

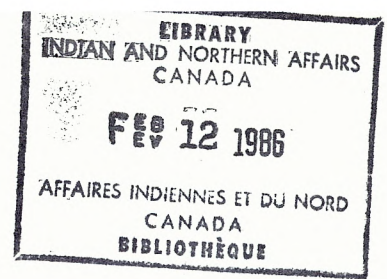
Summary of Five Band-level
Education Evaluation Studies

January 1984

Submitted by:
Nicole Dillman

Under contract to:
Evaluation Branch
Corporate Policy
D.I.A.N.D.

E96.5
D55



Summary of Five Band-level

Education Evaluation Studies

January 1984

Submitted by:

Nicole Dillman

Under contract to:

Evaluation Branch

Corporate Policy

D.I.A.N.D.

TABLE OF CONTENTS

	<u>PAGE</u>
1.0 Introduction	1.
2.0 Background Information For the Case Studies	5.
2.1 Settings	5.
2.2 Education on the Indian Reserves	5.
2.3 The Evaluation Studies	7.
3.0 Methodologies Used in the Evaluation Studies	9.
3.1 Data Sources	9.
3.2 Level of Quantification	10.
3.3 Sampling for Surveys	11.
3.4 Reliability and Validity of the Data	12.
3.5 Adequacy of Instruments	13.

	<u>PAGE</u>
3.6 Constraints	15.
3.7 Assessment of Analytic Techniques	16.
4.0 Findings of the Evaluation Studies	18.
4.1 Administration	18.
4.1.1 Local Control/Band Management	18.
4.1.2 Hiring of Personnel	19.
4.2 Resources	20.
4.2.1 Teaching Staff/School Personnel	20.
4.2.2 Staff Support and Supervision	21.
4.2.3 Itinerant Special Education Assistance	22.
4.2.4 Community Support	22.
4.2.5 Facilities	23.

	<u>PAGE</u>
4.3 Educational Program	24.
4.3.1 Curriculum and Standards	24.
4.3.2 Cultural Relevance	25.
4.3.3 Student Performance - Age/Achievement Equality	26.
4.3.4 Attendance/Student Mobility	26.
4.3.5 Native Programs	27.
5.0 Recommendations of the Individual Studies	28.
5.1 The Tobique Education Evaluation	28.
5.2 The Alexander Education Evaluation	30.
5.3 The Hobbema Education Evaluation	30.
5.4 The Alexis Education Evaluation	31.
5.5 The Chapel Island Education Evaluation	33.

PAGE

6.0	Implementation of Study Recommendations	36.
6.1	The Tobique Band Education Evaluation	37.
6.2	The Alexander Band Education Evaluation	37.
6.3	The Hobbema Four Bands Education Evaluation	38.
6.4	The Alexis Band Education Evaluation	39.
6.5	The Chapel Island Band Education Evaluation	39.

Summary of Five Band-level Education Evaluation Studies

1.0 Introduction

In the past two to three years, Indian Bands have increasingly been requesting D.I.A.N.D.'s assistance in carrying out evaluations of their on-reserve schools, both in the forms of funds to hire consultants and technical and other advice. Frequently, the Bands viewed the need for an evaluation as a step toward taking over their school management. As well, Bands managing their own programs are increasingly recognizing the need to measure how effective their programs are. This growing interest, and the fact that the Education Activity resources cannot meet the resulting demands, were highlighted in the Indian Education Policy (Phase I) published in May of 1982, after an extensive review of Indian education at the elementary-secondary level. In an effort to address Band requests, the 1981-82 and the 1982-83 Evaluation Plans of the Evaluation Branch of D.I.A.N.D. provided for financing of a small number of Band initiated local evaluations.

Terms of funding for the Band-level evaluations involved the establishment of an Advisory Committee to plan and direct the evaluation. Members of the Advisory Committee were usually band representatives and Department Staff, representatives from the local (provincial) school district parents, community members and, sometimes, students. The Advisory Committee selected independent evaluators to conduct the studies and hiring was done on a contract basis with Evaluation Branch. It was felt that this arrangement would permit Bands the opportunity to direct the course of the projects to a major extent.

Generally, funds are not available for evaluations of this sort in districts and regions. In providing this assistance, it was anticipated that the Evaluation Branch would meet a need identified by the Band and also, enrich national evaluation endeavours in the elementary/secondary education area. The five Band-level Education Evaluations which the Program Evaluation Branch of D.I.A.N.D. has been involved in, from August 1981 to June 1983, in a funding and advisory capacity, do serve as excellent illustrative examples of the current state of Indian Education.

The Education Branch at headquarters conducted an extensive review of Indian education at the elementary-secondary level

and in May of 1982 published a document entitled the Indian Education Paper - Phase I. Thirteen guiding principles were presented in the document and now serve as a guide to the operations of the Department's Education program.

