

DEVELOPMENT OF A STAFF HANDBOOK

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DEVELOPMENT OF A STAFF HANDBOOK

Introduction

Well first of all there's the Alberta Teachers' Association. They've published a Members' Handbook. Some school districts have developed personnel handbooks. Alberta Education annually publishes administrative handbooks for elementary, junior and senior high schools. My own school jurisdiction regularly updates and contributes new items to its policy handbook. The students at my school have a handbook. Some schools produce handbooks for their volunteers. Many schools have produced handbooks for substitute teachers. *So who needs another handbook?*

The ECS teacher who needs to know about transportation grants. The teacher who needs some help in recognizing conjunctivitis. The teacher who needs to know what the Regional office of Alberta Education has to offer. The teacher who needs to know what materials and equipment are supplied to them at their school. The teacher who would like to understand the requisition process. The teacher new to a school who needs to understand the communications protocol.

Hendrik Gideonse (1986, p. 320) has correctly noted the valid observations of many. A "cookbook approach" is inappropriate when it comes to teaching. It is a practice that cannot be reduced to such simple terms. Of course it can't, and that is not my intent. I believe there's a need for a handbook that will offer answers (or at least direction) to those questions that are too often overlooked, and may not even be anticipated until it's too late to use the answer.

The idea for a staff handbook began quite simply. While I was serving as Vice Principal at my present school, the administrative team decided that we should create a teacher handbook for our school. We thought it might include such things as procedures for booking a substitute teacher, administration of exams, student attendance procedures, guidelines for student evaluation, guidelines for teacher supervision - and other things specific to our school. This project never progressed further, but I continued to think about it.

My rookie year as Principal at the same school also happened to be the first teaching year for our ECS teacher. In May (after having survived for almost a whole year) we both discovered that we had not submitted the proper documentation for transportation grants. This meant that we missed out on an opportunity

to collect about a thousand dollars for our ECS program. Neither of us were aware of the availability of this grant money. We failed to ask about grant money, and others failed to tell. It occurred to me at that time that there might be a great many things that others might not think to pass on to a new teacher, or a teacher new to a school.

Why a Handbook?

I am not talking about the creation of a manual that implies our teachers give uniform and automated responses to all circumstances.

Clearly, a handbook would not replace judgement. It cannot replace the thinking skills, planning skills, or cue-sensing and cue-generating skills that teachers require to be successful. (Gideonse, 1986, p. 320)

There are however, matters of routine and procedure that teachers need to be informed of. A handbook may serve as a useful tool for doing just this. Gideonse (1986) sees another benefit. Its development may also serve to initiate teachers' reflectiveness and collaboration, a commitment to action based on inquiry, and a professional practice that considers alternative courses of action.

Stanton (1980) has noted that a useful handbook cannot do justice to the variety and range of

professional perception that likely exists in our school settings. True. It is the compilation of the handbook however (if done collaboratively), that

could be seen not only as the presentation of accounts of procedures and structures, with some discussion of their purposes, but as an expression of the nature of management and organization necessary to fulfil the purposes of the school. (pp. 151-152)

It seems logical that a tool such as this would be most beneficial if it can suggest an answer before the question needs to be asked. Teachers know too that probably the most critical time in a school year is its beginning. Because of this, questions that may arise during this time may become crucial in shaping the balance of the year.

Shell and Burden (1985) cite a study of first-grade reading instruction (Anderson, Evertson, and Brophy, 1979) in order to stress that students' achievement at year's end is influenced by a teacher's activities at the beginning of the year. This is significant since a major purpose of the school is student learning. If a teacher spends the first part of a school year floundering with unanswered questions, and aimless indecision, everyone loses. A handbook certainly is no guarantee of successful student achievement, but it may offer an initial hedge against needless difficulties for teachers and their students.

A Handbook for Whom?

All participants engaged in the process of developing a handbook would benefit from the opportunities it might offer for reflection and the exchange of ideas that dialogue would allow. It's not the process alone that must be useful, but the product too. Teachers must benefit from having the handbook at their fingertips.

We recognize that the beginning of a school year is viewed differently by teachers with differing years of experience in that specific environment. Beginning teachers are more likely to have numerous questions. Merseth (1992) observes that the problem is further compounded. Some beginning teachers are reluctant to ask for help for fear of appearing incompetent. A handbook can help to resolve this particular difficulty because it can anticipate problem areas. It is a neutral, non-threatening resource. I would recommend that it not simply be handed out though. A returning teacher can go through portions of the handbook with a newcomer. This might serve to open channels of communication, permitting the beginner to feel as though there is at least one person of whom they can ask questions.

The literature related to first-year teaching is filled with phrases such as "do or die," "learning the ropes," "sink or swim" and "trial and error." These cliches seem to imply conflict and struggle. We sometimes think these are a necessary part of teacher development. This may be true, but the extreme impact may have dire consequences for all parties involved and for the profession itself. Our beginning teachers deserve "practical, feasible and realistic suggestions" (Schell and Burden, 1985, p.14) to use in starting along their career path. To ignore stress, tension and self-doubt in first-year teachers, accepting these troubles as necessary, may contribute to early exits from the profession. Katherine Merseth (1992) refers to teacher drop-out rates noted by Linda Darling-Hammond in the United States.

Attrition rates for newly minted teachers speak to the degree of stress that these novices undergo: one-third to one-half of all new teachers leave the profession within their first five years of teaching (p. 679)

Terrence Deal and Reva Chatman (1989) conducted a survey of newcomers in a typical metropolitan school system.

Of the 100 teachers surveyed, 48% were beginning teachers and 52% were experienced teachers who had been transferred to new schools. When asked how they had learned the ropes at their new schools, the overwhelming

majority (75%) reported trial and error and experience as their primary means of adjusting to the norms. (p. 24)

Further to this, sixty percent (60%) reported that they had not received any sort of formal orientation to their new schools. Don't misunderstand. I am not proposing that a handbook will suffice in place of a formal orientation. There are myriads of things connected with the profession that are not necessarily professional in nature. *Who does the dishes in the staff room?* In this and other respects, a handbook can serve as a valuable asset, particularly if it's connected with a planned orientation. Deal and Chatman make reference to the practice at Oakwood Middle School.

Each new employee receives the same handbook. Specific references to individual functions - teaching for example - are personally highlighted by the principal himself. Employees are then given a tour and introduced to the history, artifacts, and people of the school. (p. 27)

Many studies (Daresh and Playko, 1992; Frye, 1988; Kurtz, 1983; and, Merseth, 1992) suggest that a beginning teacher often faces loneliness and isolation during this first year. If this is true, no doubt it contributes significantly to another irony first-year teachers may find themselves subject to. "Their primary socialization is in the hands of the same people they

are expected to socialize" (Deal and Chatman, 1989, p. 22). There's tremendous risk in permitting a novice to take their cues for professional duty solely from their students. Gathering information from seeing how others react to what they say and do involves an unacceptably high level of inference (Hartzell, 1990).

First-year teachers are not the only group of teachers who can benefit from a readily available handbook, designed to quickly address some of their immediate concerns. Joining first-year teachers and incumbent teachers, are the experienced teachers who become newcomers again by virtue of job movement, whether sought after or imposed (Hartzell, 1990). A handbook must recognize differences between these two groups of newcomers, and serve the needs of both. (Stanton, 1980)

Let me create an analogy. I recall as a youngster, watching a Canadian Football League game on television. The home team was proud to have acquired a fast running back from the neighbouring National Football League in the United States. He had been touted as a key addition to the offence. He didn't disappoint. On the first occasion that he was to handle the ball, he split the defence and ran the length of the field with the nearest defender a good twenty yards behind. He stopped

in front of the goal posts, raised the ball high in the air, and began his own victory dance.

The coaching staff was waving and shouting at the player. Whatever they were saying was drowned out by the shouting of the home crowd. What the player mistakenly took to be cheers of enthusiasm and celebration, were actually pleas for him to cross the goal line. He had not yet scored the touchdown. Obviously the young American was accustomed to the NFL game where goal posts are placed at the BACK of the end zone rather than the front. While celebrating what he thought was a touchdown, a near defender cruised in low and unseen by the running back and the tackle was made. The touchdown never was.

The player and his new coaching staff, the fans - everyone - had assumed that since this young fellow was extremely successful in the NFL, he would succeed as well in the CFL. After all, he was a great American football player. This was football. Just like he played so well in the United States. Not quite!

Sometimes those involved in education are guilty of the same faulty assumptions. *This is a teacher. A fine teacher at a different school. They'll do just fine here too.* What we sometimes fail to recognize, is that the playing field is new or different. The game

may be quite varied from the one the teacher is accustomed to. Even experienced teachers who have moved to a different school would benefit from learning about all aspects of the new environment. There are sure to be things different about the new setting.

Gary Hartzell (1990) has done a thorough job of identifying some of the subtle but significant differences between first-year and relocated teachers. Two important differences are:

(a) the mind set each brings to the first year of service in the organization, and (b) the way each is perceived by incumbent members of the organization. (p. 28)

We also seem to expect that our experienced newcomers possess a greater degree of skill and competence, whereas we make greater allowances for beginners. We sometimes forget that the experienced teacher may be hampered by previous socialization and teaching experiences that make it more difficult to adapt to a new environment. It may be as difficult for an experienced teacher to alter their already formed sense of role, as it is for a beginner to define theirs. (Hartzell, 1990)

The proper utilization of a handbook can be sensitive to the tentative nature that a relocated teacher might possess. It can help to prepare this teacher (and remind incumbents) to recognize that

adapting to a new teaching environment may be extremely difficult. It may ease some emotional tensions, prevent some surprises, clarify expectations, and relieve some self-doubt and uncertainty.

Essentially, the purpose of the handbook I hope to see developed is to provide information for the uninformed, and increase the level of awareness regarding resources at our disposal. Although my immediate concern is with my own staff, the nature of its contents may be of interest to other schools' teachers too, especially within the same jurisdiction.

In order to get a sense of what teachers in my jurisdiction would find useful in a handbook, I decided to survey them. A sample of the survey I distributed to my peers is duplicated in the appendices. I prepared it

with the belief that most teachers absolutely hate responding to surveys. For this reason, I did three things. First of all, I attempted to make the items light and informal, hoping that teachers who responded would feel a high comfort level. Secondly, I suggested

a variety of items that teachers might wish to see included in a handbook. I further tried to simplify the response by requesting a plain "yes" or "no." Finally,

I addressed my fellow County administrators at an Association meeting. I gave some background information

about my project and asked Principals to set aside the first 10 minutes of a staff meeting for teacher response to the survey. In this way teachers would not be giving up their own time.

Approximately 54% of the 168 possible respondents returned the surveys, and all 13 school settings in the County of Lethbridge are represented. Complete results of the survey are also included in the appendices.

I chose 5 different handbooks to inquire about in Part A of the survey (besides including a County Staff Handbook as the 6th). My procedure involved identifying a specific handbook, and then offering four different statements that might reflect the nature of their thoughts regarding that item. There was also space provided for respondents to write in their own thoughts.

The first four handbooks are developed outside of the County. The fifth referred to their own school's handbook, while the sixth spoke of a County Staff Handbook (that does not yet exist). As the handbook identified seems to touch less directly on the life of the teacher, so too does the awareness of it seem to diminish. Even in the case of the Alberta School Employees' Benefit Handbook about 20% of respondents seem not to know that they should have one of their

own. It may also be true that some teachers may not realize the role that these resources might play in their career. Responses to the Part A and B write-in portion of the survey also indicate the wide range of opinions regarding the need for a handbook. *I think a school handbook is a hell of a great idea!! - Handbook? Who the hell needs a handbook?*

I note that only about 56% of respondents have looked occasionally through the County of Lethbridge Policy Handbook. This seems to point again to the need for a planned utilization of a handbook. Distributing it is likely not good enough. It must be talked about at the same time.

It's my intent to pass on these survey results to fellow County administrators, and encourage the development of a County Staff Handbook. If this succeeds, I would further encourage the development of an orientation process that implements such a resource. Failing this, I would recommend that each administrator ensure that all teachers on their staff are aware of available resources and how they might benefit by their use. In some cases, teachers must also recognize that there are existing policies that govern their profession and how they function in it. We cannot

assume that because teachers are certified that they have this understanding.

So What's IN This Handbook?

A staff handbook cannot be all things to all people. There is bound to be disagreement regarding the contents and approach that such a document takes. The perspective held by Gideonse (1986) suggests a document that encourages greater reflection directly related to the act of teaching. His handbook would encompass such things as structure of the discipline, cognitive developmental indicators, available materials, assessment instruments and suggested instructional strategies.

On the other hand, John Hetlinger (1986) speaks of organizational orientation that seems somewhat removed from the act of teaching. The focus here is on such things as vacation, grievance procedures, benefits, policies, negotiated agreements, and so forth.

Hetlinger also speaks of a job orientation that, like other writers (Gideonse, 1986; Perreault and Neugebauer, 1988; and, Stanton, 1980), recommends the inclusion of those matters that are peripheral to the act of teaching, but are more clearly relevant to the profession. Stanton (1980) and Gideonse (1986) have

identified items for orientation purposes as well as for inclusion in a handbook. These include procedures for health and safety, field trips, reporting abuse, location of supplies, and student attendance, to name a few.

Just as there are differences, likewise, there does seem to be consensus regarding the inclusion of some items. In the October 2, 1985 issue of The Chronicle of Higher Education, Thomas A. Emmet recommends beginning a handbook with a history and mission of the institution. This sentiment is reiterated by many others. (Deal and Chatman, 1989; Hetlinger, 1986; and, Perreault and Neugebauer, 1988) In fact, 98% of the respondents to my own survey indicated a desire to see school philosophy as a handbook entry. It's important to remember that this philosophy and the pedagogy it reflects, is likely to determine the nature and tone of most other entries. So too, is a completed handbook a "reflection of the school's purposes, even where these are not elaborated" (Stanton, 1980, p. 147).

My own vision of a handbook is one that can permit the inclusion of matters concerning the act of teaching (instructional strategies for example), are peripheral to the act of teaching (like procedures for field

trips), and seem removed from teaching (teacher benefits, etc.).

The intent in Part B of my survey was to allow teachers to identify some things that they thought should be included in a handbook. In the results I have rearranged these items on the basis of how frequently the accompanying "yes" response was chosen. Since the development of each of these items is likely to take time, ranking them in this order may suggest what the teachers view as most or least important, and consequently, which should be attended to first. Information about teachers' social functions for example, is likely an item that will not be developed for some time.

By naming potential handbook items, I had also hoped to stimulate further thought among the respondents. This seems to have worked since there were a number of suggestions in the Part B write-in portion that strike me as significant, but I had not thought of them. Unfortunately, I don't have an indication of how the majority of County teachers value these items. In these cases I will probably use my own staff (or other Principals) as sounding boards before proceeding.

The last thing that I would want to do is duplicate the efforts of other handbooks. For this

reason, I would like to develop a handbook that is composed of several sections. The first section may be an annotated bibliography of resources with which all teachers should be familiar. Rather than reiterate the contents of these items in any great detail, my plan is simply to name and briefly describe them. Since most schools have developed student or parent handbooks, these might be included in another section. I hope to develop items of concern specifically to teachers at my own school (that are not already covered in the student handbook) for another section. I would invite other schools to copy or modify for their own use, those items that I prepare. There may be a further section that concerns all teachers in the County, regardless of school. Some principals may choose to repeat the entry of some items in more than one section for the sake of emphasis. Of course subjects of significance can also be identified, and advice offered as to where further information can be located concerning the matter. For example, instead of thoroughly describing all aspects of school councils, the entry can direct teachers to the appropriate sections of the School Act and the jurisdiction's own policy concerning school councils. The accompanying draft handbook will offer samples in each of these sections.

What Does it Look Like?

Thanks must go to Gary Hartzell (1990) for reminding us once again that no "set of recommendations can ever be appropriate to every school" (p. 29). Perreault and Neugebauer (1988) also advise that the way a handbook is "organized and written will in large measure determine if it helps or hinders" (p.22).

The concern now is how to organize these handbook items in a logical way that still allows for further manipulation. Stanton (1980) comes closest to recommending a structure for organizing the handbook contents, that resembles my own. His thirteen main categories are as follows: Aims, Staff Functions, Personnel, Communications, Organization, Curriculum, School Regulations, Procedures, Pupil Guidance, Resources/Finance, Probationary Teachers, Parents, and General Information. (pp. 148-149)

I have compared these categories with those that exist in other tables of contents for other handbooks, and have selected a pattern that largely duplicates the County of Lethbridge Policy Handbook. This is a document with which all County teachers should be familiar, so the similarity in organization will permit greater ease in use by allowing them to transfer their skill in locating desired information. Each section of

the handbook (except the bibliography and the student handbook) could be organized in the same fashion, according to the following categories:

- Section 000 - Introduction and Organization
- Section 100 - Personnel Matters
- Section 200 - Student Matters
- Section 300 - Financial Matters
- Section 400 - Public Relations/Communications
- Section 500 - Curriculum/Instruction
- Section 600 - Transportation
- Section 700 - Facilities/Equipment/Supplies
- Section 800 - Legal Issues
- Section 900 - Miscellaneous

All of the survey items in Part B (and hopefully all that might be conceived) could be assigned to one of these nine major categories that make up each of the handbook sections.

There are further concerns beyond organization. Although many of them may seem to be common sense, Perreault and Neugebauer (1988) have offered tremendously valuable observations intended to make handbooks easier to use.

I have decided to use standard letter-sized paper, three-hole punched in order to fit in a three ring binder.

In this format, the pages lie flat ... updated pages can be easily replaced; and you can insert other center documents in the same binder for convenience. (p. 24)

I have also decided to print each section on differently coloured paper. This will allow for the

visual differentiation of major sections of the handbook. Section dividers with plastic tabs may be used for the same purpose. Headlines and subheadings will also permit users to skim sections quickly, in order to target desired information. Finally, each page will have a section and entry number printed on it, and possibly an effective date.

Who Puts it Together and How?

It would be a grave mistake for a single person to develop each entry in the handbook. It is true that some of the items can be developed in isolation. A payroll officer can certainly develop an item that offers information about electronic deposits and pay deductions. This type of entry requires almost no collaboration - perhaps an initial reading to test its readability. For many entries in the handbook though, preparation is a

professional task in the most comprehensive sense of profession, not merely the responsibility of one or another segment of the whole. (Gideonse, 1986, p. 321)

There are many benefits to a collaborative approach in development whenever possible. First of all it offers ownership to teachers, and recognizes their importance in creating sound and well-considered approaches to issues being discussed (Stanton, 1980). Secondly, it

offers an opportunity for teachers to exchange views regarding these issues. This may seem a small point, but not when we consider how much of teachers' days are spent insulated from one another. Third, the entry can be examined thoroughly to be sure that it reads precisely as it is intended. Perreault and Neugebauer (1988) remind us that if entries are poorly worded, they are likely to be ignored. Fourth, this approach will also raise the issue in the minds of teachers, so that when they see the resulting handbook entry, they are likely to recall the thread of discussion that resulted in the final form.

Without doubt there will be occasions where discussions fail to reach consensus regarding some issues. These cases will clearly require a leader (likely the Principal) to make decisions about the final form that the entry takes. Any collaborative approach requires participants to recognize that the

unalterable commitment to going with the judgements of expertise is the first and foremost principle guiding its development. There are many sources of expertise - clear thinking, capable research, scholarship, evaluation, and the wisdom of practice, to name just a few, but handbook development will be unsuccessful unless there is insistence that the lodestone of expertise stands preeminent. (Gideonse, 1986, p. 321)

Stanton (1980) too recognizes the possibility of varying views within a school, and the need for all to

understand that in cases of conflict, the school's leader will select what is thought to be the most professionally appropriate course.

If a collaborative approach to handbook development is used successfully, then the resulting document would be an expression of the knowledge and reflections held by practitioners about many aspects of the teaching profession.

This Could Go On Forever!

The Chronicle of Higher Education (October 2, 1985) has stated that the development of a handbook is a "two-year, nose-to-the-grindstone process" (p. 28). This is only partly true. I have discovered that it takes about this much time to simply get a handbook underway.

Developing handbooks will be major, time-consuming undertakings entailing substantial amounts of time, first to design, and then to complete individual examples. Several years would not be an unreasonable estimate for initial development. (Gideonse, 1986, p. 322)

When we take into account the inevitability of change in our school systems, we are forced to recognize the implications for a handbook. It must change too (Stanton, 1980)! "The task is encyclopedic in nature if not in scale, and the investment in development must be proportionally large." (Gideonse, 1986, p. 322)

Testimony to the fact that this handbook is likely to be a work in continual transition is this fact. I was initially motivated to develop a staff handbook because the ECS at my school had missed out on a significant transportation grant. Present educational funding is being reduced in many areas, and it's likely that very soon the transportation grant that I felt obliged to inform all newcomers of, will no longer be in effect.

In order to stand the test of time, it's obvious that an easily updated handbook will stand a greater chance of survival (Perreault and Neugebauer, 1988). If my bid succeeds to have the County develop of a staff handbook such as I have described here, it may be that schools will feel the need to revise their own handbooks to reflect a common structure. Continued use also depends upon someone within the organization (school and/or County level) taking on these management duties. Longevity of the handbook at the County or school level depends upon the willingness of the leader at that level to commit staff time to development, and to dedicate secretarial time to updating it.

Rather than being a well written document that we don't use, it should possess such value that it's referred to regularly. If teachers are involved in the

development of handbook items, it would likely be easier to recognize continuing value. It's also been suggested earlier that

a handbook resource that could stimulate reflectiveness, that could suggest alternate explanations or strategies, or that could lead to new insights about the organization and experience of teachers' professional lives would prove to be a powerful stimulus to continuing professional development." (Gideonse, 1986, p. 318)

What's Next?

