

2nd DRAFT

**THREE YEAR ADULT
TRAINING AND EDUCATION PLAN**

April, 1986



**Gabriel Dumont Institute
of Native Studies and Applied Research**

Association of Metis and Non-Status Indians of Saskatchewan

INDEX

1.	BACKGROUND.....	1
	Barriers to Education and Training.....	1
	Demonstrated Need.....	2
	Future Directions.....	3
2.	OVERALL GOAL OF THE THREE YEAR PLAN.....	5
3.	SPECIFIC OBJECTIVES OF THE THREE YEAR PLAN.....	6
4.	TRAINING PROGRAMS.....	7
	Description of Training Programs.....	8
	Native Social Work.....	8
	Early Childhood Development.....	11
	Business Administration.....	13
	Radio/Television Electronics.....	16
	Native Journalism.....	18
	Native Human Justice.....	20
	Community Broadcasters/Managers.....	22
5.	DELIVERY SYSTEM.....	23
	The Gabriel Dumont Institute Satellite System.....	23
	Three-Fold Strategy for Training.....	25
	Program Site Selection.....	27
	General Roles of AMNSIS and Government Agencies.....	33
	Specific Role of the Area Training and Education Committees (ATEC's).....	35
	Organization.....	36
	Specific Responsibilities.....	37
	Specific Role of the Gabriel Dumont Institute.....	38
	Support Services.....	39
	STEPTECS - A Proposed Component of the Three Year Training Plan.....	45
	Training Allowances.....	53
6.	STUDENT CONSIDERATIONS.....	54
	Recruitment Area.....	55
	Recruitment Program.....	55
7.	ESTIMATED BUDGET.....	57

1. BACKGROUND

1.1 Barriers to Education and Training

A number of barriers have prevented Metis and Non-Status Indians from participating fully in the socio-economic fabric of society, including education and training opportunities.

The traditional barriers experienced by Native people prohibiting their access to adult education are outlined in the Department of Advanced Education and Manpower document "A Historical Review of Native Adult Education Programming". These barriers include:

- inability to qualify for entrance due to low educational levels;
- lack of encouragement by families, peer groups and the education system itself;
- real and perceived bias and prejudice in the system;
- social value systems which are not conducive to the pursuit of education and training;
- lack of surplus income in families which can be used to educate family members;
- inability to qualify for scholarships, student loans, and other financial sources due to low academic achievement and social factors;
- home locations which isolate native people from educational programming;
- the lack of role models in the native community due to the lack of professional, skilled and economically successful persons.

Those students who do gain access, face problems in successfully completing their training. These include:

- open bias and prejudice among the student body;
- prejudice among faculty and other staff;
- a lack of friends and of a cultural support system;
- loneliness and an inability to cope with the demands of an urban environment;
- problems in finding adequate housing and in using other urban support services;
- education program content which often portrays native people in a negative light and which reinforces the negative self-image students have of themselves;
- subtle differences in life style and culture which make native students anxious and uncomfortable;
- inappropriate training programs which lead to no desirable employment or economic possibilities.

1.2 Demonstrated Need

One estimate of the Metis and Non-Status Indian population is in the 60,000 to 65,000 range. In the report "A Historical Review of Native Adult Education Programming and a Comprehensive Plan for Native Adult Education Programming", several occupational characteristics of the Native population were identified. These were:

- In the case of males of labour force age, over 70% of those who gave an occupation indicated they were unskilled. The remaining 30% indicated occupations which included semi-skilled, professional, management and other occupations requiring skill training;

- In the case of females, over 95% were either housewives or unskilled workers;
- Approximately 45% of the Native population is under 17, 5% over 60, and 50% between the ages of 17 and 60. This means that approximately 25,000 Native people in the southern part of the province are between the ages of 17 and 60. Of that group, at least one-half or 12,500 could be potential Adult Education students. Even if a low figure of 6,500 potential trainees were used, based on current training levels, it would take over 10 years to eliminate this backlog of potential trainees.
- The education levels in the north are generally lower than those in the south. In 1980, 68% of the residents of Ile-a-la-Crosse had an educational level of Grade 8 or less. For native people in the south, it is estimated this Grade 8 or less category is approximately 60%. Only 70% of the Metis and Non-Status Indian population have some post Grade 12 education.

In view of these characteristics the critical issue in present and future education and training programming of the Metis and Non-Status Indians of Saskatchewan is that job-oriented training is imperative.

1.3 Future Directions

Mainstream education institutions and Government initiatives have failed to narrow the education gap experienced by Native people for three reasons. These are:

- 1) the quality, kind and level of programming has not addressed systemic barriers to equitable Native participation in mainstream education and training institutions and programming.
- 2) the control of program development and program delivery by non-Native governments, administrators and instructional personnel has been characterized by a lack of cultural understanding and sociological sensitivity to the special needs of Native adult learners.

- 3) program initiatives have lacked a comprehensive policy framework, and hence, co-ordinated strategy. Therefore, programming thrusts have been characterized by overlapping services, fragmentation, duplication of services, short-term, interim measures with little emphasis on progressive, follow-through career planning. In addition, there has been a lack of opportunity for northern and rural Native residents, despite high proportions of the Native population residing in these areas.

Since its inception in 1980, the Gabriel Dumont Institute has demonstrated that Native people can successfully address their institutional training needs provided they have institutional control over programming. This success can be attributed to a comprehensive strategy in education and training founded upon the following elements:

- 1) An institutional infrastructure over which Metis and Non-Status Indian people, particularly students, can legitimately assume a sense of collective ownership and responsibility rather than dependence and which, through direction of the processes of program selection, course development, and program administration, as well as through the operation of support services, will be uniquely sensitive to the distinctive needs of Native adult learners and to the needs of the Native community at large.
- 2) The creation of an "administrative community" representing all Metis and Non-Status Indian people in the province which provide the following advantages:
 - a) enhancement of local and regional "grass roots" support and awareness of education and training opportunities and initiatives by actively involving Native people at the community level in decision-making.
 - b) through the development and involvement of local and regional decision-making/policy development bodies, a comprehensive, co-ordinated long-term planning and

program development process is incorporated which impacts upon the needs and aspirations of Native people in all areas of the province, including northern and rural areas.

- c) efficient allocation of program dollars by a singular administrative Metis and Non-Status Indian community with a capacity to provide comprehensive planning approaches, rather than disbursement of these funds to a multitude of unconnected program delivery agents.

In building further upon past successes, the Gabriel Dumont Institute has participated with its parent organization, the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS) to develop a comprehensive socio-economic development strategy which would promote greater self-reliance through Native economic development, Self-Government development and preparation of Metis and Non-Status Indian people through education and training.

This document contains a three year training and education plan which is an integral component of this comprehensive strategy.

2. OVERALL GOAL OF THE THREE YEAR PLAN

To promote Aboriginal social and economic development by preparation of Native human resources to occupy the strategic decision-making roles of Aboriginal controlled institutions, businesses, and service delivery agencies in the context of self-government, as well as to prepare Metis and Non-Status Indians of Saskatchewan for full and equal participation in the Saskatchewan labour market.

3. SPECIFIC OBJECTIVES OF THE THREE YEAR TRAINING PLAN

The Three Year Plan approaches training and educational needs of Metis and Non-Status Indians on three levels. The objectives reflect this approach and include the following:

- 1) To provide accredited educational opportunities to Metis and Non-Status Indian people of Saskatchewan.
- 2) To provide preparatory training opportunities to Metis and Non-Status Indian residents of the province to enable them to compete successfully in mainstream institutions.
- 3) To provide a multi-level approach to job development and preparation to enable Native people to enter and succeed in the labour market.

4. TRAINING PROGRAMS

THREE YEAR TRAINING PLAN

OBJECTIVE	YEAR 1	YEAR 2	YEAR 3
<p>1. Accredited Training</p>	<p>1. Native Social Work -----></p> <p>2. Early Childhood Dev't -----></p> <p>3. Business Administration -----></p> <p>4. Radio/TV Electronics -----></p> <p>5. Journalism/Community Broadcasting -----></p> <p>6. SUNTEP - Secondary Stream Development -----></p> <p>7. Human Justice -----></p> <p>(Note: the above are certificate courses)</p>		
		<p>1. Bachelor of Native Social Work * -----></p> <p>2. Bachelor of Administration -----></p> <p>3. Certificate in Resource Tech. -----></p> <p>4. Adult Education Instructors * -----></p> <p>5. Journalism (degree) -----></p> <p>(*Program Development required)</p>	
			<p>1. Master's Program</p> <ul style="list-style-type: none"> - Administration - Arts - Social Work - Education * - Health Workers - Dental Assist. - Dental Nurses - Certified Nurses Assist. - Reg. Nurses - Psychiatric Nurses <p>*(Program Development required)</p>
<p>2. Preparatory Programs (feeder programs)</p>	<p>1. Science Skill Development -----></p> <p>2. Human Resource Development -----></p> <p>3. Administration Preparation -----></p>		
<p>3. Job Preparation</p>	<p>1. Literacy -----></p> <p>2. BTSD -----></p> <p>3. Lifeskills -----></p> <p>4. Gr. 11 & 12 Upgrading -----></p>		
		<p>Community Health Workers -----></p>	

4.1 Description of Training Programs

Occupation: Social Worker

Training Program: Native Social Worker

Length of Program: 20 months

Certified Authority: University of Regina

Entrance Requirements:

Grade XII. Adults with less than Grade XII may be accepted if they have been out of school for two years and can demonstrate that they have the ability to complete the program successfully. Credits from other programs may be transferable.

Aim of Program:

To prepare Native students to work as Social Workers in Native communities where they may be more efficient than their non-Native counterparts in effecting desired change in these communities. The program provides students with necessary upgrading, a basic understanding of Native history and culture, and the necessary theoretical and practical skills for social work.

Course Description:

66 credit hours, including academic upgrading, English 100, Social Work theory and skills classes, and two practicum sessions. See Program of Studies for details.

Certification:

A certificate of Native Social Work will be awarded by the University of Regina to students who successfully complete the 66 semester hours of the course.

Employment Opportunities:

There is a high demand for skilled Native Social Workers in many Native communities throughout Saskatchewan and in other parts of Canada.

PROGRAM OF STUDIES

Certificate of Native Social Work (66 Credit Hours)

YEAR 1	English 100
42 Credit Hours	SW 336 Advanced Writing Skills for Social Workers (2 Credit Hours)
	SW 300 Explorations in Social Work
	SW 390 Communication Skills in Social Work Practice
	SW 446 Social Work Practice
	SW 417 Alcohol and Other Drug Abuse
	SW 405 Studies of Indigenous Peoples for Human Service Workers
	SW 448 Social Work Practicum I (16 Credit Hours)
YEAR 2	SW 421 Human Growth and Behaviour
24 Credit Hours	SW 414 Children's Services
	SW 465 Policy Development and Service Delivery
	SW (Community Development)
	SW Psychology in Social Work
	SW 449 Social Work Practicum II

PROGRAM OF STUDIES

Bachelor of Native Social Work (128 Credit Hours)

YEAR 1 44 Credit Hour	English 100 Sociology 100 Psychology Mathematics 100 Indian Studies 100	Anthropology 200 Understanding Cultural Differences Social Work 300 Explorations in Social Work Sociology 210 Social Structure and Personality Psychology 230 Personality and Behavior Dynamics Indian Studies 220 Politics and the Canadian Indian Sociology 211 Ethnic and Minority Group Relations
YEAR 2 48 Credit Hours	Indian Studies 301 Contemporary Indian Peoples of Canada Indian Studies 330 The Socialization of Indian Children Indian Studies 366 The Metis Psychology 220 Social Psychology Sociology 208 Social Problems and Deriant Behaviour Social Work 390 Communication Skills in Social Work Practice Social Work 446 Social Work Practice Social Work 417 Alcohol and Other Drug Abuse Social Work 448 Social Work Practicum I (16 Credit Hours)	
YEAR 3 36 Credit Hours	Social Work 336 Advanced Writing Skills for Social Workers Social Work 405 Studies of Indigenous Peoples for Human Service Workers Social Work 421 Human Growth and Behaviour Social Work 414 Children's Services Social Work 465 Policy Development and Service Delivery Social Work () (Working with Community Groups) Social Work () Psychology in Social Work Social Work 449 Social Work Practicum II	

Occupation: Child Care Worker, Child Development Worker

Training Program: Early Childhood Development

Length of Program: 1 year and 2 year

Certified Authority: Kelsey Institute

Entrance Requirements: Grade XII or equivalent.
Mature admissions

Aim of Program:

To provide supplementary parenting support structures in the Native community, particularly high quality day care services and parenting education programs. The Child Care Worker Certificate Program will train students to work directly with children in a variety of settings; the Child Development Worker Diploma Program extends the focus of the certificate program to include training in taking leadership roles in developing Native-controlled day care centres and community-based child care education for Native parents.

Course Description:

The course is given in a modular format, enabling students to progress at their own rate of learning, and permitting them to challenge any module for which they have already acquired the knowledge and skills needed. See Program of Studies for details of course content.

Certification:

A certificate in Early Child Development from Kelsey Institute for those students completing the one-year Child Care Worker program; a Diploma in Early Childhood Development for those completing the two-year Childhood Development Worker program.

Employment Opportunities:

The current availability or regulated day care spaces falls far short of the existing need. It is expected that this program will simultaneously create both a supply of child care workers and a demand for these same workers.

PROGRAM OF STUDIES

Early Childhood Development

PROGRAM CONTENT		PROGRAM STRUCTURE
1 - YEAR Child Care Worker Certificate	1. Communication with the child, the parents, and the community. 2. Normal emotional, physical, and intellectual development of the child from infancy to 12 years. 3. Development of programming skills. 4. Native studies, emphasizing family life and special needs of Native children.	a. one-month preliminary diagnostic skill assessment and orientation session. b. self-directed learning with ongoing tutorial support from program staff. c. practicum assignments in appropriate child care settings including involvement in administrative and policy situations.
2 - YEAR Child Development Worker Diploma	5. Community/adult education skills. 6. Community development. 7. Administration	d. short courses and integrative seminars provided by Dumont and Kelsey staff as well as university and community college instructors.

NOTE: This course is given in a modular format; therefore, there is no specific limit for course completion. Students normally complete one term's work in approximately nine months.

Students may challenge any module if they have already acquired the relevant knowledge and skills.

Occupation: Business

Training Program: Accountancy/Admin/Data Processing/Retailing
S.T.I. - 2 years

Aim of Program:

These courses are designed to provide the student with a sound knowledge of business practices and principles, and to develop the students' ability to relate and supply this knowledge to current social and economic problems. All programs include training in data processing and automated systems. Graduates perform supervisory and management functions in business and industry.

Entrance Requirements:

Applicants are accepted on the basis of their Division IV standings. However, applicants are also accepted as mature students or students with advanced standing; and in each case, individual decisions are made on their students.

Curriculum:

Common first year for Accountancy, Administration, Data Processing, Retailing.

PROGRAM OF STUDIES

Diploma of Associate Administration (64 Credit Hours *)

Arts and Science Requirements (16 Credit Hours)	Economics 100 English 100	2 of the following: - Introductory Humanities - Introductory Social Sciences - Computer Science 102 - Mathematics 103
Administration Requirements (32 Credit Hours)	Administration 200 281 2 of the following: Administration 201 250 270 282 290	4 Native Administration Classes: Administration N220 N225 N228 N320
Open Electives (12 Hours)	4 Classes of the students choice	

*** 4 Credit Hours = 1 class**

PROGRAM OF STUDIES

Bachelor of Administration (128 Credit Hours*)

<p>Arts and Science Requirements (52 Credit Hours)</p>	<p>Computer Science 102 Economics 100 English 100 Mathematics 103</p>	<p>Computer Science 270 Economics 200 Statistics 201 2 Introductory classes from Humanities and/or Sciences/Social Sciences</p>	<p>4 classes at the 200 level or above from: <ul style="list-style-type: none"> - Humanities - Social Sciences - Computer Science - Mathematics and Statistics </p>
<p>Administration Requirements (64 Credit Hours)</p>	<p>Administration 200 201 250 270 281 282 290</p>	<p>Administration 307 340 400 405 1 Additional Administration Class</p>	<p>4 Native Administration classes: Admin. N220 Admin. N225 Admin. N228 Admin. N320</p>
<p>Open Electives (12 Hours)</p>	<p>Three classes of the students choice (Recommended: Native Studies Classes)</p>		

* 4 Credit Hours = 1 class

Occupation: Radio-Television Servicer

Training Program: Radio-Television Electronics

Length of Program: 52 weeks

Certified Authority: S.T.I.