The four main areas studied in the paper and developed into guiding principles are as follows: the quality of Indian Education, local control of Indian Education, Education Management Frameworks, and Funding. Although the local evaluations did not use the Indian Education Paper as a focal point for their investigation, the relevancy and appropriateness of the thirteen guiding principles were reinforced by the findings of the case studies. A great deal of concern was expressed in the Band-level studies with the quality of Indian Education and with local control over Indian Education. In the summary which follows, an attempt has been made to highlight the major points of the evaluation case studies.

The Band-level Education Evaluation studies included in the National Overview of Elementary/Secondary Education are as follows:

1. An evaluation of the federally-operated elementary school at the Tobique Indian Reserve in New Brunswick, undertaken by W.D. Hamilton and R.D. Owston, Professors from the Faculty of Education at the University of New Brunswick during August 1981 - March 1982. The request for this study had been made by Chief George Francis and the Council of the Tobique Indian Band to the Evaluation Branch of D.I.A.N.D.

2. An evaluation of the education program available to children of the Alexander Reserve in Alberta was coordinated by Professor Philip N. Lane and the Native Education Section of the Faculty of Education, University of Lethbridge. The evaluation was completed in April 1982. The request for this study was made by the Alexander School Committee to the Evaluation Branch of D.I.A.N.D. as a major part of their Education Improvement Project.
3. An evaluation of the Hobbema Four Bands, Alberta, federally-operated schools was conducted by Mentor Associates - Education Services Consultants and was completed in August of 1982. The request for this study was made by the Four Bands Education Committee to the Evaluation Branch of D.I.A.N.D.
4. An evaluation of the educational program available to students of the Alexis Band in Alberta was conducted by Resources for the Future Consulting Limited, (R. & F. Consulting), and Professor Philip N. Lane and was completed in May of 1983. The request for funding of the community-based evaluation was made to D.I.A.N.D. by the Band Council and the School Committee.
5. An evaluation of the band-operated school (grades 1-6) in Chapel Island, Cape Breton, Nova Scotia was undertaken by Professors W.D. Hamilton and R.D. Owston, of the University of New Brunswick, during the period of November 1982 to June 1983. The Chapel Island Band school's first year of operation was positive and encouraging, and in the interests of maintaining this momentum, the Band requested that the Evaluation Branch at D.I.A.N.D. sponsor an evaluation of the Chapel Island School.

2.0 Background Information for the Case Studies

2.1 Settings

Three of the five evaluation studies took place in rural communities in the vicinity of Edmonton, Alberta. The remaining two case studies were conducted in the Eastern provinces, one in rural New Brunswick and one in Cape Breton Island, Nova Scotia. The five Indian Reserves involved in the case studies are located in rural areas, but none of the communities would be described as being isolated. Two of the Western case studies, the Four Bands and the Alexander Band, involved people of Cree descent; the remaining Western case study involved the Wood Stony Sioux of the Alexis Band. The people of the Tobique Reserve in New Brunswick are Maliseets and the Chapel Island Band in Nova Scotia are of the Micmac Nation. The population of the communities studied ranged from less than 300 people at the Chapel Island Reserve to over 4,500 people at the Hobbema Four Bands Reserves.

2.2 Education on the Indian Reserves

Of the five Bands studied, only one (Chapel Island) was running its own school at the time the evaluation was initiated. The Tobique Band, however, had, in 1975,

launched and managed the operation of their own Reserve school, but for various reasons the attempt at self management was not successful. In 1977, the Tobique Band invited D.I.A.N.D. to reassume control over the school and the education program. The Alexander Band decided to take control of their education program midway through the evaluation study and in the fall of 1982, shortly after the evaluation was completed, the Band assumed control of their school and education program. The communities which have been involved in local control of education have well articulated philosophies of education which highlight education as a key means to improve the quality of Native life and to restore pride in Native culture and to preserve their Indian heritage. The Hobbema Four Bands and the Alexis Band, through their Educational Committees, have expressed concern about schooling for children of their Reserves and are interested in improving educational opportunities.

Of the five Bands addressed in this review, only the Hobbema Four Bands Reserve has a Junior High School on the Reserve. In fact, the majority of the on-Reserve schools do not go beyond grade 6. For further schooling, students attend the nearest provincial schools, under Federal/Provincial Educational agreements.

2.3 The Evaluation Studies

All of the five Band level Education Evaluations were initiated by the Bands themselves, either through the Band Councils or the Education Committees. In two of the five studies, Tobique and Chapel Island, the major assumptions underlying the study were stated explicitly in the study reports as being: that Indians are capable of managing their own educational programs and that the evaluation should encourage this by pointing out past mistakes and suggesting ameliorative actions for the future. This view, while only expressed in the Tobique and the Chapel Island reports is clearly present in all of the other studies in varying degrees. The key issue areas for the studies were generally informational needs regarding community expectations, organization and administration, curriculum, instruction, pupil achievement, human resources, and physical facilities.

