

**MARKETING AUDIT
BROOKS SCHOOL DISTRICT #2092
BROOKS, ALBERTA**

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A One-Credit Project
Submitted to the Faculty of Education
of The University of Lethbridge
in Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA

July, 1993

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MARKETING AUDIT - BROOKS SCHOOL DISTRICT #2092

This paper will attempt to analyze the Brooks School District with reference to its marketing efforts in promoting the district in the eyes of its stakeholders.

I used the text, "Principles of Marketing", to assist in evaluating the system of which I am a school-based administrator. I divided the paper under five main headings:

- I. Macroenvironment
- II. Task Environment
- III. Mission Statements
- IV. Marketing Organizational and Information Systems
- V. Recommendations

I gathered much of the information through discussion with four central office personnel, six school-based administrators, six teachers, and first-hand knowledge of the system. I have been employed by the district since 1976. My experience with the system has been a positive one, as my remaining with one organization for eighteen years would indicate.

I interviewed four central office, school-based administrators and teachers to get their views on aspects of the school system's marketing and/or public relations efforts. The information is integrated into the final document, which should assist the Brooks School District with a positive educational direction.

The three articles in the appendices were not written by the author of this paper and are included for the reader's information only.

Part I. Macroenvironment

A. Demographic Developments

1. **Opportunities Arising from Demographic Developments**
 - a. A large power generating plant using energy from coal strip mining will add four hundred families to the district within five years.
 - b. County schools may close, adding students to our district.

2. **Threats Arising from Demographic Developments**
 - a. A reduction in oil industry personnel is resulting in drops in school enrollments.
 - b. A shift in population from rural to large urban settings continues.

3. **School District Responses to Demographic Developments**
 - a. A committee to examine school organization is being set up.
 - b. Various methods to forecast enrollments are used.
 - c. The advantages of living in smaller towns are emphasized through links with the Chamber of Commerce.
 - d. The high quality of education in our district is made known through local media attendance at school board meetings.

B. Economic Developments

1. Funding Developments

- a. A shift from provincial funding to local funding is increasing the burden on local taxpayers.
- b. Government subsidies to businesses in other districts, which increase their tax base, is partly paid for by tax dollars from our district. An example is the Fort McMurray tar sands development in Northern Alberta. The provincial government poured millions of dollars into the project, whose taxes now pay a substantial portion of the local share of educational funding.
- c. The town of Brooks does not have as big a tax base as other jurisdictions. For example, the County of Newell gains taxes from a major gas pipe line. Brooks does not have this luxury which results in increased taxes to the local taxpayer.

2. District Responses to Funding Developments

- a. Representations from our district to the provincial government outline our district's disadvantaged position due to a lack of industrial tax base.
- b. A law suit for equity funding has been filed to reduce disparities between rich and poor districts.

C. Technology

1. Technological Advancements

- a. New technology is improving communication between our district central office and school offices.
- b. Teachers are using computers to improve program delivery and record keeping. For example, the teachers are able to assist the students in searching and obtaining material for written projects. Students having difficulty in Mathematics or Language Learning can use computer programs to give them extra practice. The teachers are also able to keep their mark books more current due to the efficiency of the computer.
- c. Students are being prepared for life in an increasingly technological world. Almost every business has at least one computer in the office, therefore, each student should know at least the computer basics. The computer knowledge might assist the students in post-secondary education and eventually a job.
- d. Fiscal restraints limit district purchases.

2. Future Development

Although technology is proving increasingly useful in education, Carl Rogers (1983) states that emphasizing the worth and dignity of each individual child cannot be lost in machines. He further states that those elements in our schools that stress open discussion, or informal teacher-student relationships must not be replaced by technology.

D Political Realities

1. **Recent Government Legislation Affecting the District**
 - a. The provincial government has shown increasing support for public schooling alternatives.
 - b. The provincial government strongly endorses the "back to the basics" movement.
 - c. Legislation enforcing inclusive education makes it mandatory for each child to be taught in the "least restrictive environment".
 - d. The provincial budget is steadily placing more and more of the funding burden on local taxpayers.
 - e. **Ex-Education Minister Dinning's "Vision for the Nineties" listed 13 goals for the next decade:**
 1. superior educational standards and results
 2. excellent curriculum
 3. strong basic skills
 4. students stay in school
 5. native children achieve success in school
 6. immigrant children achieve success in school
 7. disabled children develop their full potential
 8. our most capable children are challenged
 9. students excel in science and technology
 10. excellence in teaching
 11. excellence in schooling
 12. students have equal educational opportunities
 13. partnerships improve education

- f. Provincially mandated parental school advisory councils guarantee that parents have influence in school decisions.

2. District Reaction to Legislation

- a. Home schooling is managed by the district and efforts are made to accommodate differing beliefs and values in an attempt to make the district appeal to as many parents as possible.
- b. The school district continues to stress basics as it has always done.
- c. A Special Education Review Committee did an extensive study of all district schools and made recommendations on how to include special needs students in as many "regular" classes as possible. The "least restrictive environment principle" is closely adhered to.
- d. The district attempts to keep expenses down, with its per student capita spending 13% below provincial average. This means that the district is operating financially very efficiently.
- e. The district monitors its progress in each of the thirteen areas of the minister's vision.
- f. Each school has formed a School Advisory Council with representatives from each class. Some are better attended than others, but meetings are well advertised, encouraging all parents to attend and express concerns. The average attendance is approximately 25 to 30 percent per school.

E. Cultural Factors

1. Changes

- a. Changes in family structure are causing changes in life styles and values.**
 - i. There are more single parent and reconstituted families.**
 - ii. The fact that both parents work gives rise to latch key children not being supervised before and after school.**
- b. Social skills and values formerly taught by the family are being increasingly neglected in many students' home environments.**
- c. Physical, emotional, and sexual abuse is increasing.**
- d. Schools are expected to take an expanding role in child development.**

2. School District Response

- a. Schools offer a more comprehensive extra-curricular program and a lunch program ensures students are fed at least one nutritious meal a day.**
- b. A "Character in the Community" program organized by school district administrators emphasizes the fact that the whole community must work together to instill character in our young people.**
- c. Comprehensive developmental guidance programs help students deal with all aspects of human development, including the development of:**
 - 1. a positive self-concept**
 - 2. competencies in decision making**

3. an understanding of current and life roles
 4. meaningful interpersonal relationships
- d. A feeling of the school as a community is fostered.

PART II. Task Environment

A. Markets

1. The market size, growth and geographical distribution is fairly stable at present. The public school district includes nearly all families with school-age children. Home schooling and private schools take a small percentage of students from the public school district.
2. Different segments of the market include taxpayers with children in school and taxpayers with no children in school.

B. Customers

1. Customer Satisfaction: Each of the six schools have undergone an evaluation during the past five years. As part of the evaluation, parents, students, and other stakeholders were surveyed regarding their approval rating of the school. All six schools' evaluations are very similar, therefore, one example of one school's evaluation is included (see Appendix A, yellow pages).

About 90% of parents said they were satisfied or very satisfied with the total school program.

The evaluation team looked at all aspects of the school program and made commendations and recommendations.

From this, an Action Plan was created to address the recommendations.

2. **Choosing Schools:** Home schooling and private schools have been the only alternatives for public education for most parents up to the present time and high public satisfaction of the public school system has deemed other alternatives unnecessary.

Student achievement on provincial exams (mailed from Alberta Education to each district in the fall of each year) has been consistently above average, per student spending is below average, and comments from outsiders about student behavior are generally very positive.

3. **Parents look for certain characteristics when judging the suitability of an educational system.** John Dewey (1944) states the following:
 - a. **quality of basic education**
 - b. **moral teachings**
 - c. **congruence with family and societal behavioral expectations**
 - d. **school location**
 - e. **program choice**
 - f. **safety and care of children all day (We fool ourselves if we think that many parents do not look at the educational system as a free babysitting service).**

C. Competitors

1. **Major Competitors:** These include home schools (although they are under the auspices of the public system), private schools, and possibly a future separate school district.

2. **Objectives and Strategies:** Alternative schooling appeals to parents and students with specific desires, needs, and beliefs. They find the public school system lacking in such things as student academic expectations, behavioral expectations, activities, spiritual or religious beliefs, and feelings of community spirit. Sometimes they feel that their child just does not fit into the system. The foregoing information was extrapolated from a Catholic parent school formation meeting on September 14th, 1993 at St. Mary's Catholic Church in Brooks.

3. **Strengths:** The major strength of alternative schooling is the feeling of control or belonging. The alternative school is able to set its own standards of behavior, academic achievement, and activities. Often, there is a bond that extends outside of school. The system is able to choose its clients which can often put it into a favourable light for purposes of comparison with the public system.

4. **Weaknesses:** Its appeal to only a select group can be a weakness in terms of capacity for growth of alternative schooling. It may have a small income base, hence cost parents more for schooling through tuition and/or other fees. For this reason, private schools are often available to wealthy

people only. Alternative schools may also face a shortage in human resources.

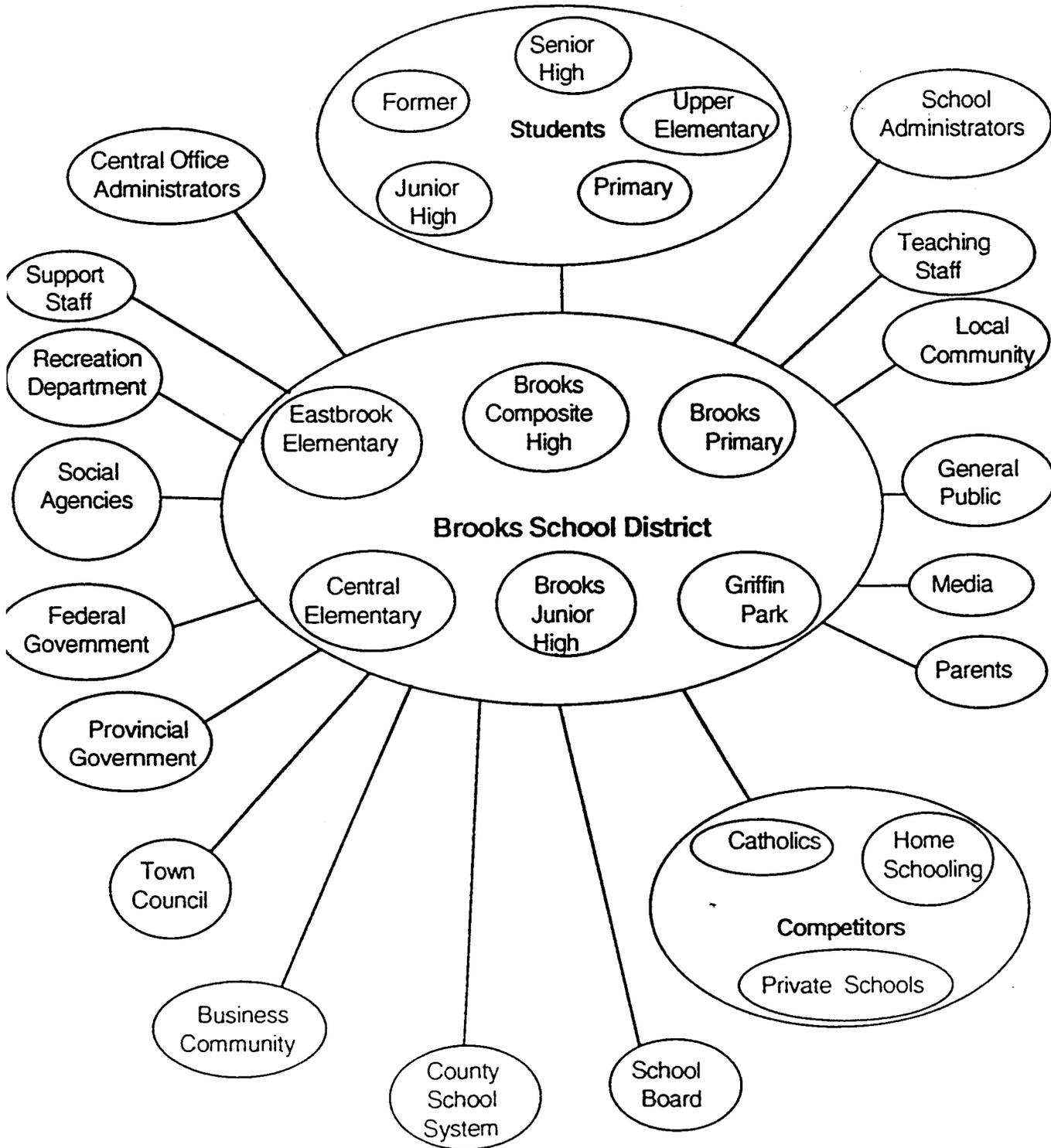
5. Trends in Market Share: Three major changes include government support for privatization of schools, redirection of county students, and the possible formation of a Separate Catholic School District.

Up to this point, private schools have been limited to a few religious schools attracting only a small number of students. A growing evangelical church, however, may attract a larger number if the size and enthusiasm of its supporters are indications. Of a more immediate and potentially profound importance is the possibility of the Catholic population (1,200 of a total town population of 10,000) forming a separate school district. This should be the major target population of a marketing plan in the immediate future.

D. Human Resources

1. Availability: Currently, due to the unemployment situation in nearly every sector of the country, there is an abundance of experienced as well as newly trained teachers. There is also an abundance of highly qualified personnel to fill support staff positions. This is important in a service industry such as education.
2. Trends: Historically, there have been cycles of teacher shortages and surpluses and there is little evidence to indicate that this pattern will change. The current surplus should give way to a teacher shortage in the next five to ten years.

Brooks School District and Its Stakeholders



E. Marketing Strategies for Stakeholders

1. **Parents:** School Advisory Councils have been formed in each school, which allow parents to have input into school decisions. The SAC executives from all schools also meet to discuss problems of mutual concern.

Each school has a newsletter that attempts to keep parents informed of school activities. Parent Information Nights are organized at the beginning of each year. Student achievements are celebrated through various awards programs, music and gymnastic presentations, science fairs and other activity programs to which parents are invited.

Each school maintains and advertises an open door policy by which parents are strongly encouraged to drop in or phone the school regarding any concerns that may surface.

2. **School-Based Administrators:** A monthly half-day Joint Administration Meeting keeps central office and school-based administrators informed of district issues. There is two-way communication and many decisions affecting the school district are made. Those matters needing referral to the school board are discussed and clarified, often with recommendations for the board to consider.

School administrators are expected to attend one of the two monthly school board meetings, often providing and/or clarifying information for board members.

3. **Teaching Staff:** School administrators are expected to keep their staffs informed with regards to school board, central office administration, and provincial government decisions, information, and policies.

Monthly staff meetings provide an opportunity for staff members to share information and provide input into the operation of the school and the school district.

4. **Local Community:** The local media is the major means of disseminating school information to the public. The science fair is held in the local shopping mall, which enables a great many people to witness some student accomplishments. The public is often invited to various other school activities as well.

There is an emphasis on how the school district benefits the whole community, not just the families of school-age children. Public school education is rightfully portrayed as a vital component of any vibrant, progressive, civilized society.

5. **Media:** The local paper, the Brooks Bulletin, has been most receptive to covering school activities which greatly helps to keep the public school system in the public eye. A 16-page yearly insert in the paper is a result of joint efforts of the Brooks and County of Newell Teachers' Associations and the two local school boards (See Appendix B, blue paper). It highlights school activities throughout the past year and includes a calendar of future events. It also highlights budget items and concerns facing the whole district. This insert is published during the provincial Education Week proclaimed by the Alberta Teachers' Association each May.

The local radio station is also receptive to school activities, but needs to be investigated for increased school publicity.

A community TV channel is sometimes used to inform the public of school activities but, like the radio station, remains a largely untapped resource for marketing the school district.

All school board meetings are attended by members of the local media who do a commendable job of reporting school board discussions and decisions to the general public.

6. Competitors: Although the public school system has operated in a virtual state of monopoly, care has been taken to accommodate stakeholders, without infringing on the rights of individuals. The concerns of special interest groups are treated with respect and a feeling of the public schools being operated as an integral part of the whole community is fostered. Groups may use the schools for community events at a minimal charge.

The public school system hopes that by being genuinely concerned with the rights, desires, and needs of all community members, there will be little need perceived for alternative schools. Up to this point it has been an effective means of handling differing views in the community.

7. County School System: With a dwindling of the rural population in the surrounding area, the Brooks School System has entered into various tuition and transportation agreements with the County of Newell, which surrounds the town, to provide education for some students, mostly middle and high school. These agreements have been in effect for several decades.

Some members of the county school board, however, have been concerned about some communities in the county dying. They have started a "redirection" effort in order to have all of their students educated in county schools, even if it means busing them from their own community through Brooks to another community in the county. Many parents have strongly resisted the policy because of busing problems and lack of programs. It is also very expensive to operate low enrollment schools. They have formed separate school districts and then entered into separate agreements with the Brooks School District to educate their children. Throughout the debate, the Brooks School District has kept a low profile, allowing the county residents to work out their own problems.

8. **Social Agencies:** Central office and school-based administrators attempt to maintain an open and co-operative relationship with local social agencies by inviting them to joint administration meetings, discussing specific problems by phone, and inviting them to talk with large and small groups of students. Referrals are usually acted upon promptly.

A provincial school health nurse is available for school referrals on an intermittent basis and oral health nurses inspect all grade 4 students for tooth decays and other oral health problems.

9. **Provincial Government:** The province is divided into six zones with each regional office responsible for acting as a liaison between school districts and the provincial government. Such issues as curriculum changes, funding, revised government regulations, assessments, and resources are discussed with two-way communication designed to improve education a priority. Our district is one of 17 throughout the province who strongly

feel that there is an inequity in funding in that many districts have a much higher corporate tax base. This allows them to provide a greater amount of funds for schools while keeping their overall tax rate relatively low. This, coupled with the fact that the province is passing more of the burden of raising school funds on to the local taxpayer, has resulted in these districts filing a suit in provincial court. It alleges that there should be a pooling of corporate tax dollars so that all Alberta school children will be offered an equitable education. Currently Brooks spends \$4,600.00 per pupil, while the provincial average is \$5,400.00. The taxpayers of Brooks, meanwhile, have one of the highest mill rates in the province to support its schools.

The Brooks School District makes several representations each year to the provincial government, applying for various grants, filing required forms, making reports, submitting audited budgets, attending conferences of school board members, and others.

Our local Member of the Legislative Assembly is also apprised of local school matters through meetings, phone calls, and letters.

10. Students: A prerequisite for teaching in the Brooks School District is to be a child advocate. A sign in one office states, "If it is not in the best interest of our students, the answer is NO". This sums up the prevailing feeling throughout the district. Evaluations of schools, administrators, and new ideas and technologies all include this criteria. Learning and development of children is the paramount concern.

Students are included in decision making as much as possible. Program choices allow students to make life career decisions to suit them. For example, whether or not to take French after grade seven. A choice

of vocational courses such as electricity, woodwork welding and others when entering Junior and Senior high school. Rules are kept to a minimum and are not made without an accompanying principle. An example of a rule is the use of the gymnasium. Any student use of the gym must have an physical education teacher present because of safety factors regarding the student.

11. Taxpayers: Annual meetings, annual reports, newspaper articles, radio announcements and tax notices are the major means by which local taxpayers are kept informed of school funding and expenditures of the school district. Also included in these reports are enrollments, staffing programs, planned capital expenditures, and major activities.

PART III. Mission Statements

Educational Beliefs, Objectives, and Goals

The mission of the Brooks School District has been divided into beliefs, educational objectives, and specific goals of schooling. The mission of the district is the development of the cognitive, affective and psychomotor domains enabling children to realize the most complete life possible within the limits of their individual needs, interests and abilities. The ultimate aim of the public educational system in Brooks is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

Educational Beliefs

- * The school should foster a desire for lifelong learning.
- * Learning takes place in an atmosphere of trust and caring with high but realistic behavioral and performance expectations.
- * Learning is a growth process leading to the development of intellectual, emotional, and social maturity enabling students to respond to personal and societal change.
- * Learners have different learning styles, and developmental parameters.
- * It is important to develop a learning environment where uniqueness, self-worth and dignity are fostered.
- * Individuals should recognize their responsibilities within the group, school and community. They must develop a sense of community which embraces respect for law and authority and the rights of others of varying back- grounds, beliefs, traditions, and lifestyles.

- * An interrelationship promoting responsibility and accountability among pupils, parents, educators and community is essential.

Broad Objectives of Education

(shared responsibilities of the community)

Suggest:

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

Specific Goals of Schooling

Suggest:

- * to develop competencies in reading, writing, speaking, listening and viewing**
- * to acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each**
- * to develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner**
- * to acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being**
- * to develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels**
- * to acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.**

Part IV. Marketing Organizational and Information Systems

There is no formal structure for marketing in our school district. When looking at the system as a whole, there is more of a reactive, rather than proactive, approach taken. Individual schools make more of a concerted, consistent, and effective effort of informing the public about school activities than does the district as a whole. There is little attempt to target specific groups for this information.

Internal communications is quite effectively handled through school-based administrators acting as liaison between the teachers and central office and the school board.

Information System of Central Office

Central office personnel, consisting of a superintendent and two assistant superintendents, are largely responsible for collecting and disseminating information. Although there is no formal structure of an information system with specific job descriptions, the superintendent is responsible for seeing that all pertinent information affecting the operation of the school district is made available internally and externally. As well, one assistant superintendent is responsible for financial matters; the other for curricular matters.

These three attempt to provide the district with necessary, accurate and timely information provided through various sources. A major problem is that they have many other administrative responsibilities with the result that, even though they may have this information, it is often not communicated effectively to the intended stakeholders. For example, important information from Alberta Education School Board or other local schools will be put in school mailboxes at central office.

If the principal or a school representative does not get to the central office on that day, then the important information is already one day behind.

The methods of communication, as already discussed, include meetings, internal dispatches, and attendance of media people at meetings and other events. There is very little advertising and other comprehensive PR programs on a district-wide basis.

Research studies are usually not of indepth quality and are often completed to satisfy a specific purpose such as enrollment predictions to help set budgets. Surveys to ascertain student, parent, and community perceptions of the system's strengths and weaknesses have been conducted in connection with school evaluations. Although each survey was directed at specific schools, valuable information related to the whole district was gathered.

A large range of data is available through research studies completed by outside agencies such as the local government, the Provincial Department of Education and other Alberta agencies, and the federal government. These include comprehensive census and other demographic studies, educational funding and spending, student achievement, and parent and community expectations and desires.

MARKETING AUDIT SUMMARY

The Brooks School District makes an effort to keep abreast of pertinent information and to communicate this information with its stakeholders on an ad hoc basis.

The general consensus of all parental and community surveys indicate a general high regard for the efforts of the school districts, its staff, schools, and students.

Despite the feeling of community satisfaction with the quality of education in the district, however, there have been indications of displeasure over the cost of education. Little information has been communicated to the public about the decrease of the province's proportional funding support for education. Nor is it widely known that the per-student spending in the district is much lower than provincial average.

Town Council members, who are responsible for collecting the local share of school funding, have attempted to convince the general public that education is the major cause of local tax increases over the past decade.

Sources of concern which seem to beg for a more intensive marketing approach to public education in the district include:

1. the redirection of county students to county schools,
2. the formation of private schools, and
3. the possible formation of a Separate Catholic School District.

PART V. RECOMMENDATIONS

Keeping in mind that the Brooks School District is hampered by a shortage in funds and available human resources, following are suggestions which the district may want to consider in an effort to keep its publics well informed.

1. The school district appoint one of the central office assistant superintendents to accept responsibility of district marketing.
2. The marketing officer be charged with developing a marketing plan that includes gathering and disseminating timely, accurate information in enthusiastic and creative ways. This plan should include clearly defined objectives.
3. A research inventory be completed, including information that:
 - a. is necessary but not immediately available
 - b. is already available internally
 - c. is already available through other identified sources
 - d. can be obtained through surveys or other research methods
4. Information be proactively communicated to the district's identified stakeholders through a variety of means. The district should not wait for a crisis situation when it is forced into a defensive position to communicate vital information.
5. There be a needs assessment done to determine what types of information is required by the district in order to mount an effective district marketing plan. These may include:
 - a. Programs offered in the district

- b. **Demographic data, including such things as:**
 - 1. **current enrollments**
 - 2. **population age**
 - 3. **pre-school children**
 - 4. **areas where children live**
- c. **Comparisons with other districts**
 - 1. **cost per pupil**
 - 2. **tax base (how much for average home owner)**
 - 3. **achievement tests**
 - 4. **drop out rates**
- d. **Local Businesses Perceptions**
 - 1. **what do they see as strengths of the district**
 - 2. **what would they like to see**
- e. **Post Secondary Institutions**
 - 1. **requirements**
 - 2. **former student achievements**
- f. **Parents' perceptions and concerns**
- g. **Staff perceptions of the system's strengths and weaknesses**
- h. **Information on possible competitors including**
 - 1. **total number of children involved**
 - 2. **how well they know the public system**
 - 3. **reasons for choosing an alternative school system**
 - 4. **can our system better address their needs**
 - 5. **costs and pitfalls of the public system alternatives**
 - 6. **the possibilities of changing their minds**
 - 7. **if deep-rooted beliefs involved**

8. are major reasons non-education
 9. whether it is a local or outside thrust
 10. who the proponents are
6. The school district appoint one of the central office assistant superintendents to be responsible for researching and accessing government grants.
 7. A variety of communication means be explored such as mass media advertising, public service announcements, and other PR tips (see Appendix C, pink, "I Love Teaching Public Relations Tips for Teachers").
 8. Involve parents and other stakeholders in the educational settings and in educational planning as much as possible.
 9. A more concerted effort be made towards internal communication to make staff aware of issues and make use of their contacts in the community. This could be done by Central Office Administrators meeting formally and informally with school staffs more often than at present.
 10. Develop more of a sense of team spirit and closeness within the district through such things as awards banquets and other staff recognition activities, social gatherings of the board, central office and school-based administrators and teachers, and recognition of student accomplishments.
 11. A provincial investigation should be conducted in order to make a comparison of other jurisdictions in similar situations. Earl Hieter from the Alberta Teachers' Association discussed the following ideas. It is recommended that these ideas be researched extensively.
 - a. Alberta has one-quarter of the population of Ontario and four times as many school boards. Why?

- b. What are the road blocks of jurisdictions not amalgamating? Up to now, not one has been amalgamated.
 - 1. Is it religion?
 - 2. Empire building?
 - 3. Rural mentality?
 - 4. Lack of knowledge?
 - c. Mossleigh has recently broken away from the County of Vulcan and formed their own school jurisdiction. Why?
 - d. In the Brooks area, there is the Aquaduct Separate School District. They send their children to the Brooks School District but still have a school board. Duplication of administration. Why are these 4 x 4 districts being formed?
 - e. Is the formation of more Regional High Schools, such as the one in St. Paul (645-3323) Alberta, a viable part of a solution?
 - f. There has been a steady increase of smaller school boards being formed. The reasoning behind this trend needs to be investigated on a local and provincial level. What are the financial implications of this trend?
12. A regular marketing audit be completed to determine growth, strengths, and weaknesses of the marketing plan.

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Appendix A

FOREWORD

Central Elementary School was evaluated during the week of January 16, 1989 by a team consisting of five Brooks School District administrators, four consultants from Alberta Education and three administrators from other Southern Alberta school jurisdictions.

The team's responsibility was to look at all subject areas in the school (except French which will be evaluated separately), the administration, the extra-curricular program, the facilities and the general school climate. Formal teacher evaluation was not part of the team's mandate as it is handled separately.

With the full cooperation of the staff and administration, the evaluation was thoroughly and efficiently conducted. Central Elementary staff and the Board of Trustees received a written draft of the report and were given an opportunity to react prior to preparation of the final public report.

THE EVALUATION PROCESS IS ONLY PARTIALLY COMPLETED WITH THE DISTRIBUTION OF THIS REPORT. NOW THE STAFF AND BOARD WILL PREPARE AND EXECUTE ACTIONS ON THE ADVICE CONTAINED IN THE REPORT.

D.G. Gillespie
Superintendent of Schools
February 28, 1989

SCHOOL ADMINISTRATION

BACKGROUND

Central Elementary School houses 235 students in grades 4, 5, and 6, 12.5 professional staff, 3 para-professional staff and 1.5 custodial staff. The school is administered by a principal and vice-principal with .87 full-time equivalent administration time allocated. In addition, the .07 full-time equivalent allocation for student counselling has been attached to administrative time with the exception of .04 which is available to a female staff member to be utilized as needed in counselling situations.

The following description of, and evaluation of, administration services at Central Elementary have been organized into the ten major categories which research has found to exist in the most effective schools.

I. EMPHASIS ON STUDENT LEARNING AND EFFECTIVE TEACHING

Both administrators view the provision of a high quality academic education as their primary function. They give balanced attention to the regular students and special needs students. Students and parents generally concur that there is a focus on learning and that effective teaching strategies are being used.

Administration appear to passively support the introduction of new effective teaching strategies and curriculum by providing additional resources and moral support. Procedures for supervision of instruction and curriculum are slowly being developed, but would presently represent an area for improvement.

Innovation and experimentation in teaching and curriculum are occurring, usually when a staff member or grade-group promotes same. A peer coaching experiment was underway in 1987-88 and was well received, but unfortunately, did not continue into this year.

II. MEANINGFUL RECOGNITION AND REINFORCEMENT

A number of good programs exist which recognize student achievement at all levels of education. The administration use some of the opportunities to "celebrate" learning and other student achievements, however, there appears to be room for greater "visibility" of the principal in these areas, particularly with respect to co-curricular and extra-curricular accomplishments.

Administration hold the teachers and support staff in high regard. Opportunities to recognize and reward noteworthy staff contributions are plentiful, but no administrative practises were observed which would consistently draw attention to them.

III. LEVEL OF STUDENT EXPECTATIONS AND ORDERLY AND PLEASANT ENVIRONMENT

The principal and vice-principal like children and they strive to make schooling pleasant and rewarding for the children. Academic and behavioral expectations of students are clearly communicated and, for the most part, students live up to these expectations.

The administration and staff have consistent expectations and policies. There is regular communication between administration/staff, administration/students and staff/students about academic and behavior expectations.

The vice-principal is doing all of the discipline at the administrative level. He is well thought of by his students and by the staff for his efforts in this regard.

Administrators review student marks and standardized tests results to assess whether students and teachers are meeting expectations. More sophisticated techniques are needed to use such result to develop adjusted instruction or programming.

IV. LEADERSHIP

More, focused and assertive leadership is a need requiring the attention of administration. The principal's sincere desire to operate democratically and to share decision making has been misconstrued and has resulted in a perception that there is no consistent, efficient and clearly defined process for confronting issues or charting direction for the school.

Both administrators have sound and commendable visions of how they would like to see the school evolve. On most matters, they hold common viewpoints. Therefore, it should be possible for them to establish a process for obtaining a reasonable measure of staff input and then to map out a few clear strategies in curriculum, in instruction, and in school climate. Then they should proceed to implement these strategies and evaluate them.

Staff and administration need to have an open, frank and professional discussion about roles, responsibilities, and above all, where, when and whom to talk to if there is dissatisfaction. Once a school credo has been agreed to every staff member has a responsibility to speak up if another staff member ignores the credo in his or her presence. The credo that results from these discussions must be written down.

The above notwithstanding mutual support and respect exists among staff and administration. With effective attention to these matters, a stronger relationship will evolve.

V. SCHOOL ORGANIZATION AND IMPLEMENTATION

Administration have organized the program and regular operating procedures very well. Expectations have been internalized so that all staff know their jobs and they do them with precision.

Except for the absence of a "gifted" program, no significant omissions or gaps in programming were discovered.

Record keeping and administrative "paper work" was satisfactory.

Changes made to the timetable and lunch supervision appear to have overcome some previous short comings. Period lengths range from 31-35 minutes. At grade six, language arts time is below the recommended allocation.

The principal and vice-principal need to continue to clarify respective roles and responsibilities and write them down for all to see. They also need to meet regularly to briefly deal with weekly priorities.

VI. APPEARANCE, COMFORT AND SUITABILITY OF THE SCHOOL ENVIRONMENT
(see Facilities report)

All who use the building should be justifiably proud of the condition and appearance of the school. It is bright, attractive and spotless.

VII. INVOLVEMENT IN DECISION MAKING

Staff individually and particularly in grade level groups, are given ample opportunity to have input in the complete operation of the school. Administration participate fairly regularly in grade level meetings. A more formalized procedure for calling a meeting setting a formal agenda, and retaining a record of the meetings would be worth-while.

Typically in people-oriented organizations, communication prior to and after decision-making is critical to maintaining the commitment of employees to implementing the decision. Also critical is having a clearly defined decision-making process suitable to the magnitude of the decision. Administration must continue to improve both the process and the communication. Teachers on the other hand must consciously recognize when to "debate" and "lobby" and when to get "on side" and positively "implement" as a total team.

VIII. STUDENT PARTICIPATION

The administration and staff have organized an extensive and varied series of programs which involve children in the running of the school and in student-centred clubs and teams (e.g., plant club, stamp club, house leagues, safety patrol, canteen club, foster child, etc.).

IX. PARENT INVOLVEMENT/COMMUNICATION

On the whole, communication with parents is good. Those teachers who have expanded the involvement of parents in their classrooms are seeing benefits. Their efforts are creating interest from other teachers.

Newsletters were used fairly effectively in previous years, but were not observed this year. Parent responses to the questionnaire indicate a desire for additional communication and involvement for themselves.

X. USE OF RESOURCES

The school is very well supplied and equipped. Good financial management and budgeting has helped the school build its acquisitions.

In the absence of specific yearly goal setting, the school's budget submission has been fairly general and has not built funds for short term curriculum and text book changes.

COMMENDATIONS

General:

To the support staff for:

1. The high quality, dedicated service provided to staff, students and parents.

To the Brooks School District for:

2. The financial support provided to the school for staff, resources and facility maintenance.

To the staff and administration for:

3. Their commitment to a high quality and balanced extra-curricular clubs and teams available to students.

To the students for:

4. Their friendly open manner toward visitors.
5. Their commitment to the various responsibilities which they have accepted in the operation of the school.

Administration:

Commendations for:

1. The administration's commitment to a vision of a school "where children can be happy, grow academically and socially, and learn to solve problems on their own".
2. The high quality education being offered.
3. Their support of staff-initiated innovations in instruction and programs.
4. Their efforts to foster good feelings among all those who inhabit the school.
5. The principal's efforts in effectively coordinating the special education programs within the school and between the school and outside agencies.

6. The vice-principal for his effective work in student discipline.
7. Sharing the decision-making functions with teachers.
8. For being cognizant of the quality teaching and support staff employed in the school.
9. The openness with which the administration entertain suggestions for improvement.
10. For their support of an enhanced parent involvement program.
11. For encouraging and facilitating the school's wide range of clubs and activities for students.

CONSIDERATION

Consideration should be given to:

1. Standardizing period lengths and allocations of instructional time for a given subject in a given grade.
2. Encouraging staff members with leadership and/or curriculum expertise to accept responsibilities for coordinating the introduction of new curriculum, resources, and teaching strategies.
3. Developing in consort with the staff, a separate staff handbook outlining school policies, job descriptions and responsibilities and schedules of events.
4. Reviving the peer coaching project which was operating in 1987-88.

RECOMMENDATIONS

It is recommended that:

1. The principal take a stronger leadership role in charting clear direction for the school and staff.
2. The administration establish an effective goal-setting and problem-solving model, which annually provides staff, students and parents appropriate input into specific school improvement strategies.
3. Administration take a more active, visible role in championing and celebrating the special efforts of students and staff in academic, extra-curricular and everyday accomplishments.
4. Administration involve staff in reviewing and amending communication practises and vehicles within the school to ensure information is clear, timely and businesslike.
5. Administration increase the rate of implementation of, and standardize the procedures for, the supervision of instruction and curriculum.

LIBRARY PROGRAM

An effective school library program consists of three basic components: instruction (the teaching strategies that enable a student to use the library); management (the scheduling and procedures that insure smooth operation of the library); and the development (identifying the needs and priorities within the library).

The library program at Central Elementary School is at varying stages in these components.

The instruction is both formal and flexible. Some skills are taught on a formal schedule, while others are taught as the need arises in regard to student assignments. The students show ability to retrieve information using the card catalogue, encyclopedias, indexes, bibliographies, and browsing appropriate sections of the library. Each class is scheduled for a library visit once during the six-day cycle plus a student can use the library at any time, providing he has teacher permission. The teachers encourage the students to use the library through written and oral report assignments, book talks, novel study, and book reports. Students are further encouraged to read by the librarians through a book fair, author visits, and other programs. The Science Fair also generates library usage.

The management procedures, though not written down, are well-established in the CES library. The library is supervised and orderly. An environment for learning is apparent. The students have available adequate space and, in most subject areas, adequate materials to study. The school staff finds the librarians willing, cooperative and approachable as they use the library. The card catalog is functional, plus several copies of a computer list of library materials are available. The library shares information informally with nearby schools and uses the regional film library. The budget allocation is the responsibility of the Teacher-Librarian.

To tie together the many good things occurring, written policies and procedures would be helpful. This process would enhance the goal setting and ensure continued consistency in operation.

COMMENDATIONS

Commendation for:

1. The provision of personnel and time to allow the school library program to have full supervision plus Teacher-Librarian direction.
2. The allotments of sufficient library funding that has allowed continued development of the library collection.

3. Upgrading the facility with new shelving, carpeting, adequate seating in the instruction-study area, and a circulation desk (to come).
4. The cooperative attitude that exists between teaching and library staff.
5. The Teacher-Librarian providing library-skills instruction in the library and for starting to teach skills through cooperative planning with the teacher.
6. Beginning the Alberta Education inservice program, Focus on Learning.
7. Encouraging reading enjoyment through book talks, Alberta Book Award program, author visits, Partners in Excellence, and MS Readathon.
8. Keeping a regular inventory of library materials and school A-V equipment.
9. The Teacher-Librarian for making the library available to staff and students from 8:00 a.m. to 4:30 p.m.
10. The Library Aide for the support given to the staff and for the library organization.
11. The preparation of the Teacher Guide to the Library, a computer listing of print and nonprint resources in the library.

CONSIDERATIONS

Consideration should be given to:

1. Enlarging the library storage/work area to accommodate the A-V equipment and materials.
2. Adding ACCESS programming to the school.
3. Evaluating the procedure of classing all biographies in the 920 section and bringing it more in line with current library cataloging procedures.

RECOMMENDATIONS

It is recommended that:

1. The District administration develop a statement of the district library policies (see Alberta Education publication Policy Guidelines, Procedures and Standards for School Libraries, page 4, #A.1) that encompass library philosophy, goals and objectives. Such a statement is an effective way to advise staff, students, and parents about the library operation and also the service and performance that can be expected from it.

2. The District administration organize a regular district librarians' meeting with an agenda that encourages sharing of ideas for library promotion and management. This organization might also develop a listing of A-V materials available in the district.
3. The District administration evaluate the Rural Library Training Program offered by S.A.I.T. through teleconference as a possible way to provide training for library personnel.
4. The Teacher-Librarian, under the direction of the principal and with assistance from the teaching staff, develop policies and procedures for all programs and specifically addressing the following key areas.

PHILOSOPHICAL STATEMENT concerning the role of the school library and the responsibility of providing library skills instruction. The Alberta Education inservice program, Focus of Learning, will assist the development of this statement.

CONTROVERSIAL MATERIALS POLICY AND PROCEDURES STATEMENT to allow for consistent procedure and evaluation of questionable materials.

WEEDING CRITERIA AND PROCEDURES STATEMENT that gives consideration to rebinding shabby material that is pertinent.

SELECTION CRITERIA STATEMENT that includes commitment to balancing the collection, using recognized ordering tools; i.e., the Elementary Suggested Titles List from the Calgary Board of Education; Sources for Selecting School Library Resources from Alberta Education; plus items listed in Policy, Guidelines, Procedures and Standards for School Libraries (see Page 7 #6).

5. The Teacher-Librarian, with input from the principal, set yearly priorities for further development of library programs; in particular, vertical file reorganization and picture/chart organization.
6. That the staff and Teacher-Librarian find further opportunities to cooperatively plan and teach students the value of a library in their education.
7. Non-print materials be catalogued in the card catalog.
8. Audio-Visual equipment be marked according to the Operation Providence program offered by the RCMP as a theft protection measure.
9. The library staff, with teaching staff assistance, continue to weed outdated resources (especially filmstrips) and replace them with current titles.
10. The library orders allow for balancing the collection so that each area has sufficient information; i.e., the 400 (language area) is now less than 1 percent of the collection.

ART

Planning and Organization

Art is scheduled for all students for a minimum of 66 minutes every six days. Art is timetabled as a double period to facilitate the demands of time needed for projects and cleanup.

Long range plans and unit plans are being developed this year to coincide with a recently purchased textbook entitled "Art in Action". The new text has helped take the program from a product approach to that of a conceptual approach which is directly in accordance with the Elementary Art Curriculum Guide - 1985. The new text has also helped the planning and articulation of concept and skills from one grade to another providing for sequential development and the efficient use of resources.

Climate and Instruction

Classroom management routines and procedures are well established. Teachers demonstrated a variety of instructional methods, helping students stay on task. There is a trusting, congenial, and cooperative relationship evident between teachers and students.

Teachers spoke openly and enthusiastically of how the new art text has helped regenerate their art program. Students also spoke positively of the new directions in art classes.

Classrooms are bright and attractively displayed with children's work. Teachers are encouraged to add children's work to hallway bulletin boards and continually change and up-date display cabinets in the front entranceway.

Facilities

Regular classroom and the science room are used for art instruction. Since the science room is the only room with a sink, most painting, clay and "messy" art activities are scheduled into this room. This room could also be considered a centre for all art supplies. At present, art supplies are in numerous locations throughout the school.

Evaluation

Evaluation criteria and procedures are presently being fine tuned. All evaluation procedures could be examined and shared between all art teachers. This has started and will hopefully continue.

COMMENDATIONS

Commendation for:

1. The "forethought" in purchasing Art in Action.
2. The enthusiastic planning taking place between all art teachers.
3. Developing art portfolios and sketch books for new vocabulary.
4. Displaying students work in classrooms.
5. Enthusiastic response by teachers and students to the new art series.
6. Excellent rapport with children.
7. Those teachers supporting a craft club at noon-hour.
8. The integration of Special Needs students into regular art classes.

CONSIDERATIONS

Consideration should be given to:

1. Purchasing a "Drying Rack" for paint projects.
2. Planning inservicing for teachers to examine how Art in Action relates to the present art curriculum.
3. Teachers adding goal statements to their long range plans.

RECOMMENDATIONS

It is recommended that:

1. Teachers continue up-dating the resource file with art reproduction and quality student work.
2. Local artists be invited to share their knowledge and skills.
3. Display cabinets be updated in entrance way with current student work.
4. Evaluation procedures among art teachers be fine tuned.
5. Art in Action student texts be purchased for Grade Four.

MUSIC

Planning and Organization

Music is timetabled for two - 33 minute periods every six days in grades four and five. When you combine the total art and music time together in these two grades it comes to 132 minutes. The provincial department of education has recommended that Fine Art periods total 150 minutes. School administration will need to re-evaluate their timetable next year.

The grade four's have two separate periods every six days, while the grade five's have one double period. The double period of music in grade five is possibly too long unless more variety in instructional planning is used in this length of time.

The grade six students receive four - 33 minute periods every six days. When one totals all Fine Arts periods together in this grade: 132 min. (music) + 66 min. (art) = 198 (total) min. the time exceeds the provincial standard.

The long range plans in grade four are presently being revised with the recent purchase of a new music series. As plans are being developed they should be reviewed to ensure that goal statements, concepts, skills and activities, resources and evaluation criteria and procedures are included.

Long range plans in grades five and six reflect a strong indication that only some of the concepts and skills are presently being covered. This is mainly due to a program geared towards only instrumental (band) instruction. The present program should be expanded to include skills in listening, moving, singing, writing, and creating. It should be noted that the district can be commended for introducing band at the elementary level, unfortunately this has been at the expense of any choral program happening. A strong recommendation would be to review the music program at this level to ensure the focus is not entirely upon band. For example, if students in grade six do not choose band in grade six, they then receive no music program at all.

Climate and Instruction

Classroom management, procedures, and routines are well established. The one main concern of expanding activities to include singing, moving, writing and creating music might be addressed by purchasing a new music series for grade five and six. Either Music and You or Music Canada would provide an excellent foundation or guide for any classroom teacher to follow.

Facilities

At the present time music is being taught in a regular classroom (grade four) and the junior high band room (grade five and six). Administration may wish to consider the benefits of arranging an empty classroom into a music centre. This would allow for:

- a) adequate floor space for movement.
- b) storage of all music equipment.
- c) ample board space for staff lines.

Evaluation

Teachers are encouraged to review the new music curriculum guide to ensure a variety of evaluation techniques are being used to assess all skills listed in the program.

COMMENDATIONS

Commendation for:

1. The time (132 minutes) given to the band program.
2. The excellent progress students are making in the band program.
3. The grade four program for teaching all skills listed in the curriculum guide.
4. The "fore thought" in purchasing Music and You (Grade 4)
5. Those teachers conducting an extra-curricular choir program at noon hour.
6. The integration of Special Needs students into regular music classes.

CONSIDERATIONS

Consideration should be given to:

1. The benefits of turning Room 12 into a music room - helping to centralize all music equipment and allow movement.
2. Purchasing a music series for grades five and six. eg. Music and You or Music Canada.

RECOMMENDATIONS

It is recommended that:

1. Reviewing the grade five and six program - as to how the program can incorporate skill development in listening, singing, moving and creating music.
2. Purchase grade four student texts for Music and You series.
3. Inventory be taken of all music equipment and compare to basic resources listed in the curriculum guide.
4. Encourage one teacher to act as music specialist - by attending conferences and workshops gaining insight into instructional programs and new resources.
5. The grade six program be reviewed so that those students not taking band will receive an alternate music program.

COMPUTER ASSISTED LEARNING

The computer program being offered to all students at Central Elementary School is exemplary. The teacher-librarian has provided extensive instructional leadership for the entire staff and has almost all of them working with him in providing the bulk of the program.

The computer laboratory is separated from the library by windows. It can be entered from the hallway or the library, is carpeted, has a high ceiling, and is spacious. It contains ample area for bulletin board displays, a chalkless white board, and a projection screen.

The school is well equipped with hardware, software, and accompanying furniture. The lab contains 15 Apple computers with 8 printers. Three of the computers are on mobile carts to facilitate portability to the classrooms as needed. Several of the computers have been purchased through student fund-raising. An additional six computers are located and used in various locations throughout the school: three mobile ones shared among the three grades, one in the resource program for reinforcement and remediation drills, one in the library office for library management tasks, and one in the school office as a word processor for typing teacher and administrator work.

In addition to the hardware, the lab also contains suitable furniture, i.e., two filing cabinets for storing collection of units and student work, a locking glass cabinet for storing software, a large rectangular table, several student desks, and enough chairs for a full class.

There appears to be a satisfactory amount of software for all computers to be used as planned.

Excellent yearly plans have been developed for each grade and provide a good sequence of activities. Grade 4 is introduced to the computer, its parts, and operation. They have an introduction to keyboarding and a variety of remediation and reinforcement exercises and simulations. The Grade 5 program extends into more keyboarding and reinforcement activities but also adds LOGO (a computer language that promotes problem-solving skills). The Grade 6 program continues into the mastery of keyboarding and extends into a word processing program.

During the 66 minute period scheduled weekly in the lab, the teacher-librarian provides instruction to each class, with the homeroom teacher available to offer individual student attention. Not only does this provide students with extra assistance, but it is effectively providing an inservice component to the classroom teachers. Most classroom teachers are using the portable shared computers to support the regular instructional program through remediation and reinforcement activities.

Student evaluation is nonexistent in the computer program and this is as it should be. Evaluating student achievement in this program would be detrimental to the program since the philosophy focuses on the microcomputer as a learning tool across many subjects.

