Students in Student Residences/Group Homes for education purposes - Provincial Schools (A67, 68)	3045
Student Allowance - Federal Schools (A11)	3046
Student Allowance - Provincial Schools (A65)	3047
Clothing Allowance - Federal Schools (A8)	3048
Clothing Allowance - Provincial Schools (A62)	3049
Special Clothing & Equipment - Federal Schools (A9)	3050
Special Clothing & Equipment - Provincial Schools (A63)	3051
Rental of Graduation Clothing - Federal Schools (A10)	3052
Rental of Graduation Clothing - Provincial Schools (A64)	3053
Chaplain Services for Residences (A81)	3054

EDUCATION - PLANNING ELEMENT

Transportation Other Than Daily - Federal Schools	3055
1) A17 weekly	
2) 18 extra curricular	
3) 19 seasonal	
4) 20 emergency	
Transportation Other Than Daily - Provincial Schools (A71, 72, 73, 74)	3056
Transportation Other Than Daily - Band Schools (A44, 45, 46, 47)	3057
Operation and Maintenance of Student Residences - Federal, Provincial and Band Operated (F82, 83, 84)	3094

GUIDANCE AND COUNSELLING - PLANNING VARIABLE

Counselling I (A82)	3058
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EDUCATION CAPITAL FACILITIES - PLANNING VARIABLE

Education Capital Facilities Service Delivery - includes salaries and associated staff expenditures (both band and departmental) related to the provision of current services directly to or on behalf of the client population which cannot be costed entirely to one of the following unique service codes within the Education Capital Facilities Planning Variable.	3059
Planning, Design & Construction (Federal & Band Schools) (F4, 23, 44) (use in conjunction with cost element table)	3060
Planning, Design & Construction (Federal & Band Teacherages (F12, 31, 52) (use in conjunction with cost element table)	3061
Planning, Design & Construction of Group Homes for Education Purposes (F43, 68)	3062
Funding - Provincial Schools - Joint (F96)	3063
Fit-up of Education Facilities (F65)	3064
School Bus Purchase (A124)	3065

EDUCATION - PLANNING ELEMENT

POST SCHOOL - AGGREGATION OF PLANNING VARIABLES

UNIVERSITY/PROFESSIONAL - PLANNING VARIABLE

University/Professional - Service Delivery - includes salaries and associated staff expenditures (both band and departmental) related to the provision of current services directly to or on behalf of the client population which cannot be costed entirely to one of the following unique service codes within the University/Professional planning variable.	3066
Tuition Allowance - University/Professional (A83)	3095
Special Programs - University/Professional (A84)	3067
Special Tutorial Assistance - University/Professional (A85)	3068
Books & Supplies Allowance - University/Professional (A86)	3069
Training Allowance - University/Professional (A87)	3070
Regular Clothing Allowance - University/Professional (A88)	3071
Special Clothing & Equipment Allowance - University/Professional (A89)	3072
Special Contingency Allowance - University/Professional (A90)	3073
Special Shelter Allowance - University/Professional (A91)	3074
Post Graduate Incentive Allowance - University/Professional (A98)	3075
Transportation - University & Professional (A92, 93, 94, 95)	3076
Instructional Cost Allowance - Occupational Skills Training (A102)	3096
Special Programs Funding - Occupational Skills Training (A103)	3078
Training Allowance - Occupational Skills Training (A105)	3079
Clothing Allowance - Occupational Skills Training (A106)	3080

EDUCATION - PLANNING ELEMENT

Special Clothing and Equipment Allowance - Occupational Skills Training (A107)	3081
Special Contingency Allowance - Occupational Skills Training (A108)	3082
Special Shelter Allowance - Occupational Skills Training (A109)	3083
Special Tutorial Assistance - Occupational Skills Training (A104)	3084
Transportation - Occupational Skills Training (A110, 111, 112, 113)	3085

ADULT EDUCATION - PLANNING VARIABLE

Instruction - Adult Education (A116)	3086
Student Supplies Allowance - Adult Education (A117)	3087

GUIDANCE & COUNSELLING - PLANNING VARIABLE

Counselling II - Post School (A101, 115)	3088
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CULTURAL ACTIVITIES - AGGREGATION OF PLANNING VARIABLES

CULTURAL DEVELOPMENT - PLANNING VARIABLE

Cultural Grants (A120)	3089
Indian Arts Displays (D53)	3090

CULTURAL CENTRES - PLANNING VARIABLE

Cultural/Educational Centres Program (A119)	3091
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APPENDIX 8

SITUATIONS DEPICTING A SIMPLE COMMITTEE OF BAND COUNCIL

SITUATION ONE

The Band council wants information regarding the number of adults who have been sponsored by Canada Manpower in adult upgrading programs in the past year.

One Band councillor has been assigned to get the information and report back to the council in one month. This is a very specific assignment.

The Band council has estimated the costs involved and has approved the funds. The expenses of the Band councillor in getting the information are paid by the Band administration. The councillor writes his report and is typed and duplicated by a Band administration secretary. The councillor makes his report to the council, and the committee is dissolved.

SITUATION

The Band council has determined that they want to look into the TWO possibility of taking over the responsibility for all education programs on the reserve. The Band has obtained funds from the Department of Indian Affairs to conduct research and complete a study of the education situation and the feelings of the people.

The council assigns one of its members to head up an education research committee. The project is to be completed in one year. There are sufficient funds to cover the expenses of three committee members for the full period and a stenographer for a two-month period. The Department has offered the services of a trained researcher to assist in organizing the study and writing it up.

The Band administration handles the funds and accounting.

The Band councillor in charge of the project reports to the council once a month on the progress of the committee. When the final report is submitted to the council, the committee is dissolved.

On the basis of information in the report, the council decides whether or not it will proceed with taking over the responsibility to run education programs.

SITUATION THREE

The Band council has entered into agreement with the Department of Indian Affairs to have an Education Committee Program on the reserve. The objective of the committee is to have continuous contact with the Department-run elementary school in the community. There are funds for expenses for three committee members and for some program activities for students that can be determined by the committee.