Local (provincial) schools were involved in the evaluations of Indian Education in varying degrees. Representatives from the Provincial School boards were members of the Advisory Committees in all of the evaluation studies. In some of the case studies academic achievement records for native children attending the Provincial schools were

provided to the evaluation team (Alexis, Tobique, and Chapel Island). The evaluators interviewed representatives/members of the provincial school systems in the Alexis, Tobique and Chapel Island case studies.

3.0 Methodologies Used in the Evaluation Studies

3.1 Data Sources

All of the evaluation studies relied extensively on drawing information from primary sources. Community surveys, generally of a census type, formed a part of the investigative strategy for each study. Interviews were conducted on a one-to-one basis with Band Council members, Education Committee members, parents, students and teachers in all of the case studies. In most cases, a list of those individuals who were suggested to be interviewed, was provided to the evaluation team by Band officials. All of the studies either involved administration of the Canadian Test of Basic Skills (C.T.B.S.) or the analysis of the results of previous administrations of the C.T.B.S. to native children on the Reserves. In the case of the Alexis and the Alexander Band studies, hearing and vision screening tests, perceptual motor surveys, and learning and reading tests were also administered to students. The Hobbema Four Bands study team used age/grade deceleration as an indicator, conducted on-site observations and administered a survey to teachers in addition to a survey designed for students and parents. The Alexis study also included a survey of members of the local general public concerning

attitudes toward native people. In the Alexander, Tobique and Chapel Island Bands, subconsultants were engaged to carry out in-depth classroom and facility assessments. The Chapel Island study team gained information as well from the Evaluation Advisory Committee members. Study Tours to other reserves were used for information gathering by the Tobique evaluation team.

Secondary data sources used included school records, in the form of student achievement information and attendance records. The Hobbema Four Bands study team used records extensively to strengthen their findings from primary sources. The evaluation teams for the Tobique Band and the Chapel Island Band studies reviewed reports of other studies concerning the communities. The Alexander and Alexis study reports contained a review of the Department's Indian Education Policy Paper - Phase I, in addition to the primary data sources.

3.2 Level of Quantification

Ideally, evaluation studies should have a quantitative component. In the evaluation studies reviewed in this summary, there are varying degrees of quantification and of attention paid to quantifiable variables. Each of the

studies addressed the academic achievement of the students in a quantitative fashion - in the form of a presentation of the results of the Canadian Test of Basic Skills (C.T.B.S.) administration. The investigators in all of the studies compared the scores obtained by the reserve children with normative group scores, but only the Tobique Study tested for statistically significant differences. When they were used, the results of other tests (e.g. Gates - McGinitie Reading Test) were presented in an appropriate and adequate fashion.

All of the evaluations used survey instruments to collect data from teachers, parents, and students, and others in the community. Although the summaries of the results for the surveys contained in the bodies of the reports are quite often brief, full presentations of the data collected in the surveys are included as appendices to the main report in each case. In general, effort has been made to provide quantitative information whenever it was possible, particularly in the areas of attendance, student performance, teaching ratios and age/grade deceleration.

3.3 Sampling for Surveys

The sampling designs used for the surveys were not elaborated upon in most of the studies. The interviewers

for the Tobique and the Chapel Island studies attempted to talk to all householders on the Reserves. The Alexander study report did not provide a discussion of the sampling done for the survey, in fact, there was little information given about the survey in this report. A curriculum survey was administered to all teachers and field interviews were conducted with community members suggested by the Evaluation Committee in the Hobbema study, as well as surveys being given to all students in grades 5 through 9, and to all parents. The Hobbema Four Bands report also provided an assessment of a sample of student academic records which were drawn randomly from student files. No discussion of the method of sampling for the community survey for the Alexis Band is provided, although the survey results on the Attitudes toward Native Peoples are claimed to be from a random sample of individuals drawn from local communities. In general, scant discussion is provided concerning the method used for drawing samples for surveys in the case studies. No discussion is presented of who in the household was reached and interviewed for the community surveys, which may be relevant if the respondent was not a member of the household.

3.4 Reliability and Validity of the Data

The estimates of reliability and validity of the measures used in the five studies being reviewed are not mentioned in

the evaluation reports. No presentation of the reliability or validity estimates is made of the tests which were administered, although well-established tests like the C.T.B.S. tend to have such estimates available. Mention was made in several of the reports about the possibilities of test bias and the lack of normative estimates for native students in reference to the tests administered, but the reliability and validity of the measures did not appear to be a concern.