The computer lab is used extensively as an added activity for the co-curricular program. Students are welcome to use the lab before and after school, at recesses, and at noon to work on keyboarding, word processing, or drills.

In conclusion, the staff is to be commended for the extremely strong computer program. The commendations which follow highlight those strengths.

COMMENDATIONS

Commendations for:

1. The teacher-librarian for his instructional leadership.
2. The staff for the degree of computer literacy.
3. The Board for the excellent facility.
4. The staff, the students, and the Board for the amount of hardware and software.
5. The teacher-librarian for the excellent yearly plans the source of activities.
6. The secretary for using word processing for the clerical responsibilities.
7. The library clerk and the teacher-librarian for using the microcomputer for library management tasks.
8. The classroom teachers for supplementing instruction with computer software.
9. The teacher-librarian for offering the lab and computers for co-curricular activities.

CONSIDERATIONS

Consideration should be given to:

1. Continuing to add to the collection of software as new programs become available.
2. Continuing to extend the enrichment provided to the students.
3. Eventually extending the use of computers into other curricular areas.

SPECIAL EDUCATION

Central Elementary School offers a resource program and a special education program with full-time teachers assigned to each. A teacher aide is assigned to the special education program.

The evaluation of both programs was conducted through classroom observations, interviews with the administrators, regular and special class teachers, the teacher aide, and examination of student files and planning documents.

Eleven students are presently receiving their program in the special education classroom. Students have been assigned to a homeroom and take art, music, and physical education with a regular class.

There is an understanding on the part of the staff members interviewed that the program is designed to meet individual needs of students and assist them in achieving academically at an appropriate level. There was some acknowledgment of the need to provide a life skills component. There was also an awareness that the students in the program have a wide range of abilities.

Strengths of the program were identified as follows:

1. The teacher and aide
2. Involvement of parents in the program
3. Success experienced by students
4. Use of an integrated program with students actively involved in the lessons.
5. Provision of work at each student's level.
6. Time available for students to talk with each other.
7. The appreciation of individual differences on the part of staff and other students which results when the program is offered in Central Elementary School.

Concerns were raised about the wide range of abilities and ages within the class, difficulties experienced by some students in meeting behavior expectations for regular classes, and an indication that some students do not feel they are accepted by the other students.

Individual Education Plans (IEP's) are available for each student. The special education teacher assumes responsibility for the IEP. Student progress is reviewed regularly by the special education teacher and decisions for future placement are made through consultation between the administration and the special education teacher. Joint planning occurs between the regular and special class teacher to identify goals, methods of evaluation, and conditions of placement in regular classes. This is very much appreciated by regular class teachers as it helps to clarify expectations.

An examination of files available indicated recent psychological assessments that four students have measured abilities from the borderline to average range. Two students meet criteria on the psychological assessment for an educable mentally handicapped (EMH) program. Test results were not provided for five students.

The program is offered in a regular-sized classroom which is attractive and well organized. The science room and kitchen are also available for the program.

Resources are adequate and varied. A computer program has been introduced and all students have access to the computer.

COMMENDATIONS

Commendation for:

1. The positive approach utilized by the administrators in providing for the needs of the students.
2. The support of the school staff in cooperating and assisting with the operation of the program and in acknowledging the benefits for all students in having the program available in Central Elementary School.
3. The inclusion of the program description in the Parent and Student Handbook.
4. The practice of assigning students to a regular homeroom.
5. The provision of preparation time for the special class teacher.
6. The provision of professional development opportunities for teacher aides by the system.
7. The provision of aide support to the program by the system.
8. The planning to ensure students with special needs are not assigned as a group to any one or two regular classes.
9. The format of the IEP's which utilizes a Total Service Plan format plus a breakdown of objectives.
10. The development of the computer programs for the IEP's.

11. The method of planning between the regular and special class teachers for student participation and evaluation in regular classes.
12. The documentation of plans made for the students' involvement in regular classes.
13. The development of specific behavioral programs to help students manage their behavior.
14. The support and consultation provided by the administration to assist in programming for student experiencing behavioral difficulties.
15. The move towards an integrated approach to instruction.
16. The living/vocational component of the program which teaches life skills in a functional setting and contributes to the school as a whole.
17. The use of games and hands-on activities to enhance skill acquisition and motivate students.
18. The use of journals by students with individual written responses from the teacher.
19. The steps taken to involve parents through meetings with set objectives, encouraging ongoing contact, and having parent volunteers in the classroom.
20. The classroom displays which acknowledge student accomplishments and achievements.
21. The practice of sharing information between the sending and receiving teachers when students transfer to another school.
22. The practice of considering participation and effort as part of student evaluation.
23. The ongoing review of the effectiveness of the program for each student carried out by the special class teacher.
24. The hard work and commitment of the special class teacher in planning and implementing programs for students with a wide range of needs.
25. The competent caring services to children provided by the teacher aide.

CONSIDERATIONS

Consideration should be given to:

1. Developing lessons which require students to identify criteria for effective performance as a separate activity then provide opportunities to practice and evaluate performance individually or with peers.

2. Utilizing more opportunities for students to converse with each other, talking and asking questions to practice speaking skills.
3. Utilizing a self-check for daily hygiene.
4. Providing support to facilitate planning by teacher aides to plan conferences for professional development days.
5. Developing a system of sharing reading material between the resource and special education class, possibly within the system, such as a "traveling library", which would facilitate greater access to books for students and support the movement towards whole language instruction.
6. Providing support to facilitate planning by teacher aides for their needs during professional development days.

RECOMMENDATIONS

It is recommended that:

1. An annual review process be added to the IEP's. The review should involve Central Office administration, special and regular class teachers, and parents. Minutes and/or decisions made should be documented and kept on file, both at Central Office and the school.
2. Parents be more actively involved in the establishment of goals for the Total Service Plan.
3. An Adaptive Behavior Scale be administered to all students considered for placement in an EMH program prior to placement.
4. Formal documentation of behavioral programs be provided.
5. All files for students in special education classes be reviewed with the following criteria in mind:
 - a) Cumulative files and confidential files be kept separately.
 - b) Files should be available at the school for all students.
 - c) Dated material, such as achievement tests and student work, should be removed.
 - d) Information should be arranged in chronological order.
 - e) A summary sheet could be developed to list contents of the file, dates, and types of assessments.
 - f) Copies of all reports of assessments completed for placement and educational programming should be available at the school as well as Central Office.
6. The placement of all students be reviewed by Central Office. The reasons for placement and goals of the program be clarified for all teachers involved as well as the parents.

7. Programs for students identified as having a severe learning disability or behavioral difficulties utilize regular or modified curriculum and the EMH curriculum only when appropriate.
8. The name and purpose of the program be clarified. Consideration could be given to a name which describes the program rather than a handicapping condition and could be selected with staff input.
9. A job description be developed for the aide.
10. More materials be added to the classroom for younger students who require lower level reading materials.
11. Time be given to the special class teacher at the beginning of the year to assess and diagnose student needs.

RESOURCE PROGRAM

A full language art program is provided to selected students at each grade level. Support to the regular mathematics program is provided to selected students in Grade 4 and 6. The resource teacher also monitors progress of students who have exited the program.

Students are identified by the classroom teacher and assessed by the resource teacher. Placement decisions are made by the principal and resource teacher, considering the assessment data and after consultation with the classroom teacher. Priority is given to students considered in most need with equal time given to each grade level. A review of the placement decision may occur at the end of the first semester with adjustments made as needed.

Staff members interviewed were all well informed about the identification and placement procedures. Staff view the program purpose as providing extra help for students progressing at varying rates. The administration and staff stressed that the program was essential for the school.

IEP's for the language arts program have been developed for all students by the resource teacher. Individual program plans for mathematics have been developed by the resource teacher in consultation with the regular class teachers.

Strengths of the program were identified as follows:

1. The teacher
2. The effective programming
3. The use of small groups and one-to-one programming as needed
4. The timetable which provides the opportunity for more students to receive support
5. The coordination of referrals through the administration who provides an overview for the whole school

Concerns were identified as the lack of support for Grade 5 mathematics, a need for guidelines for the promotion and retention of resource students, the need for short-term support for some students, and the possibility some students may get locked in the system and are not successful in regular classes despite the support.

COMMENDATIONS

Commendation for:

1. The appropriate utilization of support services, i.e., referrals for psychological assessments are prioritized and made after educational intervention has occurred.
2. The comprehensive IEP's which utilize an excellent format which reduces unnecessary paperwork but allows for individualization.
3. The support for mathematic as well as language arts.
4. The utilization of a pre- and post- measure of achievement in language arts.
5. The movement towards implementing more formal screening procedures by the classroom teachers prior to referral to the resource teacher.
6. The many steps taken to ensure students experience success such as:
 - a) Ensuring all students have the opportunity to respond to questions and contribute to activities.
 - b) Providing students with information about their program needs and encouraging them to set goals for themselves.
 - c) Using appropriate reading levels for individual students.
 - d) Using a variety of motivating activities with excellent continuity from lesson to lesson.
7. The specific ways in which student achievement is acknowledged, such as:
 - a) Displays in the classroom.
 - b) Providing opportunities for students to win prizes or certificates of achievement.
 - c) Maintaining writing folders so students can see their growth.
8. The review of each student's IEP by the administration and the annual review of progress with the resource and classroom teacher and the administration.
9. The consultative support provided to regular class teachers by the resource teacher.

10. The commitment of the resource teacher to maintain professional growth and her demonstrated interest in whole language.
11. The move by regular class teachers towards developing individual plans for students experiencing difficulty in the regular class.
12. The timetabling done by the administration to facilitate the resource program.
13. The displays of students' written work in the classroom.
14. The functional charts directly related to learning activities which provide information to students or guides to problem solving.
15. The organization of the classroom into learning centers plus provision for small or full group work, seating arrangements which facilitate interaction between the teacher and students.
16. The posters with a positive theme displayed in the classroom.
17. The good rapport which exists between teacher and students.
18. The extremely well organized files containing appropriate information in chronological order plus a summary sheet identifying contents of the file.
19. The process of articulation between sending and receiving schools when students transfer to a new school.
20. The provision of time for the resource teacher to conduct assessments and consult with teachers in addition to preparation time.
21. The involvement of parents in the development of the Total Service Plan.
22. The participation of the resource teacher in parent-teacher interviews.
23. The development of a report card format for parents which outlines goals and progress to date utilizing checklist format as well as an anecdotal report.

CONSIDERATIONS

Consideration should be given to:

1. The development of long-range plans for the full language arts program offered. Plans should include a consideration of each strand of the language arts; time allocations for each, time lines, evaluation strategies, and a listing of resources and materials.
2. The development of a system for the sharing of reading materials is suggested for the special education program.

RECOMMENDATIONS

It is recommended that:

1. The criteria for placement be clarified and shared with the staff. This should be done as part of the review process presently being done by the system.
2. The purpose of the program be clarified and a resolution reached regarding service provided to students considered to have a learning disability.
3. The school consider other methods of program delivery in an attempt to meet the concern that some student may not be receiving service. Some alternatives could be short-term intervention; team teaching approaches; or implementation of a consultation model involving the resource and regular class teachers, administration, and Central Office personnel. The school should select the approach or combination of approaches which meets their needs.
4. The move towards the use of whole language be supported and encouraged.

LANGUAGE ARTS

All teachers except the principal are involved in language arts instruction. Each teacher is responsible for the language arts program in a single classroom except for one grade five and one grade six program in which another teacher teaches part of each program. Grade meetings to develop and share units, for joint planning, and to develop common testing are held informally. Time allocation in three of the eight programs are below provincial guidelines. Grouping for instruction is heterogeneous within each grade level.

The instructional program is basically traditional and teacher-directed with varying degrees of integration of whole language philosophy. Provincial objectives are supplemented by jurisdiction skills expectations in each grade and are extended by individual teachers in most classrooms. Long range plans indicate the scope and sequence of the program in all classrooms. Unit plans indicate the objectives, content, student activities, resources, and student assignments. The novel is being studied in several classrooms for the first time. Currently authorized basic and recommended resources are being used. All teachers indicated that the language arts budget was adequate.

All levels of cognitive skills are being covered with instructional emphasis on knowledge and comprehension. Most lessons observed also addressed analysis and synthesis skills. The instruction of spelling is either a commercial or a teacher prepared spelling series. Handwriting skills are being addressed. Instruction in the area of grammar and conventions ranges from a moderate to a heavy emphasis and from instruction in traditional discrete units of time to integration with individual student writing and reading. All five skill areas of the curriculum are addressed with greatest emphasis on reading and writing and less emphasis on speaking, viewing and listening.

A generally high quality of student written work and a high achievement of standards in reading was in evidence. Student differences are handled mainly by differentiated expectations rather than by having differentiated assignments for students of low or high ability. Most, but not all, teachers group for reading and writing instruction. Displays of student work in language arts, program support materials, and displays which promote an appreciation of language arts varies from nonexistent to exceptional. In the student survey, language arts was the least liked of all subjects listed and students indicated that they learned the least compared to other subjects offered. Student evaluation varies in weighting for each component of the program from grade to grade. Reading and writing are evaluated most extensively whereas the other skill areas are evaluated to a lesser degree or not at all.

COMMENDATIONS

Commendations for:

1. The District providing the teaching staff with skills guidelines and system objectives.
2. The teachers for the establishment of excellent student rapport.
3. The teachers for detailed unit plans which extend the provincial core with relevant and interesting student activities.
4. The teachers for addressing all skill areas of the program in instructional methodology (reading, writing, speaking, listening, and viewing).
5. The grade four teachers for initiating and maintaining jurisdiction-wide grade four meetings in language arts, and to the central office administration and Board of Education for supporting these meetings. Benefits are evident in terms of program organization, local leadership in curriculum development, teacher developed thematic units, and teacher enthusiasm about learning.
6. Those teachers who have taken the initiative to introduce novel study.
7. Those teachers who have implemented a variety of reading approaches (such as paired reading, author's club, pen pals, choric reading and silent reading).
8. Those teachers who are promoting student learning through positive and constructive written comments on individual student work.
9. Those teachers who are structuring instruction to provide students an opportunity to learn through an active interaction with language.
10. Students for the high level of achievement as seen in student written work, oral expression, and achievement test results.
11. Providing the language arts oriented extracurricular club, Glimps for Imps.

CONSIDERATIONS

Consideration should be given to:

1. Utilizing staff who have exhibited a strong interest and/or have a background in language arts as leaders to provide inservicing, peer coaching and direction for the language arts program.
2. Extending novel studies in all classrooms.

3. Piloting and/or otherwise considering other current authorizations of reading series.
4. Reviewing the purpose and effectiveness of the Dent's "Growth in Reading Program in light of its dated content and the integration of teaching comprehension skills in current reading programs.
5. Developing personalized spelling programs.

RECOMMENDATIONS

It is recommended that:

1. Time allocations be increased to bring them up to the provincial recommendation of 450 minutes/week in the Elementary Program of Studies.
2. Teachers review teaching strategies to incorporate a greater degree of student-initiated activities and less emphasis on teacher-directed instruction.
3. Teachers be encouraged to become more acquainted with the whole language philosophy.
4. Grade 5 and grade 6 teachers be encouraged to meet by grade level on a regular basis to discuss common areas of interest and to build on the strengths indicated in this report, and a long range plan be developed to extend these meetings on a jurisdiction-wide basis similar to meetings currently being held by grade four teachers.
5. Teachers review evaluation procedures and where necessary, develop evaluation instruments in the areas of speaking, listening and viewing.
6. Administration at the school level (with assistance from the central office) provide inservicing in the following areas:
 - (a) alternative teaching methodologies in writing
 - (b) alternative teaching methodologies in reading
 - (c) differentiated instruction to meet individual needs
7. Teachers continue to display, and where needed, increase the display of student work in language arts.
8. The language arts program be taught in totality by the homeroom teacher.

SOCIAL STUDIES

The social studies program at Central Elementary School is a good solid program. The instructional staff is hardworking and conscientious. Teacher plans articulate with provincial curriculum requirements. Time requirements are those recommended by Alberta Education. The teaching of the program is well supported with good resources, materials and supplies. With the exception of grade 5 and one grade 4, where both classes are taught by one teacher, social studies is taught by the homeroom teacher.

COMMENDATIONS

Commendations for:

1. Establishing and maintaining an excellent rapport among student and teachers in and out of the classroom.
2. The tremendous amount of time and energy expended in extra-curricular areas over and above their regular teaching load.
3. The excellent articulation that has been developed at each grade level that allows for planning and delivering a consistent program and a sharing of ideas and resources.
4. Establishing good long range and unit plans that include time lines and evaluation criteria. The evaluation criteria in these plans is consistent with the report card marks.
5. Integrating community resources into their program whenever possible.
6. Organizing and encouraging parent volunteers at the grade 4 level.
7. The displaying of student work in all the classrooms and in the halls.

CONSIDERATIONS

Consideration should be given to:

1. Continuing to work together to improve the program, to ensure consistency in marking across all classes in the same grade and include the librarian in order to familiarize him with the social studies curriculum and the requirements of the program.
2. Being vigilant that the resources do not dictate the program.
3. Introducing a greater variety of teaching strategies that shift more of the responsibility for learning to the student from the teacher.
4. Making greater use of bulletin boards for social studies topics.

5. Utilizing available material and resources to adjust the program to meet the varying needs of the students.
6. Analyzing the achievement tests to adjust the program and improve instruction.
7. Establishing a policy or role description for parent volunteers.

RECOMMENDATIONS

It is recommended that:

1. The audio and visual materials in the instructional materials centre be culled when the new Program of Studies becomes mandatory.
2. More inquiry be incorporated into the teaching of social studies.
3. Equal time be allocated to each topic at all grade levels
4. Cooperative planning with the librarian occur.
5. Evaluate 40% knowledge, 40% skills and 20% values as required in the Program of Studies.
6. Time be allotted to teachers to allow them to familiarize themselves with the materials in the instructional materials centre.

PHYSICAL EDUCATION

The Physical Education program in the school is currently being taught by four different teachers. Each class receives three periods of Physical Education every six days.

Curriculum requirements are being met by each teacher.

The overall program is well balanced and encompasses a wide variety of events, teaching techniques, and activities in meeting the objectives of the Physical Education program.

COMMENDATIONS

Commendations for:

1. The excellent quality of instruction.
2. The cooperative spirit shown amongst the P.E. staff.
3. The excellent rapport enjoyed in all classes.
4. The parent helpers in the P.E. program.
5. The excellent knowledge of the subject area.
6. The positive feeling of staff and students towards P.E..
7. The high emphasis on participation and fitness.
8. The high degree of staff and student motivation towards P.E..
9. Adapting positively to the individual differences of the children.
10. The good lessons, unit and yearly plans.

CONSIDERATION

Consideration should be given to:

1. Attempting to timetable P.E. every second day.
2. District elementary and junior high P.E. meetings.

RECOMMENDATIONS

It is recommended that:

1. Unsafe equipment be removed from the gym floor as soon as possible.
2. The storage area for P.E. equipment be increased.
3. Teacher resource (written and video) materials be increased and up-dated.

4. An equipment inventory be carried out.
5. A better quality and suitability of small equipment, such as balls, be ordered.
6. A P.E. chairman to coordinate regular P.E. meetings, schedules, curriculum and goals be selected.
7. The suitability of the present climbers in the gym be researched.
8. The highly successful P.E. teaching presently occurring, continue

EXTRA-CURRICULAR

The school offers an extensive extra-curricular program to the students. The students are actively involved in a noon hour intramural program which places emphasis on participation.

Other clubs occur at morning, noon and after school.

Responsibilities for the programs are spread equally among the teachers.

COMMENDATIONS

Commendations for:

1. Every staff member who willingly participates.
2. The tremendous variety and number of programs.
3. The positive school spirit displayed.
4. Teachers who like to get to know other children that they do not teach.
5. Giving the children a chance to be a part of a group.
6. The children having FUN.
7. The children and staff being happy to be involved.

CONSIDERATION:

Consideration should be given to:

1. An annual review of the extra-curricular programs to ensure that they are meeting current goals and expectations of the school's program.

RECOMMENDATIONS:

It is recommended that:

1. The dedication, enthusiasm, tradition and hard work put into these programs for the benefit of the children, be continued.

FACILITY

Central Elementary (constructed in 1962) is comprised of 12 classrooms, plus a gymnasium, science room, library, computer room, staff room and office area. The building appears to be in good condition and in sound operational order.

COMMENDATIONS:

Commendations for:

1. The extremely clean washrooms.
2. An attractively designed and decorated school.
3. The cleanliness and brightness of the hallways and classrooms.
4. The care taken by staff and students in protecting the facility.
5. The caretakers and maintenance department who take pride in conscientiously cleaning, repairing, and upgrading the facility, under the limitations of money and manpower.
6. The community and school obviously caring to maintain a nice school.
7. The extremely attractive front entry.
8. The good playground area.

CONSIDERATIONS:

Consideration should be given to:

1. Changing the thermostat that controls the staff room temperature from the hallway to the staff room.
2. Building a bigger office for the principal.
3. Adding more playground equipment.
4. Lengthening the tar area behind the school. The tar should go beyond the basketball hoops. Paint lines on the tar for different games.
5. Extending the staff room, to the west.

RECOMMENDATIONS:

It is recommended that:

1. All the equipment on the gym floor should be removed as soon as possible. Extremely unsafe environment for the children.
2. The gym storage area be expanded.

3. The library materials resource centre be expanded.
4. New blackboards and bulletin boards be installed in those classrooms that need them.
5. The narrow strips of bulletin boards in the hallways and classrooms be replaced with 4' x 8' boards.
6. The windows on the north side, which are extremely drafty, be repaired.
7. The gym washrooms be used for their original intended purpose and not as storage areas.
8. The hallway security door needs replacing with a portable steel "accordian" gate.
9. The lighting on the south side of the library be upgraded.
10. All electrical plug-ins and light switches be checked, replaced or repaired.
11. The entire school be put through a storage and equipment study.

SCIENCE

The Science Program is offered to grade four to grade six, four periods thirty-three minutes each, during a six day cycle. All programs follow the Alberta Provincial Science Curriculum.

Overall the Science Program is good. Presently the majority of the program is teacher directed but a noticeable shift to student activity was noted. We encourage this transition and suggest further in-service to assist teachers in this direction.

Equipment, supplies and facilities are good and should be maintained and monitored. Some suggestions to ensure their maintenance are included in the recommendations.

The teachers displayed a conscientious attitude and a commitment to quality instruction. Varied techniques appropriate to the learning level of the children were observed. The keen interest of the students and teachers help to promote a positive attitude towards science.

Of particular merit was the inclusion of the Science Fair as part of the science program. The extra effort and time will encourage development of the scientific inquiry process.

The incorporation of some fine tuning is suggested in the recommendations will only help to make a good program better!

COMMENDATIONS

Commendation for:

1. Development of good unit plans containing information for a variety of teaching strategies consistent with learning abilities of students.
2. Exposing students in science to activities using the scientific method and for developing good scientific attitudes with students.
3. Utilizing a multitude of good supplementary resources along with provincially approved textbooks in each science class.
4. Developing student evaluation procedure which provide for the assessment of a good variety of tests, assignments and for each component for report card mark purposes.
5. Providing quick and frequent feedback to students of assignments and tests marked.
6. The inclusion of the Science Fair as part of the Science Program to promote the scientific inquiry process.
7. The maintenance of good science reference material in the library.

8. Working with students so that they could achieve above average marks in the last two grade six Provincial Achievement Tests.
9. Recognizing pupils' achievement through awards - i.e. Science Fair ribbons, plaques, etc. on display.
10. Good and varied questioning techniques used in class to help promote a better understanding of the process skills.
11. Use of practical application of student everyday life experiences to help students learning.
12. The students and teachers awareness and concern for safety.
13. The teachers close monitoring of students notebooks.
14. Much positive praise to students and among students, excellent student - teacher rapport.
15. Good depth of instruction at each grade level including special education. A real asset to have an aide in the special education program.

CONSIDERATIONS

Considerations be given:

1. To promoting the use of more science displays - for example the utilization of aquariums, terrariums and animal cages.

RECOMMENDATIONS

It is recommended that:

1. Each science class should be timetabled into the science room for a double period every six day cycle. The availability of materials and facilities with help promote hands-on activities.
2. That all members instructing science continue to be involved in regularly scheduled joint planning sessions. Further, this group include the budgeting and the ordering of science equipment and supplies as part of their responsibility. The librarian should be an integral part of this planning committee.
3. The the hands-on activities continue to be carried out on a regular basis to develop the psycho-motor skills, process skills and positive attitudes.
4. Hazardous chemicals be removed from the Science Preparation room. These chemicals to be placed in proper or appropriate disposal units.

5. Instructional activities be concluded by a written summary demonstrating good scientific procedure. These should be included as part of the student's evaluation.
6. A person or persons be identified to be responsible for an assessment of the science equipment and supplies.
7. The process skills continue to be taught and that there be more emphasis placed on tables, graphs and interpretations.
8. Wherever possible that the students should have sufficient materials to work in small groups - preferably two.
9. Teachers label and date columns in their marks books.
10. More effective planning which includes specific directions and organizers for concrete work be developed for students in the special education classes.

MATHEMATICS

The students at Central Elementary School are receiving a fairly traditional but strong mathematics program as suggested by the following commendations. In all cases, the homeroom teacher provides instruction to a class of reasonable size. All classes are offered mathematics instruction that exceeds the provincially recommended times and most receive daily instruction.

The considerations and recommendations that follow are intended to assist the caring and dedicated professionals to improve this solid program.

EMPHASIS ON STUDENT LEARNING AND EFFECTIVE TEACHING

COMMENDATIONS

Commendations for:

1. Developing yearly plans that generally adhere to the Alberta Program of Studies.
2. Developing unit and daily plans that support the yearly plans.
3. Practicing good classroom management skills which promote on-task behavior by students.
4. Stressing the mastery of the basic number facts.
5. Those teachers who have planned for and who have implemented problem solving, technology, and manipulatives into their programs.

RECOMMENDATIONS

It is recommended that:

1. Objectives that refer to computation with common fractions be eliminated from all yearly plans since these are part of the Grade 7 Curriculum.
2. Where there are omissions, yearly, unit, and daily plans be revised to include emphasis on problem solving, the integration of technology, and the use of manipulatives.

MEANINGFUL RECOGNITION AND POSITIVE REINFORCEMENT

COMMENDATIONS

Commendations for:

1. Providing oral encouragement and positive feedback during lessons and seatwork.
2. Maintaining an abundance of marks in a well-organized manner.
3. Using student charts to acknowledge mastery of basic number facts.

LEVEL OF STUDENT EXPECTATIONS

COMMENDATIONS

Commendations for:

1. Developing student evaluation procedures that include criteria and weightings that are consistent within each grade level.
2. Attaining the neatness and organizational skills that are evident in student exercise books.
3. Attaining high results on the 1987 Grade 6 Provincial Achievement Test.

CONSIDERATIONS

Consideration should be given to:

1. Carrying out an indepth analysis of the results on each provincial achievements test. Pages 7 and 8 of the Provincial Report, June 1988 Administration, Achievement Testing Program outlines one model that may be followed by the administration in conducting such an analysis.

LEADERSHIP

COMMENDATIONS

Commendations for:

1. Developing problem-solving skills through LOGO on microcomputers.

CONSIDERATIONS

Consideration should be given to:

1. Obtaining a school subscription to the Arithmetic Teacher.
2. Encouraging one staff member to attend each annual conference of the Mathematics Council of the Alberta Teachers' Association.
3. Appointing one staff member to be mathematics chairperson with specific duties to include coordinating curriculum changes, introduction of new resources, cross-grade meetings, etc.

SCHOOL ORGANIZATION AND IMPLEMENTATION

COMMENDATIONS

Commendations for:

1. Offering mathematics instructional times that exceed provincial recommendations.
2. Offering daily mathematics instruction whenever possible.
3. Staffing to allow for reasonable class sizes and for resource help for students in Grades 4 and 6 who are deficient in mathematics skills.
4. Offering separate mathematics instruction for the special education students while integrating them into the fine arts and physical education programs.
5. The teacher who works closely with the resource program teacher in offering a full program to the small group of learning disabled Grade 4 students.

APPEARANCE, COMFORT, AND SUITABILITY OF THE SCHOOL ENVIRONMENT

COMMENDATIONS

Commendation for:

1. Exhibiting well-organized classrooms that are clean and neat.
2. Utilizing bulletin boards that display appropriate curricular support and student work.

INVOLVEMENT IN DECISION MAKING

COMMENDATIONS

Commendation for:

1. The communication and coordination occurring freely within each grade level.

CONSIDERATIONS

Consideration should be given to:

1. Enhancing procedures which promote an annual cross-grade meeting for mathematics planning, sharing of resources, and student evaluation procedures.

STUDENT PARTICIPATION

COMMENDATIONS

Commendation for:

1. Promoting mathematics learning through the use of manipulatives and the peer tutoring by learning partners.

RECOMMENDATIONS

It is recommended that:

1. Teachers continue to seek a balance between the textbook-driven lessons and lessons that focuses on the use of concrete manipulatives and semi-concrete (pictorial) activities, (i.e., graph paper) so that greater responsibility for learning is placed on the students.

INVOLVEMENT AND COMMUNICATION WITH PARENTS

COMMENDATIONS

Commendation for:

1. Using results of standardized tests to assist in clarifying each child's level of performance and ability during parent-teacher conferences.

USE AND DEVELOPMENT OF APPROPRIATE RESOURCES

COMMENDATIONS

Commendation for:

1. Providing a class set of calculators in the library.
2. Acquiring an abundance of supplementary print materials.
3. Using microcomputers (in the lab and the shared one per grade) for drill and reinforcement of mathematics skills at all grade levels and to teach LOGO to the Grade 5 classes.
4. Using videotapes as an alternative instructional strategy.

CONSIDERATIONS

Consideration should be given to:

1. Offering a brief unit on the uses and operation of a calculator at each grade level.
2. Accessing some of the videotapes available from the South Central Alberta Film Federation (SCAFF). Titles include It Figures (Grade 4), Math Works (Grade 5), and Solve It (Grade 6).

RECOMMENDATIONS

It is recommended that:

1. Each teacher increase the use of concrete manipulatives to make concepts meaningful.
2. Each teacher acquire the Alberta Education monograph Let Problem Solving be the Focus for 1980's, 1983.
3. The administration reestablish a mathematics line in the school's annual budget.

ORDERLY AND PLEASANT LEARNING ENVIRONMENT

COMMENDATIONS

Commendation for:

1. Exhibiting good classroom management.
2. Developing a high level of teacher-student rapport.

HEALTH

This report is based on information gathered during classroom visitations, and interviews with all five teachers of health. Additional information was obtained from other attitude surveys given to both parents and students.

Overall, Central Elementary School is offering a comprehensive Health program consistent with the Program of Studies.

COMMENDATIONS

Commendations for:

1. The excellent classroom control evident from visitations.
2. The excellent student-teacher rapport that exists in the health classes fostering a caring, flexible climate.
3. The evidence of superior planning at all grade levels in terms of comprehensive long-range and unit plans.
4. The commitment to a high level of on task student behavior.
5. The bulletin board. Displays of high quality student work.
6. The thorough evaluation of students individual progress.
7. The utilization of specialized services and community resources in the program.

CONSIDERATIONS

Consideration be given to:

1. Upgrading library resources to complement the curriculum. This is an on-going process that requires consistent attention.
2. Developing lesson and unit plans with greater focus given to critical thinking skills.
3. Organizing the time table to allow all teachers to instruct their homeroom in health. This may enhance the development of the teacher as an advisor and counsellor.

RECOMMENDATIONS

It is recommended that:

1. Evaluation strategies be developed to allow for student self-assessment.
2. Differentiation of instruction and differentiated assignments to implemented to accommodate students with various learning styles and disabilities.
3. Central Office be responsible to provide inservice to assist teachers to implement the above recommendations.

FINANCIAL OPERATIONS

1. School Operating Budget

The principal is responsible for the school's operating budget. Initial budget estimates are done by the principal, with full involvement of the staff. The principal reviews budget requests, makes the necessary adjustments and submits the budget to the Superintendent for consideration and incorporation into the District wide budget. Once passed, the principal keeps track of expenses in each account allocation by reviewing the periodic financial printout from Central Office.

Financial management and budgeting are being carried out in a competent manner.

2. Purchasing of Supplies, Materials and Equipment

Purchase orders for supplies, materials and equipment are initiated by staff, reviewed and authorized by the principal. All purchase orders are recorded by the principal and/or secretary, goods received are unpacked and checked off by the secretary. Packing slips are initialed and submitted to Central Office to initiate payment for goods received.

The purchase of supplies, materials and equipment is being carried out in accordance with District guidelines and procedures.

3. Cash Receipts and Banking Arrangements

The recording of cash receipts for textbook rentals, sale of classroom supplies, etc. is the responsibility of the secretary. All monies received are properly recorded and deposited in the school bank account at least once a week, and then transferred to Central Office on a regular basis. The secretary utilizes a good computer spread sheet system to keep an excellent up to date record of all monies received, deposited, and/or disbursed. The subject of signing officer(s) for the bank account is discussed in No. 4.

4. Student Union Fund Management

The principal and a teacher have control over student union finances. The secretary keeps an accurate record of all monies received and expenditures made through the Student Union fund. Expenditures are discussed by teaching staff, with student involvement, and a group decision made.

The same bank account referred to in 3. above, is used for Student Union finances. The principal is the sole signing officer. It is recommended that the signing authorities be changed to allow any two of the principal, vice-principal and secretary to sign cheques.

Student Union finances are audited yearly and a statement is submitted to the School Board for review and information.

COMMENDATIONS

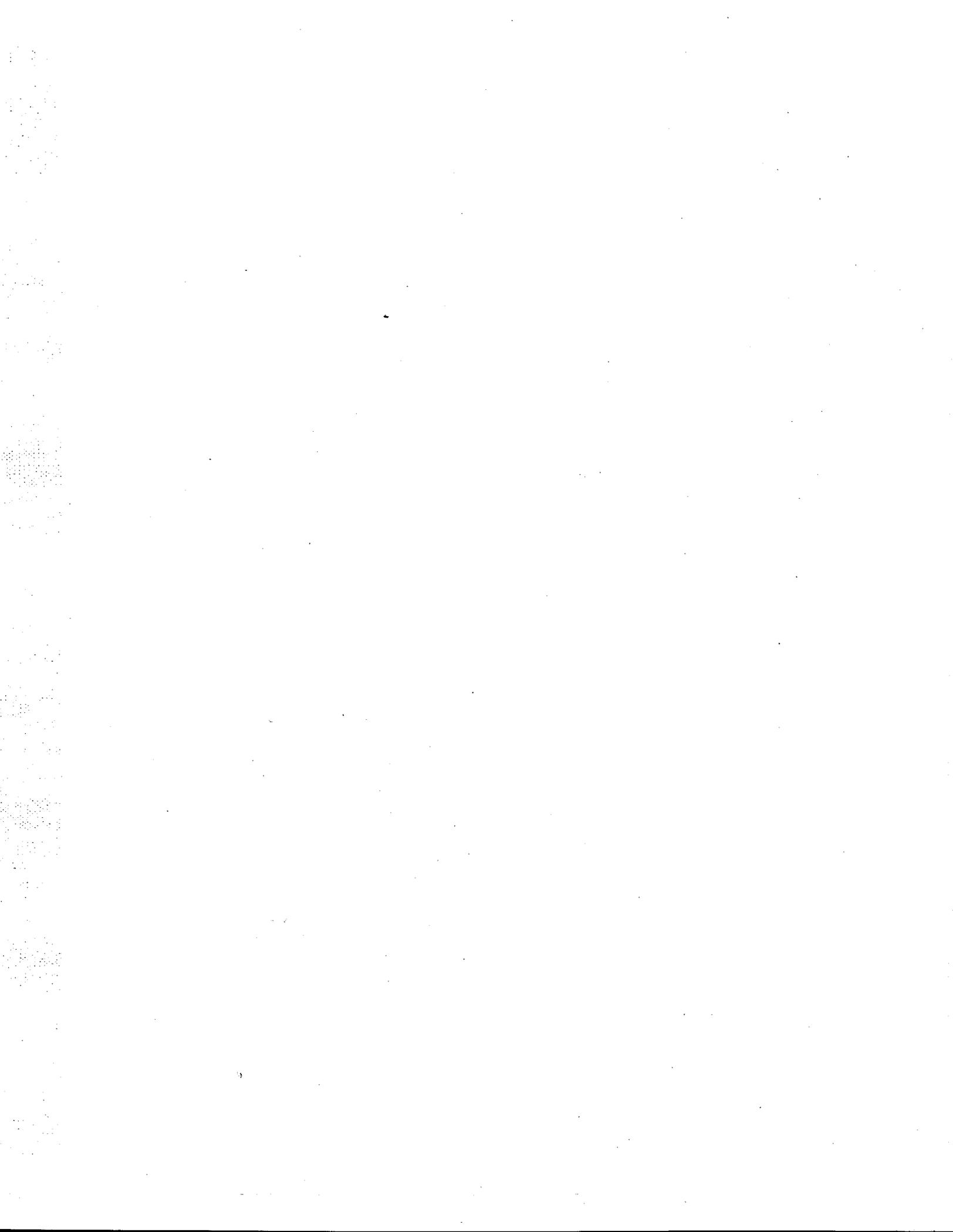
Commendation for:

1. The efficient and accurate business procedures operating in the main office.
2. The excellent spreadsheet being utilized to maintain control of funds.

RECOMMENDATIONS

It is recommended that:

1. At least two signing officers be named for all school-based bank accounts.



A. SOURCES OF INFORMATION ABOUT SCHOOL ACTIVITIES

How do you presently get information about what goes on in school and how would you prefer to get such information?

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

To what degree do you
PRESENTLY GET INFORMATION
about the school from each
of the sources listed?

To what degree do you
PREFER TO GET INFORMATION
from each of the sources listed?

L
I
N T S M
O T O U
N L M C
E E E H

L
I
N T S M
O T O U
N L M C
E E E H

Presently Get Information	Prefer to Get Information
0 8% 52% 38%	Your child/children in the school 1% 4% 42% 52%
42% 31% 23% 1%	Other parents 27% 26% 34% 3%
1% 6% 40% 50%	Newsletters, notices from the school 1% 4% 25% 74%
22% 28% 33% 13%	Meetings at the school 8% 15% 47% 28%
3% 15% 37% 38%	Formal parent-teacher interviews 2% 6% 39% 52%
24% 28% 27% 13%	Informal visits to the school to talk with teachers or administrators 5% 20% 41% 29%
44% 19% 19% 12%	Letters from teachers regarding student successes or problems 5% 6% 36% 49%
59% 19% 9% 7%	Telephone calls from teachers 10% 23% 38% 26%

A number of subject and skill areas are listed below. You are asked to:

1. Indicate the degree of emphasis you believe each subject or skill is presently receiving at this school.
2. Indicate the degree of emphasis that you believe should be placed on each subject or skill.
3. Not all areas may apply to your children. In these cases, circle the letter "E" - not applicable.

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

Degree of emphasis that is given in this school						Degree of emphasis that should be placed				
very low	low	high	very high	not applicable		very low	low	high	very high	not applicable
0	3%	47%	38%	9%	Language Arts	0	0	33%	56%	5%
0	2%	43%	39%	10%	Mathematics	0	0	24%	63%	4%
0	13%	58%	15%	8%	Health	1%	17%	42%	26%	8%
0	3%	60%	26%	15%	Science	0	2%	48%	40%	5%
0	3%	60%	26%	11%	Social Studies	0	3%	50%	35%	9%
1%	12%	61%	13%	10%	Physical Education	0	12%	56%	19%	8%
2%	26%	46%	10%	11%	French	6%	24%	43%	13%	9%
2%	24%	41%	11%	12%	Computers	1%	13%	36%	38%	9%
3%	36%	41%	3%	12%	Art	3%	35%	44%	6%	8%
2%	31%	43%	3%	17%	Music/Band	1%	35%	35%	6%	13%

Please indicate your opinion about the school services which follow.
 If you feel you do not have enough information to comment on any
 statement, please circle "E" for CANNOT COMMENT.

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

S D D S
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

This school is paying adequate attention to the individual needs of my child.	2%	13%	56%	16%	10%
Pupils with learning difficulties receive adequate attention.	2%	10%	28%	11%	40%
Pupils who are gifted and talented receive adequate attention.	6%	10%	18%	3%	63%
This school disciplines my child in a satisfactory manner.	0	3%	78%	12%	8%
In general, discipline in this school seems to be satisfactory.	1%	3%	76%	9%	6%
I am satisfactorily informed about my child's progress in school.	1%	16%	57%	16%	5%
The report card used in this school is satisfactory.	3%	1%	63%	12%	20%
I am satisfied with the way my child is evaluated in this school.	4%	8%	58%	8%	23%
Opportunities are provided for me to become involved in school activities.	3%	8%	53%	10%	22%
Opportunities are provided for my child to influence what school activities will occur	5%	14%	32%	5%	47%
I have adequate opportunity to be involved in determining or influencing what my child is learning.	8%	30%	30%	5%	27%

S D D S C
 T I I T C
 R S S O A A M
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

The organization and timetabling of students is satisfactory.	1%	5%	72%	10%	10%
I am made to feel welcome when I contact this school.	0	4%	59%	28%	11%
This school's administration is responsive to my concerns.	1%	5%	48%	17%	28%
My child's teacher(s) is/are responsive to my concerns.	1%	2%	52%	24%	22%
This school's facilities are adequate and suitable for curricular programs.	0	1%	67%	15%	10%
The school maintains a satisfactory appearance.	0	0	65%	28%	3%
This school's attendance policies are satisfactory.	0	1%	68%	15%	15%
This school's guidance and counselling services are satisfactory.	1%	3%	33%	7%	62%
When I have concerns and tell the school about them, an effort is made to resolve them.	1%	6%	36%	13%	40%
I receive a satisfactory response to my telephone contacts with the school.	1%	1%	53%	12%	31%
The school has a satisfactory noon-hour intramural or houseleague program.	1%	1%	61%	20%	13%
The school has an adequate interschool sports program.	1%	6%	49%	10%	29%
The school offers adequate clubs and activities aside from sports.	0	5%	58%	24%	11%
The school provides adequate supervision during recess and noon-hour periods.	6%	6%	42%	13%	33%

C. SCHOOL SERVICES AND PRACTICES (CONTINUED)

S D D S
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

Student behavior in this school is satisfactory.	2%	8%	58%	7%	23%
Students are cooperative and courteous in this school.	1%	7%	53%	8%	30%
Teachers in this school are fair in their treatment of students.	3%	5%	56%	10%	23%
Administrators (principal and vice-principal) in this school are fair in their treatment of students.	1%	1%	58%	10%	25%
I am familiar with the school's goals, objectives, and philosophy.	3%	6%	53%	7%	31%
When experiencing difficulty, my child has sufficient opportunity to receive extra help from teachers.	2%	16%	38%	10%	30%
The library materials are well used by our children.	1%	6%	63%	10%	18%
Library and media materials are adequate in this school.	1%	3%	56%	8%	30%
Students in this school respect the property of others.	40%	15%	47%	3%	33%

S D D S
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

My child (children) receives satisfactory instruction from the teachers in:

Language Arts	1%	6%	76%	9%	6%
Mathematics	1%	6%	73%	11%	6%
Health	1%	3%	77%	8%	10%
Science	1%	3%	75%	8%	8%
Social Studies	4%	2%	76%	9%	9%
Physical Education	1%	0	78%	8%	10%
French	1%	5%	69%	10%	13%
Computers	1%	4%	74%	6%	13%
Art	0	8%	70%	8%	11%
Music/Band	1%	17%	69%	6%	17%

D. HOMEWORK, EXTRA-CURRICULAR ACTIVITIES, AWARDS AND FIELD TRIPS

Please indicate your opinion about homework, extra curricular activities and field trips. If you feel you do not have enough information to comment on any statement, please circle the "E" for "Cannot Comment".

S	D	D	S	
T	I	I	T	C
R	S	S	R	CO
O	A	A	O	AM
N	G	G	N	NM
G	R	R	G	NE
L	E	E	L	ON
Y	E	E	Y	TT

HOMEWORK

My child spends the right amount of time on homework and home-study	3%	24%	53%	6%	4%
---	----	-----	-----	----	----

EXTRACURRICULAR ACTIVITIES

These are activities which take place before school, after school and during lunch hour.

- | | | | | | |
|---|----|-----|-----|-----|-----|
| 1. Extracurricular activities are important at the elementary level. | 1% | 10% | 53% | 31% | 3% |
| 2. The number of extracurricular activities at this school should be increased. | 1% | 43% | 24% | 8% | 22% |
| 3. Parents/students should be expected to pay user fees (e.g., transportation fees for extracurricular activities). | 6% | 28% | 44% | 11% | 9% |

(CONTINUED)

Please indicate your opinion about homework, extra-curricular activities and field trips. If you feel you do not have enough information to comment on any statement, please circle the "E" for "Cannot Comment".

S D D S
T I I T C
R S S R C O
O A A A O A A M
N G G G N G N M
G R R R G R N E
L E E E L E O N
Y E E E Y E T T

AWARDS AND RECOGNITION

My child receives satisfactory recognition for academic accomplishments at this school.	1%	3%	54%	13%	24%
My child receives satisfactory recognition for extracurricular accomplishments at this school.	1%	3%	48%	6%	32%
My child receives satisfactory recognition for socially responsible behaviors (e.g., telling the truth, keeping notebooks and locker clean, playing well with others, etc.)	3%	9%	42%	4%	35%

FIELD TRIPS

These are learning activities that take place in locations other than the school building.

