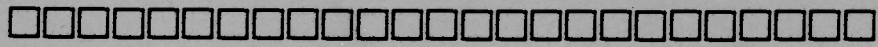
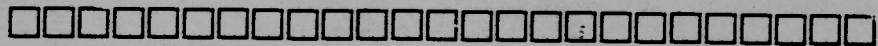


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OPERATIONAL PLAN

1980-81 +



EDUCATION PROGRAM

Saskatchewan Region

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INTRODUCTION

This brochure entitled **Operational Plan 1980-81+** is primarily for the guidance of Education Staff within the Department of Indian Affairs and Northern Development, Saskatchewan Region.

Content is organized wherever possible on the basis of existing program structures and hence the sequence does not reflect a strict order of priority. However, what is included does reflect the priority trends, thrusts and objectives of the Education Program for the period covered.

In the Work Plan section on Program Objectives by Sub-function are outlined specific tasks which focus on the achievement of objectives to meet thrusts identified earlier in the plan. This section although organized sequentially by program sub-functions, also specifies who is primarily responsible for the achievement of each task, and also includes performance indicators to facilitate periodic assessment of the degree to which objectives are being achieved. Space is also provided so that such periodic assessments can be recorded on the same page as the related tasks/objectives, a feature which adds to the practical use of this plan as a management tool.

While this operational plan is not without weaknesses, it is felt that in it are synthesized many of the major short-term operational requirements of the Regional Education Program for 1980-81. It must be stressed that this plan is only a tool and not a final authority. Changes will be made in the work plan on the basis of quarterly reviews which may indicate the need to modify tasks and/or deadlines. Copies of this Operational Plan will be made available to District/Agency levels of management for their reference.



W. R. Sinclair
A/Regional Director, Education
Saskatchewan Region

SECTION 1.0

MAIN PROGRAM OBJECTIVE - EDUCATION

1.0- MAIN PROGRAM OBJECTIVE: EDUCATION

To ensure that Indian people of Saskatchewan have access to Education programs and services which are responsive to their needs and aspirations, and consistent with the concept of Indian Control of Indian Education, by providing the necessary assistance and support, within the parameters of available human and financial resources, in fulfillment of Canada's constitutional and statutory obligations and responsibilities.

SECTION 2.0
SITUATION REPORT - EDUCATION

2.0- SITUATION REPORT: EDUCATION

2.1 MAJOR CAPITAL: FEDERAL & BAND SCHOOLS ON RESERVES

SITUATION:

Construction of new school facilities and major additions to schools on reserves was highly accelerated in the 1970's. This is expected to continue well into the 1980's as more Bands press for improved educational facilities on reserves, especially in conjunction with continued Band take-over of programs. Previously delayed Phase II construction demands are growing, as Bands press for gymnasias and shop areas for increased student retention at the High School level. The above pressures will place too heavy a demand on allocated Major Capital which has already been reduced by \$1.8 million to offset the O & M program deficit.

Also of concern, Project Manager Reporting Systems are currently not providing Education program with accurate up-to-date information on the status of projects in terms of cash flow and cost projections.

IMPACT:

Reduction of the Capital program by \$1.8 million will have implications for the 5-year forecast. Some planned new projects will have to be postponed.

Bands will continue to pressure the Department to go ahead with previously delayed Phase II construction, with the argument that adequate program expansion cannot take place without such additions, and schools will be unable to attract and retain Division III and IV students without such special instructional areas.

2.2- MAJOR CAPITAL: JOINT CAPITAL AGREEMENTS (PROVINCIAL)

SITUATION:

While Bands press for more adequate educational facilities on reserves, many parents continue to send their children to Joint Schools. This trend is also expected to continue. Planned funding of new Joint Capital Agreements will see a sharp decline in 1980-81, and there will be a need to review existing agreements to up-date them to relate to actual enrolment patterns and projections based on planned Band take-over of programs. In some cases, negotiations with school boards will be required, to either reduce number of spaces, or to terminate a Joint Agreement because new facilities on reserves and Band take-over have resulted in drastic changes in attendance patterns.

IMPACT:

Gradual reduction in student enrollment in Joint Schools will have implications for School Boards involved, affecting staffing and under-utilization of existing school facilities constructed previously to accommodate Indian students from nearby reserves. Adjacent Federal and Band schools may also be affected, since enrolment shifts are not entirely predictable.

2.3-MINOR CAPITAL:

SITUATION:

There currently is no regionally recognized definition of what constitutes a Minor Capital Project. As a result, a number of projects now funded under Minor Capital could instead constitute an O & M charge.

Approval of projects at present is not strictly based on an established priority, nor on a needs identification basis that is regional in scope. Because of the diversity and relatively large number of individual projects, this program is extremely difficult to manage and monitor at both District and Regional levels.

Roles and responsibilities of RCM and CCM as these apply to Minor Capital are in need of clarification since different districts interpret these differently, often with conflicting, non-compatible interpretations.

Original forecasts for Minor Capital for 1980-81 totalled \$4,225,700, but target allocations to date total only \$835,600. This indicates a negative difference of \$3,390,100.

IMPACT:

With continuing restraints and anticipated dollar shortfalls in relation to requirements identified by Districts/Agency, much more rigid control must be exercised over the Minor Capital program at both District/Agency and Regional levels.

2.4-INFORMATION SYTEMS: EDUCATION PROGRAM:

SITUATION:

Conversion of previous manual information systems at District/Agency and Regional levels to computerized format for Headquarters over the past 10 years has gradually resulted in deterioration of the manually-kept information systems at regional and field levels. (This includes data fed into the national Nominal Roll and BCS systems.)

IMPACT:

Over-reliance on the national computerized information systems has created gaps in this region's basic information system. Manual card and file systems on enrolment, age-grade relationships, promotion trends and other student-related data which was previously up-dated annually have not been adequately maintained, since much of this information was submitted to Headquarters through the annual Nominal Roll computer input. Experience has shown that the national computerized Nominal Roll system has not met the information needs of District/Agency and of Regional office. Resultant local information gaps must be filled, and less reliance will be placed on the national computerized system which must be supplemented by more frequent up-dates at this level due to many changes that take place several times during the year.

2.5- STAFFING - ELEMENTARY/SECONDARY & COUNSELLING:

SITUATION:

Departmentally-employed instructional staff serving Elementary/Secondary Education, and Administrative and Counselling staff serving the total education program are as follows:

Administration and Counselling:	59
Student Residence Staff (Total, departmental):	198
Instructional Staff (Principals, Teachers, Aides):	273
TOTAL:	534

Teachers who are well qualified are becoming increasingly available. This includes teachers with special training to work with children of Indian ancestry.

Delays in staffing administrative and supervisory positions continue to reduce delivery efficiency in the education program.

IMPACT:

Increased availability of qualified teachers coupled with increased use of the Teacher-Perceiver approach to selection of instructional staff should improve the quality of staff in Federal and Band schools in the region. However, continuing person-year restrictions may make it impossible for the region to take full advantage of the above-stated factors.

The process of selection of key administrative/supervisory education staff, especially District Superintendents and their assistants, needs to be streamlined. Delays in finalizing selection of such staff must be decreased to reduce present overload on existing staff.

2.6-STAFF EVALUATION AND TRAINING

Effective evaluation of first-year teachers will be emphasized in the region.

Collective Agreement requirements for Assisted Education Leave are being met, but Staff Training dollars are inadequate to meet professional training needs.

IMPACT:

Effective teacher evaluation will reduce administrative time spent on teacher grievance procedures and help identify in-service and other training needs.

Education staff must have more access to regional staff training budget, especially if staff training requirements related to improved school-community partnership in education and effective band take-over are to take place.

