

A STUDY OF THE  
FEDERAL SCHOOLS  
ON THE HOBBEEMA  
FOUR BANDS RESERVES



**Indian and Northern  
Affairs Canada**

**Affaires indiennes  
et du Nord Canada**

**Evaluation Branch  
Corporate Policy**

**Direction de l'évaluation  
Orientations générales**

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**Canada**

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FEDERAL SCHOOLS  
ON THE HOBBEWA  
FOUR BANDS RESERVES

Conducted by  
Mentor Associates Education Services Ltd.  
August 1982  
for the Four Bands Education Committee



Evaluation Branch  
Corporate Policy  
D.I.A.N.D.

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### ACKNOWLEDGEMENTS

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Thanks goes to the members of the Four Band Education Committee for their trust in the project and interest in its results.

A special thanks to school administration, teachers, students and other staff whose cooperation and spontaneous sharing of their concerns added to the tone of the study.

A special thanks to Marc Berezowski, Lily Chen and Anita Bozak, typist, whose assistance proved invaluable.

Appreciation goes to D.I.A.N.A. administrations for their cooperation and concern.



## INTRODUCTION

### Background of the Study:

The Four Band Education Committee, representing concerned parents, students and Four Band Leaders initiated this evaluation of the Reserve Federal Ermineskin Schools in January 1982. This effort reflects local desire to know and understand the process, nature and quality of the current Federal system and to involve Hobbema people in the future education of their children on the reserve.

### Purpose:

The objectives for the evaluation were:

- A. General
  - (1) to produce an educational status report that will form the basis of any future action we may take related to Cree Control of Cree Education at Hobbema, that is, we intend to proceed from the known to the unknown, rather unknown to the known.
  - (2) to form an educational data base on which to compare future data so that we will better be able to measure our progress in education.
- B. Four Bands
  - (1) through involvement as leaders, to generate interest among our people concerning the need to evaluate our educational programmes.

- (2) As a means to improve communication among our people, to produce an evaluation report that will be understood equally well by reserve parents and students and professional educators.

C. Cost Benefits

- (1) To determine whether treaty dollars spent on educational programmes of all types are producing maximum benefits to the students and our Four Bands.

Time Frame:

The study was conducted between January 8th and August 31, 1982.

Data Sources and Procedures:

Data was drawn from the following sources:

1. School attendance records.
2. Student cumulative records.
3. Band education lists.
4. Field interviews - parents, teachers, students, administration, support staff.
5. On-site observations - during and after school hours.

Some inaccuracies discovered in records, eg. - attendance, enrollment - were observed but were cross-checked with other records and adjusted where possible.

Limitations:

A limitation was the difficulty in obtaining complete and accurate data for achievement by June 30, 1982.

Adequate parent surveys were not available by completion time of the study - but will be added as an addendum.

Report Format:

After analysis, the findings were organized in Chapters in accordance with the terms of reference. Included in the Chapters are sources, samples, charts, graphs, and surveys. Recommendations are found in the conclusion.

August 30, 1982

Mr. Mel H. Buffalo,  
Education, Four Band Enterprises,  
Box 279,  
Hobbema, Alberta.


Dear Mr. Buffalo:

On behalf of Mentor Associates, I am pleased to submit to you and to the Four Band Education Committee this evaluation report on the Primary and Elementary/Jr. High Schools in Hobbema.

It is hoped that this study will be useful in forming an educational data base and will generate interest in the community for future involvement in education.

May I express my sincere thanks to all who extended support and interest throughout the duration of our efforts in Hobbema.

Yours sincerely,

  
GARNET E. BIRCH  
President.

*Mentor Associates, Educational Services Ltd.*

CHAPTER 1

CURRICULUM AND INSTRUCTION

Term of Reference:

Examine curriculum organizations in the reserve schools to determine which approach appears to be most compatible in relation to facilities, instructional materials and school personnel; find out to what extent the Cree culture and values are being used to enrich the curriculum.

CHAPTER 1

KINDERGARTEN

General:

The kindergarten is a self contained program in a separate building and includes a morning group and an afternoon group, with an average attendance of 60 pupils in the morning and 60 in the afternoon. The average pupil/teacher ratio was 20:1. The groups are divided into three classes each.

Curriculum:

A checklist of skills following Alberta guidelines is utilized as the basis for the kindergarten curriculum. A sample of items included on this checklist is included. (See Figure 1.)

Evidence of Cree Culture:

No program as such. Some evidence in activities such as art class and crafts.

Texts, Instructional Materials:

Teachers used a variety of materials and equipment from the Kindergarten teacher media center in their own building.

Teacher comments:

- "Materials and equipment are no problem."

FIGURE 1

KINDERGARTEN CHECK LIST

LEGEND: E=Exposure, K=Knowledge, M=Mastery

Name: \_\_\_\_\_

Year: \_\_\_\_\_

|   | E | K | M |
|---|---|---|---|
| Sees similarities and difference in pictures.               |   |   |   |
| Sees similarities and differences in letters.               |   |   |   |
| Sees similarities and differences in words.                 |   |   |   |
| Can indicate right or left.                                 |   |   |   |
| Can recognize and name letters of the alphabet.             |   |   |   |
| Can indicate and name colors.                               |   |   |   |
| Can count to 10.  |   |   |   |
| Can recognize numerals 1-10.                                |   |   |   |
| Can name and draw: circle, triangle, square, rectangle.     |   |   |   |
| Can cut on a straight line.                                 |   |   |   |
| Can cut on a curve.   |   |   |   |
| Can color within the lines.                                 |   |   |   |
| Has developed skills with pencils, crayons & scissors.      |   |   |   |
| Can visualize part to whole by assembling a 7 piece puzzle. |   |   |   |
| Can print own name.   |   |   |   |
| Can draw a person with head, body, arms, legs.              |   |   |   |
| Reproduces 2 & 3 syllable words.                            |   |   |   |
| Hears minimal differences in words.                         |   |   |   |
| Able to hear word length.                                   |   |   |   |
| Recognizes spoken words with same initial sound.            |   |   |   |
| Recognizes spoken words with same final sound.              |   |   |   |
| Hears rhyming words.  |   |   |   |
| Speaking vocabulary is adequate to convey ideas.            |   |   |   |
| Can express ideas spontaneously.                            |   |   |   |
| Uses complete sentences.                                    |   |   |   |
| Able to remember and reproduce a 5 word sentence.           |   |   |   |

Classroom Schedules and Activities:

Teachers followed individual daily schedules but in accordance with Alberta Standard regulations. (See example, Figure 2.) All three teachers reported an absence of field trip experience due to lack of funding.

Facilities and Support Systems:

The facility was modern, fully equipped and self-contained, with adequate playground area. Bussing was reported as a problem. Concerns included: Loading areas, too long travel time and unreliability of drivers in the wintertime.

Teacher comments:

- "some little children travel as far away as Samson Band and Montana and are on the bus a half hour each way. For a child that age, it's too long. They are tired and hungry when they get here."

Load Patterns:

Each class was slightly above the Provincial student/teacher ratio of 18:1 in enrollment, but attendance patterns kept actual attendance below those figures. The factors noted as contributing to load were chronic irregular attendance, lack of parent involvement, and staffing problems.

Teacher comments:

- "Children arriving in K do not measure the same in readiness as the provincial norms. They are behind. Readiness is the most important key factor pertaining to kindergarten. It is noticeable when a youngster has attended day care because that youngster is so far ahead in readiness. We try to follow the regular program for K. But it is impossible to follow a sequence because 95% of the children have to be retaught the same things constantly. Skills are taught over and over again in groups. We cannot individualize instruction because there is not enough staff."



FIGURE 2

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Kindergarten Time Table

| TIME          | MONDAY   | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY                       |
|---------------|--|---------|-----------|----------|------------------------------|
| 8:45 - 9:00   | Names on Lunches, Washroom, Brush teeth -----    |         |           |          |                              |
| 9:00 - 9:15   | Opening, News, Date, Weather, Roll Call -----    |         |           |          |                              |
| 9:15 - 9:30   | Readiness Activities -----                       |         |           |          |                              |
| 9:30 - 10:00  | Music & Fingerplays & Games, Washroom -----      |         |           |          |                              |
| 10:00 - 10:15 | Grace, Lunch, Clean-up -----                     |         |           |          |                              |
| 10:15 - 10:30 | RECESS -----                                     |         |           |          |                              |
| 10:30 - 10:50 | Guided play activities -----                     |         |           |          |                              |
| 10:50 - 11:15 | Music, Gym, Native Culture, Readiness Act. ----- |         |           |          | Total<br>Group<br>Activities |
| 11:15 - 11:30 | Story, Dismissal -----                           |         |           |          |                              |

This same Schedule is repeated in the afternoon beginning at 12:30.

(Teacher comments - Cont'd)

- "We never know what to plan for a day ahead of time if we plan for the children because the same ones don't come twice in a row. About 25% never come, 25% come most of the time, and up to 50% are irregular attenders. So about 25% have hope of a regular program."
- "There really needs to be something happening between home and school if you are to have success in kindergarten. We feel that some parents drop their children off when they go to town or when it's just convenient to do so which makes us feel like babysitters rather than professionals. Most parents I know are frustrated too, because their children don't progress like they should. Sometimes they pull their child out and put them into another school only to end up with the same problems and then they will enroll the child back again in Hobbema."
- "I'll tell you what one load factor is - it is when you go nearly all year with an overload already and have to function short-handed. We began the year with two teachers and some unreliable aide help. One reliable aide stayed on and performed as the third teacher. Then a substitute was hired and stayed on as a third teacher and was finally hired as a regular Kindergarten teacher near the end of the year. It seems that when a replacement is needed it takes four months to get the job done. That's overload."

GRADE ONE

General:

There were seven grade one classes, seven teachers and a total enrollment of 143 students.

Curriculum:

All teachers attempted to use the standard provincial grade one curriculum. Most teachers used the standard grade one instructional texts and materials but adapted when necessary. Some teachers used parts of the standard Kindergarten curriculum guide. As shown by the teacher survey, most teachers expressed concern over the definite lack of program planning.

There was evidence of some planning in math and language arts as shown by the existence of some skill lists. However, these lists did not include accompanying objectives or correlated testing instruments. Teachers comments pertaining to curriculum matters include the following:

Teacher comments:

- "I implement the standard curriculum where the children are capable, but most children in my class cannot do grade one work. The curriculum should be modified if it were to become more appropriate for the child's experience level. I teach in groups and individualize when the need arises. There has been some program planning in math about six years ago, but it was never followed through because the Department never replaced the people."
- "There is no uniform planning."
- "I use the math skill list but it is not followed uniformly so has little use except for individual teachers. Really wish there was co-ordination and uniformity school wide."

(Teacher comments - Cont'd)

- "I teach for skills and mastery. I also teach classroom behavior, such as manners because that all precludes learning. I emphasize reading and teach over and over again until students have mastered preparatory reading skills. Hard teaching can make the difference."

Evidence of Cree Culture:

There were books in the library about Indians and their culture in general and some related materials in the teacher media centers. But there was no evidence of a written or coordinated program for Cree Culture. A Mr. Saddleback from the Alternate school had been coming into classrooms and teaching Cree Culture on a volunteer rotating basis, but was not able to continue throughout the year. When Mr. Saddleback left the school was without both a teacher and materials. Teachers reported that they made their own cultural materials and used them in their teaching as they chose. The areas most frequently chosen in which Cree Culture was used were reading, social studies, and art.

Teacher comments:

- "We really miss Mr. Saddleback because the children really enjoyed him and need to hear about their culture."
- "There has been no real Cree culture nor support help in this area since Mr. Saddleback left. The Department would not replace his services."

(The absence of a Cree studies program as a result of the loss of Mr. Saddleback was noted by the teachers from grades 2, 3 and 4.)

Texts, Instructional Materials:

Teachers reported needing many diversified materials in order to cover the scope of student academic needs.

The texts and materials used throughout the seven grade one classes included:

| <u>Texts/Materials</u>                                  | <u>Grade Level</u> | <u>Teacher Comments</u>   |
|---|--------------------|---|
| 1. <u>Language Arts</u>                                 |                    |   |
| - Mr. Mugs  | 1                  |   |
| - Mr. Mugs - A Jet Pet                                  | 1                  | Appropriate   |
| - Mr. Mugs plays ball                                   |                    |   |
| - Mr. Mugs and the Blue Whale                           |                    |   |
| - First Prize for Mr. Mugs                              |                    |   |
| - Mr. Mugs is Lost (Gr. 1 Level 3)                      | 1                  | To be used as "first" texts in gr. 2, the first four books are plenty for the average gr. 1 child. Appropriate. |
| - Sounds of Lang. - Bill Martin                         |                    |   |
| - Complete book of Nursery Rhymes and records.          |                    |   |
| - It's a Special Day (Seasons)                          |                    |   |
| - Poems by Greta Lipson                                 | 1                  | Appropriate   |
| - The "Sound Way to Easy Reading" Charts 1-5 with tapes |                    |   |
| - Working with letters book 1.                          |                    |   |
| - The First book of Word Families                       | 1                  | Not enough prep. time   |
| Average percent Teacher Made .....                      |                    | 85%   |
| Amount Cree culturally related .....                    |                    | some  |

2. Social Studies

- Kanata Kit Too vague and too hard to follow.
- The world of me Appropriate
- How families live
- Families by SENESH

Average percent Teacher Made ..... 60%

Amount Cree culturally related ..... some

3. Science

- Science (Houghton, Mifflin) Appropriate
- Health/Science (Doubleday) Appropriate
- Concepts in Science Appropriate

Average percent Teacher Made ..... 85%

Amount Cree culturally related ..... little

4. Math

- Investigating School Mathematics Appropriate
- Supplements and Referrals
- Seeing through Arithmetic Appropriate
- Elementary School Math Appropriate
- Sizes, Shapes and Numbers
- Hans Numbers Workbook

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... little

5. Health

- Health/Science (Doubleday) Appropriate
- Supplement: Commercial books on Health, Safety, etc. (non-graded) Appropriate
- All about you - Dimensions in Health Series

Average percent Teacher Made ..... 80%

Amount Cree culturally related.....little

Teacher comments:

- "There are a lot of materials but they should be organized and coordinated to cover the scope of skills being taught. We could use more reading material for grade one. Seven teachers run us a little short."
- "There are a lot of curricular material, even extra, but most are not appropriate for the needs."
- "We are lacking in support materials. There are seven grade one classes and not enough basic materials to go around ... in reading, math and social studies. For example, in Social Studies, there are lots of filmstrips but not enough of them complete within a series."
- "Over half of my materials are home-made and there is never enough preptime and so I spend much of my time at home after school hours preparing for school."

Classroom Schedules and Activities:

The principal had a copy of each teacher's daily time schedules. (See Figures 3 & 4.) These varied according to sequencing of subjects taught and structure but follow Alberta required regulations, eg. - so many hours per subject. Most grade one teachers voiced some concerns about strict adherence to these schedules. They explained that irregular attendance caused lessons to have to be retaught, that student retention was poor, and that often more time for reinforcement was needed on a given

lesson or activity. Consequently, most felt it a strain when a given lesson or activity had to be curtailed because of the time schedule and expressed the need for more flexibility and teacher judgement.

Most activities included individual classroom projects such as those associated with a social studies project, an experience, a holiday or a season. Activities included bus trips to go swimming and similar activities. Teachers felt a need for more field trip experience for grade one but noted funding was a problem. Some field trips which were taken included a visit to the Storyland Zoo in Edmonton, the museum in Edmonton, a picnic, rollerskating in Edmonton, and a trip to the theatre in Wetaskiwin.

#### Facilities and Support Systems:

There were good reports about facilities in general. (\*Refer to comments at the end of the Teacher Survey.) Maintenance was considered generally good, however, some teachers thought a little more communication with the maintenance staff would have been beneficial. Washrooms were adequate. The library was considered adequately supplied even though more reading materials for grade one could be used. Also the shelves could be lowered and there was a need for more sitting space. The teacher media center was small but contained many teacher supplemental materials and equipment. It comprised half of a room which had been divided to accommodate a teacher media room plus a gymnasium. The gymnasium, half of a larger room divided by a wall, was inadequate for a classroom of students.



Playing fields were adequate in size; teachers noted some problems with mud and traffic areas in bad weather. Teachers reported concerns about student traffic to the busses and bus service.

Teacher comments:

- "The gym facilities for our grade one students is not up to provincial regulations. We get gym twice a week but for only twenty minutes. When one considers lining up time, going and coming, it is never enough. Besides, that's the time I get for preparation. It's not enough either."
- "The gym facility is really a little cubicle. It's not adequate. We've been asking for a gym for years."
- "As the PE teacher, I follow the Alberta Curriculum standard. There is not enough room to adequately teach gym accordingly ... I also have a special training in movement forms. In this little place, movement of nearly any kind with a class of fifteen to twenty children is impossible. I have done my best and have covered sharp corners but movement is constricted. Ask the children themselves how they like gym in this place."

Load Patterns:

The average student/teacher ratio was 20:1 among the seven classes. Three classes and half of another class contained students who were significantly below grade level. The average student/teacher ratio for these classes was 21:1. Support personnel included: a specialist in testing/screening from the Department in Edmonton available on an irregular basis, one native counsellor serve K-4, and a native university student who served as a substitute teacher. There were no classroom aides, no para-professionals to assist with the counsellor, no school nurse, no curriculum, nor other academic area specialists. Teachers had little support or opportunity to attend professional workshops on how to cope

with special student needs. (Note - irregular attendance affects daily preparation and classroom routine and over half of the students have irregular attendance. Eg. - present one or two days a week, but not consecutively. All of these factors contributed to class loads. For further expansion of this matter, refer to Summary of Observations.)

Teacher comments:

- "Some things which cause my work load to be heavy is the inadequate prep time. I have a work day from 7:30 A.M. till 9:00 P.M. I would go crazy if I couldn't get away and drive to Edmonton every night. That is twelve hours a day to keep up and teach hard and there is no support help anywhere. Irregular attendance is also an overload factor because it's never the same students who come from day to day. When ten out of sixteen students are never the same, I have constant classroom changes and more preparations. Preparations for the day go out the window and the whole day can sometimes become a babysitting situation, not being able to teach those regular few who really need it, and trying to figure out how to integrate and have the irregular attender "catch-up."

FIGURE 3

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Grade One

| TIME          | MONDAY                   | TUESDAY                  | WEDNESDAY                | THURSDAY                 | FRIDAY                   |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8:50 - 9:00   | Opening Exercises -----  |                          |                          |                          |                          |
| 9:00 - 9:30   | Religion                 | Religion                 | Language<br>Oral & Writ. | Language<br>Oral & Writ. | Language<br>Oral & Writ. |
| 9:30 - 10:00  | Basic Reading -----      |                          |                          |                          |                          |
| 10:00 - 10:15 | RECESS                   | RECESS                   | RECESS                   | RECESS                   | RECESS                   |
| 10:15 - 10:45 | Health                   | Social<br>Studies        | Social<br>Studies        | Science                  | Rec.<br>Reading          |
| 10:45 - 11:15 | Phonics                  | Health                   | Phonics                  | Social<br>Studies        | Phonics                  |
| 11:15 - 11:30 | Spelling -----           |                          |                          |                          | Rec.<br>Reading          |
| 11:30 - 12:30 | NOON                     | NOON                     | NOON                     | NOON                     | NOON                     |
| 12:30 - 1:00  | Math -----               |                          |                          |                          | Language<br>Oral & Writ. |
| 1:00 - 1:30   | Basic<br>Reading         | Rec.<br>Reading          | Handwriting              | Handwriting              | Social<br>Studies        |
| 1:30 - 2:00   | Science                  | Math                     | Language<br>Oral & Writ. | Math                     | Science                  |
| 2:00 - 2:15   | RECESS                   | RECESS                   | RECESS                   | RECESS                   | RECESS                   |
| 2:15 - 2:45   | Language<br>Oral & Writ. | Language<br>Oral & Writ. | Language<br>Oral & Writ. | Art                      | Music                    |
| 2:45 - 3:15   | Phys. Ed                 | Music                    | Phys. Ed                 | Art                      | Phys. Ed                 |
| 3:15 - 3:25   | Rec.<br>Reading          | Music                    | Music                    | Art                      | Rec.<br>Reading          |

FIGURE 4

TEACHER: \_\_\_\_\_

YEAR:

CLASS: Grade One

| TIME          | MONDAY                      | TUESDAY        | WEDNESDAY      | THURSDAY         | FRIDAY                 |
|---------------|-----------------------------|----------------|----------------|------------------|------------------------|
| 8:50 - 9:00   | Opening Exercises -----     |                |                |                  |                        |
| 9:00 - 9:30   | Basic Reading -----         |                |                |                  |                        |
| 9:30 - 10:00  | Rec. Reading                | Social Studies | Social Studies | Social Studies   | Rec. Reading/ Spelling |
| 10:00 - 10:15 | RECESS                      | RECESS         | RECESS         | RECESS           | RECESS                 |
| 10:15 - 10:45 | Phys. Ed                    | Native Lang.   | Phys. Ed       | Native Lang.     | Phys. Ed               |
| 10:45 - 11:15 | Oral Language -----         |                |                |                  |                        |
| 11:15 - 11:30 | Written Language -----      |                |                | Social Studies   | Social Studies         |
| 11:30 - 12:30 | NOON                        | NOON           | NOON           | NOON             | NOON                   |
| 12:30 - 1:00  | Rec. Reading                | Showers        | Rec. Reading   | Written Language | Written Language       |
| 1:00 - 1:30   | Religious Instruction ----- |                |                |                  |                        |
| 1:30 - 2:00   | Math -----                  |                |                |                  |                        |
| 2:00 - 2:15   | RECESS                      | RECESS         | RECESS         | RECESS           | RECESS                 |
| 2:15 - 2:45   | Science                     | Health         | Science        | Health           | Science                |
| 2:45 - 3:15   | Spelling                    | Spelling       | Basic Reading  | Music            | Music                  |
| 3:15 - 3:25   | Hand Writing                | Hand Writing   | Hand Writing   | Art              | Art                    |

GRADE TWO

General:

Total number of students in grade two was 107. Total number of teachers and classrooms were 5.

Curriculum:

As in grade one, most teachers in grade two were using the provincial standard curriculum and materials but teaching below grade level. However some teachers were using the provincial standard curriculum and materials and teaching on grade level in math, social studies and science.

Teacher comments:

- "Other than two children most are on grade level. I use a traditional approach and teach and re-teach until the skills are mastered. If I keep the same students through a second year, I keep them working through until they have caught up to grade level."
- "I follow the approach used by the former teacher and I have a normal grade level group. We need a continuum of skills in our school. I am very interested in individualized programs and have individualized in the past. My students from the individualized program did well in Ponoka when they transferred there. Some ten years ago the Department funded a program for individualization but there was no follow up and the Department does not fund any personnel curriculum persons who we need."
- "I follow the standard curriculum, but begin working from below grade level guidelines and through hard teaching can bring students up to grade level if they attend."
- "I have to slide down into a lower grade level curriculum."
- "I can't follow the standard Alberta curriculum ... it's put together too loosely and too general. I have to break it down into more specific skill objectives - eg. from adding two digits into adding two digits with carrying and adding

two digits without carrying. I favour the way the Department does it in other provinces. Eg. - they got rid of the grade and concentrated on a continuous skill mastery system. It works much better. I have seen some math skill lists. Two years ago we began work on a language skills list to put together with Mr. Mugs series but there was no planning coordinator and no authority. A bulletin this spring has been circulated by the principal to obtain skill lists and ideas ... but no follow through yet, unlike the mandate to follow through in other provinces. We need a curriculum coordinator. I have used my own adapted curriculum plan other years but not this year. I think the standard curriculum is not appropriate for Hobbema children because it doesn't get into native culture."

Evidence of Cree Culture:

Refer to grade one account. Essentially the same.

Teacher comments:

- "There are really no native culture materials, not even a list to order from. I have to spend my own money on anything suitable. I've heard Muskwatchees Cultural College was working on materials for teachers to use but nobody has ever said or offered anymore concrete help."

Texts, Instructional Materials:

| <u>Texts/Materials</u>  | <u>Grade Level</u> | <u>Teacher Comments</u>   |
|---|--------------------|---|
| 1. <u>Language Arts</u>   |                    |   |
| - Starting points in Language, Arts                                 |                    | For an average Indian pupil the three levels presented are too much to handle. Levels 1&2 should have been sufficient. For some students even level 2 was hard but for 65% of students it was fairly appropriate. |
| - Mr. Mugs Series Levels 1 through 4.                               |                    |   |
| 1. Mr. Mugs A Jet Pet - 1   |                    |   |
| 2. Mr. Mugs Plays Ball and the Blue Whale - 2                       |                    |   |
| 3. First Prize for Mr. Mugs and Mr. Mugs is Lost - 3                |                    |   |
| 4. Sharing Time and Happy Days for Mr. Mugs L.4 and In a Dark Wood. |                    |   |

- Gage series Grade One - For Me, Just for Me. 1
- Follow Me. 2
- Ginn - We are Neighbors
- Spelling in Lang. Arts
- Phonics Workbook 1&2
- Duplicating workbook on Phonics
- Comprehension Workbook
- Average percent Teacher Made ..... 37%
- Amount Cree culturally related ..... some

2. Social Studies

- Yr. 1 - How Families Live 1  
It deals mainly on the pupil's immediate family. It mentions the family compositions of some animals as well as other families. The lessons are accompanied by large colorful posters which are quite captivating for the little ones.
- Kanata Kit 1 1  
Kanata Kit 1 deals with an Indian family and other Canadian families that immigrated to Canada. The pictures are not as big as the first. There are student master sheets that accompany each unit. This Kit would have been more meaningful to the children if 2 or more families from the reserve itself could have been mentioned.
- Man and his Communities 2  
Fairly appropriate.

- World of Me.
- Vanishing Communities
- The Social Sciences, Concepts and Values
- Families everywhere

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... Some

3. Science

- |                                |   |  |
|--------------------------------|---|--|
| - Houghton Mifflin Science (1) | 1 | The concepts are presented at the childrens level in a sequential way. The materials and problems presented urge children to show and discuss, to listen, to think, to manipulate and to wonder. |
| - Houghton Mifflin Science (2) | 2 | Units appropriate but modified. Simplified examples are used to make it still easier and interesting for students.   |
| - Concepts in Science          | 1 | The concepts presented are far above the childrens level. They are quite complicated for the children to grasp and to learn to generalize.   |

Average percent Teacher Made ..... 10%

Amount Cree culturally related ..... Little.

4. Math

- |                               |   |  |
|-------------------------------|---|--|
| - Investigating School Math 1 | 1 | This text doesn't contain many of the mathematical basic skills that should be learned in grade 1. The skills presented are quite haphazard. It needs other supplementary reference. |
|-------------------------------|---|--|





Facilities and Support Systems:

Refer to grade one account. Essentially the same.

Teacher comments:

- "I don't like having just one place for teacher materials. I would appreciate having materials for use in my room stored in my room."
- "I have a very nice classroom and I'm happy with it. I remember though, a period of three weeks after school had begun where my class had to move in and out of the classroom so that an extra room could be built and so that carpets and painting could be done. Bulldozers were blaring outside and neither I nor the students could concentrate. Workmen would walk in and out of the classroom without consideration to the lesson going on. It was a lost month as far as I am concerned and unless it was an emergency, this kind of thing would never be tolerated in a provincial school after September."

Load Patterns:

Of the five grade two classes, three were designated as below grade level and two as on grade level. The average student/teacher ratio for all five was 21:1. The average ratio for the three classes designated as below grade was 21:1. Refer to grade one. Findings were essentially the same.

Teacher comments:

- "My classload is too heavy. I think half of my students would qualify for Special Education Class. Many have learning disabilities. I cannot teach to meet the student needs adequately. I would really appreciate some local school help."
- "What is overload? I think it is pressure from the Department to cover certain amount of curriculum regardless of individual school needs."
- "Classloads are too heavy to give the individual student the help needed. The counsellor has not enough of her to go around the whole school. Sometimes its been up to teachers to see that some children were put in foster homes when necessary."

- "There is no special education program that's really adequate. The man from the Department comes around but we need so much more help than that. One thing that has happened consistently which I have observed is that sometimes the Department is slow to replace personnel when needed. We functioned last year far too long without a principal being replaced. The vice principal had to do two jobs. Also, when a teacher leaves, sometimes other teachers are, without say, put into another class leaving theirs at the mercy of a substitute for an indefinite period of time. The children really suffer when things like this happen."
- "A lot of my children are hyperactive."

GRADE THREE

General:

Total number of students in grade three were 63. Total number of teachers and classrooms were 3. Class one enrollment was 24, class 2 enrollment was 17, class 3 enrollment was 22. Average classroom teacher pupil ratio was 21:1. Of total students in grade 3, 35% were below grade level and of that group 69% remained in grade 3. Of the total grade 3, 17% remained decelerated and were in fact assigned to special education classes.

Curriculum:

Same as grades one and two. Some teachers used math and language check lists, there was some effort by the principal to have teachers compile data for further work but essentially there was no coordinated uniform curriculum program within the grade three classes or between grades in the Elementary school.

Teacher comments:

- "There is no coordination or conformity in subject areas between grades or within grades and the lack of curriculum programs seriously hampers the job of overcoming such a wide spread of skill deficiencies. Note - One grade 3 teacher had a grade level range from grade one to beginning grade four and an age range from 8 years to 11 years. This was called a standard grade three class so designated from those classes termed "learning problems".
- "I remember several years ago that check lists for math and language arts were in the making. I don't know why it was stopped. It may be pending."
- "We need uniform continuous curriculum materials, testing, and skill mastery standards. I believe the standard curriculum is okay but if a grade 3 child needs to be brought up two grade levels to do grade 3 work then teach for that. This involves teaching two - three grade levels

in one grade and requires correlated materials and tests. I use standardized curriculum material - eg. The Mr. Mugs series for reading is too technical for my students and so is Investigating School Math. So, I make up my own materials to accommodate them.

- "I remember years ago that check lists for math and language arts were in the making. Don't know why they stopped but it appears to be a funding problem."

Evidence of Cree Culture:

There was little evidence of culture contained in the curriculum for grade 3. See report on grade one. A unit on Hobbema Reserve Life Today and Early Cree Life Style existed in the social studies area - but it was not adequate.

Texts, Instructional Material:

| <u>Texts/Materials</u>  | <u>Grade Level</u> | <u>Teacher Comments</u>  |
|---|--------------------|--|
| 1. <u>Language Arts</u>   |                    |  |
| - Mr. Mugs series   | 2-3                | Children cannot relate to much of the series. Eg. - dog obedience classes. Had to pick and choose appropriate stories. |
| - Bill Martin's series-<br>Sounds of the Story teller,<br>Sounds of Mystery, etc. | 2,3,4              | Enjoyable, colorful, fantasy, little lifestyle orientation. Relevant for any child or background, musical, natural.    |
| - Children's Poems  | 2-3                |  |
| - SpruSP Series   |                    | Large, flat soft books, easy to handle, exercises after each story, students loved them.                               |

|  |         |  |
|--|---------|--|
| - Classroom Plays  | varied  | High interest, humorous, related to other subject areas, eg.- dinosaurs, consumer education, health.   |
| - Language Arts Education Records  | primary | Excellent speech series, integrated practical activities.  |
| - We discover reading  | 2-3     | Structured reading series.   |
| - Language instruction   |         |  |
| - Merrill Linguistic Readiness   | 1-4     | Structured reading series - excellent for children with lack of confidence, good reinforcement.  |
| - Language Instructional Activities  | varies  | Good cut and paste.  |
| - Children's literature classics:<br>- Robinson Crusoe<br>- Cinderella<br>- Hiawatha, etc. |         |  |
| - Choral Speech  |         |  |
| - Music, Records, John Denver,<br>Gordon Lightfoot,  |         | 70% home made in addition to all this.   |
| - Mr. Mugs levels 5&6  | 2-3     | Instruction rather long and wordy in workbooks. Teachers must give slower students directions. The readers seemed to appeal to students interest. Read stories quickly, more oral work had to be done with slower students. Also drills in word recognition and meaning. Does not entirely follow the Alberta curriculum, nor meet the needs of non-English speaking students. My students needed more work with pronouns, prepositions, |

meanings of suffixes and prefixes. Prepositions are left out altogether. One supplement with items from Teachers Media Center and from grade 1&2 workbooks. The texts are too unwieldy for any child 8 to 10 years.

Average percent Teacher Made ..... 40-50%

Amount Cree culturally related ..... Some.

## 2. Social Studies

- Cities are for People 3 Some of text could not be read by students.
- The story of Appleton and Peche de Mer. More appropriate for better readers near end of the grade. Too difficult for 4 of my students even then, if read independently.
- Canada Series: Our Home, Our People, Our Heritage, etc. A good guide but children cannot use text alone, but texts were used for group discussion, activities and was enjoyable.
- Integrated Books and Texts - Mr. Mugs, level 6-7 Related well to Canada.
- Childrens literature - Whales, My Family, A Place to Live, etc. Very appropriate. Expanded ideas in the texts to communities, past, present, and future.
- Laura Ingalls Books
- Music:
  - Songs of the Fisherman
  - Cowboy Songs
- Maps, exercises
- Native culture home Integrated throughout stories, legend pictures, craft collections, making teepees, stories of chiefs.

- Puzzles, paper maches, crafts, weaving.

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... Some.

3. Science

- Houghton and Mifflin 3 Vocabulary too high. Too much new vocabulary (scientific) to absorb and remember. Children like the action parts and can interact with many of the experiences of textbook children. Got childrens interest after about fifty pages and then only when using my own words.

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... Little. .

4. Math

- Investigating School Math 2,3 1-3 Too much material beyond the Alberta curriculum, could have vocabulary at lower level for independent study in grade 3 text. Students for the most part unable to cope with grade 3 text independently.
- Investigating School math plus workbook 3 Fair, not enough practice work.
- Study Mathematics 3 Good practice, exercises.
- Arithmetic Instructional activities varies Good practice activities. Cut, paste, puzzles.
- SRA 2-3 Good reinforcement.



- Edmonton Public School Board                    2-3                    Interesting - measurement, time, fractions.  
practice activities

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... Little.

5. Spelling

- Spelling in Language Arts                    3                    Quite good as far as  
Revised - Nelson series                    basic phonics. Some error in the books incorrect use of prepositions and adverbs. Instructions sometimes difficult to follow for children. Often too long, must be given "Step-wise" by teacher. Supplement with grade 1&2 basics.

Average percent Teacher Made ..... 40%

Amount Cree culturally related ..... Little.

Teacher comments:

- "I am following the Alberta curriculum and using Provincial materials, but I must integrate other materials to provide the experience and relevance to my students. The texts are not enough to produce strong concepts. The children need reinforcement and repetition. New materials that are fresh and interesting can make repetition of the concept more interesting. I need to make many of my own materials to get exactly what materials I need."
  
- "Mr. Mugs series seems appropriate but was instituted as a mandate change with no teacher input ... math ... Investigating School Math is to be replaced by a new series ... because the Department is saying that the series is covering more than the required Alberta Curriculum. Who says that to follow changes in Provincial textbooks is good for Hobbema needs. Does the law say follow provincial standards? Here is a case where the series constitutes the scope of what is to be learned and may or may not be, in approach, etc. appropriate to student needs."

Classroom Schedules and Activities:

Teachers expressed willingness to abide by classroom schedules and time requirements but some expressed a concern that inflexible schedules did not facilitate the type of education that the students needed. Examples of schedules for this grade are included as Figures 5 and 6.

Field trips in grade three included: a visit to the printers of the Native Voice in Leduc, to Edmonton to visit the Planetarium and museum, and a tour of the Hobbema Community.

Teacher comments:

- "I use the standard timetable but it is not appropriate for stressing the basic skills."

Facilities and Support Systems:

Refer to grades one and two.

Teachers expressed satisfaction with classrooms but thought maintenance staff should communicate more with teachers. Concern over busses on icy roads during the winter was expressed.

Load Patterns:

There were three grade three classes with a total enrollment of 63 students. One class was designated as being significantly below grade level, but the other teachers said they have the same problem.

The average student/teacher ratio from the three classes was 21:1. The average student/teacher ratio in the class designated below grade level was 21:1. Refer to grade one and two. Load conditions were

essentially the same for grade three.

Teacher comments:

- "I have a grade level range from grade 1 to beginning grade 4 and age range from 8 to 11 years. I have a so called standard class as compared with the past seven years work with special learning problems in grade 3. But this so called "standard" class is not much better prepared for grade 3. I teach to bring my student up more than one years' worth of achievement. I have already brought some children up to a grade 3 level and will have others ready to go into four soon."
- "In my class the age grade scope is 7.7 to 11.1 years out of twenty kids. I have five above nine years, 25% are older than nine years. I have not seen a learning specialist and have been teaching seven years here."
- "Special testing in the school is not adequate, not enough "professional" testing. The person from Edmonton can do only a quick job and there is no follow up."

FIGURE 5

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Grade Three

| TIME          | MONDAY         | TUESDAY     | WEDNESDAY   | THURSDAY    | FRIDAY                  |
|---------------|----------------|-------------|-------------|-------------|-------------------------|
| 8:50 - 9:00   | Oral Language  | -----       | -----       | -----       | -----                   |
| 9:00 - 9:30   | Basic Reading  | -----       | -----       | -----       | -----                   |
| 9:30 - 10:00  | Language       | Phys. Ed    | Language    | Phys Ed.    | Rec. Read.<br>(Library) |
| 10:00 - 10:30 | Health         | Health      | Language    | -----       | -----                   |
| 10:30 - 11:00 | Handwriting    | Art         | Handwriting | Art         | Language                |
| 11:00 - 11:15 | Rec. Read.     | Handwriting | Rec. Read.  | Handwriting | Language                |
| 11:15 - 11:30 | RECESS         | RECESS      | RECESS      | RECESS      | RECESS                  |
| 11:30 - 12:00 | NOON           | NOON        | NOON        | NOON        | NOON                    |
| 12:00 - 12:30 | Religion       | -----       | -----       | -----       | -----                   |
| 12:30 - 1:00  | Math           | -----       | -----       | -----       | -----                   |
| 1:00 - 1:30   | Spelling       | -----       | -----       | Music       | Music                   |
| 1:30 - 1:45   | RECESS         | RECESS      | RECESS      | RECESS      | RECESS                  |
| 1:45 - 2:15   | Social Studies | -----       | -----       | -----       | -----                   |
| 2:15 - 2:45   | Science        | Language    | Science     | Language    | Science                 |
| 2:45 - 3:00   | Language       | Language    | Language    | Handwriting | Handwriting             |

FIGURE 6

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Grade Three

| TIME          | MONDAY         | TUESDAY  | WEDNESDAY | THURSDAY | FRIDAY  |
|---------------|----------------|----------|-----------|----------|---------|
| 3:50 - 9:00   | Oral Language  | -----    | -----     | -----    | -----   |
| 9:00 - 9:30   | Language Arts  | -----    | -----     | -----    | -----   |
| 9:30 - 10:00  | Language Arts  | -----    | -----     | Library  | Library |
| 10:00 - 10:30 | Language Arts  | -----    | -----     | -----    | -----   |
| 10:30 - 11:00 | Math           | Phys. Ed | Math      | Phys. Ed | Math    |
| 11:00 - 11:15 | Music          | -----    | -----     | -----    | -----   |
| 11:15 - 11:30 | RECESS         | RECESS   | RECESS    | RECESS   | RECESS  |
| 11:30 - 12:00 | NOON           | NOON     | NOON      | NOON     | NOON    |
| 12:00 - 12:30 | Math           | -----    | -----     | -----    | -----   |
| 12:30 - 1:00  | Science        | -----    | -----     | -----    | -----   |
| 1:00 - 1:30   | Social Studies | -----    | -----     | -----    | -----   |
| 1:30 - 1:45   | RECESS         | RECESS   | RECESS    | RECESS   | RECESS  |
| 1:45 - 2:15   | Language Arts  | -----    | -----     | -----    | -----   |
| 2:15 - 2:45   | Language Arts  | Health   | Health    | Art      | Art     |
| 2:45 - 3:00   | Religion       | -----    | -----     | -----    | -----   |

GRADE FOUR

General:

There were six grade four classes, one in the Elementary School and five in the Junior High School. Of the five in the Jr. High, two classes were designated 4/5 non-graded.

