

A STUDY OF THE COMMUNITY
SCHOOLS OF THE NORTH
VANCOUVER SCHOOL DISTRICT
(No. 44) BRITISH COLUMBIA

CENTRE FOR NEWFOUNDLAND STUDIES

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A STUDY OF THE COMMUNITY SCHOOLS
OF THE NORTH VANCOUVER SCHOOL DISTRICT (NO. 44)
BRITISH COLUMBIA

An Internship Report

Presented to

the Faculty of Graduate Studies
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
in Educational Administration

by

Ⓢ Sister Regina Cahill, R.S.M.

August 1976

CERTIFICATE OF APPROVAL

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, an Internship Report entitled "A Study of the Principles of Community Schools as Practiced in the Community Schools of the North Vancouver School District (No. 44), British Columbia," submitted by Sister Regina Cahill, R.S.M. in partial fulfillment of the requirements for the degree of Master of Education.

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CHAPTER I

INTRODUCTION

In recent years we have experienced profound changes in the ways of living in our modern world. These changes are the result of many forces, notably, social, political and economic.

Recent community studies (Poster, 1971) indicate social disorders arising from the breakdown of familiar patterns of living and a growing sense of individual isolation. The breakdown in family living has led to social problems experienced nationally--problems of school dropouts, poverty, delinquency, disregard for law and order and for personal rights.

Not the least among the forces of change in our modern world is education. Modern civilization is moving at such a swift pace that the traditional approach to education can offer only a restricted academic program limited primarily to those in a specific age range. Decker (1972:1) says that "education is besieged with pressures both internal and external, to become more responsive to individual's needs and desires and to be more relevant and accountable."

It is evident that education must assume its share of responsibility for improving our society. What is needed is an approach to education that will more effectively help people cope with their problems. Many argue that this can be done by a type of education that operates on a close and personal contact between the school and the

community, that offers direct citizen participation in the operation of the school, that offers adult programs, that is characterized by decentralization; and that can be adapted to today's complex society. The achievement of these goals demands not only the cooperation of the home, the school and the community but necessitates, as well, a drastic change in the total concept of education.

The concept of community education has been in educational literature for years. Throughout North America the impetus for the concept has come almost exclusively from educators in opening up the process of education to the community.

Community education views education as a process of improving intellectual, social and physical behavior. It creates an environment where community identity emerges and through which the education program is enriched by the use of community resources.

The vehicle for this process is the community school--a facility which is a center of service to all people in the community. In the midst of alienation and loneliness, the community school provides a kind of spirit--a togetherness, a common goal in a non-threatening atmosphere. It means people being involved, people caring.

It is with a view to examining further the potential and possibility of the community school that the internship being reported on was undertaken.

THE INTERNSHIP

The internship described and analyzed in this report was carried out under the direction of the Department of Educational Administration of Memorial University of Newfoundland in cooperation with the North

Vancouver School Board (No. 44) in British Columbia. The internship lasted for a period of eight weeks with the greatest area of concentration being within the community schools of the North Vancouver School District. Mr. Jack Stevens, District Community School Coordinator, acted as cooperating administrator for the internship and made the necessary arrangements for exposure to as many aspects of the concept that would contribute to a meaningful eight-week internship experience.

PURPOSE AND STATED OBJECTIVES

Purpose

The purpose of the internship was to investigate the planning and implementation of the community education concept through direct observation and participation in the daily operations of the community schools in the North Vancouver School District (No. 44), British Columbia, in the hope of gaining insights into the applicability of the concept for the Newfoundland system of education.

Stated Objective

The objectives of the present internship were of two kinds: the broad objectives of the internship as outlined by the Department of Educational Administration at Memorial University, Newfoundland, and the specific objectives relating to community education which evolved primarily through a review of the literature on that topic.

The broad objectives included the following:

1. To enable the intern to develop a more comprehensive view of educational administration. . . .
2. To provide the intern with the experience of carrying real responsibility. . . .

- 4
3. To enable the intern to benefit from the experience of the cooperating administrator. . . .
 4. To provide a testing ground for the beginning administrator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined; and
 5. To instill in the intern a correct interpretation of the code of professional ethics.

(Department of Educational Administration, 1972:4-5)

The more specific objectives relating to different aspects of the community school concept included:

1. To acquire a knowledge of the history and philosophy of community education through a survey of the related literature;
2. To become familiar with the current status of community education as it is practiced in the schools in the North Vancouver School District, No. 44;
3. To discover the processes in the development of policy for community education in the same district;
4. To develop an understanding of the role of the school in the implementation of the concept of community education;
5. To examine the role in community education of various personnel, particularly the district coordinator, the community school coordinator, the district superintendent, the principal of the community school and the teacher in the community school;
6. To investigate the training procedures for and the orientation of personnel involved in community education;
7. To examine the methods of assessing community needs and wants;
8. To determine by observation and participation the extent of community and professional involvement in determining community school programs;

9. To determine the use of volunteers and community resources in administering community school programs;
10. To determine the extent of inter-agency cooperation in the planning and implementation of community school programs;
11. To attempt to assess community school programs in terms of community development through interaction with parents, teachers, students and administrators;
12. To investigate the steps in defining the general overall goals, objectives and evaluation processes of the community school;
13. To provide insights into opportunities for personal and professional development through interaction with educators and other professionals in a different social and cultural milieu;
14. To ascertain the implications of attempting to implement the community school concept for the Newfoundland system of education.

A series of questions were prepared in advance of the internship to guide the method of study and to facilitate the collection of data relating to community schools in the North Vancouver School District. These questions were directed to three broad categories: the Department of Education; the North Vancouver School District; and the community schools. Areas of investigation included: provincial influences on community schools; organization for community schools at the three levels; philosophy, goals and objectives; inputs including human, economic, structural and physical resources; the nature of the community served in terms of size, customs, economic status, demographic, socioeconomic and other features; program development in the community schools; agency involvement; volunteerism; the nature of the role of district and community school personnel; financial commitment and general outcomes.

The specific objectives of the internship and the general categories of questions will be dealt with in a general, ongoing fashion throughout the remaining sections of this report.

INTERNSHIP ACTIVITIES

To accomplish the objectives of the internship a list of activities were proposed and included in the internship proposal. These activities were necessarily general in nature, limited by the only available knowledge of the district at the time of the writing of the proposal. About one month prior to the commencement of the internship a proposed list of more specific activities was received from the cooperating administrator. There was ample time for a reaction to the kinds of activities specified in this new itinerary. However, upon arrival in North Vancouver, and following a discussion with the cooperating administrator, it was decided that a final itinerary be withheld until after the first week of orientation to ensure determination of the best possible activities for a meaningful internship experience.

The internship activities, then, could best be described in three phases. These phases and the activities engaged in during each are described below.

Phase 1: School District Orientation

This phase consisted of a one week familiarization period with school district organization including the Board's administrative structure, policies, the nature of the district in terms of demographic features and a general initiation to the community schools in the district. Activities included: a study of a map of North Vancouver outlining

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school district boundaries and the location of schools in the district; discussions and interviews with the District Coordinator for Community Schools and with several School Board personnel; an initial visit to each of the five community schools; and attendance at several meetings pertaining to community schools.

Phase II: The Community School Phase

This phase consisted of a five-week period of concentration within the five community schools in the district. During this time all aspects of the community school concept were studied through interviews with principals, coordinators, teachers, parents, volunteers, aides, secretaries, custodians, agency representatives and indeed anyone directly or indirectly involved with the community schools. During this five-week period and throughout the duration of the internship, attendance at meetings including School Board meetings, community school coordinators' in-service meetings, workshops, agency meetings and meetings of special committees on Community Education proved to be most beneficial.

Phase III: Assessment Phase

This phase consisted of a two-week period of assessing the data collected and of reviewing the objectives of the internship to determine the extent to which they were accomplished. Activities consisted of further discussions with the District Coordinator, School Board personnel, agency and North Vancouver Teachers' Association representatives. During this period at the request of the Assistant Superintendent for Program Development, a report on Community Schools in North Vancouver was compiled. This report consisted of some personal observations in terms of

major strengths of community schools in the district, some positive accomplishments, some major concerns of the District, the community school principals, coordinators and teachers, concluding with a list of suggestions for further growth and expansion of the concept. This report was distributed to the community school principals and coordinators. In addition a similar report, less comprehensive in nature, was prepared for each community school.

ORGANIZATION OF THE INTERNSHIP REPORT

It would be practically impossible to include in a report of this nature every aspect of the study pursued during the internship. The broadening experience of the internship far outweighs the contents of this report. However, to provide sufficient information for a basic understanding of the operation of community schools in North Vancouver, an attempt has been made to include the essential elements of the operation within the structural content of the report.

Chapter I has attempted to give the general background information and organization of the internship including the purpose, objectives and activities of the study undertaken. Chapter II discusses the community education concept and related terms through a review of the literature. Chapter III describes the setting, size and organizational structure of the North Vancouver School District. Chapter IV attempts to describe the developmental process of the community school concept in the North Vancouver District including the related components. Chapter V describes the organizational structure for community education within the District. Chapter VI describes the phases of operation and related components of each of the five community schools in the District of North

Vancouver. Chapter VII attempts to analyze the system of community schools in the District mainly in terms of the processes of operation. Chapter VIII deals with some aspects of the concept of community schools deemed applicable to the Newfoundland system of education. The final chapter provides a general overview of the internship experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

This review of the literature focuses on some of the aspects of major importance to the implementation and continuous development of community education and community schools. The review discusses the meaning of the terms community, community education and community schools, discusses rationales for community education and examines some key models. In addition, some related issues inherent in the concept are identified and explored. The section concludes with an overview of the development of the concept of community education in Canada.

COMMUNITY

The term community implies a variety of meanings. In psychological terms where people hold memories of common ancestry, believe in similar values, respond in like manner to ideas and events, have aspirations and frustrations that unite in common cause, these ties can be said to constitute a community (Hanna, 1953:228-229).

Seay (1974:57) offers an approach to the meaning of community as that which stresses the geographical aspects when he states that: "A community is a geographical clustering of people that makes human interaction possible in solving problems of concern to all."

Decker (1972), realizing the limitations of a geographical concept, suggests a broader context for community such as that visualized

by Dewey:

Men live in community by virtue of the things which they have in common; and communication is the way in which they come to possess things in common. What they must have to form a community or society are aims, beliefs, aspirations, knowledge--a common understanding--likemindedness as the sociologists say. . . . Persons do not become a society by living in physical proximity, any more than a man ceases to be socially influenced by being so many feet or miles removed from others. . . . Individuals do not even compose a social group because they all work for a common end. . . . If, however, they were all cognizant of the common end and all interested in it so that they regulated their specific activity in view of it, then they would form a community. (Dewey, 1916:5)

Beers (1953) aptly describes the present day situation when he says that:

what we once took to be the essence of community--the common purpose, loyalty, integration, solidarity--are no longer by-products of adjacent habitation. When and where they develop, they are more probably the fabricated products of direct efforts to produce them. (Beers, 1953:19)

Defined in terms of communication and common interest, it is possible for a school or an area to be affiliated with several communities, for example, the home community, the state, the regional, the national and the world community. It must be the conscious plan of the school to serve each of the expanding communities of which it is a part (Hanna, 1953:235-237).

In summary, the term "community" as it is understood in the context of community education implies an environment of trust and openness in which adults and children interrelate to build a school community relationship responsive to individual and community needs and where group goals are achieved and group satisfactions are realized.

COMMUNITY EDUCATION

Because of its all-inclusive nature, writers have experienced

difficulty in attempting to define the concept of community education. Totten and Manley (1969) take the position that community education is "grassroots education, that it makes every effort to stimulate the kind of learning that will help fulfill human wants and needs" (Totten and Manley, 1969:xrv).

Hickey et al. (1969) state that:

Community education is a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of community education from one of the traditional concept of teaching children to one of identifying the needs, problems and wants of the community and then assisting in the development of facilities, programs, staff and leadership toward the end of improving the entire community. (Hickey et al., 1969:31-32)

In this context, community education is understood as a process. The nature of that process and the overall goal to be achieved are defined by Minzey and LeTarte (1972).

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local community school to serve as a catalyst for bringing community resources to bear on community living and develop the community process towards the end of self-actualization. (Minzey and LeTarte, 1972:19)

Perhaps the most succinct definition is that developed by Seay and his associates (1974). They define community education as "the process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community" (Seay et al., 1974:11).

Community education, then, is a nebulous concept to many. Some view it as an array of learning experiences--programs. Others see it as a process by which learning takes place. Some understand community education to be a product of the school system alone, while others

believe it is a responsibility of the total community--of the total environment (Berridge, 1973:ix).

In broad terms, community education is considered to be a philosophy expressing the following elements:

1. It evolves out of a social climate facilitating communication and cooperation between all citizens of a community and results in a more active participation in the process of recognizing community wants and needs and determines ways and means of solving community problems.
2. It involves the provision of appropriate programs through the coordination and delivery of community services based on expressed needs and problems.
3. It is easily adaptable to changes and modifications as new ways are found to help and reach people.
4. It is an educational process of involvement and coordination of all the resources in a community to meet the wants and needs of people. The prime vehicle of this process is the community school.

COMMUNITY SCHOOLS

Although in theory community education recognizes many educative institutions in a community, the literature reveals that the process of implementation is usually through a community's schools. Recognizing that the school is not the only agent of implementation, Totten (1970) states that:

The community school is only one agent of education at work in the community. As it is probably the agent of greatest neutrality with respect to all of the people, it is in a position

of leadership and should stimulate and coordinate the educational contributions of other agents. The school is the only element of the community that is commonly owned by all of the people. (Totten, 1970:3)

It seems that the school's educational position makes it an ideal agent to achieve the purposes of community education. Mott (1959) writing about the public school in the Journal of Educational Sociology comments on the school's unique position:

... the public school has played the traditional common denominator in our society, and today is an institution truly representative of all classes, creeds and colors; the physical plants of the schools, representing a huge community investment, are perfectly suited for community recreation and education and the use of these facilities eliminates the need for a costly duplication of facilities; the schools are geographically suited to serve as neighborhood centers for recreation, education and democratic action and by their nature are readily accessible to every man, woman and child. . . . (Mott, 1959:141)

The school in this light can extend itself to many people and as a result is in a position to marshal all the forces in the community and to provide the leadership to set people and projects in motion in such a way that human development and community improvement will evolve. In this sense, the school serves as a catalytic agent in the community. It becomes as Hanna and Naslund (1953:55) point out, "a unifying force of the community rather than merely a social institution in the community."

Seay and Crawford (1972) propose a definition of a community school as a general concept of interdependence of the local school and the community with which it is identified. A community school is defined as a school that has two distinctive emphases:

1. Service to the entire community, not merely to children of school age; and
2. Discovery, development, and use of the resources of the community as part of the educational facilities of the school. (Seay and Crawford, 1972:13-14)

This definition implies that the

school is presumed to be capable of contributing to the solution of the community's problems and, by virtue of the same cooperative relationship, to be the beneficiary of the community's cultural and productive resources in the promotion of plans for better educational opportunities for children and adults in the community. (Hanna and Naslund, 1953:49)

The influence of the community upon the learning process is further explained by Melby (1965).

The educative influence of the community upon the individual is apparent. This influence includes all agencies and institutions with which the individual comes into contact. The learning the individual acquires in the community may be more satisfying, more penetrating and more lasting than that which occurs in the classroom. Hence, learning is not something that starts and stops when the school bell rings. (Melby, 1965, as quoted in Decker, 1972:16)

This shared relationship and interaction may be illustrated in the following diagram and further explained by Totten and Manley (1969).

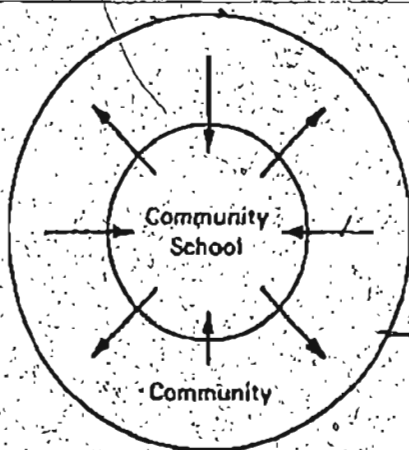


FIGURE 1

(Decker, 1972:16)

Education is too important to be left to the educator—also education is too complex to be left to lay citizens—citizens and professionals have tended to share the leadership function in establishing and implementing policies for education. What the citizens can do best is found in the area of setting

social and educational purposes and of weighing alternatives and consequences. Citizens serve as a communication bridge between professionals and the community and provide feedback from the community environment as a basis for planning.

(Totten and Manley, 1969:ixxiv)

In view of the above discussion, the term "community school" refers specifically to a school:

1. Which has as its aim in the broadest sense of the term the improvement of all aspects of living and life conditions for all of its citizens, not only for the present generation, but for all generations to come;
2. In which its buildings and physical facilities are used by the total community who engage actively in analyzing problems and exploring possible solutions;
3. Which uses the expertise of all community members and agencies to contribute to its program while at the same time is utilized by them, thus contributing to their efforts for the common purpose of community improvement;
4. Which relates the resources of people and communities to the problems of the people and communities in order to accomplish and maintain a higher standard of living;
5. In which citizens of the community and professional personnel cooperatively plan a curriculum determined by the wants and needs of the community.

COMMUNITY EDUCATION--A RATIONALE

The literature outlines several rationales in the development of the concept of community education and community schools. This section deals with some of these rationales.

Lewis and Wilson (1953) propose a rationale from an American point of view stating that:

The concept may be a manifestation of the deeply rooted feelings of parents concerning the education of their children. It may reflect a longing on the part of parents for better implementation of two basic, democratic principles in our system of free public education. . . . The first principle is related to our grass-roots tradition of local control for American Education; and the second is the accepted fact that the schools belong to the people. (Lewis and Wilson, 1953:145)

Realizing that education must take on a new look, Totten and Manley (1969) state that:

From the time of the early Greeks, it has been recognized that education is a lifelong process and should be pursued by people of all age levels. If freedom and democracy are to endure, we must adapt a new view of the purposes of education, capable of meeting current wants and needs. It must be the type of education that will be sought by all. (Totten and Manley, 1969:10)

Berridge proposes a philosophic rationale:

The philosophic rationale for why the schools should become involved in the community education process is that the schools are not only responsible for the daily K-12 programs but that they are responsible for the development of an educative community . . . where there is a positive attitude toward education and where education is a continuing part of every person's life. (Berridge, 1973:10-11)

Robert Whitt (1971:8-10) claims that there are four rather broad purposes that can be developed as a rationale for community education.

Economic value to the community emphasizes the fact that education plays a prominent role in our economic development, particularly in the concept of investment.

As a social imperative to our society the community school is considered an essential element in healing the divisions which threaten the American way of life as a free society.

The purpose of democratic rights to be involved stems from the

prime need in our society for the school and home to become involved in cooperative effort, to be able to communicate, for the tendency has been for the school to remain apart from the community.

The principle of accountability must be placed at various levels in a democratic society. The family, the home, the community, all have a bearing upon the end product. The school, too, must be accountable, for it is organized for very specific purposes, and, unless it meets these ends, adequately or better, then it has no right to continue to exist.

Canadian Commission Reports propose a rationale based upon education as a life-long process and the demands of citizens to be involved. For example, the Report of the Commission on Educational Planning in Alberta envisions education for that province as "life-long learning, a commitment to extend education on a continuing, though intermittent, basis throughout the lifetime of each citizen, according to the individual needs and desires" (Report of the Commission on Educational Planning, Alberta, 1972:37).

Further the commission states that people must be more than mere clients of the educational system. They must share in determining it. If education is truly to benefit society, it must draw on all of society's strengths.

The same rationale formed the basis of a restructuring of some aspects of the educational system of Newfoundland as proposed by the Royal Commission on Education and Youth. The commission states:

Education and training must be considered a continuing lifelong process. The amount of knowledge available and the rate of technological change militate against the concept of terminal education. (Report of the Royal Commission on Education and Youth, Vol. 1, 1967:18)

To summarize, various reasons have been explored throughout the literature leading to a more popular demand for community education and community schools. They all stem from a basic awareness on the part of society for a more humanistic approach to education and for a deeper involvement in the educative process, as well as for life-long learning. By living and working together professionals and representatives of the community seek to provide the best experiences for their community.

MODELS OF COMMUNITY EDUCATION

It is generally accepted by writers in this field that there is no one model of community education that works in all communities which might be one of the strengths of the concept. The Flint, Michigan Model was accepted generally as an exemplary model in the early days of the movement. Thousands of visitors to the Flint laboratory each year would return to their home communities to "transplant" practices observed in Flint. Many were successful while others were not. Unsuccessful attempts to initiate the process of community education often resulted from persons trying to transplant the Flint Model per se in their own communities.

The Flint Michigan Model

Totten and Manley (1969) describe the organizational structure of the Flint, Michigan school system. The Flint schools emphasize community development and community improvement in all its many aspects through the use of all available community resources. They operate virtually around-the-clock, around-the-year.

Each Flint school has a staff member known as a community school director. . . . Directors are in charge of all programs carried on at the school outside the required day school program for children.

. . . the community school council serves as a coordinating body for bringing about community development and unity. . . . in order to facilitate two-way communication, a contact person is designated in each city block of the school district. Such persons are called block leaders. (Totten and Manley, 1969:55)

As an aid to community development, the Flint schools work closely with other agencies and organizations for the purpose of strengthening the work of those agencies as well as enriching the school program. With financial support from the C. S. Mott Foundation, which currently funds about sixty percent of the Flint Community Schools Program, the Flint Board of Education conducts educational programs of an enrichment and compensatory nature (Totten and Manley, 1969:194).

The extent of community improvement and satisfaction of the people of Flint with their community schools is exemplified in the following statement by Thomas Reddick:

. . . They (the people) have voted for increases in local taxes on eight successive occasions during the past eighteen years. Civil peace and order have been maintained and social injustices were corrected. . . . The crime rate and school dropout rate, and unemployment rate are well below the National averages. Also, nearly 3,700 volunteer coaches, advisors, and tutors were involved in the community school last year. (Reddick, 1973:12-13)

The success of the Flint Program may be attributed in part to a well-established community education system in which the facilities of all fifty-six public schools are made available to the entire community. In addition to the regular day-school program, facilities and equipment are used after hours to offer adult education, skills courses, vocational training, practical nursing, and extensive summer programs (N.E.P., 1972-74:30). The fact that the movement is strongly endorsed and backed by the Charles Mott Foundation has greatly enhanced the status of community education in Michigan and indeed in all of the U.S.A.

Conventional Model

Maurice Seay (1974) distinguishes between two models of community education developed from a National Study of Community Education Goals conducted by Weaver (1972). The first is the Conventional Model of education illustrated in Figure 2. This model assumes a stable community upon which is imposed a community education program which is school-based and program-oriented. The community educator, in this model, is accountable to the school and is expected to exhibit qualities of charisma, loyalty, and dedication and to develop a high degree of human skill to facilitate his role of programming and public relations (Seay, 1974:129).

The Emerging Model

Figure 3 illustrates the emerging model of community education and indicates its future direction. The emerging model assumes, as Seay (1974) explains, an unstable community--one in which there is considerable dissatisfaction, disorganization and a general societal malaise. In such a setting, presumed to be representative of many communities today, the community education program is developed cooperatively with the community to assure the development of processes within a natural, open-system environment with reasonable guarantee of accountability to the community. This model requires that the community educator develop the technical, conceptual and human skills required in his role as leader and manager (Seay, 1974:143).

The conventional model defines the role of the community educator as that of programming while the emerging model emphasizes his role as leader of the process of community education.