SITUATIONS DEPICTING A SIMPLE COMMITTEE OF BAND COUNCIL

SITUATION
THREE
(cont'd)

The Band council has appointed one of its members to act as a liaison or overseer of the program. However, the councillor is not a member of the committee. The appointed councillor selects several possible candidates for the committee and presents their names to council. The council chooses three of the candidates that it feels are most suitable and designates one of them to be chairman, one to be secretary and one to be treasurer.

The school committee is to have a meeting once a month and must report to the Band council through the councillor responsible.

All funds are assigned to the Band council from the Department. The Band administrator handles all payments, accounting and financial reports. The committee is funded on a yearly basis and can be continued indefinitely.

APPENDIX 9

THREE SITUATIONS DEPICTING AN EDUCATION COMMITTEE MANAGING PROGRAM

This exercise contains three separate program situations that a Band could be involved in:

SITUATION ONE A Band Running the School Bus Program

SITUATION TWO A Band Running an Elementary School on the Reserve

SITUATION THREE A Band Running all Education Programs on the Reserve

DESCRIPTION We have outlined three possible ways of organizing the structure for each situation. We have listed responsibilities and activities as they could be divided between the Band council and the education committee in each situation.

The structures for running the programs are as follows:

- A. The Band council has full responsibility for managing and overseeing the program. The education committee works on specific assignments given to it by the council.
 - B. The structure is one of shared responsibility. The Band keeps control of funds and external matters. The education committee is given responsibility for some internal matters.
 - C. The structure is that the education committee has full responsibility for managing the program. The Band council is involved only as an advisor.
-

EXERCISE Study each situation outline. Discuss them and try to determine which structure is best suited to each program situation.

THREE SITUATIONS DEPICTING AN EDUCATION COMMITTEE MANAGING PROGRAM

Situation One A Band Running the School Bus Program

Division of Responsibilities and Activities

COUNCIL
HAS FULL
RESPONSIBILITY

SHARED
RESPONSIBILITY

COMMITTEE
HAS FULL
RESPONSIBILITY

BAND COUNCIL	EDUCATION COMMITTEE
<p>A.</p> <ul style="list-style-type: none"> o Signs all agreements and contracts o Puts out tenders o Negotiates contracts o Receives and distributes funds o Settles all disputes o Manages the program o Makes program policy o Appoints the committee 	<ul style="list-style-type: none"> o Advises Band council about bussing needs o Receives complaints from parents and passes them on to council o Reports to Band Council
<p>B.</p> <ul style="list-style-type: none"> o Signs all agreements and contracts o Receives funds from DIA o Distributes funds to the education committee o Makes program policy o Appoints education committee 	<ul style="list-style-type: none"> o Puts out tenders o Negotiates contracts o Manages the program o Receives complaints and settles disputes o Reports to Band council
<p>C.</p> <ul style="list-style-type: none"> o Appoints education committee o Acts as an advisor to the committee 	<ul style="list-style-type: none"> o Signs all agreements and contracts o Puts out tenders o Negotiates contracts o Receives and distributes funds o Manages the program o Makes program policy o Reports to Band council

THREE SITUATIONS DEPICTING AN EDUCATION COMMITTEE MANAGING PROGRAM

Situation Two

A Band Running an Elementary School on the Reserve

Division of Responsibilities and Activities

COUNCIL
HAS FULL
RESPONSIBILITY

BAND COUNCIL	EDUCATION COMMITTEE
<p>A.</p> <ul style="list-style-type: none"> o Signs agreements with DIA o Receives funds from DIA o Distributes funds to the school o Makes program policy o Hires key staff o Has direct contact with principal o Acts as an appeal committee o Appoints education committee 	<ul style="list-style-type: none"> o Acts as advisor to Band council o Completes information surveys o Studies specific problems o Reports to Band council
<p>B.</p> <ul style="list-style-type: none"> o Signs agreements with DIA o Receives funds from DIA o Distributes funds from DIA o Makes program policy o Appoints education committee 	<ul style="list-style-type: none"> o Completes information surveys o Hires key staff o Has direct contact with principal o Acts as an appeal committee o Reports to Band council
<p>C.</p> <ul style="list-style-type: none"> o Appoints education committee o Acts as an advisor to the committee 	<ul style="list-style-type: none"> o Signs agreements with DIA o Receives funds from DIA o Distributes funds to the school o Makes program policy o Hires key staff o Has direct contact with principal o Acts as an appeal committee o Completes studies and surveys o Reports to the Band council

SHARED
RESPONSIBILITY

COMMITTEE
HAS FULL
RESPONSIBILITY

THREE SITUATIONS DEPICTING AN EDUCATION COMMITTEE MANAGING PROGRAM

Situation Three A Band Running All Education Programs on the Reserve

Division of Responsibilities and Activities

COUNCIL
HAS FULL
RESPONSIBILITY

SHARED
RESPONSIBILITY

COMMITTEE
HAS FULL
RESPONSIBILITY

BAND COUNCIL	EDUCATION COMMITTEE
<p>A.</p> <ul style="list-style-type: none"> o Signs all agreements and contracts o Receives and distributes funds o Makes program policy o Directs program administrator o Negotiates tuition agreements o Acts as an appeal committee o Appoints education committee 	<ul style="list-style-type: none"> o Liaison between school and public o Completes surveys and studies o Acts as an advisor to Band council o Reports to Band council
<p>B.</p> <ul style="list-style-type: none"> o Signs all agreements and contracts o Receives and distributes funds o Makes program policy o Negotiates tuition agreements o Appoints education committee 	<ul style="list-style-type: none"> o Hires key staff o Directs program administrator o Acts as an appeal committee o Completes surveys and studies o Reports to Band council
<p>C.</p> <ul style="list-style-type: none"> o Appoints education committee o Acts as an advisor to the committee 	<ul style="list-style-type: none"> o Signs all agreements and contracts o Receives and distributes funds o Makes program policy o Hires key staff o Directs program administrator o Negotiates tuition agreements o Acts as an appeal committee o Hires research o Reports to Band council