Local field trips are important	0	3%	55%	33%	5%
Out of town field trips are important	1%	9%	56%	26%	4%
The number of field trips at this school should be increased	1%	33%	26%	22%	19%

E. TOTAL SCHOOL PROGRAM

My child is receiving a satisfactory total program in this school.	0	8%	58%	9%	14%
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CENTRAL ELEMENTARY SCHOOL

STUDENT SURVEY

Elementary School Program Assessment: Student Attitude Survey

We would like to know how you feel about your school. After each sentence, there are three possible answers:

- 1 - YES, if you agree with the sentence
- 2 - NO, if you disagree with the sentence
- 3 - DON'T KNOW, if you aren't sure

PLEASE CIRCLE THE NUMBER WHICH INDICATES

1-YES, 2-NO, 3-DON'T KNOW

SECTION 1: ABOUT MY SCHOOL AND ME

	YES	NO	DON'T KNOW
1. My school is a pleasant place to be.	84%	4%	13%
2. I can get the help I need when I need it.	83%	6%	14%
3. The students are well behaved in class.	35%	30%	86%
4. The rules in Central Elementary School are fair to everybody.	85%	9%	15%
5. The school is kept neat and clean by everyone.	42%	34%	26%
6. The playground equipment is fun to use.	65%	27%	10%
7. Teachers are fair when they mark my assignments.	92%	4%	5%
8. There are about the right number of students in my classes. (There are enough students, but not too many for the teacher to deal with.)	68%	15%	18%
9. Students who misbehave are dealt with properly.	70%	15%	14%
10. There are enough extra things besides regular school work for me to do. (houseleagues, clubs)	74%	24%	4%
11. Students who do well are recognized.	76%	9%	17%

SECTION 2: ABOUT THE TEACHERS AND ME

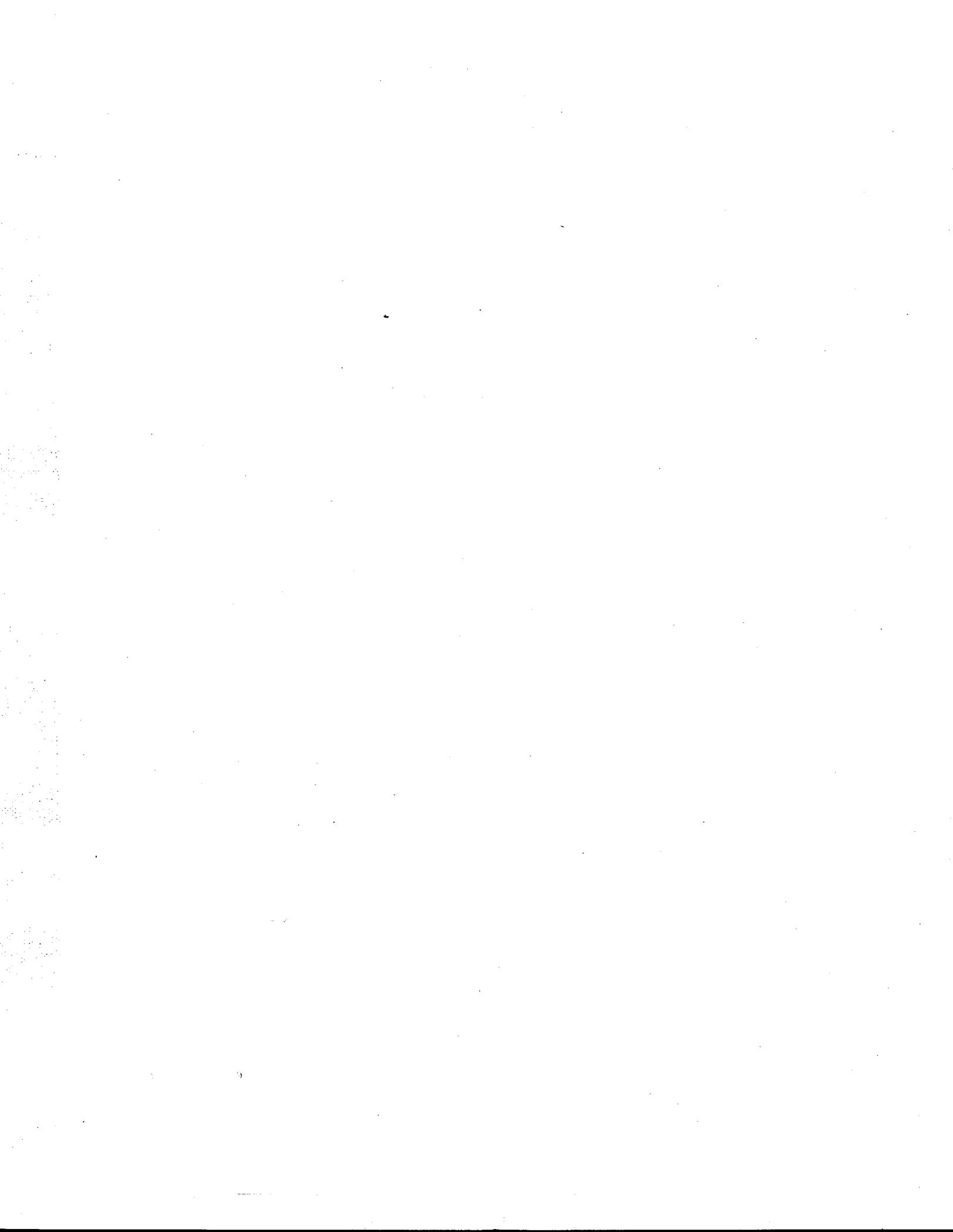
	YES	NO	DON'T KNOW
12. The teachers in my school are friendly and helpful.	92%	91%	11%
13. The teachers understand how children think and act.	58%	21%	23%
14. The teachers make it enjoyable to learn.	74%	13%	13%
15. The work the teachers give us is the kind of work we need.	86%	6%	10%
16. The teachers listen when I talk about the things that bothers me.	59%	13%	27%
17. The teachers are interested in the things I like.	45%	13%	43%
18. The principal likes children and is fair to them.	82%	2%	14%
19. The vice-principal likes children and is fair to them.	87%	3%	12%
20. The secretary in the office is friendly and helpful.	91%	2%	7%

SECTION 3: ABOUT THE OTHER CHILDREN AND ME

	YES	NO	DON'T KNOW
21. The children in my school are friendly.	52%	23%	25%
22. The other children seem to understand my problems.	38%	34%	27%
23. The children in my school get along with each other.	41%	24%	36%
24. Students help each other when they need it.	67%	13%	22%
25. Students try to do their best at Central Elementary School.	58%	9%	24%

SECTION 4: ABOUT THE THINGS WE LEARN

26. The work is about right for me (it is not too hard or too easy).	80%	10%	11%
27. The things we learn are interesting.	82%	10%	9%
28. There is enough work to keep me busy, but not too much work to do.	73%	17%	11%
29. The library has enough interesting books to read.	74%	16%	13%
30. There are enough book for us to use in class.	85%	12%	6%



You are what you learn



Volunteer parents from Advisory Councils for schools in the County of Newell and Brooks School District. The parents represented in the picture are chairpersons of school councils. The County Schools form Home and School Associations (H&S), Home and School Advisory Council (H&SAC), Local Advisory Councils (LAC), and Brooks schools form School Advisory Councils (SAC).

Back row (l-r) Glenda Graham, Alcoma School (H&SAC); Dulcie Beasley, Duchess (LAC); Linda Scheibner, Gem (H&S); Gisela McGregor, (Secretary Treasurer) Brooks Junior High School (SAC); Bessie Jacowishen, Eastbrook Elementary (SAC); Colin McKenzie, Brooks Composite High School (SAC); Faye Graham, Griffin Park (SAC); Marg Loewen, Rosemary (LAC).

Front row (l-r) Lorene Nichols, Brooks Primary (SAC); Loretta Simo, Tilley (LAC); Sharon Hauck, Central Elementary (SAC); Lynn Lester, Rolling Hills (LAC). Missing: Sandra Oostlander, Bassano (LAC).

Working together for Education in the E.I.D.

County of Newell #4

Brooks School District

County of Newell ATA #52

Brooks ATA #76

Acknowledgment

This Education Week supplement was made possible through the contributions of Brooks School District, Brooks ATA Local No. 76, County of Newell No. 4, County of Newell ATA Local No. 52.

Appendix B

You are what you learn

Evidence that the teachers in the Brooks School District believe the Education Week slogan "You Are What You Learn" is demonstrated by their high rate of involvement in professional development activities.

This past year these activities included a district-wide professional development day on Friday, October 11, 1992 with sessions on: 1) program continuity; 2) language learning and the new program of studies; 3) managing classrooms without conflict; 4) math manipulatives workshop session for developing trays for hands-on math activities; 5) grade five and six district grade group meetings; 6) grades seven-nine science and language arts sessions; 7) grades seven-12 physical education and coaches, french and industrial arts session; 8) a Level I and II special education session; and 9) grades 10-12 school-based activities including department planning in business education, english, social studies, science and math.

The Brooks School District has also joined in the partnership with the Southern Alberta Professional Development Consortium (SAPDC). The focus is staff development in that teachers are adult learners participating in life-long learning as part of their professional commitment. Leaving university to begin teaching marks the beginning, not end of a teacher's education as a professional. The consortium considers the principles of effective staff development to be understanding and applying knowledge of the change process. It also believes in the value of applying fundamental principles of learning theory, research on good teaching and knowledge of adult learning and following-up on initial activities in order that professional development becomes ongoing and long-term. Teachers and administrators have been involved in two workshops, one involving the new language learning curriculum (five teachers and administrators attended) and the second involving the program continuity philosophy (ten teachers and administrators attended). These are the two curriculum changes proposed by Alberta Education for implementation in the fall of 1992 and 1993 consecutively.

The Alberta Teachers' Association has also developed a leadership in professional development program which is designed to assist school-based personnel in the effective planning and implementation of professional development activities. The overall goal is to promote and enhance effective, ongoing, school-focused professional development. A group of twelve teachers, four administrators and one trustee are taking part in the program.

Administrators attended a retreat in which character in our students was reaffirmed. Administrators developed a tentative action plan based on the promotion of character. This evolved into a set

of three meetings (Character in Our Community or CIC) for parents and community members. School-based professional development has been organized by the schools as follows:

March 26 - BCHS staff held a professional development day on Student Motivation.

March 27-28 - Central Elementary school staff went on a retreat and developed their school philosophy, discussed their school handbook and promoted the new language learning curriculum.

April 6 - Brooks Primary school staff took an "Incredible Journey" with their leadership development into Program Continuity.

May 1 - BJHS staff will be comparing and contrasting education in India and Brooks with Noreen O'Haire. She will also be working with the staff on the school action plan.

May 27 - Eastbrook Elementary school staff will be addressing the new language learning curriculum and involved in a Readers Workshop.

Science 10/20/30 curriculum revisions were introduced at the Brooks Composite High School. Seven days were used for professional development in order for teachers to pilot the new program in Science 10 this year.

Teachers attended conferences in 1991-92 as follows: Curriculum areas teacher attendance: Language Arts, including the International Reading Association (IRA) 10, Early Childhood 4,

Special Education 3, Industrial Education 3, Mathematics 11, Science 1, Social Studies 1, Music 1, Drama 1 and Guidance 1. Conferences which have been approved for the balance of the year includes the following numbers of teachers in attendance: Thematic Units Across Curriculum 4, Human Sexuality 3, Business Education 2, Health and Physical Education 2, French 1 and Home Economics 1.

Specialty area teacher attendance included: Improving Student Achievement and Responsibility Through Building Self Esteem 4, Cooperative Program Planning and Teachers 2, Women in Administrator 2, Teacher Alert 2, Global Education 2, Computer 2, Readers Theater 1, Seminar 1, Integrating Whole Language 1, Visualize Verbalize 1, Coaching 1, Integrated Occupations Program (IOP) 1, Building an Integrated Thematic Kindergarten program 1, Early Childhood Society (ECS) 1, Helping Children Write 1, and Using cooperative learning to enhance reading and writing instruction 1.

Total - 78 conferences were attended for a cost of approximately \$18,000. This cost is shared by the Brooks Local ATA and the Brooks School District.

Individual teachers and administrators are also attending summer workshops as well as presently pursuing additional academic degrees.

Your child's education is the best investment

Brooks School District
Trustee
By Rose Lovsin

Volunteer your time in your child's education - the best investment you can make.

Education Week and activities during Education Week bring back many pleasant memories for me. Unforgettable memories of being actively involved in my children's education through countless hours of volunteer work. My volunteer work began many years ago when my oldest began kindergarten and continued through to my youngest completing high school. Those years were the most rewarding, enjoyable years of my life. Yours can be too! Volunteer today! Whether you help in the classroom, volunteer at track and field day or become involved in School Advisory Councils your contribution is always rewarding and appreciated.

"That's my Daddy" or "That's my Mommy" is so proudly announced by that little special person when your presence is made in the classroom. What a great acknowledgement.

Becoming actively involved in your child's education provides parents with numerous opportunities. Volunteer work is

fun, friendships are made. You become acquainted with your child's teacher and other staff members in the school. You gain insight and understanding of the actual learning process taking place in the classroom. Your participation provides significant new ideas to help with the decision-making process for School Advisory Councils. New members to our community bring new attitudes and experiences.

Today many hours of volunteer work takes place in our school, however, I encourage and support the need for even more participation. Visit your child's school and tell them you are interested in becoming a volunteer. You will never regret that decision, and neither will your child.



Fiscal highlights

Spending

The following facts are taken from a variety of 1991 studies on spending in school districts with factors such as bussing costs taken out to make for accurate comparisons.

Enables	Brooks	Provincial Av.
Budgeted spending per pupil	\$4976	\$5413
Teacher salary costs per pupil	\$2640	\$2812
Rank order spending out of 139 school boards (# 1 rank spends the most)		
Gr. 1 - 12 instruction	111 th	
Administration	117 th	
Maintenance	87 th	
Special Education	28 th	

Taxation

The following facts are drawn from a comparison of 1991 tax rates among seven Alberta communities with populations ranging between 6500 and 12,900.

Enables	Brooks	Average
Tax per \$1000 of assessed value	\$27.64	\$29.64
Tax on average 3 bdrm. (1200 sq. ft.)	\$1271.29	\$1352.81
Portion of tax bill for education	53.8%	42.1%

Staffing

The following information compares the number of certificated employees (Superintendent, principals, counselors, librarians, regular class teachers and special education teachers) divided into the total student enrollment of the district. E. C. S. teachers and students have been excluded to allow for accurate comparisons. The higher the number (ratio) the larger the enrollment is in each classroom. The source of data is a November 1991 Alberta Education document.

1990 Student - Teacher Ratio (in Alberta schools are grouped into Counties, Divisions, and Districts).

Brooks School District	17.52/1
All Counties	16.70/1
All School Divisions	16.35/1
All School Districts	17.26/1
All Schools in the Province	16.99/1

When only regular classroom teachers and regular students were counted, the average number of pupils enrolled per classroom across the district was 22.6. In Brooks schools the smallest regular class enrollment is 8 and the largest is 32 students. A majority of classrooms have enrollments in the 24 - 28 range.

Financial Equity

The above data suggests factors which can be controlled locally by the school district act, being controlled responsibly. Significant evidence exists to show that inequity in the provincial formula for funding education creates a hardship on Brooks taxpayers.

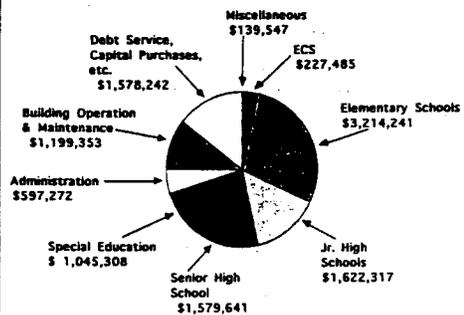
One example is:

	Brooks	Prov. Av.
1990 Mill Rate for Education	13.2 mills	10.98 mills
Assessment per resident student	\$119,384	\$173,667

In one proposal prepared by government it was recommended that to bring about fairness and equity in provincial funding for Brooks an additional annual grant of \$850,000 would be required. This plan would have had the effect of making the proportion of funding for education picked up by the homeowner and local business in Brooks equivalent to the proportion paid on average across the province. The Brooks School District continues to lobby government for a later plan.

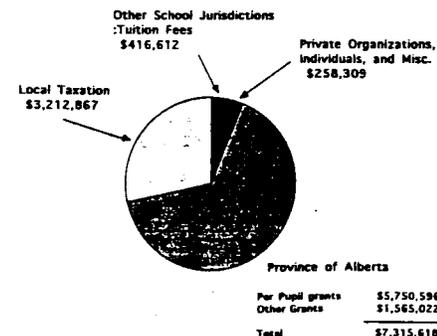
Operating Expenditures

For the year ending August 31, 1991



Operating Revenues

For the year ending August 31, 1991



Professional development benefits student learning

Believing that "You Are What You Learn", teachers in the County of Newell have been heavily involved in professional development inservices throughout the year to help students learn better.

Teachers attended school-based professional activities in the fall. These included sessions of CPR training and computer software in Alcoma, library skills and increasing student performance in Bassano, CPR and first aid in Duchess and Rosemary, special needs programs and unit planning in Gem, diagnostic writing and co-operative planning in Rolling Hills, classroom visitations in Medicine Hat for Tilley staff and early identification of students at risk of failure for the Hutterite Colony teachers.

The County of Newell continued its membership in the three year pilot of the Southern Alberta Professional Development

Consortium. Teachers and administrators have this school year learned up-to-date approaches in elementary language learning, program continuity, and the Science 10 course to be taught across the province next September.

Hutterite Colony Teachers have also joined a consortium to develop a new elementary social studies curriculum specifically for teaching Hutterite children. All County teachers met in Duchess in March to learn about managing the classroom without conflict. County administrators are presently planning a retreat for late spring.

County-organized inservice activities throughout the year have included on-going sessions on the new provincial diagnostic mathematics program, mathematics computer software, teaching elementary science, junior and senior high social studies, junior high mathematics,

students evaluation in language arts, use of checklists in student evaluation, and Mathematics 30. Special needs and elementary staff have also met for current information on multi-leveling in E.C.S. Centers, encouraging the reading process, test administration, and visualizing and verbalizing. Grade seven to 12 physical education teachers have been working on personal professional development throughout the year and will be planning sessions for 1992/93. Many of the sessions were presented by local teachers or central office administration.

Teachers are also attending out-of-county workshops across the province and devoting personal time toward professional development. Several teachers and administrators are pursuing university training or short courses during the year and the summer to update and further their skills.



Al Bellamy, president of the Brooks ATA local #76 and Molly Pilling, president of the County of Newell of Newell ATA local #51, meet to discuss mutual student and teacher concerns.

New primary report card

A new Primary Report Card (Grades one-three) and evaluation handbook was developed for the Brooks School District this past year, as well as the schedule for parent-teacher interviews. These interviews allow for more opportunity for interaction with parents.

The September meeting allows the teacher to get to know the child. It allows the parent to share information about their child with the classroom teacher. To date, reports regarding the success of the implementation of the changes have been very positive from the perspective of teachers and parents.

The development of the primary education philosophy was the first and most important task undertaken by the teachers of students for Grades one-three. This philosophy is based on student learning and states: a) learning is an active process of exploring, experimenting, constructing and communicating, b) learning takes place at different rates and in different styles, c) learning involves the whole child, socially, emotionally, physically and intellectually, d) learning is a connected, integrated process, involving not only subject matter, but experiences outside the school environment and e) learning is best developed in an atmosphere of mutual trust and respect, where everyone is allowed to be successful. The report card is a direct reflection of the teaching methods that are being used today.

The primary teachers believe that learning is a lifelong process, and our goal is to develop a love of learning.

The evaluation handbooks is a working document which is constantly being updated in terms of new curriculum developed by Alberta Education.

Brooks School District seeks community input

by Inge Effelson
Quality Indicators Director

The Educational Quality Indicators project with the Brooks School District in its third and final year implemented an action plan which included various members of the community. Three School Advisory Council (SAC) members from each school to "test" the process for developing a set of beliefs regarding student behavior. Their commitment was to participate and evaluate this process which had been organized.

During the course of the three meetings, over one hundred people had input and volunteered their time. Many participants had varying opinions regarding how and particularly where students needed to improve how they behave in terms of accepting responsibility for their actions. Consensus was reached by the end of the last meeting.

The belief and commitment statements included such items as respecting yourself and others, recognizing the difference between rights, responsibilities and privileges. The importance of

the home was emphasized, as was the importance of setting a good role model and using appropriate language and manners. Social activities, including the use of alcohol and drugs came under considerable debate, however, it was agreed that it is important to have the social activities of young people effectively monitored by a responsible adult.

The most crucial part of the meetings will be the follow-up. Participants expressed concerns about how to make a difference. A variety of suggestions were made including: a) parent networking to support each others efforts in organizing house-party supervision, b) coaches and others setting examples with parents supporting coaching efforts, c) publicizing and getting the community positively involved and d) getting the legal age raised for drinking alcohol and making changes to the Young Offenders Act. The Brooks School District is making plans for follow-up with School Advisory Council (SAC) involvement for the forty parents who indicated an interest in further involvement.

Education Week activities in Brooks

Central Elementary School

1. A parent volunteer luncheon on Monday, May 4th, 1992 in appreciation for all the help extended by parents to the school.

2. A presentation by students of Central Elementary School on Thursday, May 7, 1992 at 7 p.m. in the gymnasium. The Level 1 students will be attending a Readers Theatre competition in Calgary earlier that day which they will also be delivering in the evening.

3. Parents are welcome at the school any time during Education Week.

Griffin Park School

1. A parent volunteer luncheon on Friday, May 8, 1992 to show appreciation for all the support by parents to the students and school. This will also be a "Dreams" hamburger day.

2. BIG EVENT: a volunteer baseball game.

3. A display of student work in Cassils Center Mall.

4. A student mural displaying all the work volunteer parents do will be on exhibition.

5. Miss Christopher, a former teacher of Japanese students, will have a presentation on Japan the week following Education Week.

Brooks Primary School
There will be Early Childhood Services (Kindergarten) registration on Tuesday, May 5, 1992 at 7 p.m. in the gymnasium. Student work will be on display.

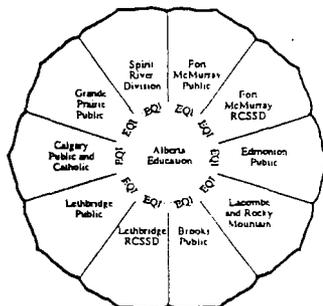
Brooks Central Office
An exhibit recognizing community and parent volunteers will be displayed at the Cassils Centre Mall.

Brooks Composite High
What do you get when you take

two slabs of rye, a couple of books, a pair of smelly sneakers and a little white mouse and top it with an olive? Why, this year's Education Week theme, of course - "You are what you learn." So why, "You are what you learn, as a theme for Education Week? Because it's fun and because it reinforces the fact that what you become or are in life is largely a result of what you learn or have learned, both in school and through family and community experiences. The theme also reminds us that education is a life long endeavour - and an enjoyable one at that. Keeping this theme in mind, BCHS plans to offer sessions to students about various lifelong learning or recreational opportunities available to them during the afternoon of Thursday, May 7, 1992. Students will attend self-selected sessions which will provide information about a particular activity through demonstrations, displays, and participation. Examples of sessions include pottery, golf, photography, origami, aerobics, paper tole, sailing, and genealogy research. We would encourage any parents willing to facilitate a session to contact the school and we would be more than willing to accommodate you.

As part of Education Week teachers have been encouraged to invite local guest speakers to their classroom. And once again we will be inviting the local R.C.M.P. to participate in a volleyball match against the teachers.

As well, the students are planning a "White Out Day" to increase the awareness and consequences of impaired driving.



Rick Evans, Brooks School District carpenter and Eimert VanOtterloo, maintenance supervisor, in front of the maintenance shop.

Alcoma School

Alcoma school thrives on the continuous academic achievement and involvement of the students in every aspect of learning. Sportsmanship and a positive attitude are always practised and the ambition to do well is emphasized tremendously. The atmosphere at Alcoma is very friendly. The classes are small and the individual attention helps us to improve and excel in our studies. Another vital part of our school is the teachers, they are incredibly helpful and put forth an extra effort to understand our views.

I would not be wrong to view school learning as building blocks of our future. Alcoma provides a strong and consistent learning environment that gives the students a sense of achievement. Feeling a sense of accomplishment can greatly contribute to success in the future. Alcoma runs various programs that are set up to reward Alcoma students for their good efforts.

Assemblies, certificates of achievement and even an encouraging word from a teacher helps in reassuring students of their ability. The time is always taken to set up extra curricular events such as career day and an annual camping trip. The students are given many chances to prove their talents. We are given the chance to join the elementary or junior high choir, drama is presented through theatre performances and a lipsync, our school becomes very involved in the science fair, and a good showing at numerous sporting events is always attained. We are given the opportunity to better our school; thoughts and comments students may offer do not go unnoticed.

Alcoma school provides a wide variety of learning experiences, least I sound intrigued with the thought of school, I will conclude in saying school is what you make it. Therefore, we are what we learn.

Kerri Cox
Grade 9

You Are What You Learn

What does school mean to you? Does it mean friends, recess or lessons to learn? To me it means all of these and more.

I like the friendly teachers, the kids; recess is fun, but lessons and learning are for life.

'You are what you learn.' Does it make sense? Yes. If you don't get a good education, the occupations which will be open to you in the future may be quite limited. If you at least get a grade twelve education, more doors will be open. Most jobs nowadays require at least two years of college or university. To get into these institutions, you have to work hard, right now. I want to be a vet when I grow up. To do that I must get good grades in school now.

This will give me the confidence to go on and do well in junior and senior high. Then on to university. I have to work hard now, because I don't want to lose any opportunities in the future.

Don't you like it when your parents make the rules? They complain about your marks, preach about studying, and sometimes lose patience. I sat down and figured it out. I'll stay in school, do my best and they'll stay cool!

Lindsey Bronk
Grade 6, Age 11

School is important and fun. My favourite subjects are science and math. I like science because you learn neat things. I like math because you add and subtract.



Olympics Day in February

Tyler Hemsing
Grade 2

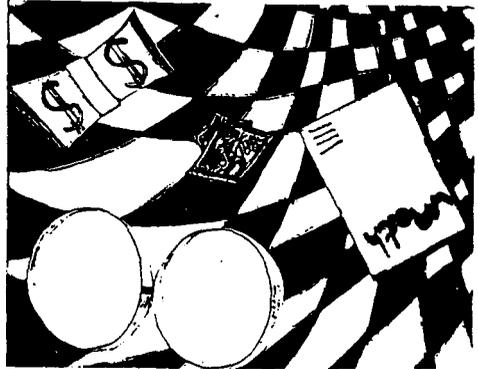
I like school because we have library skills. I like this because we get to look at books and the librarian is very very nice. Also because we learn about animals. My favourite animal is a panda. I like health too because we get to know how the eyes and ears work. Best of all I like the teachers!

I think we need schools so we can learn. If we don't learn now we won't learn when we're big. We also learn because then we won't do as many things wrong. I love learning and going to school.

Roxanne Fehr



Alcoma's science fair in March



by Kelly McIntyre, grade 9

Duchess School

A long, long time ago on Christmas day, a friend of mine gave me a big, box of turtles. Being the chocolate eater that I am, I ate them right away. The next day I started to run really slow. I really don't know why I am one of the fastest people in the class. A couple of weeks later I kept on hitting myself on the back, but it did not hurt. My friends said I had big dark green spots all over me.

The day after, I was watching Teenage Mutant Ninja Turtles on T.V. They showed Donatello leaping up in the air swinging his deep brown bo and saying "Cowabunga." I was taping it at the time, when I noticed his deep green complexion. I paused the T.V., I looked down at my arm, then up at the T.V. and I kept on looking up and down at my arm and the T.V. I finally put the pieces together of my life. I realized that I was going to be a turtle for the rest of my life.

A week later my muscles grew bigger and my reflexes got faster than a speeding bullet. My face stretched, my clothes tore and I turned all green. I was a full grown turtle! I felt one hundred times smarter. I looked in a mirror. When I saw myself, I thought to myself "I have to get a home in the sewers." When I opened the sewer lid an eerie, ghastly fume went past my big, green nose and I thought it was better than nothing. I started talking scientifically like Donatello always does.

Christmas a year later... This year, I got all of my presents delivered to the sewers. The first present I opened was a box of turtles. When I opened the box, it had a note it said "I hope these help you get better, from your secret admirer."

I ate them all as fast as I could. By the time I was done opening all my presents it was past my bed time, so I went to sleep. The next morning when I brushed my teeth I looked up in the mirror. I was back to normal.
Kevin Bunney
Grade 6

Wild Flowers
Wild flowers grow, where it does not snow. Where heat and cold do not fight, where the clouds above, are white as a dove. Where the wild flowers grow.
Lindsay Martin & Brandi Romeo

The Purple Moon Shines
The purple moon shines through my window, and cats are purring by my ear. The flowers are singing lullaby's as the purple moon shines through my window.
Lindsay Martin
Grade 6

Duchess School
Once there was a boy named Kyle, He hit a beehive by a mile. The bees came out, Kyle jumped about, Into the lake with a big, big smile.
Kyle Grove

There once was an alligator,
Who ate lots of caterpillars. He got very fat, Like Garfield the Cat. He got ran over by a grader.
Sandi Weinmeyer

There once was a Leprechaun
That lived on a lawn. He liked to eat sour grapes. That were square shapes, Scattered all over the lawn.
John McIver



Bobbi Rae Sewall and Carey Williams at the Duchess School science fair.



Stephanie de Jong, Rachel Brown and Danny Finnerty taking part in buddy reading.



Grade four science and social presentation. No, this was not a local animal.

Bassano School

This is "Your Life" Bassano School. Any individual visiting Bassano School would find a multitude of activities to participate in or view.

Something new for us this year is "theme month". Teachers, administrators, teacher aides and secretaries are all actively involved in preparing these exciting and energetic monthly events. A 'Salute to Farmers' started us off and delivered the students to a farm where they all made butter the old fashioned way (sheer brute and muscle strength). From there we were transported into "Never, Never Land" of fairy tales and fables. Cinderella, Little Po Peep, and the Court Jester were all on hand for fun and frolics.

Christmas is always a special time of year. Senior citizens at the Playfair Lodge played Santa and wrote replies to all the elementary students who wrote them letters. Missoula and The Fisherman's Wife performed prior to Christmas. In keeping with the spirit of Christmas, a Xmas Bazaar was held to raise money for the Community Christmas Hamper. This was a very successful event.

Our Peer Support group have been busy painting faces for Halloween; cheering squads at home volleyball games; and operating a quarter carnival. You can be sure that these were big hits amongst the students.

Intramurals for students from one-12 have taken in volleyball, soccer, basketball, floor hockey and skipping. We

have a dedicated, hard working team of students and teachers who make this program successful.

The Fine Arts department is rounded out by four singing groups and a drama club. The talent is unbelievable and our Jr./Sr. high singers are in demand. They've performed at county schools, local functions and in Calgary as well. Two very well performed drama productions bring enjoyable entertainment to many people near and far away.

Our elementary Safety Patrolters are out there morning, noon and after school helping students cross the street safely. They've enjoyed playing bingo, basketball and pizza get togethers.

Reading is so much fun that we participated in the MS Read-a-thon for a second time. Books purchased at our ever popular Book Fair were read and shared by everyone.

Science Fair was a success with students from one-six setting up exhibits in the gym. There are definitely some future Einsteins and Dr. Jeckyll's out there.

Our school year would not be complete without mentioning the success of our Jr./Sr. high school sports teams. Senior high girls travelled to the Zones in volleyball while our mixed curling team went to Provincials and won. All teams have grown and developed both in skill and sportsmanship. Teams we are proud to say that come from Bassano.

Bassano provides a positive, active and fun-filled

learning environment for anyone entering our school.

From Glad to Mad

There once was a happy young boy,
Who was always full of great joy,
One day he was sad
And became very bad
And then broke his twin sister's toy!

Glenna Watson
Grade 5

Boney Old Man

There once was a boney old man
Who whacked all the kids with a frying pan
He came out one day
And said "Let's Play!"

The kids took one look and they ran.

Melinda Kasper
Grade 5

A Man From Japan

There once was a man from Japan
Who lived on top of a pan
And when the pan sunk
He went with a dunk
And never, ever came up again!

Shawn Bremault
Grade 5

Fat-Bellied Shelly

There once was a girl named Shelly
Who had a very fat belly
One day she went out
And gave a big pout
And gave a big thrill to Kelly.

Amanda Ly
Grade 5

The more you listen the more you learn

Those who listen learn the most
It is better to listen and learn
Than to talk and learn nothing.

Mandy Barnes
Grade 6



Bassano grads, October '91. Back row, left to right, are Alan Aimoto, Daryl Jones, Rob Miller, Cole Hauck, Todd Schaffer, Cedric Solway and Lily Wells. In front are Jodi Blake, Tammy Eveson, JoDee Dyck, Terina Conley, Vicki Schaffer and Sherri Running Rabbit.



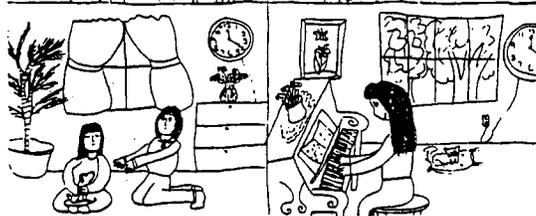
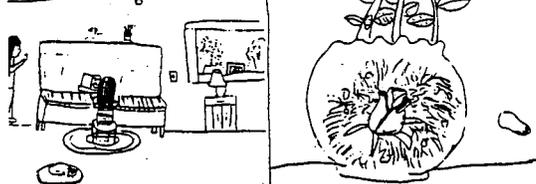
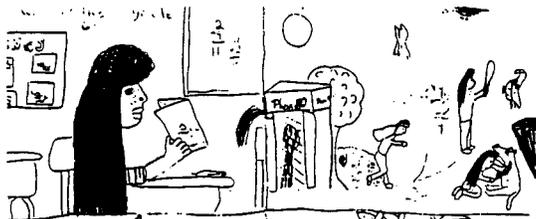
Staff and students...Mr. Don Mathieson and Tyrone Sitting Eagle, one of the native dancers.



Missoula Theatre. The Fisherman and His Wife. Left to right are Geoff Rohleder, Scott Rose, Jonathan Olson, Roger Reimer, Robert Sohan, David Medicine Shield, Jenny Anderson, Karyn Huckerby, Anne-Marie MacPhail and Andrea Beringer.



September '91 initiation for grade 10s. Back row, left to right, are Kyle Bloye, Conrad Johnson, Roger Reimer, Chad Beringer, Danny Gray and Gavin Roen. In front are Warren Broza, Sonja Neighbour and Kim Bothi.



Lynn Royea
Grade 4/5
Bassano

Lindsey Trapp
Grade 4/5
Bassano School

Colony Schools

Springview Colony School

The students at Springview have enjoyed a number of special events this year to round out their regular studies.

As usual, we entertained the Brooks Primary grade threes in September. It was a terrific opportunity for cultural exchange and social interaction.

The Christmas concert was a big success this year as it has ever been. The students are very impressive in their ability to entertain with a wide variety of musical numbers and humorous sketches. The school staff appreciates the tremendous support shown by the colony community toward this endeavour.

Staff members collected an array of auctionable items this year to get the "Great SVCS Auction Sale" off the ground. Each student was provided with a fist full of dollars, and the bidding began. It was a fun way to work on the skills of money management and auction etiquette (such as not scratching an itchy ear when the auctioneer is looking).

A literary study of Charlie and the Chocolate Factory was enhanced by the temporary creation of the students' own chocolate factory. For those familiar with the novel, our factory overseers were Lorna Braun and Liz Schmidt, capable alternatives to Willy Wonka. The students show creative flair when using the sweet elixir as a medium for art.

Springview students have an interest in conservation. Last year the nest box program was a success. At least half a dozen pairs of tree swallows were provided with a habitat for raising their young because of the students' concern. Everyone anticipates more success this year.

Students and staff are looking forward to an upcoming visit from a representative of the Alberta Trappers' Association. This presentation should provide us with some insight into the role of trapping in wildlife management.

The young writers at Springview have participated in a variety of expository and creative writing activities this year. For the reader's enjoyment we've included a few short samples of their prose and poetry.

A Reason To Die
It was getting very difficult to breathe and the pain was great. He had been beaten severely, and now the nails ripped cruelly at his flesh. He knew that his mangled body would not last much longer. But Jesus' suffering was not only physical. He looked at his mother standing near the cross with some of the other women. He thought of the pain she must have been feeling. He thought back to the happy times when he was a little boy. Every night his mother would tell him about Moses and the other prophets and what they suffered and yet still stayed with God.

He thought about the time he spent with his disciples, even if Judas betrayed him. He

felt sorry for him, as if he had been his own son, and he still loved him very much.

He thought about the people he had helped, how some believed and some were too bullheaded, had too much pride, couldn't stand to give to the poor, and were very selfish. Some thought they could just live happy, be rich until they were old. But when death came knocking it would be too late to do anything but accept their punishment.

He also thought about those who had demanded his crucifixion, what they thought about their false victory. He had tried to bring them to God, but they just wouldn't listen, like many, many others. He thought about the pain they would feel when their time would come and, despite what they had done to him. He felt sorry for them and asked God for their forgiveness as he was suffering and dying.

Jesus also thought of those who would believe in him once and for all, and what they would share with him: no worries, no more pain, no more heartaches; nothing at all except peace, comfort, joy and kindness. "Yes," he thought, as the life went out of his body. "These people are the reason, a very good reason to die for. Their lives are worth the pain."

Clara E. Mandel
Grade Five
Springview Colony School

Love is Like a Butterfly
My love is like a butterfly
That spreads its wings in June.
My love is like the morning dew
That is so clean and true.

My love is like an endless stream
That never will run dry.
My love will always cry for you -
You're sweet as honey dew.

Your love is like a freshening breeze
That sets my poor heart free.
Our love is like a pure white dove
That flies so high above.

Arnie A. Wurtz
Grade Seven
Springview Colony

Marooned
It was late in the afternoon and the light was fading. On a black greasy island there were three sailors from Shanghai. They were marooned.

There was Wang Xin, Tie Ning, and Chu Xing. They each had a little headed spear, and they speared fish and ate them. They wore black greasy clothes and they ate with blackened grubby hands. They sat on an old black log, and beside the log was an SOS sign made of branches.

All they hoped for was an airplane or a helicopter to see the SOS sign.

One day Wang Xin speared a fish, and he said to Tie Ning, "I've got a fish speared, but he's so big I can't pull him out. Will you help me?"

"Yes, I will," Tie Ning replied. So they hauled the fish in. Just as they hauled it in, they saw

a helicopter coming to rescue them. They called to Chu Xing to make a fire so the helicopter would see them. They all watched as the helicopter came to a landing.

They got on the helicopter, and they were happy. But when they were half way to Shanghai they noticed that from the helicopter there came black greasy oil out of the engine. The pilot said, "Boys, we've got to

land." There was an island a kilometre away so they set the helicopter down on it.

They found some branches and they made a spear for fishing. They made an SOS sign. All they hoped for was a boat to come and rescue them, and they stared and stared across the empty blue sea.

Ken M. Hofer
Grade Five
Springview Colony

Heavenly Lights
The night is silent,
The water is a reflection
Of a million lights
In the City.
The buildings touch the horizon
Where stars shine like
Meteors coming down
To our incredible earth.

Andrew A. Wurtz
Grade Eight
Springview Colony

Bow City Colony School
is a very exciting place for learning. Many interesting and educational things take place in our "Little School on the Prairie".

In late September we got our new school pet. He is an adorable white and grey dwarf rabbit who we affectionately call "Wabbit". Wabbit has taught us a lot about caring for our furry friends.

In mid-October we began to work on our Christmas concert. We worked on an upbeat musical version of Charles Dickens' "A Christmas Carol," and we prepared some Christmas songs. Practising was hard work, but it was well worth it.

Bow City Colony and friends were treated to the best Christmas production the Bow City Colony students had ever presented. When the acting and singing were finished we got a special surprise visit by Santa Claus, who handed candy canes out to the children.

During the Christmas holidays our school got another special treat... new (used) desks! Our old wood/cast iron desks were replaced with newer student desks. Now group work in our multi-grade school is a dream. The students can actually move their desks into group formations for group work.

At the beginning of this month we began working on our second annual school newspaper - the Bow City Post. All of our students are busily tracking down new stories that have been and are taking place on the colony. This year's paper will be an exciting one because of all the stories and interviews available to us due to the construction of the new pig barns which are replacing the barns that burned in that devastating Friday the 13th fire in March. Our newspaper will be released by the end of May.

At Bow City Colony

School our learning materials and facilities are being improved upon each year, and with each improvement in materials comes an improvement in what our students have and will learn. As a result, Bow City Colony students are becoming responsible citizens.

You are what you learn.

The Tooth That Fell Out

The little girl was eating an apple and her tooth stuck in the apples. She took the tooth out of the apple. The little girl put the tooth under her pillow. She looked under her pillow in the morning and she found a doll.

Lisa
Grade One

The Little White Bunny and the Boy

Once upon a time a little boy went for a walk in the woods. He looked around and he went farther in the woods, and he saw a little white bunny. The bunny ran away and the boy ran after him and shouted, "Stop little bunny!" The boy ran faster and caught the little rabbit and petted him. Then he took the rabbit home and kept him in a cage and fed him carrots and they became good friends.

Dave J. Wurtz
Grade 3

Colony School

The Girl and the Skunk

One day a little girl went for a walk. She was going to see everything near her house. She did not go far from her house, because she was scared she would get lost. When she went out she saw a little animal she did not know what it was. It was a little skunk. She did not know she should leave it alone, and she wanted to pet the skunk, but the skunk went away. The girl went

and told her mother she saw a black and white animal. Her mother told her to leave skunks alone.

Ruth J. Wurtz
Grade 6

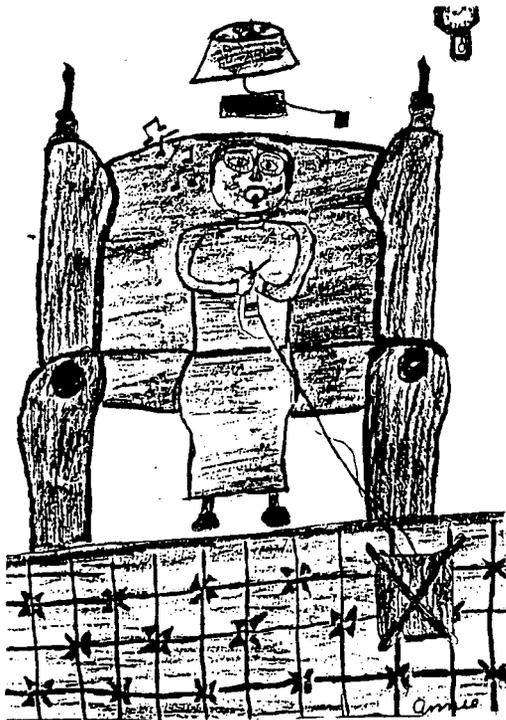
Wayne Gretzky

I stayed up all night watching the hockey game, it was the L.A. Kings against the Edmonton Oilers. The L.A. Kings were leading 11-0. It must have been a good Saturday night for Wayne Gretzky. That night Gretzky got two hat tricks and 79 points. Some of the players tried to fight but Gretzky kept his cool. After the hockey game I went to bed very sleepy, but very happy I was dreaming all night about him.

Gretzky has the most points of all the hockey players in the N.H.L. Wayne has been traded from the Edmonton Oilers to the L.A. Kings, but no matter where he is he wins the games. Gretzky hardly gets any penalties because his mind is really on the game and he knows quite well what he is doing. He is known as the Great One.

Leonard P. Hofer
Grade 8

You are what you learn



Gem School

The students attending Gem School are in a unique learning environment. With two teachers and six grades, family groupings are the norm, and the students enjoy the friendly, cooperative atmosphere that results.

Integration of subjects and creative planning based on themes help the teachers to cover curriculum requirements for each grade while making learning meaningful. This year we have explored the world of travel,

learned about yesteryear, and enjoyed a month when our learning focused on cooking and food. We use Readers' Theatre, shared reading and writing, music, art and drama to enhance language learning. In mathematics, the students have the opportunity to explore concepts through a large variety of hands-on activities and computer programs. Our Science is also activity-based, and we have a school Science Fair each winter in which ever child

participates.

At Gem School, the students enjoy daily physical education classes. We participate in the Canada Fitness program, offer swimming at the Bassano pool, take two ski trips each winter and this year have included a short unit on curling for the grade four to six students. We have applied for a Chapter award that would recognize our emphasis on quality daily physical education.

We are very fortunate to have committed parent volunteers who read with or to children, supervise learning activities, make games, assist in editing student work, and help the students with computer programs. Having the parents in on a regular basis gives a very pleasant community atmosphere to our little school!

This year we hosted a community Christmas party, complete with Mr. Claus himself. Everyone who came enjoyed doing crafts, decorating and eating cookies, and watching a special video. With Mrs. Vivian Wiebe as director, our children did a splendid job of staging a Christmas musical this year. The students also have the opportunity to perform at each Awards Assembly, where they receive report cards.

The grade one to three class produces a newsletter each Friday, in which we include news, book reviews, art work, a learning report, a good joke and student writing.

The Jump Rope for Heart skip-a-thon is coming up soon, and we will also be planning our third annual Strawberry Tea and White Elephant Sale. For Education Week, we are planning to invite several community members in to discuss and demonstrate their various talents.

Ours is a special little school serving special young people!

I like to go to Gem School because we do lots of fun things. We have Theme Days. On Theme Days we usually make our own lunch. We have good teachers that help us with our work if we need it. Our secretary types our writing. Our janitor does a good job of cleaning the school. I think Gem School is a good school to go to.

Keith Hiebert
Grade 5

I like Gem School because it's fun. We play games in gym and practise our skills. In social studies we study things like China and Greece. In Science we do things like hooking up light bulbs and wires with batteries. I like school.

Alisen Wallace
Grade 4

We like Gem School because we get to make Friday newsletters. Every Friday two people tell some news and another two people answer a question. Somebody writes about a book they have read. One person selects or writes a poem. Two people write about what we did in school last week. One person selects a joke. Two people illustrate the news, poetry and

book talk, and one person edits. We take our newspapers home and save them. It is fun to look at them.

Laura Paetkau
Grade 3

Gem School is a special place because the parents are volunteers. They read to us. They help with math. They help us write and count and work on computers. We read to the parents. It is fun when they come.

Michael, Daniel

Brent, Melissa
Sarah

At Gem School it is really fun to have Gem of the Week. The Gem of the Week is a student who gets to bring special toys. We sing for the Gem of the Week and make them a book and a poster. The Gem of the Week gets to choose a toy. It feels surprising and good to be the Gem of the Week.

Matthew, Jared
Derek, Wade

You are what you learn



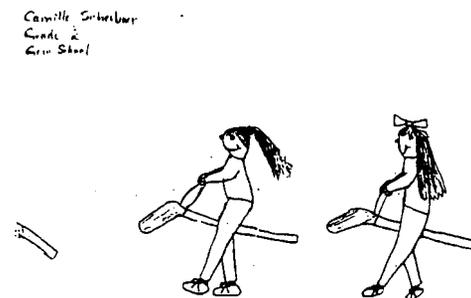
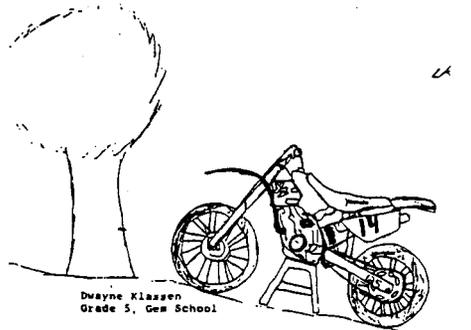
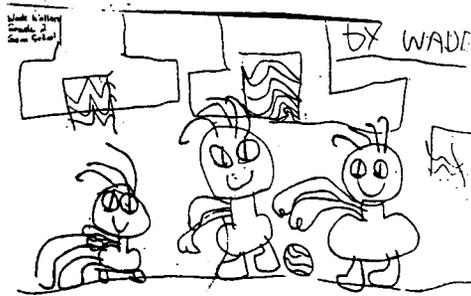
Gym activities...Daniel Doerksen, Andrea Schmidt and Claire Scheibner.



Building snow gopher houses...Camille Scheibner, Melissa Berg and Sarah Wallace.



Reading is fun. Left to right are Kim Plett, Melissa Berg, Daniel Doerksen, Brent Scheibner and Jared Griffith.



Rolling Hills School

At Rolling Hills School we believe in the strength of community. We are supported by our parents. We have an active Advisory Council that contributes to the organization, supervision and financing of many school events. We are also fortunate to have the involvement of members of the community who do not presently have children at our school. Our parents and community members are generous with our fundraising campaigns and with their time. They have coached, judged projects, spoken, refereed, provided lunches, worked canteens, supplied transportation and much more.

Our students have gone to the Seniors' Centre to sing, provided an excellent Christmas concert, and undertaken their first ever dessert theatre presentation, all with great success.

We have had visits from community agencies on subjects of drug awareness, dental health and farm safety. We participate in many agency sponsored activities and have had some talented students win awards for their work.

In sports we curl, ski, play basketball, volleyball, golf and badminton. Our sports highlights this year include: our grade five and six students

participating in a volleyball tournament in Brooks and in "light rock" curling, our girls basketball team hosting county finals and attending a tournament in Calgary, (this was a special event, since the team's coach had attended it when she was a student at Rolling Hills, 20 years ago), the introduction of dance into Jr. High physical education, and a very successful junior high ski trip. We have a superior student athlete, who is attending the provincial free-throw competition.

We co-operate. We have used a school wide theme approach in our instructional areas

periodically this year. One result of this is that we have undertaken to become a Green School, an environmental project. Many of our science fair projects were based on environmental awareness. Our science fair was a hit. Our grades ones and twos helped our grade nine class write story books. We have a reading partners program.