There is more that can grow out of handbook development. I believe this to be a valuable exercise in itself, but I also perceive the need for improved induction and orientation practices. For the most part these matters are left to school-based administrators. There is little consistency in approach and I think we may perpetuate the isolation of our new teachers that is referred to so frequently. This needn't be so. A school handbook may be regarded as no more than a tool of the trade, but more than this it

is a document that, more than any other, reflects the processes and interactions designed to achieve the purposes of the school, whether or not these are made explicit. (Stanton, 1980, p. 153)

If we accept this notion, it only makes sense that a handbook be utilized in a process of orientation or induction. It's critical that we are as careful about

the first impression we make on new employees as we expect them to be in impressing us (Zemke, 1989). New teachers need to feel confident and secure. Many schools have tried to help beginning teachers with programs that involve conferences, "group meetings, helping teachers, and workshops" (Shell and Burden, 1985, p.14). Incorporating a handbook in this process can lower turnover, shorten learning curves and make transition to a new environment a bit easier.

We also must recognize that lost opportunities cannot be recovered. If new teachers are not adequately oriented, we cannot go back to try again. Pages of a calendar cannot be turned back. We must review and improve our present socialization practices in order to maximize the effectiveness of novice or experienced new teachers. Administrators should be prepared and competent to provide needed orientation. Schell and Burden (1985) see this need too. They advise we

recognize that many administrators need specific information about what a newly-hired teacher needs to know and do. Without specific information on this task, administrators may omit some vital information, over-emphasize some trivial aspects, provide inadequate time or assistance, etc. A written guide seems to be necessary. (p. 14)

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APPENDIX 1

Letter to Administrators

Wayne Tate
Principal

Doug Pharis
Vice-Principal

Noble Central School
P.O. Box 119, Nobleford, Alberta. T0L 1S0
Telephone 824-3817

September 17, 1992

Dear Fellow Administrator:

I am presently engaged in completing some course work at the University of Lethbridge. I am grateful for your assistance in helping me gather relevant information.

I ask that you take a few moments at your next school staff meeting to allow teachers the opportunity to complete an information survey. I ask you also, to select a teacher to gather the completed forms and seal them in a brown envelope for delivery to Noble Central. Finally, on your next visit to the County office, could you please drop them in Noble's delivery box.

You are welcome to inform them of any details regarding my project. It's my intent to make the general results of this survey known to all administrators, but I will not specify information as it relates to an individual school.

Thank you for your cooperation and support.

Sincerely,

Wayne Tate

APPENDIX 2

Original Survey

September 17, 1992

Dear Colleague:

Thank you for taking the time to complete this questionnaire. Its purpose is to provide me with information about:

- a. the level of awareness that exists pertaining to already existing teacher resources.
- b. what teachers in the County of Lethbridge might find useful in a staff handbook.

PART A. Please circle the response that is closest to your own. If you wish to offer your own response, please feel welcome.

1. Alberta Education Policy Handbook

- a. No! Really? They have a handbook at my school?
 - b. I thought there probably was one, but I haven't seen it.
 - c. I've looked through it, but I don't find it useful very often.
 - d. I know what it is and where it is.
-

2. County of Lethbridge Policy Handbook

- a. Is there a County Policy Handbook?
 - b. I've heard of it, but I don't know much about it.
 - c. I know it's there, but I've never felt the need to use it.
 - d. I look at it from time to time.
-

3. Alberta School Employees Benefit Handbook

- a. I don't think I've heard of it.
 - b. There's one nearby (maybe the staffroom) that I refer to when I need to.
 - c. I know it's available, but I already know what's in it.
 - d. I've got one of my own.
-

4. A.T.A. Members' Handbook

- a. I wasn't aware there was such a thing.
 - b. I looked at it once when I thought I had a grievance.
 - c. It's one of those books that's there when I need it.
 - d. I know a lot about the things it has to offer.
-
-

5. School Handbook

- a. I wish my school had a handbook.
 - b. Some of the information in my present school's handbook would be useful if I moved on to another County school.
 - c. My present school's handbook includes the kind of information that would be extremely helpful to a new teacher on staff.
 - d. My school's handbook is very useful for students, parents and teachers.
-
-

6. County Staff Handbook

- a. There's not a County staff handbook is there?
 - b. My school has (or is producing) a handbook for its teachers.
 - c. A staff handbook is kind of a stupid idea.
 - d. I have some definite ideas about what should be in a staff handbook.
-
-

PART B. In order to show your agreement or disagreement with the following statements, please circle either "yes" or "no."

I think a staff handbook ought to include information about:

- | | | |
|---|-----|----|
| 1. the decentralized budgeting process. | Yes | No |
| 2. available grants. | Yes | No |
| 3. available local resources. | Yes | No |
| 4. available Alberta Education resources. | Yes | No |
| 5. the Regional Film Centre. | Yes | No |
| 6. the school's capital equipment. | Yes | No |
| 7. school supplies and requisitions. | Yes | No |
| 8. the school's library resources. | Yes | No |
| 9. field trips and their costs. | Yes | No |
| 10. common childhood illnesses, symptoms, and
control measures. | Yes | No |
| 11. procedures in case of auto accident involving
extra-curricular group. | Yes | No |
| 12. school evacuation procedures. | Yes | No |
| 13. school philosophy. | Yes | No |
| 14. school protocol. | Yes | No |
| 15. expected daily arrival and departure times. | Yes | No |
| 16. procedures for acquiring a substitute teacher. ... | Yes | No |
| 17. communicating lesson expectations to substitute
teachers. | Yes | No |
| 18. volunteers in the school and their recognition. .. | Yes | No |
| 19. school maintenance requests. | Yes | No |
| 20. teachers' social functions. | Yes | No |

21. professional development opportunities.	Yes	No
22. Regional Office personnel.	Yes	No
23. behavioral expectations of students.	Yes	No
24. student attendance.	Yes	No
25. supervision of students.	Yes	No
26. student accident reports.	Yes	No
27. student discipline.	Yes	No
28. communicating with parents.	Yes	No

APPENDIX 3Survey Results

PART A. Please circle the response that is closest to your own.
If you wish to offer your own response, please feel welcome.

1. Alberta Education Policy Handbook

- 12% a. No! Really? They have a handbook at my school?
34% b. I thought there probably was one, but I haven't seen it.
12% c. I've looked through it, but I don't find it useful very often.
36% d. I know what it is and where it is.
6% e. N/R

Comments:

- Found it most useful when I first started teaching.
- I received a copy at induction ceremony.
- Handbook? Who the hell needs a handbook?
- I know of it, but have not used it.

2. County of Lethbridge Policy Handbook

- 6% a. Is there a County Policy Handbook?
18% b. I've heard of it, but I don't know much about it.
14% c. I know it's there, but I've never felt the need to use it.
56% d. I look at it from time to time.
6% e. N/R

Comments:

- Used it to look up policies that have directly affected me (i.e. leave for 1 personal day).
- Because I sit on E.P.C.
- I look at it when I need to!
- I've used it once.
- I refer to it when there is a need.
- I know where it should be and I've looked at it.

3. Alberta School Employees Benefit Handbook

- 2% a. I don't think I've heard of it.
- 18% b. There's one nearby (maybe the staffroom) that I refer to when I need to.
- 1% c. I know it's available, but I already know what's in it.
- 78% d. I've got one of my own.
- 1% e. N/R

Comments:

- *Is there a 1-800 information line? (for claims?)*

4. A.T.A. Members' Handbook

- 7% a. I wasn't aware there was such a thing.
- 3% b. I looked at it once when I thought I had a grievance.
- 66% c. It's one of those books that's there when I need it.
- 18% d. I know a lot about the things it has to offer.
- 6% e. N/R

Comments:

- *I am aware of it but have never seen it.*
- *If there is one, I haven't looked at it.*

5. School Handbook

- 9% a. I wish my school had a handbook.
- 4% b. Some of the information in my present school's handbook would be useful if I moved on to another County school.
- 13% c. My present school's handbook includes the kind of information that would be extremely helpful to a new teacher on staff.
- 68% d. My school's handbook is very useful for students, parents and teachers.
- 6% e. N/R

Comments:

- *Unsure if one is needed if you have a County staff handbook.*
- *We have plans to develop a school handbook.*
- *I know there is one, but I haven't seen it.*
- *We update it yearly.*
- *This is useful, especially to review at the beginning of the year.*

6. County Staff Handbook

- 71% a. There's not a County staff handbook is there?
- 6% b. My school has (or is producing) a handbook for its teachers.
- 0% c. A staff handbook is kind of a stupid idea.
- 9% d. I have some definite ideas about what should be in a staff handbook.
- 14% e. N/R

Comments:

- *Is there such a book? I don't know.*
- *We need one.*
- *One needs to be prepared.*
- *I was unaware there is a staff handbook but feel it would be a good idea and should include a section on how to handle grieving, loss, etc.*
- *I think it depends on the size of school. With small staffs there is usually better verbal communication - besides we don't have the secretarial manpower to get it done.*
- *Isn't this the same as number 2?*

PART B. In order to show your agreement or disagreement with the following statements, please circle either "yes" or "no."

I think a staff handbook ought to include information about:

	YES ===	NO ===	N/R ===
13. school philosophy.	96%	2%	2%
14. school protocol.	91	2	7
2. available grants.	91	9	0
3. available local resources.	90	7	3
27. student discipline.	90	9	1
28. communicating with parents.	89	8	3
25. supervision of students.	87	11	2
12. school evacuation procedures.	87	12	1

	<u>YES</u>	<u>NO</u>	<u>N/R</u>
18. volunteers in the school and their recognition.	82	14	4
16. procedures for acquiring a substitute teacher.	82	16	2
26. student accident reports.	81	17	2
21. professional development opportunities.	79	14	7
11. procedures in case of auto accident involving extra-curricular group.	79	19	2
1. the decentralized budgeting process.	77	23	0
4. available Alberta Education resources.	76	18	6
22. Regional Office personnel.	74	20	6
23. behavioral expectations of students.	73	11	16
9. field trips and their costs.	72	22	6
7. school supplies and requisitions. .	70	24	6
15. expected daily arrival and departure times.	70	27	3
17. communicating lesson expectations to substitute teachers.	67	29	4
19. school maintenance requests.	63	29	8
8. the school's library resources. ...	63	32	5
24. student attendance.	61	24	15
6. the school's capital equipment. ...	59	34	7
5. the Regional Film Centre.	58	33	9

Handbook

38

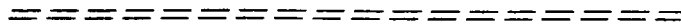
	YES ===	NO ===	N/R ===
10. common childhood illnesses, symptoms, and control measures. ...	49	43	8
20. teachers' social functions.	38	54	8

Comments:

- I would prefer a county staff handbook that could be supplemented with individual school policy.
- Whether teachers are required/expected to do extra-curricular.
- Staff positions (P.D., A.T.A., E.P.C., etc.)
- Professional associations for teachers.
- County schools and administrators and their phone numbers.
- Beginning and dismissal times at various schools.
- Dates forms and orders etc. are expected.
- Traditional activities with dates done yearly at school.
- Map of local setting (i.e. County and where schools are).
- Configuration of schools within the County.
- I think a school handbook is a hell of a great idea!!
- School goals, staff listing, county school year calendar.
- Information with regard to mainstreaming, special needs students, services and contact people.
- A.T.A. information (contact persons, president of locals, etc.)
- Dress code for staff and students.
- Inclement weather procedures for school closure (radio stations and times.
- Laws about copyright for pages of books and showing TV shows.

RESOURCES

TABLE OF CONTENTS



- 000 - INTRODUCTION/ORGANIZATION
 - 000 - Handbook Organization (April 16, 1993)
- 100 - COUNTY OF LETHBRIDGE RESOURCES
 - 105 - County of Lethbridge No. 26 School Policy Handbook (March 14, 1993)
 - 110 - Special Education Services Handbook (March 14, 1993)
- 200 - ALBERTA TEACHERS' ASSOCIATION
 - 205 - The Alberta Teachers' Association Members' Handbook (March 6, 1993)
 - 210 - The Book Book (Library Resources) (March 6, 1993)
 - 215 - The Bookings Book (March 13, 1993)
 - 220 - The Alberta Teachers' Association Legislation Handbook (March 14, 1993)
 - 225 - Publications Catalogue (March 14, 1993)
- 300 - ALBERTA EDUCATION
 - 305 - Program of Studies (March 14, 1993)
 - 310 - Guide to Education School Handbook (March 14, 1993)
 - 315 - Alberta Education Policy Handbook (March 20, 1993)
 - 320 - E.C.S. Philosophy, Goals and Program Dimensions 1984 (March 20, 1993)
 - 325 - Behaviour Disorders in Schools (March 20, 1993)
- 400 - GOVERNMENT OF ALBERTA
 - 405 - School Act (March 14, 1993)
- 500 - POST-SECONDARY INSTITUTIONS
- 600 - HUMAN RESOURCES
- 700 - PROFESSIONAL DEVELOPMENT
 - 705 - Southern Alberta Professional Development Consortium (April 16, 1993)
- 800 - LEGAL ISSUES
- 900 - MISCELLANEOUS

000/000

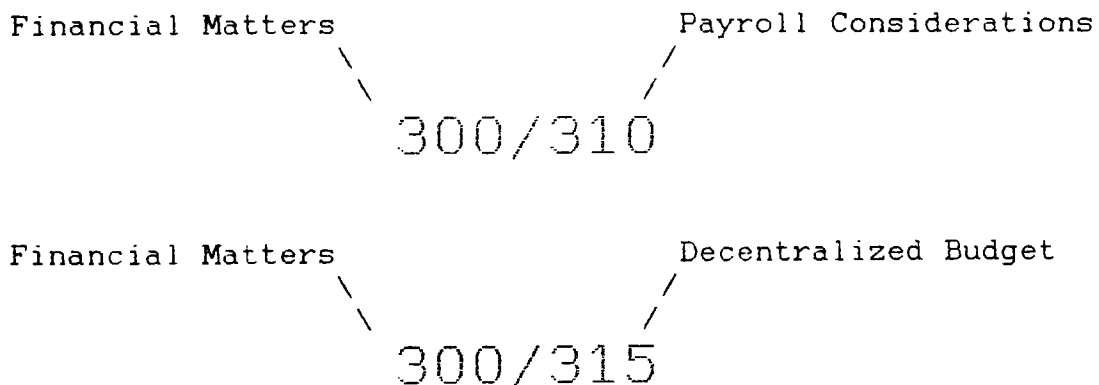
April 16, 1993

HANDBOOK ORGANIZATION
=====

This handbook has been constructed to offer information regarding basic school operations, as well as to address issues that teachers (particularly beginning teachers) may not think to ask about.

Each of the four sections is printed on a different coloured paper. The PINK section is intended to familiarize or remind teachers of resources at their disposal. The GREEN section contains information that is likely to be suitable for all teachers in the County of Lethbridge, regardless of the school they teach at. The YELLOW section is intended to offer information that may be specific to a particular school. Finally, the last section (WHITE) is reserved for the school's handbook, since it is likely to be produced in greater quantities.

In each case the section is prefaced with a table of contents. The table of contents identifies code numbers that are connected to a specific category. Items dealing with financial matters for example, are to be found in the 300 section. Each section may also have numerous items within it. The second number in the combination represents the specific item. A second number of 310 for example, represents payroll considerations, while a second number of 315 deals with decentralized budget.



Hopefully updates can be dealt with easily, since the paper colour will indicate which section the update belongs in. The category number, followed by the item number indicates where in the handbook it can be placed.

March 14, 1993

COUNTY OF LETHBRIDGE NO. 26 SCHOOL POLICY HANDBOOK
=====

Two copies should be available in each school, one in the principal's office and the second in the staffroom. The handbook includes policy statements adopted by a simple majority of the Board. These are reviewed regularly and periodical revisions do occur. Each policy generally takes the following form: Policy Statement, Guidelines, Procedures.

Draft policies prepared by the Superintendent (or designate) are presented to the Board for their review and discussion. Where appropriate, those affected by the policy will be consulted for their input, whether it be teaching staffs, administrators or the Board-Teacher Advisory Committee.

Policy statements are categorized by the following headings:

- Section 000 - Organization
- Section 100 - Administration
- Section 200 - Personnel Teachers
- Section 300 - Personnel Others
- Section 400 - Pupils
- Section 500 - Transportation
- Section 600 - Facilities and Equipment
- Section 700 - Public Relations and Communications
- Section 800 - Curriculum and Instruction
- Section 900 - Miscellaneous
- Section 1000 - Early Childhood Services

The handbook also has Appendices categorized in the same way, that may offer further clarification of the policy, or may present copies of official forms to be used (ex. parental permission forms for swimming program).

All County employees are encouraged to peruse the handbook periodically, since policy frequently has a direct bearing on how employees do their jobs.

March 14, 1993

SPECIAL EDUCATION SERVICES HANDBOOK
=====

This handbook has been prepared by the County of Lethbridge to provide information on the programs as well as the policies, guidelines and procedures followed in providing services to exceptional students consistent with the policies, guidelines and procedures as developed by Alberta Education.

Two copies may be present in each school, one in the principal's office and the second with the school's Special Education teacher. The table of contents is abbreviated below in order to give a sampling of the document.

- I. Philosophy of Special Educational Services
- II. Special Educational Services Policy
- III. Description of Programs/Services/Special Provisions
- IV. Roles and Responsibilities
- V. Supporting Services
- VI. Identification of Special Needs Children
- VII. Accessing Programs and Services
- VIII. Individual Program Planning
- IX. Placement Appeal Procedures
- X. Parental Involvement
- XI. Special Education Funding
- XII. Budget
- XIII. Transportation
- XIV. Special Education Materials Center

- Appendices
- A. Policies
 - B. Forms

All County employees are encouraged to review this handbook in order to familiarize themselves with the role they play in connections with the County's Special Educational Services.

200/205

March 6, 1993

THE ALBERTA TEACHERS' ASSOCIATION MEMBERS' HANDBOOK
=====

A copy should be located in each school staffroom (or with each school's A.T.A. representative). The document is updated annually, and includes:

- an extensive directory,
- a history of the A.T.A.
- a description of how the association is governed.
- a description of organizations and services offered by the A.T.A.
- a listing of Local Associations and information regarding their government.
- a section on Educational policy and position.

Extra copies are available with an order. For further information, the school's A.T.A. representative can be contacted.

200/210

March 6, 1993

THE BOOK BOOK (Library Resources)

=====

A copy should be located in each school staffroom (or with each school's A.T.A. representative). The document is updated regularly, and includes alphabetical listings of library resources available from the A.T.A. library. Call numbers are also given. A wide range of subject matter is covered. A very few examples of such are as follows:

- Computer Managed Instruction
- Epilepsy
- Mentors
- Playgrounds
- Reading Disability
- School Violence
- Teachers - Attitudes
- Television in Education
- Underachievers
- Women - Job Stress

For further information, the school's A.T.A. representative (or the school's teacher-librarian) can be contacted.

200/215

March 13, 1993

THE BOOKINGS BOOK

=====

A copy should be located in each school staffroom (or with each school's A.T.A. representative). The booklet is updated annually and includes a description of the variety of workshops, presentations and courses offered by the Alberta Teachers' Association. These are appropriate for staff, area and local meetings, professional development days, institutes and conferences. A sample of available workshop titles follows:

"I Love Teaching" Public Relations Tips for Teachers
Teachers and the Law
Teacher Wellness
Student Motivation
Classroom and School Discipline
Student Evaluation
Taking Charge of Curriculum

Also included is information regarding A.T.A. Library videocassettes. For further information, the school's A.T.A. representative can be contacted.

200/220

March 14, 1993

THE ALBERTA TEACHERS' ASSOCIATION LEGISLATION HANDBOOK
=====

A copy may be located in the school's staffroom (or with each school's A.T.A. representative). The publication is a compilation of extracts from the two federal acts upon which provincial autonomy in education is based, and full or extracted texts of five provincial statutes that have applications in teaching. These are: *Teaching Profession Act*, *Department of Education Act*, *School Act*, *Labour Relations Code*, and *Teachers' Retirement Fund Act*.

Users are reminded that recent amendments to these, may NOT be reflected in the LEGISLATION HANDBOOK (1992). Any substantial revisions will likely result in this publication being re-issued. For further information, the school's A.T.A. representative can be contacted.

200/225

March 14, 1993

PUBLICATIONS CATALOGUE

=====

A copy may be located in the school's staffroom (or with each school's A.T.A. representative). The booklet lists most publications, brochures, pamphlets and other materials available from the A.T.A. Many of the publications listed are available at no charge to members. In cases where there is a charge, that cost is noted. A sample of items that are catalogued follow.

Public Relations Kit for Teachers
Education Week Planning Guide
I Love Teaching Pins
No. 15, Respecting the Differences
Gladly Would He Teach
The Book Book
Declaration of Rights and Responsibilities for Teachers
Pensions for Alberta Teachers
Program for Beginning Teachers
Language Arts in the Junior High School
Up With Nutrition
Reading in Mathematics

For further information, the school's A.T.A. representative can be contacted.

300/305

March 14, 1993

PROGRAM OF STUDIES

=====

A Program of Studies has been developed for each level of schooling (elementary, junior and senior). Each document contains the mandatory requirements of each course or program in the school, together with a list of basic learning resources. It should be noted that the Program of Studies is the official description of course content, not curriculum guides or teacher resource guides.

Updates are usually received on an annual basis. Each school should have at least one updated and accurate copy of the Program of Studies for their particular level. It is not unusual (perhaps recommended), for each teacher to have their own copy. When updates arrive, there usually are multiple copies so that updating does not cost the teacher anything.

Additional (or personal) copies can be obtained from Alberta Education, Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.

300/310

March 14, 1993

GUIDE TO EDUCATION - SCHOOL HANDBOOK
=====

A Guide to Education Handbook has been prepared for each school level (elementary, junior and senior). Each handbook is intended: to identify requirements specified by Alberta Education relevant to the operation of school programs; to provide some perspectives about the characteristics of pupils; and to communicate information useful in organizing and operating programs to meet the needs of students. The three general divisions of each handbook reflect these contents (Students, Programming, Administration).