2.7-INDIAN CONTROL: CONTRIBUTION ARRANGEMENTS:

Below is a breakdown showing the education program funding administered directly by Bands under Contribution Arrangements relative to funds for programs administered directly by the Department, based on the 1979-80 and 1980-81 fiscal allocations for the education program:

Bands - Contribution Arrangements:	\$10,660.3	28%	\$12,532.6	30%
Departmentally-administered:	\$27,917.4	72%	\$28,758.9	70%
TOTALS:	\$38,577.7	100%	\$41,291.5	100%

1979-80

1980-81

(Note: Includes salaries for Instructional and Residence staff)

The above-noted trend toward increased direct administration of education programs by Bands under the policy of Indian Control of Education is expected to continue. This has implications for staff roles, and in particular, roles of District and Assistant District Superintendents of Education.

IMPACT:

There is a need to more clearly define which services are being provided under Contribution Arrangements. In some cases, these funds are budgeted under Non-Discretionary areas, while others are in the Discretionary area. This is causing some concern. For example, Federal schools generally are a Non-Discretionary program, but the maintenance of schools (including utilities) falls under the Discretionary area of Community Infrastructure, schools, a program generally funded through Contribution Arrangements and administered directly by Bands. Since Discretionary programs do not have priority funding, an arrangement such as the above could place the Non-Discretionary program (Federal Schools) in jeopardy, should funds requested for maintenance of schools not be provided in adequate amounts because Discretionary.

The continuing trend toward increased administration of sizeable education programs by Bands will mean that education staff within this department will require some specialized training to adequately fulfill their emerging roles as advisory/supportive to Bands versus the traditional "delivery of service" role.

In many cases, Bands and Band Staff involved in administration and delivery of education programs will need specialized training also. This area of Departmental and Band Staff Training requires immediate and careful attention.

2.8-EDUCATION & THE INDIAN COMMUNITY:

COMMUNITY PLANNING:

Several sections of this Department are involved in various elements of community Planning with Indian Bands and Communities. There is a need for greater coordination of the work of the various sections, including greater opportunity for input, and better information flow to the Education Program Manager.

COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATION:

Superintendents of Education in all Districts/Agency established in 1979 an initial plan to effectively increase parental/community involvement in the education of Indian children, especially at the local school level. Plans are to continue to direct District/Agency to improve on these initial plans during 1980-81 and beyond.

PROVINCIAL SOCIAL PLANNING SECRETARIAT

The above Secretariat was set up by the Saskatchewan Government in 1979. The Department of Indian Affairs will maintain liaison with this Secretariat to optimize Federal/Provincial planning and coordination of efforts to provide improved training and development opportunities for both On and Off-Reserve groups.

THE COMMUNITY & SCHOOL CURRICULUM

In an effort to make school programs more relevant to the needs, aspirations and experiences of students, curriculum-related projects are being undertaken to develop instructional materials and techniques that better incorporate elements of the child's home and community background.

IMPACT:

The 1980's must focus on the Community and community/people development if Indian Education is to improve significantly. While some principals and teachers report difficulties in achieving increased and effective parental participation in the education of Indian children, such efforts must continue well into the 1980's.

Other factors such as new resource acquisition through fulfilment of outstanding land entitlements, new mineral, oil, gas and other resource development, and possible shifts in population due to the above and to a search for job opportunities must be looked into as part of a comprehensive plan to develop potential human and other resources through education and training.

Post School Training and related Career Counselling must take into account the needs as well as the job opportunities of Indian communities to channel these resources toward progressive and meaningful growth. The Saskatchewan Indian Community College and other Indian institutions need the full cooperation of Departmental staff to effect desired short as well as long-term improvement.

2.9- STUDENT RESIDENCE PROGRAM

SITUATION:

During the past decade there has been a large expenditure of Major Capital funds to improve educational facilities on reserves, including the turnover of facilities and programs to Band administration. However, the number of students admitted yearly to Student Residences in the region has not declined, and a thorough review of current usage of Student Residences and related funding is required.

IMPACT:

The operation of Student Residences in Saskatchewan has evolved historically rather than on the basis of clearly-identified direction and standards. Each residence tends to reflect local trends and priorities. As a result, unit costs vary greatly from one student residence to the next. Application of criteria for student admission also varies considerably from one residence to the next.

In view of anticipated dollar shortfalls in the region, it is now imperative that Student Residence programs be monitored more closely to ensure that available education dollars directed toward this program can be justified, balanced against other educational needs.

2.10- POST SCHOOL EDUCATION: UNIVERSITY/PROFESSIONAL

SITUATION:

Enrolment in this program, both on and off-campus, continues to grow yearly.

University/Professional Training is a relatively high cost program. Costs are increasing more rapidly than anticipated, due in part to enrolment of an increasing number of students with dependents, resulting in higher maintenance costs per student.

IMPACT:

A more equitable cost-sharing arrangement must be worked out for courses such as ITEP and ISWEP. This is being negotiated, with Headquarters involvement in terms of existing federal/provincial cost sharing for post-secondary education.

Off-campus teacher-training programs now make up a sizeable portion of this program, especially in Northern Districts. This program must be evaluated.

The computerized information system for Post School Education (CEIS: Continuing Education Information System) is now in various stages of initial implementation and will be reviewed to increase its usefulness and effectiveness.

2.11- POST SCHOOL: OCCUPATIONAL SKILL TRAINING

SITUATION:

Enrolment in vocational and occupational skill training is on the increase. This is considered as a desirable trend, since there is a need for skilled tradesmen and clerical/managerial personnel to meet the local needs of developing Indian communities, with current program expansion taking place on reserves.

IMPACT:

Expansion and diversification of the Saskatchewan economy in general, and of Indian reserve communities in particular, will provide increased employment opportunities for Indian people with required training and skills. Maximum utilization of the Occupational Skill Training program should contribute to a trend away from welfare dependency to gainful employment for Indian people in Saskatchewan.

Near the end of February 1980, the budget initially planned for this program had to be reduced in order to meet other (Non-Discretionary) program funding requirements. If supplementary funding is not made available, this program will not be able to realize its full potential in the region.

2.12- POST SCHOOL: ADULT EDUCATION

SITUATION:

This Department has worked closely with the Saskatchewan Indian Community College and with Indian leadership at the reserve level to provide Adult Basic Education and Social Demand Courses, as well as some Library services on reserves.

There is an indication that Canada Employment and Immigration (CEIC) will discontinue funding for this program. Such a decision has financial implications for the Department of Indian Affairs and Northern Development.

IMPACT:

District/Agency requests for funding of Adult Education cannot be met due to restricted funding in Discretionary program areas. Adult Basic courses must be evaluated in terms of their real contribution toward meeting critical skill requirements of Bands.

2.13- BAND STAFF TRAINING

Band Staff Training efforts have concentrated on development of management skills required by Bands as they prepare to take over programs.

IMPACT:

Training programs must be planned to develop required administrative skills prior to take-over. Such an approach would increase the success rate of Indian Band-administered education programs.

2.14- STUDENT COUNSELLING/REFERRAL SERVICES

SITUATION:

The number of Counsellors serving students in the Elementary/Secondary and the Post School programs is as follows:

Departmentally Employed Counsellors:	
Elementary/Secondary:	18
Post School Program:	11
Band Employed Indian Guidance Counsellors:	55
TOTAL:	84

The roles of departmentally-employed Education Counsellors were reviewed in 1978-79 to determine the make-up of their workload.

In past years, some districts have utilized counsellors to perform considerable work of an administrative nature, including the role of consultants to Bands. Some counsellors have provided very little direct counselling to students, either individually or in groups, although more counselling continued in the post school program.

