

INTRODUCTION

As one of many key stakeholders in Indigenous education, KTEI and IEC regularly assesses the political and external environment in First Nation Education: the past few years, together with projections for the future, both indicate that rapid change and response may be required in the future of First Nation Education governance and administration.

As your current service providers in First Nations education we are committed to providing support to our members and other interested communities.

Therefore, KTEI and IEC is undertaking this survey to help assess both current and potential future needs.

As part of this information gathering process, your input as a key stakeholder via this survey is critical in creating an accurate and complete picture of the education systems in place.

It may be helpful to engage your community, Chief and Council, Band Members and your education professionals (Principals, Directors of Education, etc) as part of this information gathering process.

Kengjwin Teg Educational Institute and the Indigenous Education Coalition highly respects the individual choices and decisions made by communities going forward as this new era in First Nation Education unfolds, as influenced by the external macro environment.

For this reason of macro-environmental influence, this survey has been constructed with specific linkages to the pending requirements of Canada's proposed First Nation Education Act (now renamed First Nations Control of First Nation Education).

By virtue of this survey, and your participation, support/non-support, or endorsement/non-endorsement is not implied by KTEI/IEC or its survey respondents.

Your participation is voluntary. There are 130 questions in total covering two areas:

- Part A - Education Committee Governance Capacity (102 questions)
- Part B – School Supports and Services (28 questions)

It is estimated that 30-40 minutes will be required to complete the survey.

Responses are strictly to self-assess your efforts to date and what may be areas of need moving forward.

You may return to the survey to complete at a later date if needed. The responses and results of the survey will be shared with you and/or other key KTEI stakeholders as required. The survey will close on April 30th, 2014.

G'chi miigwech again for participating in this survey.

1. Which First Nation organization are you affiliated with?

- Kenjgewin Teg Educational Institute
- Indigenous Education Coalition

Other (please specify)

***2. Name your First Nation Community:**

3. Official Name of on-reserve band operated school:

- 1.
- 2.
- 3.
- 4.

4. Approximately how many students in your community?

- Attending the Local Community (Band operated)
- First Nation Elementary School - On Reserve
- Attending the Local Community (Band operated) First Nation Secondary School - On Reserve
- Attending a neighboring First Nation School - On Reserve (Band Operated)
- Attending the neighboring provincial School Board - Off Reserve
- Attending the neighboring provincial Catholic School Board - Off Reserve
- Attending a KTEI (UCCMM) School K-12 - On Reserve
- Attending Child Care/Day Care - On Reserve
- Attending literacy and basic skills (> age of 18) - On Reserve
- Attending post-secondary education and higher learning On-Reserve
- Attending post-secondary education and higher learning Off-Reserve
- Other

5. COMMUNITY EDUCATION SCAN INFORMATION

Please identify which levels of education listed below are offered on reserve.

- Pre-Kindergarten (<4 years)
- Headstart
- Kindergarten-English
- Kindergarten-Bilingual
- Kindergarten-Full Immersion
- K-1
- K-2
- K-3
- K-4
- K-5
- K-6
- K-7
- K-8
- K - 12
- Adult Education - Literacy and Basic Skills
- Post Secondary Education Secretariat/Administration
- Post Secondary Institute
- Traditional Aboriginal Education & Training
- Land Based Education
- Indigenous Immersion Learning Opportunity - Children
- Indigenous Immersion Learning Opportunity - Adults
- Alternative Education
- Life Long Learning
- General Interest Workshops
- Short term training - accredited
- Short term training - not accredited

Other (please specify)

PART A: EDUCATION COMMITTEE GOVERNANCE CAPACITY

SECTION 1: GOVERNANCE AND LEADERSHIP

Governance and Leadership includes: determining the structure of the Committee; establishing membership policies and procedures, and outlining roles and responsibilities; creating and modifying a foundational set of rules; developing and/or formalizing policies, processes and mechanisms to improve leadership selection; establishing codes of conduct; and ensuring transparent and well respected practices for convening meetings, decision-making, dispute resolution, and communication; creating, updating and communicating by-laws and policies; and establishing or formalizing relationships and agreements with Chief and Council, federal and provincial governments, and 2nd Level Service Providers.

6. SECTION 1: GOVERNANCE AND LEADERSHIP

What type of Education Committee do you have?

- First Nation Education Committee
- Appointed Chair with volunteer members
- Elected members

Other (please specify)

7. SECTION 1: GOVERNANCE AND LEADERSHIP

Is your Education Committee a:

- Committee
- Advisory Board
- Elected Chair with volunteer members

Other (please specify)

8. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Education Committee have a Mission Statement?

- Yes
- No

9. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have a written set of core Values and Beliefs that reflect the community's Language/Culture and vision of Student Success?

- Yes
- No

10. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Education Committee have a written vision of Student Success?

- Yes
- No

11. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Education Committee have a set of rules (e.g. Constitution, Terms of Reference) that guide the operation of your committee?

- Yes
- No

12. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Education Committee have a decision making Policy?

- Consensus
- Majority Rules
- Aboriginal decision making process

Other (please specify)

13. SECTION 1: GOVERNANCE AND LEADERSHIP

Which of the following documents does your Committee's set of rules include?

- Mission Statement
- Cores Values and Beliefs
- Terms of Reference/Constitution/bylaws
- Band Council Resolution
- Document outlining role of Advisory Group/Committee (e.g. Terms of Reference, MOU)

Other (please specify)

14. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your committee have a formal process/criteria for membership?

