

GUIDELINES FOR THE FIRST NATIONS STUDENT SUCCESS PROGRAM

INTRODUCTION

The First Nation Student Success Program (FNSSP) is designed to support First Nation educators on reserve (pre-kindergarten to grade 12) in their ongoing efforts to meet their students' needs and improve student and school results.

The FNSSP has three interrelated components:

1. School Success Plans
2. Student Learning Assessments and
3. Performance Measurement.

As a package, these components will help schools to assess and track their progress, as well as how their students are performing. Schools will plan and make improvements in the four priority areas of **literacy, numeracy, prevention, and student retention**. Through the school success planning process, the Program will also reinforce the ongoing efforts for continuous improvement that many schools are now undertaking in some or all of these activities.

OBJECTIVE

The Program's overall objective is to improve the achievement of First Nation students on reserve by focusing on the priority areas of:

1. Literacy
2. Numeracy
3. Prevention
4. Student retention

The three Program components (school success plans, student learning assessments, and performance measurement) will work together to achieve this overall objective. The results of the student learning and school environmental assessments will help schools identify the needs, set targets and identify activities to improve results in the areas of literacy, numeracy, prevention and retention. Student learning assessments will also provide data for performance measurement, which will in turn generate reports on results for students, families, communities and INAC as well as inform the on-going nature of the school success plan cycle.

PROGRAM COMPONENTS

A. School Success Plans –

The school success plan process is a continuous improvement cycle. Apart from the initial assessment and planning phase in the first year, program recipients are expected to carry out all elements annually. Recipients will be required to:

1. **Assess** the school environment and student achievement based on performance indicators including graduation rates, retention rates, student learning assessment results, report card marks, family surveys and other relevant information collected through performance measurement.
2. **Develop/update** a plan that includes set performance targets; three to four goals that focus on the four priority areas of literacy, numeracy, prevention and student retention; and strategies, targets, timelines, outcomes, indicators, and the roles and responsibilities of the appropriate parties. Recipients will review and update the plan annually as required.
3. **Communicate** the plan to the Council and community.
4. **Implement** strategies and monitor progress.
5. **Measure** results, assess whether targets have been met and evaluate effectiveness of strategies.
6. **Report** on progress and results to families and communities.

When developing the plan, recipients can support the four priority areas – literacy, numeracy, prevention, and student retention – through a variety of eligible strategies which they identify as best meeting the needs of students and schools.

B. Student Learning Assessments –

At a minimum, schools will participate in their respective provincial standards testing process.

The student learning assessment process will include:

1. A schedule of the implementation of the testing (grade levels and frequency).
2. A schedule for marking and analysis of test results.
3. A schedule to report on results as outlined in the performance measurement section below and as defined in the data transfer protocol that will be developed in year 1 of this program.

C. Performance Measurement –

The key elements of performance measurement include:

1. School and student performance improvement goals and targets as identified in school success plans.
2. Performance indicators.
3. A school data system.
4. Data analysis and reporting functions.

Performance Indicators

Performance measurement identifies indicators to measure success and progress towards the goals of literacy, numeracy, prevention, student retention and other goals as identified in the school success plan.

Performance indicators will meet the following criteria:

- ✓ Be result-oriented. Include at a minimum the core indicators below.
- ✓ Be comparable to those used in the provincial system.

- ✓ Be capable of monitoring student progress against a standard for literacy, numeracy and student retention.
- ✓ Be cost-efficient (the costs to collect the information will be justifiable relative to the usefulness of the data).

Recipients may develop and track a variety of indicators. However, at a minimum, performance measurement will include the initial set of core indicators listed below as well as any that are deemed appropriate in the data transfer protocol. These core indicators may evolve or change over the course of the program based on consultation with program recipients and ongoing research into best practices and comparability with provincial outcomes.