IMPACT:

There is a concern because of the lack of direct counselling services being provided to students at both the elementary/secondary and post school levels. This includes lack of follow-up in regard to employability and/or employment following post school training. Plans are under way to re-direct counsellor duties to provide more direct individual and group counselling services.

2.15- COMMUNITY INFRASTRUCTURE: MAINTENANCE OF SCHOOLS

SITUATION:

At present in the region, there are 538 separate buildings classified as educational facilities. The degree of planning and the quality of maintenance of these facilities varies considerably from district to district and community to community. Staff roles and related responsibilities are not sufficiently clear, and to some extent, services tend to be crisis-oriented.

IMPACT:

Increased planning and preventative maintenance must be developed to prevent rapid deterioration of new facilities and obtain maximum service from older facilities. This will require closer collaboration between Education Program staff and staff within the Engineering section of the Department.

SECTION 3.0
EDUCATION PROGRAM THRUSTS (1980-81+)

3.0- EDUCATION PROGRAM THRUSTS: 1980-81+

3.1- MAJOR CAPITAL: FEDERAL AND BAND SCHOOL FACILITIES

THRUSTS: 1980-81

1. Review the 5-year Capital program to re-priorize projects.
2. Provide a more accurate and timely information flow within the Capital Management System in the region.
3. Where enrollments have declined or are expected to decline as a result of improved educational facilities on nearby reserves, review Joint Capital Agreements with Boards.

PROJECTED BEYOND 1981:

To allow for enrollment changes, re-assess project priorities with possible postponement of some planned construction. Funds so released could be directed toward more urgent construction. For example, redirect funds toward previously delayed Phase II construction, especially where enrollment shifts have increased Division III and IV student populations, requiring gym, shop areas, and possibly additional laboratory or classroom space.

Also review Joint Capital Agreements that may be affected by the above or similar student population shifts, with a view to re-negotiating agreements where changes warrant this.

3.2- MINOR CAPITAL: SCHOOL FACILITIES AND EQUIPMENT

THRUSTS 1980-81

1. Establish a Minor Capital Project Approval System to increase effectiveness at District/Agency and Regional levels through improved monitoring.
2. Establish Monthly Project Manager Status Reports on all Capital projects.
3. Amalgamate Minor Capital projects by category to reduce the number of projects to a maximum of 6 per District/Agency in Vote 10.

3.3- ADMINISTRATION: INFORMATION SYSTEMS

THRUSTS 1980-81

1. Identify critical information needs of the region and relate to existing national computerized information systems.
2. Improve manual information systems in the region to supplement the computerized information systems.

3.4- STAFFING: INSTRUCTIONAL & ADMINISTRATIVE STAFF

THRUSTS 1980-81

1. In the selection of instructional staff, emphasize suitability for teaching in a reserve setting.
2. Maximize the use of the Teacher-Perceiver approach and expand its use beyond selection of instructional staff.
3. Streamline the process of staffing administrative/supervisory positions within the education program.

PROJECTED BEYOND 1981:

Elements of the Teacher-Perceiver selection instrument will be applied to the selection of Counsellors, Classroom Consultants and Superintendents in a gradual phasing-in approach over the next 4 to 5 years.

3.5- STAFF EVALUATION AND STAFF TRAINING

THRUSTS 1980-81

1. Closely monitor procedures used to evaluate first-year teachers.
2. Priorize Staff Training Needs and set up a realistic training schedule for 1980-81.

3.6- PROFESSIONAL DEVELOPMENT OF INSTRUCTIONAL STAFF

THRUSTS 1980-81

1. Utilize the Assisted Educational Leave as a vehicle to develop instructional competencies most required but currently in short supply.
2. Co-ordinate other Professional Development and Curriculum Development activities of regional scope.

PROJECTED BEYOND 1981:

Current efforts to utilize Professional Development and Staff Training to continually improve staff abilities to work with the Indian community so that the school is seen as an integral part of that community will continue for several years. This will include sponsorship of candidates to recognized training, as well as local and regional workshops.

3.7- INDIAN CONTROL OF EDUCATION & CHANGING STAFF ROLES

THRUSTS 1980-81

1. Superintendents of Education must re-arrange their workload to spend more time in their role of providing professional leadership, involving both staff and programs.
2. Analyse the existing line of authority between Regional and District/Agency education staff to ensure maximum program effectiveness.
3. Where a school block operates in the immediate vicinity of a Student Residence, roles of Instructional and Residence staff will be reviewed to minimize overlap.

PROJECTED BEYOND 1981:

Adjustments in the workload of Superintendents to gradually lessen their involvement in financial and reporting tasks and increase their involvement in program and staff development, evaluation and other professional education tasks will begin in 1980-81. However, several years of gradual change will be required to arrive at the optimum balance.

School Block/Residence staff load adjustments could in time reduce the current proportionately high number of person years utilized by Student Residences to serve a relatively small number of students. This would allow provision of a lower pupil/teacher ratio to serve students with special needs in Federal schools.

Socio-Economic and Employment Development Strategies are now in the beginning stages of evolution within the Department. Education program staff intend to incorporate these in the counselling and curriculum components of the education program as these strategies develop and become more formalized over the next few years. This will require new orientation of staff, including Superintendents, Counsellors and Teachers.

3.8- REQUIREMENTS FOR BAND TAKE-OVER OF PROGRAMS

THRUSTS 1980-81

1. Adopt a formal communication process and a suitable training package to improve the effectiveness of Band Take-over of education programs.
2. More adequately monitor band-operated programs and schools, to include monitoring of program management as well as financial management.

PROJECTED BEYOND 1981:

While Bands contemplating program take-over do communicate with the Department on the matter, the process is not adequately formalized to ensure all implications are understood, and the Band as well as the Department clearly know and accept their respective roles and responsibilities.

Some training prior to take-over is currently being provided, and the region is looking at the training package developed by Centrad (now IDIG), with the hope of modifying it to suit identified needs of individual Bands. Funding is also being provided to the Federation of Saskatchewan Indians for development/selection of such training packages. This is an on-going task, and acceptance of an adequate training package should evolve within the next few years.

3.9-EDUCATION AND THE INDIAN COMMUNITY

THRUSTS 1980-81

1. COMMUNITY PLANNING

Establish a planning responsibility within the education program to facilitate a more co-ordinated approach to community planning, involving other sections such as Planning, Engineering and Community Affairs.

PROJECTED BEYOND 1981:

Such a planning component will be developed initially in 1980-81, and over a 5-year period, will ensure a closer relationship between planning and actual construction of school facilities within the overall community plan. It will also cover such factors as curriculum content, career counselling and employment opportunities, and relate these to local community considerations.

2. COMMUNITY AWARENESS AND INVOLVEMENT

THRUST 1980-81

Improve co-ordination of efforts to increase community awareness and parental involvement in education throughout the region in 1980-81.

PROJECTED BEYOND 1981:

The 1980's bring to Saskatchewan an expectation that the provincial economy will diversify and expand rapidly. This expectation is also felt in several Indian communities, involving new land acquisition, development, and related job opportunities. If these expectations are to be effectively realized over the long term, efforts to integrate essential components of physical and economic development with social and cultural development must be incorporated into the education programs of both on-reserve and provincial schools. To do this effectively, greater Indian involvement at the community level will be required.

3. CURRICULUM AND THE INDIAN COMMUNITY

THRUSTS 1980-81

The school year 1980 will see the beginning of a strong thrust to give better recognition to the Indian fact in formal school curriculum and in teacher In-service training related to this concept. This will include formal introduction of a provincially-recognized Indian Language Curriculum. It will include the setting up of a Special Subjects Council on Indian and Native Education, with involvement of the Saskatchewan Teachers' Federation and other groups. The thrust will also involve development of curriculum projects, increased use of audio-visual media with Indian content, and joint workshops involving Federal, Band-employed and Provincial teachers and educators dealing with Curriculum and the Indian fact in Saskatchewan.