In the area of cultural awareness, some of our students attended a performance at Tilley school by a Native Dance group. They enjoyed the dancing, the music and the trip. Also we plan to attend a performance of Phantom of the Opera in Calgary

in June. Plans for this adventure have been ongoing since last year and we can hardly wait. Our grade three and four class had exchange visits with a class from Central elementary school in Brooks. New friends were made! We have a twin school in Manitoba through the Canada Pen Friends program. Our grade seven/eight class exchanges correspondence with them.

Our school is filled with ideas, innovations and intensity. Our children have citizenship, spirit and smiles. The students are what they learn, at Rolling Hills School.



Community activities. All the students sang for the seniors at the Rolling Hills senior citizens centre.



Rolling Hills School Remembrance Day. Left to right are Kent Sereda, Charmaine Wenekers, Michael Heitrich, Nicole Zahenaiko, Paula Kristianson and Amber Gutfriend.



Hallowe'en antics. In front are Joel Sigurdson, Scott Zahenaiko and Rudi Tessman. In back are Darcy Stratton, Gena Amulung, Leslie Jacobi, Kara Powell and Fabiola Emerson.



Basketball. In back are Kara Powell, Katrina Powell, Leslie Jacobi, Gena Amulung, Krista Patterson and Mona Patterson, coach. In front are Melissa Zahenaiko, Hazel Thomsen, Fabiola Emerson, Tarra Herbst and Melissa Skrove.



Curriculum enrichment, ethnic studies. Brandy Heitrich and Julie Amulung.

Education is the best.
 People learn all the rest.
 With this poem, Education,
 It will be a sure sensation.
 How high I am...
 How much I see,
 How far I reach
 Education, will be the key.

By Jera Patterson

Tilley School

By Dwan Little &
Kim Hellmer
Grade 8, Tilley School

Tilley School is a nice place to learn. We are a small school but we are lucky to have all the great teachers we have. We have a very nice principal and vice-principal. The teachers are always ready to help us when we need it.

Here at Tilley School we have kindergarten to grade twelve full of eager to learn kids. The students are always trying to organize and help in any projects they can.

Our school is not one of the newest looking schools but we are getting our school modernized. Some work has already been done. The lab was redone last year and we got new windows put in this year. Other projects are being discussed right now. Our school will look real good once it is done.

We have some interesting clubs and sports in our school such as grade six, junior and

senior high volleyball teams, and junior and senior high badminton and track teams. We have computer and social club, and an elementary students union. We also have volunteer prefixes in junior high who help the primary students. Lots of people are involved in these activities and they are enjoyed by all. Not always do our teams succeed but we have a lot of fun doing our best.

The school is also involved in spirit week when the students get dressed up and have fun activities. Grade 4 to 6 enjoy ski trips during the winter. Once a year the students take part in a drama show filled with the best performances from each grade.

On Friday nights sometimes our school holds a sports night in the gym for jr. and sr. high students.

Each student in jr. and sr. high collect points through joining sports and clubs. They can then at the end of the year receive a certificate or a letter saying they

have participated in certain school activities. This helps promote school spirit and participation among students.

Near the end of each year the elementary students have a track and field day. On this day the students are divided into teams and they compete against each other in various events. At the end of the day the teams are rewarded with placement ribbons and memories of a very enjoyable day. In the elementary, once a month, someone is rewarded with an art award.

Tilley School is really a fun place to be. I hope when and if new people come to our school that they think Tilley School is just as great as we think it is.

Tilley School

Tilley School
Interesting place
Likeable people
Library with good books
Everyone's happy
Yelling, mean teachers there are not.

Silly, fun activities
Classes are fun
Happy students
Outrageous marks
Only the hardest working sports teams
Lots of fun - great memorable years.

Shauna Perry
Grade 8

I Am What I Learn

I am my mind
My mind is myself
My mind is what I learn
Knowledge is given to me in school
And I am my knowledge.

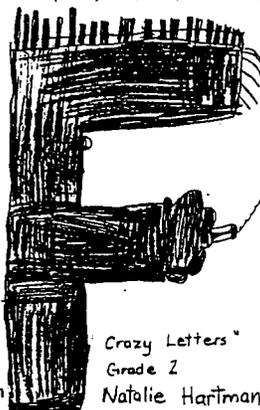
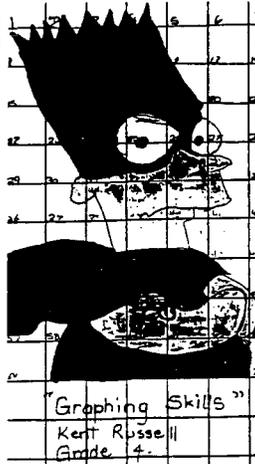
Carmen Rutherford
Grade 6



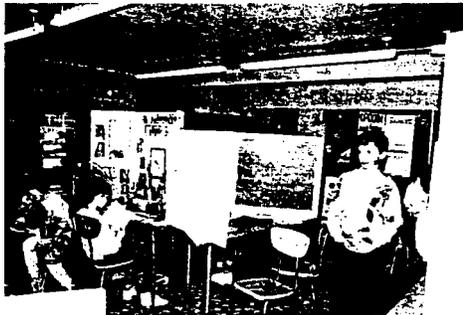
Tilley E.C.S.. Hey, we're having fun, even though it was one of the few cold days this fall. The hay ride at Toth's farm, followed by hot chocolate and cake was an enjoyable experience. Left to right: Cecile Heilmer, Kristen McGregor, Marci-Rae Morse, Christopher Morse, Cheryl Dovichak, Melissa Miller, Marie Muschiol, Courtney Van Oene, Mr. Toth.



Junior high ski trip...Kim Burton, Crystal Okell and Amber Van Oene.



Brooks and county science fair. Best project, Jonathan Muschiol, grade 5.



Tilley school science fair. Lorne Russell is in the foreground.



Junior high ski trip...Shauna Perry, Tara Rutherford, Nikki Best and Kim Helmer.



Tilley E.C.S.. Mmm...grandma, you make good cookies. We made Christmas cookies with moms and grandmas. Left over cookies were donated to the food bank. Left to right are Mrs. Miller, Melissa Miller, Mrs. Christensen, Kristen McGregor, Danielle Christensen.

Brooks Composite High

During the 1990-91 school year, Brooks Composite High School provided educational services to 533 students offering a total of 498 credits in basic academic and general diploma programs, with Business Education, Home Ec., Industrial Ed., and Fine Arts as optional areas. The school also continued offering a successful Resource Program and an expanded program for the EMH level students. Also, the Grade 10 components to follow in subsequent years. A total of 29 teachers, 5 para-professional staff and 3.5 custodians were employed at Brooks Composite High School. The school programs were supported by over 120 work experience work stations and a very active parent community.

Curriculum

1990-91 was another busy year with respect to work in curriculum areas. A new Social Studies 30 and Social Studies 33 program was implemented. With the phasing in of the nine year French Program within the Brooks School District, French 30N was offered for the first time. The new Math 20, 23, 24 was implemented in September 1990 and teachers prepared themselves to implement the grade 12 component of these courses in September 1991. BCHS piloted the Math 33 program in 1990-91 in preparation for full scale implementation in 1991-92. I.O.P. at the grade 10 level was implemented in September 1990. In the spring of 1990, school administrators and teachers had spent considerable effort in preparing an application for funding which was directed to the Federal Job Strategies Program. The effort proved successful as we were one of only 7 school districts (out of 28 applications) to receive funding approval. The funding enhanced the successful implementation of the program. Grade 11 components of I.O.P. were prepared for implementation in September 1991. A key initiative started in the 1990-91 school year was the application for and acquisition of a 3 year field testing opportunity in the new Science programs. Science 10 will be field tested at BCHS in 1991-92 with all other academic Sciences to follow during the subsequent 2 school years. It is believed that this project will put us in a more advantageous position in Science for years to come. Another important initiative started in 1990-91 and continuing is the involvement in field testing of various new Language Arts materials. Finally administration and teachers continued to keep abreast of development in Career and Technology studies which will replace various practical arts. **School/Staff/Student Development**

In September 1990, staff and administration organized yearly goal setting around curricular areas as part of the NSSE school improvement model shown below.

Essentially the fall workshop incorporated the top of

the triangle shown above, with the bottom right representing our October 1990 school evaluation, and the bottom left representing follow-up from our own goal setting and from the school evaluation report. Our school evaluation was thoroughly carried out, resulting in an appropriate considerations and recommendations. Some of the recommendations were cost items and we are pleased that the School District was able to provide for these to the extent possible in our 1991-92 budget.

During the year we were able to deal with many of the curricular goals set in September and also many of the recommendations found in the School evaluation report.

Administration goals for 1990-91, shown below, were established to support teacher work in curricular areas, to devote appropriate time to various aspects of the school evaluation, and to prepare for future curricular challenges.

Administration Goals For 1990-91

1. To advance, or at least maintain the gains made by the school as a result of goal setting activities by staff and administration during the past several years.

2. To complete a curricular self-evaluation phase with staff in advance of our formal school evaluation and to begin implementation of some of the goals arising from it.

3. After our formal school evaluation report, to embark on a goal setting and implementation phase with respect to appropriate recommendations arising from the report.

4. To continue to work toward a smooth transition in program and diploma requirements arising from the Secondary Education Review.

5. To Formalize a procedure which will encourage teachers to use senior teachers and administrators to free up time for curriculum development activities, peer observation activities, and other professional development activities.

1991-92 Goals
Although a good deal of our Follow-up Phase (see above) is completed, some work remains to be done. We believe that due to rather obvious reasons, we should not develop any additional goals for the 1991-92 school term, but concentrate our efforts on the following.

1. complete initiatives established in curriculum areas last fall and complete recommendations as a result of our school evaluation report.

2. concentrate our efforts in developing our many new curriculum areas as mandated by

Alberta Ed. as well as ones which we are field testing.

3. preparing ourselves for the trials and tribulations of the building project.

During the September teacher preparation days, staff had an opportunity to review previous

curricular goals and last year's recommendations from the school evaluation report to re-assess what work remained in this area. This re-assessment will be complete by early October and the work of various curricular groups will be monitored by an administrator.

In addition to the previous page, school administration has set the following administration goals for 1991-92.

Administration Goals for 1991-92

1. To ensure, through various means, that staff and students maintain their focus during the period of the building project.

2. To achieve completion on what remains of our curricular goal setting exercise from last year and what remains from the implementation phase with respect to appropriate recommendations from our school evaluation report.

3. With added time available, to continue to use department leaders and administrators to free up time for curriculum development activities, for peer observation activities, and other professional development activities.

4. Work towards the development of a networked computer system to enhance all possible aspects of school operation, and communication with the School District and Department of Education.

Student Accomplishments - Academic

A) 1990-91 Diploma Exam Results

Brooks Composite High School Diploma Exam marks, when considered along with registration rates, failure rates, scholarship achievement, and diploma completion indicate that grade 12 students achievement, and diploma completion indicate that grade 12 students at BCHS achieved at a very high level again in 1990-91. Taking all exams into account, the average B.C.H.S. mark was 62.83% while the average provincial mark was 63.31%. However, a far greater portion of the grade 12 class at B.C.H.S. attempted and successfully completed the more difficult Diploma Exam subjects than was the case throughout the province. The overall enrolment rate of B.C.H.S. students was a full 23% higher than that of the province. An examination of results for the past four years suggests that every 5% difference in overall registration levels affects the overall average by about 1%. Thus the overall average of a B.C.H.S. population similar to the provincial population was really about 4-5% higher than the 62.83% shown above. Despite the substantially higher registration rates, B.C.H.S. students were more successful in passing Diploma Exams subjects than their provincial counterparts. The overall passing rate of B.C.H.S. students was 90.75% while the overall passing rate of Alberta students was 90.45%.

The table below shows the actual exam averages for

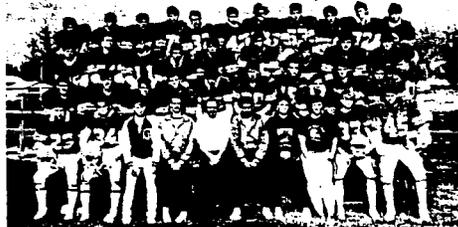
B.C.H.S. and Alberta students, the percentage by which B.C.H.S. enrolments exceeded enrolment in Alberta, adjusted B.C.H.S.

averages, taking differences in registration rates into account, and the passing rates (using blended marks) of B.C.H.S. and Alberta students. The mark averages are Exam Averages Only. Actual final marks in each diploma exam course are arrived at by averaging the teacher's final mark with the Exam mark. B.C.H.S. teachers final mark averages are consistent with those awarded across the province. Generally, exam averages are lower than teachers' evaluation because of the broader scope of the teachers' evaluation compared to the narrower focus of the provincial exam. Since

many variables affect exam results, caution must be exercised in drawing generalizations. One of the most effective uses of diploma exam results occurs when teachers analyze their course content to establish a match with the subject specifications as set by Alberta Education. A second important use is the comparison of the content emphasis of teachers courses and their students results on each question of the exam. This item analysis often identifies areas which could be enhanced to overcome slight deficiencies. Another important comparison is that of Diploma Completion rates. Again in 1990-91, the B.C.H.S. Diploma completion rate exceeded the completion rate of the province as a whole by more than 10%



Donna and Mickey Hajash with Joe Massey and Heather Amulung at the 1991 BCHS academic awards banquet. Twenty-two local scholarships provide graduates with over \$20,000 towards further education.



Brooks Buffalos had another outstanding season winning the Rangeland Conference for the second straight year.



Cast of No Mother to Guide Her (or more pitted than censured)



Grad turkey dinner sponsored by the class of '92. This has been an annual tradition in the community for many years.

Brooks Junior High

The 1991-92 school year is the first year for the Brooks Junior High School School Advisory Council. The first meetings involved discussion on what useful thrust the SAC could take. It was felt that coordinating efforts with the Brooks School District Character in Our Community project would be worthwhile. Another activity was participation in the presentation "Family Matters" by Griffin Park Vice Principal Larry Regner. The BJHS SAC will prepare to play a major role in continuing the CIC project and assuring its effectiveness in the community.

Her Eyes

Her eyes were dancing waves
Her song was as the breeze
As she sang along the seashore
and fell upon her knees

The spray flew all about her
She laughed quite happily
As the sun broke from the clouds
and shone upon the sea

Her eyes grew dimmer than
blackness
as they fell upon the sea
For no longer did the sun shine
as it always used to be

Then thunder crashed from

nowhere
and lightning fell upon the sea
And her eyes grew with fright and
anger
when she saw the calamity

Then it fell back to normal
and her eyes looked happily
For no longer was it angry
But as clam as it could be
Tara Dixon
Grade 7-4

Owls
At my back the sun is Falling,
At my Face the moon is rising,
and it won't be long till,
The old owl will search for his
food.
Cynthia Terry

Hockey

The whistle is blown,
The game is to start.
The team's eyes are glue
Struck to the puck.
Crack! The puck hits the ice.
Crunch! There's a big hit.
He picks up the puck,
Goes on in net.
Winds up, a slap shot on goes the
light.
Vancouver is on target tonight.

Kevan Sinclair

Autumn

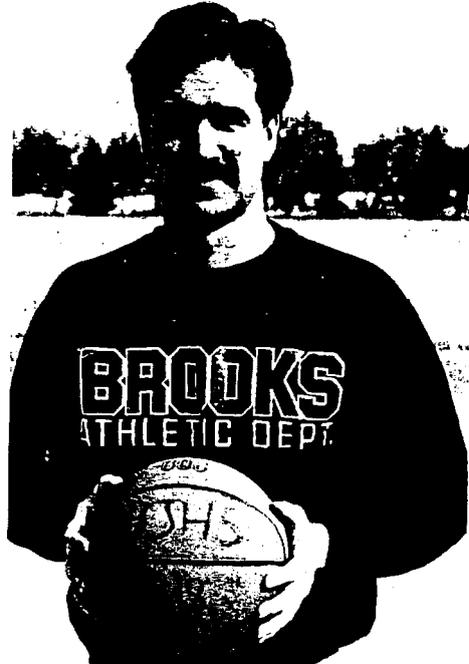
The leaves lay dead waiting for a

wind,
A wild whistling wind lifts the
small leaves
Dancing over the golden prairie

They come down into a lazy
meadow
Now they float to a stop and sink
out of sight.
Bradley Buchan



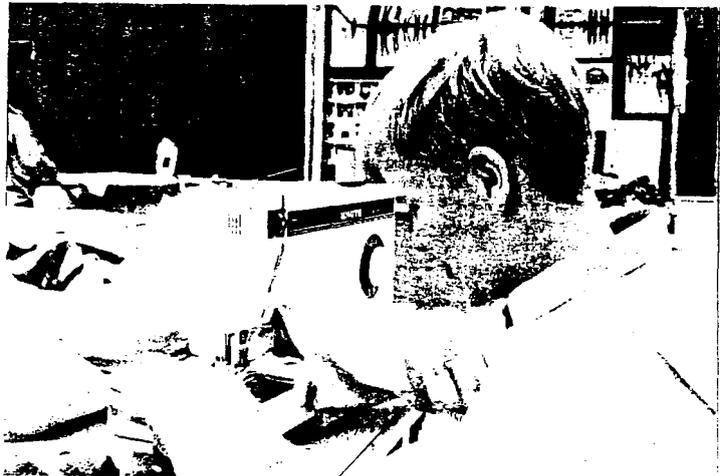
Brooks Junior High School



Robyn Drader, volunteer basketball coach.



Choral group with Brooke Clenchy conducting.



Sean Largary, student in home economics.



Mrs. Marilyn Jackson, volunteer accompanist for the choral group. They are practicing for the provincials in Camrose.



Videography at BJHS with Scott Grisbrook.

Griffin Park School

The ability of our children to live and learn in the future is largely based on a positive attitude and a sense of being a worthy, contributing member of society. At Griffin Park, we strive to develop students who are strong academically but also work toward developing a healthy respect for others and self, accepting responsibility for one's actions, and providing an air of stability in a world that delivers

conflicting, and sometimes scary, messages to children.

Research strongly suggests that the values, expectations and models established in the home at an early age have lasting and significant influence on how a child is prepared for the eventual positive transition into adulthood. Success in raising and educating children requires a cooperative, joint effort between the home, school and community. Key to the

home-school relationship is communication and parent involvement in a child's education.

In addition to the consistent, dedicated effort and caring attitude of staff, we are fortunate in having a very active School Advisory Council. The Executive Committee is co-chaired by Mrs. Faye Graham and Mr. Stewart Gilborn, principal. The School Advisory Council relies on the input and help of all parents in our school population. A sample of accomplishments to date include implementing a successful "hot lunch" program, establishing a "fan out" telephone system to parents, sponsoring a speaker open to all Brooks parents, advising on available photo packages, conducting the parent volunteer program, and participating in an Alberta Community Health information session. The school greatly appreciates the work of the Executive Committee, Room Representatives and all of the many volunteers so willing to give freely of their time, energy and knowledge.

The upcoming challenges created by a depressed economy, high unemployment, and stresses in the family are many. As a community, as families and as schools, we must remember that, in order to grow, children need fun, challenges, and respect. They need to learn to deal with disappointment and success in a consistent environment. They need and want guidelines and discipline. Looking toward a positive future, we need to support the individuals and agencies devoted to developing productive members of society.

The Window

For the longest of time, I have been watching them. Up high and mighty in my office, I watch them live. I am unlike my colleagues. They come to their offices and look through their windows at the city. They see other buildings, think about meetings, work. My window takes me away from work. I see smog but then I see the sun.

I see busy crowds, unhappy smiles, lifeless handshakes. I detest it. But if I squint, I can see the beach. I know the lifestyle there is so... easy going. No stress. What a nice day to be... anywhere but here.

When I work overtime, my window lets the moon shine into my office. The streets are lit up and people are having a good time. I try to feel good but I am jealous. The window makes me feel. No, no, the window reflects my feelings.

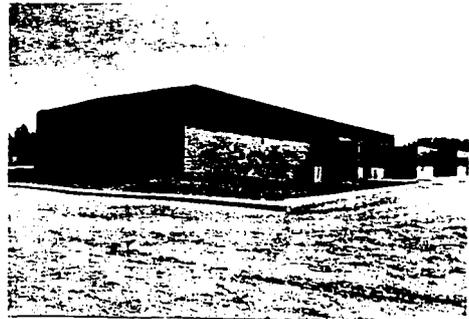
Then there is my paperweight...

Luke Noyes
Grade 8

Looking For Change

I run into a phone booth, digging through my coat pockets for some change.

Instead I pull out a handful of old gum wrappers and



Griffin Park

a stale Hershey bar that I never got around to eating.

Three unemployed hairpins that once kept the hair off my face.

A note I meant to send to my best friend, unopened ketchup packets from the recent binges at Mickey D's.

A shiny gold locket with a broken clasp... and a broken heart...

I find a tissue to wipe away a single tear running down my cheek, and still no change.

Karli Martin
Grade 8

The Good Ol' Days

Them were the 'good ol' days. Wearin' bare feet,

Chewin' hay.

Wearin' big overalls with pockets in front.

Actin' crazy on a snake hunt.

Not wearin' no shirts, but big yellow hats.

Ain't seen no one now with a hat like that.

Ahh! The games we used to play. Nuttin' like that, not today.

Today kids is wearin' blue jeans, No dresses, no curis, no jelly supremes.

Them were the good ol' days,

If ya know what I mean.

No fun today,

No sun, no hay.

Yep, them truly were The Good Ol' Days!

Jayci Robertson
Grade 8



There are a number of opportunities for older students like Kevin McGowan to work with the younger students like Aaron Surgenor.



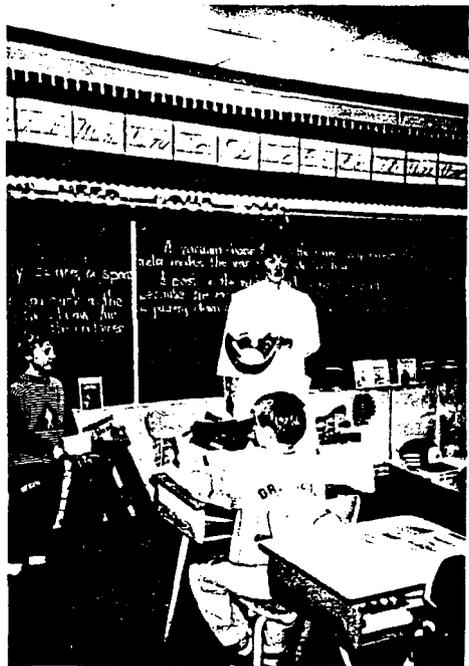
Griffin Park school advisory council 1991-92. In front, left to right are Janet Bellamy, Maevie Hunter, Jennifer Buckler and Trish Bischoff. In back, left to right are Ron Weibe, Faye Graham (co-chairperson) and Ron Houston. Missing are Delia Johnson, Marilyn Johnson, Rose Dubois, Stewart Gilborn and Larry Regner.



Hamburger Day not only raises money for Dreams, it provides another chance for parents and their children to get together. The chefs are Melanie Reed-Zukowski, Darlene Black, Paulette Bartusek and Amelda Mossing. Grill compliments of NOWSCO.



Intramurals keep students actively involved and generate school spirit. Shown are Mardi Robertson, Kristy Ledene, Dayna Bilyk, Ruby Cruz, Jessica Schlager and Scott Leveque.



Mrs. Sandy Bell sharing her expertise in nursing.

Eastbrook Elementary

Welcome to Eastbrook Elementary School

The elementary grades are a time of tremendous growth for young people. The programs of our school provide opportunities for growth in all areas of student development.

Parents are becoming more involved with their child's educational development in the nineties. It is great to see such a tremendous positive growth in the parent volunteer area. With all the new challenges we are facing and will encounter, parents working with teachers is a high priority. To the parent volunteers, we welcome you and salute you. Your dedication and hard work is appreciated by Eastbrook School.

In closing, each year of the young person's elementary schooling is an opportunity for challenge, achievement, and enjoyment. We know that Eastbrook will encourage the desire, effort and self-discipline necessary on the part of each student to ensure that this opportunity is realized to its fullest extent. "You Are What You Learn."

Sincerely,
C.R.P. Joseph
Principal

Eastbrook Advisory Council

Eastbrook SAC has had another very active year. The SAC is formed each year as a cooperative group that is available to support, advise and act as a liaison with the community. We appreciate the time and effort given so freely by these parents.

Following are some of the activities undertaken this year in the various roles:

Liason - Parent development - Rick Stradecki, Parent Workshop; -Information Items; - High School Presentation; - Ident-a-kid Program; - Safety Concerns; - Head-lice Presentation.

Cooperation - Parent Volunteers; - Year End Picnic; - Room Reps Assistance in Classrooms; - Science Fair Judges; - Field Trips.

Advise - Playground Equipment; - Movies at School; - Positive Behaviour Plan; - Honour Roll; - Discussion on Qualities of a Teacher; - ECS to Grade 1 Transition Meeting.

Support - Hot Lunch; - Volleyball Concession; - Playground Fund; - Alpha Products; - Purchase of BBQ; - School Presentations - i.e. Rick Scott, Quest Theatre; - Rotary

Club Donations.

We would encourage all parents to attend meetings held on the third Tuesday of each month.

Brooks and County Volleyball Tournament

Brooks and County Volleyball Tournament - occurring in December - this involves about 15 teams from Brooks and the County in a one day tournament. The goals are: fellowship, sportsmanship, excellent competition and a lot of fun.

Kids Who Care

This activity was started to promote a caring attitude at the school. Students are recognized at an assembly, for behaviours that indicate a truly caring person. Students receiving this recognition meet for lunch in the library with the vice-principal and are treated to dessert.

Education Week Activities

Parents and public are welcome to come to visit Eastbrook School during Education Week. Activities are being organized on the school level, grade level, and individual class level.

There will be open house displays of students in the gym. There will also be activities and other student performances scheduled daily by each grade group.

A schedule of specific events will be available to students and parents prior to Education Week.

Spring

The snow's now going away,
and the children come out to play.
The trees and flowers are budding,
and the bugs and bees start buzzing.

The warmth of the sun, allows outdoor fun,
and tells nature it's time to grow,
then the colours start to glow.
Now the birds are here to sing
and let us know it's time for Spring!

Christina Smith
Grade Five

The Three Pointer

If I try I may succeed,
For the three pointer is my need.
5 seconds to go,
I must throw,
With a bend of my knees,
And a push of my arms,
I send that ball on alarm,
5, 4, 3, 2, 1,
In the hoop -
The game is Won!

Kimberley Levesque
Grade Five

Limerick

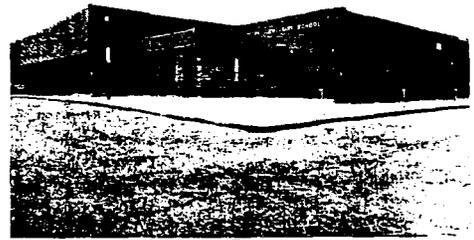
There once was a cat named Snickers
Who liked to collect stickers
He got stuck
And had to be pulled with a truck
And that was the end of Snickers.

Sheldon Tjeerdema
Grade Five

Haiku

Now the moon is up,
With all its little stars,
Making you fall asleep.

Sarah Stewart
Grade Five



Eastbrook Elementary



Children learn to read by reading



Working together



Playing together



Parent volunteers: a partnership in education

Life and the River

Life is like the river.

As you move you meet friends, like the rocks the river passes. Only some rocks are good, and some are there just to be of some company. The good rocks are your true friends. They're always there until you move on down the river, and find new ones. Your life ends when you get to the ocean. All the time before, in your growing years, you meet lots of friends, only a few were true friends. They were always there for you. Life, most of the time, is clear like the river.

We all have our own river with different rocks. Some are different colors, like some friends of a different race. The seaweed or other plants are your pets. They were great friends, but they have to leave, like the river flowing to the sea. Friends are very important to life. Without friends, especially true ones, what would life be? No one could have fun with no rocks in the river. The ocean is your death, where you think of travelling down the river meeting rocks.

Luke Johnson
Grade Six

Brooks Primary School



BROOKS PRIMARY SCHOOL

For Sale

On June 14th three puppies were born. They were sharpei and terrier cross dogs.

Jamie Hamilton owned the dogs, but four dogs were too many to handle.

The next door neighbour adored the smallest one. They took him home with them, they called him jelly because he wiggled like jelly.

One of their friends who moved to Lethbridge took the biggest dog.

The middle dog was special. Jamie loved to cuddle it and take it for walks after she had the dog for seven months she found out it was just too much work so she put an ad in the paper to give it away to a good home.

In three days somebody called about the dog. These people would have a good home for the dog.

Jamie would still have the older dog.

She would miss the dogs but she could still go visit them.

Meghan Asher
(3-2)

How Lilac Point Siamese Got Lost

One day a cat named Pixie was born. Pixie was a Lilac Point Siamese cat. Her mother's name was June. Their owners name was Valarie. Dana was Valarie's best friend.

Pixie loved to play around, he would go in the fish tank and eat the fish. Sometimes even play, she loved the water!

One day Dana came over to Valarie's house to study on dogs. "Heh!" said Dana, want to buy a dog? Valarie wasn't thinking of Pixie, she was too excited. "Let's go get one on Friday," said Valarie. "O.K.," said Dana, and she left.

Well, the days were passing by and Valarie was getting more excited every day.

One day Valarie was making up a song, it was called Going to Buy a Dog. It goes, "I'm going to buy a dog, oh, I'm going to buy a dog, with a color of white, and it can not bite, yes, I'm going to buy a dog!"

On Friday they went to the Pet Shop, they were singing this song. "We're going to buy a dog, oh, we're going to buy a dog, with a color of white and it can not bite, yes, we're going to buy a dog."

They got to the pet shop, and they found the perfect dog! They brought him home.

The cat was so scared she ran away.

Dana and Valarie looked for Pixie everywhere, but they could not find her anywhere.

Valarie was so worried. She asked her mom to put an ad in the paper, to see if they could find the cat.

The next day Dana came over to Valarie's house, and they both looked for the cat everywhere, but they could not find her.

Dana left, on her way she saw Pixie! She had gotten ran over. She wasn't dead, she just got a broken leg. One month later her leg was fine. She and Trixie the dog got along just fine!

Valarie Legare
(3-2)

The Missing Key

One day Mrs. Grey went for a picnic in Evergreen Park. When she finished eating she went for a walk.

In her pocket was a key to her house. The key opened her front door. As she was walking, a gopher popped out of it's hole. Mrs. Grey swerved so she wouldn't step on him. The key fell to the ground. She did not notice that the key was missing.

When she got home she reached into her pocket to get the key. The key was not there. She had an extra key under her step. She opened the door with it.

Mrs. Grey was going to leave on holidays the next day. She was worried about the missing key.

She went back to Evergreen Park to look for her key. She could not find it.

She phoned the newspaper to report the missing key.

Meaghan read about the missing key. She went to Evergreen Park to look for the key. She looked on the trail. She looked on the ground, under the leaves and in the grass. She looked at a picnic table and under the table she saw something shiny. It was the key! She picked it up, and raced over to Mrs. Grey's. Mrs. Grey was on holidays so she took the key to the Brooks Bulletin.

When Mrs. Grey came back from holidays, she read about the key in the paper. She went to the Bulletin to get her key. Mr. Nesbitt told Mrs. Grey that Meaghan had found the key. She asked for Meaghan's phone number.

When she got home she phoned Meaghan and told her to come to her house.

Ten minutes later Meaghan rang the door bell. Mrs. Grey invited her in the house. Meaghan told her where she found the key. Mrs. Grey gave Meaghan a reward of \$50.00. Meaghan liked that.

Mrs. Grey and Meaghan became good friends.

Melissa Dunsmore
(3-2)

The Lost Key

Jamie, Adam and I found the key, it was bronze. It is 4 1/2 cm. long. There was a yellow piece of geometry set hanging on the key with a fluorescent orange shoe lace. It was found by Evergreen Park, while we were playing football in the park.

We tried to find out who it belonged to.

Jamie, Adam and I searched every house near Evergreen Park. They all said no and slammed the door in our face.

Everyone except for one house. A lady answered the door. "Hello, can I help you?"

Carson said, "Does this key belong to you?"

"Oh yes! I wondered where that had gone. It must of fell out of my pocket when I was at the park with my three boys. Thank you for bringing it to me." "It was great." It belonged to her car. We were excited.

We have solved the case. The lady told us there was a reward. She brought us to the Brooks Bulletin.

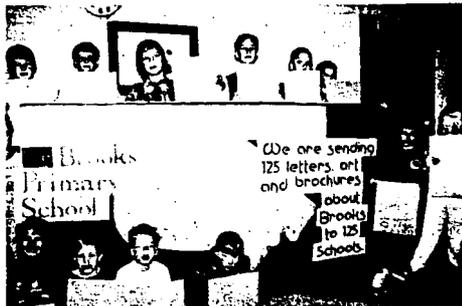
She said, "The fifty dollar reward should go to this fine young man, Carson Powell."

We were so hungry after we went and played basketball at Jamie's house. Jamie's mom made ribs. Jamie's mom said there are other people that have to eat in this house then we all laughed and went to bed.

Carson Powell
(3-2)



Brooks Primary School



125th birthday celebration at Primary School for Canada Day. Students have prepared information packages and letters about Brooks to be sent to 125 different schools across Canada. The package contains brochures about Brooks, student writing and art work.



100 Day Theme Day activities. Trustee Mrs. Rena Villeneuve discusses students' math work of grouping 10s and 100s.



Parent writing conferencing with student. Mrs. B. Reimer works with Justin to assist him in developing his story.

Central Elementary

Staff Comments

The 1991-92 school year is shaping up to be another rewarding experience for staff and students at Central. We try to offer our students the knowledge, skills, and abilities to develop intellectually, socially, and emotionally.

The parents are a most important aspect of the educational process and we strongly encourage them to become involved with their child's development, both at home

and at school.

Parent volunteers are becoming increasingly prominent partners in the education community at Central. They provide a variety of services which enable teachers to make the most effective use of their time.

School Philosophy

One of the sessions at the Professional Development Retreat March 26-28 involved development of a school philosophy. This philosophy will be based on the following beliefs:

* The major goal of education is the development of the cognitive, affective and psychomotor, domains enabling children to realize the most complete life possible within the limits of their individual needs, interests and abilities.

* The school should foster a desire for lifelong learning.

* Learning takes place in an atmosphere of trust and caring with high but realistic behavioral and performance expectations.

* Learning is a growth process leading to the development of intellectual, emotional and social maturity enabling students to respond to personal and societal change.

* Learners have different learning styles and developmental parameters.

* It is important to develop a learning environment where uniqueness, self worth and dignity are recognized and fostered. For most students this will occur within the homeroom classroom. For some students a special environment is necessary to meet their individual needs.

* Individuals should recognize their responsibilities within the group, school and community. They must develop a sense of community which embraces respect for law and authority and the rights of others of varying backgrounds, beliefs,

By Chad Bates Grade 4

Dear Dad,

At home everybody is listening to the radio about the war.

Have you met any new friends yet?

Mom bought four victory bonds for \$100.00.

I sure wish there wasn't rationing and restricting rules. They are sort of dumb.

Mom hates cooking with little sugar. She says that sugar is what gives the food its flavour. What's the food taste like there? Food here is yuck! Mom wants a new stove, because this one isn't working, but stoves are restricted.

Mom asked when you were going to come home. I told her that you would tell her when you write back, if you write back.

Love Your Son,
Chad Bates
P.S. Grandpa says he might join the army.



Central Elementary

My Life As A Motorcycle By Christa Kilthau Grade 4

I am six years old and my name is Baby. I am red and white. My old owners were Bill and Jane. My owners now are Christa, Tabatha and Kim.

I don't know why Bill and Jane sold me but I guess I was getting worn out. I like my new family better because they ride me a lot. When I was with Bill and Jane they just put me in the garage and they never rode me. Christa, Tabatha and Kim are always riding me even when it's cold. They also got me a new motor and I always have gas.

When Christa rides me we go really far. When Tabatha rides me we go really fast. When

Kim rides me we do a lot of jumps.

Bill and Jane left me in the freezing cold but, with Christa, Tabatha, and Kim, when it's cold they bring me inside and when it's hot they spray me down with water. If I'm lucky when they have an ice cream or a popsicle they will drip it on me and then Kim will notice it and he will spray me with the hose and then I will feel good.

But sometimes they have to take their car because they call can't fit on me and even if they could it would be heavy.

I heard that they were going to give me a new paint job. I'm not too happy about that. They want to paint me black and purple. But I want to stay red and white.

The Babysitting Burglary Colin Charest Grade 5

I wish that Mrs. Jenkins hadn't chosen today to have all of the drapes in the family room cleaned, thought Ginny as she turned on the television set. Babysitting is scary enough even when the drapes are closed.

Ginny had always enjoyed the time she spent with the Jenkins children, but she dreaded the long hours after their bedtime when she was the only one awake in the creaky old house.

Settling herself in a comfortable leather armchair, Ginny was certain that she was only imagining a tapping noise at the window behind her. "The wind must be blowing," she murmured, trying to reassure herself as she turned in her chair. What she saw when she faced the window caused her breath to catch in her throat. There was a wrinkly old man standing there with a mean look on his face. Ginny screamed as loud as she could and closed her eyes.

When she opened her eyes there was nothing in the window and the children were all looking confused.

"What happened, Ginny?" asked one of the children.

"Nothing," said Ginny, not trying to look scared. "Now off to bed."

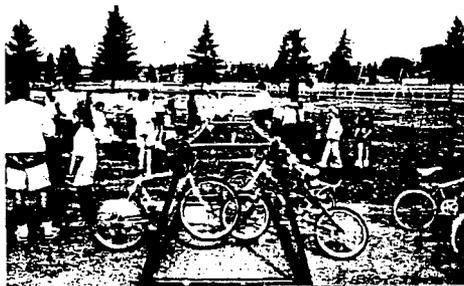
Ginny sighed, "It was all a dream."

Ginny somehow managed to fall asleep. When she woke up, there was a noise in the kitchen. She went to see what it was.

It was the old man! He was trying to steal a microwave and a T.V. set.

Ginny called the police. The police caught the old man.

That was the last time she was afraid.



Students and teachers taking a break after the marathon run.

traditions, and lifestyles.

* An interrelationship promoting responsibility and accountability among pupils, parents, educators and community is essential.

School Advisory Council

Central Elementary's School Advisory Council continues to be active, assisting school and staff in any way needed.

A variety of hot lunches are organized and provided approximately twice a month by

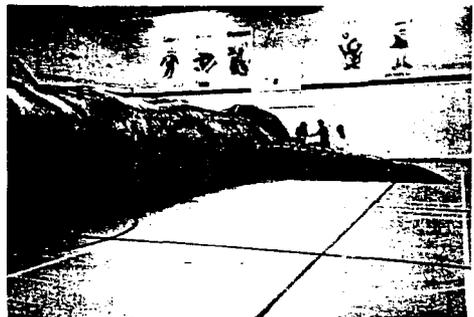
volunteer parents.

Guest speakers are invited periodically through the year. Our latest presentation was entitled "Communicating With Your Children About Sexuality" and was given by Tash Symon from the Southeastern Alberta Health Unit.

All parents are encouraged to attend and participate in S.A.C. meetings and activities. Meetings are usually held on the last Thursday of each month.



This little piggy came to Central to have students experience what little porkers are like.



Having a whale of a time exploring the inside and outside of the largest mammal on earth.



Helping out in the annual chocolate bar sale has its rewards, some more tangible than others.

Chad Is The Most Wonderful Person I Know By Colin Sinclair Grade 4

I know Chad by friendship and by hockey. He is good at all sports including hockey. The best thing about Chad is he can be very kind and he is a kind of guy who will help you at hard times. His favourite activities are hockey, basketball, baseball and ringette. He loves to go for walks, and play tennis, too. He is fun to have around when you are lonely and have nobody to talk to. He likes to have fun everyday of his life. He would like to have fun in class in school but if he does fool around he will have home work. He loves to play with his friends every day if he

has the chance to.

Chad is a fun, sporty guy to play with and to go on adventures with, too. He is lots of fun to play with because if he gets a goal in hockey, he celebrates it with the team and that shows how good of a sport he really is. Everybody likes Chad because he is a very good pal. Chad and I have been friends since we were in kindergarten.

I like Chad because he is friendly and he is a responsible man and also because he is involved in lots of sports. He is almost in the same sports as I am like: hockey, soccer, baseball, swimming, football, basketball, etc. I also like Chad because he is my friend and he is kind and nice to everybody in the whole world and galaxy.

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Public Relations Tips For Teachers

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The Teacher-Parent Relationship

Standing behind every successful student is a concerned parent. When parents and teachers become partners in education everybody benefits. Here are some tips to help cement the parent-teacher partnership.

Invite parents to have lunch with you in the staff room. Have a monthly "brown bag with parents" day.

Spread out the red carpet for new students. Show them and their parents around the school. Assign a "buddy" to new students for the first week. Call home after a couple of days to let parents know how their child is settling in at school. Leave parents with a positive first impression.

Send home "good news" about the positive things a child does. Two simple ways to do this are to telephone one or more parents per week or to send home "happy grams" or "good news memos." Let parents know about improvements in school work or attitude, help the child had given to another student, and pride he or she has displayed in the school.

When student work is on display, send a note to each student's parents inviting them to drop by and see it.

Use homework to build PR. Provide a simple fact sheet for parents at the beginning of the year explaining homework policies—how much to expect, deadlines, types of assignments. Let parents know how they can help at home (and how they should not). Encourage parents to ask questions and express their feelings about homework policies.

Involve parents in meetings to discuss school policy and organize school activities. Cooperate to build a positive image of the school and the community.

Handle complaints openly and candidly. Include all parties involved. Identify the problem and formulate solutions together.

Schedule parent-teacher conferences at times when parents can feel unhurried and well-accommodated. Include a valuable waiting-time activity such as viewing curriculum or student projects or have parents answer a questionnaire.

Let parents know what the PD day is going to do for their children besides give them an extra holiday. Alerting parents ahead of time will allow them to make special supervision or day-care arrangements.

Be sensitive to the various family arrangements that exist within your school's community.

Show that teachers care about the social and economic realities of parents today. Think carefully about requests for extra money.

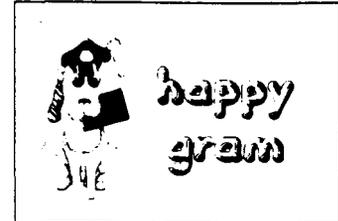
Invite parents to classes to explain their careers. Police officers, bank executives, electricians, doctors and others can explain what they do on the job. Parents can discuss how they manage both a career and a household.

Invite parents to pick up their child's report cards.

Run workshops for parents at the school that will help them aid their children with homework or special problems. For parents who can't attend, send them a "take-home bag" containing information provided at the workshop.

Handwrite a personal note to parents of your class or homeroom at the start of the school year to say hello and to establish a positive relationship from the start.

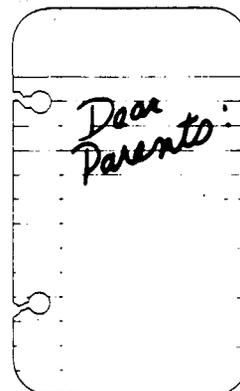
During the last few minutes of each day (elementary) or class period (secondary), have students summarize the high points of the day so that it reinforces what they learned and helps them answer the question, "What did you learn in school today?"



Let parents know about the positive things their child does. A simple way to do this is to send home "happy grams" or "good news memos."



Schedule parent-teacher conferences at times when parents can feel unhurried and well-accommodated.



Handwrite a personal note to parents of your class at the start of the school year.

What About The Non-Parent Taxpayers?

Education is basically a minority business in Alberta. A recent Gallup survey indicates that less than one-third of Alberta families have children in school, yet they all pay the taxes that fund education. Taxpayers' priorities, as perceived by politicians, form the basis for government funding decisions. What can we do to raise non-parents' interest in education.

Bring the community into the school. Invite people from various occupations, and people with particular interests or hobbies into the classroom to share their special knowledge and skills. These adults are likely to have a renewed interest in the success of education, and the students will have some new heroes.

Encourage student work to extend into the community. Set up displays in malls and public buildings; hold classes in shopping centres. Show people that kids are being taught to be good citizens and serious students. It doesn't take much.

Encourage students to share their schooling with people other than their parents. Encourage book reporting can be fun. Supply them with a checklist, and let them go after it like Rosa or the plumber.

Send students into the neighborhood to do first-hand research on projects of interest to everyone. This will be a welcome change from the usual canvassing for money.

Establish a network of key communicators—people who will feel they have an integral role to play in the quality of education in their community. Good education will be their incentive.

Invite the media to cover school events, especially on Mondays when news tends to be scarce.

Organize a career day. Get members of the community involved.

Invite trustees, MLAs and their officials to see the positive things teachers are doing. As a member, they see their duty as promoting the public interest.

Identify and support the non-parents in the community—the taxpayers whose contact with the school system is minimal. Send them invitations and newsletters. These people can then become involved in the educational system and learn how their tax dollars make a difference.

How Does Our School Measure Up?

A school with a high profile is sure to involve people in education. Produce school T-shirts, buttons, certificates and school posters. Get students involved in local TV or radio programming for children. We've got to blow our horn!

Display awards, trophies and other school achievements so that visitors can see them as soon as they walk in the door. They're going to get a first impression—make it a good one.

Create a school newsletter that is exciting and readable. Highlight positive things. Include a kid's page. It increases readership and ensures delivery.

Be concerned about the appearance of the school and welcoming atmosphere that it demonstrates.

Answer the telephone promptly, and make it a policy to be friendly and informative. Everyone will know the feeling we get from an unfriendly voice on the telephone.

Put on that production—that open house, talent show, awards night, concert, breakfast, tea. Concentrate on making good impressions. It might be a little work, but our image will shine.



Invite people from various occupations into the classroom to share their special knowledge and skills.



Answer the telephone promptly, and make it a policy to be friendly and informative.

Students Are Education's Best Advocates

Teaching students is what our job is all about. Building a good, positive relationship with students not only makes the job easier but it helps insure that a positive image of teachers will filter into the community.

Extracurricular activities are a goldmine when it comes to relationships with kids. Ask any coach. Any kind of extra involvement makes for a closer, more human bond between you and your students.

Have student assemblies whenever possible, especially in larger schools. Discuss school policy and events. Bringing all the students and staff together helps build school spirit. Students want to feel they are part of an exciting group.

Give students an opportunity to have a say in classroom rules and procedures. It will give them an incentive to make things work.

Plan activities that help build a positive self-image in students. People who feel good about themselves feel good about others.

How about a video yearbook? Ninety minutes of positive school memories.

Have "extra help" corners and crisis centres for students to visit. Encourage them to seek help in overcoming problems.

Bring students of difference age groups together for mutual learning experiences.

Let students see the world, and let the world see them . . . learning. As adults, some of our fondest memories of school are those field trips and out-of-the-way experiences teachers gave us.

Above all, show children that we care. Students may fuss and fight, but if deep down they know we love teaching them, they'll love learning from us.



Let students see the world. As adults, some of our fondest memories of school are those field trips and out-of-the-way experiences teachers gave us.

I Love Teaching, And I'm Proud Of It!

A positive, professional self-image is the most effective image building tool. Teachers should be perceived as experts in the field of education, as competent practitioners and as effective managers who know where they are headed. If I ensure I am all of these things, my professional self-image will win me positive relations with the public. Building supportive relationships with colleagues is the place to begin.

Get involved in your professional association. Attend meetings and inservice sessions. Take advantage of opportunities for professional growth.

Community involvement provides professional growth opportunities as well. Ensure that the people you work with know you are a teacher—let them see the positive contributions teachers are making to their communities.

Don't avoid conversations about teaching. Have simple and rational explanations ready for those people who comment on our "big salaries," "short work days" and "long holidays." Educate people without being defensive.

Help student teachers get off on the right foot by showing them they are entering a proud and spirited profession.

Put PUBLIC RELATIONS on the agenda at staff meetings. Form a PR committee. Effective public relations foster success for education.

Above all, when you say "I am a teacher," say it with pride for a profession that is second to none.



Get involved in your professional association. Attend workshops and inservice sessions.

What Is "Public Relations" For Teachers?