Updated copies of the handbook are generally received in each school office annually. Although the administration of the school is likely to use the handbook more frequently than classroom teachers, they can be useful to all. Additional (or personal) copies can be obtained from Alberta Education, Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.

300/315

March 20, 1993

ALBERTA EDUCATION POLICY MANUAL

=====

This manual has been developed (1991) to serve as a reference source and includes policies to guide the delivery of education in the following areas:

Education Programs
Referrals and Appeals
Provincial Monitoring, Evaluating and Auditing
Operations Management
School Finance
Communicating Educational Results

The main purposes of the Policy manual are:

- (a) to communicate the position of Alberta Education with regard to key policies;
- (b) to provide direction to school board, private schools, and ECS private operators who wish to access provincial resources; and
- (c) to provide convenient, "first-stop" shopping to school boards, private schools, and ECS private operators through the integration of legislation, regulations, policies and procedures in one document.

Updates to the manual are intended to be made as need arises. Each update will be dated, and be accompanied by a new table of contents. General inquiries concerning the manual can be made at the nearest Regional Office of Education.

300/320

March 20, 1993

ECS PHILOSOPHY, GOALS AND PROGRAM DIMENSIONS (1984)
=====

This short document has been developed by Early Childhood Services, Alberta Education to describe what ECS is attempting to accomplish with the child, the child's family and the community. It is for the use of parents, staff and community services as a guideline for the development, implementation and evaluation of local, regional, and provincial programs, and for the identification of staff development and parent needs.

A portion of the table of contents is reproduced here to offer a better understanding of the document's content.

- I. Early Childhood Services Philosophy
 - A. Beliefs
 - B. Principles
- II. Early Childhood Services Goals
- III. Program Dimensions
 - 1. Self-Concept Development
 - 2. Health and Physical Development
 - 3. Social Development
 - 4. Emotional Development
 - 5. Intellectual Development
 - 6. Creative Development
 - 7. Parent Involvement
 - 8. Staff Development
 - 9. Coordination of Community Services

The ECS teacher and principal likely both have copies of this document. It's also likely that either could arrange for acquisition of further copies.

300/325

March 20, 1993

BEHAVIOUR DISORDERS IN SCHOOLS
=====

This multi-section colour-coded manual has been developed by the Special Education Services Branch of Alberta Education to serve as a "practical guide to identification, assessment and correction" of behaviour disorders.

The contents of the manual progress from mild to severe behaviour disorders, in terms of understanding, concepts, assessment, and treatment methods. A portion of the table of contents is reproduced here to offer a better understanding of the document's content.

- I. Introduction and Definition of Behaviour Disorder
- II. Identification, Assessment, and Program Planning
- III. Classroom Strategies
- IV. Resources

Additional copies may be obtained at the cost of printing from the Learning Resources Distribution Centre, Alberta Education, 10410 - 121 Street, Edmonton, Alberta

400/405

March 14, 1993

SCHOOL ACT
=====

Assented to July 6, 1988, the Act specifies many of the legal obligations governing stakeholders in Alberta's educational process.

A copy would likely be found with the principal of the school. Personal copies may be available for approximately \$5.00 from the Queen's Printer for Alberta. That is: Publication Services, 11510 Kingsway Avenue, Edmonton, T5G 2Y5.

700/705

April 16, 1993

SOUTHERN ALBERTA PROFESSIONAL DEVELOPMENT CONSORTIUM
=====

The Southern Alberta Professional Development Consortium (SAPDC) was established in the fall of 1990 as a partnership involving various organizations in Zone 6 (Southern Alberta) school jurisdictions, Alberta Education, Alberta Teacher's Association, University of Lethbridge, and Conference of Alberta School Superintendents.

It was established to meet or to facilitate meeting some of the teacher-identified and jurisdiction-identified professional development needs for educational personnel in Zone 6. To fulfil this role, the Consortium will serve as a clearinghouse, broker, or project initiator. In addition, the Consortium may initiate or coordinate action research or developmental projects.

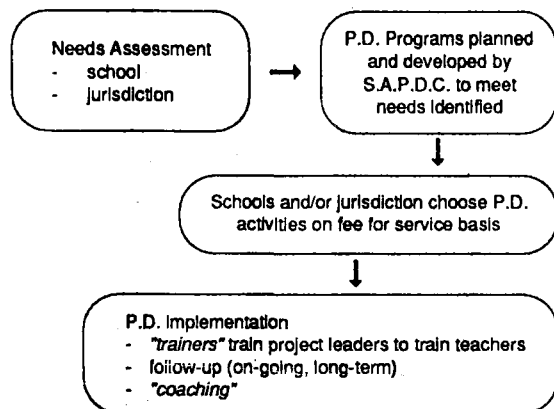
For further information teachers are encouraged to consult the following documents: the SAPDC pamphlet, Newsletter (May, 1992), or the 1992-93 Professional Development Plan. For further specifics, the SAPDC Executive Director may be contacted:

Dr. Earle Warnica
#328, Provincial Building
200 Fifth Avenue South
Lethbridge, AB T1J 4C7
Phone: 381-5575
FAX: 381-5734

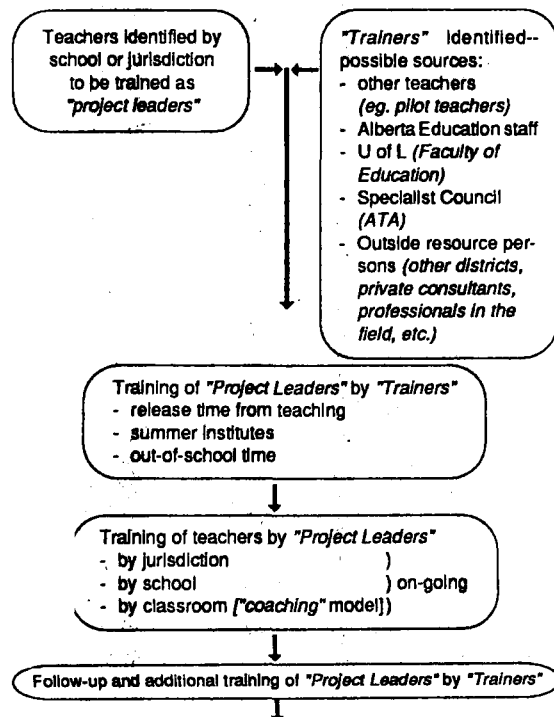
ONE APPROACH TO PROFESSIONAL DEVELOPMENT:

"TEACHERS TEACHING TEACHERS" Project Leader Model

Part I



Part II



CONTRIBUTIONS:

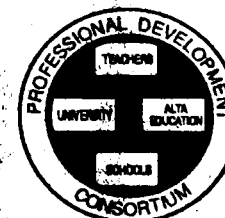
- "Start-up" funding from Alberta Education for the period November, 1990 to August, 1993.
- Membership fees from school jurisdictions (*per pupil fee of \$1 per pupil per year*).
- "In-kind" support from ATA.
- Services of faculty members, University of Lethbridge.

GOVERNANCE:

- **Board of Directors:**
 - 5 ATA representatives
 - 4 CASS representatives
 - 2 ASTA representatives
 - 2 University of Lethbridge representatives
 - 1 Alberta Education representative
- **Executive Committee:** (*elected by the Board of Directors*)
 - 2 ATA representatives
 - 2 CASS representatives
 - 1 Alberta Education representative
 - 1 University of Lethbridge representative
 - Executive Director (*Ex Officio*)
- **Executive Director:**
Dr. Earle J. Warnica
 Rm. 328 Provincial Building
 200 Fifth Ave. S., Bag Service 3014
 Lethbridge, Alberta T1J 4C7
 Office: (403) 381-5575
 Residence: (403) 381-7360

SOUTHERN ALBERTA PROFESSIONAL DEVELOPMENT CONSORTIUM

A partnership to meet teacher - and jurisdiction-identified professional development needs for educational personnel in Zone 6. The Consortium will serve as a clearinghouse, broker or project initiator and may initiate or coordinate action-research or development projects.



... "teachers as adult learners" ...

PURPOSE:

1. To promote continuing education in the teaching profession with an emphasis on *"teachers as adult learners"*.
2. To focus on on-going, long-term, coordinated professional development activities.
3. To meet or facilitate meeting teacher-identified and jurisdiction-identified professional development needs of educational personnel in Zone 6 (*both rural and urban*).
4. To offer both *"centrally-delivered"* and *"locally-delivered"* professional development activities across the Zone, with an emphasis (*wherever possible*) on school-based activities and/or functional groups (*eg., secondary science teachers*).
5. To encourage the development of local expertise (*jurisdiction or school*) with the continuing assistance of the Consortium.
6. To employ practices consistent with the literature on effective staff development and change, including theory, guided practice, coaching, and feedback.
7. To serve as a clearinghouse, broker, or initiator of projects.
8. To initiate or coordinate action

SERVICES:

- To both rural and urban teachers in Zone 6.
- Based on needs assessments.
- Assistance in development of plans to meet teacher-identified and jurisdiction-identified professional development needs.
- *"Fee for service"*.

FOCUS:

- Teachers are adult learners participating in life-long learning as part of their professional commitment. Leaving university to begin teaching marks the beginning, not the end, of a teacher's education as a professional.
- Where possible, the focus will be on school-based activities and/or on functional groups (*eg. senior high science teachers*).
- A balance of centrally-delivered and locally-delivered activities.
- Development of the expertise of local jurisdiction or school-based teachers.

"... staff development is central to every approach to educational improvement ..."

MICHAEL J. FULLAN

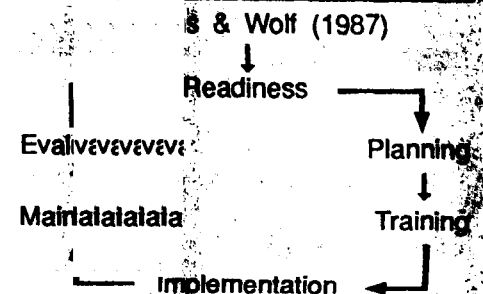
PRINCIPLES OF EFFECTIVE STAFF DEVELOPMENT:

1. Understand and apply knowledge of change process.
2. Apply fundamental principles of learning theory.
3. Apply research on good teaching.
4. Apply knowledge of adult learning.
5. Follow-up on initial activities in order that P.D. becomes ongoing and long-term.

"The culture of schooling is such that those who will be implementing school reforms (teachers and principals) must be meaningfully involved with the planning, selection and design of the change efforts if they are to have any chance of success."

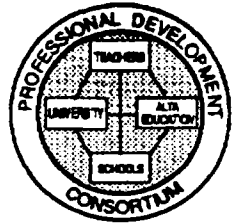
Fuchsberg & Parish (1987)

STAFF DEVELOPMENT CYCLE



*Southern Alberta Professional
Development Consortium
Rm. 328, Provincial Bldg.
200 - 5 Avenue S., Leth., AB
T1J 4C7*

Newsletter

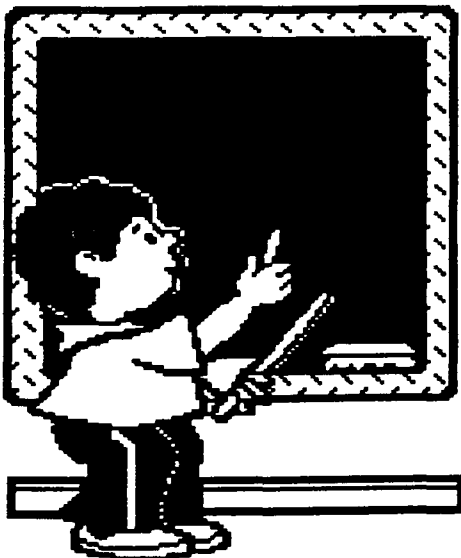


May, 1992

A partnership to meet teacher- and jurisdiction-identified professional development needs of educational personnel in Zone 6.

Partners:

- School Jurisdictions (Zone 6)
- Alberta Teachers Association
- Alberta Education
- University of Lethbridge



Major Professional Development

Programs Launched:

Since January, 1992, three major professional development programs have been successfully launched.

- (1) Elementary Language Learning
- (2) Elementary Program Continuity
- (3) Science 10

(See details on the following pages)

SUCSESSES!!!

Evaluation of the program by the participants indicated outstanding initial successes of the professional development models utilized; In the case of Language Learning and Program Continuity, a "project team leadership" model was used in which a team of school or jurisdiction teachers were prepared to serve as local project leaders.

Project team leaders, after developing a jurisdiction professional development plan, conducted sessions at the school or jurisdiction level. Strong satisfaction and support has been reported by both the leadership teams and by their teacher-colleagues at the school and system levels.

The major successes are attributed to several factors:

- the team approach to the deliver of the initial sessions (the team consisted of teachers, administrators, Alberta Education staff, University of Lethbridge staff, and Consortium support)
- a strong focus on practical skills with a basis in new program philosophy, and child-centred learning

- an emphasis on understanding the nature and characteristics of effective professional development, including adult education and “the change process”
- “teachers teaching teachers” as opposed to external “expert” being brought in to deliver professional development
- the on-going nature of the professional development sessions, with follow-up and support from the Consortium team

NOTE: for schools or jurisdictions who did not participate in the initial round of Language Learning professional development, a second set of professional development sessions will be scheduled for fall, 1992. Schools will be notified as to dates and locations.



Elementary Language

Learning:

Two very successful days of Language Learning professional development were conducted during January, 1992 in each of two locations (Medicine Hat & Lethbridge). Day 3 took place in April with Day 4 and additional follow-up support scheduled for fall, 1992.

In all, a total of 77 teachers and administrators took part in the program.

Brooks S.D. #2092	5
County of Forty Mile #8	7
County of Newell #4	3
Medicine Hat Catholic Board of Ed.	1
Medicine Hat S.D. #76	7
Barons Consolidated S.D. #8	1
Blood Tribe Education	2
Cardston S.D. #2	3
County of Lethbridge #26	12
County of Vulcan	1
County of Warner #5	2
Immanuel Christian	2
Lethbridge RCSSD #9	8
Pincher Creek S. Div. #29	5
Stirling S.D. #6	2
Taber Christian School	1
Taber S.D. #6	6
Willow Creek S.D. #28	9

The professional development model for this program involved the preparation of jurisdiction or school-level team leaders who were prepared to plan and deliver similar sessions for teachers in their own area. The development of leadership and program expertise at the jurisdiction and school level is a major focus of the Consortium.

Elementary Program

Continuity:

Using the “development of team-leaders” model, 81 teachers and administrators participated in two days of professional development preparation in Brooks and/or Lethbridge in March.

Brooks S.D. #2092	10
Lethbridge S.D. #51	3
Medicine Hat S.D. #76	13
Barons Consolidated S.D. #8	1
Pincher Creek S.D. #29	3
Taber S.D. #6	9
County of Lethbridge #26	8
County of Newell #4	3
County of Warner #5	2
County of Vulcan #2	6
Coaldale RCSSD #73	2
Lethbridge RCSSD #9	13
Pincher Creek RCSSD #18	3
Taber RCSSD #18	1
Chinook Christian School	2
Blood Tribe Education	2

Participants reported very positive evaluations of the program and strong feelings of optimism that Program Continuity was now “on its way” across Zone 6. Each team developed an action plan for progressing with implementation at the local level, including professional development sessions for teachers, administrators, boards, and parents. A third day for the project teachers at the school or jurisdiction level is being planned for fall, 1992 with a focus on both the planning and evaluation/assessment processes.

Science 10:

The first three days of a four-day series for high school science teachers have been held.

Day 1 was conducted by Alberta Education Curriculum Branch Staff in March in Lethbridge, with Day 2 being presented in Lethbridge and Medicine Hat in April by Consortium team members consisting of teachers and administrators from pilot schools (Brooks and L.C.I.). Day 3 was carried out in May, with Day 4 scheduled for June in order to assist teachers to be fully prepared for fall, 1992 implementation.

In addition to focusing on 60 science teachers who enrolled, this program presented a half-day session for 40 administrators, counsellors and librarians to assist them in preparing for implementation.

Feedback from the sessions indicated extremely positive feelings from the participants. Comments such as "the best professional development I ever attended" and "it is great to be able to learn from actual classroom teachers who have experience with the new program" reflect the group responses.

Time and resources were provided to participants in order that actual planning for implementation could be done by each school-based team of teachers.

Other Consortium Events &

Activities:

In addition to the three major programs summarized elsewhere in this newsletter, the following events have taken place:

1. Junior High Science:

Preparation of a professional development program for Junior High Science teachers is complete, with delivery dates re-scheduled to fall, 1992 at the request of jurisdictions.

2. Motivation:

Considerable planning and research has been carried out on the topic of "motivation" which was identified by teachers as their #1 concern in a needs assessment conducted in 1992. Several sessions, initiated by jurisdictions, schools, or ATA groups, have taken place. If schools or jurisdictions wish to offer a professional development program on this topic, please contact the SAPDC office.

3. Administrators Seminars:

In cooperation with Alberta Education, the Consortium planned and conducted day-long seminars for administrators in Lethbridge and again in Medicine Hat. The focus for the sessions was on Alberta Education's changes to "Guide to Education", assessment/promotion/retention alternatives, "Stay-In-School" initiatives, distance learning, and conflict resolution.

4. Preparation of Future School Administrators:

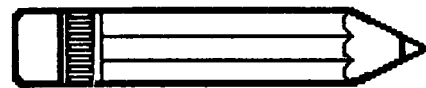
A planning committee of administrators is finalizing steps for implementing a program for teachers who wish to become prepared for administrators positions. This program will be offered during the next school year and will consist of 10 sessions with a focus on "So You Want To Be A Principal!"

Topics to be explored include communication, staff development, conflict resolution, supervision, evaluation, strategic planning, time management, instructional leadership, timetabling, budget/finance, public relations, discipline, school climate, technology, collaborative leadership, school effectiveness, interpersonal relations, motivation, career enhancement, and styles of leadership.

One component of the program will include mentorship or job-shadowing in addition to the practical skills and knowledge outlined above.

5. Professional Development Process Committee:

A committee is being established to investigate alternative models of effective professional development, as part of the SAPDC mandate to explore and develop new and more productive approaches to professional development.



SAPDC Plans for 1992-93

Professional development plans for 1992-93 Year: Plans are now being finalized for the next school year. The major focus will be on the following areas:

- follow-up and/or repeat sessions on Program Continuity and Language Learning
- follow-up for Science 10
- Science 20, Chemistry/Physics/Biology 20
- Junior High Science
- Career and Technology Studies (CTS)
- Elementary Mathematics
- Preparation of Future School Administrators
- Motivation
- Special Education
- French-as-a-Second Language (FSL)

In addition, several symposia are being planned for intensive but shorter term investigations into the topics of:

- program continuity - implications for secondary schools
- middle schools
- assessment/evaluation/reporting ECS-12
- integrated curriculum
- Special Education (integration)
- Program Continuity, School Organizations, Continuation of Learning

Specific school jurisdiction needs will continue to be addressed by the Consortium through service and support from the Executive Director and/or through the brokering of services or personnel. If systems or schools have specific professional development needs or requests, please contact the Consortium for assistance in your planning and/or delivery of programs.

Other Upcoming Professional Development Events:

1. Medicine Hat School District #76 - Summer Academy '92 "Team Building" - July 6 - 10 - Medicine Hat - Registration Fee \$500. CONTACT: 526-1323
2. Lethbridge School District #51 - Summer Institute "Cooperative Learning" - with Laurie Stevahn. Registration fee \$300. July 27 - 31. CONTACT: 327-4521

3. Council on School Administration (CSA) Educational Leadership Academy Aug 2-8. Westbridge Park Lodge, Devon, Alberta. CONTACT: 1-800-232-7208
4. Teacher Institutes - Science Alberta Foundation and University of Lethbridge
 - 4.1 Implementing Computer Technology in the Science Classroom July 26 - Aug 1 (Vulcan) and Aug 9 - 15 (Red Deer)
 - 4.2 Elementary Science Education Institute. Lethbridge, July 5 - 11 and Kananaskis, Aug 3 - 8

Note:

Science Alberta Foundation provides 25 full scholarships for each institute. CONTACT: Glen Hutton, Science Alberta Foundation 260-1996

5. Summer Institutes on Student Assessment in the Classroom (SISAC), Barnet House, Aug 17 - 21. CONTACT 427-0010
6. Cooperation & Collaboration - Teaching in a Colony School, June 7 - 9, Lethbridge. CONTACT: 329-2244
7. Four Worlds Summer Institute 1992, University of Lethbridge, July 12 - 19. "Healing Ourselves and Mother Earth". CONTACT: 329-2244
8. University of Lethbridge - Summer professional development courses (1/2 credit).
 - 8.1 Readers Workshop, Aug 10 - 14
 - 8.2 Writers Workshop, Aug 4 - 8
 - 8.3 Program Continuity, Aug 4 - 11
 - 8.4 Agriculture Education, Aug 10 - 21
 - 8.5 Classroom as Inclusive Community, Aug 4 - 14CONTACT: Faculty of Education, University of Lethbridge 329-2251
9. Leadership 2000 - Master of Education Program offered in Medicine Hat. For information CONTACT: Medicine Hat School District #76, 526-1323



Creative Solutions for Professional Development:

Time/Money

A major issue which continues to plague professional development everywhere is that of the availability of time and money for activities. Some creative solutions are being found in some jurisdictions and schools of Southern Alberta. They include the following ideas:

1. Extending the instructional times of each day to create from 3 to 5 days per year for professional development (Contact County of Warner #5 or Medicine Hat School District #76 for more information).
2. "Pairing-up" of classes (for reading sessions) to create time for teachers to plan or carry out professional development (eg. primary classes with upper elementary classes 1/2 hour a day for a "reading-buddy" program).
3. Extending the school year to 200 days to allow more time for professional development (time where substitute teacher costs are not a factor).
4. Summer institutes/workshops prior to school opening in August when most teachers are already back at work. (Contact: Lethbridge School District #51 for information)
5. Staff Meetings - schedule part or all of staff meeting time for professional development and deal with usual staff meeting business in other creative ways (eg. by memo, short meetings before school, at lunch, etc.).
6. Use of librarian, parent volunteers, etc. to assist with special activities in order to relieve some teachers for professional development.
7. Administrators relieving teachers on a regular basis to create time for professional development.
8. After school meetings (eg. 4:00 p.m. - 7:30 p.m.) with supper provided - much less expensive than substitute teacher costs, less disruptive to instruction.