APPENDIX 10

OUTLINE FOR EXAMINING EDUCATION COMMITTEE STRUCTURE

(a) INDIVIDUAL CHECK LIST

ACTIVITIES AND RESPONSIBILITIES	BAND COUNCIL	EDUCATION COMMITTEE
Signs agreements		
Receives funds		
Does the banking		
Issues cheques		
In charge of payroll		
Hires staff		
Makes budgets		
Transfers funds to the program		
Keeps financial records		
Directs the program administrator		
Makes program policy		
Evaluates program effectiveness		
Makes personnel policy		
Negotiates contracts		
Approves contracts		
Designates authority to administrator		
Has liaison with government agencies		
Handles appeals by the public		
In charge of public relations		

OUTLINE FOR EXAMINING EDUCATION COMMITTEE STRUCTURE

(b) GROUP CHECK LIST

ACTIVITIES AND RESPONSIBILITIES	BAND COUNCIL	EDUCATION COMMITTEE
Signs agreements		
Receives funds		
Does the banking		
Issues cheques		
In charge of payroll		
Hires staff		
Makes budgets		
Transfers funds to the program		
Keeps financial records		
Directs the program administrator		
Makes program policy		
Evaluates program effectiveness		
Makes personnel policy		
Negotiates contracts		
Approves contracts		
Designates authority to administrator		
Has liaison with government agencies		
Handles appeals by the public		
In charge of public relations		

OUTLINE FOR EXAMINING EDUCATION COMMITTEE STRUCTURE

(c) HOW THE INDIVIDUAL THINKS IT SHOULD BE

ACTIVITIES AND RESPONSIBILITIES	BAND COUNCIL	EDUCATION COMMITTEE
Signs agreements		
Receives funds		
Does the banking		
Issues cheques		
In charge of payroll		
Hires staff		
Makes budgets		
Transfers funds to the program		
Keeps financial records		
Directs the program administrator		
Makes program policy		
Evaluates program effectiveness		
Makes personnel policy		
Negotiates contracts		
Approves contracts		
Designates authority to administrator		
Has liaison with government agencies		
Handles appeals by the public		
In charge of public relations		

OUTLINE FOR EXAMINING EDUCATION COMMITTEE STRUCTURE

(d) HOW THE GROUP THINKS IT SHOULD BE

ACTIVITIES AND RESPONSIBILITIES	BAND COUNCIL	EDUCATION COMMITTEE
Signs agreements		
Receives funds		
Does the banking		
Issues cheques		
In charge of payroll		
Hires staff		
Makes budgets		
Transfers funds to the program		
Keeps financial records		
Directs the program administrator		
Makes program policy		
Evaluates program effectiveness		
Makes personnel policy		
Negotiates contracts		
Approves contracts		
Designates authority to administrator		
Has liaison with government agencies		
Handles appeals by the public		
In charge of public relations		

APPENDIX 11

BY-LAWS OF THE ELK LAKE BAND EDUCATION COMMITTEE

MEMBERSHIP

The education committee shall consist of five members. Any person over the age of eighteen years who is a bona fide member of the Elk Lake Indian Band and is living on the Elk Lake Indian Reservation shall be eligible for appointment as an education committee member.

All members of the committee shall be appointed by the Chief and council of the Elk Lake Indian Band. Such appointment shall take place at a regular Band council meeting.

Appointments to the committee shall be for a one-year period. No member shall serve for more than three consecutive years.

Any member wishing to withdraw from membership may do so upon written notice to the Band council through its Chief. Any member who is absent from three consecutive regular or special meetings of the committee shall be automatically expelled from membership on the committee. Such a member shall be advised in writing by the chairman.

Any member upon two-thirds vote of all members of the Band council may be expelled from membership for any cause which the council may deem reasonable.

OFFICERS

The officers of the education committee shall consist of a chairman, a secretary and a treasurer, all of whom shall be appointed to their respective positions by the Chief and council at a regular Band council meeting.

The chairman, when present, shall preside at all meetings of the committee. In his absence, a chairman shall be elected by the committee to preside the seat. The chairman shall call all regular meetings of the committee. He shall be ex-officio, a member of all sub-committees. The chairman shall report to all regular Band council meetings.

The secretary shall attend all meetings of the committee and shall keep accurate minutes of the same. In case of absence of the secretary, his duties shall be discharged by such a member as may be appointed to the committee. The secretary shall have charge of all correspondence of the committee and be under direction of the chairman.

The secretary shall also keep a record of all members of the committee and their addresses, send out notices of the various meetings as required, and shall receive funds directed to the committee, such monies to be promptly turned over to the treasurer for deposit in a chartered bank as hereinafter required.

BY-LAWS OF THE ELK LAKE BAND EDUCATION COMMITTEE

OFFICERS (cont'd)

The treasurer shall receive all monies paid to the committee and shall be responsible for the deposit of the same in whatever bank the committee may order. He shall properly account for the funds of the committee and keep such books as may be directed. He shall present a full detailed account of receipts and disbursements to the committee whenever requested. He shall prepare for submission to the annual meeting, a statement duly audited as hereinafter set forth of the financial position of the committee, and submit a copy of the same to the secretary for the records of the committee.

FINANCES

Financial records must be kept using generally accepted fund accounting principles.

The signing authority for transfer of funds and issuing of cheques shall require the signature of two of the three officers of the committee, one of whom shall be the treasurer.

The books, accounts and records of the secretary and treasurer shall be audited at least once each year by a duly qualified accountant. The complete and proper statement of the standing of the books for the previous year shall be submitted by such an auditor at the annual meeting of the committee. March 31 of each year shall be the end of the fiscal year of the committee.