Entrance Requirements:

Grade XI or equivalent, including Grade XI algebra. At least 17 years of age.

Aim of Program:

To provide instruction toward supplying fully-qualified technicians for maintenance and repair of domestic consumer electronic products; training in operation and servicing of information retrieval systems, and in installation, maintenance and repair of two-way radio equipment.

Course Description:

See Program of Studies for units of instruction. Admission to any unit of instruction is available to students who have achieved satisfactory standing in the required units of instruction.

Certification:

Employment Opportunities:

This course was identified by CEIC to be in current demand. Furthermore, self-government will require these workers to service the communications infrastructure.

PROGRAM OF STUDIES

Radio/Television Electronics (52 Weeks)

Units of Instruction:

DC Electricity

AC Electricity

Basic Electronics

Radio Servicing

Audio Systems Servicing

Television Receiver Servicing

FM Stereo Servicing

Digital Systems Servicing

Two-way Radio Service

Land Mobile Communication

Practicum

Use of Tools and Equipment

Mathematics for Radio-TV Trade

Communication Skills

Occupation: Journalist

Training Program: Native Journalism

Length of Program: Two Years

Certified Authority: University of Regina

Entrance Requirements: Grade XII or equivalent.

Aim of Program:

To provide a significant pool of Metis and Non-Status journalists for employment in both commercial media and Native-controlled media. These Native journalists would act as communicators of events and analysts of issues to aid Native people to understand the society around them and the way it impinges on their self-determination.

Course Description:

Two regular academic years of study, plus a one-month cultural camp experience to be held between the two-years. See Program of Studies for specific classes.

Certification:

A Certificate of Native Journalism will be awarded by the University of Regina to students who have successfully completed the 72 credit hours of the programs.

Employment Opportunities:

Positions will be created through the institution-building and program development and expansion associated with AMNSIS' long-term communications strategy.

PROGRAM OF STUDIES

Certificate of Native Journalism (72 Credit Hours)

<p>YEAR 1 (40 Credit Hours)</p>	<p>English 100 Indian Language 100 or 102 Indian Art 100 or Indian Art History 100 Native Studies 110 (16 Credit Hours)</p>	<p>Communications 110 Communications 150 Communications 151 Communications 160 Communications 161 Communications 170 Communications 171 Cultural Camp SW352 - Summer (24 Credit Hours)</p>
<p>YEAR 2 (32 Credit Hours)</p>	<p>Indian Studies 225 Indian Language 101 or 200 or Linguistics 201 Introductory Social Science or History 233 Native Studies 207.6 (16 Credit Hours)</p>	<p>Communications 200 Communications 240 Communications 280 Communications 281 Communications 282 (16 Credit Hours)</p>

Occupation: Correctional Officer, Parole Officer, Probation Officer, Counsellor, Court Worker, etc.

Training Program: Native Human Justice

Length of Program: Two Years

Certified Authority: University of Regina

Entrance Requirements:

Grade XII with a minimum average of 65%, or qualification for the University of Regina's University Entrance Program. Two years experience in human services.

Aim of Program:

To begin to address the severe under-representation of Native Correctional Officers and Parole/Probation Officers in Canadian penitentiaries and correctional centres by training Native students to become correctional, parole and probation officers.

Course Description:

65 credit hours of classes in Human Justice, Sociology and Social Work, plus selected non-credit upgrading and Native Studies classes. See Program of Studies for specific courses.

Certification:

A Certificate of Human Justice will be awarded by the University of Regina to those students who successfully complete the 65 semester hours of the course.

Employment Opportunities:

There is a perceived need for qualified Native staff in Canada's correctional institutions.

PROGRAM OF STUDIES

Certificate of Human Justice (65 Credit Hours)

<p>YEAR 1 32 Credit Hours</p>	<p>Human Justice 200/300 The Criminal Justice System Human Justice 380 Native Criminality Sociology 100 Introduction to Sociology Social Work 405 Studies of Indigenous Peoples for Human Service Workers Human Justice 422 Legal System and Society Human Justice 455 Issues in Social Control Human Justice 381 Natives and Canadian Society: Issues, Problems, and Models for Explanation. Sociology 215 Sociology of Crime and Crimal Justice Gabriel Dumont Institute Class I - Native Studies/non-credit Gabriel Dumont Institute Class II - Upgrading/non-credit</p>
<p>YEAR 2 33 Credit Hours</p>	<p>Human Justice 436 Personality Assessment: Applications in Human Justice Human Justice 437 Service Skills in Social Control Settings Human Justice 448 Practicum I (16 Credit Hours) Human Justice 412 Youth and Delinquency Social Work 417 Alcohol and Other Drug Abuse Gabriel Dumont Institute Class III - Native Studies/Upgrading Human Justice 449 - Practicum II (1 Credit Hour)</p>

PROGRAM OF STUDIES

Community Broadcasters/Managers

(DACOM CHART NOT INCLUDED)

5. DELIVERY SYSTEM

5.1 The Gabriel Dumont Institute Satellite System

A key feature of the Gabriel Dumont Institute operations has been the establishment of off-campus regional training centres. These centres, or satellites provide a geographical and organizational base for programming delivered in various areas of the province. Each of the centres have the following:

1) Co-ordinator

- oversees all operational aspects of the program operating out of that regional centre.
- arranges administrative aspects of program delivery.
- arranges and manages facilities utilized within the region.
- supervises staff directly employed by the centre.
- assumes financial responsibility for the centre.
- responsible for general aspects of student behavior and participation, including student relations, general evaluation and discipline.

2) Secretary/Administrative Officer

- stenographic services
- assists Director with administrative tasks.
- maintains records, including student records.
- manages library.

3) Student Counsellor

- provides on-going help and assistance to students in identifying problems, and in recording such problems.

- has expertise in personal, family, social and financial problem solving in particular.
- provides some tutorial assistance to students, and takes responsibility for identifying and arranging special tutorial assistance needed.
- generally monitors programs of students, and special programs of intervention or help needed.
- helps students understand and identify career options.
- provides on-going career counselling.
- help identify students for admission and oversees admissions.
- assists students in finding employment.
- maintains follow-up with students when working.
- maintains data on potential student population, and on employment record of students.
- organizes information and public relations activities of centre.

4) Instructional Unit

- consists of actual instructors, and instructional support systems.
- staff to be acquired under contract, on basis of actual teaching needs, from existing institutions, particularly technical institutes.
- instructional space to be acquired on a rental basis, from A.M.N.S.I.S. locals where suitable, and from other private and public agencies, including school boards.
- equipment to be acquired either through rental arrangements or through funding from the Skills Growth Fund.
- generally supervised by Director of Centre.

5) Library

- contains books, films and other materials needed to support instructional programs.

5.2 Three-fold Strategy for Training

The actual training program to be offered out of each satellite centre will differ, and will be determined on the basis of indentified needs and employment opportunities. However, training will be one of three main types as identified in the objectives. These types are the following:

1. Accredited training - university and technical creditation.
2. Preparatory training - feeder programs enabling students to enter post-secondary institutions with accredited classes.
3. Job preparation - skills training enabling students to compete successfully in the labour market.

Although the emphasis of the Institute in the past has been on accredited training, several gaps in training have been identified as a result of experience gained through STEP I and II programming. These gaps are as follows:

1. Preparatory Training - many Metis and Non-Status Indian students require occupation - specific upgrading of academic skills, as well as, an introduction to university/technical level training which is sensitive to their unique academic and cultural background.

Preparatory programs combine credit and non-credit courses which equip graduates with a basic background in one of the professional streams. Because of the high university credit content, graduates will be able to move into a number of programs at the two provincial universities.

The off-campus, community-based approach of preparatory programs (e.g. Human Resource Development Program, Science Skill Development Program, Administration Preparation Program) has proven very popular. These programs have demonstrated they are an exceptionally effective means of attracting Native people currently alienated by both the cities and their previous educational experience toward participating successfully in post-secondary education.

2. Job Preparation - with the establishment of the Canadian Jobs Strategy, non-accredited skills training has once again come into its own. In response to this type of training, the Institute is prepared to assist in delivery of skills training which does not necessarily result in certification, but which prepares Metis and Non-Status Indian people for specific occupations.
3. Up-grading, Literacy and Lifeskills - the Institute has come to recognize the need for special programming in this area and desires the delivery capacity to address these areas, either as a component of programs which are either accredited training, preparatory training or job preparation, or as separate units of training in their own right.

Therefore, the three-fold strategy of the Institute address not only accredited training needs, but those needs identified as current training gaps.

5.3 Program Site Selection

1. Training Facilities

Classroom Facilities

Library Facilities

Student/Staff Lounge Facilities

Capitalization for the setting up of facilities have been seriously curtailed since the discontinuation of the Skills Growth Fund, under the National Training Act. Maximim utilization of existing facilities and those that were closed that can be revived is important.

Many of the programming facilities that have been used in the past still make good programming sense, especially with possible new regional development such as the heavy oil development in Regina and Lloydminster. In other locations in the province specific locations with announced developments in dam construction and Northern industrial expansion may deem it advisable to position programs in other locations.

Programs attached to these catchment areas, which will be geared primarily for residents of the geographical area which is impacted upon, must be viewed separately from provincial programming in other occupational areas.

Communities who wish to have programming delivered must therefore consider a wide range of program delivery aspects. One of the most important is the existence of facilities that have adequate provision for class room, library and student/staff lounge areas. In all cases the basic structure must be present and long range planning done to accommodate the delivery of the specific training that is being recommended.

There may exist the possibility for some joint approaches to providing and renovating facilities and equipping the training center to meet the needs of the training. This must be thoroughly planned for and requires the involvement of all parties.

2. Student Accommodations

One of the most critical factors to the successful recruitment, selection and placement of students in provincially focussed programming is the availability of adequate student housing in the location that the training will be delivered. Experience has shown that without this provision, that the frustration, cost and problems experienced by students in securing housing in the critical first stages of their program participation will hamper their successful completion of the course.

Some of the problems experienced by students in respect to securing housing in the training location can be addressed by having more students of the community access the training. However, adequate provision for housing for students wanting to exercise mobility rights must be provided for.

Another consideration must be that the entrance criteria and program specific qualifications that are required often present problems, if you are drawing from only one geographical area. The availability of student accommodations for students from other parts of the province who have the desire to take the training and have the entrance qualifications is a consideration if you must draw on a larger pool to secure qualified candidates.

3. Staff Accommodations

In remote or isolated communities where housing is at a premium and the availability may not exist for the securing of staff housing other approaches are necessary. This is a consideration as the securing of housing especially for permanent faculty and monitoring staff should be provided for. The provision of staff housing in such communities should be considered in the effective delivery of programming.

4. Practicum Placements

Experience in delivery of training has shown that the addition of a practicum component is vital to student development. With programs that do not include such a component often the students experience a "fear of success" reaction. Often they feel that they have mastered the course content but may not have developed the confidence in actually applying the skills and knowledge in the work setting. Therefore, the availability of practicum placements should be looked at when planning for a program in a given community. It would appear that with new break-through in negotiations with the CJS that we will have the opportunity to add practicum work placements to most of the programs that we delivery, even if such an experience is not provided for in the original course delivery through the accrediting institution.

5. Community Support

The support of the community in which a training program is to be placed cannot be under emphasized. The positive impacts of having a training program positioned in a given community is only now beginning to be accessed by the monitoring of community impact by staff and others.

This positive impact can be enhanced by area, local and community input into planning, and having the community fully involved in all aspects of the development can go a long way to having the program ultimately successful.

6. Availability of Qualified Candidates

In the offering of programming which requires a level of high school entry or pre-requisites it becomes important when you are considering the placement of certain types of program especially in para-professional and professional training to have an idea of the number of qualified candidates that you have in a community. This must be considered with other factors such as the availability of adequate housing for students.

7. Demonstrated Need for Selected Training

In considering the placement of programming there should be an analysis made as to the appropriateness of the chosen training in respect to the population of a community to sustain such training. The concentration of Metis/Non-Status/Indian prospective students in a given community is important.

In areas where the MNSI population has dropped or does not reside in the geographical area, other strategies for program delivery may have to be considered. These

could include joint programming with other mainstream or aboriginal institutions where it is deemed advisable by the Management Board.

It may be more advisable to use a central corridor or adjoining approach in some areas where two or more areas could be serviced. All of the previous factors should be considered in these decisions.

8. Child Care Facilities

This consideration has surfaced on many occasions in respect to the successful delivery of programming. The ongoing planning for the provision of quality public child care should be included in community, local and area planning for the future.

The availability of this service should be a consideration.

9. Cost of Living

The cost of living variances throughout the province is well known. As funding structures seldom address these differences, the cost differences factors for non-resident students would be considered.

Prospective non-resident candidates should be well informed of the differences to make their decision-making process in regards to cost of living factors relevant.

10. Transportation Accessibility

When considering the placement of programming accessibility for instructor, students, staff and monitoring individuals should be considered. Where the remoteness or the conditions of the roads would hamper the travel of such individuals or increase the cost of delivery significantly, this should be considered along with other factors.

5.4 General Roles of AMNSIS and Government Agencies

If the program is to be successful, it is critical that native people have a sense of "ownership" over it, and also that decisions, including adaptations from conventional programming, reflect the wishes and understandings that native people have of their own particular needs.

At the same time, it is important that the program not in any way be of reduced quality, compared to programs offered to the general population, and that academic, technical, and instructional standards be maintained at levels equivalent to those provided in provincial institutions.

In order to achieve these dual goals, a unique management and organizational structure has been developed.

The basic elements of this structure are as follows:

- the provincial government will retain authority over all matters relating to quality and standards of training, including curriculum and graduation requirements.

- the provincial institutions will provide, under contract, or in certain cases at the provincial institutions through regular course, the instructional staff for all of the academic and technical courses.
- A.M.N.S.I.S. will, as a sponsoring, non-profit body under the National Training Plan, assume overall responsibility for sponsoring a regionalized system of delivery of relevant medium and high skilled occupational training, and in accordance with agreements reached with the provincial and federal governments. Overall matters of policy will be negotiated with governments, by A.M.N.S.I.S., and A.M.N.S.I.S. will take responsibility for ensuring that the agreements are carried out.
- A.M.N.S.I.S. will designate the Gabriel Dumont Institute as the agency with primary management responsibility for program delivery on the native side. The Gabriel Dumont Institute will take the lead role in developing the necessary support systems needed to make the program a success, including program and curriculum development, and the design and implementation of academic up-grading, native studies, and social, life and work skills courses to be integrated into the program. This will ensure that these special features of programming recognize the special and unique needs of native people.

Area Boards (Area Training and Education Committees) will have the option of assuming responsibility for overall management of regional training centres, subject to agreement on the terms and conditions as established by the Gabriel Dumont Board for financial and program accountabilities, personnel management and evaluation and management structures, of the agreement being reached. The responsibility of the Area Boards will extend to administrative policies for the regional centre, the provision of advice to the Gabriel Dumont Institute and the provincial institutions on possible curriculum adaptations, and the employment of staff within the regional centres.

Education Committees will thus play a critical role in planning, evaluation, co-ordination, and in the provision of support services. Area Education Committees may subject to agreement between Gabriel Dumont and the Area Board, be delegated the responsibilities for program administration and management.

Each of these aspects of organization will ensure that the concerns and needs of native people are taken into account, and provided through the appropriate organizational structures.