NATIONAL STUDY OF COMMUNITY EDUCATION GOALS

THE CONVENTIONAL MODEL

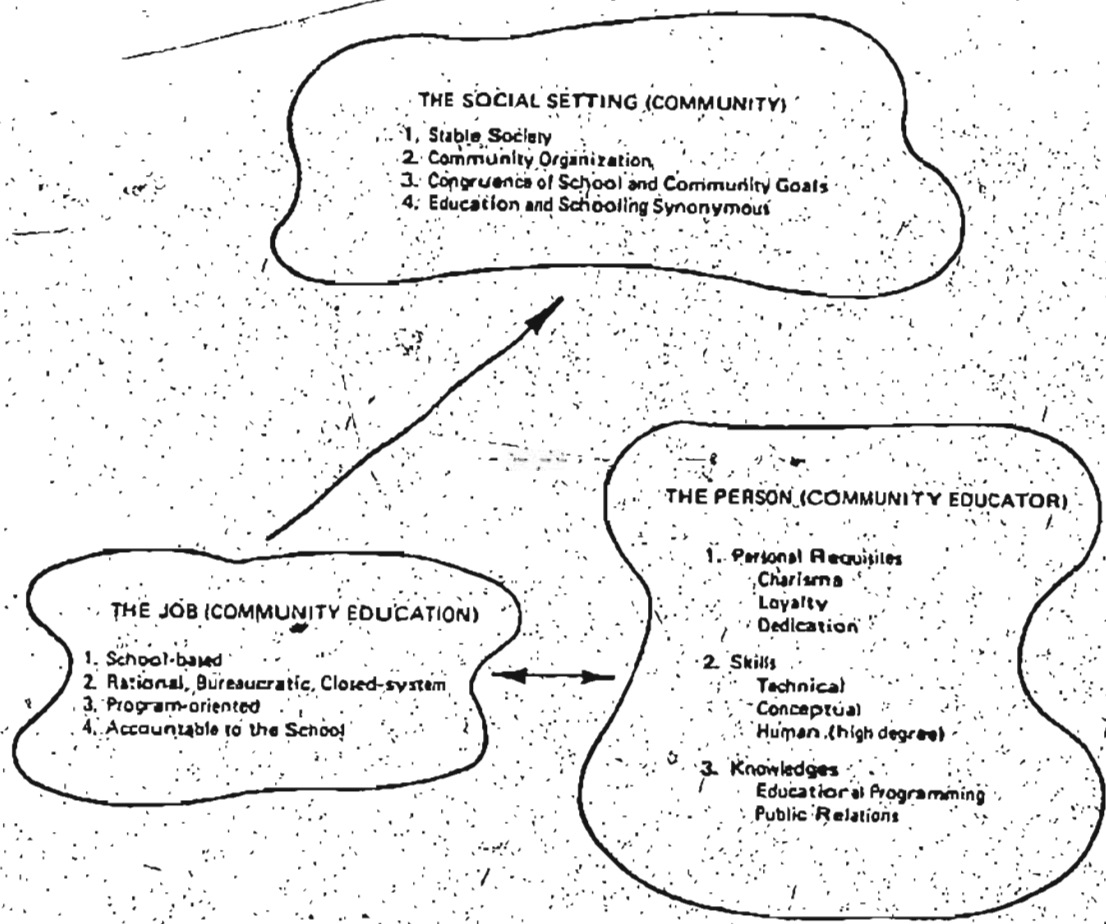


FIGURE 2

(Seay, 1974:131)

NATIONAL STUDY OF COMMUNITY EDUCATION GOALS

THE EMERGING MODEL

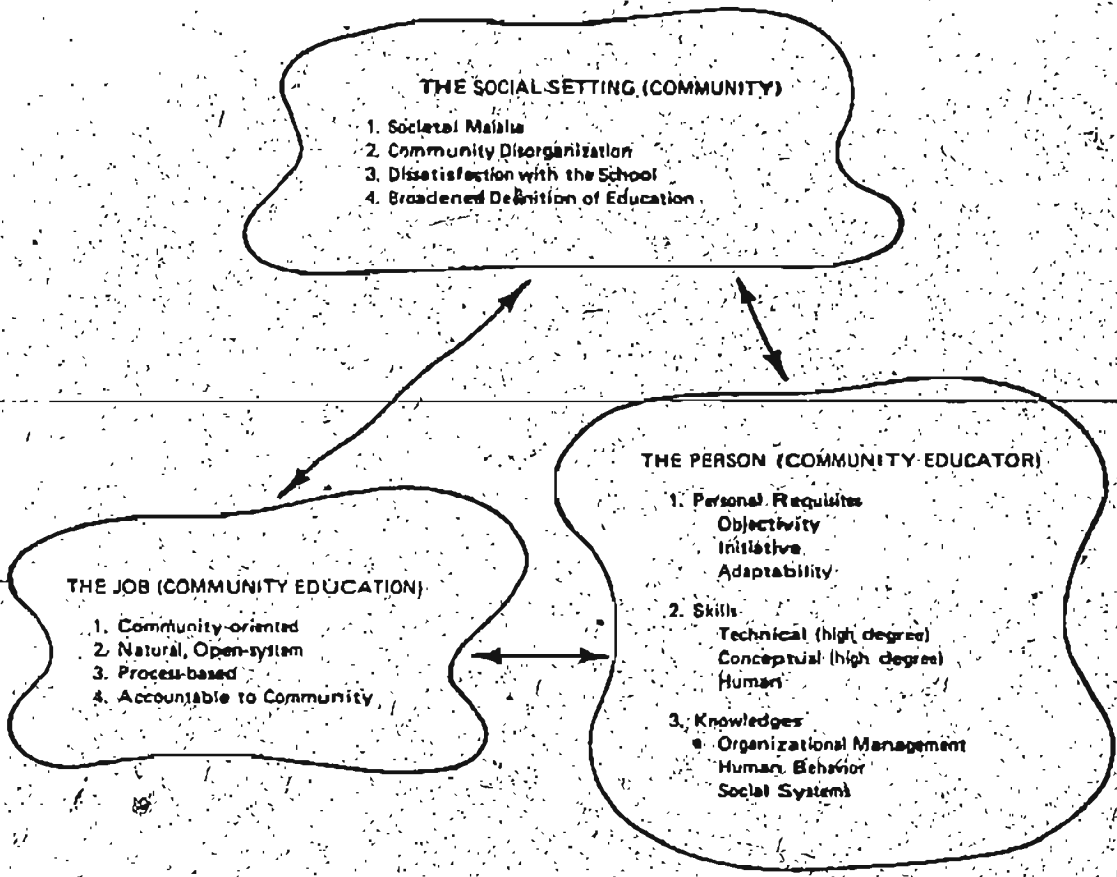


FIGURE 3
(Seay, 1974:132)

The Community Education Model

Seay presents a Model illustrative of the kind of model needed in the field of community education "to systematize the concept and to develop testable hypotheses" (Seay, 1974:400). A description of this model illustrated in Figure 4 is given below:

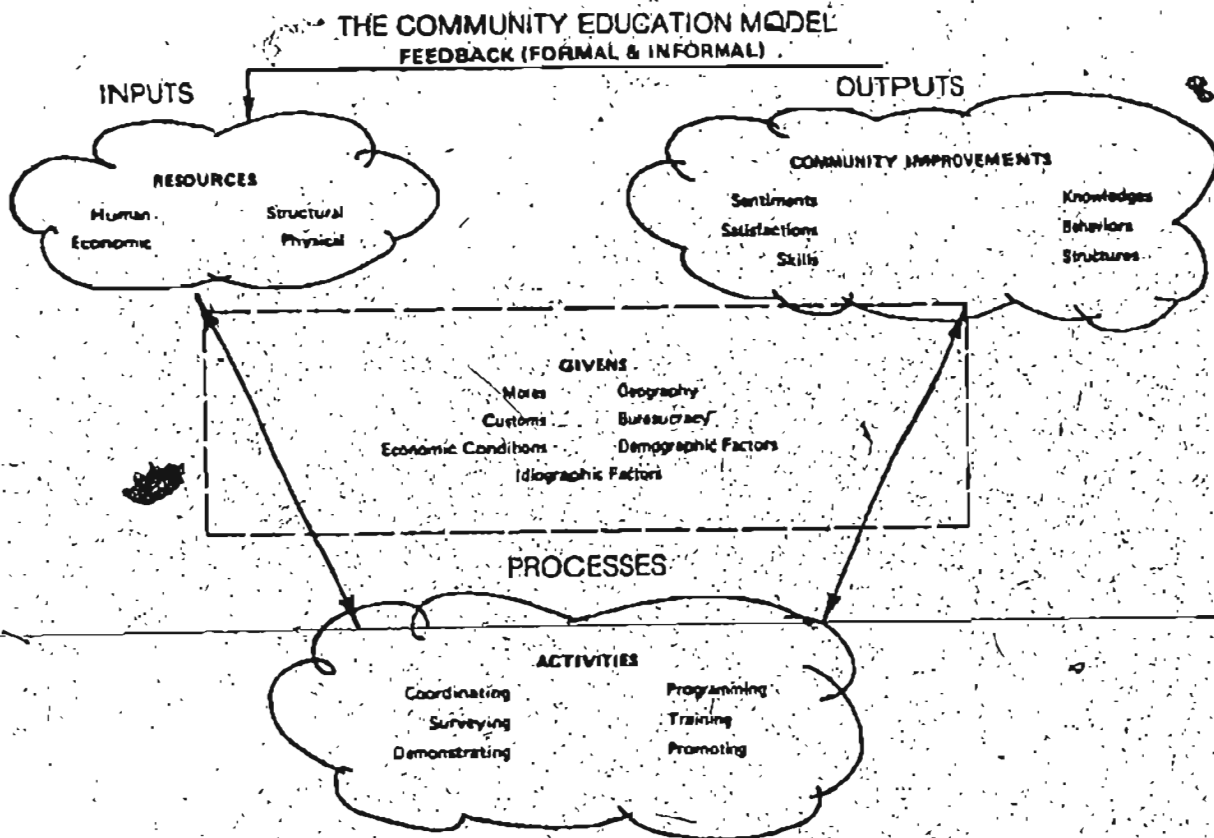


FIGURE 4

(Seay, 1974:401)

The model . . . assumes the outputs (community improvements) to be classified within six categories: sentiments, satisfactions, skills, knowledges, behaviors, and structures. It is assumed that any function of community education known to date is aimed at accomplishing one of the six outputs included in the model. To accomplish the stated outputs, the community educator engages in six kinds of processes (activities): coordinating, surveying, demonstrating, programming, training and

promoting. As he organizes to produce the desired outputs, he must select appropriate inputs (resources) including human, economic, structural, and physical resources. The dynamics (interactions) present in the community education situation are illustrated by the arrows indicating that interventions at any point in the system automatically affect other elements in the system. . . . Further, the model provides for feedback obtained through structured surveys of community members (formal) as well as from unsolicited comments of those toward whom the outputs of the system are directed (informal). The community educator must take account of certain givens present in every community--factors which may affect any dimension of the model. Those givens included mores, customs, economic conditions, geography, bureaucracy, demographic factors, and idiographic factors. (Seay, 1974:402)

This simple and well-integrated model illustrates the total picture of community education that would be operative in any given community and at any stage of its implementation. In the model the school as an open system is characterized by this input-output relationship with its environment. In order to establish the type of involvement characteristic of community education, a school must move toward openness--to an intensification of its relationship with its environment. Using this model, the school as a subsystem and the community as a subsystem can be integrated to such an extent that the school actually becomes the community and the community becomes the school. Then the ultimate will be achieved--community education as a total developmental process.

RELATED ISSUES

Program Versus Process

The literature reveals a fair degree of controversy surrounding the relevance of these two terms within the context of community education. With some writers the discussion centers around an either/or confrontation which views community education as a program component or

as a process component. Some models present community education as a continuum which appears to flow from program to process implying that if you have programs you do not have process and if you have process you do not have programs. With others the impression is that programs are less important than process.

Regardless of the misconceptions about the two terms or the direction or degree of development, the fact is that both programs and process are important to the total concept of community education. The program component is usually represented by whatever happens when and where people gather together for instructional, recreational, and other group activities. The process component deals with the concept of the way in which schools are governed including community involvement in the decision-making process through the use of advisory councils and parent involvement in the learning programs of their children. Community-involving and problem-solving techniques are considered vital aspects of the process of community education.

The concepts of program and process are not dichotomous, separate elements, but instead are closely related to one another. A strong process orientation is considered central to and most influential in the curriculum in the community school. The process can become the integrating mechanism of curriculum development in community education. The challenge for community educators is to discover ways in which process can be utilized in linking education with community development.

In recent years the process of community education has been defined in "educative" terms, resulting in a terminology such as "the educative community" and "the education-centered community." According to Seay, "the educative process is the force which relates the resources

to the needs" (Seay, 1953:8).

In speaking about the process of community education, Warden (1975) says that it

(1) encourages people involvement and participation at all levels within the school and community, (2) emphasizes cooperative rather than competitive efforts, (3) stimulates the maximum use of all human, technical and physical resources, and (4) maintains that educational and community development efforts must be linked. (Warden, 1975:29)

Basically the philosophy of community education advocates processes and programs to utilize the total community environment and human resources to enrich learning for everyone. However, when the school achieves a mechanism for getting people involved in the process of helping individuals and the community, then the real strength of community education is realized.

The Community School Curriculum

The curriculum of community education is often perceived as a series of program offerings of the community school or is narrowly limited to what is commonly referred to as the "required day-school program" plus the "optional program."

In the total context of community education many authors advocate an integration of the daytime K-12 programs with the "optional" programs specifically through the concepts of advisory councils, interagency cooperation, and the increased involvement and participation in the teaching-learning process. All too often the day-school program and the "optional" program are "treated as two separate entities and are organized and administered in isolation of one another" (Miller and Halvorsen, 1975:32).

It appears that the ultimate in curriculum of community education

is the integration of all components of the philosophy with the K-12 program--an integration based upon "a mutually interdependent linkage of the home, the school, and the community that provides and reinforces learning experiences" (Decker, 1975:5).

This view advocates a process-orientation toward curriculum development. With this focus, the curriculum of the community school must reflect a broad framework of not only life-long educational opportunities but also life-centered learning opportunities. It must focus upon all the educative processes in operation within a community. The school and all other formal educational institutions within the community must be considered a part of the curriculum of community education, as stated by John Warden:

The curriculum of community education thus includes all those educational programs, activities, processes and forces in operation within the community. It has no set boundaries because community educators recognize that education and the needs of people have no boundaries. The curriculum of community education is thus as broad (or narrow) as we wish to make it. (Warden, 1975:29)

Community Involvement

Basic to the philosophy of community education is the principle that those affected by any program or decision-making process should have input in the planning and decision-making. Problems present themselves in many areas with respect to community involvement but more particularly in decision-making. Some writers hold that community involvement necessitates participatory decision-making. Teachers, generally, are not conditioned to "shared responsibility." Having parents involved tends to accentuate the problem. To many parent involvement is viewed as a threat not only to the teacher's authority

but to the system itself (Hrychuck, 1974:29-38). The process of involving citizens in the educational process provides them with an opportunity to share their concerns and talents to make them more responsive to the needs and desires of people. Through involvement comes responsibility and thus understanding and support. McClaire states that "if community education is to ever reach its maximum potential as a 'process' rather than a mere 'program' the need to involve the total citizenry in making meaningful decisions becomes a 'social imperative'" (McClaire, 1975:31).

Community Resources

Community resources are identified through the process of implementing a partnership arrangement involving community members in identifying community needs and planning programs to meet these needs. While community use of school facilities usually encounters very few problems, the school's use of community facilities and the identification of community resources have, in many cases, been only moderately successful. It is said that every community is rich in learning resources. Besides human resources, community resources also include agencies and institutions, materials, facilities and money, influence (power and leadership), talent, expertise and knowledge. Identification of community resources and methods to utilize them is a top priority within the organization of the community school.

COMMUNITY EDUCATION IN CANADA

Most of the available literature exploring the vital aspects and implications of community education and community schools is dependent upon American sources. However, since 1971, Canadian publications have

appeared in the form of books, periodicals, reports, films, etc., describing projects that have been initiated and deemed successful.

In Canada, the legal, administrative and financial provision for education is the responsibility of the provincial government. As a result, each province has developed its own unique educational system stemming from the traditions, aspirations and demographic influences prevailing in each province. Although diversity is a characteristic feature of education in Canada, the educational systems of the different provinces have much in common.

The development of the community school concept has been given particular attention in the late sixties and seventies. This development is reflected in the title of the Interim Report Number One of The Select Committee on the Utilization of Educational Facilities, Ontario, 1974: "The school must . . . reflect its community, serve its community and have its community serve it."

The development of community schools in British Columbia had their beginnings in 1971, when Jack Stevens, who had studied the movement in Flint, Michigan, became community school coordinator at Queen Mary Elementary School in North Vancouver. In 1973, he was appointed full-time District Coordinator in the North Vancouver School District. Initially, this first community school project developed as a result of the parental dissatisfaction with existing facilities and the apparent failure of the school to cope with increased learning and social problems. Briefly, the project took the following form: community development goals were established; personnel were employed to relate services more directly to social problems; modifications were made in response to problems encountered and the project was evaluated. In a paper published

by the Canadian Association of Neighborhood Services, in January 1973, it is stated that virtually all the objectives of the project at Queen Mary Community School were satisfactorily met.

There are some eighteen to twenty community schools in British Columbia today. Though diverse in their operations, how and why they started, training of coordinators, auspices for the community school program, extent of school district support, financing, program objectives, degree of community decision-making and teacher involvement, their basic philosophy is similar.

The British Columbia legislature has supported the movement as a way of allowing citizens to become involved in the school system. The British Columbia School Trustees' Association also established a Provincial Team to act as consultants to the many school boards and teacher and community groups interested in pursuing community education.

In Alberta, successful attempts have resulted in a "cooperative venture" engaging the students in work experiences which take them into the community to learn work they might consider as a career. Students of Matthew Halton Community School in Pincher Creek engage in such work occupations as nurses aides, motor mechanics, clerks and grocery store workers and for which the students gain credits for their work (Kolmes, 1975:4-7).

The Hardisty Community School Project in Edmonton is an example of cooperative agency support. The project is operated by a unique three-way funding arrangement between the Department of Advanced Education, the City of Edmonton Parks and Recreation Department, and the Edmonton Public School Board. This joint-use agreement provides for after-hours usage by community groups free of charge. Besides community

use of school facilities, Hardisty school has attempted to make increased use of human and physical resources of the community by extending the educational program into the community as well as by encouraging greater citizen participation in the school's regular program. Teacher aides and volunteers provide that vital link between the school and the community. The aim of the whole Hardisty project was to draw the school and the community into greater harmony. (Purkess, 1974:4-7).

The creation of a Community School Unit within the Ministry of Education marked a significant development in school-community relationships in Ontario. Through this unit the Ontario Government provides support financially and otherwise to improve and expand community school programs throughout the province. In fact, in May 1975, Shannon Hogan, Chairman of the Community School Unit, announced at a meeting of community school officers that the Ministry was planning to make available grants totalling one million dollars by the end of 1976 for the development of community school programs (New Dimensions, 1975:3).

Community schools in Ontario came about as a result of parental dissatisfaction with the existing school system and their desire to have more direct control over the school. Such issues motivated community involvement in, for example, Toronto's Kensington Community School and the Flemington Road Public School. In many of the schools in Ontario, the school, the citizens of the community, and governmental and private agencies function in a cooperative partnership (New Dimensions, 1972: 11-15).

The possibilities for community education in Ontario are immense. In February 1975, the fourth and final report of the Select Committee on the Utilization of Educational Facilities was completed. The reports

have served as a catalyst for many workshops and study groups. It is hoped that through the reports a great deal will be done in terms of stimulating and supporting community involvement and participation.

Community schools in Eastern Canada resulted when a widespread dissatisfaction with the school led to parents' demands for more effective schools, recreation and social service programs and more direct parent involvement.

In Prince Edward Island, the Rural Development Council initiated and continues to foster the community school program. The Council's main thrust was that "material development must be paralleled by human development" (LeBlanc, 1969:12). It was this attitude that set the stage for the involvement of the Council in the Community School Program on Prince Edward Island. Community schools on the island were developed in response to real needs, chiefly, the need for "community" and the need for Adult Education.

The first community school in Halifax, the Pine Grove Community School, was initiated in September 1973. The project was based on a study of community schools operative in Flint, Michigan and in London, Ontario. The program attempts to integrate and include all segments of the community from small children to senior citizens by providing facilities and personnel for community activities based upon the wishes of the community. The organization of the program is the responsibility of the community school coordinator, who is also a part-time regular teacher in the school, the school principal and the community school council.

Extensive use of school facilities by the community has always been a factor of importance in the traditional school system of Newfoundland. The demographic structure of the island with small schools

scattered throughout rural segments has fostered the growth of school-community interdependency.

A report of the Study of Community/Use of Schools in Newfoundland and Labrador by P. J. Warren reveals that four categories of programs dominate the activities offered after regular school hours. Educational, religious, recreational, and social (Warren, 1976:31) were the greatest contributors to the use of the schools. These activities, though, were not coordinated with community education in mind. However, the report states that:

Over three-quarters of the principals . . . stated that facilities should be made available after regular school hours. This reflects an emerging belief that the traditional school, operating 6 hours a day, five days a week, for 38 weeks a year is a luxury we can no longer afford and that the school should be expanded to become a total community center for all people operating virtually around-the-clock, around-the-year.

(Warren, 1976:41)

This is a possible indication of the future direction of community education for Newfoundland.

In summary, community education in Canada reflects an urgency on the part of the local citizens of the provinces to become involved in the educative process. Recognizing the diverse elements of the educational systems across the nation, attempts have been made by the provinces to implement the basic philosophy behind community education in a variety of ways. Community schools appear to be operating at one of three stages of involvement--the community use of school facilities, the coordination of all the services available, and finally, a more complete involvement in the school and school curriculum by parents and volunteers.

CONCLUSION

This chapter has highlighted some of the important issues and concerns inherent in the philosophy of community education and the concept of the community school as they are explored in the literature. Particular application of these issues as they relate to the development of the concept of community education in North Vancouver is contained in subsequent chapters of this report.

CHAPTER III

THE SCHOOL DISTRICT OF NORTH VANCOUVER

North Vancouver School District (No. 44) includes both the city of North Vancouver and the District of North Vancouver with an estimated population totalling 103,000. It is essentially a split municipality with the School Board serving both municipalities. The school district includes all the area stretching from the Capilano River in the West to Deep Cove in the east, and from the water-front north into the mountains.

GEOGRAPHICAL DESCRIPTION

The City and District of North Vancouver stand on the North Shore of the Burrard Inlet entered from the Gulf of Georgia through a narrow channel known as the First Narrows or Lions Gate. Some five miles up its course the inlet again contracts into a channel known as the Second Narrows. Between these two channels lies the land-locked harbour.

The North Shore of Burrard Inlet is rimmed with mountains. The southern margin of the Coast Range is divided by glaciated valleys, notably the Capilano, Lynn and Seymour. Notable for their prominence as "guardians of the harbour" is the group of mountain peaks known as the Lions stretching above the Capilano Valley. The mountain slopes are furnished with dense stands of Douglas Fir and Red Cedar up to about three thousand feet.

The mountains, shores and creeks are major scenic and recreational

resources. The mountains provide recreation all year around--downhill and cross-country skiing in the winter months and hiking during the spring and summer months. The beautiful features of its natural geography are displayed in the mountains, forests, rivers, canyons, ocean and harbour attracting numerous tourists from all of Canada and the U.S.A.

SOCIO-ECONOMIC FEATURES

North Vancouver could be described as a suburban community with a socio-economic status ranging from middle to upper-middle class. It has long been considered one of the most desirable places in which to live, attracting people from every province of Canada and elsewhere. The area appears to be changing in nature and is becoming more upper-middle class in terms of wealth. To illustrate, it is estimated that to even qualify for a mortgage for a home in the district, an earning potential of more than \$20,000 annually is considered essential. Property values are generally second highest in the area with portions of West Vancouver estimated to be higher.

Not all people who live in North Vancouver work there as the present balance between the resident labour force and the number of jobs available is quite uneven. Job opportunities are limited to a small portion of residents. The result is that thousands of people are forced to use the two bridges, the Lions Gate Bridge in the West and the Second Narrows Bridge in the East, to commute to their places of employment in the city of Vancouver and elsewhere.

The Greater Vancouver Regional District (GVRD) Report entitled "The Livable Region" has predicted an increase in the number of jobs on the North Shore (including both North and West Vancouver) in the next

ten years. The report recommends that the two municipalities of North Vancouver attempt to provide more job opportunities for people living in their own area and that they seek to slow residential growth rates to a level that can be served by the two existing bridges and the proposed new ferry service. Residential growth on the North Shore will be limited by the natural geography of the area and the mountains--a factor which, as the GVRD Report points out, makes it inappropriate to concentrate major facilities and development there at present. The introduction of the Province's proposed ferry service from the foot of Granville Street in Vancouver to the foot of Lonsdale in the city of North Vancouver would create an important opportunity for attracting offices and businesses to the Lower Lonsdale area. This move would also contribute to curbing the traffic congestion at the two bridges during peak traffic times and on weekends.

Business and industrial development in North Vancouver have centered around the three natural features of lumber, land and the waterfront. The major concentration of jobs is presently in the industrial area located in the city of North Vancouver along the waterfront. There is also a major shipbuilding industry at Burrard Dry Dock, a lot of secondary industry along the Marine Drive and waterfront, some light industry and many service industries because of the residential area.

NUMBER AND TYPES OF SCHOOLS IN THE DISTRICT

In the North Vancouver School District there are thirty-five elementary schools and nine secondary schools. Three of these are junior secondary schools and six are some combination of junior/senior secondary

or just secondary schools. The total student population is 21,000 pupils. The professional staff totals 1,154. All public schools in the district are subject to the Regulations of the Public School Act for the Province and the policies of the School Board.

POPULATION TRENDS IN THE SCHOOL DISTRICT

There is evidence that the district is experiencing a declining school enrollment even though the housing total appears to be increasing by over 1,100 new units yearly with more than one-half of these being multiple units. The number of children attending school from the various multiple units varies greatly from neighborhood to neighborhood.

Conceptualized as three zones, the population is declining markedly in the eastern portion of the district, somewhat stable in the middle region and increasing in the western zone where most of the new suburban housing growth is occurring.

The central city area is becoming predominantly an area for senior citizens and couples or singles with no children. As an illustration, there are over 5,000 housing units in the attendance area of Queen Mary Community School and the school gets an average of ten elementary children per one hundred homes in the area while in another portion of the district in a new area of single homes, the factor runs as high as eighty-four elementary children per one hundred homes.

As far as teaching opportunities are concerned, the North Vancouver School District has always ranked highly as a very progressive and professional school district. The district has attracted some very well trained and highly competent professionals. Thousands of applications for teaching positions are received each year, but there are very

few teaching positions available and given the financial climate of the province generally, those who have secured jobs tend to retain them.

THE BOARD OF SCHOOL TRUSTEES

Seven elected members form the Board of School Trustees for the North Vancouver School District. Their term of office is for two years. These elected representatives meet regularly on the second and fourth Monday of each month. Meetings commence at 7:30 p.m. in the Board Room of the School District Office, 721 Chesterfield Avenue, North Vancouver. Teachers and community members are encouraged to attend school board meetings in order to become familiar with the areas in which educational policies are set. For this purpose, as well, there is a Policy Handbook with accompanying regulations available at each school within the jurisdiction of the School Board. The "Superintendents Bulletin," issued regularly, contains news items, directions and information for teachers.

The Board and Administration have made a dramatic move in addressing itself to meet the needs of the district. During the past two years, the North Vancouver Board of School Trustees has insisted on maintaining a high quality education program in the school system. A top priority has been the reduction of class size to enable each child to receive a maximum amount of personal assistance from teachers. Another priority has been to provide assistance for children with special needs.

A major concern of teachers and parents, however, is that the practice of fiscal restraint, as proposed by the Government, will result in drastic reductions in educational opportunities for children by fewer teachers and larger classes or in major increases in local taxes to main-

tain the Board's priorities.

SUMMARY

This chapter has described the district of North Vancouver including the geographical features, number and types of schools and population trends. The chapter concluded with a description of the Board of School Trustees.

CHAPTER IV

THE DEVELOPMENT OF COMMUNITY SCHOOLS IN NORTH VANCOUVER

There are various procedures that could be followed by a school district in establishing a community school program. The developmental process usually varies from community to community. This chapter proposes to describe the procedures of implementation of community schools in the North Vancouver School District.

ORIGIN OF THE COMMUNITY SCHOOL

The first community school program in North Vancouver, and indeed in all of British Columbia, was implemented by the North Vancouver School Board in September 1971, at Queen Mary Elementary School. Mr. Jack Stevens, who had already achieved some credibility with the Board as a teacher, had completed a Master's program in community education in Flint, Michigan. On his return to the district, Jack set about the task of convincing the recognized authorities of the merit, validity and application of the community school concept in North Vancouver.

At the same time the School Board was in the process of determining the needs of and providing special services for the children of Queen Mary Elementary School. This resulted from the recommendations of the Queen Mary and Ridgeway Report in which an administrative team of six members was commissioned by the School Board in February 1970 to.

"explore specific areas of instruction and/or physical environment" and to conduct an in-depth study of the particular problems at these two elementary schools. The finished report was submitted to the Board of School Trustees on May 11, 1970. The report offered three broad areas of recommendation one of which had particular reference to the community school concept. It stated as follows:

Community School Concept

Due to lack of community facilities within the school attendance areas and the nature of the environment it is recommended that the schools remain open and activities be provided through:

- (1) the Board requesting the co-operation of the appropriate agencies to offer on the grounds and in the school buildings recreational programs after school, in the evenings and during the summer;
- (2) encouraging programs organized and operated by community groups;
- (3) the school library being open for reading and study by pupils and adults until 9:00 p.m., Monday through Thursday;
- (4) members of the staff recognizing extra curricular activities;
- (5) the adult education department investigating the possibility of offering appropriate classes in these schools;
- (6) informal home-school liaison by involving the parents in the school in programs by:
 - encouraging visits to classrooms by parents;
 - providing for small group meetings;
 - involving parent and teacher co-operative planning of school programs, extra curricular activities, etc.;
 - seeking volunteer aides;
 - encouraging home-school meetings, arranging parent-teacher conferences at a time suitable to the parents. (Queen Mary and Ridgeway Report, 1971:5)

Queen Mary was a school in which approximately fifty percent of the client population was a product of one-parent families, or where both parents were working. There was a significant number of lower-income families, apartment dwellers and welfare recipients. There was a high rate of transiency as well as problems associated with delinquency,

poverty and integration (15 percent of the school population was native Indian).

Given this type of social environment with the resulting effect upon the attitudes and aspirations of students which, in turn is reflected in the educational programs offered in the school, Queen Mary Elementary School was identified as an obvious choice for the implementation of a community school program as a pilot project in the school district.