The books and records of the committee may be inspected by any member of the committee or the Band council at the annual meeting provided for herein or at any time upon giving reasonable notice and arranging a time satisfactory to the officer or officers having charge of the same. Each member of the committee and Band council shall at all times have access to such books and records.

MEETINGS

The committee shall hold an annual meeting on or before the 30th day of April in each year, of which meeting due notice shall be given to all members of the Elk Lake Band. At this meeting, the committee shall present a full and accurate report of the activities of the committee, the education programs and the financial statement as herein provided.

Meetings of the committee may be called at any time by the secretary, upon the instructions of the chairman, by notice in writing to the committee members five days previous to the date of such meetings.

Three members of the committee shall constitute a quorum at any meeting.

BY-LAWS OF THE ELK LAKE BAND EDUCATION COMMITTEE

MEETINGS (Cont'd)

Meetings of the committee shall be held as often as the business of the committee shall require and at least once every month and shall be called by the chairman.

Meetings shall be conducted according to Parliamentary procedures as outlined in Robert's Rules of Order. Any member in the Elk Lake Band is eligible to attend the regular meetings of the committee but is not allowed to speak unless invited to do so. Invited guests will be officially acknowledged by the committee and will be treated with courtesy and respect.

An agenda shall be developed for each meeting. Such an agenda shall outline the order in which items of business shall be handled. Notice of presentations and appearances to be made before the committee shall be presented to the secretary one week prior to the date of the meeting and shall be accommodated in the agenda.

VOTING

All matters brought before the committee shall be decided by a majority vote of the members present. All members of the committee have the right to vote at any meeting. Voting shall be done by a raising of hands unless a call is made for a vote by ballot.

REMUNERATION

Honoraria and travel expenses shall be paid at a rate established at an annual meeting. Members of the committee shall be eligible for honoraria when attending all properly called committee meetings and when attending to committee business assigned to them by the committee.

Expenses shall be paid to committee members when they are expected to travel away from the home community in order to conduct committee business.

Unless authorized at any meeting and after notice of the same shall be given, no officer shall receive remuneration for his services.

BY-LAWS

The by-laws may be rescinded, altered, added to or amended by an extraordinary resolution passed by a unanimous vote of the education committee and approved by the Band council.

APPENDIX 12

SAMPLE SIZES

A mix of practical and research factors determine sample size. The least chance of error due to sampling occurs when you use a large sample. If the population you are studying, however, is relatively uniform or can be broken down into uniform components, a small, randomly selected sample will yield excellent results.

To clear up one common misconception, the size of the sample rather than the size of the population is the point of emphasis in determining the size of the sample. In other words, samples don't have to be a fixed percentage of the population. The following chart indicates sample sizes that can be used by community surveys.

The chart can be read as follows: "In 99 cases out of 100, a sample size of 16,587 would yield results within $\pm 1\%$ of those that would be yielded by asking the entire population. In 95 cases out of 100, a sample of 9,604 would do the same..." Similarly, "in 99 cases out of 100 a sample of 166 would yield results within $\pm 10\%$ of those that would be yielded by the entire population."

Sample Sizes to be Fairly Confident of Accuracy		
% error	confident 95% of the time	confident 99% of the time
1%	9604	16587
2	2401	4147
3	1067	1843
4	600	1037
5	384	663
5	267	461
7	196	339
8	150	259
9	119	205
10	96	166
15	43	74

APPENDIX 13

HOW TO RUN A BRAINSTORMING SESSION

MAIN IDEAS OF BRAINSTORMING

1. Clear problem formulation.

Before people can think creatively about a problem or question it must be clearly stated.

2. Idea stimulation.

Brainstorming attempts to stimulate each person's thinking in response to the ideas of others.

3. No initial evaluation.

So that every possible idea gets put forward, no one person is allowed to make evaluative remarks about what another says. Every idea has merit initially. Evaluation is a later step.

4. An encouraging atmosphere.

Everyone should have the idea that "anything goes." A relaxed setting, surprisingly, often stifles creativity. A special setting may be necessary to encourage the idea that anything can and should be said. The formality of having a leader, recorder, special room, and a set of ground rules will create a better atmosphere than a general "bull session" setting.

FORMAT FOR BRAINSTORMING

1. Group size.

5-20. If your group is larger, split up into smaller groups.

2. The Chairperson.

Defines the problem; fosters discussion; prevents evaluative remarks; keeps the group on the subject; encourages broad thinking; fills holes in the discussions with suggestions; ends the session at an appropriate time.

3. The consultant.

Listens, helps weed out ideas later.

HOW TO RUN A BRAINSTORMING SESSION

FORMAT (cont'd)

4. The recorder.

Takes notes on all ideas, decides whether an idea is new enough to write down, checks with chairperson if unsure, keeps notes so that they make sense to anyone and can be used by the chair immediately. It often helps to keep the list on a blackboard or large pieces of chart paper taped to a wall.

A TYPICAL SESSION

1. Leader explains concept and defines problems and goal of session
2. If group members are unfamiliar with brainstorming, conduct a five-minute warmup using a very simple problem (e.g. What should we have for lunch?)
3. One half-hour brainstorming session.
4. Follow up: Begin to separate suggestions that are really useable from those that are not. This is usually done by a small group at a later time. They might be rated as follows:
 - o immediately applicable.
 - o creative approach; let's explore it further.
 - o not useful in this situation.

APPENDIX 14

PLANNING OUTLINE FOR DATA GATHERING

FUNCTIONS & TASKS	PERSON RESPONSIBLE/ TIMING	RESOURCES/PREPAR- ATION NEEDED	NOTES
MAJOR FUNCTION I Task 1 Task 2 Etc.			
MAJOR FUNCTION II Task 1 Task 2 Etc.			
MAJOR FUNCTION III Task 1 Task 2 Etc.			
MAJOR FUNCTION IV Task 1 Task 2 Etc.			