Specific Role of the Area Training and Education Committees (ATEC's)

The Area Education Committees (ATECs) will work closely with the Metis and Non-Status Indians in each area to determine their education, training and employment needs, to identify education and training related economic development opportunities, and to initiate the development and implementation of these education and training programs.

5.4.1 Membership

The membership of the ATECs will include seven (7) individuals. These will include:

- the AMNSIS Area Director or his/her designate, (if there is a designate, that individual's appointment must be ratified by the AMNSIS Area Board).
- four additional members to be named by the AMNSIS Area Board. These members would be selected on the basis of their expertise in adult education, occupational training, employment development programming, or economic development programming, particularly as these pertain to effective programming for Native people.

- one advisory member to be named by the D.A.E.M. (e.g., Community College field representative) who would be a non-voting member.
- one non-voting member named by CEIC to represent the CEC's in the region.

5.4.2 Organization

The Area Training and Education Committee, in co-operation with the Executive Director of the Gabriel Dumont Institute, will draw up an Affiliation Agreement which will outline the administrative policies, procedures and responsibilities of the Area Training and Education Committee. In addition, major decisions regarding annual program priorities should indicate support from the AMNSIS Area Board, and employment and training related economic development initiatives should demonstrate support from the SNEDFO system. The Committee would also be responsible for ensuring that the plan, once ratified by the Gabriel Dumont Institute Management Board, is implemented and monitoring processes are in place to measure the effectiveness of program administration.

The Area Education Committee would appoint a member who would sit for a full term on the Gabriel Dumont Institute Management Board. In this capacity, the Area Education Committee representative would both represent the specific interests of the area and act in a provincial policy development and planning capacity.

5.4.3 Specific Responsibilities

1. Arrange for staff support services in the form of:
 - i) hiring an Area Education Co-ordinator
 - ii) ensuring that a working relationship is established between the Area Education Co-ordinator and the Gabriel Dumont Institute Research Unit
 - iii) ensuring that a working relationship is established between the Area Education Co-ordinator and the SNEDFO Field Staff and other relevant GDI/AMNSIS Programming staff
 - iv) ensuring that a working relationship is established between the Area Education Co-ordinator, the Community Colleges and the CEC's in the area
2. Determine the training needs of the area by working with the membership of Locals and utilizing information provided by the CEIC and the Gabriel Dumont Institute Research staff.
3. Work with the Area Education Co-ordinator to develop an annual plan for education and training (integrated with job-creation and economic development initiatives) based on the training needs and resources and economic development needs and opportunities in the area.
4. Prior to the GDI Annual Assembly, ensure that an Area Education Committee meeting is held with the AMNSIS Area Board to approve the annual education and training plan.
5. Ensure that the annual plan is submitted for approval to the GDI Management Board.
6. Arrange with GDI, Community Colleges, CECs, SNEDFO and other relevant agencies to implement programs outlined in the yearly training plan.
7. Ensure that appropriate recruitment, screening and selection processes are undertaken for students who might potentially utilize NSIM programs, SUNTEP programs and STEP programs in accordance with the guidelines of those respective programs.
8. Establish appropriate recruitment, screening and selection procedures for any new programs that might develop that are distinctive in the area.

9. Monitor training programs for effectiveness by ensuring that evaluation procedures established by the GDI Management Board are followed.
10. Monitor training programs in the area to ensure that, to the greatest extent possible, the principles of effective Native adult education are followed in the design, administration and delivery of programming.
11. Ensure that information on all available education and training programs, job creation and economic development opportunities, training allowances and other funding assistance is made available to people in the area.
12. Co-ordinate the activities of the yearly training plan by working with the Community Colleges, CEIC and other provincial and federal agencies involved in providing development and support services, to effectively assist trainee in accessing relevant employment opportunities or to further their education on completion of training.
13. Serve as an appeal board to resolve disagreements at the local level.

Specific Role of the Gabriel Dumont Institute

As the designated "education and training arm" of AMNSIS, the Gabriel Dumont Institute of Native Studies and Applied Research would play a vital role in the policy and planning process, including: the decision-making framework; staffing support to both the GDI Management Board and the Area Training and Education Committees; the development of curriculum materials for program delivery; the delivery of SUNTEP and STEP programs and the overall co-ordination of the policy and planning processes.

More specifically, the Institute would undertake the following:

1. Through the Research Unit and Educational Extension Services Unit provide staff support to the ATEC's with respect to planning, program proposal development and program implementation.

2. Through the Research Unit, maintain communication with the ATEC's and Education Extension Unit.
3. Support the ATEC's to carry out their mandates by responding to needs in the areas such as research, curriculum, development of workshop formats, instructional packages and instructional materials.
4. Upon request, and if resources are sufficient, provide course outlines, teaching aides, reference materials, and recommend instructors, etc. for educational and training programs as outlined in the area training plan.
5. Liaise with provincial education institutions such as universities, community colleges, technical institutes and their parent branches to determine what educational programs those institutions can offer at the field level and to ensure the co-ordination and efficient utilization of all available resources.
6. Develop proposals for provincial STEP programming to be submitted annually.
7. Administer and deliver SUNTEP and STEP programming.

5.5 Support Services

At the present time, the Gabriel Dumont Institute is mandated to perform the following functions:

- Conducting cultural, historical and sociological research.
- Operating a library resource centre.
- Producing and further developing curriculum materials.
- Providing educational extension services to MNSI community groups.
- Initiating the development of new educational programs and services.
- Delivering education/training as contracted through community colleges, technical institutes, and universities or directly under contract with the Department of Advanced Education and Manpower (Saskatchewan).
- Other services under contracted fee-for-service agreements.

The other major contracts which provide substantial funding for direct services are with the Saskatchewan Department of Education, and with Employment Immigration Canada; the fundamental mandates respectively associated with these two funding agencies, include:

- Managing and directing SUNTEP; and
- Developing, administering and operating Saskatchewan Training for Employment Program (STEP).

Developmental options for education and training institutions which are being considered under constitutional negotiations build upon these existing structures and programs whereby, either as part of a master agreement on Self-Government or through a series of separate agreements, the Gabriel Dumont Institute of Native Studies and Applied Research would be transformed into a Department or Division of education, becoming, respectively, either a ministry of an MNSI provincial government or an operating division of a corporate administration. Depending upon whether the Provincial Government model or the corporate model is chosen, this educational development agency and research body would be headed by a Cabinet Minister or a Vice-President responsible for the education and training portfolio. The administrative head of the structure would

be titled either an Executive Director, a Deputy Minister or a President. In either case, this administrative body would act much like a Provincial ministry. It would be the recipient of global funding for its operations, and would be responsible for submitting an annual expenditure plan to a legislative body, and for allocating the resultant approved budget to its own program activities.

Organizations providing instructional services directly to students would be established with a specifically defined degree of independence from the Department or Division, much like the separation of the universities, community colleges and school boards from the Provincial Government. It is proposed that an MNSI college federated with one of the universities would be established and managed by a committee appointed by the Minister (or Vice-President) heading the education department (or portfolio). The college would provide both on-campus certificate, diploma and degree programs and credit and non-credit extension courses offered at the community level. It would offer general arts and science courses leading to degrees as well as a number of professional programs. For example, SUNTEP would become a part of the federated college and programs in social work, community development, management studies, recreation/physical education, journalism and other professional studies programs would also be provided.

It is also proposed that the Area Training and Education Committees (ATEC's) currently proposed by AMNSIS be appointed at the Area level, but subject to the approval of the Cabinet Minister or Vice-President responsible for education and training. These committees would be established in all administrative regions and would be responsible for the management of the Louis Riel Community College (name proposed only), which would operate through eleven or more regional training centres. In addition, the ATEC's would act as the management boards responsible for MNSI separate schools established where numbers warrant and, where numbers do not warrant separate schools, they would be responsible for negotiating and, with local school authorities, jointly managing support service agreements with the schools boards within the mainstream K-12 system where MNSI children are enrolled.

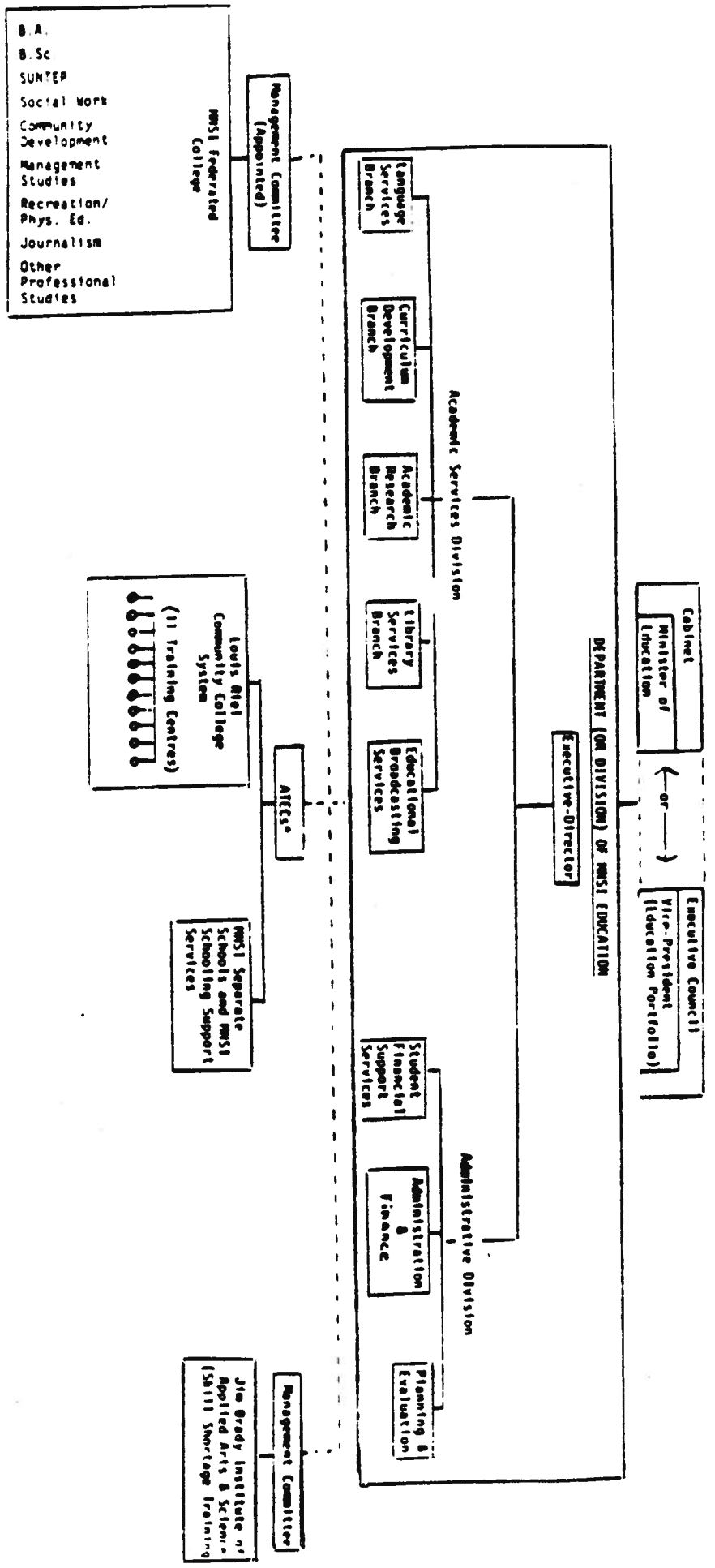
It is also proposed that a technical institute be established along the lines of the province's existing technical institutes. Such an institute would not parallel all the programs provided in the mainstream technical institutes, but would provide training only (1) in those specialized skills required as part of a comprehensive MNSI socio-economic development strategy and (2) for occupations

in which there is a demonstrated skill shortage in the labour market. The institute would be managed by a committee appointed by the Minister of MNSI education (or Vice-President).

As well, the Gabriel Dumont Institute would acquire affiliation status with one of the province's two universities to deliver those professional courses designated as requiring Native-specific programming.

MNSI people have consistently expressed their desire to build Self-Government on a foundation of what is currently in place in terms of institutional structures. They also see the necessity for a strong central provincial structure which ties together the different program rights into a comprehensive, cohesive and co-ordinated system of program/service delivery which can be rationally operationalized within the framework of a comprehensive development strategy. In keeping with these desires and in attempt to propose a structure which correlates with either of the provincial Self-Government models currently being examined by the Association, the above specified structure is recommended.

- PLAUSIBLE MNSI EDUCATION AND TRAINING SYSTEM



* Area Training and Education Committees

5.4.1 STEPTECS: A Proposed Component of the Three-Year Training Plan

As a result of successful delivery of the off-campus programs, SUNTEP and STEP, it has been recognized that there is a great need for an on-campus complementary support service program for Native students enrolled in provincial technical institutes.

The program we propose, called the Supportive Training Environment Program for Technical Students, or STEPTECS (with the prefix, formed by the first four letters of the acronym, symbolizing the program's linkage to S.T.E.P.), is one response to this need.

The Need

For many years, Native participation rates in the technical institutes have been far below the Non-Native average. Native students are far more likely to attend community-based programs provided through the community colleges (see the original STEP proposal, P.8)

Native people and counsellors who have served Native technical institute enrollees in the urban centres have long identified specific factors which they believe can explain the low Native enrollments and high drop-out rates.

Rural and Northern students, who tend to be less socially and culturally-assimilated to the European ancestry-

dominated urban culture, have tended to find the required urban adjustment process particularly difficult. Students report feelings of isolation, loneliness and complain of the absence of a supportive, understanding academic peer group, and feelings of being "torn" inwardly by the disruptive breaks with the home community, as factors contributing to failure and withdrawal from programs prior to completion. It appears that these explanations have become widely known in rural and Northern Native communities, thus becoming, in self-prophetic fashion, expectations, in the minds of potential students, of the likelihood of failure or dissatisfaction leading to withdrawal.

In other words, the feedback to the community from students who have failed or withdrawn from technical institute programs in urban centres acts to convince Northern and rural Natives not to enroll.

The large technical institutes themselves present a rather formidable alienating environment to Native students. Indeed, studies have indicated that, the smaller the size of educational institutions, the higher the Native retention rates and the better the average performance levels.

Because Native students comprise but a fraction of the total institute populations, they tend to feel the full impact of racial marginality stemming from their status as members of a

"visible" (Non-White) minority group. Former Native students have indeed indicated that they have experienced racial tensions with Non-Native students in the Institutes; they also complain that both the curriculum and the instructors in the institutes reflect, in content and behaviour respectively, a lack of familiarity with Native people and an insensitivity to their distinctive cultural reality.

An Invitation From the Province

The Provincial Government has indicated, on numerous occasions, that the central thrust of their advanced education and manpower strategy is to upgrade the overall skill level of the Saskatchewan labour supply in order to ensure that it better meets the needs required by industry for economic recovery and future growth. To achieve this aim, Provincial leaders have indicated that they intend, over the next few years, to significantly increase the seat capacity at the technical institutes (N.B. Some officials have suggested a doubling of the current seat capacity as a goal).

Provincial officials have also stated that they are seeking ways to ensure that Native students are included in this growth process. It is our understanding that the Department of Advanced Education and Manpower has extended an invitation to Native organizations to advise them on this matter: the STEPTECS concept, as well as STEP, come forward as major responses to that invitation.

The Goal of STEPTECS

Simply stated, the goal of STEPTECS is to (a) provide a supportive environment and special services to attract significantly greater numbers of Metis and Non-Status Indian students to technical institute programs, and (b) to support and encourage their continuance in these programs through to the point of graduation.

A "Pilot" Project

The program we seek to establish would be developed on a 'pilot' basis at one of the technical institutes. The pilot project would be evaluated for effectiveness on such dimensions as the program's impact on (a) student retention rates, (b) attendance/absenteeism ratios, and (c) academic performance, after a two-year experimental period. If the evaluation is positive, we would then seek to extend STEPTECS to all Saskatchewan technical institutes.