1. *Monthly Attendance Rate*: the number of days attended by the student divided by the total number of teaching days in a month multiplied by 100.
2. *Graduation Rate*: the number of students who graduate in June divided by (the number of students registered in September minus the number of students whose reason for leaving was transfer to another school, serious long-term illness or death) multiplied by 100 for each graduating year (e.g. grades 6, Secondary II, and Secondary V).
3. *Drop-out rate*: Calculated annually for each grade from K-4 to grade Secondary V. Drop-out rate = number of students attending school in June divided by (the number of students registered in September minus the number of students whose reason for leaving was transfer to another school, serious long-term illness or death) multiplied by 100.
4. *Literacy*: Annual literacy test results for applicable provincial standardized tests compared with results in previous years.
5. *Numeracy*: Annual numeracy test results for applicable provincial standardized tests compared with results in previous years.

Performance Reporting

Each recipient will establish processes for the analysis, roll-up and reporting of performance information. Program requirements include:

- Annual reports to students, families, communities, FNEC, and INAC that address the objectives, indicators, targets, activities and results related to literacy, numeracy and student retention, on a school or aggregated basis as appropriate.
- Data, information and related processes that demonstrate the following properties: accuracy, reliability, timeliness, confidentiality and security (i.e. compliance with the federal *Privacy Act*).

ELIGIBLE ACTIVITIES

It is important for all applicants to note that the program supports both the **development** of plans and activities, and their **implementation**. The following activities are eligible for each component of the First Nation Student Success Program:

School Success Plans

The development phase includes the assessment and planning activities necessary to develop new plans or amend existing school success plans. For the development phase the eligible activities are:

1. Engaging a resource to conduct the school assessment
2. Analysis and communication related activities (within the constraints of the eligible expenses listed in the section below)
3. Engaging a resource to develop/revise the success plan

The implementation and monitoring phase can begin once the school success plan is communicated to council and the community. For the implementation phase the eligible activities are:

1. Prevention Measures
 - 1.1. Pre-school student screening
 - 1.1.1. Material purchase (screening test)
 - 1.1.2. Engaging a resource to administer the screening test and compile the results
 - 1.2. Raising pre-school parent awareness and developing parental skills.
 - 1.2.1. Material purchase and/or development (programs designed for this purpose)
 - 1.2.2. Engaging a resource to coordinate/deliver the program
 - 1.3. Increasing attendance rates
 - 1.3.1. Attendance policy development that focuses on sustained Intervention rather than just monitoring.
 - 1.3.2. Professional Development activities on school motivation and its link with absenteeism
 - 1.4. Implementation of the Guidance-Oriented Approach to Learning (GOAL) in 3rd cycle elementary and 1st cycle secondary classes.
 - 1.4.1. Related material purchase
 - 1.4.2. Engaging a resource to administer the program
 - 1.4.3. Expenses related to GOAL training for the resource
2. Learning Support Measures: Oral Communication, Reading, Writing and Numeracy
 - 2.1. Adapt the Quebec Education Program to meet community needs and expectations, placing a particular emphasis on oral communication
 - 2.1.1. Material purchase
 - 2.1.2. Engage a resource to adapt the program
 - 2.1.3. Professional development activities for school staff
 - 2.2. Implement the Quebec Education Program
 - 2.2.1. Material purchase
 - 2.2.2. Professional development activities for school staff