Jack Stevens was appointed as the first part-time Community School Coordinator for the project and was made administratively responsible to the Director of Elementary Instruction in order to provide the coordinator maximum freedom and support to implement the pilot program. A new principal was appointed to Queen Mary that same year.

In this light the community school concept at Queen Mary was initially imposed upon the school--a fact which eventually created more problems than it solved. There was no staff or community involvement in the process of implementation.

STAGES TO POLICY ADOPTION

In two years the pilot project developed into a fairly recognizable and successful attempt to meet the needs and wants of the Queen Mary community. During the spring of 1973, other schools were expressing an interest in the community school concept, notably, Burrard View Elementary and Ridgeway Elementary Schools. At this stage, the School Board was confronted with some basic questions related to community schools. Some questions of major concern were: Do we retain Queen Mary as a pilot project or do we expand? If we expand we're clearly moving out of the pilot project stage. What are the implications of this for

the district? Who is going to do this kind of developmental work with other schools? Do we need policy on this? What is going to be the level of support and financial commitment? And so forth.

In response to these concerns, a committee consisting of educators and community members was established to inquire into the need for organization and funding of community schools in North Vancouver. This task force compiled a fairly comprehensive document indicating that there existed a definite need for community schools, that the organization should be an integral part of each school system, and that the funding should be included as part of the regular educational budget. In addition, the report recommended that Queen Mary continue as a community school and that Burrard View and Ridgeway be established as community schools. This fact was realized in 1973. In each case a community school coordinator was appointed.

It soon became evident in view of further expansion that someone was needed to do the developmental work with new community schools and be a resource person for the principals, coordinators and community school councils. The district administration and Board of Trustees felt strongly the need for a person possessing the necessary training and

expertise in the area of community education to work out of the central office. In response to this expressed need, the District Coordinator's position was established and Jack Stevens was appointed to the position.

In the meantime, a Provincial Community School Team was established to study the possibilities for community education in British Columbia. Jack was released to the British Columbia School Trustees Association (BCSTA) for a number of days during his first year at the central office. The team produced four Working Papers on community

education in British Columbia which were published by the BCSTA. During that time it was realized that while the School Board offered some commitment to the community school concept, the need for Board Policy was necessary. The community school concept meant more than just mere use of the school building. It involved the whole process of community involvement and eventually working towards community control.

On May 27, 1974, the School Board adopted Policy 1330 (see Appendix A) which indicated support of the concept of community schools and community school programs in the school district. Policy 1330 formed the operational policy for the district and provided a philosophic overview of the concept based upon the idea that a successful educational process should serve all age groups in the community and that the total resources of the community should be employed to develop programs and services desired or needed by students, teachers and community members.

In September 1975, further expansion occurred with Maplewood Elementary School and Boundary Elementary School gaining official community school status. In September 1976, Westover Elementary School became the fifth community school in operation in the North Vancouver School District.

SUPPORT FOR THE COMMUNITY SCHOOL

The School Board's commitment initially was one of enthusiasm for a concept they thought would provide some additional recreational and social activities for children beyond traditional school hours. This idea was held by virtually everyone from trustees to parents. It can be said that initial Board support for the concept was very directly related to the Queen Mary situation.

In the first years of operation, \$70,000 was raised for support of the program and came from a variety of sources including: Local Initiatives Program; Canada Manpower; Opportunities For Youth; Demonstration and Development Fund; and United Community Services. This amount was entirely over and above School Board support, donations, and other means of support.

In 1974 a Standing Committee on Community Schools was formed, which included representatives from the North Vancouver City and District Councils and the School Board. An agreement was made whereby the District and City Councils allocated funds to the school district as grants-in-aid for community use of school facilities. This arrangement enabled the Board to provide the facilities to interested community groups at no rental charge. Recently, however, rental fees were re-introduced for schools within the District of North Vancouver as decided at a School Board meeting on May 25, 1976. The District Council had advised the Board that its grant would be discontinued. There appeared to be some indication that there was not enough use to justify the grant which amounted to \$25,000 to \$30,000 annually. The city of North Vancouver, however, had decided to continue its share of the grants in 1976.

School Board support for the concept is a very strong commitment as evidenced in their Policy Statement. In addition, there is a commitment to community school coordinators and the District Coordinator whose salaries the Board is willing to provide. There is also a commitment to extra secretarial time for the coordinators in each of the community schools as well as a commitment for extra paper and supplies for the daily operation of the community schools.

The Board has developed the position that the way to strengthen the community school is to provide the basic support at the inception, that is, careful planning, basic leadership and the basic tools to start the job. Given this basic Board support, then it is the responsibility of the Community School Councils at the neighborhood level to approach other agencies for additional levels of support based upon their identified needs and established priorities.

THE PROVINCIAL GOVERNMENT AND COMMUNITY SCHOOLS

It can be said that the Provincial Government for British Columbia has not played a vital role in community education either in the form of financial or consultative help. These are probably the two areas in which government involvement would directly affect the operation of community schools within the Province.

Within the five years since the community school movement began in North Vancouver, the Province of British Columbia has experienced a change in government from Social Credit to the New Democratic Party to a return to the Social Credit last year. Ideologically and philosophically both governments are considered to be poles apart. However, in community education some things had been happening provincially even though the general opinion was that the Provincial Government had provided no commitment to community education.

In 1973 a Provincial Community School Team was established by the British Columbia School Trustees Association and the Department of Education. The purpose of this team was to provide training, dissemination, consultation, and a general awareness of the community school

concept. This generally had a very positive effect in many ways.

Another aspect of Provincial involvement centered around a change in the Public Schools Act with reference to Britannia Community Services Center. Up to 1973, no school could build any facility on school owned property other than a school facility. Britannia School was about to plan a completely integrated community services facility. To accommodate this facility the Provincial Government decided to amend clause 173 of the Public Schools Act.

The Department of Education's conception of community education tends to be at the facility, program, recreation level. They see colleges, too, as being directly involved with community education in delivering community education and continuing education services at the neighborhood level.

The former government (N.D.P.) commissioned a study on recreation services in British Columbia. The results of the study were compiled in The Broome Report which made several recommendations for joint building facilities and more extensive use of community school facilities. The report recommended the community school as an effective way of getting people involved at the grass roots level in delivering leisure services.

A summary of the recommendations of The Broome Report is contained in Appendix B of this internship report.

The former government, as well, supported very much grass roots involvement in all aspects of major concern. Through their Department of Human Resources they emphasized the integration of social services. Human Resource Boards were set up at each local level for the delivery of these integrated services.

In a matter of weeks before the last Provincial election in

British Columbia, the Bayview Conference on Community School Financing was called at Bayview Community School in Vancouver. The interesting fact about this conference was that of all those present, including Cabinet Ministers, Aldermen, Mayor, Labor Union officials and other dignitaries, there was complete unanimity and support for the community school concept. Over the next few months there is to be a commission established to investigate continuing education and community education in British Columbia. - This will definitely have some application to community schools in the Province.

At the provincial level, as well, the British Columbia School Trustees, through its policies, supports community schools. The British Columbia Parent-Teachers' Association has been a very strong supporter of the community school concept. The British Columbia Teachers' Association has been very interested and supportive in some ways but has not yet established policies relating to community schools.

PROBLEMS RELATED TO THE COMMUNITY SCHOOL

Initially the community school was not without its problems. A certain amount of "role conflict" existed throughout the pilot project between the principal and the coordinator traced to a somewhat restricted view of the community school. A neat division of responsibility between the principal's function and that of the coordinator was not discernible. It was evident that experimentation with a system of administration which reflects the community school philosophy and the specific needs of a particular school was needed. Current experimentation with new administrative patterns in the district and in all of British Columbia was already taking place.

Ridgeway Elementary did not survive as a community school. Many factors contributed to this but one possible reason was due to differences of opinion about the concept by the principal, the coordinator and the staff. In addition, the concept was more or less forced upon the school without much effort and involvement by school professionals and community representatives.

Staff training development and continuity were hard to maintain because of the different durations of grants financing the project.

Teachers experienced major problems as they tended to historically defend their role, their territorial right in the school and their physical right to their own classroom.

Agencies experienced problems with respect to territoriality. They perceived themselves as possessing legal statutory functions, and in the case of private agencies--some time-honored status in the community.

There has not been a widespread feeling of support and interest on the part of principals. They tend to see community education as increasing their work load and their responsibilities while at the same time having their power and authority eroded. To some, decision making by consensus is time consuming, but few realize that decisions made cooperatively usually yield better results for they carry forth the support of all the client group--the recipients of the services. They identify needs together, plan together, implement, administer and evaluate together.

SUMMARY

This chapter has attempted to trace the development of community schools in North Vancouver from the initial stages to policy adoption.

The means and extent of support for the concept, financial and otherwise, were discussed. Provincial influences on community education were recognized. Finally, some of the problems in the process of implementation were identified.

CHAPTER V

ORGANIZATION FOR COMMUNITY EDUCATION IN NORTH VANCOUVER

STRUCTURE FOR COMMUNITY EDUCATION

Each community school within the jurisdiction of the North Vancouver School Board is a regular elementary school with special emphasis on the following basic objectives as stated by the Board in Policy 1330:

- the development of an effective organization for community-school involvement;
- the development of a working relationship with private and public agencies;
- the effective utilization of school facilities for all age groups;
- the promotion of volunteer leadership in all phases of the program;
- the use of the total community wherever appropriate, as a resource for the development of curricula.

In the North Vancouver School District, community schools, like all schools in the district, are set up whereby each school is an autonomous unit under the jurisdiction of the principal. Each principal is administratively responsible to the zone superintendent. The school is regarded as one total educational operation, thereby eliminating the need

for two separate structures, one for community education and another for public school education.

Each community school is staffed with an extra member--the community school coordinator who is elevated to the status of an administrator either as a Vice-Principal, a Senior Assistant or an Assistant Principal. Each coordinator is administratively responsible to the principal, working as a colleague with the principal in bringing about valid staff interaction. All the coordinators are teachers with three to eight years of teaching experience. They are employed full-time and attached to one elementary school. They are not required to share services with another school, although interaction of this nature does take place.

The District Coordinator is purely a staff supportive person available to the schools in whatever ways the schools wish to make use of his services. He is directly responsible to the Assistant Superintendent for Program Development. Appendix A of this report shows the place of the community school with respect to the total organizational structure for the school district.

Unlike some districts in Canada and the U.S.A. that provide support at the policy level only, the North Vancouver School District supports community schools from the regular education budget. This is another indication of the integration of the community school within the total organizational structure. The salaries of coordinators range from \$15,000 to \$18,000 annually for each community school. In addition, the Board supplies each community school with \$500 for paper and supplies. There is support for extra lighting, heat and janitorial services and additional secretarial help for the coordinators. The Board's financial support in these areas is over and above the allotment to each school

from the regular educational budget.

The organizational structure for each community school varies according to the manner in which the school developed as a community school and according to the goals and objectives set by the staff and community as well as the particular style of leadership developed in the school. However, in all areas efforts are being made at the neighborhood level to emphasize community education as a total developmental process, thus avoiding the concept that the community school is an appendage to the regular day-school program.

ROLES WITHIN THE COMMUNITY SCHOOL

Community schools within the North Vancouver School District operate with a certain degree of flexibility with respect to the roles of the various personnel. Role definitions evolved and were determined as the community school developed and are different from school to school.

District Coordinator for Community Schools

The role of the District Coordinator is clearly an advisory and consultative one with no line position of responsibility for the community schools. The major function is that of identifying and training candidates for coordinator's positions, providing continuous in-service training throughout the year and acting as liaison between the community schools, Superintendent and School Board. The District Coordinator acts as a resource to the coordinator in program areas, in setting up community-school councils, and in providing an objective view of their structure. The work of the District Coordinator also involves setting up

workshops in the community schools and throughout the district, staff development work in the area of goal-setting, planning, human relations skills and group process techniques. This position has been held by Jack Stevens, the first District Coordinator in North Vancouver. Mr. Stevens had been a teacher with the North Vancouver School Board for about thirteen years prior to his involvement in community education. As such he had attained a great deal of credibility both within and outside the district. It can be said that Mr. Stevens had determined and developed his own role and operated with a fair degree of independence. Since his resignation as of June 1976, the School Board has been confronted with several major questions pertaining to that position. For example, How is the position to be replaced? by whom? responsible to whom? and with what type of job description? Following a meeting with the community school coordinators and principals to discuss the implications of the position of District Coordinator, the decision was made to retain the position with a few modifications in the role description. Appendix C of this report contains a copy of a document entitled "A Role Description of the District Coordinator."

Community School Coordinator

Strictly in terms of function, the position of coordinator is administrative in nature. It involves, for example, needs assessment, goal setting, planning, personnel supervision, building supervision, budget and finance, communications, leadership development, evaluation and other areas.

Even though there is a general job description for community school coordinators in the North Vancouver School District, in terms of management, each coordinator's job is to a certain extent shaped by the

circumstances of each school situation. The coordinators generally perceive their role as facilitator, program developer, and as giving direction to all community-centered activities. The community school coordinator generally works after the academic day, during evenings, on Saturdays, and sometimes into the summer months to facilitate the activities of the community school.

Principals in Community Schools

Principals have different perceptions of their role in the community school. Some perceive their role as being no different from that of a principal in any school. However, as a community leader, one would expect to see some substantial kinds of differences in the role of a principal of a community school. Those differences are probably more attitudinal and philosophical and may be reflected in a different style and approach. Some of the aspects of the role of the principal in the community school would be to: provide community leadership; work effectively as part of a team with other professionals; administer student personnel; support community involvement and promote a basic knowledge of the community school.

The Superintendent

The superintendent's role is perceived as that of mediator between the Board, staff and the community. As the Board's chief executive officer, he is the one who advises the Board on policy decisions and then sees that they are carried out. With the community school emphasis, the job is seen as being more complex since in essence, many of these decisions ought to move towards the community levels as well or at least have input at that level. This tends to break down the old patterns and procedures under which the school system used to operate.

It may not be too difficult to involve people, but frequently it is difficult to find ways to make them accountable and to turn over real responsibility to them. Legally and traditionally problems present themselves with community involvement.

One major effort of the superintendent has been to change the teaching styles of teachers through professional development workshops. It is believed that education will be improved by focusing on the skills teachers possess and on curriculum and programming. The community school is considered as only one of the ways in changing the nature of the school and learning opportunities for children.

The Teacher in the Community School

In the District of North Vancouver the teacher's role in the community school is not clearly defined and thus teachers offer varying opinions as to what their role should be. The teacher's support and involvement is vital to the success of any community school. Jack Stevens, in a paper entitled "The Community Education Teacher," mentions some of the kinds of commitments a community school teacher should be willing to make. They include:

1. Understanding of, and enthusiastic support for, the basic philosophy of community education;
2. Support for the established goals and objectives of the community school;
3. Enthusiasm for a team working relationship which includes colleagues, parents, students, professional and volunteer workers;
4. Understanding of the interdependent nature of his work with respect to others who work with the child, the family and the

community;

5. Knowledgeable in the areas of curriculum, child growth and development;
6. To be able to use a wide array of resources of the school/community to provide students with stimulating learning opportunities;
7. Secure enough to share experiences with colleagues, and to use resource people effectively;
8. Committed to a "collegial" decision-making process which involves the community as well;
9. Welcomes opportunities to meet with parents on a regular and informal basis;
10. Committed to the nation of the school as a "community resource centre" and therefore not the exclusive domain of the teacher;
11. Committed to children and by extension the home and community.

These commitments reflect the "affective" or process side of education. They would be desirable traits in any teacher. They are critical traits in a community school teacher.

PROGRAMS IN THE "COMMUNITY SCHOOL"

Program offerings in the community schools vary according to the needs of each community. Programs offered as evening activities for adults, teens or children are usually determined and planned upon the basis of a needs assessment. The method of determining the needs and the organization for program planning and development in the community schools vary as well from school to school. These result usually from door-to-door surveys, discussions with agency representatives, school officials, teachers, students and community members, workshops and

various types of meetings. Priorities of services are established and instructors and facilities for programs sought.

Attempts are being made to integrate the "optional" programs with the core curriculum of the school. The main emphasis, however, is on the K-12 component. The total community school program may be divided into the required program and the optional program. The required school program is the one required for the education of children who are in the age or ability group designated by the school in following provincial statutes and local school Board policy. This program is usually offered between the hours of 9:00 a.m. to 3:30 p.m. The optional school program is the one which includes all other programs and activities not included in the required program of the community school. It is offered at all hours of the day and evening, weekends and summers. Offered as part of the optional program are educational, recreational and enrichment activities, as determined by the community. Generally, "optional" programs are held in the afternoon, evening or on Saturdays. Samples of programs include: yoga; karate; floor hockey; beadwork; basketball; soccer; macrame; badminton; leatherwork; babysitting; and other like programs.

AGENCIES RELATED TO THE COMMUNITY SCHOOLS

The community schools in North Vancouver have from the outset been heavily dependent upon the good will and support of the North Shore Agencies. Unique to the North Shore is the Extension of Services Committee consisting of representatives of all private and statutory agencies on the North Shore. The committee's main function is 1) the coordination of services, and 2) to provide technical advice to the Board of Directors of United Way. Through contacts and communication about

basic issues in the community, the agency representatives can formulate some measure of support and understanding for each other's work. About two-thirds of the agencies are involved with one or some of the community schools depending upon the local situation. There is representation on all the community school councils from agencies working directly within the respective neighborhoods. The District Coordinator is the on-going general liaison with agency people either exploring new grounds for services or working with them on particular projects which affect the district as a whole. The community school coordinators are represented at the Extension of Services Committee meetings as well.

Some of the agencies working directly with the community schools in North Vancouver include the following:

United Way--United Community Services of the Greater Vancouver

Area--North Shore Division. The United Community Services, North Shore Division is primarily concerned with the study of unmet social and health needs on the North Shore, assisting the community and its agencies to find ways of meeting such needs and to coordinate agencies' services so they will be more effective in reaching those in need of service. The Division emphasizes the importance of involving the community in developing plans for the improvement of services and living conditions. The Extension of Services Committee meets monthly to discuss services related to the needs of the community.

North Shore Family Services. Family Services of Greater Vancouver

is affiliated with United Way and accredited by Family Services Association of America. The Family Services branch on the North Shore operates two offices, one in West Vancouver, and one in North Vancouver.

Family services is itself a member of a family of public and private agencies on the North Shore. It functions in cooperation with other agencies, schools, churches and community groups in co-sponsoring programs that have as their goal the improvement and strengthening of family life in the community. The people who work as counsellors at the North Vancouver office are professional social workers with training and experience in working with families. The kinds of service offered to families include: Counselling for individuals, couples and families; Learning for Family Living; Volunteer Family Workers Program; Community Family Worker; Services to Schools; Playcare; Daycare; Parents in Crisis; Homemaker Service and others.

All the services of this community agency are made available to North Shore elementary and secondary schools. Complete and confidential family service is offered to students and their families, in individual counselling and in family group therapy sessions. In the community schools the Family Worker and Home Visitor are part of the community school team and are available to families taking part in the programs.

Day Care. Since 1973 Day Care Services on the North Shore have been under the joint auspices of the Family Services and the Provincial Government. The Day Care Department of Family Services of Greater Vancouver has operated a branch office in North Vancouver for over forty years. This service to the community is a preventive service enabling families to remain together in preference to foster-home placement. Requests for day care come usually from single working parents, and from two-parent families who find it necessary to have two incomes to meet the rising cost of living. Day Care centers in North Vancouver have

expanded considerably as a result of municipal grants and the growth of community schools. In some communities, day care takes place right in the school building, while in others it is housed in a church basement or in another facility close to the school.

North Shore Neighborhood House. North Shore Neighborhood House is a private agency affiliated with United Way. Its major role has been in providing counselling services, day care services, outreach programs, legal aid services and some forms of information services for communities. Most of the workers at Neighborhood House are social workers who frequently provide recreation programs at the community schools through which they can work at group dynamics with a social adjustment group teaching students to accept themselves and to relate to and respect one another in the group.

Recreation Commission. The North Vancouver Recreation Commission is affiliated with the North Vancouver City and District Councils whose funds enable the commission to operate. The Recreation Commission was established at the same time that community schools started. Its function is to provide those recreation services not supplied by other agencies. They encourage citizens to develop their own recreation activities. They operate all of the recreation facilities centers, staff them and program them. Their programs are basically socially oriented—social work through the medium of recreation. These programs have been fairly successful in some community schools but not so in others, depending upon the local need, interest and acceptance by the community.

Adult Education. The Adult Education Division of the school

district has provided services to community schools requesting adult education types of programs. In some cases adult education is unable to honor a request for certain programs which require special kinds of working facilities at the school. This lack of school facilities tends to limit the extent to which the Adult Education Division can be involved with the community schools.

Provincial Probation Service. This agency has been concerned in the development of preventative programs especially with the young offender. They operate on the premise that the community accept responsibility for its own youth and not look to the post-offense agencies as the solvers of community problems. On occasion young people have been assigned to the community school as part of their probation; for example, some have been assigned to a driving course for impaired drivers.

Royal Canadian Mounted Police. The R.C.M.P. have been heavily involved with the community schools in providing police liaison programs to serve as a preventive measure.

Canada Manpower. Canada Manpower is involved directly in defining job opportunities, with pre-employment training programs, and with Local Initiatives Programs used heavily by the community schools in the district of North Vancouver.

Neighborhood Information Center. Neighborhood Information Centers have sprung up in response to the needs of the citizens of the communities they serve. Specifically, the need which gave rise to the centers was for information on services and a growing body of general knowledge. Their present function is to provide information about a variety

of community services. This includes advice on the existence and availability of these services, as well as guidance and assistance in locating the most appropriate sources of help.

The centers have been organized by people of an area and are largely staffed by volunteers. The volunteers fall into two categories: firstly, independent persons who wish to contribute their time and energy and expertise; and secondly, participants in the Local Opportunities Programs under the auspices of the Department of Human Resources whereby social assistance recipients volunteer for community projects and agencies in return for a supplementary bonus to their monthly allowance.

Three of the five community schools in North Vancouver provide information services through neighborhood information centers.

These and many other agencies provide the North Shore with needed services. There is presently a strong feeling among the agencies that many people are not getting the services they need. The agency representatives are aware of the need for coordination of services to meet the needs of the people, and are working toward that goal.

TRAINING PROGRAMS IN COMMUNITY EDUCATION

The only training program in community education is the Education V: Community Education Teacher Training Program offered by the University of British Columbia. Education V, established in 1974, is an alternate fifth year program which prepares students to teach in community schools and in traditional schools where they can maximize use of community resources in their teaching. Education V was designed by members of the faculties of Education and Arts at the University of British Columbia, community school experts, school personnel, graduating students in

education and members of the community. The program attempts to meet the goals articulated at provincial and national conferences on community education as well as reports on teacher education.

The core program includes: reform and change; philosophy of community education; leadership; role of the teacher; community curriculum and parent involvement.

The following field work experiences are required of all Education V students:

1. Specific Classroom Placement (sponsor teacher) -- a supervised practicum at the students' preferred grade level and in his/her area of subject interest;
2. Multi-Level School Experience -- a non-supervised school experience involving student-teacher interaction with children, teachers and learning environments at several grade levels;
3. Community School Experience -- a supervised practicum involving both classroom teaching and work with the coordinator and the community in a designated community school;
4. Agency Fieldwork -- a non-supervised fieldwork with several community service agencies to learn how they operate and interact with schools.

The program assumes a high level of student and faculty commitment and involvement.

SUMMARY

This chapter has described the organizational structure for community education mainly in terms of personnel roles, programming and agency involvement. The chapter concluded with a brief description of

the Education V: Community Education Teacher Training Program at the
University of British Columbia.

CHAPTER VI

COMMUNITY SCHOOLS IN NORTH VANCOUVER

The community school innovation has been operating in North Vancouver since 1971. Within the five years since its inception, five schools within the district have decided to respond to their local needs by choosing the community school route. Each community school responded differently to its own unique setting.

This chapter will attempt to describe the component elements in each of the five community schools within the District of North Vancouver. It would be virtually impossible in a report of this nature to describe all of the aspects of the total community school operation. To avoid overlapping and repetition only those outstanding characteristics unique to each community school will be included.

QUEEN MARY COMMUNITY SCHOOL

Queen Mary has the distinction of being the first community school in North Vancouver and in all of British Columbia. Queen Mary was established as a community school by the North Vancouver School District in September 1971 when Jack Stevens, the driving force behind the community school movement in the district, was appointed part-time community school coordinator.

Statement of Philosophy

Queen Mary Community School adheres to the following basic

philosophy:

1. Queen Mary Community School is a focal point of the community and should serve as a catalyst in neighborhood development;
2. The development of staff, facilities, programs and services should be undertaken in close cooperation with the community using all of its resources;
3. Comprehensive educational, social and recreational services should be provided for all members of the school neighborhood;
4. These ideals require an appreciation of the needs, interests and traditions of children and their families;
5. Commitment, shared decision making and continual evaluation are recognized as essential components in this community education process.

Attendance Area

Queen Mary is the oldest school in the municipality of the city of North Vancouver serving a population of about 4,000 people within a one-half mile radius. A large portion of the population is composed of senior citizens and couples without children. The school enrollment in 1976-1977 totalled 460 students ranging from Kindergarten to Grade VII.

The community served by Queen Mary could best be described as a highly transient, inner-city area, with some unemployment and some welfare. Approximately one-third of the children at Queen Mary come from single parent families and others from families where both parents are working. Fifteen percent of the school population is Native Indian. The very nature of such a community presents problems for community involvement in the school. Learning problems reached an intolerable

state in 1971. It was the combination of all of these factors that led the North Vancouver School Board to consider the community school concept as a means of improving the educational quality of the school.

Community Resources

The Queen Mary community is limited in cultural and recreational resources. The community has no park, although the city has plans for a park by the waterfront. There are no playground facilities. There is a waterfront but no public access to it. For the Queen Mary community, possibly the greatest resource is the school.

Organizational Structure

At Queen Mary, the principal and three senior assistants work as a team providing leadership in the community school. One senior assistant is responsible for pupil services, another for discipline while the third is the community school coordinator and is responsible for the "community" aspect of the community school. Thirty-one teachers provide services at Queen Mary. The total staff is considered the staff committee. They believe that the best and wisest decisions are made by the whole group.

Teacher Aides at Queen Mary. Paid teacher aides are considered by the School Board as an integral part of special services to schools. Aides work six hours per day for a five-day week. There are three paid aides at Queen Mary performing a variety of services including: typing; setting up and duplicating stencils; helping in library and office work; preparing field trips and taking supervisory duties at noon lunch and at other times. To qualify as a teacher aide a high quality skill is

required. A teacher with more than twenty students in a Kindergarten class is eligible for a teacher aide. Sometimes aides are assigned to two or more teachers. Teacher aides are directly responsible to the principal of the school in which they are employed.

Volunteers at Queen Mary. Queen Mary offers volunteer opportunities in five areas of involvement: one-to-one tutoring; clerical help; general classroom assistance; "special resource" enrichment; and community program leader. Queen Mary's volunteer program is an organization of concerned and dedicated persons who work regularly as volunteers in the school, or who offer special skills as needed to enrich the total community program.

As a member of the staff of the Local Initiatives Project at Queen Mary, the coordinator of volunteers performs a valuable service in recruiting new volunteers, orienting them and seeing that they are happy in their work, as well as encouraging teachers to use volunteers. One of the frustrations of this person's job is to keep a supply of volunteers available for help in the classrooms during the day. This seems to be the greatest area of demand.

