



Special Edition Information Bulletin

STRUCTURAL READINESS – SCHOOL BOARD SERVICES APPROACH

What is it?

Structural readiness activities focus on increasing and supporting the capacity of regional First Nation management organizations, like KTEI, to deliver school education services.

Structural readiness is entirely optional which means additional funding will be made available to the RMO.

What is the newly proposed INAC funding reform expected for 2017?

INAC is expected to do education reform to the outdated funding formula that current community schools on reserve currently receive. The formula is expected to be updated in 2017 with an overall roll up per student that will include all grants and proposals. This roll up per-student-amount will include the New Paths Funding, FNSSP, Tribal Council Second Level Services and Early Learning proposals that First Nations apply to annually. This will cease to exist and be rolled into one amount per student. This will ensure stable, predictable and equitable funding that will be less onerous than the current process.

In addition to the above designated organizations can act to coordinate, deliver and oversee the responsibility for the education systems in the First Nations with schools.

However, this must be a choice by each community who has a school. First Nations can still operate independently as they currently operate or join the Anishinabek Education System by voting on accepting the AES in November of 2017.

What is the EOPT?

The Education Organization Planning Tool was developed to support regional First Nation organizations to reflect on current priorities, map assets, assess needs and build an organizational capacity development plan. The completion of a self-assessment using this tool is encouraged for those organizations that wish to seek funding for Structural Readiness. For FNSSP there will be a priority for proposals that provide significant economies of scale. National Selection Committee members reviewing proposals will be looking for a more strategic approach.

What is the Proposal call for Funding?

Proposals will need to clearly demonstrate sharing of knowledge, resources and best practices. Furthermore, proposals seeking information technology resources must be accompanied by a technology implementation plan to ensure that requests are an effective part of a comprehensive technology strategy. The structural readiness proposal deadline was on January 27, 2016. This structural readiness under the First Nation Student Success Program must support activities between April 1, 2016 and March 31, 2017.

Who are the RMO's in Ontario that are eligible to apply for this funding?

Currently there are seven Regional Management Organizations that have FNSSP aggregates that were eligible to apply. These organizations in Ontario include: NAN, KO, Bimose, Matawa, Nokiwiin, KTEI, NERC

The 2016-2017 call for proposals will prioritize proposed activities that focus on the development of an aggregate First Nation education authority/school board that is fully delegated the responsibilities for elementary/secondary education funding and services on reserves (an aggregate is an organization that provides educational services to a group of First Nation-operated schools). This includes the operation and management of on-reserve schools and management of tuition arrangements.

What are some of the activities that are being carried out under structural readiness?

Activities are those that strengthen capacity for:

- governance and leadership (e.g. developing or formalizing policies, establishing codes of conduct and the development of formal agreements with individual First Nations, etc.)
- external relations (e.g. developing a network with governments or non-government organizations, participating in education intergovernmental forums...)
- parental and community involvement
- planning, performance and risk management (e.g. professional development for strategic planning, policy development and risk management, etc.)
- financial management (e.g. developing a financial management plan, professional development for financial management, etc.)
- human resource management (e.g. developing a human resource plan)
- information management and technology (e.g. developing information management and information technology management plans and policies, etc.)

What is KTEI's workplan for 2016-17?

KTEI did submit a proposal to carry out the following tasks:

Governance and Leadership

- Developing processes for improving leadership attraction and selection (e.g. board and executive director selection codes, clear articulation of roles and responsibilities).
- Professional development to strengthen leadership skills of executive director, board members and other managers.
- Leveraging provincial school board expertise to strengthen board governance practices.
- Formalizing processes, policies, protocols and/or agreements for First Nation membership in our organization (e.g. membership codes, codes of conduct).
- Development of formal mechanisms to assess and support member schools capacity to efficiently and effectively deliver education programming Developing or formalizing board governance policies, processes, and mechanisms (e.g. for convening meetings, decision-making, conflict-resolution, conflict of interest, communication, ethics and fairness).
- Developing processes for encouraging cultural consideration in policy-making and governance (e.g. involvement of Elders).
- Developing or formalizing dispute resolution measures and appeal mechanisms for member First Nations.

Strengthening Capacity for Planning, Performance, and Risk Management

- Developing processes or mechanisms for acquiring stakeholder input and support for organizational vision, mission, priorities and goals.
- Professional development for strategic planning, policy development and risk management.
- Developing reporting mechanisms for accountability, results, and continuous improvement.
- Developing and implementing a risk management framework.
- Conducting a self-assessment through the Education Organization Planning Tool or similar tool and developing an education capacity development plan.
- Developing a long-term strategic plan which includes needs identified in the self-assessment process.
- Establishing processes to administer, monitor, and report on the delivery of school supports and services.
- Developing an organizational performance/evaluation framework which links the delivery of school support services to student outcomes and school success.

Strengthening Capacity for Human Resource Management

- Establishing or formalizing human resources policies and processes for recruitment, screening (including volunteers), hiring, retaining, terminating, professional development and/ or compensation for personnel required to deliver education services.
- Developing a human resources plan.
- Professional development related to human resources management.
- Training or professional development for staff.

Strengthening Capacity for Information Management and Technology

- Developing or improving business practices related to information management and information technology (e.g. data security, access to information and privacy policies, document management, and computer hardware and software).
- Developing an Information Management and Information Technology management plan and policies.
- Professional development related to Information Management and Information Technology.