- 2.3. Develop teaching strategies for teachers based on the inventory of second-language instruction strategies;
 - 2.3.1. Material purchase
 - 2.3.2. Professional development activities
- 2.4. Train all secondary-level teachers in reading strategies to develop reading skills in all disciplines;
 - 2.4.1. Material purchase
 - 2.4.2. Professional development activities
- 2.5. Establish reading circles to stimulate reading and promote exchange among students;
 - 2.5.1. Materials purchase
 - 2.5.2. Engage a resource to conduct activity
 - 2.5.3. Professional development activities for resource engaged
- 2.6. Establish reading clinics at the primary level to intervene quickly towards students who have reading difficulties;
 - 2.6.1. Materials purchase
 - 2.6.2. Engage a resource to conduct clinics
 - 2.6.3. Professional development activities for resource engaged
- 2.7. Introduce daily reading periods for all levels in the school;
 - 2.7.1. Materials purchase
 - 2.7.2. Professional Development activities for school staff
- 2.8. Introduce frequent writing periods in language class;
 - 2.8.1. Materials purchase
 - 2.8.2. Professional development activities for school staff
- 2.9. Establish common correction and self-correction tools for writing in all classes;
 - 2.9.1. Materials purchase
 - 2.9.2. Engage a resource to develop the tools
 - 2.9.3. Professional development activities for resource engaged
- 2.10. Promote the act of writing: encourage involvement in the school or community newspaper;
 - 2.10.1. Materials purchase
 - 2.10.2. Engage a resource to supervise activity
 - 2.10.3. Professional development activities for resource engaged
- 2.11. Homework assistance service
 - 2.11.1. Materials purchase
 - 2.11.2. Engage a resource to provide homework support
- 2.12. Establish remedial periods for secondary students
 - 2.12.1. Materials purchase
 - 2.12.2. Resource for remediation support
- 2.13. Introduce a common approach to mathematical problem-solving at the primary and secondary level
 - 2.13.1. Materials purchase
 - 2.13.2. Engage a resource to develop the school wide approach
 - 2.13.3. Professional development for the school staff

- 2.14. Introduce a school-wide approach to teaching mathematical language
 - 2.14.1. Materials purchase
 - 2.14.2. Engage a resource to develop the approach
 - 2.14.3. Professional development for school staff

3. Retention Measures
 - 3.1. Introduce a school wide code of conduct that is based on accountability
 - 3.1.1. Materials purchase
 - 3.1.2. Engage a resource to develop the code
 - 3.1.3. Professional development for staff

 - 3.2. Offer extra-curricular activities
 - 3.2.1. Materials purchase
 - 3.2.2. Engage a resource to coordinate and animate activities

 - 3.3. Offer culture-related content in school curriculum and extra-curricular activities
 - 3.3.1. Materials purchase
 - 3.3.2. Engage a resource to adapt curriculum
 - 3.3.3. Professional development for school staff

 - 3.4. Offer work-path programming at the secondary level
 - 3.4.1. Materials purchase
 - 3.4.2. Engage a resource to coordinate and animate the program
 - 3.4.3. Professional development for school staff

 - 3.5. Mobilize the school and community to deal with the drop-out issue by providing (introduce the community school concept):
 - teaching staff mobilization activities;
 - coordination activities to mobilize the resources of the entire community
 - research activities and activities related to the transfer knowledge about the issue;
 - promotion and awareness activities;
 - intervention and support activities for multi-sectoral projects
 - 3.5.1. Materials purchase
 - 3.5.2. Engage a resource to coordinate the program
 - 3.5.3. Professional development for community interveners

 - 3.6. Communicate the results of the Success Plan to the school community, the families, and the local community.
 - Organize activities to promote the Student Success Plan.
 - 3.6.1. Purchase materials.
 - 3.6.2. Hire a resource person to prepare communication strategies.
 - 3.6.3. Organize activities and events to communicate and promote the Success Plan and its results.

Student Assessment

At a minimum, schools will participate in their respective provincial standards testing process.

MELS makes various types of tests available to schools:

1. Graduation tests
 - 1.1. Intended for secondary 4 and 5 students
 - 1.2. Must be administered in accordance with a schedule provided by MELS
 - 1.3. Administered for the purpose of granting secondary 4 and 5 diplomas;
2. Mandatory tests
 - 2.1. Intended for students at the end of the 3rd cycle of Elementary (grade 6)
 - 2.2. For the other cycles announced annually
3. Prototype exams (optional)
4. Examinations from various sources:
 - 4.1. Société GRICS'
 - 4.2. Learning and evaluation situations (LES) offered by RECIT

During Year 1 of the program, the FNEC intends to make all these assessment resources available to the schools. For student assessment the eligible activities are:

1. Instructional support to teachers to implement exams
 - 1.1. Professional development activities
 - 1.2. Materials purchases
2. Introduce tools and adapt them to the environment
 - 2.1. Engage a resource to adapt the assessment tools
 - 2.2. Professional development activities