APPENDIX 15

SAMPLE SURVEY QUESTIONS

INSTRUCTIONS

To the Students:

Please answer the following questions carefully. Consider the course as a whole. If the question does not apply to the course you are evaluating, do not answer it. Please take your time and feel free to comment on any or all of your responses. Your answers will help students and teachers make better judgements in choosing courses; and give teachers feedback.

Thank you,
Course Evaluation Committee

COURSE
EVALUATION

1. Questionnaire I.D.

a. Course Name _____

b. Teacher's Name _____

Circle one;

c. Course level:

i) basic

ii) standard

iii) advanced

d. I took this course to satisfy: (1) requirements for graduation (2) requirements for college or employment (3) my own personal interest (4) no particular requirements.

e. I have attended (1) every class (2) almost every class (3) more than missed (4) less than half the classes (5) almost none.

SAMPLE SURVEY QUESTIONS

DIRECTIONS

Each of the following statements is followed by four possible answers. If, without any doubt, the statement applies to the course you are evaluating, you should circle the first choice which is "definitely yes." If the statement definitely does not apply "definitely no" would be the appropriate selection. The "yes" and "no" responses apply to those statements with which you may agree or disagree, but without strong, definite feelings.

GOALS/ GRADING

	DEFINITELY YES	YES	NO	DEFINITELY NO
1. I am getting what I expected from this course.	1	2	3	4
2. Course goals were clearly explained	1	2	3	4
3. I am learning a great deal in this class	1	2	3	4
4. The teacher explained his/her grading system fully.	1	2	3	4
5. The teacher has a fair grading system.	1	2	3	4
6. The teacher keeps informed of my progress.	1	2	3	4

SUBJECT MATTER/ TEACHING

	DEFINITELY YES	YES	NO	DEFINITELY NO
7. The teacher comes to class well prepared.	1	2	3	4
8. The teacher presents material clearly.	1	2	3	4
9. The teacher is readily available outside of class to work with students.	1	2	3	4

SAMPLE SURVEY QUESTIONS

			DEFINITELY	YES	NO	DEFINITELY
			YES			NO
TEACHING (cont'd)	10.	The teacher expresses an interest in student's understanding of class material.	1	2	3	4
	11.	Taking this course has increased my interest in the subject matter.	1	2	3	4
	12.	Materials presented (e.g. film-strips, textbooks, media) are helpful in understanding the subject matter.	1	2	3	4
	13.	The teacher has a good command of the subject.	1	2	3	4
	14.	The teacher works at the right speed, neither too fast nor too slow for me.	1	2	3	4

			DEFINITELY	YES	NO	DEFINITELY
			YES			NO
ATMOSPHERE	15.	I look forward to attending this class.	1	2	3	4
	16.	The teaching encourages class discussion and participation.	1	2	3	4
	17.	The teacher expresses a genuine personal concern for the students in the class.	1	2	3	4
	18.	Class discussion and participation are dominated by a few members of the class.	1	2	3	4

SAMPLE SURVEY QUESTIONS

		DEFINITELY YES	YES	NO	DEFINITELY NO
19.	The teacher is fair and impartial in dealing with students.	1	2	3	4
20.	The atmosphere in the classroom is free and open.	1	2	3	4
21.	The atmosphere encourages studying and classwork.	1	2	3	4
22.	The teacher is effective in exercising discipline when necessary.	1	2	3	4
23.	I have a great deal of respect for this teacher.	1	2	3	4
24.	Would you recommend this course to other students?	1	2	3	4
25.	If your friends were considering taking this course and asked for your advice how would you briefly evaluate it to him/her?				

TEACHER QUESTIONS

In this section, the teacher is encouraged to add any questions he/she feels are necessary for an accurate survey.

- a.
 - b.
 - c.
-

SAMPLE SURVEY QUESTIONS

GUIDANCE

1. Who is your guidance counsellor? _____
2. How many times have you seen your counsellor?
 - a) Not at all b) 1-2 c) 3-4 d) 5 or more
3. In what ways has your guidance counsellor helped you during your time at school?
 - a) Discipline e) Scholarship Assistance
 - b) Course selection f) Personal problems
 - c) Career plans g) Other (Please explain
 - d) Course change
4. Do you have confidence in your counsellor's ability to help you make decisions?
 - a) Definitely yes b) yes c) no d) definitely no
5. Do you go to another teacher for advice more often than you go to your guidance counsellor?
 - a) Definitely yes b) yes c) no d) definitely no

My counsellor makes me feel welcome, even if I don't have an appointment.

 - a) Definitely yes b) yes c) no d) definitely no
7. How much has your guidance counsellor influenced you in choosing courses?
 - a) Majority of courses b) some courses c) very few d) none
8. What improvements, if any, can be made to better the guidance department for the future?

APPENDIX 16

TELEPHONE INTERVIEW TECHNIQUE

1. Who are the members of the School Committee?

_____	_____
_____	_____
_____	_____

2. Have you ever attended any of the following?

_____	school/open house
_____	parent/teacher conference
_____	town meeting
_____	school committee meeting
_____	open school budget meeting
_____	other public meeting

3. In the last two years have you

_____	written or spoken to a teacher
_____	visited a school or classroom
_____	written or spoken to a principal or superintendent
_____	attended a PTA or other parent meeting
_____	written or spoken to a school committee member
_____	attended a school committee meeting
_____	other (please specify) _____

4. If you have ever felt particularly pleased about something that happened in the public schools, what have you done about it?