What are the new positions that will carry out this work?

This work will be conducted by the following new positions: Education Consultants; Education Officer/Advisor; Education Analyst; Educational Liaison; HR Consultant/Coordinator; Information Systems Manager; Information Technologist.

What is currently being done in Structural Readiness?

KTEI has hired two key staff to work with developing proposals and liaison with communities as requested. Currently, these two positions include a Policy Analyst and an Education Liaison. These two staff members are working on three policies including Healthy Schools, Safe Schools and Environmental Educational Policy.

Why focus on so much policies?

Policies are an integral part of any community school system for legal and safety reasons. It is important that policies be up to date and current for rapid decision making ensuring prompt procedures and processes can be followed and communicated to parents, students, community and the school team.

Policies and procedures go hand-in-hand to clarify what your organisation wants to do and how to do it.

What are "Policies?"

Policies are clear, simple statements of how an organization intends to conduct its services, actions or business. Policies provide a set of guiding principles to help with decision making.

Policies don't need to be long or complicated – a couple of sentences may be all you need for each policy area.

What are Procedures?

Procedures describe how each policy will be put into action in your organisation. Each procedure should outline:

- Who will do that
- What steps they need to take
- Which forms or documents to use.

Procedures might just be a few bullet points or instructions. Sometimes they work well as forms, checklists, instructions or flowcharts.

Policies and their accompanying procedures will vary between workplaces because they reflect the values, approaches and commitments of a specific organization and its culture. But they share the same role in guiding an organization.

The following are examples of a typical school board (RRDSB). It will be expected that in 2017 each First Nation Community will have a suite of policies to support the accountability and data mechanism that will be required in the funding contribution agreements.

Can I get a presentation?

KTEI can do a 30 minute presentation to your chief and council/community any time. Please call Tonya at KTEI to book your community presentation.

POLICIES – FRAMEWORK EXAMPLE

Policies and their corresponding operational procedures are important resources which govern the operation of the Board, providing belief statements and operating guidelines for parents, guardians, students, and staff regarding the administration of programs, property, and student, staff, and Board matters. It is the expectation of the Board that all employees, students, parents, and persons invited to or visiting Board property and/or events will respect the policies of the Board

Section 1	Section 2
Governance	Organization & Administration
The Role of the Director of Education	Volunteers
The Role of the Board	Communications and Media Relations
Trustee Code of Conduct	Advertising and/or Distribution of Materials in Schools and on Board Property
Board Goals and Commitments	Access to School Premises
Conduct of Business	Student Voice
First Nation, Metis, and Inuit Education Advisory Committee	Copyright - Fair Dealing Guidelines
Policy Development and Review	Accessibility Standards
Trustee Expenditures	Digital Citizenship
Board and Committee Members Attending Meetings Electronically	School Code of Conduct
Trustee Honoraria	Equity and Inclusive Education
School Councils and Parent Involvement Committee	Research Requests
Advocacy	Healthy School Food and Beverage
	Opening and Closing Exercises
	Freedom of Information and Protection of Privacy
	Records Information Management

Section 3	Section 4
Personnel	Students
Progressive Discipline for Employees	Release of Children From a School
Succession Planning	Student Health
Principal and Vice Principal Transfer	Safe Schools
Principal and Vice Principal Appointment	Safe Arrival Plan
Recognition of Service	Student Fees
Director's Performance Review	Student Alcohol and Drug Use Prevention
Performance Appraisal	First Nation, Metis, and Inuit Student Voluntary Self Identification
Criminal Background Check with Vulnerable Sector Screening	Extra-Curricular Activities
Accessible and Healthy Workplace Program	Protocols
Payment of Employment Insurance Rebate	The Provision of Agency Services on School Board Property
Employee Code of Conduct	Police and School Board Response Protocol
	Threat Assessment Protocol

Section 5	Section 6
Curriculum & Instruction	Facilities
Special Education	Community Use of School Facilities and Grounds
Field Trips	Tobacco-Free Environment
Environmental Education	Playground Structures and Sports Fields
Curriculum Review, Development and Implementation	Use of Board-Owned Vehicles
Assessment, Evaluation and Reporting	School Attendance Zones
Use of Non-Print Resources in Classroom	Disposal of School Lands and Buildings
Challenging the Use of Curriculum Resources	Student Accommodation
Adult Education	Naming or Renaming a School or Part of a School
Prior Learning Assessment and Recognition for Students	Video Surveillance
	Disposal of Surplus Equipment, Furniture, and Books

Section 7	Section 8
Health & Safety	Finance
Occupational Health and Safety	Procurement
Workplace Inspections	Authorization of Disbursements
Inclement Weather	Board Credit Cards
Emergency Response	Reserves For Working Funds
Fire Safety - Fire Detection, Egress Devices and Fire Fighting Equipment	Professional Development (Conventions, Seminars)
Workplace Harassment and Violence Prevention	Expense Claims
Safe Water	Competitors Assistance Fund
	Fundraising Activities
	Petty Cash Funds
	Donations
	Budget Process
	Donations to the Board
	Hospitality
	Investments
	Fraud Prevention and Management
	Consultants and Contractor Expense Claims