- Yes
- No

15. SECTION 1: GOVERNANCE AND LEADERSHIP

If so, how?

- Call for Volunteers
- Written Applications
- Selection Committee
- Expected Qualifications

Other (please specify)

16. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have a formal dispute resolution mechanism to address concerns of current and potential members?

- Yes
- No

17. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have clear policies on the roles and responsibilities of members?

- Yes
- No

18. SECTION 1: GOVERNANCE AND LEADERSHIP

If so, do they clearly outline?

- Confidentiality
- Authority
- Internal communication policy
- External communication policy
- Internal representation policy

19. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have formal procedures in place for conducting meetings and decision making?

- Yes
- No

20. SECTION 1: GOVERNANCE AND LEADERSHIP]

If so, do they clearly outline?

- Decision making policy
- Meeting notice requirements
- Record of Minutes
- Quorum
- Voting procedures
- Confidentiality

Other (please specify)

21. SECTION 1: GOVERNANCE AND LEADERSHIP

How does your committee communicate with community members regarding committee meetings?

- Website
- Newsletter
- Newspaper
- Flyers
- Radio

Other (please specify)

22. SECTION 1: GOVERNANCE AND LEADERSHIP

Are meetings open to all members of your First Nation?

- General Meetings
- Annual General Meetings
- Special Meetings

Other (please specify)

23. SECTION 1: GOVERNANCE AND LEADERSHIP

How is your Committee leadership selected?

- Elected
- Appointed

24. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have a policy in place to ensure a fair and transparent selection process?

- Yes
- No

25. SECTION 1: GOVERNANCE AND LEADERSHIP

Do you have a process in place for assessing suitability or credentials for selection of membership?

- Yes
- No

26. SECTION 1: GOVERNANCE AND LEADERSHIP

During your Committees membership selection process (i.e. Committee Members), do you follow guidelines for:

- Codes of Ethics
- General Election Procedures
- Nomination Procedures
- Appeal Mechanism
- Orientation for Newly Elected members
- Voting Eligibility
- Posting/Communicating Election Results
- Removal from Office

Other (please specify)

27. SECTION 1: GOVERNANCE AND LEADERSHIP

How often are your Committee's bylaws and/or policies reviewed and/or updated?

- Annually
- Only as required

28. SECTION 1: GOVERNANCE AND LEADERSHIP

Where can Community members view or obtain a copy of your Committee's bylaws and policies?

- Band Administration Office
- Band website
- Education Office

Other (please specify)

29. SECTION 1: GOVERNANCE AND LEADERSHIP

Do you have regular meetings with First Nation education representatives (e.g. Principals, Directors of Education?)

- Yes
- No

30. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee report on regular basis to Chief and Council?

- Yes
- No

31. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have a regular and formalized relationship with the provincial education system?

- Ministry of Education
- Neighbouring School Boards
- School Board Associations
- College of Teachers

Other (please specify)

32. SECTION 1: GOVERNANCE AND LEADERSHIP

Do you have regular meetings with Federal Government?

- Yes
- No

33. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your community/committee have a regular and formalized relationship with a First Nation Second Level Service Organization?

- Yes
- No
- Not Sure

34. SECTION 1: GOVERNANCE AND LEADERSHIP

Does your Committee have the following bilateral/tripartite agreements in place?

Education Tuition and/or Service Enhancement Agreements between your community and a provincial School Board and/or Provincial Ministry of Education

Education Service Agreements between your community and First Nations Second Level Service Organization

Other (please specify)

35. ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for Governance and Leadership.

SECTION 2: EXTERNAL RELATIONS

External Relations includes: fostering collaborative relationships with federal and provincial departments. Second Level Service Providers, non-government committees, professional associations; participating in intergovernmental forums, Education committees, and working groups pertaining to education issues; sharing/leveraging of expertise and/or services between stakeholders; and participating in policy and program development.

36. SECTION 2: EXTERNAL RELATIONS

Does your Education Committee have a strategy regarding its relationship with stakeholders?

- Yes
 No

37. SECTION 2: EXTERNAL RELATIONS

Does your strategic plan include a section on external issues or relations?

- Yes
 No

38. SECTION 2: EXTERNAL RELATIONS

Does your Committee work to foster cooperative relations with:

- The Provincial government
 The Federal government
 First Nation Second Level Service Providers
 Other First Nation committees
 Professional Associations
 School Boards
 College of Teachers

Other (please specify)

39. SECTION 2: EXTERNAL RELATIONS

Does your Committee engage in education policy and program discussions with the provincial government, federal government or a Second Level Service Provider?

- Yes
 No

40. SECTION 2: EXTERNAL RELATIONS

Is your Committee involved in external education committees or working groups with federal and provincial governments, school boards, or second level service providers related to:

- Language & Culture
- Culturally appropriate education
- Data protocols
- Curriculum
- Student Retention
- Literacy
- Numeracy
- Transitions
- Emergency measures
- Operation and Maintenance of Schools
- School Health and Safety

Other (please specify)

41. SECTION 2: EXTERNAL RELATIONS

Does your Education Committee work with the province (school boards/districts, Ministry) or a second level service provider to seek programs and services?

- Yes
- No

42. SECTION 2: EXTERNAL RELATIONS

If so, what types of programs/services?