Performance Measurement

During Year 1 of the program, the communities are expected to develop clear performance indicators and targets to support the assessment of their school success plan progress and satisfy the expectations of INAC. Eligible activities are:

1. Develop local performance indicators and targets
 - 1.1 Professional development activities
 - 1.2 Engage a resource to facilitate the process
 - 1.3 Materials purchases

During the second and third years of the programs, communities will develop performance measurement tools. They will begin entering data necessary for monitoring their Success Plans and meeting the requirements and expectations of INAC. Eligible activities are:

2. Put in place a data management system that will capture and process data.
 - 2.1 Professional development activities.
 - 2.2 Hire a resource person who will facilitate the process.

2.3 Purchase equipment.

ELIGIBLE EXPENDITURES

Eligible expenditures include those related to program development and implementation costs, support and coordination, management, and reporting for school success plans and student learning assessments such as:

- ✓ Salaries incurred as a result of hiring project coordination, education or technical professionals or paraprofessionals to carry out FNSSP activities.
- ✓ Fees for professional advisors or consultants to provide professional services related to FNSSP activities.
- ✓ Travel costs for eligible participants incurred as a direct result of participating in FNSSP activities.
- ✓ Costs associated with office furniture, IT equipment and communication services.
- ✓ Purchases of education or research/reference products, tools or materials such as standardized testing instruments and training resources.

INELIGIBLE EXPENDITURES

- ☒ Administration fees.
- ☒ Construction, operation and maintenance of federal and band-operated school facilities.
- ☒ High-cost Special Education-related expenditures eligible under the Special Education Program.
- ☒ Ongoing activities of the organization (e.g., administration costs that are not directly associated with the FNSSP).
- ☒ Duplication of funding for the same activity under two different Education programs (i.e., New Paths and the FNSSP).

ROLES AND RESPONSIBILITIES

By virtue of INAC's minimal expectations, the FNEC will:

1. Provide coordination and support to First Nation schools for the implementation of the three Program components which includes:
 - 1.1. Management of the global project
 - 1.2. Providing opportunities for sharing of information and best practices
 - 1.3. Providing opportunities for training
 - 1.4. Specialist and technical support
 - 1.5. Program monitoring
 - 1.6. Program compliance
 - 1.7. Program evaluation
 - 1.8. Program reporting.
2. Prepare the financial contribution agreements for the communities and distribute the funding.

3. Through consultation with the communities, prepare the annual submission for the program funding.

Furthermore, the FNEC will:

4. Establish and coordinate a performance measurement committee.
5. Provide advice and support for the assessment of the school environments
6. Provide advice and support the development of the school success plans
7. Provide advice and support for the implementation of the school success plans
8. Coordinate the data management pilot project in 2 communities

By virtue of INAC's minimal expectations, the participating schools will:

1. Be prepared to undertake all three components of the Program (school success planning, student learning assessments and performance measurement)
2. Implement the guidelines as outlined.
3. Be accountable for the development and implementation of all activities included within their work plan.

Furthermore, the participating communities will:

4. Prepare a work plan for implementing the FNSSP in the community schools based on the template included in these guidelines.
5. Submit the required reports by the established deadlines.
6. Provide school-based supervision to ensure that the community work-plan is implemented as presented for funding.
7. Attend all FNEC coordinated training and consultation sessions.
8. Identify an individual who will be responsible for the school assessment and the development of the school success plan.
9. Identify a person responsible for the implementation of the performance measurement component.
10. Develop a list of performance indicators and targets for each school that meet the minimum requirements set out by INAC.

CONDITIONS FOR FUNDING DISTRIBUTION

22.5 % (April)	Upon receipt of two copies of the signed agreement.
22.5 % (July)	Following approval of the 2010-2011 final report (final report deadline: June 30).
22.5 % (October)	Upon receipt of the revised School Success Plan and project proposal (submission deadline: October 3).

22.5 % (January)

No requirement.

10 %

Upon receipt of the 2011-2012 final report and audited financial statements.