

A TWO-PHASE TRANSITION PROGRAMME
TO JUNIOR HIGH SCHOOL--STUDENT LEADERSHIP

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ABSTRACT

The transition between grade six and grade seven is a significant event in an adolescent's life. This project documents a thirteen year, continually evolving transition programme developed by a team of educators at Alexandra Junior High School. As the school counsellor, I played a role in the development of the strategies the team has identified as important for this programme.

The first goal was to structure and facilitate a series of carefully planned activities to familiarize the incoming grade seven students and their parents with the school programmes and building. The second goal was to offer and promote student activities which served to have students take some ownership and leadership in the school.

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INTRODUCTION

During adolescence, when rapid physical and mental changes occur, the child can become easily confused and frustrated with daily situations and activities. How well the individual is able to cope, adjust to new situations and have a meaningful learning experience can be influenced by the people and the opportunities presented in carefully established school-based programmes. It can also be influenced by the students' and the parental perceptions of the school, whether these perceptions are correct or incorrect.

In response to the needs of the adolescent student population and the community perceptions of the school, a planned programme to ease the transition from elementary to early secondary school was initiated at Alexandra Junior High School in Medicine Hat School District #76. This project outlines the on-going developmental approach of a **two-phase programme** established by a team of educators.

The **first phase** in this process is a **five-step transition** strategy to offer the child and the parent opportunities to prepare them for the change from elementary to junior high school. In addition, the goal of this phase is to familiarize parents and

students with the realities of everyday school-life at Alexandra and attempt to eliminate any negative misconceptions.

The **second phase** of the programme places an emphasis on opportunities to enhance the transition to junior high school. One informal observation of the educational team at Alexandra Junior High School is that the students who become involved in the total life at the school are more successful at adapting to the reality of junior high. Therefore, the administration and staff have set out structured **student leadership** opportunities for students to participate in while attending the school. This involvement includes co-curricular and academic activities.

The term "success" in this context can be defined by individuals who, when given opportunities to grow intellectually and emotionally; are able to experience academic excellence; will take on responsible roles in the governance of the school; and are flexible and willing to deal with unexpected demands in their life. Therefore, participation in leadership development opportunities is observed as a significant and important link in the student's successful transition from elementary to junior high. In our school, a two-year secondary institution, the need to create a venue and provide a framework in which students can engage in leadership activities so that they feel

an increase **sense of ownership**, becomes a challenging goal but we believe this student "success" may have the added benefit of improving parental and community perceptions of the school.

SCHOOL DESCRIPTION

Alexandra Junior High School provides educational opportunities to students in grades seven and eight. On September 30, 1995, there were 514 students registered for classes, 40 fewer than the previous year.

The original Alexandra School opened in 1909 as the only high school in Medicine Hat. When Medicine Hat High School was built in 1955, Alexandra became a junior high school. It was during this same year that an addition to the east side of the building provided a location for physical education, home economics and industrial education. This gave the junior high students an opportunity to broaden the scope of their educational experience in less traditional subjects. A fire in 1971 damaged the gymnasium. The following year, reconstruction replaced the traditional building with a more contemporary model. Because of an increase in student population, which was now primarily bussed to the school from growth areas in the city, a multi-purpose room was attached to the west side of the

school in 1985 and two portable classrooms were added in 1987. These facilities provided band, drama and choral music with accommodations that addressed the uniqueness of these subject areas. The portable classrooms gave the Learning Assistance Programme (L.A.P.), a special education programme, a permanent location.

The students who attend Alexandra Junior High live south of the South Saskatchewan River. Ninety-one per cent are bussed to the school while nine per cent live in the community and are considered walk-in students. Among the students who attend the school are many whose parents have requested their placement at Alexandra. Although Medicine Hat School District #76 has established designated population zones for each school, it is not unusual for students to attend a school in another area.

Alexandra is an unusual junior high school in that students attend our institution for only two years. Each year approximately one half of the student population leaves and a new group enters. The exiting grade eight students move to Medicine Hat High School, located a few blocks west of Alexandra, where they represent the vast majority of grade nine students. Six elementary schools located in the southeast and southwest areas of Medicine Hat provide Alexandra with the incoming grade seven population. Many of these students will be

bussed from smaller community schools which they have attended for the first seven years of elementary school, early childhood education (E.C.S.) through grade six.

SCHOOL STAFF AND PROGRAMMES AT ALEXANDRA JUNIOR HIGH SCHOOL

Staffing for the 1995-1996 school year has changed very little from the previous years. The school is supported by an administrative team that consists of a male principal, one male vice-principal and one female vice-principal. In addition, there are twenty-four full time teachers and three half-time teachers. Among the full time teachers, two are department heads for Humanities and Math/Science, one is a counsellor, one teaches the transition class for grade seven students and one is responsible for the Learning Assistance Programme. The Department Head for Humanities is also the school's librarian.

The traditional six core subjects, Language Arts, Social Studies, Math, Science, Physical Education, and Health continue to dominate the students' timetable. The timetable is a six period, six day schedule (Appendix A). Each student spends twenty-seven periods on the core subjects and the remaining nine classes on elective or

complementary subjects. Two complementary courses from a list of eight are selected by the student in consultation with his or her parent(s). These include French, German, Art, Drama, Band, Choral Music, Outdoor Education and Recreational Education. At Alexandra Junior High School each student is scheduled into the Career and Technology Studies (C.T.S.) programme, formerly referred to as Home Economics and Industrial Education. As mentioned previously, a Learning Assistance Programme (L.A.P.) is offered and, until this year, an English as a Second Language Programme (E.S.L.) had been available.

Support staff includes one permanent, full-time secretary and two permanent ten month secretaries. One of these secretaries is attached to the library. There are five part-time teacher assistants and one full-time day custodian. In addition, the school has two full-time and two part-time evening custodial personnel.

PHASE ONE: TRANSITION TO JUNIOR HIGH SCHOOL

Entering grade seven at a large junior high school can be an intimidating situation for both students and their parents. Since A.J.H.S. has been part of the community from the early twentieth century, often a number of generations have attended school in the

same building. Many will have had positive experiences but there have been times in the past when some groups of students have created difficult situations and others who have experienced difficult situations.

Until this year when the Medicine Hat Separate School District created a junior high school, Alexandra was the only facility in southeastern Alberta that segregated junior high students alone in one building. However, it still carries the unique feature of being the only grade 7 - 8 school.

Unfortunately, the negative perceptions created as a result of a few isolated incidents in the past may continue to dominate parents' perceptions when they are considering sending their son or daughter to the school. Misperceptions can even extend to the teaching staff. For example, a teacher who taught science and mathematics for four years at the school indicated that when he told others in the community that he had been appointed to a position at A.J.H.S., he was told that he should be careful because students attending that school were completely undisciplined and often carried weapons such as knives. Further investigation on his part revealed that a single minor incident of a student carrying a knife ten years previously had ballooned in the community's perception to a school

where the majority of students carry knives.

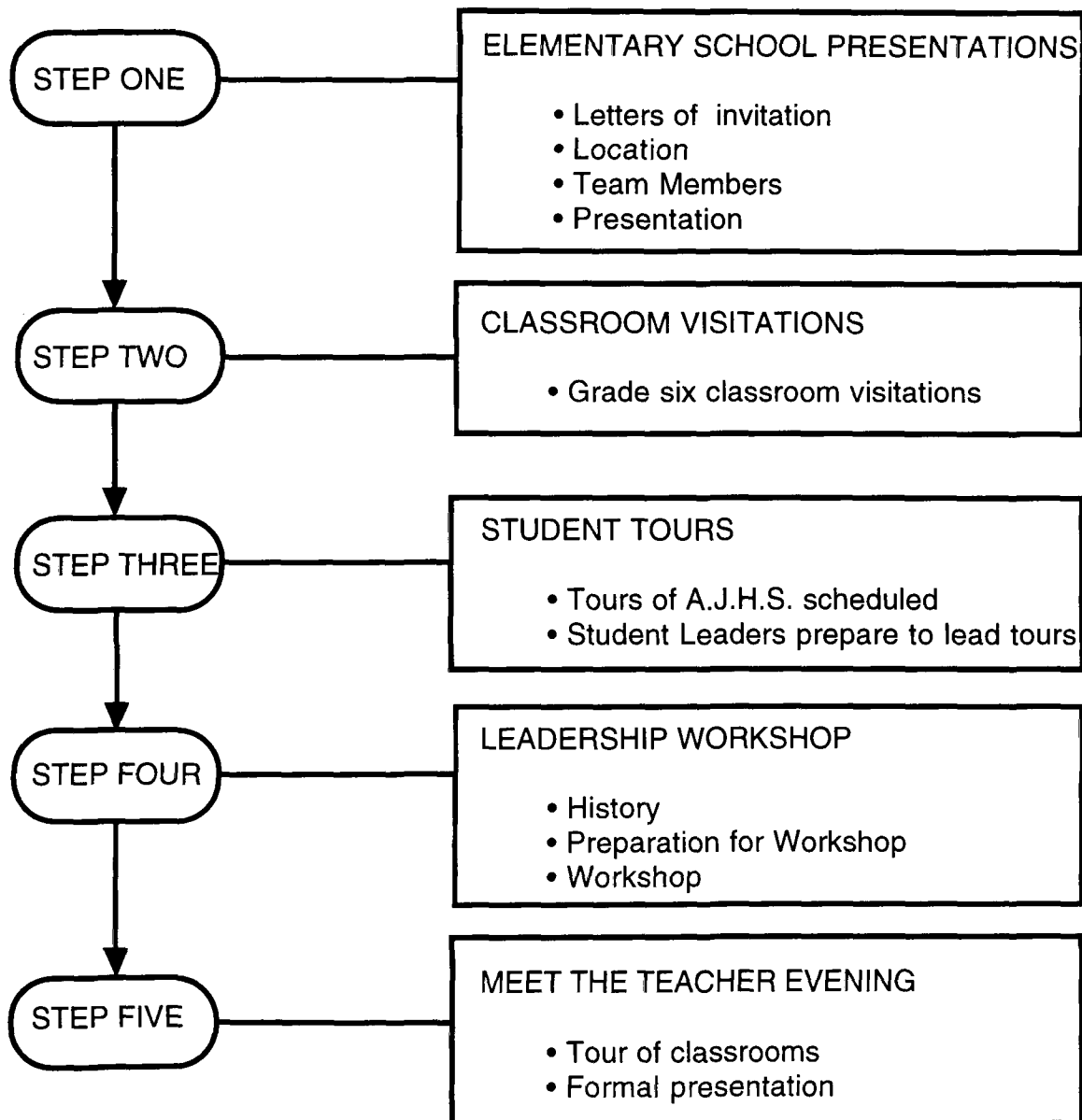
Other such misperceptions have been noted by parents, students and teachers and have created an undeserved negative perception of the school. Even reports in the press of incidents unrelated to the school or students attending the school, but happening near the school, have created a perception that Alexandra is not a safe place for students.

To illustrate this point, when a neighbourhood convenience store was robbed recently, the police contacted the school administration to inquire if the suspected perpetrator attended the school, even though classes were still on during the time of the robbery and two other secondary schools were closer to the store. They had concluded that since the perpetrator was heading in the direction of Alexandra, he must be a student there.

Such negative perceptions make it difficult to portray the school in a positive light unless an active programme that promotes the accomplishments of the school community is carefully planned and carried out. The types of lead-up activities that will help support the change from elementary to junior high school, with or without the negative perceptions as discussed above, has been based on the

experiences of the educational team. This **five-step process** focuses on the positive environment at Alexandra Junior High School by targeting the diverse student achievements and successes.

PHASE ONE: TRANSITION TO JUNIOR HIGH SCHOOL



STEP ONE: ELEMENTARY SCHOOL PRESENTATIONS

The initial preparations for the six elementary school presentations begins in February. Each of the six feeder elementary school principals is contacted by the principal of Alexandra Junior High, to arrange a date, in March, for a "Parent and Student Informational and Registration Evening". Letters of invitation (Appendix B) are sent home with each grade six student inviting students and parents to Alexandra Junior High School. One elementary school presentation is scheduled per evening.

A. The 'Presentation Team':

The **presentation team** has routinely included the principal, the two vice-principals, the school counsellor, the band/choral/C.T.S. teacher, the President of Student Council, and a few students. During the early years of the informational presentations, the different Chairpersons of Parent Council offered a brief summary of their role in school activities. The current Parent Council is very involved and supportive of A.J.H.S. activities. Several members have already indicated a commitment to be present at this year's meetings. Their primary goal is to describe the roles and responsibilities of Alexandra Junior High School's Parent Council, now

identified as School Council, and encourage parents to stay involved. It has been the experience at A.J.H.S. that there is a significant decline in parental involvement once the child has reached junior high school. The message this School Council, the school administration and the faculty want to convey to the parents and students is the importance of being actively involved with their child's education as each makes the transition to junior high school.

B. Are individual school presentations necessary?

From the initial organization of the transition process, the presentation team at Alexandra has always hosted individual school presentations rather than one large group presentation, as is done at other secondary schools in Medicine Hat. Ongoing evaluation of the present process frequently brings up the question "is there a better way to facilitate the information presentation and registration evening?"

At a staff meeting the principal extended an open invitation to all staff to participate in the meetings. Several colleagues, who were interested in participating, raised a concern about the amount of time committed to this singular process. It was suggested that if two or more schools were accommodated on the same evening, staff

participation would increase, thus promoting additional examples of positive activities at A.J.H.S. One member of the original team suggested that this may initially reduce time, but may add time-consuming effort later. It has been the team's belief that good communication between the stakeholders in education; the parent, the student, the community and the school is an essential ingredient for success. Because Alexandra is a two-year institution, we have learned that we must continue to promote and strengthen the communication bonds early and this can be accomplished more effectively in a small group setting.

In this step of the transitional process, the A.J.H.S. team recognized that the parents of elementary children are generally familiar with one another. Therefore, it was practical to structure a comfortable atmosphere where the number of people at each presentation is limited to the grade six students and their parents from one school. In this setting, issues, concerns and questions are more likely to be raised. The facilitators are then able to respond to a parent or student's question or concern in a personal manner, helping to initiate an important first link between the home and school.

C. Is location important?

For many years the "Parent and Student Informational and Registration Evening" had been hosted by the individual elementary schools at their respective locations. The presentation team was responsible for transporting all the necessary equipment, poster boards, slide projector and handouts to each school. Since 1989, these presentations have been hosted at Alexandra Junior High School. This change of location occurred for a number of reasons. The team no longer had to pack the material from school to school; it assured access to additional equipment in the event of an unforeseeable breakdown; and most importantly, it presented opportunities to address the concern of changing schools. This last issue carried with it the conscious effort by the team to try to reverse the misperceptions surrounding the school.

In previous years when parents and students had been informally asked how the presentation evenings could be made more informative and valuable, one common theme emerged--as illustrated above, they were apprehensive about the school. In this single modification, changing the venue to Alexandra Junior High School, some of the mystery surrounding the physical facility was eliminated. Informal responses to the team from parents and students have been positive.

D. What information is shared?

As mentioned above each feeder school presentation is scheduled for one evening. The formal portion of the presentation takes place in the multi-purpose room and lasts approximately one hour--from 7:00 p.m. to 8:00 p.m. At the conclusion of the presentation students and parents are free to ask additional questions of the team, explore the school facility or look at the hallway exhibit of display boards which give specific details about a subject or club.

The team roles are as follows:

1. Principal

The Principal of Alexandra Junior High School establishes the tone of the presentation. In his opening comments he welcomes both the parents and the students to the school and describes the relationship between home and school as a **partnership**. He identifies the school as a caring environment where high academic achievement and student leadership are symbiotic. His introduction at this point is critical because it sets the tone and the focus for the remainder of the presentation. He does not directly state that the negative perceptions, as discussed above, are a driving force behind the

presentation, but emphasizes that the team plan is to implement a steady but positive progression as the elementary student makes the transition to junior high school. He also suggests that student success is linked to good communication, and a continued involvement by parents in their child's education is paramount.

The other members of the presentation team are given an opportunity to make their statements, before the principal outlines the procedure for completing the registration form (Appendix C). His primary focus at this point is to carefully explain the process involved in the selection of complementary courses, detailed descriptions of which are provided in the Orientation Booklet (Appendix D) each family receives. It is this feature that distinguishes the junior high educational programme from the elementary programme. Students are strongly encouraged to make choices in consultation with their parents.

In closing the formal portion of the evening, the principal encourages parents and the students to ask further questions of the team or tour the school facility.

2. First Vice-Principal

The student and the parent are usually curious as to what goes on during the student's day. The vice-principal begins his portion of the presentation by describing a **typical** school day from the moment the student arrives until the final dismissal bell. Included in his remarks is a brief explanation about the six-day timetable (Appendix A), the number and length of classes per day, the homeroom assignments, the mid-morning snack break, the lunch period, the Consequence Room, the Student Agenda, lockers and bussing. Because ninety-one per cent of the Alexandra School population is bussed, the vice-principal highlights the opportunities for socializing with peers and the supervised gymnasium prior to morning classes for the more active student.

In addition to his other responsibilities, the vice-principal is the Advisor to the Student Council. The Student Agenda each student receives at the beginning of the school year is sponsored by funds raised through Student Council fundraisers. During his presentation, the vice-principal makes frequent references to **student leadership**. He strongly encourages the student to become involved. If Student Council (government) does not appeal to the student, he points out that there are many other positive leadership activities

available.

Parents are once again urged to become active in their child's education, this time in the role of a volunteer. The vice-principal is responsible for compiling a list of potential parent volunteers who offer a wealth of skills and experiences that provide support, knowledge and role models for students.

3. Student Council President

The purpose of having the President of Student Council speak to the prospective grade seven students and parents is to demonstrate that Alexandra students are active in the school, have a voice in the school operation, and can make a difference. Traditionally the Student Council President has exhibited excellent leadership skills, is articulate, organized and has maintained high academic achievement.

The President describes the election of classroom representatives, which takes place early in the new school year, and how involvement can be successful and rewarding. The President then briefly describes the Student Council's Lock-Up that is scheduled for the last week in September. The lock-up, an opportunity for council

members to get to know fellow representatives, focuses on team-building exercises and structures time for the representatives to develop a tentative plan for the types of events that will take place during the upcoming school year.

The President highlights several of the group's numerous activities so that students and parents are aware of how involved this group is in the school and community. These include sponsoring the foster child, evening dances, raising money to donate to the Santa Claus Fund, major fundraisers to support activities such as sports teams, other clubs in the school, and special committees.

To conclude, the Student Council President describes the recently completed **legacy** project. Last year's goal was to raise enough funds to pave a section of the playing field into a combination basketball, tennis court and in the winter a low board skating rink. One valuable purpose of legacy projects is that both school and community will enjoy the efforts of students who became involved and made a difference.

4. School Council (Formerly Parent Council)

The role of the school council representative is to explain that

unlike the experiences of many of the parents in the elementary school, fundraising is not a priority for the parents of junior high school students. Parents of A.J.H.S. students can expect a school that promotes open communication between home and school. Above all else, the school values the input from all stakeholders in the school, which include parents, students, administration, staff and community. This is very important if we are to change the negative perceptions of the school.

The representative stresses that the role of School Council is an advisory one: to share views and help implement policies; prepare for the future--such as the recent involvement with updating the school mission statement and the discipline policy; and volunteering for various activities in the classroom and co-curricular events.

The representative states that Alexandra is unique. Because it is a two-year school, parents must play an important role and need to become involved at the beginning of their child's grade seven year. The council member encourages parents to be part of the School Council as it is invaluable to their children both educationally and emotionally.