The staff at Queen Mary are highly supportive of volunteers as one teacher remarked, "a volunteer is worth a pot of gold to me." To show their appreciation for the volunteers a special celebration in the form of a "get-together tea" takes place towards the closing of each school year. About 120 volunteers work at Queen Mary throughout the year. Fourteen or fifteen are considered regular volunteers.

Queen Mary uses the volunteer services of people from high schools, colleges, and universities, of parents and residents in the

community. Volunteers are always under the supervision of the teachers while helping at the school. Each volunteer at Queen Mary is supplied with a Volunteer Handbook outlining the duties and responsibilities of volunteers. The contents of this handbook is contained in Appendix C of this report. There is a comparable handbook for teachers. This seems to have been accepted quite satisfactorily by both teachers and volunteers. Also for organizational purposes, a daily check list is used by the volunteers who come to the school. This, too, facilitates a better organization.

Community School Association

The Queen Mary Community School Association is composed of parents, agency representatives, teachers and residents including senior citizens of the Lower Lonsdale area of North Vancouver. The association group has been in existence for five years and has worked effectively in identifying and meeting the needs of the school community. Meetings are held once a month. Participation in the Community School Council is open to anyone in the neighborhood and school who wishes to help find out what the community as a whole and as individuals need, and develops plans to meet these needs.

Initially, the Council developed by demand of the community school. For the first year and a half there was a parallel operation of a Community School Council and a Parent-Teachers' Association with a clinging existence. The Council began to attract agency people like the Police, the Fire Department, Welfare, Probation, Family Court, Family Services, parallel agencies of Neighborhood House, and others. These agencies began to sense the value of the school unit as a delivery system and as

a vehicle for some of the programs they wished to offer. Eventually, because it had the support of the professional people in the community, the Community School Council began to gain credibility. The Community School Association began to provide those services which traditionally were provided by the P.T.A. Finally, the two amalgamated and the Community School Association became the non-statutory decision-making body of the school.

In 1974, parents and staff worked on developing a set of goals and objectives for the association. At this time they rank ordered their objectives. At the end of 1974-1975 they assessed their performance. At the beginning of 1975-1976 a new set of objectives was established.

The Community School Association provides an avenue of input for parents into the decision-making process of the school.

Community Services

Queen Mary Community School offers a variety of community services:

A counselling service, operated by a social worker and funded through Family Services of North Vancouver, is offered for children, families and couples.

There is a licensed Day Care Program set up in the school for children who need care after school. It usually runs from 3:00 p.m. to 6:00 p.m. daily and full days during non-statutory holidays and professional days.

The "Lower Lonsdale Free Housing Registry" is a community service that assists people with their difficulties in finding adequate housing. The Information Centre was instrumental in determining that through the

many calls received, housing was considered to be the greatest need. As a free service provided for the benefit of the community it deals directly with the public, managers and owners of rental accommodation.

The Housing Registry at Queen Mary usually employs incentive workers. Statistics for 1974-1975 show that 182 people had been placed through the Housing Registry. In 1975-1976 about 400 people were placed—certainly an indication of a needed service provided through the community school. The Housing Registry Office is located in the basement at Queen Mary Community School.

Serving the community's information needs, the Lower Lonsdale Information Centre, located in the basement of Queen Mary Community School, provides information on and referral to the three levels of government, social services and local community events.

Community Grants Division of the Department of Human Resources supplies the salary of the coordinator of the Information Centre whose job responsibilities lie in two basic areas. One is to act as office manager for the Centre. The second is to maintain liaison with the community. A number of volunteers provide free service at the Centre.

The Special Pupil Services Resource Team in operation at Queen Mary is consistent with the community school philosophy of coordinating agency resources. It provides a preventive and developmental approach to recognizing a child's problem and the means whereby assistance can be obtained.

Jack Stevens outlines the purposes of the "Resource Team" as:

1. To function as a Standing Committee within the community school.
2. To focus on children with emphasis on emotional, behavior, social adjustment problems.

3. To reach concensus on recommended action regarding cases referred to the "Resource Team."
4. To involve others—teachers, parents, professionals on a "need to know" basis as soon as possible.
5. To monitor, evaluate and feed back progress to "Resource Team" and to referral source.

The service of the team is accessible to parents, teachers and children at the neighborhood level. The Resource Team at Queen Mary is comprised of the special school counsellor, the principal, the learning assistance coordinator, the public health nurse, the home visitor, the Squamish Band/School Coordinator, the social worker and the teacher.

The Family Services is probably the one agency most directly involved with the Queen Mary Community School. In the Queen Mary School area there are two workers whose services are "purchased" from Family Services of Greater Vancouver. As area workers, these people are in direct contact with people in the community and are therefore in closer touch with the problems that people experience in their daily commitments to work and school. They are most influential in the area of social adjustment.

There is a social worker available at the school for two and a half days weekly as a resource person and to do counselling with students, couples and families.

In addition, the home visitor, available at the school for five days weekly, provides a liaison between the home and the school. Many parents, teachers and students at Queen Mary Community School have benefited from the expertise, patience and help of the home visitor.

Staff members from Neighborhood House work with special adjustment groups at Queen Mary. These groups consist of four or five students,

either boys or girls, who have been referred to such a group by the pupil services team at the school.

In addition to those already mentioned, other needed services are provided by such agencies as: City Planners; the School Board; Family Court; R.C.M.P.; Recreation Commission; Chamber of Commerce; United Way; British Columbia Housing Management Corporation; Welfare and Senior Citizens Groups.

Programming at Queen Mary Community School

In addition to the K-7 core curriculum offered during the day, there are several programs and activities offered "after school hours" for children and adults alike. Programs are designed to orient adults and children towards some aspect of learning.

There has been no full scale needs assessment done at Queen Mary. Programs are initiated by the community school coordinator. There is no program committee as such. Most people in the Queen Mary community respond to low key activities.

Available to adults are classes in English as a second language, sewing and various arts and crafts. Children can take part in sports, arts and crafts and French classes.

Some programs are sponsored by the community school, others by different agencies using the school facilities and others are sponsored by volunteers. For example, a homemaker in the Queen Mary community has been a volunteer instructor of a yoga program which for the past four years has been one of the most successful and popular programs of the evening activities.

The school co-sponsors a Parents and Pre-school Program at a

nearby Anglican Church where facilities and equipment are shared with the Playcare Program. This is a community service for young children with emotional problems.

The "meet'-n'-eat" is considered to be one of the main successes of the community school in terms of social involvement. Every month for the past three years, ninety to one hundred and twenty professionals, paraprofessionals, volunteers, agency representatives and parents have gathered at the school for a social hour. It has provided the opportunity for professionals to get to know the agencies in the community and for the agencies to get to know one another. It also provided the opportunity for parents to talk with the social worker, home visitor or teachers in a non-threatening situation.

A Safe Driving Course offered at night is attended by those convicted of impaired driving as part of their sentence.

Organized by the principal and the community school staff, the "Hot Lunch Supplement Program" provides some 250-300 students with free soup or hot chocolate every day. Parents give of their free time to prepare the supplement, order supplies and to serve the students.

Organized by a Queen Mary parent, the "Queen Mary Dental Program" is a great example of community cooperation. When urgent dental problems in the school became a concern of parents and teachers, an approach was made to several North Shore dentists regarding free emergency service for Queen Mary children from Grades 2-7. When the dentists agreed to donate their time, use of the North Shore Health Unit was secured free of charge. The North Vancouver Christian Community Organization donated \$300 for supplies. A retired school principal volunteered to do all the clerical work including the maintenance of records of all patients.

Parents, volunteers and staff drove children to the clinic for their appointments. This program has been rated as highly successful.

The multi-purpose room in the school is used every Thursday by the senior citizens who come together to socialize and engage in crafts, knitting and other activities.

These are just some of the ways in which the Queen Mary Community School has sought to meet the needs and wants of the community.

Funding the Community School

In addition to School Board support emphasis on school/neighborhood fund raising is encouraged in all of the community schools. Community fund raising is an important barometer of how a community school is doing in terms of identification of needs, organizational ability of staff, council and community; level of individual and group consciousness, commitment and strength.

Queen Mary has relied heavily on monies from the Local Initiatives Projects to support its programs and activities. The staff of the Local Initiatives Projects has provided a great strength at Queen Mary. Other sources of support have come from several fund raising activities initiated by the Community School Association. Community-school based fund raising is one means of testing, strengthening and reinforcing the commitment of everyone involved.

Summary

Since its inception in 1971, the Queen Mary Community School has made considerable strides in developing people-oriented programs designed to meet the needs of the Queen Mary community. Having overcome initial problems with role conflicts and involvement by staff, community and

agencies and within a climate of change, Queen Mary Community School has developed the potential for further growth and development as a community school.

BURRARD VIEW COMMUNITY SCHOOL

Burrard View Community School followed after Queen Mary achieving community school status in October 1973. This school did not encounter as many problems nor did it have to cope with the same kinds of problems as did Queen Mary. Burrard View could possibly be described as the first self-initiated community school in North Vancouver.

Initially there was a high involvement of citizens in the school at Burrard View. Outreach programs were offered in the school by a number of organizations, notably, the North Shore Neighborhood House and the Recreation Commission. Lack of organization and inability to secure qualified instructors led to unsuccessful attempts in operating outreach programs at the school. Parents were dissatisfied with the lack of structure and supervision of the programs. Yet parents wanted programs in which they could participate and they wanted them operated out of the school. To do this an extra staff person was needed to coordinate the resources. After several meetings of staff and community, a Brief for Community School Status was written and presented to the School Board. The result was the establishment of Burrard View as a community school. A teacher who had taught at the school for five years, who had a fair knowledge of conditions of the community and staff and who had the support of both was appointed the first community school coordinator.

Philosophy of Burrard View Community School

Having been designated as a community school, Burrard View has extended its traditional role from that of an education center for children in grades Kindergarten to VII to a total opportunity center for the community which it serves.

Although the academic program still remains a top priority, through the community school and the efforts of the coordinator, children and adults are given the opportunity to use the school facilities both day and evening hours for educational, social and recreational purposes.

Through this use the school has become the focal point for neighborhood action and development.

Another aspect of the community school designation is that Burrard View, as a community school, makes a much more concentrated effort to bring community resources into the required classes and take those classes out into the community.

The Community and the School

Deep Cove is a unique area. Situated at the eastern extremity of North Vancouver, it was once a remote, old summer resort, isolated from the rest of North Vancouver. It could probably be described as an "urban village." The community contains quite a number of professional people, welfare recipients, and a fairly substantial number of upper-middle class people. The community has about fifty percent new single family homes and (fifty percent remodeled cottages. There is a small number of multiple units. Children attending Burrard View Community School from Indian Arm, must travel to and from school by water taxi. Since there is no industry in Deep Cove, most of the people are forced

to seek employment in other parts of North Vancouver, in Vancouver or elsewhere.

Burrard View Community School, situated in Deep Cove in the Municipality of the District of North Vancouver, serves a population of about 1,500-2,500 people. The school enrollment in 1975-1976 totalled 340 students from K-VII. Eighteen professional teachers, three teacher aides and a number of volunteers serve the community school.

Organizational Structure

Burrard View adheres to a fairly traditional line authority approach. Ultimate authority in the school rests with the school principal. A senior assistant and the community school coordinator work with the principal, the advisory council and the staff to help meet the needs of both the school and the community.

There are three paid teacher aides at Burrard View. One is an aide to the Kindergarten teacher while the other two engage in clerical work throughout the school.

A six-member staff committee meets every Tuesday. Reports of discussions at their meetings are circulated among the general school staff. General staff meetings are held only when general staff input is required.

Community Involvement

People are involved with the Burrard View Community School in a variety of ways. The 150 active volunteers who offer their services to the school are considered its greatest ambassadors. The work of the volunteers is coordinated through the community school coordinator. They serve as instructors for various programs, perform clerical duties

throughout the school, work in the library, staff the Information Centre, tutor, assist teachers, provide enrichment activities or serve as special resource persons with a special skill or interest area.

Parents at Burrard View are seeking more and more to be involved in the decision-making of the school. Recently they sought to have one of their representatives on the staff committee of the school.

Community Services

Community services are provided through the following agencies:

The North Shore Union Board of Health provides a public health nurse who works at the school twice weekly. The nurse is concerned with matters of general health of students, immunization clinics, and all services offered through the North Shore Union Board of Health.

Special counsellors are available at the school weekly to work with pupils, teachers and parents in helping to sort out learning difficulties as well as helping in cases of social and emotional difficulty.

The services of a social worker employed by North Shore Family Services have been available to the school and the community of the Seymour-Deep Cove area since 1973. Operating from an office in the pre-school building across from the Burrard View Community School, this social worker visits schools in the area providing people with an opportunity to learn about and use community services, plans and conducts family life education programs, provides counselling during home visits and maintains a contact with many community groups.

The Burrard View Community School Home Visitor provided by the North Vancouver Family Services Centre, makes formal contacts with people in the community to explain the programs and services offered by the

school, visits residents new to the community, and assists the community school coordinator in developing social and recreational programs.

The Burrard View Information Centre was established when some parents and officials of the Family Services Division of the community school realized the need for a center which would provide information about legal aid, health, education and housing in this geographically isolated Seymour-Deep Cove area.

The need for the Information Centre took such priority that the only available space within the Burrard View Community School--a small room adjacent to the library and occupied for a time by the social worker--was made available for this needed service. Functionally the Information Centre aims to provide assistance, information and direction in matters of local interest, concern and need; to unite the individual and the community; and to help people to help themselves to work together for a better community. It is basically a non-profit organization affiliated with about thirty or more similar groups on the Lower Mainland. A minimum grant of \$800 annually supplied by United Community Services helps to pay for postage, the telephone, stationery and newsletters. The coordinator's salary is funded by a community grant from the Department of Human Resources. Volunteers who arrive with no special skills but with a great deal of enthusiasm help staff and operate the center.

Due to insufficient space at the school, an alternate arrangement was made to supply the day care needs of the Burrard View community. With the help of provincial subsidies from the Department of Human Resources, some eight to ten private homes are used as licensed day care

homes. Such homes must adhere to provincial standards for day care. No home is permitted more than five children at any given time.

In addition to the "licensed" day care homes there are some "unlicensed" homes available and which care for one or two children. Both types of day care homes are registered at Burrard View Information Centre and information as to their use is available upon request.

Burrard View Community School Association

The Burrard View Community School Association exists to advise and assist the staff in the operation of the school. One of the most vital roles of the Association has been in encouraging people in the community to take part in activities at the school. The school has been greatly enriched by the participation of a large number of parents and other community members.

Membership in the Association is open to all members of the community. At the general meeting, held yearly, the members elect a nine to twelve person "Community Advisory Council" which meets monthly to conduct the business of the Association and to coordinate and plan for community education development. These meetings are open to the community at large.

In determining its goals, the Phi Delta Kappan goal setting technique was used both for the staff and parents. The parallel result was that the major goal of the community school would be a concentration on the academic core curriculum of the school and a secondary social work goal would be to deal with social problems in the community.

The Association is heavily involved in local fund raising and has been a tremendous support to the community school in its program.

development and maintenance.

Programming at Burrard View Community School

The Burrard View Community School, by extending its service around-the-clock and throughout the year, makes maximum use of its school facilities. The school makes full use of all available resources, both human and material, in carrying out its program and develops its curriculum and activities from a continuous study of the community's wants and needs. It attempts to integrate the educational, social and physical recreational programs for children, youth, adults and senior citizens.

Instead of conducting a formal needs assessment at the outset, the community school obtained a grant of \$1,000 from the Recreation Commission to help get programs started. Initially these programs were used to "get the people in" and they proved to be quite successful in fulfilling that purpose. During the summer of 1975, however, a major needs assessment was conducted with the help of a grant from Family Services to employ a worker and two helpers to conduct the door-to-door survey. The results were published during the fall of that year.

The Burrard View Community School offers a full program of regular school activities for children from Kindergarten to Grade VII. The major emphasis is on language arts, mathematics, social studies, science, music, art, drama, and physical and health education. In addition to the regular program, Burrard View offers an extended program for the whole community. Included in the extended programs are the following: recreational activities in arts and crafts, sports, music, dancing, etc. for young children, teens and adults; social activities such as dances, carnivals and regular pre-teen activity sessions; adult education.

courses; community service by coordinating such programs as day care homes, social care homes, community information centre; other organized groups such as Cubs, Scouts, Guides, Brownies and soccer teams use the school facilities for their activities.

Summary

Through their programs, Burrard View Community School is able to coordinate many of the activities in the community, and help in bringing together people with common interests.

BOUNDARY COMMUNITY SCHOOL

Boundary has been operating officially as a community school since September 1975. The enrollment of Boundary Community School in 1975-1976 totalled 260 students from Kindergarten to Grade VI. In September 1976 the plan is for the Grade VII students to remain in the school. The majority of the students live within a one-half mile radius of the school.

The School Community

Boundary, the first community school in the Lynn Valley area, serves a very traditional middle class kind of community. The population, largely white anglo-saxon, is fairly young with a few senior citizens. Most are two parent families and their homes which are mostly upper-middle class, are single family dwellings with an estimated value of \$70,000 to \$100,000. The average income would probably range from \$15,000 to \$20,000 annually. There are some single parent families living in rented condominiums. Even in the midst of an affluent milieu, more and more families are suffering from social alienation. Residents

in the Boundary neighborhood have shown a great interest in using the school for many of their recreational, social and educational interests.

Community Resources

Resources used by the Boundary Community School include human resources in the use of staff, volunteers, agency representatives, parents, secondary school students, university students and senior citizens; natural resources in the use of a park quite close to the school, Grouse Mountain for hiking and skiing, Lynn Canyon with its ecology center, and public access to the waterfront; recreational resources in the use of an area for ice skating and the Recreation Centre with its swimming pool; educational resources in the use of the Lynn Valley Mall where there is a bakery, a fire department, etc., the Public Library adjacent to the shopping center, the Senior Citizens Kiwanis Tower and the Lynn Valley Manor from which senior citizens will be used in the future to engage in a foster grandparent plan at the school, the use of the facilities of the secondary school in the community, particularly the print shop and the use of students for supervision; financial resources include Federal Government L.I.P. Grants, the North Vancouver School Board and local initiative in fund raising.

Goals and Objectives

Boundary Elementary School was an annex--a school not rated among the more successful in the school district and where the teacher replacement each year was fairly high. With the employment of a new principal in September 1974, the school began to revitalize and become a real community center. Being somewhat of a social reformer, the new principal concentrated his efforts on involving the community in the total oper-

ation of the school. Eventually, through a committee of staff and community representatives Boundary Elementary School became a community school.

Planning

A very extensive planning procedure had been used during the implementation stages following closely the process suggested by the District Coordinator. The planning committee had involved parents, teachers and administrators.

Some of the major elements in the planning of Boundary as a community school included:

1. Preliminary discussions with District Coordinator;
2. Discussion of the concept with staff;
3. Presentation to a parent committee;
4. Formation of a planning committee;
5. Structuring of an advisory council;
6. Visitations to established community schools;
7. Principal attendance at Seattle Community Education Conference;
8. Survey of interests, door-to-door;
9. Preliminary report to the School Board;
10. Solicited support from agencies;
11. Study and discussion of film material on community schools;
12. Planning for professional day on community schools;
13. Survey/evaluation of parent/teacher opinions of their involvement in planning;
14. Preparation of a detailed Brief for presentation to School Board.

Following presentation of the Brief at a School Board meeting in December 1974, Boundary Elementary School attained official community

school status. A coordinator was appointed by the Board in September 1975. At that time the whole staff at Boundary Community School spent a weekend retreat at Bowen Island, across Howe Sound, north of Vancouver Harbour, where they had an in-depth session with Jack Stevens and through goal-setting exercises determined their purpose and direction. This gathering proved to be a tremendous experience in helping the staff to get to know one another. Following this successful exercise they planned an in-service day with the parents.

From this abrupt beginning, the Boundary staff and community forged ahead to make their school a real place where people work together, cooperate and share ideas and concerns.

Leadership

The principal and staff at Boundary are committed to a collegial decision-making process. They believe that the best decisions are those which are made through a consensus of the whole group. Organizationally, the staff committee is the total staff plus two parents. Staff meetings are always "open" meetings. Anyone who is involved with the community school including caretakers, volunteers, teacher aides, and community members may attend. Efforts are being made to amalgamate the decision-making between the staff and the Community School Association so that the Association, in so far as possible, makes decisions affecting the total school operation. The professionals are responsible for decisions in the area of curriculum and the instructional program, but staff selection, report card system and fund raising are decisions of the Association. The total group is responsible for the decisions that are made in any one of these areas. The principal does not have veto power

at Boundary Community School.

Since the staff operates quite flexibly within this framework, it is relatively easy for them to extend this philosophy of shared decision-making to parents and students alike. Because of its small size and participatory approach to decision-making, Boundary Community School operates in an atmosphere similar to that of a large family, helping to create a sense of identity, a sense of participation and involvement.

Boundary Community School Association

Structurally, the Boundary Community School Association is similar to that of the Queen Mary or the Burrard View Associations. Everyone living within the attendance area of Boundary Community School is automatically a member of the Association. Those outside the Boundary community are required to pay a \$1.00 membership fee.

The Association has, since its organization, always encouraged parent involvement and is presently tending towards community control. Every phase of the structure of the community school was developed through the initiative of the staff at Boundary and the parents in the community. If one believes in and works through the whole process of community education, then, that ultimately means accepting community control.

Boundary's desire to include parents in virtually all aspects of the community school reached an apex in May 1976 when the Boundary Community School Association presented a Brief to the Board requesting endorsement of community involvement in school professional staff selection. A copy of this Brief is contained in Appendix B of this report. The request caused some consternation in the form of a verbal reaction from other community schools, the North Vancouver Teachers' Association and partic-

ularly from the school district administration. The superintendent formulated and distributed a statement, contained in Appendix B of this report, outlining the administration's position on community involvement. However, following discussion of the request at a meeting, the Board of School Trustees directed the superintendent of schools to prepare a draft policy which would permit members of community school associations to become involved in the process of selecting staff members for their community schools. In the interim, the Boundary Community School Association received permission to conduct a pilot project wherein members of the association would be involved in the staff selection process during the spring and summer of 1976. No commitment was given by the Board that the draft policy would be approved. This move was a possible indication of the degree to which Boundary Community School Association was prepared to defend its commitment to the community school concept.

Programming at Boundary Community School

Boundary Community School considers its first priority to provide the "formal curriculum" from Kindergarten to Grade VII, and then to make a broad range of activities and services available to the entire community:

Programs developed for the community came about as a result of a needs assessment survey delivered by the students to every house in the community. The response to this survey led to evening programs for individual parents and for families. The planning of programs and the employment of paid instructors and volunteers were accomplished through the efforts of a program committee comprised of the community school coordinator along with some parents. Programs that were initiated by

the community school were highly successful. The programs of other agencies, notably the Capilano College and the Recreation Commission who used the school facilities to deliver their programs, were not identified as a need by the community and thus lack of attendance forced them to withdraw.

Concurrent with the time and attention devoted to the realization of the community school philosophy during the past year, and a half, the teaching staff at Boundary have devoted much time and energy at developing a sequential and continuous approach to all of the skill aspects of the curriculum. The staff met regularly each month over the past year to discuss and plan strategies of handling the curriculum and of integrating it with the community aspect of the community school.

Agency Representation at Boundary Community School

An Information Centre was established at Boundary Community School by the Lynn Valley Women's Association to serve the needs of the Lynn Valley area. Its function is similar to that of the other Information Centres in North Vancouver. It is considered to be one of the most important components of Boundary Community School.

As a result of concerns about the disproportionately large number of requests for service from the Lynn Valley residents, the North Shore Family Services initiated the Lynn Valley Study Committee in January 1976 with support from United Way and the North Vancouver Planning Department. The committee comprised of interested citizens and professionals, set about the task of looking at needs with emphasis on youth. Three workers were employed through L.I.P. grants with Boundary Community School as the sponsoring agency.

The community family worker for the Lynn Valley area was offered permanent office space at Boundary Community School which has become a focal point for many community activities. This worker helps families in crisis on a one-to-one basis in family therapy, marriage counselling or personal counselling. Parents and teachers have come to recognize this service as a community need and a resident community worker at the school encourages families in need to seek help from a person who is easily accessible.

Other agencies working at Boundary Community School include the Parent Study Group of North Vancouver associated with the North Vancouver School Board, the Vancouver Childbirth Association, the Y.M.C.A., Alliance Francaise and the Lynn Valley Soccer Association.

Summary

Boundary Community School has experienced a tremendous growth in the year and a half since its operation. The decision-making process has been an outstanding theme in all their accomplishments. It is probably because of their commitment to the collegial model that they have achieved so much in such a short time.

MAPLEWOOD COMMUNITY SCHOOL

Having achieved community school status in September 1975, Maplewood Community School and staff, as their Brief to the School Board indicates, subscribe to a very broad definition of community education-- a process that concerns itself with everything that affects the well being of all citizens within a given neighborhood or community.

This implies an emphasis upon broad-based citizen involvement in

local decision-making, inter-agency coordination and cooperation, and greater utilization of local human and physical resources.

Maplewood Community School attempts to provide and coordinate a wide range of educational, social, recreational, cultural and community opportunities, without restriction as to the clientele to be served, or the facilities to be used.

The School and the Community

Maplewood is staffed with twenty full-time professionals. The student enrollment for the 1975-1976 school year totalled 413 students from Kindergarten to Grade VII. Within the attendance area of the school, including a one and a half mile stretch up the Seymour River Valley, there are more and more families living in apartments. In many instances, both parents are working and the number of single parent families is increasing. Even though there are several industries along the waterfront, most people living in the Maplewood community tend to travel elsewhere to work.

Planning for the Community School

The Maplewood community has had a long history of public involvement in the school. In fact, Maplewood was in many respects a community school before seeking community school status. Former administrators and teachers believed very strongly in parent participation and curriculum enrichment opportunities using community resources. The present staff have maintained this interest and encouraged its steady growth.

The school had been used extensively for social interests by a select group of parents and teens. It was realized by the professionals that the school was serving only an element of the community and that it

related to the needs of a small group of people. To expand the use of the building to serve the needs of the broader community, Maplewood Elementary School sought community school status.

Initially, the staff at Maplewood gathered for a three-day retreat to the Outdoors School in Paradise Valley in October 1974. At this session, through goal-setting techniques, a set of goals in priority order was established for the school. Existing practices and institutions were examined to see if they were consistent with present beliefs about the function of a school.

Throughout the remainder of that year a steering committee, consisting of parents, teachers and administrators, followed through a thorough planning process for a community school recommended by the District coordinator.

The major elements in that process included:

1. Preliminary discussions with the District Coordinator;
2. Reading of basic resource materials;
3. Visits to existing community schools;
4. Public meetings to introduce and discuss the concept;
5. Solicitation of agency support;
6. Staff discussions of the concept and teacher role;
7. Survey of teachers and parents on the planning committee to determine the degree of readiness;
8. Preparation of a detailed report;
9. Presentation of a Brief to the School Board.

A community school coordinator was appointed by the School Board in September 1975. The goal at Maplewood Community School is to foster a more personalized approach to education--to make the school a human

institution where parents, teachers and children support and care for one another. The school is considered an instrument of the community, it belongs to the community and it should somehow fit into the community.