In terms of the survey instruments designed specifically for the individual studies, the possibility of estimating the measurement properties of the instruments is limited. This limitation is due to the fact that the questionnaires were developed with a specific purpose in mind and were intended to be used only once. According to study files, all of the survey instruments were reviewed by the Evaluation Advisory Committee members and were subjected to pre-testing.

3.5 Adequacy of Instruments

In general, standardized tests are adequate, as long as their administration, scoring and interpretation are carefully attended to. The surveys designed for the specific studies cause more concern because of the following problems:

Tobique: variety of question formats is distracting and may cause confusion;
 : the ordering of the anchors (Agree... Disagree... Don't know) for the Likert Scale seems somewhat illogical.

Alexis: many of the questions included in the survey are written in a biased fashion, mainly in a negative direction;
 : survey seemed very demanding as every question required an explanation, completing the survey becomes a task - may increase nonresponses and incomplete responses;
 : difficult to understand what purpose is gained from some of the questions. (e.g. no. 46. Are you prejudiced? Explain.).

Alexander: similar questionnaire to the Alexis study, although questions worded in a slightly less biased fashion.

Hobbema: curriculum survey dealt with specific areas, well defined and consistent format although short forms for response categories never elaborated on, student survey clear and well thought out as was parent survey, unfortunate that parental response was so low that results not included in study.

Chapel Island: very good instrument, questions provocative and interesting but also easy to answer and comprehensive;
 : appears to be well suited to self administration as well as interviewer administered.

All of these surveys were administered person to person so that many of the minor flaws in the questionnaire design would not be very serious. In terms of "good" questionnaire construction, factors such as respondent fatigue and frequently changing formats are relevant. It is fortunate that the method of administration of the survey instruments for these studies was person to person.

3.6 Constraints

The major constraint for these studies, in terms of this review only, is that the studies were initiated and to a large extent, defined by individual Bands so that comparability and generalizability over the five studies are limited by the lack of comparable research designs and survey instruments. This is a limitation only from a corporate program evaluation point of view as the Band-level evaluations were not undertaken with an overview as the primary purpose. Generally, the other constraints under which the evaluations were carried out are identical to the constraints under which the schools operate. The more important constraints are as follows:

high staff turnover: teachers do not have the information needed to answer questions, as they have not been at the schools long enough.

poor attendance: students missed days when the tests were being administered.

inadequate organizational/administrative capabilities at the school: school records incomplete, administrators not knowledgeable enough to answer questions.

lack of community involvement: low attendance at school events.

Other constraints facing the evaluators were the lack of tests with norms for native children and small enrollment and small classes which limited the applicability of statistical measures and comparisons.

3.7 Assessment of Analytic Techniques

As these studies are essentially descriptive in nature and survey samples tended to be of a census type, concerns with statistical confidence levels for statistical estimates are not present. Treatment of the impact of the education program is approached in a different fashion than would be the case with an experimental or quasi-experimental study design. Emphasis was placed on pinpointing problems in the educational program and the school and in establishing a base which would allow informed decision-making on program modifications, expansion or elimination.

These studies do not provide a great deal in the way of statistical analysis, but do provide a wealth of descriptive information which was the main purpose of the studies. The majority of the studies do adequately serve the purpose for which they were intended.

One of the weaknesses of the evaluation studies, in particular the Alexis and the Alexander Band reports, is that the level of conclusions made were inappropriate in relation to the data collected. An example of this, from the Alexis report, is as follows:

... it is clear from testing results derived from the C.T.B.S. that neither provincial schools or DIAND schools are meeting their (the Alexis children's) educational needs.

While the conclusion is possibly and quite probably valid, the evidential base is not strong enough to make such a conclusion. This is an isolated incidence, as generally, the investigators did attempt to support their conclusions with evidence drawn from many sources.

4.0 Findings of the Evaluation Studies

4.1 Administration

4.1.1 Local Control/Band Management

Two of the five Bands included in this review have had control of education on the Reserves. The Chapel Island Band is managing its education program with what appears to be a fair degree of success. The Tobique Band took control of the school and the education program on the Reserve in 1975, but in 1977 the Band invited D.I.A.N.D. to reassume responsibility and control over the Reserve school and education program because of problems in administering the program. In a survey administered to community members in Tobique, the belief was expressed that the Band lacked expertise and was not ready for local control of education. The Tobique Band evaluation study was designed to assist the Band in determining when and how they might proceed to reassume full operational control over the school. Midway their evaluation study, the Alexander band decided to assume control over their education program. In the fall of 1982, shortly after the evaluation study was completed, the Alexander Band assumed responsibility for their education program.

The remaining two Bands studied have federally-operated schools on their Reserves. Interest in local management of education is expressed in all of the reports, in varying degrees. In the introductory pages of the Alexis Band report, the evaluators stated that members of the community expressed the view that "they had no basis at this time for believing that education would necessarily improve through local control". The Hobbema Four Bands Reserve members expressed an interest in increasing community involvement in education, but did not suggest a Band takeover of the educational program.