PROJECTED BEYOND 1981:

The Department of Indian Affairs and Northern Development, the Saskatchewan Department of Education, the Saskatchewan Teachers' Federation, and the Saskatchewan Indian Cultural College initiated a movement in 1979-80 to jointly develop greater recognition of the Indian fact in curriculum content and school activities in Saskatchewan. This movement has resulted in concrete efforts to set up a formal group consisting largely of professional educators from all systems serving Indian and Metis students at the Elementary/Secondary school level. 1980-81 is expected to see this group in its early stages of establishment; the years 1981+ should bring significant changes in school curriculum and approaches in schools serving Indian children, as a result of this body of educators and their emerging efforts.

3.10- STUDENT RESIDENCE PROGRAM

THRUST 1980-81

1. Improve the monitoring of Student Residence programs through well-planned and regular visitation schedules and follow-up.
2. Review current usages of Student Residences as Social Services institutions versus educational institutions.

PROJECTED BEYOND 1981:

Because of historical and traditional factors, Indian Bands served by existing Student Residences will have to be closely involved in any plans to alter present usages of these institutions. For this reason, it is anticipated that no changes will take place until the Indian people served by these residences agree that proposed changes are warranted.

3.11 POST SCHOOL EDUCATION: UNIVERSITY/PROFESSIONAL

THRUST 1980-81

Assess current usage of University/Professional programs and relate to employment opportunities and placements in the over-all Saskatchewan job market, as well as in Indian communities.

PROJECTED BEYOND 1981:

Special programs such as the Indian Teacher Education Program (ITEP) require careful study and follow-up beyond 1981. Efforts are currently underway to reduce the need for special high-cost funding for this and similar programs. Also, Indian leaders are currently considering consolidation of all University/Professional training for Indian people under the general umbrella of the Saskatchewan Indian Federated College as the official training institution. This is a developmental thrust, and final decisions will progress beyond 1981, involving negotiations at the Ministerial levels.

3.12- POST SCHOOL: OCCUPATIONAL SKILL TRAINING

THRUSTS 1980-81

1. This program will continue to provide the opportunity for Indian youth and adults to obtain training in trades and technologies. Career counselling will be strengthened in 1980-81 to help more students select training in skill areas expected to be in greater demand as the reserve and over-all Saskatchewan economies grow and diversify.
2. Individual student responsibility will be increased. Students approved for training will receive funds for tuition and other costs including maintenance and will be responsible to pay for these services directly. This should release Post School Counsellors from related clerical duties and provide them with more time to do effective career counselling.

PROJECTED BEYOND 1981:

Potential job requirements in Saskatchewan will be carefully analysed over the next 5 years to ensure that Indian people have access to the predicted growth in the Saskatchewan economy and related job opportunities that develop in the 1980's.

3.13- POST SCHOOL: ADULT EDUCATION

THRUSTS 1980-81

- 1. Determine the effectiveness of previous and current Adult Basic and Social Demand courses in relation to meeting the longer-range training needs of Indian communities.**
- 2. If CEIC is withdrawing funding for Adult Education, the Department of Indian Affairs must identify alternate funding sources.**

PROJECTED BEYOND 1981:

Bands are expected to increasingly determine their own training priorities. Involvement of Departmental Staff is expected to correspondingly decrease in terms of delivery of service, and advisory/monitoring roles are expected to increase.

It is anticipated that the Department of Indian Affairs will have to take over from CEIC those Adult Education courses currently under CEIC sponsorship. This has budgetary implications beyond 1981.

3.14- STUDENT COUNSELLING SERVICES

THRUSTS 1980-81

- 1. Strengthen the role of all Education Counsellors and Indian Guidance Counsellors in areas of career and employment counselling at the secondary and post school levels.**
- 2. Develop strategies for more effective follow-up of high school graduates to improve student retention at both the Elementary/Secondary and Post School levels.**

PROJECTED BEYOND 1981:

Plans beyond 1981 are to develop improved follow-up in selected student categories over a 5-year period as follows:

- 1. High School students who graduate and go on to higher education.**
- 2. Vocational and Apprenticeship Training.**
- 3. Students who go directly to employment without further training.**

A comparison will be made of the relative effectiveness of each of the above methods of entering the job market, in terms of "success stories" in each of the above categories.

3.15- COMMUNITY INFRASTRUCTURE: MAINTENANCE OF SCHOOLS

THRUST 1980-81

Initiate a comprehensive program of preventive maintenance of educational facilities and begin implementation during the current fiscal year (1980-81).

PROJECTED BEYOND 1981:

A pilot preventive maintenance project will be initiated on a test basis in 1980-81, and implemented in 5 districts by 1985.

3.16- BAND STAFF TRAINING

THRUST 1980-81

Improve the overall delivery of Band Staff Training through increased coordination of Departmental and Band Staff Training efforts.

PROJECTED BEYOND 1981:

Band take-over of education programs is expected to continue well into the 1980's. This means that there will be an on-going need for training of Band Staff for various Bands. It is expected that there may be an exchange of experienced and trained Indian personnel from one Band to another in time, and as expertise is gained, the quality and scope of training is also expected to change.

SECTION 4.0
HUMAN AND FINANCIAL RESOURCES (O & M)

4.0- HUMAN AND FINANCIAL RESOURCES - EDUCATION 80-81

4.1- O. & M. ALLOCATIONS - FEBRUARY 28 1980

Responsibility Center	Federal Schools/Student Residences			Non-Federal
	SALARIES		O & M (Other)	TUITION (& Other)
	Schools:	Residences:		
601	0	0	0	2,378.4
671	1,212.9	0	634.6	2,261.6
672	1,039.6	787.7	1,030.0	5,463.4
673	606.5	303.0	600.2	1,281.6
674	281.6	515.0	446.4	1,327.8
675	693.1	969.5	1,876.2	2,064.1
676	1,039.5	424.1	695.2	1,569.9
677	714.8	0	316.0	772.7
TOTALS:	5,588.1	2,999.3	5,598.6	17,119.5

O. & M. ALLOCATIONS - FEBRUARY 28, 1980 (continued)

Responsibility Center	Admini- stration	Elem/Sec. Couns/Ref.	Post School Couns/Ref.	St.Residen- ce Boards	School Infrastruct.
601	838.8	0	0	0	0
671	31.2	135.8	2.0	0	502.1
672	111.9	266.6	0	29.4	1,567.2
673	9.1	100.6	5.0	25.0	211.8
674	15.0	140.5	3.0	15.0	168.1
675	20.0	107.0	139.5	53.0	366.3
676	83.0	3.2	145.1	25.0	545.0
677	7.0	13.8	0	0	108.0
TOTALS:	1,116.0	767.5	294.6	147.4	3,468.5

4.1- O. & M. ALLOCATIONS - FEBRUARY 20, 1980 (continued)