The Attraction of STEPTECS: A "Learner's Eye View"

The STEPTECS program would provide Native students at the institutes with the following:

- 1) special individual counselling services of a personal and social nature and, where necessary, advocacy services and information and referral services to help them better satisfy their extra-curricular needs in an urban environment;
- 2) counselling services, both individually provided and provided through a group format, dealing with academic and career planning;

- 3) the arrangement for and provision of academic tutorial assistance in upgrading and for dealing with the demands of on-going course work;
- 4) non-credit Native Studies instruction and seminars to foster their positive self-concept through positive cultural awareness;
- 5) a social environment in which they are in the majority -- i.e. a 'community-within-a-community' -- by providing a permanent meeting place (a "drop-in" centre) located either on site or nearby the institute campus;
- 6) individual study space, meeting rooms and lockers to give students a sense of ownership at the STEPTECS centre;
- 7) a physical focal point from which students can organize extra-curricular cultural, social and recreational and athletic activities as a supplement to other institute activities.

The staff at the Centre would also become involved with the AMNSIS/Dumont network in developing and implementing an active recruiting program for Native people to adult education and occupational training programs

(As described in the Institute's "System II" paper).

Funding

The Institute will seek funding for the pilot program from the Department of Advanced Education and Manpower, Province of Saskatchewan, to rent and renovate appropriate facilities and to staff the STEPTECS centre. Additional funding may be sought from one of the Foundations. The Institute will not seek funding for this program from CEIC.

Organizational Arrangements and Staffing Requirements

The program would be administratively incorporated into the Programming Division of the Institute. A co-ordinator would be hired, reporting directly to the Director of Programming, who would be located at the STEPTECS centre. Additional staff required would include two Counsellor/Programmers and a Clerk-Stenographer.

Duties and Responsibilities of Staff

1. Director of Programming

The Director, who is responsible for the overall direction and supervision of all programming activities, would assume the same responsibilities in relation to STEPTECS. Specific, STEPTECS-related functions would include:

- overseeing and monitoring the programming at the centre;
- liaising with the Program Co-ordinator to see that the needs of students are being met;
- supervising the activities of the Co-ordinator to ensure that the administration of the project is effectively and efficiently carried out.

2. Program Co-ordinator

The Co-ordinator will be responsible for the planning, direction and supervision of the program, as well as providing a variety of direct services to students. The

Co-ordinator would possess academic credentials at a minimum Bachelor's degree level in an applied social science and would have extensive administrative experience. Preference would be given to people with direct experience working with adult Native students.

Specific duties would include:

- the supervision of all staff at the Centre;
- developing an overall activity plan in consultation with staff and students;
- liaising with management and institute (technical) staff in order to co-ordinate services at the centre with programming and services at the technical institute;
- arranging guest speakers and participating in Native Studies seminars and cultural awareness workshops at the centre;
- working with counsellors to provide information, referral and advocacy services for students;
- helping to design and co-ordinate an active recruitment operational plan;
- providing information to Native communities and potential students about STEPTECS;
- arranging for contracted janitorial and maintenance services.

3. Counsellor/Programmer (Two Positions)

The Counsellor/Programmers would be the primary resource staff working directly with students. They would have professional credentials at a minimum Bachelor's degree level in a counselling field (e.g. social work or

educational psychology). Extensive experience in counselling, both in individualized and group formats, is essential. Preference will be given to candidates with extensive experience with Native people. Specific duties will include:

- providing individual and group counselling of a personal and social nature;
- liaising with academic staff of the technical institute in relation to student needs;
- liaising with community support service agencies;
- providing advocacy and information and referral services to students;
- supporting students in their development of extra-curricular social, recreational and athletic activities;
- performing other duties as may be assigned by the Co-ordinator.

4. Clerk-Stenographer II

The Clerk-Stenographer II would typically carry out the following duties at the centre:

- composing and typing, from general instructions, routine correspondence, reports or other typewritten statements required by the centre staff;
- carry out reception duties at the centre;
- answering student enquiries concerning class schedules, time tables, general course content, class prerequisites and like matters requiring basic knowledge of calendars and technical institute programs;

- organizing an office filing system and maintaining that system as instructed by the Co-ordinator;
- keeping standard office records and preparing standardized reports and statements;
- acting as recording secretary at staff meetings;
- performing related duties as mutually agreed.

Budget

A detailed budget will be prepared prior to a formal submission to the Department of Advanced Education and Manpower and the necessary discussions and negotiations with the management of the technical institutes.

5.6 Training Allowances

From 1968 to 1983, the Province of Saskatchewan provided bursaries for Metis and Non-Status Indians to enable them to take advantage of Post-secondary training opportunities. However, in 1983, the bursary system for Native students was replaced with the student loan bursary system.

This Loan/Bursary system named the Canada Student Loans is based in the assumption that a student loan is supplementary funding only; it is not meant to provide the total financial support required by students. This concept falls far short of recognizing the unique and dismal socio-economic situations which characterizes Metis and Non-Status families, particularly with respect to the students.

For this purpose it is imperative a new system for student funding, other than Canada or Saskatchewan Student Loans, be implemented. A Gabriel Dumont Student Assistance Program would be responsive to the needs of Metis and Non-Status students directly for those students attending GDI programs, as well as those attending the post-secondary institutions. Gabriel Dumont control of Student Bursary funds does not mean less accountability. The Institute is prepared to accept financial and program accountability for the funds, with mutually agreeable eligibility criteria and evaluation measures.

6. STUDENT CONSIDERATIONS

6.1 Number of Students

The number of students positioned in each course would be dependent upon the selected program location. The factors as outlined in the "Site Location Criteria" would have to be evaluated in respect to the number of students to be assigned to a course.

The location of the program has impact on the level of funding which is requested especially in remote areas. The maximization of the funding secured in respect to utilization is a factor that must be considered in the decision for the number of students to be placed in a given course.

In most cases the course would be developed for an initial intake of between ten (10) to twenty-five (25) students.

6.2 Recruitment Area

Programming has been viewed as community based with the provision for the exercising of mobility rights of students to access programming on a provincial basis, if they so desire.

This practice would still be recommended unless funding criteria in respect to specific government specifications would alter this trend pertaining to a specific program.

The qualified candidate "pool" must be considered in respect to recruitment form within and without the catchment area of the program.

6.3 Recruitment Program

The recruitment process for students for Gabriel Dumont Institute programs is highly developed. The involvement of the areas and locals would continue to be enhanced.

The involvement of other referral government bodies such as Canada Employment and Immigration, their Canada Employment Centres and Native Outreach Offices, would continue to play a major role in this process.

THREE YEAR TRAINING PLAN

OBJECTIVE	YEAR 1	YEAR 2	YEAR 3
1. Accredited Training	1. Native Social Work -----> 2. Early Childhood Dev't -----> 3. Business Administration -----> 4. Radio/TV Electronics -----> 5. Journalism/Community Broadcasting -----> 6. SUNTEP - Secondary Stream Development -----> 7. Human Justice -----> (Note: the above are certificate courses)		
		1. Bachelor of Native Social Work * -----> 2. Bachelor of Administration -----> 3. Certificate in Resource Tech. -----> 4. Adult Education Instructors * -----> 5. Journalism (degree) -----> (*Program Development required)	
			1. Master's Program - Administration - Arts - Social Work - Education * - Health Workers - Dental Assist. - Dental Nurses - Certified Nurses Assist. - Reg. Nurses - Psychiatric Nurses *(Program Development required)
2. Preparatory Programs (feeder programs)	1. Science Skill Development -----> 2. Human Resource Development -----> 3. Administration Preparation ----->		
3. Job Preparation	1. Literacy -----> 2. BTSD -----> 3. Lifeskills -----> 4. Gr. 11 & 12 Upgrading ----->		
		Community Health Workers ----->	

7. BUDGET ESTIMATE

Year 1

Accredited Training (7 x 250,000)	\$ 1,750,000
Preparatory Programs (3 x 250,000)	750,000
Job Preparation (4 x 250,000)	<u>1,000,000</u>
Total Year 1	<u>3,500,000</u>

Year 2

Year 1 Courses Continued	3,500,000
Year 2 Courses (5 x 250,000)	<u>1,250,000</u>
Total Year 2	<u>4,750,000</u>

Year 3

Year 1 and 2 Courses Continued	4,750,000
Year 3 Courses (10 x 60,000)	<u>600,000</u>
Total Year 3	<u>5,350,000</u>

Three Year Plan Grand TOTAL \$13,600,000

Number of Students:

Year 1	780
Year 2	960
Year 3	<u>1,740</u>
Total over 3 years	<u>3,480</u>



December 13, 1993

Ms. Isabelle Impey
Executive Director
Gabriel Dumont Institute
2nd Floor, 48 - 12th Street East
Prince Albert, Saskatchewan
S6V 1B2

Dear Ms. Impey:

Re: Gabriel Dumont Institute Community-Training
Residence Review

I am enclosing a copy of the above-noted operational audit for your consideration. You will note that the audit makes a number of recommendations that need follow up by Gabriel Dumont Institute and Justice.

I would appreciate an opportunity to meet with you to reach agreement on any changes that need to occur. As I will be on annual leave in January, I propose we meet in February, 1994. If there are aspects of this report that require attention before then, please consult with Jim Schneider in my absence.

Best regards for the holiday season.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'R. J. Till', written over a light-colored background.

R. J. Till
Executive Director of Corrections

Enc.

c.c. Jim Schneider

**Operational Audit of the Saskatoon
Gabriel Dumont Institute Community-Training Residence**

**Prepared by:
T. Youngman - Department of Justice
B. Ballard - Gabriel Dumont Institute**

INDEX

Gabriel Dumont Institute Community-Training Audit

Executive Summary

I	Introduction	1
II	Terms of Reference	1
III	Methodology	1
IV	Background and Overview	2
V	Audit Results and Conclusions	3
VI	Recommendations	10

APPENDIX

A	Terms of Reference	14
B	GDI CTR Data	17
C	GDI CTR Orientation Package	21

EXECUTIVE SUMMARY

In October, 1993, the Executive Director of Corrections authorized an operational audit of the Community-Training Residence for female offenders in Saskatoon. The objective of the audit was to assess the overall operation of the Community-Training Residence as per Article 12.02 of the contract between Gabriel Dumont Institute and the Department of Justice.

The terms of reference focused the audit on two major areas:

1. The program being provided to offenders.
2. The administrative procedure and policies that are being followed in delivering the Community-Training Residence program.

The audit was conducted jointly by the Senior Standards and Inspection Officer for Corrections Branch, and a staff person from the Gabriel Dumont Institute who was selected for this task by the Executive Director of Gabriel Dumont Institute.

The audit team completed this task by reviewing relevant background documents about the Gabriel Dumont Institute Community-Training Residence (GDI CTR), attending the CTR to review resident files and Gabriel Dumont Institute policies and procedures; interviewing the CTR Director, most of the CTR staff and half of the residents; attending Pine Grove Correctional Centre to interview relevant staff and to interview a number of former CTR residents; interviewing staff at Probation and Parole who make referrals to the program; interviewing GDI CTR members; interviewing all of the CTR Advisory Board members; and interviewing the Executive Director of GDI.

The two conclusions of the audit are:

1. A quality and valuable program is being provided to residents that is consistent with the GDI goal and objectives as established in the contract with Justice.

There are aspects of the CTR program that could be improved, and recommendations are made to that end.

2. The administrative policies and procedures utilized by the GDI CTR, are appropriate and staff are complying with them. It is noted that the CTR is in the process of developing written policies to support the current acceptable practises in the areas of case management, resident orientation, and banking.

The one area of concern is the difficulty that GDI has demonstrated in providing timely audited financial statements; this is a serious problem that requires correcting.

This audit makes eight recommendations to improve and/or ensure the GDI CTR program continues to be a valuable resource for female offender programming; they are:

1. That GDI and the Department of Justice (Corrections Branch), review the optimal time frame for transfer of Pine Grove offenders to the GDI CTR.
2. That GDI CTR Board of Directors monitor in-house programming to ensure that group processes and the Life Styles Program continue to be educationally focused, and do not cause the GDI CTR to evolve into a "treatment centre".
3. That GDI CTR develop a written policy for inmate complaints, make it part of the orientation process, and post it in the residence.
4. That the Gabriel Dumont Institute and the Department of Justice (Corrections Branch) review the continued appropriateness and value of maintaining an Advisory Board.
5. That GDI CTR and Saskatchewan Corrections more actively seek ways to increase mutual awareness, understanding, and partnership in meeting female offender needs.
6. That GDI establish more linkage between offenders being released from the CTR and mainstream GDI educational programs.
7. That GDI increase emphasis on the recruitment and use of volunteers at the CTR.
8. That GDI comply with the requirement to provide Justice with audited annual financial statements within four months after fiscal year end.

I Introduction

In October, 1993, the Executive Director of Corrections authorized an operational audit of the Community-Training Residence for female offenders in Saskatoon. The Community-Training Residence is operated by the Gabriel Dumont Institute on contract with the Department of Justice. The objective of the audit was to assess the overall operation of the Community-Training Residence as per Article 12.02 of the contract between Gabriel Dumont Institute and the Department of Justice.

II Terms of Reference

The terms of reference (attached to this report) direct two major areas be reviewed:

- a. The program being provided to offenders.
- b. The administrative procedure and policies that are being followed in delivering the Community-Training Residence program.

The terms of reference established that the overall focus of the audit would be to assess the current program, and to identify if, and what, changes may be advisable in order to strengthen the services being offered to female offenders.

III Methodology

The audit was conducted jointly by the Senior Standards and Inspections Officer for Corrections Branch, and a staff person from the Gabriel Dumont Institute who was selected for this task by the Executive Director of Gabriel Dumont Institute.

The audit was conducted by:

- a. Reviewing the contract between Gabriel Dumont and Justice, and other relevant background information relevant to this contract.
- b. reviewing Corrections Branch policies and Divisional Directives relevant to the Community-Training Residence program.
- c. Interviewing the Director, Life Skills Coordinator, and five other staff of the Gabriel Dumont Institute Community-Training Residence (GDI CTR).
- d. Interviewing the A/Director and CTR Coordinator of Pine Grove Correctional Centre.
- e. Reviewing case files, and subsequently interviewing six current residents of the CTR and five former residents of the CTR who went unlawfully-at-large (UAL).

- f. Meeting with staff from Saskatoon Community Operations who are involved in making referrals to the CTR and/or coordinating community based services for offenders.
- g. Reviewing GDI's documents, policy manuals, and records for the CTR.
- h. Consulting with two members of GDI CTR Board of Directors.
- i. Consulting with the Saskatoon Parole Office.
- j. Interviewing the Director of Community Facilities.
- k. Interview the Executive Director of Gabriel Dumont Institute.
- l. Consulting individually with the Advisory Board members of the CTR.
- m. Consulting with the Saskatoon Police Service.

IV Background and Overview

In 1969, Saskatchewan Corrections established the Community-Training Residence Program as part of the continuum of services for offenders who need a "half-way house" setting to aid in re-integration into the community. Conceptually, this program was designed to be most appropriate for those offenders at the end of a sentence who require a structured, supportive environment in which to use the assistance of staff and community based services to facilitate gradual release to the community; the second target group was select offenders who need a similar service and environment to be able to remain in the community as an alternative to incarceration (ie. as part of a Probation Order). In short, the CTR program targets primarily high needs offenders, and emphasizes linkage to, and use of, community based services to facilitate community re-integration.

The provincial CTR program established the following broad objectives:

1. To provide for the control, care and supervision of selected offenders in a residential setting within the community.
2. To provide offenders access to employment, training, specialized treatment, or their family, through the use of community resources.
3. To provide offenders a structured release to assist in their re-integration to the community and their rehabilitation through community facilities and resources.

The CTR program demonstrated good success in providing a valuable service to male offenders. In 1989, the Department of Justice extended the program to target female offenders. The result was to contract with the Gabriel Dumont Institute to construct and operate a 14 bed facility in Saskatoon.