5. Counsellor

The formal role of the counsellor at Alexandra Junior High School is outlined in the Orientation Booklet (Appendix D). However, it is the counsellor's role in the **transition process** that is of importance.

The counsellor begins her comments by describing, for the students and the parents, the strategies established to support the transition to junior high school. The first event announced will take place in the next few weeks when she, along with the two vice-principals, will visit each grade six classroom to respond to student questions or concerns from the information shared this evening, or to clarify previous knowledge.

The second event is the return visit, by grade six students, to Alexandra at the end of June. Each elementary school is invited to participate in a guided tour of the school during exam week. The counsellor indicates that the tour is another opportunity for students to become familiar with the school and will be conducted by members of the Leadership Club, also known as the B.L.T. Club (Building Leaders for Tomorrow). Since students will be conducting the tours, the incoming grade sevens will have a student's perception about the school.

The final event the counsellor promotes is the Leadership Workshop held at Alexandra in late August. She describes this as an occasion for a small group of students, from each of the six elementary schools, to gather for a day of ice-breaking and teambuilding activities. In addition, the workshop enables students to develop new friendships and makes students cognizant of leadership and other opportunities available at the school. The counsellor further stresses that many students may not be in homerooms with their friends. Since this can be a frightening experience, especially for the students from the smaller elementary schools, the workshop can be an invaluable experience to establish new acquaintances. She encourages those students who may be interested in the workshop to respond early because enrollment is limited to fifteen to twenty students per school.

A letter (Appendix E) is sent to each elementary principal and grade six teacher to provide the counsellor with a list of additional candidates for the workshop. Each potential candidate will receive a personal letter of invitation (Appendix F) prior to summer holidays.

In closing, the counsellor highlights the role the Leadership Club plays in the school and the community. As club advisor her purpose is to generate interest and awareness in the types of activities the

club has become involved with. Some of the projects have included: a Kiss The Pig contest, a grade eight Career Fair, the new A.J.H.S. radio programme, a Remote Control Car Relay and many popcorn sales. She stresses that these activities promote and encourage active leadership in the school. The club is also responsible for organizing and hosting the August workshop. Because membership is not exclusive, all students are welcome to attend the lunch period meetings. Throughout the year an effort is made not to discourage any interested students from participating in the club.

6. Second Vice-Principal

The second vice-principal identifies two student leadership projects she is actively involved with, intramurals and the Jayhawker (Appendix G), the school newspaper.

As advisor to the Intramural Council and its executive, she describes the purpose and the importance of a strong intramural programme. She encourages students to become involved as participants, as observers, or as part of the organizational staff. If students choose to utilize their organizational skills, the vice-principal emphasizes that a team of staff members and students have the task of planning intramural activities, theme weeks and special days for the entire

year.

The vice-principal also explains that in view of the large portion of the student population who are bussed, a closed campus policy has been imposed. This means that students are expected to remain on campus from the time they arrive in the morning until the final dismissal bell. She underlines that the intent of the rule is to reduce the risk of students getting injured by running across the street to the store and to minimize the potential difficulties in the neighbouring community. It is important that the community perceptions, as previously alluded to, continue to be factored in to school rules and policies.

Her final comments focus on the school newsletter, The Jayhawker, as another opportunity for student leadership. Students are given the latitude to research, write and put together this publication. She informs parents that each Alexandra student receives a copy and one item that may be helpful is the attached calendar of upcoming events and activities in the school.

7. Band/Choral/C.T.S. Teacher

The band teacher attends the elementary presentations to promote a

variety of programmes with which he is involved. His comments include information about grade seven band, choral music (more popularly referred to as the swing choir), and the C.T.S. visual communications class.

He emphasizes the criterion for entering the band class as the willingness of the student to learn to play a percussion or wind instrument for a nominal rental fee. He also provides a brief demonstration of the teaching method employed to facilitate learning.

As the swing choir teacher, he explains that this class has grown in popularity because the students have the opportunity to sing contemporary music. Students learn the proper techniques for singing as they practice tunes they recognize and with which they are familiar.

The teacher also briefly introduces the parents and students to the C.T.S. lab he is responsible for, visual communications. He states that the skills students learn include being able to develop open-ended questions, video-tape responses to the questions and present a final production. As evidence of the quality of work junior high students are capable of producing, the teacher states that Monarch Cable, who is in a partnership with Alexandra, broadcasts the best of

the videos on a programme entitled "A.J.H.S. Speaks Out".

In closing his comments, the band teacher appeals to students who are interested in song writing to consider putting their talents to work. During the past couple of years, he and a few students compose the lyrics and music for the Grade Eight Year-End Celebrations.

8. Closing Activity

At the conclusion of the formal portion of the evening, the parents and the students are encouraged to ask questions and informally tour the school. The presentation team remains visible to respond to additional questions. This evening is the beginning of a series of scheduled opportunities to familiarize the incoming group with the environment at Alexandra Junior High School.

Already plans and revisions for next year's "Parent and Student Informational and Registration Evening" are being discussed. It has been suggested that at the end of the formal presentation, the group of parents and students be divided into four smaller groups. Each group would then be escorted to a designated location to view a ten minute (time approximate) lesson, demonstration or outline of that particular programme. The areas to be visited include each of the

four C.T.S. classes and the drama room. However, the other complementary courses may also be presented. This activity may serve to broaden the information already shared earlier in the presentation and to promote the many positive programmes at A.J.H.S.

STEP TWO: CLASSROOM VISITATIONS

As suggested above, the presentation team continuously reevaluates the orientation process. A new characteristic for the 1995 transition programme is the inclusion of a follow-up visit to each grade six classroom subsequent to the Information Evening.

This was initiated to remind students about the information they received during the presentation evening but has the added function of improving the perceptions of the school by students, parents and feeder school personnel. Because of the volume of information shared with parents and students in the one hour presentation, students need time to assimilate the data and receive feedback to further questions and concerns. In the past, this feedback was provided during the June tours.

However, as the school term nears closure, the student is aware that

their familiar environment at elementary school will soon be replaced by junior high school. From the types of questions asked while they are at Alexandra in June, the students continue to express feelings of both anticipation and apprehension about junior high school. It would appear that some of the information shared during the orientation evening is no longer remembered. Many of these feelings will be minimized through knowledge, experience and the passage of time. However, it is anticipated that by providing an earlier opportunity for the students to set the agenda to address these issues while the information is fresh, many of the fears and rumours about what happens during the first weeks at Alexandra will be allayed. Therefore, in June, students will be given a third chance in the process, to revisit questions and concerns and to understand that each will be recognized and responded to.

STEP THREE: STUDENT TOURS

During the third and fourth weeks of June, grade six students begin the third step of their move to junior high. Each class is scheduled for a formal, guided tour. Tours are conducted at this time of the year because of the A.J.H.S. examination schedule. Alexandra students write one exam in the morning and are dismissed for the remainder of the day. Therefore tours will not interfere with class-

room activities. Since teachers are marking or carrying out year-end tasks, many will pause to introduce themselves and spend a moment talking to the group. In this brief exchange, Alexandra begins to be more than just a place. The parade of faces and names contributes to making Alexandra a familiar place and may reduce the fears resulting from misconceptions about the school.

The Leadership Club takes responsibility for escorting small groups of grade six students through the school. To this point most of the information the students have received has been from an adult point of view. This tour is focused from a student's perception. A great deal of effort has gone into the preparation of a script for the guides to follow. The purpose of the script is to insure that the information shared with the visiting students is accurate, clear and positive. For example, it is made clear that personal opinions about subjects or teachers are inappropriate. The script also insures that the guide has something to say and that the same positive message is given to each group of students.

A. Why not schedule tours earlier?

Parents have asked if tours could be conducted when classes are in session so that the grade six students could experience a portion of

a typical junior high day. Three years ago the counsellor experimented with this arrangement. During one visit a grade eight student was returning to class just as a group of visiting students paused to look at the art work in the library. The student was about the same height as the younger students. He stated to the grade six group that when he entered junior high school he was much taller but "look what happened". By the time the elementary students had returned to their school, the story had created a great deal of concern. That particular group misinterpreted the grade eight student's sense of humour and Alexandra was identified by them as a dangerous and violent place. As a result, the Principal and the counsellor spent extra time visiting and speaking to that group of students in an effort to set them at ease.

One of the goals had been to reduce negative misconceptions about the school and this incident appeared to do just the opposite. By restricting contact with seasoned junior high students and carefully phrasing all descriptions, the transitional team has been able to avoid further difficulties. Although the incident was humorous, it served as a reminder that grade six students are apprehensive about the move to junior high and can be easily frightened.

After each class has toured the school they are brought together for

a brief question and answer period. As the students depart for the return trip to their elementary school, each is presented with an Alexandra Junior High School pen. In addition, the grade six teachers are asked to distribute, at an appropriate time, the letters of invitation for the August Leadership Workshop. As indicated during the Information Evening, those students who expressed an interest in the workshop, or were identified by their school as a potential leadership candidate or who would benefit from the workshop activities, receive personal letters of invitation.

STEP FOUR: LEADERSHIP WORKSHOP

A. History of the workshop

The concept of a leadership workshop and leadership club at Alexandra was initiated during the summer of 1987 by Mrs. Sandra Umpleby. As the vice-principal, part of her role was to look at the school from a holistic perspective. Students, teachers, curricula and activities within the institution are all part of this picture. It was her personal belief that the dynamics that go on between students and teachers bring a lot of energy to the school environment. Whether this energy is focused in positive or negative directions depends on the strategies that are in place. One positive activity in

which Alexandra has tried to keep students involved is structured leadership opportunities. The purpose of setting these leadership roles was to allow students to look at the school as their school. Unfortunately, since many of these roles are based on an election model, they tend to be popularity contests. The challenge is to reach beyond the popular students to provide opportunities for many other students to get involved in a voluntary activity so that they can also channel their energies in a positive direction. The leadership workshop was seen as a structure to allow this to happen. It also has the added function of improving the community perceptions of the school since there is community involvement in the workshop. Parents have indicated positive comments about the value of their child being involved in this type of programme.

In the two years that Mrs. Umpleby organized and ran the workshop, the structure was the same but the group dynamics changed. During the first summer she asked the administration of each feeder school for a list of potential student leaders. Each of these students, along with the potential leaders already active at Alexandra were invited to attend an August workshop. The following year the workshop included students who were considered negative leaders at their former school. Mrs. Umpleby felt that if these students were given opportunities to channel their energies to positive activities, the

students and the school would benefit.

B. The present workshop

In the summer of 1989 the counsellor took over the organization of the workshop and role of club advisor. Since it was her first involvement in structuring the activity she followed the same format as set up the previous summer. Positive and negative leaders were identified by the six feeder schools and invited to the workshop. During the workshop the counsellor observed a less than enjoyable interaction between the "negative" and "positive" student leaders. Later, she received a clear message from parents, grade six teachers and the students; the positive leaders did not want to be included in the same activities with individuals they considered negative. The workshop was a voluntary activity and unlike the classroom where they have very little choice in controlling peer interactions and were often forced to find ways to cope with difficult peers, they did not want to be involved with the negative leaders during leisure time. In addition, the workshop itself was beginning to be perceived as another negative aspect of attending school at Alexandra--a perception that was not intended and did not enhance the transitional team's goal to improve community perceptions of the school.

The concept of a summer orientation workshop as part of the transition programme was not going to be abandoned. It was considered to be one of the strong elements in the first phase. However it was the desire of the counsellor to define and give the workshop her personal touch. As she began to restructure the upcoming event, her previous experience and personal philosophy focused on the transition of the elementary students to the junior high school. Her plans centred around two goals. The first was to continue to provide an opportunity for a group of incoming grade seven students, potential leaders, quiet leaders and students who might benefit from socially interacting with others, to gather together to participate in teambuilding activities. Since the first days in a new school can be overwhelming, it was anticipated that the workshop experience would promote the development of new friendships and familiar faces. The second goal was to encourage students to get involved in school activities early. By asking the teachers who run clubs at Alexandra to offer a mini-session during the afternoon portion of the workshop (Appendix H), and to rotate as many students into each session as is reasonable, the counsellor hoped to acquaint students with the variety of potential activities available in the school. Students leave the workshop with a strong message that when they participate in school activities, they begin to take on a sense of ownership and pride in their environment.

In addition to school-based activities, the counsellor needed to address the fear expressed by the parents and the students about certain junior high social interactions; in particular victimization, perceived or otherwise, by grade eight students both at the school and on the bus. She decided to be honest and acknowledge that this is an issue. She enlisted the assistance of the district psychologist to do one of the mini-sessions. Although the counsellor understood that the fear expressed by the incoming grade seven students is very real, she wanted to approach this with humour. The psychologist does a characterization of a "Cool Bully--Mr. Throw His Weight Around". In his session he suggests many strategies for dealing with verbal threats of intimidation in a variety of typical situations. Included at the end of this popular session is a handout (Appendix H) outlining the information given to each student. Students are strongly encouraged to share the knowledge with their parents.

When the counsellor took over the workshop, a friend and counsellor with the Alberta Alcohol and Drug Abuse Commission suggested she might be able to devise an activity suitable for the workshop. Her focus would be to encourage the students to find the strength within themselves to take on leadership roles and the ability to recognize that team work and being part of a team makes a task easier. As a result of the two counsellors' collaboration, a session on "Being The

Best You Can Be" has been included in each successive workshop.

Mrs. Umpleby's goal for the leadership workshop, to try to change the behaviour of negative leaders by integrating them with positive role models, has not been pushed aside. Clearly each student has the potential to become a positive leader and sometimes this concept can be achieved when students see demonstrations of desired expectations. However, negative leaders are the types of individuals who are at-risk of continuing previous attitudes and patterns of behaviour. Their needs must be addressed but in situations other than this type of workshop. The risk of losing the other students from participating in future workshops or school activities is one the counsellor does not want to take. She also is cognizant of the negative repercussions that might result if she has to send a misbehaving student home early from the workshop. Accordingly, the counsellor has planned other activities for those students identified as "negative leaders".

C. Putting the workshop together

Preparations for the August Leadership workshop begin in June, with activities such as:

1. setting the date

2. notifying the administration
3. sending out letters of invitation to potential candidates from each sending school
4. notifying the custodian
5. planning the programme
6. identifying and contacting presenters
7. arranging for the catering
8. preparing a list of invited candidates for the school secretary to mark confirmed registration
9. enlisting the support and commitment of the Leadership Club to act as group leaders
10. preparing a "student leader" mini orientation session prior to the scheduled workshop
11. guiding the activities on the day of the workshop

The next step is to identify and contact the presenters. Critical to the success of the workshop is the partnership of representatives from the school staff and the Medicine Hat community. As mentioned previously, because our transition programme has a strong emphasis on student leadership and school ownership, most of the presenters are teachers at Alexandra.

By the end of the second week in August, the counsellor has set the schedule (Appendix H). All participants, even the caterers, have been contacted to confirm participation, dates and times. All requests for equipment, special room arrangements or student assistance

have been identified.

D. Student Leaders mini-session

Prior to the workshop the student leaders gather at the school for a half day orientation to prepare them for their roles in leading the activities. The introductory discussion focuses on the schedule. At this point many of the students appear nervous because they are not clear about their roles and whether they understand the activities enough to explain them to a group of fellow students. After the counsellor and student leaders have gone through the schedule, the students select a partner. The two partners will be responsible for co-chairing a group of new grade seven students.

Once this has been completed, the partners prepare their assigned rooms. They are responsible for making sure all necessary material, including felt markers, paper, tape, scissors, and special equipment is ready. Each room is arranged by the student leaders for their group. The student leaders then look over the secretary's list of students who have confirmed attendance and create a team list. Each list must include students from each of the feeder schools in a fair distribution of numbers so that one school does not have stronger representation than another.

Before the orientation meeting has concluded, the student leaders role play the activities several times. This insures that each is comfortable and understands the directions for each activity and what will be expected of their team. After everyone has experienced leading an activity once or twice, the students appear comfortable with their role and clear about the information necessary to lead a successful workshop.

STEP FIVE: MEET THE TEACHER EVENING

During the second week in September the parents and their grade seven students are invited to a "Welcome to the School" evening at Alexandra. There is a short formal presentation where the entire Alexandra faculty is introduced. The principal and vice-principals speak briefly; one to encourage parents to sign-up as parent volunteers in an area of their expertise and the other to remind parents of the closed-campus rule. Because students are present, the president of student council takes this opportunity to introduce him/herself and highlights the upcoming, beginning-of-the-school year activities. These events include the intramural "Welcome Back" week, student council and homeroom representative elections and try-outs for the girls' and boys' volleyball teams.

Once the formal part of the programme has ended, the faculty relocates to classrooms or offices where parents have a chance to introduce themselves and look around. For the next hour students guide their parents through the school and highlight areas each has perceived to be of importance. There is usually a stop at the student's locker so new combination lock skills can be demonstrated. It has been noted on several occasions that this is a time for several parents to reminisce about the time each was a student at A.J.H.S. Some attended when the school was a senior high school while others remember their junior high experiences. It is our aim that by this step in the process this reminiscing will be positive in nature and reflect well on the school as it exists today.

Unfortunately, for many parents this will be one of the few occasions for them to actually be inside the school. Experience has proven that junior high students strongly discourage their parents from school appearances. Parent-student-teacher interviews and year-end activities generally are the two significant events where parents are visible although some students permit their parents to supervise the occasional school dance. It is hoped that our continued efforts to create a more positive atmosphere and to encourage parental involvement and student leadership, may influence the frequency with which parents are willing to come into the school.

As mentioned before, with each of the previous steps in this phase, the "Welcome to the School" evening format is under review for the following school year. It has been suggested that the tour be restructured to allow parents a chance to be walked through an abbreviated version of what their child has experienced in the first few days of junior high. The tentative format would appear as follows. Once the large group introductions have concluded, parents and their child would relocate to the child's homeroom. Since the homeroom class is in most students' timetables their first period, this would be the beginning of a seven period rotation, each lasting approximately five minutes. At each location, the parent and child would receive a curriculum outline for the subject area and teacher expectations for homework and class behaviours. If time permits and if appropriate, examples of activities associated with the subject would be presented. This procedure would be repeated six more times until each parent has visited each core and complementary course teacher. If we were to change to this format, parents would have copies of course outlines and teachers could communicate their class expectations. The goal of this structure is to communicate directly with parents what is expected of their child. In addition, it will serve to acquaint parents with the type of fast-paced day their child will face. It can be fun, frustrating and challenging.

PHASE TWO: OPPORTUNITIES TO ENHANCE TRANSITION TO JUNIOR HIGH SCHOOL--STUDENT LEADERSHIP

The second phase in the transition process is a blend of traditional academic and non-traditional, non-academic opportunities for students. One of the goals established at Alexandra Junior High is to provide opportunities for students to experience a sense of ownership of their new environment. To achieve this, a planned programme demonstrates an awareness by the educational staff that student success can be accomplished in a variety of ways. The techniques employed challenge students by giving them the freedom to take risks. An important aspect of this is to try to create in the student a positive view of the school. This positive student view will, over time, become part of a positive community view.