Curriculum:

Regarding grade 4 and grade 4/5, depending on the subject area and skill level of the students, teachers reported the following:

a) Art - using the standard provincial curriculum materials and teaching on standard grade level.

b) Music - using the standard provincial curriculum material and teaching on standard grade level.

c) Math - three grade four classes were using the provincial standard grade 4 curriculum but teaching at less than grade level to accommodate skill needs, one was teaching both standard grade four and below grade four to accommodate needs, the others were using provincial standard grade four curriculum and teaching on standard grade level.

d) Science - three grade fours were using the provincial standard grade four curriculum but teaching at less than grade level to accommodate skill need, two were teaching both standard grade four and below grade four to accommodate needs, and the other was using provincial standard grade four curriculum and teaching on standard grade level.

e) Social Studies - two were using standard grade level and teaching on grade level, the other four were using the provincial standard

grade level curriculum but were teaching at less than grade level.

f) Language Arts (Reading, Language, Spelling, Writing) - three grade four classes were using the provincial standard grade four curriculum but teaching at less than grade level to accommodate skill need, one was teaching both standard grade four and below grade four to accommodate needs, and the other two were using provincial standard grade four curriculum and teaching on standard grade level.

Evidence of Cree Culture:

See previous grades. There was no evidence of a school-wide program but because of the Cree backgrounds of the teachers involved there was a high level of teacher-oriented Cree Culture implementation.

Texts, Instructional Materials:

| <u>Texts/Materials</u>        | <u>Grade Level</u> | <u>Teacher Comments</u> |
|-------------------------------|--------------------|-------------------------|
| 1. <u>Language Arts</u>       |                    |                         |
| - Mr. Mugs                    | 4                  |                         |
| - Starting Points in Reading  | 4                  |                         |
| - Workbooks                   |                    | Appropriate             |
| - Starting Points in Language |                    |                         |
| - Skill books                 |                    |                         |
| - Spelling in Language Arts   |                    |                         |
| - Dictionaries                |                    |                         |
| - Write and Spell             |                    |                         |
| - Creative Writing            | 5                  |                         |
| - Text - All Sorts of Things  | 3-4                | Good for 50%            |

|   |     |                                |
|---|-----|--------------------------------|
| - The Sun That Warms                          | 4-5 | Good for 25%, solid program    |
| - Supplemental:                               |     |                                |
| -Writing Skills Lab                           | 4-6 | 50% backup                     |
| -Sounds of Mystery                            |     |                                |
| -Sounds of a Drummer, etc.                    | 4-5 | Good                           |
| -Sprint Beginning Reading                     | 0-1 | Helpful for 25% and motivating |
| -Listen read and spell                        | 0-3 | Helpful for 50% of class       |
| -Spelling in Language Arts                    | 4-5 |                                |
| -Dictionary Beginning Junior and Intermediate |     | Effective for all              |
| Average percent Teacher Made .....            |     | 0-50%                          |
| Amount Cree culturally related .....          |     | None, some to adequate         |

2. Social Studies

|  |   |                         |
|--|---|-------------------------|
| - Alberta, a People and a Province       |   |                         |
| - Settlement of the West                 |   |                         |
| - In a Pioneer Home                      |   |                         |
| - Building a New Life                    | 4 | Appropriate             |
| - Atlas, Junior Atlas of Alberta         |   |                         |
| - Wall Maps                              |   |                         |
| - Landscapes of Alberta                  |   |                         |
| - Atlas Prehistoric Past                 |   | Most of high interest   |
| - Ages from the Past                     |   | Very adaptable material |
| - Canadian Oxford School series          |   |                         |
| - Ginn Interest Series                   |   |                         |
| - Geography of Canada                    | 5 |                         |
| - Local History and Gov't (Teacher Made) |   |                         |
| - Indian Act                             | 5 | Effective               |
| Average percent Teacher Made.....        |   | 20%                     |
| Amount Cree culturally related .....     |   | Adequate.               |



3. Science

- Houghton Mifflin Science 4 Adequate but needs a lot of small supplementary material, eg. - plants, soil, etc. - primarily an experiment oriented program.
- Science, a Modern Approach Effective
- Hobbema's own cultural material in Science Very effective in terms of analytic comparison of cultural and scientific explanations.
- Lab Kit
- Exploring Science (section on dinosaurs) 4
- Average percent Teacher Made ..... 25%
- Amount Cree culturally related..... Adequate.

4. Math

- Investigating School Mathematics plus workbook 4 Needed some supplementary work on decimal fractions
- SRA Mathematics level 5 Effective
- Starting points in Math (one copy, new series) 5 Useful for some skill areas.
- Holt Mathematics (one copy) new series 4 Excellent for my type of class.
- BTA computational Lab 11 4-6 Good for individual practice.
- Math cubes DLM multi gr.
- Math games Borrowed from media centre.
- Metric Kit 5 Effective
- Average percent Teacher Made..... 25%
- Amount Cree culturally related ..... Adequate, some.

5. Health

- Health Science 4 A new curriculum and new prescribed material is being prepared now by the Curriculum Branch Dept. of Education.
  - Use no text but series from library: Oral Self Awareness program.
  - Magic Circle Program 5 Effective
  - You and the Law
  - Constitution
  - Concepts in Health/Science
- Average percent Teacher Made ..... 0-23%
- Amount Cree culturally related ..... Little to Adequate.

6. Music

- Silver Burdett music series with guide, text and records 4 Appropriate but requires a very good record player.
- Average percent Teacher Made ..... Up to 50%
- Amount Cree culturally related ..... Little/some.

7. Art

- No particular text for art, curriculum guide suggests topics and materials 4 Dept. of Education should suggest and make available certain books for teachers to give assistance and suggestions.
- Average percent Teacher Made ..... No response
- Amount Cree culturally related ..... No response

Classroom Schedules and Activities:

Teachers were adapting curriculum and class schedules to student need to a greater degree than in the elementary school. (See Figure 7.) School wide activities were not mandatory for all students but were made available - eg. school options.

Facilities and Support Systems:

Classrooms were generally adequate, sometimes too hot or too cold in the Jr. High (older) building.

The Home Ec. facility was spacious, bright and an excellent area for students. The gymnasium was adequate but often cold in the wintertime.

For a more complete report see Summary of Observations.

Load Patterns:

The average student/teacher ratio for the six classes was 19:1. Two classes located in the Jr. High building were designated as a non-graded 4/5 and included below grade level students. The student/teacher ratio for that class was 16:1. This class had a significantly higher dropout rate (37%), the poorest attendance, and the most reports of behaviour problems recorded in their cumulative files. Another of the classes had been exposed to three teachers during the year. One teacher associated with this class noted difficulty in assessing this grade four class she was to take over, having been transferred from a lower class area.

FIGURE 7

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Grade Four

| TIME          | MONDAY                         | TUESDAY                | WEDNESDAY | THURSDAY               | FRIDAY       |
|---------------|--------------------------------|------------------------|-----------|------------------------|--------------|
| 8:30 - 9:00   | Opening Exercises -----        |                        |           |                        |              |
| 9:00 - 9:15   | Handwriting -----              |                        |           |                        |              |
| 9:15 - 9:30   | Christian Living               | Christian Living       | Phys. Ed  | Christian Living       | Phys. Ed     |
| 9:30 - 10:00  | Spelling & Research Work ----- |                        |           |                        | Library      |
| 10:00 - 10:15 | RECESS                         | RECESS                 | RECESS    | RECESS                 | RECESS       |
| 10:15 - 10:45 | Basic Reading -----            |                        |           |                        |              |
| 10:45 - 11:15 | Math -----                     |                        |           |                        |              |
| 11:15 - 11:30 | Enrichment Activities          | Enrichment Activities  | Science   | -----                  |              |
| 11:30 - 12:30 | NOON                           | NOON                   | NOON      | NOON                   | NOON         |
| 12:30 - 1:00  | Music                          | Handwr. & Christ. Liv. | Health    | Handwr. & Christ. Liv. | Music        |
| 1:00 - 1:30   | Language -----                 |                        |           |                        |              |
| 1:30 - 2:00   | Social Studies -----           |                        |           |                        |              |
| 2:00 - 2:15   | RECESS                         | RECESS                 | RECESS    | RECESS                 | RECESS       |
| 2:15 - 2:45   | Science                        | Films                  | Science   | Health                 | Science      |
| 2:45 - 3:15   | Art                            | Creative Writing       | Art       | Creative Writing       | Rec. Reading |
| 3:15 - 3:25   | Assignment -----               |                        |           |                        |              |

GRADE FIVE

General:

There were three grade five classes. The average teacher/student ratio was 24:1. There was one remedial class. All classes were located in the Jr. High building.

Curriculum:

Except for one language arts and one social studies class which follows grade level curriculum and was taught on grade level, all other classes were taught using the provincial standard curriculum but at less than grade level in order to meet student academic needs.

Evidence of Cree Culture:

See previous grade four. One of the grade five teachers was a specialist in Cree culture and wrote a program for the school which is currently pending further review and adoption for school-wide use. She outlined a paper on Native Curriculum Development, "Native Studies An Emerging Discipline" and made a booklet called "Teaching the Cree Language K-9" which could be implemented by any teacher, easily adapted to Language Arts and helpful for non-native teachers. (See Summary of Observations.) Her influence in her own classroom was notable and she provided an option program of Cree arts and crafts. Along with the other native teachers, as a native person she was a living source of daily Cree culture in the school setting.

Texts, Instructional Materials:

| <u>Texts/Materials</u>   | <u>Grade Level</u> | <u>Teacher Comments</u>  |
|--|--------------------|--|
| 1. <u>Language Arts</u>  |                    |  |
| - C1 and C2 starting points in reading                                 | 6                  | Very much so.  |
| - Spelling in language arts  | 6                  | Appropriate  |
| - Ginn Elementary English  | 6                  | Not appropriate, A text with more specific skills is needed.             |
| - Starting points Language Skills B                                    |                    | Very appropriate   |
| - Starting points in Reading B1  | 5                  | Satisfactory on the whole.   |
| - Starting points in Language B1                                       | 5                  | More teacher guidance. I use the teachers guide a lot and type out work. |
| - Starting points in Reading skills.                                   |                    |  |
| - Materials from teacher guides and material purchased by the teacher. |                    |  |
| - Pages from the past  |                    |  |
| - Landscapes of Alberta.   |                    |  |
| - The Nature of Things   |                    |  |
| - Canadian Frontiers   |                    |  |
| - Albertans All  | 4-5-6              | Selected selections for reading comprehension.                           |
| - Starting points in Reading   | 5                  | Selected selections.   |
| - Spelling and Language plus workbooks                                 |                    | Urgent need for culturally related materials.                            |
| Average percent Teacher Made .....                                     |                    | 50%  |
| Amount Cree culturally related .....                                   |                    | Little.  |

2. Social Studies

- Kanata Kit 4 4
  - Kanata Kit 5 5 More suitable for gr. 6. Although working below grade level these books provide useful materials in creating a broad outline of both Alberta and Canadian content. However, a specific Indian viewpoint is definitely lacking. This is a serious omission which needs correction as soon as possible.
  
  - Pages from the past
  - Landscapes of Alberta
  - The Nature of Things
  - Canadian Frontiers
  - Albertans All
  - McMillan Atlas 5 Lots on maps.
  - Film strips
  - Lots of homemade materials, copies, mimeographed
  - Current events Students learned a lot.
  - Ancient civilizations 6 Certain topics are quite relevant to the course.
  - Greek and Roman civilizations 6
  - Social Studies teaching Unit project (Alta. Edition 81-82) 6 Appropriate but only half applicable.
- Average percent Teacher Made ..... 50-60%
- Amount Cree culturally related ..... Some.

3. Science

- Concepts in Science Bk 5&6                                       5                       Limited appropriateness. There is a new science curriculum, but since we don't have the new one, I'm using the old. Experiment equipment is lacking. Use some film strips when applicable but many lacking.
  
- News of the Day Shuttle Launch                                     Little relevancy.
  
- Average percent Teacher Made ..... 40%
  
- Amount Cree culturally related ..... Little.

4. Math

- SRA Book 5   5                       Satisfactory
  
- SRA Book 6   6                       Satisfactory but both could use more examples for each concept.
  
- Starting points in Math   Use some.
  
- The Mathematics System Bk. 5                                     5                       Although working below grade level these books do provide good problems in basic functions.
  
- Elementary School Math
  
- Various workbooks for problems and extra drill.                                     The majority of the class cannot retain subject matter sufficiently to be given a test without examples. Many cannot seem to learn basic facts in addition and multiplication and operations are beyond them.
  
- Average percent Teacher Made ..... 50%
  
- Amount Cree culturally related ..... Little.



#### 5. Health

- Understanding your needs                         5                         Choose only chapters and parts considered applicable to class needs.
  
- Films on teeth.
  
- Average percent Teacher Made ..... 50%
  
- Amount Cree culturally related ..... Little.

#### Classroom Schedules and Activities:

There was only one field trip reported, taken to Edmonton U of A. The lack of funding seemed to be a problem. School wide activities such as sports and special options like Home Ec. for boys, Photography and special event days such as career days, swimming, etc., were made available to students.

Daily schedules conform to Alberta guidelines but some teachers needed more time to reinforce the basics, (Language and Math).

#### Facilities and Support Systems:

Classrooms were generally adequate, sometimes too hot or too cold in the Jr. High (older) building.

The Home Ec. facility was spacious, bright and an excellent area for students. The gymnasium was adequate but often cold in the wintertime.

For a more complete report see Summary of Observations.

#### Load Patterns:

Age/grade deceleration would indicate that individualized and special education would help. Teachers required more time and smaller loads to be effective. There were 3 grade 5 classes with a teacher/student ratio of 24:1.

GRADE SIX

General:

There were two grade six classes, one regular and one modified. The average class student/teacher ratio was 27:1.

Curriculum:

The regular standard curriculum was used except in the modified class, where children were taught skills below grade level in order to bring them up. The classroom teachers taught gym and other options except Shop, Home Ec., and Library.

Evidence of Cree Culture:

Students from the grade six classes reported participating in the school option program Cree Cultural Arts and Crafts. They paid ten dollars.

Student Comment:

- "I think I would learn better if there were more books and history pertaining to my people. I loved arts and crafts. There is not enough culture in grade six."

Texts, Instructional Materials:

| <u>Texts/Materials</u>                 | <u>Grade Level</u> | <u>Teacher Comments</u>                |
|--|--------------------|--|
| 1. <u>Language Arts</u>                |                    |  |
| - Starting points 1 & 2 workbook.      |                    | Lots of high interest. Low vocabulary. |
| - Independent Reading and book reports |                    |  |

- Spelling in Language Arts 6
- Starting points in Reading  
(Teachers Edition) Guidebook.
- Language starting points in Language and skills Lots of additional material.
- Average percent Teacher Made .....Not Available
- Amount Cree culturally related .....Not Available

2. Social Studies

- Exploring Civicizations
- General World Knowledge
- Average percent Teacher Made .....Not Available
- Amount Cree culturally related .....Not Available

3. Science

- Concepts in Science
- Suzulies Discovery Series
- Average percent Teacher Made .....Not Available
- Amount Cree culturally related .....Not Available

4. Math

- SRA Books 4&5 Whole fractions
- Other sources
- Average percent Teacher Made ..... Not Available
- Amount Cree culturally related ..... Not Available

Classroom Schedules and Activities:

See previous grades. Time schedules were followed in accordance with provincial regulations. Students attended library classes under the direction of a librarian.

School options were made available and a trip was taken to the Wetaskiwin Library.

Facilities and Support Systems:

See Summary of Observations.

Load Patterns:

The average student/teacher ratio for grade six was 27:1.  
The average student teacher ratio for grade 6 modified class was 28:1.  
(See load pattern for previous grades.)

GRADE SEVEN

General:

There were three grade seven classes, one regular, one modified, and one non-graded. The average student/teacher ratio was 18:1.

Curriculum:

One classroom was attempting to keep up to grade level. One classroom was using some grade level material but teaching below grade level. One classroom was following a below grade level curriculum.

Evidence of Cree Culture:

Refer to previous grades. Nothing noted of significance in grade seven.

Texts, Instructional Materials:

| <u>Texts/Materials</u> | <u>Grade Level</u> | <u>Teacher Comments</u> |
|------------------------|--------------------|-------------------------|
|------------------------|--------------------|-------------------------|

1. Language Arts

- Starting points text and workbook.
- Starting points, Language and workbook revised. No specific test.
- MacMillan Spelling series
- Basic goals in spelling
- Selection from a variety of sources.

Average percent Teacher Made ..... 50%

Amount Cree culturally related ..... Some.

2. Social Studies

- Japanese Canadians
- Canada - Multi-culturalism
- Treaty rights
- Canadian Frontiers, Alta.  
from past, present and future.
- History of Indians in Canada
- Consumer Education Multi Media Kit                    6-7            Good
- Money Management - Multi Media Kit                    6-7            Good
- Curriculum unit - The Effect of  
the Fur Trade on the Indian
- Multi Cultural Canada - multi  
media kit
- Canada Mosaic - McFadden                    6-7

Average percent Teacher Made ..... 35%

Amount Cree culturally related ..... Adequate

3. Science

- Challenges in Science                    7            Very good text
- Life Science Text
- Challenge of Science
- It's Buying and Selling

Average percent Teacher Made ..... 60%

Amount Cree culturally related ..... None/little.

4. Math

- Math is One- Nelson
- Word Problems in Math  
C&D books

Average percent Teacher Made..... 60%  
Amount Cree culturally related ..... None.

5. Health

- No Health mentioned Appears no basic health curriculum followed.
- Gr. 7 Course Criminal Justice System
- Field trip to Court House

Average percent Teacher Made .....Not Available  
Amount Cree culturally related .....Not Available

Classroom Schedules and Activities:

Refer to previous grades. Little difference in general but some teachers worked on a classroom level to include and encourage participation in school wide options and community and school/recreation programs.

Facilities and Support Systems:

Refer to other grades. For the classes requiring extra help because of low scores, attendance and behaviour, the general idea was to promote these students into a vocational program. The school program accommodated the regular shop and vocational areas but was not adequate to meet the needs of special students in this area.

Load Patterns:

Student/ratio for all grade 7 was 18:1. Student ratio for non-graded was approximately 13:1. Refer to previous grades. Consistent with ever increasing age-grade deficiencies and personal problems encountered by the age group, the needs in the grade seven area as reported by the counsellors, teachers, parents and students became dramatically evident. See report from Cumulative Files. With an increase in problems relating to off campus areas the two counsellor aides, the administration staff, and teachers reported an increasing case load - with no increase in support staff, counselling facilities, etc. See Summary of Observation.



FIGURE 8

REGULAR PROGRAM

This program followed Alberta Education Provincial requirement at this Grade Level.

MODIFIED PROGRAM

This program was for children who had not met the requirements of the regular program. These children demonstrated a weakness in one or more of the core subjects (Language Arts, Mathematics, Social Studies, Science).

In a modified program, the teacher worked at the child's level and attempted, if possible, to upgrade the student to a regular program.

NON-GRADED PROGRAM

This program was meant to help those students having difficulty in meeting the requirement of the regular program or the modified program. Some of the indicators for placement in this program were age, poor attendance, attitude toward school and to work, social behaviour in school, and general learning difficulties.

REPEAT

If the child had not completed the grade requirement but demonstrated academic ability it was felt that repeating the grade would be of benefit to the child.

FIGURE 9

NOTICE TO PARENTS/GUARDIANS:

For the 1980-81 school year, we are planning to have 5 "Upgrading classes" which we hope will help a number of our students who are having problems with basic educational skills.

For your information, I am listing the classes with a brief outline to give you a better understanding as to the purpose of our Upgrading classes. I should mention that these classes will concentrate on Language Arts and Mathematics. Students may be promoted during the year if they progress satisfactorily.

If you find that your child is assigned to one of our Upgrading classes, and you wish to know more information, please feel free to contact the school. (ph. 585-3931)

1. Upgrading "A" Class - students assigned to this class will be working mainly at lower elementary basic skills.
2. Upgrading "B" Class - students assigned to this class will be working mainly at higher elementary basic skills.
3. Upgrading "C" class - students assigned to this class will be working mainly at lower junior high basic skills.
4. Upgrading "D" class - students assigned to this class will be working mainly at middle junior high basic skills.
5. Upgrading "E" class - students assigned to this class will be working mainly at high junior high basic skills.

FIGURE 10

Written data on curriculum in Elementary/Jr. High School.

Source: Handout for New Teachers.

"Staff are required to submit Goals and Objectives relating to their teaching assignment by the end of September."

"All teachers must adhere to accepted guidelines in teaching any and all courses in this school. Reference, of course, is made to the necessity of Native content, Curriculum Guides set out by Alberta Education, and the Department of Indian and Inuit Affairs."

"A Major school goal is to offer to our students an educational program that not only deals with basic educational skills based on the provincial curriculum, but that instills in the native students a sense of pride and belonging -- in themselves, in their culture, and in the total community."

"Unit planning is compulsory. Individual teachers should be prepared to justify their planning both on a short-term basis and a long-term basis. All teachers are required to submit an outline of their year's teaching assignment to the Principal by the end of September. Starting in October, monthly "Budgets of Work" will be submitted, on a month-by-month basis. Budgets of work should include the concepts and skills to be taught, the amount of time to be used, and how this plan fits into the total year's work."

"Teachers in the Grades 7 to 10 area must present course outlines to their students and to the Office as early as possible in September."

FIGURE 11

ERMINESKIN ELEMENTARY - JUNIOR HIGH SCHOOL

NAME: \_\_\_\_\_

GRADE: NG II

SCHOOL: \_\_\_\_\_

YEAR: \_\_\_\_\_

LANGUAGE

P - PASS  
F - FAIL

COMMENTS:

|     |   | 1 | 2 | 3 | 4 | 5 |  |
|-----|---|---|---|---|---|---|--|
| i   | Nouns<br>common<br>proper<br>possessive<br>abstract<br>number |   |   |   |   |   |  |
| ii  | Pronouns  |   |   |   |   |   |  |
| iii | Verbs   |   |   |   |   |   |  |
| iv  | Adverbs   |   |   |   |   |   |  |
| v   | Adjectives  |   |   |   |   |   |  |
| vi  | Prepositions  |   |   |   |   |   |  |
| vii | Conjunctions  |   |   |   |   |   |  |
| iii | Sentences   |   |   |   |   |   |  |
|     | Statements  |   |   |   |   |   |  |
|     | Interrogatives  |   |   |   |   |   |  |
|     | Exclamatory   |   |   |   |   |   |  |
|     | Passive Voice   |   |   |   |   |   |  |
|     | Active Voice  |   |   |   |   |   |  |
|     | Subject   |   |   |   |   |   |  |
|     | Verb  |   |   |   |   |   |  |
|     | Subject - Verb Agreement                                      |   |   |   |   |   |  |
|     | Phrases   |   |   |   |   |   |  |
|     | Paragraphs  |   |   |   |   |   |  |
| ix  | Compound Words  |   |   |   |   |   |  |
| x   | Prefixes  |   |   |   |   |   |  |
| xi  | Suffixes  |   |   |   |   |   |  |
| ii  | Homonyms  |   |   |   |   |   |  |
| ii  | Antonyms  |   |   |   |   |   |  |
| iv  | Synonyms  |   |   |   |   |   |  |

FIGURE 12

ELEMENTARY SCHOOL TIME ALLOTMENTS - WEEKLY BASIS

| <u>Subject</u>              | <u>Division I</u> | <u>Division II</u> |
|-----------------------------|-------------------|--------------------|
| <u>Language Arts</u>        |                   |                    |
| Basic Reading               | 576 480 minutes   | 180-250 minutes    |
| Recreational Reading        | 60 minutes        | 50-80 minutes      |
| Literature                  | 60 minutes        | 50-60 minutes      |
| Spelling                    | 75 minutes        | 75 minutes         |
| Hand Writing                | 75 minutes        | 75 minutes         |
| Oral and Written Expression | 75 minutes        | 230 minutes        |
|                             |                   |                    |
| Social Studies              | 150 minutes       | 150 minutes        |
| Mathematics                 | 150 minutes       | 150 minutes        |
| Science                     | 150 minutes       | 150 minutes        |
| Health                      | 60 minutes        | 60 minutes         |
| Physical Education          | 90 minutes        | 90 minutes         |
| Music                       | 90 minutes        | 90 minutes         |
| Art                         | 90 minutes        | 60 minutes         |

\*\* Basic reading instruction includes lessons from the basic reading programs and oral a written language.

\*\* Spelling instruction should not commence before midyear in Grade two.

GRADE EIGHT AND NINE

General:

Grades 8 & 9 were covered by three teachers and the student/teacher ratio was approximately 15:1.

Curriculum:

Teachers followed the standard provincial curriculum, but different teachers taught different subjects.

Evidence of Cree Culture:

See previous grades and Summary of Observations.

Texts, Instructional Materials:

| <u>Texts/Materials</u>               | <u>Grade Level</u> | <u>Teacher Comments</u> |
|--------------------------------------|--------------------|-------------------------|
| 1. <u>Language Arts</u>              |                    |                         |
| - No reports available               |                    | N/A                     |
| 2. <u>Social Studies</u>             |                    |                         |
| - No reports available               |                    | N/A                     |
| 3. <u>Science</u>                    |                    |                         |
| - No reports available               |                    | N/A                     |
| 4. <u>Math</u>                       |                    |                         |
| - Math is Two                        | 8                  |                         |
| - Math is Three                      | 9                  | Appropriate             |
| Average percent Teacher Made.....    |                    | 40%                     |
| Amount Cree culturally related ..... |                    | Little.                 |



SPECIAL EDUCATION

The Province of Alberta has a mandate pertaining to special education which includes certain specified criteria, trained and authorized personnel, objectives and curriculum materials. The Federal Schools have no such mandate and no such program. Yet, within the two schools, there were several classes designated as "special education classes". (See Figure 13.)

Teacher comments:

- "Alberta Special Education standards requires special training and authorization to function. The teacher assigned does not have that training, and cannot test nor diagnose. We have never even met the person from Edmonton whom the Department sends out to test special cases. There is no coordination between he and the teachers. There is no budget and no aides. I follow a mixture of skill objectives under the Alberta guidelines and do the best I can."
- "Special Education here is a farce. There is no such "program" in this school. It seems as if any child who cannot be handled in class or has problems out of the ordinary is sent off to "Special Ed". This is unfair to the teacher and the children."
- "Children are put into so called "special" classes but they have not been properly screened."
- "Only a few children need "special education", but a lot need special help. We need two programs: 1) a special-ed program and 2) a special program to meet the needs of our age/grade retarded students here in Hobbema."



FIGURE 13

TEACHER: \_\_\_\_\_

YEAR: \_\_\_\_\_

CLASS: Special Education

| TIME          | MONDAY                            | TUESDAY               | WEDNESDAY      | THURSDAY              | FRIDAY           |
|---------------|-----------------------------------|-----------------------|----------------|-----------------------|------------------|
| 8:50 - 9:00   | Opening Exercises -----           |                       |                |                       |                  |
| 9:00 - 9:30   | Religious Instruction             | Religious Instruction | Rec. Reading   | Religious Instruction | Religious Instr. |
| 9:30 - 10:00  | Phys. Ed                          | Phonics               | Phys. Ed       | Phonics               | Phys. Ed         |
| 10:00 - 10:15 | RECESS                            | RECESS                | RECESS         | RECESS                | RECESS           |
| 10:15 - 10:45 | Spelling                          | Social Studies        | Spelling       | Social Studies        | Spelling         |
| 10:45 - 11:15 | Reading -----                     |                       |                |                       |                  |
| 11:15 - 11:30 | Written Language -----            |                       |                |                       |                  |
| 11:30 - 12:30 | NOON                              | NOON                  | NOON           | NOON                  | NOON             |
| 12:30 - 1:00  | Singing                           | Health                | Singing        | Health                | Science          |
| 1:00 - 1:30   | Math                              | Math                  | Math           | Social Studies        | Math             |
| 1:30 - 2:00   | Science                           | -----                 |                |                       | Printing         |
| 2:00 - 2:15   | RECESS                            | RECESS                | RECESS         | RECESS                | RECESS           |
| 2:15 - 2:45   | Rec. Reading                      | Rec. Reading          | Social Studies | Social Studies        | Art              |
| 2:45 - 3:15   | Oral Lang.                        | -----                 |                | Social Studies        | Art              |
| 3:15 - 3:25   | Clean-Up Period & Dismissal ----- |                       |                |                       |                  |

Evaluator's Comments:

Many teachers, in their personal interviews expressed positive feelings concerning their work and their students. A few examples are:

Teachers Comments:

- "I would rather teach on an Indian Reservation than anywhere. The children are sweet and teachable and the challenge to teach them is as much as any teacher could want."
- "I never think of my students as different because they are Native. When they come to my class, we make a little world of our own. I tell them that they can do anything they want to do, and that this class will be the best class there ever was. I believe these children will achieve according to what is expected of them and I've proven they do many times."
- "I prefer teaching native children."

A report of teachers interviews and comments would be incomplete if it did not make note of the commitment and dedication of teachers in both schools involved.

OTHER AREAS

Home Economics:

Classes taught in Home Ec included grades 5/6 through grade nine. Over 100 students were enrolled and attendance was irregular. The teacher had modified and expanded the basic curriculum to accommodate the students and their cultural and real-life needs.

Equipment was generally adequate but some repairs were needed on the sewing machines. Kitchen equipment could be improved. Textbook and reading materials could be expanded.

The teacher expressed concern about a plan to block off every other window because they have only a single pane and are a cause of heating inefficiency during the winter. If this were done the natural lighting and airy, spacious effect would be hampered to the detriment of her program.

The program participated in the school options held weekly Wednesday afternoons.

Student comment:

- "I wish there was more Home Ec than once a week."
- "I know some boys who would take Home Ec during options if some other boys did not laugh."

Library:

Both librariys were manned by aides. Neither the library in the primary building nor the Elementary/Jr. High was using standard coding. In the primary school, teachers noted the need for more space

for sitting, lower shelves, and more reading material for grade one. Many outdated books were in evidence. The library in the Jr. High was located in an upstairs room and was poorly lit. The sitting and reading area were separated substantially from the book area.

Music:

Music was taught by classroom teachers in their classrooms K-4 and was taught by a teacher for grades 5/6 - 9.

SUMMARY OF OBSERVATIONS

Teachers were attempting to use the standard provincial curriculum and adopted materials, eg. - reading series, math texts, etc., but in order to accommodate the actual skill needs of their students, teachers were adapting when necessary. As shown by the high percentages of teacher-made materials, (up to 70%), it appeared that even though the standard texts, and materials were appropriate in content to the grade level, they were up to 70% inappropriate in scope. The greater the age-grade deceleration and greater the skills range, the more the need for teacher-made materials.

Teachers expressed frustration with the traditional system which paces and then passes or fails the child according to criteria met or not met within a given time (1 school year). Most teachers favoured a system which would emphasize the individual students needs, an approach which would remove the pupil from a no-win situation.

Because many kindergarten students and grade one students need extra time in which to "catch-up" to average readiness norms, but can learn quickly when taught for individual mastery, there were suggestions to allow an extra year or two to complete a certain skill criteria. This would eliminate early failure and the negative results "falling behind" has on the motivation and self image of the student.

Even teachers who favoured the traditional approach when explaining how they achieved success, used the principles of individual mastery learning, which through "hard teaching" successfully overcame the age-grade gap. (See Achievement Report Summary.)

Under the traditional system, those students who achieved (through good attendance and hard work) a year and one-half or more progress, were still failed because they came a few months short of the required criteria. Teachers questioned the impact of failure on a child's self-image and attitude towards school. The need for a developed, implemented and mandated uniform continuous curriculum plan was often expressed, eg. - those who raised student achievement through hard teaching one year, often saw a falling behind, a gapping or overlapping when the student changed teachers the next year. There was little follow through or continuity evident between the Primary or Elementary/Jr. High Schools, eg. - use of cumulative cards or teacher recommendations.

In addition to some work done on Social Studies units, there was some written work compiled by one of the Cree teachers concerning Cree Culture. For a short period of time a Cree teacher visited the primary classrooms on a regular basis and taught culture. During options day in the Jr. High, Cree arts and crafts were taught. Some Cree teachers, counsellors and other staff people provided live cultural input. The Home-Ec teacher, one who had studied Cree and culture implemented Cree culture in the Home-Ec program extensively. Some classrooms were visited by Cree guests, but there was no evidence of a written or adopted program for school wide use.

Facilities were generally adequate except for the primary gymnasium and some improvements needed in the shop. (Refer to Report on Facilities.) There were some improvements suggested for the primary library, eg. - lower shelves, more sitting space, and more reading books for lower grades. The library in the Jr. High school was large, but lacked a quiet studios

atmosphere. The natural lighting was poor, seating space was on the other side of the room. Neither library had a fully qualified librarian, or used standard coding techniques. More current materials could be used in the Elementary/Jr. High library. There was evidence of a room used as a typing room but a shortage of desks kept the typewriters on the shelves when not in use. There was a room with two pianos and some percussion instruments used as a music room. The maintenance was good. Janitorial service was under temporary but efficient direction.

Teachers followed the standard Alberta Schedule outlines and daily schedules were on file in the Principal's offices. Teachers who had special needs problems in the primary would adapt when necessary to fully expand a lesson. Classes ran on time periods in the Elementary/Jr. High. Because there were no morning nor afternoon recesses there was an hour and one-half for lunchtime. Class periods may have been a little long.

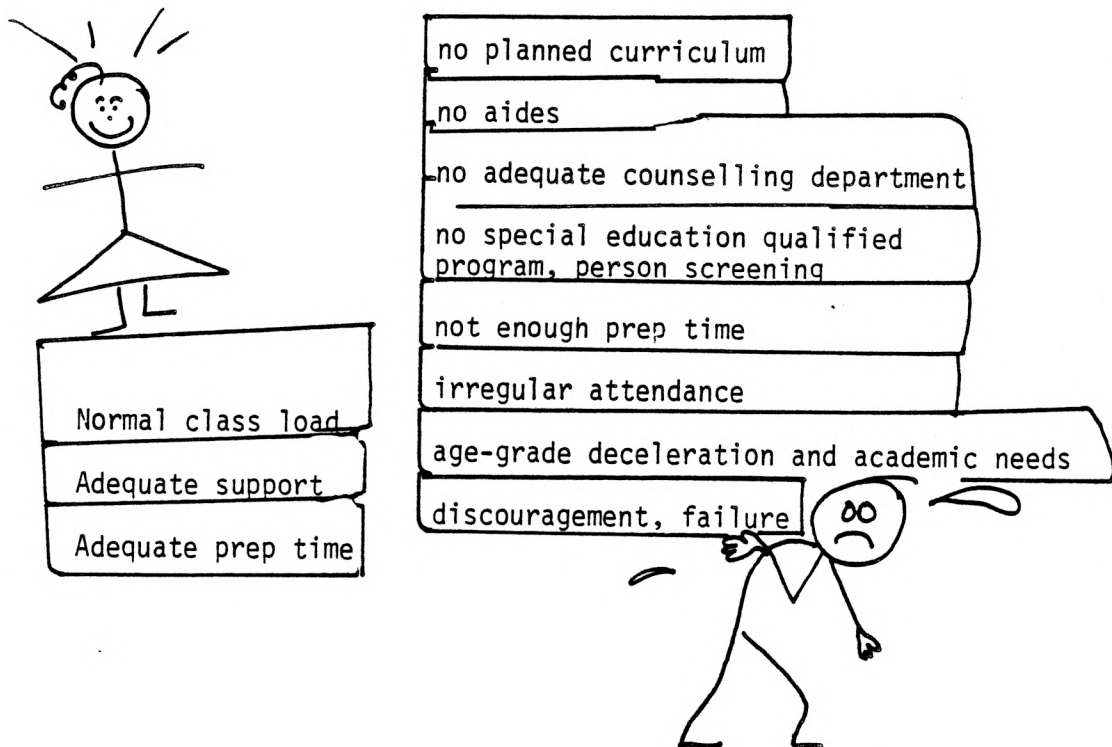
The following factors are associated with class loads.

1. Enrollment and degree of age-grade deceleration and academic needs within the class. There was no evidence of consideration being given to reduce total enrollments in classes with high needs. (See Special Education Report.)
2. Irregular attendance. An argument for not reducing enrollment in needs classes was that, because of poor attendance, the real class load would be small. This was refuted by many teachers who believed that those who had irregular and poor attendance had the highest load of all. Eg. - if ten students come every day a teacher could establish a class routine and rules and prepare a lesson once, but if five children came

and they were five different children then for the teachers, preparations became five times as great. The daily expenditure in effort increased because, in addition to five attempts to reteach and reorient five new students, the teacher had to teach the other regular five. This had a cumulative affect, like increasing rather than decreasing enrollment. For any teacher who saw the individual student more important than pages in the book, this situation created, in some cases, intolerable overload. Preparation time for Primary/Elementary teachers is one hour per week and teacher made materials are very high.

3. Lack of Support Personnel. When class academic needs are high, behaviour and learning problems go hand in hand. Many children ride the bus a long time, are having home problems, many are tired or hungry, etc. The cumulative effect of chronic overload was evident and led to staff stress situations. (See teacher comments.)

The most consistent concerns expressed were the lack of adequate support staff and programs to assist in the overload areas.





CHAPTER 2

IMPACT OF MUSKWATCHEES CULTURAL COLLEGE

Term of Reference:

Determine the impact of Muskwatchees Cultural College  
on the K-XII educational program.

CHAPTER 2

The terms of reference requested a determination of the impact of the Muskwatchees Cultural College on the education program. It must be recognized that this aspect of the M.C.C. is only one factor of the many factors with which the College was concerned. The writers of this report wish to establish that this chapter does not constitute an evaluation of the M.C.C. as a whole. An evaluation of M.C.C. was carried out in 1977 which provides an excellent view of the College and its function.

The section on Curriculum Development in this report states:

"The work of the College in this area has been outstanding in the opinion of the evaluators. Not only has a great deal of work been completed, it has been work that is, in our opinion, more meaningful and relevant than work done by other similar organizations known to the evaluators. Curriculum development work in many other programs is often piecemeal, usually epitomized by small booklets containing cultural stories and legends and the collection of a few artifacts. Few other programs are actively and meaningfully involved with area teachers or are developing materials and curricula to meet specific teacher-defined needs. The "Living History" series of video and audio tapes preserves, "in living form" the history and culture of the Hobbema people in a way that will be of direct benefit to future generations, not only Hobbema residents, but other Indian and non-Indian peoples as well. Field testing of materials needs to continue to be an increasingly important part of the operation. Since a substantial number of University of Calgary students will be graduating within the next year, it is hoped that they will play a role in the continued use and refinement of materials being developed by the College."

The impact of the Muskwatchees Cultural College on the education program of the Hobbema schools was carried out in three areas:

- 1) Teacher responses to the Teacher Survey.
- 2) Student Responses to the Student Survey.
- 3) Teacher responses to interview questions concerning culturally relevant curriculum materials.

Teacher Survey Responses:

The teacher survey contained three questions which relate directly to the impact of the M.C.C. on the school program. The questions and responses follow:

|  | PRIMARY SCHOOL |    |    |    | JR. HIGH SCHOOL |    |    |    |
|--|----------------|----|----|----|-----------------|----|----|----|
|  | E              | S  | U  | N  | E               | S  | U  | N  |
| A.k Culturally relevant resource and enrichment materials are available.   | 6              | 41 | 47 | 6  | 8               | 46 | 38 | 8  |
| Teacher comments:  |                |    |    |    |                 |    |    |    |
| - "I have not seen them."  |                |    |    |    |                 |    |    |    |
| A.l The services and influence of Muskwatchees Cultural College adds to your teaching resources for Cree students. | 0              | 12 | 82 | 6  | 0               | 23 | 77 | 0  |
| B.s There is a policy which encourages and impliments Cree Culture awareness for continuing and new teachers       | 0              | 29 | 56 | 12 | 0               | 16 | 69 | 15 |

Observation:

The majority of teacher responses from both schools indicated unsatisfactory responses to questions A.l and B.s. The response to question A.k was unsatisfactory in the primary school and fairly closely divided between satisfactory and unsatisfactory in the Jr. High School.