Organizational Structure

The principal is considered the educational leader in the school. Assisted by the community school coordinator, both devote their time to professional development and encouraging teachers to make better use of community resources to enrich learning activities. Three teachers serve as educational leaders for the staff. One is an assistant principal responsible for stock ordering, discipline and planning meetings. At Maplewood this position offers no pay but the person receives six hours of working time per week. The other two provide leadership in curriculum areas--one specializing in mathematics and science, the other in art and social studies. Six hours release time per week is available for these as well.

The school in the traditional sense is entitled to a vice-principal. The staff, however, opted not to have one but to use the administrative allowance combined with other educational leadership grants to pay for time for the educational leaders.

The community school coordinator teaches six hours per week to provide time for the educational leaders and a relief teacher entitlement provides time as well.

There is a full-time librarian at the school and a full-time learning assistant. These along with three teacher aides and a host of volunteers provide needed services at Maplewood. In addition, the auxiliary and support staff contribute to the warmth and friendliness

characteristic of Maplewood Community School,

Maplewood Community School Association

The Maplewood Community School Association was organized through a rather interesting process.

Since the beginning of the community school at Maplewood, two rather distinct groups had operated somewhat independently--the Parent Advisory Committee and the Community School Association. The Parent Advisory Committee was established as a "sounding board" for educational policy implementation at the school. The Community School Association was formed to implement a variety of recreational, educational and cultural programs at the school for all age groups and to discuss solutions to community problems. Parents, teachers and administrators comprised the advisory committee. The Community School Association comprised in addition to parents, teachers and administrators, representatives of any major association, interest group, or social service agency.

It soon became evident that educational policy and the social, economic and cultural development of the community were issues that overlapped. Attempts were made to amalgamate the two groups. It was realized that citizens who did not have children attending Maplewood might also have some input into the educational policies of the school. In addition, the membership of one association would be doubled giving a larger community representation.

After several meetings and discussions of the roles of each committee, at a joint meeting on April 26, 1976, the Parent Advisory Committee and the Community School Association gave unanimous approval to have one association--The Maplewood Community School Association. The

members have now to define their function and to develop a constitution.

Programs at Maplewood Community School

In addition to the K-VII core curriculum of the school, the majority of programs that run from 3:30 p.m. to 8:00 p.m. tend to be craft or recreation oriented and are organized mainly for children. The greatest need in the community appears to be for children's programs.

The community school coordinator and a program committee work on determining needs and developing new programs to be offered.

One program that has been fairly successful is the playcare program organized and operated by Family Services. This program is an integrated play program drop-in for parents and children of Maplewood Community School. Children range in ages from babes to three years. The drop-in attempts to provide children with the opportunity to play with other boys and girls and to get to know the school as a warm, comfortable and inviting place. Activities include painting, playdough, blocks, water, etc. The program provides a socializing process for children who might not otherwise have the opportunity.

The program, lasting for two hours weekly, is conducted in the Kindergarten classroom of the Maplewood Community School. It provides parents, too, with the opportunity of observing how their child interacts with other children. Resource people from the school, the Department of Health, and other community agencies discuss with interested parents topics relevant to their child's early development.

Agency Involvement

Maplewood Community School in its first year of operation is just beginning to tap the agency resources in the community. Some of the

agencies involved with the school include: the North Vancouver Recreation Commission sponsoring arts and crafts at the school; North Shore Neighborhood House; Family Services and the Maplewood Child Care Society operating a pre-school day care facility on district property within the Seymour River Park across from the school. The coordinator, with a group of primary children, visits the center weekly to play games, conduct a sing-a-long and interact with the day-care children. In addition, the Seymour Ratepayers, the Maplewood Tenants, the Heritage Strata Council, the Maplewood Garden Apartment Tenants, and the Riverside Mews Tenants use Maplewood School as a central location for their meetings and are involved in projects and solving problems of both community and school interest. Also, groups such as the Red Cross, the Royal Canadian Mounted Police, the District of North Vancouver Fire Department, the Vancouver Theatre and Puppet Guilds and the Vancouver Opera Society have been involved in a variety of ways either as volunteers for curriculum enrichment or as instructors of programs.

Summary

Through the efforts of the coordinator, parents and staff at Maplewood Community School are just beginning to discover, through their programs and involvement with the school and the community, more effective ways of determining how the community school can best serve the needs and interests of the Maplewood community.

WESTOVER COMMUNITY SCHOOL

Westover Community School is the most recent school in the district of North Vancouver to achieve community school status. Offi-

cially, the school will operate as a community school in September 1976. The 268 students from Kindergarten to Grade VII attending the school live within an attendance area less than one mile in radius. The people live in single family homes. There are no multiple dwellings or high rise apartments in the Westover community.

Community School Concept

Westover, like the other community schools in North Vancouver, has always encouraged parent involvement and the use of school facilities for evening purposes. The principal, teachers and Parent Advisory Committee have worked extensively during the past year examining the community school concept and its further development at Westover.

A joint planning committee consisting of parents, teachers and consultants developed a thorough in-depth submission entitled Westover - A Community School requesting school district recognition and support for Westover's development as a community school and the appointment of a community school coordinator. The submission was presented by a community representative at a School Board meeting and their request was approved on May 10, 1974.

The way in which Westover will develop as a community school will, of course, depend upon the needs, interest, support and involvement of parents, children, residents and staff. Some features of Westover as a community school might include the following:

1. Greater opportunities to utilize community resources in teaching and enriching basic skills;
2. Maximum use of the facilities for afternoon, evening and weekend recreation and adult education programs;

3. The development of a "Community School Council" consisting of parents, students, teachers, residents, to make decisions about aspects of professional development;
4. Greater coordination of service to the community;
5. A forum for residents to identify needs and issues and design solutions;
6. "A Community Centre" in the neighborhood where all age groups can socialize and help strengthen a "sense of community."

Included in Appendix B is a section of the Westover submission which exemplifies a high quality leadership on the part of professionals and community members in the planning stages of the community school.

SUMMARY

This chapter has dealt with some of the unique features of the community schools in North Vancouver. To justify this report as a resource document in community schools, the detailed description was considered necessary. Significant elements described were: the nature of the school and the community; the development of a philosophy including goals and objectives; formation of a community school association; organizational structure of the community school; the use of volunteers; agency representation in the community schools; community services and funding.

CHAPTER VII

ANALYSIS OF COMMUNITY SCHOOLS IN NORTH VANCOUVER

This chapter will attempt to analyze the community schools in North Vancouver, emphasizing process elements including: commitment; leadership; evaluation; orientation and in-service; programming; community involvement and use of school facilities. Two major issues discussed widely during the internship will be discussed, namely the District Coordinator's position and the issue of the new secondary community school. The chapter will conclude with a listing of some of the major accomplishments of community schools in North Vancouver as well as some of the major concerns of the district.

It must be stated at the outset that before achieving community school status, the schools in North Vancouver were in many respects "community" schools. By seeking community school status, the schools were provided with an extra staff person to coordinate all the community activities and to provide a link with the agencies as well as extra financial support.

Within the community schools there is found a variation of teaching styles ranging from the more traditional methods to the modern team teaching innovations in an open space setting. The community school concept is flexible enough to allow each style to exist. Some of the teachers have been on staffs for a number of years and have chosen to

remain throughout the implementation and development of the community school concept. New personnel including community school coordinators, however, are required to submit to a thorough screening and interview process based upon criteria established by the community schools for the selection of staff personnel. This is one way of ensuring that the right people will be employed for the right positions.

INITIAL IMPLEMENTATION OF COMMUNITY SCHOOLS IN NORTH VANCOUVER

It is recognized that initial planning is extremely important and essential to the success of a project. Initially, Queen Mary was identified by a reference group as a school where, because social problems were creating learning problems, the community school concept would provide some impetus for change. The principal and staff were not involved in the planning process. In retrospect this proved to be a most unwise approach to the implementation of a pilot project. There appeared to have been many problems in staff and community relationships throughout the beginning years of the project. However, efforts were made, particularly by Jack Stevens, to "heal the wounds" created by a so-called faulty beginning. It was probably through his strong belief in the community school concept and his perseverance that Queen Mary survived as a community school. However, with a change of administrative and staff personnel, Queen Mary is gradually discovering and recovering its identity as a community school.

COMMITMENT TO THE COMMUNITY SCHOOL CONCEPT

The North Vancouver School Board is to be commended for its high

level of commitment to and depth of support for the development of community schools within the school district of North Vancouver.

At the organizational level, community school has been integrated within the administrative organizational structure for the school district by being placed under the Division of Program and Development--a fact which facilitates the growth of community education as a total developmental process.

Each community school evolved according to the needs and unique character of each community. Therefore, each community school is different in many respects. The style of leadership, operation, perceptions of the concept, goals and objectives, implementation strategies and degree of community involvement vary from school to school.

Although the Board of School Trustees supports the concept through policy 1330 and a firm financial commitment, the general opinion of principals and coordinators was that the community school has not been a priority of the district administration. However, it is the feeling of the district administration that with provincial cutbacks and declining enrollments affecting School Board operation, including the fact that there is no financial support from the British Columbia Provincial Government for community schools, the community school is an "unnecessary" added responsibility.

The more recently developed community schools in their enthusiasm to function according to their basic philosophy have challenged the "traditional" power and authority structure in the vital area of community involvement in the decision-making process of the school. This concern over the issue of authority and control will in the future necessitate a reassessment and examination of the extent of the Board's

commitment with respect to community schools.

The energy, enthusiasm and extent of commitment of the community school coordinators are commendable. Through their commitment and support for the concept, they provide that vitalizing link between the professionals, the agencies, community school staffs, parents and community groups.

There exist varying degrees of staff commitment for the concept but generally teachers are very supportive because of the kinds of positive things that have developed through the community schools.

Although there is a broad base of support for the concept at the district level and teachers and community members exhibit a fair degree of general knowledge about the concept of community school, still, gaps exist in its application at the school operational level. In some cases "community school" is associated mainly with "community use of school facilities" or "adult activities during evening classes," or "the coordinator's office." The nature of the coordinator's role and the physical location of his/her office tend to engender this form of thinking. In some cases the coordinator's office is located in the basement or in an area of the school far removed from the central administrative area. In community schools where the coordinator's office is in a central location, the community schools seem to be more easily viewed as a total integrated facility.

It is not effective to consider administrators, teachers, community-school personnel, custodial and secretarial staff as separate and unrelated components in the operation of a community school. Support staff including volunteers, teacher aides, secretaries and custodians must be considered as necessary and vital members of the total staff of

the community school.

LEADERSHIP

In many respects, the community schools in North Vancouver largely reflect the leadership style and personal philosophy of the administration, notably that of the principal. Leadership styles differ in the five community schools ranging from the more "traditional" style to the open participative style of leadership. One striking example is that of Boundary Community School where the principal and coordinator are committed to social reform. The extent of their commitment to participatory decision-making, to community involvement and to creating a social climate of "openness" in every respect reflect that philosophy.

EVALUATION

Evaluation is considered an essential element in the development of any innovation. It is a component that was not seriously considered in the development of community school in North Vancouver. Each community school has developed its own criteria for evaluation, some to a greater, or lesser degree. All the community schools use an evaluation technique for various elements of the program in terms of its goals and objectives. Some use a check list rating system, while others use a formal survey. Self-evaluation is used by the coordinators, but at Boundary both the principal and the coordinator are evaluated by the community. Because of the nature of the community school concept, this is probably the way it should be. At the district level, however, there exists no formal evaluative criteria. Trustees, administrators, principals and coordinators are concerned about aspects of the growth of the

concept and in order to assess progress and determine future direction, it would be appropriate for the Board to initiate a major evaluation of all aspects of the operation of community schools in the district. Such a study is to be undertaken in the fall of 1976, but it is understood that only the financial aspect will be assessed.

ORIENTATION AND IN-SERVICE

Orientation of new personnel and on-going in-service activities exist in varying degrees. The usual form is through professional development days, workshops and meetings of various kinds. The necessity of training for leadership in the community school cannot be overemphasized. The orientation and on-going training of prospective teachers, coordinators, council members and volunteers is encouraged throughout the district. The presence of district administrators and principals at in-service activities and workshops prepared and conducted by each or all of the community schools in the district would lead to a better understanding of each other's work and would provide that basic on-going visible support and encouragement necessary for best performance.

PROGRAMMING

To many, including the district administration, community school programs in North Vancouver are seen as seventy-five percent adult education programs. No doubt, many of the programs are adult oriented as adult education is one of the components of community education, but in reality programs regarded as most successful are those which result from the needs and interests of the community. Determining community needs involves the very important process of making personal contacts

with every member of the community. This process is vital to the success of programs developed and it cannot be ignored. In other words, programs are not just "put on."

Community schools in North Vancouver have not achieved a total integration of the "optional program" with the core academic curriculum of the school. However, many believe that a community based curriculum is the only route to follow. Where integration of this kind does exist it is mainly through the initiative of individual teachers in the community schools. Teachers are encouraged to become actively involved with the community either through the "optional" programs or through the use of community resources to enrich learning experiences in the classroom. In some instances through teaching classes for a stated time, the coordinators provide a contact between the day school teachers and the evening program organizers. In other instances parents are represented on staff committees while teachers are represented on the executive of the community school associations. These illustrate some of the attempts at integration.

An important element in the program component of the community school that has not been emphasized in the community schools in North Vancouver is the development of and support for the summer programs. Difficulties exist in the organization of and funding for summer programs. Another difficulty centers around the role of the community school coordinator. Teachers in British Columbia are employed on a ten-month teacher contract. Therefore, one of the key leadership components is missing during the summer months. In addition, even in a school such as Queen Mary, interest and attendance at any school related program in the summer months is minimal. School related programs during the summer are

known to have very little appeal. No apparent need exists for them as the students usually have access to other means of enjoyment, particularly travel during the summer months.

COMMUNITY INVOLVEMENT

The degree of community involvement varies from school to school. Community involvement became an issue of major concern in the district during the spring of 1976. An effective and successful community school operation demands that all those served by the school be involved in the decision-making process of the school. This will be achieved only by an organizational structure that will provide for citizens and professionals to work together in the decision-making process. It seems that allowing citizens a voice in the determination of what happens in their community and its school is a logical step to take in view of current demands by citizens of communities. Probably the most significant factor thwarting citizen participation, apart from the current structure of the system, is the negative attitude of those most directly involved in the educational process, notably, the district administration, principals and teachers in the community schools. North Vancouver citizens have a role in matters pertaining to social and recreational programs. Ultimately, they will seek participation in other areas such as budget and personnel. This can come about through the development of mutual trust and cooperation among professionals and community members.

In the area of community involvement the Boundary Community School Association took the lead in requesting the School Board for the right to have parent participation in all staff selection. The North Vancouver Teachers' Association, voicing the reactions of teachers, was

critical of the process used. It was felt that decisions were made prematurely by the Board at that time and in effect Boundary was considered as isolating itself by making its decisions independently of other schools.

This situation certainly identifies a need for more effective communication at all levels of community school operation. Actually in their request Boundary was simply asking for the opportunity to have parents represented on an interview committee for the selection of staff personnel. The initial screening of candidates would be the School Board's responsibility as their policy indicates. Two of the School Board's policies relative to community schools are contained in Appendix A of this report. The impact of the Boundary request and the School Board's ultimate decision in the area of community involvement is yet to be known.

COMMUNITY USE OF SCHOOL FACILITIES

The concept of a community school involves the location in one building of facilities for educational, community, social, cultural and recreational use. In this way the building becomes a single identifiable center for the community and facilitates an increasing social interaction between the various groups using it. In addition, the combination of facilities can result in a greater coordination of the work of the different agencies, as well as a noticeable reduction in administrative and operating costs.

Some of the community schools in North Vancouver are limited in the kinds of community services they can facilitate through inadequate or lack of school facilities. When the community school concept became

an accepted reality in the district, certain adjustments in the already existing school buildings became necessary. Minor adjustments were made to provide space for a coordinator's office and in some cases an office for the social worker. Acceptance of the concept did not necessitate an additional new structure.

New additions are being planned for Boundary and Maplewood Community Schools. Both buildings are considered substandard and additional classroom space is needed. Parents, teachers and Board office personnel were involved in the planning of the new facilities. Both are planned to reflect the community school concept in accordance with the needs and wants of each community.

NEW SECONDARY SCHOOL FACILITY

Prior to 1974, the North Vancouver School Board had not expanded the community school concept into the secondary school area. However, a need for community and recreational facilities in the most eastern section of the district combined with a fundamental educational need led to a decision to build a new secondary school facility in the Deep Cove - Seymour area. People in the Seymour area were asking for a new approach to education--"one where sharing is the key" (Walkey/Olson, 1975:2). The report by Walkey/Olson Architects summarized the process and the results of the study conducted to involve the community in development programs for a community school facility in the eastern portion of the district.

The aspirations of the people were that the new community school facility should belong to all; that it should be an attractive place where the entire community, both young and old, can feel welcome at any time. It should be a place where a range of educational opportunities are available,

where students of all ages can share responsibility and become involved in a wide variety of activities in an open and friendly manner. (Walkey/Olson, 1975:2)

The decision to construct the school on the Myrtle Park site in the Municipality of the District of North Vancouver was made early in the planning stages. The setting was almost ideal: in an established neighborhood; on a park site; in an underserved area; with waterfront access. There was heavy community involvement and a relatively sophisticated planning process. However, the construction of the school was predicated on a fair amount of district (municipal) participation in the capital cost of the facility. Several things went wrong in the planning stages which eventually resulted in the district's withdrawal of their support. The situation has been termed by some as a "crisis in leadership"--an example of a lack of leadership from the District School Board office. As of the termination of the internship, the School Board was seeking an alternate site for the new secondary community school.

THE POSITION OF DISTRICT COORDINATOR

The contribution of Jack Stevens in the implementation and development of the community school concept in North Vancouver cannot be overlooked. Without doubt it was through his initiative and foresight that the community school movement was launched in the district. His perseverance saw it through the early developmental stages.

As District Coordinator, Jack Stevens has been a tremendous resource in providing support and encouragement to the principals, coordinators, staffs, community groups, and indeed to anyone involved with or expressing an interest in community schools.

Jack Stevens had defined his role very much on the periphery.

He, at no time, directly influenced the route by which a community school would develop. He regarded his position as a purely consultative one.

Since his resignation as of June 1976, the School Board has been faced with an assessment of its commitment to community schools and the fact of further expansion. A very real danger lies in having to cut back guaranteed services. This could possibly be one of the reasons why the administration of the district has not overtly supported and encouraged the growth of community schools in the district. The resignation of the District Coordinator precipitated a lot of discussion and debate which would not otherwise occur. The district is clearly out of the pilot stage with respect to community schools. Is the next step to move ahead aggressively, or slowly, or to rationalize their planning? What does this mean to the Board in terms of policy and regulation? What does it mean to the administrative support structure? These are basic questions confronting the Board and ones that demand careful deliberation. The Board, however, did decide to retain the District Coordinator's position but as of the termination of the internship no replacement had been made.

SOME POSITIVE ACCOMPLISHMENTS OF COMMUNITY SCHOOLS IN NORTH VANCOUVER

It is almost impossible to estimate the impact of community schools or to measure their accomplishments in the district of North Vancouver.

However, some of the positive aspects of community schools in the district might include:

1. The encouragement of a greater involvement by citizens through programs, volunteer activities, community school associations,

- committees, etc.;
2. The provision of work opportunities for people in the community;
 3. The potential for recognizing latent talents and skills among staff and community members and providing some incentive for further development of those skills and talents;
 4. Political impetus for community improvements;
 5. A re-established trust in education;
 6. The establishment of the school as a focal point for the community;
 7. The development of a feeling of a real "sense of community" within a warm, friendly, human, welcoming atmosphere;
 8. The provision of an opportunity for social interaction by groups using the school facilities;
 9. The enrichment of children's lives through a variety of recreational activities, through the greater use of community resources in learning activities and through the agency team working with children and their families who have particular needs;
 10. A base for disseminating information to parents and residents on services available;
 11. The development of a "partnership" with the home.

MAJOR CONCERNS OF COMMUNITY SCHOOL PRINCIPALS AND COORDINATORS

Although community schools appear to be firmly established in the North Vancouver school district, certain aspects of their operation and growth have become major concerns for the principals and coordinators who work directly with the community schools. Some of these concerns

are listed below. It should be noted that most of them center around communication, but more specifically they include:

1. The lack of visible support from school district administration;
2. The lack of district goals and objectives;
3. The uncertainty of the Board's future financial commitment to community schools;
4. The fear that the community school will be co-opted with adult education;
5. The expectations of the new District Coordinator and his relationship with the coordinators;
6. The lack of community school input into interviewing and selection for the positions of District Coordinator and community school principals;
7. The lack of community school facilities to carry out some of the extended programs determined by need in the communities as well as to facilitate the delivery of services by agencies;
8. Lack of understanding and acceptance by colleagues;
9. The difficulties in getting principals involved in broadening and strengthening their knowledge about community schools by attending various in-service activities, workshops, etc. organized and conducted by the community schools within the district;
10. The minimal use of community resources to enrich learning experiences in the classroom, including human and physical resources;
11. The implications of shared decision-making;
12. The lack of adequate feedback from the community;
13. The lack of adequate coordination of the work of the agencies.

SOME MAJOR CONCERNS OF TEACHERS

Teachers, too, experience inadequacies and frustrations with respect to their role as teacher in a community school. The expectations of their role tend to place constant demands upon their performance.

Their concerns include the following:

1. Inadequate knowledge of the concept;
2. Insufficient orientation to the community school;
3. Uncertainty of the role of the teacher in the community school;
4. That in the process of expending energy in developing adult programs, the academic program may be de-emphasized to some extent and the child in the whole process may be forgotten;
5. The heavy demands of consensus decision-making.

SUMMARY

This chapter has attempted a brief analysis of the system of community schools in the district of North Vancouver. It can be said that North Vancouver has paved the way for community schools in British Columbia. Substantial progress has been made at every level, attributed in no small measure, to the support of the community, agencies, school principals, coordinators, teachers, School Board Trustees and senior administrators. Each community school is different and each is at a different stage of development. Emphasis on the process--the coordinating, facilitative role of the community school coordinator is gradually replacing the role of direct delivery of programs and services. Given the high quality leadership and energetic enthusiastic support for the concept by the community, principals and coordinators, the potential

for a strengthening and further expansion of the community school concept in the school district of North Vancouver is possible.

CHAPTER VIII

SOME IMPLICATIONS FOR NEWFOUNDLAND

The following discussion results from insights gained while participating in the community schools of the North Vancouver School District. The discussion will take the form of a general commentary on and a comparison of the British Columbia and Newfoundland systems of education, the advantages of community schools for Newfoundland, some suggestions for implementation of community schools in this Province concluding with a few recommendations for the future.

THE BRITISH COLUMBIA AND NEWFOUNDLAND SYSTEMS

During the internship, attempts were made to compare the British Columbia system of education with that of the Newfoundland system. Although the education systems in the two provinces have much in common, each has unique features. The British Columbia system is a public school system, all schools being subject to the regulations set forth in the Public Schools Act for the Province and supported by a system of public taxation. The several independent schools in operation in British Columbia receive no financial support from the Provincial Government, though textbook subsidies have been afforded them within the last year or so. Recently the Independent School Boards presented a Brief to the Minister of Education seeking recognition as a viable alternative to the public school system. There appear to be indications that recognition

and thus financial help is forthcoming.

The Newfoundland system of education is a public denominational system, all schools being subject to the provisions of the Schools Act and supported financially from the general revenue of the Province.

Administratively, both systems are somewhat similar at the local school board level. It seems that school boards have similar problems everywhere—their main problem being a financial one. In many instances at the local district level, the school boards in British Columbia do not have to contend with a bus system the operation of which cuts out a substantial slice of the Newfoundland educational budget. Most schools in North Vancouver, for example, are within an attendance area of a one mile radius. This fact certainly facilitates the development of community schools within neighborhoods. In addition, in many communities in North Vancouver, the secondary schools are within the same neighborhood as the elementary schools. As previously mentioned, some of the community schools make use of the facilities of the secondary schools including the use of secondary school students as volunteers for many activities within the community schools. In many of our Newfoundland communities the only available indoor recreational facility is the high school. In some cases high schools are on the periphery of communities because of a compromise between community groups and thus are not readily accessible to people in either community. There are other instances in Newfoundland where high schools serve several communities. Although students attending such schools avail of the opportunity to utilize the recreational facilities, such facilities are not easily accessible to community groups because no one community identifies with the school.

Where schools, either elementary or high schools, do exist within

small Newfoundland settlements, they have a tradition of being the single, identifiable center for many community activities. In discussing community schools for Newfoundland, it is not to imply that the concept signifies something different from what is already happening in many of our communities. What is implied is a strengthening and expansion of a community-based involvement tending towards a greater coordination of existing services including the possibility of soliciting new services using the available facilities of the school.

The main point is that the mere designation of a school as a "community school" does not automatically mean that it suddenly becomes something different. The new label does bring with it additional personnel and resources that facilitate its development but substantial results will not be instantaneous.

FINANCES

Possibly it would not be appropriate to compare the British Columbia and the Newfoundland systems from a financial point of view. To do so would be almost ludicrous for it would entail a comparison of a "have" and a "have not" province. However, a consideration of certain organizational factors related to the financing of community schools would be most beneficial to this province when considering the implementation of a community school program.

One of the major factors in the implementation of any innovation involves financing the project. The cost of financing a community school will mean an investment in personnel such as district coordinators, community school coordinators and clerical help, as well as maintenance costs.

The additional cost to the North Vancouver School District resulting from the community school component has not been determined. A study is being undertaken for such an assessment in the fall of 1976. Since the community school is integrated within the organizational structure for the Board, financing respective to the community school is considered part of the general educational budget. Part of that School Board's financial commitment to community schools includes the employment of a community school coordinator, part-time secretarial help and \$5000 for paper and supplies. In addition, the "hidden cost" for the general maintenance of the building during community use is not determined. Community schools also rely heavily on local fund raising as a means of support.

In essence, with some financial commitment from the Board, a great deal of other financing is not really necessary. This is not to imply that much more could not be done with extra funding. Initially, efforts should be concentrated on the maximum use of existing facilities.

The community school component does not necessarily require additional facilities. The ideal is to have a facility, planned and built with community use in mind. In Canada such facilities are limited. In Vancouver there is only one--The Britannia Community Services Center--the culmination of almost ten years of collaborative planning between local citizens and civic agencies. The programs and services available at Britannia include a child care service; an integrated public school program from Kindergarten to Grade XII; a community education program offering credit and non-credit programs at the secondary and post-secondary level; a recreation program; a public library where school and public librarians, working as a single staff, serve students, teachers

and the general public; a community information center; a retired citizens' center and a teen center; and a coffee shop.

In North Vancouver minimal adjustments were made but no new facilities were added. A more diversified program could be offered if facilities and space were available. However, it is possible to operate a community school in existing school buildings and with a fair degree of flexibility.

THE ADVANTAGES OF COMMUNITY SCHOOLS FOR NEWFOUNDLAND

The advantages of community schools for Newfoundland would possibly accrue in the following areas: community involvement; use of volunteers; community use of school facilities; agency involvement in the school; the use of community resources to enhance learning experiences in the classroom; and in recreational and academic pursuits based on community needs.