**PHASE TWO: OPPORTUNITIES TO ENHANCE TRANSITION TO
JUNIOR HIGH SCHOOL -- STUDENT LEADERSHIP**

STUDENT COUNCIL

- Student government
- elected executive and homeroom representatives
- legacy project

STUDENT COUNCIL LOCKUP

- Teambuilding
- Planning the year's activities

INTRAMURAL COUNCIL

- Planning cooperative, non threatening, fun lunch-time activities
- Elected executive and homeroom representatives
- Referee and scorekeep at activities

B.L.T./LEADERSHIP CLUB

- Everyone welcome to join
- Rotated chair
- Planning activities including helping with orientation of new grade seven students
- Kiwanis partnership

YEARBOOK CLUB

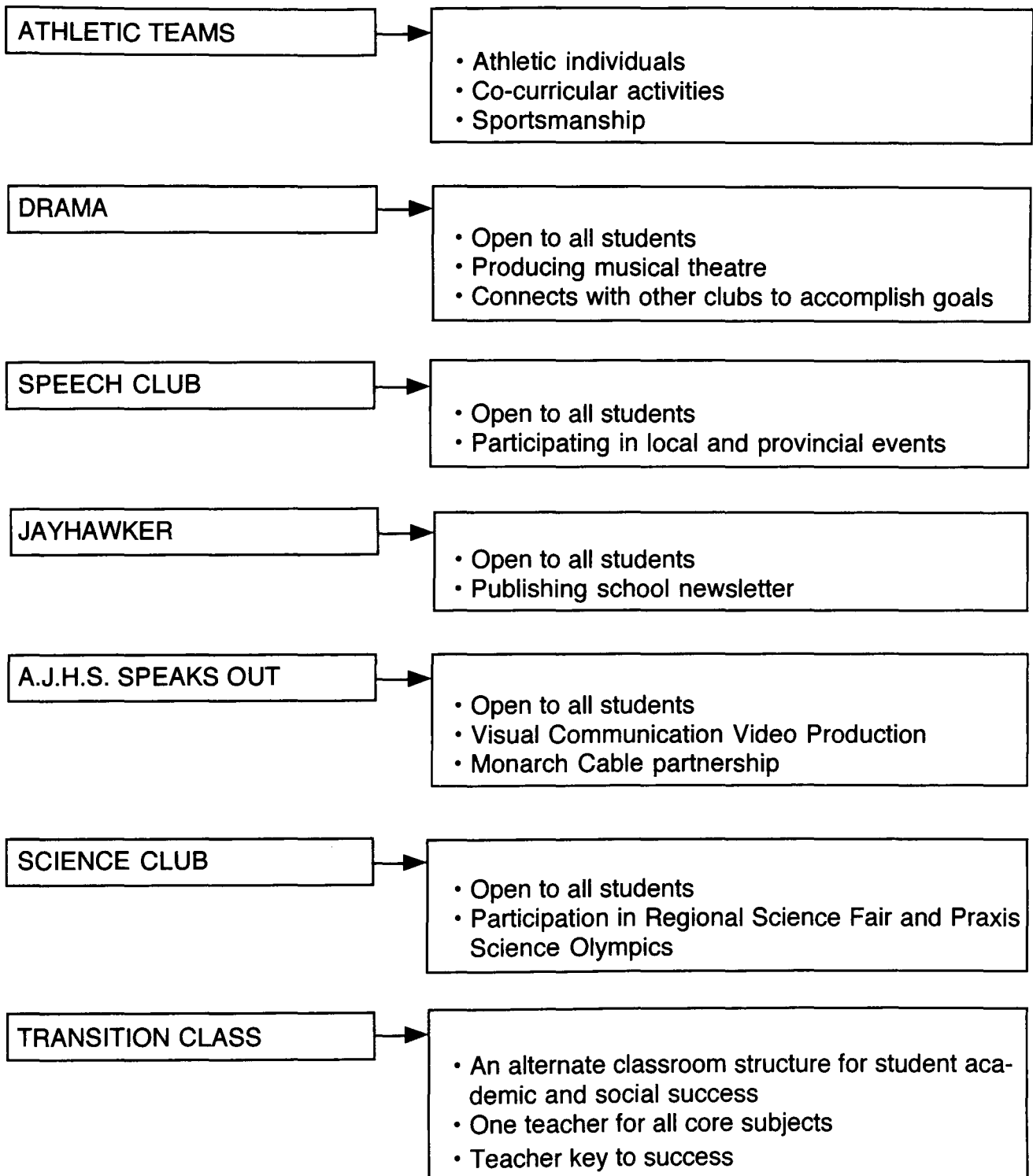
- Open to all students
- Producing a school yearbook

MEDIA CLUB

- Open to all students
- Operating technology for all school events

ATHLETIC CLUB

- Open to all students
- Connected to Physical Education Department
- Preparing equipment; assisting at co-curricular activities



A. Student Council

One of the most significant organizations students can become involved with at A.J.H.S. is Student Council. It is here that students have the opportunity to experience student government. The role and responsibility of Student Council is to represent the student body and to coordinate selected activities for the school year. The council is comprised of six elected Executive and twenty-one Homeroom Representatives. The Executive consists of four grade eight senior positions: president, vice-president, secretary-treasurer and programme coordinator; and two grade seven student representatives. While elections for the four senior positions occur in June, the two grade seven positions and homeroom representatives are elected in September.

By electing the senior executive in June, the students and the advisors are given an opportunity to become familiar with one another as they begin the task of preparing for the next school year. Their first responsibility is to select the products and dates for the two fundraising events.

Because Alexandra is a two year school, students who become involved in student council in grade seven are strongly encouraged to

continue in grade eight. This allows the two newly elected grade seven students to become familiar with the roles and responsibilities of student government as they watch and learn from the senior students. As the year progresses their job becomes increasingly active as they take on the responsibility for planning and coordinating the activities for the grade eight year-end social. Although it is not mandatory for students to make a two year commitment, their knowledge, experience, and leadership are valuable assets. Stability permits time and energy for more complex, or long term projects. However the advisors recognize and accept that some students come to the realization that student council no longer interests them, or they are not suited to the role.

Traditionally A.J.H.S. student council is a very active group. They have the responsibility to coordinate and plan recreational and social activities. Students who take on leadership roles on student council are advised that organizational skills and a good academic standing are desirable traits. During the year, council activities necessitate considerable absence from class. This is unavoidable when products need to be distributed or activities need to be organized. However, because students and faculty agree that academics is a high priority class assignments are expected to be completed and submitted when due.

The time and energy invested by student council members sets the foundation for a variety of other activities. For example, clubs and sports teams receive financial support to carry on without fundraising. Beyond school projects, the council sponsors a foster child, has adopted a red-tailed hawk and is a major contributor to the Santa Claus Fund, a local initiative that assists people in need at Christmas. In addition, funds are set aside each year for a legacy project. Each of these undertakings create a perception of the school within the community, a perception that the students and advisors continually strive to make positive.

The legacy project was initiated over ten years ago. It began as a reminder to students that they left Alexandra Junior High School a better place than when they entered. The last two projects were significant undertakings and served to establish a link between the community and the school. The first project was a three year undertaking; a section of the playing field was transformed into an Amphitheatre. This endeavour was so unique that a former teacher donated ten thousand dollars toward the project. To help defer some of the other costs, past students and teachers and community members were approached to purchase a brick. On this brick was etched the purchaser's name and date. Each brick was then used in the construction of the theatre. Since its completion, the amphi-

theatre has been utilized by classes who want to enjoy the outdoors as a change from the classroom. It has also been observed that members of the community stop by to picnic, to sit, or to search the bricks for familiar names. One faculty member who came to the school during the summer holidays spoke to a family from California who were enjoying a picnic. Further conversation revealed that the family, former residents of Medicine Hat, while touring the city noticed the amphitheatre and stopped there to have their picnic. This brief stop turned out to be a two hour diversion as they spent considerable time searching the bricks for names of family and friends.

This past year the student council completed its second initiative, the construction of an outdoor multipurpose court and additional benches. This school-community facility has provided a paved, marked playing surface for tennis and basketball. Again funds were set aside by student council fundraisers, along with a generous three thousand dollar donation by a community benefactor and a grant from the Alberta Sport Council. The grant money was pursued by the School Council. The Medicine Hat News has captured pictures of informal groups of students and adults using the court, often during the late afternoon and early evening. One such group approached the school administration to ask if lights could be added to facilitate

evening activities. Once again, a project initiated by the students of A.J.H.S. has been received positively by the community.

Organizing activities, fundraising and legacy projects occupy a significant portion of Student Council time. However, the council leadership extends to a political action committee as well. The role of this committee is to make the school administration aware of student issues and concerns. If an issue is brought to the attention of the political action committee, both the committee and the administration work together to determine the most appropriate course of action, if any, is necessary. It is hoped that the committee will be able to advise the administration when negative student perceptions become prevalent and thus allow the school to deal with them before the perceptions overflow to the community.

When a student accepts a leadership role on Student Council, the opportunities can enrich the student's experiences at the school. Although the number of students who serve on council represent approximately six per cent of the entire student body, they have an impact on the faculty, their peers, Alexandra Junior High School and the community.

B. Student Council Lock-up

By the end of September the room representatives and the two grade seven student executive members have been elected. These twenty students have the responsibility for organizing an entire year's activities. One difficulty lies in the unfamiliarity of the group to one another and the task ahead. To overcome this problem, a student council lock-up, attended by all representatives and the advisors, is held the first weekend in October. Within a sixteen hour block of time, on a Saturday, students begin a series of icebreakers, brainstorming sessions, coat-of-arms painting, "rapping", scheduled leisure activities, meals, introduction to formal meeting procedures and evaluation activities.

By the time the team-building exercises have unfolded, a Student Council team emerges and begins to work together as a cohesive group. Roles and responsibilities and parliamentary rules are explained and observed as the council establishes committees. Students are shown how to bring forward student body issues and concerns in a positive manner to ensure that representation is preserved. Each student leaves the lock-up with a duo-tang that contains the activities of the day (Appendix I). This booklet is not only a reminder of the day because of peer autographs, but serves as

a tool for each Student Council meeting. For example, included are sheets for the purpose of recording the minutes from council meetings. This facilitates accurate reporting about council activities and upcoming events. It is hoped that the representative will communicate and encourage student participation in their homeroom, thereby contributing further to a positive school environment.

C. Intramural Council

The Intramural programme is designed to provide an opportunity for Alexandra students to participate in planned, cooperative, non-threatening lunch time activities. Prime considerations are to encourage team sportsmanship, to help students meet and get to know others, to participate in supervised activities, to provide an opportunity for students to demonstrate leadership skills and to have fun in events that require little athletic ability. It is hoped that these activities will promote a more positive school environment by keeping students involved in the school.

With the guidance of a team of four to six faculty advisors, who are also responsible for supervision, the development of this programme has been primarily student directed. Each homeroom participates as a unit and elects one representative and one alternate to serve on

the Intramural Council. It is the responsibility of this group to organize, schedule and tabulate the points for the programme.

The Intramural Executive is made up of five non-elected students from within the elected council, usually students who enjoy organizing intramural activities. This group meets, as required, to plan Special Days, Theme Weeks and League activities. Although the meetings are not as formal as those of student council, they are productive and, as a result, there is a planned lunch activity for each school day.

Some of the league events that have been part of the intramural structure include: Welcome Week activities, Tug-O-Fun, Blind Beach Volleyball, Basketball Bump, Mission Impossible and Schlockey. Theme weeks have included: Hallowe'en Week, Christmas Week, Western Daze, Earth Week and Beach Daze. Special days have consisted of Tacky Tourist Day, Grub Day, Hat Day, Slipper Day, Green Day and Blue and Gold Day. In addition, the Intramural Council has hosted two lunch barbeques and several noon dances.

Points are awarded to homerooms for each student who participates in both league activities and special events. A chart is displayed in the main hallway to indicate the accumulated point totals for each

homeroom. At the end of January and June, prizes are awarded to the first, second and third place homerooms. These prizes have included: pizza parties, Dairy Queen treats, ice cream cones, and chocolate bars.

The Intramural Executive and homeroom representatives involve approximately six per cent of the student body. Because of the time commitment necessary to keep this programme going, students can not hold a student council position simultaneously. The advisors have noted that many students request a chance to serve on the executive and once on, remain active throughout the year and often the next. This would indicate that they enjoy the opportunity to take on leadership roles and are willing to put in the time to plan what the entire school does for lunch time fun. Approximately sixteen per cent of the student population usually participate in any single lunch period activity. This figure does not include the number of observers but both can double depending on the activity. In addition, the council and advisors try to make maximum use of Alexandra's one gymnasium and time constraints, such as a twenty minute intramural time within a thirty-eight minute lunch period.

D. B.L.T./Leadership Club

Another organization at A.J.H.S. that plays a significant role in the junior high experience of some students is the Leadership Club. This club provides the opportunity for grade seven and eights to participate in leadership activities without the formal process of an election. The meetings occur once a week during the first fifteen minutes of the lunch period. Students are welcome to attend, to organize an event, to assist with a project or to eat their lunch and observe.

Although the membership is not elected, the group votes an executive; president, vice-president, secretary, and treasurer who have the shared rotational responsibility to chair meetings. The president's role is not necessarily mandated to a grade eight student. This position is determined by the number of students who return to the club for a second year. If grade seven students dominate the initial meetings, usually as a direct result of their attendance at the August workshop, then experience has shown that many of the senior students eventually find other activities to occupy their time. Last year a grade seven student was elected president and the club became a grade seven club. This year, there is an equal number of grade seven and eight students. The president and vice-president are

seniors and two grade seven students hold the positions of secretary and treasurer.

The club is identified by two names. The original name, the Leadership Club formally changed its name three years ago to the Building Leaders for Tomorrow Club (B.L.T.) when it entered into a partnership with the Medicine Hat Golden K Kiwanis. The link with Kiwanis was established when a retired principal, and Golden K member approached Alexandra's principal to request that the school charter a Builders' Club. Traditionally, Builders' Clubs throughout North America are voluntary clubs that focus on community service. These goals were similar to those of the Leadership Club, yet it did not seem practical to have two parallel groups in the school. It was also determined that the two clubs would be unable to, separately, sustain student interest. However, the club advisor felt that to enter into a partnership rather than a sponsorship, with a community organization, could prove to be beneficial for both the school and the Kiwanis. Therefore the name Building Leaders for Tomorrow (B.L.T.) has become the club's second name.

This partnership has been fairly successful. The students in the club have occasion to associate with senior members of the community when they attend the weekly meetings and when joint activities are

planned. Meanwhile, the Golden K members are able to see that there are many young people who voluntarily give of themselves and their time in the service of others and their community. Since members of the Golden K club are often community opinion leaders, their observations of student participation in positive activities may well have an important influence on community perceptions of the school.

There are many activities that are traditionally associated with the Leadership Club. Each year the club organizes several popcorn sales, has a Valentine's Day Heart-to-Heart computer match-up, organizes a Career Fair for grade eight students, tours grade six students through the school in June and plans and hosts the August workshop. However, the success of the club lies in the latitude it provides for the students to generate their ideas and carry them through to completion. For example, an individual with a project idea puts a committee together from the club membership, then acts as chair leader. As a result of these initiatives, some of the new projects have included; a Kiss-the-Pig contest, a remote control car rally, a teacher baby picture match-up, a morning radio programme, an empty bowls campaign, table top hockey competition, serving dinner to the seniors on Christmas Day, making sandwiches for the Community Kitchen and the Kiwanis Apple Campaign. Many of these activities have been covered by the local press and this, it is hoped, acts as a

positive influence on the community's perception of the school.

E. Yearbook Club

A school is made up of individuals and groups who contribute their unique interests and skills to the whole culture. Another distinctive group at Alexandra is the yearbook club. These students enjoy work that requires strict attention to detail, precision and organizational skills. The club advisors characterize these students, who represent approximately two per cent of the student body, as quiet, unassuming and mature. Most take their role and the demands in this organization seriously enough to make a two-year commitment.

With the guidance of their teacher advisors, students work through the necessary steps of producing a school yearbook. They gain knowledge and skill in using the computer to set the yearbook format, decide on the font and the size of the lettering, decide where class pictures will be placed, select additional photography of school events, and choose a colour scheme for the cover. In addition the students are given an opportunity to attend workshops along with other junior high yearbook committees to augment their skills and knowledge.

Students who choose to join the yearbook club are atypical leaders. This is one of the least recognized leadership positions available in the school, yet the product is one of the most sought after by the student body. Unfortunately, the yearbook staff must also endure the criticism that follows the book's distribution. However, in their unique fashion, these leaders take a definite pride in their accomplishments. The yearbook, as a record of positive school activities, is an important influence on present and future perceptions of the school.

F. Media Club

Membership in the media club, an estimated two per cent of the school population, is reserved for those students who are organized, committed to spending many hours preparing for events and willing to learn and share technical knowledge. Commonly referred to as "wireheads", they share an interest in technology, music and service to the school. The purpose of the club, along with their teacher advisor, is to operate the technology for all school events, which include assemblies, awards presentations, special events, noon and evening dances and the school musical. Unlike their counterparts in other organizations in the school, rarely do club members take centre stage and speak in front of their peers. As workers behind

the scenes, they are comfortable and confident in this role, and are well respected.

The club does not advertise, yet the membership is stable and self-regulating. If someone is not prepared to share an equal load, members often suggest that the person might join another school activity or club. Students who are interested in the club and who are invited to join, do so in grade seven and continue through grade eight. While other groups and organizations deliberately encourage students to make a two year commitment, this club seems to have this stability with little effort. While many of the students in the club are leaders, they do not appear to recognize themselves as such; still, they have a positive influence on the school climate. Without their knowledge and expertise, few events and school activities would operate so effortlessly.

G. Athletic Club

A new organization initiated by the physical education department last year was the Athletic Club. This club originated in response to the needs of two groups. The first group, the physical education staff, continually check equipment or prepare equipment for class. The second group, students, both team members and non-team

members, enjoy the connection to the physical education staff. Instead of discouraging these eager students, the physical education teachers decided that they could utilize this energy by involving these students in their programme. From this original concept, the athletic club has grown to include approximately ten students who are kept busy preparing equipment for league games, special events and intramural activities. As well, some members of the club are trained to assist with refereeing, score keeping and equipment room organization.

H. Athletic Teams

Alexandra Junior High School offers a full complement of traditional athletic and sports opportunities. These include male and female teams for volleyball, basketball, badminton, cross-country running and track and field. Each of the identified activities is considered highly competitive. Approximately seven per cent of the student population participate on teams throughout the year.

To be selected for one of these teams, the Alexandra student must be athletic, have a positive attitude and an even disposition. This is important because most of the competition is played against teams comprised of grades seven, eight and nine students, whereas

Alexandra fields teams consisting of grade seven and eight students. Sportsmanship and team play are stressed because students can become frustrated when they experience loss after loss. Coaches try to select team members who demonstrate good sports attitudes both on and off the playing field so that a positive community view will be encouraged.

I. Drama

Theatre offers a venue for students from a broad range of interests. Many appear to be non-active in the athletic programme while others extend over a range of academic abilities. What does come through is a group of individuals who want to explore and share their unique talents with peers, family and community in areas of acting or theatre production. It has become a tradition that at some point during their two year programme at A.J.H.S., students will be given the opportunity to display their skills in a school musical. With the guidance of the drama teacher and other interested faculty members, a major musical production becomes part of the school culture.

Because of the willingness of both students and faculty to commit themselves to long hours of rehearsals combined with the added risk of performing in front of their peers, the school is given a powerful

marketing tool. It is timely that these productions are scheduled to take place in the spring at approximately the same time as grade seven registration. Each of the six elementary schools is invited to attend a performance. The publicity makes the school more appealing to the incoming students by demonstrating the diverse opportunities that are available. It further enhances a positive community view of the school.