- Language and Culture resources/advice (Elder)
- Culturally relevant assessments
- Culturally appropriate curriculum
- Student Transitions
- Professional Services (Speech pathologist, psychologist, etc.)
- Professional development (e.g. pedagogy)
- Literacy
- Numeracy

Other (please specify)

43. SECTION 2: EXTERNAL RELATIONS

Do you work with the province (school boards/districts, Ministry) or second level service provider to leverage their expertise and/or services?

- Yes
- No

Other (please specify)

44. SECTION 2: EXTERNAL RELATIONS

Do you work with the province (school boards/districts, Ministry) or second level service provider to leverage their expertise and/or services?

- Yes
- No

Other (please specify)

45. SECTION 2: EXTERNAL RELATIONS

If so, what types of expertise/services?

- Curriculum development
- Curriculum materials/resources
- Professional development/workshops
- Standardized assessments, supporting materials and training
- Student Transitions program
- Language and culture resources
- Literacy and numeracy specialist
- Professional Services (Speech pathologist, psychologist, etc.)
- Operations and Maintenance of Schools
- School Health and Safety
- Elders

Other (please specify)

46. SECTION 2: EXTERNAL RELATIONS

Does your Education Committee have policies to ensure the appropriate individuals work with the province, school board, or a second level service provider to jointly develop or modify curriculum/instructional materials and resources?

- Yes
- No

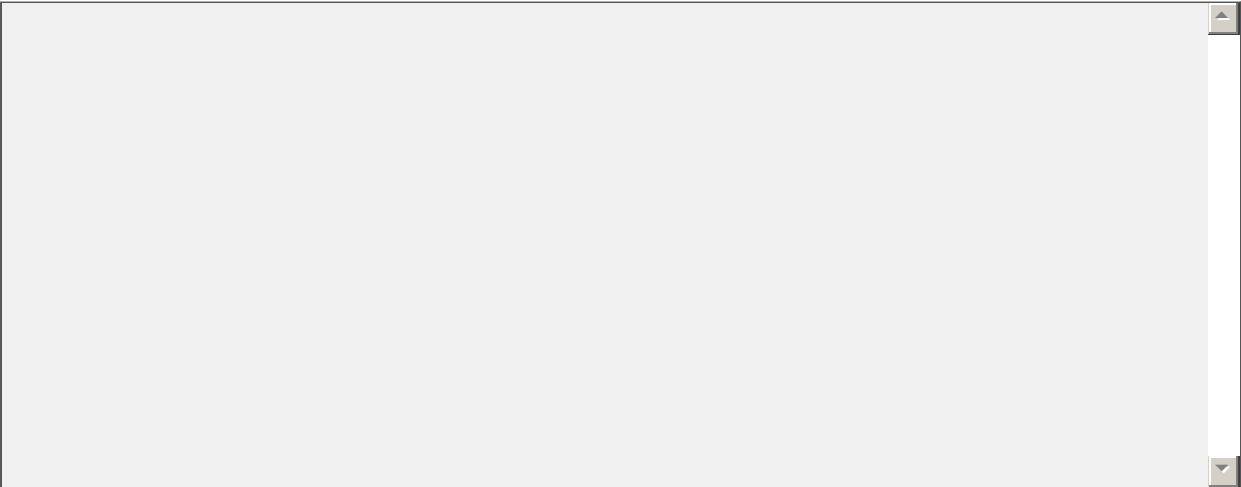
47. SECTION 2: EXTERNAL RELATIONS

Does your Education Committee have policies to ensure the appropriate individuals work with the province, school board, or a second level service provider to jointly develop an ongoing Research and Curriculum Review Process?

- Yes
- No

48. ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for External Relations.



SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

Parental/Community Involvement includes developing or formalizing community engagement processes that allow First Nation Community members and parents to participate in decision-making and to ensure the communities are informed of decisions and changes to programs or policies.

49. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

Does your Committee have a formal process for community/parent involvement?

- Yes
- No

50. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

If so, what elements does your formal community/parent involvement process include?

- Parents Advisory Committee
- Written description of decision making process
- On-going documentation of best-practices
- Identification of when community/parent involvement is required
- Methods that promote language and cultural integrity/practices
- Methods for reporting back to the community/parents
- Complaint process
- Agendas for Public Meetings
- Minutes/Records of decision of Public Meetings

Other (please specify)

51. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

Does your Community involvement process target the following groups?

- Chief and Council
- Community Members
- Parents/Guardians
- Principal(s)
- Teachers
- Director of Education
- Elders
- Youth

Other (please specify)

52. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

Can Community members view or obtain information about the community involvement process?

- Yes
- No

53. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

If so, how?