Relating to the public (better known as Public Relations) is not publicity or advertising, it is interaction and involvement with people. It is every action we take to shape people's attitudes. Education is our commitment to society. As educational leaders, we must not only teach our students well but we must also teach everyone to recognize the value of education and to appreciate the spirit in which it is offered.

There is a lot we can do for students . . . for ourselves . . . for education. Public Relations starts with YOU and ME, and what we do here and now can make all the difference in the world.

**MARKETING AUDIT
BROOKS SCHOOL DISTRICT #2092
BROOKS, ALBERTA**

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A One-Credit Project
Submitted to the Faculty of Education
of The University of Lethbridge
in Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA

July, 1993

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MARKETING AUDIT - BROOKS SCHOOL DISTRICT #2092

This paper will attempt to analyze the Brooks School District with reference to its marketing efforts in promoting the district in the eyes of its stakeholders.

I used the text, "Principles of Marketing", to assist in evaluating the system of which I am a school-based administrator. I divided the paper under five main headings:

- I. Macroenvironment
- II. Task Environment
- III. Mission Statements
- IV. Marketing Organizational and Information Systems
- V. Recommendations

I gathered much of the information through discussion with four central office personnel, six school-based administrators, six teachers, and first-hand knowledge of the system. I have been employed by the district since 1976. My experience with the system has been a positive one, as my remaining with one organization for eighteen years would indicate.

I interviewed four central office, school-based administrators and teachers to get their views on aspects of the school system's marketing and/or public relations efforts. The information is integrated into the final document, which should assist the Brooks School District with a positive educational direction.

The three articles in the appendices were not written by the author of this paper and are included for the reader's information only.

Part I. Macroenvironment

A. Demographic Developments

1. Opportunities Arising from Demographic Developments
 - a. A large power generating plant using energy from coal strip mining will add four hundred families to the district within five years.
 - b. County schools may close, adding students to our district.

2. Threats Arising from Demographic Developments
 - a. A reduction in oil industry personnel is resulting in drops in school enrollments.
 - b. A shift in population from rural to large urban settings continues.

3. School District Responses to Demographic Developments
 - a. A committee to examine school organization is being set up.
 - b. Various methods to forecast enrollments are used.
 - c. The advantages of living in smaller towns are emphasized through links with the Chamber of Commerce.
 - d. The high quality of education in our district is made known through local media attendance at school board meetings.

B. Economic Developments

1. Funding Developments

- a. A shift from provincial funding to local funding is increasing the burden on local taxpayers.
- b. Government subsidies to businesses in other districts, which increase their tax base, is partly paid for by tax dollars from our district. An example is the Fort McMurray tar sands development in Northern Alberta. The provincial government poured millions of dollars into the project, whose taxes now pay a substantial portion of the local share of educational funding.
- c. The town of Brooks does not have as big a tax base as other jurisdictions. For example, the County of Newell gains taxes from a major gas pipe line. Brooks does not have this luxury which results in increased taxes to the local taxpayer.

2. District Responses to Funding Developments

- a. Representations from our district to the provincial government outline our district's disadvantaged position due to a lack of industrial tax base.
- b. A law suit for equity funding has been filed to reduce disparities between rich and poor districts.

C. Technology

1. Technological Advancements

- a. New technology is improving communication between our district central office and school offices.
- b. Teachers are using computers to improve program delivery and record keeping. For example, the teachers are able to assist the students in searching and obtaining material for written projects. Students having difficulty in Mathematics or Language Learning can use computer programs to give them extra practice. The teachers are also able to keep their mark books more current due to the efficiency of the computer.
- c. Students are being prepared for life in an increasingly technological world. Almost every business has at least one computer in the office, therefore, each student should know at least the computer basics. The computer knowledge might assist the students in post-secondary education and eventually a job.
- d. Fiscal restraints limit district purchases.

2. Future Development

Although technology is proving increasingly useful in education, Carl Rogers (1983) states that emphasizing the worth and dignity of each individual child cannot be lost in machines. He further states that those elements in our schools that stress open discussion, or informal teacher-student relationships must not be replaced by technology.

D Political Realities

1. **Recent Government Legislation Affecting the District**
 - a. **The provincial government has shown increasing support for public schooling alternatives.**
 - b. **The provincial government strongly endorses the “back to the basics” movement.**
 - c. **Legislation enforcing inclusive education makes it mandatory for each child to be taught in the “least restrictive environment”.**
 - d. **The provincial budget is steadily placing more and more of the funding burden on local taxpayers.**
 - e. **Ex-Education Minister Dinning’s “Vision for the Nineties” listed 13 goals for the next decade:**
 1. **superior educational standards and results**
 2. **excellent curriculum**
 3. **strong basic skills**
 4. **students stay in school**
 5. **native children achieve success in school**
 6. **immigrant children achieve success in school**
 7. **disabled children develop their full potential**
 8. **our most capable children are challenged**
 9. **students excel in science and technology**
 10. **excellence in teaching**
 11. **excellence in schooling**
 12. **students have equal educational opportunities**
 13. **partnerships improve education**

- f. Provincially mandated parental school advisory councils guarantee that parents have influence in school decisions.

2. District Reaction to Legislation

- a. Home schooling is managed by the district and efforts are made to accommodate differing beliefs and values in an attempt to make the district appeal to as many parents as possible.
- b. The school district continues to stress basics as it has always done.
- c. A Special Education Review Committee did an extensive study of all district schools and made recommendations on how to include special needs students in as many "regular" classes as possible. The "least restrictive environment principle" is closely adhered to.
- d. The district attempts to keep expenses down, with its per student capita spending 13% below provincial average. This means that the district is operating financially very efficiently.
- e. The district monitors its progress in each of the thirteen areas of the minister's vision.
- f. Each school has formed a School Advisory Council with representatives from each class. Some are better attended than others, but meetings are well advertised, encouraging all parents to attend and express concerns. The average attendance is approximately 25 to 30 percent per school.

E. Cultural Factors

1. Changes

- a. Changes in family structure are causing changes in life styles and values.**
 - i. There are more single parent and reconstituted families.**
 - ii. The fact that both parents work gives rise to latch key children not being supervised before and after school.**
- b. Social skills and values formerly taught by the family are being increasingly neglected in many students' home environments.**
- c. Physical, emotional, and sexual abuse is increasing.**
- d. Schools are expected to take an expanding role in child development.**

2. School District Response

- a. Schools offer a more comprehensive extra-curricular program and a lunch program ensures students are fed at least one nutritious meal a day.**
- b. A "Character in the Community" program organized by school district administrators emphasizes the fact that the whole community must work together to instill character in our young people.**
- c. Comprehensive developmental guidance programs help students deal with all aspects of human development, including the development of:**
 - 1. a positive self-concept**
 - 2. competencies in decision making**

3. an understanding of current and life roles
 4. meaningful interpersonal relationships
- d. A feeling of the school as a community is fostered.

PART II. Task Environment

A. Markets

1. The market size, growth and geographical distribution is fairly stable at present. The public school district includes nearly all families with school-age children. Home schooling and private schools take a small percentage of students from the public school district.
2. Different segments of the market include taxpayers with children in school and taxpayers with no children in school.

B. Customers

1. Customer Satisfaction: Each of the six schools have undergone an evaluation during the past five years. As part of the evaluation, parents, students, and other stakeholders were surveyed regarding their approval rating of the school. All six schools' evaluations are very similar, therefore, one example of one school's evaluation is included (see Appendix A, yellow pages).

About 90% of parents said they were satisfied or very satisfied with the total school program.

The evaluation team looked at all aspects of the school program and made commendations and recommendations.

From this, an Action Plan was created to address the recommendations.

2. **Choosing Schools:** Home schooling and private schools have been the only alternatives for public education for most parents up to the present time and high public satisfaction of the public school system has deemed other alternatives unnecessary.

Student achievement on provincial exams (mailed from Alberta Education to each district in the fall of each year) has been consistently above average, per student spending is below average, and comments from outsiders about student behavior are generally very positive.

3. **Parents look for certain characteristics when judging the suitability of an educational system. John Dewey (1944) states the following:**
 - a. **quality of basic education**
 - b. **moral teachings**
 - c. **congruence with family and societal behavioral expectations**
 - d. **school location**
 - e. **program choice**
 - f. **safety and care of children all day (We fool ourselves if we think that many parents do not look at the educational system as a free babysitting service).**

C. Competitors

1. **Major Competitors:** These include home schools (although they are under the auspices of the public system), private schools, and possibly a future separate school district.

2. **Objectives and Strategies:** Alternative schooling appeals to parents and students with specific desires, needs, and beliefs. They find the public school system lacking in such things as student academic expectations, behavioral expectations, activities, spiritual or religious beliefs, and feelings of community spirit. Sometimes they feel that their child just does not fit into the system. The foregoing information was extrapolated from a Catholic parent school formation meeting on September 14th, 1993 at St. Mary's Catholic Church in Brooks.

3. **Strengths:** The major strength of alternative schooling is the feeling of control or belonging. The alternative school is able to set its own standards of behavior, academic achievement, and activities. Often, there is a bond that extends outside of school. The system is able to choose its clients which can often put it into a favourable light for purposes of comparison with the public system.

4. **Weaknesses:** Its appeal to only a select group can be a weakness in terms of capacity for growth of alternative schooling. It may have a small income base, hence cost parents more for schooling through tuition and/or other fees. For this reason, private schools are often available to wealthy

people only. Alternative schools may also face a shortage in human resources.

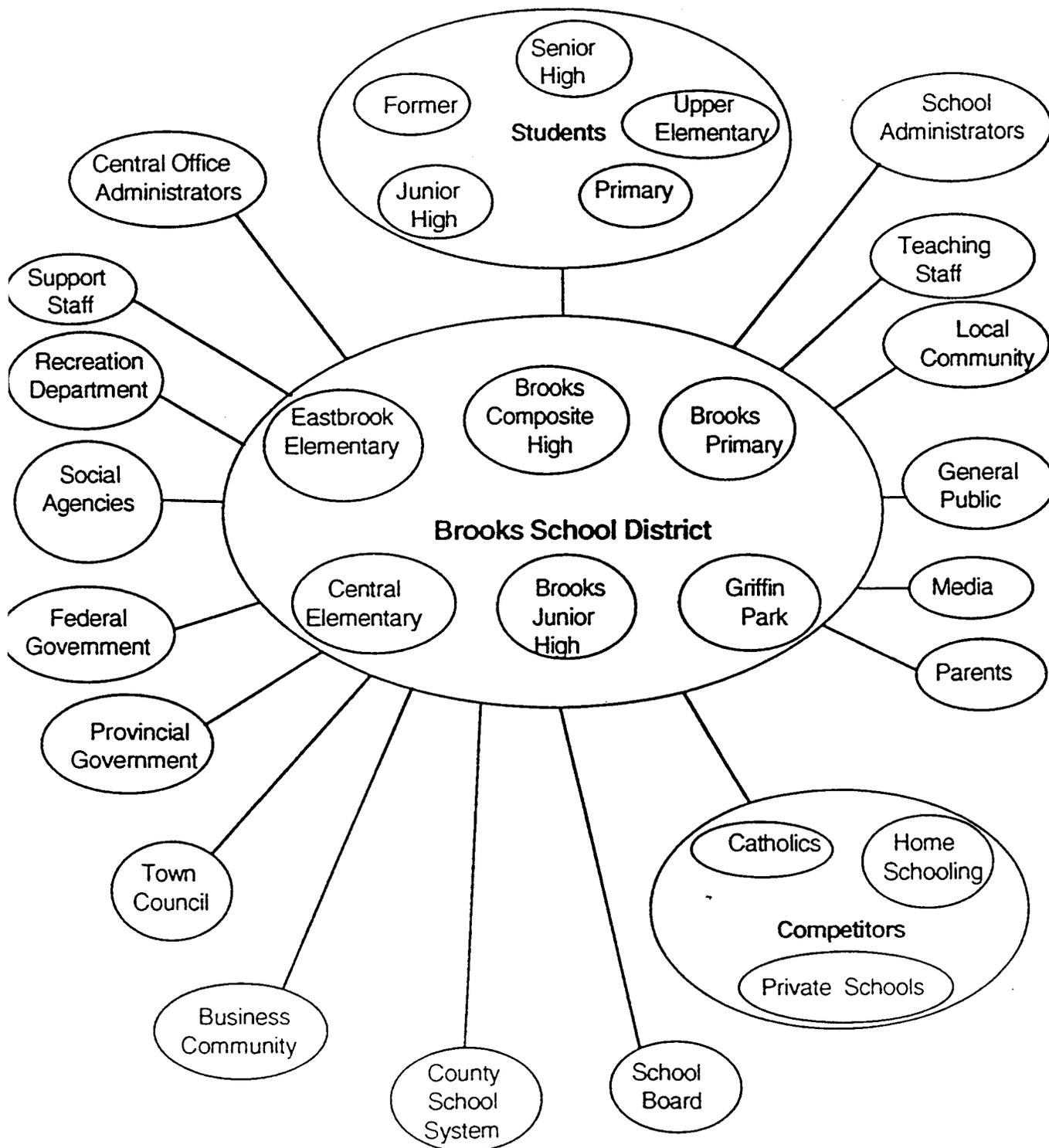
5. Trends in Market Share: Three major changes include government support for privatization of schools, redirection of county students, and the possible formation of a Separate Catholic School District.

Up to this point, private schools have been limited to a few religious schools attracting only a small number of students. A growing evangelical church, however, may attract a larger number if the size and enthusiasm of its supporters are indications. Of a more immediate and potentially profound importance is the possibility of the Catholic population (1,200 of a total town population of 10,000) forming a separate school district. This should be the major target population of a marketing plan in the immediate future.

D. Human Resources

1. Availability: Currently, due to the unemployment situation in nearly every sector of the country, there is an abundance of experienced as well as newly trained teachers. There is also an abundance of highly qualified personnel to fill support staff positions. This is important in a service industry such as education.
2. Trends: Historically, there have been cycles of teacher shortages and surpluses and there is little evidence to indicate that this pattern will change. The current surplus should give way to a teacher shortage in the next five to ten years.

Brooks School District and Its Stakeholders



E. Marketing Strategies for Stakeholders

1. **Parents:** School Advisory Councils have been formed in each school, which allow parents to have input into school decisions. The SAC executives from all schools also meet to discuss problems of mutual concern.

Each school has a newsletter that attempts to keep parents informed of school activities. Parent Information Nights are organized at the beginning of each year. Student achievements are celebrated through various awards programs, music and gymnastic presentations, science fairs and other activity programs to which parents are invited.

Each school maintains and advertises an open door policy by which parents are strongly encouraged to drop in or phone the school regarding any concerns that may surface.

2. **School-Based Administrators:** A monthly half-day Joint Administration Meeting keeps central office and school-based administrators informed of district issues. There is two-way communication and many decisions affecting the school district are made. Those matters needing referral to the school board are discussed and clarified, often with recommendations for the board to consider.

School administrators are expected to attend one of the two monthly school board meetings, often providing and/or clarifying information for board members.

3. **Teaching Staff:** School administrators are expected to keep their staffs informed with regards to school board, central office administration, and provincial government decisions, information, and policies.

Monthly staff meetings provide an opportunity for staff members to share information and provide input into the operation of the school and the school district.

4. **Local Community:** The local media is the major means of disseminating school information to the public. The science fair is held in the local shopping mall, which enables a great many people to witness some student accomplishments. The public is often invited to various other school activities as well.

There is an emphasis on how the school district benefits the whole community, not just the families of school-age children. Public school education is rightfully portrayed as a vital component of any vibrant, progressive, civilized society.

5. **Media:** The local paper, the Brooks Bulletin, has been most receptive to covering school activities which greatly helps to keep the public school system in the public eye. A 16-page yearly insert in the paper is a result of joint efforts of the Brooks and County of Newell Teachers' Associations and the two local school boards (See Appendix B, blue paper). It highlights school activities throughout the past year and includes a calendar of future events. It also highlights budget items and concerns facing the whole district. This insert is published during the provincial Education Week proclaimed by the Alberta Teachers' Association each May.

The local radio station is also receptive to school activities, but needs to be investigated for increased school publicity.

A community TV channel is sometimes used to inform the public of school activities but, like the radio station, remains a largely untapped resource for marketing the school district.

All school board meetings are attended by members of the local media who do a commendable job of reporting school board discussions and decisions to the general public.

6. Competitors: Although the public school system has operated in a virtual state of monopoly, care has been taken to accommodate stakeholders, without infringing on the rights of individuals. The concerns of special interest groups are treated with respect and a feeling of the public schools being operated as an integral part of the whole community is fostered. Groups may use the schools for community events at a minimal charge.

The public school system hopes that by being genuinely concerned with the rights, desires, and needs of all community members, there will be little need perceived for alternative schools. Up to this point it has been an effective means of handling differing views in the community.

7. County School System: With a dwindling of the rural population in the surrounding area, the Brooks School System has entered into various tuition and transportation agreements with the County of Newell, which surrounds the town, to provide education for some students, mostly middle and high school. These agreements have been in effect for several decades.

Some members of the county school board, however, have been concerned about some communities in the county dying. They have started a "redirection" effort in order to have all of their students educated in county schools, even if it means busing them from their own community through Brooks to another community in the county. Many parents have strongly resisted the policy because of busing problems and lack of programs. It is also very expensive to operate low enrollment schools. They have formed separate school districts and then entered into separate agreements with the Brooks School District to educate their children. Throughout the debate, the Brooks School District has kept a low profile, allowing the county residents to work out their own problems.

8. **Social Agencies:** Central office and school-based administrators attempt to maintain an open and co-operative relationship with local social agencies by inviting them to joint administration meetings, discussing specific problems by phone, and inviting them to talk with large and small groups of students. Referrals are usually acted upon promptly.

A provincial school health nurse is available for school referrals on an intermittent basis and oral health nurses inspect all grade 4 students for tooth decays and other oral health problems.

9. **Provincial Government:** The province is divided into six zones with each regional office responsible for acting as a liaison between school districts and the provincial government. Such issues as curriculum changes, funding, revised government regulations, assessments, and resources are discussed with two-way communication designed to improve education a priority. Our district is one of 17 throughout the province who strongly

feel that there is an inequity in funding in that many districts have a much higher corporate tax base. This allows them to provide a greater amount of funds for schools while keeping their overall tax rate relatively low. This, coupled with the fact that the province is passing more of the burden of raising school funds on to the local taxpayer, has resulted in these districts filing a suit in provincial court. It alleges that there should be a pooling of corporate tax dollars so that all Alberta school children will be offered an equitable education. Currently Brooks spends \$4,600.00 per pupil, while the provincial average is \$5,400.00. The taxpayers of Brooks, meanwhile, have one of the highest mill rates in the province to support its schools.

The Brooks School District makes several representations each year to the provincial government, applying for various grants, filing required forms, making reports, submitting audited budgets, attending conferences of school board members, and others.

Our local Member of the Legislative Assembly is also apprised of local school matters through meetings, phone calls, and letters.

10. Students: A prerequisite for teaching in the Brooks School District is to be a child advocate. A sign in one office states, "If it is not in the best interest of our students, the answer is NO". This sums up the prevailing feeling throughout the district. Evaluations of schools, administrators, and new ideas and technologies all include this criteria. Learning and development of children is the paramount concern.

Students are included in decision making as much as possible. Program choices allow students to make life career decisions to suit them. For example, whether or not to take French after grade seven. A choice

of vocational courses such as electricity, woodwork welding and others when entering Junior and Senior high school. Rules are kept to a minimum and are not made without an accompanying principle. An example of a rule is the use of the gymnasium. Any student use of the gym must have an physical education teacher present because of safety factors regarding the student.

11. Taxpayers: Annual meetings, annual reports, newspaper articles, radio announcements and tax notices are the major means by which local taxpayers are kept informed of school funding and expenditures of the school district. Also included in these reports are enrollments, staffing programs, planned capital expenditures, and major activities.

PART III. Mission Statements

Educational Beliefs, Objectives, and Goals

The mission of the Brooks School District has been divided into beliefs, educational objectives, and specific goals of schooling. The mission of the district is the development of the cognitive, affective and psychomotor domains enabling children to realize the most complete life possible within the limits of their individual needs, interests and abilities. The ultimate aim of the public educational system in Brooks is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

Educational Beliefs

- * The school should foster a desire for lifelong learning.
- * Learning takes place in an atmosphere of trust and caring with high but realistic behavioral and performance expectations.
- * Learning is a growth process leading to the development of intellectual, emotional, and social maturity enabling students to respond to personal and societal change.
- * Learners have different learning styles, and developmental parameters.
- * It is important to develop a learning environment where uniqueness, self-worth and dignity are fostered.
- * Individuals should recognize their responsibilities within the group, school and community. They must develop a sense of community which embraces respect for law and authority and the rights of others of varying back- grounds, beliefs, traditions, and lifestyles.

- * An interrelationship promoting responsibility and accountability among pupils, parents, educators and community is essential.

Broad Objectives of Education

(shared responsibilities of the community)

Suggest:

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

Specific Goals of Schooling

Suggest:

- * to develop competencies in reading, writing, speaking, listening and viewing
- * to acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- * to develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- * to acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- * to develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- * to acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Part IV. Marketing Organizational and Information Systems

There is no formal structure for marketing in our school district. When looking at the system as a whole, there is more of a reactive, rather than proactive, approach taken. Individual schools make more of a concerted, consistent, and effective effort of informing the public about school activities than does the district as a whole. There is little attempt to target specific groups for this information.

Internal communications is quite effectively handled through school-based administrators acting as liaison between the teachers and central office and the school board.

Information System of Central Office

Central office personnel, consisting of a superintendent and two assistant superintendents, are largely responsible for collecting and disseminating information. Although there is no formal structure of an information system with specific job descriptions, the superintendent is responsible for seeing that all pertinent information affecting the operation of the school district is made available internally and externally. As well, one assistant superintendent is responsible for financial matters; the other for curricular matters.

These three attempt to provide the district with necessary, accurate and timely information provided through various sources. A major problem is that they have many other administrative responsibilities with the result that, even though they may have this information, it is often not communicated effectively to the intended stakeholders. For example, important information from Alberta Education School Board or other local schools will be put in school mailboxes at central office.

If the principal or a school representative does not get to the central office on that day, then the important information is already one day behind.

The methods of communication, as already discussed, include meetings, internal dispatches, and attendance of media people at meetings and other events. There is very little advertising and other comprehensive PR programs on a district-wide basis.

Research studies are usually not of indepth quality and are often completed to satisfy a specific purpose such as enrollment predictions to help set budgets. Surveys to ascertain student, parent, and community perceptions of the system's strengths and weaknesses have been conducted in connection with school evaluations. Although each survey was directed at specific schools, valuable information related to the whole district was gathered.

A large range of data is available through research studies completed by outside agencies such as the local government, the Provincial Department of Education and other Alberta agencies, and the federal government. These include comprehensive census and other demographic studies, educational funding and spending, student achievement, and parent and community expectations and desires.

MARKETING AUDIT SUMMARY

The Brooks School District makes an effort to keep abreast of pertinent information and to communicate this information with its stakeholders on an ad hoc basis.

The general consensus of all parental and community surveys indicate a general high regard for the efforts of the school districts, its staff, schools, and students.

Despite the feeling of community satisfaction with the quality of education in the district, however, there have been indications of displeasure over the cost of education. Little information has been communicated to the public about the decrease of the province's proportional funding support for education. Nor is it widely known that the per-student spending in the district is much lower than provincial average.

Town Council members, who are responsible for collecting the local share of school funding, have attempted to convince the general public that education is the major cause of local tax increases over the past decade.

Sources of concern which seem to beg for a more intensive marketing approach to public education in the district include:

1. the redirection of county students to county schools,
2. the formation of private schools, and
3. the possible formation of a Separate Catholic School District.

PART V. RECOMMENDATIONS

Keeping in mind that the Brooks School District is hampered by a shortage in funds and available human resources, following are suggestions which the district may want to consider in an effort to keep its publics well informed.

1. The school district appoint one of the central office assistant superintendents to accept responsibility of district marketing.
2. The marketing officer be charged with developing a marketing plan that includes gathering and disseminating timely, accurate information in enthusiastic and creative ways. This plan should include clearly defined objectives.
3. A research inventory be completed, including information that:
 - a. is necessary but not immediately available
 - b. is already available internally
 - c. is already available through other identified sources
 - d. can be obtained through surveys or other research methods
4. Information be proactively communicated to the district's identified stakeholders through a variety of means. The district should not wait for a crisis situation when it is forced into a defensive position to communicate vital information.
5. There be a needs assessment done to determine what types of information is required by the district in order to mount an effective district marketing plan. These may include:
 - a. Programs offered in the district

- b. Demographic data, including such things as:
 - 1. current enrollments
 - 2. population age
 - 3. pre-school children
 - 4. areas where children live
- c. Comparisons with other districts
 - 1. cost per pupil
 - 2. tax base (how much for average home owner)
 - 3. achievement tests
 - 4. drop out rates
- d. Local Businesses Perceptions
 - 1. what do they see as strengths of the district
 - 2. what would they like to see
- e. Post Secondary Institutions
 - 1. requirements
 - 2. former student achievements
- f. Parents' perceptions and concerns
- g. Staff perceptions of the system's strengths and weaknesses
- h. Information on possible competitors including
 - 1. total number of children involved
 - 2. how well they know the public system
 - 3. reasons for choosing an alternative school system
 - 4. can our system better address their needs
 - 5. costs and pitfalls of the public system alternatives
 - 6. the possibilities of changing their minds
 - 7. if deep-rooted beliefs involved

8. are major reasons non-education
 9. whether it is a local or outside thrust
 10. who the proponents are
6. The school district appoint one of the central office assistant superintendents to be responsible for researching and accessing government grants.
 7. A variety of communication means be explored such as mass media advertising, public service announcements, and other PR tips (see Appendix C, pink, "I Love Teaching Public Relations Tips for Teachers").
 8. Involve parents and other stakeholders in the educational settings and in educational planning as much as possible.
 9. A more concerted effort be made towards internal communication to make staff aware of issues and make use of their contacts in the community. This could be done by Central Office Administrators meeting formally and informally with school staffs more often than at present.
 10. Develop more of a sense of team spirit and closeness within the district through such things as awards banquets and other staff recognition activities, social gatherings of the board, central office and school-based administrators and teachers, and recognition of student accomplishments.
 11. A provincial investigation should be conducted in order to make a comparison of other jurisdictions in similar situations. Earl Hieter from the Alberta Teachers' Association discussed the following ideas. It is recommended that these ideas be researched extensively.
 - a. Alberta has one-quarter of the population of Ontario and four times as many school boards. Why?

- b. What are the road blocks of jurisdictions not amalgamating? Up to now, not one has been amalgamated.
 - 1. Is it religion?
 - 2. Empire building?
 - 3. Rural mentality?
 - 4. Lack of knowledge?
 - c. Mossleigh has recently broken away from the County of Vulcan and formed their own school jurisdiction. Why?
 - d. In the Brooks area, there is the Aquaduct Separate School District. They send their children to the Brooks School District but still have a school board. Duplication of administration. Why are these 4 x 4 districts being formed?
 - e. Is the formation of more Regional High Schools, such as the one in St. Paul (645-3323) Alberta, a viable part of a solution?
 - f. There has been a steady increase of smaller school boards being formed. The reasoning behind this trend needs to be investigated on a local and provincial level. What are the financial implications of this trend?
12. A regular marketing audit be completed to determine growth, strengths, and weaknesses of the marketing plan.

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Appendix A

FOREWORD

Central Elementary School was evaluated during the week of January 16, 1989 by a team consisting of five Brooks School District administrators, four consultants from Alberta Education and three administrators from other Southern Alberta school jurisdictions.

The team's responsibility was to look at all subject areas in the school (except French which will be evaluated separately), the administration, the extra-curricular program, the facilities and the general school climate. Formal teacher evaluation was not part of the team's mandate as it is handled separately.

With the full cooperation of the staff and administration, the evaluation was thoroughly and efficiently conducted. Central Elementary staff and the Board of Trustees received a written draft of the report and were given an opportunity to react prior to preparation of the final public report.

THE EVALUATION PROCESS IS ONLY PARTIALLY COMPLETED WITH THE DISTRIBUTION OF THIS REPORT. NOW THE STAFF AND BOARD WILL PREPARE AND EXECUTE ACTIONS ON THE ADVICE CONTAINED IN THE REPORT.

D.G. Gillespie
Superintendent of Schools
February 28, 1989

SCHOOL ADMINISTRATION

BACKGROUND

Central Elementary School houses 235 students in grades 4, 5, and 6, 12.5 professional staff, 3 para-professional staff and 1.5 custodial staff. The school is administered by a principal and vice-principal with .87 full-time equivalent administration time allocated. In addition, the .07 full-time equivalent allocation for student counselling has been attached to administrative time with the exception of .04 which is available to a female staff member to be utilized as needed in counselling situations.

The following description of, and evaluation of, administration services at Central Elementary have been organized into the ten major categories which research has found to exist in the most effective schools.

I. EMPHASIS ON STUDENT LEARNING AND EFFECTIVE TEACHING

Both administrators view the provision of a high quality academic education as their primary function. They give balanced attention to the regular students and special needs students. Students and parents generally concur that there is a focus on learning and that effective teaching strategies are being used.

Administration appear to passively support the introduction of new effective teaching strategies and curriculum by providing additional resources and moral support. Procedures for supervision of instruction and curriculum are slowly being developed, but would presently represent an area for improvement.

Innovation and experimentation in teaching and curriculum are occurring, usually when a staff member or grade-group promotes same. A peer coaching experiment was underway in 1987-88 and was well received, but unfortunately, did not continue into this year.

II. MEANINGFUL RECOGNITION AND REINFORCEMENT

A number of good programs exist which recognize student achievement at all levels of education. The administration use some of the opportunities to "celebrate" learning and other student achievements, however, there appears to be room for greater "visibility" of the principal in these areas, particularly with respect to co-curricular and extra-curricular accomplishments.

Administration hold the teachers and support staff in high regard. Opportunities to recognize and reward noteworthy staff contributions are plentiful, but no administrative practises were observed which would consistently draw attention to them.

III. LEVEL OF STUDENT EXPECTATIONS AND ORDERLY AND PLEASANT ENVIRONMENT

The principal and vice-principal like children and they strive to make schooling pleasant and rewarding for the children. Academic and behavioral expectations of students are clearly communicated and, for the most part, students live up to these expectations.

The administration and staff have consistent expectations and policies. There is regular communication between administration/staff, administration/students and staff/students about academic and behavior expectations.

The vice-principal is doing all of the discipline at the administrative level. He is well thought of by his students and by the staff for his efforts in this regard.

Administrators review student marks and standardized tests results to assess whether students and teachers are meeting expectations. More sophisticated techniques are needed to use such result to develop adjusted instruction or programming.

IV. LEADERSHIP

More, focused and assertive leadership is a need requiring the attention of administration. The principal's sincere desire to operate democratically and to share decision making has been misconstrued and has resulted in a perception that there is no consistent, efficient and clearly defined process for confronting issues or charting direction for the school.

Both administrators have sound and commendable visions of how they would like to see the school evolve. On most matters, they hold common viewpoints. Therefore, it should be possible for them to establish a process for obtaining a reasonable measure of staff input and then to map out a few clear strategies in curriculum, in instruction, and in school climate. Then they should proceed to implement these strategies and evaluate them.

Staff and administration need to have an open, frank and professional discussion about roles, responsibilities, and above all, where, when and whom to talk to if there is dissatisfaction. Once a school credo has been agreed to every staff member has a responsibility to speak up if another staff member ignores the credo in his or her presence. The credo that results from these discussions must be written down.

The above notwithstanding mutual support and respect exists among staff and administration. With effective attention to these matters, a stronger relationship will evolve.

V. SCHOOL ORGANIZATION AND IMPLEMENTATION

Administration have organized the program and regular operating procedures very well. Expectations have been internalized so that all staff know their jobs and they do them with precision.

Except for the absence of a "gifted" program, no significant omissions or gaps in programming were discovered.

Record keeping and administrative "paper work" was satisfactory.

Changes made to the timetable and lunch supervision appear to have overcome some previous shortcomings. Period lengths range from 31-35 minutes. At grade six, language arts time is below the recommended allocation.

The principal and vice-principal need to continue to clarify respective roles and responsibilities and write them down for all to see. They also need to meet regularly to briefly deal with weekly priorities.

VI. APPEARANCE, COMFORT AND SUITABILITY OF THE SCHOOL ENVIRONMENT
(see Facilities report)

All who use the building should be justifiably proud of the condition and appearance of the school. It is bright, attractive and spotless.

VII. INVOLVEMENT IN DECISION MAKING

Staff individually and particularly in grade level groups, are given ample opportunity to have input in the complete operation of the school. Administration participate fairly regularly in grade level meetings. A more formalized procedure for calling a meeting setting a formal agenda, and retaining a record of the meetings would be worth-while.

Typically in people-oriented organizations, communication prior to and after decision-making is critical to maintaining the commitment of employees to implementing the decision. Also critical is having a clearly defined decision-making process suitable to the magnitude of the decision. Administration must continue to improve both the process and the communication. Teachers on the other hand must consciously recognize when to "debate" and "lobby" and when to get "on side" and positively "implement" as a total team.

VIII. STUDENT PARTICIPATION

The administration and staff have organized an extensive and varied series of programs which involve children in the running of the school and in student-centred clubs and teams (e.g., plant club, stamp club, house leagues, safety patrol, canteen club, foster child, etc.).

IX. PARENT INVOLVEMENT/COMMUNICATION

On the whole, communication with parents is good. Those teachers who have expanded the involvement of parents in their classrooms are seeing benefits. Their efforts are creating interest from other teachers.

Newsletters were used fairly effectively in previous years, but were not observed this year. Parent responses to the questionnaire indicate a desire for additional communication and involvement for themselves.

X. USE OF RESOURCES

The school is very well supplied and equipped. Good financial management and budgeting has helped the school build its acquisitions.

In the absence of specific yearly goal setting, the school's budget submission has been fairly general and has not built funds for short term curriculum and text book changes.

COMMENDATIONS

General:

To the support staff for:

1. The high quality, dedicated service provided to staff, students and parents.

To the Brooks School District for:

2. The financial support provided to the school for staff, resources and facility maintenance.

To the staff and administration for:

3. Their commitment to a high quality and balanced extra-curricular clubs and teams available to students.

To the students for:

4. Their friendly open manner toward visitors.
5. Their commitment to the various responsibilities which they have accepted in the operation of the school.

Administration:

Commendations for:

1. The administration's commitment to a vision of a school "where children can be happy, grow academically and socially, and learn to solve problems on their own".
2. The high quality education being offered.
3. Their support of staff-initiated innovations in instruction and programs.
4. Their efforts to foster good feelings among all those who inhabit the school.
5. The principal's efforts in effectively coordinating the special education programs within the school and between the school and outside agencies.

6. The vice-principal for his effective work in student discipline.
7. Sharing the decision-making functions with teachers.
8. For being cognizant of the quality teaching and support staff employed in the school.
9. The openness with which the administration entertain suggestions for improvement.
10. For their support of an enhanced parent involvement program.
11. For encouraging and facilitating the school's wide range of clubs and activities for students.

CONSIDERATION

Consideration should be given to:

1. Standardizing period lengths and allocations of instructional time for a given subject in a given grade.
2. Encouraging staff members with leadership and/or curriculum expertise to accept responsibilities for coordinating the introduction of new curriculum, resources, and teaching strategies.
3. Developing in consort with the staff, a separate staff handbook outlining school policies, job descriptions and responsibilities and schedules of events.
4. Reviving the peer coaching project which was operating in 1987-88.

RECOMMENDATIONS

It is recommended that:

1. The principal take a stronger leadership role in charting clear direction for the school and staff.
2. The administration establish an effective goal-setting and problem-solving model, which annually provides staff, students and parents appropriate input into specific school improvement strategies.
3. Administration take a more active, visible role in championing and celebrating the special efforts of students and staff in academic, extra-curricular and everyday accomplishments.
4. Administration involve staff in reviewing and amending communication practises and vehicles within the school to ensure information is clear, timely and businesslike.
5. Administration increase the rate of implementation of, and standardize the procedures for, the supervision of instruction and curriculum.

LIBRARY PROGRAM

An effective school library program consists of three basic components: instruction (the teaching strategies that enable a student to use the library); management (the scheduling and procedures that insure smooth operation of the library); and the development (identifying the needs and priorities within the library).

The library program at Central Elementary School is at varying stages in these components.

The instruction is both formal and flexible. Some skills are taught on a formal schedule, while others are taught as the need arises in regard to student assignments. The students show ability to retrieve information using the card catalogue, encyclopedias, indexes, bibliographies, and browsing appropriate sections of the library. Each class is scheduled for a library visit once during the six-day cycle plus a student can use the library at any time, providing he has teacher permission. The teachers encourage the students to use the library through written and oral report assignments, book talks, novel study, and book reports. Students are further encouraged to read by the librarians through a book fair, author visits, and other programs. The Science Fair also generates library usage.

The management procedures, though not written down, are well-established in the CES library. The library is supervised and orderly. An environment for learning is apparent. The students have available adequate space and, in most subject areas, adequate materials to study. The school staff finds the librarians willing, cooperative and approachable as they use the library. The card catalog is functional, plus several copies of a computer list of library materials are available. The library shares information informally with nearby schools and uses the regional film library. The budget allocation is the responsibility of the Teacher-Librarian.

To tie together the many good things occurring, written policies and procedures would be helpful. This process would enhance the goal setting and ensure continued consistency in operation.

COMMENDATIONS

Commendation for:

1. The provision of personnel and time to allow the school library program to have full supervision plus Teacher-Librarian direction.
2. The allotments of sufficient library funding that has allowed continued development of the library collection.

3. Upgrading the facility with new shelving, carpeting, adequate seating in the instruction-study area, and a circulation desk (to come).
4. The cooperative attitude that exists between teaching and library staff.
5. The Teacher-Librarian providing library-skills instruction in the library and for starting to teach skills through cooperative planning with the teacher.
6. Beginning the Alberta Education inservice program, Focus on Learning.
7. Encouraging reading enjoyment through book talks, Alberta Book Award program, author visits, Partners in Excellence, and MS Readathon.
8. Keeping a regular inventory of library materials and school A-V equipment.
9. The Teacher-Librarian for making the library available to staff and students from 8:00 a.m. to 4:30 p.m.
10. The Library Aide for the support given to the staff and for the library organization.
11. The preparation of the Teacher Guide to the Library, a computer listing of print and nonprint resources in the library.

CONSIDERATIONS

Consideration should be given to:

1. Enlarging the library storage/work area to accommodate the A-V equipment and materials.
2. Adding ACCESS programming to the school.
3. Evaluating the procedure of classing all biographies in the 920 section and bringing it more in line with current library cataloging procedures.

RECOMMENDATIONS

It is recommended that:

1. The District administration develop a statement of the district library policies (see Alberta Education publication Policy, Guidelines, Procedures and Standards for School Libraries, page 4, #A.1) that encompass library philosophy, goals and objectives. Such a statement is an effective way to advise staff, students, and parents about the library operation and also the service and performance that can be expected from it.

2. The District administration organize a regular district librarians' meeting with an agenda that encourages sharing of ideas for library promotion and management. This organization might also develop a listing of A-V materials available in the district.
3. The District administration evaluate the Rural Library Training Program offered by S.A.I.T. through teleconference as a possible way to provide training for library personnel.
4. The Teacher-Librarian, under the direction of the principal and with assistance from the teaching staff, develop policies and procedures for all programs and specifically addressing the following key areas.

PHILOSOPHICAL STATEMENT concerning the role of the school library and the responsibility of providing library skills instruction. The Alberta Education inservice program, Focus of Learning, will assist the development of this statement.

CONTROVERSIAL MATERIALS POLICY AND PROCEDURES STATEMENT to allow for consistent procedure and evaluation of questionable materials.

WEEDING CRITERIA AND PROCEDURES STATEMENT that gives consideration to rebinding shabby material that is pertinent.

SELECTION CRITERIA STATEMENT that includes commitment to balancing the collection, using recognized ordering tools; i.e., the Elementary Suggested Titles List from the Calgary Board of Education; Sources for Selecting School Library Resources from Alberta Education; plus items listed in Policy, Guidelines, Procedures and Standards for School Libraries (see Page 7 #6).

5. The Teacher-Librarian, with input from the principal, set yearly priorities for further development of library programs; in particular, vertical file reorganization and picture/chart organization.
6. That the staff and Teacher-Librarian find further opportunities to cooperatively plan and teach students the value of a library in their education.
7. Non-print materials be catalogued in the card catalog.
8. Audio-Visual equipment be marked according to the Operation Providence program offered by the RCMP as a theft protection measure.
9. The library staff, with teaching staff assistance, continue to weed outdated resources (especially filmstrips) and replace them with current titles.
10. The library orders allow for balancing the collection so that each area has sufficient information; i.e., the 400 (language area) is now less than 1 percent of the collection.

ART

Planning and Organization

Art is scheduled for all students for a minimum of 66 minutes every six days. Art is timetabled as a double period to facilitate the demands of time needed for projects and cleanup.

Long range plans and unit plans are being developed this year to coincide with a recently purchased textbook entitled "Art in Action". The new text has helped take the program from a product approach to that of a conceptual approach which is directly in accordance with the Elementary Art Curriculum Guide - 1985. The new text has also helped the planning and articulation of concept and skills from one grade to another providing for sequential development and the efficient use of resources.

Climate and Instruction

Classroom management routines and procedures are well established. Teachers demonstrated a variety of instructional methods, helping students stay on task. There is a trusting, congenial, and cooperative relationship evident between teachers and students.

Teachers spoke openly and enthusiastically of how the new art text has helped regenerate their art program. Students also spoke positively of the new directions in art classes.

Classrooms are bright and attractively displayed with children's work. Teachers are encouraged to add children's work to hallway bulletin boards and continually change and up-date display cabinets in the front entranceway.

Facilities

Regular classroom and the science room are used for art instruction. Since the science room is the only room with a sink, most painting, clay and "messy" art activities are scheduled into this room. This room could also be considered a centre for all art supplies. At present, art supplies are in numerous locations throughout the school.

Evaluation

Evaluation criteria and procedures are presently being fine tuned. All evaluation procedures could be examined and shared between all art teachers. This has started and will hopefully continue.

COMMENDATIONS

Commendation for:

1. The "forethought" in purchasing Art in Action.
2. The enthusiastic planning taking place between all art teachers.
3. Developing art portfolios and sketch books for new vocabulary.
4. Displaying students work in classrooms.
5. Enthusiastic response by teachers and students to the new art series.
6. Excellent rapport with children.
7. Those teachers supporting a craft club at noon-hour.
8. The integration of Special Needs students into regular art classes.

CONSIDERATIONS

Consideration should be given to:

1. Purchasing a "Drying Rack" for paint projects.
2. Planning inservicing for teachers to examine how Art in Action relates to the present art curriculum.
3. Teachers adding goal statements to their long range plans.

RECOMMENDATIONS

It is recommended that:

1. Teachers continue up-dating the resource file with art reproduction and quality student work.
2. Local artists be invited to share their knowledge and skills.
3. Display cabinets be updated in entrance way with current student work.
4. Evaluation procedures among art teachers be fine tuned.
5. Art in Action student texts be purchased for Grade Four.

MUSIC

Planning and Organization

Music is timetabled for two - 33 minute periods every six days in grades four and five. When you combine the total art and music time together in these two grades it comes to 132 minutes. The provincial department of education has recommended that Fine Art periods total 150 minutes. School administration will need to re-evaluate their timetable next year.

The grade four's have two separate periods every six days, while the grade five's have one double period. The double period of music in grade five is possibly too long unless more variety in instructional planning is used in this length of time.

The grade six students receive four - 33 minute periods every six days. When one totals all Fine Arts periods together in this grade: 132 min. (music) + 66 min. (art) = 198 (total) min. the time exceeds the provincial standard.

The long range plans in grade four are presently being revised with the recent purchase of a new music series. As plans are being developed they should be reviewed to ensure that goal statements, concepts, skills and activities, resources and evaluation criteria and procedures are included.

Long range plans in grades five and six reflect a strong indication that only some of the concepts and skills are presently being covered. This is mainly due to a program geared towards only instrumental (band) instruction. The present program should be expanded to include skills in listening, moving, singing, writing, and creating. It should be noted that the district can be commended for introducing band at the elementary level, unfortunately this has been at the expense of any choral program happening. A strong recommendation would be to review the music program at this level to ensure the focus is not entirely upon band. For example, if students in grade six do not choose band in grade six, they then receive no music program at all.

Climate and Instruction

Classroom management, procedures, and routines are well established. The one main concern of expanding activities to include singing, moving, writing and creating music might be addressed by purchasing a new music series for grade five and six. Either Music and You or Music Canada would provide an excellent foundation or guide for any classroom teacher to follow.

Facilities

At the present time music is being taught in a regular classroom (grade four) and the junior high band room (grade five and six). Administration may wish to consider the benefits of arranging an empty classroom into a music centre. This would allow for:

- a) adequate floor space for movement.
- b) storage of all music equipment.
- c) ample board space for staff lines.

Evaluation

Teachers are encouraged to review the new music curriculum guide to ensure a variety of evaluation techniques are being used to assess all skills listed in the program.

COMMENDATIONS

Commendation for:

1. The time (132 minutes) given to the band program.
2. The excellent progress students are making in the band program.
3. The grade four program for teaching all skills listed in the curriculum guide.
4. The "fore thought" in purchasing Music and You (Grade 4)
5. Those teachers conducting an extra-curricular choir program at noon hour.
6. The integration of Special Needs students into regular music classes.

CONSIDERATIONS

Consideration should be given to:

1. The benefits of turning Room 12 into a music room - helping to centralize all music equipment and allow movement.
2. Purchasing a music series for grades five and six. eg. Music and You or Music Canada.

RECOMMENDATIONS

It is recommended that:

1. Reviewing the grade five and six program - as to how the program can incorporate skill development in listening, singing, moving and creating music.
2. Purchase grade four student texts for Music and You series.
3. Inventory be taken of all music equipment and compare to basic resources listed in the curriculum guide.
4. Encourage one teacher to act as music specialist - by attending conferences and workshops gaining insight into instructional programs and new resources.
5. The grade six program be reviewed so that those students not taking band will receive an alternate music program.

COMPUTER ASSISTED LEARNING

The computer program being offered to all students at Central Elementary School is exemplary. The teacher-librarian has provided extensive instructional leadership for the entire staff and has almost all of them working with him in providing the bulk of the program.

The computer laboratory is separated from the library by windows. It can be entered from the hallway or the library, is carpeted, has a high ceiling, and is spacious. It contains ample area for bulletin board displays, a chalkless white board, and a projection screen.

The school is well equipped with hardware, software, and accompanying furniture. The lab contains 15 Apple computers with 8 printers. Three of the computers are on mobile carts to facilitate portability to the classrooms as needed. Several of the computers have been purchased through student fund-raising. An additional six computers are located and used in various locations throughout the school: three mobile ones shared among the three grades, one in the resource program for reinforcement and remediation drills, one in the library office for library management tasks, and one in the school office as a word processor for typing teacher and administrator work.

In addition to the hardware, the lab also contains suitable furniture, i.e., two filing cabinets for storing collection of units and student work, a locking glass cabinet for storing software, a large rectangular table, several student desks, and enough chairs for a full class.

There appears to be a satisfactory amount of software for all computers to be used as planned.

Excellent yearly plans have been developed for each grade and provide a good sequence of activities. Grade 4 is introduced to the computer, its parts, and operation. They have an introduction to keyboarding and a variety of remediation and reinforcement exercises and simulations. The Grade 5 program extends into more keyboarding and reinforcement activities but also adds LOGO (a computer language that promotes problem-solving skills). The Grade 6 program continues into the mastery of keyboarding and extends into a word processing program.