The Media Club is equally involved in support of the musical. Club members operate the microphones, music and lighting arrangements through all practices and performances. Without the commitment, support and skills of these students, the musical and drama directors would have the added responsibility of finding and training individuals to operate the technical equipment. Fortunately the clubs complement one another and these two groups of students are given the opportunity to showcase their talents and combine their efforts in a formidable undertaking.

J. Speech Club

The Speech Club offers approximately two per cent of Alexandra students, who are interested in oral presentations and competition, a means to sharpen their skills. Although this is not a highly visible

club, the members are very active. Students can expect to participate in three provincially sanctioned festivals throughout the year and the annual Rotary Music Festival. A club such as this maintains the same theme as many other groups in the school; an opportunity for students to include themselves in the culture of the school. The ability to speak confidently in front of an audience can be learned, and this group provides another forum in which this skill can be developed.

K. Jayhawker

The Jayhawker is the school newsletter. It is published every second month and is a very influential tool for advertising the activities at Alexandra Junior High School. Since this newsletter is primarily developed and put together by students, another opportunity to challenge themselves is open to a group of students. They are responsible for the reporting, typing and formatting of this publication.

Distribution is fairly simple. Each student is given a Jayhawker and encouraged to take it home. Upcoming school events, study skill tips, the French Connection (a message from the french teacher), a "woody" section from the outdoor education department, the Police

Resource Officer column, Principal's Message, special columns and a guest column from the school custodian are some of the featured articles.

The Jayhawker staff has decided that, in the future, the newsletter could be used as a method of communicating with the community in a positive manner. Copies of the publication will be made available to feeder school students, parents, and staff and also to community opinion leaders such as service club presidents and business organizations.

L. A.J.H.S. Speaks Out

For the past two years there has been a major curricular change as Career and Technology Studies (C.T.S.) replaces Home Economics, Industrial Arts and Business Education. Our school elected to focus early on the changes to this department. One of the new areas that has been set up is in the area of Visual Communications. In this lab, students have the opportunity to research and write open-ended questions on topics they consider important, interview students, faculty and community as they learn proper video techniques and produce a finished production. The completed projects are presented to the class and the best videos are selected and sent to Monarch

Cable and Broadcasting Ltd., a community cable company. Monarch airs these videos on a programme entitled "A.J.H.S. Speaks Out".

Monarch Cable plays two major roles at Alexandra. Three years ago the school entered into an educational and business partnership with this company which set the foundation for further exchange to occur. Technical knowledge and expertise in video production is shared with students by skilled technicians during the introductory lessons of the Visual Communications classes. Students receive instruction and hands-on experience with the company's portable technical equipment prior to beginning their own projects. Working tours of the broadcasting facility have been scheduled for the more advanced groups. During these tours, the students have an opportunity to encounter insight to potential jobs. To date, this partnership has worked well for both Monarch and Alexandra students. However, care must be taken to insure that the various productions represent Alexandra in a positive manner and do not detract from other activities that have attempted to improve the community perception of the school.

M. Science Club

Keeping students involved in their school is an endeavour that takes

a variety of forms. The science club encourages students to take on ownership in the school by representing it in the area of science. Members of the science club participate in both the Southeastern Alberta Regional Science Fair and the Praxis Society Science Olympics. This club is made up of students who like to investigate the often complex and intriguing world around us. Not only do these students research topics of interest, but they must be prepared to discuss and respond to questions about their projects to a panel of judges. Although the science club is not traditionally recognized as an influential body, it does provide the students with opportunities to demonstrate initiative and leadership skills in an academic area and allows Alexandra to be viewed in a positive light in the community.

N. The Transition Class

When opportunities to enhance the transition from elementary school to junior high school have been discussed, it has been most often in the areas of getting students involved in their new school. However, equally important is for the new school to provide alternate structures from the traditional in order to help a unique group of students experience success. Sometimes that requires careful and creative planning on the part of those involved in timetabling.

In an elementary setting the student has contact with the classroom teacher for the major part of the school day. This is a closely controlled environment. At the junior high school the student may encounter as many as six teachers in one day. Although the goal at Alexandra is to limit the number of the student's core subject teachers--one for math and science and one for language arts and social studies--this cannot always be facilitated in the timetable. Our experience has shown that some students have difficulty adjusting to the junior high schedule and environment. Some are unable to cope with the variety of teaching styles, the different expectations placed on them by different teachers, and the faster pace at which the school appears to operate. When these things are further complicated by the characteristics of an adolescent who can be easily confused and frustrated by daily events, this type of student has traditionally been identified as an at-risk learner. If circumstances in their life are a continuous pattern of stress and frustration these individuals, who already place little importance on education, have a greater potential for dropping out of school at an early age or becoming negative influences on the school climate.

To increase the potential for this type of identified at-risk learner to experience success, the administration and staff at Alexandra looked at early intervention strategies. Our goal is to provide a

productive educational experience for students who find change difficult. Some of the identified needs include: limiting complex situations, increasing their practice with coping skills, positive peer role modeling, close communication between the home and the school, and structuring a teacher-advisor relationship. Alexandra initiated a **transition class** in which one teacher has been assigned to a group of grade seven students. He teaches the four core subjects, health and one option to this class. Candidates who would benefit from this structure are recommended by each elementary staff. Other students who have been identified as adapting to change more easily, are added to the list to provide positive peer role modeling.

Both the parents and the students from last year's transition class have strongly supported the transition room concept. This year several parents and teachers have made requests for certain students to be placed in this environment.

The teacher of a transition class is essential to its success. Because a significant part of the school day is focused on the interaction between the teacher and a single group of students, the selection of the appropriate professional is important. The individual must demonstrate skills in flexibility, humour, perceived

fairness, consistency, and energy. Fortunately for Alexandra's transition class, the same teacher has been involved in the programme for the past two years. He has also indicated a desire to continue with this assignment.

Recent School District concerns have focused on at-risk students. Included in these discussions is the feasibility of a second grade seven transition class and the possibility a continuing programme for grade eight students. However, government cutbacks, restructuring and the priorities set by future School Councils will impact on these decisions. The school, however, is discussing a possible continuation of a magnet school programme that is now operating in one of the district elementary schools where an emphasis on the teaching of critical thinking skills, research skills and creativity is the focus. This could result in yet another type of "transition" class.

CONCLUSION

The one continuous event almost every child will experience in the educational system is the transition from one level to the next. In the first stage, elementary school experiences are expected to provide the foundation for success at the secondary school level. As the child matures, the educational setting can be adjusted

accordingly. When a move from one level to the next is mixed with the unique problems and issues faced by the developing adolescent, apprehension is experienced by both child and parent. This most critical transition can be made less anxious for all stakeholders if the entering school has prepared a programme to provide students and parents with formal and informal opportunities to become familiar with the changes that are about to occur. This has been an ongoing effort by the staff and administration at Alexandra Junior High School. They recognize the need to provide both the parent and the student with information about the academic programme and the positive opportunities that each can look forward to at junior high school.

In part, this project has offered an inventory of the various activities that have been designed to allow students to become an integral part of the Alexandra culture. Students are given a diverse range of activities in which to explore, experience and develop. The educational teams of professional and non-professional members have engineered opportunities for students to engage in responsible behaviours, to become independent thinkers, to be challenged, and to learn teamwork through leadership and school ownership. Because it is recognized that children and their parents are apprehensive about the transition from elementary school to junior high school, this

programme at Alexandra School has been very carefully structured. As well, it has been very successful. A tribute to its success is the "borrowing" of ideas by other schools in Medicine Hat School District #76. However, the staff recognizes that this process is continuously evolving and as society changes we acknowledge the need to incorporate alternate ideas and adjust the transition process.

APPENDIX A

SAMPLE OF A STUDENT TIMETABLE

Alexandra Junior High School
 CLASS: 7H MR. MIDDLETON ROOM 116
 REVISED: AUGUST 28, 1995

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:32 8:36	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
1 8:40 9:31	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116
2 9:35 10:26	SCIENCE MRS. FISHER RM 110	HEALTH MRS. FISHER RM 110	SCIENCE MRS. FISHER RM 110	HEALTH MRS. FISHER RM 110	SCIENCE MRS. FISHER RM 110	SCIENCE MRS. FISHER RM 110
BREAK 10:30 10:35						
3 10:35 11:26	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116	HUMANITIES MR. MIDDLETON ROOM 116
4 11:29 12:20	CTS Mrs Guscott Rm. 31 Miss Davidchuk Rm. 32 Mr. Martens Rm. 34 Mr. Zaugg Rm. 35	OPTION B French Mrs. Drysdale Rm. 102 Art Mr. Snowden Rm. 201 Rec. Ed. Mr. Tisnic Rm. 104/Gym Out. Ed. Mr. Tye Rm. 202	CTS Mrs Guscott Rm. 31 Miss Davidchuk Rm. 32 Mr. Martens Rm. 34 Mr. Zaugg Rm. 35	OPTION B French Mrs. Drysdale Rm. 102 Art Mr. Snowden Rm. 201 Rec. Ed. Mr. Tisnic Rm. 104/Gym Out. Ed. Mr. Tye Rm. 202	CTS Mrs Guscott Rm. 31 Miss Davidchuk Rm. 32 Mr. Martens Rm. 34 Mr. Zaugg Rm. 35	OPTION B French Mrs. Drysdale Rm. 102 Art Mr. Snowden Rm. 201 Rec. Ed. Mr. Tisnic Rm. 104/Gym Out. Ed. Mr. Tye Rm. 202
12:20 12:58	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5 12:58 1:49	OPTION A Band Mr. Martens MPR Art Mr. Snowden Rm. 201	PHYS. ED. MRS. ETHIER MR. ROZDEBA GYM	OPTION A Band Mr. Martens MPR Art Mr. Snowden Rm. 201	PHYS. ED. MRS. ETHIER MR. ROZDEBA GYM	OPTION A Band Mr. Martens MPR Art Mr. Snowden Rm. 201	PHYS. ED. MRS. ETHIER MR. ROZDEBA GYM
6 1:52 2:43	MATH MRS. FISHER RM 110	MATH MRS. FISHER RM 110	MATH MRS. FISHER RM 110	MATH MRS. FISHER RM 110	MATH MRS. FISHER RM 110	MATH MRS. FISHER RM 110

APPENDIX B

LETTER FOR "PARENT AND STUDENT INFORMATIONAL AND REGISTRATION" EVENING

ALEXANDRA JUNIOR HIGH SCHOOL

477 Sixth Street S.E. • Medicine Hat, Alberta, Canada T1A 1H4
Telephone (403) 527-8571 • Fax (403) 527-0299

March 1995

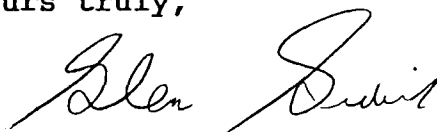
Dear Students and Parents:

The staff of Alexandra Junior High School is beginning the process of planning for the 1995-96 school year. Part of this planning includes the registration of new students. We would like to invite you to attend a Grade Seven information and registration evening on Wednesday, March 8th. The meeting will only be for the students and parents of Crestwood School. The meeting will be held at Alexandra Junior High School beginning at 7:00 p.m.

We are holding this meeting to help you and your parents gain a better understanding of the programs and school life at Alexandra. Since this will be the only visit that parents will be making to our school before the Fall, it is very important for you to attend.

We are very proud of our school. Our staff is concentrating on providing you with a positive, challenging and enjoyable environment. We look forward to meeting you, and helping you plan for your educational future.

Yours truly,



Glen Giduk
Principal

GG/vjb

Please Mark Your Calendar!!
Grade 7 Information Night for the Parents
and Students of Crestwood School
7:00 - 8:00 p.m.
Wednesday, March 8th, 1995
to be held at Alexandra Junior High School

APPENDIX C

REGISTRATION SHEET

ALEXANDRA JUNIOR HIGH SCHOOL

MEDICINE HAT SCHOOL DISTRICT #76

GRADE 7 ENROLLMENT INFORMATION - 1995 - 1996

HEALTH INFORMATION:

Surname: _____
First Name: _____
Middle Name: _____
Grade: _____
Sex (M or F): _____
Birthdate: Y _____ M _____ D _____
Age: _____
Home Phone: _____
Address:
Street _____
City _____
Postal Code _____
Parent/Guardian with whom you live:
Mother _____,
Surname First
Father _____,
Surname First
Business Phone (Mom): _____
Business Phone (Dad): _____
Previous School: _____
Rural School Bus: _____ City Transit _____
City School Bus: _____ Walking _____
Own Transportation: _____
In case of emergency contact:
Name: _____
Phone: _____

1. Alberta Health Care Number: _____
2. Does the student receive any medication?
Yes _____ No _____
What type? _____
3. Does or has the student had any illness such as:
Diabetes: _____ Allergy: _____
Asthma: _____ Epilepsy: _____
Rheumatic Fever: _____
Other: _____
If yes to any of above, please specify pertinent details (eg. types of allergies).

4. Does the student have any problems of which the staff should be aware (contact lenses, hearing disabilities, etc.)

Student is eligible for French Instruction in accordance with Section 23 of the Charter of Rights?
yes _____ no _____

Section 23 Eligibility

Purpose: To identify those students who have a legal right to French Instruction

Description: A student is eligible for French instruction if one of the following conditions exists:

1. Mother tongue is French; that is, the first language learned and still understood.
2. Either parent was educated in French IN CANADA.
3. If one or more children in the family have received primary or secondary school instruction in French IN CANADA.

Instructions: Refer to Section 23 of the Charter of Rights and Section 59 of the Constitution Act of 1982.

Do you want your child identified as Native? yes _____ no _____
If yes, Band No. _____

Father(Guardian):

* Are you a Public School supporter?
yes _____ no _____

By definition a Public School supporter is a person who is not of the Roman Catholic Religion persuasion.

Mother(Guardian):

* Are you a Public School supporter?
yes _____ no _____

By definition a Public School supporter is a person who is not of the Roman Catholic Religion persuasion.

*** If NO, there may be a tuition fee charged!**

Name: _____

ALEXANDRA JUNIOR HIGH SCHOOL

GRADE SEVEN REGISTRATION

SCHOOL YEAR 1995 - 1996

SCHOOL PROGRAM:

Core Courses:

7100 Language Arts
7110 Math
7140 Science
7150 Social Studies
7120 Physical Education
7130 Health

Complementary Courses: At Alexandra School, students are able to choose 2 complementary courses. Please select these courses in order of preference by placing a 1 beside your first choice and a 2 beside your second choice. Alternate choices should be marked by placing a 3 and a 4 opposite those courses which you would consider to be alternates to your first two choices.

- | | | | |
|----|------|---|-------|
| 1. | 7340 | Career and Technology Studies
(Compulsory) | |
| 2. | 7351 | French | _____ |
| 3. | 7360 | German | _____ |
| 4. | 7410 | Band | _____ |
| 5. | 7320 | Drama | _____ |
| 6. | 7310 | Art | _____ |
| 7. | 7390 | Choral Music | _____ |
| 8. | 7580 | Environmental and Outdoor Education | _____ |
| 9. | 7470 | Recreational Education | _____ |

NOTE: Computer Studies is offered as part of the core program. All students are required to take computer studies.

I hereby certify the foregoing information given is true, correct, and complete to the best of my knowledge and belief.

Parents' Signature

Date

APPENDIX D

ORIENTATION BOOKLET

Alexandra Junior High School



ORIENTATION



FACILITIES AND HISTORY OF ALEXANDRA SCHOOL

"...because students are worth it!"



The original Alexandra School was built in 1909 and named after Queen Alexandra, who was Queen of Great Britain, Ireland and Empress of India.

This building was officially opened by Alberta's first Premier, the Honourable A. C. Rutherford. In 1971, this original building was demolished and the present main wing was built. The main wing is a two-storey building which serves as the academic area of the school.

The Millican Wing, completed in 1955, serves as the career technology area, as well as the physical education area.

The newest addition to Alexandra School was completed in the fall of 1985. This new addition is a multi-purpose area, which is used as a lunch room, and a performing arts area.

SCHOOL PROGRAMS

A. Homeroom

All students are assigned to a homeroom. A homeroom period will be held each day before classes begin. This time will be used for attendance, registration activities, review of school policies, student council activities, and other school organizational matters. The intramural program is also organized on a homeroom basis.

B. Core Courses

The following courses are considered core courses. Unless there are unusual circumstances, these courses are taken by all students:

Language Arts
Mathematics
Physical Education
Science
Social Studies
Health and Personal Life Skills
Career and Technology Studies (CTS)

C. Other Complementary Courses

Junior High students are also offered a variety of complementary courses. A typical Junior High timetable will involve the core subjects mentioned in the previous section and two complementary courses. The complementary courses (see Appendix for detailed descriptions) are primarily exploratory in nature and include:

Art
Band
Choral Music (Swing Choir)
Computer Studies
Developmental Mathematics
Drama
Environmental & Outdoor Education
French
Recreational Education

D. School Agenda

Each student receives a school handbook in the form of an agenda organizer. This book contains important information such as school calendars, rules, policies and expectations. It also serves as a daytimer to help students keep track of their homework, exams and important personal events. It is our expectation that students make regular use of this resource and that parents help us monitor this so that students will learn successful work habits.. The cost of this resource is shared by the parents, the school, local businesses and Student Council.

E. Discipline Policy

The staff, parents and students have jointly developed a discipline policy for Alexandra Junior High. This policy is based on common values we share. That is:

AJHS IS A PLACE WHERE STUDENTS, STAFF, PARENTS, AND THE COMMUNITY ARE COMMITTED TO:

- a safe, caring, and stimulating environment where high standards of achievement are encouraged.
- meeting the academic, physical, and emotional needs of all students and teachers.
- a strong discipline policy which encourages accountability for actions.
- providing a program of academics and complementary courses that meet challenges of a technological future.
- enhancing the development of responsible citizens.
- promoting individual wellness.

"We at Alexandra are partners in lifelong learning, dedicated to challenging and empowering individuals to pursue the future, by experiencing and celebrating success."

Copies of the discipline policy are found in the Student's Agenda (the School Handbook) and are also available upon request.

F. Library Program Services

The library at Alexandra strives to support and to participate in the school program by providing materials and services to the students at appropriate levels. Both in groups and in individual situations, every effort is made to stimulate and to guide students in expanding their knowledge and use of the library's resources. The library is open, during the school year, from 8:00 am to 4:00 pm.

G. Student Counselling Services

Ms Haney is the school counsellor and is available to provide assistance to students who request help in solving personal problems. Counselling services include providing assistance to students:

- i) wishing to discuss personal, social and school life problems.
- ii) in the selection of school programs.
- iii) by giving direction in the development of student habits necessary for successful learning.
- iv) in the exploration of their vocational interests, aptitudes, and abilities for the purpose of selecting appropriate programs.

H. Communication

A.J.H.S. publishes a monthly "Principal's Newsletter", as well as a student newsletter, the "Jayhawker". Important dates, student achievements and activities are reported in these publications. A.J.H.S. attempts to keep its students and parents well informed.

I. Student Fees 1996-1997 (Tentative)

Mandatory Fees:

Text Rental	\$40.00
Student Council	\$ 7.00
C.T.S. (consumable materials)	\$ 5.00
Locker	\$ 3.00
Handbook	\$ 3.00
Mailing	<u>\$ 2.00</u>

Total Mandatory Fees \$60.00

Course Fees (Mandatory -- if registered in the course):

* Band (instrument rental)	\$20.00
Rec. Ed. (transportation & facilities)	\$50.00
Outdoor Ed. (transportation, materials & day camp)	\$20.00
Art (consumable materials)	\$ 5.00

Optional Fees:

Yearbook (Optional -- received the following year)	\$15.00
Phys. Ed. Locker (Optional -- limited supply)	\$ 3.00
School Council (Optional)	\$ 1.00

- * All 1st year band students will be charged an instrument rental fee of \$20.00 per year. Grade 8 band students will supply their own instruments. Arrangements will be made by the school to have a commercial supplier available for purchase or rentals.