While Band interest in local control of education varied from one community to another, all of the Bands included in this review are attempting to increase community interest and involvement in education.

4.1.2 Hiring of Personnel

The Alexander Band, Alexis Band and the Hobbema Four Bands studies reported problems with the hiring process. Specific difficulties were noted as being: D.I.A.N.D. is responsible for hiring of teachers and all competitions involve a lengthy and protracted process involving the Public Service Commission of Canada; federal salaries are reported to be lower than provincial salaries for teachers and the benefit

packages are considerably less attractive in the federal system; as well, wages for supply teachers are also much lower. In addition to these problems, the Bands expressed concern over the fact that many of the teachers hired by D.I.A.N.D. were unfamiliar with the Canadian school system and that English was a second language to many of the teachers.

The Chapel Island Band, because the school was under its management was involved in the hiring of teachers. The assessment of the hiring process at Chapel Island revealed a good situation.

4.2 Resources

4.2.1 Teaching Staff/School Personnel

All of the teachers employed in the five schools reviewed in this report are professionally qualified teachers with varying levels of teaching experience. The majority of the teachers were working under difficult conditions - students needing special attention/programming, lack of parental involvement, isolation from specialist services and resources, poor communication both within the school administrative system and with the community, lack of psychological/counselling services for students, and in some

cases, no teachers aides. The problems for the Tobique Band were compounded by inexperienced teachers and a serious communication breakdown within the school. The Alexis Band and the Alexander Band were confronted with high staff turnover and very low morale. The report for the Hobbema Four Bands study stated that the teachers were exceptionally dedicated and doing far more than would normally be expected of them. At Chapel Island the community expressed satisfaction with the teachers, and described them as being very enthusiastic and committed to their work.

4.2.2 Staff Support and Supervision

The Chapel Island and Hobbema reports indicated good lines of communication existing between teachers and principals and/or coordinators, although the Hobbema team reported that there was some dissatisfaction with the District administration. Possibilities were said to exist for inservice training for both schools, but advantage of these opportunities had not been taken. Staff support and supervision were not mentioned in the Alexander Band report, while the Alexis and the Tobique reports stated that there was little supervision or teacher development opportunities. In general, supervision that is provided in Provincial schools was lacking in schools addressed in the five studies, as were most specialist services.

4.2.3 Itinerant Special Education Assistance

There was no provision made for Special Education at any of the case study schools. The Indian communities do not have access to specialists (psychologist, psychometrist) and there are no special services available to them through the provincial system. None of the teachers have received training in Special Education, although the Hobbema Four Bands Schools have classes designated as Special Education Classes. The need for Special Education assistance has been recognized by the communities, but the need has not been met.

4.2.4 Community Support

When surveyed, community members from all Reserves expressed interest in being involved in the educational process with their children and also expressed views indicating they placed a high value on education. In many instances, the stated interest and beliefs were very different from the respondents' actions. The Alexander and the Alexis Community members stated general satisfaction with the schools and indicated that they would be willing to spend time in class with students on a regular basis. Based on observations made by teachers and by the evaluators, there was little direct involvement with the school, parents were

difficult to contact and there had actually been some hostility between teachers and community members. Hobbema teachers expressed concern over parental attitudes toward education, and their (perceived) disinterest in the school and suggested that education was not viewed as a criterion for success by the parents.

Community members of the Chapel Island Band expressed interest in being involved in education and stressed the importance of education to improving the quality of Native life, as well as emphasizing the need for and right to the highest quality of education. Here also, there was little actual involvement of parents and community members in educational activities, in spite of efforts on the part of the teachers to involve the community and the avowed interest of community members in being involved in school activities. The majority of parents in the Tobique community expressed a lack of confidence in the Reserve school and demonstrated this by transferring their children out to the Provincial System.

4.2.5 Facilities

The Reserve schools reviewed in this report were assessed as being structurally adequate for the present needs of the

community, but should enrollment expand, most of the schools would require modification. Good potential for modification of the physical structure was found for all the schools. Many specific problems were noted for each of the schools; a sample of shortcomings of the facilities includes a lack of physical recreation facilities, poor lighting, doors opening in the wrong direction, poor parking facilities for teachers' cars and for the school buses, drab decorating and uneven temperature. The libraries constituted a major problem for all of the schools; a lack of books, cataloguing systems, library personnel and furniture were most frequently noted as shortcomings.