During the 66 minute period scheduled weekly in the lab, the teacher-librarian provides instruction to each class, with the homeroom teacher available to offer individual student attention. Not only does this provide students with extra assistance, but it is effectively providing an inservice component to the classroom teachers. Most classroom teachers are using the portable shared computers to support the regular instructional program through remediation and reinforcement activities.

Student evaluation is nonexistent in the computer program and this is as it should be. Evaluating student achievement in this program would be detrimental to the program since the philosophy focuses on the microcomputer as a learning tool across many subjects.

The computer lab is used extensively as an added activity for the co-curricular program. Students are welcome to use the lab before and after school, at recesses, and at noon to work on keyboarding, word processing, or drills.

In conclusion, the staff is to be commended for the extremely strong computer program. The commendations which follow highlight those strengths.

COMMENDATIONS

Commendations for:

1. The teacher-librarian for his instructional leadership.
2. The staff for the degree of computer literacy.
3. The Board for the excellent facility.
4. The staff, the students, and the Board for the amount of hardware and software.
5. The teacher-librarian for the excellent yearly plans the source of activities.
6. The secretary for using word processing for the clerical responsibilities.
7. The library clerk and the teacher-librarian for using the microcomputer for library management tasks.
8. The classroom teachers for supplementing instruction with computer software.
9. The teacher-librarian for offering the lab and computers for co-curricular activities.

CONSIDERATIONS

Consideration should be given to:

1. Continuing to add to the collection of software as new programs become available.
2. Continuing to extend the enrichment provided to the students.
3. Eventually extending the use of computers into other curricular areas.

SPECIAL EDUCATION

Central Elementary School offers a resource program and a special education program with full-time teachers assigned to each. A teacher aide is assigned to the special education program.

The evaluation of both programs was conducted through classroom observations, interviews with the administrators, regular and special class teachers, the teacher aide, and examination of student files and planning documents.

Eleven students are presently receiving their program in the special education classroom. Students have been assigned to a homeroom and take art, music, and physical education with a regular class.

There is an understanding on the part of the staff members interviewed that the program is designed to meet individual needs of students and assist them in achieving academically at an appropriate level. There was some acknowledgment of the need to provide a life skills component. There was also an awareness that the students in the program have a wide range of abilities.

Strengths of the program were identified as follows:

1. The teacher and aide
2. Involvement of parents in the program
3. Success experienced by students
4. Use of an integrated program with students actively involved in the lessons.
5. Provision of work at each student's level.
6. Time available for students to talk with each other.
7. The appreciation of individual differences on the part of staff and other students which results when the program is offered in Central Elementary School.

Concerns were raised about the wide range of abilities and ages within the class, difficulties experienced by some students in meeting behavior expectations for regular classes, and an indication that some students do not feel they are accepted by the other students.

Individual Education Plans (IEP's) are available for each student. The special education teacher assumes responsibility for the IEP. Student progress is reviewed regularly by the special education teacher and decisions for future placement are made through consultation between the administration and the special education teacher. Joint planning occurs between the regular and special class teacher to identify goals, methods of evaluation, and conditions of placement in regular classes. This is very much appreciated by regular class teachers as it helps to clarify expectations.

An examination of files available indicated recent psychological assessments that four students have measured abilities from the borderline to average range. Two students meet criteria on the psychological assessment for an educable mentally handicapped (EMH) program. Test results were not provided for five students.

The program is offered in a regular-sized classroom which is attractive and well organized. The science room and kitchen are also available for the program.

Resources are adequate and varied. A computer program has been introduced and all students have access to the computer.

COMMENDATIONS

Commendation for:

1. The positive approach utilized by the administrators in providing for the needs of the students.
2. The support of the school staff in cooperating and assisting with the operation of the program and in acknowledging the benefits for all students in having the program available in Central Elementary School.
3. The inclusion of the program description in the Parent and Student Handbook.
4. The practice of assigning students to a regular homeroom.
5. The provision of preparation time for the special class teacher.
6. The provision of professional development opportunities for teacher aides by the system.
7. The provision of aide support to the program by the system.
8. The planning to ensure students with special needs are not assigned as a group to any one or two regular classes.
9. The format of the IEP's which utilizes a Total Service Plan format plus a breakdown of objectives.
10. The development of the computer programs for the IEP's.

11. The method of planning between the regular and special class teachers for student participation and evaluation in regular classes.
12. The documentation of plans made for the students' involvement in regular classes.
13. The development of specific behavioral programs to help students manage their behavior.
14. The support and consultation provided by the administration to assist in programming for student experiencing behavioral difficulties.
15. The move towards an integrated approach to instruction.
16. The living/vocational component of the program which teaches life skills in a functional setting and contributes to the school as a whole.
17. The use of games and hands-on activities to enhance skill acquisition and motivate students.
18. The use of journals by students with individual written responses from the teacher.
19. The steps taken to involve parents through meetings with set objectives, encouraging ongoing contact, and having parent volunteers in the classroom.
20. The classroom displays which acknowledge student accomplishments and achievements.
21. The practice of sharing information between the sending and receiving teachers when students transfer to another school.
22. The practice of considering participation and effort as part of student evaluation.
23. The ongoing review of the effectiveness of the program for each student carried out by the special class teacher.
24. The hard work and commitment of the special class teacher in planning and implementing programs for students with a wide range of needs.
25. The competent caring services to children provided by the teacher aide.

CONSIDERATIONS

Consideration should be given to:

1. Developing lessons which require students to identify criteria for effective performance as a separate activity then provide opportunities to practice and evaluate performance individually or with peers.

2. Utilizing more opportunities for students to converse with each other, talking and asking questions to practice speaking skills.
3. Utilizing a self-check for daily hygiene.
4. Providing support to facilitate planning by teacher aides to plan conferences for professional development days.
5. Developing a system of sharing reading material between the resource and special education class, possibly within the system, such as a "traveling library", which would facilitate greater access to books for students and support the movement towards whole language instruction.
6. Providing support to facilitate planning by teacher aides for their needs during professional development days.

RECOMMENDATIONS

It is recommended that:

1. An annual review process be added to the IEP's. The review should involve Central Office administration, special and regular class teachers, and parents. Minutes and/or decisions made should be documented and kept on file, both at Central Office and the school.
2. Parents be more actively involved in the establishment of goals for the Total Service Plan.
3. An Adaptive Behavior Scale be administered to all students considered for placement in an EMH program prior to placement.
4. Formal documentation of behavioral programs be provided.
5. All files for students in special education classes be reviewed with the following criteria in mind:
 - a) Cumulative files and confidential files be kept separately.
 - b) Files should be available at the school for all students.
 - c) Dated material, such as achievement tests and student work, should be removed.
 - d) Information should be arranged in chronological order.
 - e) A summary sheet could be developed to list contents of the file, dates, and types of assessments.
 - f) Copies of all reports of assessments completed for placement and educational programming should be available at the school as well as Central Office.
6. The placement of all students be reviewed by Central Office. The reasons for placement and goals of the program be clarified for all teachers involved as well as the parents.

7. Programs for students identified as having a severe learning disability or behavioral difficulties utilize regular or modified curriculum and the EMH curriculum only when appropriate.
8. The name and purpose of the program be clarified. Consideration could be given to a name which describes the program rather than a handicapping condition and could be selected with staff input.
9. A job description be developed for the aide.
10. More materials be added to the classroom for younger students who require lower level reading materials.
11. Time be given to the special class teacher at the beginning of the year to assess and diagnose student needs.

RESOURCE PROGRAM

A full language art program is provided to selected students at each grade level. Support to the regular mathematics program is provided to selected students in Grade 4 and 6. The resource teacher also monitors progress of students who have exited the program.

Students are identified by the classroom teacher and assessed by the resource teacher. Placement decisions are made by the principal and resource teacher, considering the assessment data and after consultation with the classroom teacher. Priority is given to students considered in most need with equal time given to each grade level. A review of the placement decision may occur at the end of the first semester with adjustments made as needed.

Staff members interviewed were all well informed about the identification and placement procedures. Staff view the program purpose as providing extra help for students progressing at varying rates. The administration and staff stressed that the program was essential for the school.

IEP's for the language arts program have been developed for all students by the resource teacher. Individual program plans for mathematics have been developed by the resource teacher in consultation with the regular class teachers.

Strengths of the program were identified as follows:

1. The teacher
2. The effective programming
3. The use of small groups and one-to-one programming as needed
4. The timetable which provides the opportunity for more students to receive support
5. The coordination of referrals through the administration who provides an overview for the whole school

Concerns were identified as the lack of support for Grade 5 mathematics, a need for guidelines for the promotion and retention of resource students, the need for short-term support for some students, and the possibility some students may get locked in the system and are not successful in regular classes despite the support.

COMMENDATIONS

Commendation for:

1. The appropriate utilization of support services, i.e., referrals for psychological assessments are prioritized and made after educational intervention has occurred.
2. The comprehensive IEP's which utilize an excellent format which reduces unnecessary paperwork but allows for individualization.
3. The support for mathematic as well as language arts.
4. The utilization of a pre- and post- measure of achievement in language arts.
5. The movement towards implementing more formal screening procedures by the classroom teachers prior to referral to the resource teacher.
6. The many steps taken to ensure students experience success such as:
 - a) Ensuring all students have the opportunity to respond to questions and contribute to activities.
 - b) Providing students with information about their program needs and encouraging them to set goals for themselves.
 - c) Using appropriate reading levels for individual students.
 - d) Using a variety of motivating activities with excellent continuity from lesson to lesson.
7. The specific ways in which student achievement is acknowledged, such as:
 - a) Displays in the classroom.
 - b) Providing opportunities for students to win prizes or certificates of achievement.
 - c) Maintaining writing folders so students can see their growth.
8. The review of each student's IEP by the administration and the annual review of progress with the resource and classroom teacher and the administration.
9. The consultative support provided to regular class teachers by the resource teacher.

10. The commitment of the resource teacher to maintain professional growth and her demonstrated interest in whole language.
11. The move by regular class teachers towards developing individual plans for students experiencing difficulty in the regular class.
12. The timetabling done by the administration to facilitate the resource program.
13. The displays of students' written work in the classroom.
14. The functional charts directly related to learning activities which provide information to students or guides to problem solving.
15. The organization of the classroom into learning centers plus provision for small or full group work, seating arrangements which facilitate interaction between the teacher and students.
16. The posters with a positive theme displayed in the classroom.
17. The good rapport which exists between teacher and students.
18. The extremely well organized files containing appropriate information in chronological order plus a summary sheet identifying contents of the file.
19. The process of articulation between sending and receiving schools when students transfer to a new school.
20. The provision of time for the resource teacher to conduct assessments and consult with teachers in addition to preparation time.
21. The involvement of parents in the development of the Total Service Plan.
22. The participation of the resource teacher in parent-teacher interviews.
23. The development of a report card format for parents which outlines goals and progress to date utilizing checklist format as well as an anecdotal report.

CONSIDERATIONS

Consideration should be given to:

1. The development of long-range plans for the full language arts program offered. Plans should include a consideration of each strand of the language arts; time allocations for each, time lines, evaluation strategies, and a listing of resources and materials.
2. The development of a system for the sharing of reading materials is suggested for the special education program.

RECOMMENDATIONS

It is recommended that:

1. The criteria for placement be clarified and shared with the staff. This should be done as part of the review process presently being done by the system.
2. The purpose of the program be clarified and a resolution reached regarding service provided to students considered to have a learning disability.
3. The school consider other methods of program delivery in an attempt to meet the concern that some student may not be receiving service. Some alternatives could be short-term intervention; team teaching approaches; or implementation of a consultation model involving the resource and regular class teachers, administration, and Central Office personnel. The school should select the approach or combination of approaches which meets their needs.
4. The move towards the use of whole language be supported and encouraged.

LANGUAGE ARTS

All teachers except the principal are involved in language arts instruction. Each teacher is responsible for the language arts program in a single classroom except for one grade five and one grade six program in which another teacher teaches part of each program. Grade meetings to develop and share units, for joint planning, and to develop common testing are held informally. Time allocation in three of the eight programs are below provincial guidelines. Grouping for instruction is heterogeneous within each grade level.

The instructional program is basically traditional and teacher-directed with varying degrees of integration of whole language philosophy. Provincial objectives are supplemented by jurisdiction skills expectations in each grade and are extended by individual teachers in most classrooms. Long range plans indicate the scope and sequence of the program in all classrooms. Unit plans indicate the objectives, content, student activities, resources, and student assignments. The novel is being studied in several classrooms for the first time. Currently authorized basic and recommended resources are being used. All teachers indicated that the language arts budget was adequate.

All levels of cognitive skills are being covered with instructional emphasis on knowledge and comprehension. Most lessons observed also addressed analysis and synthesis skills. The instruction of spelling is either a commercial or a teacher prepared spelling series. Handwriting skills are being addressed. Instruction in the area of grammar and conventions ranges from a moderate to a heavy emphasis and from instruction in traditional discrete units of time to integration with individual student writing and reading. All five skill areas of the curriculum are addressed with greatest emphasis on reading and writing and less emphasis on speaking, viewing and listening.

A generally high quality of student written work and a high achievement of standards in reading was in evidence. Student differences are handled mainly by differentiated expectations rather than by having differentiated assignments for students of low or high ability. Most, but not all, teachers group for reading and writing instruction. Displays of student work in language arts, program support materials, and displays which promote an appreciation of language arts varies from nonexistent to exceptional. In the student survey, language arts was the least liked of all subjects listed and students indicated that they learned the least compared to other subjects offered. Student evaluation varies in weighting for each component of the program from grade to grade. Reading and writing are evaluated most extensively whereas the other skill areas are evaluated to a lesser degree or not at all.

COMMENDATIONS

Commendations for:

1. The District providing the teaching staff with skills guidelines and system objectives.
2. The teachers for the establishment of excellent student rapport.
3. The teachers for detailed unit plans which extend the provincial core with relevant and interesting student activities.
4. The teachers for addressing all skill areas of the program in instructional methodology (reading, writing, speaking, listening, and viewing).
5. The grade four teachers for initiating and maintaining jurisdiction-wide grade four meetings in language arts, and to the central office administration and Board of Education for supporting these meetings. Benefits are evident in terms of program organization, local leadership in curriculum development, teacher developed thematic units, and teacher enthusiasm about learning.
6. Those teachers who have taken the initiative to introduce novel study.
7. Those teachers who have implemented a variety of reading approaches (such as paired reading, author's club, pen pals, choric reading and silent reading).
8. Those teachers who are promoting student learning through positive and constructive written comments on individual student work.
9. Those teachers who are structuring instruction to provide students an opportunity to learn through an active interaction with language.
10. Students for the high level of achievement as seen in student written work, oral expression, and achievement test results.
11. Providing the language arts oriented extracurricular club, Glimps for Imps.

CONSIDERATIONS

Consideration should be given to:

1. Utilizing staff who have exhibited a strong interest and/or have a background in language arts as leaders to provide inservicing, peer coaching and direction for the language arts program.
2. Extending novel studies in all classrooms.

3. Piloting and/or otherwise considering other current authorizations of reading series.
4. Reviewing the purpose and effectiveness of the Dent's Growth in Reading Program in light of its dated content and the integration of teaching comprehension skills in current reading programs.
5. Developing personalized spelling programs.

RECOMMENDATIONS

It is recommended that:

1. Time allocations be increased to bring them up to the provincial recommendation of 450 minutes/week in the Elementary Program of Studies.
2. Teachers review teaching strategies to incorporate a greater degree of student-initiated activities and less emphasis on teacher-directed instruction.
3. Teachers be encouraged to become more acquainted with the whole language philosophy.
4. Grade 5 and grade 6 teachers be encouraged to meet by grade level on a regular basis to discuss common areas of interest and to build on the strengths indicated in this report, and a long range plan be developed to extend these meetings on a jurisdiction-wide basis similar to meetings currently being held by grade four teachers.
5. Teachers review evaluation procedures and where necessary, develop evaluation instruments in the areas of speaking, listening and viewing.
6. Administration at the school level (with assistance from the central office) provide inservicing in the following areas:
 - (a) alternative teaching methodologies in writing
 - (b) alternative teaching methodologies in reading
 - (c) differentiated instruction to meet individual needs
7. Teachers continue to display, and where needed, increase the display of student work in language arts.
8. The language arts program be taught in totality by the homeroom teacher.

SOCIAL STUDIES

The social studies program at Central Elementary School is a good solid program. The instructional staff is hardworking and conscientious. Teacher plans articulate with provincial curriculum requirements. Time requirements are those recommended by Alberta Education. The teaching of the program is well supported with good resources, materials and supplies. With the exception of grade 5 and one grade 4, where both classes are taught by one teacher, social studies is taught by the homeroom teacher.

COMMENDATIONS

Commendations for:

1. Establishing and maintaining an excellent rapport among student and teachers in and out of the classroom.
2. The tremendous amount of time and energy expended in extra-curricular areas over and above their regular teaching load.
3. The excellent articulation that has been developed at each grade level that allows for planning and delivering a consistent program and a sharing of ideas and resources.
4. Establishing good long range and unit plans that include time lines and evaluation criteria. The evaluation criteria in these plans is consistent with the report card marks.
5. Integrating community resources into their program whenever possible.
6. Organizing and encouraging parent volunteers at the grade 4 level.
7. The displaying of student work in all the classrooms and in the halls.

CONSIDERATIONS

Consideration should be given to:

1. Continuing to work together to improve the program, to ensure consistency in marking across all classes in the same grade and include the librarian in order to familiarize him with the social studies curriculum and the requirements of the program.
2. Being vigilant that the resources do not dictate the program.
3. Introducing a greater variety of teaching strategies that shift more of the responsibility for learning to the student from the teacher.
4. Making greater use of bulletin boards for social studies topics.

5. Utilizing available material and resources to adjust the program to meet the varying needs of the students.
6. Analyzing the achievement tests to adjust the program and improve instruction.
7. Establishing a policy or role description for parent volunteers.

RECOMMENDATIONS

It is recommended that:

1. The audio and visual materials in the instructional materials centre be culled when the new Program of Studies becomes mandatory.
2. More inquiry be incorporated into the teaching of social studies.
3. Equal time be allocated to each topic at all grade levels
4. Cooperative planning with the librarian occur.
5. Evaluate 40% knowledge, 40% skills and 20% values as required in the Program of Studies.
6. Time be allotted to teachers to allow them to familiarize themselves with the materials in the instructional materials centre.

PHYSICAL EDUCATION

The Physical Education program in the school is currently being taught by four different teachers. Each class receives three periods of Physical Education every six days.

Curriculum requirements are being met by each teacher.

The overall program is well balanced and encompasses a wide variety of events, teaching techniques, and activities in meeting the objectives of the Physical Education program.

COMMENDATIONS

Commendations for:

1. The excellent quality of instruction.
2. The cooperative spirit shown amongst the P.E. staff.
3. The excellent rapport enjoyed in all classes.
4. The parent helpers in the P.E. program.
5. The excellent knowledge of the subject area.
6. The positive feeling of staff and students towards P.E..
7. The high emphasis on participation and fitness.
8. The high degree of staff and student motivation towards P.E..
9. Adapting positively to the individual differences of the children.
10. The good lessons, unit and yearly plans.

CONSIDERATION

Consideration should be given to:

1. Attempting to timetable P.E. every second day.
2. District elementary and junior high P.E. meetings.

RECOMMENDATIONS

It is recommended that:

1. Unsafe equipment be removed from the gym floor as soon as possible.
2. The storage area for P.E. equipment be increased.
3. Teacher resource (written and video) materials be increased and up-dated.

4. An equipment inventory be carried out.
5. A better quality and suitability of small equipment, such as balls, be ordered.
6. A P.E. chairman to coordinate regular P.E. meetings, schedules, curriculum and goals be selected.
7. The suitability of the present climbers in the gym be researched.
8. The highly successful P.E. teaching presently occurring, continue

EXTRA-CURRICULAR

The school offers an extensive extra-curricular program to the students. The students are actively involved in a noon hour intramural program which places emphasis on participation.

Other clubs occur at morning, noon and after school.

Responsibilities for the programs are spread equally among the teachers.

COMMENDATIONS

Commendations for:

1. Every staff member who willingly participates.
2. The tremendous variety and number of programs.
3. The positive school spirit displayed.
4. Teachers who like to get to know other children that they do not teach.
5. Giving the children a chance to be a part of a group.
6. The children having FUN.
7. The children and staff being happy to be involved.

CONSIDERATION:

Consideration should be given to:

1. An annual review of the extra-curricular programs to ensure that they are meeting current goals and expectations of the school's program.

RECOMMENDATIONS:

It is recommended that:

1. The dedication, enthusiasm, tradition and hard work put into these programs for the benefit of the children, be continued.

FACILITY

Central Elementary (constructed in 1962) is comprised of 12 classrooms, plus a gymnasium, science room, library, computer room, staff room and office area. The building appears to be in good condition and in sound operational order.

COMMENDATIONS:

Commendations for:

1. The extremely clean washrooms.
2. An attractively designed and decorated school.
3. The cleanliness and brightness of the hallways and classrooms.
4. The care taken by staff and students in protecting the facility.
5. The caretakers and maintenance department who take pride in conscientiously cleaning, repairing, and upgrading the facility, under the limitations of money and manpower.
6. The community and school obviously caring to maintain a nice school.
7. The extremely attractive front entry.
8. The good playground area.

CONSIDERATIONS:

Consideration should be given to:

1. Changing the thermostat that controls the staff room temperature from the hallway to the staff room.
2. Building a bigger office for the principal.
3. Adding more playground equipment.
4. Lengthening the tar area behind the school. The tar should go beyond the basketball hoops. Paint lines on the tar for different games.
5. Extending the staff room, to the west.

RECOMMENDATIONS:

It is recommended that:

1. All the equipment on the gym floor should be removed as soon as possible. Extremely unsafe environment for the children.
2. The gym storage area be expanded.

3. The library materials resource centre be expanded.
4. New blackboards and bulletin boards be installed in those classrooms that need them.
5. The narrow strips of bulletin boards in the hallways and classrooms be replaced with 4' x 8' boards.
6. The windows on the north side, which are extremely drafty, be repaired.
7. The gym washrooms be used for their original intended purpose and not as storage areas.
8. The hallway security door needs replacing with a portable steel "accordian" gate.
9. The lighting on the south side of the library be upgraded.
10. All electrical plug-ins and light switches be checked, replaced or repaired.
11. The entire school be put through a storage and equipment study.

SCIENCE

The Science Program is offered to grade four to grade six, four periods thirty-three minutes each, during a six day cycle. All programs follow the Alberta Provincial Science Curriculum.

Overall the Science Program is good. Presently the majority of the program is teacher directed but a noticeable shift to student activity was noted. We encourage this transition and suggest further in-service to assist teachers in this direction.

Equipment, supplies and facilities are good and should be maintained and monitored. Some suggestions to ensure their maintenance are included in the recommendations.

The teachers displayed a conscientious attitude and a commitment to quality instruction. Varied techniques appropriate to the learning level of the children were observed. The keen interest of the students and teachers help to promote a positive attitude towards science.

Of particular merit was the inclusion of the Science Fair as part of the science program. The extra effort and time will encourage development of the scientific inquiry process.

The incorporation of some fine tuning is suggested in the recommendations will only help to make a good program better!

COMMENDATIONS

Commendation for:

1. Development of good unit plans containing information for a variety of teaching strategies consistent with learning abilities of students.
2. Exposing students in science to activities using the scientific method and for developing good scientific attitudes with students.
3. Utilizing a multitude of good supplementary resources along with provincially approved textbooks in each science class.
4. Developing student evaluation procedure which provide for the assessment of a good variety of tests, assignments and for each component for report card mark purposes.
5. Providing quick and frequent feedback to students of assignments and tests marked.
6. The inclusion of the Science Fair as part of the Science Program to promote the scientific inquiry process.
7. The maintenance of good science reference material in the library.

8. Working with students so that they could achieve above average marks in the last two grade six Provincial Achievement Tests.
9. Recognizing pupils' achievement through awards - i.e. Science Fair ribbons, plaques, etc. on display.
10. Good and varied questioning techniques used in class to help promote a better understanding of the process skills.
11. Use of practical application of student everyday life experiences to help students learning.
12. The students and teachers awareness and concern for safety.
13. The teachers close monitoring of students notebooks.
14. Much positive praise to students and among students, excellent student - teacher rapport.
15. Good depth of instruction at each grade level including special education. A real asset to have an aide in the special education program.

CONSIDERATIONS

Considerations be given:

1. To promoting the use of more science displays - for example the utilization of aquariums, terrariums and animal cages.

RECOMMENDATIONS

It is recommended that:

1. Each science class should be timetabled into the science room for a double period every six day cycle. The availability of materials and facilities with help promote hands-on activities.
2. That all members instructing science continue to be involved in regularly scheduled joint planning sessions. Further, this group include the budgeting and the ordering of science equipment and supplies as part of their responsibility. The librarian should be an integral part of this planning committee.
3. The the hands-on activities continue to be carried out on a regular basis to develop the psycho-motor skills, process skills and positive attitudes.
4. Hazardous chemicals be removed from the Science Preparation room. These chemicals to be placed in proper or appropriate disposal units.

5. Instructional activities be concluded by a written summary demonstrating good scientific procedure. These should be included as part of the student's evaluation.
6. A person or persons be identified to be responsible for an assessment of the science equipment and supplies.
7. The process skills continue to be taught and that there be more emphasis placed on tables, graphs and interpretations.
8. Wherever possible that the students should have sufficient materials to work in small groups - preferably two.
9. Teachers label and date columns in their marks books.
10. More effective planning which includes specific directions and organizers for concrete work be developed for students in the special education classes.

MATHEMATICS

The students at Central Elementary School are receiving a fairly traditional but strong mathematics program as suggested by the following commendations. In all cases, the homeroom teacher provides instruction to a class of reasonable size. All classes are offered mathematics instruction that exceeds the provincially recommended times and most receive daily instruction.

The considerations and recommendations that follow are intended to assist the caring and dedicated professionals to improve this solid program.

EMPHASIS ON STUDENT LEARNING AND EFFECTIVE TEACHING

COMMENDATIONS

Commendations for:

1. Developing yearly plans that generally adhere to the Alberta Program of Studies.
2. Developing unit and daily plans that support the yearly plans.
3. Practicing good classroom management skills which promote on-task behavior by students.
4. Stressing the mastery of the basic number facts.
5. Those teachers who have planned for and who have implemented problem solving, technology, and manipulatives into their programs.

RECOMMENDATIONS

It is recommended that:

1. Objectives that refer to computation with common fractions be eliminated from all yearly plans since these are part of the Grade 7 Curriculum.
2. Where there are omissions, yearly, unit, and daily plans be revised to include emphasis on problem solving, the integration of technology, and the use of manipulatives.

MEANINGFUL RECOGNITION AND POSITIVE REINFORCEMENT

COMMENDATIONS

Commendations for:

1. Providing oral encouragement and positive feedback during lessons and seatwork.
2. Maintaining an abundance of marks in a well-organized manner.
3. Using student charts to acknowledge mastery of basic number facts.

LEVEL OF STUDENT EXPECTATIONS

COMMENDATIONS

Commendations for:

1. Developing student evaluation procedures that include criteria and weightings that are consistent within each grade level.
2. Attaining the neatness and organizational skills that are evident in student exercise books.
3. Attaining high results on the 1987 Grade 6 Provincial Achievement Test.

CONSIDERATIONS

Consideration should be given to:

1. Carrying out an indepth analysis of the results on each provincial achievements test. Pages 7 and 8 of the Provincial Report, June 1988 Administration, Achievement Testing Program outlines one model that may be followed by the administration in conducting such an analysis.

LEADERSHIP

COMMENDATIONS

Commendations for:

1. Developing problem-solving skills through LOGO on microcomputers.

CONSIDERATIONS

Consideration should be given to:

1. Obtaining a school subscription to the Arithmetic Teacher.
2. Encouraging one staff member to attend each annual conference of the Mathematics Council of the Alberta Teachers' Association.
3. Appointing one staff member to be mathematics chairperson with specific duties to include coordinating curriculum changes, introduction of new resources, cross-grade meetings, etc.

SCHOOL ORGANIZATION AND IMPLEMENTATION

COMMENDATIONS

Commendations for:

1. Offering mathematics instructional times that exceed provincial recommendations.
2. Offering daily mathematics instruction whenever possible.
3. Staffing to allow for reasonable class sizes and for resource help for students in Grades 4 and 6 who are deficient in mathematics skills.
4. Offering separate mathematics instruction for the special education students while integrating them into the fine arts and physical education programs.
5. The teacher who works closely with the resource program teacher in offering a full program to the small group of learning disabled Grade 4 students.

APPEARANCE, COMFORT, AND SUITABILITY OF THE SCHOOL ENVIRONMENT

COMMENDATIONS

Commendation for:

1. Exhibiting well-organized classrooms that are clean and neat.
2. Utilizing bulletin boards that display appropriate curricular support and student work.

INVOLVEMENT IN DECISION MAKING

COMMENDATIONS

Commendation for:

1. The communication and coordination occurring freely within each grade level.

CONSIDERATIONS

Consideration should be given to:

1. Enhancing procedures which promote an annual cross-grade meeting for mathematics planning, sharing of resources, and student evaluation procedures.

STUDENT PARTICIPATION

COMMENDATIONS

Commendation for:

1. Promoting mathematics learning through the use of manipulatives and the peer tutoring by learning partners.

RECOMMENDATIONS

It is recommended that:

1. Teachers continue to seek a balance between the textbook-driven lessons and lessons that focuses on the use of concrete manipulatives and semi-concrete (pictorial) activities, (i.e., graph paper) so that greater responsibility for learning is placed on the students.

INVOLVEMENT AND COMMUNICATION WITH PARENTS

COMMENDATIONS

Commendation for:

1. Using results of standardized tests to assist in clarifying each child's level of performance and ability during parent-teacher conferences.

USE AND DEVELOPMENT OF APPROPRIATE RESOURCES

COMMENDATIONS

Commendation for:

1. Providing a class set of calculators in the library.
2. Acquiring an abundance of supplementary print materials.
3. Using microcomputers (in the lab and the shared one per grade) for drill and reinforcement of mathematics skills at all grade levels and to teach LOGO to the Grade 5 classes.
4. Using videotapes as an alternative instructional strategy.

CONSIDERATIONS

Consideration should be given to:

1. Offering a brief unit on the uses and operation of a calculator at each grade level.
2. Accessing some of the videotapes available from the South Central Alberta Film Federation (SCAFF). Titles include It Figures (Grade 4), Math Works (Grade 5), and Solve It (Grade 6).

RECOMMENDATIONS

It is recommended that:

1. Each teacher increase the use of concrete manipulatives to make concepts meaningful.
2. Each teacher acquire the Alberta Education monograph Let Problem Solving be the Focus for 1980's, 1983.
3. The administration reestablish a mathematics line in the school's annual budget.

ORDERLY AND PLEASANT LEARNING ENVIRONMENT

COMMENDATIONS

Commendation for:

1. Exhibiting good classroom management.
2. Developing a high level of teacher-student rapport.

HEALTH

This report is based on information gathered during classroom visitations, and interviews with all five teachers of health. Additional information was obtained from other attitude surveys given to both parents and students.

Overall, Central Elementary School is offering a comprehensive Health program consistent with the Program of Studies.

COMMENDATIONS

Commendations for:

1. The excellent classroom control evident from visitations.
2. The excellent student-teacher rapport that exists in the health classes fostering a caring, flexible climate.
3. The evidence of superior planning at all grade levels in terms of comprehensive long-range and unit plans.
4. The commitment to a high level of on task student behavior.
5. The bulletin board. Displays of high quality student work.
6. The thorough evaluation of students individual progress.
7. The utilization of specialized services and community resources in the program.

CONSIDERATIONS

Consideration be given to:

1. Upgrading library resources to complement the curriculum. This is an on-going process that requires consistent attention.
2. Developing lesson and unit plans with greater focus given to critical thinking skills.
3. Organizing the time table to allow all teachers to instruct their homeroom in health. This may enhance the development of the teacher as an advisor and counsellor.

RECOMMENDATIONS

It is recommended that:

1. Evaluation strategies be developed to allow for student self-assessment.
2. Differentiation of instruction and differentiated assignments to implemented to accommodate students with various learning styles and disabilities.
3. Central Office be responsible to provide inservice to assist teachers to implement the above recommendations.

FINANCIAL OPERATIONS

1. School Operating Budget

The principal is responsible for the school's operating budget. Initial budget estimates are done by the principal, with full involvement of the staff. The principal reviews budget requests, makes the necessary adjustments and submits the budget to the Superintendent for consideration and incorporation into the District wide budget. Once passed, the principal keeps track of expenses in each account allocation by reviewing the periodic financial printout from Central Office.

Financial management and budgeting are being carried out in a competent manner.

2. Purchasing of Supplies, Materials and Equipment

Purchase orders for supplies, materials and equipment are initiated by staff, reviewed and authorized by the principal. All purchase orders are recorded by the principal and/or secretary, goods received are unpacked and checked off by the secretary. Packing slips are initialed and submitted to Central Office to initiate payment for goods received.

The purchase of supplies, materials and equipment is being carried out in accordance with District guidelines and procedures.

3. Cash Receipts and Banking Arrangements

The recording of cash receipts for textbook rentals, sale of classroom supplies, etc. is the responsibility of the secretary. All monies received are properly recorded and deposited in the school bank account at least once a week, and then transferred to Central Office on a regular basis. The secretary utilizes a good computer spread sheet system to keep an excellent up to date record of all monies received, deposited, and/or disbursed. The subject of signing officer(s) for the bank account is discussed in No. 4.

4. Student Union Fund Management

The principal and a teacher have control over student union finances. The secretary keeps an accurate record of all monies received and expenditures made through the Student Union fund. Expenditures are discussed by teaching staff, with student involvement, and a group decision made.

The same bank account referred to in 3. above, is used for Student Union finances. The principal is the sole signing officer. It is recommended that the signing authorities be changed to allow any two of the principal, vice-principal and secretary to sign cheques.

Student Union finances are audited yearly and a statement is submitted to the School Board for review and information.

COMMENDATIONS

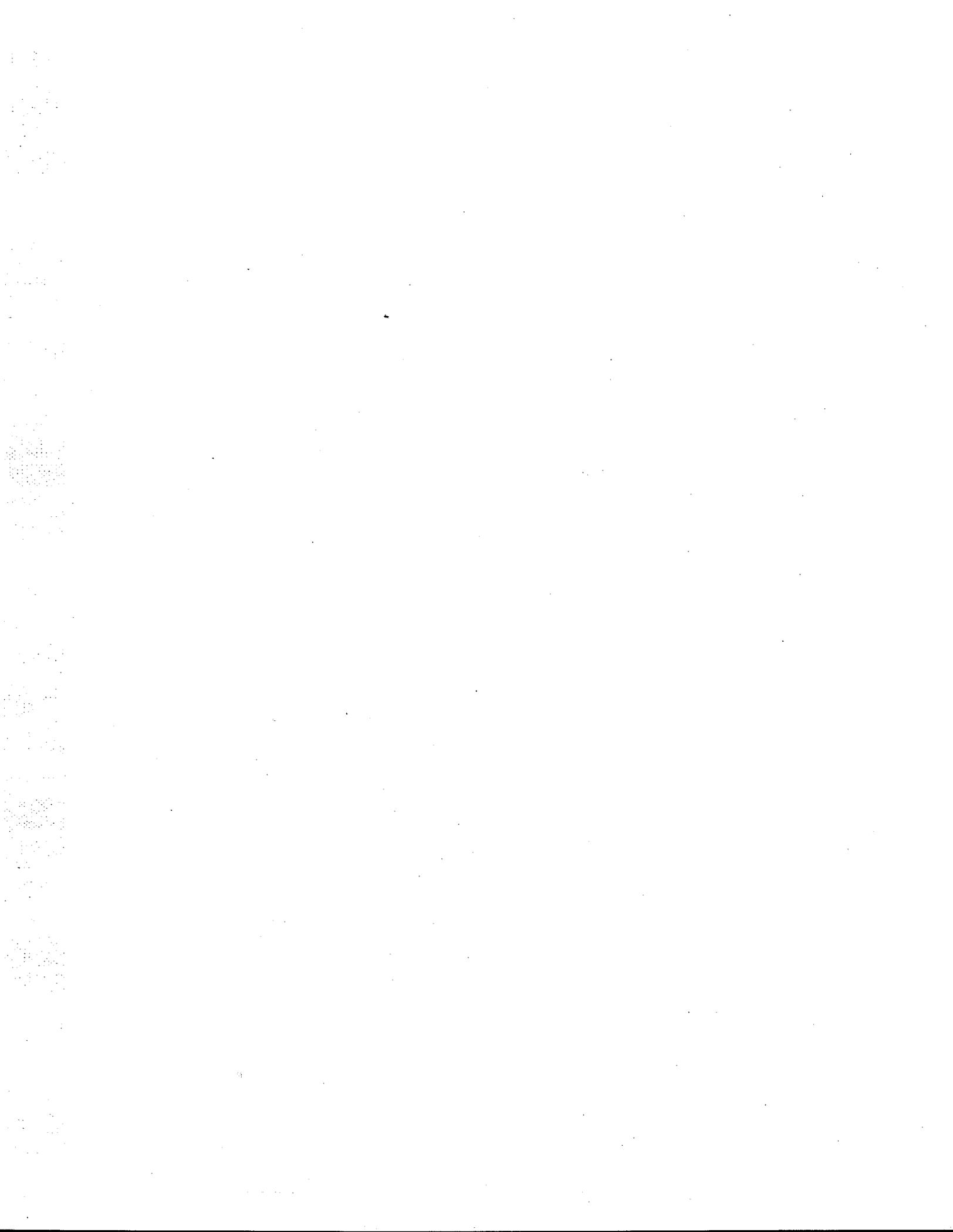
Commendation for:

1. The efficient and accurate business procedures operating in the main office.
2. The excellent spreadsheet being utilized to maintain control of funds.

RECOMMENDATIONS

It is recommended that:

1. At least two signing officers be named for all school-based bank accounts.



A. SOURCES OF INFORMATION ABOUT SCHOOL ACTIVITIES

How do you presently get information about what goes on in school and how would you prefer to get such information?

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

To what degree do you
PRESENTLY GET INFORMATION
about the school from each
of the sources listed?

To what degree do you
PREFER TO GET INFORMATION
from each of the sources listed?

L
I
N T S M
O T O U
N L M C
E E E H

L
I
N T S M
O T O U
N L M C
E E E H

0	8%	52%	38%	Your child/children in the school	1%	4%	42%	52%
42%	31%	23%	1%	Other parents	27%	26%	34%	3%
1%	6%	40%	50%	Newsletters, notices from the school	1%	4%	25%	74%
22%	28%	33%	13%	Meetings at the school	8%	15%	47%	28%
3%	15%	37%	38%	Formal parent-teacher interviews	2%	6%	39%	52%
24%	28%	27%	13%	Informal visits to the school to talk with teachers or administrators	5%	20%	41%	29%
44%	19%	19%	12%	Letters from teachers regarding student successes or problems	5%	6%	36%	49%
59%	19%	9%	7%	Telephone calls from teachers	10%	23%	38%	26%

A number of subject and skill areas are listed below. You are asked to:

1. Indicate the degree of emphasis you believe each subject or skill is presently receiving at this school.
2. Indicate the degree of emphasis that you believe should be placed on each subject or skill.
3. Not all areas may apply to your children. In these cases, circle the letter "E" - not applicable.

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

Degree of emphasis that is given in this school						Degree of emphasis that should be placed				
very low	low	high	very high	not applicable		very low	low	high	very high	not applicable
0	3%	47%	38%	9%	Language Arts	0	0	33%	56%	5%
0	2%	43%	39%	10%	Mathematics	0	0	24%	63%	4%
0	13%	58%	15%	8%	Health	1%	17%	42%	26%	8%
0	3%	60%	26%	15%	Science	0	2%	48%	40%	5%
0	3%	60%	26%	11%	Social Studies	0	3%	50%	35%	9%
1%	12%	61%	13%	10%	Physical Education	0	12%	56%	19%	8%
2%	26%	46%	10%	11%	French	6%	24%	43%	13%	9%
2%	24%	41%	11%	12%	Computers	1%	13%	36%	38%	9%
3%	36%	41%	3%	12%	Art	3%	35%	44%	6%	8%
2%	31%	43%	3%	17%	Music/Band	1%	35%	35%	6%	13%

Please indicate your opinion about the school services which follow.
 If you feel you do not have enough information to comment on any
 statement, please circle "E" for CANNOT COMMENT.

PLEASE CIRCLE THE LETTERS OF YOUR ANSWERS

S D D S
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

This school is paying adequate attention to the individual needs of my child.	2%	13%	56%	16%	10%
Pupils with learning difficulties receive adequate attention.	2%	10%	28%	11%	40%
Pupils who are gifted and talented receive adequate attention.	6%	10%	18%	3%	63%
This school disciplines my child in a satisfactory manner.	0	3%	78%	12%	8%
In general, discipline in this school seems to be satisfactory.	1%	3%	76%	9%	6%
I am satisfactorily informed about my child's progress in school.	1%	16%	57%	16%	5%
The report card used in this school is satisfactory.	3%	1%	63%	12%	20%
I am satisfied with the way my child is evaluated in this school.	4%	8%	58%	8%	23%
Opportunities are provided for me to become involved in school activities.	3%	8%	53%	10%	22%
Opportunities are provided for my child to influence what school activities will occur	5%	14%	32%	5%	47%
I have adequate opportunity to be involved in determining or influencing what my child is learning.	8%	30%	30%	5%	27%

S D D S C
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

The organization and timetabling of students is satisfactory.	1%	5%	72%	10%	10%
I am made to feel welcome when I contact this school.	0	4%	59%	28%	11%
This school's administration is responsive to my concerns.	1%	5%	48%	17%	28%
My child's teacher(s) is/are responsive to my concerns.	1%	2%	52%	24%	22%
This school's facilities are adequate and suitable for curricular programs.	0	1%	67%	15%	10%
The school maintains a satisfactory appearance.	0	0	65%	28%	3%
This school's attendance policies are satisfactory.	0	1%	68%	15%	15%
This school's guidance and counselling services are satisfactory.	1%	3%	33%	7%	62%
When I have concerns and tell the school about them, an effort is made to resolve them.	1%	6%	36%	13%	40%
I receive a satisfactory response to my telephone contacts with the school.	1%	1%	53%	12%	31%
The school has a satisfactory noon-hour intramural or houseleague program.	1%	1%	61%	20%	13%
The school has an adequate interschool sports program.	1%	6%	49%	10%	29%
The school offers adequate clubs and activities aside from sports.	0	5%	58%	24%	11%
The school provides adequate supervision during recess and noon-hour periods.	6%	6%	42%	13%	33%

C. SCHOOL SERVICES AND PRACTICES (CONTINUED)

	S	D	D	S	C
	T	I	I	T	
	R	S	S	R	C O
	O	A	A	O	A M
	N	G	G	N	G N M
	G	R	R	G	R N E
	L	E	E	L	E O N
	Y	E	E	Y	E T T
Student behavior in this school is satisfactory.	2%	8%	58%	7%	23%
Students are cooperative and courteous in this school.	1%	7%	53%	8%	30%
Teachers in this school are fair in their treatment of students.	3%	5%	56%	10%	23%
Administrators (principal and vice-principal) in this school are fair in their treatment of students.	1%	1%	58%	10%	25%
I am familiar with the school's goals, objectives, and philosophy.	3%	6%	53%	7%	31%
When experiencing difficulty, my child has sufficient opportunity to receive extra help from teachers.	2%	16%	38%	10%	30%
The library materials are well used by our children.	1%	6%	63%	10%	18%
Library and media materials are adequate in this school.	1%	3%	56%	8%	30%
Students in this school respect the property of others.	40%	15%	47%	3%	33%

S D D S
 T I I T C
 R S S R C O
 O A A A O A A M
 N G G G N G N M
 G R R R G R N E
 L E E E L E O N
 Y E E E Y E T T

 My child (children) receives satisfactory
 instruction from the teachers in:

Language Arts	1%	6%	76%	9%	6%
Mathematics	1%	6%	73%	11%	6%
Health	1%	3%	77%	8%	10%
Science	1%	3%	75%	8%	8%
Social Studies	4%	2%	76%	9%	9%
Physical Education	1%	0	78%	8%	10%
French	1%	5%	69%	10%	13%
Computers	1%	4%	74%	6%	13%
Art	0	8%	70%	8%	11%
Music/Band	1%	17%	69%	6%	17%

D. HOMEWORK, EXTRA-CURRICULAR ACTIVITIES, AWARDS AND FIELD TRIPS

Please indicate your opinion about homework, extra curricular activities and field trips. If you feel you do not have enough information to comment on any statement, please circle the "E" for "Cannot Comment".

S	D	D	S	
T	I	I	T	C
R	S	S	R	C
O	A	A	O	A
N	G	G	N	G
G	R	R	G	R
L	E	E	L	E
Y	E	E	Y	E

HOMEWORK

My child spends the right amount of time on homework and home-study	3%	24%	53%	6%	4%
---	----	-----	-----	----	----

EXTRACURRICULAR ACTIVITIES

These are activities which take place before school, after school and during lunch hour.

- | | | | | | |
|---|----|-----|-----|-----|-----|
| 1. Extracurricular activities are important at the elementary level. | 1% | 10% | 53% | 31% | 3% |
| 2. The number of extracurricular activities at this school should be increased. | 1% | 43% | 24% | 8% | 22% |
| 3. Parents/students should be expected to pay user fees (e.g., transportation fees for extracurricular activities). | 6% | 28% | 44% | 11% | 9% |

(CONTINUED)

Please indicate your opinion about homework, extra-curricular activities and field trips. If you feel you do not have enough information to comment on any statement, please circle the "E" for "Cannot Comment".

S D D S
T I I T C
R S S R C O
O A A A O A A M
N G G G N G N M
G R R R G R N E
L E E E L E O N
Y E E E Y E T T

AWARDS AND RECOGNITION

My child receives satisfactory recognition for academic accomplishments at this school.	1%	3%	54%	13%	24%
My child receives satisfactory recognition for extracurricular accomplishments at this school.	1%	3%	48%	6%	32%
My child receives satisfactory recognition for socially responsible behaviors (e.g., telling the truth, keeping notebooks and locker clean, playing well with others, etc.)	3%	9%	42%	4%	35%

FIELD TRIPS

These are learning activities that take place in locations other than the school building.