GDI was selected to develop and operate this community based residential facility based on recognition of the high number of Aboriginal female offenders in custody, the need for a program that could focus on the particular needs of this client group, and the Institute's established education philosophy with its focus on developing programs that promote the development of Metis culture, self-determination, and justice.

The contract between the Department of Justice and the Gabriel Dumont Institute was established for a five year period, and expires March 31, 1996.

V Audit Results and Conclusions

A. Program

The Gabriel Dumont Institute Community-Training Residence was established with the following goal and objectives:

"Goal

The goal of the Gabriel Dumont Community-Training Residence is to facilitate the successful transition of female offenders back into the community. This will be accomplished by establishing a safe environment and supportive programming which is designed to promote independence, self-respect, the renewal of family ties and the acquisition of productive skills.

Objectives

1. To assess each new client as a unique individual and to devise, in consultation with that client, a "CTR Plan" and a "Post-Release Plan".
2. To provide a caring and respectful environment that allows each client to incorporate her plan into her daily living and allows for healing, recovery and spiritual development.
3. To provide opportunities for education, training, employment, and treatment according to individual needs and desires.
4. To promote knowledge of community resources appropriate to the needs of the women and their families.

5. To provide ongoing opportunities for learning and practising responsible behaviour including the provision of identifiable role models.
6. To encourage the establishment of positive and supportive ties with the client's family, friends and chosen community.
7. To provide residential supervision for participants in the program.
8. To operate the program with appropriate regard to public safety."

(Appendix A of the contract between GDI and Justice)

This audit confirms that the CTR Director and staff understand and support the established goal and objectives of the provincial CTR program.

GDI operates the CTR program using the following staffing model:

- 1 Director - full-time, Monday to Friday and some weekend and evening presence.
- 1 Life Styles Coordinator - full-time, Monday to Friday, 10:00 a.m. to 6:00 p.m. plus one evening.
- 1 Program Coordinator - full-time, Monday to Friday (presently vacant).
- 1 Cook - full-time, Monday to Friday.
- 1 Steno/Receptionist - full-time, Monday to Friday.
- 2 Resident Supervisors - full-time, evenings and weekends (and casuals for cover off).

In the period that the CTR has been operating from the new facility, it has a good approval rate for applications from referrals (annually = 93%; currently = 81%), a utilization rate that is presently(11.6/day), and a stable rate of successful completions (65%).

UAL's constitute the majority of the unsuccessful completions, and this represents a concern for the program. A review of five recent UAL's and interviews with these individuals does not indicate the CTR environment is the causative factor; one of the five individuals who went UAL considered the program "too strict" but stated such controls are reasonable for offenders who are serious about using the CTR to make personal changes. This same viewpoint was expressed by nearly all of the residents who had went UAL, as well as the sample of current residents that were interviewed. These individuals were particularly supportive of being able to attend a program that utilized a high level of Aboriginal staff, and which gave attention to Aboriginal culture.

The Director stresses that clear expectations are placed on all residents to be responsible and accountable for their behaviour in the CTR, in community programs, and on all passes. Passes and community programming must comply with the case plan that is established on admission, and reviewed weekly by the Director, the on-duty resident supervisor, and the Life Styles coordinator. The Director emphasizes the need for all staff to be committed to the CTR program and to assist the residents in linking to quality and relevant community programming.

The overall philosophy of the GDI CTR program is that successful re-integration of female offenders can best be achieved by the development of personal strength by each resident through her involvement in both in-house and community programming.

The CTR residence and staff are expected to provide a very supportive environment that allows the residents to focus on four primary needs:

1. Addiction awareness, education and treatment.
2. Cultural awareness and understanding.
3. Nutritional awareness, education and practice.
4. Basic literacy and educational upgrading.

The GDI CTR is pursuing the above through significant reliance on an in-house programming, and accessing relevant community services to the degree such are available and accessible. Significant emphasis is placed on helping the resident to understand and deal with the living problems and/or lack of coping skills that the individual has displayed that have led to incarceration.

The primary in-house programs are life styles, tutoring and nutritional education.

The Life Styles Program is modularized, and employs group teaching and learning techniques. Community resources are used to assist in presenting some modules (eg. health issues, sexually transmitted diseases, parenting). The Life Styles Program is offered daily and is structured to compliment other in-house programming (A.A., arts and crafts, tutoring, nutritional education). Parenting is mostly an external program involving residents attending workshops or groups (eg. Rusty McDonald Library, Mental Health, Community Health Clinic).

The CTR uses up to four volunteers to run the current twice weekly tutoring program. Recently, a grant of \$11,500 was received from the National Literacy Foundation (funded by Canada Employment and Immigration and Multiculturalism Canada). These funds will be used to provide computer assisted learning in conjunction with the CTR's tutoring programming.

Practicum students (subject to screening for appropriate interest and suitability) are used quite extensively at the CTR; these students are enrolled in programs at the Youth Care Worker Training Program (SIAST), the Aboriginal Justice Program (U of S), Native Human Justice (GDI in PA) the Saskatchewan Federated Indian College; and Basic Skills Development. Most practicums last from one to three months; a total of 16 individuals have been involved with the CTR in the current year, and five are currently on the GDI waiting list. The practicum students are involved in assisting with leisure time programming, providing individual support and encouragement, providing transportation to community appointments, and providing supervision of the facility when the program coordinator, Life Skills Coordinator, or resident supervisor are involved with a group of residents attending a community based activity. Thursday evenings are used for compulsory resident meetings; group recreational/leisure activities are scheduled for other evenings of the week, or weekends, depending on the nature of the activity and availability of staff, volunteers, or practicum students to assist in transportation or supervision of the CTR.

Individual counselling is done by the resident supervisor, the Life Styles coordinator, and the director. The issue of individual counselling was identified by staff, residents and ex-residents as an area where more service is recommended - the key concern is a perceived need for "specialized expertise" in counselling of residents with histories of severe sexual abuse. The CTR is meeting some of this need through contracting for services from a private practitioner (Opal Cameron, Personal Performance Consultants), and through referrals to Mental Health.

GDI CTR is pursuing enhancement of its current program by seeking funding from National Health and Welfare for a program called "Brighter Futures" an initiative of the Health and Social Development Commission of FSIN. If successful, their funding will be used to create a full-time position for a sexual abuse counsellor and/or follow-up aftercare services.

The CTR Life Styles Program incorporates Aboriginal cultural ceremonies and spirituality awareness in presentation of the program modules; eg. use of the circle, sweetgrass, smudging; there has been some criticism and reluctance about this by some residents. The CTR Director advises this aspect of programming is strictly educational, and residents can chose to not participate in the ceremonial aspects of the program, but all residents must participate in the Life Styles programming.

The CTR receives some Elder services from two recently identified individuals; there has been difficulty in this area because of the CTR Director's desire to obtain services from a recognized Elder rather than an appointed Elder. It is expected the Elder will attend the CTR on a monthly basis to attend to group and individual interests. The CTR Director is working with various Bands and Aboriginal groups to encourage attendance by Traditional persons.

The nutritional program is provided by the resident cook; it focuses on basic awareness education about food groups, practice in food preparation, and education about budgeting.

Alcohol and substance abuse programming is primarily based on accessing community services through the Calder Centre, (assessment, in-patient treatment, stabilization, out-patient support group services) and A.A. meetings. This is complimented by in-house A.A. meetings, and some elements of the Life Styles Program.

On examination of a sample of resident files, it was confirmed that residents are being matched with a range of community based agencies/services that include:

- The Community Health Clinic
- The Friendship Centre
- The Attendance Centre
- Family Services
- Mental Health Services
- Native Spiritual Voices (NAC)
- Compassionate Friends Support Group
- Social Services
- Aboriginal Womens Circle
- Various Bands (relating to release planning) and Indian Affairs
- Various A.A. groups
- Calder Centre
- Metis Society of Saskatchewan
- Elizabeth Fry Society
- Salvation Army
- local churches

The CTR program is enabling good contact between residents and family members. Close attention is given to education and development of parenting skills through the Life Styles Program, accessing education workshops and support groups in the community, and facilitation of child visits.

Conclusion

On review of the program component of the GDI CTR, this audit concluded that a quality and valuable program is being provided to residents that is consistent with the GDI goal and objectives as established in the contract with Justice.

There are aspects of the CTR program that could be improved, and recommendations will be made to that end.

B. Administration

The audit reviewed the administrative procedures at the GDI CTR in the following areas:

1. Establishment and maintenance of client files, reports, and log books.

Written policies are in place respecting resident files and reports; these are being followed. Client documentation is forwarded from Pine Grove upon arrival at the CTR. Client files, reports and log books are accurate and concise providing a program plan for each individual which is updated and reviewed weekly. Individual comments are initialed for identification purposes.

2. Security of files and confidentiality of information.

The CTR has written policy on security of files and confidentiality of information. Client files are securely maintained in a locked filing cabinet in a secured area. Client information in electronic format is maintained on 3.5 inch diskettes in a locked cabinet in a secured area. The importance of maintaining security and confidentiality of client information is well understood. Other items relating to the operation of the CTR are secured in the Director's office. Access is limited to staff only.

3. Compliance with the registration requirements for a non-profit corporation.

The administrative files at the CTR confirm that the CTR has maintained its renewal and registration compliance to date.

4. Compliance with the residence mortgage, fire and liability insurance requirements.

The facility's mortgage, fire and liability insurance policies are maintained in the head office of the Gabriel Dumont Institute in Regina. The mortgage, which is held by SNEDCO, is up-to-date and is paid annually upon notification from SNEDCO. Fire and liability insurance requirements are maintained within provincial regulations and are renewed upon notification. The procedure used to comply with health, safety, building and fire codes and regulations was also reviewed. The CTR is inspected on an annual basis (April/May) to ensure compliance with provincial regulations. Updated health and safety literature is made available upon receipt.

5. Annual budget preparation and reporting.

Annual budget preparation is a joint effort between the Director of the CTR and the controller of GDI and the final plan is approved by the GDI Board. The budget preparation for the upcoming year is completed before the fiscal year end at March 31st. Annual reports are the responsibility of the Director of the CTR once the annual audit has been completed in Regina.

6. Meeting accounting and financial records needs.

CTR pays an administration charge to GDI for centralized account and financial records. Justice has not received any of the required audited financial statements for CTR from GDI within the proper time period, and this has inhibited proper analysis and feedback to GDI about financial concerns that may exist. As this is an operational audit, no attempt was made to examine the fiscal operation of the CTR. However, it is noted that Corrections has concerns about an operating deficit that needs to be resolved.

7. Establishing expenditure controls and reports.

Expenditure reports are being provided to the CTR Director on a monthly basis by GDI. Analysis and interpretation are the responsibility of the Director and the controller of GDI is available for consultation. This past summer, GDI improved record keeping and financial reporting through conversion to a computerized system.

8. Collecting room and board charges from offenders.

The CTR complies with Corrections policy on collection of room and board charges from residents. For those clients who are not employed, collecting room and board charges is done as soon as social services forwards cheques to the CTR. Clients room and board charges are deducted upon the arrival of funds. However, it is impossible to collect funds from clients while they are waiting for assistance or if they go UAL before receiving funds. In the 1992/93 fiscal year, funds from the Resident Trust Fund were used to fund the increases in the cook's hours, and funding for specialized counselling services is also being met through this fund.

9. Managing offender funds and property.

The CTR has clear policies on resident personal property and on payment of room and board. There is need to write a policy on banking, however the current practise is that each client at the CTR has a bank account established for them at the local branch. It is the joint responsibility of CTR staff and clients to arrange for clients to manage their funds. Personal property is detailed upon the client's arrival at the CTR. Any additions or deletions must be identified on the property list. Only those items on the property list may be taken upon completion of the CTR program. This audit did not note any problems by offenders or staff in complying with these GDI policies.

10. Other

The CTR is dependant on GDI to provide administrative support services. This relationship is sometimes cumbersome, as it can delay the flow of information, especially financial information, to and from the CTR.

Conclusion

Following review of the administrative policies and procedures utilized by the GDI CTR, this audit concludes that these policies and procedures are appropriate and staff are complying with them. It is noted that the CTR is in the process of developing written policies to support the current acceptable practises; these policies will cover case management, resident orientation, and banking.

The one area of concern is the difficulty that GDI has demonstrated in providing timely audited financial statements; this is a serious problem that requires correcting, as failure to do so is breach of the contract between GDI and Justice, and could result in loss of funding.

VI Recommendations

1. That GDI and the Department of Justice (Corrections Branch), review the optimal time frame for transfer of Pine Grove offenders to the GDI CTR.

As part of this audit, a sample of residents at the CTR were interviewed, and case files examined; similarly for a sample of offenders at Pine Grove; and interviews were done with GDI CTR staff and Pine Grove staff. It is clearly evident that the overwhelming problem areas for almost all GDI CTR clients are: long histories of horrific sexual and/or physical abuse, usually coupled with substance abuse and addiction, highly dysfunctional pre and post release family environments, and most often marginal and poverty living standards on release. The release plans for the vast majority of these clients is to resume family and child care responsibilities often in smaller communities.

The conclusion of GDI CTR and Pine Grove management is that the magnitude of these problems necessitates a longer period of CTR residency than is usually appropriate for male offenders; this is viewed as highly desirable in order for the offender to receive the full value and benefit of the personal development programming at CTR, and for these clients to develop a high level of trust and confidence in CTR as well as community based service providers. A more extended period of time at the CTR is also seen as likely to achieve stronger linkage to community based programs, and time to enable the resident to build-up stronger coping skills.

In order to achieve the full advantage of these benefits, it is necessary to place the client in the CTR very early in the sentence so that she may also receive maximum early release or parole. The net result is that the referral and approval of most offenders needs to happen sooner than what is current practice. GDI CTR would ideally prefer to accept an offender for a four to six month period prior to earliest likely release. To facilitate this ideal would constitute a substantial shift from a philosophy of CTR being a "pre-release end of sentence" program to allowing early transfer to CTR to achieve "front end" sentence programming. It can be expected that making such a shift may increase the risk for failures of some individuals "walking-away", or otherwise going UAL. An alternative would be to place less emphasis on conditional release programming for GDI CTR clients in favour of having these clients complete the four to six month residence program, but this could act as a significant dis-incentive to offenders to apply for to the CTR.

Therefore, for long range planning at GDI CTR, the Gabriel Dumont Institute and Justice should review the issue of optimum placement time in the residence program, and mutually agree if any change should occur.

2. That GDI CTR Board of Directors monitor in-house programming to ensure that group processes and the Life Styles Program continue to be educationally focused, and do not cause the GDI CTR to evolve into a "treatment centre".

The current in-house and Life Styles Program are predicated on the importance of learning and living as a group. This is a very effective and appropriate method for developing positive and responsible behaviour and deterring negative behaviour. However, care and vigilance has to occur to ensure group processes do not slip into "therapy groups", with individual residents feeling pressured to participate at a level that could constitute an evasion of personal and emotional privacy. The nature of group processes can be psychologically and emotionally stressful, and potentially abusive. The Life Styles Program is mandatory for all residents; it meets offender personal development needs and is an effective method for ongoing residents in confronting the issues that dominate their lives. However, ongoing attention must be given to balancing program goals with the principle of offenders having freedom of choice in participating in programs.

3. That GDI CTR develop a written policy for inmate complaints, make it part of the orientation process, and post it in the residence.

Complaints to Corrections in the past year precipitated an external review by the GDI Board, and brought attention on the need for an inmate complaint system for the CTR that is able to review/investigate complaints fairly, and a system that has validity in terms of client and public scrutiny. GDI needs to establish a written policy for such a complaints system. The resulting policy needs to achieve the dual goal of safeguarding offender rights but also supporting the CTR Director's authority in managing the program. GDI could receive assistance from Corrections in developing this policy.

4. That the Gabriel Dumont Institute and the Department of Justice (Corrections) review the continued appropriateness and value of maintaining an Advisory Board.