4.3 Educational Program

4.3.1 Curriculum and Standards

All of the Band schools included in this review attempted to follow provincial curriculum. In several of the case studies evaluators reported that the curriculum was being implemented very inflexibly, often with little connection between what the teacher was teaching and what the students were prepared to learn. Evaluators reported that the teachers at the Hobbema Four Bands schools had attempted to adopt the curriculum to the students' needs. The Chapel

Island Band teaching staff were following the provincial program in most areas, but were making efforts as well to enrich/adapt the program to a more Native focus. At the other schools involved in the review, teachers expressed concern over the inappropriateness of the provincial curriculum for native students. Three of the studies, Tobique, Chapel Island and Hobbema, indicated that there was a lack of, and a need for, curriculum plan implementation policies in order to ensure continuity and integration regarding curricula.

4.3.2 Cultural Relevance

In all of the case studies, the curriculum material used was not oriented to Native children. According to the Alexis and Alexander reports, there was a lack of recognition of the Native child as a student with distinct learning styles and curriculum requirements. These reports expressed the view that inadequate and culturally irrelevant learning materials and inappropriate teaching styles have compounded the educational problems. It should be noted that teachers at the Hobbema Four Bands schools and the Chapel Island School had been developing special materials for their students, although on an ad hoc basis.

4.3.3 Student Performance - Age/Achievement Equality

At all of the schools reviewed in this report, the majority of students were performing below grade level, according to the results of administrations of the Canadian Test of Basic Skills. Teachers, parents and students from the Hobbema Four Bands Reserve noted that expectations were lower for students in the Federal system. Teachers at the schools expressed concern over students' health problems and the impact of these problems on their learning ability. As an example of the health problems, testing at the Alexander Band Reserve revealed that over 45% of the children tested were hearing-impaired to some extent, and at the Alexis Band Reserve testing revealed that 26.8% of the students had hearing abnormalities.

4.3.4 Attendance/Student Mobility

Poor attendance was identified as a serious problem in the reports from the Alexis Band, the Hobbema Four Bands and the Chapel Island Band. The Hobbema report emphasized poor attendance and its impact on learning and also criticized the school's open door attendance policy. Student mobility was mentioned as a detractor to learning in the Tobique and the Hobbema reports. Mobility of students was a serious

concern to administrators and teachers at the Tobique school as enrollment was declining very rapidly. Many parents in the community, having lost confidence in the Band school, were transferring their students to the local provincial school. A strategy for restoring the confidence of parents in the Reserve school was being sought in order to stem the flow of Native children to the provincial schools. Teachers from the Hobbema Four Bands Schools reported that students transferred in and out of the Reserve schools quite frequently and suggested that this mobility be discouraged as it disrupts the learning process.

4.3.5 Native Programs

Despite expressed interest by all of the school representatives in restoring pride in Native Culture and for expressing and preserving native heritage, there were no formal Native programs. Teachers at the Chapel Island and Hobbema Reserves were trying to involve community members as teachers/demonstrators of the traditional ways and also to provide students with culturally-relevant materials. These attempts were made by individual teachers and did not reflect a school policy or curriculum plan. None of the schools reviewed had explicit plans for Native projects/programs to be implemented into the existing school program.

5.0 Recommendations of the Individual Studies

5.1 The Tobique Education Evaluation Report

The major recommendation made by the evaluators was that the Band should plan to reassume control over their educational program on July 1, 1985. In the interim period the following steps were recommended:

- the Chief and Council should sponsor and attend a school management training program, the program should be open to school staff, the school committee and by Band members wishing to become qualified;
- The Chief and Council should sponsor public education sessions with respect to the planned takeover;
- the Chief and Council should determine, through a voting process, whether the majority of Band members support the takeover, and if not, the takeover would be delayed;
- a school board should be established when the takeover occurs and provisions should be made with D.I.A.N.D. that the board be elected;
- necessary planning and arrangements should be made to conduct a school program from K-7;
- D.I.A.N.D. should actively exercise full responsibility for the conduct of the school for the 1982-85 period, all employees would return to Department status in order that school be responsible in all of its parts to one agency, an independent advisory school committee be struck by the Council to include the Chief and six other members none of whom would be members, of the Band Council;
- the independent advisory committee will become the advisory committee to D.I.A.N.D. for 1982-85;

- D.I.A.N.D. should engage a director to the school for the 1982-85 period to assume the responsibilities of principal and other responsibilities relative to administration of education program as the Department deems appropriate, as well as carrying a half teaching load;

The above recommendations were intended as a package, no one of them were intended to stand alone or to have validity on their own. Supplementary recommendations were included and are as follows: the hiring of a physical education teacher, the establishment of close operational links with the provincial system, the development of a cultural education program to be integrated with the existing curriculum and a contractual agreement involving D.I.A.N.D. and the province to have all specialist and supervisory services provided to the Tobique school on the same basis as provincial system. Additional recommendations, specifically that parents who withdraw their children from the Reserve school except on the recommendation of the Director not be eligible to claim transportation, tuition or other benefits from D.I.A.N.D. and that several of the teaching positions be eliminated and that needs for teacher-aide position be re-assessed were included. The evaluators also suggested that the adoption of the recommendations be followed by a public information program designed to involve all residents in a free and open discussion.