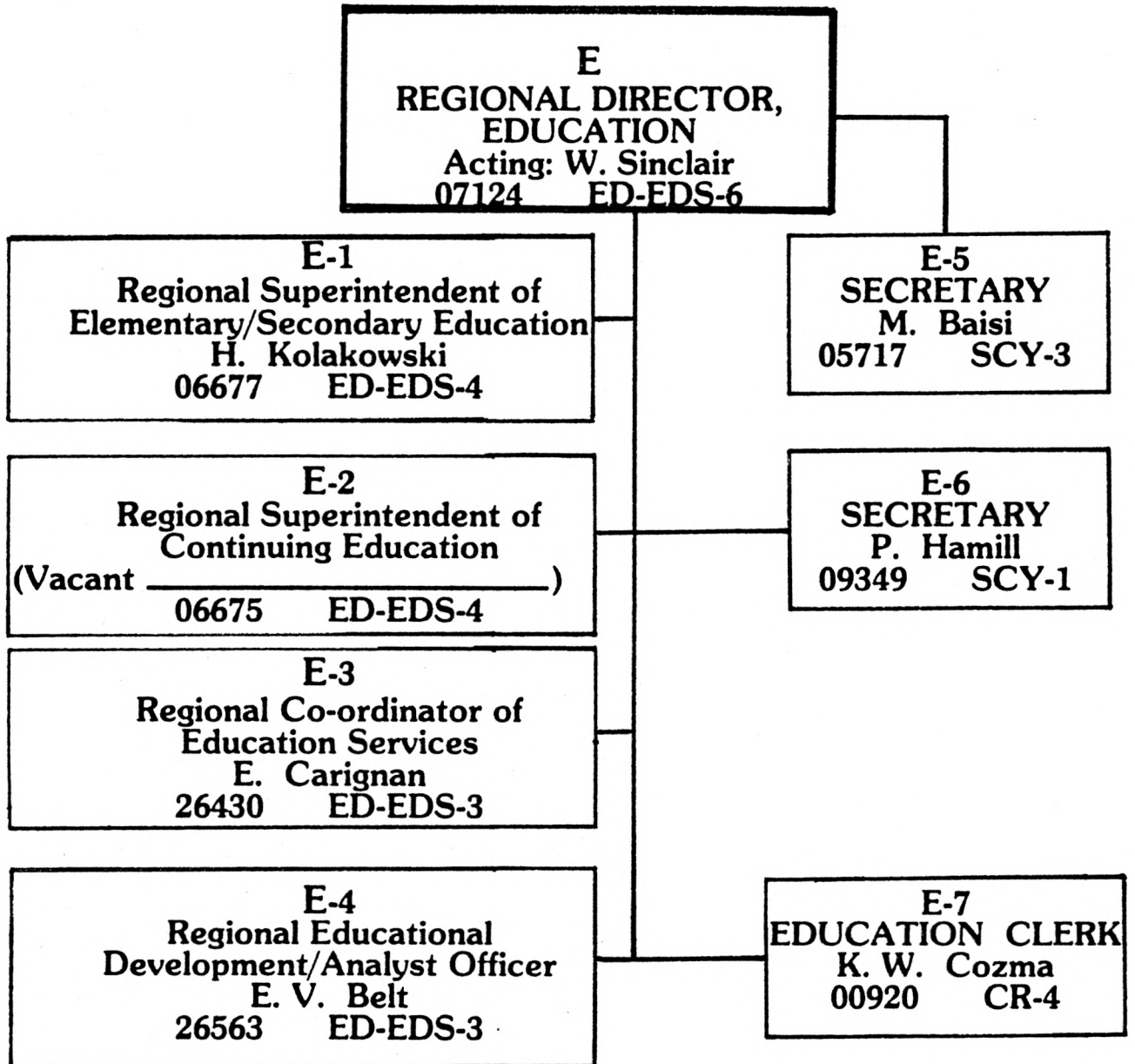
Responsibility Center	University/Professional	Occupation. Skill Trg.	Adult Education	Band Staff Training	T.O.J.
601	0	0	0	18.9	8.5
671	690.1	44.8	53.9	50.6	32.0
672	494.3	43.9	25.4	93.0	32.0
673	514.9	23.8	35.8	44.5	32.0
674	502.3	32.2	36.5	54.0	32.0
675	512.8	52.3	59.3	70.4	32.0
676	275.9	30.8	20.1	52.4	32.0
677	90.8	9.3	26.5	0	32.0
TOTALS:	3,081.1	237.1	257.5	383.9	232.5

4.1- HUMAN RESOURCES ALLOCATION - 1980-81 PERSON YEARS

Following is the allocation of departmental staff for the Education Program of the Region, for the year 1980-81.

Responsibility Center	Teaching Staff	Counselling Staff	Office Staff (Administr.)	Residence Staff	TOTALS:
601	0	0	8	0	8
671	57	2	5	0	64
672	51	3	6	50	110
673	28	4	4	20	56
674	12	5	1	35	53
675	35	7	3	62	107
676	47	2	3	27	79
677	35	2	1	0	38
TOTALS:	265	25	31	194	515

Regional Office Education Staff Organization Chart & Responsibility Coding



SECTION 5.0
PROGRAM OBJECTIVES BY SUB-FUNCTION (1980-81)

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ADMINISTRATION: CAPITAL PROGRAM
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OBJECTIVE(S):

To develop a Capital Management Project Status Report to ensure effective and timely utilization of Capital Resources allocated to the Education Program in Saskatchewan Region.

<u>TASK(S):</u> (by #)	<u>PERFORMANCE</u> <u>INDICATORS:</u>	<u>RESP.</u> <u>OF:</u>
1. Develop a computer-related status report which will indicate project status in terms of: a) T.B. Submission; b) Design Stage; c) Final Evaluation and Completion.	1. Report to be prepared for Program Director ratification by March 31, 1980	E4 E
2. Make use of the above status report for each Education Major Capital Project in 1980-81, with bi-weekly up-date.	2. Review/revision of report in relation to timeliness and effectiveness to be completed by July 30, 1980.	E4 E
3. Further revise the status report based on July 30/80 revision, and continue bi-weekly up-dates.	3. On-going activity, from July 30/80 to March 31/81.	E4
4. Review the Status Report format and assess its usefulness for project management and future applications.	4. Complete the review by March 15/81 to meet input deadline for 1981-82 program year.	E4 E

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> MAJOR CAPITAL: FEDERAL/BAND SCHOOL FACILITIES
-------------------------------	---

OBJECTIVE(S):

To establish an acceptable Federal/Band School Building Inventory of all Federal/Band school facilities in the region.

<u>TASK(S):</u> (by #)		<u>PERFORMANCE</u> <u>INDICATORS:</u>	<u>RESP.</u> <u>OF:</u>
1.	Utilizing Vote Codes 53 (Department) and 13 (Band), build up an accurate inventory of facilities by community and District/Agency, indicating the age, condition, and present usage of each facility.	1. Inventory to be established by July 31, 1981	E4 CR4
2.	Prepare and submit to Regional Management Team, a 5-year Major Capital Program related to: a) Priority #1 construction of new schools. b) Expansion of existing facilities.	2. Plan to be submitted as follows: - to Regional Education Program Manager by December 31, 1980 - to Regional Management team by January 15, 1981.	E4 E E4 E

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> MAJOR CAPITAL: JOINT CAPITAL AGREEMENTS
-------------------------------	---

OBJECTIVE(S):

To analyse existing Joint Capital Agreements with a view to minimizing duplication of funding as Federal and Band School facilities improve and expand on reserves.

<u>TASK(S):</u> (by #)		<u>PERFORMANCE</u> <u>INDICATORS:</u>	<u>RESP.</u> <u>OF:</u>
1.	In localities of recent Band take-over of education programs and/or of significant new school construction, analyse existing Joint Agreements, relating current space purchase arrangements versus actual requirements.	1. Analysis to be completed by December 31, 1980.	E E4
2.	In localities where Bands are preparing for eventual program take-over, analyse existing Joint Agreements with Boards serving student populations from such Bands, relating current space purchase arrangements to projected needs in view of anticipated student enrolment shifts from Joint to Band-operated schools in the area.	2. Analysis of areas where take-overs are imminent (Marieval, Onion Lake), complete analysis by December 31, 1980, and for other potential take-over areas, maintain an on-going process.	E E4
3.	Establish parameters for the re-negotiation of Joint Capital Agreements as indicated in (1.) and (2.) above, preparatory to actual opening of negotiations that may be required.	3. Parameters to be completed in first draft form by March 31, 1981.	E

Space Below reserved for periodic PROGRESS REPORT later:

<u>DATE:</u>	<u>TASK #:</u>	<u>COMMENT:</u>

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ADMINISTRATION: MINOR CAPITAL
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OBJECTIVE(S):

To establish a clear, workable and acceptable definition for minor capital projects for greater standardization throughout the region.