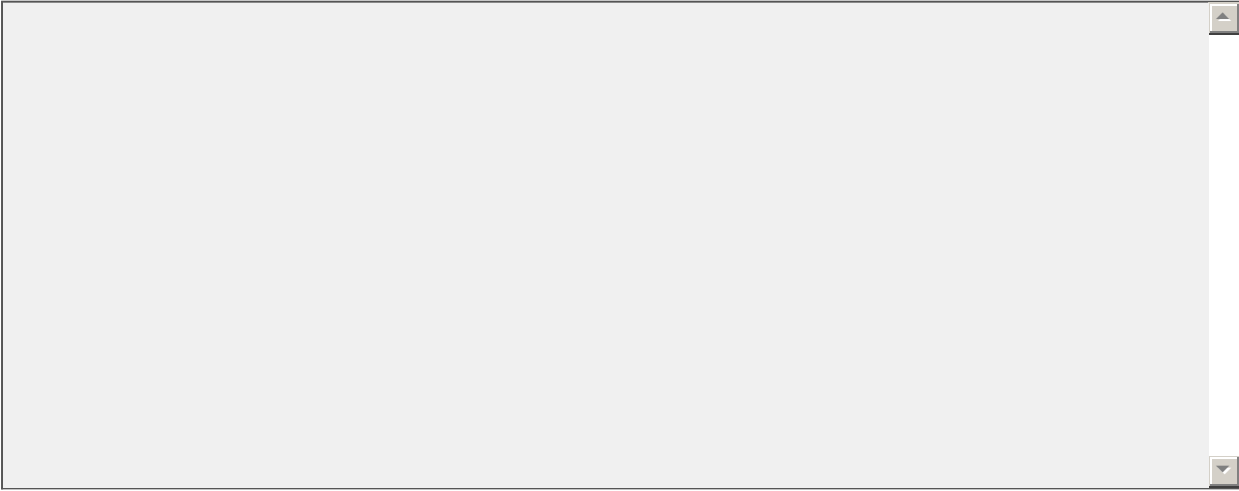
- Band Office
- Education Committee Office
- Community website
- Community Library/Resource Centre

Other (please specify)

54. SECTION 3: PARENTAL/COMMUNITY INVOLVEMENT

ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for External Relations.

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SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Planning, Performance Measurement and Risk Management includes: clearly defining and acquiring stakeholder input and support for your Committee's education mission, objectives, and vision; conducting long term strategic planning and ongoing policy development; developing and reporting mechanisms for governance activities to foster continuous improvement, accountability and results; and establishing processes to administer, monitor, and report on delivery of school supports and services.

55. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Education Committee have a strategic plan that sets out long term objectives of the committee?

- Yes
- No

56. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee's Strategic Plan include:

- Vision Statement of Student Success
- Mission Statement
- Statement of Values/Beliefs
- Committee strengths and challenges
- Goals, objectives and/or targets
- Indicators/Performance Measures
- School Health and Safety

Other (please specify)

57. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Who participated in the creation of your Committee's Strategic Plan?

- Education Committee
- Representatives from Chief and Council
- Education experts (Principals, Directors of Education)
- External Education experts
- Teachers
- Community Members
- Elders
- Youth
- Parents/Guardians

Other (please specify)

58. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Who participates in updating your Committee's Strategic Plan?

- Education Committee
- Representatives from Chief and Council
- Education experts (Principals, Directors of Education)
- External Education experts
- Teachers
- Community Members
- Elders
- Youth
- Parents/Guardians

Other (please specify)

59. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee consider their strategic plan when developing and passing policies?

- Yes
- No

60. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee have guidelines for developing policies?

- Yes
- No

61. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

If so, do the guidelines for passing policies include any of the following elements?

- Supports the Mission Statement
- They are measured against the Values and Beliefs
- Rules on public notice
- Rules on community consultation
- Process relative to policy development
- Process for the amendment of policies

Other (please specify)

62. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee have a project or program management plan and/or system to track progress, finances, and human resources across your various activities?

- Yes
- No

63. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Has your Committee established and/or implemented a work plan, processes and policies to administer, monitor, and report on the delivery of school supports and services?

- Yes
- No

64. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee have an operations manual?

- Yes
- No

65. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

If so, does your operations manual include sections on:

- Travel Guidelines
- Purchasing Guidelines
- Maintenance and Asset Management
- Committee organizational chart
- Emergency Preparedness Procedures
- Contracting Procedures and Information
- School Health and Safety

Other (please specify)

66. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee have a formal Performance Measurement Strategy?

- Yes
- No

67. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

If so, which of the following elements are included in your Committee's Performance Measurement Strategy:

- Goals and targets
- Indicators for each goal and target
- Description of how, and how often, data for the indicators are to be collected
- Identification of who has access to results of evaluations/assessments

Other (please specify)

68. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Does your Committee have a mechanism for:

- Reporting to Chief and Council
- Reporting to Community
- Reporting to Parents
- Reporting to Education Directors
- Reporting to Principals
- Reporting other stakeholders

69. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

Do you develop a public annual report for your community that addresses objectives, indicators, targets, activities and results related to literacy, numeracy, culture and language and student retention at your school?

- Yes
- No
- Somewhat

70. SECTION 4: PLANNING, PERFORMANCE MEASUREMENT AND RISK MANAGEMENT

If so, whom is this shared with?

- Chief and Council
- Parents
- Students
- Elders
- Education Directors
- Principals
- Federal/Provincial Government

Other (please specify)

71. ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for External Relations.

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SECTION 5: FINANCIAL MANAGEMENT

Financial management includes: developing and/or implementing a financial management plan; developing processes to track financial transaction and monitor assets, liabilities, revenues and expenditures; developing policies, procedures and processes for the collection of revenues, development and distribution of audited financial statements; and tendering/awarding of contracts.

72. SECTION 5: FINANCIAL MANAGEMENT

Does your Education Committee have a Financial Management Plan?