PLEASE NOTE: ALL MANDATORY SCHOOL FEES MUST be paid or an alternate pay schedule arranged, prior to the payment of COURSE FEES and OPTIONAL FEES. **Students whose fees are unpaid, (or arrangements have yet to be made), will NOT be permitted to participate in extra-curricular activities, such as evening dances and field trips.**

J. Other Purchases

Language Arts and Social Studies: 1 - 3 ringed binder, looseleaf paper, pen (blue or black), pencil, pencil crayons.

Mathematics and Science

two - 3 ringed looseleaf binders (one for Math & one for Science)

3 ringed lined paper 3 ringed graph paper (1 cm x 1 cm)

3 ringed blank paper two blue or black pens

two pencils pencil erasers

30 cm or 15 cm ruler

coloured pens, pencil crayons, or felt pens (for marking and assignments)

** - geometry set (metric only) ** - calculator (under \$10)

** These items do not have to be purchased immediately. **

Physical Education: Our school requires that students be dressed properly for Physical Education classes. Gym shorts or sweat pants, t-shirts, and gym shoes are required. Students are assigned participation marks for appropriate Phys. Ed. attire.

Career and Technology Studies (CTS)

The mandatory fee of \$5 covers the cost of basic consumable supplies. However, throughout the year your child may want to be involved in projects that carry additional charges. These fees will be collected during the year as students select these special projects. These fees will vary, depending on the project (range - \$1.00 to \$20.00).

CTS areas include: Foods/Sewing, Construction Technology, Visual Communications and Information Processing.

Other Subjects: Students are asked to wait for detailed instructions, from specific teachers, regarding supply requirements.

K. Lockers and Locks

Each student will be assigned a locker. This locker is for storing books, coats, lunches and other personal items. In order to provide a secure place for personal belongings, students should **not** change lockers or give out locker combinations. Students need to make sure the lock is placed on the locker and locked securely. The lockers are the responsibility of the person(s) assigned to them. Students should not leave personal valuables in their lockers, such as large amounts of money or special items brought from home. The office will provide a temporary place for safekeeping of such items.

A limited number of lockers are available in the Phys. Ed. change rooms. Students who want to secure their Phys. Ed. belongings in this area, instead of their regular locker, are required to rent a school lock at a cost of \$3.00. These lockers will be assigned on a first come first serve basis.

L. Food Service

Our lunch facilities are limited, however, we do offer the following services:

Selection of dairy products - milk, yogurt, juice

Sandwiches - hot and cold

Dessert items

Specials - hot meals

A complete menu and price list will be available shortly after school begins.

Lunch Policies

All bus students must eat their lunch at school and others are encouraged to do so.

M. Student Activities

1. **Athletics**

Interscholastic sports activities for both boys and girls include Volleyball, Basketball, Badminton, Cross-Country Running, and Track and Field.

Most A.J.H.S. athletics events are scheduled after school or on weekends, with as little interruption of the student's academic schedule as possible. Parents are encouraged to attend these events.

The names of the school teams are Jayhawks and Jayettes. The school colours are Blue and Gold.

2. **Student Council**

The Student Council represents the student body in coordinating activities for students. It consists of an elected Executive and Homeroom Representative. Student Council at A.J.H.S. is a very active group, planning and carrying out educational, recreational and social activities for students.

3. **Intramurals**

The intramural program at A.J.H.S. provides the opportunity for all students to participate in noon time activities. This program is student directed through an executive. Each homeroom has a representative on the Intramural Council. This representative is elected within the first two weeks of September.

Examples of past activities include:

- a) Special Days
 - Greaser Day
 - Halloween Dress-up
 - Blue and Gold Day
- b) Special Weeks
 - Welcome Week
 - Christmas Week
 - Western Days
- c) Leagues
 - Basketball Bump
 - Floor Hockey
 - Badminton Bump
 - Soccer
 - Blind Beach Volleyball
 - Mission Impossible
 - Golf Putt

4. Others

Examples of clubs or organizations students may become involved in at AJHS include:

- a) Student Council
- b) Leadership Club
- c) Intramural Council
- d) Jayhawker Newspaper Club
- e) Homework Club
- f) Yearbook Club
- g) Drama Club
- h) Cross-Country Running
- i) Media Club
- j) Spring Coffee and Dessert Party
- k) Fine Arts Performance
- l) Year End Celebration

N. Closed Campus

Students are not to leave the campus at ANY time during the school day unless written permission is given by a parent **EACH** time that it is necessary. This permission will be granted by the principal or vice-principal. Students who live in the immediate A.J.H.S. neighbourhood, and who go home for lunch, will be exempted from this rule.

O. Parent Volunteers

Over the past few years Alexandra Junior High School has utilized parents from the school community as volunteers within the school.

The objectives of these volunteer programs are:

1. To help each child develop their full potential by working together to meet their needs.
2. To improve the Adult-Pupil ratio, giving students more contact with a variety of adults.
3. To stimulate parental interests in their children's education and develop positive attitudes towards it.
4. To involve parents in their children's learning.
5. To effectively utilize people from the community to provide a wide variety of experiences and attitudes as role models for the students.
6. To give teachers more time for tasks, such as planning, evaluation, motivating, and instructing, in order to provide a program more suited to students' individual needs.
7. To acquaint the volunteer with the role of the teacher, with the expectations placed by the school upon the child, and with the present organization and programs used in the school.
8. To stimulate an informed community which actively supports public education.

The four areas of need include:

1. Resources: People who have a particular talent or knowledge and would share it with our school on an occasional basis: e.g. piano player, seamstress, computer expert.
2. Classroom volunteers: People who would come into the classroom on a regular basis and help teachers or students.
3. Pool of volunteers: People who would come into the school and assist on special occasions. e.g.: dance supervision, vision screening, intramurals, etc.
4. Games Room: People who can assist in supervising the games room during the lunch period.

If you would like to become involved in one or more areas, please contact the school and join the Parent Volunteers Program (PVP).

APPENDIX

COMPLEMENTARY COURSE DESCRIPTIONS

ART

The Art Education course is geared to the Grade Seven student who has a genuine interest in becoming acquainted with the elements and principles of the visual arts. By using a variety of media and techniques with which this age group is comfortable, as well as using their ideas for subject matter, they explore and expand their ability to create. By the time a student has completed Grade Eight Art Education, he or she should have a very good idea whether or not to continue this subject in the next grade.

BAND

The Grade Seven Band program at Alexandra Junior High offers a unique opportunity for students interested in music. Students will use a variety of full-sized instrumental wind and percussion instruments supplied by the school. A \$20 fee for instrument rental is mandatory for this course.

The Grade Seven students are introduced to the exciting world of instrumental music. Performance groups include concert bands, small ensembles, and a jazz band.

CHORAL MUSIC (SWING CHOIR)

The Alexandra Junior High School Choir offers an enjoyable musical experience for students whose interests "lean" in the direction of singing and voice training. Harmony, ear training, and sight singing will be taught in a contemporary setting of popular music. The choir will be involved in many performances, both in the school and out in the community.

COMPUTER STUDIES

This is an academic oriented course. The course emphasizes the students' ability and willingness to use computer technology as a learning and productivity tool. Students will work with integrated productivity software, as well as an introduction to at least one computer programming language.

DEVELOPMENTAL MATH

This course is designed to provide assistance for those students who, despite working very hard, find Math difficult. While remedial in nature, its emphasis will be on the regular Grade Seven program. Our goal is to help students to be successful in Grade Seven Math and help them to feel confident about their Math abilities. This class will be limited in size. Candidates will be selected based on input from the parents and the Grade Six teachers.

DRAMA

The Grade Seven Drama Program consists of four components. These components are as follows:

1. Orientation is the introduction of basic routines, concepts, skills and attitudes through drama and theatre games before more in-depth work commences.
2. Mime focuses on movement and non-verbal physical movement. It is a silent art form that uses the body as the instrument of communication.
3. Puppetry encompasses a variety of dramatic forms including basic elements of speech/voice, storytelling, costuming, sets, scripting, and performance analysis.
4. Improvisation is the acting out of an idea or situation which involves unrehearsed and unplanned action and/or dialogue.

ENVIRONMENTAL AND OUTDOOR EDUCATION

This course is designed to provide meaningful learning opportunities where students will establish new relationships with the environment. Proposed areas of study include: orienteering, first aid, basic wilderness survival, adventure education, Alberta Fishing Education Program, Alberta Hunter Training Program, environmental and earth education, as well as camping in the outdoors. A \$20.00 fee is applied to this course to cover the cost of transportation, consumable materials and day camp at Elkwater.

FRENCH

This course is a continuation of the nine-year program started in Grade Four, and is for students in their fourth year of French. In French 7, students build on the listening, speaking, reading and writing skills developed at the elementary level.

Since the primary focus of the course is communication, participation and involvement in oral activities are essential. Students are evaluated on their speaking, listening and written work.

RECREATIONAL EDUCATION

This course involves students in developing the skills for lifelong community-based recreational activities such as bowling, golfing, curling, weight training, tennis, martial arts and biking. Students may be required to arrange their own transportation either to or from an activity (one way). Please note that there is a fee of \$50.00 attached to this course to cover the costs of transportation and facilities rental.

C.T.S. (Career and Technology Studies)

This is a series of courses to be taken by all students at Alexandra. Students progress through four labs, one each report period. Each lab is based on A C.T.S. stream:

1. Foods and Fashion (Cooking and Sewing)
2. Information Processing (Keyboarding and Word Processing)

APPENDIX E

LEADERSHIP WORKSHOP: LETTER TO PRINCIPALS FOR POTENTIAL CANDIDATES



ALEXANDRA JUNIOR HIGH SCHOOL

477 Sixth Street S.E. • Medicine Hat, Alberta, Canada T1A 1H4
Telephone (403) 527-8571 • Fax (403) 527-0299

June 7, 1995

Mr. Bill Turko
Crestwood School
Medicine Hat, Alberta

Dear Mr. Turko:

Preparations are well underway for our annual **Leadership Workshop**. The purpose of this workshop is to bring together potential leaders from each of our feeder schools. These students will have an opportunity to meet other grade seven students new to Alexandra, participate in leadership activities, and become familiar with the school. One of our goals is to make the transition to junior high school more comfortable. This group will be supportive in guiding other new students during the first few weeks of school.

Would you please consult with the grade six teachers to identify approximately ten potential leadership students. Please consider candidates who willingly assist others, are "get involved" types of people, and who may have expressed interest in attending this workshop. Although I have already received many names from interested students and will accommodate as many as possible, I respect the judgment of the teachers and will base the invitations accordingly.

Please forward your list to me as soon as possible so that individual letters of invitation can be prepared and distributed to the selected students.

I want to express my appreciation to you and the staff for your continued cooperation and support.

Sincerely,

Linda Davidchuk
Counsellor

LD/vjb

APPENDIX F

LEADERSHIP WORKSHOP: LETTER TO STUDENT CANDIDATES



ALEXANDRA JUNIOR HIGH SCHOOL

477 Sixth Street S.E. • Medicine Hat, Alberta, Canada T1A 1H4
Telephone (403) 527-8571 • Fax (403) 527-0299

June 26, 1995

Charlie Cooper
Southview School

Dear Charlie,

Congratulations, you have been nominated by your teacher and principal as a potential student leader. Because Alexandra Junior High School is an active place, we want to continue this tradition by encouraging students to get involved. We hope that people like you will play a positive role in the daily life of Alexandra, to help make it even better.

This letter is our invitation to you to attend a **Leadership Workshop at Alexandra Junior High School on Wednesday, August 23, 1995 from 8:30 a.m. - 3:30 p.m.** The day will be filled with many interesting activities and will give you an opportunity to meet several Grade 8 student leaders and many Grade 7 students from the other elementary schools.

Lunch and snack breaks will be provided. All that we ask is that you come prepared to get to know other students, cooperate in the activities, be willing to share your ideas and listen to the ideas of others.

Please discuss this Workshop with your parents, then call the school (527-8571) before August 15 to let us know if you will be attending.

We hope you have a terrific summer and look forward to seeing you in August.

Sincerely,

Miss L. Davidchuk
Counsellor

cc. Dr. G. Giduk

Principal - G. Giduk Vice Principals - L. Cooper and S. Moench

APPENDIX G

STUDENT NEWSLETTER:

"JAYHAWKER"



Jayhawker

February 1995





PRINCIPAL'S MESSAGE

"Dr. Giduk, does this stuff count?"

A student asked me this question just several days ago. His question referred to a quiz which had been administered to him and his class. The question is a fair one, and one that is asked quite frequently by students. The response to the question is that, "Everything counts!"

All of us in the Alexandra Community are concerned about student achievement. Schools are primarily places of learning. Everything we do should have some link to student learning.

All of us have important roles to play in maintaining and enhancing student learning. Students need to recognize that everything counts. The second report card has recently been issued. This means that we have reached the "half way" point in our current school year. Students' final marks are calculated on the basis of work completed during the first half of the year and the last half of the year. In most cases, students and parents need to know that final marks (in June) are calculated by the following formula:

1st Report Card.....	15%
2nd Report Card.....	20%
3rd Report Card.....	20%
4th Report Card.....	20%
Final Comprehensive Exam.....	25%

Students need to remember that everything counts. Experience indicates that the second report card marks go down. Please don't despair, and please don't give up. Experience also indicates that students' marks rise, again, during the third reporting period. Remember, hard work and perseverance go a long ways towards ensuring success.

Dr. G. Giduk
Principal

Avoid dawdling if opportunity presents itself. When practical, take advantage of every opportunity that comes your way

SEND VALENTINE CARDS TO SHOW AFFECTION

With Valentine's Day fast approaching, merchants are preparing to sell millions of humorous and sentimental cards to eager customers. It's a process that repeats itself every year.

"Be my valentine", "You're a funny valentine", "I love you", and dozens of other messages appear on greeting cards in celebration of Valentine's Day each year on February 14.

This holiday, like many others, has become highly commercialized. Artists and writers prepare months in advance drawing and composing saleable cards.

Although hand drawn valentines have been popular for hundreds of years, relatively successful commercial production wasn't started until the beginning of the nineteenth century. Simple at first, the cards became more and more detailed and ornate. Some were handmade from expensive papers and trimmed with fancy lace, satin, and silk. They contained intricate drawings of traditional Valentine's Day symbols: hearts, cupids, bows and arrows, and turtledoves.

As time went on, a trend toward less artistic and more economical cards became apparent. More people could now afford to give commercially produced valentines. Consequently, production soared and card giving increased dramatically.

Today, cards are available in a wide range of prices, beginning from a few cents for a very simple card to many dollars for an exquisitely designed missive.

Presently popular among students are humorous cards conveying simple messages of friendship. Not intended for those who are romantically involved, these valentines reinforce camaraderie between members of both sexes. Of course, valentines catering to lovers can readily be found in most card shops. They carry a wide variety of price tags in an attempt to satisfy the financial limitations of most buyers. Even though Valentine's Day comes only once a year, the goodwill and happiness initiated by a "Be my valentine" or an "I love you" message on a card may be remembered for months to come.



Survival Guide for Parent-Student-Teacher Interviews

The next session for Parent-Student-Teacher Interviews at AJHS will be Wednesday, February 8 and Thursday, February 9 from 6:30 p.m. to 9:00 p.m. Popular opinion from the parents is that the evening format is most suitable for their schedule, however, if this is not suitable for you, please contact the school and other arrangements can be made.

Parent-Student-Teacher interviews can be both a rewarding and frustrating experience. If you are like most parents you are a little nervous. You can't wait to hear your child's praises, but you are a little afraid of the "constructive" criticism. To better survive the event it is wise to come prepared to make the most of the interviews. From suggestions provided by parents and from a recent article in *Women's World* magazines, the following guidelines will be helpful for parents who are planning to get the most from each interview session as well as see as many teachers as possible.

Interviews provide an opportunity for the three partners in the education process to share their thoughts and concerns. There are three stages to the interview process--before the interview, during the interview, and the follow through on concerns and recommendations discussed.

BEFORE THE INTERVIEW:

The most effective interview is when the student is present to hear what is being said about them. They are also able to answer questions and understand their progress. Make arrangements in both of your schedules so that you are able to attend together.

Plan the interview around a fun event--like dinner out or a movie!

Prior to the interview, discuss with your son or daughter your concerns about their progress. Be prepared to discuss with the teacher your concerns. Make your child feel free to speak up and ask questions during the interview.

The interview is a way for them to find out how to improve.

Ensure your child knows that the interview is not a punish-

ment.

DURING THE INTERVIEW:

This can be a very time-consuming process, but is very worthwhile for the progress of your child. To assist the teachers and also provide you with an opportunity to see all teachers, try to limit the interview to 10 minutes. If more time is needed, feel free to set up an appointment.

Try to leave the emotional baggage at home. It is important for the teacher to understand your situation, but the time should be spent discussing ways to assist your child academically.

Don't be intimidated by the teacher. See the teacher for the person they really are--someone who wants to help your child.

Listen to what the teacher has to say. Try to avoid interrupting the teacher by defending your child. Listen, gather information, assess the situation, then respond.

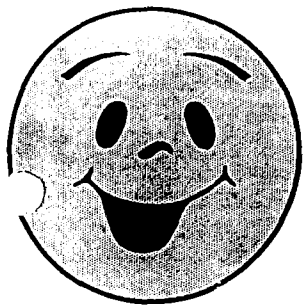
If your child is stressed due to a family matter (illness in the home, death in the family, family break-up, etc.), provide the teacher with this information. The more information the teacher has about your child, the better job they can do.

AFTER THE INTERVIEW

In order to help your child understand each of the interviews, sit down with them at home and discuss the points made by the teachers. With your child assisting, set up a regular homework routine to ensure assignments are being completed.

Once the interview process has been completed, both you and your child should experience a greater degree of success!





Why Student Council Is Important To Me?

Student Council is a very important thing to me as it gives a lot of challenge to my school life. But, of course, it means a whole lot more to me than just a mere challenge, it means helping the students and teachers and our school in general. It provides us with an easier perspective to politics, leadership and taking on the challenges of forming and managing a group or a committee. It also takes our school and shapes it into a place of art, and excitement that is brushed onto our walls and called a mural. It gives support to our sport teams, and speakers to our sound system for the dances. It basically is there because we need to take some of the responsibilities off the hands of our teachers and lets us transform it into our own thing. For instance, would you rather have Gym Putt and Basketball Bump on Friday instead of the occasional noon dance?! Yes Gym Putt is a fun and exciting thing b. We have chosen dances to have some fun with music. Well, think about it, if we had no student council, where would our sound system be? So, to support the great stuff that our student council gives us, we have to support student council activities. **DO SO NOW!**

By Jeremy Crittenden, 7F
Member of Student Council Executive



FAMILY DAY

The Family Day holiday was created so families could take part in activities with other family members, to bring them closer together. It helps us to appreciate each other, and to realize how important our families are to our lives.

Family Day became an official holiday for Alberta in 1990. Each year a theme is chosen.