<u>TASK(S):</u> (by #)		<u>PERFORMANCE</u> <u>INDICATORS:</u>	<u>RESP.</u> <u>OF:</u>
1.	Review all 1979-80 and 1980-81 Minor Capital projects in the region for the purpose of establishing a workable definition for Minor Capital.	1. Review to be completed by April 30, 1980.	E4
2.	Review Minor Capital Submissions from Districts/Agency for the purpose of establishing a definition for Minor Capital.	2. Submissions to be reviewed by June 30, 1980.	E4
3.	Draft a Minor Capital definition based on known resource allocations for the region, and on realistic needs of Districts/Agency.	3. Submit definition to Management Team for ratification by September 30, 1980.	E4
4.	Once the definition is ratified as in 3 above, ensure that Districts/Agency offices are fully aware of this definition and will utilize it for implementation of the 1981-82 Minor Capital Program.	4. Inform Districts/Agency of definition by March 1, 1981.	E4

Space Below reserved for periodic PROGRESS REPORT later:

<u>DATE:</u>	<u>TASK #:</u>	<u>COMMENT:</u>

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ADMINISTRATION (Financial Resources: Forecasting)
-------------------------------	---

OBJECTIVE(S):

To develop an O & M Forecasting Format which will ensure consistency within the region in terms of Unit definitions and Unit Cost standards.

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Review the 1981-82 District/Agency forecast submissions to determine inconsistencies in unit definitions and significant unit cost variances.	1. Complete review by June 30, 1980. E4
2.	Develop a forecasting workbook which define units and prescribe standard unit costs, and submit the completed workbook to Management Team for ratification.	2. Workbook to be submitted for ratification by September 30, 1980. E4
3.	Following ratification, produce the above Forecasting Workbooks in quantity and distribute to Districts/ Agency for use in preparing the 1982-83 Program Forecast.	3. Workbook to be distributed to Districts/Agency by October 15, 1980. E4

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ADMINISTRATION: DATA BASE AND OTHER INFORMATION
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OBJECTIVE(S):

To establish a Regional Information System which will eliminate the need for frequent solliciting of statistical data from District/Agency offices and increase the effectiveness of education program management.

<u>TASK(S):</u> (by #)		PERFORMANCE INDICATORS:	RESP. OF:
1.	Identify program areas for which required regional statistics are currently inadequate and as well identify the time-frame requirement for various statistical data.	1. Identify these by May 30, 1980.	E4 CR4
2.	Review and revise existing forms and formats as required and establish data submission and consolidation deadlines.	2. Consolidation of forms and formats and establishment of time-frames to be completed by June 30, 1980 for most essential categories.	E3 E4 CR4
3.	Collect statistical data as determined above, and store in permanent file system.	3. Collection and storage to be an on-going function, but evaluation of this to be completed by December 31, 1980	E4 CR4
4.	Incorporate basic data from above files into Desk Book format and ensure each education program manager (Regional and District/Agency) has a copy of this Desk Book for common reference.	4. Desk Book to be completed in initial draft form and submitted to Regional Program Manager for approval by September 30, 1980.	E3 E4 CR4
5.	As a separate exercise, initiate the collection of information on basic Reading, Mathematics and other traditional academic programs currently used in Federal Schools, Saskatchewan.	5. Establish formats and complete initial compilation by March 31, 1981.	E3

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ACTIVITY ADMINISTRATION: STAFFING AND STAFF UTILIZATION
-------------------------------	---

OBJECTIVE(S):

- | |
|---|
| <ol style="list-style-type: none"> 1. Review and analyse the effectiveness of present teacher recruitment. 2. Streamline the processes of staffing Administrative/Supervisory positions. 3. Identify types of instructional and specialist services most needed to improve educational offerings in Federal schools and take action to meet needs. |
|---|

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1. Utilize the expertise of existing District/Agency staff who have taken the Teacher-Perceiver course, and determine the effectiveness of current teacher recruitment practices using this approach.	1. Review and analysis to be completed by June 1, 1980.	E1
2. Identify the main causes of staffing action delays involving administrative and supervisory positions, and develop strategies to improve the system.	2. Strategies to be established by June 30, 1980.	E1
3. Initiate a time-management exercise by all Superintendents of Education, by having them note the amount of time they spend on various task categories over at least a one-month period, and follow this up at a regional meeting of Superintendents of Education.	3. Time-management analysis to be completed, and discussion and follow-up at a meeting of DSE's by June 30, 1980.	E1
4. Establish staffing priorities in each District/Agency on the basis of identified specialty requirements.	4. Each District/Agency to identify and prioritize specialist services most needed, listing to be compiled by June 30/80.	E1
5. Utilize Assisted Educational Leave to train existing staff in identified key specialist areas.	5. Selection criteria reflecting this task to be established by September 30, 1980	E1 E3

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ADMINISTRATION: STAFF EVALUATION AND STAFF TRAINING
-------------------------------	---

OBJECTIVE(S):

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|--|
| <ol style="list-style-type: none"> 1. Continue to develop and test a regional teacher-appraisal instrument. 2. Utilize staff training funds (Personnel Section) to train selected categories of staff, including DSE's, Principals and Counsellors/Consultants. 3. Provide initial orientation to concept of socio-economic & employment strategies |
|--|

<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Co-ordinate the work of District/ Agency staff in the development and testing of a teacher-appraisal instrument for application within the region.	1. Pilot a teacher-appraisal instrument in one district by November 1, 1980	E1
2.	Establish priorities for staff training, with an emphasis on improvement of the advisory/supportive role to be played by departmental staff in relation to Indian control.	2. With Personnel section and with DSE's, complete initial prioritization of training by July 31, 1980, and establish first draft of training schedule by August 1, 1980.	E1 E1
3.	Explain new and developing concepts of socio-economic and employment strategies to District/Agency staff.	3. Strategies to be discussed at regional meeting of District Superintendents of Education by October 31, 1980.	E1

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ACTIVITY ADMINISTRATION: PROFESSIONAL DEVELOPMENT
-------------------------------	---

OBJECTIVE(S):

- | |
|--|
| <ol style="list-style-type: none"> 1. Utilize Assisted Leave as vehicle to improve staff competencies related to identified needs of Districts/Agency. 2. Provide for Regional as well as District/Agency-initiated Professional Development activities. |
|--|

<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Develop selection criteria for Assisted leave, reflecting priority needs identified by selection committee.	1. Establish selection criteria and circulate to instructional and other education staff in the Education Support Group by September 30, 1980. Initial selection of candidates to be completed by January 31, 1981.	E1 E3 E1 E3
2.	Identify Professional Development activities of regional scope and provide framework required so that staff can participate in such activities at both the Federal and Provincial levels.	2. Funds for regional professional development activities and projects to be identified by April 30, 1980, and a minimum of 3 projects to be undertaken during 1980-81.	E3
3.	Arrange for funding of the Professional Development portion of the annual Saskatchewan Indian Teachers' Convention, and assist planners with this part of the program from a regional perspective.	3. Funding arrangements to be completed with the Planning committee and the TFHQ District office by June 30, 1980. For other matters, act as a member of the convention planning committee as agreed to at the January 18/80 meeting.	E3
4.	Arrange funding for Professional Development activities to be initiated locally through District/Agency offices.	4. Decentralize funds to Districts/Agency for this purpose by May 1, 1980.	E3 CR4