9. Professional Development days scheduled on common dates with other jurisdictions (eg. Brooks S.D., County of Newell, Medicine Hat S.D. #76, Medicine Hat Cath. Brd. and Cypress S.D.).
10. Use system or school professional development days ("institute days") for Consortium-related activities (Consortium activities should not always be an "add-on" to other professional development, eg. County of Warner)

NOTE:

If you have found other creative and successful ways to find time for effective professional development, please let us know so your approaches can be shared in a future Newsletter. Thanks!



Key Articles from the Literature on Effective Professional Development

(recommended reading)

1. Principles of Effective Staff Development, from *The Canadian School Executive*, May, 1990 (pp 3-7)
2. Teacher Knows Best on Staff Development, from *the Executive Education*, May 17, 1991
3. Effective Staff Development for Effective Organization Development, (M. Gail Shroyer), *Journal of Staff Development*, Winter, 1990
4. What's Worth Fighting For? (Working Together for your School), Michael G. Fullan & Andy Hargreaves, *Ontario Teachers' Federation*, 1991



SAPDC Executive Committee:

Barb Fujikawa - ATA
 Gordon Thomas - ATA
 Eric Mokosch - U of L
 Carol McLean - Alberta Education
 Duncan Gillespie - CASS Rep.
 Harold Storlien - CASS Rep.

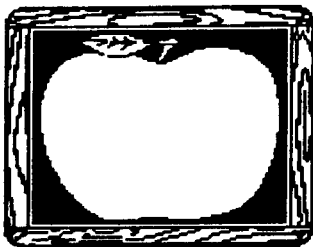
Office Hours - SAPDC

(Telephone calls, messages, etc.)

Because the staff of SAPDC consists only of the Executive Director and a part-time Secretary, it is not always possible for someone to be in the office to receive your calls.

Our Secretary (Mrs. LeeAnne Tedder) works flexible hours, but is usually in the office from 9:00 a.m. to 12:30 daily, while the Executive Director is usually available in the office from before 8:00 a.m. and throughout the day (except when he has meetings, professional development sessions, etc.).

Whenever no one can be in the office, an answering machine is available to take your messages. We will return your call as soon as possible.



SAPDC Board of Directors (1990-92)

ATA:

Margaret Sugars - S.W. District Rep.
 Marilyn Crisp - Medicine Hat
 Barb Fujikawa - Coaldale
 Bonnie Linderman - Crowsnest Pass
 Gordon Thomas - Barnett House

CASS Representatives:

Harold Storlien - Medicine Hat S.D. #76
 Maurice Landry - Lethbridge RCSSD #9
 Duncan Gillespie - Brooks S.D. #2092
 Kathleen MacPhail - County of Warner #5

ASBA Representatives:

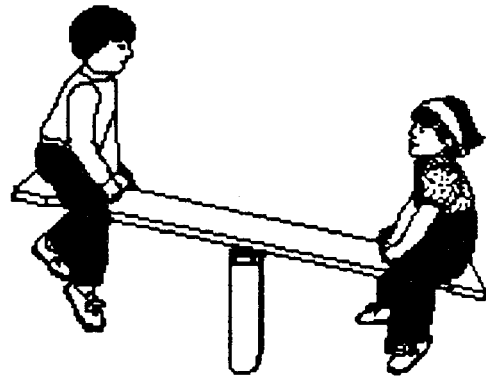
Ken Smith - Lethbridge S.D. #51
 Dale Lillico - Pincher Creek S.D. #29

University of Lethbridge:

Eric Mokosch - Dean of Education
 Richard Butt - Faculty of Education

Alberta Education:

Carol McLean - Director, Lethbridge Regional Office



Distribution of Newsletter:

- All Schools (Zone 6)
- All Superintendents, Asst. Superintendents
- SAPDC Board of Directors
- University of Lethbridge, Faculty of Education
- ATA:
 - Local Chairpersons
 - Local Prof. Development Chairpersons
 - Professional Development Consultants
- Alberta Education, Lethbridge Reg. Office
- Consultants

SOUTHERN ALBERTA PROFESSIONAL DEVELOPMENT CONSORTIUM
Professional Development Plan - 1992-93

	When	Approx. Cost
<p>(1) Language Learning & Program Continuity: - follow-up to 1991-92 professional development sessions - support at local level - repeat of initial professional development sessions <u>or</u> delivery to jurisdictions/schools which did <u>not</u> participate during 1991-92 - possible use of secondment to provide local support</p>	<p><u>3 days during 92-93 yr</u> Day 1,2: late Sept - Fri/Sat Day 3: Nov - afternoon & evening</p>	<p>\$100 for 3 days - cost recovery</p>
<p>(3) Senior High Science: - continuation and follow-up to 1991-92 professional development sessions - possible use of secondments to support local implementation - preparation for Science 20, Physics 20, Chem 20, Biology 20</p>	<p>•based on requests/needs •to meet school needs (on request) •Spring '93 - 2 days (afternoon, even'g)</p>	<p>- cost recovery - \$75 for 2 days</p>
<p>(4) Junior High Science: Two days professional development to be offered in the fall (this program was designed to be delivered spring, 1992, but feedback from jurisdictions recommended we defer to fall, 1992)</p>	<p>Oct/92 - Fri & Sat</p>	<p>\$100 for 2 days</p>
<p>(5) Career and Technology Studies: A planning committee should be established during spring, 1992 to plan a program for delivery during the 1992-93 year. The nature and extent of the program are not yet developed.</p>	<p>dates to be determined by committee</p>	<p>???</p>
<p>(6) Elementary Mathematics: Some of the larger jurisdictions have requested a professional development program for 1992-93 to prepare for optional implementation fall, 1993. Possible secondment (available on request)</p>	<p>dates to be determined by committee</p>	<p>\$75 to \$100 for 2 days - cost recovery</p>
<p>(7) Preparation of Future School Administrators: Plans are underway to deliver this program beginning fall '92. (10 sessions, approx. 1 per month)</p>	<p>out-of-school time (even'gs, Saturdays)</p>	<p>\$400 per participant</p>

P.D. Plans - 1992/93 Continued	When	Approx. Cost
<p>(8) Motivation: This topic (ranked #1 in the needs assessment) will be made available to jurisdictions and/or schools as follows:</p> <ul style="list-style-type: none"> a) brokering through ATA Barnett House - they have a program developed and resource persons prepared, or b) possible brokerage through Pincher Creek School Division which has developed a program, or c) S.A.P.D.C. has developed a series of workshops which were piloted and evaluated very positively by teachers of Lethbridge ATA Local #41. 	on request from school or jurisdiction	cost recovery
<p>(9) Special Education: A committee will be established (Spring '92) to further define needs and to begin the process of developing a professional development program for 1992-93.</p>	to be determined by committee	cost recovery (approx. \$75 to \$100 for 2 day session)
<p>(10) French as a Second Language (FSL)</p>	to be determined by committee - fall/92 & winter	cost recovery
<p>(11) Symposia: Possible topics for delivery through the symposium format are:</p> <ul style="list-style-type: none"> a) Program Continuity - implications and actions for Grades 7-12 b) Middle Schools c) Assessment/Evaluation/Reporting (ECS-12) d) Integrated Curriculum e) Special Education (Integration) f) Program Continuity/School Organization/Continuation of Learning 	throughout 92-93 year (dates to be determined by committee)	cost recovery
<p>12212) Jurisdiction requests: SAPDC is prepared to cooperate and assist in meeting specific jurisdiction-identified needs</p>		cost recovery

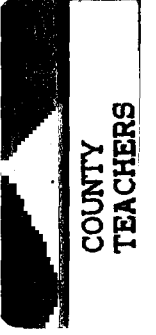


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April 16, 1993

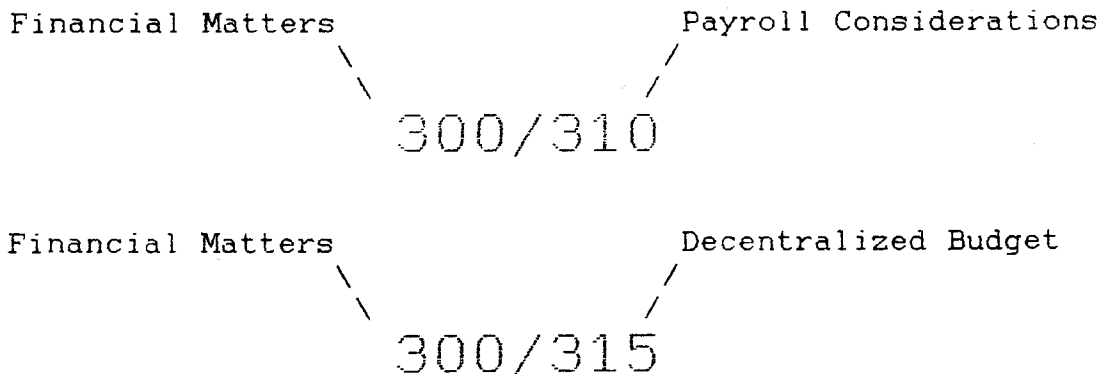
HANDBOOK ORGANIZATION

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This handbook has been constructed to offer information regarding basic school operations, as well as to address issues that teachers (particularly beginning teachers) may not think to ask about.

Each of the four sections is printed on a different coloured paper. The PINK section is intended to familiarize or remind teachers of resources at their disposal. The GREEN section contains information that is likely to be suitable for all teachers in the County of Lethbridge, regardless of the school they teach at. The YELLOW section is intended to offer information that may be specific to a particular school. Finally, the last section (WHITE) is reserved for the school's handbook, since it is likely to be produced in greater quantities.

In each case the section is prefaced with a table of contents. The table of contents identifies code numbers that are connected to a specific category. Items dealing with financial matters for example, are to be found in the 300 section. Each section may also have numerous items within it. The second number in the combination represents the specific item. A second number of 310 for example, represents payroll considerations, while a second number of 315 deals with decentralized budget.



Hopefully updates can be dealt with easily, since the paper colour will indicate which section the update belongs in. The category number, followed by the item number indicates where in the handbook it can be placed.

March 19, 1993

PHILOSOPHY OF EDUCATION

=====

In the absence of any particular school philosophy, the following is extracted from Section 000 Number 004 (effective June, 1988) in the County of Lethbridge Policy Handbook.

The Board, as a statement of mission, supports the following ideas: that each human being has the desire to learn, to develop, and to aspire to greater knowledge, is committed to fostering schools with learning environments which promote excellence. Students eligible to attend public schools will be provided learning experiences designed to develop academic, social and physical skills consistent with community expectations and with those enunciated by Alberta Education.

Further, the Board believes that each student should be given the opportunity to:

1. Participate in an educational program regardless of race, national or ethnic origin, color, religion, sex or mental or physical disability.
2. Be taught by teachers who strive to employ teaching practices which recognize individual needs and are based on accepted principles of learning theory.
3. Interact with system personnel who model healthy interpersonal relationships characterized by integrity and respect.
4. Complete an acceptable level of schooling possessing the attitudes, knowledge and training conducive to living a caring, productive life, guided by reason, striving for excellence and supporting the quality of life afforded by a democratic society.

Further to this statement, the Board directs that its administration and teaching staff subscribe to the Goals of Schooling and Education as stated by Alberta Education in the Programs of Studies.

000/010

October 20, 1992

COUNTY SCHOOL DIRECTORY
=====

Superintendency Also Serves:

Barons Consolidated School District No. 8
Box 203
Barons, AB TOL OGO
Principal: Mr. Leonard Lorenz
Phone: 757-3855

Keho Lake Colony School
Box 354
Barons, AB TOL OGO
Principal: Mrs. Mary Bishop
Phone: 757-2100

Education Office Staff:

Mr. John L. Bolton
Chief Superintendent of Schools

Mr. Ichio Ibuki
Deputy Superintendent of Schools

Mrs. Patricia Stewart, Coordinator
Special Education Services

Phone: (403) 328-5525
Fax: (403) 328-5602

School & Mailing Address	Principal & Grades	Location	Telephone
Kate Andrews High School 2112-21 St. Coaldale, AB T1M 1L9	Mr. Hans Lisowicz Grades 10-12	2112-21 St. Coaldale	345-3383
R.I. Baker School 2112-13 St. Coaldale, AB T1M 1L7	Mr. Don Becklund ECS, Grades 1-4, 7-9	2112-13 St. Coaldale	345-3340
Coalhurst Elementary School General Delivery Coalhurst, AB TOL OVO	Mr. Wayne Street ECS, Grades 1-6	510-51 Ave. Coalhurst	381-3330
Coalhurst High School General Delivery Coalhurst, AB TOL OVO	Mr. Don Zech Grades 7-12	415-53 Ave. Coalhurst	381-4812
John Davidson School 2016-19 St. Coaldale, AB T1M 1L8	Mrs. Marilyn Perverseff Grades 1-6	2016-19 St. Coaldale	345-3339
Dorothy Dalgliesh School Box 355 Picture Butte, AB TOK 1V0	Mr. Herman Gom ECS, Grades 1-6	400-6 St.N. Picture Butte	732-5636

School & Mailing Address	Principal & Grades	Location	Telephone
Huntsville School Box 117 Iron Springs, AB TOK 1G0	Mrs. Joyce Haney Grades 1-6	Highway #25 Iron Springs	738-4522
Noble Central School Box 119 Nobleford, AB TOL 1S0	Mr. Wayne Tate ECS, Grades 1-12	418 Highway Av. Nobleford	824-3817
Picture Butte High School Box 1280 Picture Butte, AB TOK 1V0	Mr. Dennis King Grades 7-12	401 Rogers Av.S. Picture Butte	732-4404
Shaughnessy School c/o 905-4 Av.S. Lethbridge, AB T1J 4E4	Mr. Jeff Bryant Grades 1-6	Highway #25 Shaughnessy	381-3666
Sunnyside School c/o 905-4 Av.S. Lethbridge, AB T1J 4E4	Mrs. Adrian Oseen ECS, Grades 1-6	1 mile east on Highway #3 and 4 miles north	327-9214

Hutterian Colony Schools (Grades 1-9) (Mailing Address at County Office)

Allenby (Wilson Colony)	Mr. Michael Gillespie	S.E. of Lethbridge	327-5004
Chin Lakes (Lakeside Colony)	Mrs. Bonnie Scott	S.E. of Lethbridge	345-3034
Gold Ridge (Turin Colony)	Mr. Doug Speelman	N.E. of Lethbridge	738-4300
Hofmann (New York Colony)	Mr. Robert Findlay	S.E. of Lethbridge	345-2788
Rock Lake Colony	Mr. Sjoerd Schaafsma	S.E. of Lethbridge	345-2214
White Lake Colony	Mr. Gregg Langhofer	N.W. of Lethbridge	824-3800

000/015

November 9, 1992

County of Lethbridge No. 26 Board of Education
=====

Members of the Board of Education as of the Organizational Meeting held October 29, 1992 are:

Chairman

Mrs. Rosalie Hanna

Representing

Picture Butte

Vice Chairman

Mr. Albert Kooy

Division # 5

Other Board Members

Mrs. Marlene McCann

Division # 2

Mr. Roelof Heinen

Division # 4

Mr. David Oseen

Division # 7

Mrs. Theresa Neufeld

Coalhurst

Mrs. Marcia Lammi

Coaldale

Mrs. Erna Dyck

Coaldale

Mrs. Doreen Lloyd

Coaldale

Mr. Kirk Hofman

Nobleford

000/020

September 25, 1992

BOARD DELEGATIONS AND COMMITTEES

Chairman

Rosalie Hanna

Vice Chairman

Albert Kooy

Director of Zone 6 ASTA

Doreen Lloyd

Transportation Committee

Roelof Heinen
Kirk Hofman
David Oseen

Board-Teacher Advisory Committee

Marcia Lammi
Marlene McCann
Labour Relations Committee Chairman

Communications Committee

Marcia Lammie
Rosalie Hanna
Albert Kooy

School Budget Committee

Rosalie Hanna
Roelof Heinen
Labour Relations Committee Chairman

Regional Film Library Committee

Erna Dyck

Distance Education Consortium

Rosalie Hanna

Labour Relations Committee

Doreen Lloyd
Albert Kooy
Marlene McCann

Buildings, Maintenance and
Grounds Committee

Marcia Lammi
Roelof Heinen
Kirk Hofman

Professional Development Fund
Committee

Marcia Lammi
Erna Dyck
Theresa Neufeld

Lethbridge County Further
Education Council

Erna Dyck

Special Education Placement
Sub-Committee

Erna Dyck
Theresa Neufeld

000/025

April 13, 1992

1993-94 SCHOOL YEAR CALENDAR

AUGUST							SEPTEMBER							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7					1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
														31							

NOVEMBER							DECEMBER							JANUARY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
														30	31						

FEBRUARY							MARCH							APRIL								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
		1	2	3	4	5					1	2	3	4	5						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
27	28						27	28	29	30	31			24	25	26	27	28	29	30		


MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7					1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	
30	31						26	27	28	29	30			

School Year Begins
August 30, 1993

Semester 2 Begins
February 1, 1994

School Year Ends
June 30, 1994

Holidays

 Non-Instructional Days (7.5)

NON-INSTRUCTIONAL DAYS

- Aug. 30/93 & Jan. 31/94	- Prof. Dev./Prep. Days . . .	2.0
- Nov. 25/93 & Mar. 23/94 (1/2)	- Parent/Teacher Days . . .	1.5
- Feb. 24-25/94	- Teachers' Convention . .	2.0
- June 28-29/94	- Teacher Prep. Days . . .	2.0

		7.5

School Year

190.0 - Instructional Days
7.5 - Non-Instructional Days

197.5

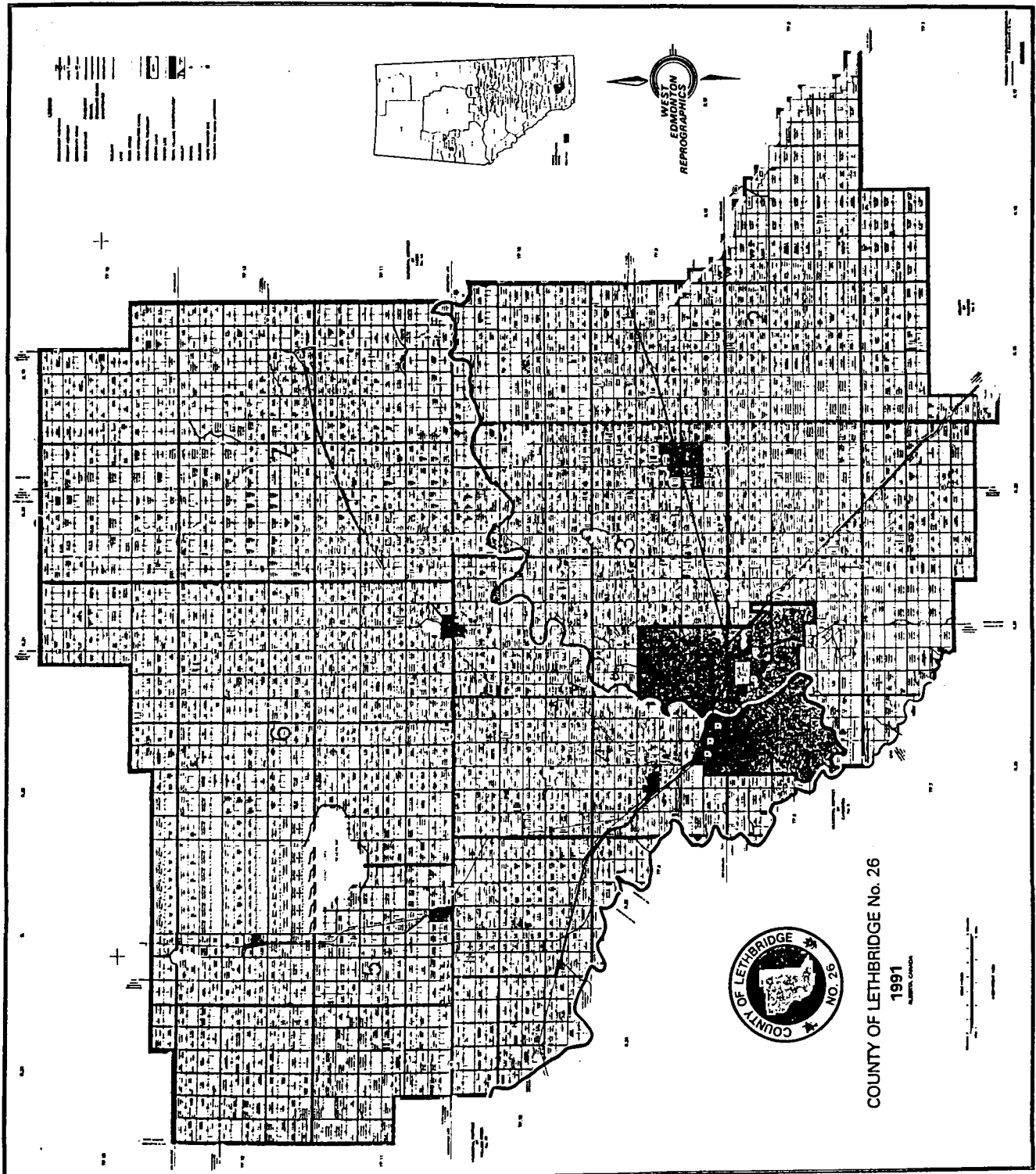
Schools will officially
close at normal closing
time on December 22, 1993
and at noon on June 30,
1994 for year end.