Student Survey:

The questions in the student survey were not intended to evaluate the M.C.C. but do have some impact in this area.

|  | <u>Percent Response</u> |          |           |
|--|-------------------------|----------|-----------|
|  | <u>Yes</u>              | <u>S</u> | <u>No</u> |
| 14. Muskwatchees Cultural College makes me feel good about being Indian. | 63                      | 37       | 0         |
| 19. I would like to learn more Indian history in school.                 | 87                      | 13       | 0         |

Observation:

Students appear to feel positive about M.C.C., however the question was not structural to separate the M.C.C. from positive feelings about being Indian. Question 19 and several other questions in the survey indicate student interest in more cultural content in their school program.

Teacher Interviews, Curriculum Survey:

Teacher comments on cultural content of curriculum materials (see curriculum evaluation for each grade in Chapter 1) indicated a recognition of the lack of suitable curriculum materials.

Teacher Comment:

- "There are really no native culture materials, not even a list to order from. I have to spend my own money on anything suitable. I've heard Muskwatchees Cultural College was working on materials for teachers to use but nobody has ever said or offered anymore concrete help."

Teachers and support personnel in schools off the reserve which were attended by Cree children expressed similar feelings. Many were not aware of the Muskwatchees Cultural College, those who knew of it were not aware of any cultural materials available to them to assist

in instruction.

Comment: There is a need for, and an expectation of, curriculum materials for Cree culture by teachers both on and off the reservation. Those who know of the existence of the M.C.C. look to it for these materials but have not received any to this point.

Conclusion:

It was obvious to the directors of this study that the Muskwatchees Cultural College have done an excellent job of researching and producing a variety of instructional materials and teaching aids in the area of Cree culture and native tradition. It was also obvious that these materials were not being utilized by the schools on or off the reserve. For whatever reason, the communication link between M.C.C. and the schools had been broken. It is strongly recommended that the schools establish a permanent liason person or committee to interact with the M.C.C. on a continuing basis.

It is also strongly recommended that the Muskwatchees Cultural College directors identify a person or committee with responsibility for making the services of the College known to possible clients. There appears to be an established need in the following areas:

- all areas of curriculum (social studies, etc.)
- a wide variety of enrichment materials
- teacher inservice training - cultural
- new teacher orientation
- special Native/Cree cultural and religious events.

CHAPTER 3

ACADEMIC ACHIEVEMENT

Term of Reference:

Determine the level of academic achievement of Cree students in reserve schools; evaluate the tests that are being used; look at the manner in which achievement testing is co-ordinated between the on-reserve and off-reserve schools; find out whether the test results are used to good advantage for the students, parents, school committee, and teachers.

ACHIEVEMENT RECORDS

The following is a review of school policy regarding student cumulative files, report cards, etc., and a summary of promotions from grades 1-9. (Kindergarten promotions are not available at time of survey.) Also included are random samples of individual cumulative records for the school year 1981-82. (Grade 9 and parts of grades 6 and 8 are not available.)

There was evidence of written policy that teachers must keep report cards, test scores, records, etc. up to date in the student cumulative records.

Excerpts from policy:

- "Teachers must keep a comprehensive marking system. Student performance must be examined, a visible record kept, and daily work checked. Documentation should be the rule."
- "Report cards must be accurately maintained with copies to be kept in cumulative folders. Related pertinent information to be filed as necessary."

The data mentioned above was, in fact, evident in most cumulative folders, but data was inconsistent and incomplete. See below for further explanation:

- inconsistent scoring codes between grades, eg. - percentiles or stanine scores or grade level scores.
- incomplete pre and post test scores per students, per class, per grade and per school,
- incomplete testing per student, eg. - students absent who missed test had blanks beside their names, with no notation or efforts to make up tests,
- inconsistent tests used between Primary (CBS) and Elementary/Jr. High (Stanford Binet),
- incomplete printouts re. standard norms and accompanying graphs,

- inconsistency in completeness of materials contained on a student. It was noted that Cree teachers included the most complete individual files with more documentation of follow up efforts pertaining to absences and personal problems.
- little evidence of references, report of counselling help or involvement with special testing, etc. Only notations to recommend for testing.

The following include random samples of individual cumulative records and promotion surveys per grade.

Grade One:

Note\* No individual student records are used from grade one.

GRADE ONE SUMMARY

| Class   | Total | Promoted | Repeat |
|---------|-------|----------|--------|
| Class 1 | 19    | 16       | 3      |
| Class 2 | 19    | 14       | 5      |
| Class 3 | 21    | 5        | 16     |
| Class 4 | 20    | --       | 20     |
| Class 5 | 21    | --       | 21     |
| Class 6 | 20    | 17       | 3      |
| Class 7 | 22    | 10       | 12     |
| TOTAL   | 142   | 62       | 80     |

Grade Two:

Student one: Teacher says "My personal assessment is - "This child is operating at a grade one level". Assigned to a grade two continuous, very slow. (\*Same as repeating grade two.)



Student two: 60% attendance, CBS score average is 1.6, Reading 3.0, Elementary Math survey test 88% Edmonton Public School Board. Continue in grade 2.

Student three: CBS - vocabulary .06, word analysis 1.1, reading 1.6, spelling .07, math 1.9, composite 1.2. Continue in grade 2.

GRADE TWO SUMMARY

| Class   | Total | Promoted | Repeat |
|---------|-------|----------|--------|
| Class 1 | 23    | 16       | 7      |
| Class 2 | 23    | 2        | 21     |
| Class 3 | 20    | 8        | 12     |
| Class 4 | 21    | 14       | 7      |
| Class 5 | 22    | 9        | 13     |
| TOTAL   | 109   | 49       | 60     |

Grade Three:

Student one: 90% attendance, girl, has progressed reasonably well. Weak in certain areas of her reading. Will need drill review of vocabulary and sight words. Test scores CBS October - 2.1, May - 3.0, June 1981 - 3.4. Edmonton Math - 68%. Passed to grade four.

Student two: 85% attendance, girl, April CBS score 3.8. Passed to grade four.

Student three: 89% attendance. April CBS score 2.8. Continue grade 3. (Repeat the grade.)

Student four: 95% attendance. April CBS score 3.8. Assigned to grade 4.

Student five: 71% attendance. An intelligent boy who attends regularly because of home problems. Should have his hearing or ears looked after. Mother admits "neglect" in this area. Should be followed up on next year. CBS score Language Arts - 60%, Math - 63%. Assigned to 4B.

GRADE THREE SUMMARY

| <u>Grade Three</u> | <u>Total</u> | <u>Promoted</u> | <u>Retained</u> |
|--------------------|--------------|-----------------|-----------------|
| Class 1            | 24           | 19              | 5               |
| Class 2            | 17           | 15              | 1               |
| Class 3            | <u>22</u>    | <u>9</u>        | <u>14</u>       |
| TOTAL              | 63           | 43              | 20              |

Grade Four: (Class One)

General: Regular class.

Student one: 92% attendance, boy, hyper, but careful with work, passed to grade 5A.

Student two: 95% attendance, girl, good all round student, passed to grade 5A.

Student three: 68% attendance, separated from mother, passed to grade 5A.

Student four: 96% attendance, needs a lot of praise, slow in work but tries hard. Passed to grade 5A.

Student five: 76% attendance, Binet test scores were 2.2, 2.7, 2.1; in Math 4.2, 3.2, 3.4, Language 2.6; student worked hard to keep up. Passed to grade 5B.

Summary:

Assigned to grade 5A = 8  
Assigned to grade 5B = 8  
Assigned to grade 4/5 = 7  
Assigned to grade 3/4 = 1 (student lived with grandmother)  
Total = 24

Grade Four - Primary School: (Class Two)

Student one: Boy, CBS average 3.1. Covered basic grade 4 curriculum work. Passed to regular grade 5.

Summary:

Passed regular grade 5 = 22  
Retained = 0  
Total = 22

Grade Four - Regular: (Class Three)

Student one: 71% attendance, boy, age 11, some C's and F's on report card. Assigned to 4/5.

Student two: 75% attendance, girl, sleeps in in the morning, needs to do her homework, poor attendance mentioned. Assigned to repeat grade 4.

Student three: 92% attendance, girl, age 12, working hard, but sensitive to peers. Assigned to regular grade 5.

Student four: 53% attendance, positive when in school, plead for more attendance. Assigned to 4/5.

Student five: 38% attendance, can see problems with learning, may need glasses, need to be checked for Special Ed. Assigned to repeat grade 4.

Summary:

Assigned to grade 5 = 3  
Assigned to grade 4/5 = 7  
Repeat grade 4 = 5 (N.B.: beside repeat, one in hospital)  
No record = 1  
Total = 16

Grade Four: (Class Four)

Student one: Less than 1% attendance, present 7 days, girl, no explanation. Unable to assess.

Student two: Less than 1% attendance, present 11 days. Teacher followed up and documented. Mother had to be contacted. Always a promise the student would come - never did. Unable to assess.

Student three: 12% attendance, has problems with home life. Visual difficulty, needs professional help. Unable to assess.

Student four: 14% attendance. No response from mother. Unable to assess.

Student five: 20% attendance, when boy comes he hangs around with the older kids in order to feel accepted. He is older. Assigned to non-grade 4/5.

Summary:

Assigned to regular grade 5 = 1  
Assigned to non-grade 4/5 = 14  
Assigned to grade four remedial = 1  
Unassessed = 4  
Total = 20

Grade 4/5: (Class Five)

General: Teacher made use of additional white sheets accompanying cum. folder. See sample.

Student one: 90% average attendance. Excellent student, fluent Cree, taught TESL method, needs assistance in Language Arts, boy, advanced to grade 7.

Student two: 63% attendance, boy, slow student, poor attitude, came from a regular grade five, mostly F's on report card, assigned to repeat grade 5.

Student three: 32% attendance, girl, was not assessed year before, had been in remedial five, assigned to non-grade 4/5.

Student four: 56% attendance, boy, had attendance problems due to babysitting, passed to regular grade 5.

Student five: Less than 1% attendance, dropped out, assigned to repeat grade 4/5.

Summary:

Assigned to regular grade 5 = 9  
Assigned to regular grade 6 = 5  
Assigned to regular grade 7 = 4  
Assigned to modified grade 7 = 1  
Assigned to remedial grade 5 = 1  
Not assessed = 1  
Repeat grade 4/5 = 8  
Total = 29

This teacher had written follow ups on every student and indicated reasons for non-attendance. The multi-assigned areas for 29 students showed students were taught on individual needs and assigned accordingly. Many students from this class caught up to grade level.

Grade 4/5: (Class Six)

Student one: No attendance given, some data on folder, no report card, no white sheet. Reading = C, Language = C, Arithmetic = C, not known if passed or what status it.

Student two: Below 25% attendance - work on folder but not included data (as above). Assigned to remedial.

Student three: 62% attendance. Report card showed C's and B's. Passed to grade 5.

Student four: Less than 25% attendance. No assessment.

Student five: 58% attendance. Special Ed. student, report card shows F's and D's. Note - "Student to be assessed by Mr. Canu May 18, 1982." Assigned to remedial grade 4/5.

Summary:

Assigned to regular grade 5 = 3  
Assigned to modified grade 5 = 1  
Assigned to non-graded 4/5 = 1  
Assigned to Special Ed. = 6  
Non Assessed = 6  
Total = 17

Grade Four:

| Class            | Total | Promoted                      | Special              | Repeat | Unassessed | No Record |
|------------------|-------|-------------------------------|----------------------|--------|------------|-----------|
| Class 1          | 24    | 5A = 8<br>5B = 8              | 4/5 = 7<br>3/4 = 1   | 0      | 0          | 0         |
| Class 2          | 22    | 5 = 22                        | 0                    | 0      | 0          | 0         |
| Class 3          | 16    | 5 = 3                         | 4/5 = 7              | 4 = 5  | 0          | 1         |
| Class 4          | 20    | 5 = 1                         | 4/5 = 14<br>Rec. = 1 | 0      | 4          | 0         |
| Class 5<br>(4/5) | 29    | reg.5=9<br>reg.6=5<br>reg.7=1 | Rem.5=1              | 8      | 1          | 0         |
| Class 6<br>(4/5) | 17    | reg.5=3<br>Mod.5=1            | Sp.Ed.=6             | 4/5=1  | 6          | 0         |

Total = 128

Grade Five: (Class One)

General: Low achievement group. Teacher made use of red pen to make comments on students which were explicit on why student was retained.

Student one: 54% attendance, girl, no problems in discipline, retained in grade 5 because she was weak in math and language arts.

Student two: 40% attendance. Report card shows C's and D's. Girl, poor eyesight but refuses to wear glasses. Repeat the grade because of poor attendance.

Student three: 83% attendance, no behaviour problem but could be. Assigned to non-grade 5/6.

Student four: 90% attendance, report card showed D's and F's. Boy, teases girls, age 12, some glue sniffing, assigned to non-academic 6.

Student five: N/A attendance, 1981-82 report showed good in Home Ec. and Health, U in work habits, transferred to Wetaskiwin.

Summary:

Promoted to non-graded grade 6 = 14  
Assigned to repeat grade 5 = 7  
Total = 21

Grade Five: (Class Two)

General: Medium regular class.

Student one: 80% attendance, girl, age 12 years, been in school seven years, passed to grade 6.

Student two: 95% attendance, no test scores on cum card, no comments by teacher, age 12, to repeat grade five. 6 years in school. (Evaluator's comments "With such good attendance why fail this student".)

Student three: 93% attendance, age 12, girl, 5 years in school. Folder contained some blue report cards mostly C's and B's. Passed to grade 6.

Student four: Student 57% attendance. Report card shows mostly C's and D's. Comments about unsatisfactory work habits. Assigned to non-graded 5/6 next year. (Evaluator's comments: Not bad report card. Why assigned to non-graded.)

Student five: 57% attendance says on the report card that he must have 80% attendance to pass. Student to repeat grade five. Scores unclear on report card.

Summary:

Assigned to regular grade 6 = 4  
Assigned to grade 5/6 = 6  
Assigned to repeat grade 5 = 7  
Dropouts = 6  
No record = 1  
Total = 24

Grade Five: Regular (Class 3)

Student one: 32% attendance, age 12, transfer in from Ponoka, caused other girls to play hookey, was suspended because of poor attendance. Repeat grade five.

Student two: 70% attendance. A good cooperative student, girl, attends gym in Edmonton. Passed to grade 6.

Student three: 11% attendance, girl, has no home life, mother is dead, in foster home but ran away. Too bad she showed so much promise - no follow up. Repeat grade five. \*\*Should be placed in a continuoem instead of failed and further age grade retarded.

Student four: 60% gradual improvement after she got glasses. Pass to grade 6.

Student five: 66% attendance. May need glasses. Weak in math and untidy but plugs along. Assigned to conditional grade 6.

Summary:

Assigned to regular grade 6 = 12/\*2 conditional  
Assigned to modified grade 6 = 7  
Repeat grade = 6  
Assigned to remedial 4/5 = 2  
Total = 27



Grade Five: Summary

| Class   | Total | Promoted                | Special | Repeat | Unassessed | No Record |
|---------|-------|-------------------------|---------|--------|------------|-----------|
| Class 1 | 21    | non-graded<br>gr.6 = 14 | 0       | 7      | 0          | 0         |
| Class 2 | 24    | 6 = 4<br>5/6 = 6        | 0       | 7      | Dropouts=6 | 1         |
| Class 3 | 27    | 6 = 12<br>Mod.6 = 7     | 4/5 = 2 | 6      | 0          | 0         |

Total = 72

Grade Six: (Class One)

General: Regular grade level class, generally good attendance. Teacher showed correlation between attendance and achievement.

Student one: 92% attendance, good student, age 11, girl, did excellent on test score, passed to grade 7A.

Student two: 82% attendance, cousin to above student. Two girls follow each other. Passed to 7A.

Student three: 85% attendance, girl has the lazies, but has good potential, passed to 7A.

Student four: 74% attendance, doesn't pay attention, needs to settle down or will continue to have academic problems, passed to 7B.

Student five: 84% attendance, boy, had great and dramatic improvement.

Summary:

Assigned to 7A = 16  
 Assigned to 7B = 8  
 Assigned to 7C = 1  
 Total = 25

Grade Six:

| Class   | Total | Promoted      | Special       | Repeat | Unassessed | No Record |
|---------|-------|---------------|---------------|--------|------------|-----------|
| Class 1 | 25    | 7A=16<br>7B=8 | 0             | 0      | 0          | 0         |
| Class 2 | ----- | 7C=1          | Not Available | -----  | -----      | -----     |

Grade Seven: (Class One)

Student one: 5% attendance, boy, in Special Ed. class, unable to assess.

Student two: 39% attendance - all F's, girl, assigned to a Special Ed. Jr. High class.

Student three: 48% attendance. Report card all F's and D's, girl, record of notes home to parents about homework. Cum. file not complete.

Student four: 28% attendance, girl, age 16, assigned to Special Ed. Jr. High class.

Student five: No attendance percent, report card all D's and F's, boy, age 15, lazy but cooperative. Assigned to Special Ed. Jr. High.

Summary:

Assigned to Special Ed. Jr. High = 13  
No assessment = 16  
Assigned to Vocation Ed. in Ponoka = 1  
Total = 30

Note - Average attendance was 35 days present.

Grade Seven: (Class Two)

Student one: 96% attendance, Stanford Binet test score average 7.5, good work habits, complains of heart problems, to visit the doctor. Assigned to grade 8A.

Student two: No attendance percent, boy, is disruptive, age 15, promoted to grade 8A.

Student three: 85% attendance, girl, not always cooperative. Stanford Binet test average 8.0. Promoted to 7B.

Student four: 93% attendance. Stanford Test 9.0. Girl, could be the model student of the year, assigned to 8A.

Student five: 78% attendance. September Stanford Binet 5.5, had some discipline problems. Passed to 7B.

Student six: No percentage attendance, incomplete folder. Had surgery on right ear, slow in completing work. Promoted to 7B.

Summary:

Assigned to 8A = 15  
Assigned to 8B = 2  
Assigned to 7B = 8  
No record = 2  
Total = 27

Note - Attendance made the difference between an A and B program.

Grade 7B: (Class Three)

Student one: 80% attendance, boy, has improved, passed to modified grade 8.

Student two: 75% attendance, hard worker, cooperative, passed to grade 8B.

Student three: 50% average attendance, boy, improved attitude, there were some behaviour reports which had been sent home to parents. Passed to 8B.

Student four: 89% attendance, improved generally, good in math and Social Studies. Passed to 8B.

Student five: 20% attendance, poor attendance, some story about a wrestling scuffle with another boy - boy likeable and cooperative. Repeat grade 7.

Summary:

Assigned to 8B = 4  
Assigned to Modified grade 8 = 8  
Repeat grade 7 = 8  
No record = 4  
Total = 24

Grade Seven and 7/8: Summary

| Class   | Total | Promoted                    | Special                                      | Repeat | Unassessed | No Record |
|---------|-------|-----------------------------|--|--------|------------|-----------|
| Class 1 | 30    | 0                           | Sp.Ed.Jr.-<br>High=13<br>Ponoka<br>PreVoc.=1 | 0      | 16         | 0         |
| Class 2 | 27    | 8A = 15<br>8B = 2<br>7B = 8 | 0  | 0      | 0          | 2         |
| Class 3 | 24    | 8B = 4<br>Mod.8=8           | 0  | 8      | 0          | 4         |

Grade Eight: (Class One)

General: Generally poor and irregular attendance.

Student one: 62% attendance, boy, no academic records, interested in the canteen project, no behaviour problem, unsatisfactory work habits, trouble with left ear, assigned to pre-vocational classes. (Evaluator's comments: "This boy appears to have been streamed out of academics".)

Student two: 42% attendance, began school in March, boy, age 16 years, previous report cards only F's and U's. No other comments. Assigned to pre-vocational.

Student three: 80% attendance, standard scores - Spelling 8.3, Language 6.3, Vocabulary 7.8, Reading 7.8, Comprehension 6.0, Math 6.6, 6.6, 6.2, report had mostly C's, D's. Satisfactory work habits but passed to pre-vocational. (Evaluator's comments: If cumulative card information was accurate why was this student with these test scores and attendance put into this class in the first place? Why was he streamed out of academic?)

Student four: Present one day out of 189 days. Reports show she was holding her own up until grade three. Age 7 years, girl, always failed from grade six on, has a hearing impairment, assigned to a remedial class. (Evaluator's comments: What happened after grade three, and again after grade six and where was she all the days she missed - no report or follow through.)

Student five: 26% attendance, only attended up until Christmas, but no withdrawal slip. Nothing on cum cards about test scores, no evaluations, the only comments were that she was functioning well but her attitude was worse. Girl, age 16 - recommended to pre-vocational or grade 8 class.

Summary:

Assigned to Pre-Voc-Ed = 19  
Assigned to remedial = 2  
Unassessed = 1  
Total = 22

Note - All who failed were assigned to Pre-Voc-Ed.

Grade Eight: Summary

| Class   | Total                      | Promoted | Special                 | Repeat | Unassessed | No Record |
|---------|----------------------------|----------|-------------------------|--------|------------|-----------|
| Class 1 | 22                         | -        | Pre-Voc-Ed=19<br>Rem.=2 | 0      | 1          | 0         |
| Class 2 | Not Available at this time |          |                         |        |            |           |
| Class 3 | Not Available at this time |          |                         |        |            |           |

Grade Nine:

Cum. cards not available at the time. No standard provincial tests taken.

Total No. Students = N/A  
Total No. Promoted to grade 10 = N/A  
Total = N/A

Grade Nine: Summary

| Class   | Total | Promoted | Special | Repeat | Unassessed | No Record |
|---------|-------|----------|---------|--------|------------|-----------|
| Class 1 | 7     | gr.10=7  | 0       | 0      | 0          | 0         |

(N.B.) It is not known how many or what grades seven through nine are broken down into: eg. - non-graded, special, Class A, B or C, etc.

FIGURE 14

JUNE '82 SCHOOL WIDE K-9 PROMOTION PATTERNS

| Grade Level | % Repeats | % Promoted | % To SpecialEd | % Unassessed Unrecorded |
|-------------|-----------|------------|----------------|-------------------------|
| 1           | *57%      | 43%        | N/A            | N/A                     |
| 2           | 56%       | 44%        | N/A            | N/A                     |
| 3           | 32%       | 68%        | N/A            | N/A                     |
| 4 & 4/5     | 32%       | 51%        | 9              | 7                       |
| 5           | 9%        | 75%        | 9              | 7                       |
| 6           | *0%       | 100%       | 0              | 0                       |
| 7 & 7/8     | 9%        | 45%        | 17             | 28                      |
| 8           | *0%       | 10%        | 95             | 5                       |
| 9           | *0%       | 100%       | 0              | ?                       |
|             |           |            |                |                         |

\*K not available at time of survey nor parts of grades 6, 8 & 9.  
(N.B.) This chart is not complete but does indicate promotion patterns.

CTBS

ALBERTA CUMULATIVE GUIDANCE FOLDER

Name of School ERMINESKIN PRIMARY SCHOOL  
School Division, County or System \_\_\_\_\_  
Address HOBEMA, ALBERTA  
Date Record Started 1974-75

(Figures 16 through 23 represent a sample of a single student's cumulative folder.)

FIGURE 15



Last Name Ermineskin First John Middle James Male  Female   
 Identification Number Ermineskin 400 Phone Number 59 Birthdate 04-06-68  
 Address Box Hobbema Birthplace Wichita, Kansas

I. HOME and FAMILY HISTORY

|  | Lang. Spoken        | Business Address | Home Address (In Pencil) | Phone |
|--|---------------------|------------------|--------------------------|-------|
| Father <u>John D.</u>                  | <u>Cree-English</u> |                  | <u>Hobbema 1112</u>      |       |
| Mother (Maiden Name) <u>L. Hobbema</u> | <u>Cree-English</u> | <u>housewife</u> | <u>Hobbema 1112</u>      |       |
| Guardian                               |                     |                  |                          |       |

Significant Data Affecting Student's Progress

| Elementary | Junior High | Senior High | Brothers | Sisters | Total Siblings |
|------------|-------------|-------------|----------|---------|----------------|
|            |             |             |          |         |                |

II. HEALTH RECORD (Significant Medical Data)

| Elementary | Junior High | Senior High |
|------------|-------------|-------------|
|            |             |             |

III. STANDARDIZED TEST RECORD (Grade I through Grade XII)

| Intelligence Tests (In Code)     |     |              |                 |                     |           |                          |            | Aptitude Tests: |      |      |                 |           | Name        |            |  | Form |  |  |
|----------------------------------|-----|--------------|-----------------|---------------------|-----------|--------------------------|------------|-----------------|------|------|-----------------|-----------|-------------|------------|--|------|--|--|
| Place of Administration (School) | Gr. | Date of Test | Administered by | Name of Test (Form) | Raw Score | Conv. Score (Coded I.Q.) | Norms Used | Subtest         | Test | Year | Administered by | Raw Score | Conv. Score | Norm. Used |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |
|                                  |     |              |                 |                     |           |                          |            |                 |      |      |                 |           |             |            |  |      |  |  |

Standardized Achievement Tests

| School                  | Gr.      | Date of Test   | Administered by | Name of Test or Subtest | Form | Raw Score | Conv. Score | Norms Used |
|-------------------------|----------|----------------|-----------------|-------------------------|------|-----------|-------------|------------|
| <u>Ermineskin Elem.</u> | <u>4</u> | <u>12/1978</u> | <u>Teacher</u>  | <u>Reading</u>          |      | <u>76</u> | <u>111</u>  | <u>100</u> |

| Maths  | Spelling  | Language   |
|--|---|------------|
| 3 6 8 5 7 5 7 5<br>41 18 7.3 22 95 94 56 50 75 77 57 50 9.0 88 67 5 46 5 8<br>5.2 2.3 10.5+ 6.8 6.7 5.4 8.5+ 8.7<br>5.7 3.1 10.5+ 6.8 6.7 5.4 8.5+ 8.7 | 6 8 1 3 4 5 7 6<br>66 81 94 5.7 6.4<br>5.4 8.5+ 8.7 | 6 4<br>6.4 |

IV. SPECIAL INTERESTS, ACTIVITIES, or PART TIME EMPLOYMENT (Grade VI through XII)

FIGURE 16  
- 93 -



FIGURE 18

ACADEMIC REPORT

DATE June 25, 1981

NAME of STUDENT \_\_\_\_\_

Teacher:

For each subject include comments on:  
apparent weaknesses (i.e. Lack of specific skills, etc.)  
reasons for poor progress (attendance, illness, etc.)  
areas of high achievement.

BE SPECIFIC!

| SUBJECT   | COMMENTS  |
|---|---|
| <u>LANGUAGE ARTS</u><br>(including Reading<br>and spelling) | Improving in comprehension skills; weak<br>in recognizing parts of speech in sentences.<br>a high achievement in Spelling         |
| <u>MATHEMATICS:</u>   | Requirements: more skills development in<br>computation and problem-solving at the Grade Six level.                               |
| <u>SOCIAL STUDIES:</u>                                      | A high level of achievement. <del>was</del> in finding<br>information. Showing progress in<br>plotting graphs and interpretation. |
| <u>SCIENCE:</u>   | Progress in finding information; weak in<br>recalling facts, and in writing conclusions   |

General Comments: (personal observations, such as cooperation, discipline, attitude).

has worked hard to pass her Grade.  
She has a positive attitude toward her work,  
and did not pose a problem in this regard. However,  
she tends to misunderstand or misinterpret directions  
at times.

Home Room Teacher's Signature.

FIGURE 19

EVALUATION

ACHIEVEMENT

The following scale is used to indicate the student's progress in terms of his teacher's observations, tests, assignments and graded work.

- A. (80% - 100%) - Outstanding
- B. (65% - 79%) - Above Average
- C. (50% - 64%) - Average
- D. (40% - 49%) - Below Average
- F. (Below 40%) - Not Satisfactory

EFFORT

Effort refers to the extent to which the student is trying to do well in both the core and optional subject areas. In general, it is a measure of his attitude, and the degree to which he is accepting responsibility for completing assignments satisfactorily and effectively utilizing available resources and time. In reporting effort the following three-point scale will be used, in addition to teacher comments.

E - Excellent S - Satisfactory N - Not Satisfactory

ATTENDANCE

|               | S  | O   | N  | D  | J  | F   | M  | A  | M  | J  |
|---------------|----|-----|----|----|----|-----|----|----|----|----|
| Days Attended | 18 | 18½ | 18 | 13 | 19 | 16½ | 19 | 16 | 20 | 15 |
| Days Absent   | 0  | ½   | 3  | 0  | 2  | 3½  | 1  | 0  | 1  | 2  |
| Total Days    | 18 | 19  | 21 | 13 | 21 | 20  | 20 | 16 | 21 | 17 |

FIGURE 20

FIRST REPORT

Date: November 21, 1979

| CORE SUBJECTS  | ACHV.             | EFFORT | TEACHER'S COMMENTS                            |
|--|-------------------|--------|---|
| Reading  | B+                | S      | Tests: 85%<br>Produces accurate and neat work |
| Spelling   | B                 | S      | Works well independently.                     |
| Language<br>.Oral<br>.Written                            | B                 | S      | Works well.                                   |
| Handwriting  | A                 | S      | Very good writing in all subjects.            |
| Social Studies   | B                 | S      | Notes, diagrams, neatly complete.             |
| Mathematics<br>.computational skills<br>.problem-solving | Daily work:<br>B+ | S      | Tests - 93%<br>Works accurately and neatly.   |
| Science  | C+                | S      | Good work.                                    |
| Physical Education                                       | C                 | S      | Hard effort could produce better res.         |
| Health   | C                 | S      | Average                                       |
| OPTIONS  |                   |        |   |
| Art  | B                 | S      | Good artist!                                  |
|  |                   |        |   |
|  |                   |        |   |
|  |                   |        |   |
|  |                   |        | Pleased with her attendance!                  |
|  |                   |        |   |
|  |                   |        |   |

PARENT'S COMMENTS

\_\_\_\_\_  
Parent's Signature

FIGURE 21

*Figure 21*

Report card.  
regular six.

March 24, 1980

FIGURE 22

| Core Subjects        | Achy. | Effort | Comments   |
|----------------------|-------|--------|--|
| Reading              | B+    | E      | Above average achievement in Reading. Tests: 70% |
| Sp. Wk.              | A     | E      | Works accurately, steadily.                      |
| Language             |       |        |  |
| Math                 | B     | S      | Completes all required activities.               |
| Science              | A     | E      | Very good handwriting in all subjects.           |
| Social Studies       | B     | S      | Notes, diagrams are neatly completed.            |
| Mechanics            |       |        |  |
| Computational Skills |       |        |  |
| Problem Solving      | B+    | S      | Satisfactory. Tests: 85%                         |
| Science              | C     | S      | Average progress.                                |
| Physical Education   | C+    | S      | Improvement noted.                               |
| Health               | C     | S      |  |
| Options              |       |        |  |
| Art                  | B     | S      | Works carefully.                                 |

June 25, 1980.

FIGURE 23

|     |    |  |                   |
|-----|----|--|-------------------|
| B+  | S  | A very good worker.                    |                   |
| A   | S  | A conscientious student.               |                   |
| B-  | S  |  |                   |
| A   | E  | Very good handwriting in all subjects. |                   |
| C+  | S  | Notes, diagrams neatly completed.      |                   |
| B+  | S  | Worked very well all year.             |                   |
| C   | S  | A neat, colorful notebook.             |                   |
|     | S  |  |                   |
| Art | B+ | S                                      | A careful artist. |



SUMMARY OF OBSERVATIONS

A lack of continuity and consistency in the evaluation information obtained from test results and student records made it impossible to provide an accurate school-wide profile of student achievements. It was possible to make some general observations in K-9 however, from the data which was available.

Test scores showed little variation in results when compared with off-reserve schools (Ponoka and Wetaskiwin). Native students, in general, scored below national norms. Federal students usually were put in special classes or put back a grade level when transferring into provincial schools. There were exceptions with some students who transferred and there was in general, less age-grade deceleration with native students who began and remained in the provincial schools.

Many teachers, parents, and students noted that expectations were lower in the Federal system and felt that standards of attendance, discipline and academic achievement were not on the same level as at provincial schools.

Teachers and counsellors expressed concern about the effect of low expectations and chronic failure upon the students self-esteem. Cree teachers expressed the greatest concern and put low self-esteem as a major contributing factor to achievement problems.

In those classrooms containing the greatest percentage of low achievers enrollment was highest, attendance more irregular and special instructional materials or teacher aides were not in evidence.

The lack of certified programs and personnel in the special education and counselling areas constituted an over-load for teachers, counsellors and students.

Information found in one student's cumulative folder showed her doing well at the grade 3 level and falling behind in grade 4. Reports showed her progress went steadily downhill until she dropped out in Jr. High School. There was no written follow-up data to show any effort by the school to explain or reverse the failure.

There was no evidence of a uniform philosophy of education. Planning within the grades, between grades, planning between the elementary and Jr. High School, or planning with the community was not in evidence although there was general concern as to how to handle the wide variation of student academic needs.

The Jr. High used a policy of 70% attendance and classroom performance to base passing or failing. Some teachers used standardized test levels, while others considered age-grade factors. The Jr. High designated several types of classes in an effort to meet individual needs, such as Grade A (low), B, C (regular), vs. modified program, remedial special-ed program, non-graded, etc.

Some students showed average to low attendance but had passing test scores on this grade level but were not passed. Others, in elementary, maintained good (over 75%) attendance and made (according to CBS pre and post test results) over a one and a half years achievement gain but were still failed because they had begun the grade over a year behind in actual skill mastery and never caught up even though achievement went beyond one year's work.

Teachers felt student health affected achievement and strongly recommended a hot lunch program and dispensing machines containing sandwiches and fruit. Coordination with local health services was in some evidence, but there was no school nurse assigned year-round.

Hearing, eyesight, emotional and home problems, alcohol syndrome, hyperactivity, poor nutrition, not enough sleep, all were mentioned with concern as factors affecting achievement.

STANDARDIZED AND/OR INSTRUCTIONAL TESTS

The standardized tests being used 1981-82 in Primary School were:

Kindergarten: Metropolitan Readiness Test

K4 - Canadian Test of Basic Skills

- Edmonton Public Schools Survey Test. N.B. - Teachers using the Edmonton test used 60% as the passing mark rather than 50% because it was felt that the language section was too easy compared with the CBS tests.

Others: Standard textbook series in math and reading which contained "level" tests. Eg. - Mr. Mugs series, Starting Points Series.

- Ermineskin Primary School Achievement Test - The Schools of Wetaskiwin and Ponoka use the CBS tests, K-4.

The standardized tests being used in the Elementary/Jr. High School were: 4-9 Stanford Binet Tests.

Other - Investigating School Math Series, Starting Points, etc. (Teacher Made.)

The Schools of Wetaskiwin and Ponoka use the CBS tests, 4-9.

The following points pertain to the suitability of the tests to Hobbema students.

A. Pre-readiness tests, teacher made, Edmonton Provincial ... were generally suitable because they had little or no language involving the testing of concepts.

The Canadian tests of basic skills and the Stanford Binet test contain extensive language which contributes to poor results because the students do not always understand the questions. Standardized tests are used to provide a norm-comparison and a diagnostic prescription for individual students. There is however, inconsistency between the range of criteria being tested and the range of criteria being taught. In the Ermineskin schools, the majority of students within a grade function below grade level. When, for example, a child in grade two, working at a grade one level, and is tested for grade two content, it follows that the student is tested for skills to which he has not yet been exposed. The test is designed to measure normal age-grade students but because the school is not within normal age grade, the resulting norm percentiles are meaningless indicators.

Tests called Criterion Referenced Tests, (like the ones used with Mr. Mugs, SRA Math, Starting Points), evaluate what the child knows in accordance with what he has actually been taught. The results from this type are useful for diagnostic prescriptive use. It measures the student against her/himself and the teacher against her/himself.

Experiments have shown that Native children do significantly better on tests if the format and symbols are familiar. Eg. - a mother with black hair, a snowmobile, cowboys, familiar animals and vegetation.

The above standardized tests are not designed with native children in mind. See Figures 24 and 25.

FIGURE 24  
METROPOLITAN READINESS TESTS  
GRADE ONE

| GRADE ONE | OCTOBER |      |     | MAY  |      |     |
|-----------|---------|------|-----|------|------|-----|
|           | High    | Avg. | Low | High | Avg. | Low |
| Class 1   | 0%      | 38%  | 62% | 0%   | 61%  | 31% |
| Class 2   | 0%      | 29%  | 71% | 10%  | 62%  | 28% |
| Class 3   | 29%     | 68%  | 39% | 27%  | 73%  | 0%  |
| Class 4   |         |      |     | 33%  | 67%  | 0%  |
| Class 5   | 7%      | 76%  | 17% |      |      |     |
| Class 6   | 0%      | 58%  | 42% | 68%  | 32%  | 0%  |
| Class 7   |         |      |     | 6%   | 51%  | 43% |
|           |         |      |     |      |      |     |

\* 1981-82 School Year.

GRADE 3

Test: Canadian Basic - Skills - 1981-82 School Year

FIGURE 25

| Students | Pre-Test | Post-Test | Achievement | Attendance |
|----------|----------|-----------|-------------|------------|
| 1        | 2.0      | 3.4       | 1 yr. 4 mo. | 91%        |
| 2        | 2.8      | 3.3       | 5 mo.       | 80%        |
| 3        | 2.7      | 3.7       | 1 yr.       | 80%        |
| 4        | 2.4      | 2.8       | 4 mo.       | 67%        |
| 5        | 2.9      | 3.5       | 6 mo.       | 64%        |
| 6        | 2.8      | 3.3       | 5 mo.       | 86%        |
| 7        | 2.9      | 3.5       | 6 mo.       | 69%        |

One class; 7 out of 15 students represented

GRADE 5

Test: Stanford Binet 1981-82 School Year

FIGURE 26

| Students | Pre-Test | Post-Test | Achievement   | Attendance |
|----------|----------|-----------|---------------|------------|
| 1        | 4.2      | 4.4       | 2 mo.         | 93%        |
| 2        | 4.8      | 7.6       | 2 yr. 8 mo.   | 94%        |
| 3        | 3.8      | 5.0       | 1 yr. 2 mo.   | 90%        |
| 4        | 3.7      | 3.5       | Loss of 2 mo. | 93%        |
| 5        | 3.7      | 3.7       | None          | 74%        |
| 6        | 3.4      | 4.6       | 1 yr. 2 mo.   | 79%        |
| 7        | 5.7      | 7.3       | 1 yr. 6 mo.   | 93%        |
| 8        | 2.4      | 3.2       | 8 mo.         | 72%        |
| 9        | 5.2      | 5.9       | 7 mo.         | 82%        |

One class; 9 out of 19 students represented

The above charts show standard test scores with useful comparative data as both the October 1981 (pre) and May 1982 (post) test scores were recorded. Primary pre and posts were usually more complete than those found in the Elementary/Jr. High School. They also show that according to the test scores attendance and achievement are inconsistent.

Evaluator's Comments:

Because of the lack of consistency, completeness and availability, a comprehensive and accurate report of test results K-9 cannot be presented at this time.

CHAPTER 4

AGE-GRADE RETARDATION

Term of Reference:

Determine the extent of age-grade retardation in specific grades in reserve schools; relate these findings to academic achievement results.