Local field trips are important	0	3%	55%	33%	5%
Out of town field trips are important	1%	9%	56%	26%	4%
The number of field trips at this school should be increased	1%	33%	26%	22%	19%
E. TOTAL SCHOOL PROGRAM					
My child is receiving a satisfactory total program in this school.	0	8%	58%	9%	14%

CENTRAL ELEMENTARY SCHOOL

STUDENT SURVEY

Elementary School Program Assessment: Student Attitude Survey

We would like to know how you feel about your school. After each sentence, there are three possible answers:

- 1 - YES, if you agree with the sentence
- 2 - NO, if you disagree with the sentence
- 3 - DON'T KNOW, if you aren't sure

PLEASE CIRCLE THE NUMBER WHICH INDICATES

1-YES, 2-NO, 3-DON'T KNOW

SECTION 1: ABOUT MY SCHOOL AND ME

	YES	NO	DON'T KNOW
1. My school is a pleasant place to be.	84%	14%	13%
2. I can get the help I need when I need it.	83%	6%	14%
3. The students are well behaved in class.	35%	30%	36%
4. The rules in Central Elementary School are fair to everybody.	85%	9%	15%
5. The school is kept neat and clean by everyone.	42%	34%	26%
6. The playground equipment is fun to use.	65%	27%	10%
7. Teachers are fair when they mark my assignments.	92%	4%	5%
8. There are about the right number of students in my classes. (There are enough students, but not too many for the teacher to deal with.)	68%	15%	18%
9. Students who misbehave are dealt with properly.	70%	15%	14%
10. There are enough extra things besides regular school work for me to do. (houseleagues, clubs)	74%	24%	14%
11. Students who do well are recognized.	76%	19%	17%

SECTION 2: ABOUT THE TEACHERS AND ME

	YES	NO	DON'T KNOW
12. The teachers in my school are friendly and helpful.	92%	9%	11%
13. The teachers understand how children think and act.	58%	21%	23%
14. The teachers make it enjoyable to learn.	74%	13%	13%
15. The work the teachers give us is the kind of work we need.	86%	6%	10%
16. The teachers listen when I talk about the things that bothers me.	59%	13%	27%
17. The teachers are interested in the things I like.	45%	13%	43%
18. The principal likes children and is fair to them.	82%	2%	14%
19. The vice-principal likes children and is fair to them.	87%	3%	12%
20. The secretary in the office is friendly and helpful.	91%	2%	7%

SECTION 3: ABOUT THE OTHER CHILDREN AND ME

	YES	NO	DON'T KNOW
21. The children in my school are friendly.	52%	23%	25%
22. The other children seem to understand my problems.	38%	34%	27%
23. The children in my school get along with each other.	41%	24%	36%
24. Students help each other when they need it.	67%	13%	22%
25. Students try to do their best at Central Elementary School.	68%	9%	24%

SECTION 4: ABOUT THE THINGS WE LEARN

26. The work is about right for me (it is not too hard or too easy).	80%	10%	11%
27. The things we learn are interesting.	82%	10%	9%
28. There is enough work to keep me busy, but not too much work to do.	73%	17%	11%
29. The library has enough interesting books to read.	74%	16%	13%
30. There are enough book for us to use in class.	85%	12%	6%

You are what you learn



Volunteer parents from Advisory Councils for schools in the County of Newell and Brooks School District. The parents represented in the picture are chairpersons of school councils. The County Schools form Home and School Associations (H&S), Home and School Advisory Council (H&SAC), Local Advisory Councils (LAC), and Brooks schools form School Advisory Councils (SAC).

Back row (l-r) Glenda Graham, Alcoma School (H&SAC); Dulcie Beasley, Duchess (LAC); Linda Scheibner, Gem (H&S); Gisela McGregor, (Secretary Treasurer) Brooks Junior High School (SAC); Bessie Jacowishen, Eastbrook Elementary (SAC); Colin McKenzie, Brooks Composite High School (SAC); Faye Graham, Griffin Park (SAC); Marg Loewen, Rosemary (LAC).

Front row (l-r) Lorene Nichols, Brooks Primary (SAC); Loretta Simo, Tilley (LAC); Sharon Hauck, Central Elementary (SAC); Lynn Lester, Rolling Hills (LAC). Missing: Sandra Oostlander, Bassano (LAC).

Working together for Education in the E.I.D.

County of Newell #4

Brooks School District

County of Newell ATA #52

Brooks ATA #76

Acknowledgment

This Education Week supplement was made possible through the contributions of Brooks School District, Brooks ATA Local No. 76, County of Newell No. 4, County of Newell ATA Local No. 52.

Appendix B

You are what you learn

Evidence that the teachers in the Brooks School District believe the Education Week slogan "You Are What You Learn" is demonstrated by their high rate of involvement in professional development activities.

This past year these activities included a district-wide professional development day on Friday, October 11, 1992 with sessions on: 1) program continuity; 2) language learning and the new program of studies; 3) managing classrooms without conflict; 4) math manipulatives workshop session for developing trays for hands-on math activities; 5) grade five and six district grade group meetings; 6) grades seven-nine science and language arts sessions; 7) grades seven-12 physical education and coaches, french and industrial arts session; 8) a Level I and II special education session; and 9) grades 10-12 school-based activities including department planning in business education, english, social studies, science and math.

The Brooks School District has also joined in the partnership with the Southern Alberta Professional Development Consortium (SAPDC). The focus is staff development in that teachers are adult learners participating in life-long learning as part of their professional commitment. Leaving university to begin teaching marks the beginning, not end of a teacher's education as a professional. The consortium considers the principles of effective staff development to be understanding and applying knowledge of the change process. It also believes in the value of applying fundamental principles of learning theory, research on good teaching and knowledge of adult learning and following-up on initial activities in order that professional development becomes ongoing and long-term. Teachers and administrators have been involved in two workshops, one involving the new language learning curriculum (five teachers and administrators attended) and the second involving the program continuity philosophy (ten teachers and administrators attended). These are the two curriculum changes proposed by Alberta Education for implementation in the fall of 1992 and 1993 consecutively.

The Alberta Teachers' Association has also developed a leadership in professional development program which is designed to assist school-based personnel in the effective planning and implementation of professional development activities. The overall goal is to promote and enhance effective, ongoing, school-focused professional development. A group of twelve teachers, four administrators and one trustee are taking part in the program.

Administrators attended a retreat in which character in our students was reaffirmed. Administrators developed a tentative action plan based on the promotion of character. This evolved into a set

of three meetings (Character in Our Community or CIC) for parents and community members.

School-based professional development has been organized by the schools as follows:

March 26 - BCHS staff held a professional development day on Student Motivation.

March 27-28 - Central Elementary school staff went on a retreat and developed their school philosophy, discussed their school handbook and promoted the new language learning curriculum.

April 6 - Brooks Primary school staff took an "Incredible Journey" with their leadership development into Program Continuity.

May 1 - BJHS staff will be comparing and contrasting education in India and Brooks with Noreen O'Haire. She will also be working with the staff on the school action plan.

May 27 - Eastbrook Elementary school staff will be addressing the new language learning curriculum and involved in a Readers Workshop.

Science 10/20/30 curriculum revisions were introduced at the Brooks Composite High School. Seven days were used for professional development in order for teachers to pilot the new program in Science 10 this year.

Teachers attended conferences in 1991-92 as follows: Curriculum areas teacher attendance: Language Arts, including the International Reading Association (IRA) 10, Early Childhood 4,

Special Education 3, Industrial Education 3, Mathematics 11, Science 1, Social Studies 1, Music 1, Drama 1 and Guidance

1. Conferences which have been approved for the balance of the year include the following numbers of teachers in attendance: Thematic Units Across Curriculum 4, Human Sexuality 3, Business Education 2, Health and Physical Education 2, French 1 and Home Economics 1.

Specialty area teacher attendance included: Improving Student Achievement and Responsibility Through Building Self Esteem 4, Cooperative Program Planning and Teachers 2, Women in Administrator 2, Teacher Alert 2, Global Education 2, Computer 2, Readers Theater 1, Seminar 1, Integrating Whole Language 1, Visualize Verbalize 1, Coaching 1, Integrated Occupations Program (IOP) 1, Building an Integrated Thematic Kindergarten program 1, Early Childhood Society (ECS) 1, Helping Children Write 1, and Using cooperative learning to enhance reading and writing instruction 1.

Total - 78 conferences were attended for a cost of approximately \$18,000. This cost is shared by the Brooks Local ATA and the Brooks School District.

Individual teachers and administrators are also attending summer workshops as well as presently pursuing additional academic degrees.

Your child's education is the best investment

Brooks School District Trustee
By Rose Lovsin

Volunteer your time in your child's education - the best investment you can make.

Education Week and activities during Education Week bring back many pleasant memories for me. Unforgettable memories of being actively involved in my children's education through countless hours of volunteer work. My volunteer work began many years ago when my oldest began kindergarten and continued through to my youngest completing high school. Those years were the most rewarding, enjoyable years of my life. Yours can be too! Volunteer today! Whether you help in the classroom, volunteer at track and field day or become involved in School Advisory Councils your contribution is always rewarding and appreciated.

"That's my Daddy" or "That's my Mommy" is so proudly announced by that little special person when your presence is made in the classroom. What a great acknowledgement.

Becoming actively involved in your child's education provides parents with numerous opportunities. Volunteer work is

fun, friendships are made. You become acquainted with your child's teacher and other staff members in the school. You gain insight and understanding of the actual learning process taking place in the classroom. Your participation provides significant new ideas to help with the decision-making process for School Advisory Councils. New members to our community bring new attitudes and experiences.

Today many hours of volunteer work takes place in our school, however, I encourage and support the need for even more participation. Visit your child's school and tell them you are interested in becoming a volunteer. You will never regret that decision, and neither will your child.



Fiscal highlights

Spending

The following facts are taken from a variety of 1991 studies on spending in school districts with factors such as bussing costs taken out to make for accurate comparisons.

Expense	Brooks	Provincial Av.
Budgeted spending per pupil	\$4976	\$5413
Teacher salary costs per pupil	\$2640	\$2812
Rank order spending out of 139 school boards (# 1 rank spends the most)		
Gr. 1 - 12 instruction	111 th	
Administration	117 th	
Maintenance	87 th	
Special Education	28 th	

Taxation

The following facts are drawn from a comparison of 1991 tax rates among seven Alberta communities with populations ranging between 6500 and 12,900.

Expense	Brooks	Average
Tax per \$1000 of assessed value	\$29.64	\$152.81
Tax on average 3 bdrm. (1200 sq. ft.)	\$171.29	\$152.81
Portion of tax bill for education	53.8%	42.1%

Staffing

The following information compares the number of certificated employees (Superintendent, principals, counsellors, librarians, regular class teachers and special education teachers) divided into the total student enrolment of the district. E. C. S. teachers and students have been excluded to allow for accurate comparisons. The higher the number (ratio) the larger the enrolment is in each classroom. The source of data is a November 1991 Alberta Education document.

1990 Student - Teacher Ratio (in Alberta schools are grouped into Counties, Divisions, and Districts).

Brooks School District	17.62/1
All Counties	16.70/1
All School Divisions	16.35/1
All School Districts	17.26/1
All Schools in the Province	16.99/1

When only regular classroom teachers and regular students were counted, the average number of pupils enrolled per classroom across the district was 22.6.

In Brooks schools the smallest regular class enrolment is 8 and the largest is 32 students. A majority of classrooms have enrolments in the 24 - 28 range.

Financial Equity

The above data suggests factors which can be controlled locally by the school district are being controlled responsibly. Significant evidence exists to show that inequity in the provincial formula for funding education creates a hardship on Brooks taxpayers.

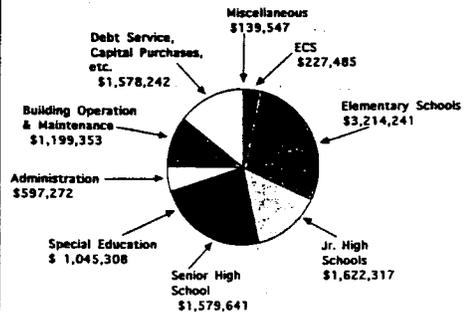
One example is:

	Brooks	Prov. Av.
1990 Mill Rate for Education	13.2 mills	10.96 mills
Assessment per resident student	\$119,384	\$173,867

In one proposal prepared by government it was recommended that to bring about fairness and equity in provincial funding for Brooks an additional annual grant of \$850,000 would be required. This plan would have had the effect of making the proportion of funding for education picked up by the homeowner and local business in Brooks equivalent to the proportion paid on average across the province. The Brooks School District continues to lobby government for a fairer plan.

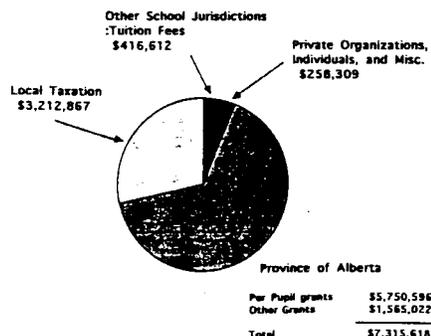
Operating Expenditures

For the year ending August 31, 1991



Operating Revenues

For the year ending August 31, 1991



County of Newell Professional development benefits student learning

Believing that "You Are What You Learn", teachers in the County of Newell have been heavily involved in professional development inservices throughout the year to help students learn better.

Teachers attended school-based professional activities in the fall. These included sessions of CPR training and computer software in Alcoma, library skills and increasing student performance in Bassano, CPR and first aid in Duchess and Rosemary, special needs programs and unit planning in Gem, diagnostic writing and co-operative planning in Rolling Hills, classroom visitations in Medicine Hat for Tilley staff and early identification of students at risk of failure for the Hutterite Colony teachers.

The County of Newell continued its membership in the three year pilot of the Southern Alberta Professional Development

Consortium. Teachers and administrators have this school year learned up-to-date approaches in elementary language learning, program continuity, and the Science 10 course to be taught across the province next September.

Hutterite Colony Teachers have also joined a consortium to develop a new elementary social studies curriculum specifically for teaching Hutterite children. All County teachers met in Duchess in March to learn about managing the classroom without conflict. County administrators are presently planning a retreat for late spring.

County-organized inservice activities throughout the year have included on-going sessions on the new provincial diagnostic county mathematics program, mathematics computer software, teaching elementary science, junior and senior high social studies, junior high mathematics,

students evaluation in language arts, use of checklists in student evaluation, and Mathematics 30. Special needs and elementary staff have also met for current information on multi-leveling in E.C.S. Centers, encouraging the reading process, test administration, and visualizing and verbalizing. Grade seven to 12 physical education teachers have been working on personal professional development throughout the year and will be planning sessions for 1992/93. Many of the sessions were presented by local teachers or central office administration.

Teachers are also attending out-of-county workshops across the province and devoting personal time toward professional development. Several teachers and administrators are pursuing university training or short courses during the year and the summer to update and further their skills.



Al Bellamy, president of the Brooks ATA local #76 and Molly Pilling, president of the County of Newell of Newell ATA local #51, meet to discuss mutual student and teacher concerns.

New primary report card

A new Primary Report Card (Grades one-three) and evaluation handbook was developed for the Brooks School District this past year, as well as the schedule for parent-teacher interviews. These interviews allow for more opportunity for interaction with parents.

The September meeting allows the teacher to get to know the child. It allows the parent to share information about their child with the classroom teacher. To date, reports regarding the success of the implementation of the changes have been very positive from the perspective of teachers and parents.

The development of the primary education philosophy was the first and most important task undertaken by the teachers of students for Grades one-three. This philosophy is based on student learning and states: a) learning is an active process of exploring, experimenting, constructing and communicating, b) learning takes place at different rates and in different styles, c) learning involves the whole child, socially, emotionally, physically and intellectually, d) learning is a connected, integrated process, involving not only subject matter, but experiences outside the school environment and e) learning is best developed in an atmosphere of mutual trust and respect, where everyone is allowed to be successful. The report card is a direct reflection of the teaching methods that are being used today.

The primary teachers believe that learning is a lifelong process, and our goal is to develop a love of learning.

The evaluation handbooks is a working document which is constantly being updated in terms of new curriculum developed by Alberta Education.

Brooks School District seeks community input

by Inge Effelson

Quality Indicators Director
The Educational Quality Indicators project with the Brooks School District in its third and final year implemented an action plan which included various members of the community. Three School Advisory Council (SAC) members from each school to "test" the process for developing a set of beliefs regarding student behavior. Their commitment was to participate and evaluate this process which had been organized.

During the course of the three meetings, over one hundred people had input and volunteered their time. Many participants had varying opinions regarding how and particularly where students needed to improve how they behave in terms of accepting responsibility for their actions. Consensus was reached by the end of the last meeting.

The belief and commitment statements included such items as respecting yourself and others, recognizing the difference between rights, responsibilities and privileges. The importance of

the home was emphasized, as was the importance of setting a good role model and using appropriate language and manners. Social activities, including the use of alcohol and drugs came under considerable debate, however, it was agreed that it is important to have the social activities of young people effectively monitored by a responsible adult.

The most crucial part of the meetings will be the follow-up. Participants expressed concerns about how to make a difference. A variety of suggestions were made including: a) parent networking to support each others efforts in organizing house-party supervision, b) coaches and others setting examples with parents supporting coaching efforts, c) publicizing and getting the community positively involved and d) getting the legal age raised for drinking alcohol and making changes to the Young Offenders Act. The Brooks School District is making plans for follow-up with School Advisory Council (SAC) involvement for the forty parents who indicated an interest in further involvement.

Education Week activities in Brooks

Central Elementary School

1. A parent volunteer luncheon on Monday, May 4th, 1992 in appreciation for all the help extended by parents to the school.

2. A presentation by students of Central Elementary School on Thursday, May 7, 1992 at 7 p.m. in the gymnasium. The Level I students will be attending a Readers Theatre competition in Calgary earlier that day which they will also be delivering in the evening.

3. Parents are welcome at the school any time during Education Week.

Griffin Park School

1. A parent volunteer luncheon on Friday, May 8, 1992 to show appreciation for all the support by parents to the students and school. This will also be a "Dreams" hamburger day.

2. BIG EVENT: a volunteer baseball game.

3. A display of student work in Cassils Center Mall.

4. A student mural displaying all the work volunteer parents do will be on exhibition.

5. Miss Christopher, a former teacher of Japanese students, will have a presentation on Japan the week following Education Week.

Brooks Primary School

There will be Early Childhood Services (Kindergarten) registration on Tuesday, May 5, 1992 at 7 p.m. in the gymnasium. Student work will be on display.

Brooks Central Office

An exhibit recognizing community and parent volunteers will be displayed at the Cassils Centre Mall.

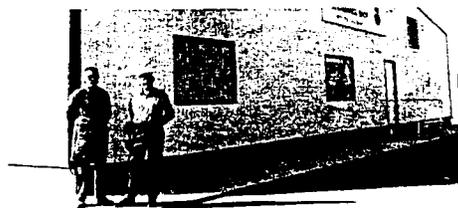
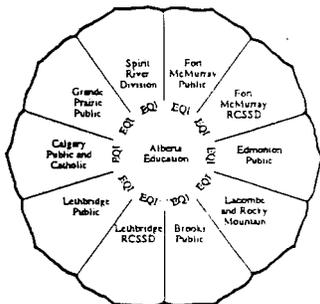
Brooks Composite High

What do you get when you take

two slabs of rye, a couple of books, a pair of smelly sneakers and a little white mouse and top it with an olive? Why, this year's Education Week theme, of course - "You are what you learn." So why, "You are what you learn, as a theme for Education Week? Because it's fun and because it reinforces the fact that what you become or are in life is largely a result of what you learn or have learned, both in school and through family and community experiences. The theme also reminds us that education is a life long endeavour - and an enjoyable one at that. Keeping this theme in mind, BCHS plans to offer sessions to students about various lifelong learning or recreational opportunities available to them during the afternoon of Thursday, May 7, 1992. Students will attend self-selected sessions which will provide information about a particular activity through demonstrations, displays, and participation. Examples of sessions include pottery, golf, photography, origami, aerobics, paper tole, sailing, and genealogy research. We would encourage any parents willing to facilitate a session to contact the school and we would be more than willing to accommodate you.

As part of Education Week teachers have been encouraged to invite local guest speakers to their classroom. And once again we will be inviting the local R.C.M.P. to participate in a volleyball match against the teachers.

As well, the students are planning a "White Out Day" to increase the awareness and consequences of impaired driving.



Rick Evans, Brooks School District carpenter and Eimert VanOtterloo, maintenance supervisor, in front of the maintenance shop.

Alcoma School

Alcoma school thrives on the continuous academic achievement and involvement of the students in every aspect of learning. Sportsmanship and a positive attitude are always practised and the ambition to do well is emphasized tremendously. The atmosphere at Alcoma is very friendly. The classes are small and the individual attention helps us to improve and excel in our studies. Another vital part of our school is the teachers, they are incredibly helpful and put forth an extra effort to understand our views.

I would not be wrong to view school learning as building blocks of our future. Alcoma provides a strong and consistent learning environment that gives the students a sense of achievement. Feeling a sense of accomplishment can greatly contribute to success in the future. Alcoma runs various programs that are set up to reward Alcoma students for their good efforts.

Assemblies, certificates of achievement and even an encouraging word from a teacher helps in reassuring students of their ability. The time is always taken to set up extra curricular events such as career day and an annual camping trip. The students are given many chances to prove their talents. We are given the chance to join the elementary or junior high choir, drama is presented through theatre performances and a lipsync, our school becomes very involved in the science fair, and a good showing at numerous sporting events is always attained. We are given the opportunity to better our school; thoughts and comments students may offer do not go unnoticed.

Alcoma school provides a wide variety of learning experiences, lest I sound intrigued with the thought of school, I will conclude in saying school is what you make it. Therefore, we are what we learn.

Kerri Cox
Grade 9

You Are What You Learn

What does school mean to you? Does it mean friends, recess or lessons to learn? To me it means all of these and more.

I like the friendly teachers, the kids; recess is fun, but lessons and learning are for life.

'You are what you learn.' Does it make sense? Yes. If you don't get a good education, the occupations which will be open to you in the future may be quite limited. If you at least get a grade twelve education, more doors will be open. Most jobs nowadays require at least two years of college or university. To get into these institutions, you have to work hard, right now. I want to be a vet when I grow up. To do that I must get good grades in school now.

This will give me the confidence to go on and do well in junior and senior high. Then on to university. I have to work hard now, because I don't want to lose any opportunities in the future.

Don't you like it when your parents make the rules? They complain about your marks, preach about studying, and sometimes lose patience. I sat down and figured it out. I'll stay in school, do my best and they'll stay cool!

Lindsey Bronk
Grade 6, Age 11

School is important and fun. My favourite subjects are science and math. I like science because you learn neat things. I like math because you add and subtract.



Olympics Day in February

Tyler Hemsing
Grade 2

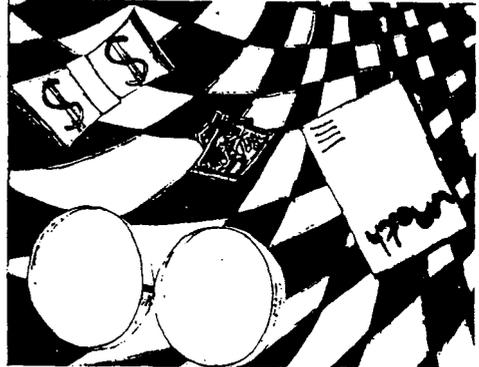
I like school because we have library skills. I like this because we get to look at books and the librarian is very very nice. Also because we learn about animals. My favourite animal is a panda. I like health too because we get to know how the eyes and ears work. Best of all I like the teachers!

I think we need schools so we can learn. If we don't learn now we won't learn when we're big. We also learn because then we won't do as many things wrong. I love learning and going to school.

Roxanne Fehr



Alcoma's science fair in March



by Kelly McIntyre, grade 9

Duchess School

A long, long time ago on Christmas day, a friend of mine gave me a big, box of turtles. Being the chocolate eater that I am, I ate them right away. The next day I started to run really slow. I really don't know why I am one of the fastest people in the class. A couple of weeks later I kept on hitting myself on the back, but it did not hurt. My friends said I had big dark green spots all over me.

The day after, I was watching Teenage Mutant Ninja Turtles on T.V. They showed Donatello leaping up in the air swinging his deep brown bo and saying "Cowabunga." I was taping it at the time, when I noticed his deep green complexion. I paused the T.V., I looked down at my arm, then up at the T.V. and I kept on looking up and down at my arm and the T.V. I finally put the pieces together of my life. I realized that I was going to be a turtle for the rest of my life.

A week later my muscles grew bigger and my reflexes got faster than a speeding bullet. My face stretched, my clothes tore and I turned all green. I was a full grown turtle! I felt one hundred times smarter. I looked in a mirror. When I saw myself, I thought to myself "I have to get a home in the sewers." When I opened the sewer lid an eerie, ghastly fume went past my big, green nose and I thought it was better than nothing. I started talking scientifically like Donatello always does.

Christmas a year later... This year, I got all of my presents delivered to the sewers. The first present I opened was a box of turtles. When I opened the box, it had a note it said "I hope these help you get better, from your secret admirer."

I ate them all as fast as I could. By the time I was done opening all my presents it was past my bed time, so I went to sleep. The next morning when I brushed my teeth I looked up in the mirror. I was back to normal.

Kevin Bunney
Grade 6

Wild Flowers

Wild flowers grow, where it does not snow. Where heat and cold do not fight, where the clouds above, are white as a dove. Where the wild flowers grow.

Lindsay Martin
Brandi
Romeo

The Purple Moon Shines

The purple moon shines through my window, and cats are purring by my ear. The flowers are singing lullaby's as the purple moon shines through my window.

Lindsay Martin
Grade 6

Duchess School

Once there was a boy named Kyle. He hit a beehive by a mile. The bees came out, Kyle jumped about, Into the lake with a big, big smile.

Kyle Grove

There once was an alligator, Who ate lots of caterpillars. He got very fat, Like Garfield the Cat, He got ran over by a grader.

Sandi Weinmeyer

There once was a Leprechaun That lived on a lawn. He liked to eat sour grapes, That were square shapes, Scattered all over the lawn.

John McIver



Bobbi Rae Sewall and Carey Williams at the Duchess School science fair.



Stephanie de Jong, Rachel Brown and Danny Finnerty taking part in buddy reading.



Grade four science and social presentation. No, this was not a local animal.

Bassano School

This is "Your Life" Bassano School. Any individual visiting Bassano School would find a multitude of activities to participate in or view.

Something new for us this year is "theme month". Teachers, administrators, teacher aides and secretaries are all actively involved in preparing these exciting and energetic monthly events. A "Salute to Farmers" started us off and delivered the students to a farm where they all made butter the old fashioned way (sheer brute and muscle strength). From there we were transported into "Never, Never Land" of fairy tales and fables. Cinderella, Little Po Peep, and the Court Jester were all on hand for fun and frolics.

Christmas is always a special time of year. Senior citizens at the Playfair Lodge played Santa and wrote replies to all the elementary students who wrote them letters. Missoula and The Fisherman's Wife performed prior to Christmas. In keeping with the spirit of Christmas, a Xmas Bazaar was held to raise money for the Community Christmas Hamper. This was a very successful event.

Our Peer Support group have been busy painting faces for Halloween; cheering squads at home volleyball games; and operating a quarter carnival. You can be sure that these were big hits amongst the students.

Intramurals for students from one-12 have taken in volleyball, soccer, basketball, floor hockey and skipping. We

have a dedicated, hard working team of students and teachers who make this program successful.

The Fine Arts department is rounded out by four singing groups and a drama club. The talent is unbelievable and our Jr./Sr. high singers are in demand. They've performed at county schools, local functions and in Calgary as well. Two very well performed drama productions bring enjoyable entertainment to many people near and far away.

Our elementary Safety Patrolters are out there morning, noon and after school helping students cross the street safely. They've enjoyed playing bingo, basketball and pizza get togethers.

Reading is so much fun that we participated in the MS Read-a-thon for a second time. Books purchased at our ever popular Book Fair were read and shared by everyone.

Science Fair was a success with students from one-six setting up exhibits in the gym. There are definitely some future Einsteins and Dr. Jeckyll's out there.

Our school year would not be complete without mentioning the success of our Jr./Sr. high school sports teams. Senior high girls travelled to the Zones in volleyball while our mixed curling team went to Provincials and won. All teams have grown and developed both in skill and sportsmanship. Teams we are proud to say that come from Bassano.

Bassano provides a positive, active and fun-filled

learning environment for anyone entering our school.

From Glad to Mad
There once was a happy young boy,
Who was always full of great joy,
One day he was sad
And became very bad
And then broke his twin sister's toy!

Gienna Watson
Grade 5

Boney Old Man
There once was a boney old man
Who whacked all the kids with a frying pan
He came out one day
And said "Let's Play!"
The kids took one look and they ran.

Melinda Kasper
Grade 5

A Man From Japan
There once was a man from Japan
Who lived on top of a pan
And when the pan sunk
He went with a dunk
And never, ever came up again!

Shawn Bremault
Grade 5

Fat-Bellied Shelly
There once was a girl named Shelly
Who had a very fat belly
One day she went out
And gave a big pout
And gave a big thrill to Kelly.

Amanda Ly
Grade 5

The more you listen the more you learn
Those who listen learn the most
It is better to listen and learn
Than to talk and learn nothing.

Mandy Barnes
Grade 6



Bassano grads, October '91. Back row, left to right, are Alan Aimoto, Daryl Jones, Rob Miller, Cole Hauck, Todd Schaffer, Cedric Solway and Lily Wells. In front are Jodi Blake, Tammy Eveson, JoDee Dyck, Terina Conley, Vicki Schaffer and Sherri Running Rabbit.



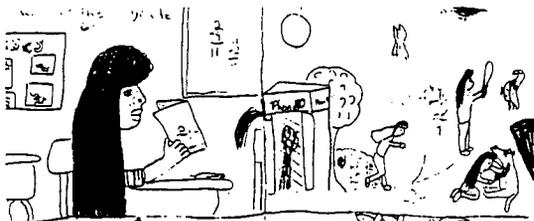
Staff and students...Mr. Don Mathieson and Tyrone Sitting Eagle, one of the native dancers.



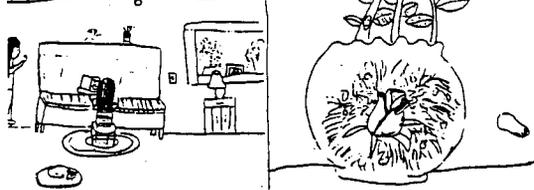
Missoula Theatre. The Fisherman and His Wife. Left to right are Geoff Rohleder, Scott Rose, Jonathan Olson, Roger Reimer, Robert Sohan, David Medicine Shield, Jenny Anderson, Karyn Huckerby, Anne-Marie MacPhail and Andrea Beringer.



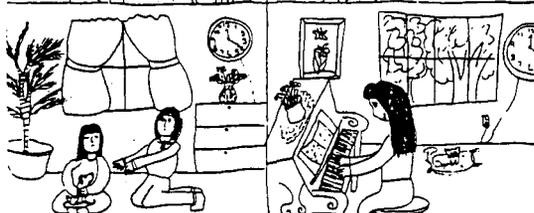
September '91 initiation for grade 10s. Back row, left to right, are Kyle Bloye, Conrad Johnson, Roger Reimer, Chad Beringer, Danny Gray and Gavin Roen. In front are Warren Broza, Sonja Neighbour and Kim Bothi.



Lynn Royea
Grade 4/5
Bassano



Lindsey Trapp
Grade 4/5
Bassano School



Colony Schools

Springview Colony School

The students at Springview have enjoyed a number of special events this year to round out their regular studies.

As usual, we entertained the Brooks Primary grade threes in September. It was a terrific opportunity for cultural exchange and social interaction.

The Christmas concert was a big success this year as it has ever been. The students are very impressive in their ability to entertain with a wide variety of musical numbers and humorous sketches. The school staff appreciates the tremendous support shown by the colony community toward this endeavour.

Staff members collected an array of auctionable items this year to get the "Great SVCS Auction Sale" off the ground. Each student was provided with a fist full of dollars, and the bidding began. It was a fun way to work on the skills of money management and auction etiquette (such as not scratching an itchy ear when the auctioneer is looking).

A literary study of Charlie and the Chocolate Factory was enhanced by the temporary creation of the students' own chocolate factory. For those familiar with the novel, our factory overseers were Loma Braun and Liz Schmidt, capable alternatives to Willy Wonka. The students show creative flair when using the sweet elixir as a medium for art.

Springview students have an interest in conservation. Last year the nest box program was a success. At least half a dozen pairs of tree swallows were provided with a habitat for raising their young because of the students' concern. Everyone anticipates more success this year.

Students and staff are looking forward to an upcoming visit from a representative of the Alberta Trappers' Association. This presentation should provide us with some insight into the role of trapping in wildlife management.

The young writers at Springview have participated in a variety of expository and creative writing activities this year. For the reader's enjoyment we've included a few short samples of their prose and poetry.

A Reason To Die
It was getting very difficult to breathe and the pain was great. He had been beaten severely, and now the nails ripped cruelly at his flesh. He knew that his mangled body would not last much longer. But Jesus' suffering was not only physical. He looked at his mother standing near the cross with some of the other women. He thought of the pain she must have been feeling. He thought back to the happy times when he was a little boy. Every night his mother would tell him about Moses and the other prophets and what they suffered and yet still stayed with God.

He thought about the time he spent with his disciples, even if Judas betrayed him. He

felt sorry for him, as if he had been his own son, and he still loved him very much.

He thought about the people he had helped, how some believed and some were too bullheaded, had too much pride, couldn't stand to give to the poor, and were very selfish. Some thought they could just live happy, be rich until they were old. But when death came knocking it would be too late to do anything but accept their punishment.

He also thought about those who had demanded his crucifixion, what they thought about their false victory. He had tried to bring them to God, but they just wouldn't listen, like many, many others. He thought about the pain they would feel when their time would come and, despite what they had done to him. He felt sorry for them and asked God for their forgiveness as he was suffering and dying.

Jesus also thought of those who would believe in him once and for all, and what they would share with him: no worries, no more pain, no more heartaches; nothing at all except peace, comfort, joy and kindness. "Yes," he thought, as the life went out of his body. "These people are the reason, a very good reason to die for. Their lives are worth the pain."

Clara E. Mandel
Grade Five
Springview
Colony
School

Love is Like a Butterfly
My love is like a butterfly
That spreads its wings in June.
My love is like the morning dew
That is so clean and true.

My love is like an endless stream
That never will run dry.
My love will always cry for you -
You're sweet as honey dew.

Your love is like a freshening breeze
That sets my poor heart free.
Our love is like a pure white dove
That flies so high above.

Arnie A. Wurtz
Grade Seven
Springview
Colony

Marooned

It was late in the afternoon and the light was fading. On a black greasy island there were three sailors from Shanghai. They were marooned.

There was Wang Xin, Tie Ning, and Chu Xing. They each had a little headed spear, and they speared fish and ate them. They wore black greasy clothes and they ate with blackened grubby hands. They sat on an old black log, and beside the log was an SOS sign made of branches. All they hoped for was an airplane or a helicopter to see the SOS sign.

One day Wang Xin speared a fish, and he said to Tie Ning, "I've got a fish speared, but he's so big I can't pull him out. Will you help me?"

"Yes, I will," Tie Ning replied. So they hauled the fish in. Just as they hauled it in, they saw

a helicopter coming to rescue them. They called to Chu Xing to make a fire so the helicopter would see them. They all watched as the helicopter came to a landing.

They got on the helicopter, and they were happy. But when they were half way to Shanghai they noticed that from the helicopter there came black greasy oil out of the engine. The pilot said, "Boys, we've got to

land." There was an island a kilometre away so they set the helicopter down on it.

They found some branches and they made a spear for fishing. They made an SOS sign. All they hoped for was a boat to come and rescue them, and they stared and stared across the empty blue sea.

Ken M. Hofer
Grade Five
Springview Colony

Heavenly Lights

The night is silent,
The water is a reflection
Of a million lights
In the City.
The buildings touch the horizon
Where stars shine like
Meteors coming down
To our incredible earth.

Andrew A. Wurtz
Grade Eight
Springview
Colony

Bow City Colony School is a very exciting place for learning. Many interesting and educational things take place in our "Little School on the Prairie".

In late September we got our new school pet. He is an adorable white and grey dwarf rabbit who we affectionately call "Wabbit". Wabbit has taught us a lot about caring for our furry friends.

In mid-October we began to work on our Christmas concert. We worked on an upbeat musical version of Charles Dickens' "A Christmas Carol," and we prepared some Christmas songs. Practising was hard work, but it was well worth it. Bow City Colony and friends were treated to the best Christmas production the Bow City Colony students had ever presented. When the acting and singing were finished we got a special surprise visit by Santa Claus, who handed candy canes out to the children.

During the Christmas holidays our school got another special treat . . . new (used) desks! Our old wood/cast iron desks were replaced with newer student desks. Now group work in our multi-grade school is a dream. The students can actually move their desks into group formations for group work.

At the beginning of this month we began working on our second annual school newspaper - the Bow City Post. All of our students are busily tracking down new stories that have been and are taking place on the colony. This year's paper will be an exciting one because of all the stories and interviews available to us due to the construction of the new pig barns which are replacing the barns that burned in that devastating Friday the 13th fire in March. Our newspaper will be released by the end of May.

At Bow City Colony

School our learning materials and facilities are being improved upon each year, and with each improvement in materials comes an improvement in what our students have and will learn. As a result, Bow City Colony students are becoming responsible citizens.

You are what you learn.

K. Baksa

The Tooth That Fell Out

The little girl was eating an apple and her tooth stuck in the apples. She took the tooth out of the apple. The little girl put the tooth under her pillow. She looked under her pillow in the morning and she found a doll.

Lisa
Grade One

The Little White Bunny and the Boy

Once upon a time a little boy went for a walk in the woods. He looked around and he went farther in the woods, and he saw a little white bunny. The bunny ran away and the boy ran after him and shouted, "Stop little bunny!" The boy ran faster and caught the little rabbit and petted him. Then he took the rabbit home and kept him in a cage and fed him carrots and they became good friends.

Dave J. Wurtz
Grade 3

Colony

School

The Girl and the Skunk

One day a little girl went for a walk. She was going to see everything near her house. She did not go far from her house, because she was scared she would get lost. When she went out she saw a little animal she did not know what it was. It was a little skunk. She did not know she should leave it alone, and she wanted to pet the skunk, but the skunk went away. The girl went

and told her mother she saw a black and white animal. Her mother told her to leave skunks alone.

Ruth J. Wurtz
Grade 6

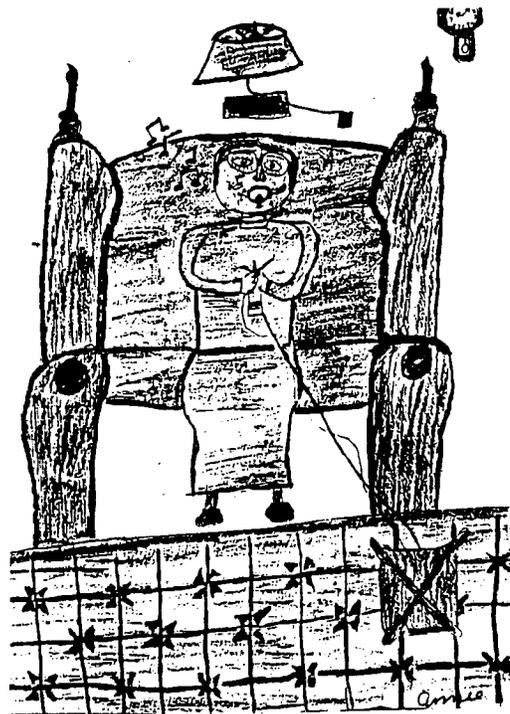
Wayne Gretzky

I stayed up all night watching the hockey game, it was the L.A. Kings against the Edmonton Oilers. The L.A. Kings were leading 11-0. It must have been a good Saturday night for Wayne Gretzky. That night Gretzky got two hat tricks and 79 points. Some of the players tried to fight but Gretzky kept his cool. After the hockey game I went to bed very sleepy, but very happy I was dreaming all night about him.

Gretzky has the most points of all the hockey players in the N.H.L. Wayne has been traded from the Edmonton Oilers to the L.A. Kings, but no matter where he is he wins the games. Gretzky hardly gets any penalties because his mind is really on the game and he knows quite well what he is doing. He is known as the Great One.

Leonard P. Hofer
Grade 8

You are what you learn



Gem School

The students attending Gem School are in a unique learning environment. With two teachers and six grades, family groupings are the norm, and the students enjoy the friendly, cooperative atmosphere that results.

Integration of subjects and creative planning based on themes help the teachers to cover curriculum requirements for each grade while making learning meaningful. This year we have explored the world of travel,

learned about yesteryear, and enjoyed a month when our learning focused on cooking and food. We use Readers' Theatre, shared reading and writing, music, art and drama to enhance language learning. In mathematics, the students have the opportunity to explore concepts through a large variety of hands-on activities and computer programs. Our Science is also activity-based, and we have a school Science Fair each winter in which ever child

participates.

At Gem School, the students enjoy daily physical education classes. We participate in the Canada Fitness program, offer swimming at the Bassano pool, take two ski trips each winter and this year have included a short unit on curling for the grade four to six students. We have applied for a Chapter award that would recognize our emphasis on quality daily phys. ed.

We are very fortunate to have committed parent volunteers who read with or to children, supervise learning activities, make games, assist in editing student work, and help the students with computer programs. Having the parents in on a regular basis gives a very pleasant community atmosphere to our little school!

This year we hosted a community Christmas party, complete with Mr. Claus himself. Everyone who came enjoyed doing crafts, decorating and eating cookies, and watching a special video. With Mrs. Vivian Wiebe as director, our children did a splendid job of staging a Christmas musical this year. The students also have the opportunity to perform at each Awards Assembly, where they receive report cards.

The grade one to three class produces a newsletter each Friday, in which we include news, book reviews, art work, a learning report, a good joke and student writing.

The Jump Rope for Heart skip-a-thon is coming up soon, and we will also be planning our third annual Strawberry Tea and White Elephant Sale. For Education Week, we are planning to invite several community members in to discuss and demonstrate their various talents.

Ours is a special little school serving special young people!

I like to go to Gem School because we do lots of fun things. We have Theme Days. On Theme Days we usually make our own lunch. We have good teachers that help us with our work if we need it. Our secretary types our writing. Our janitor does a good job of cleaning the school. I think Gem School is a good school to go to.

Keith Hiebert
Grade 5

I like Gem School because it's fun. We play games in gym and practise our skills. In social studies we study things like China and Greece. In Science we do things like hooking up light bulbs and wires with batteries. I like school.

Alisen Wallace
Grade 4

We like Gem School because we get to make Friday newsletters. Every Friday two people tell some news and another two people answer a question. Somebody writes about a book they have read. One person selects or writes a poem. Two people write about what we did in school last week. One person selects a joke. Two people illustrate the news, poetry and

book talk, and one person edits. We take our newspapers home and save them. It is fun to look at them.

Laura Paetkau
Grade 3

Gem School is a special place because the parents are volunteers. They read to us. They help with math. They help us write and count and work on computers. We read to the parents. It is fun when they come.

Michael, Daniel

Brent, Melissa
Sarah

At Gem School it is really fun to have Gem of the Week. The Gem of the Week is a student who gets to bring special toys. We sing for the Gem of the Week and make them a book and a poster. The Gem of the Week gets to choose a toy. It feels surprising and good to be the Gem of the Week.

Matthew, Jared
Derek, Wade

You are what you learn



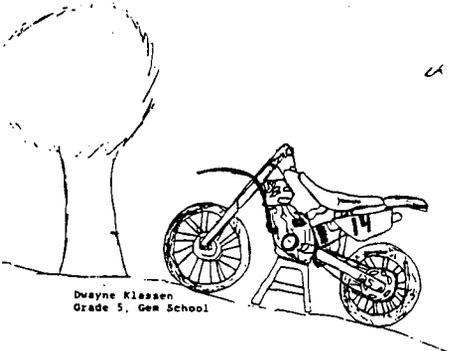
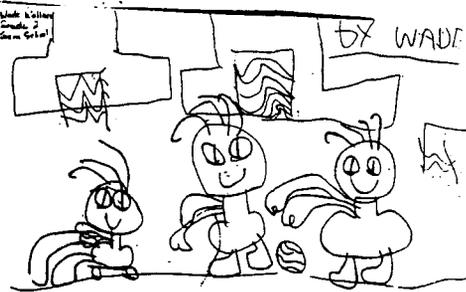
Gym activities...Daniel Doerksen, Andrea Schmidt and Claire Scheibner.



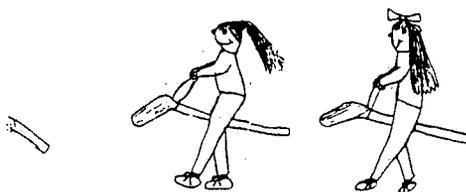
Building snow gopher houses...Camille Scheibner, Melissa Berg and Sarah Wallace.



Reading is fun. Left to right are Kim Pielt, Melissa Berg, Daniel Doerksen, Brent Scheibner and Jared Griffith.



Camille Scheibner
Grade 2
Gem School



Rolling Hills School

At Rolling Hills School we believe in the strength of community. We are supported by our parents. We have an active Advisory Council that contributes to the organization, supervision and financing of many school events. We are also fortunate to have the involvement of members of the community who do not presently have children at our school. Our parents and community members are generous with our fundraising campaigns and with their time. They have coached, judged projects, spoken, refereed, provided lunches, worked canteens, supplied transportation and much more.

Our students have gone to the Seniors' Centre to sing, provided an excellent Christmas concert, and undertaken their first ever dessert theatre presentation, all with great success.

We have had visits from community agencies on subjects of drug awareness, dental health and farm safety. We participate in many agency sponsored activities and have had some talented students win awards for their work.

In sports we curl, ski, play basketball, volleyball, golf and badminton. Our sports highlights this year include: our grade five and six students

participating in a volleyball tournament in Brooks and in "light rock" curling, our girls basketball team hosting county finals and attending a tournament in Calgary, (this was a special event, since the team's coach had attended it when she was a student at Rolling Hills, 20 years ago), the introduction of dance into Jr. High physical education, and a very successful junior high ski trip. We have a superior student athlete, who is attending the provincial free-throw competition.

We co-operate. We have used a school wide theme approach in our instructional areas

periodically this year. One result of this is that we have undertaken to become a Green School, an environmental project. Many of our science fair projects were based on environmental awareness. Our science fair was a hit. Our grades ones and twos helped our grade nine class write story books. We have a reading partners program.

In the area of cultural awareness, some of our students attended a performance at Tilley school by a Native Dance group. They enjoyed the dancing, the music and the trip. Also we plan to attend a performance of Phantom of the Opera in Calgary

in June. Plans for this adventure have been ongoing since last year and we can hardly wait. Our grade three and four class had exchange visits with a class from Central elementary school in Brooks. New friends were made! We have a twin school in Manitoba through the Canada Pen Friends program. Our grade seven/eight class exchanges correspondence with them.

Our school is filled with ideas, innovations and intensity. Our children have citizenship, spirit and smiles. The students are what they learn, at Rolling Hills School.



Community activities. All the students sang for the seniors at the Rolling Hills senior citizens centre.



Rolling Hills School Remembrance Day. Left to right are Kent Sereda, Charmaine Wenckers, Michael Heitrich, Nicole Zahenaiko, Paula Kristianson and Amber Gutfriend.



Hallowe'en antics. In front are Joel Sigurdson, Scott Zahenaiko and Rudi Tessman. In back are Darcy Stratton, Gena Amulung, Leslie Jacobi Kara Powell and Fabiola Emerson.



Basketball. In back are Kara Powell, Katrina Powell, Leslie Jacobi, Gena Amulung, Krista Patterson and Mona Patterson, coach. In front are Melissa Zahenaiko, Hazel Thomsen, Fabiola Emerson, Tarra Herbst and Melissa Skrove.



Curriculum enrichment, ethnic studies. Brandy Heitrich and Julie Amulung.

Education is the best.
 People learn all the rest.
 With this poem, Education.
 It will be a sure sensation.
 How high I am...
 How much I see.
 How far I reach
 Education, will be the key.

By Jera Patterson

Rosemary School

Rosemary School provides educational services for students from grades 1 to 12. Rosemary school is synonymous with educational achievement. In provincial achievement testing, also in diploma examination results, Rosemary students have consistently achieved above provincial average for the past twelve years.

Rosemary elementary students are known for their music and choral work and have

won many prizes at the Medicine Hat Choral Festival. There are now two choirs in the elementary school. These choral groups perform in many community events that take place throughout the year.

Parental participation and assistance in the educational process is very high in the Rosemary School. Parent committees participate in a variety of programs which include choirs, sports programs, hot lunch,

library, practical arts, classroom assistance, field trip planning, swimming and coaching.

Rosemary School provides a full complement of extra curricular sports for students. There is emphasis on volleyball, basketball, badminton, track and field and baseball. Rosemary students over the years have consistently been high achievers in basketball throughout Southern Alberta. High school basketball teams participate in the

Sunshine League and compete with other schools in this area.

Rosemary School also provides programming for the needs of all students by participating in the Distance Education Program.