- Yes
- No

73. SECTION 5: FINANCIAL MANAGEMENT

If so, does your Financial Management Plan include:

- Annual Budget Preparation Procedures
- A Budget
- Financial Procedures
- Data Management Procedures
- Debt Management Procedures
- Record Keeping Procedures
- Cash Management Procedures
- Disclosure Guidelines
- Travel Policies and Procedures
- Policy on Payment Processing
- List of Signing Authority
- Salary Tables
- Policies on Procurement/Awarding of Contracts

Other (please specify)

74. SECTION 5: FINANCIAL MANAGEMENT

How often is your Financial Management Plan reviewed and/or updated?

- Yearly Education Committee AGM
- Quarterly Education Committee meetings
- Bi-monthly Executive Finance meetings

Other (please specify)

75. SECTION 5: FINANCIAL MANAGEMENT

Is your Financial Management Plan aligned with any of the following organizational plans?

- Human Resource Plan
- First Nation Strategic Plan
- Information Management/Information Technology Plan
- Project and Program Management Plan

Other (please specify)

76. SECTION 5: FINANCIAL MANAGEMENT

Where can Community members view or obtain information about the Education Committee's finances?

- Band Office
- Education Committee Office
- Website

Other (please specify)

77. SECTION 5: FINANCIAL MANAGEMENT

Does your Committee define clear roles, responsibilities, and accountability for financial authority?

- Yes
- No

78. SECTION 5: FINANCIAL MANAGEMENT

Does your Committee ensure financial accountability by developing and implementing policies and/or processes related to:

- Signing Authority
- Transparency
- Confidentiality
- Audit

Other (please specify)

79. ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for External Relations.

SECTION 6: HUMAN RESOURCE MANAGEMENT

Human Resource Management includes: developing a human resource management plan; and establishing or formalizing human resource policies and processes for recruiting, screening (including volunteers), hiring, retaining, evaluating and/or compensating personnel required to delivery education services; providing professional opportunities to that personnel; and providing orientation for new personnel.

80. SECTION 6: HUMAN RESOURCE MANAGEMENT

Do you have a Human Resource manual or guidelines?

- Yes
- No

81. SECTION 6: HUMAN RESOURCE MANAGEMENT

Does your Human Resource manual include policies and procedures that cover:

- Hiring and Termination Policies and Procedures
- Maternity/Paternity Leave
- Employee Recruitment/Retention
- Disciplinary Measures
- Conflict of Interest Guidelines
- Code of Values and Ethics
- Job Qualifications/Classification Grid
- Training/Development Guidelines
- Annual Budget Preparation Guidelines
- Occupational Health and Safety
- Attendance/Hours of Work Guidelines
- Salary and Benefits
- Language and Culture Practices in the Workplace Guidelines
- Performance Guidellines
- Volunteer Support and Administration
- Allowances (e.g. Travel)
- Background/Security Check
- Grievance/Complaint and Appeal Processes
- School Health and Safety

Other Leave (e.g. Sick, Study) Please specify.

82. SECTION 6: HUMAN RESOURCE MANAGEMENT

How are changes to human resource management policies and procedures communicated to employees?

- Education Committee Chair
- Education Director
- Email
- Website
- Provided with Hard Copies
- Staff Meetings

Other (please specify)

83. SECTION 6: HUMAN RESOURCE MANAGEMENT

Do you have policies to ensure employees undergo performance evaluations on a regular basis?

- Yes
- No

84. SECTION 6: HUMAN RESOURCE MANAGEMENT

Does your Committee have and use a formal Employee Dispute Resolution (grievance/complaint and appeal process)?

- Yes
- No

85. SECTION 6: HUMAN RESOURCE MANAGEMENT

If so, does this process provide:

- Clear direction for addressing disputes (i.e. remedial measures)
- Clear definitions (e.g. harassment, discrimination)

Other (please specify)

86. SECTION 6: HUMAN RESOURCE MANAGEMENT

Who oversees this policy:

- Education Committee Chair
- Director of Education
- Principal

Other (please specify)

87. SECTION 6: HUMAN RESOURCE MANAGEMENT

Are competitions for jobs within the First Nation Education system advertised?

- Yes
- No

88. SECTION 6: HUMAN RESOURCE MANAGEMENT

If so, how are they advertised?

- Band Office
- On-line Job Board for Education Professionals
- Website
- E-Newsletter
- Radio
- Newspaper
- Mail-outs (flyers)

Other (please specify)

89. SECTION 6: HUMAN RESOURCE MANAGEMENT

Do employees have access to training and professional development?

- Yes
- No

90. SECTION 6: HUMAN RESOURCE MANAGEMENT

Has your Committee developed an orientation package for:

- Directors of Education
- Employees
- Committee Members
- Community Members
- Parents
- Elders
- Principals
- Teachers

Other (please specify)

91. SECTION 6: HUMAN RESOURCE MANAGEMENT

Does your Education Committee have a policy on Occupational Health and Safety training for all your employees?

- Yes
- No

92. ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for External Relations.

SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Information Management and Information Technology includes: developing an Information Management and Information Technology management plan and policies; and developing or improving business practices related to collecting, storing and distributing information (e.g. data security, access to information and privacy policies, document management, and computer hardware and software).

93. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Do you have an Information Management/Information Technology plan?