Community Involvement

Special interest groups and self-interested individuals have always expressed the need to take part in the educational process of their school, not in the academic process as such, but in matters that affect them as parents. School districts have not always responded to the problems of parents in Newfoundland communities. The lack of understanding resulting from poor communication practices has opened the door to an increased activism from the public and in some cases even destructive behavior. One way of preventing this is to provide citizens with an adequate involvement in the school by which they will gain a better understanding of the school, its operation and its problems. Likewise,

through interaction with parents the professionals will gain a better understanding of the community, its people and its problems.

Use of Volunteers

Active involvement in the daily operations of a school as a volunteer is one means of community involvement that can be most meaningful for the volunteer and beneficial to the school. School systems in Newfoundland fail to recognize the wealth of human resources available in communities. At a time when school boards are forced because of economic restraints to cut back services in many areas affecting the educational process, the one who is most likely to be affected by such action is the classroom teacher. Volunteering parents can be valuable assets to children and to teachers. Perhaps the biggest problem in this province would be to change the attitudes of school boards, administrators and teachers towards the use of volunteers in the schools. However, it must be stated that volunteers should be encouraged, interviewed, and then placed to perform duties based upon the needs of teachers and the general needs of the school.

Community Use of School Facilities

One of the principal arguments advanced in favor of community education is that it permits more extensive use of school facilities—a sound economic argument, but the building is only a means of providing a program; it is not an end in itself.

Community use of schools refers primarily to utilization of school buildings for leisure activities after school, on weekends and during vacation periods. In embracing the community education concept other buildings may be used to facilitate the delivery of services to a

community.

Probably the greatest demand at present in this Province is for more and better educational facilities. The fact that schools in the Province have not been constructed with community use in mind, should not deter interested persons from implementing a community school program nor from obtaining maximum use from existing school buildings.

The report of a study conducted by P. J. Warren entitled Community Use of School Facilities in Newfoundland and Labrador published in January 1976, indicates that over twenty-five percent of the 581 schools (from which surveys were returned) in this Province are being used extensively by the community. Areas of use included educational, religious, recreational, and social activities offered after regular school hours (Warren, 1976:31).

The report also pointed out that many of the problems associated with community use of schools in this Province were similar to those identified in other areas. They included maintenance problems like extra fuel, lighting, cleaning, supervision and repairs. These problems will be manifested even throughout a community school operation. They are real problems no doubt, but as long as groups using the facilities can come to terms about the use and maintenance of the building, they are not insurmountable.

Other deterrants to greater community use of schools in the Province, according to the report, were related to the following:

- (a) The costs involved in opening up schools to the community.
- (b) The lack of clearly stated and clearly communicated policies regarding community use.
- (c) The self-protective attitudes of certain school personnel.
- (d) The location of certain schools relative to the concentration of population in an area. (Warren, 1976:40-41)

It was also indicated that there is an increasing support for the concept of community use of school facilities. It is not unlikely, then, that this wave of interest could probably be considered a base for the development of the community school concept in the Province of Newfoundland.

IMPLEMENTATION OF COMMUNITY SCHOOLS IN NEWFOUNDLAND

To promote the implementation of community schools in Newfoundland input from all levels of the educational system is required, namely, provincial, school district, local school communities, and Memorial University.

Memorial University

Part of the University's role in the implementation process would be to offer short courses, off-campus courses and summer school courses by experienced people in the field of community education. The graduate training program could be broadened to encourage more students to become involved in community education. A resource center set up at the University and easily accessible to students would encourage an interest in the community school concept. This resource center would include all available books and films relating to community education. Dissemination of information on community education would be a very important contribution to creating an interest in getting community schools started and in providing a source of on-going reference to an understanding of the basics of the concept. The University, as well, could be very much involved in the operation of the community school in the pilot project stage. University resource people could be members of a steering

committee or an evaluation committee. The University could be involved in doing the research for pilot projects. Student teachers could be placed in community schools for practice teaching sessions. Finally, the University could play a role in assisting with workshops and orientation and in setting up a training program for people interested in becoming community school coordinators.

Proposed Stages for Implementation of
Community Schools in Newfoundland

The following suggestions have resulted from insights gained through the internship in the North Vancouver School District. It is important that a planned process of implementation precede any innovation. There are very grave dangers in imposing the community school concept upon any school without involving the administration and staff of that school. The likelihood of the success of an imposed pilot project in the community school would be practically nil. For the Newfoundland situation, the implementation of a pilot project could possibly be accomplished in three phases.

Phase I. This phase would concern itself with developing some possible application, dissemination of information and a good selling job on the part of field people. At this stage no commitment is made but just some talking about and exploring the concept. Certainly some interest on the part of a school board and a superintendent to see a pilot project started is necessary. If this interest exists then a steering committee or implementation committee should be formed preferably through the Department of Education. It is important to avoid reference to any particular school at this stage. This committee would assume the

task of conducting a thorough study of the community school concept, of bringing in resource people, of holding a workshop and of reviewing the literature and films available. The goal in the first phase would be to study the concept and its application to the general situation of a particular area of this Province, for example, St. John's. A report would be compiled and submitted to the Department of Education for the next decision to be made.

Phase II. Once the applicability of the concept has been determined, the next phase over a period of a few months would involve getting principals and teachers interested and involved. When a decision has been made to conduct a pilot project, then two schools in two different communities should be identified--one in an inner-city type of community and another in a suburban, middle class community. Choosing two or more schools for a pilot project allows for a research model. Even though they will be two community-based models, one will emphasize more the social services component while the other will emphasize such components as community involvement, community-based curriculum, and the like.

Phase III. This phase will entail a thorough orientation for the staffs to be involved in all the planning stages for the community school. In fact everyone should be involved in this process--principals, vice-principals, consultants, teachers, secretaries, janitors, and students. In this stage goal-setting and evaluation processes are important. Leadership potential should be identified and some detailed planning should be done. A time commitment of two years is considered the minimum for any innovation.

RECOMMENDATIONS

The following recommendations reiterate those of other reports on community schools notably: Hancock, 1974; Tulk, 1974; and Warren, 1976. This was unavoidable due to the nature of the study and its specific application to the Newfoundland school system.

1. That the Provincial Government establish a special community school fund which, throughout a two-three year demonstration period would partially reimburse administrative costs incurred by 1) a committee set up to investigate the application of the community concept to the Newfoundland education system or 2) a school board requesting assistance in implementing programs.
2. That the Department of Education give close consideration to ways in which the Department can support the implementation of community school programs in Newfoundland.
3. That a committee be appointed to prepare a report on the implications of the community school approach to the Newfoundland system of education. Specific attention could be given to such areas as:
 - a) goal-setting and evaluation technique;
 - b) dissemination of information on community education;
 - c) workshops and in-service;
 - d) schools with greatest need;
 - e) recruitment and training of personnel;
 - f) relationship to existing agencies;
 - g) financing;
 - h) community involvement;

- i) community development;
 - j) effect upon curriculum.
4. That school boards in cooperation with Memorial University and the Newfoundland Teachers' Association sponsor both a seminar and an in-service training program in community education.
 5. That school boards encourage the use of volunteers in the schools within their school system.
 6. That school boards support the formation of committees which will become actively involved in the formation of community education policies at the local school district.
 7. That the recommendations of the report, Community Use of Schools in Newfoundland and Labrador by P. J. Warren, be implemented.
- Appendix C of this report contains a copy of these recommendations.

SUMMARY

This chapter has attempted to discuss some of the implications for implementing the community school concept in the Newfoundland school system. Suggestions were made in the light of a comparison between the British Columbia school system and the Newfoundland system. The advantages of the concept for this province were explored. A consideration of what Murray Ross has to say about implementing innovations might be an appropriate conclusion to this section of the report:

To seek to impose ideas or techniques or projects on the community when there is no desire for these may not always lead to failure. . . . The idea, technique or service may be accepted. But a community does not grow under such circumstances. It grows and develops capacity only as it develops will and desire.

to grow, only as it struggles and strives to overcome its difficulties, only as it achieves strength in the conquest of its own problems. (Ross, 1967:38)

CHAPTER IX

OVERVIEW OF THE INTERNSHIP

An internship in educational administration at Memorial University of Newfoundland may be classified as three distinct phases. The first phase consists of preparation and presentation of a proposal including a rationale, objectives, activities, methodology and in some cases a review of the literature of the specific area of study intended for the internship. The second phase provides an exposure to a variety of experiences within an educational institution. The third phase requires the submission of a formalized written report of the internship experiences. This chapter will focus on a personal evaluation of the internship.

THE INTERNSHIP ACTIVITIES

The internship proposal listed five general categories of activities or techniques to be employed in order to accomplish the specific objectives of the internship. As previously stated, these were necessarily general due to the limited knowledge available on the district at the writing of the proposal. However, following written consultation with Jack Stevens, the cooperating administrator, a more detailed list of activities was available about one month prior to the commencement of the internship. This proved to be extremely helpful in terms of preparation for the kinds of activities that would be pursued throughout the

duration of the internship. The list was fairly flexible to allow any adjustments considered necessary following the orientation phase.

Chapter I categorized the internship activities into three phases. An appraisal of each of these follows.

School District Orientation

This consisted of an intensive one-week familiarization period including such activities as: a study of the Board's administrative structure; the collection and investigation of the Board's policies pertaining to community schools; discussions with the District Coordinator for community schools, and several school district personnel; a study of the demographic features of the district and the initial contact with the community schools.

It was originally intended that a two week period be spent in each of two community schools in the district. However, through the initial contact with the community schools it became clear that each school was so very different in many ways. It was felt that in order to facilitate and validate the analysis of the total community school operation in the District of North Vancouver, it would be necessary to study the process of operation of each of the five community schools. This was the only change from the original list of activities that appeared necessary.

Considering the size and nature of the North Vancouver School District, a one-week orientation period was sufficient and most essential in establishing a rapport with the coordinating administrator and in formulating a perspective of the district both demographically and philosophically.

Community School Activities

This phase consisted of a five-week in-depth investigation of all aspects of the community schools within the district. Observation, discussion and interviews, collection of literature, and attendance at meetings formed the most extensive areas of activity.

Discussion and Interviews. During the internship the interview method proved to be the most valuable technique in establishing relationships of a personal and trustworthy nature as well as providing a base for most of the information contained in this report. Names or situations have not been mentioned to ensure confidentiality of the interviewees.

Some sixty or more people were interviewed throughout the entire internship. In the community schools individuals interviewed included: principals; community school coordinators; senior assistants; teachers; secretaries; teacher aides; L.I.P. staff; coordinators of agency services; volunteers; council or association members and custodians. Although contact was made with students, it was of an informal nature and no interviews were conducted for it was felt that at the primary and elementary level their comments would not contribute to the overall effectiveness of the study.

Outside the community schools interviews and discussions were held with trustees, school district administration including the superintendent of schools, the assistant superintendents, primary and intermediate consultants, the Director of Instruction, and the Director of Adult Education for the district, the president of the North Vancouver Teachers' Association, the Director of the Education V Program at the University

of British Columbia, as well as with several agency representatives.

Interviews were conducted at the convenience of the interviewees and wherever people worked or lunched including offices, classrooms, corridors, private homes, the University of British Columbia, restaurants (dinner meetings), staff rooms, lunch rooms, basements, libraries, and even in furnace rooms.

All those interviewed provided a unique perspective of the concept of community schools in the district. Although cassette taping was done the interviews were carried out in an atmosphere of friendliness and openness. This probably contributed to the invaluable content of the information obtained.

Collection of Literature. Exposure to a wealth of literature on every aspect of community schools both within the District of North Vancouver and elsewhere in Canada and the U.S.A. proved to be a valuable source of information during the internship and will provide a resource for future reference.

Meetings. Attendance at and participation in meetings of various kinds became an every-other-day task during the internship. Meetings at the community school level included: staff meetings; program development meetings; planning committee meetings; council meetings; a special meeting of principals and coordinators and community school coordinators' in-service meetings. Outside the community schools, School Board meetings were attended especially when any issue pertaining to community schools would be discussed. Other meetings included the Lynn Valley Steering Committee meeting, the British Columbia Community School Association meeting at Britannia Services Centre in Vancouver, a meeting of community

school coordinators and community program coordinators of the Capilano Community College, and the Extension of Services monthly meeting and the Canadian P.T.A. Federation annual meeting in Vancouver at which the coordinating administrator was guest speaker.

It was through these meetings that certain basic reactions surfaced, that the actors on the stage were identified, that the forces for change and resistance to change were made visible, and that the concerns of all those involved either directly or indirectly with community schools were expressed. Attendance at these meetings contributed to a broadening and more in-depth understanding of all the intricate nuances and their effect on the total operation of community schools in the district.

Assessment

This period consisted of the final two weeks of the internship in which an assessment was planned. This was in addition to the on-going assessment throughout the internship. These two weeks were flexible to allow opportunity for second interviews or return visits to schools or agencies where necessary and to coalesce the information obtained through interviews, discussions, meetings and literary reviews. Activities during this period consisted of further discussions and interviews, attendance of meetings, viewing video tapes of community school programs in action in the District of North Vancouver and in the community schools of the James Bay District in Victoria, British Columbia and the writing of a brief report for the Director of Program and Development on community schools in the district.

Summary

The internship in North Vancouver provided a most pleasant, enjoyable, educational and informative experience. This was in no small measure due to the interest, enthusiasm, and support for the community school concept displayed by Jack Stevens, the seer of the community school innovation in North Vancouver. It was a privilege to have the opportunity to benefit from his expertise and competence. As previously stated the broadening experience of the internship certainly far outweighs the contents of this report.

The place and timing of the internship were deemed appropriate for several reasons. The North Vancouver School District led the way for the community movement in British Columbia. Community schools in the district were fairly young and it was possible to observe their operation at different levels of evolution. The person who directed the initial implementation of community schools in North Vancouver was presently working at the district level as district community school coordinator and was willing to serve as cooperating administrator for the internship. With respect to time it could not have been more appropriate since several issues pertaining to community schools became major concerns for the district. These issues have already been discussed in Chapter VII of this report. In terms of duration, an eight week period was sufficient to accomplish the goals and objectives of the internship. This was so because of the nature and size of the district and the number of community schools in operation there.

THE INTERNSHIP REPORT

The internship report was intended to provide a description and

a subjective analysis of the total community school operation in the District of the North Vancouver School Board. As an introduction to this report Chapter I provided some background information to the internship while Chapter II provided an explanation of some of the issues relating to community education, referred to throughout the report. Chapters III, IV and V provided a description of the school district of North Vancouver, the processes of implementation of community schools within the district including the organizational structure for them.

Chapter VI presented an overview of the total operation of each of the five community schools in the district. Each school is diverse in nature and in its mode of operation. Each school as a community school reflects the unique character of the community it serves.

Chapter VII attempted to present a subjective analysis of the total community school program in the school district of North Vancouver in terms of the processes of operation. Included in the analysis are some of the major issues which developed during the time of the internship and which related to the School Board's commitment to the concept of community schools.

Chapter VIII provided some consideration of the community school concept for the Newfoundland setting as well as some possible suggestions for implementation in this province.

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APPENDICES

APPENDIX A

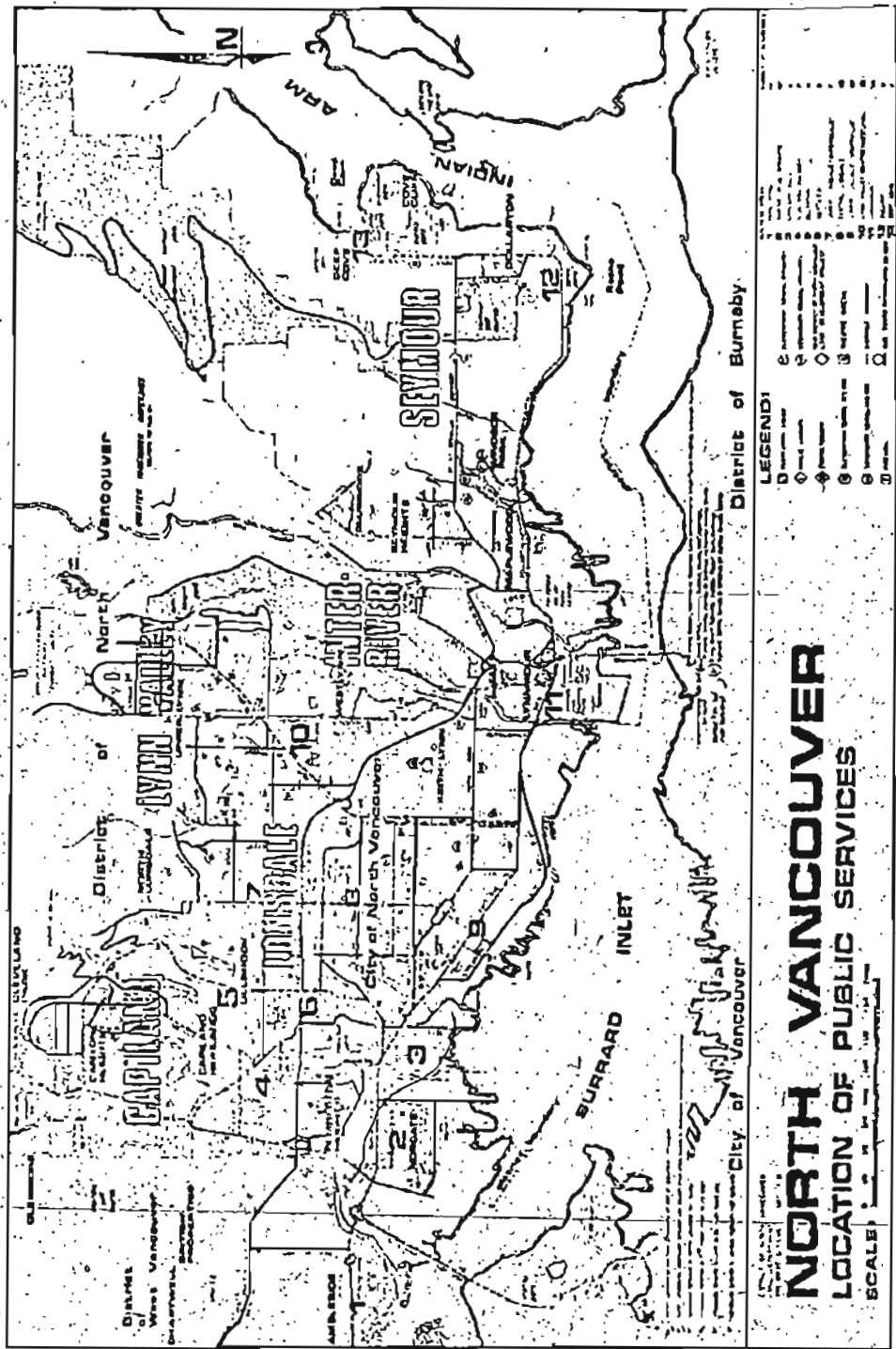
Map of North Vancouver

Organizational Charts for the District

School Board Policies

-- **Community Education and Community Schools**

-- **Community Use of School Facilities**



SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)

CHART I: ORGANIZATION, SEPTEMBER, 1975

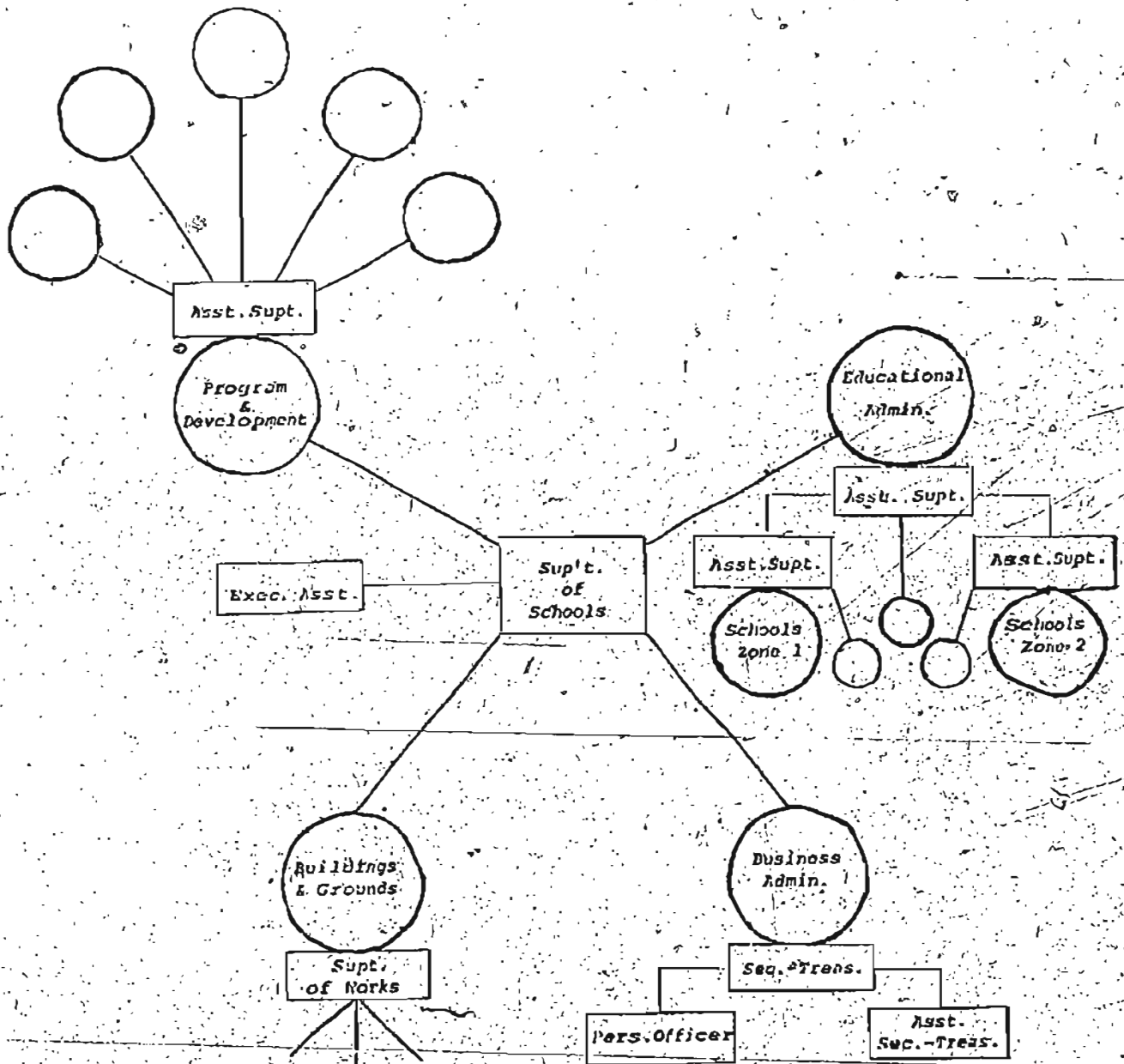
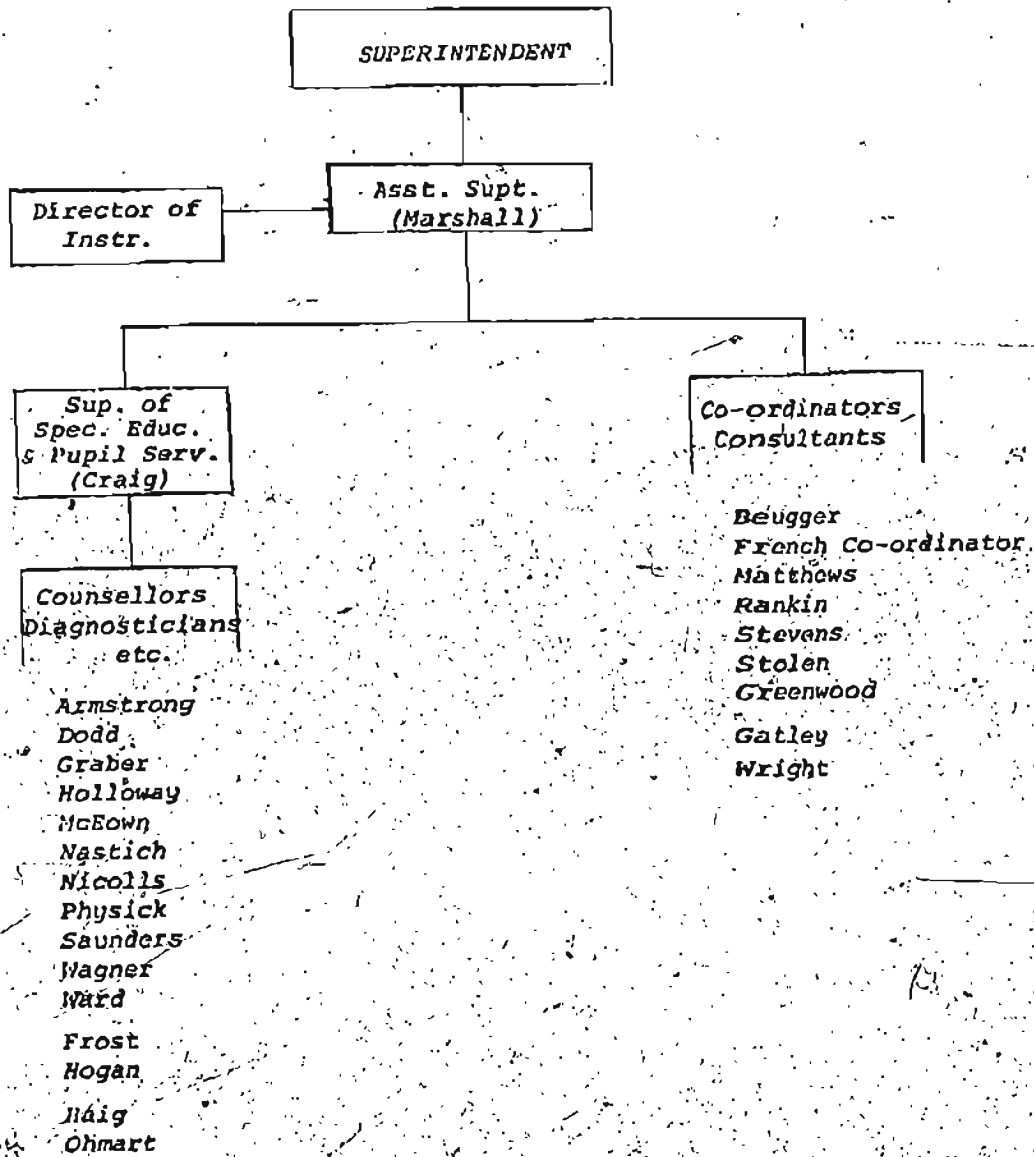


CHART III: DIVISION OF PROGRAM & DEVELOPMENT



Aug. 22/75
RAM/pm

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)POLICYADOPTED: May 27, 1974COMMUNITY EDUCATION AND COMMUNITY SCHOOLS

The North Vancouver Board of School Trustees endorses the concept of community education and supports and encourages the development of community schools throughout the school district.

Community Education is an educational process which serves all age groups in the community. The total resources of the community are employed to develop programs and services needed or desired by students, teachers and residents.

The Board supports and encourages the development of comprehensive educational-social-recreational programs at each community school, resulting from joint community school planning. To this end the Board enlists the active involvement of municipal councils.