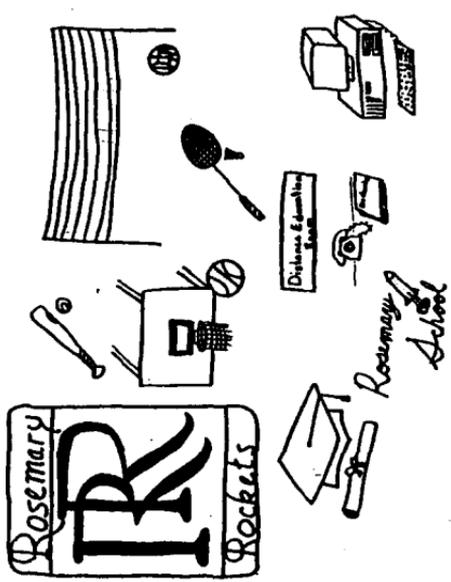
Students attending Rosemary High School also have opportunities to work in the Cooperative Learning Program, a joint effort between the school and Canada Manpower to help students learn more about various trades and professions by participating in on site training and work. Almost 25% of the high school students are involved in this program. Organizations such as the Royal Bank, Ducks Unlimited, Eastern Irrigation District, Brooks Health Center, and Magic's Auto Service, to name only a few, are participating.

Students at Rosemary School also enjoy a highly developed computer program that includes students from grades 1 to 12. Computer instruction and cooperative efforts between

teachers make it possible for students to utilize computer classes for completion of many school assignments, especially in language arts, business fundamentals, social studies, and science. Computers are used extensively in the teaching of mathematics in the high school. Rosemary School has two computer labs that are busy most of the time. At the present time, two adult classes operate in the evenings as well.

Most Rosemary students enjoy school and the many activities organized by the Students' Association. Ski trips, roller skating, noon hour sports, river trips, school dances, and parties are but a few of the extra curricular activities that take place each year.

Like most schools, Rosemary has a strong teaching staff dedicated to the ideal of helping students in every way possible in improving their minds and educational opportunities.



Rosemary Boring
Scool
Is NOT

zzzzzz



Chad

Chelsey Hall
Grade 2
Rosemary



the your own talk tale.

Once upon a time there was a princess and a prince. They were going on a boat ride. It was a nice day. It was sunny. They were having a picnic. The sun is shining. Thunder and lightning. It got stormy. There was a hole in the boat. The princess slipped and fell overboard. The prince was in a cabin. He came up to check on her. He heard her yell. HELP HELP! He ran up stairs. The princess was on one side. The door was on the other. He had to run really fast. He caught her.



I were a turtle
I would swim in pond and
eat insects. But mostly I would sit around
waiting nothing at all. Turtles need so just wish
people can see them more often. hope wishes
go by the sea can see a turtle.
LAWRENCE MAY BLUMHART



Grade One
Rosemary

I were a turtle
I would hide I would be shy and I
would be shy in the bushes the bushes
are green and I'm green too. I is fruit to be
green mostly being shy is fun when I hide in my
shell it is dark and where I'm out of my shell
it is not dark it is light. But I like the dark so
I can hide to be shy in my shell

Shari Lepp
Gr. 1
Rosemary

Tilley School

By Dwan Little &
Kim Hellmer
Grade 8, Tilley School

Tilley School is a nice place to learn. We are a small school but we are lucky to have all the great teachers we have. We have a very nice principal and vice-principal. The teachers are always ready to help us when we need it.

Here at Tilley School we have kindergarten to grade twelve full of eager to learn kids. The students are always trying to organize and help in any projects they can.

Our school is not one of the newest looking schools but we are getting our school modernized. Some work has already been done. The lab was redone last year and we got new windows put in this year. Other projects are being discussed right now. Our school will look real good once it is done.

We have some interesting clubs and sports in our school such as grade six, junior and

senior high volleyball teams, and junior and senior high badminton and track teams. We have computer and social club, and an elementary students union. We also have volunteer prefixes in junior high who help the primary students. Lots of people are involved in these activities and they are enjoyed by all. Not always do our teams succeed but we have a lot of fun doing our best.

The school is also involved in spirit week when the students get dressed up and have fun activities. Grade 4 to 6 enjoy ski trips during the winter. Once a year the students take part in a drama show filled with the best performances from each grade.

On Friday nights sometimes our school holds a sports night in the gym for jr. and sr. high students.

Each student in jr. and sr. high collect points through joining sports and clubs. They can then at the end of the year receive a certificate or a letter saying they

have participated in certain school activities. This helps promote school spirit and participation among students.

Near the end of each year the elementary students have a track and field day. On this day the students are divided into teams and they compete against each other in various events. At the end of the day the teams are rewarded with placement ribbons and memories of a very enjoyable day. In the elementary, once a month, someone is rewarded with an art award.

Tilley School is really a fun place to be. I hope when and if new people come to our school that they think Tilley School is just as great as we think it is.

Tilley School

Tilley School
Interesting place
Likeable people
Library with good books
Everyone's happy
Yelling, mean teachers there are not.

Silly, fun activities
Classes are fun
Happy students
Outrageous marks
Only the hardest working sports teams
Lots of fun - great memorable years.

Shauna Perry
Grade 8

I Am What I Learn

I am my mind
My mind is myself
My mind is what I learn
Knowledge is given to me in school
And I am my knowledge.

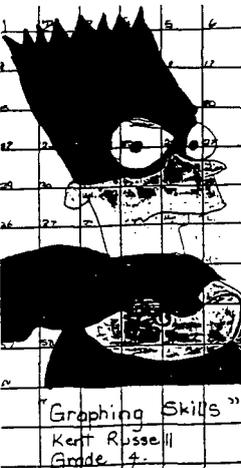
Carmen Rutherford
Grade 6..



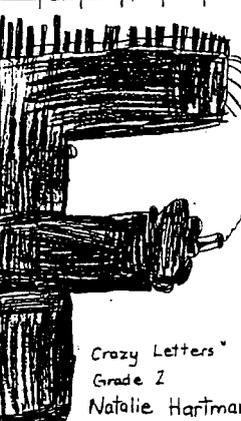
Tilley E.C.S.. Hey, we're having fun, even though it was one of the few cold days this fall. The hay ride at Toth's farm, followed by hot chocolate and cake was an enjoyable experience. Left to right: Cecile Hellmer, Kristen McGregor, Marci-Rae Morse, Christopher Morse, Cheryl Dovchak, Melissa Miller, Marie Muschiol, Courtney Van Oene, Mr. Toth.



Junior high ski trip...Kim Burton, Crystal Okell and Amber Van Oene.



"Graphing Skills"
Kert Russell
Grade 4



"Crazy Letters"
Grade 2
Natalie Hartman



Brooks and county science fair. Best project, Jonathan Muschiol, grade 5.



Tilley school science fair. Lorne Russell is in the foreground.



Junior high ski trip...Shauna Perry, Tara Rutherford, Nikki Best and Kim Helmer.



Tilley E.C.S.. Mmm...grandma, you make good cookies. We made Christmas cookies with moms and grandmas. Left over cookies were donated to the food bank. Left to right are Mrs. Miller, Melissa Miller, Mrs. Christensen, Kristen McGregor, Danielle Christensen.

Brooks Composite High

During the 1990-91 school year, Brooks Composite High School provided educational services to 533 students offering a total of 498 credits in basic academic and general diploma programs, with Business Education, Home Ec., Industrial Ed., and Fine Arts as optional areas. The school also continued offering a successful Resource Program and an expanded program for the EMH level students. Also, the Grade 10 components to follow in subsequent years. A total of 29 teachers, 5 para-professional staff and 3.5 custodians were employed at Brooks Composite High School. The school programs were supported by over 120 work experience work stations and a very active parent community.

Curriculum

1990-91 was another busy year with respect to work in curriculum areas. A new Social Studies 30 and Social Studies 33 program was implemented. With the phasing in of the nine year French Program within the Brooks School District, French 30N was offered for the first time. The new Math 20, 23, 24 was implemented in September 1990 and teachers prepared themselves to implement the grade 12 component of these courses in September 1991. BCHS piloted the Math 33 program in 1990-91 in preparation for full scale implementation in 1991-92. I.O.P. at the grade 10 level was implemented in September 1990. In the spring of 1990, school administrators and teachers had spent considerable effort in preparing an application for funding which was directed to the Federal Job Strategies Program. The effort proved successful as we were one of only 7 school districts (out of 28 applications) to receive funding approval. The funding enhanced the successful implementation of the program. Grade 11 components of I.O.P. were prepared for implementation in September 1991. A key initiative started in the 1990-91 school year was the application for and acquisition of a 3 year field testing opportunity in the new Science programs. Science 10 will be field tested at BCHS in 1991-92 with all other academic Sciences to follow during the subsequent 2 school years. It is believed that this project will put us in a more advantageous position in Science for years to come. Another important initiative started in 1990-91 and continuing is the involvement in field testing of various new Language Arts materials. Finally administration and teachers continued to keep abreast of development in Career and Technology studies which will replace various practical arts. School/Staff/Student Development

In September 1990, staff and administration organized yearly goal setting around curricular areas as part of the NSSE school improvement model shown below.

Essentially the fall workshop incorporated the top of

the triangle shown above, with the bottom right representing our October 1990 school evaluation, and the bottom left representing follow-up from our own goal setting and from the school evaluation report. Our school evaluation was thoroughly carried out, resulting in an appropriate considerations and recommendations. Some of the recommendations were cost items and we are pleased that the School District was able to provide for these to the extent possible in our 1991-92 budget.

During the year we were able to deal with many of the curricular goals set in September and also many of the recommendations found in the School evaluation report.

Administration goals for 1990-91, shown below, were established to support teacher work in curricular areas, to devote appropriate time to various aspects of the school evaluation, and to prepare for future curricular challenges.

Administration Goals For 1990-91

1. To advance, or at least maintain the gains made by the school as a result of goal setting activities by staff and administration during the past several years.
2. To complete a curricular self-evaluation phase with staff in advance of our formal school evaluation and to begin implementation of some of the goals arising from it.
3. After our formal school evaluation report, to embark on a goal setting and implementation phase with respect to appropriate recommendations arising from the report.
4. To continue to work toward a smooth transition in program and diploma requirements arising from the Secondary Education Review.
5. To Formalize a procedure which will encourage teachers to use senior teachers and administrators to free up time for curriculum development activities, peer observation activities, and other professional development activities.

1991-92 Goals

Although a good deal of our Follow-up Phase (see above) is completed, some work remains to be done. We believe that due to rather obvious reasons, we should not develop any additional goals for the 1991-92 school term, but concentrate our efforts on the following.

1. complete initiatives established in curriculum areas last fall and complete recommendations as a result of our school evaluation report.
2. concentrate our efforts in developing our many new curriculum areas as mandated by

Alberta Ed. as well as ones which we are field testing.

3. preparing ourselves for the trials and tribulations of the building project.

During the September teacher preparation days, staff had an opportunity to review previous

curricular goals and last year's recommendations from the school evaluation report to re-assess what work remained in this area. This re-assessment will be complete by early October and the work of various curricular groups will be monitored by an administrator.

In addition to the previous page, school administration has set the following administration goals for 1991-92.

Administration Goals for 1991-92

1. To ensure, through various means, that staff and students maintain their focus during the period of the building project.
2. To achieve completion on what remains of our curricular goal setting exercise from last year and what remains from the implementation phase with respect to appropriate recommendations from our school evaluation report.
3. With added time available, to continue to use department leaders and administrators to free up time for curriculum development activities, for peer observation activities, and other professional development activities.
4. Work towards the development of a networked computer system to enhance all possible aspects of school operation, and communication with the School District and Department of Education.

Student Accomplishments - Academic

A) 1990-91 Diploma Exam Results

Brooks Composite High School Diploma Exam marks, when considered along with registration rates, failure rates, scholarship achievement, and diploma completion indicate that grade 12 students achievement, and diploma completion indicate that grade 12 students at BCHS achieved at a very high level again in 1990-91. Taking all exams into account, the average B.C.H.S. mark was 62.83% while the average provincial mark was 63.31%. However, a far greater portion of the grade 12 class at B.C.H.S. attempted and successfully completed the more difficult Diploma Exam subjects than was the case throughout the province. The overall enrolment rate of B.C.H.S. students was a full 23% higher than that of the province. An examination of results for the past four years suggests that every 5% difference in overall registration levels affects the overall average by about 1%. Thus the overall average of a B.C.H.S. population similar to the provincial population was really about 4-5% higher than the 62.83% shown above. Despite the substantially higher registration rates, B.C.H.S. students were more successful in passing Diploma Exams subjects than their provincial counterparts. The overall passing rate of B.C.H.S. students was 90.75% while the overall passing rate of Alberta students was 90.45%.

The table below shows the actual exam averages for

B.C.H.S. and Alberta students, the percentage by which B.C.H.S. enrolments exceeded enrolment in Alberta, adjusted B.C.H.S.

averages, taking differences in registration rates into account, and the passing rates (using blended marks) of B.C.H.S. and Alberta students. The mark averages are Exam Averages Only. Actual final marks in each diploma exam course are arrived at by averaging the teacher's final mark with the Exam mark. B.C.H.S. teachers final mark averages are consistent with those awarded across the province. Generally, exam averages are lower than teachers' evaluation because of the broader scope of the teachers' evaluation compared to the narrower focus of the provincial exam. Since

many variables affect exam results, caution must be exercised in drawing generalizations. One of the most effective uses of diploma exam results occurs when teachers analyze their course content to establish a match with the subject specifications as set by Alberta Education. A second important use is the comparison of the content emphasis of teachers courses and their students results on each question of the exam. This item analysis often identifies areas which could be enhanced to overcome slight deficiencies. Another important comparison is that of Diploma Completion rates. Again in 1990-91, the B.C.H.S. Diploma completion rate exceeded the completion rate of the province as a whole by more than 10%



Donna and Mickey Hajash with Joe Massey and Heather Amulung at the 1991 BCHS academic awards banquet. Twenty-two local scholarships provide graduates with over \$20,000 towards further education.



Brooks Buffalos had another outstanding season winning the Rangeland Conference for the second straight year.



Cast of No Mother to Guide Her (or more pitied than censured)



Grad turkey dinner sponsored by the class of '92. This has been an annual tradition in the community for many years.

Brooks Junior High

The 1991-92 school year is the first year for the Brooks Junior High School School Advisory Council. The first meetings involved discussion on what useful thrust the SAC could take. It was felt that coordinating efforts with the Brooks School District Character in Our Community project would be worthwhile. Another activity was participation in the presentation "Family Matters" by Griffin Park Vice Principal Larry Regner. The BJHS SAC will prepare to play a major role in continuing the CIC project and assuring its effectiveness in the community.

Her Eyes
Her eyes were dancing waves
Her song was as the breeze
As she sang along the seashore
and fell upon her knees

The spray flew all about her
She laughed quite happily
As the sun broke from the clouds
and shone upon the sea

Her eyes grew dimmer than
blackness
as they fell upon the sea
For no longer did the sun shine
as it always used to be

Then thunder crashed from

nowhere
and lightning fell upon the sea
And her eyes grew with fright and
anger
when she saw the calamity

Then it fell back to normal
and her eyes looked happily
For no longer was it angry
But as clam as it could be
Tara Dixon
Grade 7-4

Owls
At my back the sun is Falling,
At my Face the moon is rising,
and it won't be long till,
The old owl will search for his
food.
Cynthia Terry

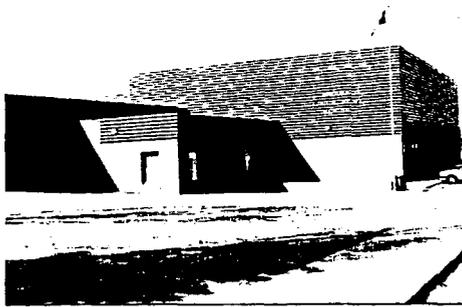
Hockey
The whistle is blown,
The game is to start.
The team's eyes are glue
Stuck to the puck.
Crack! The puck hits the ice.
Crunch! There's a big hit.
He picks up the puck,
Goes on in net.
Winds up, a slap shot on goes the
light.
Vancouver is on target tonight.

Kevan Sinclair

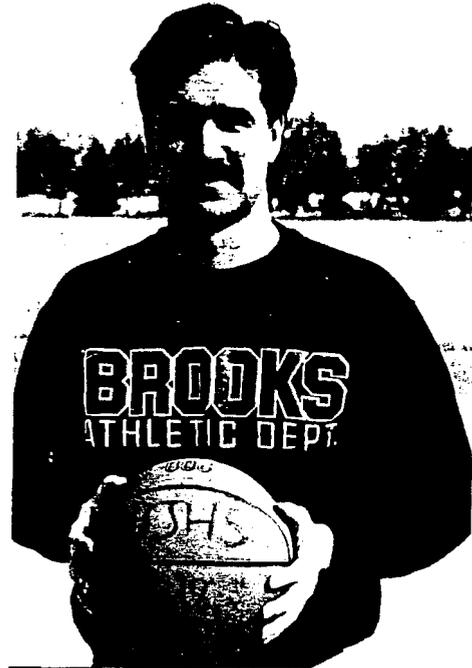
Autumn
The leaves lay dead waiting for a

wind,
A wild whistling wind lifts the
small leaves
Dancing over the golden prairie

They come down into a lazy
meadow
Now they float to a stop and sink
out of sight.
Bradley Buchan



Brooks Junior High School



Robyn Drader, volunteer basketball coach.



Choral group with Brooke Clenchy conducting.



Sean Largary, student in home economics.



Mrs. Marilyn Jackson, volunteer accompanist for the choral group. They are practicing for the provincials in Camrose.



Videography at BJHS with Scott Grisbrook.

Griffin Park School

The ability of our children to live and learn in the future is largely based on a positive attitude and a sense of being a worthy, contributing member of society. At Griffin Park, we strive to develop students who are strong academically but also work toward developing a healthy respect for others and self, accepting responsibility for one's actions, and providing an air of stability in a world that delivers

conflicting, and sometimes scary, messages to children.

Research strongly suggests that the values, expectations and models established in the home at an early age have lasting and significant influence on how a child is prepared for the eventual positive transition into adulthood. Success in raising and educating children requires a cooperative, joint effort between the home, school and community. Key to the

home-school relationship is communication and parent involvement in a child's education.

In addition to the consistent, dedicated effort and caring attitude of staff, we are fortunate in having a very active School Advisory Council. The Executive Committee is co-chaired by Mrs. Faye Graham and Mr. Stewart Gilborn, principal. The School Advisory Council relies on the input and help of all parents in our school population. A sample of accomplishments to date include implementing a successful "hot lunch" program, establishing a "fan out" telephone system to parents, sponsoring a speaker open to all Brooks parents, advising on available photo packages, conducting the parent volunteer program, and participating in an Alberta Community Health information session. The school greatly appreciates the work of the Executive Committee, Room Representatives and all of the many volunteers so willing to give freely of their time, energy and knowledge.

The upcoming challenges created by a depressed economy, high unemployment, and stresses in the family are many. As a community, as families and as schools, we must remember that, in order to grow, children need fun, challenges, and respect. They need to learn to deal with disappointment and success in a consistent environment. They need and want guidelines and discipline. Looking toward a positive future, we need to support the individuals and agencies devoted to developing productive members of society.

The Window

For the longest of time, I have been watching them. Up high and lively in my office, I watch them live. I am unlike my colleagues. They come to their offices and look through their windows at the city. They see other buildings, think about meetings, work. My window takes me away from work. I see smog but then I see the sun.

I see busy crowds, unhappy smiles, lifeless handshakes. I detest it. But if I squint, I can see the beach. I know the lifestyle there is so... easy going. No stress. What a nice day to be... anywhere but here.

When I work overtime, my window lets the moon shine into my office. The streets are lit up and people are having a good time. I try to feel good but I am jealous. The window makes me feel. No, no, the window reflects my feelings.

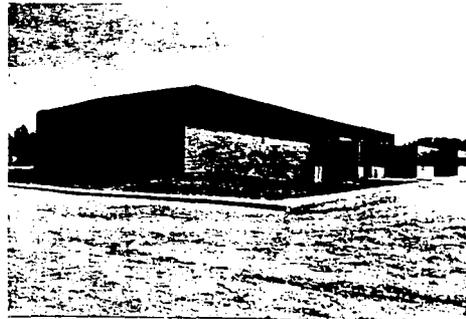
Then there is my paperweight...

Luke Noyes
Grade 8

Looking For Change

I run into a phone booth, digging through my coat pockets for some change.

Instead I pull out a handful of old gum wrappers and



Griffin Park

a stale Hershey bar that I never got around to eating.

Three unemployed hairpins that once kept the hair off my face.

A note I meant to send to my best friend, unopened ketchup packets from the recent binges at Mickey D's.

A shiny gold locket with a broken clasp... and a broken heart...

I find a tissue to wipe away a single tear running down my cheek, and still no change.

Karli Martin
Grade 8

The Good Ol' Days
Them were the 'good ol' days.
Wearin' bare feet,

Chewin' hay.
Wearin' big overalls with pockets in front.

Actin' crazy on a snake hunt.
Not wearin' no shirts, but big yellow hats.

Ain't seen no one now with a hat like that.

Ahh! The games we used to play.
Nuttin' like that, not today.
Today kids is wearin' blue jeans,
No dresses, no curls, no jelly supremes.

Them were the good ol' days,
If ya know what I mean.

No fun today,
No sun, no hay.
Yep, them truly were The Good Ol' Days!

Jayci Robertson
Grade 8



There are a number of opportunities for older students like Kevin McGowan to work with the younger students like Aaron Surgenor.



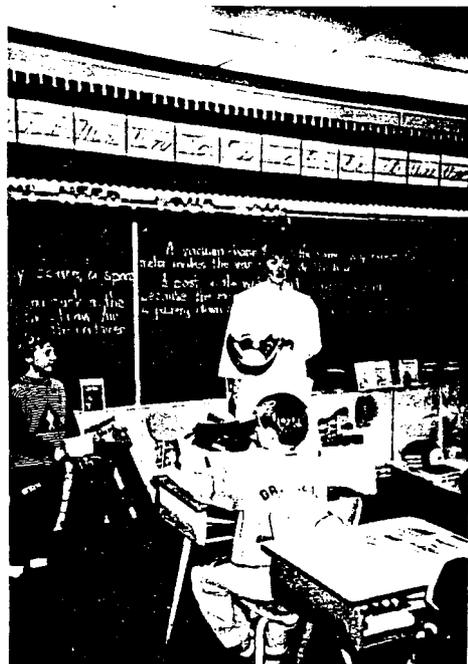
Griffin Park school advisory council 1991-92. In front, left to right are Janet Bellamy, Maeva Hunter, Jennifer Buckler and Trish Bischoff. In back, left to right are Ron Weibe, Faye Graham (co-chairperson) and Ron Houston. Missing are Delia Johnson, Marilyn Johnson, Rose Dubois, Stewart Gilborn and Larry Regner.



Hamburger Day not only raises money for Dreams, it provides another chance for parents and their children to get together. The chefs are Melanie Reed-Zukowski, Darlene Black, Paulette Bartusek and Amelda Mousing. Grill compliments of NOWSCO.



Intramurals keep students actively involved and generate school spirit. Shown are Mardi Robertson, Kristy Ledene, Dayna Bilyk, Ruby Cruz, Jessica Schlager and Scott Leveque.



Mrs. Sandy Bell sharing her expertise in nursing.

Eastbrook Elementary

Welcome to Eastbrook Elementary School

The elementary grades are a time of tremendous growth for young people. The programs of our school provide opportunities for growth in all areas of student development.

Parents are becoming more involved with their child's educational development in the nineties. It is great to see such a tremendous positive growth in the parent volunteer area. With all the new challenges we are facing and will encounter, parents working with teachers is a high priority. To the parent volunteers, we welcome you and salute you. Your dedication and hard work is appreciated by Eastbrook School.

In closing, each year of the young person's elementary schooling is an opportunity for challenge, achievement, and enjoyment. We know that Eastbrook will encourage the desire, effort and self-discipline necessary on the part of each student to ensure that this opportunity is realized to its fullest extent. "You Are What You Learn."

Sincerely,
C.R.P. Joseph
Principal

Eastbrook Advisory Council

Eastbrook SAC has had another very active year. The SAC is formed each year as a cooperative group that is available to support, advise and act as a liaison with the community. We appreciate the time and effort given so freely by these parents. Following are some of the activities undertaken this year in the various roles:

Liason - Parent development - Rick Stradecki, Parent Workshop; -Information Items; - High School Presentation; - Ident-a-kid Program; - Safety Concerns; - Head-lice Presentation.

Cooperation - Parent Volunteers; - Year End Picnic; - Room Reps Assistance in Classrooms; - Science Fair Judges; - Field Trips.

Advise - Playground Equipment; - Movies at School; - Positive Behaviour Plan; - Honour Roll; - Discussion on Qualities of a Teacher; - ECS to Grade 1 Transition Meeting.

Support - Hot Lunch; - Volleyball Concession; - Playground Fund; - Alpha Products; - Purchase of BBQ; - School Presentations - i.e. Rick Scott, Quest Theatre; - Rotary

Club Donations.

We would encourage all parents to attend meetings held on the third Tuesday of each month.

Brooks and County Volleyball Tournament

Brooks and County Volleyball Tournament - occurring in December - this involves about 15 teams from Brooks and the County in a one day tournament. The goals are: fellowship, sportsmanship, excellent competition and a lot of fun.

Kids Who Care

This activity was started to promote a caring attitude at the school. Students are recognized at an assembly, for behaviours that indicate a truly caring person. Students receiving this recognition meet for lunch in the library with the vice-principal and are treated to dessert.

Education Week Activities

Parents and public are welcome to come to visit Eastbrook School during Education Week. Activities are being organized on the school level, grade level, and individual class level.

There will be open house displays of students in the gym. There will also be activities and other student performances scheduled daily by each grade group.

A schedule of specific events will be available to students and parents prior to Education Week.

Spring

The snow's now going away,
and the children come out to play.
The trees and flowers are budding,
and the bugs and bees start buzzing.

The warmth of the sun, allows outdoor fun,
and tells nature it's time to grow,
then the colours start to glow.
Now the birds are here to sing
and let us know it's time for Spring!

Christina Smith
Grade Five

The Three Pointer

If I try I may succeed,
For the three pointer is my need.
5 seconds to go,
I must throw,
With a bend of my knees,
And a push of my arms,
I send that ball on alarm,
5, 4, 3, 2, 1,
In the hoop -
The game is Won!

Kimberley Levesque
Grade Five

Limerick

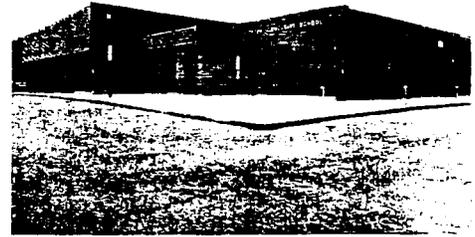
There once was a cat named Snickers
Who liked to collect stickers
He got stuck
And had to be pulled with a truck
And that was the end of Snickers.

Sheldon Tjeerdema
Grade Five

Haiku

Now the moon is up,
With all its little stars,
Making you fall asleep.

Sarah Stewart
Grade Five



Eastbrook Elementary



Children learn to read by reading



Working together



Playing together



Parent volunteers: a partnership in education

Life and the River

Life is like the river.

As you move you meet friends, like the rocks the river passes. Only some rocks are good, and some are there just to be of some company. The good rocks are your true friends. They're always there until you move on down the river, and find new ones. Your life ends when you get to the ocean. All the time before, in your growing years, you meet lots of friends, only a few were true friends. They were always there for you. Life, most of the time, is clear like the river.

We all have our own river with different rocks. Some are different colors, like some friends of a different race. The seaweed or other plants are your pets. They were great friends, but they have to leave, like the river flowing to the sea. Friends are very important to life. Without friends, especially true ones, what would life be? No one could have fun with no rocks in the river. The ocean is your death, where you think of travelling down the river meeting rocks.

Luke Johnson
Grade Six

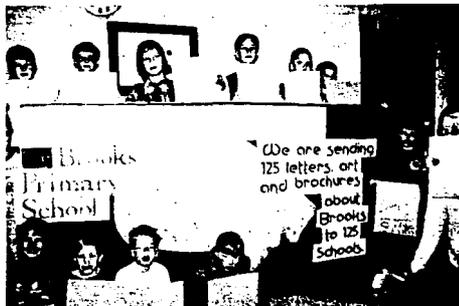
Brooks Primary School



BROOKS PRIMARY SCHOOL



Brooks Primary School



125th birthday celebration at Primary School for Canada Day. Students have prepared information packages and letters about Brooks to be sent to 125 different schools across Canada. The package contains brochures about Brooks, student writing and art work.



100 Day Theme Day activities. Trustee Mrs. Rena Villeneuve discusses students' math work of grouping 10s and 100s.

For Sale

On June 14th three puppies were born. They were sharpei and terrier cross dogs.

Jamie Hamilton owned the dogs, but four dogs were too many to handle.

The next door neighbour adored the smallest one. They took him home with them, they called him Jelly because he wiggled like jelly.

One of their friends who moved to Lethbridge took the biggest dog.

The middle dog was special. Jamie loved to cuddle it and take it for walks after she had the dog for seven months she found out it was just too much work so she put an ad in the paper to give it away to a good home.

In three days somebody called about the dog. These people would have a good home for the dog.

Jamie would still have the older dog.

She would miss the dogs but she could still go visit them.

Meghan Asher
(3-2)

How Lilac Point Siamese Got Lost

One day a cat named Pixie was born. Pixie was a Lilac Point Siamese cat. Her mother's name was June. Their owners name was Valarie. Dana was Valarie's best friend.

Pixie loved to play around, he would go in the fish tank and eat the fish. Sometimes even play, she loved the water!

One day Dana came over to Valarie's house to study on dogs. "Heh!" said Dana, want to buy a dog? Valarie wasn't thinking of Pixie, she was too excited. "Let's go get one on Friday," said Valarie. "O.K.", said Dana, and she left.

Well, the days were passing by and Valarie was getting more excited every day.

One day Valarie was making up a song, it was called Going to Buy a Dog. It goes, "I'm going to buy a dog, oh, I'm going to buy a dog, oh, I'm going to buy a dog, of a color of white, and it can not bite, yes, I'm going to buy a dog!"

On Friday they went to the Pet Shop, they were singing this song. "We're going to buy a dog, oh, we're going to buy a dog, oh, we're going to buy a dog, of a color of white and it can not bite, yes, we're going to buy a dog."

They got to the pet shop, and they found the perfect dog! They brought him home.

The cat was so scared she ran away.

Dana and Valarie looked for Pixie everywhere, but they could not find her anywhere.

Valarie was so worried. She asked her mom to put an ad in the paper, to see if they could find the cat.

The next day Dana came over to Valarie's house, and they both looked for the cat everywhere, but the could not find her.

Dana left, on her way she saw Pixie! She had gotten ran over. She wasn't dead, she just got a broken leg. One month later her leg was fine. She and Trixie the dog got along just fine!

Valarie Legare
(3-2)

The Missing Key

One day Mrs. Grey went for a picnic in Evergreen Park. When she finished eating she went for a walk.

In her pocket was a key to her house. The key opened her front door. As she was walking, a gopher popped out of it's hole. Mrs. Grey swerved so she wouldn't step on him. The key fell to the ground. She did not notice that the key was missing.

When she got home she reached into her pocket to get the key. The key was not there. She had an extra key under her step. She opened the door with it.

Mrs. Grey was going to leave on holidays the next day. She was worried about the missing key.

She went back to Evergreen Park to look for her key. She could not find it.

She phoned the newspaper to report the missing key.

Meaghan read about the missing key. She went to Evergreen Park to look for the key. She looked on the trail. She looked on the ground, under the leaves and in the grass. She looked at a picnic table and under the table she saw something shiny. It was the key! She picked it up, and raced over to Mrs. Grey's. Mrs. Grey was on holidays so she took the key to the Brooks Bulletin.

When Mrs. Grey came back from holidays, she read about the key in the paper. She went to the Bulletin to get her key. Mr. Nesbitt told Mrs. Grey that Meaghan had found the key. She asked for Meaghan's phone number.

When she got home she phoned Meaghan and told her to come to her house.

Ten minutes later Meaghan rang the door bell. Mrs. Grey invited her in the house. Meaghan told her where she found the key. Mrs. Grey gave Meaghan a reward of \$50.00. Meaghan liked that.

Mrs. Grey and Meaghan became good friends.

Melissa Dunsmore
(3-2)

The Lost Key

Jamie, Adam and I found the key, it was bronze. It is 4 1/2 cm. long. There was a yellow piece of geometry set hanging on the key with a fluorescent orange shoe lace. It was found by Evergreen Park, while we were playing football in the park.

We tried to find out who it belong too.

Jamie, Adam and I searched every house near Evergreen Park. They all said no and slammed the door in our face.

Everyone except for one house. A lady answered the door. "Hello, can I help you?"

Carson said, "Does this key belong to you?"

"Oh yes! I wondered where that had gone. It must of fell out of my pocket when I was at the park with my three boys. Thank you for bring it to me." "It was great." It belonged to her car. We were excited.

We have solved the case. The lady told us there was a reward. She brought us to the Brooks Bulletin.

She said, "The fifty dollar reward should go to this fine young man, Carson Powell."

We were so hungry after we went and played basketball at Jamie's house. Jamie's mom made ribs. Jamie's mom said there are other people that have to eat in this house then we all laughed and went to bed.

Carson Powell
(3-2)



Parent writing conferencing with student. Mrs. B. Reimer works with Justin to assist him in developing his story.

Central Elementary

Staff Comments

The 1991-92 school year is shaping up to be another rewarding experience for staff and students at Central. We try to offer our students the knowledge, skills, and abilities to develop intellectually, socially, and emotionally.

The parents are a most important aspect of the educational process and we strongly encourage them to become involved with their child's development, both at home

and at school.

Parent volunteers are becoming increasingly prominent partners in the education community at Central. They provide a variety of services which enable teachers to make the most effective use of their time.

School Philosophy

One of the sessions at the Professional Development Retreat March 26-28 involved development of a school philosophy. This philosophy will be based on the following beliefs:

* The major goal of education is the development of the cognitive, affective and psychomotor, domains enabling children to realize the most complete life possible within the limits of their individual needs, interests and abilities.

* The school should foster a desire for lifelong learning.

* Learning takes place in an atmosphere of trust and caring with high but realistic behavioral and performance expectations.

* Learning is a growth process leading to the development of intellectual, emotional and social maturity enabling students to respond to personal and societal change.

* Learners have different learning styles and developmental parameters.

* It is important to develop a learning environment where uniqueness, self worth and dignity are recognized and fostered. For most students this will occur within the homeroom classroom. For some students a special environment is necessary to meet their individual needs.

* Individuals should recognize their responsibilities within the group, school and community. They must develop a sense of community which embraces respect for law and authority and the rights of others of varying backgrounds, beliefs,

By Chad Bates
Grade 4

Dear Dad,

At home everybody is listening to the radio about the war.

Have you met any new friends yet?

Mom bought four victory bonds for \$100.00.

I sure wish there wasn't rationing and restricting rules. They are sort of dumb.

Mom hates cooking with little sugar. She says that sugar is what gives the food its flavour. What's the food taste like there? Food here is yuck! Mom wants a new stove, because this one isn't working, but stoves are restricted.

Mom asked when you were going to come home. I told her that you would tell her when you write back, if you write back.

Love Your Son,
Chad Bates

P.S. Grandpa says he might join the army.



Central Elementary

My Life As A Motorcycle By Christa Kilthau Grade 4

I am six years old and my name is Baby. I am red and white. My old owners were Bill and Jane. My owners now are Christa, Tabatha and Kim.

I don't know why Bill and Jane sold me but I guess I was getting worn out. I like my new family better because they ride me a lot. When I was with Bill and Jane they just put me in the garage and they never rode me. Christa, Tabatha and Kim are always riding me even when it's cold. They also got me a new motor and I always have gas.

When Christa rides me we go really far. When Tabatha rides me we go really fast. When

Kim rides me we do a lot of jumps.

Bill and Jane left me in the freezing cold but, with Christa, Tabatha, and Kim, when it's cold they bring me inside and when it's hot they spray me down with water. If I'm lucky when they have an ice cream or a popsicle they will drip it on me and then Kim will notice it and he will spray me with the hose and then I will feel good.

But sometimes they have to take their car because they call can't fit on me and even if they could it would be heavy.

I heard that they were going to give me a new paint job. I'm not too happy about that. They want to paint me black and purple. But I want to stay red and white.

The Babysitting Burglary Colin Charest Grade 5

I wish that Mrs. Jenkins hadn't chosen today to have all of the drapes in the family room cleaned, thought Ginny as she turned on the television set. Babysitting is scary enough even when the drapes are closed.

Ginny had always enjoyed the time she spent with the Jenkins children, but she dreaded the long hours after their bedtime when she was the only one awake in the creaky old house.

Settling herself in a comfortable leather armchair, Ginny was certain that she was only imagining a tapping noise at the window behind her. "The wind must be blowing," she murmured, trying to reassure herself as she turned in her chair. What she saw when she faced the window caused her breath to catch in her throat. There was a wrinkly old man standing there with a mean look on his face. Ginny screamed as loud as she could and closed her eyes.

When she opened her eyes there was nothing in the window and the children were all looking confused.

"What happened, Ginny?" asked one of the children.

"Nothing," said Ginny, not trying to look scared. "Now off to bed."

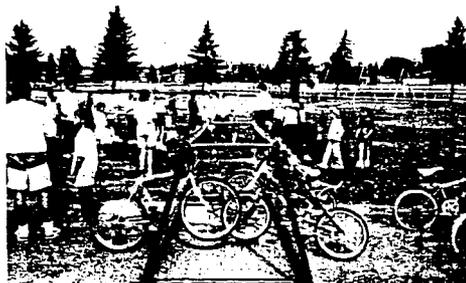
Ginny sighed, "It was all a dream."

Ginny somehow managed to fall asleep. When she woke up, there was a noise in the kitchen. She went to see what it was.

It was the old man! He was trying to steal a microwave and a T.V. set.

Ginny called the police. The police caught the old man.

That was the last time she was afraid.



Students and teachers taking a break after the marathon run.

traditions, and lifestyles.

* An interrelationship promoting responsibility and accountability among pupils, parents, educators and community is essential.

School Advisory Council

Central Elementary's School Advisory Council continues to be active, assisting school and staff in any way needed.

A variety of hot lunches are organized and provided approximately twice a month by

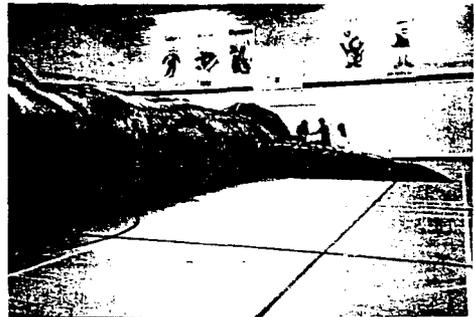
volunteer parents.

Guest speakers are invited periodically through the year. Our latest presentation was entitled "Communicating With Your Children About Sexuality" and was given by Tash Symon from the Southeastern Alberta Health Unit.

All parents are encouraged to attend and participate in S.A.C. meetings and activities. Meetings are usually held on the last Thursday of each month.



This little piggy came to Central to have students experience what little porkers are like.



Having a whale of a time exploring the inside and outside of the largest mammal on earth.



Helping out in the annual chocolate bar sale has its rewards, some more tangible than others.

Chad Is The Most Wonderful Person I Know By Colin Sinclair Grade 4

I know Chad by friendship and by hockey. He is good at all sports including hockey. The best thing about Chad is he can be very kind and he is a kind of guy who will help you at hard times. His favourite activities are hockey, basketball, baseball and ringette. He loves to go for walks, and play tennis, too. He is fun to have around when you are lonely and have nobody to talk to. He likes to have fun everyday of his life. He would like to have fun in class in school but if he does fool around he will have home work. He loves to play with his friends every day if he

has the chance to.

Chad is a fun, sporty guy to play with and to go on adventures with, too. He is lots of fun to play with because if he gets a goal in hockey, he celebrates it with the team and that shows how good of a sport he really is. Everybody likes Chad because he is a very good pal. Chad and I have been friends since we were in kindergarten.

I like Chad because he is friendly and he is a responsible man and also because he is involved in lots of sports. He is almost in the same sports as I am like: hockey, soccer, baseball, swimming, football, basketball, etc. I also like Chad because he is my friend and he is kind and nice to everybody in the whole world and galaxy.



Public Relations Tips
For Teachers

The Teacher-Parent Relationship

Standing behind every successful student is a concerned parent. When parents and teachers become partners in education everybody benefits. Here are some tips to help cement the parent-teacher partnership.

Invite parents to have lunch with you in the staff room. Have a monthly "brown bag with parents" day.

Spread out the red carpet for new students. Show them and their parents around the school. Assign a "buddy" to new students for the first week. Call home after a couple of days to let parents know how their child is settling in at school. Leave parents with a positive first impression.

Send home "good news" about the positive things a child does. Two simple ways to do this are to telephone one or more parents per week or to send home "happy grams" or "good news memos." Let parents know about improvements in school work or attitude, help the child had given to another student, and pride he or she has displayed in the school.

When student work is on display, send a note to each student's parents inviting them to drop by and see it.

Use homework to build PR. Provide a simple fact sheet for parents at the beginning of the year explaining homework policies—how much to expect, deadlines, types of assignments. Let parents know how they can help at home (and how they should not). Encourage parents to ask questions and express their feelings about homework policies.

Involve parents in meetings to discuss school policy and organize school activities. Cooperate to build a positive image of the school and the community.

Handle complaints openly and candidly. Include all parties involved. Identify the problem and formulate solutions together.

Schedule parent-teacher conferences at times when parents can feel unhurried and well-accommodated. Include a valuable waiting-time activity such as viewing curriculum or student projects or have parents answer a questionnaire.

Let parents know what the PD day is going to do for their children besides give them an extra holiday. Alerting parents ahead of time will allow them to make special supervision or day-care arrangements.

Be sensitive to the various family arrangements that exist within your school's community.

Show that teachers care about the social and economic realities of parents today. Think carefully about requests for extra money.

Invite parents to classes to explain their careers. Police officers, bank executives, electricians, doctors and others can explain what they do on the job. Parents can discuss how they manage both a career and a household.

Invite parents to pick up their child's report cards.

Run workshops for parents at the school that will help them aid their children with homework or special problems. For parents who can't attend, send them a "take-home bag" containing information provided at the workshop.

Handwrite a personal note to parents of your class or homeroom at the start of the school year to say hello and to establish a positive relationship from the start.

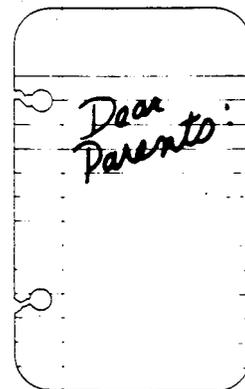
During the last few minutes of each day (elementary) or class period (secondary), have students summarize the high points of the day so that it reinforces what they learned and helps them answer the question, "What did you learn in school today?"



Let parents know about the positive things their child does. A simple way to do this is to send home "happy grams" or "good news memos."



Schedule parent-teacher conferences at times when parents can feel unhurried and well-accommodated.



Handwrite a personal note to parents of your class at the start of the school year.

What About The Non-Parent Taxpayers?

Education is basically a minority business in Alberta. A recent Gallup survey indicates that less than one-third of Albertans have children in school, yet they all pay the taxes that fund education. Taxpayers' priorities, as perceived by politicians, form the basis for government funding decisions. What can we do to raise non-parents' interest in education.

Bring the community into the school. Invite people from various occupations, and people with particular interests or hobbies into the classroom to share their special knowledge and skills. These adults are likely to have a renewed interest in the process of education, and the students will have some new heroes.

Encourage student work to extend into the community. Set up displays in malls and public buildings; hold classes in shopping centres. Show people that kids are being taught to be good citizens and serious students. It doesn't take much.

Encourage students to share their schooling with people other than their parents. Let book reporting can be fun. Supply them with a checklist, and let them go after the electrician, the plumber, or the florist.

Send students into the neighborhood to do first-hand research on projects of interest to everyone. This will be a welcome change from the usual canvassing for money.

Establish a network of key communicators—people who will feel they have an integral role to play in the quality of education in their community. Good education will be a major incentive.

Invite the media to cover school events, especially on Mondays when news tends to be scarce.

Organize a career day. Get members of the community involved.

Invite trustees, MLAs and their officials to see the positive things teachers are doing. When a member, they see their duty as promoting the public interest.

Adopt the non-parents in the community—the taxpayers whose contact with the school is minimal. Send them invitations and newsletters. These people can then become involved in the educational system and learn how their tax dollars make a difference.



Invite people from various occupations into the classroom to share their special knowledge and skills.

How Does Our School Measure Up?

A school with a high profile is sure to involve people in education. Produce school T-shirts, buttons, certificates and school posters. Get students involved in local TV or radio programming for children. We've got to blow our horn!

Display awards, trophies and other school achievements so that visitors can see them as soon as they walk in the door. They're going to get a first impression—make it a good one.

Create a school newsletter that is exciting and readable. Highlight positive things. Include a kid's page. It increases readership and ensures delivery.

Be concerned about the appearance of the school and welcoming atmosphere that demonstrates.

Answer the telephone promptly, and make it a policy to be friendly and informative. We all know the feeling we get from an unfriendly voice on the telephone.

Put it on that production—that open house, talent show, awards night, concert, breakfast, tea. Concentrate on making good impressions. It might be a little work, but our image will shine.



Answer the telephone promptly, and make it a policy to be friendly and informative.

Students Are Education's Best Advocates

Teaching students is what our job is all about. Building a good, positive relationship with students not only makes the job easier but it helps insure that a positive image of teachers will filter into the community.

Extracurricular activities are a goldmine when it comes to relationships with kids. Ask any coach. Any kind of extra involvement makes for a closer, more human bond between you and your students.

Have student assemblies whenever possible, especially in larger schools. Discuss school policy and events. Bringing all the students and staff together helps build school spirit. Students want to feel they are part of an exciting group.

Give students an opportunity to have a say in classroom rules and procedures. It will give them an incentive to make things work.

Plan activities that help build a positive self-image in students. People who feel good about themselves feel good about others.

How about a video yearbook? Ninety minutes of positive school memories.

Have "extra help" corners and crisis centres for students to visit. Encourage them to seek help in overcoming problems.

Bring students of difference age groups together for mutual learning experiences.

Let students see the world, and let the world see them . . . learning. As adults, some of our fondest memories of school are those field trips and out-of-the-way experiences teachers gave us.

Above all, show children that we care. Students may fuss and fight, but if deep down they know we love teaching them, they'll love learning from us.



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I Love Teaching, And I'm Proud Of It!

A positive, professional self-image is the most effective image building tool. Teachers should be perceived as experts in the field of education, as competent practitioners and as effective managers who know where they are headed. If I ensure I am all of these things, my professional self-image will win me positive relations with the public. Building supportive relationships with colleagues is the place to begin.

Get involved in your professional association. Attend meetings and inservice sessions. Take advantage of opportunities for professional growth.

Community involvement provides professional growth opportunities as well. Ensure that the people you work with know you are a teacher—let them see the positive contributions teachers are making to their communities.

Don't avoid conversations about teaching. Have simple and rational explanations ready for those people who comment on our "big salaries," "short work days" and "long holidays." Educate people without being defensive.

Help student teachers get off on the right foot by showing them they are entering a proud and spirited profession.

Put PUBLIC RELATIONS on the agenda at staff meetings. Form a PR committee. Effective public relations foster success for education.

Above all, when you say "I am a teacher," say it with pride for a profession that is second to none.



Get involved in your professional association. Attend workshops and inservice sessions.

What Is "Public Relations" For Teachers?

Relating to the public (better known as Public Relations) is not publicity or advertising, it is interaction and involvement with people. It is every action we take to shape people's attitudes. Education is our commitment to society. As educational leaders, we must not only teach our students well but we must also teach everyone to recognize the value of education and to appreciate the spirit in which it is offered.

There is a lot we can do for students . . . for ourselves . . . for education. Public Relations starts with YOU and ME, and what we do here and now can make all the difference in the world.