- Yes
- No

94. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Does your Information Management/Information Technology (IM/IT) plan address:

- Your current IM/IT needs
- Disaster recovery
- IT security
- Purging/archiving
- IT infrastructure maintenance and upgrading
- Communication of IM/IT role to staff
- Employee IM/IT skills development
- Information retention
- Records and information control
- Privacy and protection of personal information
- Systems upgrading and software purchasing
- Data collection and sharing protocols
- Reporting and analyzing functions
- Student Information/Data
- Off-site storage

Other (please specify)

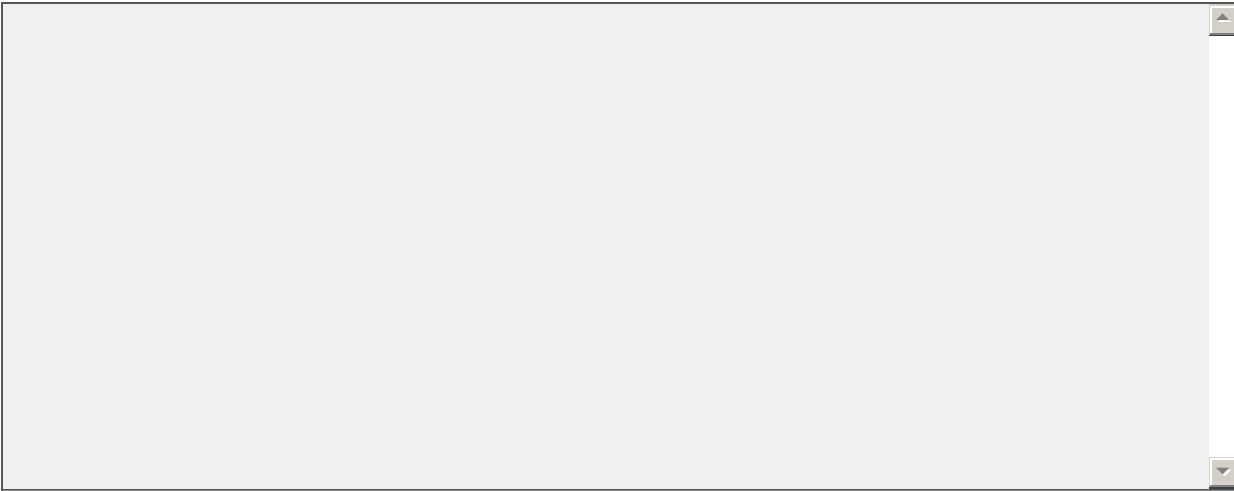
95. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Do you have an employee or employees dedicated to your IM/IT needs?

- Yes
- No

96. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

If not, how do you manage your IM/IT needs (e.g. do you contract IM/IT services outside your committee?)



97. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Does your IM/IT person (internal) or contractor (external):

- Meet with employees/management to understand needs and objectives
- Update the system regularly and fix problems as they arise

Other (please specify)



98. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

How often is software updated?

- Every 1-2 years
- Every 3-5 years
- Every 10 years
- When it fails and not before

99. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

How often is hardware updated?

- Every 5 years
- Every 10 years
- When it fails and not before

100. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

How do employees obtain IM/IT training (initial and on-going skills development)?

- Off-site training courses
- Self-training

Other (please specify)

101. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

Does your Education Department have and maintain a website?

- Yes
- No

Other (please specify)

102. SECTION 7: INFORMATION MANAGEMENT/INFORMATION TECHNOLOGY

ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets needs and priorities for Information Management/Information Technology.

PART B: SCHOOL SUPPORTS AND SERVICES

Part B refers to the types of school supports and services that Education Committees oversee/contract to operate their schools. It includes supporting school governance and partnership development; planning, performance measurement, and information management/information technology at the school level; parental/community involvement; management of proposal-based funding; human resource management for school staff; and school programming.

103. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee support/facilitate policy development in the area of local school governance?

- Yes
- No

104. PART B: SCHOOL SUPPORTS AND SERVICES

If so, how?

- Professional development for principals and directors of education
- Support for development of school policies and codes of conduct
- Support or encourage parent committees
- Establish policies to regulate school activity in the community
- Establish policies for teachers/principals in delivering the education program

Other (please specify)

105. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have structures and policies in place to be responsive and sensitive to local education issues and needs?

- Yes
- No

106. What type of Second Level Services (SLS) does your community school presently carry out on it's own (internally) or access externally?

Education Services:

	Done Presently by own School/community/C&C	Done By KTEI	Done By IEC	Done by Other Service Provider	Will need to be purchased by a SLS Provider-High Priority	Need Exists/Unserviced Area	Not Applicable
Provide and supervise delivery of programs and curriculum-Provincial Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide and supervise delivery of cultural & linguistic First Nations programs and curriculum-Local Cultural Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop/deliver alternative programs and initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide/prescribe religious, culture, language programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approval/selection of learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set school calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate placement of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish attendance or catchment area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversee evaluation of student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sponsor educational, cultural, recreational trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

107. What type of Second Level Services (SLS) does your community school presently carry out on it's own (internally) or access externally?