The role of the Advisory Board is perceived as being in competition with the proper role of an active GDI CTR Board; the current structure is perceived as more of a paternalistic control than as being very meaningful or helpful to the CTR. The auditors noted members of the Advisory Board were critical of the current functioning of this Board, and they expressed doubts about its continued value. This problem might be resolved through better communication between the Advisory Board members.

An alternative could be for the GDI CTR Board of Directors to become more active, and for Justice to play a role on this Board. This would ensure good communication about Corrections' perspective on female offender management and on CTR policies and requirements.

5. That GDI CTR and Saskatchewan Corrections more actively seek ways to increase mutual awareness, understanding, and partnership in meeting female offender needs.

This audit noted that GDI CTR has experienced problems in achieving continuity in staffing of a number of key positions at the CTR. This has resulted in a perception of program instability, and this frequent staff turn over has limited on-going relationship building or networking between CTR and other agencies. The CTR program could benefit from more formalized interactions such as:

- Semi-annual meetings between GDI CTR staff and Saskatoon Community Operations staff, and stronger encouragement of Community Operations staff to attend the CTR.
- Periodic reciprocal visitations between the Saskatoon men's CTR Director and the GDI CTR Director.
- More frequent attendance at GDI CTR by the Director of Community Facilities.

- Increased in-service education/awareness about GDI CTR at the Pine Grove Correctional Centre.
- In addition to the present practice of holding "open house", the CTR should actively encourage other agency staff and program managers to attend the CTR for case conferences on residents where these other agencies have follow-up responsibility.

6. That GDI establish more linkage between offenders being released from the CTR and mainstream GDI educational programs.

The GDI community based educational structure was expected to be of assistance to female offenders being released from the GDI CTR. To date, this has not been accomplished but the expectation remains. The experience of the facility is that the majority of clients resume child care and family responsibilities on release, and are limited by their life situations in pursuing academic or vocational training.

However, as was noted when the GDI CTR was established, female offenders are greatly disadvantaged by lack of vocational and academic training, and these continue to be a high need area that Corrections expects the GDI CTR to focus on in doing release planning with offenders.

The CTR is in the process of recruiting a Program Coordinator, and when complete, this resource should assist in focusing on the linkages with GDI community based programming.

7. That GDI increase emphasis on the recruitment and use of volunteers at the CTR.

The current year data indicates a loss of volunteer involvement with the CTR. It is understood this change has resulted for a number of reasons, and that turn over in key staff positions has limited the time available to work on recruitment. However, use of volunteers assists in increased public awareness of female offender needs, and in achieving public support for the CTR. Hence, renewed attention to this aspect of the CTR program is recommended.

8. That GDI comply with the requirement to provide Justice with audited annual financial statements within four months after fiscal year end.

The failure of GDI to satisfy this requirement of the contract could jeopardize on-going funding. It is imperative that this information be received on a timely basis to enable required scrutiny and analysis by Corrections.

APPENDIX "A"

**Gabriel Dumont Operational Audit
Terms of Reference**

Purpose of Review

Corrections Branch policy provides for on-going operational audits of various correctional programs and services to ensure appropriate services are being provided, and standards are maintained, in achieving correctional goals and objectives. These audits are intended as a constructive and beneficial means of assisting various components of Corrections to continue, modify, or develop quality services for offenders in light of changing environmental factors, operational experience, or research developments.

In 1989, Saskatchewan Justice contracted with the Gabriel Dumont Institute to provide residential community release services for female offenders. These services are very important for pre-release planning and re-integration of select offenders from the Pine Grove Correctional Centre. The residence also provides an alternative to incarceration at Pine Grove for selected intermittent female offenders, and for female offenders on a probation order with a residency clause. It is now timely that a review be conducted of the GDI CTR to assess the current program, and to identify areas where change may be advisable in order to strengthen the services being offered.

Terms of Reference

The operational audit will cover the following:

A. Program

- Review the goal and objectives of GDI CTR, and any changes that have occurred or may be advisable.
- Assess staff understanding and support for GDI CTR goal and objectives.
- Review the referral process and procedures for selecting clients, determining client program needs, developing a case plan for meeting these needs, and follow-up on the case management plan after admission.
- Review the inmate complaint mechanism for ensuring administrative fairness.

- Identify and assess the services provided to clients on a one-to-one and group basis in the residence, and through use of other community agencies, services, or volunteers.
- Review GDI CTR efforts to develop and increase female offender access to, and support from, community agencies during their time at the CTR, and on release.
- Review the level of utilization of the residence and identify the inhibitors to achieving full utilization.

B. Administration

- Review the administrative procedures used to:
 - establish and maintain client files, reports, and log books;
 - maintain security of files and confidentiality of information;
 - comply with the registration requirements for non-profit corporations;
 - comply with the residence mortgage, fire and liability insurance requirements.
- Review the procedures followed in:
 - annual budget preparation and reporting;
 - meeting accounting and financial records needs;
 - establishing expenditure controls and reports;
 - collecting room and board charges from offenders;
 - managing offender funds and property.
- Review the procedure/action followed to achieve compliance with health, safety, building and fire codes and regulations.
- Review the level of communication between GDI CTR and the referral agencies (Pine Grove Correctional Centre and Saskatoon Community Operations) and the Director of Community Facilities.

Process

The Senior Standards and Inspection Officer, Corrections Branch with the assistance of a representative from the Gabriel Dumont Institute will conduct this review by:

1. Reviewing background reports and information about the GDI CTR.
2. Attending the GDI CTR to discuss the residence program with the Director and staff, and encourage input to this review.
3. Attending the Pine Grove Correctional Centre to review the GDI CTR service with the Director of Pine Grove, and with appropriate Pine Grove staff. These individuals will be encouraged to identify if, and what, administrative and program changes are desirable to ensure consistent client referral, high utilization of the program, and that offender needs are being addressed.
4. Reviewing a sample of offender files, and conducting interviews with a sample of current and past residents of the GDI CTR to assist in identifying program strengths and weaknesses.
5. Consulting with the GDI CTR Board of Directors, Community Advisory Board, and selected community agencies actively involved with the residence to obtain input to this review, (eg. Saskatoon Community Operations; Saskatoon City Police; Prosecutors office).

Time Frame

This review is to be completed by November 15, 1993, and the Senior Standards and Inspections Officer will provide a report to the Executive Director of Corrections by November 30, 1993.

Approved



R.J. Till

6/10/93

Date

APPENDIX "B"

Gabriel Dumont Institute Data

	1991/92	1992/93	1993 to date
Applications Received	71	80	53
Applications Approved	61	71	43
Percent Approved	92.4%	93.4%	81.1%
Successful Completions and Percent	45 (73.8%)	54 (64.3%)	27 (66.9%)
Early Release and Percent	26 (57.8%)	29 (53.7%)	13 (48.1%)
Parole and Percent	13 (28.9%)	10 (18.5%)	4 (14.8%)
Unsuccessful Completions & Percent	16 (26.2%)	28 (33.3%)	14 (34.1%)
Unlawfully-at-large	9 (14.8%)	22 (26.2%)	10 (24.4%)
Utilization (average per day)	10.8 (77.3%)	9.5 (67.6%)	11.63 (83.1)
In house	10.4	7.6	11.7
In community facility	.4	1.8	.4
Intermittents	.1	.06	.5
Child Visits	145	170	108
Volunteers			
Number of volunteers	83	100	18
Total hours of service	1627	2207	230

CENTRE: Gabriel Dumont
 YEAR: 1993/94

	TOTAL TO DATE	PERCENT TO DATE	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
1. # RESIDENTS DISCHARGED	41		5	4	6	3	8	6	9					
2. TOTAL DAYS CARE	2492		303	411	384	352	372	317	353					
3. # APPLICANTS INTERVIEWED	53		8	7	5	8	5	5	15					
3.1 # Applicants Approved	43	81.1%	6	5	3	8	4	4	13					
3.2 # Applicants Denied	10	18.9%	2	2	2	0	1	1	2					
4. # SUCCESSFUL COMPLETIONS	27	65.9%	5	2	4	2	6	4	4					
4.1 # Prov. Early Releases	13	48.1%	1	2	1	1	3	2	3					
4.2 # Parole Releases	4	14.8%	1	0	1	1	0	0	1					
5. # UNSUCCESSFUL COMPLETIONS	14	34.1%	0	2	2	1	2	2	5					
5.1 # Unlawfully-At-Large	10	24.4%	0	0	2	1	1	1	5					
6. TOTAL DAYS SAVED	1426		195	111	259	146	279	59	377					
6.1 PROV EARLY RELEASE	1212		195	111	259	146	279	59	163					
7. UTILIZATION (Av. Per Day)	11.6 /DAY	83.1%	10.1	13.3	12.8	11.4	12.0	10.6	11.4	0.0	0.0	0.0	0.0	0.0
7.1 In House	10.7 /DAY	76.3%	9.4	12.6	12.4	9.9	10.7	9.6	10.2					
7.2 In Community Facility	0.4 /DAY	3.1%	0.0	0.1	0.0	1.1	0.9	0.6	0.3					
7.3 Interalittents	0.5	3.6%	0.39	0.48	0.27	0.3	0.5	0.4	1					
7.4 Child Visits	108		19	19	12	0	19	13	26					
8. VOLUNTEERS														
8.1 Number of Volunteers	18		2	2	2	2	2	5	3					
8.2 Total Hours of Service	230		32	16	28	6	30	80	38					

Cvndj

1
8
1

CENTRE: Gabriel DuMont
YEAR: 1992/93

	TOTAL TO DATE	PERCENT TO DATE	PERCENT											
			APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
1. # RESIDENTS DISCHARGED	84		6	8	8	5	6	5	11	8	4	8	6	9
2. TOTAL DAYS CARE	3456		337	369	281	213	342	370	317	252	281	265	208	221
3. # APPLICANTS INTERVIEWED	80		10	7	3	7	12	8	4	4	6	5	6	7
3.1 # Applicants Approved	71	93.4%	9	7	3	6	11	6	3	6	4	4	6	6
3.2 # Applicants Denied	5	6.6%	0	0	0	0	1	0	1	0	1	1	0	1
4. # SUCCESSFUL COMPLETIONS	54	64.3%	6	6	4	4	3	4	6	3	3	5	5	5
4.1 # Prov. Early Releases	29	53.7%	1	2	1	5	1	2	4	1	2	2	3	5
4.2 # Parole Releases	10	18.5%	1	3	1	0	2	0	0	1	1	1	0	0
5. # UNSUCCESSFUL COMPLETIONS	28	33.3%	0	2	4	1	3	1	5	5	1	3	1	2
5.1 # Unlawfully-At-Large	22	26.2%	0	0	3	1	3	1	4	5	1	2	0	2
6. TOTAL DAYS SAVED	3887		309	605	365	252	714	134	235	250	391	283	83	266
6.1 PROV EARLY RELEASE	1688		72	120	60	252	60	134	235	10	211	185	83	266
7. UTILIZATION (AV. Per Day)	9.5 /DAY	67.6%	11.2	11.9	9.4	6.9	11.0	12.3	10.2	8.4	9.1	8.5	7.4	7.1
7.1 In House	7.6 /DAY	54.2%	9.2	10.1	8.0	5.8	7.7	9.0	8.2	7.2	7.3	5.8	6.3	6.5
7.2 In Community Facility	1.8 /DAY	12.5%	2.1	1.8	1.3	1.0	3.3	3.3	2.0	1.1	2.4	1.7	.6	.4
7.3 Intermitents	.06757	.5%	21	34	31	15	15	32	50	35	.96	30	14	18
7.4 Child Visits	170		76	33	11	12	3	0	1	2	16	8	1	7
8. VOLUNTEERS														
8.1 Number of Volunteers	100		10	12	8	12	7	6	8	6	7	3	3	18
8.2 Total Hours of Service	2207		326	381	333	193	133	169	138	180	168	80	62	44

cyndi

CENTRE: Gabriel Dumont
YEAR: 1991/92

	TOTAL TO DATE	PERCENT TO DATE	MONTHS											
			APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
1. # RESIDENTS DISCHARGED	61		5	5	10	3	10	5	5	4	7	8	4	
2. TOTAL DAYS CARE	3310		368	373	359	359	415	369	262	268	281	256		
3. # APPLICANTS INTERVIEWED	71		4	10	10	9	5	3	3	7	8	6	9	
3.1 # Applicants Approved	61	92.4%	4	9	8	8	3	3	3	6	8	6	6	
3.2 # Applicants Denied	5	7.6%	0	1	1	0	1	0	1	1	0	1	0	
4. # SUCCESSFUL COMPLETIONS	45	73.8%	4	3	7	2	8	4	4	4	4	6	3	
4.1 # Prov. Early Releases	26	57.8%	3	1	3	2	5	2	2	3	2	4	1	
4.2 # Parole Releases	13	28.9%	1	1	3	0	1	2	2	3	2	0	0	
5. # UNSUCCESSFUL COMPLETIONS	16	26.2%	1	2	3	1	2	1	1	0	3	2	1	
5.1 # Unlawfully-At-Large	9	14.8%	0	2	1	0	0	0	0	0	2	2	1	
6. TOTAL DAYS SAVED	3488		265	159	486	74	481	447	788	544	184	60		
6.1 PROV EARLY RELEASE	941.5	3 / DAY	117	83	135	74	168	116	180	2.6	5.9	60		
7. UTILIZATION (Av. Per Day)	10.8 / DAY	77.3%	12.3	12.0	12.0	11.6	13.4	12.3	8.5	8.9	9.1	8.3	.0	
7.1 In House	10.4 / DAY	74.1%	10.7	11.4	11.2	11.6	13.4	12.4	8.5	8.9	8.2	7.5		
7.2 In Community Facility	.4 / DAY	3.1%	1.5	.6	.7	.0	.0	.0	.0	.0	.9	.7		
7.3 Intermitents	.11345	.8%	12	36	51	50	22	21	21	32	43	24		
7.4 Child Visits	145		32	26	0	24	16	4	2	11	13	17		
8. VOLUNTEERS														
8.1 Number of Volunteers	83		6	5	7	7	8	7	5	13	14	11		
8.2 Total Hours of Service	1627.8		88	98.8	131	135	206.5	171	92.5	314.5	197.5	193		

alphonstine koehler

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH



GABRIEL DUMONT INSTITUTE
COMMUNITY TRAINING RESIDENCE

ORIENTATION PACKAGE

Dear _____,

Welcome to the Gabriel Dumont Residence. To assist in making your stay here as comfortable as possible, we have put together this package so that you understand some of the policies, procedures and rules of the residence.

We have also included brochures and a list of services available in the city of Saskatoon. After reading the enclosed information, feel free to ask any questions you may have. ;

Undoubtedly there are issues we have not covered in this package and the best way to get an answer to a question is to ask either a staff member or resident.

We look forward to having you stay with us and hope your stay is productive.

Signed,

All the Staff

INTRODUCTION:

PAGE:

Welcome Letter 1

POLICIES:

Visiting Policy 4

Telephone Policy 5

Smoking Policy 5

Parenting Policy 6

Fire Safety Policy 8

Responsibility for Resident Personal Property 9

Payment of Room & Board 10

Weekly Schedule 11

Chore List 12

G.D.I.C.T.R. Level System 13

Temporary Absence (Leisure) 18

Leisure Activities 19

Temporary Absence Panels 20

Conditional Release Panels 20

Discharge of Residents 21

Medical Information 21

INFORMATION:

Counselling 22

Sexual Abuse 23

Mental Health 23

Volunteer Services 23

Services For Women 24

12 Step Self-Help Programs 25

Al-Anon 25

INFORMATION

PAGE

Alcoholic Anonymous	27
Narcotics Anonymous	32
Clothing	32
Housing Rentals	33
Employment	33
Finance	34
Adult Education	34
Galleries	35
Libraries	36
North American Indians	36
Theatres	37
Museums	38
Crafts	38
Recreation	39

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.
123 LARONGE ROAD,
SASKATOON, SK
S7K 5T3

OFFICE PHONE NUMBERS:
1-(306)-933-6969
OR
1-(306)-933-6970

PAY PHONE NUMBERS:
933-9292 (UNSTAIRS)
933-9289 (DOWNSTAIRS)

VISITING POLICY

While residents of the Gabriel Dumont Institute Community Training Residence (CTR) will encourage to visit significant others by way of Temporary Absences in the community, some visiting will be allowed at the CTR.