5. Do you think that parents and other citizens should be involved in education? YES NO If so, how?

_____	as volunteers
_____	in decisions about disciplinary rules
_____	in decisions about hiring teachers
_____	in decisions about curriculum
_____	in evaluating teachers and administrators
_____	in decisions about classroom materials

TELEPHONE INTERVIEW TECHNIQUE

- _____ in decisions about school budgets
_____ in decisions about teacher contract negotiations
_____ other, (please specify) _____
6. Do you feel that there is a need for a citizen group concerned about public schools? YES NO
7. Do your children look forward to going to school? YES NO
8. What do you think are the most pressing issues facing the own school system?
9. In your opinion, does the School Committee perform its responsibilities well in the following areas? (check)
- | | | | |
|--------------------------------|------------|---------------|-----------|
| preparing the budget | ___ always | ___ sometimes | ___ never |
| negotiating teacher contracts | ___ always | ___ sometimes | ___ never |
| making policy | ___ always | ___ sometimes | ___ never |
| keeping the community informed | ___ always | ___ sometimes | ___ never |
| responding to community needs | ___ always | ___ sometimes | ___ never |
| listening to the students | ___ always | ___ sometimes | ___ never |
10. How do you rate this school system?
- ___ excellent
___ good
___ satisfactory
___ poor
___ worse than poor
11. Are there any other comments you would like to make at this time?

APPENDIX 17

CONTRIBUTION ARRANGEMENT - WITH BANDS - CHECKLIST

Arrangement Identification:

1. Mandatory Requirements: (If any are missing, Arrangement may NOT be entered into).

- | | |
|---|--|
| <input type="checkbox"/> Recipient clearly identified? | <input type="checkbox"/> Duration specified? |
| <input type="checkbox"/> Acceptable Expenditure Plan broken down by Program/Activity on hand? | <input type="checkbox"/> Annual audit at year-end? |
| <input type="checkbox"/> Purpose of Contribution | |

Method of payment clearly set out with supporting documents where applicable:

- ☐ Maximum 3 months advance at any one time?
- ☐ Quarterly or more frequent financial reports?
- ☐ Cash flow (needed to verify advance requirement)?

2. "Nice-to-have" information

- A. In Contribution Arrangement

- ☐ Signing date specified?
- ☐ Effective date specified?
- ☐ Conditions for final payment?

CONTRIBUTION ARRANGEMENT - WITH BANDS - CHECKLIST

- ☐ If more than one activity (i.e., comprehensive or consolidated Arrangement), conditions specified under which inter-activity fund transfers can be made?
- ☐ Specific termination provisions and specific conditions under which they would come into effect?
- ☐ Quarterly or more frequent operational reports?
- ☐ Minister's operational contact position clearly identified

If a Capital Project Contribution:

- ☐ Is fully authorized Project Initiation Document (P.I.D.) attached or available?
- ☐ Are technical terms and conditions attached?
- ☐ Is a project officer assigned?

B. Internal Administrative Requirement:

- ☐ Signature block for financial certification (need only be on Department's copy of arrangement)?
- ☐ Total amount of Contribution within manager's signing authority (See Delegated Signing Authorities Document)?
- ☐ If recipient not a Band, evidence/knowledge it is legal entity?
- ☐ Is the recipient capable of fulfilling the terms and conditions?

CONTRIBUTION ARRANGEMENT - WITH BANDS - CHECKLIST

3.	1	2	3	4
	Authorized Amount	Disbursements To Date	Current Request	Revis Aggregate
	_____	_____	_____	_____
	_____	_____	_____	_____

Verified by

Date

APPENDIX 18

MEETING MINUTES EXAMPLE

HEADING	MINUTES OF THE ELK LAKE RESERVE EDUCATION COMMITTEE MEETING HELD AUGUST 19, 1982, AT ELK LAKE BAND OFFICE	
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MEMBERS PRESENT	Jim Fisher Nancy Paul Alan Roberts	Jane Starr Wanda Woods
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GUESTS PRESENT	Andrew Bull Jean Bull	Delores Littlechild Sandra Smith
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OPENING OF THE MEETING	The Chairman, Alan Roberts, opened the meeting at 8:00 p.m.	
---------------------------	---	--

READING OF THE MINUTES	<p>The minutes of the meeting, held on August 5, 1982, were read. Nancy Paul said that Item No. 3, concerning the Kindergarten program, should be changed to read, "Kindergarten Classes will start at ten o'clock in the morning (10:00 a.m.) on Monday, Wednesday and Friday."</p> <p>It was moved by Jane Starr and seconded by Jim Fisher that the minutes of the meeting held on August 5, 1982, be adopted as amended. Carried.</p>	
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BUSINESS ARISING FROM MINUTES	<p><u>Item No. 1, School Playground Equipment.</u> Wanda Woods reported that she has received a set of plans for creative playground equipment. She is in the process of making cost estimates on the various items and will have a full report on costs ready to present at the next meeting.</p> <p><u>Item No. 2, Education Committee Workshop.</u> Jane Starr reported that the education committees of the five other Bands in the district have contacted her and all agree that they would like to be involved in a joint education committee workshop conducted at the Elk Lake Reserve.</p> <p>A lengthy discussion on the proposed workshop was led by Jane Starr.</p>	
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MEETING MINUTES EXAMPLE

It was moved by Wanda Woods and seconded by Nancy Paul that a joint education committee workshop be held at the Elk Lake Community Hall on October 20, 21 and 22, 1982. Further, that Jane Starr be responsible for making the arrangements, including a proposal to Band council to approve an expenditure of five hundred dollars (\$500.00) to cover the expenses, and that all six Band councils be invited to send their education committees and one councillor, who is not on the committee, to attend. Carried.

NEW BUSINESS

Item No. 1, Mr. and Mrs. Bull presented a proposal about putting some Indian cultural activities into the elementary school program.

It was recommended that all the committee members study the cultural activities proposal and be prepared to discuss it in detail at the next committee meeting.

NEXT MEETING

The next committee meeting is to be held on September 3, 1982, at 8:00 p.m. in the Elk Lake Band Office.

ADJOURNMENT

It was moved at 10:30 p.m. by Jim Fisher and seconded by Wanda Woods that the meeting be adjourned. Carried.

APPENDIX 19

BUSINESS LETTER

ELK LAKE BAND EDUCATION COMMITTEE

ELK LAKE, MANITOBA

TOP 2C0

August 6, 1984.