Families are the greatest influence in our life. Some ways to help strengthen the family unit are:

1. Read together as a family. Make a set time where you can sit down and read together.
2. Go places together, like to the museum or an exhibit.
3. Talk about the value of honest, responsibility and respect and their importance to the family.
4. Tell a relative how you value your relationship with them and how they have made a contribution to your life.

Family Day was created to help families to strengthen their family ties. Even though the government is very involved in this, it is up to us to strengthen our own families.

By Adina White (Adina is a grade 9 student at MHHS. She wrote this article when she was in grade 7 at AJHS.)



I DON'T DO
MOUSEWORK

DEATH OF A MUSICIAN

He is there.
In my stereo
lasting loudly.
His voice is mine.
His depression is my reality.
His angst-filled words, describe what I can't.

He soothes my death-filled wounds.
He is human.
He is alive.
His music is my soul's wailing voice.
His expressionless face is filled with meaning.

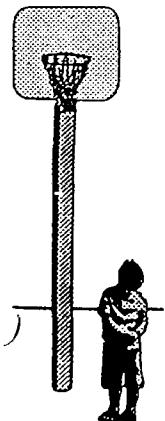
BANG!
Silence.
His is gone.
He consumes more tears than I have to give.
He grabs at my heart.
He twists the already dead soul within me.
No one has ever hurt me more.
No one has ever made me feel so alone.

The media will not let me grieve in peace.
My peers are too busy,
saying how loyal they were.
My parents are too busy condemning me.

All I want is someone to comfort me.
To tell me my feelings aren't wrong.
I need to hear him say once more,
"Our little group has always been,
and always will,
until the end."

It is the end.

Anonymous



*Don't try to accomplish too much too fast.
Evaluate your goals and make necessary adjustments based on present achievements.
Whenever possible, enlist the help of others to reduce your chance of failure.*



Take a peek at this!

WILLY'S CORNER

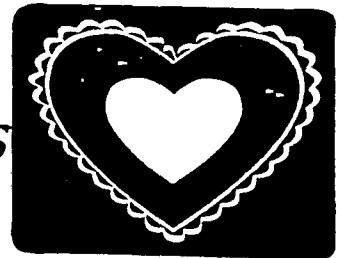
The following are a few suggestions that will help Willie and his staff keep the school a cleaner and happier place.

- 1 Kids, when you are outside and you want to throw out garbage, use the garbage cans that are provided and not the ground.
2. Please don't throw food! If you don't want the food, give it to someone else who may want it. If you are mad at someone, don't throw an apple at them to hurt them...this does not solve any problems, it only creates new ones.
3. When you are finished eating, use the garbage cans. The teacher-aids must clean the tables. If they have to throw YOUR mess in the garbage it only causes them to slow down and the room will not be ready for the after-noon classes.
4. When you throw away your pop cans you are throwing away your fun! Please put the pop cans in the recycling container. Money can be obtained when the pop cans are recycled. This money is used to assist the Student Council plan activities for YOU to enjoy.

THANKS FOR YOUR HELP!

WILLY

*Happy
Valentine's
Day*





Dear Jay:

The guy I am seeing used to hate one of my friends. I convinced him to give her a chance, but now they have become such close friends it makes me jealous. What can I do? I feel that I can't say anything since I am the one who got them together in the first place.

Sincerely,
Jealous

Dear Jealous:

Yes, you can say something. You asked him to give her a chance not to adopt her. Tell him that you are jealous and worried about his feelings for you. If he wants to become friends with another girl, then you better loosen up the leash. Be patient with him.

*Regards,
Jay*

Dear Jay:

One of my close friends is taking drugs. Every time I see her she is not taking care of herself--she looks tired and isn't very clean. I don't know if I want to be her friend anymore. Am I a terrible person for feeling this way?

Yours sincerely,
Terrified Terri

Dear Terri:

You should not feel bad for feeling as if you don't want to be involved with your friend, however, she needs your help! Now is not the time to desert her! Talk to her and try to encourage her to get help. She is too young to be allowing herself to be overcome by drugs. Encourage her to see the counsellor or to call Al-Anon (the number is in the phone book). Remember you may be the best friend she has!

*Yours truly,
Jay* 103

Keeping the Family Together When the Chips Are Down: Coping and Caring

Conference

Saturday, March 18, 1995

9:30 - 4:00

Crowfoot Room

Medicine Hat College

\$40/person \$60/couple

Families experience short term and long term crises at different times in their lives. The crisis may involve financial problems, loss of a job, chronic illness, loss of a loved one, pregnant teen, or death of a child. Learn positive ways to improve family communications in times of stress, and how to work together as a team when everyone seems to be going their own way.

Keynote Speaker:

Gordon Colledge,

Lethbridge Community College

For information call Community Education & Program

Development at 529-3844 or fax 527-0459

Sponsored by Community Education & Program Development, MHC and the Association for Parents of the Handicapped.

**MUM'S THE WORD!
DON'T BE TEMPTED TO
DIVULGE CONFIDENTIAL
INFORMATION. USING THIS
TACTIC TO GAIN OR
MAINTAIN FRIENDS IS
DESPICABLE AND OFTEN
BACKFIRES.**

From The Police Resource Officer

Cst. Dellrae Sharpe

Although almost every teenager knows that drugs are for losers, every day another one has their first drag of a cigarette. Teens are most likely to first try cigarettes, which some researchers say are more addicting than heroin! Ask any smoker why they continue to smoke and most will say its because they can't quit; not because they like it, or they think it's cool to smoke, but simply because they are addicted.

Just because some adults are dumb enough to allow their life to be ruled by a weed doesn't mean that is an adult thing to do. There are no advantages to smoking for you or anyone around you. Cigarettes hamper your freedom because anywhere they aren't allowed, you can't go. You can't go because you have to have your fix. Smoking shortens your life with every puff you take, some say as much as two and one half hours for every pack! It robs your wallet for over \$5.00 a pack. If you smoked a pack a day for a year, it would mean over eighteen hundred dollars that went up in smoke!

It is now illegal to sell or in any way furnish tobacco products, including a vending machine, to any person under 18 years of age. This new law came into effect on February 8, 1994. Anyone who sells, or in any way furnishes any tobacco product to a person under the age of 18 years is guilty of an offence and liable to a fine ranging from \$1 000 for a first offence to \$50 000 for any further offenses.

Tobacco is a drug! Drugs are just another way of running away from your problems. They don't change anything, they don't solve anything. They only help dig your hole a little deeper. They'll rob you of your ambition, your dreams and your future.

PARENT-STUDENT-TEACHER INTERVIEWS

Wednesday, February 8
Thursday, February 9

6:30 - 9:00

Gr. 7 Teachers: Gym
Gr. 8 Teachers: MPR



SCHOOL COUNCIL MEETING

Third Thursday of each month

February Meeting
Thursday, February 16, 1995
Time: 7 p.m.

Place: Speakers' Corner, Library

TEACH TEENS THAT DIFFERENCES ARE NOT REASONS TO FIGHT

Today's teens are fighting and even killing each other--often because of prejudice and misunderstanding of people who are different from themselves.

Isolating our children isn't the answer. Teaching them to respect differences is.

Here are three suggestions you can make to your teen to help her see people for who they really are...not what others might stereotype them as.

1. Eat lunch with someone new at least once a month. Suggest your teen set a goal that, by the end of the year, he'll get to know at least three people outside his regular group of friends.
2. Look for common ground. Suggest spending at least 10 minutes a week talking with someone your teen thinks is not like her and finding something they have in common--an idea, a belief, an interest.
3. Ask new people to do something. Invite them to a movie or some other activity. Attend each other's church or share a cultural holiday.

(Parents still make the difference.)

BLOWING IN THE WIND

Now she lies upon the stake
her head held up
full of hatred and pity
realizing what they had become
They...
the mindless slaves
so content in drowning
in their won apathy
so much so that their minds
and the minds of their children
are being bought and sold
on the auction block.

They gazed into her eyes
the burning glare
piercing the black souls
of the sleepwalkers
touching the blankness

the tiny flame dances along the hay
ever so swiftly
the smell of death lingers in the air
the inferno draws closer
with each breath
it waits...
to consume the world
in its way

Ear shattering screams come from within
the climax comes to an abrupt halt
with dust and bones...
and the wretched hatred
blowing in the cold breath of the world.

Tyler Shaw 8G

HERE ARE FIVE WAYS TO TELL TEENS THAT YOU LOVE THEM

Now more than ever, teens need to hear how much you love them. Make a point each month to express love and affection for your teen. Here are some ideas:

Tell her her hair looks nice.

*Leave a note on the breakfast table telling him you love him.

*Let her "accidentally" overhear you saying something nice about her to a friend.

*Send him a Valentine in the mail.

INTRAMURALS: MORE THAN JUST SPORTS



A big congratulations to the following classes for winning the Intramural points for this semester. These classes all enjoyed their special treats on Tuesday, January 31, 1995:

1st	7J and 8C	Pizza Parties
2nd	7A and 8I	Ice Cream Treats
3rd	7H and 8G	Chocolate bar treats

Point collection for the next competition has already begun. On Friday, February 6 we enjoyed a day of the "Sixties"--it was scary how some people just fit right in! The next big event will be Valentine's Day so dress in your best "Red and White" and enjoy the special sweetheart dance! Watch out people--"Hat Day" or Wednesday, February 22.

INTERESTED IN INTRAMURAL POINTS!

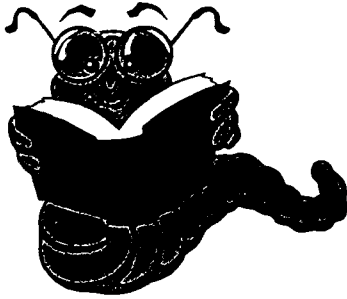
Return this section of the Jayhawker signed by your parents and your class will receive 5 intramural points. ALSO, your name will be entered in a draw for a "SPECIAL" prize. Deadline: Friday, March 3

Student name: _____

Homeroom: _____

Parent's signature

NEWS FROM THE LIBRARY



By Mr. Brooks

What's new under the sun. I don't know because it is too hot under the sun to find out. But if you want to know what is new in the LIBRARY, then I can help you out.

You may have noticed when you last visited the LIBRARY that in the reference section

of the LIBRARY, we have a new MacIntosh computer that is available for student use. The computer gives the student access to a couple of word processing programs--Claris Works and WorkPerfect 3.0--as well as the "Canadian Encyclopedia". As funding permits, we will be adding additional programs to the unit. The MacIntosh is networked with four others on the ground floor, in addition to a printer that will allow you to make a hard copy of your work. If you're not sure how to use the MacIntosh, ask. I'm on a diet, so I won't bite your head off. The grade eight students studying Canadian history in Social Studies, might find the Canadian Encyclopedia of particular interest. For example, did you know that on a recent Social Studies test, the grade eights were asked if Alberta joined Confederation before, or after Mr. Brooks was born. According to a few grade eight students, Alberta joined after Mr. Brooks was born. Now perhaps you can see why I think it is necessary to have the Canadian Encyclopedia available to certain grade eights.

DID YOU KNOW THAT THE LIBRARY CAN HELP YOU IN YOUR RELATIONSHIPS WITH THE OPPOSITE SEX. Let me explain. We have a new series of books that describe all kinds of diseases, from the common cold to diabetes. They will help you answer questions such as, when my girl friend has a cold, should I hold her hand or her foot? Or perhaps your girl friend bit you on the ear and you found out that she has rabies. We have books in the LIBRARY that will help answer all your questions about such unfortunate situations and help you decide whether or not you should terminate the relationship because of rabies.

"ROSES ARE RED,

VIOLETS ARE BLUE...." I forget the rest

or it, but those of you that are interested in poetry and I know all of 8J is, will find your heart's desire in some new poetry books. We've got one that should only be read at midnight, on the thirteenth of the month and within 100 metres of a graveyard. The author is Edgar Allan Poe, the first author to make a skeleton shake. We have others by Shel Silverstein and for those of you that appreciate nature, a new book of poems by Robert Frost would likely make your day.

WHAT DO SPANISH AND AIRPLANES HAVE IN COMMON? Well, the first feature they have in common is that you can find books about both in the LIBRARY. The second feature is that you can use both to improve your relationship with very special people in your life. Here's how. We have books in the LIBRARY on how to make paper airplanes and we have Spanish dictionaries. If you read both of them, you could construct the world's best paper airplane, write on it a secret message to your Spanish speaking sweetheart and then fly it into your lover's arms. She/he will surely be impressed.

BUT MAYBE YOU DON'T HAVE A BOYFRIEND OR GIRLFRIEND, but you've got a cat instead--believe me, they are less trouble. We have a magazine in the LIBRARY that is especially for cat lovers. If you're bored to tears, try our magazines on skateboarding and snowboarding. If you're a girl and you just have to know the latest, try our magazines, "Girl's Life" and "Seventeen".

There are some of the new items in our LIBRARY and if none of these are appropriate for you, check out the Tab book order each month. You might find what you're after and at a price that's right for you.

SOME LUCKY STUDENT WILL WIN A FREE BOOK. Whenever you bring back a book to the LIBRARY that you have signed out, enter your name in our, "RETURN BOOK CONTEST" and every two weeks we will draw a lucky name from the box. If you are the winner, a free book will be yours!

DO YOU
HAVE A
MOUSE IN
YOUR
LOCKER? Per-

haps it is not in your locker, maybe it's in your book bag. Please check! Mr. Brooks has lost the mouse to the MacIntosh computer in the LIBRARY.

That's all for this edition of the Jayhawker.





Jayhawker

February 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Video Dance (Evening Dance)	4
5	6	7	8 Parent- Student- Teacher Interviews 6:30-9:00	9 Parent- Student- Teacher Interviews 6:30-9:00	10 No Classes	11
12	13	14 Valentine's Day "Red and White Day" Noon Dance	15 Staff Meeting Early Dismissal 1:43 p.m.	16 School Council Meeting 7 p.m. Speaker's Corner	17	18
19	20 Family Day No School	21	22 "HATDAY" Noon Dance	23 Teachers' Convention No School	24 Teachers' Convention No School	25
26	27 Basketball Semi-finals	28				

**From
Miss
Davidchuk**



STUDY TIPS FOR HIGHER GRADES AND LESS ANXIETY:

1. **Be Creative:** Make school, homework, and studying fun. If you enjoy background music when you study, turn the volume down.

STUDY IN 15 MINUTE SESSIONS

2. **Set Goals:** Set goals for yourself that are realistic and specific. When you reach one goal, raise your expectations for yourself for the next report card.

3. **Get to Know Your Teachers:** Don't be afraid to approach your teachers if you do not understand an idea or concept. By talking to your teachers you demonstrate an interest in your education.

Remember you and your teachers have a great deal to learn from each other.

**MORE STUDY TIPS
WILL FOLLOW IN
FUTURE EDITIONS
OF THE JAYHAWKER.**

Reminder about study help available:

**The Junior/Senior High School Drop-In Centre
Medicine Hat College
Monday - Wednesday
4 p.m. - 6 p.m.
Room H117**

Tears that Fall

It has been a year today
Since my grandmother had passed away
Since then,
My tears that fall
Are tears for her
Are tears of sadness.

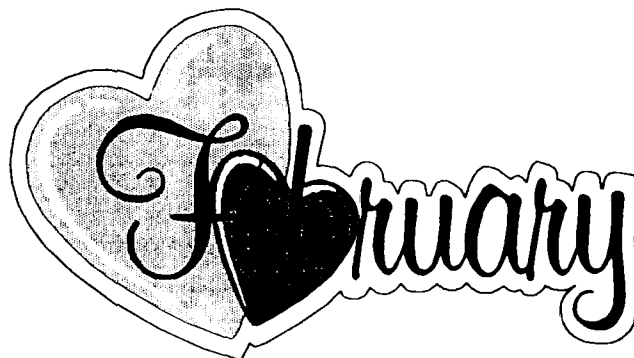
My sadness is remembering
Remembering the good times we shared
Her smile, her face, her beautiful words
She used to say she loved me
In those kind, gentle words
Her voice would whisper to me, so quietly.

My tears are for her
The tears that pour
Are tears of sadness
The tears of sad remembering.

I remember talking to my grandmother
While she was in the hospital
Seeing her sit in her hospital bed
And watching her deteriorate
Right in front of my eyes.

January passed, then February and March
And as the year went on
I missed my grandmother more and more
I then discovered that living without my grandmother
Isn't as easy as I thought
When I sit down and think about her
My tears just start to pour
My tears that fall
Are tears for her
Are tears of sadness.

by Candice Darr





Jayhawker

March 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Basketball Finals	2	3 PJ and BedHead Day	4
5	6	7	8	9 Quarterly Awards Assembly Period 5 Gr. 7 Period 6 Gr. 8	10	11
12	13	14	15 Staff Meeting Early Dismissal 1:43 p.m.	16 School Council Meeting 7 p.m. Speaker's Corner	17 St Patrick's Day Green Day	18
19	20	21	22 COFFEE & DESSERT PARTY	23	24	25
26	27	28	29	30 Joint meeting of Parents and Teachers "Defining Mission & Philosophy for AJHS"	31 Teachers' Professional Development Day No Classes	

APPENDIX H

LEADERSHIP WORKSHOP: INFORMATION PACKAGE

AGENDA

8:30 REGISTRATION Sign-in and create a name tag from the directions, as posted.

9:00 WELCOME A. Welcome Messages –
i) Miss Davidchuk, Workshop Leader
– Introduce Team Leaders
ii) Dr. Giduk, Principal
iii) Ms. Haney, Counsellor

9:25 TEAMS Activity Introduction

A. Team Leaders lead their team to their designated classroom.

B. Team Leaders explain and begin the activities.

i) Activity One –
"TEAMBUILDING THROUGH INTERVIEWS"

ii) Activity Two –
"THE SUCCESSFUL ALEXANDRA STUDENT"

10:10 MULTI-PURPOSE ROOM Team presentations

A. Teams return to the large group but form a circle with their team.

B. Each team will present their teams's poster.

C. Post posters.

10:20 JUICE BREAK

10:30 TEAMS Guest Presenter -- Mr. Tye (Teacher, AJHS)
(Remain in teams.)

A. Initiative Problem-Solving

B. Group Development Games

11:50 Directions for the afternoon.

12:00 LUNCH

**12:15 Workshop Orienteering – Mrs. Ethier
(Teacher, AJHS)**

1:00 Workshop Mini Sessions (20 minutes per session X 4)

**A. "QUALITIES OF A GOOD LEADER" – Cory (AADAC)
Location – Field behind Amphitheatre**

**B. "STUDENT COUNCIL – STUDENTS CAN MAKE A DIFFERENCE
THROUGH STUDENT POLITICAL LEADERSHIP" –
Mr. Cooper (Vice-Principal, AJHS)
Location – Room 100**

**C. "INTRAMURALS – STUDENTS TAKING LEADERSHIP FOR
THE ORGANIZATION AND RUNNING OF DAILY LUNCH
ACTIVITIES" – Mrs. Ethier (Teacher, AJHS)
Location – Gym**

**D. "YEARBOOK DEVELOPMENT -- CREATING MEMORIES OF
THE YEAR'S ACTIVITIES" – Mrs. Price (Teacher,
AJHS)
Location -- 33**

**E. "DEALING POSITIVELY WITH DIFFICULT PEERS" –
Mr. Moses (Psychologist, MHSD #76)
Location -- 102**

2:35 JUICE BREAK

2:45 Guest Presenter -- Ms. Haney

A. Stress Management

3:30 Closing Activities Evaluation / Comments

THANK YOU TEAM LEADERS FOR ALL YOUR HELP

"GETTING ACQUAINTED"

Name: _____

**** You must have 24 different signatures to win!**

Find someone who...