In order to respect the privacy of other residents, and to avoid interfering with established programming, visiting will be restricted according to the regulations set out in this policy.

POLICY

(1) NUMBER OF VISITS

Each resident will be allowed two visits per week.

(2) VISITING SCHEDULE

Weekdays ... 7:00 P.M. to 9:00 P.M., except when other programming is scheduled.

Saturday, Sunday and Statutory Holidays

... 1:00 P.M. to 4:00 P.M.

(3) NUMBER OF VISITORS

Due to limited visiting space, residents are asked to keep the number of visitors per visit to three (3). An additional number of visitors may be allowed with advanced approval.

(4) AUTHORIZED VISITING AREA

Visitors are allowed in the designated visiting area only, and are not allowed in other areas of the CTR. (ie: Kitchen, bedrooms, or bedroom wing, offices).

(5) REFRESHMENTS

Visitors will be allowed coffee or tea only. These refreshments will be brought to the visiting area by the resident.

(6) CONDUCT

Conduct of visitors and residents will be appropriate conduct for a public place. (ie: no necking, petting, loud noise).

(7) REFUSAL/TERMINATION OF VISITS

CTR staff retain the right to refuse/terminate a visit at any time. Any complaints are to be directed to the CTR Director.

RESIDENTS PAY PHONE

(1) Residents will be allowed, at their own expense, to place calls on the pay phone other than:

- at meal times
- between the hours of 10:30 P.M. & 7 A.M.

(2) LONG DISTANCE CALLS - RESIDENTS

Residents are expected to utilize the pay phone in placing long distance calls at their own expense.

In the event that the resident is unable to place the call collect, and does not have sufficient cash on hand for the pay phone, the call may be placed in the following manner:

(a) The resident must submit cash in advance in the amount of \$5.00 to \$20.00, to the Executive Director or the Program Co-ordinator.

(b) The Executive Director or Program Co-ordinator will indicate the amount of the deposit on the "RESIDENT PHONE CALLS" form in the resident's Program File.

(c) PRIOR to placing the call, staff will check the "RESIDENT PHONE CALLS" form to ensure that sufficient funds have been deposited (and remain on account) to pay for the call.

(d) STAFF will place the call through the Sask Tel Operator, asking her to call back the amount of time and charges.

(e) STAFF will remain in the office with the resident for the duration of the call.

(f) Upon completion of the call, the "RESIDENT PHONE CALLS" form will be completed by staff, including the amount charged for the call and the balance remaining on account.

PAY PHONE NUMBER:

~~955-8806~~

933-9292
933-9289

OFFICE PHONE NUMBER: ~~373-8123~~

933-6969

SMOKING POLICY

1. BEDROOMS/BEDROOM WING/KITCHEN

THESE AREAS ARE *NO SMOKING* AREAS AT ALL TIMES.

2. STAFF OFFICES

STAFF MEMBERS HAVE THE RIGHT TO DECLARE THEIR OWN OFFICES *NO SMOKING* AREAS.

IN CASE OF SHARED OFFICES, THE PREFERENCE OF THE NON-SMOKER WILL TAKE PRIORITY.

EFFECTIVE JULY 1, 1990, DESIGNATED SMOKING AREAS WILL GO INTO EFFECT.

EFFECTIVE JULY 1, 1991, THE GABRIEL DUMONT INSTITUTE DECLARES ALL FACILITIES *SMOKE-FREE*.

3. LIVINGROOM/VISITING ROOM

THESE AREAS ARE NORMALLY SMOKING AREAS, EXCEPT DURING MEETINGS.

4. MEETINGS/CLASSES

A) STAFF MEETINGS - *NO SMOKING*

B) RESIDENT MEETINGS - SMOKING ISSUE TO BE NEGOTIATED AT THE BEGINNING OF EACH MEETING.

C) LIFE SKILLS CLASSES - SMOKING ISSUE TO BE NEGOTIATED AT BEGINNING OF EACH MEETING.

PARENTING POLICY

1. Each resident will have established an individual case plan tailored to her own needs, i.e. personal counselling and addiction treatment, spousal relationship, abuse issues, parenting techniques, money management, anger management, mental/physical/spiritual health, basic lifeskills.
2. Each resident will have demonstrated a positive attitude and displayed adequate parenting skills prior to being given approval for the parenting program.
3. The case plan established between the resident and her case worker (and in some cases a co-parent) will include self-improvement activities for the child(ren) and shared activities that focus on physical, mental, social, spiritual, financial, and housing needs.
4. In-house programming will be facilitated through the life-skills program, through the use of community resources, through the use of the family suite and through an on-going after-care program provided by the C.T.R. staff.
5. Consideration will be given to spending time outside the residence for the mother and child(ren) after establishing an individual case plan and subsequent to a successful visit within the residence.
6. An application may be made for time spent in the resident's own home or the home where her child(ren) reside once a resident demonstrates a high level of motivation and responsibilities towards her individual parenting plan. Each application will be assessed on its own merit. Time with children will be permitted only as the T.A. criteria allow. Time with children on T.A. should be monitored to assure safety of children at all times — no 5 and 6 year olds to be left alone while mother is on her recreational leave.
7. Expectant mothers who deliver while at the C.T.R. will be able to provide 24 hour care for their infant at the residence. Such care will continue for the duration of her stay or until other suitable arrangements are made.
8. Mothers who are caring for small infants (under age 4 months) immediately prior to incarceration may apply to have their infant visit them at the C.T.R.. Each case will be assessed on its own merit.

- ENTER THE CONTENT
9. Infant visitation will be short-term for the purpose of bonding and satisfactory arrangements for the infant's care away from the residence is the responsibility of the mother. Visitation will not prevent the resident's participation in personal programming.
 10. Children under the age of 18 years may visit their mother while at the C.T.R. provided the visits are arranged and approved by the Director and staff after consideration of the circumstances the older the child, the more emotional, social, and behavioral issues must be examined.
 11. Under special circumstances older children (up to the age of 12 years) may be allowed extended and/or overnight visits. Such visits are to be arranged and approved by the Director and staff. Factors to be considered are number of children, availability of bed space, special needs of the resident and child(ren), time frame proposed and consistency with overall program objectives.
 12. Residents who are from the Saskatoon community will be encouraged to do their parenting with the child at the child's own address which will allow mother and child to be accessible to each other. Overnight visits will be used to facilitate parenting for children who live out of town.

IF A FIRE OCCURS, RESIDENTS SHOULD OBSERVE THE FOLLOWING:

1. NEVER PUT YOUR OWN LIFE IN DANGER. Even if you think you can deal with the fire, call 911. It is better to call in a false alarm than to risk the lives of others.
2. Get as low to the ground as possible. SMOKE RISES. Therefore, get down on your hands and knees to avoid smoke inhalation.
3. If you are in bed when the fire occurs, roll off the bed instead of standing up. Again, this will reduce the amount of smoke you inhale.
4. Know the number of doors between your room and an exit. This way, if the smoke is so thick that you cannot see, you can feel your way to an exit.
5. If you see a fire, pull the fire alarm immediately. Then phone 911. Even if you think you can put the fire out, these steps should be followed in accordance with fire regulations. If you cannot get to the fire alarm or a phone, exit the building through the closest exit. Once outside, you can go next door and phone 911.
6. If you cannot open the window to get out, find the nearest object and smash the glass. Then, wrap yourself in a protective covering (blanket/sheet) so that you do not cut yourself when exiting.
7. Once outside, ALL RESIDENTS MUST make their way to the FRONT OF THE BUILDING AND REMAIN THERE UNTIL A STAFF MEMBER HAS TAKEN NOTE OF WHO HAS GOTTEN OUT OF THE BUILDING.
8. If someone's clothing is on fire, wrap them in whatever material is available (blanket/sheet/robe) MAKING SURE THE PERSON CAN BREATHE. This procedure will smother the fire. When you are sure the fire is out, call 911 for professional personnel to come and assess the patient's condition.
9. When you leave the scene of a fire, close the door after you. This way it will take longer for the fire to spread throughout the building. DO NOT PUT YOURSELF IN DANGER BY TAKING THE RISK TO CLOSE A DOOR OR WINDOW.
10. Never carry something that is burning. You may drop it and cause the fire to spread unnecessarily.

The GDI CTR is designed to assist selected female offenders to successfully re-integrate into the community by providing a home-like environment. An important element of responsible living is learning money management and acceptance of responsibility for one's upkeep and personal needs.

During a resident's stay, it is conceivable that various programming needs will be met. A realistic fee schedule will be implemented to reflect these needs.

Women who are participating in residential alcohol/drug rehabilitation are not eligible for assistance during treatment. As well, programming for many women will focus on self-development rather than employment. Fees will be charged in accordance with the rates paid by the Department of Social Services or the funding agency.

Women who work away from the residence may pay a reduced room and board if they are required to pay room and board at the workplace. Each circumstance will be individually assessed to reflect income and financial obligation.

1. Room & Board will be assessed on a daily basis to reflect individual circumstances of the resident;
2. Monies will be collected from each resident on pay day or when they receive a cheque from the Department of Social Services or funding agency;
3. The monies will be deposited into a Benefits account to provide additional services to the CTR;
4. Fees will be based on the following schedule:
 - a) \$7.00 per day if employed
 - b) \$6.00 per day if on public assistance or training allowance
 - c) \$3.00 per day if working away from the residence and required to pay room & board at workplace
 - d) \$0.00 if attending residential treatment or on an extended medical T.A.

JOB DESCRIPTIONS

All duties are to be completed before 8 a.m. weekdays. They must be completed prior to a resident leaving on a pass or work. All clean-up should include using a disinfectant. Weekend chores to be completed before 11 a.m. Major clean-up on Saturdays of your particular chore.

1. MEAL CLEAN-UP: Responsible to put away leftovers, storing whatever necessary in the fridge. Load and start dishwasher, emptying it as soon as able. Wipe off tables, counters and clean out sink, making sure that all dishes are done and put away.
2. STAFF BATHROOM/UTILITY ROOM & BATHROOM: Responsible to scrub and mop floors, arrange supplies, disinfect sink, tub and toilet. Make sure necessary supplies are there for the week. Take garbage to the back door (in bags).
3. FRONT ENTRANCE: Responsible to sweep rug every day, clean glass doors and windows, inside and out. Sweep and mop floor between doors.
4. LIVING AREA: Responsible to sweep and mop floor, dust sills and shelves, coffee tables, T.V. Take out garbage to back door. Take old newspapers to Cosmo Bins every Saturday.
5. BEDROOM HALLWAY: Responsible to sweep and mop floors.
6. LIVING AREA HALLWAY: Responsible to sweep & mop floors
7. KITCHEN CLEAN-UP: Responsible to sweep and mop floor, clean and wash garbage container, take garbage to back door, wash cupboard doors and windows.
8. SIDEWALKS & LAWN: Responsible to keep sidewalks clean and garbage picked up.
9. GARBAGE: Responsible to collect garbage from back door and take out to dumpster at back door. Also responsible to wash all ashtrays.
- 10) KITCHEN APPLIANCES & FREEZER: Responsible to clean out fridge, stove, including oven & elements at least once a week. To keep freezer in order.
- 11) VISITING ROOM: Responsible to dust, vacuum

MONDAY TO FRIDAY:

7:00 a.m.

Rise

7:30 - 8:00 a.m.

Breakfast. Residents prepare their own breakfast and clean up after themselves. *RESIDENTS WEEKDAY CHORES TO BE DONE BY 8:00 A.M.

~~9:00~~^{9:00} - 12:00 noon

Personal Programming and/or Inhouse Programming

12:00 - 1:00 p.m.

Lunch and clean-up

1:00 - 5:00 p.m.

Lifestyles and personal programming

5:00 - 6:00 p.m.

Supper and clean-up

6:00 - 11:00 p.m.

* Leisure activities

11:00 p.m.

Bedtime (Sunday to Thursday).

For further scheduling information, see Visiting Policy, Telephone Policy and Level System policy.

* THURSDAY EVENINGS ARE RESERVED FOR RESIDENT MEETINGS:

Bring your beefs and bouquets and if you bring a beef, bring a solution. Leisure passes will not be granted for thursday evening unless special circumstances merit otherwise.

SATURDAY AND SUNDAY:

9:30 a.m. *10:00*

RISE AND SHINE *Bfast → personal hygiene*

10:00 - 11:00 a.m.

Chores (a major clean-up is to be done on Saturday)

11:00 - 12:00 noon

Brunch

12:00 - 5:00 p.m.

Leisure activities, personal programming.

5:00 - 6:00 p.m.

Supper & *Clean up*

~~11:00~~ *11:00* *Curfew*
~~1:00~~ a.m.

Bedtime (Friday and Saturday).

GENERAL DESCRIPTION OF LEVEL SYSTEM:

The Community Training Residence Program is based on trust honesty and responsibility. The level system identifies five levels of performance, each varying in the degree of expectation, responsibility, requirement, and in the number and duration of passes. This includes temporary absences available to residents for visiting family, friends, and to pursue other wholesome leisure time activities.

A resident's level may be assessed weekly in order that she obtain positive and constructive feedback and support which may be helpful in assisting her to achieve or maintain a higher level.

A resident may apply for a level change every 2 weeks (14 days). A formal application must be submitted by the resident by 11:00 p.m., Thursday in order that adequate time is provided to complete a progress summary report.

The decision for a level change will be based on the panel members assessment of the applicants progress in the following areas:

- ability to abide by C.T.R. rules and regulations
- attitude and behaviour within the residence
- performance at work, treatment, school
- behaviour and conduct within the community
- motivation, initiative and responsibility in carrying out their formulated plan of action for C.T.R. participation
- activity to further personal growth development.

Level changes are granted on the basis of performance by the resident over the previous 2 weeks (14 days). On application of the staff members, an individuals level may be reviewed and subsequently dropped if level expectations are not being met.

BASICS OF THE LEVEL SYSTEM:

No curfew will extend past 11:00 p.m.

The minimum length of time for any leisure pass is quoted on each level and the maximum time will not extend the time specified for passes in each level.

Unless otherwise specified, residents will only be allowed 1 leisure pass per day.

Once a resident has reached level 3, she may apply to take a 6 hour leisure pass for special events such as relatives travelling a long distance to Saskatoon, special gatherings, or events. The resident must submit a request to staff prior to the Tuesday meeting in order to formally panel the matter.

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 1 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

PURPOSE

The purpose of a standardized level system is to afford those residents displaying positive behaviour and motivation increased privileges for leisure activities within the residence and community at large.

GENERAL DESCRIPTION OF LEVEL SYSTEM

The Community Training Residence Program is based on earned trust, honesty and responsibility. There are varying levels of trust and responsibility and, therefore, the CTR level system should be a tangible indication of an individual's performance. More importantly, it is for a resident to measure her own level initiative and responsibility.

The level system accurately reflects to a resident the degree of initiative, trust and responsibility she has achieved. With each level of assumed responsibility, a resident will be able to gain more freedom and privileges within the community and CTR itself.

The level system identifies five levels of performance, each varying in the degree of expectation, responsibility, requirement, and in the number and duration of passes. This includes temporary absences available to residents for visiting family, friends and to pursue other wholesome leisure time activities.

A resident's level may be assessed weekly in order that she may obtain positive and constructive feedback and support which may be helpful in assisting her to achieve or maintain a higher level.

A resident may apply for a level change every 2 weeks (14 days). A formal application must be submitted by the resident by 11:00 p.m. Thursday in order that adequate time is provided to complete a progress summary report.