Semester 1 = 95 Instructional Days
Semester 2 = 95 Instructional Days

000/030

October 20, 1992

MAP OF THE COUNTY OF LETHBRIDGE



000/030

October 20, 1992

MAP OF THE COUNTY OF LETHBRIDGE
=====

200/210

November 16, 1992

COMMUNICABLE ILLNESSES

Teachers should be aware that the County has developed specific policy regarding communicable diseases (# 905). This would seem to address the more serious diseases that may appear in our schools. There are many other childhood illnesses that teachers may feel the need to be informed of. The chart that follows is an attempt to communicate information about some of these. A teacher may recommend rest at home if they believe the child is contagious, and should also advise a visit to a physician. The information in the chart was acquired from the Barons Eureka Warner Health Unit, and may help in offering direction.

ILLNESS	CAUSE & SYMPTOMS	TRANSMISSION	INCUBATION PERIOD	PERIOD OF COMMUNICABILITY	PREVENTION	CONTROL MEASURES
Chickenpox	Virus present in secretions from nose & throat of infected persons. Sudden onset with slight fever and a rash which begins as raised marks and progresses to blisters.	Contact with infected persons.	13 to 17 days. Sometimes three weeks.	As long as 5 days before the rash and not more than 6 days after the last crop.	None.	Home from school for 7 days from the time of first eruption. Until the sores have healed with no scab.
Red Measles	Virus present in nose & mouth of infected persons. Begins with fever, redness of the eyes, runny nose, bronchitis and spots. Blotchy rash appears on 3rd to 7th days and lasts 4 to 6 days.	Contact with infected persons or articles used by them. Very contagious.	About 10 days from exposure to onset of fever.	From beginning of symptoms until 4 days after the rash appears.	Vaccination	Home from school from onset to the end of 3rd day of rash. Susceptible persons should be immunized.

ILLNESS	CAUSE & SYMPTOMS	TRANSMISSION	INCUBATION PERIOD	PERIOD OF COMMUNICABILITY	PREVENTION	CONTROL MEASURES
Pediculosis	Infestation of the hair on the head, the hairy parts of the body, or clothing, especially along the seams of inner surfaces with lice, larvae or eggs.	Direct contact with person and indirect contact with personal belongings, headgear, etc.	Under ideal conditions the eggs of lice hatch in 1 week.	While lice remain alive on the infected person or clothing, and until eggs in hair and clothing have been destroyed.	None.	Home from school until treatment has been carried out and nits removed.
Conjunctivitis (pink eye)	Inflammation of the eye caused by bacteria that produces red eyes, watering, itching, sensitivity to light and a discharge of pus.	Contact with infected persons. Highly contagious.	1 to 5 days.	Until up to 2 days after medical treatment.	None.	Home from school until about two days after physician has begun treatment.
Strep Throat	Bacterial infection that causes a red and painful throat, fever and swollen glands.	Contact with infected persons.	1 to 5 days.	Greatest during acute illness (about 10 days). 24 to 48 hours after start of treatment.	None.	Home from school. Isolation for about 1 day after start of medical treatment.

300/305

April 15, 1993

ECS TRANSPORTATION GRANTS

=====

In the fall of each year, ECS teachers will be asked to submit documentation to the central office that gives the names of those children in attendance, who are not driven to school by bus. Parents of these children are eligible to receive a provincial grant for each occasion they deliver their child for regular school-day attendance. Parents in turn, may collect this sum - or assign the funds to be utilized in the school's ECS program.

300/310

April 15, 1993

PAYROLL CONSIDERATIONS

=====

All teachers should have their own copy of the Alberta School Employees Benefit Plan booklet. It describes the coverage that teachers may be entitled to for the following Group Insurance Benefits: Life and Accidental Death & Dismemberment, Long Term Disability, Extended Health Care and Dental Care. Teachers are urged to determine their eligibility in each of these areas.

A staff member who undergoes ANY change in personal status (eg. marriage, divorce, childbirth, hours of work, etc.) should contact the payroll office within 31 days of such a change. Failure to do so within that time may result in difficulties regarding coverage. Any staff who may be contemplating a leave of absence, or termination should contact the payroll office for information concerning salary and benefits.

Teachers are reminded that only Industrial Arts and Home Economics teachers (and the administrative time for administrators) are covered under Workman's Compensation. Other teachers have no coverage under Workman's Compensation.

Each school office likely has green "Dental Claim" forms, and blue "Medical Expense Statement" forms. They are also available from the central office. The participation number is 41.

Employees should note that the date appearing on a pay stub may not be the date of deposit. Electronic deposits are made on the last Friday of each month for teachers. Bi-weekly payments are deposited every other Friday.

Any employees with questions or concerns are urged to contact the payroll office.

300/315

April 15, 1993

DECENTRALIZED BUDGET

=====

Annually, near March 31, budget preparation forms will be issued to each school principal for completion. Any surplus/deficit will be noted and carried forward to the new school year's budget. Added to this sum is a per pupil allotment determined by multiplying the school's September 30th projected enrolment by the appropriate grant rate for ECS, elementary, junior or senior high pupils. The grant rate varies at each level, and with each year. The 1993-94 budget year per pupil grants range from \$80.58 (ECS) to \$165.00 (Senior High).

For example, a junior high school with a projected enrolment of 147 students, and carrying over a surplus of \$4320.00 may be operating with a budget sum as follows:

$$147 \quad \times \quad \$142.54 \quad + \quad \$4320.00 = \$25273.38$$

(Projected Enrolment X Per Pupil Grant) + Surplus = Budget Sum

The minimum decentralized budget allotment for each school is based on 100 pupils per school facility.

The principal will submit a proposal for the planned expenditure of this budget sum that considers the following major areas:

- Telephones - regular and long distance.
- Extra-curricular Trips - costs for off-campus bus travel.
- Admission Fees - fees that might be incurred while attending some function, or admission that might be charged by visiting groups.
- Misc. General Services - fees that might be charged by groups visiting the school.
- Supply Allotment - school supplies of the sort that might be used in the office, classroom or library. Photocopy paper is included here, as well as items purchased through tender.
- Textbooks - costs for authorized textual materials, including consumables.
- Media Materials - library books, films, audio and video tapes, maps, kits, computer software and so forth.

- New Equipment - expenditures for new furniture or equipment.
- Replacement Equipment - expenditures for replacement furniture or equipment.
- Home Economics - costs of supplies and materials utilized in a Home Economics environment.
- Industrial Arts - costs of supplies and materials utilized in an Industrial Arts environment.
- Band Materials - costs of supplies and materials utilized in a formal and Board approved Band program.

There are specified exclusions to the decentralized budget. These include operational and maintenance costs for buildings and grounds, equipment repair and maintenance, student and teacher desks, photocopiers, salary and benefit costs, and personal service contracts.

300/320

April 15, 1993

REQUISITION AND PURCHASE ORDER PROCESS

=====

With few exceptions, supplies, equipment, goods and services will be acquired through the requisition process. Requisition forms are kept in the school office, and will be completed by the school principal (or designate). It's composed of four parts. The green sheet is kept at the school, while the remaining copies are forwarded to the County Purchasing Agent.

The Purchasing Agent will then arrange for the acquisition of the goods or services, and payment for them. The yellow page of the requisition is then returned to the requisitioner as a packing slip.

A purchase order is the four part form used by the Purchasing Agent to communicate with the supplier. The original is sent to the supplier, while the 2nd and 3rd pages are sent to the requisitioner. The 4th copy is kept by the Purchasing Agent. To acknowledge receipt of goods/services, the requisitioner signs and forwards the 2nd page (yellow) of the purchase order to the County office.

500/605

September 25, 1991

SCHOOL BUS TRANSPORTATION SERVICES/RATES 1992-93
=====

Teachers hoping to utilize bus transportation for field trips or non-league transportation should use these figures in estimating costs. The County will charge for the conveyance of students engaged in approved extra-curricular trips on the following basis.

Class	Size	Base Rate	Rate/Km.
Small	12-30 Passenger	\$63.45	.52
Mid	35-48 Passenger	\$72.80	.57
Large	54-66 Passenger	\$79.05	.62

All trips will be charges a minimum of 3 hours. After 3 hours, \$11.30 per hour will be charged to a maximum of 10 hours. (Clarification on "after 3 hour clause": on an 11 hour trip - 3 hours charged in base rate and 7 hours charged for over 3 hours.)

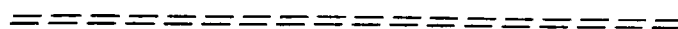
Overnight trips \$88.40/night for each night to cover motel and meal costs for drivers.

These rated to be charged in house to County schools as well as external to contracting school jurisdictions requesting transportation services.

Remember too please, that the passenger classification is based on three to a seat. Older students would probably not be too comfortable with this arrangement.



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- 100 - PERSONNEL MATTERS
- 200 - STUDENT MATTERS
 - 205 - Supervision of Students (January 25, 1993)
- 300 - FINANCIAL MATTERS
 - 305 - Staff Social Fund and Gift Criteria (May 12, 1991)
- 400 - PUBLIC RELATIONS/COMMUNICATIONS
- 500 - CURRICULUM/INSTRUCTION
 - 505 - Extra-Curricular Coaches/Advisors (October 7, 1992)
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- 700 - FACILITIES/EQUIPMENT/SUPPLIES
 - 705 - School Equipment Loans (October 26, 1992)
 - 710 - School Floor Plan (April 16, 1993)
- 800 - LEGAL ISSUES
 - 805 - Suspicion of Child Abuse (May 15, 1993)
- 900 - MISCELLANEOUS

000/000

April 16, 1993

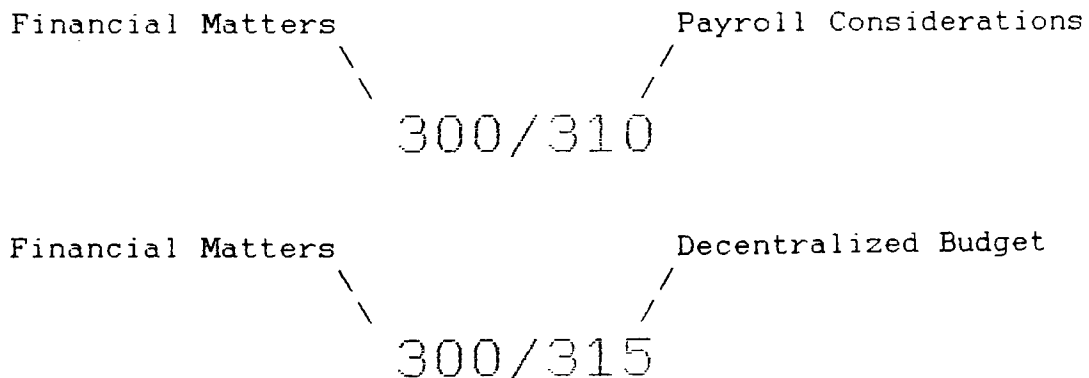
HANDBOOK ORGANIZATION

=====

This handbook has been constructed to offer information regarding basic school operations, as well as to address issues that teachers (particularly beginning teachers) may not think to ask about.

Each of the four sections is printed on a different coloured paper. The PINK section is intended to familiarize or remind teachers of resources at their disposal. The GREEN section contains information that is likely to be suitable for all teachers in the County of Lethbridge, regardless of the school they teach at. The YELLOW section is intended to offer information that may be specific to a particular school. Finally, the last section (WHITE) is reserved for the school's handbook, since it is likely to be produced in greater quantities.

In each case the section is prefaced with a table of contents. The table of contents identifies code numbers that are connected to a specific category. Items dealing with financial matters for example, are to be found in the 300 section. Each section may also have numerous items within it. The second number in the combination represents the specific item. A second number of 310 for example, represents payroll considerations, while a second number of 315 deals with decentralized budget.



Hopefully updates can be dealt with easily, since the paper colour will indicate which section the update belongs in. The category number, followed by the item number indicates where in the handbook it can be placed.

200/205

January 25, 1993

SUPERVISION OF STUDENTS

=====

General Supervisor Guidelines

1. Supervisors should try to be on time for their supervision periods.
2. Teachers should try to remember to tell substitutes if they have supervision duty, and perhaps leave a copy of guidelines for them.
3. Apart from 12:08 - 12:18, when the supervisor is in the lunch room, they should circulate and be visible (acting as necessary) wherever students are.
4. Although not always possible, morning and afternoon supervisors should make an effort to be in the vicinity of the buses to ensure safety.
5. Any behaviour recognized by a teacher as inappropriate should be dealt with immediately.
6. If the supervisor wishes, a student may be detained in a locked classroom for isolation, with instructions not to admit anyone else.
7. If the supervisor feels it warrants, the Principal (and perhaps parent) should be notified of unacceptable behaviour.
8. Supervisors should feel free to ask students to help pick up garbage at any time.
9. Elementary students should be sent outside for recess, unless the supervisor arranges for an alternate plan. A parent or teacher can post a note on their classroom door, identifying the children that are to remain indoors.
10. Elementary teachers should clear children from their classrooms, closing and locking the door before leaving, to prevent the unsupervised activity of children there.
11. Three teachers will be engaged in lunch time supervision daily. the first supervisor (12:08 - 12:37) will begin in the lunchroom where students should remain until 12:18, and then the supervisor should attempt to clear the hallways, sending

Elementary children outside or to the gymnasium (to watch, take part, or for quiet work/play on the stage). Children found in the halls by 12:30 can be sent outside. The second supervisor (12:37 - 1:04) will circulate outside the building, and make periodic checks of the indoors. The gymnasium supervisor (12:30 - 1:00) will supervise activities conducted in the gymnasium, as well as those students who are on the stage area.

12. Elementary students may conduct planned activities on Tuesdays and Thursdays. Secondary students may conduct organized activities on Mondays, Wednesdays, and Fridays.
13. On any occasion, organized activities will take precedence in the gymnasium. If NO organized activity is planned, the gymnasium supervisor MAY choose to drop the dividing curtain, permitting Elementary children on one side, and Secondary students on the other. (The supervisor should position themselves to view both sides AND the stage.)

Student Behaviour

1. At all times, whether on supervision or not, teachers should be mindful of students' behaviour.
2. Profanity or put-downs should not be tolerated.
3. Running or shouting are not permitted in the halls.
4. Running and play in parking lots is not permitted.
5. Students should not be seated in (or otherwise block) stairways, or other avenues of escape. Although students may be seated in the halls, legs should not be stretched into the aisle so as to impede others.
6. Noble Central is a smoke-free campus. This includes the grounds.
7. Students should not be play-fighting or wrestling.
8. Students should not have toy guns (or even real ones) on campus, except with teacher permission.
9. Students should not have pocket knives, or other potential weapons at school.
10. Boots should be removed at the entrances and placed on racks.
11. Muddy shoes should be removed at the entrances and cleaned by students before putting them back on.

12. Wet shoes should be thoroughly dried on the mats at the entrances.
13. Students should resist overt displays of intimacy in the presence of others.

Lunches

1. Elementary students should remain in the lunchroom (with teacher supervision) until 12:18.
2. Before leaving the lunchroom, children should tidy their seat space, and be sure that garbage is placed where it belongs.
3. No food or beverages are permitted in the gymnasium or the typing room.
4. Secondary students may have difficulty finding room in the lunchroom, so may consume their lunches in another area. They should do so calmly though, and attend appropriately to any mess.
5. Students may eat/drink in classrooms only with permission of the specific teacher whose room it is.

Locked Doors

1. Teachers MAY lock any classroom doors to prevent unsupervised student access.
2. Teachers should NOT unlock the door of another teacher's classroom, or an area they are not prepared to supervise.
3. These rooms should be locked at all times when not in use by a teacher, or under direct teacher supervision: Offices, Infirmary, Computer Room, Laboratory, Distance Ed. Room, Gymnasium and Equipment Room.
4. The Kitchen should be locked immediately after workers finish cleaning up, and should be locked at all other times.

Boundaries

1. Elementary students should not be in the upper hall at any time, or upper foyer during recess.
2. Students are not permitted to run or play in the parking lot.
3. Students are not permitted to be in the north side bushes, or to play on the front lawn of the school.

4. Elementary students are not permitted to leave campus except at the parents request. (Of course, village students may go home for lunch.)
5. Junior High students may leave campus during lunch time only.
6. Senior High students may leave campus during a study period or break, but are encouraged to use the time in the library or lunchroom for study purposes.

300/305

May 12, 1991

STAFF SOCIAL FUND AND GIFT CRITERIA

The maximum expenditure for any gift or flowers shall be \$75.00.
Generally a \$30.00 guideline shall be adhered to.

Gifts

-
- for marriage of staff member.
 - for Christmas to secretary, custodian.
 - for staff member leaving after having been under contract with Noble Central.

Flowers and Cards (could include fruit basket)

-
- hospitalization of staff member.
 - death of staff member or his/her immediate family (spouse, child, parent).
 - prolonged home stay for staff member (1 month or longer).
 - for birth of staff member's child.
 - for death of parent or immediate family of a student.

Cards

-
- to student if serious illness.
 - for death of staff member's extended family (in-laws, grandparents).

Recommendation

\$20.00 social fee levied in September of each year for each teacher (full or half time).

\$10.00 social fee for support staff (secretary, librarian, assistants, custodians).

October 7, 1992

EXTRA-CURRICULAR COACHES/ADVISORS

=====

Teachers at Noble Central are usually under no contractual obligation to take part in extra-curricular activities after school hours. Research suggests though, that a teacher's in-class effectiveness can be enhanced through their voluntary involvement with students in activities outside the core curriculum. Therefore, whenever possible, a teacher will be given preference in allocating extra-curricular coaches/advisors.

At Noble Central, we appreciate the dramatic and positive impact that coordinating an extra-curricular activity can have on student/teacher relationships in general. The need of a small school are more pragmatic though. Just as research shows a positive connection between extra-curricular involvement and in-class student/teacher rapport, it also suggests that schools offering a balance of extra-curricular activities are perceived by the public to be more effective.

Volunteers should understand that the needs of any school change from year to year, and that each year the administration will attempt to match available resources (teacher and community volunteers), with those needs. The wide spectrum of considerations makes it necessary that the administration have some flexibility in matching personnel with school needs. Willingness on the part of the volunteer to consider a non-specific activity is deeply appreciated.

those interested in (or involved in) advising or coaching a school sponsored extra-curricular group, should review County Policy # 803, as well as the statements contained in the student handbook concerning extra-curricular activities, extra-curricular transportation, and volunteer drivers.

All matters pertaining to the following, should have the prior approval of the administration.

- a. non-traditional use of facilities.
- b. tournaments and exhibition games.
- c. game and practice schedules.
- d. fund-raising and expenditure of funds.
- e. school sanctioned social functions (on campus and elsewhere).
- f. discipline of students.

In addition to the County policy and the handbook statements, there are a number of other recommendations that hopefully, will lend to smoother operation. It is recommended that:

1. at the beginning of each year or season, advisors/coaches read aloud the handbook items concerning extra-curricular activities, extra-curricular transportation, and volunteer drivers to the students involved.
2. ensure that parents of the students concerned are made aware of these handbook items. (Perhaps a letter that parents return with their signature, indicating that they have read the statements, and understand them.)
3. be responsible for directing students in their fund-raising activities.
4. allow the secretary as much advance notice as possible, of busing requirements.
5. monitor student achievement/attendance and alert the student and their parents of any short-comings in these areas.
6. alert the administration of the need to consider a student's probationary involvement in the activity, or suspension of the student's involvement.

While non-athletic groups may meet as frequently as desired, their activities will not be limited unless they become excessive.

Junior sports teams will be limited to two week-night engagements (1 practice and 1 game, or 2 games, or two practices). Senior teams will be limited to three week-night engagements. With an up-coming weekend tournament, coaches should attempt to further limit week-night engagements to two. There will be some flexibility in these limits beginning two weeks prior to league's end. Coaches/Advisors should attempt to keep a clear schedule for students just prior to examinations.