Specifically, the Board supports the following basic objectives:

- the development of an effective organization for community school involvement;
- the development of a working relationship with private and public agencies;
- the effective utilization of school facilities for all age groups;
- the promotion of volunteer leadership in all phases of the program;
- the use of the total community, wherever appropriate, as a resource for the development of curricula.

The Board shall provide financial support for the development of Community Schools.

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)P O L I C Y

Adopted: 13/12/71

Revised: '26.4.76.

COMMUNITY USE OF SCHOOL FACILITIES

~~Community groups shall be permitted and encouraged to use school buildings and grounds for worthwhile purposes when such uses will not interfere with regular school requirements. All arrangements shall be subject to the provisions which follows:~~

1. The Secretary-Treasurer is authorized to approve and schedule the use of school facilities and school grounds by all school organizations for activities where an admission is charged or where no admission is charged.
2. The Secretary-Treasurer is authorized to approve and schedule the use of school facilities by non-school organizations in accordance with the regulation pertaining to this Policy.
3. Where, in the opinion of the Superintendent of Schools, the use of school facilities by a non-profit or charitable organization will be of general benefit to the community, he may waive all or part of the scheduled rental charges and shall report such action at the next regular meeting of the Board of School Trustees.
4. The Board does not compete with private halls, gymnasiums and the like; where such facilities are available the Board will refuse to lease to any group except non-profit or charitable organizations.
5. Community organizations be permitted to hold regular executive or monthly meetings in school premises free of charge, provided that extra janitorial services are not required.
6. Parent-Teacher Associations or school parent groups will be permitted to hold ten business meetings per year per school and one social and one money raising function per year free of charge, provided they are held on school days.
7. Any organized group of parents may be permitted to use, free of charge, a school room which is vacant or unused for a part or full day for the purpose of operating pre-school or Day Care programs on a non-profit basis, provided that such a program does not interfere with the regular school program. Such permission may be granted by the Superintendent of Schools or his delegate on written request, subject to regulations approved by the Board.

APPENDIX B

Excerpts from Leisure Services in British Columbia
(Broome Report)

"The Community School and Its Staff" -- Boundary
Community School

"Community Involvement in Staff Selection," Prepared
by the Superintendent of Schools

Westover--A Community School

Leisure Services in British Columbia (Broom Report), February 1974.

Queens Printer, Victoria, B.C.

This report has been examined with particular emphasis on its reference to Community Education and the Community School. I have taken some liberties with the order in which Dr. Broom made recommendations and have only indicated the rationale and recommendations which relate specifically to Community Education.

Jack Stevens June/74

School Design

If schools are to become community facilities all new school construction should adhere fully to the community school concept. Once again, the position adopted by the Ontario Report is equally applicable to British Columbia.

Schools are presently designed and built to meet the education requirements of school-aged children and not of the community at large. For all the talk about adult education and community use of schools, the location and relationships of classrooms, workshops, athletic facilities and library resource centres in schools are almost invariably based on the needs of formal education for children. In recent years, school design has made concessions to community use by making gymnasias, auditoria and swimming pools accessible from outside the building and by isolating these facilities from the rest of the school. Such arrangements are unfortunate since they tend to suggest that only certain parts of the school can be used by the community while the rest of the facilities remain out of bounds to all but students and school officials. We want to emphasize schools as community facilities which can serve a number of community needs and accommodate a wide variety of community activities and programs.

The design guidelines presently provided by the Ministry of Education and the criteria for Ministry approval of a school design are not based on accommodation of the wide range of services and activities that we envisage for the school and the community. We feel very strongly that school boards should be freed from the stringent guidelines of the Province which give the top, and only, priority in school design to formal education.

Top priority in planning and designing schools must be changed to reflect the aims and objectives of community education. Accessibility of all facilities to the community, breaking down the feeling of isolation from the community, stressing communication and interaction, allowing an interflow of adults and children throughout the school, and accommodating a wide range of community services and activities for people of all ages, should be among the criteria for school design. We are most concerned to achieve integration of the school into community life to promote the coordination of programs, services and facilities to meet the needs of a community. To ensure provision of facilities that will be more meaningful to both school and community, the community itself must be involved in the design process.

- 2 -

Accepting these community-based criteria will result in a very different approach to the provision of facilities for the community and for the formal schooling process. Our commitment to community education suggests that both the interest in, and need for, investment in specialized facilities will be reduced or changed. Education is not bound by current conceptions of time and space: what happens is more important than where it happens.

A school may be thought of as a centre for living and learning which could serve as a base for any community service. It could be a resource centre incorporating

- a public library
- a museum
- a public health clinic
- a study centre
- a social services consultation unit
- a child care and development centre
- a meeting place for the elderly
- a youth club
- a skill re-training centre
- an art gallery
- a recreation centre, indoor and outdoor
- an information centre
- a community communications post.

17. When new facilities and programs are being considered for funding, relevant committees should make sure that the views of the general public are being represented in facility design. It is vital that lobby groups representing sports and community groups should exert influence on facility design, but it is equally important that those other people in the community who are not represented by such groups are canvassed for their ideas and opinions.
(Paragraph 3.1)
18. The present distinction made between normal operating costs and community use costs for schools should be eliminated. The total costs of school plant operation should be classified as extraordinary expenditure and made eligible for provincial grants.
(Paragraph 3.3)
19. The Minister of Education should incorporate the principle of "a right and not just a privilege" into the intent and body of the legislation through the adoption of community involvement and coordination as basic guidelines.
(Paragraph 3.4)
20. That
 - 1) as a matter of urgency a comprehensive Province-wide study of the utilization of educational facilities and the concept of community schools be undertaken; and
 - 2) provincial legislation and school board policies which facilitate the community use of schools be developed with the least possible delay.
(Paragraph 3.4)

21. The criteria set by the Minister of Education for approval of school designs should be changed to reflect the aims and objectives of community education, and be based on the accommodation of a wide range of community-services and programs.
(Paragraph 3.5)
22. That the Department of Education in cooperation with other provincial government departments.
- 1) enunciate policies on cooperative construction, maintenance, and operation of educational facilities;
 - 2) draw up and widely distribute, a publication containing information and examples of dual provision of facilities; and
 - 3) establish machinery to ensure early discussion with school boards and municipalities concerning additions or modifications to school facilities to make them more suitable for community use.
(Paragraph 3.6-3.7)
23. That the Department of Education in order to permit a wider variety of activities.
- 1) review the approved sizes of activity rooms and gymnasia as down in the School Building Manual; and
 - 2) increase the range of approved facilities.
(Paragraph 3.8)
25. That, wherever possible, existing school facilities be made more suitable for community and school use by such modifications as:
- 1) expansion of gymnasia/activity rooms to a more functional size;
 - 2) additional rooms/wings for school/community use, particularly in the fine arts;
 - 3) additional storage for extra equipment;
 - 4) addition of a small refreshment room for community use;
 - 5) additional changing facilities for community use;
 - 6) provision of floodlights for tennis courts and other outdoor areas.
(Paragraph 3.10)
26. That community facilities, where compatible with climatic conditions, be modified to make possible additional community and school use by such additions as:
- 1) erection of bubbles on swimming pools and tennis courts;
 - 2) erection of concrete rings around tennis courts, which could then be flooded in winter to permit skating;
 - 3) construction of fitness circuits adjacent to community and school facilities thus facilitating the use of changing accommodation and other facilities.
(Paragraph 3.11)
29. That the Provincial Government, in conjunction with the Community Recreation Facilities Fund, establish an advisory service to communities on the design and operation of facilities.
(Paragraph 3.14)
31. That grants in excess of those normally given be made available to selected communities to construct experimental facilities, such as multi-purpose centres or those mentioned above. In conjunction with those experimental facilities, before and after studies of participation should be conducted.
34. That the viability of dual appointments as recreation director and adult education director, or community school director, or teacher, be considered for small communities throughout the Province.
(Paragraph 2.17)



**BOUNDARY
COMMUNITY
SCHOOL ASSOCIATION**

750 East 26th Street, North Vancouver, B.C. V7K 1A4 - Telephone: 985-7101

THE COMMUNITY SCHOOL AND ITS STAFF

a brief to the

Board of School Trustees
School District #44 (North Vancouver)

26 April, 1976

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PURPOSE: It is the purpose of this brief to acquaint the Board with the policy and procedures which Boundary Community School Association has developed with regard to staff selection at Boundary Community School. It endeavours to outline our understanding of the role and responsibilities of the Board, the growth and nature of parental involvement at the School, and the process through which the Association developed its policy.

BACKGROUND: Boundary Community School Association was formed on 18 November, 1974, and was recognized by the Board under Policy 1330 on 9 December, 1974. The Association was incorporated under the Societies Act on 8 December, 1975.

J. T. Cabeldu,
President.

Introduction:

Since its inception, Boundary Community School Association has involved parents, staff, and the community at large in every phase of its activities.

The administrative and financial affairs of the Association are handled by its Executive Committee, which consists of seven elected officers and directors, the Principal, and two members of the teaching staff appointed by the staff. Policy is developed by the Community School Council which is comprised of the Executive Committee, the chairmen of the standing committees of the Council and other persons whom the Council co-opts, either because they represent some activity-taking place at the School or because it is felt that they can make a valuable contribution to the Council.

Meetings of the Community School Council are open to the general membership of the Association, who often contribute to its deliberations. Most decisions are reached by consensus, recorded votes being used only in cases where no consensus can be reached or where it is desirable to proceed by resolution.

The Council's work is mainly carried on by its standing committees as follows:

- Program
- Finance
- Volunteers
- Community Affairs
- Premises and Property
- Education

The work of these committees, of the Council, and of the Executive, is co-ordinated by Mr. Clifford Boldt, Senior Assistant to the Principal for Community School Co-ordination, appointed by the Board effective 1 September, 1975. Mr. Boldt is also partly responsible for co-ordinating "the formal curriculum" with the community school program and has day-to-day charge of all programs involving the community. He is a member of the Community School Council.

Staff Selection 1975-76:

With the addition of Grade VI to the school planned for September, 1975, it was necessary in the Spring of that year to fill an academic post. It was also necessary to select a Community School Co-ordinator. There were no vacancies to be filled by reason of staff requests to transfer out.

The Executive Committee decided that, the Association having been in operation barely six months, it should not be involved in the selection process for the academic post but should be involved in the screening of the candidates for the Senior Assistant position.

In this connection a committee of the Executive was struck consisting of the two teaching staff representatives, the Principal, and two other members (the "Screening Committee").

The Screening Committee met on several occasions to determine criteria and develop procedures. The following procedure was adopted and carried out:

1. Candidates were short-listed by the Principal, in consultation with the School Board Administration.
2. Interviews with each candidate were conducted by the Screening Committee.
3. At the conclusion of the series of interviews, the Screening Committee had a choice of (a) listing the candidates in order of preference, or (b) requesting interviews with other candidates not previously short-listed. After lengthy discussion, the Screening Committee determined to make one recommendation and if that candidate were not available to request further interviews.
4. The Screening Committee's recommendation was made to the Superintendent of Schools by the Principal.

As it transpired, the recommended candidate was available and he was appointed to the post by the Board.

The staff of the School and the members of the Association were pleased with the process and its results, and the teaching staff expressed the desire for the system to be extended in future to encompass academic positions.

Staff Selection 1976-77:

The Education Committee, under the chairmanship of the Principal, expects 5 vacancies will require to be filled for the 1976-77 school year. Two represent new positions necessitated by the addition of Grade VII, completing the planned expansion of Boundary to providing a full K-7 elementary program. Parenthetically, it is interesting to note that not a single teacher has requested a transfer out from Boundary since it became a community school; the three teachers leaving this year are doing so for personal reasons and will not be teaching in the coming year.

Lengthy discussions were held at meetings of the Community School Council on the 22nd March and 20th April with a view to determining the wishes of the community and the staff. As a result of the first of these meetings, the Board was informed of our policy in this regard coupled with a request that the Board endorse the policy. At the second,

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the procedure for carrying out the policy was formalized. A Screening Committee similar to last years is to be struck with the change (based upon previous experience) that it can function with only three of its members - the Principal, one teacher, and one non-teacher.

The Screening Committee will make its recommendations to the Executive Committee which recommendations will be transmitted by the Executive to the School District.

The general policy and the procedures thereunder were adopted based upon the following premises:

1. That applicants will initially be screened by appropriate officials of the School District.
2. That applicants for interview are to be selected from a short list of those identified by (1) above.
3. That the final approval of applicants recommended will be made by designated officials of the School District.

At the present time a committee of the School staff has short-listed applicants from the list of applications from teachers and notice of transfer requests within the School District furnished to the Principal.

Each member of the Screening Committee participating in each interview will complete an "Interview Resume" (see Appendix A), a blank copy of which will be sent to each applicant prior to the interview as a guide to the areas of our concern.

Conclusion:

Parental involvement in non-instructional days, in curriculum enrichment and development, in the designing of new reporting procedures, and in planning the expansion of the School buildings, has enhanced the educational environment at Boundary. Taken together with the involvement of School and Community in programs of mutual benefit they have made Boundary a vital force in its community and an educational institution far above average, and one which may be unique in the School District.

In recent years, teaching and senior assistant positions in some elementary schools have been filled on the basis of recommendations of the staff in each school, a delegation of responsibility which this Association applauds. If this concept of local input is to be meaningful in a community school it is of paramount importance that the input include that of the other partner - the parent.

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It cannot be emphasized enough that there is increasing concern throughout British Columbia over the nature and quality of education in the public schools. One evidence of that concern has been the growth of schools which are community schools. Our desire is to maintain the high standards Boundary, its staff, parents, and students have set for themselves and urge the Board to endorse the policy we have developed.

All of which is respectfully submitted,

J. T. Cabeldu,

President.

INTERVIEW RESUME

(This is a CONFIDENTIAL document which when completed must remain in the possession of the Principal.)

Candidate: _____

General:

- awareness of current Community Education concepts.
- professional training and/or work experience.
- support for the expressed goals and objectives of the Community School.
- understanding of the interdependent nature of his/her work with respect to the child, the family, the community.
- enthusiasm for a team working relationship which includes colleagues, parents, students, professional and volunteer workers.
- knowledgeable in the areas of curriculum planning and child growth and development.
- attitude towards use of community resources in providing students with stimulating learning opportunities.
- committed to the concept of the school as a "neighborhood resource centre".
- committed to an "open decision making process" which allows for meaningful participation by teachers, parents, and children.
- willingness to participate in professional development activities which strengthen understanding of, and skill in, community education processes.
- (add any factors which you feel are important to your community school).

excellent
satisfactory

excellent
satisfactory 163

Personal:

- dedication to children.
- openness to others and to new ideas.
- secure personally; self confident.
- enthusiastic about his/her potential contribution.
- flexible, able to adjust easily.
- realistic - initially accepts children, colleagues, community as he/she finds them.
- non-judgemental- avoids categorizing people, ideas, issues.
- well organized - evidence of logical planning.
- empathetic - capable of feeling another persons problem.
- resourceful - an imaginative scrounger.
- committed - minimum two years.
- sense of humour.
- (add any additional factors which you feel are important to your community school).

Other _____

Comments: _____

Final Rating: In terms of this candidate's overall potential contribution to the development of this community school, my rating is (check one):

(NOTE: It is imperative that all information relative to candidates be kept confidential.)

- Outstanding
- Excellent
- Desirable
- Satisfactory
- Other

Name of Screening Committee member _____

Date _____ 1976.

COMMUNITY INVOLVEMENT

in

STAFF SELECTION

Periodic requests have been made over the past few years for community involvement in the selection of school staff. The most recent request, from the Boundary Community School Association, provides opportunity for a statement concerning the issue and its implications.

PRESENT SITUATION

At present, Board regulation outlines a definite procedure for selection of principals and vice-principals. The procedure is based on the assumption of appointment to the School District, not an individual school, with assignment and transfer left as a responsibility of the central office administration. The procedure, therefore, allows no direct involvement of staff or parents at the local school level, but in a number of instances written or oral statements from these groups have been submitted concerning criteria or qualities desired in the individual.

The responsibility for selection of other personnel is delegated to the Superintendent of Schools by Board regulation, with much of the specific procedure and choice in turn delegated to other central office personnel and principals. Patterns of selection vary among schools and situations, with other staff members playing a participatory role in some instances. Concerns expressed by teachers requesting transfer and by new applicants regarding the nature of this process have led to efforts this year to establish more definite procedural guidelines.

To this date, parents have not exercised a direct role in staff selection.

Senior Assistants (including Community School Co-ordinators) and Administrative Assistants are teachers on contract who receive one-year renewable appointments. They are appointed by the Superintendent on recommendation of the school principal. This year requests were made for some systematization of this process. Administrative procedures were therefore established which required a Selection Committee at each school to consist of the principal, a staff member, and the Zone Assistant Superintendent. The committee would then make a recommendation to the Superintendent. In the case of Senior Assistants who are Community School Co-ordinators, the Administration's position has been that since this is a one-year appointment, specific to the school, and of considerable significance to the community, the Selection Committee could also give opportunity for a community representative to interview and provide opinions on selected candidates who were first considered acceptable by the Committee.

THE ISSUE

Parents and community members are sincerely interested in the quality of the local school's program. That interest is very naturally translated into a responsible desire for involvement in, and in some cases control over important decisions affecting the school.

Few people would argue against the concept of community involvement. This District has clearly supported effective school-community liaison. Many trustees, administrative staff, and school personnel would also agree that schools could often do more to assure the necessary involvement of parents and school responsiveness to community needs.

The issue raised here is whether personnel selection is an appropriate area for such involvement, and if so, what the type and degree of that involvement ought to be. Present District policy and practice would indicate such involvement is inappropriate, or must be of a very limited nature.

The balance of this statement will present a rationale for the continuation of present practice.

RATIONALE FOR PRESENT PRACTICE

As previously stated, the importance of principals, teachers, and community school co-ordinators possessing the necessary qualities to work effectively with parents cannot be denied. This is, in fact, one of their major roles. However, a number of serious difficulties operate against the direct involvement of parents in the selection process:

1. Employment practices must be based upon a close relationship between authority and responsibility. By law, the School District is the employer, and therefore carries both the authority and responsibility for employment. Persons such as principals who are delegated some of this responsibility by the Board, must be constantly aware that they employ personnel on behalf of the Board to the entire District, not to the local school. It is not possible to delegate this authority to parents, since they are not responsible to the legal employer. Hiring, evaluation, and indeed when necessary, termination of employment are very closely related, and persons exercising such actions must be responsible to the legal employer.

Since employees are appointed to the District they have numerous personnel privileges, including the option of transfer from one school to another. Hence, vacancies on a school staff may very often, especially in a period of declining enrolment in the District, not be filled by new applicants. The option of accepting or not accepting such a transfer cannot be extended to the local community; it is a District responsibility.

2. The impact of personnel transfer is very considerable. The transfer of one person, for example a principal, usually involves a "ripple" effect on several schools, with any transfer thus "triggering" several others. By maintaining the transfer prerogative at the District level, the needs of the entire District can be taken into account at the same time, and transfers handled more-or-less simultaneously. Involvement of local community representatives in that process would not only be hopelessly time-consuming, taking months to complete, but would involve the assumption that presently-employed personnel must compete with new applicants for a position--an arrangement which is unacceptable.
3. The procedures of screening and selecting personnel involve careful scrutiny of confidential data on applicants. Protection of that confidentiality is extremely difficult to maintain as the number of persons involved increases, and particularly when persons outside the employed staff are involved.
4. Selection procedures which included such community participation would be unacceptable to many prospective applicants, and would therefore reduce the number of high-quality candidates.
5. The School District has a long standing commitment to the principle that the most effective means for lay persons to control education is through influencing and establishing policy, and evaluating the effectiveness of that policy; rather than by becoming involved in the details of educational action. At the School Board level, this is implemented through the development of policy statements, which outline the Board's intentions and objectives. Periodically it is then possible to assess the degree to which those intentions have been carried out and achieved.

The principle involved should also be applied at the local school, where parents should be encouraged to influence the directions the school takes, and to provide evaluative information on its success. Staff selection is an action matter, requiring considerable expertise, and parent involvement can therefore more properly be directed to broader issues.
6. Personnel administration is extremely complex in a large organization where actions must be taken within an ever-changing framework of contractual obligations and legal constraints. It is difficult to operate within such limitations even with only School District employees carrying out the actions--extension to participation by the community would greatly increase the risks of error.

SUMMARY

The requests for community involvement in school staffing represent a

genuine and well-intentioned desire for parents to influence positively the school's program. The particular area suggested, however, presents major difficulties, and is contrary to present Board policy and practice.

RECOMMENDATION

1. Parental and community involvement in educational decision-making at the school should be encouraged, but at a broader level than the selection of specific staff. School staffs could concentrate on developing that involvement in many areas of significance, including:
 - (a) Setting of school objectives, within provincial and District guidelines;
 - (b) Establishing priorities in school program;
 - (c) Participating in evaluation of the school's program (and perhaps, if appropriate means can be developed, even providing evaluative "feedback" directly to personnel);
 - (d) Reviewing budgetary allocations, and recommending priorities within them;
 - (e) Developing mechanisms for assuring that parent concerns are heard;
 - (f) Extending programs to the community-at-large.
2. With regard to staff selection, existing policy and practice should be re-iterated, and the following specific statements endorsed:
 - (a) Staff appointments are made to the District, not the individual school, and the responsibility to the Board for carrying out staff selection rests with designated Board employees;
 - (b) Community or parent organizations may state criteria or qualities desired in prospective staff, especially principals, and such statements will be given serious attention within the limits of available options;
 - (c) In the case of a Community School Co-ordinator, since the appointment is for a one-year term and is specific to the school, the Selection Committee may arrange for a community representative to interview and provide opinions as to the suitability of several candidates who are first considered by the Committee to be acceptable.
 - (d) Direct community involvement in the selection of other staff is discouraged.

RAW/pm
Apr. 23/76

WESTOVER - A COMMUNITY SCHOOL

Submitted to - Dr. R. A. Wickstrom,
Superintendent of Schools,
School District No. 44 (North Vancouver)
- Mr. R. J. Allinson,
Board of School Trustees,
School District No. 44 (North Vancouver)

RECOMMENDATIONS:

1. That Westover Elementary School be granted community school status
2. That Westover Elementary School be titled Westover Community School
3. That a full time Co-ordinator be appointed
4. That an additional 10 hours per week secretarial time be allocated
5. That additional allocation of paper supplies, furniture and equipment be granted

IN THIS SUBMISSION WE WILL:

- A. Describe a background of community involvement at Westover
- B. Review the planning process to date
- C. Identify some of the anticipated features of Westover's approach to Community Education
- D. Indicate the support of various groups and agencies
- E. Propose preliminary stages of implementation
- F. Indicate the need for effective evaluation
- G. Request school district support in the form of a Co-ordinator and supportive services

A. BACKGROUND OF COMMUNITY INVOLVEMENT AT WESTOVER

For several years, the staff and community of Westover have been interacting in the activities, programs and directions of this school. Both school and community have benefited from this process and at this time seek to extend citizen involvement in local decision making, inter-agency co-ordination and co-operation, and the utilization of local human and physical resources.

Current features of Westover's involvement with the community clearly indicate that we have begun to experience and work within the conceptual framework of a community school.

1. Community Access

(a) Traditional evening programs

i.e. youth groups in soccer, softball, Scouts, Forest Wardens, etc.

(b) Community sponsored and organized programs

Mrs. E. Leddy, with the support of the Parent Council and school, voluntarily organized a pilot program of after school and evening activities for residents in the community. The activities offered were based on a response to a community survey and were scheduled for one day per week. Programs offered included recreational, cultural, physical, and educational opportunities for children, youths, and adults in our community. The concept grew in its acceptance within our community until we had approximately 125 participants engaged in a variety of activities including:

gymnastics	creative dance
keep fit	macrame
guitar	badminton
parent discussion groups, etc.	

(b) Community sponsored and organized programs - Cont'd.

Where necessary, participants paid fees to offset the costs of the programs.

Feedback from the community is positive toward continuation and expansion.

2. Parent Consultation

The staff of Westover has always sought and valued parent input.

(a) Surveys

These are conducted whenever it appears necessary to achieve a broad base of community input to a new or proposed change in a school direction.

Two examples are the surveys that were conducted to evaluate the new Curriculum Enrichment Program and to assess the areas of concern with the procedures for reporting pupil progress. In both instances, the input from the community was carefully considered by staff committees. In the case of the Curriculum Enrichment program, it was confirmed as a desirable program and continued with modifications. In the case of the pupil progress reporting procedure, major revisions were made which, parents and teachers agree, have contributed to a much more effective communication.

(b) Educational Goals and Performance Rating

Parents and teachers participated in a project designed to prioritize educational goals for this school. Furthermore, the participants were asked to rate the perceived performance of this school relative to these goals. The result of this program has been that teachers and parents realized that there was a great

(b) Educational Goals and Performance Rating - Cont'd.

deal of similarity in their goals and perceptions of the school. Furthermore, the data has provided us with a "screen" through which we may determine the appropriateness of existing and potential programs.

(c) Volunteer Parent Aide Program

The children in the school have received tremendous benefit from the support of many parents who have voluntarily given of their time, energy, and talent. There are approximately 175 families sending children to the school and for each of the last two school years about 125 parents have participated in a variety of curricular and extra-curricular programs:

- hot dog sales
- field trip supervision
- sports day
- leadership and support roles in Curriculum Enrichment
- working, under the direction of teachers, with individual children
- enriching the curriculum by sharing their backgrounds, talents, hobbies, skills, etc. with the children
- assisting with team sports
- supervision with trampoline
- library aides

(d) Block Home Program

Many homes are presently participating in this program. Each of these homes is recognizable to the children by a common marker. The children know that in an emergency, persons in these homes are prepared to provide assistance.

(e) Parent Council

Over the past three years there has been an informal parent council group meeting with the principal and, on occasion, with guest resource persons. The purpose of this organization has been to ensure an opportunity for the community to express its reaction to existing and potential programs in the school.

(f) Co-operation with Community Service Agencies

Community service agencies have been involved with Westover School and community.

- North Vancouver Recreation Commission
- North Shore Neighbourhood House
- Family Service Centre
- R. C. M. P.
- North Shore Health Department

We recognize the value of these associations and view the Community School structure as a potential for better co-ordination and deployment of these and other services throughout our community.

In this first portion of our submission the planning committee has attempted to demonstrate that in many of its activities Westover and its community have had positive experiences within the conceptual framework of Community Education.

B. A REVIEW OF THE PLANNING PROCESS

The committee wishes to point to specific planning activities that have been conducted in preparation for Community School status.

After two years of informal discussions among staff, parents and with various resource persons, the staff of Westover struck a task force (September 1975) to examine the concept in depth. This task force was to conclude

its study with specific recommendations to staff.

For four months the task force examined the concept. Literature was surveyed. Discussions were held with co-ordinators, parents, teachers, and administrators of existing community schools. Various community schools in North Vancouver and nearby districts were visited and observed. Information was sought and gained from our District Consultant, Jack Stevens.

In January 1976, the members of the task force were unanimous in their recommendation to the staff: that Westover School proceed toward Community School status with September 1976 as target date. This recommendation has the unanimous support of staff.

A parent meeting was scheduled for February. The purpose of this meeting was to provide further clarification of the concept, announce the recommendation of staff, and to achieve support for continued planning toward implementation. As a result of the positive reaction and support at this meeting, a Joint Planning Committee was formed.