CHAPTER 4

AGE/GRADE/DECELERATION

Age/grade deceleration is an indication of disparity between the age of the student and the grade he/she has achieved according to entrance-age criteria. Schools usually accept children into grade one based on their birth date falling within a six month period prior to, or following, an established date. For example, if the date were set for June 30th all children who celebrated their sixth birthday between January 1 and December 31 would be eligible to enter grade one that year.

Because some children do not enter school on the "accepted" date, and because progress through the grades is not the same for every student age/grade deceleration occurs in all schools. As a result of the cumulative effect as students progress through the grades the percentage of age/grade decelerated students increases with the higher grades. Deceleration in Alberta schools (see Figure 27) for 1981 was approximately 6% in grade one and increased to approximately 15% in grade nine.

Excessive age/grade deceleration is a general indicator of problems within the school system as a whole. Results cannot be interpreted on a class by class basis. Contributing factors to age/grade deceleration may include:

- inadequate pre-school preparation - lack of study skills
- lack of a uniform promotion philosophy - social promotion vs. academic achievement.
- attendance problems
- instructional problems

- curriculum problems
- testing and evaluation problems.

The following charts and graphs indicate the extent of age/grade deceleration in each grade in the Hobbema schools and compare these figures with similar findings in Provincial schools.

FIGURE 27  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE ONE

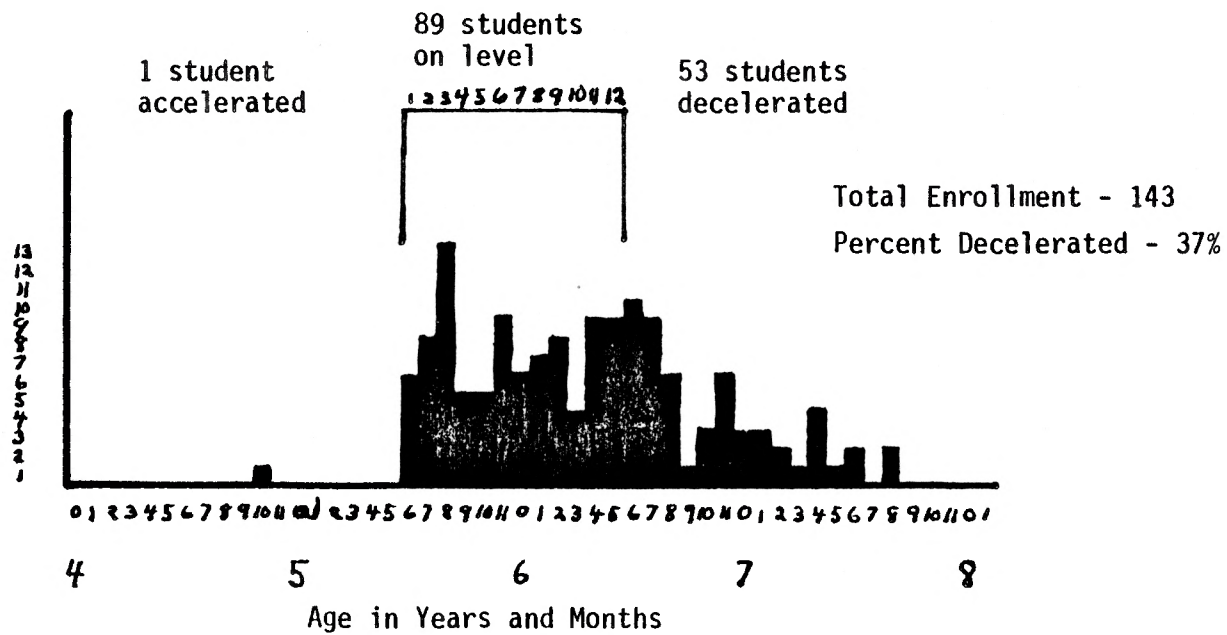


FIGURE 28  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE TWO

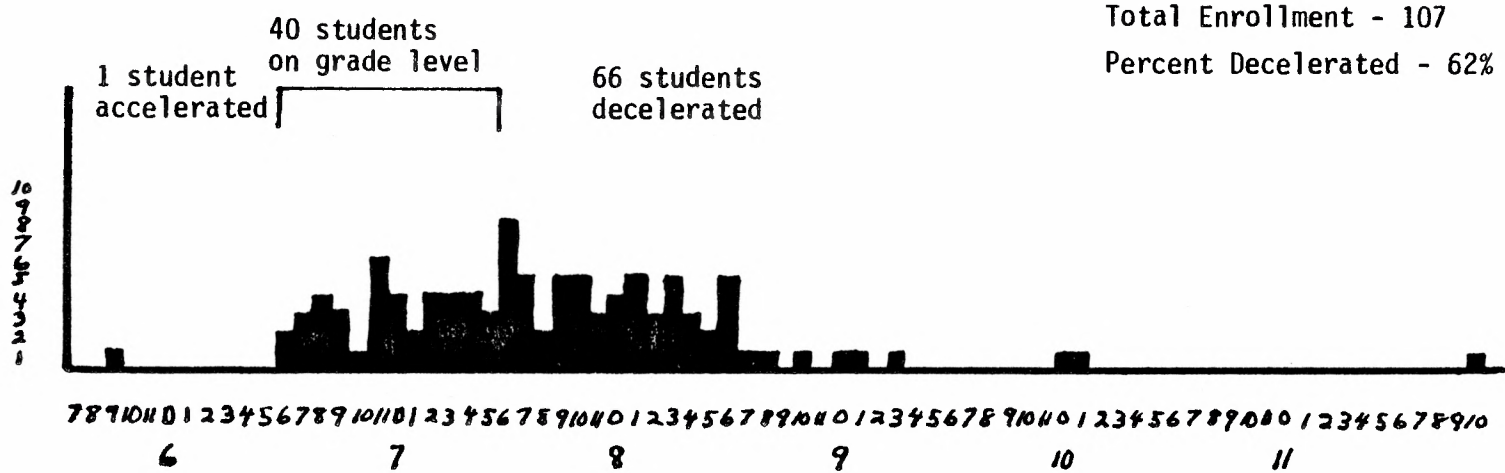


FIGURE 29  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE THREE

Total Enrollment - 64  
 Percent Decelerated - 56%

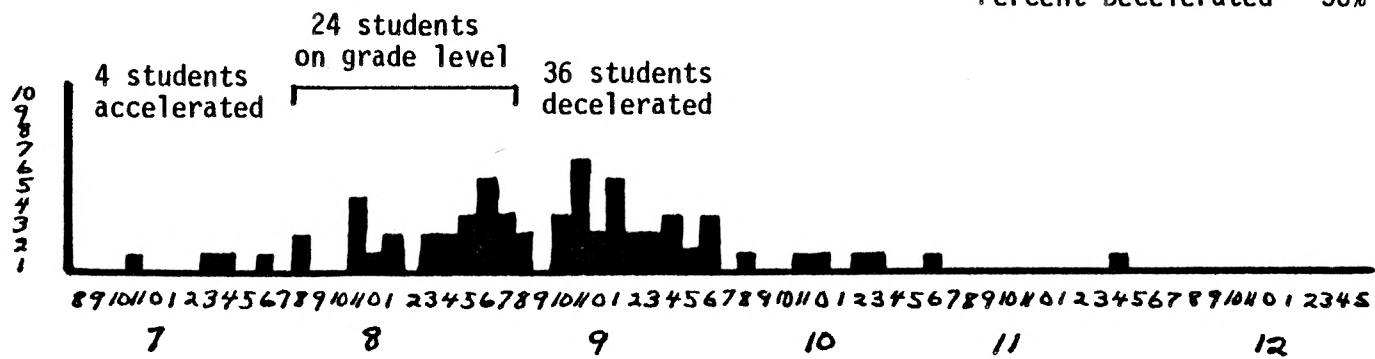


FIGURE 30  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE FOUR

Total Enrollment - 120  
 Percent Decelerated - 80%

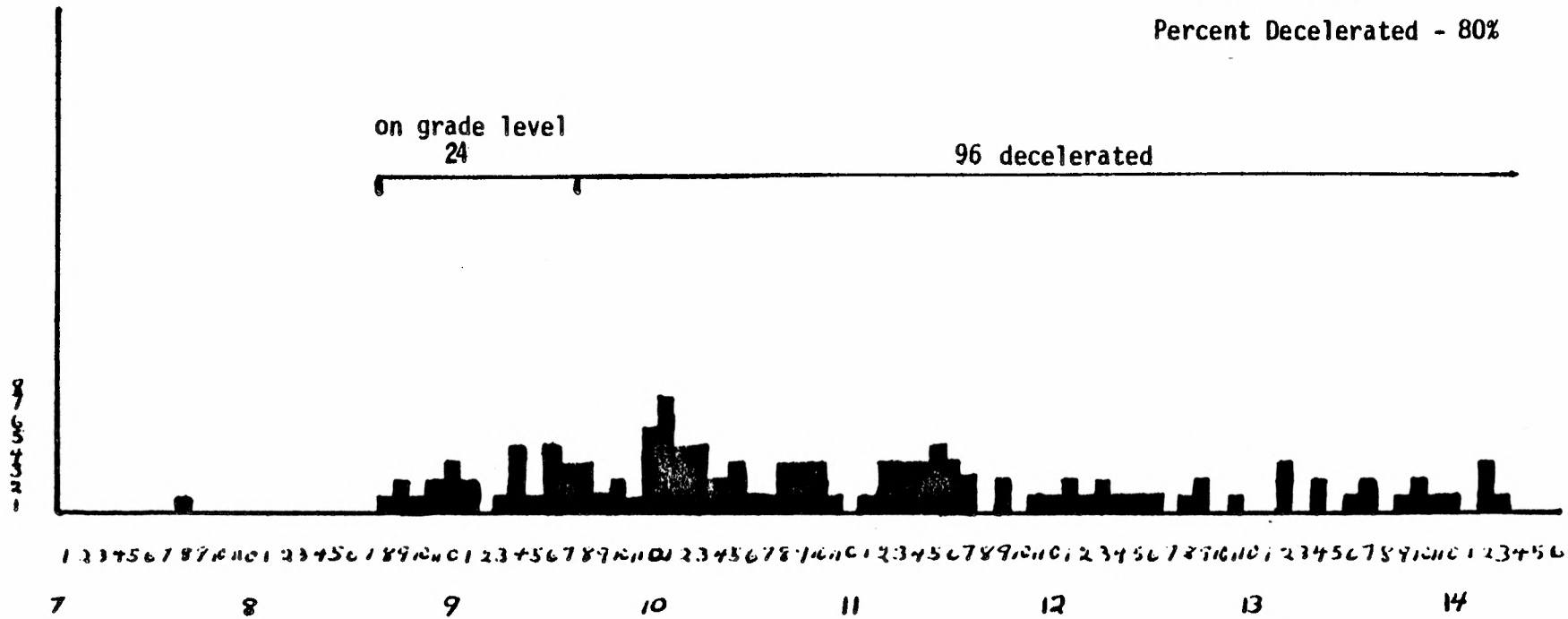


FIGURE 31

ENTRANCE AGE PROFILE  
September 1, 1981  
AGE/GRADE DECELERATION  
GRADE FIVE

Total Enrollment - 69  
Percent Decelerated - 68%

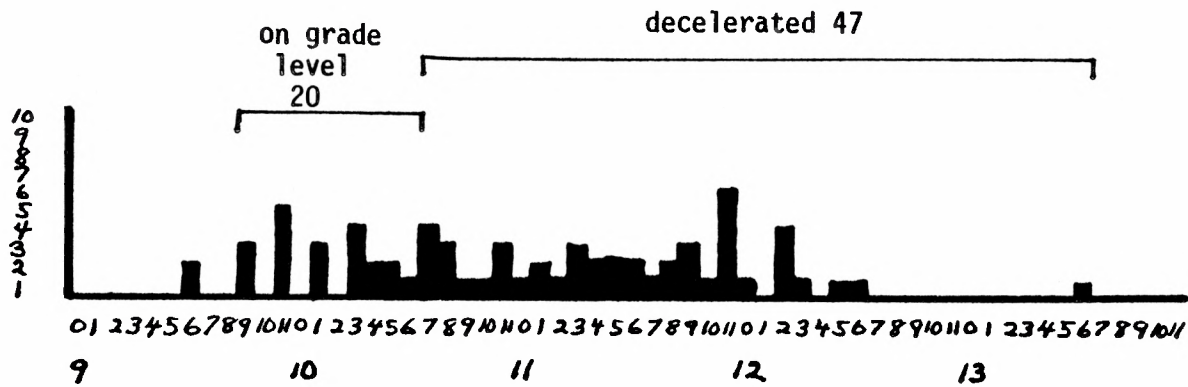


FIGURE 32  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE SIX

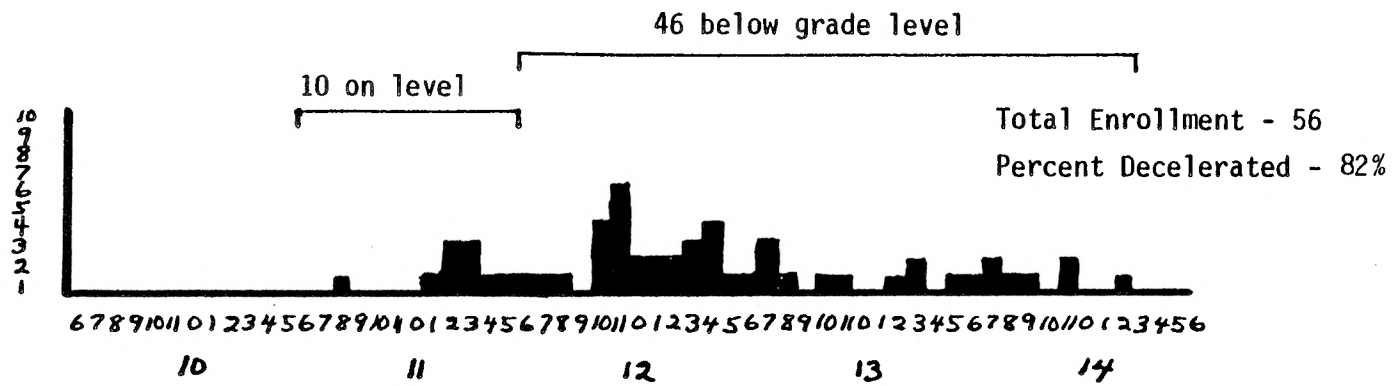




FIGURE 33  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE SEVEN

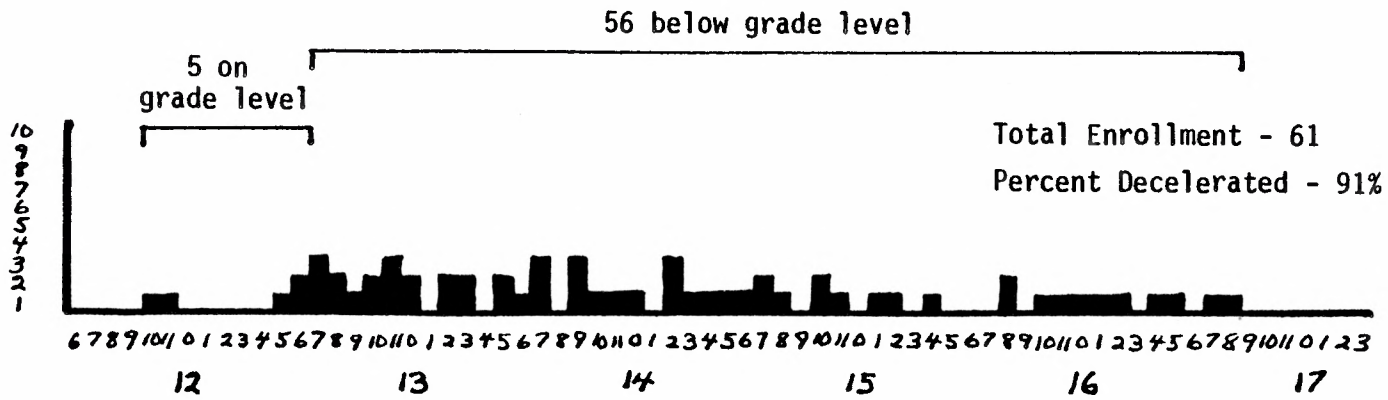


FIGURE 34  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE EIGHT

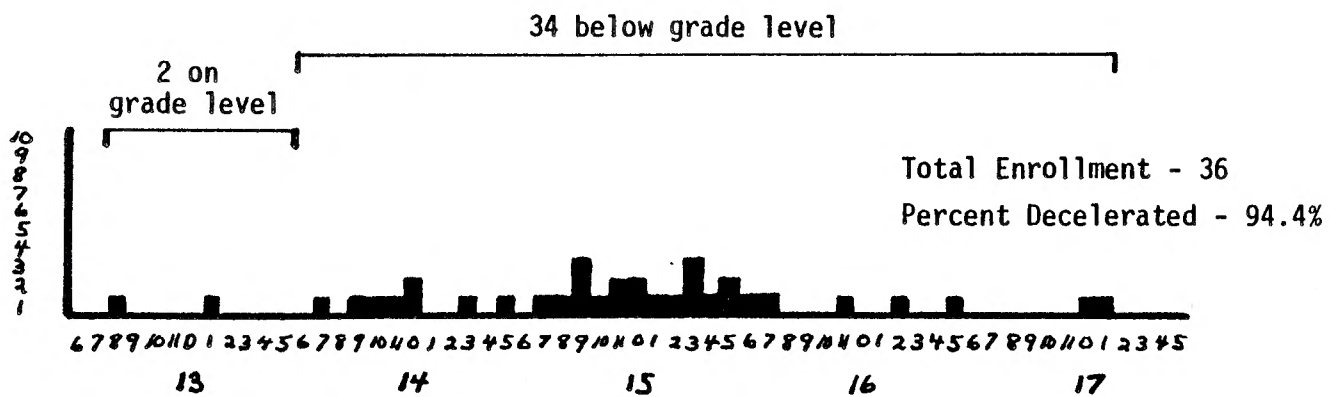


FIGURE 35  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 AGE/GRADE DECELERATION  
 GRADE NINE

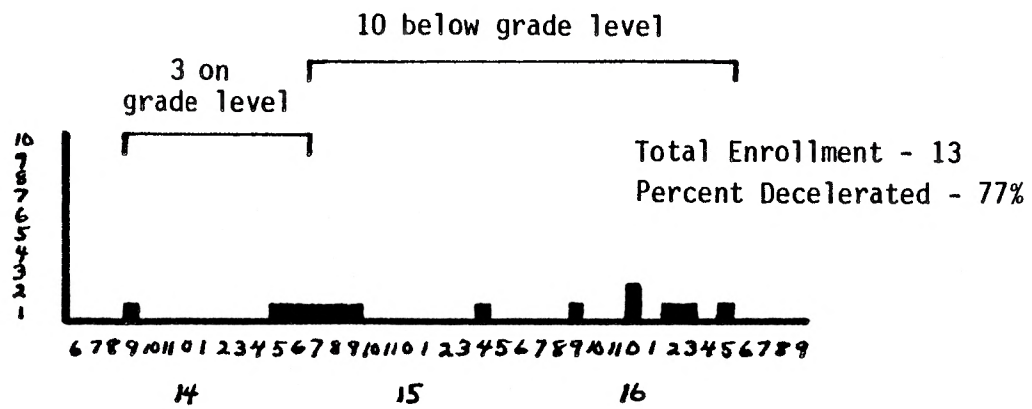


FIGURE 36  
 ENTRANCE AGE PROFILE  
 September 1, 1981  
 JR. HIGH  
 SPECIAL ED

Total Enrollment - 16

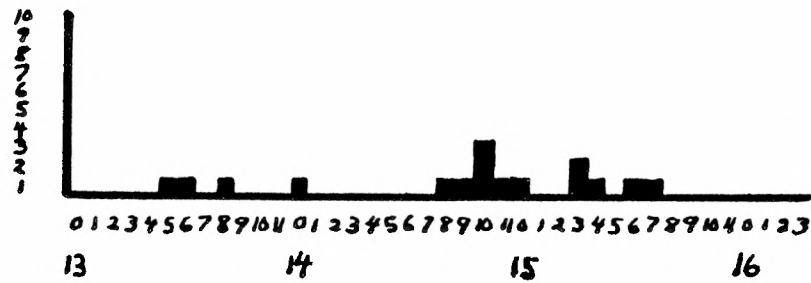
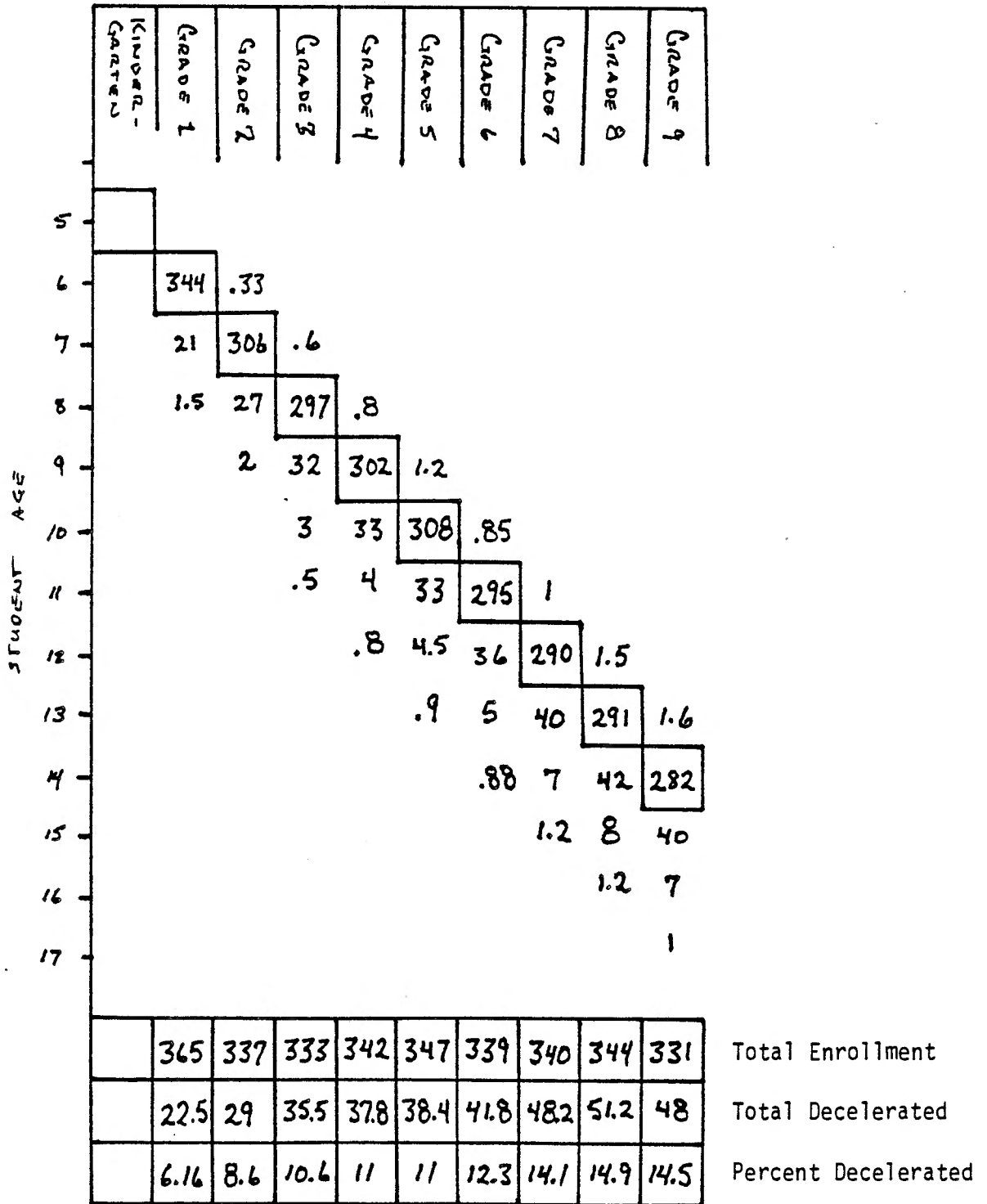
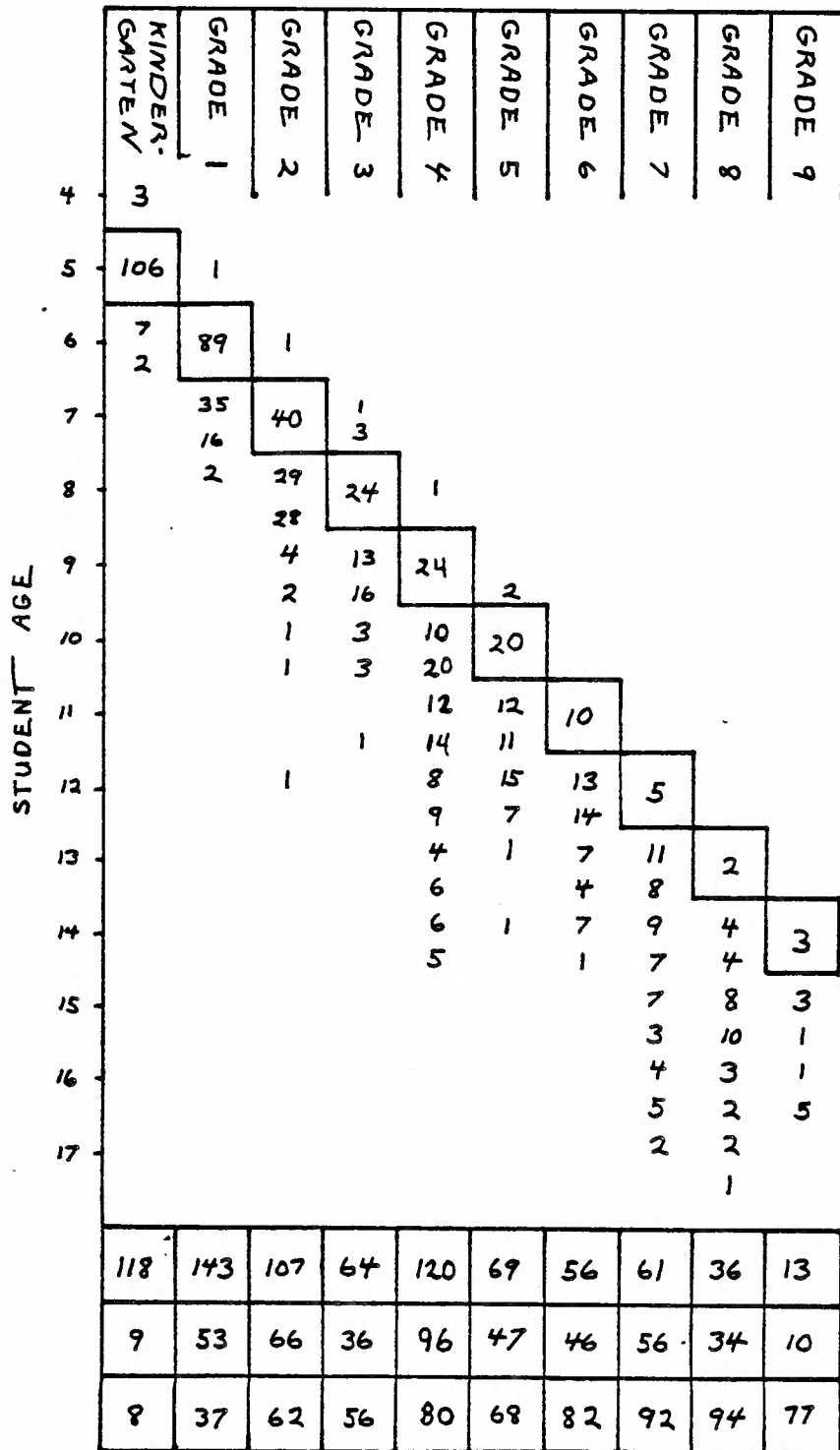


FIGURE 37  
 PROVINCIAL ENROLLMENTS (IN HUNDREDS)  
 Grades 1-9, 1980-81\*



\* From: The Seventy-Sixth Annual Report 1980-81 Alberta Education

FIGURE 38  
ENTRANCE AGE PROFILES HOBBERMA SCHOOLS  
ALL GRADES - SEPTEMBER 1981



Total Enrollment  
Total Decelerated  
Percent Decelerated

OBSERVATION:

In all grades the Hobbema school students are age/grade decelerated to a far greater degree than students of Provincial schools.

| <u>Grade</u> | <u>Provincial</u> | <u>Hobbema</u> | <u>Difference in %</u> |
|--------------|-------------------|----------------|------------------------|
| 1            | 6.16              | 37.0           | 600%                   |
| 2            | 8.6               | 60.9           | 708%                   |
| 3            | 10.6              | 56.0           | 528%                   |
| 4            | 11.0              | 77.0           | 700%                   |
| 5            | 11.0              | 68.0           | 618%                   |
| 6            | 12.3              | 82.0           | 666%                   |
| 7            | 14.1              | 94.0           | 652%                   |
| 8            | 14.9              | 94.0           | 630%                   |
| 9            | 14.5              | 77.0           | 531%                   |
| Average      | 11.5              | 71.7           | 623%                   |

Note: The relationship between age/grade deceleration and academic deceleration and academic achievement is also associated with attendance and will be covered at the conclusion of Chapter 6.

CHAPTER 5

PUPIL MOBILITY

Term of Reference:

Gather and interpret information concerning pupil mobility (transfers) with the aim of determining what kind of regulatory policies should be developed.



CHAPTER 5

STUDENT MOBILITY

An examination of class roles for several months running in virtually every grade level in the Hobbema schools indicated a high rate of "student mobility". The reasons behind this in/out movement of students were many and varied. Some were a result of family relocation to another area - others resulted when a student simply stopped attending school. Whatever the reason, the movement of students in and out of the Hobbema schools occurred at a high level of frequency.

The first class roles for each class, including any late enrollers who were included on the class role for any one month, constituted the total possible student enrollment. From this total enrollment figure the number of students who were on the class role at the end of June were deducted. The difference between these figures constitutes the students who were "mobile" during the year.

The pattern for high pupil mobility was well established in the first year of school. The following chart indicates the extent of pupil mobility during the year.

MOBILE STUDENT CHART 81/82

|         | Possible Students | Students Mobile | % of Students |
|---------|-------------------|-----------------|---------------|
| Grade 1 | 148               | 21              | 14.2%         |
| Grade 2 | 116               | 20              | 17.2%         |
| Grade 3 | 64                | 6               | 9.4%          |
| Grade 4 | 147               | 44              | 29.9%         |
| Grade 5 | 77                | 19              | 24.7%         |
| Grade 6 | 77                | 19              | 24.7%         |
| Grade 7 | 90                | 53              | 58.9%         |
| Grade 8 | 55                | 26              | 47.3%         |
| Grade 9 | 14                | 8               | 57.1%         |
| Sp. Ed. | 19                | 6               | 31.6%         |

Possible Students includes all pre-registration, Transfers in, and People that just "Magically appear".

Mobile means transfer out, drop-out, or "Magically disappear".

The pattern of student mobility that appears from these figures shows 3 three year segments. The first three years showed a student mobility average of 13.6% (see Figure 40). The next three years, from grades 4 to 6 showed a mobility average of 26.4% or roughly double the average of the first three grades. The top three years also doubled (approximately) to 51.5%. Transfers and student mobility were well monitored in the early grades and became more prevalent and less controlled as students progress towards grade nine. With this increase in numbers comes a decrease in the quality of the data.

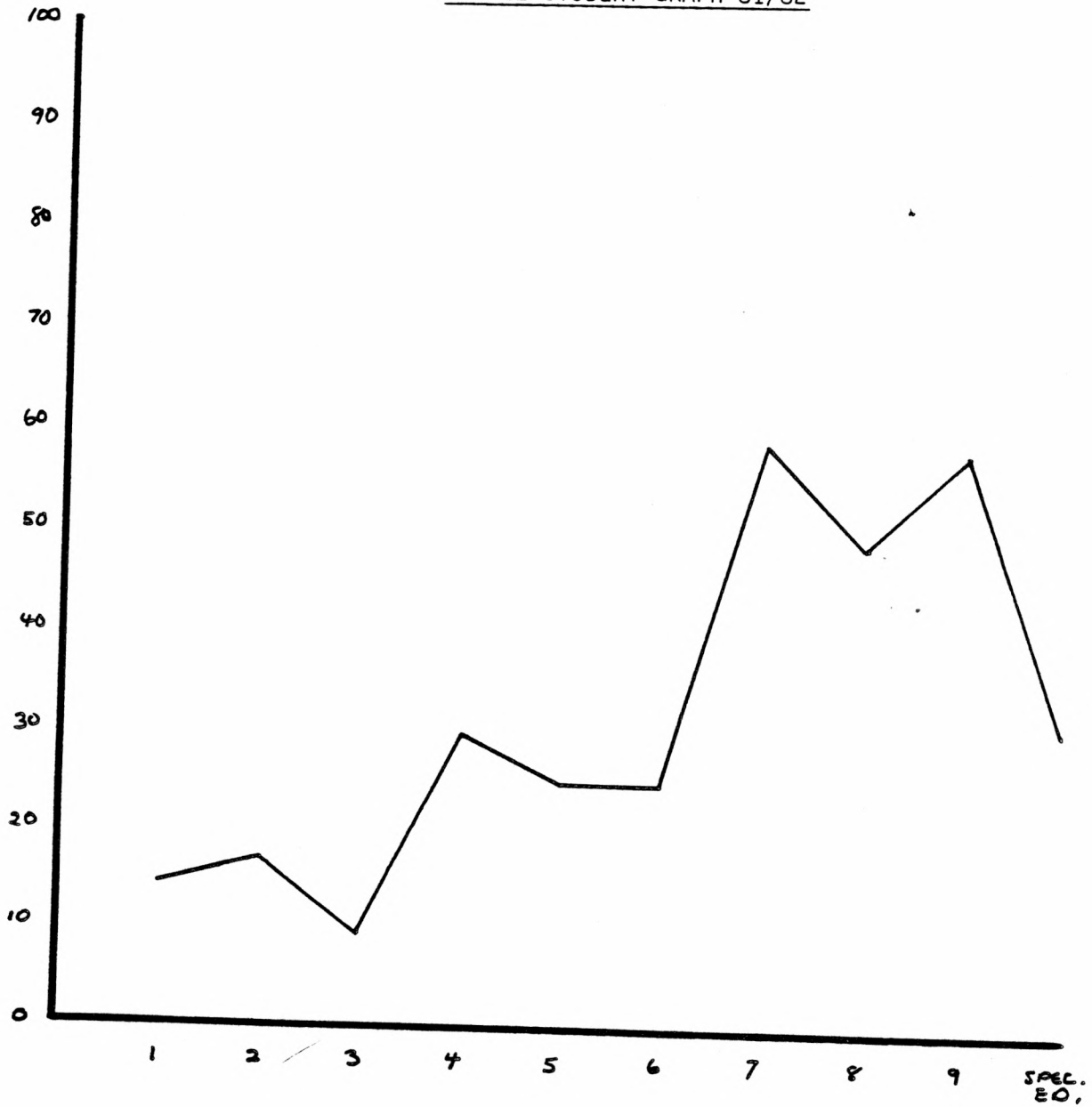
FIGURE 39

Listed are the enrollment figures for the past five (5) years for Kindergarten from 1976-77 to 1980-81.

|                      | <u>In Kinder-<br/>garten</u> | <u>Remained<br/>in Gr. 1</u> | <u>Mobile<br/>Students</u> | <u>Percent<br/>Mobile</u> |
|----------------------|------------------------------|------------------------------|----------------------------|---------------------------|
| Kindergarten 1976-77 | 108                          |                              |                            |                           |
| Grade One in 1977-78 |                              | 77                           | 31                         | 29                        |
| Kindergarten 1977-78 | 97                           |                              |                            |                           |
| Grade One in 1978-79 |                              | 65                           | 32                         | 33                        |
| Kindergarten 1978-79 | 112                          |                              |                            |                           |
| Grade One in 1979-80 |                              | 66                           | 46                         | 41                        |
| Kindergarten 1979-80 | 124                          |                              |                            |                           |
| Grade One in 1980-81 |                              | 72                           | 52                         | 42                        |
| Kindergarten 1980-81 | 132                          |                              |                            |                           |
| Grade One in 1981-82 |                              | 104                          | 28                         | 21                        |
| TOTAL                | <u>573</u>                   | <u>384</u>                   | <u>189</u>                 |                           |

FIGURE 40

MOBILE STUDENT GRAPH 81/82



There was another form of student mobility which was obvious in the Hobbema school and may be seen in the variations that occur between enrollment in Kindergarten, for example, and the number of students who enroll for first grade. The survey of Kindergarten enrollments and first grade enrollments over the past five years indicates a "between grades" mobility of between 21 and 42 percent (see Figure 39).

If we assumed that the level of mobility in grades 1 through 3 could all be attributed to family relocation we could establish a criteria for viewing the remaining years. Assuming that the 13.6% average for grades 1 through 3 would continue through grades 4 through 9, it could be concluded that the increase to 26.4% for grades 4 through 6 must be attributed to dropout or school transfers. The increase to 51.5% for grades 7 through 9 would also indicate excessive numbers of dropouts or transfers.

The prospect of developing policies to deal with student mobility based on these, or any other figures, would be difficult. The reasons for mobility are often outside of the legitimate concerns of the school. Other than dropout of under-aged students the school would be unable to act.

CHAPTER 6

ATTENDANCE DATA

Term of Reference:

Gather and interpret school attendance data with the aim of developing a plan to improve school attendance; find positive approaches to administration/enforcement of regulations.

CHAPTER 6

ENROLLMENT AND ATTENDANCE

Enrollment figures change from month to month in the school year. Transfers "in" and "out" and drop-out students change the enrollment figures with drop-out becoming an area for concern in the later years of Jr. High. The total number of students shown on the first class lists for the school year 1981-82 was 809.

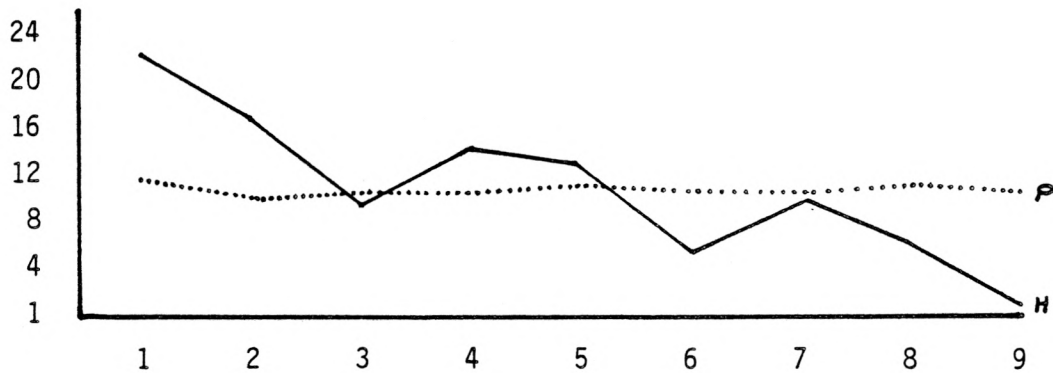
These students were enrolled in the following classes:

|              |           |            |
|--------------|-----------|------------|
| Kindergarten | 118       |            |
| Grade One    | 145       |            |
| Grade Two    | 107       |            |
| Grade Three  | 64        |            |
| Special Ed.  | <u>9</u>  | <u>443</u> |
| Grade Four   | 120       |            |
| Grade Five   | 69        |            |
| Grade Six    | 56        |            |
| Grade Seven  | 61        |            |
| Grade Eight  | 35        |            |
| Grade Nine   | 13        |            |
| Special Ed.  | <u>12</u> | <u>366</u> |

Enrollment patterns vary with schools and locations. Schools in new communities often show higher enrollment in the elementary grades, while more established communities show even enrollment throughout all grades. Provincial enrollment figures for grades 1-9 indicate an enrollment pattern that is rather even while Hobbema schools, although they are well established, indicate a higher enrollment in the early grades dropping off sharply in grades 8 and 9.