PROFESSIONAL SERVICES

	Done Presently by own School/community/C&C	Done By KTEI	Done By IEC	Done by Other Service Provider	Will need to be purchased by a SLS Provider-High Priority	Need Exists/Unserviced Area	Not Applicable
Teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate performance of principals, and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt and assist teachers to implement curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to curriculum and ministerial initiatives committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate curriculum-related policies & programs to schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide leadership in use of technology in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate special education programs, consultative services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enforce the Education/Schools Act and related regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure student transportation regulations and policies are followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide leadership in managing school support services (i.e., race relations, cross cultural, human relations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate and recognize educational activities of education programs taken by a student outside of a school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide staff to Ministry units for development of curriculum and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with other government departments and agencies (i.e., Child Welfare)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

accommodation or boarding
for students

e. Facilities

Determine numbers, size
and location of schools +
closures

Custody, maintenance and
safekeeping of property

Supervise operation &
maintenance of schools

Mostly Common: Build,
equip and furnish schools

f. Financial and Fiscal

Manage funds to support
education programs

Manage funds to support
maintenance &
modernization of schools

Prepare and monitor annual
operating and capital
budget

Borrow/raise and invest
funds

Authority to set fees

Maintain financial records
and prepare financial
statements

Seek funding from other
sources: OGDs, private,
foundations, donations

Payment of honoraria,
travel, allowances, benefits
to committee
members/trustees

Provide centralized
management of services
that are most efficiently
provided on a region-wide
basis; i.e., purchasing

Establish loan funds or
bursaries for students

Other (please specify)

109. PART B: SCHOOL SUPPORTS AND SERVICES

Is there a feedback mechanism in place to assess whether community members are satisfied with the school supports and services provided or facilitate by your committee?

- Yes
- No

110. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have clear policies on who has the authority to ensure the implementation of policies in any of the following areas:

- Language/Culture
- Student Transportation
- School Calendars
- Teaching Materials and Learning Resources
- Recruitment, hiring, and retention of professional staff
- Professional support for the adaptation of curricula
- School Health And Safety

Other (please specify)

111. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have clear policies on parental/guardian and community engagement and participation in the decision-making at the school level?

- Yes
- No

112. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee support/facilitate active involvement of parents/guardians and the community in their children's education (e.g. family reading with child, assisting with homework, attending school events)?

- Yes
- No

113. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee have a policy on engaging community members regarding education policy and program changes or development?

- Yes
- No

114. PART B: SCHOOL SUPPORTS AND SERVICES

If so, how?

- Community Consultation
- Parent Committee
- Summit
- Meetings
- Events
- Website

Other (please specify)

115. PART B: SCHOOL SUPPORTS AND SERVICES

Do you share reports on the progress of School Success Plans and Student Achievement with:

- Parents
- Students
- Community members
- Band Council
- Elders

Other Stakeholders (please specify)

116. PART B: SCHOOL SUPPORTS AND SERVICES

Has your Committee established a policy that allows parents or guardians to lodge complaints regarding their children's education at the school level?

- Yes
- No

117. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have policies to ensure the involvement of Elders in any of the following areas:

- Education Committee Advisors
- Teaching history
- Language/Culture
- In schools to assist teachers with cultural awareness
- Student and family support
- Assist in development of curriculum
- Teacher Qualifications
- Special education programming/development

Other (please specify)

118. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have a clear policy on the design and implementation of School Success plans for your school?

- Yes
- No

119. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee have policies in place to ensure your school is complying with School Success plans?

- Yes
- No

120. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee set standards and/or performance targets for your school success plans (e.g. graduation rates, student/teacher attendance, literacy/numeracy/science achievement, culture/language).

- Yes
- No

121. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee participate in the setting of student achievement goals and targets?

- Yes
- No

122. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee have policies in place for the administration of provincially-recognized standardized assessments?

- Yes
- No

123. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee ensure compliance procedures are in place in order to ensure the administration of standardized testing?

- Yes
- No

124. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee have policies on the collection, analysis and reporting of student and school performance data by your school?

- Yes
- No

125. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee have compliance procedures in place for the collection, analysis and reporting on student and school performance?

- Yes
- No

126. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Education Committee ensure human resource policies and procedures are in place for school staff for the following:

- | | | |
|---|---|--|
| <input type="checkbox"/> Employee recruitment/retention | <input type="checkbox"/> Grievance/complaint and appeal processes | <input type="checkbox"/> Language and cultural practices in the workplace guidelines |
| <input type="checkbox"/> Hiring and termination policies and procedures | <input type="checkbox"/> Occupational health and safety | <input type="checkbox"/> Performance guidelines |
| <input type="checkbox"/> Disciplinary measures | <input type="checkbox"/> Volunteer support and administration | <input type="checkbox"/> Succession planning guidelines |
| <input type="checkbox"/> Conflict of interest guidelines | <input type="checkbox"/> Attendance/hours of work guidelines | <input type="checkbox"/> Maternity/paternity leave |
| <input type="checkbox"/> Job qualifications/classification grid | <input type="checkbox"/> Promotion guidelines | <input type="checkbox"/> Background/security check |
| <input type="checkbox"/> Training/development guidelines | <input type="checkbox"/> Salary and benefits | <input type="checkbox"/> School health and safety |
| <input type="checkbox"/> Code of values and ethics | <input type="checkbox"/> Allowances (e.g. travel, remoteness) | <input type="checkbox"/> Harassment/discrimination guidelines |
| <input type="checkbox"/> Annual budget preparation procedures | <input type="checkbox"/> Retirement planning and procedures | |

Other (please specify)

127. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee have a policy to ensure teachers certification/accreditation standards are met?