The Joint Planning Committee is composed of four parents, four teachers, Jack Stevens (facilitator) and Don Burbidge (trustee).

The terms of reference for this committee were:

- to increase understanding of committee members re Community School
- to inform the entire Westover community re Community School
- to assess the level of support in the community
- to present a brief to the Superintendent of Schools and the Board of School Trustees requesting Community School status

As a Planning Committee, we have met weekly since March 11, 1976. Our meetings have been facilitated by

Mr. Jack Stevens. During these meetings we have achieved a deeper understanding of the Community School concept and its underlying premises. We have done so through an examination of the literature, discussions and attendance at other Community School functions. We have circulated an information bulletin to all residents and surveyed their reactions (see Appendix A). The results of this survey are noted in Appendix B.

On the basis of this positive reaction we submit this brief for your consideration.

April 12, 1976 was a Non-Instructional Day at Westover. On this day the staff devoted its time exclusively to the concept of Community Education. The Agenda for the day is presented in Appendix C.

C. ANTICIPATED FEATURES OF WESTOVER COMMUNITY SCHOOL

There exist, within the Westover community, some distinctive features that will likely influence and shape the development of our Community School.

1. Relative Isolation from Services

Although the community is by no means remote in its location, it is on the eastern periphery of Lynn Valley and as such, is somewhat distant from any comprehensive recreational facility such as the North Vancouver Recreation Centre.

2. Teen Programs

The Lynn Valley area has the reputation of having a "youth problem". It is likely that programs involving teens in our area, in wholesome and relevant activities, will help to alleviate these problems in the future.

3. Sharing Between Age Groups

Although the Westover community is small it is by no means a homogeneous residential area. There are two distinct parts to our community:
- an area of older established homes, generally

3. Sharing Between Age Groups - Cont'd.

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occupied by the more senior members of our community

- newer homes, ranging from those presently under construction to five or six years old, generally occupied by younger families with school age children

A mixing and sharing between the age groups would enrich the lives of all residents.

4. Outdoor and Environmental Education Opportunities

Given Westover's proximity to Lynn Canyon Park, this community has an ideal opportunity to benefit from outdoor and environmental education programs.

At present the facilities of the park are used minimally. However, with organization and imaginative leadership there is a tremendous potential.

A tennis court has recently opened in the community. There is much interest and programs of instruction will likely be organized.

5. Family Life/Parent Education

Many parents have expressed need and interest in programs which will assist them with their family concerns and, more specifically, the challenging tasks related to raising children. They have participated in evening discussion groups. They have also been responsive and appreciative of assistance from agencies such as Family Services. There is a growing need for this kind of assistance and these residents are prepared to get involved.

6. Involvement in Curricula

The residents of this community have a history of active interest and participation in the school for the purpose of enhancing the quality of the educational programs. They wish to participate in a decision making capacity rather than as an advisory group. Within the curricula of the school there

6. Involvement in Curricula - Cont'd.

are many opportunities for parents to become knowledgeable participants and decision makers in the educational process.

7. A Focus for Community Activities

Westover School is centrally located within the community. It is within easy walking distance to all residents. It is a natural place for people of all ages to use for meetings, activities, and programs responsive to their needs.

8. Stability of Community

One of the strongest features of this community is its stability. Enrollment records of the school clearly indicate that residents do not move into this neighbourhood on a temporary basis. On the contrary, families move in with a view toward establishing themselves here on a fairly permanent basis. This phenomena provides the potential for the formation of a strong Community Council with assurances of continuity in its efforts.

D. SUPPORT FOR CONCEPT

The Planning Committee is appreciative of the support that it has received from various agencies and groups.

Residents in the community have been surveyed and the overwhelming response is positive.

Pupils, particularly those in senior grades where some discussion has taken place, look forward to participation.

Community agencies have expressed their support for the concept and a willingness to extend their services at a neighbourhood level.

The staff is unanimously committed to the product and process of Community Education.

We are also encouraged by the positive position adopted by the Board of School Trustees as indicated in polity No. 1330.

D. SUPPORT FOR CONCEPT. - Cont'd.

Letters of support from various agencies and individuals are presented in Appendix D.

E. IMPLEMENTATION

At this time the Planning Committee can anticipate some further steps toward implementation.

- 1. Selection and training of a Co-ordinator
- 2. A detailed survey of community needs and interests
- 3. Establishment of a representative Council
- 4. Orientation of new staff
- 5. Planning meetings with representatives of agencies
- 6. Establishment of general goals and initial program/service priorities
- 7. Development of evaluation process

F. EVALUATION PROCEDURES

It is difficult to identify, at this time, the specific procedures or instruments that will be used in evaluating the product and process of the proposed Community School. We are committed to effective methods of evaluation. Summative and formative evaluation will be valuable in providing data upon which we can make decisions for continuing improvement.

It is desirable that evaluation procedures be determined by those involved with and affected by the programs and decisions.

SUMMARY:

The School Trustees have exhibited their support of Community Schools by their statements and actions. They have provided co-ordinators and supportive services to four existing elementary schools. A District Co-ordinator of Community Schools renders staff support at the District level.

Our Planning Committee has provided a historical background, described the planning process to date, indicated the potential of the concept, and have made our recommendations.

The granting of community school status will contribute beneficially to the quality of education at Westover School and life in the Westover community.

APPENDIX C

District Co-ordinator of Community Schools

Role and Function

Volunteer Guide

Recommendations from Community Use of Schools in
Newfoundland and Labrador

November 27, 1975

District Co-ordinator - Community Schools

Role and Function

Role Description

The role of District Co-ordinator of Community Schools in School District 44 is a consultative - co-ordinating one. It carries no line responsibility in terms of community school co-ordinators, principals of community schools or professional staff in community schools.

The general function of the District Co-ordinator is to foster the development of Community Education and Community Schools within School District 44 consistent with School Board Policy and Administrative regulations. The District Co-ordinator is administratively responsible to the Assistant Superintendent, Program Development.

Key to Personal Priorities

- | | |
|------------------|--|
| V.H. - Very High | (Importance to District Co-ordinator, to development of concept, and time and effort required) |
| H. - High | |
| M. - Medium | |
| L. - Low | |

General Objectives

A. Professional Development

	D.C. Ranking	very satisfactory	satisfactory	undecided	unsatisfactory	very unsatisfactory
1. Plan and direct <u>comprehensive pre-service and in-service training program for co-ordinators</u>	VH	5	4	3	2	1
2. Participate in teacher professional development as requested	VH	5	4	3	2	1
3. <u>Orient new teachers in community schools as requested</u>	M	5	4	3	2	1
4. <u>Participate in professional development of central office staff as required</u>	L	5	4	3	2	1
5. <u>Participate in Central office/N.V.T.A. sponsored professional development programs</u>	L	5	4	3	2	1
6. Advise in U.B.C. Community Education Teacher Preparation Program	L	5	4	3	2	1
7. <u>Organize and lead a limited number of workshops and professional days outside the district</u>	H	5	4	3	2	1
8. <u>Maintain personal professional development by attending relevant local, provincial and national conferences, reading and contributions to professional literature</u>	H	5	4	3	2	1

D.C. Ranking	very satisfactory	satisfactory	undecided	unsatisfactory	very unsatisfactory
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B. Community School Development

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. Advise staff, elected officials and residents in all aspects of <u>planning and implementation</u> of community school programs and services | VH | 5 | 4 | 3 | 2 | 1 |
| 2. Make recommendations to the Superintendent regarding the <u>designation of community schools</u> | H | 5 | 4 | 3 | 2 | 1 |
| 3. Advise on <u>special service projects</u> involving public and private agencies | M | 5 | 4 | 3 | 2 | 1 |

C. Communication-Dissemination

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. <u>Maintain membership and leadership</u> in Community Education related organizations | L | 5 | 4 | 3 | 2 | 1 |
| 2. Prepare and distribute to co-ordinators, principals, teachers, agency personnel and parents <u>resource materials</u> on Community Education | H | 5 | 4 | 3 | 2 | 1 |
| 3. <u>Develop</u> , for training purposes, <u>video tape films</u> on components of Community Education | L | 5 | 4 | 3 | 2 | 1 |
| 4. <u>Develop</u> a district Community Education <u>resource library</u> | L | 5 | 4 | 3 | 2 | 1 |
| 5. <u>Maintain membership and involvement</u> in <u>Extension of Services Committee</u> of North Shore United Community Services | H | 5 | 4 | 3 | 2 | 1 |
| 6. Attend School Board meetings as required to provide <u>specific information</u> on Community Education related issues | L | 5 | 4 | 3 | 2 | 1 |
| 7. <u>Interpret</u> the <u>aims of Community Education</u> to the community at every opportunity | VH | 5 | 4 | 3 | 2 | 1 |

D. Personnel

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. <u>Co-ordinate</u> the recruitment, interview process and selection of community school co-ordinators | VH | 5 | 4 | 3 | 2 | 1 |
| 2. Assist with the recruitment, selection and assignment of L.I.P., O.F.Y., Student Employment and Special Project personnel. | H | 5 | 4 | 3 | 2 | 1 |
| 3. Advise agency and school personnel on <u>field placement opportunities</u> in Community Schools | M | 5 | 4 | 3 | 2 | 1 |

D.C. Ranking	very satisfactory	satisfactory	undecided	unsatisfactory	very unsatisfactory
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4. Advise on request, regarding selection and assignment of teachers in Community Schools

L	5	4	3	2	1
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E. Liaison

1. Maintain effective professional liaison and relationships with:

- co-ordinators and principals of community schools
- senior staff of public and private agencies
- appropriate staff of universities and colleges
- appropriate staff of City and District municipalities
- elected officials as required
- community school councils and associations
- North Vancouver Teachers Association
- appropriate Central Office Personnel

VH	5	4	3	2	1
VH	5	4	3	2	1
M	5	4	3	2	1
M	5	4	3	2	1
L	5	4	3	2	1
M	5	4	3	2	1
H	5	4	3	2	1
H	5	4	3	2	1

2. Serve as secretary to the School Board/Council Standing Committee on Community Schools

M	5	4	3	2	1
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F. Finance

1. Advise, as requested, on potential School Board-Municipal Cost Sharing arrangements

M	5	4	3	2	1
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2. Advise, as requested, on Provincial and Federal Funding Sources for Community School related projects

M	5	4	3	2	1
---	---	---	---	---	---

3. Assist school and community groups with the drafting of proposals and submissions

H	5	4	3	2	1
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4. Recommend local fund raising activities for Community Schools

M	5	4	3	2	1
---	---	---	---	---	---

5. Prepare School Board budget submissions concerning Community Schools

M	5	4	3	2	1
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G. Evaluation

1. Develop annually, concise performance objectives for the position of District Co-ordinator and discuss these with appropriate personnel

VH	5	4	3	2	1
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2. Involve appropriate persons from the community, agencies, and school system in the evaluation of the District Co-ordinator's performance

VH	5	4	3	2	1
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	D.C. Ranking	very satisfactory	satisfactory	undecided	unsatisfactory	very unsatisfactory
					185	
3. Assist Co-ordinators, Teachers, Principals, Councils and Community Organizations with <u>goal setting and evaluation procedures</u> .	H	5	4	3	2	1
4. Assist with the evaluation of student placements, personnel and services as requested	L	5	4	3	2	1
5. Co-operate with professional and community organizations in <u>assessing community needs</u>	M	5	4	3	2	1
6. Assist in the development of " <u>action research</u> " projects within the school/community	M	5	4	3	2	1
7. Assist undergraduate and graduate students undertaking research and evaluation within the field of Community Education	L	5	4	3	2	1
H. Facilities						
1. Advise co-ordinators, principals, central office administration, trustees, community organizations, municipal councils, Department of Education on <u>new Community/School facilities</u>	H	5	4	3	2	1
2. Advise principals and school facility committees on modification and/or expansion of <u>existing school facilities</u>	M	5	4	3	2	1
I. Policy Formation						
1. Advise Superintendent and School Board regarding new and revised policies and regulations	M	5	4	3	2	1
2. Advise co-ordinators, principals and community school councils on council formation, constitutions and by-laws, and policy formation	M	5	4	3	2	1
3. Advise, as requested, Municipal staff on policy matters within their jurisdiction	L	5	4	3	2	1
4. Advise, as requested, provincial organizations e.g. BCTF, BCSTA, on recommended policy formation	L	5	4	3	2	1

QUEEN MARY COMMUNITY SCHOOLVOLUNTEER GUIDEWELCOME

Welcome to Queen Mary Community School. We're excited that you care enough to get involved in the development of a truly community oriented school. In truth, without your support much of what we do would not happen. Volunteers play a key role in our school and are essential to bringing the community into the classroom and the classroom into the community. Thank you for sharing your valuable time and talents with us.

This manual was developed to give you an idea of what we are all about and the things we will be doing together. We hope that many of your questions will be answered in reading this and will be of value to you as you begin your volunteer experience with us. If you have any needs, problems, or suggestions, please feel free to drop into the community school office at any time. We hope you will enjoy being a member of our staff and offer our sincere appreciation for your service and support.

Mary Prothro
Community School
Co-ordinator

WHAT IS A COMMUNITY SCHOOL?

"The community school extends itself beyond the traditional concept of teaching children to one of identifying the needs, problems, and wants of the community and then assists in the development of facilities, programs, staff and leadership toward the end of improving the entire community. Operating for extended hours, the school acts as a catalyst for bringing community resources to bear on community problems."

(Minzey & LeTarte)

Queen Mary reflects this philosophy in many ways. Here we try to prepare children with the academic and social skills necessary to survive in today's society. Each child is considered as an individual with special needs and interests. What makes Queen Mary unique from other schools is its structure. Besides having an outstanding teaching staff, we work closely with other agencies such as Family Services, North Shore Neighborhood House, Manpower and the Recreation Commission. The Lower Eonsdale Information Centre and Housing Registry is housed in Queen Mary, providing a much needed service to our children and other persons living in our community. Our school also offers an after-school day care for children of working or single parents.

Providing guidance and direction for all these special services and programs is our Community School Association. This is an advisory council, meeting once a month, comprised of parents, staff, senior citizens and agency representatives from the Lower Lonsdale community. Participation in the council is open to anyone in the neighborhood and school who wishes to help find out what the community as a whole and as individuals need, and plans to meet those needs.

VOLUNTEER OPPORTUNITIES

Most of the volunteer tasks can be divided into five groups-- tutoring, clerical help, general classroom assistance, "special resource" enrichment, and community program leader.

Tutoring includes one-to-one help as well as small group work. It may take place in the classroom, though it is generally more desirable to find another quiet place. Tutoring is mainly concerned with math and reading and so usually involves:

- * working with flash cards
- * playing games
- * listening to reading
- * conducting drills

Clerical Help done by the volunteer frees the teacher and professional staff for other duties. It may include:

- * filing and duplicating materials
- * recording
- * preparing instructional materials: dittos, flash cards, games, bulletin boards, displays, etc.
- * providing school office assistance
- * providing library assistance

General Classroom Assistance provides that pair of hands the teacher needs. The volunteer may:

- * distribute materials,
- * tell or read stories
- * show films or work with other audio-visual materials
- * supervise special activities and field trips

The "Special Resource" Enrichment Volunteer is a person with specific training, interests, hobbies, talents, skills, collections or vocation. These volunteers come into the classroom at the teacher's invitation to present "short term" programs.

- * programs
- * lectures
- * mini-courses
- * illustrated talks

- * demonstrations
- * help with a special project
- * show a collection, display, film, etc.

Community Program Leader is also a person with specific training skills or interests. These volunteers share their knowledge with small groups of children or adults in an after-school or evening program. The programs are offered on a once a week basis for four to eight weeks. The kinds of volunteer leader programs offered in the past have included:

- * weaving
- * floor hockey
- * yoga
- * batik
- * volleyball
- * pottery
- * badminton
- * oil painting

WORKING TOGETHER

"The quality that will determine who are effective volunteers is the quiet resolution of the person who knows there is work to be done and knows he can do it."

Your competence will be respected as the staff and students learn that they can count on you to:

Support the aims and basic concepts of the overall school and the Queen Mary Community School Program.

Follow all regulations and procedures of the school and the volunteer unit.

Discuss any special problems with the teacher, the principal or the school co-ordinator.

Maintain consistent and regular attendance!

Observe discretion in commenting on school matters, including the performance of individual staff members.

Respect the confidential nature of records involving individual students.

Most of all, the school will depend on you to do the job you are asked to do. Sometimes, you will feel that all your skills and talents are not being properly utilized. Sometimes you may not even recognize the job as important. Sometimes you may be bored by what seems to you to be unrewarding tasks. Be FLEXIBLE and OPEN-MINDED. Discuss your problems with the teacher, the principal or the school co-ordinator.

It is not necessary to have a college degree, it is not necessary to have a formal education--it is only necessary to have an open and willing attitude toward the children, the teachers and the administrators!

VOLUNTEER TIPS AND PROCEDURES

1. Please arrive to do your volunteer work early. This lets us know that you are here and last minute arrangements can be made. It also gives you an opportunity to drink a cup of coffee and talk before getting started.
2. We ask each volunteer to come into the Community School Office upon arrival, cross their name off the attendance sheet and check the volunteer bulletin board. Any messages or special information for you will be left there. It is very important that you come into the office every day that you are working!
3. Every two weeks we ask you to fill out a volunteer feed-back form and give to the volunteer co-ordinator. This is to let us know how we can best help you with your work.
4. If, for any reason, you don't feel that you are having a valuable volunteer experience we would like you to let us know. We can work out most problems together. If a situation does arise that just can not be worked out we can change your assignment or help you find a new place to volunteer. We want you to know how much we value your work here, and are always willing to aide you in any way we can.

QUEEN MARY COMMUNITY SCHOOL STAFF

Name	Position	Where to Find Them
<u>Information Centre</u>		
Dianne Costain	Co-ordinator	Information Centre
Carole Miller	Housing Registry	" "
Bev. Crome		" "
<u>Custodial Staff</u>		
Tom Silva	Head Custodian	
John Fricker	Custodian	
W. F. Robinson	"	
A. G. Wocks	"	
<u>Day Care Centre</u>		
Ardonna Ogison	Supervisor) Contact through Community School Office
Gordon McIlwraith	Assistant Supervisor	
<u>Community School Staff</u>		
Mary Prothro	Community School Co-ordinator	Community School Office
Cora Ryan	Home Visitor) Contact through Community School Office
Gary Grams	Social Worker	

Name	Position	Where to Find Them
Sheelagh Green	Secretary	Community School Office
Val Leary	Crafts)
Peter Onuszkanyca	Building Supervisor) L.I.P. Staff
Keith Bennet	Program Supervisor) Contact through Community
Wendy Chandler	Communications) School Office
Shirley Hennessy	Book-keeper)
Enid Jones	Volunteer Co-ordinator)
Thorai Carrington	School Aide)	
Eileen Henriouille	" ")	Contact through Main
Jean Stirling	" ")	Office
Judy Horne	School Secretary	
<u>Special</u>		
Dick Nicholls	Counsellor	Contact through Main Office
Bette Rumble	Nurse	Nurse's Office
<u>Teachers</u>		
Addy, Mrs. R.		Room No. 8
Atkinson, Mrs. J.		Music
Birch, Mrs. M.		Remedial
		Room No. 4
Carruthers, Mrs. M.		Room No. 13
Chartres, Ms. L.		Room No. 12
Clarke, Mrs. B.		Open Area, Room No. 22
Cowell, Mr. B.		Room No. 11
Ewens, Mrs. C.		Room No. 5
Hama, Ms. K.		Room No. 9
Harrison, Mrs. M.		Kindergarten, Basement
Hoodless, Mrs. M.		Room No. 16
Jessiman, Mrs. V.		Open Area, Room No. 22
Kerr, Ms. B.		Room No. 18
Klesner, Miss P.	Senior Assistant	Remedial Reading
Kratzer, Miss T.	Principal	Principal's Office
Lanyon, Ms. D.		Room No. 7
Lawson, Ms. K.		Remedial
Lightbody, Mrs. E.		Room No. 10
Moss, Ms. M.		Room No. 14
Porter, Mrs. K.		Kindergarten, Basement
Salzberg, Miss S.	Librarian	Library, No. 19
Searle, Mrs. E.		Room No. 15
Schmidt, Mr. H.		Room No. 3
Scott, Mrs. P.		Classroom West Basement
Singh, Miss B.		Remedial Reading, West Basement

BILL OF RIGHTS FOR VOLUNTEERS

1. The right to be treated as a co-worker--not just as free help, not as a prima donna.

2. The right to a suitable assignment, with consideration for personal preference, temperament, life experience, education and employment background.
3. The right to training for the job—thoughtfully planned and effectively presented training.
4. The right to know as much about the organization as possible—its policies, its people, its program.
5. The right to continuing education on the job as a follow-up to initial training, information about new development, training for greater responsibility.
6. The right to sound guidance and direction by someone who is experienced, well-informed, patient, and thoughtful, and who has the time to invest in giving guidance.
7. The right to a place to work, an orderly, designated place, conducive to work and worthy of the job to be done.
8. The right to promotion and variety of experiences, through advancement to assignments of more responsibility, through transfer from one activity to another, through special assignments.
9. The right to be heard, to have a part in planning, to feel free to make suggestions, to have respect shown for an honest opinion.
10. The right to recognition in the form of promotion and awards, through day-to-day expressions of appreciation, and by being treated as a bonafide co-worker.

Burrard View School

RECOMMENDATIONS FROM COMMUNITY USE OF SCHOOLS IN
NEWFOUNDLAND AND LABRADOR (P. J. WARREN,
1976:46-51)

III. PROMOTING COMMUNITY USE AND
COMMUNITY EDUCATION

To promote community use of school facilities as an important step in the development of community education, action is required at all levels of the educational system--provincial, school district, and school. The recommendations outlined below are made with this in mind.

1. The traditional role of the school in Newfoundland should be extended. The school should use its facilities, its services, and its professional expertise to reach out to the community in new and significant ways. It should improve and expand those services offered to regular day-school students and offer new programs to meet the needs of the many other groups of people in the community. Courses offered for adults during the evenings, weekends, and summers could consist of basic education, courses for vocational or personal improvement, recreation, and instruction in special interest areas. This new and expanded role makes educational, social, and economic sense.
2. Consideration should be given to changing the Schools Act to make it mandatory rather than discretionary for school boards to make their facilities available to the community, subject to such regulations as will safeguard the public interest.
3. In consultation with Denominational Education Committees, the Newfoundland Department of Education should prepare a major policy statement outlining the importance of viewing all schools against a community setting. The statement should:
 - (a) legally define a school as an agent serving the educational needs of people of all ages on an extended day, week, and year basis,
 - (b) legalize the expenditure of funds for learning activities of persons not of traditional school age,
 - (c) suggest an equitable means of financing the operation of multi-purpose schools,
 - (d) further define the role of local school boards in this area,
 - (e) provide regulations for the hiring of additional school personnel, and
 - (f) develop sample sets of educational specifications for those facilities most commonly included in community schools.

4. The Department of Education should provide incentive grants to help a number of pilot projects in community education get started. These grants should make it possible for individual schools or small groups of schools to appoint part-time or full-time "community education co-ordinators" to promote and co-ordinate use of the school for such things as adult education and retraining; after-hour educational, recreational and social enrichment activities for the young; family education and counselling; civic affairs meetings and discussions; teenage counselling; youth club activities; job counselling and placement; and senior citizen activities.
5. School boards should provide a written statement of policy specifying the rules, regulations, and rental fees that govern the community use of school facilities, a copy of which should be made available to all community organizations requesting such use. Present policies often mean that school principals or school board representatives decide who in the community is allowed to use a school, at what time, under what circumstances, and for what purpose.
6. School boards should establish the basic organizational plan for community education in their district. Some procedures that have been found to be useful include the following:
 - (a) the appointment of a system-wide co-ordinator of community education,
 - (b) the formation of a system-wide ad hoc advisory committee of individuals representing various interests and groups in the community, and
 - (c) determination of a plan for forming an ad hoc committee for each school. Advisory committees are essential to examine the needs and interests of the community and determine how these needs and interests can best be met.
7. School boards should sign contractual agreements with the agencies and organizations wishing to utilize school facilities. These agreements should include at least:
 - (a) the date of use,
 - (b) the group involved,
 - (c) the proposed activity,
 - (d) the facilities and equipment required,
 - (e) the charges and rental rates employed,
 - (f) an agreement, on the part of the group wishing to utilize the facilities, to underwrite any damage due to their use of the premises,

- (g) an agreement, on the part of the group wishing to utilize the facilities, to assume responsibility for all liabilities arising as a result of occupancy, and
 - (h) an agreement, on the part of the group wishing to utilize the facilities, to abide by all the rules and regulations established by the school board.
8. School boards of different denominations and school boards and municipal authorities should give careful consideration to the possibility of jointly planning and operating buildings and other facilities for educational, recreational, cultural and other community purposes.
 9. Schools should be planned with multiple use in mind. The following are examples of what should be provided: adequate small rooms for meetings, adequate coat-hanging and washroom facilities adjacent to the gymnasium, easy access to the gymnasium from the outside, adequate storage space, adequate kitchen and refreshment services, adequate parking space and night lighting, suitable furniture (particularly in primary and elementary schools), adequate smoking areas, and adequate special areas such as home economics rooms, woodwork rooms, music rooms, and art rooms to serve community groups as well as day students. It should be stressed that multiple goals can best be served if there is early joint planning by all those interested in using the school.
 10. Memorial University should develop a program for the preparation of community school co-ordinators.
 11. Teachers and administrators should be prepared for the community education concept. Course content and the experiences of the teacher should give insight into how to co-operate and work with parents and other lay people as well as with all agencies in the community which give service to people. The community school concept requires that educators work with community people and programs in a far less structured manner than in the past.
 12. The community school should attempt to harness the knowledge and talent of a wide variety of individuals—young and old—in the provision of a community education program. Lying dormant in many communities are people who are able and, if sought, willing to provide services which represent a sizeable dollar value if these services had to be purchased. All they need to become involved is high-quality leadership.

IV. A FINAL WORD

The writer believes that many Newfoundlanders support the concept of community education. To hasten the implementation of this concept, the following resolution should be debated on every possible occasion:

Whereas schools are owned and maintained by people and most often represent the largest single investment in facilities in a community, and

Whereas schools are most often strategically located in communities and possess facilities and equipment which are adaptable for broader community use, and

Whereas the traditional use of schools for the purpose of educating young people five to six hours a day, five days a week, thirty-eight weeks a year is a luxury the citizens of any community can no longer afford, and

Whereas the problems facing our citizens today as they attempt to adjust to a changing society are so great that no one organization can continue to operate independently of other organizations, and

Whereas no single cohesive strategy exists for the development and utilization of community resources, especially for youth, the poor, the alienated, the handicapped, the minorities, and the aged, and

Whereas the philosophy of community education provides that the traditional role of the school be changed from that of being a formal learning center for young people to a community human development center which provides self-improvement activities to all segments of the population on a schedule that is virtually around-the-clock, around-the-year,

Be it resolved that the Government of the Province of Newfoundland and Labrador support the development and expansion of the philosophy of community education as it seeks, through the community school, to promote (1) the increased use of existing school facilities and personnel, (2) the construction of new multi-purpose facilities, and (3) the employment of additional community-oriented personnel for educational, recreational, social, cultural, and civic activities in response to community needs as determined by the people.