5.2 The Alexander Band Education Evaluation Report

The Alexander Band decided prior to the request for the evaluation study to takeover their education program. The Band was going to establish an early childhood program for nursery through grade four. The Band has chosen a comprehensive model for primary and elementary education, and has developed a five year Educational Plan detailing training, long term planning, curriculum and a philosophy of education. The evaluators made the following recommendations in addition to the Band Takeover Plan.

- a Cree language program be instituted;
- culturally relevant materials be purchased and/or developed;
- individuals from the community be hired as teacher-aides;
- a strong and active Cree cultural program be developed and implemented;
- community members be encouraged and supported to acquire training and apply for positions in the school system.

5.3 The Hobbema Four Bands Education Evaluation Report

The evaluators made various and specific recommendations for improvements in the educational program. The recommendations are as follows:

- that a project be initiated whose aim would be the identification, adaptation and implementation of a

continuous instruction program based on the mastery learning program with the standard provincial curriculum skills level and objectives as a curriculum base;

- an attempt should be made to use texts and teaching materials that are integrated across subject areas and continuous in scope;
- teacher-parent meeting series planned and presented to involve and inform the community;
- Cree culture should be integrated into all aspects and grade levels of curriculum;
- adequate teacher/classroom aides made available as well as adequate support staff (program specialists, psychologists, psychometrists, counsellors, nurses...) assigned to meet student and teachers' needs;
- series of criterion-referenced tests should be administered to establish diagnostic/prescriptive base for student placement and instruction;
- uniform administration, marking, reporting and recording system should be established and implemented;
- attendance policy formulated and attendance counsellor aide position funded to implement and enforce policy;
- communication committee established under auspices of Muskwatchees Cultural College to include school and community representatives;
- continuous planning and projection policy should be developed based on Kindergarten and Grade One enrollments in order to deal with expanding enrollments;
- specific program incorporating all of the above recommendations should be implemented in Kindergarten and Grade 1 immediately while testing and development progressing for other grades.

5.4 The Alexis Band Education Evaluation Report

The following major recommendations were made to the Alexis Band by the evaluators

- the Alexis Band should take control of their own educational program;
- that children of the Alexis Reserve be educated as long as possible on the Reserve;
- that an early childhood program, perhaps Infant stimulation, be adopted and used in the community;
- that D.I.A.N.D. build a new school on the Alexis Reserve which will accomodate all students from Kindergarten through to grade 8.

In addition to these major changes suggested, recommendations were made that:

- a Stony Language Program be instituted and that Stony become the first language of instruction and English the second, and that the language program encourage speech and building of verbal skills;
- a strong and active stony cultural program be developed and implemented, that the school be made identifiably Stony through the decor, that individuals from the community be hired as teachers aides and that community members be encouraged and supported in obtaining training and applying for positions in the school system and that culturally-relevant materials be used;
- children with vision problems should be provided with an extra pair of glasses to be kept at school and that an audiologist be engaged to retest the children for hearing problems;
- process rather than content curriculum be used;
- computers should be purchased, introduced and used at the Alexis Day School;
- teachers should monitor the television viewing of their students;
- Alexis Reserve should hire an Educational Co-ordinator;
- the Reserve Educational Counsellor should work with the teachers to improve attendance.

In addition to this long list of recommendations, the evaluation team made 15 recommendations concerning the provincial school system and the following recommendations to D.I.A.N.D.:

- D.I.A.N.D. should enter into an agreement with the provincial school district allowing the Alexis school access to instructional media materials;
- D.I.A.N.D. should hire a special education teacher to work at the Alexis school;
- an Educational Co-ordinator position for the Alexis Band should be funded by D.I.A.N.D.;
- D.I.A.N.D. should provide a quality education program on the Alexis Reserve and should work to bring its education delivery program into line with its stated educational priorities.

5.5 The Chapel Island Education Evaluation

The evaluators involved in this study suggested that Chapel Island should take as a priority goal the improvement of instruction at Chapel Island to a level comparable to the

Provincial schools. Steps which would lead to this goal were suggested to be:

- engaging the best teachers - in terms of successes and qualifications, regardless of racial background;
- that subject teaching be kept to a minimum, each teacher teaching all or most subjects is preferred;
- teachers participate in County and provincial in-service programs with the aim of increasing their effectiveness in the classroom;
- instructional day lengthened by one hour for grades 3-6;
- more individualized instruction, time on task and tutorial assistance and more instruction in mathematics and reading to tap full potential of all pupils;
- Chief and Council should enter into a contractual agreement to have Richmond County School Board supervisory and Coordinational Services extended to Chapel Island School, and to establish effective lines of communication with the provincial high school;
- a strong, continuous relationship should be maintained with a major educational resource institute;
- that in consultation with D.I.A.N.D. the possibilities for physical educational facilities be investigated;
- the school coordinator should try to involve every parent in the academic work of his/her child on a one-to-one basis.