Signatures

- | | |
|--|-------|
| 1. Is left handed... | _____ |
| 2. Has the same # of kids in the family... | _____ |
| 3. Owns a dog or cat (or two!)... | _____ |
| 4. Has a hole in their sock... | _____ |
| 5. Wears contact lens... | _____ |
| 6. Likes preppie clothes... | _____ |
| 7. Has been to West Edmonton Mall... | _____ |
| 8. Likes to camp in the wilderness... | _____ |
| 9. Is the tallest person in the group... | _____ |
| 10. Has the same last initial as you... | _____ |
| 11. Has a birthday in July or August... | _____ |
| 12. Knows how to ride a horse... | _____ |
| 13. Plans to be a teacher... | _____ |
| 14. Has a teddie bear for a friend... | _____ |
| 15. Can name the last Prime Minister of Canada | _____ |
| 16. Likes to rollerblade... | _____ |
| 17. Can name the 8 reindeer of Santa Claus... | _____ |
| 18. Has pierced ears (or two!)... | _____ |
| 19. Exercises every day... | _____ |
| 20. Is a guitar player... | _____ |
| 21. Has collected more than 50 CDs... | _____ |
| 22. Has a toothbrush in their pocket... | _____ |
| 23. Enjoys the same favourite TV show... | _____ |
| 24. Likes to camp in the wilderness... | _____ |

ACTIVITY ONE:

“TEAMBUILDING THROUGH INTERVIEWS”

Leader’s Directions:

- 1. Divide your team into smaller teams of three. Try to combine students from different schools together or students who do not know one another very well.**
- 2. Each student on the team will rotate and take responsibility for each of the following roles: Interviewer, Responder, and Recorder.**
- 3. The Interviewer asks one person in the group to respond to the first question on the attached GRID while the other partner writes a summary of the responses in the box next to the responder’s name. The responder has ONE MINUTE to respond to the question.**
- 4. The teambuilding questions have been written at the top of each column on the GRID.**
- 5. After each student has responded to question one, repeat with questions two and three.**
- 6. When each team has completed the three questions, ask them to “thank” each person on the team for their answers.**
- 7. Bring the teams together into a large team.**
- 8. Collect the GRIDS and place them in the file-folder.**

ACTIVITY ONE (continued)

“TEAMBUILDING THROUGH INTERVIEWS”

GRID

	Question #1	Question #2	Question #3
Name	Why did you come to the Leadership Workshop?	What academic or social goals will you set for yourself this yr?	Have you any concerns about attending AJHS?

ACTIVITY TWO:

“THE SUCCESSFUL ALEXANDRA STUDENT”

Leader's Directions:

Part 1:

- 1. Your team's first task will be to create a picture of a student who will attend Alexandra Junior High School (no nerds please).**
- 2. Organize everyone in a circle or semi-circle so that each has access to the poster paper.**
- 3. Distribute felt markers to each person.**
- 4. Each team member will be expected to contribute to the drawing of this picture. If a teammate can not think of an idea to add to the picture, encourage them to ask the other students for their ideas.**
- 5. Don't waste too much time drawing the picture.**

Part 11:

- 1. When the picture has been drawn, provide some “helpful suggestions” to this student so that this school year will be successful.**
- 2. Each person on the team will be expected to contribute a “helpful suggestion”. The person who suggests the idea draws a line extending from the drawing and writes their idea down.**

August 23, 1995

LEADERSHIP WORKSHOP '95

1. I was a little unsure about what would be happening at the workshop today.
strongly disagree disagree agree strongly agree
2. I see myself as a student leader.
strongly disagree disagree agree strongly agree
3. After attending this workshop, I will become involved in some type of leadership activity at A.J.H.S.
strongly disagree disagree agree strongly agree
4. I felt good about being recognized by my elementary school as a potential leader.
strongly disagree disagree agree strongly agree
5. I am looking forward to attending A.J.H.S.
strongly disagree disagree agree strongly agree
6. I found the mini afternoon sessions will prepare me for the school year:
 - A. "Qualities of a Good Leader"
strongly disagree disagree agree strongly agree
 - B. "Student Council-Students Can Make A Difference Through Student Political Leadership"
strongly disagree disagree agree strongly agree
 - C. "Intramurals - Students Taking Leadership for the Organization and Implementation of Daily Lunch Activities" and "Publication and Communication Through the Jayhawker".
strongly disagree disagree agree strongly agree

D. "Yearbook Development - Creating Memories of the Year' Activities"

strongly disagree disagree agree strongly agree

E. "Dealing Positively With Difficult Peers"

strongly disagree disagree agree strongly agree

7. I found the morning activities helped me meet people.

strongly disagree disagree agree strongly agree

8. How would you describe Alexandra Junior High School to friend who did not attend the workshop?

9. What did you like best about today's activities? (lunch and snack breaks do not count!)

10. What would you recommend that we change to improve next year's workshop?

Student Leaders

11. Based on your experiences of being involved with leadership activities last year, what would you recommend:

A. For Team Building/Ice-Breaker types of activities

B. For Mini Session Topics

C. For Large Group Activities

12. If you didn't attend the workshop last year, do you wish that you had been able to attend now that you have been a student leader at this year's workshop?

13. Describe how you felt about being a team leader at this year's workshop.

POSSIBLE RESPONSES TO BULLIES OR CONFLICT SITUATIONS

- ☺ Ignore - don't pay any attention, don't look at them, walk away
- ☺ Make joke (about self) or agree - don't retaliate verbally
- ☺ Flip coin - let chance resolve conflict
- ☺ Explain - calmly tell other person your rights
- ☺ Discuss - talk about problem and see if you can solve it
- ☺ Get help - seek assistance from adult (teacher, counsellor, custodian) or peer:
 - have to speak up if harassment continues
- ☺ Delay - put off conflict and it may go away
- ☺ Give and take - compromise, propose middle ground
- ☺ Stand your ground - let bully know it's going to be stopped one way or another
- ☺ Punch his lights out - beat up the bully (not usually the best option)

BULLY PREVENTION AND INTERVENTION: STEPS FOR SCHOOLS

- ▶ Raise school wide awareness through assemblies, class discussion and activities, student poster campaigns
- ▶ Clearly and specifically identify bullying as an issue. Name it, spell it out, give concrete examples
- ▶ Discuss what needs to happen in order to reduce incidents
- ▶ Students should be involved in establishing anti-bullying guidelines
- ▶ Promote interest, concern, and willingness to take action in students who are neither bullies nor victims; they are the ones who can have the greatest influence on the school climate
- ▶ Once students can identify bullying situations, provide them with the knowledge and skills necessary to intervene
- ▶ Students should be taught and encouraged to solve problems in non-violent ways; co-operative interpersonal relationships should be seen as the norm

CLASSROOM RIGHTS AND RESPONSIBILITIES

- 1. I have a RIGHT to learn in this classroom.**

It is my RESPONSIBILITY to listen to instructions, work quietly in my desk and to raise my hand if I have a question, concern, or need to leave.

- 2. I have a RIGHT to hear and be heard.**

It is my RESPONSIBILITY not to talk, shout or make loud noises when others are speaking.

- 3. I have a RIGHT to be respected in this classroom.**

It is my RESPONSIBILITY not to tease or bully other people, or to hurt their feelings.

- 4. I have a RIGHT to be safe in this classroom.**

It is my RESPONSIBILITY not to threaten, kick, punch, or physically harm anyone else.

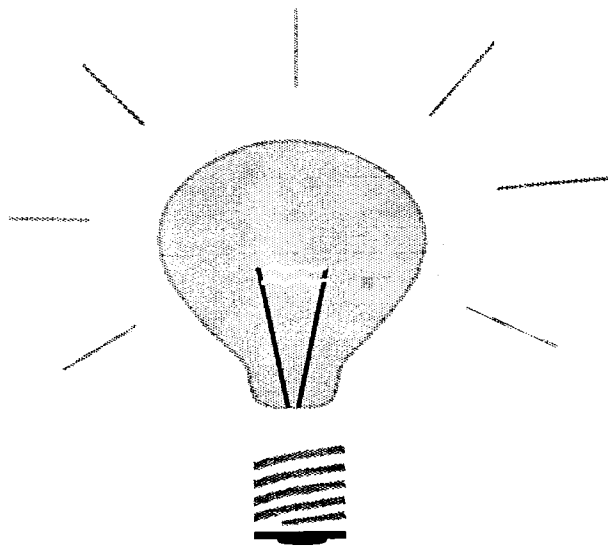
- 5. I have a RIGHT to privacy and to my own personal area.**

It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy.

APPENDIX I

STUDENT COUNCIL: LOCK-UP PACKAGE

**ALEXANDRA JUNIOR
HIGH SCHOOL
STUDENT COUNCIL
RETREAT**



ALEXANDRA JUNIOR HIGH SCHOOL STUDENT COUNCIL RETREAT

Saturday, October 1, 1994

- 8:30 - 9:00 a.m. Welcome/Name Tags
Meeting Room - Travelodge
Store personal belongings
- 9:00 a.m. Icebreaker/Getting Acquainted
1. Broom Relay
 2. Who Am I?
 3. M & M's
- 9:30 a.m. Brainstorming - as small groups students will think of projects or ideas that Student Council could pursue this year. e.g. environmental concerns, adopt a foster child, adopt a grandparent, etc. (Two Grade 8's and two Grade 7's.)
- Each group will appoint a recorder, leader, two reporters and begin brainstorming.
- Return to large group and share ideas. Go back to the group and enhance the group's list.
- Apply criteria as outlined in the Brainstorming handout.
- Lists will be collected and combined into a master list for later activities.
- 10:15 a.m. Back to School - Bus
- 10:30 a.m. Sign Painting (Homeroom logos) with Mr. Snowden in the Art Room.

11:45 a.m.	Back to the Travelodge - Bus
12:00 noon	
12:00 p.m.	Lunch (soup and sandwiches) at the Travelodge Music Listening
1:00 p.m.	Rap with Mr. Martens
2:00 p.m.	Swim/Waterslide/Hot Tub (Movie)
4:00 p.m.	Pizza and movie
6:00 p.m.	Large group - Reduce Ideas from Brainstorming. Finalize projects and select committees. Brainstorm in committees as to what could be done with their projects.
7:00 p.m.	Waterslide
8:30 p.m.	Closure/Evaluation & Clean-Up
9:00 p.m.	SEE YOU MONDAY!!

STUDENT COUNCIL EXECUTIVE
(4 Grade Eight and 2 Grade Seven)

All executive positions are determined through a vote by the entire student body. The four grade eight positions are the top four candidates at either a June or September election. The two grade seven positions are the top two positions at a late September election.

PRESIDENT

- The grade eight student with the highest number of votes is the official representative of the entire student body.
- Attends meetings and/or assemblies on behalf of the student body. e.g. Staff meetings, School Council, School Board meetings.
- Chairs the monthly Student Council Executive Meeting and the Student Council Representatives Meeting, as well as any special meetings of the Student Council that may be called.

VICE-PRESIDENT

- Grade eight student
- First alternate should the President be unable to fulfill his/her duties.
- Attends all meetings that the President attends.
- Receives and directs all written communication.
- Monitors Student Council Representative attendance and performance of duties.
- Monitors and reports the Student Council budget.
- Chairs certain Student Council Sub-Committees.

PROGRAMME COORDINATORS

- Two grade eight students
- Coordinates all Special Programmes (Halloween Dance, Christmas Fundraiser, Christmas Week, Valentine's Dance, Spring Fundraiser, Special Activities Week, May Dance and those activities undertaken throughout the year by the Student Council.)
- Attends all Executive Meetings and all Student Council Meetings.
- Chairs certain Student Council Sub-Committees.
- May be required to represent the Student Council as a whole at various meetings and/or assemblies.

GRADE SEVEN EXECUTIVE

- Two grade seven student (two year position)
- Represents the viewpoint of the grade seven students.
- Provides continuity to Student Council in their second year as member of the Student Council Executive.
- Attends all Executive Meetings and all Student Council Meetings.
- Assists positions of Vice-President and Programme Coordinator (one assigned to each).
- Chairs certain Student Council Sub-Committees.
- Coordinates the Grade Eight Year-End Activities.
- May be required to represent the Student Council as a whole at various meetings and/or assemblies.

STUDENT COUNCIL CLASSROOM REPRESENTATIVES

- Selected/elected by popular vote from each Homeroom class.
- Attends each regularly scheduled monthly Student Council Meeting, as well as those meeting which are specially called by the Chair.
- Conveys information between Classroom Students and Student Council.
- Serves on various Sub-Committees of the Student Council.
- Participates in the end of September Organizational Retreat

B

Brainstorming

*"When thing persons are faced with a new idea,
they do not merely accept it or reject it,
they build upon it." -- Don Robinson*

Brainstorming is a valuable tool when individuals or groups need to discuss ideas before making a decision. Ideas for all types of projects, solutions to problems, advantages and disadvantages of choices, ways to evaluate, methods to achieve goals, organization techniques, and many other helpful concepts can be generated by brainstorming.

Remember to keep groups small enough to allow input from everyone, but large enough to provide a variety of ideas. Set a time limit for each brainstorming session and be sure someone in the group is writing down all the ideas. (It may be desirable to have two recorders in each group so that great thinkers aren't stymied by slow writers.)

If the people doing the brainstorming will not be involved in the subsequent judging of ideas, be sure that they are told why ideas were rejected or accepted.

The following rules apply to brainstorming:

1. Think positively. Realize that a solution to the problem does exist and that the task is to find it.
2. Write down every idea that comes to mind. The wilder the ideas, the better the results. Don't try to judge any ideas at the time they occur--just write them down.
3. Write down as many ideas as possible. Quantity is essential to the success of this system. Don't overlook the very idea that may be the answer to the problem.
4. Combine and improve your ideas. One thought often leads to another.

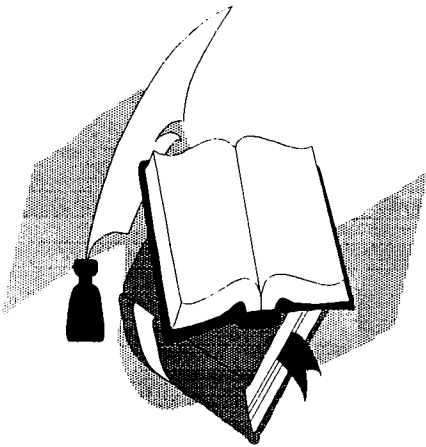
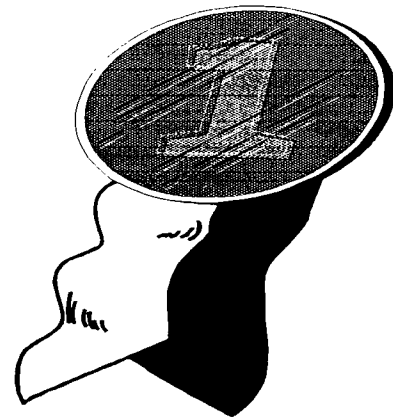
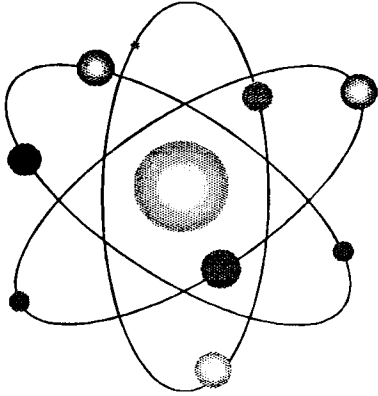
Remember, negative thinking is not allowed. A large number of ideas is essential. Combining and improving these ideas is next. When all ideas are down on paper, consider them separately and begin judging them. Eliminate those that won't work, and put the rest through the following selection test:

1. *Effectiveness*: How effective will the idea be?
2. *Implementation*: How easy will it be to put the idea into action?
3. *Time*: How long will it take?
4. *Cost*: How much will it cost?

The idea that scores best on all four tests is likely to be the winner.

STUDENT COUNCIL

PROJECTS



HUMAN SCAVENGER HUNT

Find someone (not yourself) who...

Signature:

has blue eyes

wears glasses

is in Mr. Middleton's class

loves to ski

has been to a Leadership Workshop

can name at least 5 of Santa's reindeer

likes rap music

has traveled to a foreign country

loves spaghetti

knows AJHS's colours

drinks diet pop

plays on a hockey team

can name all ten provinces

likes computers

Q

Quality vs. Quantity

“People may have the most dazzling talents,
but if those talents are scattered upon many objects,
they will accomplish nothing.”

The only time that quantity is more important than quality is when you're brainstorming. Even then, those numerous ideas are evaluated for merit at the end of the process. Quality should be the number-one concern in all your organization's activities.

Quality of Projects:

Your project should...

- be fun for everyone
 - never embarrass anyone
 - be creative
 - highlight the various talents of the student body, not just the athletes or leaders
 - not disrupt the learning process
 - be well publicized in tasteful ways
 - be accessible to everyone (cost, participation requirements, and location should not eliminate anyone)
- be determined by the needs and desires of the total school population

Quality of Products:

When you raise funds, be sure your products...

- are useful to the consumer
- support the learning process
- won't disrupt classes
- won't break school rules
- are made of good materials
- are worth the price
- are backed up by the company
- are attractive contain no spelling errors or flaws

Quality of People:

As a sponsor, avoid encouraging perfection, but do encourage quality. The members and officers of your group need to consistently:

- Set good examples in classes, the halls, the cafeteria, the community
 - Meet academic standards and attendance requirements
 - Obey the law
 - Treat people fairly--no playing favorites
 - Be friendly, outgoing, courteous, and pro-school
 - Go through the system to propose changes; no bad-mouthing the staff or rules
 - Take responsibility for their failures and successes
 - Be willing to say, "I goofed" and "I'm sorry" when appropriate
- Your members will learn from you, their sponsor. Act as a quality role model at all times. Be fair, consistent, caring, and human

I

Ideas

“Ideas are funny things--
they won't work unless you do!”

Ideas for Fundraising:

Items and Services for Sale:

Newspaper Drive	Shovel Snow
Paint House Numbers on Curbs	Carnation Sales on Holidays
Talent Show	Garage Sale
Bake Sale	Bumper Stickers
Watermelon Feed	Copper/Silver Drive
Magazine Sale	Print/Sell Student Directories
Auction	Baby Picture Contest
Concession Stand at Games	Spirit Chain Links
Aluminum Can Drive	T-shirt with Class Members/ Names on them

Grams:

Val-a-Grams; Spook-o-Grams; Santa-Grams; Thank-You-Grams; Shamrock-Grams

Spirit Items:

Mugs, Mini-Pom Poms, Ribbons, T-shirts, Bumper Stickers, Painter's Hats, Book Covers, Frisbees, Key Chains

Wash:

Store Windows, Cars, Car Windows at Drive-in Movies, Airplanes, Postal Trucks

Guideline for Fundraising:

- Don't schedule fundraisers immediately before or after another money raising project, or at times when other financial burdens are evident (school pictures, yearbook sales, and so on).
- Raise money for a specific reason and be sure the student body knows what it is.
- Show the student body how the money is spent.
- Sponsor a free contest now then and offer a prize worth winning. Your credibility and support will improve.