ENROLLMENT PATTERNS  
DISTRIBUTION BY GRADE OF TOTAL ENROLLMENT  
By Percent

| Grade    | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |
|----------|------|------|------|------|------|------|------|------|------|
| Province | 11.8 | 10.9 | 10.8 | 11.0 | 11.3 | 11.0 | 11.0 | 11.2 | 10.8 |
| Hobbema  | 22.2 | 16.3 | 9.9  | 15.5 | 14.8 | 4.6  | 9.5  | 5.6  | 1.4  |



This enrollment pattern would seem to indicate that, although many children attend grade one - by grade three they transfer or otherwise leave the school. The down trend in grades 7-8-9 also indicates a student retention problem and would make it difficult and costly to maintain a full Jr. High program for so few students.

ENROLLMENT AND ATTENDANCE BY GRADE

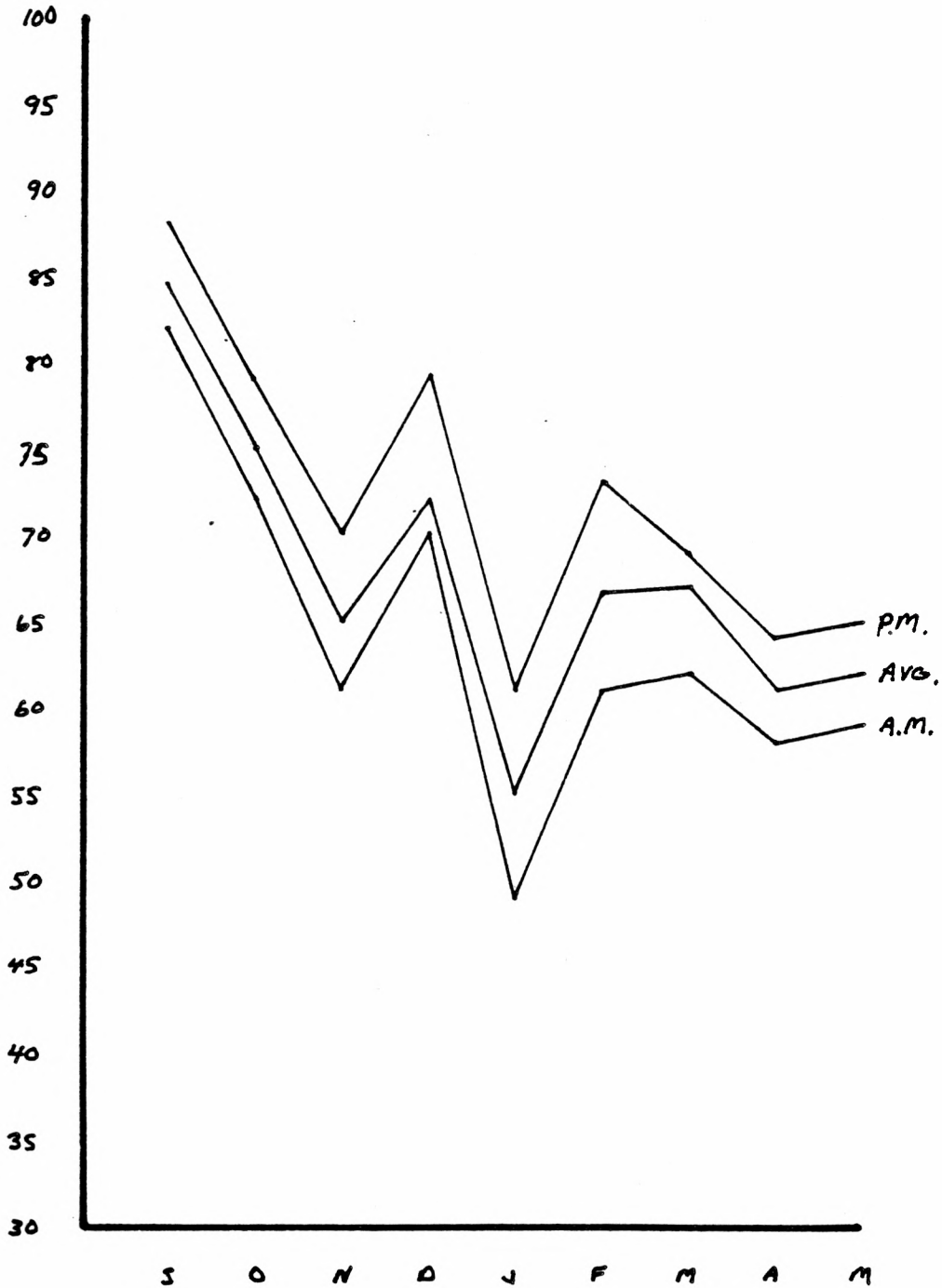
Kindergarten:

Enrollment in Kindergarten for the past five years is as follows:

| <u>Year</u> | <u>Students</u> |
|-------------|-----------------|
| 1976-77     | 108             |
| 1977-78     | 97              |
| 1978-79     | 112             |
| 1979-80     | 124             |
| 1980-81     | 132             |
| 1981-82     | 118             |



FIGURE 41  
ATTENDANCE 1981-82  
KINDERGARTEN  
PERCENT BY MONTH



Enrollment figures in Kindergarten did not show any pattern over the past five years.

Attendance:

Kindergarten classes were held on a half-day basis with A.M. and P.M. changes. The P.M. classes show consistently better attendance from approximately 6% to 13% difference.

| <u>Month</u> | <u>A.M.</u> | <u>P.M.</u> |
|--------------|-------------|-------------|
| September    | 81.9%       | 87.9%       |
| October      | 72.1%       | 79.3%       |
| November     | 61.4%       | 69.7%       |
| December     | 69.9%       | 79.0%       |
| January      | 49.1%       | 61.3%       |
| February     | 60.6%       | 73.4%       |
| March        | 62.9%       | 69.0%       |
| April        | 58.5%       | 64.4%       |
| May          | 59.0%       | 65.4%       |

Average attendance figures for September - May indicated a general trend toward decreasing attendance broken by a "Christmas high and low" pattern. Pre-Christmas activities and involvement could explain the 72% attendance in December, a trend not generally seen in higher grades. A "post-holidays low" was observed in January (55.4%), a trend which appears in other grades in the school. (See Figure 41.)

Grade One:

Enrollment: Total enrollment for the past five years for grade one were as follows:

| <u>Year</u> | <u>Total Students</u> |
|-------------|-----------------------|
| 1976-77     | 129                   |
| 1977-78     | 119                   |
| 1978-79     | 142                   |
| 1979-80     | 116                   |
| 1980-81     | 146                   |
| 1981-82     | 143                   |

FIGURE 42

ATTENDANCE 1980-81  
GRADE 1  
PERCENT BY MONTH

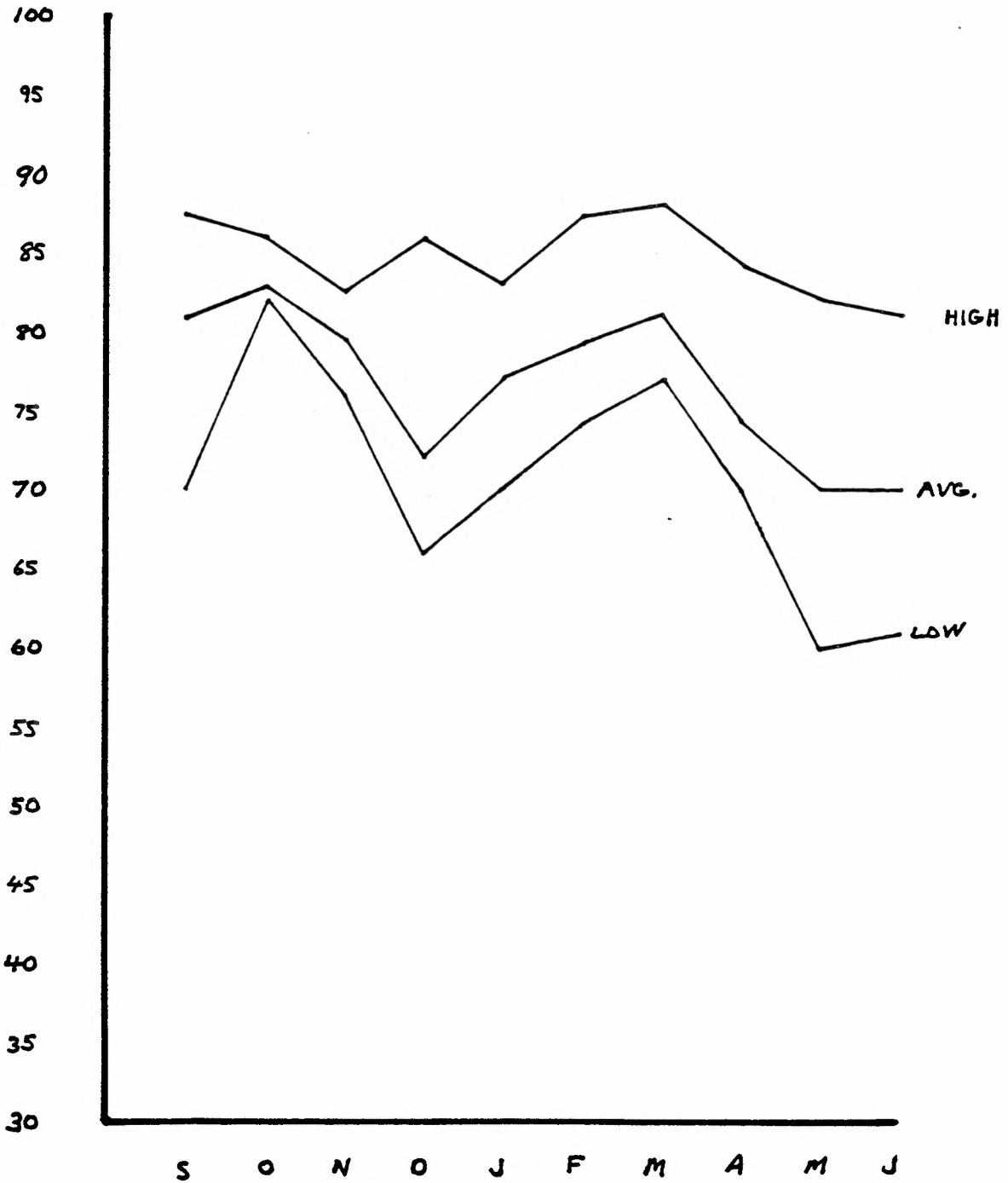
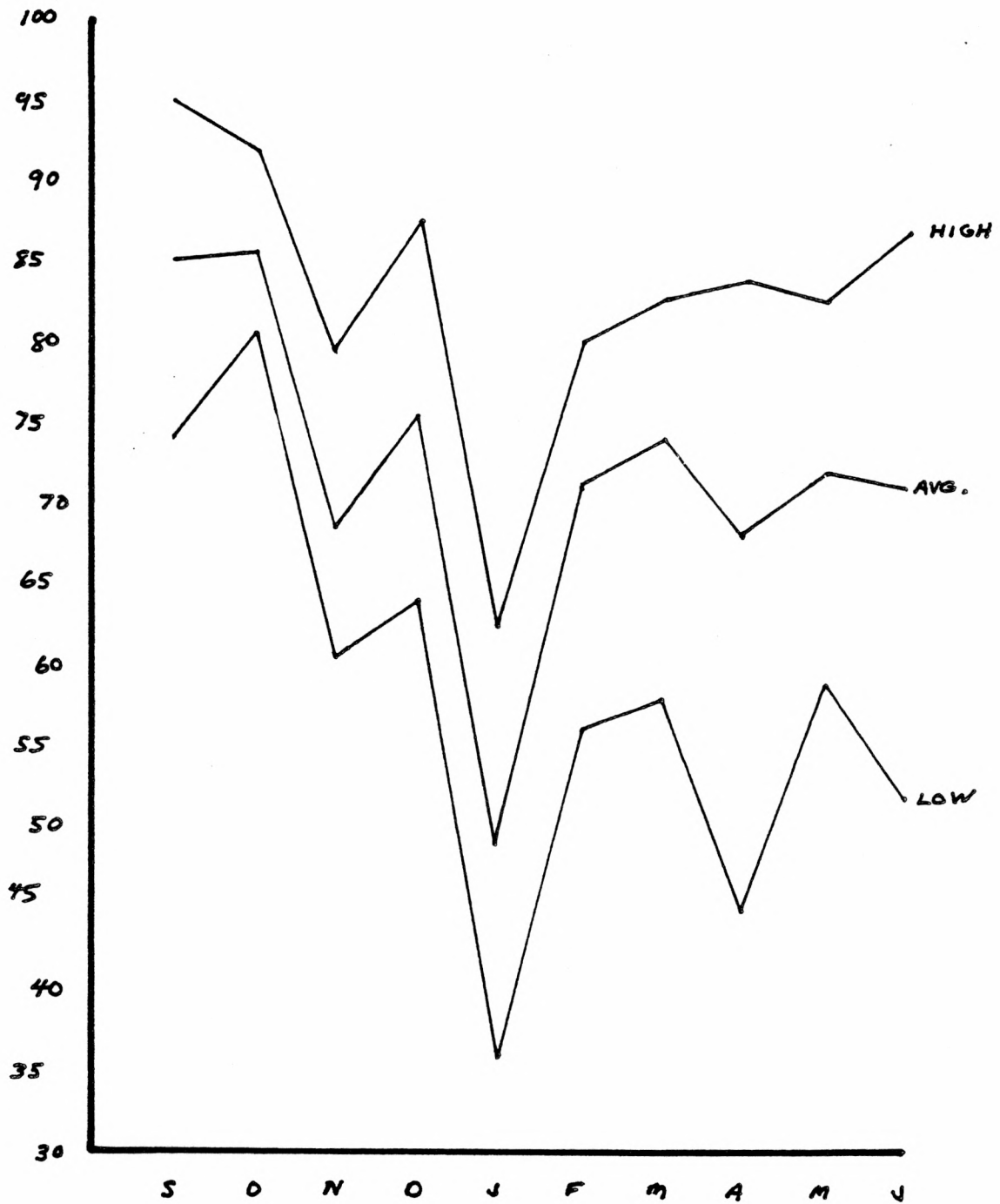


FIGURE 43

ATTENDANCE 1981-82  
GRADE 1  
PERCENT BY MONTH



Enrollment figures in grade one did not show a clear pattern of increase or decrease over the last five years, neither did they follow any trend indicated by Kindergarten enrollments.

Attendance: Attendance figures for 1980-81 (Figure 42) and 1981-82 (Figure 43) were charted for comparison. The general trend for the year, 1980-81 as indicated in the "average" figures, showed a fairly even attendance for the first two months of the year falling off for the next two months with a "low" in December. The "post holiday" effect was minimal and the next three months showed an increase towards October levels (see Figure 42). March was a high point before attendance again fell in May below the level of the "Christmas low" and remained there through the end of the year. The spread between highest and lowest attendances for the year on the average attendance was 13%.

Attendance figures for grade one for the 1981-82 year showed much more variation than the previous year (see Figure 43). September and October attendances were higher than the previous year on the average but the following month showed a sharp drop. The "pre-holiday" drop in average attendance appears as an increase after the November lows. January attendance is particularly low with a slow climb back in February and March. April is another low month with less than a 5% increase in the last two months of the school year. The spread between highest and lowest average attendance for the year, 85% in October and 37% in January, was 48%.

Grade Two:

Enrollment: Enrollment figures for grade two do not follow any pattern and appear to be only slightly influenced by enrollments in grade one, if at all.

FIGURE 44  
ATTENDANCE 1980-81  
GRADE 2  
PERCENT BY MONTH

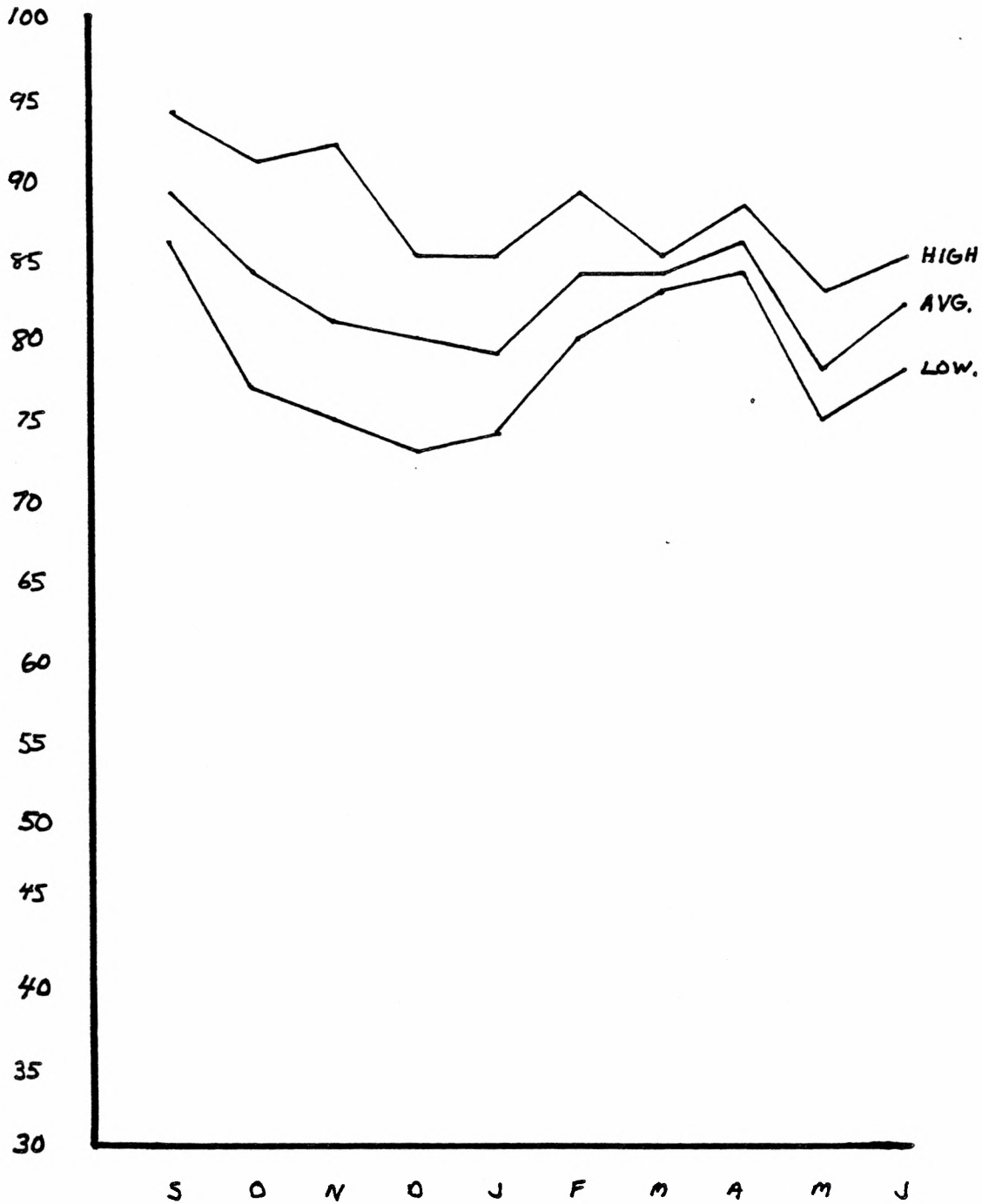
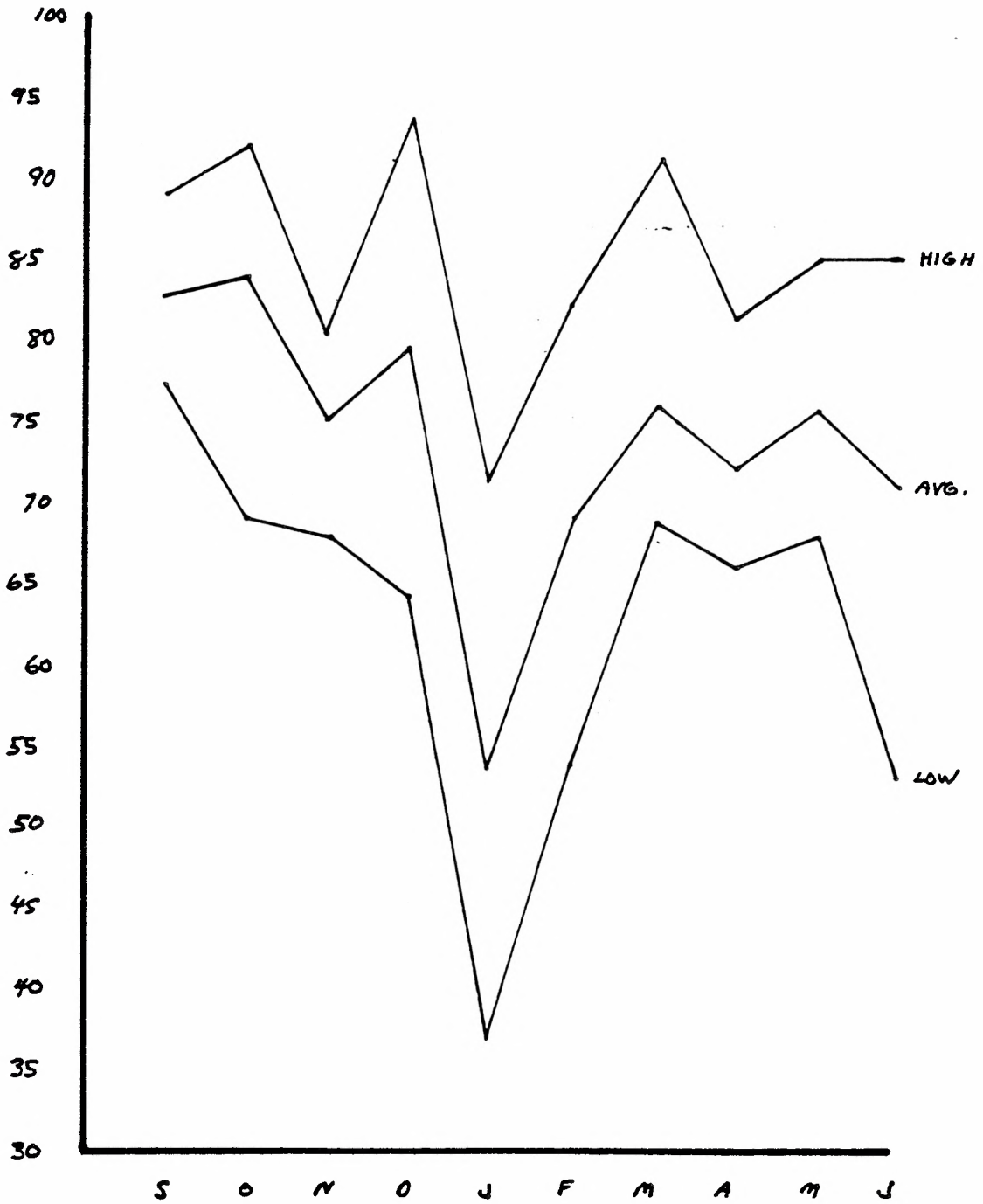


FIGURE 45  
ATTENDANCE 1981-82  
GRADE 2  
PERCENT BY MONTH



Attendance: Attendance in grade two for 1980-81 varied from the attendance pattern for grade one in two areas: (a) the October "high" which was noticeable on grade one charts showed up as a decrease on grade two charts, (see Figure 44) and, (b) the low attendance point moved from December to January. Otherwise the attendance pattern of the previous year was generally followed. The spread between highest and lowest average increase was a modest 11 percent.

Grade two attendance in 1981-82 (see Figure 45 ) closely followed grade one figures for the same year. November showed a small drop, followed with a small recovery in December and then followed by a low point in January. The February recovery was well below the October high point with the year ending rather down. The spread between highest and lowest (October and January) was 46 percent.

Grade Three:

Enrollment: The grade three enrollment patterns over the past five years showed a direct relationship to grade two enrollments for the previous year. Patterns of increased or decreased enrollment could be seen in relationship to grade two enrollments.

Attendance: Attendance patterns in 1980-81 began with 89% (Figure 46) average and declined from there through January, which showed a low of 77% for the average attendance that month. The next three months indicated only a 2% recovery before attendance slipped again in May. The last month showed a recovery - but attendance during the last month of school was, on the average, worse than the "holiday low" of December and



FIGURE 46

ATTENDANCE 1980-81

GRADE 3

PERCENT BY MONTH

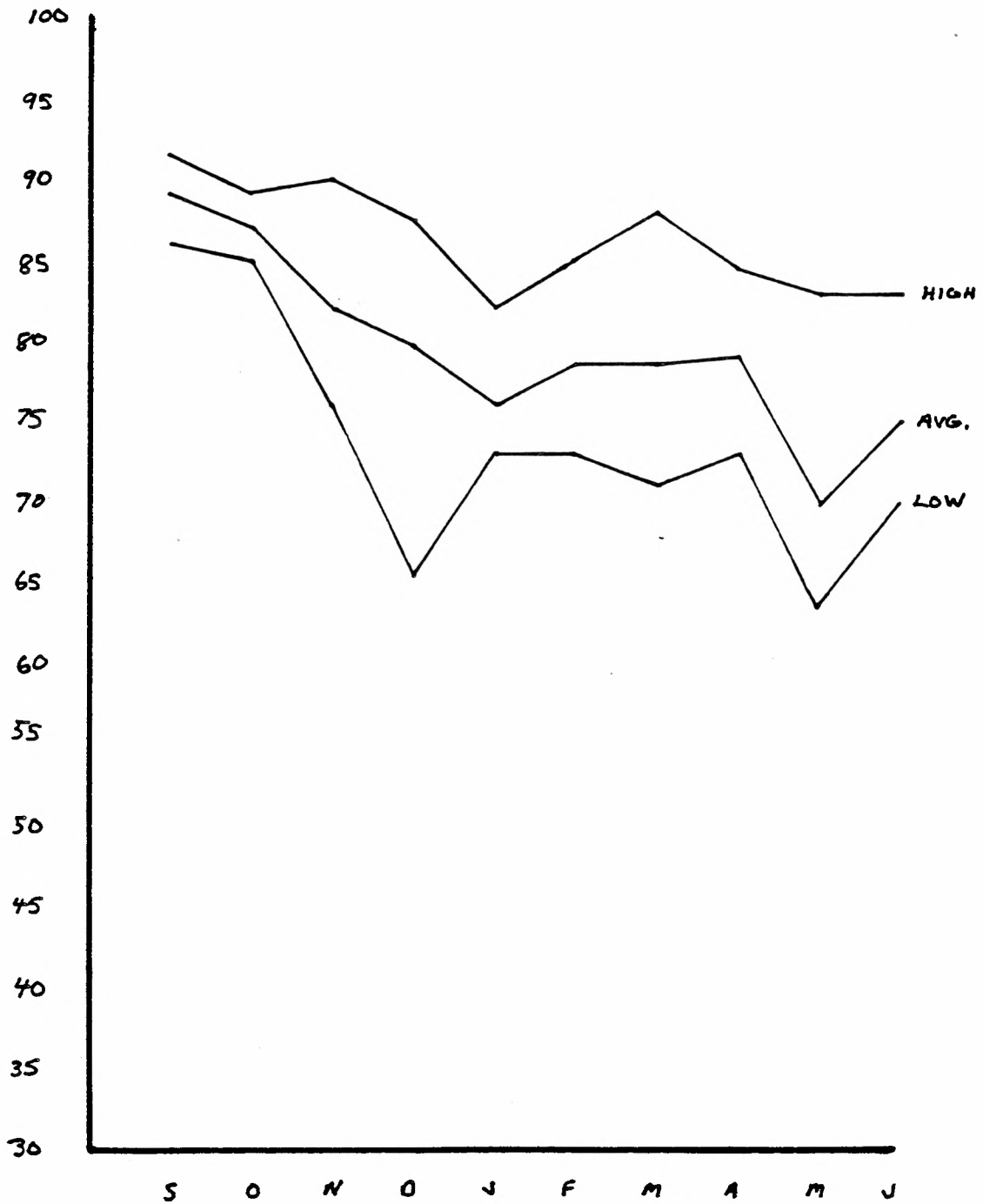
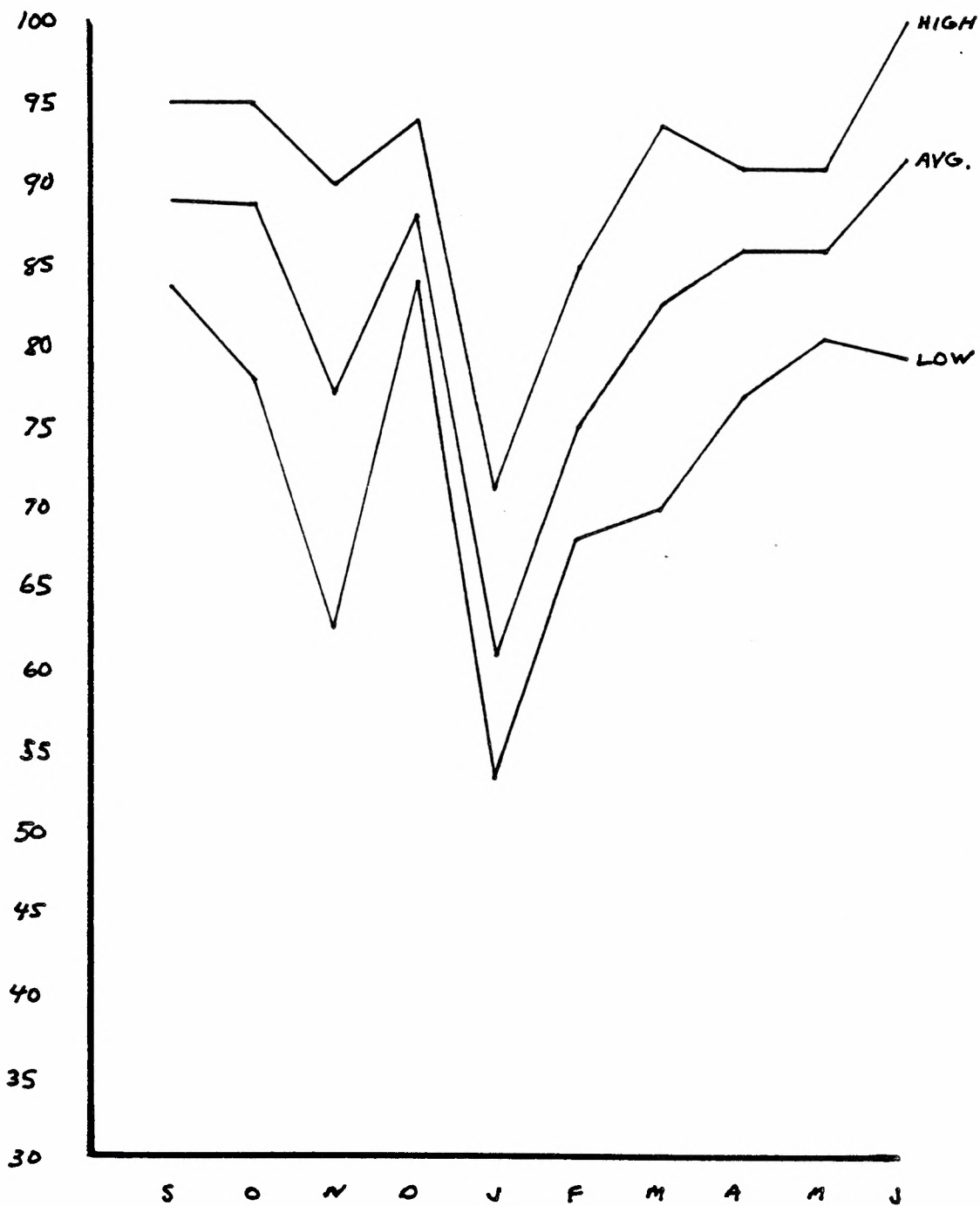


FIGURE 47  
ATTENDANCE 1981-82  
GRADE 3  
PERCENT BY MONTH



January. The spread between highest and lowest average attendance for the year was 18%.

Grade three attendance for 1981-82 (Figure 47) follows the pattern established in grade one and grade two. The November low in attendance is followed by a slight increase in December and a very low dip in January. Grade three attendance for the last five months of the year are not similar to the previous two grades. The general trend from February to June is upward finishing in June with an average attendance which is higher than the beginning attendance in September. This pattern did not appear in any of the previous grades. The spread between highest and lowest average attendance for the year was 30 percentage points.

Grade Four:

Enrollment: Enrollment figures for grade four during the past five years were only made available from the elementary school. Comparative enrollment figures and patterns will not be presented for the remaining grades.

Attendance: Attendance figures for only two grade four classes, both held in the elementary school, in 1980-81 were made available. These figures showed a more pronounced pattern, beginning in September with average attendance of 90%, which drops uniformly through December and then plunges sharply in January. All the losses of the January attendance are regained in February with attendance then progressing rather evenly through the remaining months with an upturn in attendance during the last month. The spread between highest and lowest average monthly attendance was 24 percentage points.

FIGURE 48

ATTENDANCE 1980-81

GRADE 4

PERCENT BY MONTH

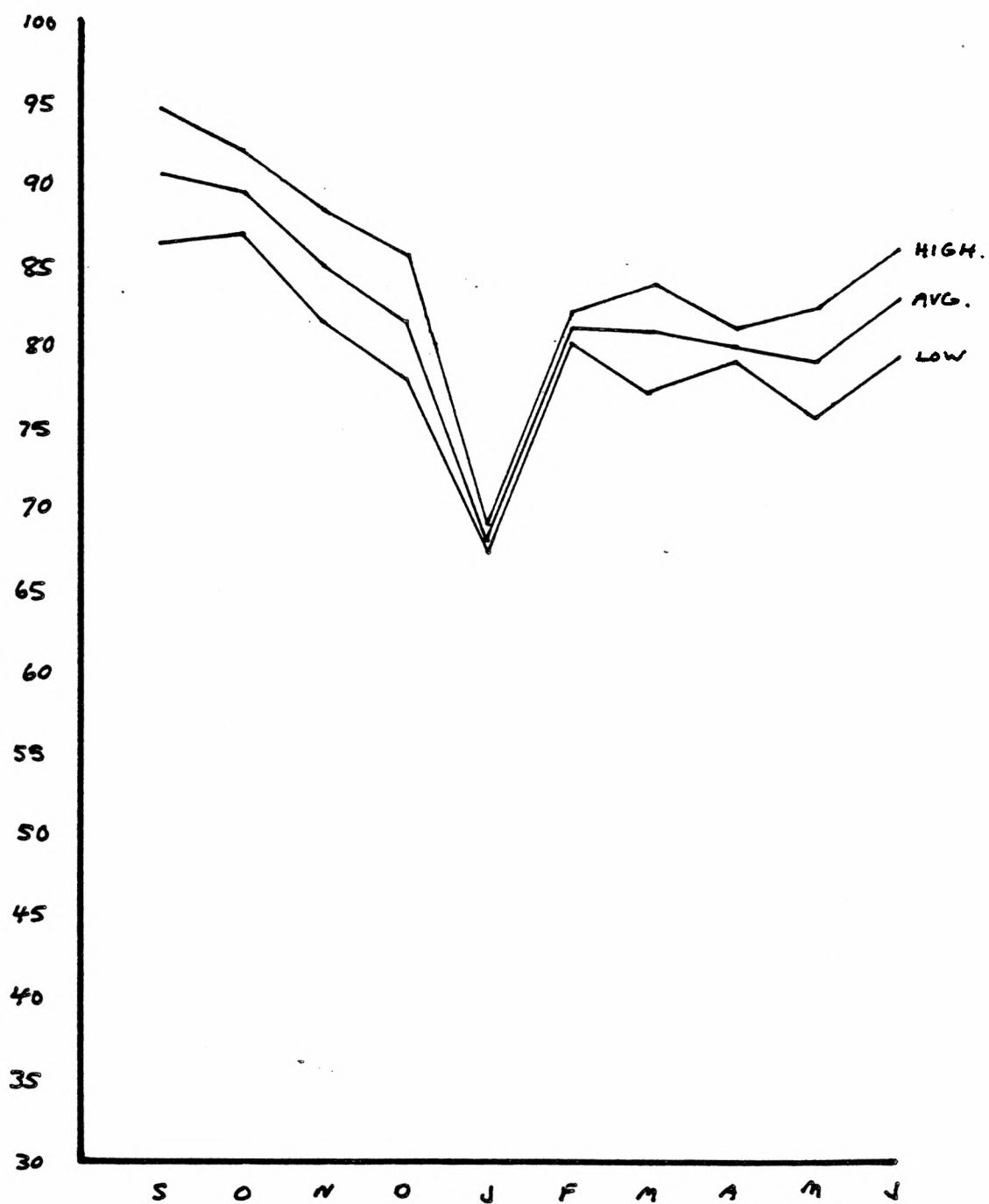
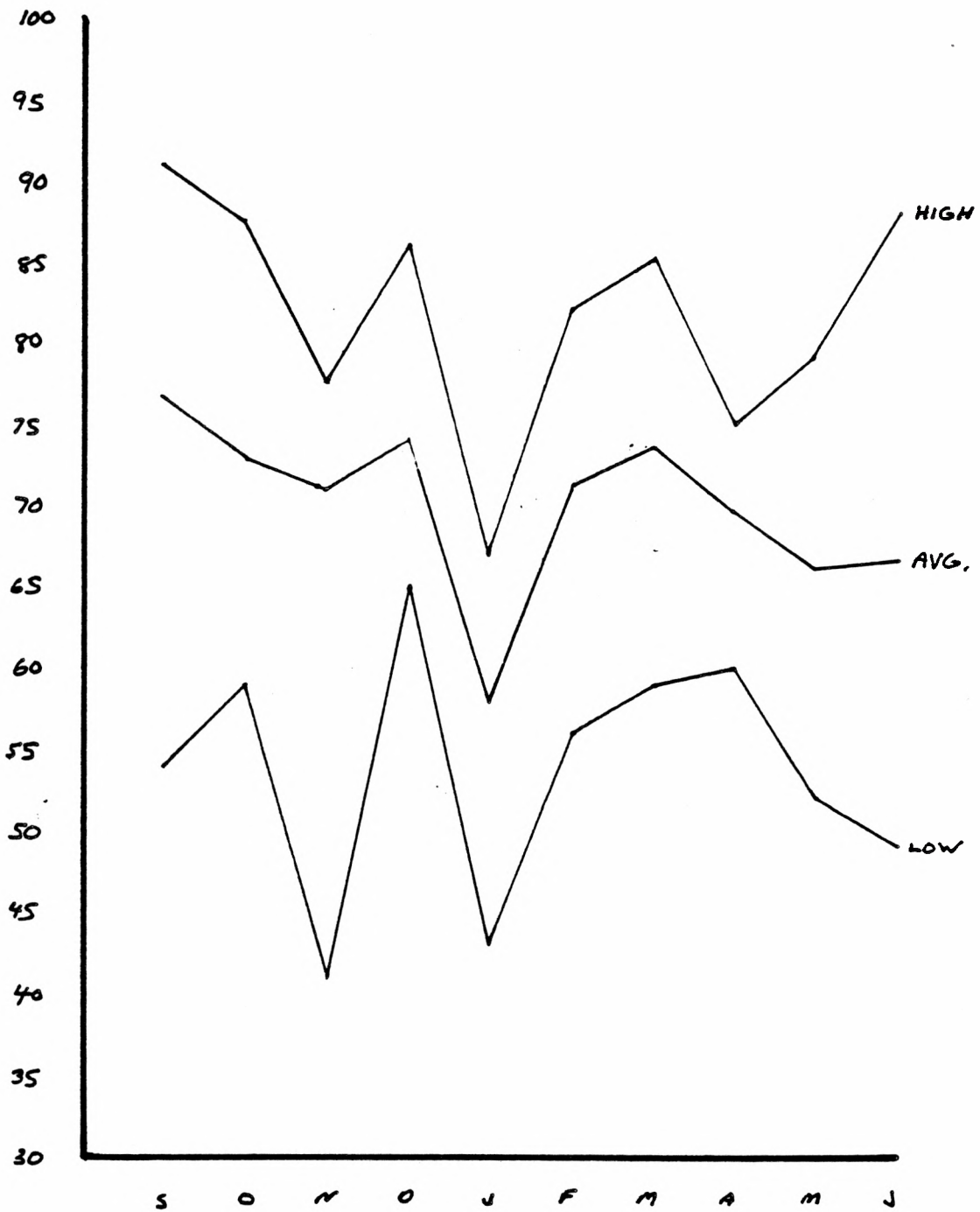


FIGURE 49  
ATTENDANCE 1981-82  
GRADE 4  
PERCENT BY MONTH



Grade Five:

Attendance for grade five followed the monthly trends set by previous grades through December (see Figure 50 ). Although average attendance was down in January there are indications that some teachers maintained a fairly constant attendance from October to February, which would indicate that while weather and transportation factors may not impact negatively on attendance, individual teachers can impact positively as well. The March/April/May low trend is somewhat improved in grade 5 with average attendance dropping 3% between March and May and showing an increase in June to near September highs. The spread between highest and lowest average monthly attendance was 28 percentage points.