700/705

October 26, 1992

SCHOOL EQUIPMENT LOANS

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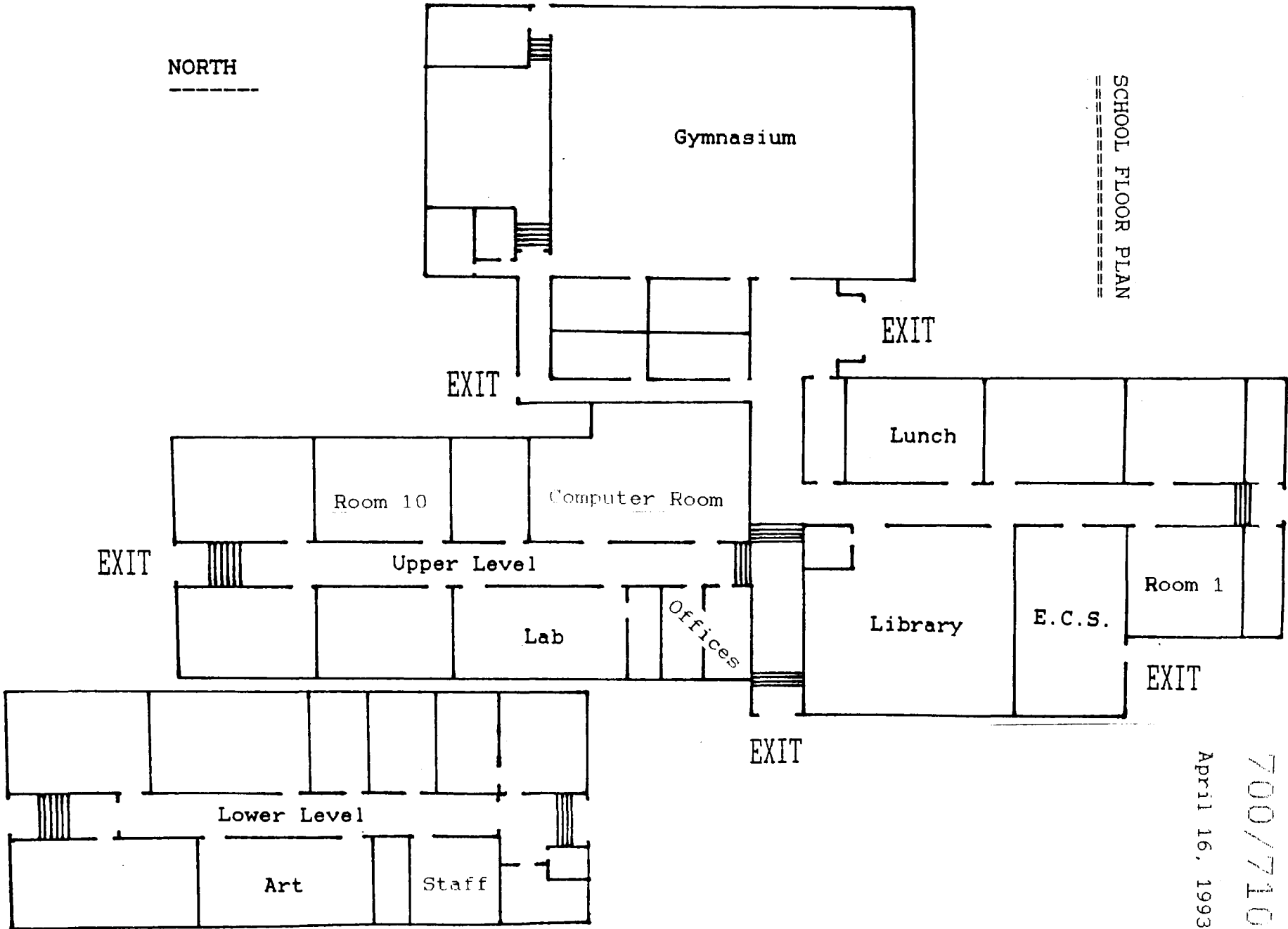
The County's Board of Education has established a policy regarding teacher and clerical staff's borrowing of computer equipment (#605). Item 2 of this policy reads as follows:

Except in extraordinary circumstances the Board does not sanction removal of computer equipment from the schools by teachers or clerical staff. The Board recognizes that in certain extraordinary circumstances it may be to the distinct benefit of the County, its students and its programs to permit computer equipment to be borrowed and removed from the school. In such instances permission to borrow the equipment must be given by the school principal.

Noble Central will generally abide by a similar philosophy for ALL capital equipment (that is - equipment with a value greater than \$100.00 when purchased).

NORTH

SCHOOL FLOOR PLAN



April 16, 1993

700/710

800/805

May 15, 1993

SUSPICION OF CHILD ABUSE

=====

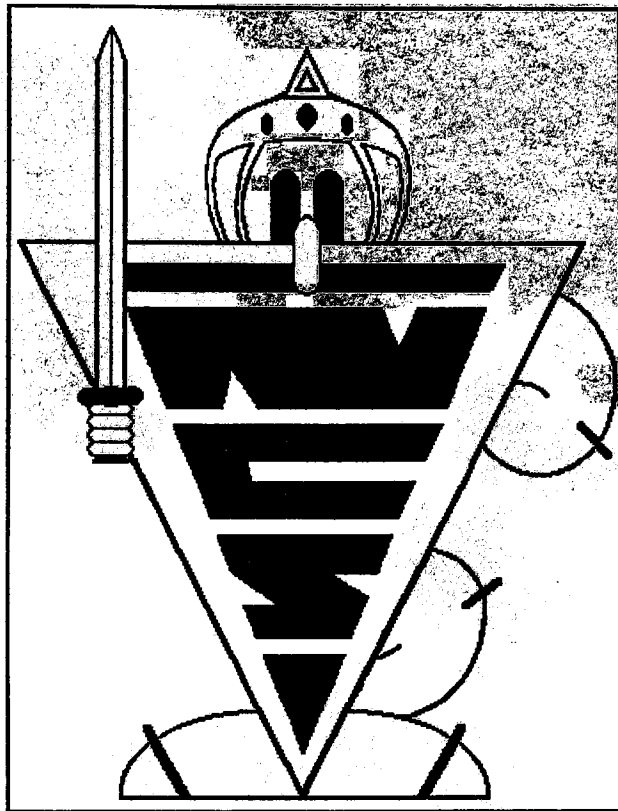
Children often view teachers as persons in whom they can confide. Teachers who have reason to believe that a child is in an abusive situation or is being neglected, have a legal obligation to act upon that suspicion. Teachers at Noble should inform the principal of the details of their suspicion. The intent is not to remove authority or obligation from the teacher, but this can permit the principal to act as a channel for the concerns of numerous school-based personnel who might express concerns regarding the same child.

The principal may ask for the details to be written down by the teacher and dated so that recollections can be made more easily, should authorities follow through with an investigation.

The principal will telephone the Claresholm branch of Alberta Family and Social Services to report concerns to a case worker. The case worker and director of this office will determine whether an investigation will proceed. This decision may or may not be communicated back to the school.

In all cases, teachers should approach this matter with discretion and in confidence. Such matters are extremely serious.

NOBLE CENTRAL SCHOOL HANDBOOK



NOBLE CENTRAL SCHOOL

***P.O. Box 119
Nobleford, Alberta
T0L 1S0***

824-3817

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- 006 - Personnel Directory
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-000-

GENERAL INFORMATION



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INTRODUCTION

=====

Noble Central School is located in the village of Nobleford, Alberta. The present core of the building was opened in September of 1949, with the additions made in 1951 and 1968. Our new gymnasium was completed in 1977.

The community is strongly agriculturally based with some emphasis placed on agricultural service and manufacturing. Traditionally, the community is strongly steeped in the Judeo-Christian ethic, and has a deep interest in its educational facilities.

Excellence is valued both within the community and within the school. The school attempts to reflect the views of the community as a whole, and tries to incorporate those views of excellence in academics, athletics, social and moral endeavors.

It is the purpose of this handbook to keep all interested parties informed regarding Noble Central's operations.

HANDBOOK COMMITTEE MEMBERSHIP

=====

Don Zech	Chairperson
Bev Potter	Home & School (Junior/Senior High)
Sharon Vander Woude	Home & School (Elementary)
Kim Laing	E.C.S.
Wayne Tate	School Administration
Rosalie Rempel	Junior and Senior Students' Council
Dorothy Low	Elementary Staff
Val Cooper	Junior High Staff
Eileen Urvold	County School Board

A PHILOSOPHY FOR NOBLE CENTRAL SCHOOL

For many years Noble Central School has enjoyed a valuable partnership with the community it serves. For the benefit of our students, this co-operative alliance must be maintained.

To this end, we have tried to adopt a philosophy which reflects the wishes of our students, parents, teachers and the community at large, while at the same time abides by the policies prescribed by the Department of Education for Alberta.

In recognition of the fact that the efforts of the home and the school should complement one another, Noble Central School shall continue to strive to:

- develop intellectual curiosity and desire for lifelong learning.
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and society.
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- develop an appreciation for the role of the family in society.
- develop an interest in cultural and recreational pursuits.
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.

EARLY CHILDHOOD SERVICES PHILOSOPHY

=====

The E.C.S. program is an active and vital part of Noble Central and we feel it is important to familiarize you with what the school and program will provide for your child.

PHILOSOPHY

- a) Each child is unique and should have the opportunity to develop his or her abilities.
- b) Parents, school, and community should provide opportunities for each child to develop his or her abilities.
- c) The dignity and worth of each child and his or her families must be respected and enhanced.
- d) A stimulating, educational environment, opportunity for structured play with a variety of learning tools and methods are all essential to a successful E.C.S. program.

GOALS

- a) To develop the articulation program to encompass E.C.S. through grade 3.
- b) To maintain excellence in teaching staff and teacher - parent behavior modelling.
- c) To develop social, emotional, physical and academic skills.
- d) To develop a positive self image and independence.
- e) To foster creative and imaginative expression.

GENERAL INFORMATION

Our E.C.S. children are known as "The Noble Central Sprouts." The school hours are 8:50 - 3:27 Tuesdays and Thursdays. Parents requiring bus service for their children may make arrangements through the County Office (328 - 5525). Parents are encouraged to participate in all aspects of E.C.S. and to feel free to come in or call anytime. The E.C.S. classroom is equipped with its own telephone, and can be reached at 824 - 3449.

SCHOOL YEAR CALENDAR

NOBLE CENTRAL SCHOOL

1992 - 93 Term

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

⬡ Staff Meetings - Aug. 31, Oct. 14, Nov. 18, Dec. 9,
Jan. 13, Feb. 10, Mar. 10, Ap. 21,
May 12, June 9

Report Cards Junior/Senior - Nov. 13, Feb. 2, Ap. 2,
June 30

Elementary - Nov. 20, Mar. 19, June 30

○ Final Exams - Jan. 26 - 29, June 23 - 25

Parent/Teacher Interviews (ALL) - Nov. 26, 1:00 - 6:00

ELEM. - Mar. 24, 2:30 - 6:00

JR./SR. - Ap. 7, 2:30 - 6:00

Christmas Concert - Dec. 17 Family Dance - Dec. 18

Track Meet - May 21 (Alternate May 25)

Kindergarten Orientation Day - May 26

Graduation - June 11 Awards Day - June 15

┌ Teacher Preparation Days - Aug. 31, Nov. 26, Feb. 1,
Feb. 18 - 19, June 28 - 29

□ Holidays - Sept. 7, Oct. 12, Nov. 11, Dec. 21 - Jan. 1,
Feb. 15, Ap. 9 - Ap. 16, May 24.

PHONE DIRECTORY 1992 - 93

Noble Central Staff

NOBLE CENTRAL SCHOOL	824 - 3817
NOBLE CENTRAL E.C.S.	824 - 3449
Linda Allen (Secretary)	824 - 3885
Blanche Beck (E.C.S. Special Needs Assistant)	824 - 3664
Val Cooper (Elementary / Home 3)	381 - 6684
Cheryl Esau (Elementary / Home 2)	824 - 3459
Barb Feist (E.C.S. Assistant)	824 - 3392
Mike Gibson (Elementary, Junior & Senior)	327 - 9609
Paul Goldade (Elementary / Home 4/5)	824 - 3857
Colleen Kottmeier (7/8 Assistant)	320 - 0561
Don Lea (Junior & Senior)	824 - 3600
Dorothy Low (Elementary / Home 1)	329 - 6368
Allan Marshall (Distance Ed.)	757 - 3876
Lynn Perron (Elementary & Resource / Home 5/6)	328 - 6728
Doug Pharis (Junior & Senior, Vice Principal)	381 - 0725
Pam Ross (Elementary / Home 2)	381 - 1672
Dan Ryder (Junior & Senior)	328 - 5144
Wayne Tate (Junior & Senior, Principal)	381 - 0748
Sylvia Van Egmond (Distance Ed. Assistant)	824 - 3687
Marg Van Egmond (E.C.S.)	381 - 7914
Sharon Vander Woude (Library Technician)	824 - 3601

Custodians

Ward Worthington	824 - 3478
Tina Reimer	824 - 3893

Bus Drivers

Lori de Jong (Noble # 3)	824 - 3603
Linda Kral (Noble # 4)	824 - 3854
Brian Rauhala (Barons)	757 - 2433
Paula Rogers (Noble # 1)	824 - 3654

County of Lethbridge No. 26 Officers

COUNTY OF LETHBRIDGE NO. 26	328 - 5525
John Bolton (Deputy Superintendent of Schools)	329 - 4304
Eileen Urvold (Chairman)	824 - 3350

Barons Consolidated School District No. 8

Richard Row (Chairman)	757 - 3831
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NOBLE CENTRAL SCHOOL SONG
=====

For dear old Noble we will fight again.
Our honored name we're striving to defend.
We're gonna hit that ball with all our might,
and for the green and gold we'll
fight, fight, fight, fight, fight!!

We'll never let that true Noble spirit die.
We're gonna win this ball game if we try!
And the green and gold will reach the sky,
and we'll go rah - rah - raaaaaaah!!

000/008

VOLUNTEERS & VISITORS AT NOBLE

This item is still in the development stages.

800/000

-100-

TIMETABLES



- 101 - Elementary
- 102 - Junior High
- 103 - Senior High

ELEMENTARY TIMETABLES

Noble Central School - 1992 * 1993
Elementary Timetable - First Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Lang. Learn. 1 (1) Lang. Learn. 2 (2) 8:50: Lang. Learn. 3 (4) 9:56: Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)
	Lang. Learn. 1 (1) Math 2 (4) 9:56: Music 3 (2) 10:26: Science 4/5 (6) Math 5/6 (5)	Lang. Learn. 1 (1) Math 2 (4) Music 3 (2) Science 4/5 (6) Math 5/6 (5)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Math 3 (4) Math 4/5 (5) Science 5/6 (6)	Lang. Learn. 1 (1) Science 2 (2) P.E. 3 (4) Science 4/5 (6) Math 5/6 (5)	Lang. Learn. 1 (1) Music 2 (2) Science 3 (4) Math 4/5 (5) Science 5/6 (6)
	Lang. Learn. 1 (1) Lang. Learn. 2 (2) 10:40: Math 3 (4) 11:10: Math 4/5 (5) Science 5/6 (6)	Lang. Learn. 1 (1) Music 2 (2) Lang. Learn. 3 (4) Math 4/5 (5) Science 5/6 (6)	P.E. 1 (4) Science 2 (2) Health 3 (4) Music 4/5 (1) Math 5/6 (5)	P.E. 1 (4) Lang. Learn. 2 (2) Health 3 (4) Music 4/5 (1) Math 5/6 (5)	Lang. Learn. 1 (1) Science 2 (2) Math 3 (4) Math 4/5 (5) Science 5/6 (6)
	Lang./Math 1 (1) Lang. Learn. 2 (2) 11:10: Lang. Learn. 3 (4) 12:08: Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang./Math 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Math 1 (1) Lang. Learn. 2 (2) Math 3 (4) Science 4/5 (6) Social 5/6 (5)	Math 1 (1) Lang. Learn. 2 (2) Math 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang./Math 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4) Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)
	Lang. Learn. 1 (1) Social 2 (3) 1:06: P.E. 3 (4) 1:40: Comp. St. 4/5 (5) Health 5/6 (10)	P.E. 1 (4) Social 2 (3) Comp. St. 3 (5) Health 4/5 (10) Music 5/6 (1)	Science 1 (1) P.E. 2 (10) Social 3 (4) Art 4/5 (3) Math 5/6 (5)	Library 1 (3) Math 2 (4) Comp. St. 3 (5) Health 4/5 (10) Music 5/6 (1)	Lang. Learn. 1 (1) P.E. 2 (4) Social 3 (4) Art 4/5 (3) Math 5/6 (5)
	Music 1 (1) Health 2 (3) 1:40: Science 3 (4) 2:14: P.E. 4/5 (10) Comp. St. 5/6 (5)	Social 1 (1) Social 2 (3) Science 3 (4) P.E. 4/5 (10) Social 5/6 (5)	Music 1 (1) Social 2 (3) Social 3 (4) Social 4/5 (5) P.E. 5/6 (10)	Social 1 (1) Math 2 (4) Library 3 (10) Math 4/5 (5) Art 5/6 (3)	Science 1 (1) Math 2 (4) Library 3 (10) Social 4/5 (5) Art 5/6 (3)
	Social 1 (1) P.E. 2 (10) P.E. 2 (4) P.E. 2 (3) P.E. 2 (5) P.E. 2 (5) P.E. 2 (5)	Health 1 (1) Health 2 (3) P.E. 3 (4) Math 4/5 (5) Library 5/6 (10)		Art 1 (1) Social 2 (3) Social 3 (4) P.E. 4/5 (10) Social 5/6 (5)	Social 1 (1) Art 2 (3) P.E. 3 (4) Comp. St. 4/5 (5) Health 5/6 (10)
	Science 1 (1) Math 2 (4) 2:57: Art 3 (3) 3:27: Social 4/5 (5) P.E. 5/6 (10)	Health 1 (1) Math 2 (4) Art 3 (3) Social 4/5 (5) P.E. 5/6 (10)		Art 1 (1) Library 2 (3) Social 3 (4) Social 4/5 (5) P.E. 5/6 (10)	Social 1 (1) Art 2 (3) Social 3 (4) P.E. 4/5 (10) Comp. St. 5/6 (5)
	Mrs. Low (1) Mrs. Esau (2) Mrs. Ross (3)		Ms. Cooper (4) Mr. Goldade (5) Mrs. Perron (6)		Mr. Gibson (10) I. L. D. (6)

Noble Central School - 1992 * 1993

Elementary Timetable - Second Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)
8:50	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)
9:56	Lang. Learn. 1 (1) Math 2 (4) Music 3 (2)	Lang. Learn. 1 (1) Math 2 (4) Music 3 (2)	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Math 3 (4)	Lang. Learn. 1 (1) Science 2 (2) P.E. 3 (4)	Lang. Learn. 1 (1) Music 2 (2) Social 3 (4)
10:26	Science 4/5 (6) Math 5/6 (5)	Science 4/5 (6) Math 5/6 (5)	Math 4/5 (5) Science 5/6 (6)	Science 4/5 (6) Math 5/6 (5)	Math 4/5 (5) Science 5/6 (6)
10:40	Lang. Learn. 1 (1) Lang. Learn. 2 (2) Math 3 (4)	Lang. Learn. 1 (1) Music 2 (2) Lang. Learn. 3 (4)	P.E. 1 (4) Science 2 (2) Health 3 (6)	P.E. 1 (4) Lang. Learn. 2 (2) Health 3 (6)	Lang. Learn. 1 (1) Science 2 (2) Math 3 (4)
11:10	Math 4/5 (5) Science 5/6 (6)	Math 4/5 (5) Science 5/6 (6)	Music 4/5 (1) Math 5/6 (5)	Music 4/5 (1) Math 5/6 (5)	Math 4/5 (5) Science 5/6 (6)
11:10	Lang./Math 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Lang./Math 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)	Math 1 (1) Lang. Learn. 2 (2) Math 3 (4)	Math 1 (1) Lang. Learn. 2 (2) Math 3 (4)	Lang./Math 1 (1) Lang. Learn. 2 (2) Lang. Learn. 3 (4)
12:08	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Science 4/5 (6) Comp. St. 5/6 (5)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)	Lang. Learn. 4/5 (5) Lang. Learn. 5/6 (6)
1:06	Lang. Learn. 1 (1) Social 2 (3) P.E. 3 (4)	Health 1 (1) Social 2 (3) P.E. 3 (4)	Art 1 (1) P.E. 2 (10) Social 3 (4)	Lang. Learn. 1 (1) P.E. 2 (10) Social 3 (4)	P.E. 1 (4) Social 2 (3) Comp. St. 3 (5)
1:40	Math 4/5 (5) Health 5/6 (10)	Social 4/5 (5) Library 5/6 (10)	Art 4/5 (3) Social 5/6 (5)	Art 4/5 (3) Social 5/6 (5)	Health 4/5 (10) Music 5/6 (1)
1:40	Music 1 (1) Social 2 (3) Science 3 (4)	Health 1 (1) Health 2 (3) Science 3 (4)	Art 1 (1) Math 2 (4) Art 3 (3)	Social 1 (1) Social 2 (3) Social 3 (4)	Science 1 (1) Math 2 (4) Art 3 (3)
2:14	P.E. 4/5 (10) Math 5/6 (5)	P.E. 4/5 (10) Social 5/6 (5)	Math 4/5 (5) P.E. 5/6 (10)	P.E. 4/5 (10) Social 5/6 (5)	Comp. St. 4/5 (5) P.E. 5/6 (10)
2:27	Social 1 (1) P.E. 2 (10) Social 3 (4)	Social 1 (1) Math 2 (4) Library 3 (10)		Science 1 (1) Math 2 (4) Library 3 (10)	Social 1 (1) Art 2 (3) P.E. 3 (4)
2:57	Library 4/5 (3) Social 5/6 (5)	Comp. St. 4/5 (5) Art 5/6 (3)		Social 4/5 (5) Art 5/6 (3)	Social 4/5 (5) Health 5/6 (10)
2:57	Science 1 (1) Health 2 (3) Social 3 (4)	Library 1 (3) Math 2 (4) Comp. St. 3 (5)		Music 1 (1) Library 2 (3) Science 3 (4)	Social 1 (1) Art 2 (3) Science 3 (4)
3:27	Social 4/5 (5) P.E. 5/6 (10)	Health 4/5 (10) Music 5/6 (1)		Social 4/5 (5) P.E. 5/6 (10)	P.E. 4/5 (10) Math 5/6 (5)
	Mrs. Low (1) Mrs. Esau (2) Mrs. Ross (3)		Ms. Cooper (4) Mr. Goldade (5) Mrs. Perron (6)		Mr. Gibson (10) I. L. D. (6)