Mr. James Thomas, Chairman
Short Creek Band Education Committee
Box 1171
SAND BAY, Manitoba
TOP 3P0

Dear Mr. Thomas:

The Elk Lake Band Education Committee would like to know if your Band's Education Committee would be interested in participating in a joint education committee workshop with the other Bands in the Northern District sometime this fall.

Our education committee has been considering a joint workshop for some time now. We want to learn more about our roles and responsibilities, and would like to learn how other Bands are dealing with education problems.

We would appreciate it if you could discuss this idea with your other committee members, and advise us of your decision as soon as possible. If you would like more information, you can phone me at 737-6767.

Yours truly,

Jane Starr
Secretary

APPENDIX 20

PROPOSAL

August 24, 1984.

ADDRESS TO: Elk Lake Reserve Band Council
 FROM: Elk Lake Reserve Education Committee

SUBJECT Joint Education Committee Workshop for the six Band education committees in the Northern District

BACKGROUND The members of the Elk Lake Education Committee have discussed the need for a joint education committee workshop at the last three regular education committee meetings. We have contacted the education committee chairmen of the other five Bands in the District and they have all indicated a willingness to participate in such a workshop.

PURPOSE The reasons for having such a workshop are as follows:

1. To establish more clearly the roles and responsibilities of education committee members.
2. To learn more about conducting the business of the education committee and the education programs for which it is responsible.
3. To share with other education committees, ideas and knowledge of education programs in order to improve our own programs and operations.

DESCRIPTION The workshop is planned to take place over a three-day period, tentatively October 20, 21 and 22, 1984. It is proposed that it be held at the Elk Lake Band Community Hall which will be available at that time.

PROPOSAL

DESCRIPTION (cont'd)

The first day will be devoted to determining the roles and responsibilities of education committees. The input from Band councillors will be very important in this exercise as the education committees get their authority and direction from Band council. We intend to use the services of an instructor from the Regional College to take us through this development process. We expect to develop a set of guidelines which can be used by us now, as well as by future education committee members.

The second day is intended to be instructional. We plan to use resource people to explain the procedures of conducting meetings, planning projects and supervising program staff.

The third day will be devoted to the sharing of ideas between the six education committees and Band councils. We plan to have a panel of six people, representing all six Bands, present ideas, problems and programs that are involved with education. Each subject will be discussed by the entire group after it has been presented. The panel members will get together ahead of time so there will be no duplication of subjects.

COSTS

We estimate the total cost to the Elk Lake Band will be \$579.00. The money is to come from the Education Committee Program Budget.

Projected Costs

Hall Rental (3 days at \$50.00 per day)	\$150.00
Food (3 noon lunches for participants [\$1.50 X 36 x 3])	162.00
Honorarium (6 x \$10.00 x 3 days)	180.00
Resource Personnel (4 at \$100.00 each [divided by 6 Bands])	67.00
Material and Supplies	<u>20.00</u>
	<u>\$579.00</u>

Each band will contribute to the cost of the resource personnel. We feel, however, that as we are the host Band, we should supply the lunch each day.

PROPOSAL

SUMMARY

In conclusion, we respectfully request that the Band council approve the expenditure of funds up to \$579.00 to the education committee for the purpose of conducting a joint education committee workshop for the Northern District Indian Bands.

Thank you for your consideration.

CLOSING

Yours truly,

Alan Roberts
Chairman

APPENDIX 21

REPORT

October 25, 1984.

ADDRESS

TO: Elk Lake Band Council

FROM: Elk Lake Education Committee

The following report is about the joint education committee workshop held on October 20, 21 and 22, 1984.

The workshop was attended by five education committee members and one Band councillor from each of the six Bands in the Northern District, making a total of thirty-six people. The sessions lasted from 9:00 a.m. to 5:00 p.m. each day, with an hour-and-a-half break for lunch.

The first day was devoted to developing a set of guidelines for the roles and responsibilities of the education committee and its members. A copy of the list of guidelines is attached as Appendix A to this report. Mr. John Jenkins of the Regional College acted as leader for the day and did an excellent job in taking us through the process of developing very real guidelines that we can use all the time.

BODY

The second day was not as good as the first day because the first resource person, Bill Watkins, from the Department of Business, arrived an hour late. However, we covered the subject of conducting meetings rather briefly and then moved on to spend the allotted time with the other two subjects of "Planning Projects" and "Supervising Staff." Professor Jim Bitterman of Southern University was the instructor and covered the subjects very thoroughly. We feel we have learned some definite skills in planning and supervising that will help us a great deal in running the business of the education committee.

The third day--it was agreed by all--was the best. The entire day was devoted to discussion of education programs and problems on our reserves. Each Band had a representative on a panel, and each panel presented two education situations or problems which we discussed at length. We recorded all the topics and any conclusions that were reached on them. A copy of this is attached as Appendix B to this report.

REPORT - (Cont'd)

The workshop ended at 4:00 p.m. It was strongly recommended by all members that a similar workshop be held each year for the benefit of new members and to discuss new problems and situations.

BODY
CONTINUED

COSTS

Of the \$579.00 of approved funds for the workshop, \$569.00 was spent, leaving a balance of \$10.00. Details are as follows:

<u>Items</u>	<u>Approved</u>	<u>Spent</u>	<u>Balance</u>
Hall Rental	\$150.00	\$150.00	Ø
Food	162.00	169.00	-\$ 7.00
Honorarium	180.00	180.00	Ø
Resource Personnel	67.00	50.00	17.00
Materials and Supplies	<u>20.00</u>	<u>20.00</u>	<u>Ø</u>
TOTAL	<u>\$579 00</u>	<u>\$569.00</u>	<u>\$10.00</u>

The food cost was \$7.00 more than estimated mainly due to providing coffee for coffee breaks and lunch for the resource people. The cost of resource personnel was \$17.00 less because we used three source people instead of the four originally planned.

CONCLUSION

CONCLUSION

In our opinion, the workshop was highly successful. Attendance was excellent and all the objectives were met. We wish to express our thanks to the Band council for its co-operation in approving the funds, and for participating in the workshop.