Grade Six:

(Note: complete information for this grade was not available at the time this report was completed. This graph and summary are not represented as valid indications for this grade - but are included here to give a partial representation.)

Attendance information available represents only one of two classes, and is incomplete for the month of November. However, the available information differs distinctly from the major trends observed in other grades. The January "low" which was noted in most other classes is not as pronounced in grade six. The February recovery and the decline over the following three months is typical.

FIGURE 50

ATTENDANCE 1981-82  
GRADE 5  
PERCENT BY MONTH

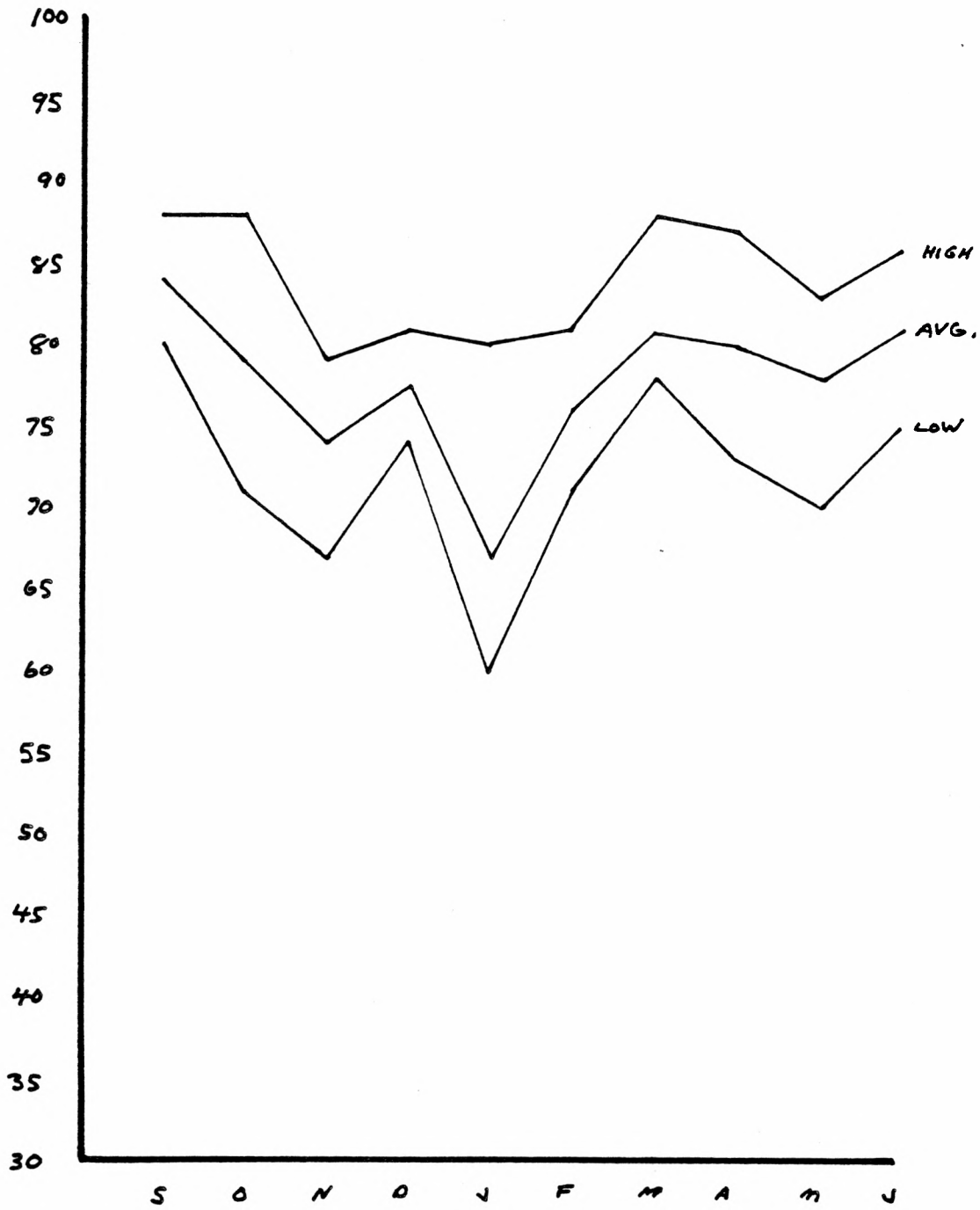
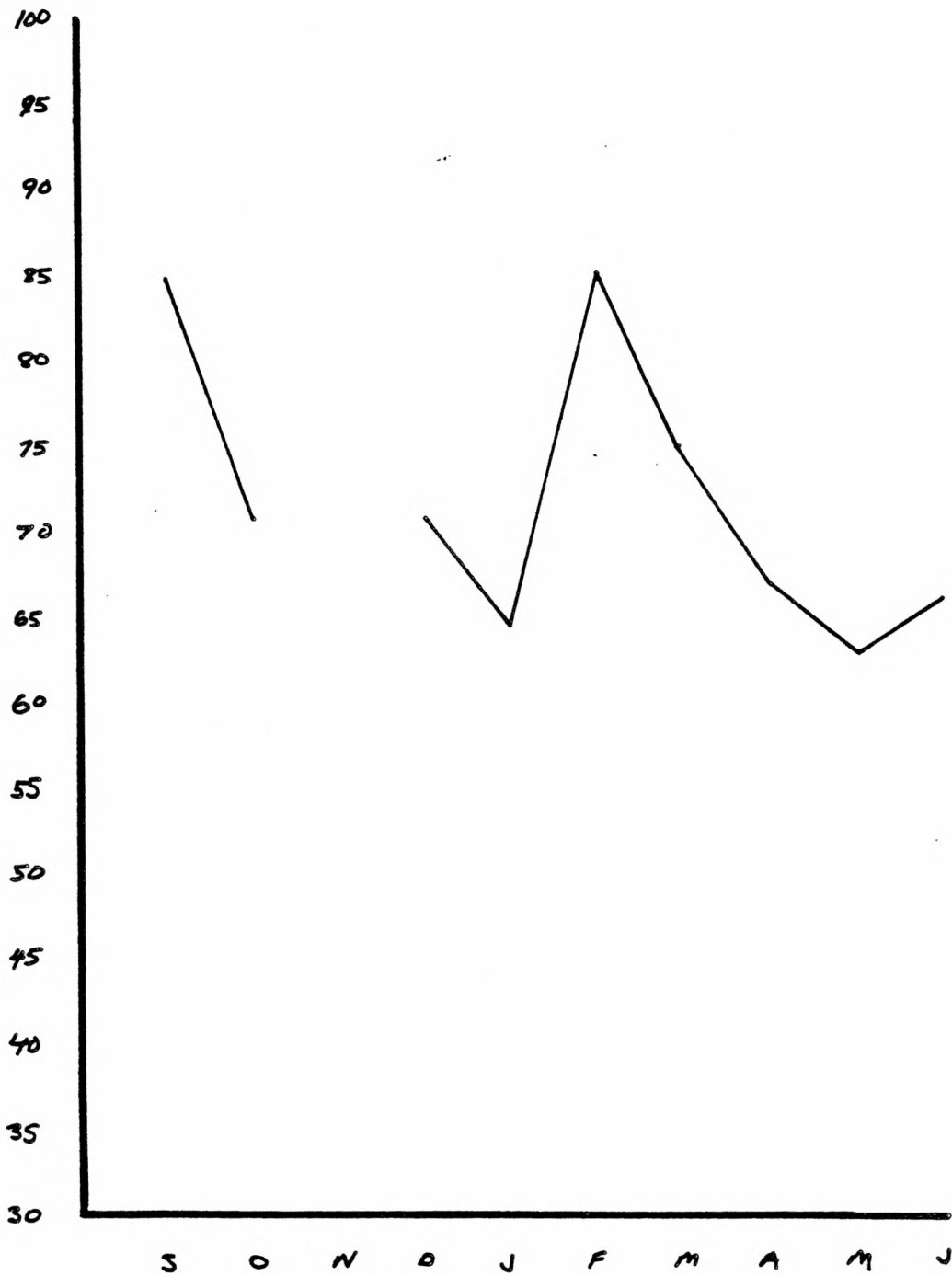


FIGURE 51  
ATTENDANCE 1981-82  
GRADE 6  
PERCENT BY MONTH





Grade Seven:

Attendance: Attendance figures for September of 1981 were not available when this survey was completed. Average attendance in October was generally down and continued this trend through to January with no sign of the "December high" which was observed in all previous grades. (See Figure 52 .) An increase to May is negated by a sharp decline in average attendance which continues through June. This sharp decrease is a break from the even or increased attendance that was observed in grade 3, grade 4, and grade 5. The spread between highest and lowest average monthly attendance was 55 percentage points.

Grade Eight:

Attendance: Attendance figures for September 1981 and June 1982 were not available when this survey was completed. Attendance patterns for this grade show a great amount of uniformity - as can be expected from reduced survey size and number of classes. (See Figure 53.) The pattern for average attendance is not complicated with a number of changes or trends. The general trend from the beginning of the year until January is down. This is followed by a sharp rise through March - which is then followed by a sharp down turn through May. If grade 7 patterns also apply here, attendance for the last month will be even lower than May. The spread between highest and lowest average monthly attendance was 21 percentage points.

FIGURE 52

ATTENDANCE 1981-82  
GRADE 7  
PERCENT BY MONTH

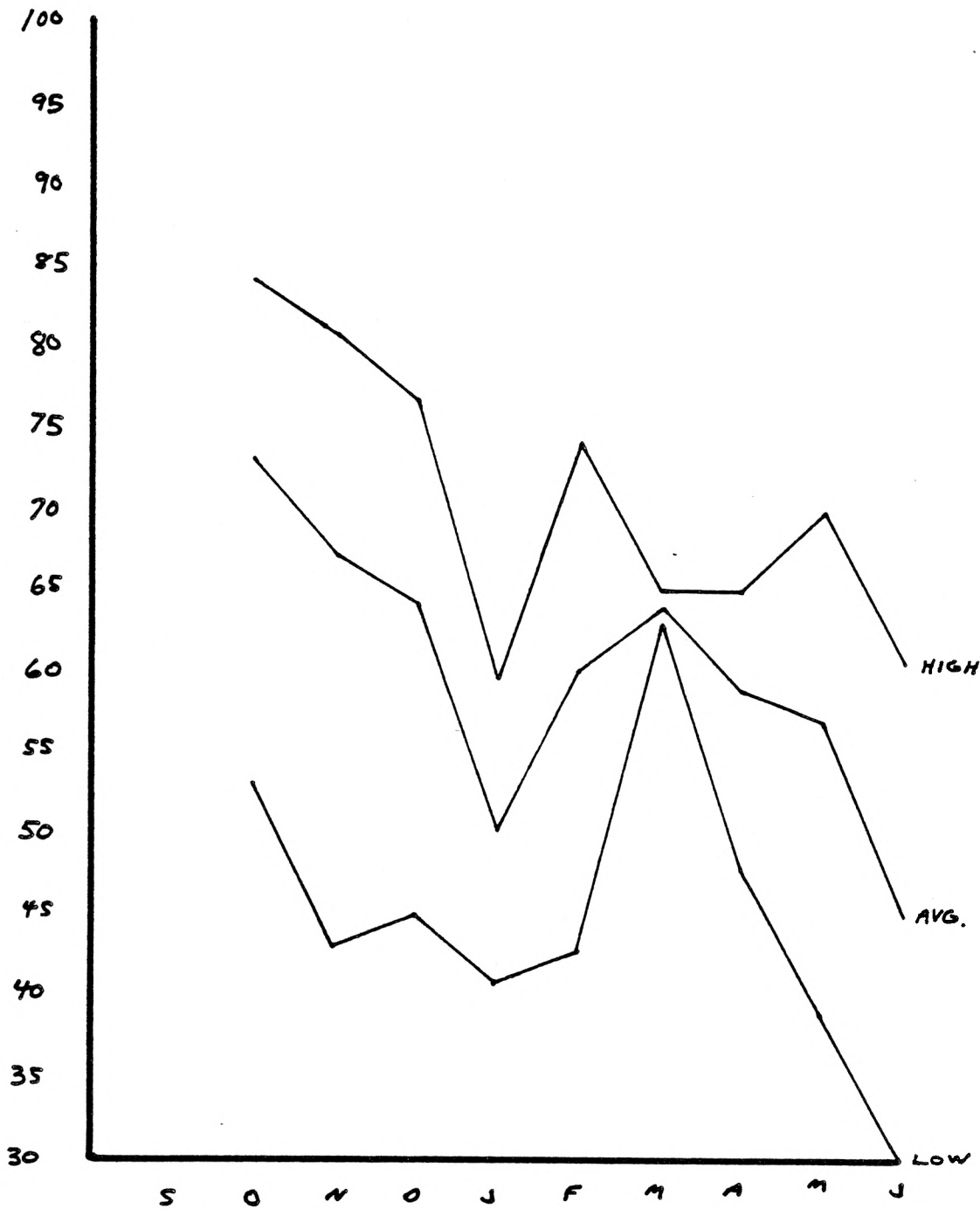
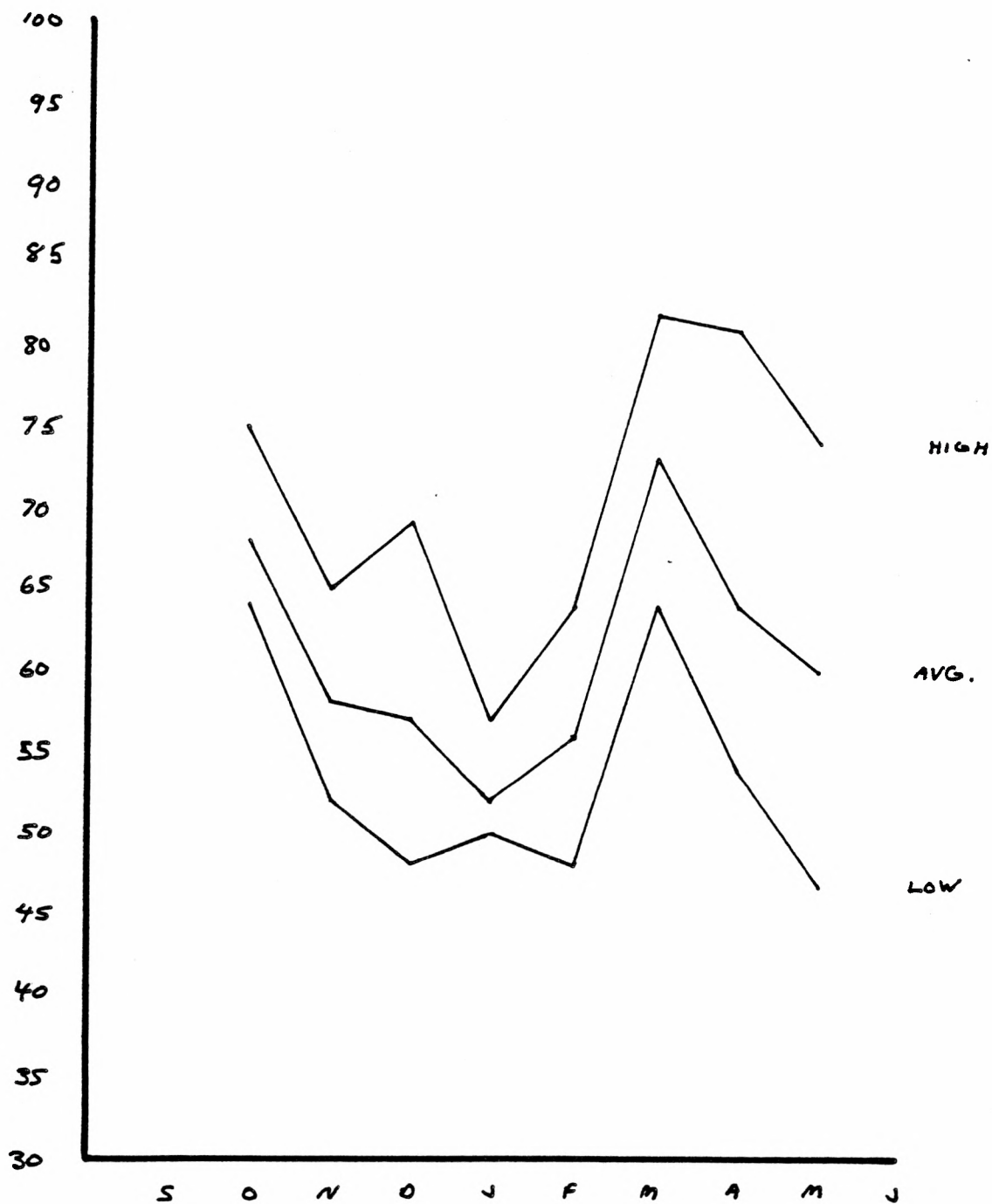


FIGURE 53  
ATTENDANCE 1981-82  
GRADE 8  
PERCENT BY MONTH



Grade Nine:

Attendance: Attendance figures for September 1981 and June 1981 were not available when this survey was completed. Attendance patterns for grade 9 differ substantially from other grades. (See Figure 54.) October attendance was very low and increases for a slight high in November, which was a contrast to all other grades. The following month, December, which was normally shown as a high pattern was here shown as a low followed by an atypical high in January. The March high was typical for the pattern as was the drop in May. The spread between highest and lowest average monthly attendance was 29 percentage points.

FIGURE 54  
ATTENDANCE 1981-82  
GRADE 9  
PERCENT BY MONTH

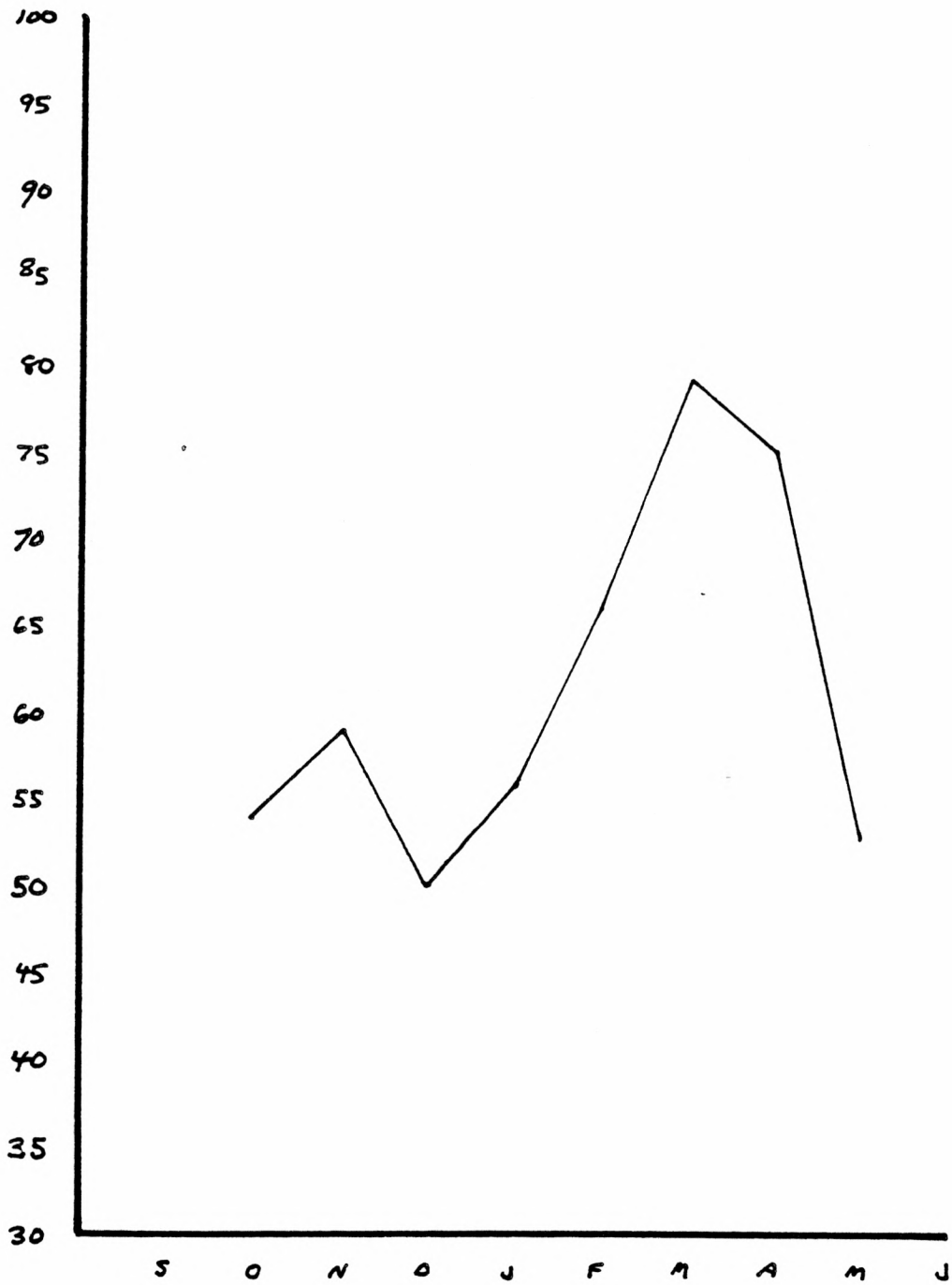


FIGURE 55  
ATTENDANCE 1981-82  
PRIMARY SPECIAL EDUCATION  
PERCENT BY MONTH

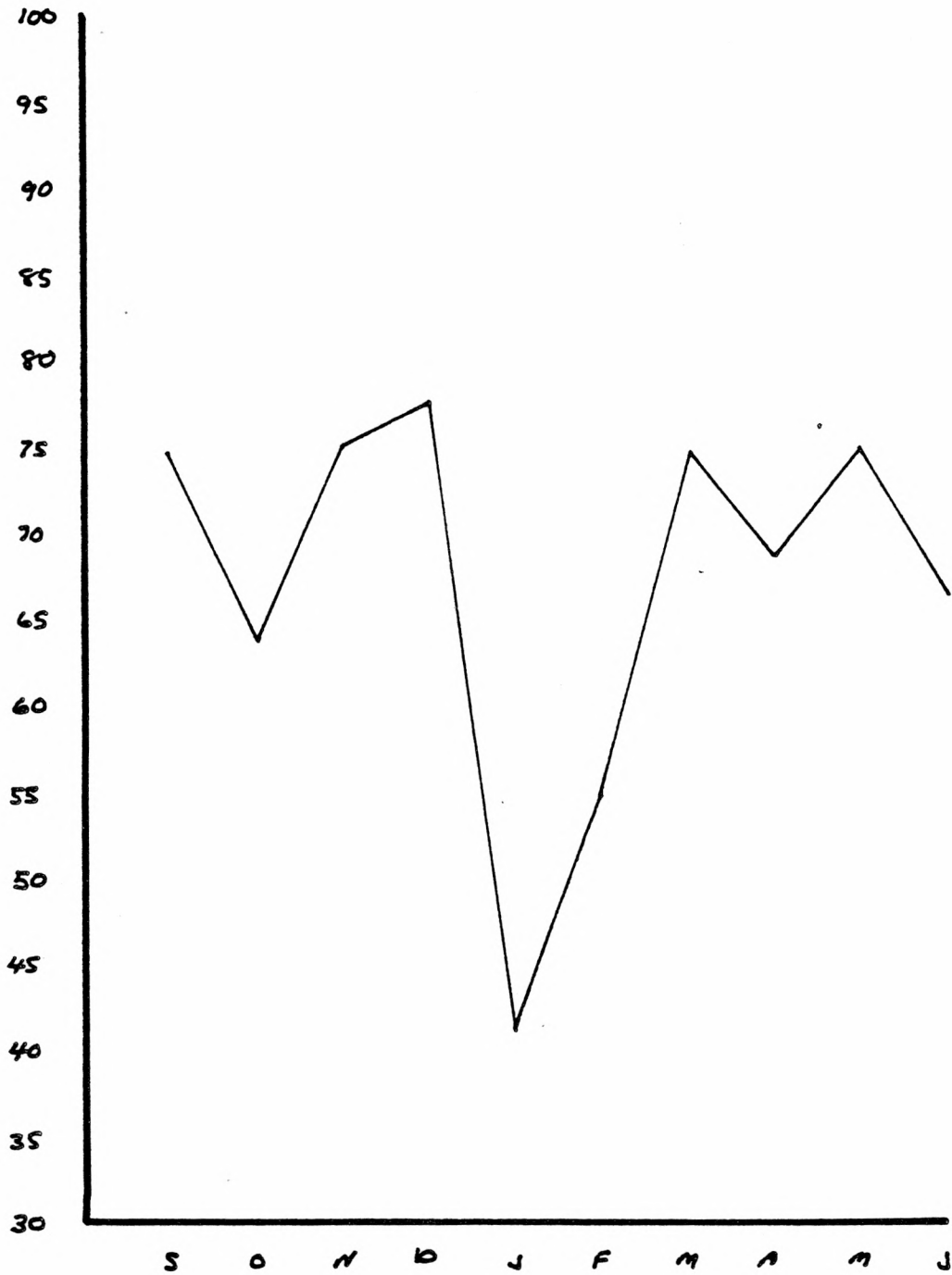
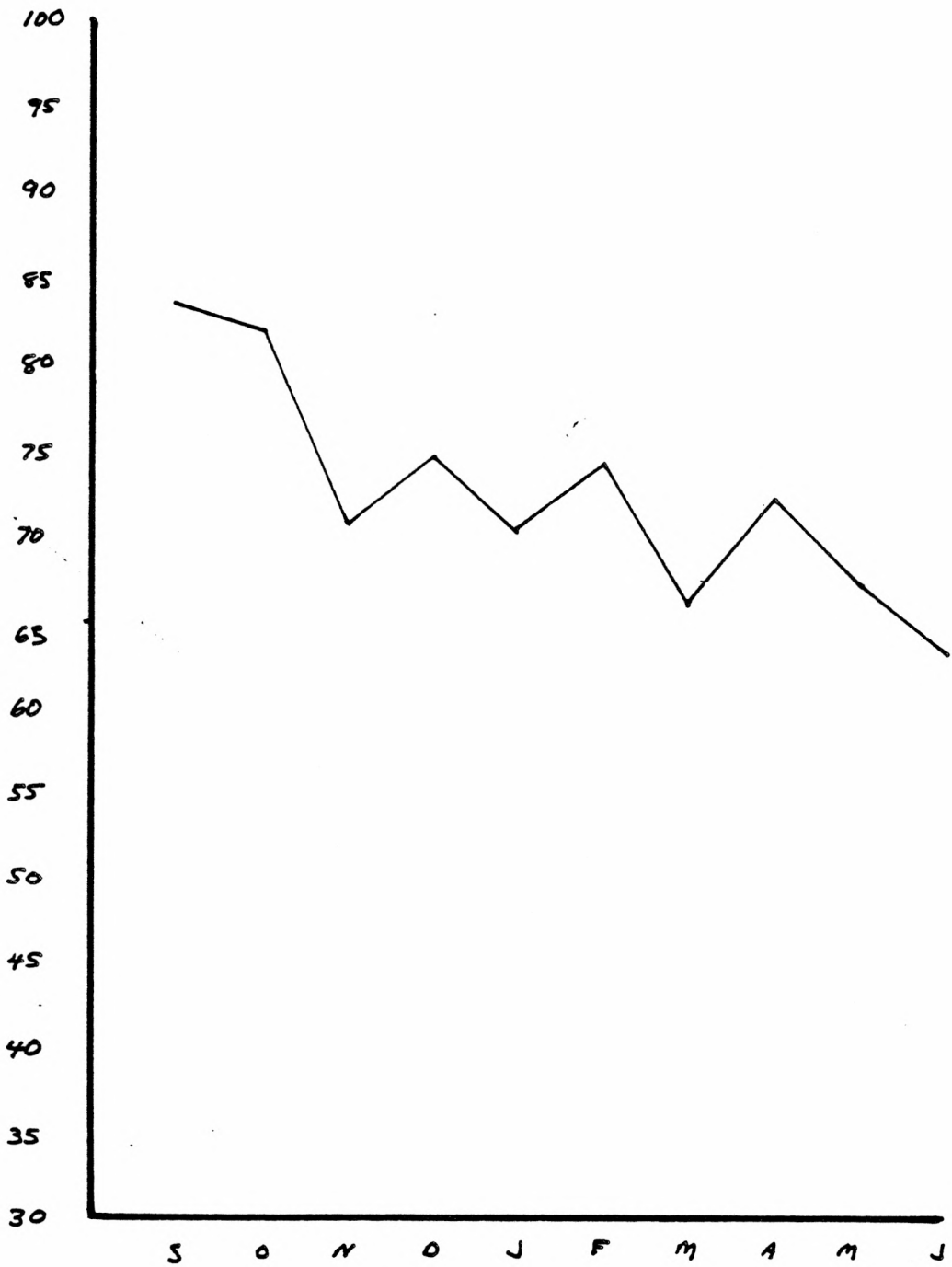


FIGURE 56  
ATTENDANCE 1980-81  
PRIMARY SPECIAL EDUCATION  
PERCENT BY MONTH



Observation:

Attendance patterns follow a pattern which varies slightly but appeared to be constant throughout the grades. This pattern indicated attendance highs and lows associated with specific months of the school year. There were a number of factors which impact upon these monthly variations, for example:

- weather and travel conditions
- holiday seasons
- standard time changes
- good weather conditions (following a hard winter)
- end of school year "repentance"

There were, however, enough deviations from the pattern to indicate that "motivated" students and students from higher grades overcame the impact of the above mentioned factors in enough cases to question these factors as the key reason for attendance problems.

Observation:

Term of reference number 4 requested that the findings of the age/grade information be related to the achievement section. There was an obvious relationship between age/grade and achievement in that children who are not properly placed in a class will not test well in standardized tests. Some tests require a level of language comprehension which exceeds the level of the skill being tested, (eg. - a grade 2 math test may be using grade 3 language to explain the math problems).

Age/grade deceleration would not necessarily have impact on achievement if all children were placed on their appropriate grade level.



If however, students from a wide variety of grades (for example grades 3 through 5) placed in a grade five class and given a standardized test, they will not score well. These are the conditions which teachers have described in Hobbema schools. The age/grade deceleration information also substantiates the teacher statements.

The question of attendance as a factor in achievement should also be mentioned here. It is obvious that students cannot answer test questions if they were not in class the day that the information was taught. It was also obvious, from a review of the "Cum" Cards that there were students who scored high on their standardized tests who failed because they did not attend regularly. The policy of basing pass/fail on attendance may encourage the congregation of large numbers of warm bodies under one roof (and that may look good on someone's books) but it could also discourage bright students who are bored with the repetition of subject matter - and who are not challenged - and thus find that they would rather not attend classes.

CHAPTER 7

SERVICES AND FACILITIES

Term of Reference:

Evaluate the reserve K-12 facilities to see whether they are adequate in relation to an ideal type of curriculum for the Four Bands; find out whether multi-use facilities - that would meet the needs of all age groups are feasible; determine whether the existing facilities are properly maintained and safe.

CHAPTER 7

EDUCATIONAL FACILITIES

At the beginning of this study when terms of reference were under discussion it was agreed that the information gathered by the Mentor Associates team would be more meaningful if they did not have access to the completed Provincial Study. These terms were enthusiastically agreed to with the provision that the detailed information in the Physical Facilities portion of the survey would not have to be repeated. It was understood that the counting of the rooms, designation for specific purposes, specific measurements and references to provincial standards was adequately covered in the Provincial Study and that the present study would confine itself to areas of specific concern.

With this in mind this study will be addressed to the following specific areas:

- a) Home Economics, Library, Gymnasium and Shop in the Jr. High building.
  - b) Gymnasium and Library facilities in the Elementary building.
  - c) Sidewalks and drainage concerns associated with both buildings.
  - d) Teacher parking concerns.
  - e) School bus traffic and parking patterns.
- a) Jr. High Building:

The space occupied by the Home Ec class was well suited for the application made of it. The bright and airy atmosphere of the room

is due in large part to the windows which line one wall. Indications were given that some of these windows would be walled over in the interest of energy conservation. It would seem that replacement of the single-pane windows with double-pane glass would achieve a great deal of energy conservation without sacrificing the natural light source. Artificial light sources have been proven to be harder on the eyes than natural light.

The Library facility was less than suitable for its utilization, an attempt should be made to take advantage of the natural light source which is there. Repositioning of furniture and shelving should be studied for more efficiency and appeal.

The gymnasium facility is adequate for the school and was well lighted. Curtains for the stage area would expand the use of the facility and storage space should be developed. Athletic equipment was stored in many areas around the building which cannot add to the life of the equipment and increases the potential for accidents. The shop area is well equipped, well lighted and clean. Efficient utilization of space is hampered by electrical outlets which rise above the floor level which: (a) present a "trip" hazard when not in use and (b) restrict the placement of machinery for most effective utilization of space.

b) Elementary School Building:

This facility is relatively new and was well maintained. Two areas require attention however. The Library is quite small for the number of students it serves, although it is well lit and cheerful. Attention should be paid to more shelving which is accessible to smaller students.

The facility which is used for a gym in this school is inadequate in every respect. In a climate where many months of inclement weather and low temperatures make outside P.E. impossible a school of this size must have adequate facilities for student gatherings as well as P.E.

c) School play areas and sidewalks:

Traffic patterns from the school entrance to play areas lead through the drainage ditch which surrounds the school on at least two sides. This low area was meant for drainage around the school but also provides a potential "mud" hazard for the school. A section of culvert placed in this drainage ditch in front of each entrance, with dirt cover to grade and seeded to grass would provide an inexpensive solution to this problem.

The sidewalk system which links the elementary school and the kindergarten is complete and adequate. There is a large segment missing from the sidewalk which gives access to the Jr. High. In wet weather it is virtually impossible for students to move from the bus loading area to the school without walking through mud. The path used by students from the Jr. High to access the sports fields is also not completely paved.

d) Teacher Parking Concerns:

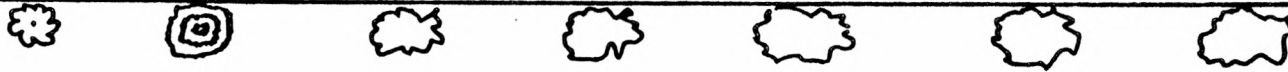
Teacher parking concerns fell into two categories; a) a location which offered convenience and supervision to discourage student vandalism, and b) accessibility to electrical outlets during the winter.

The location of teacher parking is important in terms of convenience and supervision. Many teachers have had their cars vandalized

MAW ROAD

← PROPOSED TEACHER PARKING →

EXISTING UNUSED SIDEWALK



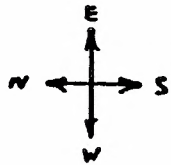
GRASS AREA

LIMITED ACCESS ROAD.

EXISTING SIDEWALK

EXISTING  
PARKING  
LOT

JR. HIGH SCHOOL



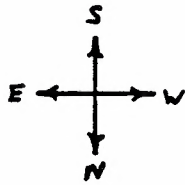
when they are parked far across the school parking area away from buildings where they could not be easily watched. The necessity to start vehicles periodically during the winter, in the absence of plug-ins, also must be taken into consideration.

There are two teacher parking areas which could be developed close to the schools which would fill most requirements and could also be wired for plug-in connections. Area one is in front of the Jr. High School. The area between the road and the unused sidewalk could be graded to ensure that it still provided drainage, and surfaced to provide parking for Jr. High School teachers. Cars would be under constant surveillance from classroom windows and electrical connections could be provided by laying cable in the grass area between the existing unused sidewalk and the trees which are planted there (see diagram). Area two would be directly south of the south side of the Jr. High School, (see diagram). This area is convenient to all three schools and could easily be provided with electrical outlets.

e) School Bus Traffic and Parking Patterns:

Several teachers have noted their concern over the traffic patterns and parking procedures of the buses. Children, especially young children, are walking in front of, behind and between school buses. Often the children are not sure whether their bus has come or gone. The following suggested plan allows for the following:

- 1) a safe, set pattern for bus traffic,
- 2) easy access from the sidewalk getting on or off buses,
- 3) no necessity for children to walk in front of or behind the bus,



BUS STATIONS ARE DESIGNATED WITH SIGNS

TO KNOEINGARDEN

BUS DEPARTURE

VISITOR AND/OR TEACHER PARKING

ONE WAY TRAFFIC →

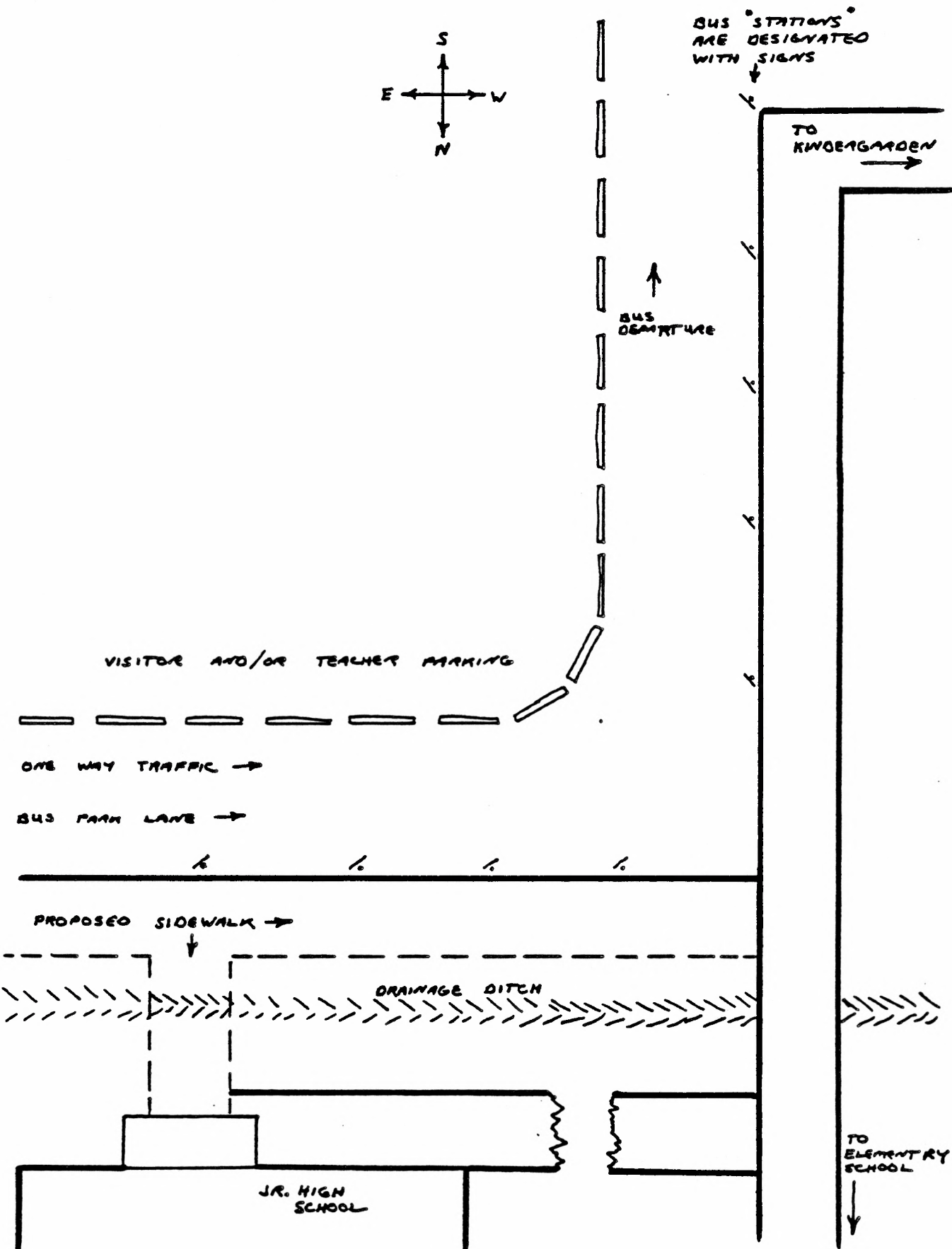
BUS PARK LANE →

PROPOSED SIDEWALK →

DRAINAGE DITCH

JR. HIGH SCHOOL

TO ELEMENTARY SCHOOL





- 4) Boarding and disembarking from the same location each day,
- 5) Teachers can see at a glance which buses have arrived and thus avoid long waits for the children outside in cold weather.