The decision for a level change will be based on the panel members assessment of the applicants progress in the following areas:

- ability to abide by CTR rules and regulations.
- attitude and behaviour within the residence.
- performance at work, treatment, school.
- behaviour and conduct within the community.
- motivation, initiative and responsibility in carrying out their formulated plan of action for CTR participation.

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 2 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

GENERAL DESCRIPTION OF LEVEL SYSTEM CON'T:

Level changes are granted on the basis of performance by the resident over the previous 2 weeks (14 days). An individual's level may be reviewed and subsequently dropped if level expectations are not being met.

BASICS OF THE LEVEL SYSTEM

No curfew will extend past 11:00 p.m.

Unless otherwise specified, residents will only be allowed 1 leisure pass per day.

Unless otherwise specified, all Temporary Absences will not exceed 24 hours in length. Note: this policy does not apply to Temporary Absences granted for Medical or Humanitarian purposes.

The issuing of leisure passes is in most, if not all, cases at the discretion of the staff on duty. For details as to when leisure passes will not be granted, see the Leisure Pass policy.

Under no circumstances will back-to-back passes be granted.

The number of hours taken on each leisure pass will be deducted from the total number of hours a resident is entitled to each week.

CURFEW FOR ALL RESIDENTS IS 11:00 P.M. BEDTIME IS 11:30 P.m.

LEVEL 1: ENTRY LEVEL

EXPECTATIONS:

On Level 1, the resident must be able to observe CTR rules and understand the basic way the program is managed. For example, she must: maintain acceptable personal hygiene, sign up for and complete chores, attend the weekly resident meeting, respect others' property, interact appropriately with residents and staff, punctually sign in and out when leaving the CTR, and return from passes on time.

A resident should start formulating an individual case plan, submit it to her case worker for approval, and get plans underway

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 3 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

LEVEL 1: ENTRY LEVEL CON'T:

The minimum stay on level 1 is eight days. During the five day adjustment period, a resident will not be granted leisure passes. (This includes admission day and the fifth day.) She will be eligible to take passes for the purpose of attending scheduled appointments, banking, and purchasing necessities and toiletries.

PRIVILEGES:

Ten hours of leisure passes per week in the form of:
two 3 hour passes
one 4 hour pass

LEVEL 2:

EXPECTATIONS:

On Level 2 a resident is expected to carry out her duties within the residence satisfactorily and behave in a fashion which demonstrates "responsible readiness". For example, she must: display self-discipline and organized efforts in going to bed and waking up on time, assist in kitchen, clean room and adjoining bathroom, keep clothing laundered, complete chores thoroughly, and do the above without having to be reminded. A resident must also show self-motivation to take on additional responsibilities which assist in the overall operation of the CTR.

The resident should also demonstrate an ability to accept direction and positive and constructive feedback from other residents and staff, display a positive attitude in the residence, and begin to vocalize ideas and concerns in the weekly residents meeting.

Personal programming must be well underway with the resident exhibiting self-motivation and sincerity in learning from such programming. Programming examples may be: AA, NA, parenting, money management, anger management, lifeskills training, personal counselling, employment, educational upgrading, etc.

PRIVILEGES:

Fourteen hours of leisure passes per week in the form of:

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 4 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

LEVEL 3:

EXPECTATIONS:

On level 3, a resident must demonstrate mature behaviour and set an example for other residents at the CTR. For example, she must: assist in group problem solving around issues related to group living; take an active role in helping other residents in all aspects of the program; give constructive and positive feedback during meetings; show respect for the opinions and actions of others; and model positive behaviour and use leisure passes responsibly and creatively.

The residents program must be followed consistently and self-improvement demonstrated in identified problem areas. Motivation and initiative must be apparent. Activities must be planned well and in advance, and initial steps taken to formulate a release plan.

Responsibility is broadened to further include the residents analysis of actions and behaviours which led her to conflict with the law, as well as her observations as to how she can prevent further legal involvement.

PRIVILEGES:

Eighteen hours of leisure passes per week in the form of: 2-3 hour passes
3-4 hour passes

Eligible for one 24 hour temporary absence every 28 days.

Note: a resident is not eligible for a temporary absence until she has been on level 3 for at least one week. If a TA is denied a resident must wait two weeks before she may reapply. For out of town residents one 48 hour TA will be considered to allow for a visit out of town. Frequency between TA's will be every 42 days.

LEVEL 4:

EXPECTATIONS:

On Level 4 the resident must provide leadership and quality role-modelling within the CTR by demonstrating problem solving, decision making and constructive inter-personal skills within all

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 5 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

LEVEL 4 CON'T:

The resident's program plan should be well implemented and show a high level of consistency and responsibility. The resident should also regularly assess and discuss her case plan, personal development, and areas in which she may need to develop further plans.

The resident's release plan should be in the advanced stage, realistic, and focused on consolidating community supports while re-establishing familial relationships. Responsibility is also broadened to include the necessary foresight and preparation for "staying out of trouble" and managing the potential stressors of release.

PRIVILEGES:

Twenty-two hours of leisure passes per week in the form of:
three 4 hour passes
two 5 hour passes

Eligible for one 48 hour temporary absence every 28 days after being on level 4 for one week. If a TA is denied, a resident must wait for 2 weeks before she can reapply.

A resident may take two leisure passes for a total of 8 hours on either Saturday, Sunday or holidays, but, must return to the CTR between passes.

LEVEL 5:

EXPECTATIONS:

On Level 5 a resident is clearly "street ready". Through leisure passes, Temporary Absences, programming and residence living, she has demonstrated the ability to assume a responsible role in the community. Indicators may include: stability in programming and financial status, having found a suitable living environment for release, ongoing demonstration of constructive and worthwhile leisure activities, improved familial relationships, organizational ability in planning and coordinating a variety of activities, ability to solve everyday living problems and acknowledgement of problem areas which continue to need attention.

Within the CTR, a resident must demonstrate leadership and good inter-personal skills, helping oneself and others to grow, develop

GABRIEL DUMONT INSTITUTE COMMUNITY TRAINING RESIDENCE INC.

POLICY MANUAL

TOPIC: Level System
NEW/REVISED: revised
PREPARED BY: Patrice Kelly

PAGE: 6 OF 6
EFFECTIVE DATE: Mar.24, 1990
AUTHORIZATION:

LEVEL 5 CON'T:

PRIVILEGES:

Twenty eight hours of leisure passes per week in the form of:
three 4 hour passes
two 8 hour passes

Eligible for one temporary absence every fourteen days. Once a resident has been on level 5 for a period of one week, she may be eligible for one 48 hour temporary absence every fourteen days.
Note: in order for a resident to be eligible for a 48 hour TA she must have successfully completed a 24 hour TA.

Out of town residents will be eligible for one 72 hour TA for out of town visits every three weeks. If a TA is denied, the resident must wait two weeks to reapply.

Residents may take two leisure passes for a total of 8 hours on either Saturday, Sunday or Holidays but must return to the CTR between passes.

LEVEL SYSTEM CON'T:

LEISURE PASSES AS PER LEVEL SYSTEM

LEVEL 1:

two - 3 hour passes
one - 4 hour pass
Total: 10 hours

LEVEL 2:

two - 3 hour passes
two - 4 hour passes
Total: 14 hours

LEVEL 3:

two - 3 hour passes
three - 4 hour passes
Total: 18 hours

LEVEL 4:

three - 4 hour passes
two - 5 hour passes
Total: 22 hours

LEVEL 5:

three - 4 hour passes
two - 8 hour passes
Total: 28 hours

*No leisure passes to overlap the supper hour 5:00 - 6:00 p.m.

*Once a resident reaches level 4, she may take two leisure passes on one day of the week that she has no programming, but must return to the C.T.R. between passes.

TEMPORARY ABSENCE (LEISURE):

Leisure passes shall be granted in accordance with the guidelines set out in the Level System Policy.

The following guidelines shall be used when granting Leisure Passes:

1. Leisure passes are not automatically granted. They are earned by the resident's performance. A leisure pass will not be granted if:
 - a) chores are not completed. This includes cleaning the bedroom and bathroom which are being used by the resident.
 - b) the pass conflicts with a programme requirement
 - c) if a resident has been ill all day and missed work and/or programming
 - d) if general attitude and behavior are not acceptable to the residence.

TEMPORARY ABSENCE (LEISURE) CON'T:

2. Leisure passes must be planned in advance. Requests should be submitted in writing well enough in advance to allow staff to check the records as per hours allowed and prepare the necessary document. Last minute requests for leisure passes will not be considered.
3. All leisure passes must have the full name & address of where the resident plans to be. If there is a phone number it should also be noted. If the pass is to go shopping the Centre should be stated (ie: Lawson Heights Mall); if it is for coffee the restaurant should be named. Remember, these are legal documents and we are required to complete them fully.
4. Only one leisure pass a day is allowed. Passes will not be authorized 'back to back' to extend the time away from the residence. Only the maximum number of hours allowed by the current level the resident is on will be authorized.
5. The week begins on Tuesday. Allowable hours can not be carried over from week to week. If a level change is granted during the week, the resident will receive one half of the additional hours.
6. If a resident requests a four hour pass and returns early, the hours will not be credited. If a pass is totally cancelled the hours will be re-credited. Passes are only given as indicated on level system policy
7. Leisure passes can not be taken immediately following programming or work.

LEISURE ACTIVITIES:

The following activities shall be considered leisure activities:

1. Haircuts, personal grooming
2. Shopping
3. Visiting (family or friends)
4. Recreation other than group outings
5. Personal business not related to programming
6. Shopping for hygenic necessities

The following activities shall NOT be considered leisure activities:

- 1) Appointments (Social Services, Doctor, Indian Affairs, Programming)
- 2) Work or seeking employment
- 3) Looking for housing
- 4) Programming (NA, AA, Classes)
- 5) Any activity staff unanimously agrees is part of programming
- 6) Spiritual Programming
- 7) Banking

NOTES

EACH RESIDENT IS RESPONSIBLE FOR DOING THEIR OWN LAUNDRY, LINENS INCLUDED. ROOMS AND HALF-BATHS ARE EACH RESIDENT'S RESPONSIBILITIES WITH A MAJOR CLEAN-UP DONE ON THE WEEKEND. YOU ARE RESPONSIBLE TO CLEAN-UP AFTER YOURSELF FOLLOWING SNACK PREP. EACH RESIDENT IS TO PUT THEIR OWN DISHES IN THE DISHWASHER (RINSING THOROUGHLY FIRST) AFTER MEALS AND SNACKS. ALL RESIDENT'S ARE EXPECTED TO TAKE PART IN DAILY CLEAN-UP OF THE GENERAL LIVING AREAS. AFTER TAKING A BATH, EACH RESIDENT WILL ENSURE THE BATHROOM IS CLEAN FOR THE NEXT RESIDENT.

LEISURE ACTIVITIES

The following activities shall be considered leisure activities:

- 1) Haircuts, personal grooming
- 2) Shopping
- 3) Visiting (family or friends)
- 4) Recreation other than group outings
- 5) Personal business not related to programming
- 6) Banking, shopping for hygenic necessities

NOT LEISURE ACTIVITIES:

- 1) Appointments (Social Services, Doctor, Indian Affairs, Programming)
- 2) Work or seeking employment
- 3) Programming (NA, AA, Classes)
- 4) Any activity staff unanimously agrees is part of programming
- 5) Looking for housing
- 6) Spiritual Programming

TEMPORARY ABSENCE PANELS:

Temporary absence panels will be held on a weekly basis at the C.T.R.. Panels will be in conjunction with staff meetings (Tuesday).

Applications for panels must be received by the C.T.R. staff by the Thursday morning preceeding the panel.

A resident may request the opportunity to speak at a temporary absence hearing.

A panel decision will be one of the following: granted, denied, or deferred. A grant may be based on the original application, however, the panel may also impose additional conditions before granting the application. If an application is deferred, the panel will provide reasons for the deferral and the date that the application will be considered. A denial will also outline the reasons for that decision.

The Director of the C.T.R. or Acting Director in the Director's absence or inability will authorize Temporary Absence Certificates that are issued.

CONDITIONAL RELEASE PANELS:

The purpose of this policy is to establish guidelines for handling applications for conditional release applications.

Conditional Release panels will be held on a weekly basis at the C.T.R.. Panels will be in conjunction with staff meetings (Tuesday).

Applications for panels must be received by the C.T.R. staff by the Thursday morning preceeding the panel.

A resident may request the opportunity to speak at a temporary absence hearing.

A panel decision will be one of the following: granted, denied, or deferred. A grant may be based on the original application, however, the panel may also impose additional conditions before granting the application. If the application is deferred, the panel will provide reasons for the deferral and the date that the application will be considered. A denial will also outline the reasons for that decision.

Panel decisions may be appealed to the Director of the C.T.R.. They must be made in writing within seven days. The Director will respond to the appeal within seven days.

DISCHARGE OF RESIDENTS:

1. A resident shall be eligible for erlease on her Early Release Date at 8:00 a.m. on that date.
2. If the resident has travel arrangements later than 8:00 a.m. on that day, she can remain at the residence until her travel time.
3. Under no circumstances can a resident remain at the institute beyond her release date.
4. A resident who is released on a Conditional Release Permit shall be discharged at a time convenient to allow her to make travel connections on the date the release becomes effective.
5. A resident who is released on Parole shall be released in accordance with the instructions from her Parole Officer.
6. A resident released on a Conditional Release may be released on a Sunday or a Statutory Holiday if granted by the C.R.P. panel. The above policy shall not be used to extend a Conditional Release beyond Forty-Five days.

MEDICAL INFORMATION:

RANGEMENT OF MEDICAL SERVICES:

All medical services will be arranged through the Lawson Heights Medical Clinic #9-227 Pinehouse Drive, phone 934-6606.

Any resident requiring medical services should put in a request for arrangements for appointments.

When an appointment is made, the staff will inform the Clinic that the client is a resident of the CTR.

Staff will note the appointment time in the resident's file.

It is the resident's responsibility to be at the scheduled appointment.

Subsequent appointments should be made by the resident with times and dates given to the staff to be noted in file.

MEDICAL INFORMATION

__XT-OF-KIN:

During a resident's stay in the CTR, the Director will be considered the next-of-kin. The Director may sign for medical procedures as required by Doctor or hospital. As the next-of-kin, the Director is entitled to all information from the Doctor and/or hospital.

MEDICAL INFORMATION

ARRANGEMENT OF MEDICAL SERVICES:

- All medical services will be arranged through the Community Clinic, 455-2nd Ave. North 652-0300.
- Any resident requiring medical services should put in a request for arrangements for appointments.
- When an appointment is made, the staff will inform the Clinic that the client is a resident of the CTR.
- Staff will note the appointment time in the resident's file.
- It is the resident's responsibility to be at the scheduled appointment.
- Subsequent appointments should be made by the resident with times and dates given to the staff to be noted in file.

NEXT-OF-KIN:

During a resident's stay in the CTR, the Director will be considered the next-of-kin. The Director may sign for medical procedures as required by Doctor or hospital. As the next-of-kin, the Director is entitled to all information from the Doctor and/or hospital.

PRESCRIBED MEDICATIONS:

ALL MEDICATIONS (EXCEPT FOR THE ONES APPROVED BY STAFF TO BE KEPT IN ROOM) WILL BE KEPT IN THE STAFF OFFICE. THIS INCLUDES ALL MEDICATION WHICH IS TRANSFERRED FROM PINE GROVE. PRESCRIPTIONS OBTAINED WHILE A RESIDENT IS IN THE CTR MUST BE TURNED INTO STAFF FOR STORAGE UPON RETURN TO RESIDENCE.

RESIDENT'S REPORTING SICK;

A resident reporting sick will be allowed to remain in bed and may have meals brought to her, depending on the nature/seriousness of illness. Any illness in excess of two days will be investigated by staff.

EMERGENCY TRANSPORTATION:

All resident's who are in receipt of Social Services will be covered for ambulance use in the event of an emergency. Those resident's who are not covered by Social Services, will be billed by the ambulance company for their transfer.