CLOSING

Respectfully yours,

Alan Roberts
Chairman

APPENDIX 22

FORMAT FOR MEETING MINUTES

HEADING	"Minutes of (name of education committee) held (date) at (location)."
MEMBERS PRESENT	List all committee members who attended the meeting.
GUESTS PRESENT	List all guests in regular meetings. For general meetings, list guests who are invited to participate, for example, guest speakers. Indicate total number of other guests.
OPENING OF MEETING	"The Chairman, (name), opened the meeting at (time)."
READING OF THE MINUTES	State the date of the meeting or meetings from which the minutes are being read. State any amendments and state motion to adopt them.
BUSINESS ARISING FROM THE MINUTES	<p>Itemize business. The committee may deal with all items from the previous meeting or meetings, or just selected items. Record any new decisions or proposed actions.</p> <p>Itemize reports. Reports from committee members or staff members can be received. Record details of who is presenting the report and what it is about. Record highlights.</p>
NEW BUSINESS	Itemize. Record new items of business that are raised. Note any decisions or proposed actions.
NEXT MEETING	State the date, place and time of the next meeting.
ADJOURNMENT	Usually, a meeting is adjourned by a motion made and seconded. Sometimes it is "carried"--not always. In either case, state the time of the adjournment.
NOTE	GUEST SPEAKERS CAN BE FITTED WHEREVER IT IS APPROPRIATE.

APPENDIX 23

FORMAT FOR A BUSINESS LETTER

LETTERHEAD

Should contain
name and mailing address of
organization or community

DATE: Month written in full,
comma between date and year.

INSIDE ADDRESS: Name of person
and his or her title,
name of organization,
and the mailing address.

GREETING OR SALUTATION: Use
the proper form.

BODY: State the purpose of your letter.
Present information to support your purpose.
Body is BLOCK style.
Short sentences and paragraphs.

CLOSING: Use appropriate phrase.

SIGNATURE: Handwritten
followed by typed name and
title.

APPENDIX 24

FORMAT FOR A PROPOSAL

ADDRESS

1. Write the date, beginning at the centre.
 2. State who it's TO, beginning at the extreme left.
 3. State who it's FROM.
-

INTRODUCTION

Name the project, subject or activity that you are going to propose.

BODY

1. Give background or rationale.
 2. Indicate purpose and method.
 3. Describe ideas or activities.
 4. Outline costs.
-

CONCLUSION

1. Summarize the highlights of the proposal.
 2. State specifically what you are asking for.
-

CLOSING

1. Express thanks for co-operation or consideration of the proposal.
2. As in the business letter, indicate purpose; signature is handwritten, followed by type, and title.

APPENDIX 25

FORMAT FOR A REPORT

ADDRESS

1. Write the date, beginning at the centre.
 2. State who it's TO, beginning at the extreme left.
 3. State who it's FROM.
-

INTRODUCTION

1. State your purpose for writing the report.
-

BODY

1. Put the information you have collected in order.
 2. Tell what has happened or describe a situation as it exists or existed, in detail.
-

CONCLUSION

1. Summarize the total report.
 2. Opinion can be given on results and further results that may yet occur.
 3. Thanks for co-operation or considerations may be mentioned here.
-

CLOSING

As in the business letter and proposal, indicate purpose; signature is handwritten, followed by type, and title.

APPENDIX 26

INFORMATION FOR A PROPOSAL

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- | | |
|-------------------------|--|
| PARTICIPANT
NUMBER 1 | <ol style="list-style-type: none">1. The education committee officially agreed to a motion made and carried at a regular meeting held on October 1, 1982, to develop an adult 0 to 9 upgrading program.2. There are eighteen (18) people on the reserve who have indicated they would like to take adult upgrading. |
|-------------------------|--|
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|-------------------------|--|
| PARTICIPANT
NUMBER 2 | <ol style="list-style-type: none">1. The Band Council voted full support for the idea at a meeting held on October 7, 1982. They made a Band Council Resolution (BCR), indicating their support.2. The education committee decided at its October 1, 1982, meeting that it would act as a selection committee for the students and monitor the program. |
|-------------------------|--|
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|-------------------------|--|
| PARTICIPANT
NUMBER 3 | <ol style="list-style-type: none">1. The Provincial Department of Adult Education has agreed to provide the program as a complete package which includes all instruction, materials, supplies and books. The program is designed to last twenty-four (24) weeks. The Department recommends a class of twelve (12) students. The cost is twenty dollars (\$20.00) per student per day.2. The Band council has agreed (at its October 7, 1982, meeting) that the Band administration staff will handle the administrative duties of issuing cheques, keeping a financial record and making a final financial report. They will charge a flat rate of one hundred and fifty dollars (\$150.00) for this service. |
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|-------------------------|---|
| PARTICIPANT
NUMBER 4 | <ol style="list-style-type: none">1. Canada Manpower has agreed to buy twelve (12) seats for the program at a cost of twenty dollars(\$20.00) per student per day.2. The students are scattered around the reserve and few of them can afford to drive to class every day. The total cost of renting and operating a van is five hundred dollars (\$500.00) per month. |
|-------------------------|---|
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- | | |
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| PARTICIPANT
NUMBER 5 | <ol style="list-style-type: none">1. The Band Council has agreed to rent the community hall to the education committee for the adult training program for any six-month period after November 1, 1982. The cost would be one hundred dollars (\$100.00) per week and would include all utilities and services. |
|-------------------------|--|

INFORMATION FOR A PROPOSAL

PARTICIPANT
NUMBER 5
(Cont'd)

2. There is a need for student allowances. The Canada Manpower weekly rates are:
- a. If you are living with an employed parent or spouse \$ 10.00
 - b. If you are maintaining a house and have:
 - No dependents \$ 60.00
 - One (1) dependent \$ 80.00
 - Two (2) dependents \$ 95.00
 - Three (3) dependents \$110.00
 - Four (4) or more dependents \$125.00