Ideas for Dress-Up Days:

School Colours
'50s Day
Mash Day
Look-Alike Day
Western Dress Day
Crazy Hat Day
Tourist Day
Pajama Day
Shades Day
Spirit Buttons Day
Scarf Day

Bandana Day
Tie Day
Bermudas Day
Sweats Day
Boots Day
Crazy Sock Day
Pairs day: Jack & Jill, Raggedy Ann & Andy
Kiddie Day
Opposite/Backward Day
Hawaiian Day
Dressy Dress Day

When planning a dress-up day, remember to select a theme that will appeal to all students. Start slowly with a low-threat idea or pick a theme that provides a wide variety of ways to dress. For example, on Hawaiian Day students who are apprehensive can wear their normal clothing and all a plastic lei around their necks. Students who take a medium risk can wear shorts and hats. Students who are gung-ho about the event can wear hula shirts.

Ideas for Service Projects:

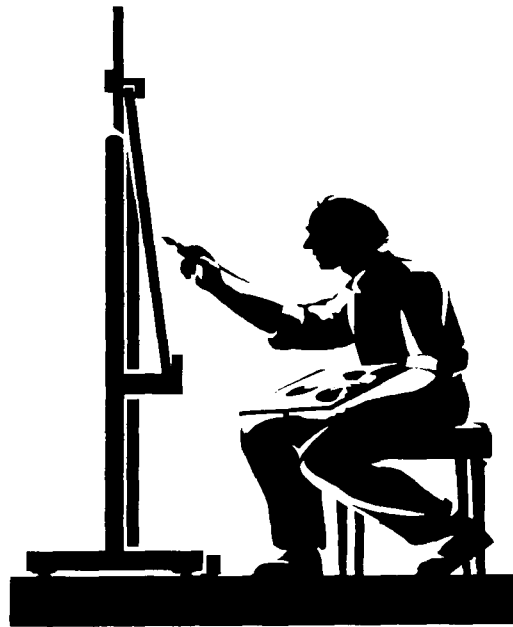
Canned Food Drive
Caroling at Nursing Homes
Neighbourhood Clean-up
Adopt-A-Grandparent
Guides at School Functions
Read-A-Thon
Tutoring
Vandalism Repair
Care Packages
Clothing Drive
Giant Birthday Card
Free Baby-sitting at School Functions

Ideas for Appreciation:

Write Notes to Team Members
Birthday Cards for Representatives
Staff Breakfast
Room Service for Teachers
Secret Pals
"T Is for Teacher" Apples
Singing Telegrams to Staff
Treat the Cooks to Lunch
Clean-up for Custodians

HOMEROOM

LOGO



REFLECTIONS

The following activity is designed to help you think about yourself and why you do what you do. This is an individual activity and will only be shared with someone else if you want to.

What I like best is

What I like least is

What I think I'd like to do when I'm finished school

What I'd like to learn more about

What I don't care to learn more about

The most interesting thing I've done in my life is

One of the happiest days in my life has been

If I could make three wishes and have them come true they would be

REFLECTIONS: If I were A?

The following activity is designed to help you think about yourself and why you do what you do. This is an individual activity and will only be shared with someone else if you want to.

If I were an animal, I'd like to be a _____
because _____

If I were a toy, I'd like to be a _____
because _____

If I were a food, I'd like to be a _____
because _____

If I were an adult, I'd like to be a _____
because _____

If I were in the circus, I'd like to be the _____
because _____

If I were a famous star, I'd like to be _____
because _____

If I were a gift, wrapped in a bright red ribbon, I'd like to be a _____
because _____

If I were a piece of clothing, I'd like to be a _____
because _____

If I could be anything in the whole world, I'd like to be a _____
because _____

REFLECTIONS: Only the Best?

The following activity is designed to help you think about yourself and why you do what you do. This is an individual activity and will only be shared with someone else if you want to.

The best person in the world is

The best food I have ever eaten is

The best TV show I have ever seen is

The best movie I have ever seen is

I have the best time when I'm

The best thing about school is

The best thing about me is

The best thing I can think of is

The best idea I've ever had was

The best thing about my family is

The best teacher I've ever had was

The best present I've ever had was

The best memory is

My best friend is

THE WORST

This also reveals something about yourself. Think of the occasions where your sense of humour helped you through the “tough” times.

The worst thing that has ever happened to me was

The worst food in the world is

The worst show on TV is

The worst movie I have ever seen is

The worst song I have ever heard was

The worst thing about my life is

The worst thing that I have ever done is

The worst fight I have ever had was

The worst thing that I can think of is

PLANNING GUIDE FOR OFFICERS

Officers may find it helpful to complete a planning guide before and during each meeting.

Planning Guide for Officers

Date clearance for the meeting made through the office _____

Meeting Place _____ Date _____

Time _____ Equipment Needed _____

Reminder and Notes

Questions and Comments

1. Re-read the minutes of the previous meeting (note changes).

2. Committee reports due. (Are chairpersons ready with written reports? Which committees?)

3. Unfinished business. (Requiring action or further discussion.)

4. New business. (Suggestions to be presented.)

5. Announcements. (Is information complete and correct?)

6. Programme/Guest Speaker/Film for Meeting/Slides. (Equipment and participants ready?)

Today's Date ____/____/____

ACTIVITY PLANNING SHEET

Type of activity _____ Sponsor _____

Name or theme of event _____

Name of person in charge _____ Telephone _____

Planning committee _____

Date of event _____ Time _____ Location _____

Who is the event for _____

Budgeted amount for publicity _____ Methods of publicity _____

Frequency of event _____ daily _____ weekly _____ biweekly _____ monthly
_____ quarterly _____ semi-annually _____ annually

Will tickets be needed _____ When _____ Ticket price _____

Ticket outlet locations _____ When _____

Ticket sales deadline _____

Seating arrangements _____ Kinds of publicity _____

Newspaper _____ Radio _____ TV _____ House Magazine _____
Flyers _____ Billboards _____ Banners _____ Other _____

Printed programmes Yes _____ No _____ When _____ Who is doing this? _____

Information for the programme _____

Special theme/logo/colours that should be used with publicity _____

Information about performing group, special guests, or speakers _____

Goals/Purpose of doing this _____

Additional information/ideas/suggestions _____

Report submitted by _____ To _____

COMMITTEE REPORT FORM

Today's date _____ / _____ / _____

Committee name _____

Chairperson _____ Phone _____

1. Member _____ Phone _____

2. Member _____ Phone _____

3. Member _____ Phone _____

4. Member _____ Phone _____

5. Member _____ Phone _____

6. Member _____ Phone _____

Assignment _____

Facts involved (information collected) _____

Recommendations to _____

Signature _____

Committee Chairperson _____

Date of Report _____

CHAPERONE AND GUEST LIST STUDENT CLEAN-UP COMMITTEE

(Please submit this sheet to activities office one week before activity.)

Club name _____
Title of activity _____
Date of activity _____ Time _____ To _____

Chaperones and Guests

Name Address Telephone #

Student Clean-Up Committee

(Submit at least 10 names)

Special Duty Officers

Signature (Club Officer)

Signature (Club Adviser)

M E E T I N G S

M

Meetings

“When some speakers stand up,
their minds sit down.”

Agenda Planning

An agenda is a specific list of items to be addressed at a meeting. A draft of the agenda should be prepared by the president and the executive committee a few days in advance of the meeting. It's helpful to deliver copies of the agenda in advance to everyone expected to attend the meeting. They, in turn, should have an opportunity to add to the agenda at the beginning of the meeting.

Each member should receive a working copy of the agenda at the meeting. This copy provides space for additional items and notes.

Sample Agenda

Call to Order:	Official opening of the meeting by the presiding officer.
Roll Call:	Read by the secretary who reports that a “quorum” exists (more than one-half of the members must be present to conduct business).
Reading of Minutes:	Minutes are the record of what took place at the last meeting. The minutes are read by the secretary. The presiding officer asks for additions or corrections to the minutes. If there are none, the presiding officer says, “Minutes stand approved as read.”
Officer Reports:	All officers are invited to speak in order of their responsibility.
Standing Committee Reports:	Groups that have a specific job report on their activities.
Temporary Committee Reports:	Groups with short-term jobs report.
Unfinished Business:	Ideas, tabled motions, and projects from previous meetings are discussed
New Business:	Any item that has not been previously addressed by the membership is considered.
Announcements:	Reminders about coming events or messages from the principal.
Adjournment:	Formal ending of the meeting by a vote.

TWENTY STEPS TO A BETTER MEETING

How To Make Committee Meetings Effective

- ***Before the Meeting:***

1. Decide what kind of meeting will reach your goals.
2. Plan the meeting carefully: Who? What? When? Why? How many?
3. Prepare the agenda in advance.
4. Come early and set up the meeting room.

- ***At the Beginning of the Meeting:***

5. Start on time.
6. Make sure everyone knows each other. Make introductions.
7. Clearly define what you want to accomplish.
8. Review, re-arrange the agenda.
9. Set clear time limits for each part of the meeting.
10. Review items to address from earlier meetings.

- ***During the Meeting:***

11. Focus on the same problem, in the same way, at the same time for everyone.
12. Use butcher paper on the wall with marking pens. Write down everything.

- ***At the End of the Meeting:***

13. Make assignments--who, what, when (deadlines).
14. Review the butcher-paper notes.
15. Set the date, time, and place of the next meeting.
16. Measure the meeting to see if it did what it should.
17. Close the meeting on a positive note.

- ***After the Meeting:***

18. Clean up and put the room back in order.
19. Prepare the minutes.
20. Follow up on "action items: and plan for the next meeting.

PARLIAMENTARY PROCEDURE GUIDE

Parliamentary procedure is a set of rules that helps groups make decisions.

The Rules

1. All members have equal rights and privileges.
2. Every person's rights are protected. The majority decides each issue.
3. Each question is fully discussed by the members.
4. Only one issue is discussed at a time.
5. The meaning of each item must be clear to every person before the vote is taken. When there is no further discussion, the group votes.
6. Duties and powers may be delegated by the group, but it keeps the right to make the final decision.
7. It is the responsibility of the presiding officer to apply the rules fairly.
The president does not vote except in the case of a tie.

How Groups Decide:

All decisions are reached through motions: Statements given to the group for consideration, discussion, and voting.

Any member may "make a motion". It must be "seconded" to show that at least two members are interested in the proposal.

Members who wish to discuss the motion ask for "recognition from the chair". They discuss the fact of the proposal, not the personalities and motives of the proposers. No person who has spoken may speak again until everyone who wishes to speak has had a turn.

When there are no further questions or statements, the chairperson of the group calls for a vote.

Voting May Be:

- | | |
|--------------------|--|
| • Voice Vote -- | Easy and fast--the vote is clearly one way or the other. |
| • Show of Hands -- | Gives an exact count, quickly. |
| • Roll Call -- | Keeps a record of how each member votes. |
| • Ballot -- | Insures secrecy. |

Voting is Decided By:

- | | |
|----------------------|---|
| • Majority -- | At least one more than half the total votes cast. |
| • Popularity -- | The most votes cast. |
| • Two-Thirds Vote -- | At least 2/3 of the votes cast. |

PARLIAMENTARY PROCEDURE AT A GLANCE

When you Want To	You Say This	May You Interrupt Speaker?	Must It Be Seconded?	Is the Motion Debatable?	What Vote Required?
Introduce business (a main motion)	"I move that"	No	Yes	Yes	Majority
Amend a motion	"I move that motion be amended by"	No	Yes	Yes	Majority
Study something in more detail	"I move we refer this matter to committee"	No	Yes	Yes	Majority
Ask about noise, room, temperature, etc.	"Point of privilege"	Yes	No	No	No Vote
To stop the discussion on one subject	"I move to table the motion"	No	Yes	No	Majority
Object to discussion of some undiplomatic matter	"I object to consideration of the question"	Yes	No	No	2/3 Vote
Take up a matter previously tabled	"I move to take from the table"	No	Yes	No	Majority
Reconsider something already disposed of	"I move that we reconsider our action relative to"	Yes	Yes	Yes	Majority
End or adjourn the meeting	"I move that we adjourn"	No	Yes	No	Majority
Appeal a decision	"I appeal the decision of the chair"	Yes	Yes	Limited	Majority
End discussion	"I move the previous question"	No	Yes	No	2/3 Vote

Alexandra Junior High School

Student Council

Minutes

Location: _____ Date: _____ Day: _____ Period: _____

1. Meeting called to order: _____(time)
2. Adopt minutes of previous meeting

Revisions:

3. Reports of officers and standing committees

- Principal Report

- Treasurer

- Fundraiser

- Socials

- Special Events

- Foster Child

- Ecology

- Student Welfare

4. Unfinished Business:

5. New Business:

6. Special Program:

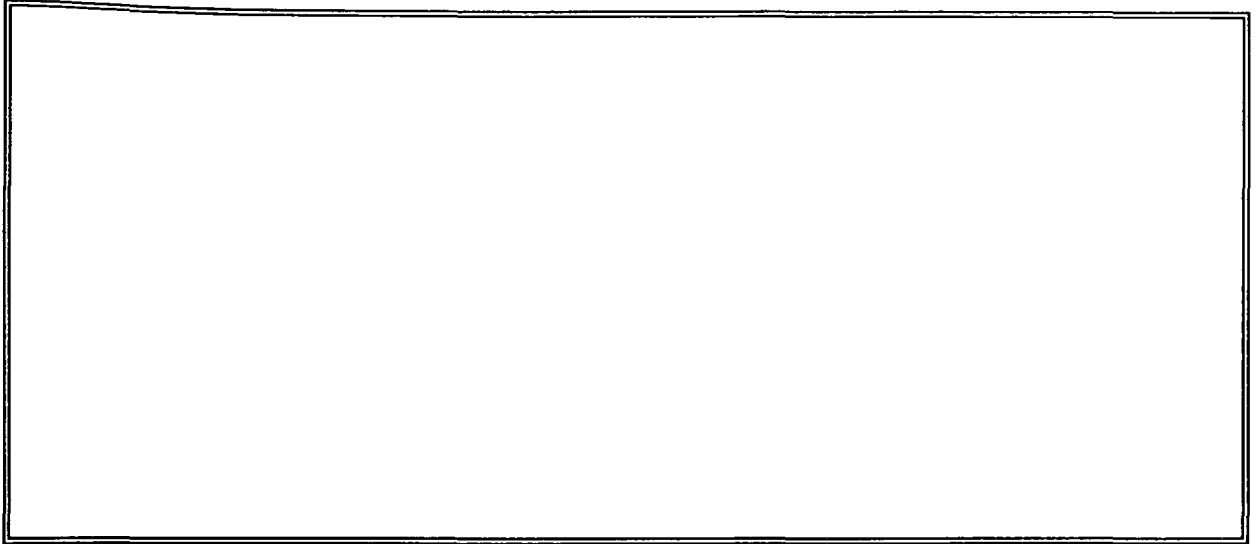
7. Next meeting: Date: _____ Day: _____ Period: _____

Location: _____

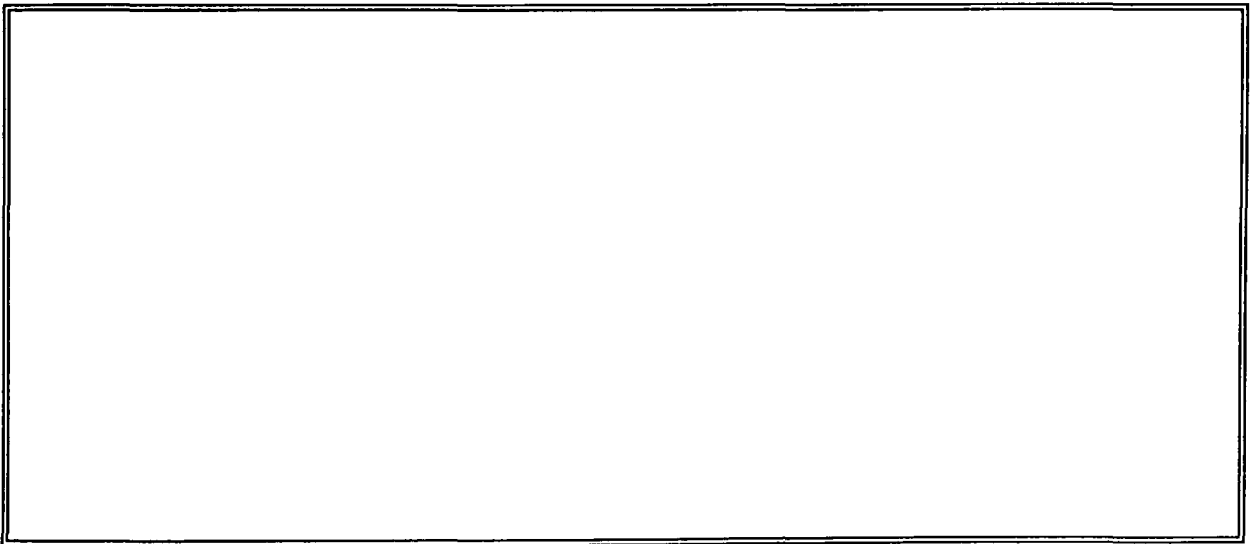
8. Meeting adjourned: _____(time)

RETREAT EVALUATION

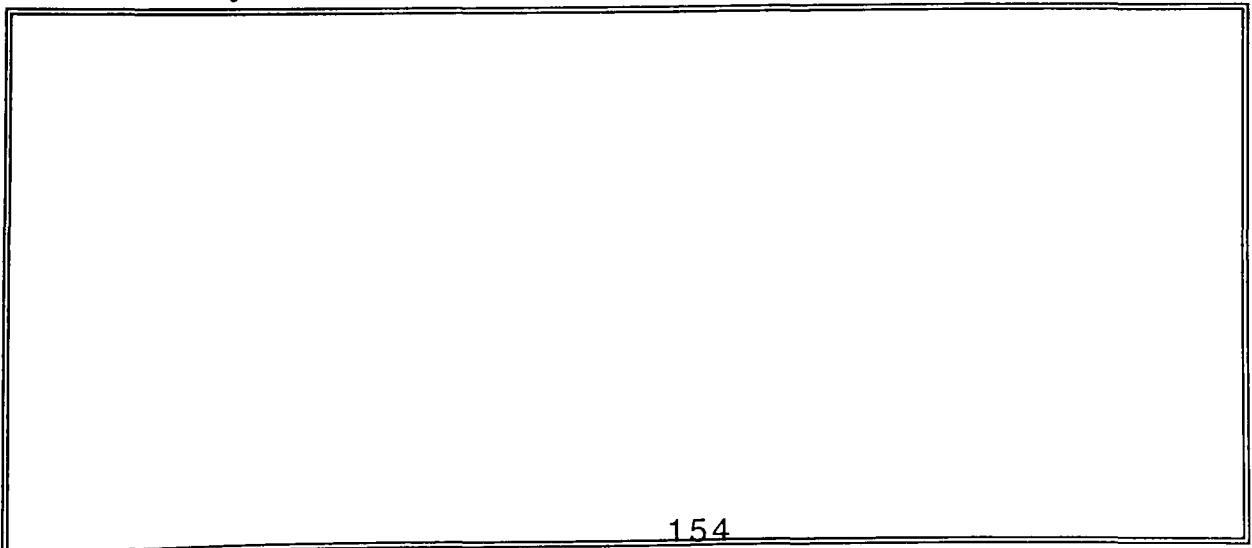
I liked . . .

A large, empty rectangular box with a thin black border, intended for a student to write their response to the prompt 'I liked . . .'. It occupies the upper half of the page.

I learned about . . .

A large, empty rectangular box with a thin black border, intended for a student to write their response to the prompt 'I learned about . . .'. It occupies the middle half of the page.

Next time try . . .

A large, empty rectangular box with a thin black border, intended for a student to write their response to the prompt 'Next time try . . .'. It occupies the lower half of the page.