In addition to trying to make the Chapel Island School program comparable to the provincial system, the evaluators made recommendations concerning a native program as follows:

- Micmac language/culture program to be developed and implemented;
- provision should be made in the development of the language and culture program for regular and methodical use of local and cultural resources;
- a religion component should be part of the school curriculum at all grade levels.

The evaluators recommended the following improvements be made to the school administrative system:

- that revised and specific terms of reference be developed by and for the Chapel Island School Board;
- that a job description be developed for the Coordinator position at the school;
- that procedures, rules, regulations with respect to the conduct of the school be developed and set out in a handbook;
- that an education leadership training program be conducted at Chapel Island for the Chief and Council, School Board, School personnel, and interested parents and community members.

The final suggestion the evaluators made was that a follow-up study be conducted one year after the present study.

6.0 Implementation of Study Recommendations

The Band level evaluations have, on the whole, generated a considerable degree of interest and activity in their respective communities. All of the studies intended, in varying degrees and fashions, to involve community members in their own educational process through active participation in the evaluation process. In all of the studies, community members expressed interest in, and undertook some of the tasks involved in the evaluation of their educational programs. In all of the studies, baseline measures of student performance were obtained which should prove valuable for future assessments. Perhaps the most outstanding feature of the Band evaluations has been the utility of the recommendations made in the studies. The majority of the recommendations of the evaluations have been implemented to some extent or are scheduled for implementation. Some of the recommendations made have also served as a useful basis for future planning. The following information on implementation of the study recommendations is from the Implementation Action Plans submitted by the Bands, with the exception of the Alexis Band. The Action Plan for the Alexis study has been delayed, but receipt of the plan is anticipated in the near future.

6.1 Tobique Band Education Evaluation

A committee, composed of Band and District officials, was established at the Tobique Indian Reserve following completion of the study. The Committee was responsible for devising and implementing an interim organizational structure for joint management of the school wherein the Band, essentially, runs the school and the Department provides supervisory services, with respective responsibilities clearly specified. The Committee has also addressed the other study recommendations and the majority have been implemented. The interim arrangement, from all reports, appears to be working effectively. Plans are being made for the Band to assume full responsibility of the education program in September 1985.

6.2 Alexander Band Education Evaluation

Shortly after the evaluation study was completed, the Band assumed full control of the on-reserve school and implemented the majority of the evaluation study recommendations. A new model for early childhood education, believed to be better suited to the needs of the children, has been instituted throughout the school. A number of measures have been taken to assist children with vision and hearing difficulties to learn at a normal pace, e.g. listening centres, language master machines, and a

perception centre for retraining. Students are also being retested. A new set of texts is now in use and materials more suited to the specific needs and learning styles of the student population have been purchased. A learning environment has been established which recognizes the specific learnign styles of the children and the teachers have been trained for this environment. Extensive renovations and repairs have been made to the physical facilities as well. Alexander officials report that in the first year of Band management of the school and with the recommended changes in place, considerable achievement gains have been made by the children and attendance rates have dramatically improved.

6.3 Hobbema Four Bands Education Evaluation

Recommendations which were made in the evaluation study which lent themselves to immediate action are either at the planning stage or at the implementation stage. The skills mastery system has been partially implemented in reading and language arts, and a number of teaching models have been studied by the Education Committee. Several of the major recommendations have been implemented. A Special Committee has been established to implement the study findings not yet addressed. According to the Implementation Action Plan

submitted by the Bands, the Bands are considering the assumption of full management responsibility for the on-reserve schools as in the near future.

6.4 Alexis Band Education Evaluation

The implementation action plan has not yet been submitted. the Band's School Committee has expressed their intentions to address the study recommendations as part of a study involving the development of a plan to assume responsibility for the school. It is anticipated that this study will be underway in the near future, and an action plan is expected to be tabled early in 1984.

6.5 Chapel Island Band Education Evaluation

The Chapel Island Band has acted on or is putting in place the majority of recommendations put forth by the evaluation team. D.I.A.N.D. has agreed to provide a curriculum development consultant, and to assist in developing specific terms of reference for the school board, a job description for the coordinator, and a handbook of policies and procedures. The Chapel Island School Board has accepted fully the recommendation that maintaining or surpassing provincial curriculum standards should be their priority

goal, and have implemented a number of changes to realize this goal, e.g. lengthening the school day, keeping subject teaching to a minimum, increased testing and individualized pupil instruction.