If a sidewalk were constructed along the south side of the drainage ditch which runs along the south side of the Jr. High School it would facilitate both safety and orderly movement of students. This sidewalk and the one which extends from the Elementary to the Kindergarten would then constitute a safe and convenient bus loading/unloading area, from which students could proceed to any of the three schools without danger and on a sidewalk. Each bus would be assigned a designated location along this "L" shaped area so that students would be picked up and dropped off at the same point each day. This "bus lane" would be wide enough to allow buses coming or going to pull out and pass those buses which were parked at the sidewalk. Bus traffic in this Bus Lane would be in one direction only and would be restricted to school buses only. By placing parking curbs in the present parking lot to create this Bus Lane you would create a natural parking location for teachers and visitors which could easily be provided with electrical plug-in facilities (see diagram).

CHAPTER 8

TEACHER SURVEY

CHAPTER 8

TEACHER SURVEY

The teacher survey was constructed to provide an opportunity for teachers to comment on the conditions in the schools and to voice their concerns. A complete Teacher Survey is found in Appendix II at the conclusion of this report. The findings are presented here without commentary. Differences noted between Jr. High School and Elementary School responses reflect the differences in student age and grade level as well as administrative or instructional "style" of their principals and teachers.

A Parent Survey was constructed and distributed but was not returned in sufficient numbers to warrant inclusion in this study. Should these surveys be returned in any number the results could be compiled and presented as an addendum to this study.

PRIMARY SCHOOL

JR. HIGH SCHOOL

|  | E | S  | U  | N  | E | S  | U  | N  |
|--|---|----|----|----|---|----|----|----|
| A.a There is coordination and uniformity in subject areas within grades. (eg. all third grade Math classes.)       | 0 | 65 | 35 | 1  | 0 | 31 | 54 | 15 |
| Teacher comments:<br>- "This area needs improvement."  |   |    |    |    |   |    |    |    |
| A.b There is coordination and continuity in subject areas between grades.  | 0 | 47 | 41 | 12 | 8 | 31 | 61 | 0  |
| A.c There is coordination and continuity in the testing and evaluation procedures from grade to grade.             | 0 | 59 | 35 | 6  | 8 | 31 | 61 | 0  |
| Teacher comments:<br>- "This area needs more improvement."   |   |    |    |    |   |    |    |    |
| A.d Report cards are appropriate and allow for a full and accurate description of the student's progress           | 6 | 71 | 23 | 0  | 8 | 69 | 23 | 0  |
| A.e Tests and evaluation procedures are appropriate to these students and this school                              | 6 | 47 | 47 | 0  | 0 | 69 | 23 | 8  |
| A.f Test results are used diagnostically and prescriptively rather than a mere description of general achievement. | 0 | 65 | 35 | 0  | 0 | 46 | 54 | 0  |
| Teacher comments:<br>- "This area needs improvement."  |   |    |    |    |   |    |    |    |
| A.g Follow-up takes place when testing or teacher reports indicate a need. (psychometrist/psychologist, etc).      | 0 | 24 | 76 | 0  | 0 | 8  | 85 | 7  |
| A.h Special services ... psychometrist, psychologist, etc., are available to assist with student problems.         | 0 | 6  | 94 | 0  | 0 | 15 | 77 | 8  |

|  | PRIMARY SCHOOL |    |    |   | JR. HIGH SCHOOL |    |    |    |
|--|----------------|----|----|---|-----------------|----|----|----|
|  | E              | S  | U  | N | E               | S  | U  | N  |
| A.i Text and work books are available in sufficient numbers.   | 18             | 65 | 17 | 0 | 8               | 31 | 46 | 15 |
| Teacher comments:  |                |    |    |   |                 |    |    |    |
| - "Depends on the grade."  |                |    |    |   |                 |    |    |    |
| A.j Text and work books are relevant to the achievement levels of the students.                                    | 6              | 71 | 23 | 0 | 0               | 61 | 23 | 16 |
| A.k Culturally relevant resource and enrichment materials are available.   | 6              | 41 | 47 | 6 | 8               | 46 | 38 | 8  |
| Teacher comments:  |                |    |    |   |                 |    |    |    |
| - "I have not seen them."  |                |    |    |   |                 |    |    |    |
| A.l The services and influence of Muskwatchees Cultural College adds to your teaching resources for Cree students. | 0              | 12 | 82 | 6 | 0               | 23 | 77 | 0  |
| Teacher comments:  |                |    |    |   |                 |    |    |    |
| - "It used to, but since we don't have the native class we fail to achieve this goal."                             |                |    |    |   |                 |    |    |    |
| B. <u>Administration/Staff Relations and Communications</u>  |                |    |    |   |                 |    |    |    |
| B.a Teacher duties and responsibilities are clearly defined.   | 18             | 76 | 6  | 0 | 31              | 61 | 8  | 0  |
| B.b Administrative interaction with staff is fair, there is a lack of favouritism or bias.                         | 18             | 47 | 29 | 6 | 24              | 38 | 38 | 0  |
| B.c Teachers are encouraged to ask for assistance and advice in a non-threatening atmosphere.                      | 18             | 53 | 23 | 6 | 38              | 46 | 14 | 0  |

|   | PRIMARY SCHOOL |    |    |    | JR. HIGH SCHOOL |    |    |    |
|---|----------------|----|----|----|-----------------|----|----|----|
|   | E              | S  | U  | N  | E               | S  | U  | N  |
| B.d Your principal has adequate time to carry out administrative and supervisory duties.                                    | 0              | 41 | 47 | 12 | 8               | 23 | 54 | 15 |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "Our principal has so much load for one person to do, so how can he be expected to do everything. But he tries his best." |                |    |    |    |                 |    |    |    |
| - "Urgent need for business administration."  |                |    |    |    |                 |    |    |    |
| B.e The principal takes active participation in the selection of teaching staff.  | 6              | 35 | 47 | 12 | 31              | 46 | 8  | 15 |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "Very limited input."   |                |    |    |    |                 |    |    |    |
| B.f Classroom visits are made to assist teachers and to discuss problems with them.   | 12             | 65 | 18 | 5  | 15              | 46 | 31 | 8  |
| B.g Administrators (district) are available to teachers to handle problems.   | 0              | 12 | 82 | 6  | 0               | 31 | 69 | 0  |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "The wheel that creaks the loudest gets the grease."  |                |    |    |    |                 |    |    |    |
| - "Very, very poor."  |                |    |    |    |                 |    |    |    |
| B.h Administrators (district) are visible in the school on a regular basis.   | 0              | 18 | 76 | 6  | 0               | 54 | 46 | 0  |

|   | PRIMARY SCHOOL |    |    |    | JR. HIGH SCHOOL |    |    |    |
|---|----------------|----|----|----|-----------------|----|----|----|
|   | E              | S  | U  | N  | E               | S  | U  | N  |
| B.i Contact with district Administrators occurs on occasions other than "problems" and "emergencies".   | 0              | 5  | 82 | 12 | 0               | 38 | 38 | 24 |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "Never - only when in an emergency."  |                |    |    |    |                 |    |    |    |
| B.j District Administrators attend special school functions and support the school program.             | 0              | 23 | 65 | 12 | 8               | 31 | 61 | 0  |
| B.k District Program Specialists (math specialist, reading specialist, etc.) are available to teachers. | 0              | 18 | 71 | 11 | 0               | 15 | 77 | 8  |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "These people have long since vanished from D.I.A.N.D."   |                |    |    |    |                 |    |    |    |
| - "Not on a regular basis. Only comes to evaluate the school program."                                  |                |    |    |    |                 |    |    |    |
| B.l Principal communicates effectively and regularly.   | 18             | 47 | 29 | 6  | 23              | 61 | 16 | 0  |
| B.m Staff meetings are held regularly.  | 18             | 71 | 6  | 5  | 31              | 69 | 0  | 0  |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "Once a month - don't mean anything."   |                |    |    |    |                 |    |    |    |
| B.n Teachers feel free to express themselves in staff meetings and are encouraged to do so.             | 18             | 53 | 18 | 11 | 46              | 54 | 0  | 0  |
| B.o District Administration deals with all staff equally without bias or discrimination.                | 0              | 23 | 65 | 12 | 8               | 31 | 38 | 23 |
| Teacher comments:   |                |    |    |    |                 |    |    |    |
| - "Difficult to say. Stories of peculiar events do circulate."  |                |    |    |    |                 |    |    |    |











PRIMARY SCHOOL

JR. HIGH SCHOOL

|  | E | S  | U  | N |  | E  | S  | U  | N |
|--|---|----|----|---|--|----|----|----|---|
| D.j There is sufficient AV and other teaching equipment available to you.  | 0 | 82 | 18 | 0 |  | 8  | 69 | 23 | 0 |
| Teacher comments:  |   |    |    |   |  |    |    |    |   |
| - "We need more filmstrips for Science. Many are ripped or torn. Need for more video equipment, particularly VTR cameras." |   |    |    |   |  |    |    |    |   |
| E. <u>Student Conduct, Discipline</u>  |   |    |    |   |  |    |    |    |   |
| E.a There is a clearly stated policy regarding student behaviour and discipline.   | 0 | 35 | 65 | 0 |  | 23 | 23 | 54 | 0 |
| Teacher comments:  |   |    |    |   |  |    |    |    |   |
| - "Policy is there but not enforced."  |   |    |    |   |  |    |    |    |   |
| - "Again teacher directed unless a note has first been sent home."   |   |    |    |   |  |    |    |    |   |
| - "We should have a handbook on this, so all parents can be properly informed."  |   |    |    |   |  |    |    |    |   |
| E.b Movements of students within school buildings and on the playground areas are adequately controlled.                   | 0 | 65 | 35 | 0 |  | 8  | 54 | 38 | 0 |
| Teacher comments:  |   |    |    |   |  |    |    |    |   |
| - "Could be better."   |   |    |    |   |  |    |    |    |   |
| E.c There is provision for supervision of students before classes begin, during lunch hour, and after school.              | 0 | 71 | 23 | 6 |  | 23 | 77 | 0  | 0 |

PRIMARY SCHOOL

JR. HIGH SCHOOL

| PRIMARY SCHOOL |   |   |   | JR. HIGH SCHOOL |   |   |   |
|----------------|---|---|---|-----------------|---|---|---|
| E              | S | U | N | E               | S | U | N |

E.d The loading and unloading of school buses is well controlled and supervised.

|   |    |    |   |   |    |    |   |
|---|----|----|---|---|----|----|---|
| 0 | 29 | 65 | 6 | 0 | 61 | 39 | 0 |
|---|----|----|---|---|----|----|---|

Teacher comments:

- "Not too good."
- "Unsatisfactory."
- "Poor bussing and parking facility."
- "We teachers have been expressing our concerns on this and our Principal brought this to the attention of the bussing people, but we haven't seen any improvement yet."

F. Transportation

F.a Buses are on-time generally, (weather permitting).

|   |   |     |   |   |    |    |   |
|---|---|-----|---|---|----|----|---|
| 0 | 0 | 100 | 0 | 0 | 38 | 62 | 0 |
|---|---|-----|---|---|----|----|---|

Teacher comments:

- "The same bus drivers are late all the time regardless of the weather."
- "The same ones are always late."
- "This varies. Some are very good. A few are poor."
- "Very poor."

F.b Buses are operated by safe, responsible drivers.

|   |    |    |    |   |    |    |    |
|---|----|----|----|---|----|----|----|
| 0 | 23 | 65 | 12 | 0 | 16 | 61 | 23 |
|---|----|----|----|---|----|----|----|

Teacher comments:

- "I don't think all are responsible drivers."
- "I have seen one irresponsible driver."
- "One bus driver has dropped kids off at the mall."
- "Not always."



| PRIMARY SCHOOL |    |    |    | JR. HIGH SCHOOL |    |    |   |
|----------------|----|----|----|-----------------|----|----|---|
| E              | S  | U  | N  | E               | S  | U  | N |
| 0              | 18 | 76 | 6  | 0               | 38 | 62 | 0 |
| 6              | 53 | 29 | 12 | 16              | 61 | 23 | 0 |
| 53             | 35 | 0  | 12 | 31              | 31 | 31 | 7 |
| 0              | 23 | 71 | 6  | 0               | 31 | 61 | 8 |

G.d Parents are involved and interested in the education of their children.

Teachers comments:

- "Some, always the same ones."

G.e Teachers are encouraged to contact parents at home regarding their students.

Teachers comments:

- "I do this on my own volitions."

G.f Do you think that parent/community involvement with the school and its program would improve if education came under community control.

Teacher comments:

- "We need to educate some more parents. If we are to achieve our goal in teaching their children."

- "Loaded question. In theory yes, in reality maybe."

- "Definitely."

- "In time."

- "They are still not interested."

H. Some other questions

H.a Teaching load is adjusted to reflect the extra time and effort involved in teaching age/grade regressed classrooms.

| PRIMARY SCHOOL |   |   |   | JR. HIGH SCHOOL |   |   |   |
|----------------|---|---|---|-----------------|---|---|---|
| E              | S | U | N | E               | S | U | N |
|                |   |   |   |                 |   |   |   |

Teacher comments:

- "No preparation time."
- "I don't think so."
- "Considerable room for improvement."

H.b Teacher aides are provided in classrooms that require more remediation than normal.

|   |   |     |   |   |   |    |   |
|---|---|-----|---|---|---|----|---|
| 0 | 0 | 100 | 0 | 0 | 0 | 92 | 8 |
|---|---|-----|---|---|---|----|---|

Teacher comments:

- "We can't even get the teachers we need."
- "Considerable room for improvement."

H.c The impact of "high stress" conditions (age/grade disparity, inadequate preparatory skills, high absenteeism, etc.) is taken into consideration in school policy and teacher relations.

|   |    |    |   |   |   |    |   |
|---|----|----|---|---|---|----|---|
| 0 | 18 | 82 | 0 | 0 | 8 | 85 | 7 |
|---|----|----|---|---|---|----|---|

Teacher comments:

- "I don't think so."

H.d Those teachers who put in extra time and effort are recognized by the principal.

|   |    |    |    |    |    |   |   |
|---|----|----|----|----|----|---|---|
| 6 | 47 | 35 | 12 | 23 | 69 | 0 | 8 |
|---|----|----|----|----|----|---|---|

Teacher comments:

- "This is only expressed in our yearly evaluation. It won't hurt to get a little thanks."



PRIMARY SCHOOL

JR. HIGH SCHOOL

| PRIMARY SCHOOL |    |    |   | JR. HIGH SCHOOL |    |    |    |
|----------------|----|----|---|-----------------|----|----|----|
| E              | S  | U  | N | E               | S  | U  | N  |
| 0              | 18 | 76 | 6 | 0               | 23 | 61 | 16 |
| 0              | 6  | 94 | 0 | 0               | 15 | 77 | 8  |

H.e Those teachers who put in extra time and effort are recognized by the district.

Teacher comments:

- "They rarely come, if ever to our school functions, programs, etc. I don't know if they were invited or not."
- "Very funny."
- "Ha!"
- "Never."

H.f Substitute teacher policy is effective for student/classroom needs in times of teacher absence.

Teacher comments:

- "No such policy in existence."
- "Policy exists but qualified sub-teachers are lacking."
- "Very poor."

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

PRIMARY

Attendance Concerns: contributing factors

|  |      |
|--|------|
| 1. Parental neglect, poor nutrition, no sleep, etc. .... | 24.0 |
| 2. Problems at home, alcohol, etc. ....                  | 23.6 |
| 3. Parental attitudes toward education ....              | 15.7 |
| 4. Ill health, doctor/dentist visits ....                | 9.0  |
| 5. Family related trips and visiting ....                | 6.6  |
| 6. Low motivational level, generally ....                | 5.5  |
| 7. Helping at home ....                                  | 4.3  |
| 8. Transportation, weather related reasons ....          | 3.9  |
| 9. Irrelevant curriculum ....                            | 2.7  |
| 10. Poor quality of instruction ....                     | 2.3  |
| 11. Academic problems/pressure ....                      | 2.0  |

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

JR. HIGH

Attendance Concerns: contributing factors

|  |      |
|--|------|
| 1. Parental neglect, poor nutrition, no sleep, etc. .... | 22.5 |
| 2. Problems at home, alcohol, etc. ....                  | 15.8 |
| 3. Parental attitudes toward education ....              | 15.8 |
| 4. Low motivational level, generally ....                | 13.5 |
| 5. Helping at home ....                                  | 11.8 |
| 6. Family related trips and visiting ....                | 7.3  |
| 7. Poor quality of instruction ....                      | 2.2  |
| 8. Ill health, doctor/dentist visits ....                | 2.2  |
| 9. Transportation, weather related reasons ....          | 2.2  |
| 10. Academic problems/pressure ....                      | 2.2  |
| 11. Irrelevant curriculum ....                           | N/A  |

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

PRIMARY

Academic Performance Concerns: contributing factors

|  |      |
|--|------|
| 1. Poor attendance .....                               | 24.6 |
| 2. Parental attitudes toward education .....           | 22.7 |
| 3. Parental neglect, sleep/nutrition/ etc. ....        | 18.1 |
| 4. Problems at home, conflicts with parents, etc. .... | 8.4  |
| 5. Low motivation levels .....                         | 6.9  |
| 6. Student attitude towards education .....            | 5.0  |
| 7. Low student self esteem .....                       | 3.3  |
| 8. Reading problems .....                              | 2.9  |
| 9. Low general intelligence .....                      | 2.9  |
| 10. Difficulties with teachers .....                   | 2.1  |
| 11. Lack of career goals .....                         | 2.1  |
| 12. Language difficulties .....                        | 1.2  |
| 13. Difficulties with other students .....             | 0.4  |

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

JR. HIGH

Academic Performance Concerns: contributing factors

|   |      |
|---|------|
| 1. Poor attendance .....                              | 21.3 |
| 2. Low motivation levels .....                        | 13.5 |
| 3. Parental attitudes toward education .....          | 12.0 |
| 4. Problems at home, conflict with parents, etc. .... | 10.6 |
| 5. Parental neglect, sleep/nutrition/etc. ....        | 8.6  |
| 6. Student attitude towards education .....           | 6.6  |
| 7. Reading problems .....                             | 6.0  |
| 8. Difficulties with other students .....             | 5.3  |
| 9. Language difficulties .....                        | 4.0  |
| 10. Low student self esteem .....                     | 4.0  |
| 11. Lack of career goals .....                        | 3.3  |
| 12. Irrelevant curriculum, programs, etc. ....        | 2.6  |
| 13. Cultural differences .....                        | 0.8  |
| 14. Low general intelligence .....                    | 0.8  |
| 15. Difficulties with teachers .....                  | 0.8  |

Other:

Out of school interests, the Mall

Cannot cope with frustration

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

PRIMARY

Student Drop Out Concerns: contributing factors

|   |      |
|---|------|
| 1. Parental attitude toward education ..... | 22.6 |
| 2. Low motivation, poor attitude .....      | 20.9 |
| 3. Poor academic performance .....          | 16.0 |
| 4. Problems at home .....                   | 15.2 |
| 5. Lack of specific educational goals ..... | 11.1 |
| 6. Low self esteem .....                    | 7.4  |
| 7. Difficulties with teachers .....         | 3.2  |
| 8. Difficulties with other students .....   | 2.8  |
| 9. Cultural differences .....               | 0.4  |

In the following area of concern teachers prioritize their choice of the five most important contributing factors. Results in % of total responses.

JR. HIGH

Student Drop Out Concerns: contributing factors

|   |      |
|---|------|
| 1. Parental attitude toward education ..... | 21.3 |
| 2. Low motivation, poor attitude .....      | 19.0 |
| 3. Lack of specific educational goals ..... | 18.3 |
| 4. Problems at home .....                   | 13.0 |
| 5. Poor academic performance .....          | 7.6  |
| 6. Low Self esteem .....                    | 7.6  |
| 7. Difficulties with other students .....   | 7.6  |
| 8. Difficulties with teachers .....         | 5.3  |

Teacher Survey Comments:

- Many parents come not knowing what grade their child is in, sometimes unaware of child's attendance - The many we should see, we never do contact.
- Too many students wander the halls and are outside during school hours. Unless the "Bands" do something to alleviate the truancy and lack of respect for authority not much can be done by the teachers of the classes.
- As a younger generation of parents are visible they seem to be more concerned and interested and this will eventually spread.
- More accessibility of a telephone. How this could be controlled I'm not sure. However in the K most parent contact was by phone and it was often. Achievement becomes a chicken and the egg cycle. Generally those students with an average to good home life, supported and encouraged to succeed do. Those with problems at home will find it difficult to cope with the school situation. Those that experience a comfortable home with no discipline or encouragement to achieve will also experience difficulty. In what sense can the "school system" encourage a structure that parents feel is important. Education is not a criterion for success on this particular reserve, only the very determined and very secure find themselves able to take that path and withstand the chiding of their peers.
- A much stronger school committee directive here.
- More involvement in community initiated functions, more phone call invitations to commend or to discuss problems.
- 1) There are not adequate facilities for students during the lunch break. They need a place to go to eat and be with their friends. The food offered should be of high nutritional value. 2) Students need to have opportunities to develop particular skills and interests which they have, especially vocational interests. They need an opportunity to make a decision about what they will do with their time for that year and then be responsible to carry out that decision - because they seem to have two weaknesses or drawbacks: 1) inability to make a commitment to a decision, 2) lack of opportunity in watching themselves achieve a task or goal set up for themselves.
- Notices of attendance and progress on monthly basis by all teachers to parents.



(Teacher Survey Comments - Cont'd)

- Recommendations: School committee members should be directly involved in the following: a) substitute teaching to acquire personal experience of the community education and its problems, b) nutrition program for all grade levels in cooperation with medical health services, c) Family life education to Junior High School grade levels, d) Providing Specialty Services to students of all levels, e) Informing parents of the School Act provisions and penalties, f) In-service workshops for teachers of native children on compulsory basis, g) Evaluation of teachers on cultural awareness, h) Provision of teacher-aides for kindergarten, primary, elementary-junior high levels, i) Provision of Career Education to meet the needs and services of community, j) Provision of Native Culture Program and Native Studies, i) Native language should be in each level as a supplement or as TCSL, ii) Native Studies should be included in the Social Studies area for at least 25% of total program.
- I do not know how to make parents really interested in school. These questions are rather immaterial. Wherever you teach, the school responds to the community. The community makes the school, wherever you are. Until the local area honestly cares for Education, this school will remain third rate. They (the local area) say that they care but do not show it by action.
- Usual school relations (ie. public type system) tend to be either via school or telephone, home visits are not used that frequently. I think a similar system runs into problems here. However teachers pounding on doors is not always appreciated. The last time the teachers went out on a home visitation program (C1977) a teacher was "punched-out" despite an invitation to the home.
- Owing to the difference in "Sub" pay rates with the nearby cities of Wetaskiwin and Ponoka this is a constant problem. (At present the rate difference is approximately \$25.00. D.I.A.N.D. pays \$45.00 per day. Wetaskiwin \$70.00)
- I think the staff should keep in touch with the parents of their children often to improve the quality of learning.
- Communications - Parent/Teacher committee should be set up. Parents should fill out a form beginning of school year giving their phone numbers - not the case at present time. I generally feel if support services were available for the school children more children would attend regularly because it would be individual instruction generally. Maybe children would pressure their parents to bring them to school. Teachers must improve their output - teaching skills to children needs consistency for them to master and complete programs.

(Teacher Survey Comments - Cont'd)

- Regular school functions are poorly attended except by a few concerned parents.
- I think we need at least two guidance counsellors to cope with the demands of the teachers. There should be more school activities to involve the parents. I don't know if it would help to have parent-teacher workshop at fall to discuss problems and goals, to have a kind of direction for the year.
- We teachers expressed our concern on this matter of substitute teachers. We need more qualified substitute teachers to carry out the days plan. The question is our sub's get lower pay than others from the nearby schools. I sincerely hope that the school committee members and other responsible people in education will try to open their eyes to the truth and use their utmost wisdom in doing whatever changes they think they should do for the sake of their children and to the Indian people who entrusted them this responsibility.
- Parents should take more interest in their childrens education. More than two P.T. days are needed. Better attendance of the parents on such days would help. Parents attitude towards Ermineskin School is very poor. If a child does well at this school he/she is transferred to a Public School at Ponoka or Wetaskiwin. If they fail to progress in those schools, back they come to Ermineskin School. Same attitude for cleanliness. Some families send their children to school without lunch 90% of the time. They know that other children in the clan will share their lunch with these neglected children. I don't think that is fair for the children who share their lunch constantly. Young mothers need a course on budgeting their allowance. Food is a priority. Children often say mother had no money to buy food or we had no bread in the house. Early childhood training is lacking in many of the children. Proper eating habits have not been developed. It is amazing to see 7,8,9 year olds drip food and drink on the floor like babies while they eat or drink (mostly pop) at lunch time. Kindly suggest to the Dept. and the School Board, some drastic measures to penalize the parents who do not send their children to school regularly. (Cutting off family allowance or holding back oil royalties, etc.) If you fail to do so you would have wasted your time on this evaluation. Excuse me for being so blunt. It is disgusting to see parents withdrawing their children from school in mid-term in lower grades. (Do they have such a right?) Yet the teacher has to keep the child's name on the register for the rest of the year. These so called "drop-outs" are a part of statistics as far as attendance is concerned. No wonder the picture of attendance is so miserable. Please do something about this problem. Children who are withdrawn should not be on the register at all.

(Teacher Survey Comments - Cont'd)

- Working conditions need great improvement. Teachers are under "high stress". While lunch hour extends to 1½ hour for Jr. High School, teachers in Primary school bearly have time to eat, or gain back their strength and energy to do the afternoon work efficiently. At staff meetings, teachers are constantly criticized for failing to do this or that in performance of their duty. If one or two are neglectful they should be told personally. General statements of "neglectful teachers" puts us all in a bad category and adds to our stress and mental well being. Principal is pressured from the top and he in turn pressures the teachers.
- Not enough communication. Usually the same parents come on parent-teacher day.
- Substitute teachers are not qualified plus qualified teachers who do come here are not paid according to the Province scale. Poor parental attitude towards education is an important factor. The parents are not doing this purposely - most of the time they are not aware of how they can help. A parent effectiveness program would be of help to encourage a better or positive attitude. A lot of parents are shy, also. They perhaps would not come to workshops because of the threatening or it appears to them as threatening. I think home visits would help here for certain persons. It would be nice if teachers were complimented once in a while for the work they do here. It seems that they are always being put down which doesn't do much for our morale. If we do 1/3 of wrong things the other 2/3's should be recognized.
- Parents should attend and enquire about their children on parent teacher days and other times when convenient for them.
- Good parent-teacher relations should be established as early in the term as possible, and communication should be an ongoing thing throughout the term.
- Parent-teacher relationship has to improve; there has to be improved communication. Better interest shown by parents on parent-teachers day. Improved means of reaching the parents at home.

CHAPTER 9

STUDENT SURVEY

CHAPTER 9

STUDENT SURVEY

This survey represents a sample of the students in the Jr. High School and was drawn from grades five through nine. A total of thirty questionnaires was returned from sixteen male and fourteen female students. A copy of this Student Survey can be found in the Appendix of this study.

STUDENT SURVEY

If you agree with the statement circle YES, if you do not agree please circle NO, if you SOMETIMES agree (or SOMETIMES disagree) with the statement please circle "S" for SOMETIMES.

|  | <u>Percent Response</u> |          |           |
|--|-------------------------|----------|-----------|
|  | <u>YES</u>              | <u>S</u> | <u>NO</u> |
| 1. I get along well with my teachers in school.  | 56                      | 44       | 0         |
| 2. My parents want me to finish grade 12.  | 83                      | 17       | 0         |
| 3. I think the bus ride to school is too long.   | 13                      | 37       | 50        |
| 4. I would like to do Indian arts and crafts in school.  | 60                      | 33       | 7         |
| 5. Most teachers think that Indian students do not want to work hard in school.                        | 14                      | 43       | 43        |
| 6. White students get better marks (grades) than Indian students do.                                   | 13                      | 37       | 50        |
| 7. I attend school regularly.  | 53                      | 47       | 0         |
| 8. Indian students should be able to take grades K - 12 off the reserve.                               | 63                      | 17       | 20        |
| 9. My parents would like me to quit school and get a job when I turn 16.                               | 0                       | 0        | 100       |
| 10. I find it difficult to talk to white people  | 20                      | 20       | 60        |
| 11. I plan to attend university or community college when I finish high school.                        | 66                      | 34       | 0         |
| 12. I think there should be some Indian teachers in all schools that have Indian students.             | 80                      | 7        | 13        |
| 13. I believe that no matter how hard I try I will never pass high school.                             | 0                       | 20       | 80        |
| 14. Muskwatchees Cultural College makes me feel good about being Indian.                               | 63                      | 37       | 0         |
| 15. I would rather work alone and get a good grade than help a group of others and get average grades. | 46                      | 27       | 27        |

|     |   |     |    |    |
|-----|---|-----|----|----|
| 16. | I feel that the average Indian person is just as good as the average white person.                    | 87  | 0  | 13 |
| 17. | Whether you get a good job or have a good life is all a matter of good luck or a lucky break.         | 33  | 43 | 24 |
| 18. | I think a lot about quitting school.  | 13  | 33 | 54 |
| 19. | I would like to learn more Indian history in school.  | 87  | 13 | 0  |
| 20. | Indian parents should have more to say about how the school is run.                                   | 73  | 20 | 7  |
| 21. | My parents are old-fashioned and I usually don't listen to them or believe what they tell me.         | 0   | 24 | 76 |
| 22. | I would like my parents to visit my school more often.  | 53  | 47 | 0  |
| 23. | I am proud to be Indian.  | 100 | 0  | 0  |
| 24. | Indian people are not likely to become doctors, lawyers or teachers even though they want those jobs. | 33  | 14 | 53 |
| 25. | I feel that some of the books and materials we use in school are not suitable for Indian students.    | 33  | 53 | 14 |
| 26. | I feel that I am a better person for knowing about my grandparents and how they lived.                | 74  | 20 | 6  |
| 27. | People should try to live with nature rather than always trying to change it.                         | 87  | 7  | 6  |
| 28. | I feel that what I think is important is different from what most white people think is important.    | 33  | 43 | 23 |
| 29. | Students who attend school on the reserve do better than those who attend schools off the reserve.    | 20  | 37 | 43 |
| 30. | I think that my school work and assignments are too hard for me, I cannot complete them               | 0   | 43 | 57 |
| 31. | My teachers really care about me and are interested in my success at school.                          | 80  | 13 | 7  |

32. I think that this school is really helping  
me to have a better and more interesting life. 60 33 7

PART II

1. Name your two best subjects in school:  
Student Results: Science - 16, Math - 14, Social Studies - 12.
2. What are the three things you like best about school?  
Student Results: That I passed - 11, My friends - 8, Lunch Hour - 8.
3. What are the three things you dislike most about school?  
Student Results: a) Mean/not good teachers - 16, b) School  
bullies/fighting - 8, c) Opposite Sex - 7.
4. If you were allowed to make one change in the school, what would  
it be?  
Student Results: more films  
more stuff in canteen  
more homework  
smaller recess  
longer noon hour  
put back recess  
make work more interesting  
get grade 10 on the reserve  
have student government, president, etc.  
give the "skip outs" a good likkin  
start at 10:00 A.M., 9 o'clock is too damn early  
new rules on activities
5. Do you know a teacher that you think does a very good job of  
teaching? If you do, tell me why you think she/he is a good  
teacher. (Evaluators Comment: This question was not designed to  
name teachers, however where teachers names appeared we have included  
them.)  
Student Results: a) Mr. Thomas - hard teacher but good - 4  
b) Miss Thiessen - 2  
c) Mrs. MacIssic - hard - 2  
d) Doesn't talk too much  
e) Helps us to get our work finished



- f) Mr. Claybourne - helps students - 3
- g) Miss Hudson - gives you a second chance, explain things
- h) Teachers who take time to talk it over, really care.
- i) I don't know a good teacher.

PART III

When you see students fail in school, what do you think causes it?  
Please put an "X" by the five reasons you think give the best answer  
or write in the reasons you think are best.

|   | RESPONSES |
|---|-----------|
| 1. They missed too many days of school.                                   | 48        |
| 2. They are having problems with other students at school.                | 41        |
| 3. They just don't care if they pass or fail.                             | 40        |
| 4. They have difficulties with their teachers.                            | 37        |
| 5. They don't feel good about themselves, they are discouraged.           | 31        |
| 6. The parents don't care if they fail or not.                            | 26        |
| 7. They don't know if school will help them in life.                      | 21        |
| 8. They don't get enough sleep, or good meals, nobody takes care of them. | 12        |
| 9. Teachers don't understand how Indian students feel.                    | 12        |
| 10. They are not smart enough to do the work.                             | 10        |
| 11. The work is too hard.   | 10        |
| Other reasons given by students:  | <hr/> 288 |

Not serious about school, they don't get enough teaching, they think they are too good to learn, teachers don't understand how we feel, they can't do the work, their family is poor, they are just too lazy to work, when I went to another school the work was too easy.

When you see other students dropping out of school, what do you think their reasons are? Please put an "X" by the five reasons you think give the best answer or write in the reasons you think are best.

|  | RESPONSES |
|--|-----------|
| 1. They have problems with their teachers.                         | 27        |
| 2. They are not interested in school.                              | 26        |
| 3. They are discouraged and they don't feel good about themselves. | 22        |
| 4. They missed too many days of school.                            | 21        |
| 5. They can't do the school work, they don't know how.             | 17        |
| 6. They have problems at home.                                     | 16        |
| 7. Their parents don't care if they drop out of school.            | 6         |
| 8. Teachers don't understand how Indian students learn.            | 5         |
| 9. School studies will not help them in their later life.          | 4         |
|  | <hr/>     |
|  | 144       |

Other reasons given by students:

Problems with other students.

When students stay home from school, what do you think their reasons are? Please put an "X" by the five reasons you think give the best answer or write in the reasons you think are best.

|   | RESPONSES |
|---|-----------|
| 1. They have problems at home, drinking and fighting              | 23        |
| 2. They are sick, they are visiting the doctor or dentist office. | 22        |
| 3. They are helping at home.                                      | 19        |
| 4. The bus does not come to pick them up.                         | 17        |
| 5. Their parents don't care if they stay home or not.             | 16        |
| 6. They don't like their teachers.                                | 15        |
| 7. They are visiting family and friends with their family.        | 11        |

|   |       |
|---|-------|
| 8. They don't get enough sleep, or good meals, no one cares for them. | 9     |
| 9. The school work is too hard.                                       | 6     |
|   | <hr/> |
|   | 144   |

Other reasons given by students:

None given.

CHAPTER 10

THE NEXT FIVE YEARS

Term of Reference:

On the basis of the evaluation of the K-12 program outline education needs for the next five years; identify the facilities that will be needed during the (coming) five years.

Chapter 10

FIVE YEAR PROJECTION

The educational needs of the Hobbema schools over the next five years will depend on a number of factors. Some of these factors are:

- increase/decrease in normal enrollments
- changes in attendance patterns
- changes in drop-out/stop-out patterns
- changes in age/grade deceleration figures
- curriculum revision
- administrative changes (local control)
- etc.

These factors are inter-related in a way that would make it hard to project results. If any one of them improved the impact on all the others could be great. Perhaps the best way to approach this question is from the Best Possible/Worst Possible Solution stance.

Under the worst possible strategy Nothing would change in the school - and in five years the buildings and facilities would still be adequate for all the students who would attend. Under the best possible strategy all of the conditions above would improve and the building and facilities would not be able to accommodate the students.

Any academic improvements over the next five years will require more teachers to cope with the accumulated backlog of age/grade deceleration - and curriculum specialists to implement locally approved

curriculum and a "teaching philosophy" which will emphasize teaching for mastery. A coordinated record keeping system must be maintained and staffed, allowing parents to get answers from someone concerning their child's progress. This would also allow the school to identify all potential school age children as well as school age "drifters" who seem to be "lost" in the record books at present.

If community confidence was restored in the school system, and the quality of education improved more parents would send their children to the Hobbema schools which would require more instructional space. The first priority would probably be a Senior High School.

Observation:

The assignment to project educational needs over the next five years is impossible under the conditions which presently exist. Enrollments do not follow logical patterns. Class sizes do not carry into the next grade. Off reservation enrollments do not follow patterns. Age/grade deceleration is fueled by curriculum problems. Subject matter is not correlated within same classes or between grades. Testing and evaluation are a hit-and-miss effort.

It is impossible to project the impact that improvements to the system would bring or how quickly enrollments would increase. A well coordinated program of curriculum development would take several years to develop and implement. An evaluation and student information system would also take several years to perfect. Growth should probably remain under strict control until key elements of the new program are in place.

CHAPTER 11

CONCLUSIONS & RECOMMENDATIONS

Chapter 11

CONCLUSIONS & RECOMMENDATIONS

The following conclusions were taken from the observations included in the report. They represent a summary of the observations from each chapter. The general conclusions of this study were, by chapter:

Chapter 1: Curriculum

1. Teachers were utilizing the standard provincial curriculum guides and materials but in many cases found that these were not appropriate for the skill level achievement and placement of students.
2. There was no evidence of a curriculum continuum throughout the school. Teachers were not aware of what was taught in the previous grade. This condition was evident between grades as well as within grades. Some teachers mentioned the existence of skill lists but even these were not consistent in their existence of application.
3. Teachers indicated the need for a continuous uniform curriculum to overcome problems of skill gaps, instructional overlap, and non uniform grade assignments.
4. Texts and instructional material were keyed to the standard provincial curriculum and were not correlated to the scope of student skill level or grade placement. (See #1 above.) Teachers found it necessary to develop and produce a large proportion of their instructional materials.



5. There was no evidence of a school-wide program for Cree culture. Teachers reported some previous instructional assistance but this was not a school-wide program and was not funded to continue. (See Muskwatchees Cultural College, next section.)
6. Instructional facilities were found to be adequate. Support facilities - library, shop, gym, etc. are treated in depth in a following Services and Facilities section.
7. Class loads were found to be high in most cases. This evaluation was based on the number of students per teacher and the extra load factor involved in high incidence of age-grade deceleration, wide distribution of grade placement in many classes, irregular attendance patterns, lack of appropriate instructional materials, lack of a uniform curriculum continuum, lack of special support services, (special education program, curriculum specialists, school psychologist, psychometrist, etc.) and other causes.