JUNIOR HIGH TIMETABLES

Noble Central School - 1992 * 1993
Junior High Timetable - First Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50:	Science 7/8 (7)	L: Science 7/8 (7)	L: HPLS 7/8 (10)	7: Social 7/8 (8)	8: Drama 7/8 (8)
9:56:	Lang. Arts 9 (8)	8: Lang. Arts 9 (8)	8: Lang. Arts 9 (8)	8: P.E. 9 (10)	6: HPLS 9 (7)
9:59:	Social 7/8 (8)	8: P.E. 7/8 (10)	6: Lang. Arts 7/8(8)	8: Science 7/8 (7)	L: Social 7/8 (8)
11:05:	P.E. 9 (10)	6: Social 9 (8)	8: Science 9 (7)	L: Lang. Arts 9 (8)	8: P.E. 9 (10)
11:12:	HPLS 7/8 (10)	7: Drama 7/8 (8)	6: P.E. 7/8 (10)	6: P.E. 7/8 (10)	6: HPLS 7/8 (10)
12:18:	Social 9 (8)	8: Science 9 (7)	L: Social 9 (8)	8: Social 9 (8)	8: Math 9 (6)
1:08:	Math 7/8 (6)	10: Social 7/8 (8)	8: Math 7/8 (6)	10: Drama 7/8 (8)	6: Math 7/8 (6)
2:14:	Bus. St. 9 (8)	8: Math 9 (6)	10: Bus. St. 9 (8)	8: Math 9 (6)	10: Bus. St. 9 (8)
2:21:	Lang. Arts 7/8(8)	8: Lang. Arts 7/8(8)		8: Lang. Arts 7/8(8)	8: Science 7/8 (7)
3:27:	Science 9 (7)	L: HPLS 9 (7)	10:	HPLS 9 (7)	10: Social 9 (8)

Mr. Lea (6)
Mr. Pharis (7)
Mr. Ryder (8)

Mr. Tate (9)
Mr. Gibson (10) Bus. St. = Business Studies

Noble Central School - 1992 * 1993
Junior High Timetable - Second Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50:	Social 7/8 (8)	8: Out. Ed. 7/8 (10)	7: Social 7/8 (8)	8: Out. Ed. 7/8 (10)	7: Lang. Arts 7/8(8)
9:56:	P.E. 9 (10)	6: Social 9 (8)	8: P.E. 9 (10)	6: Social 9 (8)	8: Math 9 (6)
9:59:	Comp. St. 7/8 (8)	T: Comp. St. 7/8 (8)	T: Math 7/8 (6)	10: Social 7/8 (8)	8: Social 7/8 (8)
11:05:	Math 9 (6)	10: Math 9 (6)	10: Social 9 (8)	8: Math 9 (6)	10: P.E. 9 (10)
11:12:	Out. Ed. 7/8 (10)	7: P.E. 7/8 (10)	6: P.E. 7/8 (10)	6: P.E. 7/8 (10)	6: Comp. St. 7/8 (8)
12:18:	Drama 9 (9)	6: Lang. Arts 9 (8)	8: Lang. Arts 9 (8)	8: Lang. Arts 9 (8)	8: Drama 9 (9)
1:08:	Science 7/8 (7)	L: Lang. Arts 7/8(8)	8: Science 7/8 (7)	L: Lang. Arts 7/8(8)	8: Math 7/8 (6)
2:14:	Agriculture 9 (6)	10: Agriculture 9 (6)	10: Math 9 (6)	10: Agriculture 9 (6)	10: Science 9 (7)
2:21:	Lang. Arts 7/8(8)	8: Science 7/8 (7)	L:	Math 7/8 (6)	10: Science 7/8 (7)
3:27:	Science 9 (7)	L: Drama 9 (9)	6:	Science 9 (7)	L: Lang. Arts 9 (8)

Mr. Lea (6)
Mr. Pharis (7)

Mr. Ryder (8) Out. Ed. = Outdoor Education
Mr. Gibson (10) Comp. St. = Computer Studies

SENIOR HIGH TIMETABLES

Noble Central School - 1992 * 1993
Senior High Timetable - First Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50:	Math 10 (6) 10: English 20 (9) 9:	Math 10 (6) 10: English 20 (9) 9:	P. E. 10/20 (7) 6: Chem. 30 (6) 10:	Science 10 (7) 6: Math 20 (6) 10:	Math 10 (6) 10: English 20 (9) 9: Social 30 (10) 7:
9:56:	Social 30 (10) 7:	Social 30 (10) 7:			
9:59:	Science 10 (7) 10: Math 20 (6) 10:	Science 10 (7) 10: Math 20 (6) 10:	Math 10 (6) 10: English 20 (9) 9: Social 30 (10) 7:	Math 10 (6) 10: English 20 (9) 9: Social 30 (10) 7:	Science 10 (7) 10: Math 20 (6) 10:
11:05:					
11:12:	P. E. 10/20 (7) 6: Chem. 30 (6) 10:	Math 10 (6) 10: English 20 (9) 9: Social 30 (10) 7:	Science 10 (7) 10: Math 20 (6) 10:	Science 10 (7) 10: Math 20 (6) 10:	P. E. 10/20 (7) 6: English 30 (9) 9:
12:18:					
1:08:	Distance Ed. (5) 12: English 30 (9) 9:	Distance Ed. (5) 12: English 30 (9) 9:	Distance Ed. (5) 12: English 30 (9) 9:	Distance Ed. (5) 12: English 30 (9) 9:	Distance Ed. (5) 12: English 30 (9) 9:
2:14:					
2:21:	Distance Ed. (5) 12: Typing 10/20 (9) 9:	Distance Ed. (5) 12: Typing 10/20 (9) 9:		Distance Ed. (5) 12: Typing 10/20 (9) 9:	Distance Ed. (5) 12: Chemistry 30 (6) 10:
3:27:	Chemistry 30 (6) 10:	Chemistry 30 (6) 10:		Chemistry 30 (6) 10:	

Noble Central School - 1992 * 1993
Senior High Timetable - Second Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50:	Distance Ed. (5) 12: English 10 (9) 9:	Driver Ed. 10 (9) 9: Distance Ed. (5) 12:	Distance Ed. (5) 12: Math 30 (6) 10:	Driver Ed. 10 (9) 9: Distance Ed. (5) 12:	Distance Ed. (5) 12: Social 20 (10) 7:
9:56:	Math 30 (6) 10:	Math 30 (6) 10:		Math 30 (6) 10:	Biology 30 (7) 10:
9:59:	Distance Ed. (5) 12: Social 20 (10) 7:	Distance Ed. (5) 12: Social 20 (10) 7:	Distance Ed. (5) 12: Social 20 (10) 7:	Distance Ed. (5) 12: Social 20 (10) 7:	Distance Ed. (5) 12: Math 30 (6) 10:
11:05:	Biology 30 (7) 10:		Biology 30 (7) 10:		
11:12:	Distance Ed. (5) 12: Social 10 (8) 8:	Distance Ed. (5) 12: Math 30 (6) 10:	Distance Ed. (5) 12: English 10 (9) 9:	Distance Ed. (5) 12: Physics 30 (6) 10:	Distance Ed. (5) 12: Social 20 (10) 7: Biology 30 (7) 10:
12:18:	Physics 30 (6) 10:		Physics 30 (6) 10:		
1:08:	Social 10 (8) 8: CALM 20 (9) 9:	English 10 (9) 9: Biology 30 (7) 10:	Social 10 (8) 8: CALM 20 (9) 9:	English 10 (9) 9: Biology 30 (7) 10:	Social 10 (8) 8: CALM 20 (9) 9:
2:14:					
2:21:	English 10 (9) 9: Physics 30 (6) 10:	Social 10 (8) 8: Physics 30 (6) 10:		Social 10 (8) 8:	English 10 (9) 9: Physics 30 (6) 10:
3:27:					

Mr. Marshall (5)	Mr. Ryder (8)
Mr. Lea (6)	Mr. Tate (9)
Mr. Pharis (7)	Mr. Gibson (10)

-200-

**DIPLOMA
REQUIREMENTS**



- 201 - Diploma Requirements
- 202 - Graduation Ceremony

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

Credit Requirements for Graduation

The following tables indicate the phasing-in of the credit requirements for the General High School Diploma, the Advanced High School Diploma. Changes in credit requirements are highlighted with an arrow (→). The credit allocations shown affect students who enter Grade 10 in the specified school term.

a General High School Diploma

	CREDITS					
	1987-88 ¹	1988-89	1989-90	1990-91	1991-92	1992-93
CORE						
English/Français	15	15	15	15	15	15
Social Studies/Études sociales	10	→ 15	15	15	15	15
Mathematics/Mathématiques	5	5	→ 8	8	8	8
Science/Science	3	→ 6	→ 8	8	8	8
Career and Life Management/ Carrière et Vie	—	→ 3	3	3	3	3
Physical Education/ Éducation physique	2	→ 3	3	3	3	3
ADDITIONAL REQUIREMENT						
Two Grade 12-Level Courses	10	10	10	10	10	10
SPECIFIED CREDITS	45	57	62	62	62	62
UNSPECIFIED CREDITS	55	43	38	38	38	38
MINIMUM CREDIT REQUIREMENT	100	100	100	100	100	100

b Advanced High School Diploma

Increase in required science credits scheduled for September 1992.

	CREDITS					
	1987-88 ¹	1988-89	1989-90	1990-91	1991-92	1992-93
CORE						
English/Français	15	15	15	15	15	15
Social Studies/Études sociales	15	15	15	15	15	15
Mathematics/Mathématiques	15	15	15	15	15	15
Science/Science	11	11	11	11	11	→ 15
Career and Life Management/ Carrière et Vie	—	→ 3	3	3	3	3
Physical Education/ Éducation physique	2	→ 3	3	3	3	3
COMPLEMENTARY						
Category C Course	—	→ 10	10	10	10	10
SPECIFIED CREDITS	58	72	72	72	72	76
UNSPECIFIED CREDITS	42	28	28	28	28	24
MINIMUM CREDIT REQUIREMENT	100	100	100	100	100	100

¹ Includes all students registered in Grade 10 prior to and including the 1987-88 school term.

GRADE 12 GRADUATION CEREMONIES

The graduation ceremony is intended to recognize the achievements of our grade 12 students. Typically it consists of a banquet, guest speaker, dance, and the awarding of commemorative pins and scrolls. Whenever possible, the date for this event will be a Friday between the Victoria Day holiday and a week and a half before final exams begin.

In order to take part in this ceremony, students must be eligible for an Alberta Diploma or Certificate of Achievement, upon successful completion of the spring term at Noble Central. Those students enrolled in distance education courses that are essential to the acquisition of a diploma or certificate, must have completed at least half of the lesson requirements by the last Friday of April. Students must not be at risk of being withdrawn from a necessary course due to poor attendance habits.

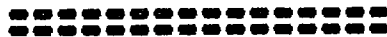
All students hoping to take part in the Spring ceremony will be expected to do their fair share of fund-raising to pay for the variety of expenses incurred at the ceremony. A committee of potential graduands (maximum of four) will be established in the fall of the graduation year. This committee will represent the entire grade 12 class to the administration, and do their best to act in the best interest of the entire class. To the best of their abilities, the graduating class, together with the administration, will undertake to organize and implement all aspects of the graduation ceremony. Since the function is conducted under the authority of Noble Central School, the Principal reserves the right to approve or disallow any matter that pertains to the official function.

The Valedictorian for the occasion will be the student who has achieved the highest blended grade-point average of at least three (where three are offered) Advanced Diploma courses in the fall semester. Every effort will be made to involve each graduand in some way in the celebration, unless they prefer not.

Whenever possible, the Master of Ceremonies for the occasion will be the Principal or the Vice-Principal. Appropriate dignitaries will be invited from: the Village of Nobleford; the County of Lethbridge No. 26 Board of Education; the Superintendent's Office; the Barons Consolidated School District; and, the Noble Central Home & School Association.

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**FACILITIES,
EQUIPMENT
& SUPPLIES**



- 301 - Evacuation Procedures
- 302 - Emergency Closure
- 303 - Smoke-Free Campus
- 304 - Text Rental
- 305 - Student Lockers /
Gym Lockers
- 306 - Specialty Rooms (Lunch,
Computer, Gymnasium, ...)

EVACUATION PROCEDURES

In the event of an evacuation, students and teachers should use the NEAREST and MOST DIRECT exit route from their location. If the most direct path is blocked, the next nearest and direct path should be chosen.

It is our view that ALL human lives are valuable - teachers too! Therefore, unless it can be done in ABSOLUTE SAFETY, we discourage any movement that would take a person deeper into the building, and further away from the nearest exit. It should also be noted that a teacher's movement away from the larger student group in their care, may put THEM at risk.

Nobody should re-enter the building until the all-clear is sounded.

When Alarm Sounds

1. Teacher takes class register when leaving.
2. Teacher specifies which student should close all windows.
3. Teacher identifies the exit students should use.
4. Teacher supervises students' quiet exit from room in single file.
5. Teacher turns lights off and closes classroom door.
6. Teacher follows students, looking into rooms with open doors as they pass by. (Evacuate any students present, turn lights off and close door.) Teachers should not lose sight of their own class however.
7. First two students to arrive at exit doors should hold them wide until all have left. Then close doors.

Outside

1. Teachers should assemble the students by class, well away from the building. Do NOT assemble to west of building. Do NOT block emergency vehicle access routes.

2. Teachers should check attendance, and notify the principal, vice principal or emergency officials (if present) of any students unaccounted for.
3. Teachers should watch for principal's approach and give attendance report.

Special Assignments

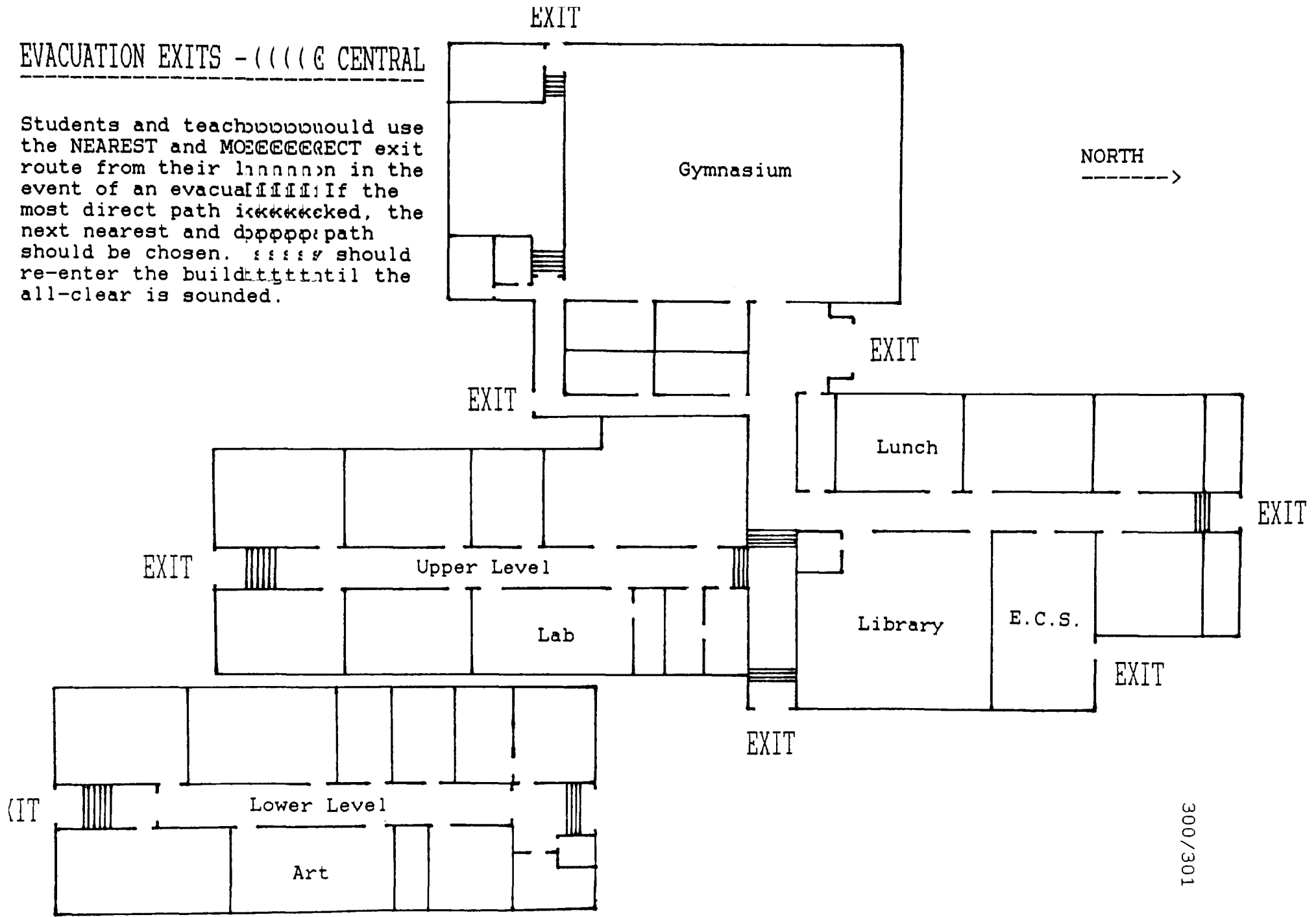
1. Secretary:
 - Check offices, kitchen, library and lunchroom.
 - Exit by north wing.
2. Vice Principal:
 - Check lower level washrooms, staffroom and infirmary.
 - Exit by south wing.
3. Principal:
 - Check gym, locker rooms and washrooms.
 - Exit by south gym exit and circulate counter clockwise around building.
 - Note the presence of teachers and other staff.
 - Ask for attendance report from teachers.

Return to Building

1. The general alarm MAY cease, but this does NOT mean that the building is safe.
2. The signal for a safe return to the building will be three bursts on the bell system.
3. Teachers should escort their class quietly back to their rooms.

EVACUATION EXITS - (CENTRAL

Students and teachers should use the NEAREST and MOST DIRECT exit route from their location in the event of an evacuation. If the most direct path is blocked, the next nearest and most direct path should be chosen. Students should re-enter the building until the all-clear is sounded.



EMERGENCY SCHOOL CLOSURE

A parent may wish to visit the school and transport his/her child privately, but we ask that the principal be informed of such a decision.

The following is an excerpt from the County of Lethbridge No. 26 School Policy Handbook, Section 100, No. 110.

1. *EMERGENCY CLOSURE* may be needed for the following reasons: extreme weather conditions, power failure, water and sewer problems, fire, or any other situation that may endanger the health or safety of the students and staff.
2. *SYSTEM CLOSURE*. When a decision is made by the Superintendent of Schools and/or designate to close all schools, not to run buses that decision shall be communicated through the Lethbridge radio stations. In the event of a system closure, the principal shall ensure that there is a responsible person in attendance to receive children should they arrive at school.
3. *PARTIAL SYSTEM CLOSURE*. In some circumstances, it may be necessary to decide to close one or more schools. Such a decision shall be made by the Superintendent of Schools and/or designate. Such a decision shall be communicated through the Lethbridge radio stations. The principal shall ensure that there is a responsible person in attendance to receive children should they arrive at school.
4. *EARLY DISMISSAL*. Responsibility for an early school dismissal shall rest with the Superintendent of Schools and/or designate. If an early school closure occurs, a special responsibility then resides with each principal to ensure that parents and/or guardians are informed. Bus drivers are to ensure that each child reaches his/her home and is left in the care of a responsible person. In the event that a child is not left at his/her home, the bus driver must ensure that the child is left at an alternative safe accomodation in the care of a responsible person and that the parents of the child are duly notified.

SMOKE-FREE CAMPUS

Effective in September of 1990, the Board of Education of the County of Lethbridge No. 26 designated all school buildings "to be smoke-free areas between the hours of 8:00 a.m. and 4:30 p.m. on all days of school operation and during all school-sponsored and student-sponsored activities for students."

Further to this, Noble Central has determined that NO students will be permitted to smoke on school property outside of the building during these designated hours.

During after-hours school-sponsored and student-sponsored activities, persons of age (16 years) will be permitted to smoke outside of the building and on school property. Students under the age of 16 years will NOT be permitted to smoke on school property at any time

TEXTBOOK RENTAL AND FEES

The County of Lethbridge provides the students with a subsidized rental agreement for school textbooks and workbooks. A rental fee is charged along with specific fees for materials which do not fit into a specific category. Also, a caution fee of \$5.00 is charged in the Junior and Senior High School. If all of the books are returned in a satisfactory condition, the caution fee is returned to the student. The caution fee is intended as a deposit of damage sustained by books - NOT as the cost of replacement. Therefore, parents should expect to be billed for the relative worth of any texts NOT returned. A structure of the fees at each grade level follows.

<u>Grade</u>	<u>Rental</u>	<u>Caution</u>	<u>Art</u>	<u>Local Levy</u>
1 - 3	\$25.00	----	\$2.00	\$2.00
4 - 6	25.00	----	2.00	2.00
7 - 9	25.00	\$5.00	3.00	5.00
10 - 12	28.00	5.00	3.00	3.00

Yearbook (optional): \$17.00

STUDENT LOCKERS

The following is an excerpt from the County of Lethbridge No. 26 School Policy Handbook, Section 400, No. 414.

POLICY

Space and facilities permitting, the Board of Education will provide lockers and/or storage facilities for student use in the schools according to an allocation plan developed by the respective school principals and subject to student agreement to terms of the Locker Rental Agreement.

GUIDELINES

- 1. The Locker Rental Agreement must be completed and signed by all students who wish to use any locker or storage facility.*

Gym Lockers

Junior or Senior High students are permitted to rent a gym locker. The rental fee is \$5.00 per year for which the student will be given the combination to a lock in the locker room. \$3.00 will be returned at the end of the school year if the locker and lock are left in good repair. The locks in the locker rooms should be left in place at the end of the school year. Members of school teams will be given the first chance to rent a double gym locker.

Hallway Lockers

Any students concerned with the possibility of loss from their hall lockers, may rent a lock from the office. Any lock used on a hall locker may NOT be one removed from the gymnasium locker rooms. Students wishing to place a lock on their hall locker, must rent a lock from the school office. The rental fee is \$5.00 per year. \$3.00 will be returned to the student at the end of the school year if lock and locker are in good order.

Students must realize that authorized agents of the Board have the right to, and will open lockers for periodic inspection. Students must also understand that any lock being used that is found not to have been provided by the school office, or on other than the assigned locker, will be destroyed at the student's expense.