- Yes
- No

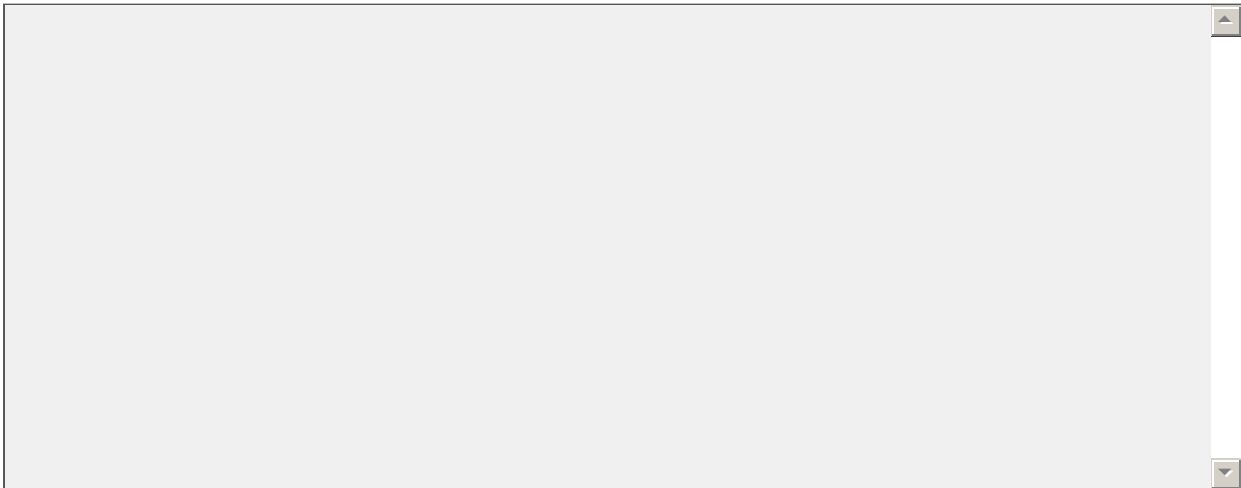
128. PART B: SCHOOL SUPPORTS AND SERVICES

Does your Committee assist with development or review of proposals for your school?

- Yes
- No

129. PART B: SCHOOL SUPPORTS AND SERVICES

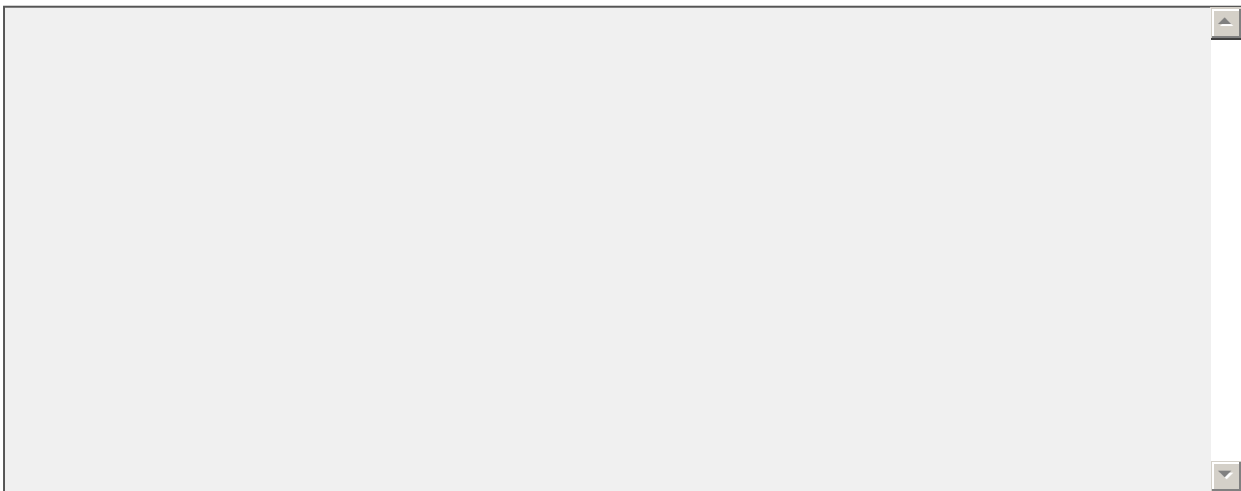
How does your Committee assist with development or review of proposals for your school?



130. PART B: SCHOOL SUPPORTS AND SERVICES

ASSETS, NEEDS AND PRIORITIES:

Use this space to summarize your assets, needs and priorities for School Supports and Services.



Priorities and Needs Identification

131. Assess the level of your First Nations community's capacity including the level of need, priority and determine level of ease to implement area/section identified

	Need	Priority	Implementation Capacity
Governance and Leadership	<input type="text"/>	<input type="text"/>	<input type="text"/>
External Relationships	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parental and Community Engagement	<input type="text"/>	<input type="text"/>	<input type="text"/>
Planning Performance Measurement and Risk Management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Financial Management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Human Resource Management	<input type="text"/>	<input type="text"/>	<input type="text"/>
Information Management/Information Technology	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Supports & Services	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>		

The survey is now complete!

Thank you for your time and valuable input in completing the survey!

A print out of your community's report will be provided to you by your affiliated First Nation Organization (KTEI or IEC).

A culminating report of all participating FNs will be made available upon special request.

This survey exercise and generated report summary is intended to identify the First Nation Community's strengths, needs, priorities and act as a guide in moving forward in the event a legislated process is instituted by the Federal Government called the First Nation Control of First Nation Education Act bill. This e-survey tool can be used to assist in determining structural preparedness/options as all First Nations move Education forward.