#### Chapter 2: Muskwatchees Cultural College

It was observed that the M.C.C. has been very active in a number of areas which dealt with Cree culture on the Four Bands Reserves. There was, however, a lack of communication between the M.C.C. and both on-reserve and off-reserve schools. Those teachers who knew of the existence and purpose of the M.C.C. program had expectations for program and materials assistance in Cree Culture but did not feel that they had received any.

### Chapter 3: Academic Achievement

1. There was no evidence of a uniform policy for the administration, marking, reporting, recording, and utilization of testing and evaluation materials in the Jr. High or Primary schools. Student progress files were more complete in the primary school.
2. Testing was based on standardized grade-level measurements which had little application to the skills levels or grade placement conditions which exist in Hobbema schools.
3. Achievement patterns were found to be irregular and promotion percentages were very low in most grades. Promotion policies often "advanced" students to classes which, in curriculum content and grade level, were the equivalent of failure.

### Chapter 4: Age/Grade Deceleration

It was observed from a study of entrance age profiles in each grade that students of Hobbema schools are age/grade decelerated to a far greater degree than those attending Provincial schools.

### Chapter 5: Pupil Mobility

A study of student enrollment and "drop" figures for each grade indicated that there is excessive mobility which cannot be attributed to family relocation. This mobility falls primarily into two categories (a) transfers and (b) drop out. High mobility figures in grades 4 to 6 could be attributed, for the most part, to transfers. Considering the high age/grade deceleration figures for this school this

figure may include a number of drop out students, even in grade six. The high mobility figures for grades 7 to 9 may indicate more drop out students than transfers.

#### Chapter 6: Attendance

A similar attendance pattern was observed in all grades of both schools. Factors of (a) weather, (b) holiday seasons, (c) changes to and from standard time (daylight saving), and (d) pressures of end-of-term achievement, all may contribute to this general pattern. There was sufficient deviation from this pattern however to indicate that these factors were not the primary contributing influence on attendance. Some classes showed patterns which would indicate that "motivated" students in any grade will attend regularly. Variations in attendance related to student age may also indicate that as students become more mature and self sufficient they control their own attendance rather than being dependent on support or non-support from parents to get up and away to school.

#### Chapter 7: Services and Facilities

There was evidence from the present study and the Provincial study, that the school physical facilities and services were, for the most part, adequate and appropriate. Areas of immediate concern were:

- (a) Primary gym
- (b) Primary library
- (c) Jr. High library
- (d) Jr. High shop
- (e) Sidewalks and Bus parking
- (f) Teacher parking

### Chapter 8: Teacher Survey

A teacher survey was conducted to identify teacher concerns in various areas of the educational program and to allow for teacher input to the study. The area covered by the survey was too broad to summarize but comparisons between responses from each school and responses where teachers from both schools agree are worth noting, as are written teacher comments.

Note\* It should be noted that the teacher survey was constructed to identify problem areas in the education program. A section for positive comments was not included at that time. In their responses to the survey and in their interviews the teachers expressed positive and enthusiastic attitudes towards their work and the students in Hobbema schools. It is the observation of the study team that a high percentage of teachers in the Hobbema schools are dedicated and professional individuals. The amount of time and effort involved in preparing and producing additional instructional materials is a further indication of the quality and dedication of the teaching staff.

### Chapter 9: Student Survey

A student survey was conducted to identify student concerns in various areas of the educational program and to allow student comment in the study. The area covered by the student survey was too broad to summarize but is worthy of note in the areas where student and teacher responses can be compared.

Note\* A parent survey was constructed to identify student concerns in various areas of the educational program and to allow parent

comment in the study. The number of completed surveys returned was not sufficient to warrant inclusion in this study but will be included under Chapter 9A should they be returned prior to the finished draft.

#### Chapter 10: Five Year Projection

It was impossible to project numbers or patterns of growth or decline under the conditions which existed in the schools. Changes in school policy and curriculum could result in a different perception of the school by parents and students and ultimately a great increase in enrollments in all grades. If however, no major changes are made, or if only "window dressing" improvements occur, the present physical plant with improvements and additions mentioned in Chapter 7, will be adequate for the next three or more years.

#### Recommendations:

The following recommendations are general rather than specific and represent an approach to where to begin with a comprehensive program of educational development.

1. The findings of this report should be the basis for a project to (1) identify, (2) adopt, (3) adapt (to local conditions), and (4) implement a continuous uniform instructional program based on a mastery learning model. This program would use the standard provincial curriculum skills levels and objectives for each grade as a curriculum base.
2. Where possible existing texts and teaching materials should be utilized but instructional materials which are integrated

across subject areas and continuous in scope and sequence should be developed and utilized.

3. A series of teacher, parent, and community "in service" meetings should be planned and presented to inform and involve the community in the educational program.
4. Cree culture should be integrated into all aspects and grade levels of curriculum and instruction, with a separately funded committee to make recommendations in all areas as the continuous uniform instructional program is developed.
5. Adequate teacher/classroom aides should be available to the teachers to allow them to teach and manage their classrooms so as to (1) compensate for the lack of skills which students bring with them from previous classes as well as (2) teach to the appropriate grade level for their class. Adequate support staff (program specialists, psychologists, psychometrists, counsellors, nurses, etc.) should also be assigned to meet student and teacher needs.
6. A communications/correlation committee should be established under the auspices of the Muskwatchees Cultural College to include school and community representatives.
7. A series of criterion referenced tests should be administered to establish a diagnostic/perscriptive base for student placement and instruction.
8. A uniform administration, marking, reporting and recording system should be established and implemented.
9. An attendance policy should be formulated with support and

participation from the community. At least one attendance counsellor aide should be assigned from each school, with transportation funding, to deal with attendance problems. This person must be seen as a representative of the community rather than the school. A one-on-one attendance program must be developed to be taken out to individual parents and families by the attendance counsellor aide.

10. A continuous planning and projection policy should be developed based on Kindergarten and Grade One enrollments. This policy would deal with expanding enrollments which result from increased community involvement and the impact of quality curriculum.
11. A specific program incorporating all of the above recommendations should be implemented in the Kindergarten/Grade One area immediately while testing and development are progressing for the other grades.





APPENDIX I  
CURRICULUM SURVEY

APPENDIX II  
TEACHER SURVEY

TEACHER SURVEY

Your response to this survey will be kept strictly confidential and will appear only as a part of the collective response from all teachers. We would appreciate your frank and professional views regarding the following questions.

1. Professional Preparation:

| degree or certificate | major and minor | year issued |
|-----------------------|-----------------|-------------|
| _____                 | _____           | _____       |
| _____                 | _____           | _____       |
| _____                 | _____           | _____       |

special certificates or courses

\_\_\_\_\_

\_\_\_\_\_

special or specific training in:

- |  |     |    |
|--|-----|----|
| a. Native Studies (Indian history, culture, etc.)  | yes | no |
| b. teaching native children                        | yes | no |
| c. teaching non-English students or ESL            | yes | no |
| d. special education or individualized instruction | yes | no |
| e. curriculum development                          | yes | no |

2. Professional Experience

Teaching experience:

- |                                 |       |       |
|---------------------------------|-------|-------|
| a. in this school               | _____ | years |
| b. in this district or division | _____ | years |
| c. elsewhere                    | _____ | years |
| d. teaching Indian children     | _____ | years |

3. Do you speak a native Indian language?      YES      NO

4. Do you live in the community where you teach?      YES      NO

5. Do you attend cultural, sports, religious, or other community functions other than those associated with your teaching position, in the community where you teach?

NEVER                  SELDOM                  SOMETIMES                  FREQUENTLY





## 9. School Supervision and Administration:

Please evaluate each statement according to the following scale

E = Excellent

S = Satisfactory

U = Unsatisfactory

Please circle your choice.

A. Curriculum, School program

- |   |   |   |   |
|---|---|---|---|
| a. There is coordination and uniformity in subject areas within grades. (eg: all third grade Math classes)        | E | S | U |
| b. There is coordination and continuity in subject areas between grades.  | E | S | U |
| c. There is coordination and continuity in the testing and evaluation procedures from grade to grade.             | E | S | U |
| d. Report cards are appropriate and allow for a full and accurate description of the student's progress.          | E | S | E |
| e. Tests and evaluation procedures are appropriate to these students and this school.                             | E | S | U |
| f. Test results are used diagnostically and perscriptively rather than a mere description of general achievement. | E | S | U |
| g. Follow-up takes place when testing or teacher reports indicate a need. (Psychometerist/psychologist, etc)      | E | S | U |
| h. Special services...psychometerist, psychologist, etc., are available to assist with student problems.          | E | S | U |
| i. Text and work books are available in sufficient numbers.   | E | S | U |
| j. Text and work books are relevant to the achievement levels of the students.                                    | E | S | U |
| k. Culturally relevant resource and enrichment materials are available.   | E | S | U |
| l. The services and influence of Muskwatchees Cultural College adds to your teaching resources for Cree students. | E | S | U |

B. Administration/Staff Relations and Communication

- |  |   |   |   |
|--|---|---|---|
| a. Teacher duties and responsibilities are clearly defined.                                  | E | S | U |
| b. Administrative interaction with staff is fair, there is a lack of favoritism or bias.     | E | S | U |
| c. Teachers are encouraged to ask for assistance and advice in a non-threatening atmosphere. | E | S | U |

- d. Your principal has adequate time to carry out administrative and supervisory duties. E S U
- e. The principal takes active participation in the selection of teaching staff. E S U
- f. Classroom visits are made to assist teachers and to discuss problems with them. E S U
- g. Administrators (district) are available to teachers to handle problems. E S U
- h. Administrators (district) are visible in the school on a regular basis. E S U
- i. Contact with district Administrators occurs on occasions other than "problems" and "emergencies".
- j. District Administrators attend special school functions and support the school program. E S U
- k. District Program Specialists (math specialist, reading specialist, etc.) are available to teachers. E S U
- l. Principal communicates effectively and regularly. E S U
- m. Staff meetings are held regularly. E S U
- n. Teachers feel free to express themselves in staff meetings and are encouraged to do so. E S U
- o. District Administration deals with all staff equally without bias or discrimination. E S U
- p. Consideration is given to ways and means of establishing and maintaining positive staff morale. E S U
- q. Staff are encouraged to visit, share, observe other teachers and classroom experiences. E S U
- r. There is concern and active interest in providing "in service" training for teachers. E S U
- s. There is a policy which encourages and impliments Cree Culture awareness for continuing and new teachers. E S U
- t. Staff 'socials' are organized to encourage personal contact outside the school setting. E S U
- u. The preference, training and experience of the teacher are given serious consideration in making teaching assignments. E S U

C. Attendance, Tardiness, Drop Out, Etc.

- |  |   |   |   |
|--|---|---|---|
| a. There is a clearly stated policy regarding attendance.  | E | S | U |
| b. Policy requires parents/guardians to account for non-attendance.  | E | S | U |
| c. Follow-up procedures are taken with regard to student absence and tardiness.  | E | S | U |
| d. There is a Counselor-aide assigned to the school to assist with attendance/health and other relationships between the community and the school. | E | S | U |
| e. There is adequate follow-up between the 'chronic absence' stage and the 'drop-out' stage to encourage students to remain in school.             | E | S | U |
| f. Policies regarding student health, illness, etc. are clearly stated and enforced to protect the student and other students in the school.       | E | S | U |

D. Classrooms, Facilities, Materials, Etc.

- |  |   |   |   |
|--|---|---|---|
| a. Classrooms are in good condition; adequate for your teaching requirements and students comfort.           | E | S | U |
| b. School maintenance persons keep your rooms and the hallways clean and well maintained.                    | E | S | U |
| c. Restroom facilities are adequate in size and are cleaned regularly.                                       | E | S | U |
| d. Library facilities are adequate for your teaching needs.  | E | S | U |
| e. Library holdings are adequate for your teaching needs and for student study requirements.                 | E | S | U |
| f. Gym facilities are adequate for student needs.  | E | S | U |
| g. Gym equipment and supplies are adequate.  | E | S | U |
| h. Playing field/playgrounds are adequate and well equipped.   | E | S | U |
| i. Sidewalks and other areas where students gather are adequate to reduce 'mud' problems during wet weather. | E | S | U |
| j. There is sufficient AV and other teaching equipment available to you.                                     | E | S | U |



E. Student Conduct, Discipline.

- |  |   |   |   |
|--|---|---|---|
| a. There is a clearly stated policy regarding student behavior and discipline.                               | E | S | U |
| b. Movements of students within school buildings and on the playground areas are adequately controlled.      | E | S | U |
| c. There is provision for supervision of students before classes begin, during lunch hour, and after school. | E | S | U |
| d. The loading and unloading of school buses is well controlled and supervised.                              | E | S | U |

F. Transportation

- |   |   |   |   |
|---|---|---|---|
| a. Buses are on-time generally. (weather permitting)              | E | S | U |
| b. Buses are operated by safe, responsible drivers.               | E | S | U |
| c. Buses are generally well maintained and mechanically reliable. | E | S | U |
| d. Students are supervised while riding the bus.                  | E | S | U |

G. Community Relations, Communication.

- |  |             |             |             |
|--|-------------|-------------|-------------|
| a. Community leaders are invited to all important school functions.  | E           | S           | U           |
| b. Community leaders attend school functions.  | E           | S           | U           |
| c. Teachers are involved in non-school activities in the community.  | E           | S           | U           |
| d. Parents are involved and interested in the education of their children.   | E           | S           | U           |
| e. Teachers are encouraged to contact parents at home regarding their students.  | E           | S           | U           |
| f. Do you think that parent/community involvement with the school and its program would improve if education came under community control? | Y<br>E<br>S | ?<br>?<br>? | N<br>O<br>? |

NOTE: If this survey did not cover an area which you feel should be mentioned please use the space on the back of the question sheets to express your opinion.

ANOTHER NOTE: Typo and spelling errors courtesy of U of C hire-a-student program.

H. Some other questions.

- |   |   |   |   |
|---|---|---|---|
| (a) Teaching load is adjusted to reflect the extra time and effort involved in teaching age/grade regressed classrooms.   | E | S | U |
| (b) Teacher aides are provided in classrooms that require more remediation than normal.   | E | S | U |
| (c) The impact of "high stress" conditions (age/grade disparity, inadequate preparatory skills, high absenteeism, etc.) is taken into consideration in school policy and teacher relations. | E | S | U |
| (d) Those teachers who put in extra time and effort are recognized by the principal.  | E | S | U |
| (e) Those teachers who put in extra time and effort are recognized by the district.   | E | S | U |
| (f) Substitute teacher policy is effective for student/classroom needs in times of teacher absence.   | E | S | U |

APPENDIX III  
STUDENT SURVEY

## STUDENT SURVEY

THIS SURVEY IS NOT A TEST. It will not be marked or graded by your teacher or anyone else. There are no RIGHT or WRONG answers. Do not sign your name on this paper ... we want you to feel free to express your personal feelings without fear of being identified.

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: Male Female

Your Band Education Committee would like to know how you feel about your own education. Please answer the questions in a way that expresses your personal feelings...not those of your friends and not those you think I or your teacher would want you to answer. No one in the school or the community will see this survey after you are finished ... the results will be used by the Education Committee to try to find ways to improve your school.

## Part I

If you agree with the statement circle YES, if you do not agree please circle NO, if you SOMETIMES agree (or SOMETIMES disagree) with the statement please circle "S" for SOMETIMES.

- |  |     |   |    |
|--|-----|---|----|
| 1. I get along well with my teachers in school.  | YES | S | NO |
| 2. My parents want me to finish grade 12.  | YES | S | NO |
| 3. I think the bus ride to school is too long.   | YES | S | NO |
| 4. I would like to do Indian arts and crafts in school.                                    | YES | S | NO |
| 5. Most teachers think that Indian students do not want to work hard in school.            | YES | S | NO |
| 6. White students get better marks (grades) than Indian students do.                       | YES | S | NO |
| 7. I attend school regularly.  | YES | S | NO |
| 8. Indian students should be able to take grades K - 12 off the reserve.                   | YES | S | NO |
| 9. My parents would like me to quite school and get a job when I turn 16.                  | YES | S | NO |
| 10. I find it difficult to talk to white people.   | YES | S | NO |
| 11. I plan to attend university or community college when I finish high school.            | YES | S | NO |
| 12. I think there should be some Indian teachers in all schools that have Indian students. | YES | S | NO |

- |   |     |   |    |
|---|-----|---|----|
| 13. I believe that no matter how hard I try I will never pass high school.                                | YES | S |    |
| 14. Muskwatchees Cultural Collage makes me feel good about being Indian.                                  | YES | S | NO |
| 15. I would rather work alone and get a good grade than help a group of others and get average grades.    | YES | S | NO |
| 16. I feel that the average Indian person is just as good as the average white person.                    | YES | S | NO |
| 17. Whether you get a good job or have a good life is all a matter of good luck or a lucky break.         | YES | S | NO |
| 18. I think a lot about quitting school.  | YES | S | NO |
| 19. I would like to learn more Indian history in school.  | YES | S | NO |
| 20. Indian parents should have more to say about how the school is run.                                   | YES | S | NO |
| 21. My parents are old-fashioned and I usually don't listen to them or believe what they tell me.         | YES | S | NO |
| 22. I would like my parents to visit my school more often.  | YES | S | NO |
| 23. I am proud to be Indian.  | YES | S | NO |
| 24. Indian people are not likely to become doctors, lawyers or teachers even though they want those jobs. | YES | S | NO |
| 25. I feel that some of the books and materials we use in school are not suitable for Indian students.    | YES | S | NO |
| 26. I feel that I am a better person for knowing about my grandparents and how they lived.                | YES | S | NO |
| 27. People should try to live with nature rather than always trying to change it.                         | YES | S | NO |
| 28. I feel that what I think is important is different from what most white people think is important.    | YES | S | NO |
| 29. Students who attend school on the reserve do better than those who attend schools off the reserve.    | YES | S | NO |
| 30. I think that my school work and assignments are too hard for me, I cannot complete them.              | YES | S | NO |
| 31. My teachers really care about me and are interested in my success at school.                          | YES | S | NO |
| 32. I think that this school is really helping me to have a better and more interesting life.             | YES | S | NO |

Part II

1. Name your two best subjects in school.

\_\_\_\_\_ and \_\_\_\_\_

2. What are the three things you like best about school?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What are the three things you dislike most about school?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. If you were allowed to make one change in the school, what would it be?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Do you know a teacher that you think does a very good job of teaching?  
If you do, tell me why you think she/he is a good teacher.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part III

When you see students fail in school, what do you think causes it?  
Please put an 'X' by the five reasons you think give the best answer  
or write in the reasons you think are best.

\_\_\_ They missed too many days of school.

\_\_\_ They don't get enough sleep, or good meals, nobody takes care of them.

\_\_\_ The parents don't care if they fail or not.

\_\_\_ They don't feel good about themselves, they are discouraged.

\_\_\_ They don't know if school will help them in life.

\_\_\_ They are not smart enough to do the work.

\_\_\_ They just don't care if they pass or fail.

\_\_\_ They have difficulties with their teachers.

\_\_\_ The work is too hard.

\_\_\_ They are having problems with other students at school.

\_\_\_ Teachers don't understand how Indian students feel.

\_\_\_ (your reason) \_\_\_\_\_

\_\_\_ (your reason) \_\_\_\_\_

IF YOU HAVE ANY OTHER IDEAS WHY STUDENTS FAIL PLEASE WRITE THEM  
ON THE BACK OF THIS PAGE

When you see other students dropping out of school, what do you think their reasons are? Please put an 'X' by the five reasons you think give the best answer or write in the reasons you think are best.

- They can't do the school work, they don't know how.
- They have problems at home.
- They are not interested in school.
- Their parents don't care if they drop out of school.
- School studies will not help them in their later life.
- They have problems with their teachers.
- Teachers don't understand how Indian students learn.
- They are discouraged and they don't feel good about themselves.
- They missed too many days of school.
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_

When students stay home from school, what do you think their reasons are? Please put an 'X' by the five reasons you think give the best answer or write in the reasons you think are best.

- They are sick, they are visiting the doctor or dentist office.
- They are visiting family and friends with their family.
- They are helping at home.
- They don't get enough sleep, or good meals, noone cares for them.
- The bus does not come to pick them up.
- They don't like their teachers.
- Their parents don't care if they stay home or not.
- The school work is too hard.
- They have problems at home. drinking and fighting.
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_



APPENDIX IV  
PARENT SURVEY

PARENT SURVEY

1. My children attend school (or have attended school)

- on the reserve in federal schools
- off the reserve in provincial schools
- both on and off the reserve

2. Do you think it is important for children to attend school every day and only miss school in emergencies or when sick?

- YES
- NO

3. Do you think that students who attend federal schools on the reserve get as good an education as those who attend provincial schools?

- YES
- NO

4. What are your hopes and dreams for your children's education ?

- I want them to finish grade seven only.
- I want them to finish grade nine.
- I want them to finish high school if they can.
- I want them to have a chance to attend tech school, college or university.

5. I want my children to attend schools

- on the reserve in federal schools
- off the reserve in provincial schools
- in schools under Local Control on the reserve

6. What grade level should be offered on the reserve?

- kindergarden only
- kindergarden and primary
- kindergarden, primary and jr. high
- kindergarden, primary, jr. high and high school

7. Do you attend school programs and parent days?

- YES always
- SOMETIMES
- NO never

8. Are you satisfied with the way the school is operated?

- YES
- SOMETIMES
- NO

9. Are you satisfied with the operations of the school busses?

- YES ALWAYS
- MOST OF THE TIME
- SOMETIMES
- NEVER

10. How would you describe your communications with your child's teacher?

- excellent
- good
- fair
- poor

11. Do you find it difficult to talk with the teachers or principal?

- very difficult
- a little uncomfortable
- it is O.K.
- I feel very uncomfortable

12. Do you think that LOCAL CONTROL would improve the schools on the reserve?

- great improvement
- would help some
- no change
- would be bad

When you see students fail in school, what do you think causes it??  
Please put an 'X' by the five reasons you think give the best answer  
or write in the reasons you think are best.

\_\_\_ They missed too many days of school.

\_\_\_ They don't get enough sleep, or good meals, nobody takes care of them.

\_\_\_ The parents don't care if they fail or not.

\_\_\_ They don't feel good about themselves, they are discouraged.

\_\_\_ They don't know if school will help them in life.

\_\_\_ They are not smart enough to do the work.

\_\_\_ They just don't care if they pass or fail.

\_\_\_ They have difficulties with their teachers.

\_\_\_ The work is too hard.

\_\_\_ They are having problems with other students at school.

\_\_\_ Teachers don't understand how Indian students feel.

\_\_\_ (your reason) \_\_\_\_\_

\_\_\_ (your reason) \_\_\_\_\_

IF YOU HAVE ANY OTHER IDEAS WHY STUDENTS FAIL PLEASE WRITE THEM  
ON THE BACK OF THIS PAGE

When you see students dropping out of school what do you think their reasons are? Please mark an 'X' by the five reasons you think give the best answers or write in the reasons you think are best.

- They can't do the school work, they don't know how.
- They have problems at home.
- They are not interested in school.
- Their parents don't care if they drop out of school.
- School studies will not help them in their later life.
- They have problems with their teachers.
- Teachers don't understand how Indian students learn.
- They are discouraged and they don't feel good about themselves.
- They missed too many days of school.
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_

When students stay home from school, what do you think their reasons are? Please put an 'X' by the five reasons you think give the best answer or write in the reasons you think are best.

- They are sick, they are visiting the doctor or dentist office.
- They are visiting family and friends with their family.
- They are helping at home.
- They don't get enough sleep, or good meals, noone cares for them.
- The bus does not come to pick them up.
- They don't like their teachers.
- Their parents don't care if they stay home or not.
- The school work is too hard.
- They have problems at home, drinking and fighting.
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_
- (your reason) \_\_\_\_\_

APPENDIX V  
ALBERTA EDUCATION  
THE SEVENTY-SIXTH ANNUAL REPORT  
1980-1981  
(pp.81-82)

**The  
Seventy-Sixth  
Annual  
Report**  
1980-81

**Alberta**  
EDUCATION

TABLE C (continued)  
VI  
DISTRIBUTION OF PUPILS BY AGE, GRADE AND SEX  
AS AT SEPTEMBER 30, 1980  
(Does Not Include Lloydminster)

|                | Sex | Less than 5 yrs. 6 mos. | < 6 yrs. and not < 6 mos. | 6 yrs. | 7 yrs. | 8 yrs. | 9 yrs. | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs. | 17 yrs. | 18 yrs. | 19 yrs. | 20 yrs. | Greater or Equal 21 yrs. | Total by Sex | Total by Grade | % of enrolments | Median Age |       |
|----------------|-----|-------------------------|---------------------------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------------------------|--------------|----------------|-----------------|------------|-------|
| Grade I        | M   | 13                      | 6 137                     | 11 407 | 1 297  | 98     | 8      | 1       | 2       |         |         |         |         |         |         |         |         |         |                          |              | 18 963         |                 |            |       |
|                | F   | 17                      | 6 234                     | 10 379 | 797    | 53     | 7      | 7       |         |         | 1       |         | 1       |         |         |         |         |         |                          |              | 17 496         | 36 459          | 8.74       | 8.40  |
| Grade II       | M   |                         | 23                        | 4 889  | 10 563 | 1 713  | 147    | 28      | 6       | 2       | 1       |         |         |         |         |         |         |         |                          |              | 17 372         |                 |            |       |
|                | F   |                         | 11                        | 5 447  | 9 788  | 893    | 82     | 8       | 3       | 3       |         | 1       |         |         |         |         |         |         |                          |              | 16 337         | 33 709          | 8.08       | 7.29  |
| Grade III      | M   |                         |                           | 36     | 4 815  | 10 060 | 2 032  | 184     | 38      | 6       | 1       |         |         |         |         |         |         |         |                          |              | 17 172         |                 |            |       |
|                | F   |                         |                           | 23     | 5 374  | 8 462  | 1 156  | 127     | 20      | 2       | 1       | 2       |         |         |         |         |         |         |                          |              | 16 167         | 33 339          | 7.99       | 8.31  |
| Grade IV       | M   |                         |                           | 1      | 48     | 4 729  | 10 394 | 2 028   | 268     | 56      | 28      | 15      | 6       | 4       | 7       |         |         |         |                          |              | 17 569         |                 |            |       |
|                | F   |                         |                           | 2      | 31     | 5 325  | 8 780  | 1 263   | 139     | 31      | 6       | 7       | 8       | 3       | 3       |         |         |         |                          |              | 18 596         | 34 165          | 8.19       | 9.34  |
| Grade V        | M   |                         |                           |        |        | 64     | 5 109  | 10 054  | 2 104   | 299     | 52      | 16      | 2       |         |         |         |         |         |                          |              | 17 700         |                 |            |       |
|                | F   |                         |                           |        |        | 69     | 5 770  | 8 782   | 1 216   | 153     | 36      | 14      | 3       |         |         |         |         |         |                          |              | 17 042         | 34 742          | 8.33       | 10.31 |
| Grade VI       | M   |                         |                           |        |        | 3      | 52     | 4 790   | 8 867   | 2 323   | 348     | 55      | 13      | 2       |         |         |         |         |                          |              | 17 253         |                 |            |       |
|                | F   |                         |                           |        |        | 3      | 35     | 5 561   | 9 520   | 1 285   | 188     | 33      | 8       | 2       | 1       |         |         |         |                          |              | 16 635         | 33 888          | 8.13       | 11.34 |
| Elem. Spec.    | M   | 10                      | 39                        | 133    | 275    | 351    | 448    | 499     | 490     |         |         |         |         |         |         |         |         |         |                          |              | 2 245          |                 |            |       |
|                | F   | 6                       | 23                        | 90     | 152    | 227    | 240    | 260     | 269     |         |         |         |         |         |         |         |         |         |                          |              | 1 247          | 3 492           | .84        | 8.48  |
| Grade VII      | M   |                         |                           |        |        |        |        | 81      | 4 683   | 9 602   | 2 550   | 464     | 82      | 8       | 2       | 1       |         |         |                          |              | 17 451         |                 |            |       |
|                | F   |                         |                           |        |        |        |        | 42      | 5 578   | 8 101   | 1 501   | 244     | 41      | 13      | 1       | 1       |         |         |                          |              | 16 522         | 33 873          | 8.15       | 12.37 |
| Grade VIII     | M   |                         |                           |        |        |        | 1      | 2       | 82      | 4 545   | 9 432   | 2 586   | 521     | 88      | 10      | 3       |         |         |                          |              | 17 248         |                 |            |       |
|                | F   |                         |                           |        |        |        |        | 60      | 5 447   | 8 621   | 1 629   | 292     | 55      | 8       | 2       |         |         |         |                          |              | 17 112         | 34 360          | 8.24       | 13.38 |
| Grade IX       | M   |                         |                           |        |        |        |        | 4       | 82      | 4 286   | 8 436   | 2 618   | 445     | 56      | 3       | 2       |         |         | 1                        | 16 833       |                |                 |            |       |
|                | F   |                         |                           |        |        |        |        | 78      | 4 967   | 9 507   | 1 506   | 237     | 38      | 6       | 1       | 1       |         |         |                          | 16 339       | 33 172         | 7.95            | 14.38      |       |
| Jr. High Spec. | M   |                         |                           |        |        |        |        |         |         | 518     | 595     | 719     |         |         |         |         |         |         |                          |              | 1 830          |                 |            |       |
|                | F   |                         |                           |        |        |        |        |         |         | 284     | 333     | 387     |         |         |         |         |         |         |                          |              | 1 004          | 2 834           | .68        | 13.61 |
| Grade X        | M   |                         |                           |        |        |        |        |         |         | 60      | 4 348   | 10 066  | 2 385   | 440     | 90      | 19      | 13      | 17      |                          | 17 436       |                |                 |            |       |
|                | F   |                         |                           |        |        |        |        |         |         | 52      | 4 804   | 10 097  | 1 403   | 260     | 86      | 14      | 8       | 86      |                          | 16 910       | 34 348         | 8.24            | 15.42      |       |
| Grade XI       | M   |                         |                           |        |        |        |        |         |         |         | 1       | 63      | 4 385   | 10 078  | 1 869   | 298     | 44      | 13      | 19                       | 16 758       |                |                 |            |       |
|                | F   |                         |                           |        |        |        |        |         |         |         | 1       | 47      | 5 098   | 10 283  | 1 162   | 202     | 30      | 12      | 84                       | 16 929       | 33 687         | 8.08            | 16.36      |       |
| Grade XII      | M   |                         |                           |        |        |        |        |         |         |         |         | 14      | 77      | 4 015   | 8 545   | 2 236   | 358     | 80      | 128                      | 16 451       |                |                 |            |       |
|                | F   |                         |                           |        |        |        |        |         |         |         |         |         | 42      | 4 871   | 8 730   | 1 328   | 202     | 63      | 237                      | 16 274       | 32 725         | 7.85            | 17.43      |       |
| Sr. High Spec. | M   |                         |                           |        |        |        |        |         |         |         |         |         | 594     | 292     | 168     | 85      | 23      | 13      | 139                      | 1 314        |                |                 |            |       |
|                | F   |                         |                           |        |        |        |        |         |         |         |         |         | 305     | 177     | 155     | 58      | 23      | 15      | 78                       | 811          | 2 125          | .51             | 16.09      |       |
| Totals         | M   | 23                      | 6 199                     | 16 468 | 16 999 | 17 018 | 18 191 | 17 845  | 17 332  | 17 431  | 17 352  | 17 704  | 18 264  | 17 291  | 12 097  | 2 718   | 444     | 119     | 304                      | 213 595      |                |                 |            |       |
| by Sex         | F   | 23                      | 8 268                     | 15 941 | 18 142 | 18 132 | 17 070 | 17 041  | 18 784  | 16 384  | 16 705  | 16 775  | 17 400  | 16 854  | 11 354  | 1 884   | 270     | 89      | 485                      | 203 421      | 417 016        | 100.00          | 11.83      |       |
| GRAND TOTAL    |     | 48                      | 12 487                    | 32 407 | 33 141 | 33 150 | 35 261 | 34 688  | 34 126  | 33 815  | 34 057  | 34 479  | 35 664  | 34 145  | 23 451  | 4 400   | 714     | 218     | 789                      |              |                |                 |            |       |
| % of           |     |                         |                           |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |                          |              |                |                 |            |       |
| Enrolment      |     | .01                     | 2.99                      | 7.77   | 7.85   | 7.95   | 8.46   | 8.32    | 8.18    | 8.11    | 8.17    | 8.27    | 8.55    | 8.18    | 5.82    | 1.08    | .17     | .05     | .18                      |              |                |                 |            |       |

INFORMATION FOR THIS REPORT WAS COMPILED BY: FINANCE, STATISTICS AND LEGISLATION BRANCH



TABLE C (continued)  
 VII  
 STUDENTS ABOVE, AT OR BELOW THE NORMAL AGE FOR THEIR GRADE  
 (Does Not Include Lloydminster)  
 ENROLMENT AS AT SEPTEMBER 30, 1980

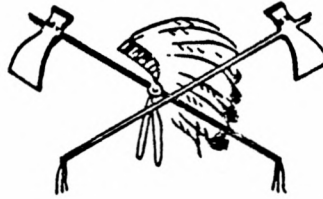
|                           | Age | Under Modal Age |              | Modal Age      |              | Over Modal Age |              | Total          |
|---------------------------|-----|-----------------|--------------|----------------|--------------|----------------|--------------|----------------|
|                           |     | Number          | Percent      | Number         | Percent      | Number         | Percent      |                |
| <b>Elementary</b>         |     |                 |              |                |              |                |              |                |
| Grade I .....             | 6+  | 12 401          | 34.01        | 21 786         | 59.75        | 2 272          | 6.23         | 36 459         |
| Grade II .....            | 7+  | 10 370          | 30.76        | 20 351         | 60.37        | 2 988          | 8.86         | 33 709         |
| Grade III .....           | 8+  | 10 248          | 30.74        | 19 522         | 58.56        | 3 569          | 10.71        | 33 339         |
| Grade IV .....            | 9+  | 10 137          | 29.67        | 20 174         | 59.05        | 3 854          | 11.28        | 34 165         |
| Grade V .....             | 10+ | 11 012          | 31.70        | 19 836         | 57.10        | 3 894          | 11.21        | 34 742         |
| Grade VI .....            | 11+ | 10 444          | 30.82        | 19 187         | 56.62        | 4 257          | 12.56        | 33 888         |
| Elem. Spec. ....          | 10+ | 1 994           | 57.10        | 749            | 21.45        | 749            | 21.45        | 3 492          |
| <b>Junior High School</b> |     |                 |              |                |              |                |              |                |
| Grade VII .....           | 12+ | 10 364          | 30.51        | 18 703         | 55.05        | 4 906          | 14.44        | 33 973         |
| Grade VIII .....          | 13+ | 10 137          | 29.50        | 19 053         | 55.45        | 5 170          | 15.05        | 34 360         |
| Grade IX .....            | 14+ | 9 417           | 28.39        | 18 943         | 57.11        | 4 812          | 14.51        | 33 172         |
| Jr. High Spec. ....       | 14+ | 1 728           | 60.97        | 1 106          | 39.03        | 0              | 0            | 2 834          |
| <b>Senior High School</b> |     |                 |              |                |              |                |              |                |
| Grade X .....             | 15+ | 9 362           | 27.26        | 20 163         | 58.71        | 4 821          | 14.04        | 34 346         |
| Grade XI .....            | 16+ | 9 585           | 28.45        | 20 369         | 60.47        | 3 733          | 11.08        | 33 687         |
| Grade XII .....           | 17+ | 8 819           | 26.95        | 19 275         | 58.90        | 4 631          | 14.15        | 32 725         |
| Sr. High Spec. ....       | 15+ | 0               | 0            | 899            | 42.31        | 1 226          | 57.69        | 2 125          |
| <b>Total .....</b>        |     | <b>126 018</b>  | <b>30.22</b> | <b>240 116</b> | <b>57.57</b> | <b>50 882</b>  | <b>12.20</b> | <b>417 016</b> |

INFORMATION FOR THIS REPORT WAS COMPILED BY: FINANCE, STATISTICS AND LEGISLATION BRANCH

APPENDIX VI  
TERMS OF REFERENCE



# HOBHEMA RESERVES ADMINISTRATION



PHONES: 585-3790  
585-3791

BOX 279  
HOBHEMA, ALBERTA

Your file:

Our file:

## TERMS OF REFERENCE - HOBHEMA FOUR BAND EDUCATION

A proposal for the evaluation of Four Band Educational Programmes.

### I. OBJECTIVES:

#### A. General

- (1) to produce an educational status report that will form the basis of any future action we may take related to Cree Control of Cree Education at Hobbema, that is, we intend to proceed from the known to the unknown, rather unknown to the known.
- (2) to form an educational data base on which to compare future data so that we will better be able to measure our progress in education.

#### B. Four Bands

- (1) through involvement as leaders, to generate interest among our people concerning the need to evaluate our educational programmes;
- (2) As a means to improve communication among our people, to produce an evaluation report that will be understood equally well by reserve parents and students and professional educators.

#### C. Cost Benefits

- (1) to determine whether treaty dollars spent on educational programmes of all types are producing maximum benefits to the students and our Four Bands.

Cont'd .....2

II TERMS OF REFERENCE

- (1) Examine curriculum organizations in the reserve schools to determine which approach appears to be most compatible in relation to facilities, instructional materials and school personnel, find out to what extent Cree Culture and values are being used to enrich the curriculum.
- (2) Determine the impact of Muskwatchees Cultural College on the K-XII educational programme.
- (3) Determine the level of academic achievement of Cree students in reserve schools, evaluate the tests that are being used, look at the manner in which achievement testing is co-ordinated between the on-reserve and off-reserve schools; find out whether the test results are used to good advantage for the students, parents, school committee, and teachers;
- (4) Determine the extent of age-grade retardation in specific grades in reserve schools, relate these findings to academic achievements results;
- (5) Gather and interpret information concerning pupil mobility (transfers) with the aim of determining what kind of regulatory policies should be developed;
- (6) Gather and interpret school attendance data with the aim of developing a plan to improve school attendance; find positive approaches to administration/enforcement regulations;
- (7) On the basis of the evaluation of the K-12 programme; outline education needs for the next five years.

...../3

Cont'd .....3

### III SERVICES/FACILITIES

- (1) Evaluate the reserve K-12 facilities to see whether they are adequate in relation to an ideal type of curriculum for the Four Bands;
- (2) Find out whether multi-use facilities that would meet the NEEDS OF ALL AGE GROUPS ARE FEASIBLE;
- (3) Determine whether the existing facilities are properly maintained and safe;
- (4) Identify the facilities that will be needed during the five years.

### IV STATEMENT OF PRINCIPLES

- (1) We do not intend to measure academic achievement of pupils in isolation from all other factors. We will attempt to show the inter-relatedness of these factors.
  - (a) Size of classes (teacher-student ratio)
  - (b) Frequency of pupil transfers and withdrawals and re-registration.
  - (c) Mono-lingual or bi-lingual skills of teachers in Cree and English.
  - (d) Teacher-mobility (turn-over) especially at the Ermineskin Junior High School.
  - (e) Social adjustment of students in the schools and in the community.
  - (f) Extent to which students avail themselves of social counselling services.

### V TIME FRAME

It is anticipated that his evaluation project will commence on January 1, 1981 and be completed on or about August 31, 1981. Post-evaluation activities would continue for several months, e.g. discussing the findings and recommendations with the Four Bands.

...../4

Cont'd.....4

VI ADMINISTRATION

- (1) All expenditures be approved by the Steering Committee.
- (2) Budget for Federal Evaluation will be administered through the Four Band Education Department.
- (3) The Steering Committee will be the primary controller of the Evaluator.

E97.5.M458

AUTHOR

Mentor Associates Education Services  
Ltd.

TITLE

A study of the federal schools on  
the Hobbema four band reserves.

DATE

DEMCO