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ACTIVITY ADMINISTRATION: INDIAN CONTROL & CHANGING STAFF ROLES
-------------------------------	--

OBJECTIVE(S):

- | |
|--|
| <ol style="list-style-type: none"> 1. Adjust the role of the District Superintendents of Education to emphasize more professional leadership, including the area of Band Education program take-over. 2. Review roles of other education staff to provide for changing educational needs and priorities. |
|--|

<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Work with Superintendents of education to identify tasks other than related to finances that are essential to successful program development and effective professional leadership, and reduce time spent on tasks that detract from this priority function.	1. Task analysis and revised Job Description for DSE's to be completed by March 1, 1981	E1
2.	Identify factors within the existing mode of operation that contribute to reduced effectiveness in the line relationship between program managers at the regional and District/Agency levels and suggest ways whereby these could be eliminated.	2. Results of this study to be discussed with the Regional Director, Operations, for advice on possible follow-up.	E1
3.	Develop a training package to involve Departmental as well as Band Staff to more effectively implement Band Take-over procedures, and to identify related training needs for both Departmental and Band Staff.	3. Draft of training package to be completed by December 31, 1980.	E1 E3

Space Below reserved for periodic PROGRESS REPORT later:

<u>DATE:</u>	<u>TASK #:</u>	<u>COMMENT:</u>

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ACTIVITY ADMINISTRATION: BAND TAKE-OVER OF EDUCATION PROGRAMS
-------------------------------	---

OBJECTIVE(S):

- | |
|--|
| <ol style="list-style-type: none"> 1. Develop and implement more effective communications and monitoring systems for education program take-over by Bands. 2. Ensure Bands are adequately prepared for program administration prior to take-over date. |
|--|

<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Establish clear time-frames and other criteria for Band Take-over to allow for adequate preparation by both the Department and the Band (Budgetting and Transfer of funds, Staffing, etc).	1. Existing criteria to be reviewed, revised if necessary, and expanded. These are to be compiled in written form and available for reference and distribution by March 31,1980.	E, E1 E4
2.	Conduct workshops to ensure that Bands understand the implications of program take-over and subsequent administration, and to train key Band Staff in essential skills for program management.	2. Information packages for Bands to be prepared and ready for use by March 31,1981. Training of staff as per task identified on page 26 of this operation plan (under Indian Control and Staff Roles).	E, E1 E4
3.	Ensure that formal agreements with Bands include as part of the agreement, clauses detailing Band and Departmental responsibilities dealing with reporting and monitoring procedures.	3. Build such clauses into the pending agreements to be developed soon with the 1980 take-over of Marieval and Onion Lake schools, with tentative target of December 31, 1980.	E E1 E4

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ACTIVITY ADMINISTRATION: COMMUNITY PLANNING AND EDUCATION PROGRAM
-------------------------------	---

OBJECTIVE(S):

Provide for increased involvement of education program staff in various departmental involvement in Community Planning to ensure more effective community and school utilization of resources.

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Identify within existing education person year allotments, one person whose key responsibilities include working with other department sections involved in Community Planning.	1. This person to be identified, and related functions clarified by July 1, 1980 E E2
2.	Prepare a training package to acquaint education staff within the region with the planning process currently in effect, utilizing regional Planning section personnel as resource persons.	2. Training package to be developed, and workshop for key education personnel to be held by March 31, 1981. E E2
3.	Establish an adequate flow of information between the education program and other sections such as Planning, Community Affairs and Engineering so that facilities development proposed by any one of these sections can have adequate input from all other sections (for example, shared construction of sewer and water systems for community and school use).	3. Adequate flow of information to be a priority task of the person to be identified in task item #1 above. E

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ELEMENTARY/SECONDARY EDUCATION and COMMUNITY INVOLVEMENT
-------------------------------	--

OBJECTIVE(S):

- | |
|---|
| <ol style="list-style-type: none"> 1. Continue to develop and practice the concept of increased school-community partnership in education at the reserve level. 2. With teacher and teacher/parents groups, develop or utilize existing models that promote parental/community involvement in education at the community level. |
|---|

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Compile a listing of approaches that are currently being used in various Federal and Band schools to encourage greater parental/community involvement in education, and make this listing available to all District/Agency offices and Federal/Band schools.	1. Compilation to be completed and distributed by November 30, 1980. E1 E3
2.	Do a comparative analysis of one School/Community with serious enrolment/attendance problems, and one where enrolment/attendance is very good. Compare the degree and quality of parental/community involvement with the school in each case. Determine the correlation if any between these two variables.	2. Analysis to be completed by March 31, 1981. If results warrant it, data to be used to foster good community/school partnership using the modelling approach. E1
3.	Assist Districts/Agency in clarifying and prioritizing a set of educational goals for their schools/communities.	3. Provide at least 3 workshops using the Birnie model of goal prioritization by March 31, 1981. E3
4.	Promote a study or discussion of the effect of the family on the academic success/failure of students.	4. Suggest inclusion of this topic as part of the 1980 annual Indian Teacher's Convention. (IYF) E3
5.	Encourage Federal/Band schools to work with the community to develop a brief written history of school/community.	5. Provide guidelines to District offices on history formats, as a Celebrate Saskatchewan project. E3

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ELEMENTARY/SECONDARY EDUCATION: CURRICULUM AND THE COMMUNITY
-------------------------------	--

OBJECTIVE(S):

- | |
|---|
| <ol style="list-style-type: none"> 1. Promote the development of formal Indian Languages Curriculum Guides and materials through joint work with the Saskatchewan Indian Cultural College. 2. Work with the Department of Education and various Provincial and Federal educators to realize greater inclusion of Indian content in the school curriculum. |
|---|

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. Through frequent and open communication with the Director of Indian Languages at the Indian Cultural College, and through liaison with the Development section of the Saskatchewan Department of Education, work with Classroom Consultants and Indian Language Co-ordinators and Instructors in the actual development of formal Guides and other Instructional materials for Cree and Saulteaux to help meet requirements of the College's contract in the production of such materials. 	<ol style="list-style-type: none"> 1. By June 1980, work should be completed for Curriculum Guides and Teachers' Manuals for Cree and Saulteaux, Kindergarten to grade 3. <p style="text-align: right;">E3</p>
<ol style="list-style-type: none"> 2. 	<ol style="list-style-type: none"> 2. Ensure that all materials and publications related to Indian content or courses distributed to provincial schools through the Department of Education are also circulated to Federal and Band schools. 	<ol style="list-style-type: none"> 2. Provide mailing list updates on all Federal and Band schools to the Department of Education by October 31 of each new school year. By circular, further highlight selected materials or events to ensure awareness of these in Federal and Band schools. <p style="text-align: right;">E3 CR4</p>

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ELEMENTARY/SECONDARY EDUCATION: INSTRUCTION AND CURRICULUM
-------------------------------	--

OBJECTIVE(S):

1. Assist in the development of instructional materials and procedures that will result in more inclusion of Indian content in school curricula in Saskatchewan.
2. Promote the effective use of Audio-visual materials and equipment for instruction in Federal schools.