Elementary students wishing to rent locks for use on their hallway lockers must have the written permission of their parents.

The use of locks does not necessarily guarantee complete security, so we recommend that students not keep items of greater value in the lockers. The property and privacy of those students wishing not to use locks, must be respected too. Please notify the office of any losses.

SPECIAL ROOMS

Noble Central houses a number of special purpose rooms. The proper use of these rooms will permit us to more easily maintain the quality of their components. Unless the lunchroom is closed, all major food consumption is to be done there. Light snacks may be eaten at lockers during breaks. Students wishing to consume food or drinks in any classroom, should seek the permission of the teacher whose room it is.

Because accidental spills or inappropriate disposal of garbage can do serious harm in some of our rooms, we would appreciate it if food or drinks are not taken into these rooms. Our areas of concern are: computer room, distance education room, library, gymnasium, and science lab. In an effort to control the traffic in some of these rooms, students may find that the doors to some of these rooms are routinely locked.

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TRANSPORTATION



- 401 - Student Discipline on Buses
- 402 - Extra-Curricular Transportation
- 403 - Volunteer Drivers
- 404 - Student Owned Vehicles
- 405 - Parking

STUDENT DISCIPLINE ON SCHOOL BUSES

We recognize that safety is a primary responsibility in all student transportation. We take this responsibility very seriously. The Board of Education has established the following student discipline guidelines, necessary in maintaining a high safety standard.

1. *Students are expected to be at the road at their designated stop prior to the arrival of the bus.*
2. *Stay off the travelled roadway at all times while waiting for the bus.*
3. *Watch your step and use the hand rail when getting on and off the bus.*
4. *Upon discharging, and if you live on the opposite side of the road, cross only in front on the bus and at least 15 feet ahead. Cross only when safe to do so and under the guidance of the driver.*
5. *Be seated promptly in your regular seat.*
6. *Remain seated during the entire trip.*
7. *You must not hang any object or part of your body out of the bus window.*
8. *Smoking or use of vulgar language is not permitted on the bus.*
9. *Noise on the bus shall be kept to a minimum. You may talk quietly to the person beside you. Loud noises, shouting, etc., are dangerously distracting to the driver.*
10. *Try to inform the driver when absence is expected from school.*
11. *Any student who insists on misbehaving shall be denied the privilege of riding the school bus.*
12. *The bus driver is in full charge of the bus and students must obey his or her directions.*

- 13. Certain items may be restricted from being transported on the bus for safety reasons. Students are requested to check with the driver in advance to determine whether the item can be transported on the bus. Items such as skis, hockey sticks, skate boards and some band equipment are restricted.*
- 14. Students should not litter the bus or throw any articles out of the windows of the bus.*
- 15. For safety reasons, the use of radio ear phones or other devices which may obstruct hearing instructions from the driver in the event of an emergency are prohibited on the school bus.*

Parents are encouraged to make sure that their children are well protected from extreme weather, and at the pick-up point a few minutes before bus arrival. We also ask that parents be supportive of our efforts to ensure safe conduct of students, by encouraging their children to obey school bus regulations, and respect the driver as the sole authority on the school bus.

TRANSPORTATION FOR EXTRA-CURRICULAR ACTIVITIES

It should be noted that virtually any school-sponsored activity that occurs outside of the school building and/or regular school hours, will be considered an extra-curricular activity. This includes such activities as class field trips, camping trips, games, tournaments, golfing, skating trips, year-end parties, and so on.

Whenever possible, students attending an extra-curricular function away from the school, will be expected to travel to the destination by bus, and return to Noble Central by bus. There must be adult supervision on the bus (other than the driver), and students are expected to behave according to the guidelines put in place by the Board of Education.

VOLUNTEER DRIVERS FOR EXTRA-CURRICULAR ACTIVITIES

There are occasions where our limited funds make it necessary to arrange alternate transportation. Usually this means requesting the assistance of volunteer parent drivers. When this happens these things should be understood:

1. The driver must be a parent of one of our students, and should be a parent of a student attending the specific function for which they are driving. No student under any circumstance, will be permitted to drive themselves, and participate in the activity.
2. The parent driver must have a valid class 5 liscence, and must have a minimum insurance coverage of one million dollars for public liability and public damage.
3. The parent driver must complete a specific document that will be kept on file in the school. (Parents wishing to transport their own children to play in away games, should complete such a form.) This must be renewed each school year.
4. Parents meeting these qualifications may not have to return students to Noble Central, but may deliver them to their homes, or a drop-off point agreed to by the student's parent/guardian.
5. Volunteer drivers will not receive any remuneration other than our deep gratefulness.

Parents should not ask to allow their son/daughter to travel with any person who is not on file with the school as a valid volunteer driver. Coaches and supervisors cannot grant such permission.

COUNTY OF LETHBRIDGE NO. 26

VOLUNTEER AUTOMOBILE DRIVER AUTHORIZATION

Volunteer drivers must inform their insurance company of their intention to use their automobile and to act as a volunteer driver for County of Lethbridge No. 26 school activities. Most insurance companies do not require an additional premium charge (or more than a nominal charge) because this service is classified as occasional and is not done for compensation.

Liability insurance protection for individual drivers, beyond that provided under the driver's own automobile insurance, is provided by the Board of Education while the volunteer drivers are transporting students in their own automobiles on a school sponsored activity or function. A minimum of \$1,000,000.00 public liability and property damage coverage must be in force on the automobile insurance before a volunteer driver may use his vehicle to transport students.

F O R M

SCHOOL: _____

VOLUNTEER DRIVER'S NAME: _____

ADDRESS: _____ PHONE NO. _____

_____ POSTAL CODE: _____

DRIVER'S LICENCE NO. _____ CLASS: _____ EXPIRY DATE: _____

NAME OF INSURANCE COMPANY: _____

INSURANCE POLICY NO. _____

INSURANCE AGENT: _____

AMOUNT OF P.L. and P.D. COVERAGE: \$ _____

Signature of Volunteer Driver

Expiration Date: End of Current Academic Year

STUDENT OWNED VEHICLES

Students the age of 16 years or greater, in possession of a valid Alberta driver's license, are permitted to drive a vehicle on campus subject to parental permission and adequate insurance coverage. All drivers are reminded to observe the appropriate speed restrictions through the school zone in front of the school. Careless or inappropriate driving behavior will be cause to disqualify any driver from access to school property.

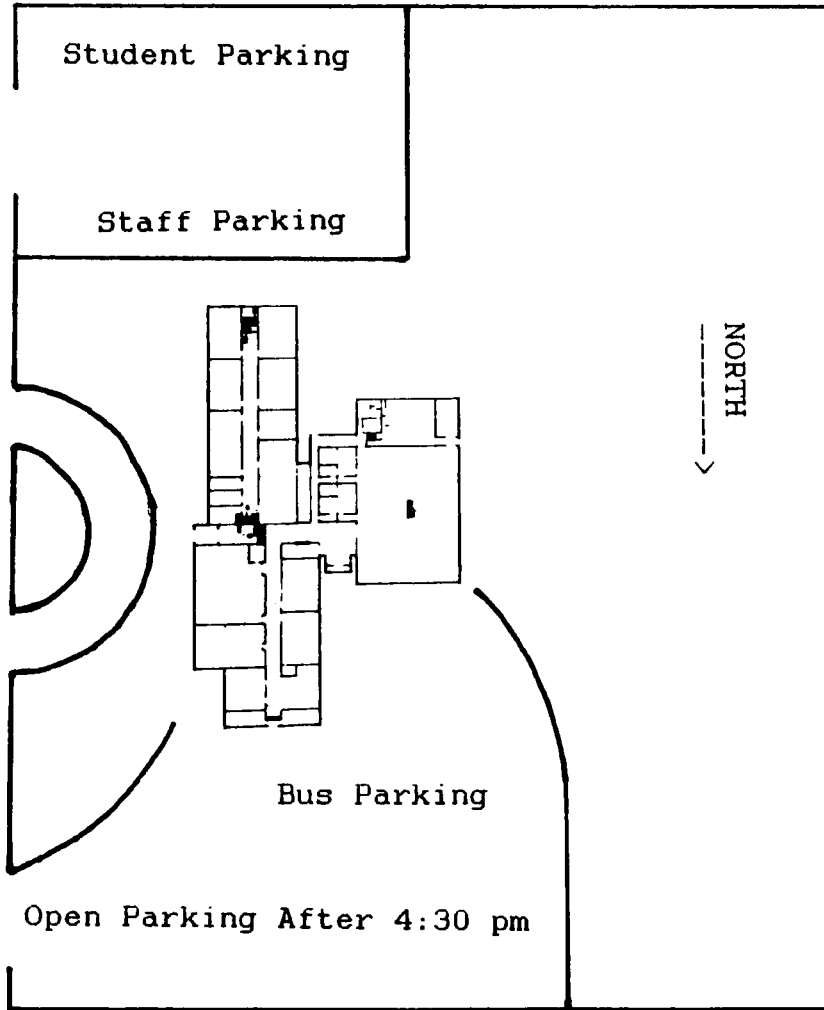
PARKING AT NOBLE CENTRAL

Noble Central has two main parking areas - the north and the south. The south parking area is intended for daily parking by teachers and qualified students. That portion nearest the building is reserved for teacher parking, as are the electrical outlets in wintertime. Students should park their vehicles on the southern most portion of this lot.

The north parking lot is divided into two areas by a sidewalk island. The north side of this island is where students disembark from buses in the morning, and step onto buses after school. This occurs on a daily basis between 8:30 and 9:00 in the mornings, and 3:15 and 3:40 in the afternoons. Everyone is encouraged to keep this area clear of traffic during these times, as extra traffic puts our students at risk.

For special events during school hours, drivers are asked to use the south parking lot, or the lot south of the sidewalk island of the north lot. After the regular bus drop-off or pick-up times, either lot may be used.

Drivers are reminded to be aware at all times of the possibility of students crossing the parking areas, and that these students are often below the visible sight line permitted in most vehicles. Please drive with caution.



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STUDENT LIFE

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- 501 - Behavioral Expectations
- 502 - Attendance / Absenteeism
- 503 - Student Councils
- 504 - Extra-Curricular
Activities
- 505 - Volunteer Coordinators
- 506 - Scholarship Opportunities

EXPECTED STUDENT BEHAVIOR

Part I, Section 7 of the SCHOOL ACT for the Province of Alberta assented to on July 6 of 1988, has made the following statement with regard to students:

A student shall conduct himself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing his studies;*
- (b) attend school regularly and punctually;*
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;*
- (d) comply with the rules of the school;*
- (e) account to his teachers for his conduct;*
- (f) respect the rights of others.*

Readers will find some school rules explained in other parts of this handbook. Further to these, the following should be considered basic guidelines to student behavior.

1. Weather permitting, and barring illness confirmed by a parent note, elementary students will be sent outside for recess and lunch.
2. Student use of the gymnasium will require constant adult supervision.
3. Students should respect the proper use of special rooms (section 306).
4. Profanity (verbal or visual) is completely unacceptable.
5. There should be no running or playing in the halls, or parking lots.
6. Students should not engage in wrestling, play-fighting or fighting.
7. Students should not have toy (or real) weapons on campus except with teacher permission.

8. Boots should be removed at the entrances and placed on racks. Muddy shoes should be removed and cleaned before wearing again inside. Wet footwear should be thoroughly wiped on the mats at each entrance.
9. Students should refrain from public displays of intimacy.
10. Students are not permitted to play in the north side bushes or on the front lawn.
11. Students are not permitted to leave campus (except town students for lunch) without specific permission of their teacher, or at a parent's request. It will be assumed that parents of town students sending a lunch with their child, wish the child to remain at school during the entire lunch break.
12. Students should spend their study periods on campus quietly.

ATTENDANCE / ABSENCE OF STUDENTS

We feel that the parent/guardian and the school should work together in the best interest of the student. We also feel that the student and the parent/guardian are ultimately responsible for regular and punctual attendance of the student.

If a parent/guardian wishes a student's absence to be deemed excusable, that wish should be made known directly to the student's teachers within a reasonable time of the absence. If no contact is made with the school within a reasonable time (by phone, note, prior consultation, or some other appropriate means) the absence will be deemed inexcusable.

It is incumbent upon the student to make arrangements with the teacher to make up any work missed during a period of excusable absence. A significant number of inexcusable absences may result in loss of credits in a given course, or other disciplinary action.

The following is an excerpt from the County of Lethbridge No. 26 School Policy Handbook, Section 400, No. 406.

POLICY

It is the position of the Board that student achievement is affected by attendance. Therefore, the Board requires regular attendance by students in order to maximize their educational opportunities.

GUIDELINES

- 1. It is the responsibility of the student and the parent/guardian to ensure that regular and punctual attendance is maintained.*
- 2. It is the responsibility of the parent/guardian to notify the school of the reason(s) for a student's absence(s).*
- 3. Illness and other unavoidable causes are excusable reasons for being absent.*
- 4. Where it appears to be in the best interests of the student, and where possible through prior consultation, the principal or designate may deem an absence excusable.*
- 5. All other absences will be deemed inexcusable.*

ABSENTEEISM AND EXAMS

Regular attendance and testing are both very important components of the educational process. Students absent for an exam may be assigned a mark of "0" unless they provide a note (from parent/guardian) that gives an acceptable reason for the absence.

Students knowing in advance that they will miss a test or quiz, should make arrangements with the teacher involved BEFORE the absence. Students unable to make these arrangements in advance, should provide the teacher with a note within 24 hours upon returning to the class.

When an absence is deemed to be excusable, the student should expect to write an exam that is different than the one written by the rest of the class. Every effort will be made to ensure that both tests will be of the same level of difficulty.

If there is chronic absence for tests, certification by a medical officer may be required to support the teacher's option to allow a make-up exam.

STUDENTS LEAVING SCHOOL GROUNDS

Elementary students (up to and including grade 6) must have a note to leave the school grounds from 8:50 a.m. to 3:27 p.m., unless they are going to their home for lunch.

Junior High students must remain on campus between 8:50 a.m and 12:18 p.m., and between 1:08 and 3:27 p.m. Students are welcome to remain during the lunch break, but are not required to do so. Parents of Junior or Senior High students who wish them to remain on campus during the lunch break, should make this known to the school in writing.

Senior High students may leave the school during their spares with a signed release form (signed by both the principal and the parent). Without a signed release form, the student is expected to stay in the school unless one of the other absence policies is implemented.

STUDENTS' COUNCIL

Students functioning in the capacity of a Students' Council member shall strive to:

- a) provide leadership in the school.
- b) to act as a link between students and the school staff and administration, thus keeping open the lines of communication.
- c) to prepare students for full citizenship and participation in their community.
- d) to provide students with an opportunity to have social and recreational activities in an atmosphere that lends itself to high moral standards, citizenship, and is beneficial to their health.

EXTRA-CURRICULAR ACTIVITIES

All students attending Noble Central School are encouraged to take part in the extra - curricular activities offered by the school. Students are invited to participate as student council members, team players, yearbook committee member, members of various clubs (model-building, etc.), participants in ski trips (or other class related trips), or as spectators and guests at different functions.

Not all students participating on teams take on the role of a player, but their assistance as managers, statisticians, timers, score-keepers, referees, organizers, concession helpers, gate-keepers, and so on ... is welcomed and appreciated.

Students are also reminded that participation in extra-curricular activities is accompanied by responsibility. Although each extra-curricular group may be governed by additional guidelines, we feel that the following are basic to any philosophy adopted by student organizations at Noble Central School. Those persons partaking in any of the school's extra-curricular activities should:

- maintain an acceptable academic standing. This standing is deemed to be acceptable by the administration of the school, and may vary from student to student depending on his/her academic potential.
- recognize that academics is the first priority of the school, and demonstrate regular and punctual attendance, and genuine effort in all classes.
- adhere to a code of conduct which abides by the laws of the land insofar as theft, assault and substance abuse is concerned.
- behave in a congenial and sportsmanlike fashion during functions, meetings, practices, games, and while en route to (or in attendance at) related functions.
- understand that transportation to any school-sponsored function will be by bus, or alternate means ONLY with the PRIOR agreement of the advisor or coach.
- demonstrate commitment through regular attendance at meetings, practices and games.

- demonstrate respect for their peers, advisors and coaches by working cooperatively and positively for the betterment of the group.
- demonstrate positive leadership if their role calls upon them to do so.
- contribute their fair share in funding the activity if it is called for.
- understand that absence from school due to illness (or an inexcusable absence) on the day of an activity, will disqualify the student from any participation in that activity for that day.
- read, sign and abide by a written contract if required by an advisor or coach.
- understand that failing to adhere to these guidelines could result in a student's being denied the privilege of participation in any or all extra-curricular activities for the remainder of the school year.

VOLUNTEER COORDINATORS

As directed by the Board of Education, each year the school administration will attempt to identify the nature and scope of the school's extra-curricular offerings. Whenever possible, teacher volunteers will be considered and selected to coordinate activities. When this is not possible, responsible community volunteers are welcomed for consideration.

Noble Central makes every attempt to offer a variety of extra-curricular opportunities to its students. Many of these activities have been offered so regularly that we often take them for granted. They would not be possible however, without the voluntary help of organizers, advisors and coaches. We would like to identify (and thank) those named below for the leadership they have shown in each of the activities for this school year.

Christmas Concert	Paul Goldade Dorothy Low Lynn Perron Val Cooper Pam Ross Marg Van Egmond Cheryl Esau
Grade 4 Milk Program	Paul Goldade
Drifters Junior Girls' Volleyball	Dan Ryder/Renee Scott
Dynamos Junior Boys' Volleyball	Dan Ryder/Renee Scott
Roadrunners Junior Girls' Basketball	Doug Pharis
Coyotes Junior Boys' Basketball	Mike Gibson/Brett Allen
Junior Student Council	Dan Ryder
Drifters Senior Girls' Volleyball	Doug Pharis
Bladettes Senior Girls' Basketball	Wayne Tate
Blades Senior Boys' Basketball	Boyd Hollander/Mark Groenenboom
Senior Student Council	Don Lea
Graduation Decorations	Pam Ross
Chinook Yearbook	Wayne Tate

SCHOLARSHIP OPPORTUNITIES

Each year Noble Central will endeavor to host an awards celebration during which athletic and academic excellence is recognized. It should also be noted that the presentation of any given award is dependent upon the continued generosity of its sponsor. Some of these awards will be for student performance in the current school year, while most are based on performance for the previous year. This is necessary because diploma exam results are not known until mid-summer.

Most athletic awards will be determined by the coaches for specific activities, and will be awarded for the current school year. There are however, a number of academic awards that are based on student's work ethics, academic achievement, post-secondary pursuits and so forth. The following is a brief description of the selection criteria for some awards.

Junior High "Citizenship" Scholarship

This award will recognize a student with high moral character, strong civic-mindedness, a successful academic record, and exhibits a wide range of successful participation in extra-curricular activities.

Grade 10 and 11 Academic Student

These awards are presented to the student in each of these grades with the highest grade point average during the previous school year.

Grade 12 Course Awards

These awards are presented to the student in each grade 12 course with the highest grade point average during the previous school year. Among the courses recognized are: English 30, Social Studies 30, Math 30, Biology 30, Chemistry 30, Physics 30, Physical Education 30.

Max Pharis Memorial Scholarship

This scholarship is awarded to the student with the highest grade point average of grade 12 level courses during the previous school year.

E.C. Miller Scholarship

The E.C. Miller Scholarship is sponsored by the A.T.A. Local # 21, and is awarded to a student who has demonstrated high academic standing and moral character, and has continued with post-secondary education, preferably at an Alberta university in the pursuit of a Bachelor's degree in Education.

Art Bareham Memorial Scholarship

Named for its benefactor, this scholarship recognizes a student like one for the E.C. Miller, but has also demonstrated a commitment to physical education or recreation.

Claydon Family Memorial Scholarship

This scholarship recognizes a student of high academic standing from the previous year, who has gone on to post-secondary education other than university (when possible).

Dr. Takahashi Scholarship

The Dr. Takahashi Scholarship is awarded to a student of high academic standing from the previous year, who has gone on to some post-secondary education, and has some financial need.

County of Lethbridge No. 26 Scholarship

This scholarship is awarded to a grade 12 student who best exhibits the attainment of the basic goals of public education, and has definite plans to enroll in a post-secondary educational institution.

Glenda Fleming Memorial Award

This award is presented to a member of the Noble Central Bladettes basketball team, who has demonstrated the qualities of dedication, sportsmanship, improvement and/or exhibited a distinguished aptitude for the game. First consideration will be given to a grade 10 player.

Our entire school community is deeply grateful to the sponsors of these, and our other awards and scholarships. Their continued good will and keen interest in educational and athletic excellence is appreciated.

Alexander Rutherford Scholarships For High School Achievement

Eligibility Criteria

GRADE 10

Average of 80% or higher in 5 subjects.

- English 10 or 13
- Two of the following:
 - Social Studies 10
 - Mathematics 10
 - Biology 10
 - Chemistry 10
 - Physics 10
 - A language other than English at the 1000 level
- Any two other subjects at the 1000 level including the above subjects.

GRADE 11

Average of 80% or higher in 5 subjects.

- English 20, 23 or Literature/Communications 21
- Two of the following:
 - Social Studies 20
 - Mathematics 20
 - Biology 20
 - Chemistry 20
 - Physics 20
 - A language other than English at the 2000 level
- Any two other subjects at the 2000 level including the above subjects.

GRADE 12

Average of 80% or higher in
5 subjects.

- English 30
- Four of the following:
 - Social Studies 30
 - Mathematics 30
 - Mathematics 31
 - Biology 30
 - Chemistry 30
 - Physics 30
 - A language other than English at the 3000 level

NOTE: For those subjects where diploma examinations are available, marks for scholarship purposes will be calculated from an equal weighting of the school-awarded and the diploma examination marks.