<u>TASK(S):</u> (by #)	<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Work on at least one project to develop instructional materials based on the Indian child's day-to-day experiences on his home reserve.	1. Help develop a set of Language Arts Experience Charts using scenes and people on the Whitebear Indian Reserve. This project to also involve the Classroom Consultant of the Yorkton District, and the Principal of Carlyle School. Initiate by April 31, 1980. E3
2.	Through use of some audio-visual medium, assist with one project to develop a model on instructional techniques that work well with Indian children at the Primary to Intermediate level and make the product available for teacher In-service.	2. Produce a color videotape of at least 30-minute duration illustrating teaching techniques currently being used by a teacher at St Philip School. Planning and initial camera work to be initiated by May 31, 1980. E3
3.	Assess quality and scope of audio-visual equipment and materials in Federal schools. Provide for necessary guidelines for standardization, and include workshops on use of media.	3. Assessment to be completed by March 31, 1980 E3 Give at least 2 such workshops to teachers (use of equipment, and production of materials) by June 30, 1981. E3
4.	Investigate possible introduction of micro-computer courses in Federal High Schools.	4. Assess hardware and software costs by June 30, 1980 and if feasible, plan piloting in 1 school by September 30, 1981. E3

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> ELEMENTARY/SECONDARY EDUCATION: STUDENT RESIDENCES
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OBJECTIVE(S):

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|---|
| <ol style="list-style-type: none"> 1. Develop a visitation format for annual visitation of all Student Residences. 2. Ensure optimum utilization of staff in situations where a Student Residence also has a School Block in the same general location. |
|---|

<u>TASK(S):</u> (by #)	PERFORMANCE INDICATORS:	RESP. OF:
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1.	Develop a visitation format addressing the following regional requirements: a) Administration; b) Child Care Program; c) Inventories; d) Housekeeping; e) Staff Roles and Responsibilities.	1. Format to be completed and ratified by Program Director by April 15, 1980.	E4 E
2.	Test effectiveness of above visitation format by visiting sample student residences and submitting a report of each visit, including observations and recommendations.	2. Visit Gordon's Student Residence by May 15, 1980; visit La Plonge Student Residence by June 15, 1980. Reports for both visits to be submitted by June 30, 1980.	E4
3.	Revise above visitation formats as required, for final ratification by Program Director.	3. Revision to be completed by August 15, 1980.	E4
4.	Use revised format and visit all student residences and submit reports and recommendations.	4. Reports and recommendations for all student residences to be submitted by December 31, 1980.	E4
5.	Where a Student Residence and a School share the same grounds, review roles and responsibilities of School and Residence staff to reduce overlap.	5. Possible reduction of 5 person years might be effected as a result of such a review.	E4

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> POST SCHOOL EDUCATION: UNIVERSITY/PROFESSIONAL
-------------------------------	--

OBJECTIVE(S):

- | |
|--|
| <ol style="list-style-type: none"> 1. Assess the effectiveness of counselling services provided to students planning to take, or taking university training, and include follow up on employment. 2. Continue to improve liaison between this department and the Indian Student Executive. |
|--|

<u>TASK(S):</u> (by #)	PERFORMANCE INDICATORS:	RESP. OF:
1. Develop effective post-graduate employment strategies for university students through use of workshops.	1. Minimum of one workshop on employment strategies to be completed by December 1, 1980.	E2
2. Participate in meetings with Indian Student Executive on each campus.	2. Attend at least 2 such meetings by December 1, 1980.	E2
3. Analyse the cost-effectiveness of special Teacher Training programs.	3. Analysis of ITEP cost-effectiveness to be completed by March 31, 1981.	E2

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> POST SCHOOL EDUCATION: OCCUPATIONAL SKILL TRAINING
-------------------------------	--

OBJECTIVE(S):

- | |
|---|
| <ol style="list-style-type: none"> 1. Establish the degree of correlation between the skills and trades training which Indian people are now undertaking, and the types of job opportunities expected to develop in Saskatchewan in the very near future. 2. Allow students to pay own tuition and other costs from Department funding. |
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<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Post School Counsellors will analyse employment trends and incorporate their findings in new counselling packages.	1. Through C.E.I.S. input analysis as well as job opportunities identified by Band Administration personnel, initiate this analysis by April 1, 1980.	E2
2.	As part of a post-school counselling package, develop a format whereby students can develop personal skills in budgetting and management of tuition and maintenance monies provided to them by this Department and by other agencies if applicable.	2. Recommendations for preparation of such a counselling package to be made by August 1, 1981.	E2

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> POST SCHOOL EDUCATION: ADULT EDUCATION
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OBJECTIVE(S):

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| <ol style="list-style-type: none"> 1. To more effectively assess the value of Adult Basic and Social Demand courses. 2. To discontinue provision of courses or training found to be ineffective in terms of meeting priority needs of bands. 3. To budget for take-over of Adult Education costs if CEIC discontinues funding. |
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<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Develop and administer instruments to determine which Adult Basic and Social Demand courses most effectively contribute to the development of skills required by the community.	1. Priority needs for Adult Basic and Social Demand courses will be established by June 1, 1980	E2
2.	Through the monitoring of Course Purchase Notices, assess the effectiveness of current course offerings.	2. Courses not identified as meeting priority training needs will be screened out prior to course purchase finalization.	E2
3.	On the basis of above priorities and previously established course costs, determine budget requirements for Adult Education courses as part of the normal budgetary cycle.	3. Required funding to be entered in the 1981-82 budgetary cycle as per established cycle time-frames to meet HQ deadline requirements.	E2

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> COUNSELLING SERVICES
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OBJECTIVE(S):

Through analysis of counsellor roles, and in the light of new thrusts in education programs, provide new direction to Districts/Agency to ensure that more direct student counselling services are provided at both the Elementary/Secondary and the Post School levels.

<u>TASK(S):</u> (by #)		PERFORMANCE INDICATORS:	RESP. OF:
1.	Clearly prioritize the types of duties that counsellors are expected to carry out in the provision of direct services to students.	1. Re-write job descriptions for Counsellors, to be completed by July 31,1980	E1
2.	Provide required In-service training to both Departmentally-employed and Band-employed counselling staff to effect the above changes.	2. Hold at least two workshops by March 31,1981, dealing with career planning and related socio-economic awareness and employment development strategies.	E1

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> COMMUNITY INFRASTRUCTURE: MAINTENANCE OF SCHOOL FACILITIES
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OBJECTIVE(S):

Improve the maintenance of school plants in the region through a phased-in program of preventative maintenance.

<u>TASK(S):</u> (by #)		<u>PERFORMANCE INDICATORS:</u>	<u>RESP. OF:</u>
1.	Establish a team to research factors related to proper maintenance of school facilities in one district during 1980-81.	1. By August 31, 1980, establish one workshop dealing with the following aspects of school facilities maintenance: a) Planning in relation to preventative maintenance. b) Duties of maintenance personnel. c) Strategies for coordinating the efforts of Education, Engineering, and Administration sections involved in matters related to maintenance of school facilities at the District/Agency and at regional levels.	E
2.	Initiate a pilot project in one school/community, incorporating the above elements of preventative maintenance, monitoring the project for later application to other schools.	2. Pilot project to involve Engineering section as well as selected maintenance staff. Project to be initiated by March 1, 1981.	E

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT:

PROGRAM OBJECTIVES BY SUB-FUNCTION - EDUCATION:

<u>FUNCTION:</u> EDUCATION	<u>SUB-FUNCTION:</u> BAND STAFF TRAINING
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OBJECTIVE(S):

Analyse all Band Staff Training Submissions prior to funding, to ensure that training dollars are directed toward meeting priority training needs of Bands.

<u>TASK(S):</u> (by #)		<u>PERFORMANCE</u> <u>INDICATORS:</u>	<u>RESP.</u> <u>OF:</u>
1.	Compile a listing of priority training, and establish training priorities for the year by District/Agency. Approve training requests that are based on the above priorities.	1. Training priorities and allocations to be established by April 30, 1980.	E2
2.	Set up joint Departmental and Band Staff Training workshops where feasible to realize best possible cost effectiveness for available training dollars.	2. At least one joint workshop to be established by March 31, 1980, preferably on the topic of Indian Control of Education and related Band Take-over of education programs (implications and requirements).	E2

Space Below reserved for periodic PROGRESS REPORT later:

DATE:	TASK #:	COMMENT: