



Making a Difference Together Together

November 2004

Saskatchewan Community Schools Association

President's Message

The provincial response to the Role of the School Task Force Final Report strongly endorses the vision for School^{PLUS} proposed by the Task Force. The Government agreed that the role of schools has changed and that schools have two primary functions:

- To educate children and youth – developing the whole child, intellectually, socially, emotionally and physically; and
- To support service delivery – that schools serve as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families.

In the Task Force on the Role of the School Interim Report, August 2000, it is noted, ... “the Community School program needs to be seen as a great success, and in the view of the Task Force the program should be expanded. Committed to partnerships between school staffs, parents and communities, they are the right way to ‘do’ school. In short, Community Schools represent a new excellent investment for society to make. They are especially helpful where a significant number of students are ‘at risk’ but their value is universal and their philosophy should be promoted throughout the province.”

One of the goals of our Community Schools as outlined in *Building Communities of Hope* is: student learning and success; a high quality education program; shared responsibility; comprehensive, responsive services; enhanced participation in public education by Indian and Métis peoples; community empowerment, equity and cultural harmony; and leadership in educational innovation.

This newsletter highlights and showcases many examples of academic programs in Community Schools that exemplifies the success of the Community School program referred to by the Task Force. Initiatives in community schools are a result of collaboration among schools, families, communities and partners. They have achieved remarkable success and benefit students, families and the community as a whole.



Maureen Strawson

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Literacy, Numeracy and Locally Developed Initiatives

Westmount Community School Saskatoon, SK

Westmount has been a Community School for almost 25 years now. We are an inner city school in Saskatoon and transience is a real issue for us. Like many other Community Schools, a number of our students cope with the effects that can come from living in poverty. These result in our students experiencing various learning challenges. At one time, Westmount Community School attempted to meet these challenges with the multi-age classroom and table-format groupings. After a few years it became evident to parents and staff that this was not the best solution for us. To meet our students' need for greater structure, we went back to the basics. Classrooms returned to straight grades or split grades if student numbers did not allow a teacher per grade. Desks were brought back and our classrooms took on a traditional-looking learning environment.

This structured approach was reinforced with a strong focus on academics. Early in the fall of 2003 staff came together to establish learning goals for students K to Grade 8 in English Language Arts and Mathematics. We were re-affirming the curriculum and teaching to it. This unified approach has resulted in higher than expected results in both target areas. In the 2004 Math Assessments Project survey our Grade Five students scored above the division and regional achievements in all categories and indeed above all the provincial levels as well. We are proud of our students and understand that less family transience for students in Grade Five also helped achieve these results. Our Grade Eight's were also tested and because of an overwhelming transience rate in that class, the group as a whole did not score as well. (Three of 50 students who had been registered in Gr. 8 last year remained in our school from Fall 2003 to June 2004 and of those three students only one student had been in our school for more than 1.5 years. The class size fluctuated and twelve students participated in Grade Eight Farewell at the end of the school year).

This year, as well as continuing the work started, Westmount is also participating in the Saskatoon Public School Division's Literacy for Life Program. The PWIM (Picture Word Induction Model) where students collectively "shake out" the words in poster pictures has students reading and writing at accelerated levels. We are excited at the difference this program is making for our students. We have two sections of the Read for Success in Grades four to eight. Students receive intensive word recognition comprehension and writing strategies to enhance and develop literacy skills. Just Read is another literacy initiative that involves the entire school reading during after-school hours. Our library has never seen such a high circulation of books! We need volunteers just to get the books reshelfed so they can go out again! It is wonderful to see what can be accomplished when the whole school community is working together in a common direction.

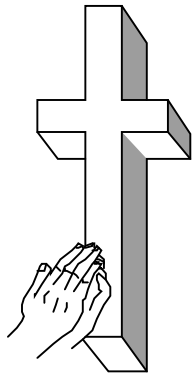
Carmen Prince, Community School Coordinator

Imperial Community School Regina, SK

A Message from the Write-Ons

The Write-Ons are part of the success teams established during the "Open the Door to our Community School". We started this year's writing project with one piece of writing from each student and staff member. The topic for this piece of writing was WE HAVE A DREAM and the writing itself took the form of a personal narrative. Students and staff wrote on the topic of bullying, the treatment of others in our world, a need for peace, the importance of belonging etc. Their "dreams" reflected the kind of world or school community in which they would like to belong. A picture of everyone was taken and his or her writing is displayed in the front hallway. By having the entire school body participate we hope to add to the sense of belonging that makes Imperial Community School such an amazing place to be.

Pat Gwilliam, Community School Coordinator



**Father
Gorman
Community School
Lloydminster, SK**

Partners in Learning - Involving Families In Literacy

Parents want their children to succeed in school, but very often have neither the confidence nor the materials with which to help them.

First of all, we involve parents in helping put backpacks together for Grade 1 and Grade 2 classes. Each year there are about 80 students involved in taking these backpacks home on a daily basis.

Secondly, we provide a support system for parents in the form of Literacy Backpacks designed to encourage parents to become actively involved in a natural way with their child's learning.

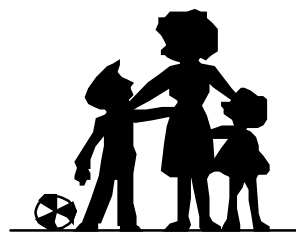
These Literacy Backpacks provide the following:

- 1) A guideline for activities that are a natural extension of everyday relationships between a parent and child;
- 2) A means of addressing all phases of literacy;
- 3) Demonstration to parents that literacy takes many forms;
- 4) Comfort and support through open-ended activities;
- 5) An extension of what is already happening at home;

We have created 60 Literacy Backpacks that have been funded through Lloydminster Credit Union.

These backpacks are also used during our Summer Literacy Camp that runs throughout July and August.

Literacy Backpack Committee



Faith, Family, and Learning

**Sacred Heart Community School
Moose Jaw, SK**

At Sacred Heart Community School in Moose Jaw our after school programs have emphasized academic enhancement. We have approximately 40 students in Grades 3, 4, and 5 enrolled in our Reading Club. After a small snack, our club members read books off-line then do on-line quizzes to earn points that they use to buy small prizes. The website we use is <http://www.bookadventure.com/> which is sponsored by Sylvan Learning Centres. The website is free and provides some prizes itself. Other prizes that we have given were donated by McDonald's and Burger King.

Students from Vanier College have served as volunteers for our Homework Help Program, working with children from Grades 1 through 6.

With the help of a parent volunteer, we have held cooking lessons for Grades 4 through 8. Our Grade 8 students spent an entire day cooking a turkey dinner with all the trimmings, including baked apple pies, dinner rolls, cooked vegetables, salads and homemade cranberry sauce. It was quite a feast.

Several of our evening programs have focused on Family Literacy. Turning Pages Together, an early literacy program, was so popular that we started holding monthly alumni sessions. Over one hundred students from five schools helped us celebrate the release of the newest Harry Potter book, *The Order of the Phoenix*, and about the same number attended a 100th birthday party for Dr. Seuss. Community Connections to Family Literacy held a Family Literacy Fun Night at our school with about forty families attending.

We look forward to another busy school year.....

Lori Lancaster
Community Education Program Supervisor

Kids not only need to read a lot but they need lots of books they can read right at their fingertips. They also need access to books that entice them, attract them to reading. Schools...can make it easy and unriskey for children to take books home for the evening or weekend by worrying less about losing books to children and more about losing children to illiteracy.

Richard L. Allington

Caswell Community School Saskatoon, SK

The AcTal Program in a Community School

While it is cliché to say that each Community School has its own flavor, I believe it is safe to say that Caswell Community School in Saskatoon is particularly unique. "Why?" one might ask. Caswell is not only a Community School, but it also houses the AcTal (Academically Talented) program which tries to meet the learning needs of gifted children.

Since the 1930's in Saskatoon, gifted students have gathered in congregated classroom settings in a variety of locations. In fact, the AcTal program was moved to Caswell School in the early 1980's, long before Caswell became a Community School. Students from schools primarily on the west and north sides of the river are invited in their Grade four year to attend Grades five to eight in congregated classes. Similarly, students on the east side of the river can attend Greystone Heights School.

How well does this seem to work? When a single grade has more than one class, each class develops its own unique identity. The same holds true at Caswell. Do the students interact much? It depends upon the situation. Over the years staff have contrived to combine classes from the two streams with very mixed results. Some Phys. Ed activities, often split by gender for a real purpose, have been the most successful. Occasionally field trips will work well, again depending upon the purpose. Most naturally students get to know each other best through extra curricular activities when they share common goals.

In my estimation a real benefit of having the AcTal program is the resulting greater diversity of people. I have had the pleasure of parenting three children who attended the AcTal program at Caswell as well as having taught here for many years. I see a real acceptance of others often not found elsewhere. I know my children and students have had a richer experience as they encounter such a range of people in the classroom, hallways and playground on a daily basis.

There are other reasons to celebrate our interesting mix. The AcTal students have enjoyed many extra opportunities such as Aboriginal cultural activities and other special events because they attend a Community School. Like all students, they benefit from designated TA attention as well as from the work that the coordinator and staff do for the entire school. In addition, a greater number of after-school opportunities exist which are often not available in the AcTal student's neighborhood school.

On the other hand events such as Science and Learning Fairs are often spearheaded by the AcTal teaching staff. Our students often bring more confidence and creativity which can

stimulate the entire general population. There is a bit of a different tone here than is found in many other places.

Yes, there have been a few divisions and misunderstandings throughout the years. After all, the AcTal program is a school within a school and as such must sometimes go its own way. Nonetheless, I feel that the positives for everyone far outweigh any negatives which result. It seems to be a win-win situation, one I hope will continue for a long time.

Dennis Flaherty



Arcola Community School Regina, SK

After the lovely cool summer we had, the staff and students at Arcola Community School are hard at work once again. We would like to highlight two special projects that we are doing this year.

1. First Steps Reading Program - This program starts with each individual student being assessed as to his/her reading skills at the start of each school year. The student is then monitored for growth throughout the year. First Steps Reading works along with the First Steps Writing Program to ensure that all students are able to read to the best of their ability. Teachers work with each student with the goal for him/her to improve at least one grade level in reading and writing skills each year. If students are working above grade level, the program ensures that their reading skills grow from whatever level they began at, thus enabling all students to continually show academic growth.

2. Builder's Club - this extra-curricular program is teaching students leadership and service skills while working through a literacy-based program. An extra activity this year will have students designing a school newspaper and writing the articles for the paper.

Rae Pelletier, Community School Coordinator

Lakeview Elementary School Meadow Lake, SK

Radio Flyers Club

We at Lakeview Elementary Community School would like to share with you our story. We decided one day that we liked how the Northern Schools had their school reports on at noon. We said "we can do that!" Then we thought, well maybe Pat can't but our Grade 4 students could. The next step was to find a radio station. The answer came with CFDM 105.4 FM Dwayne Derocher and Jack Tyler the local DJ's. When we asked them if they would be willing to coach our students through the process of reporting on the radio, they said, "sure, it sounds like fun!" Our selected Grade 4 students report our school news every two weeks. They collect and write a script with the help of Terry Craig (Principal) or Pat Gervais (School Coordinator). We have two students report at a time. Each broadcast is about 2 – 3 minutes in length. Parents are taping the events so they can hear their child on the radio. We play the broadcast to the entire school as a motivation device. Is it very exciting to hear our school news! What a wonderful way to let our community know about the happenings here at Lakeview! These students have a great opportunity to learn about the radio business and develop their own writing skills. This is truly a locally developed initiative. The response has been fantastic with all people involved feeling very proud! Here is our happy club!

Pat Gervais
Community School Coordinator



Confederation Park Community School Saskatoon, SK

Confederation Park Community School is located on the west side of Saskatoon. Confed, as it is fondly referred to by its students, is a wonderful center for learning and community engagement. Our school family is four hundred and fifty strong. We are fortunate to have many families who are new to Canada and the City of Saskatoon. Our school is truly a snap shot of all cultures that represent the Canadian mosaic.

We have indeed been busy this fall! In September our entire student and teaching body, including some parents attended a Pow Wow at the University of Saskatchewan. The morning began with a teaching on Pow Wow by Trustee Vernon Linklater. A power point presentation was prepared and presented by a Grade 2/3 class outlining what they had learned about a Pow Wow. Then it was off to the campus in 10 buses. This was a wonderful learning opportunity for everyone who attended. Not only did the students experience the rich cultural celebration of a Pow Wow, they also visited a variety of colleges on campus. The Meewasin Trail was ablaze with fall colours and the students enjoyed a nature walk on a perfect fall day. This care partner activity was a great way to get to know each other and bond as a school family.

The following day the community was invited to Come Fly With Us, an opportunity to celebrate As Our Learning Takes Flight. Our first annual kite day was a complete success. Every child had a kite that they had made with their care partner and our community was truly supportive of this initiative. Math, language, and visual arts were incorporated into this activity. Many parents and business partners joined us on this beautiful fall afternoon. Later we all enjoyed a snack that had been prepared for us by the "Community Connectors". This committed group of parents has chosen to learn and grow together within our school community. It is not an easy task to serve and prepare seven hundred and fifty muffins. We are very grateful for their efforts.

The first week in October Confederation Park Community School hosted its annual Fall Harvest Supper. Staff and community joined forces in the preparation of a supper for six hundred guests. The school was abuzz with activity. The process of preparing the meal took two days. It was a mammoth undertaking, but nothing is too big when a community pulls together.

Confederation Park Community School is an exceptional place for learning and community engagement. We are all very proud of our children, staff, parents, and community at large. We have only just begun to soar in how we learn together.

Cec Chambul, Community School Coordinator

Queen Mary Community School Prince Albert, SK

Teachers and the administration of Queen Mary Community School in Prince Albert have become concerned that a significant number of their students in Grades 3 - 8 are coming to school with their homework assignments incomplete. In evaluating this concern, the staff believed that there were many reasons for this lack of attention to homework. Some thought that the students may not understand the work and that parents may be too busy to help them or that parents themselves may not understand what is required by the classroom teacher. Secondly, some staff believed that many of our students are required to provide childcare for younger siblings, cook, and clean in order to help support their families, and do not have the time or perhaps the support necessary to complete their homework. Thirdly, there is a concern that some of our students and their families do not believe that homework is a necessary and important part of getting an education. Some students believe that schoolwork should be done in school and that they should not have to spend their time at home doing classroom work.

Regardless of the reasons why students are not getting their homework completed, the fact is that these students are falling behind and this has serious implications for their ability to compete with other students once they get to high school and eventually to the job market. In order to address this problem the staff at Queen Mary elected to establish a guided study hall. The goal of the guided study hall is to provide students with the skill, disposition, and direct supervision to ensure they complete their assignments and have a better chance to experience academic success. This intervention is designed to give students the opportunity to access school staff to assist them in completing their assignments. Teachers are the referral agents and are able to assign students to guided study hall during non-academic periods such as art and library. Guided study hall is open four periods during the school day and for one period after school.

Before implementing the program, administrators visited each classroom and talked to the students about the reasons for the guided study hall. Using the analogy of an Olympic class athlete, students were able to see that homework is the practice time that many athletes require to become Olympic class competitors. As such, most students now view the program as an opportunity to excel in their role as students rather than as a discipline strategy for getting homework completed.

The program is in its infancy and outcomes will not be known for some time. Nonetheless, staff members believe that this program sends important messages to our students and their families. It shows them that we believe that homework is an important part of getting an education. This program also

demonstrates that we have high expectations for students and believe that each individual can excel. This program can help students be the best they can be.

Bonnie Lucas
Vice-Principal



Stewart Hawke School Hudson Bay, SK

At Stewart Hawke our staff has always been proud of our students' academic success. In the past few years staff, who are constantly looking for new ways to bring the curriculum alive, have been rejuvenated as they work to make the foundational objectives of their curriculums become part of "hands on learning", the basis for their assessment and a part of encompassing the community in the children's daily learning.

Highlights of our Grade Two Program

Enid Davidson, Lorraine Kocay and Pat Monsees have undertaken a number of projects to ensure that children are learning, and to teach the children and our community that learning does not just take place within the walls of the school.

Each spring the children take part in a field trip to our Regional Park. Foundational Objectives from the Grade two Math, Science, Fine Arts, ELA and Social curriculums are brought to life as the children take part in a mapping activity (estimating, recording and measuring), environmental activity (listening, reporting, sketching, choosing), poetry and journal writing (observing, discussions, evaluation, compare, contrast and categorize) and a scavenger hunt (discovering, observation, choice categorizing, classifying and reporting).

In the spring the students also venture out on a "Math Walk" which is a culminating activity for the Grade two Math curriculum. During the Math Walk students record house numbers (which are later made into number sentences), count vehicles (which are later tallied and graphed), find prices of food items (which are later calculated to find the prices of family meals), record prices of gardening supplies, record the time throughout their trip, etc. The interpretation and analysis of the data is completed in the next two weeks as the students work through the "school activities" portion of their math walk booklet.

Highlights of our Storypack Program

This program began two years ago when two teachers, Lindsay Budnick and Phyllis Low, convinced a few staff members that we should work together to create Storypacks (a bag containing a fiction book, a non fiction book, materials to act out the story, and activities to develop language, fine and gross motor skills) which could be sent with our Kindergarten students. Two years later, we have approximately 50 Kindergarten packs, a complete set of Grade one packs (more child reading based) and a complete set of 40 Storypacks for Playschool, which were created by parents. We are extremely proud of our packs and are continually working to educate parents on the importance of “quality time” with their children.

Community Helps Out

It is nice when the community bombards you with real life learning experiences for the children and such is the case in Hudson Bay. Here are a few of the offers we have had this past month.

- Little Italy – Heather Hayworth, manager of the “Little Italy Restaurant’ has invited each of our classes for a free pizza dinner. What an excellent opportunity to practice table manners, manners in public, as well as to collect data for math problems which can be worked out at school
- Hudson Bay Fire Department provided a opportunity for our students to take part in a Fire Power Competition (which included dressing up like firemen, operating hoses and hitting targets), seeing the Jaws of Life work and having a tour of the fire station.
- Mayor Elvina Rumak invites two students to be mayor for a day each month. Mrs. Rumak will give them a hands-on tour of what she does as mayor of our urban community.
- Hudson Bay Farmer’s Market sets up a special day when our students can purchase items for five, ten and twenty-five cents. The students in Grades one to four get a chance to practice their math money skills first hand.

We would like to thank all the community schools that have shared their ideas with us in the past and we welcome you to contact us if you wish more details on any of the programs mentioned above.

Wendy Anderson

Jack Kemp Community School Lloydminster, SK

Jack Kemp Community School is in the second year of a three-year initiative to encourage literacy in our school. Since many of our students were unable to identify appropriate material to support their reading level, we sought ways to change this. As well, some of our parents are challenged with limited resources to provide their children with appropriate literature at home.

Our staff uses a variety of literacy strategies such as the Early Reading Intervention Program and an accelerated reading program, but felt the need to combine strategies and create a comprehensive literacy program for all students.

We decided to use research done by Fountas and Pinnell on leveled reading to level both the school library and classroom libraries. Leveling consists of determining a book’s reading difficulty, and assigning that book a color (shown with a sticker) that indicates the degree of difficulty. Each color represents an increased degree of reading sophistication from the beginning level to one that requires a high level of skill.

Each student has a literacy portfolio, which correlates to his/her level of reading. In the classroom students use book bags that contain an appropriately leveled book and a duo tang which teachers use to monitor student progress. Teachers assess a student’s reading placement by using running records and anecdotal records. A racetrack with colors correlating to the colored stickers on the books is then used to indicate student reading level. The students work their way through the colors and advance around the colored racetrack as their reading level increases.

In this, our second year of the project, we are continuing to emphasize reading but are including other literacy facets such as graphic organizers and a writing continuum to support all aspects of literacy.

To date, we have found that school library and classroom books are more effectively and widely used. Students independently choose books at their level and are successful in reading them. Their comprehension has improved as demonstrated by their ability to orally answer higher-level questions. The improved achievement has fostered increased student confidence. Each student runs his/her own individual race so competition is minimized.

Parents see their children reading for entertainment and enjoyment. Communication with parents about the project’s progress is maintained through literacy newsletters and during parent/teacher conferences. As well, Literacy nights for parents are part of this years plan.

Even though we are only in year two of our project we feel much has been achieved. Students at all levels seem excited about reading and are experiencing success. Teachers are pleased that once routines are established, students are eager to have their daily fifteen-minute reading time. Through working with parents, teachers and students, our goal at Jack Kemp Community school is to create a literacy program that will be sustainable for years to come.

Sandra Youngchief, Community School Coordinator

Royal West Campus Saskatoon, SK

Class Server Program

Royal West Campus, a satellite school of Mount Royal Collegiate, provides an educational program for students who have already completed four years of high school and are still trying to obtain their Grade 12 status or upgrade in a variety of areas. The program provides regular, extension, continuous progress and online classes.

This year, Royal West is piloting the Microsoft Class Server Program. This program is only being piloted in two school divisions at this time: Saskatoon Public School Division and a school division in New Zealand.

The Class Server Program provides learning-management features that help teachers manage their curriculum online, assess their students' achievements against curriculum standards, and generate reports on the results. Students and parents can get information online about classes, assignments and curriculum standards on the Companion Class Server - Student Web site. The Class Server Program enables teachers to do the following common teacher tasks:

- Create, edit and assign learning resources.
- Create, distribute, grade and return assignments - When teachers grade an assignment they can easily evaluate students' work using standards and provide individualized feedback even if the work is submitted on paper or as an oral presentation.
- Align learning resources with curriculum standards provided by the curriculum director - Learning resources and assignments can contain questions just like those on a traditional paper assignment. Many types of questions, such as multiple choice or fill in the blank, can be automatically graded (autograded) in Class Server. For assignments that contain writing elements, you can include rubrics to help you grade manually.
- Assess assignments against curriculum standards - After an assignment has been graded, you can use the reporting feature to get a high-level view of how your whole class or specific students within the class, did on the assignment. Within a report, you can click a score to view the actual assignment and the work that generated the score. You can adjust the score if necessary.
- Create, print, and export reports that show student scores and assessments against standards - Class Server reports also enable you to capture grading and standards assessment data to help you identify student needs and prepare administrative reports.

The ultimate goal of the Project is for teachers to mesh the Class Server Program with the School Division's Integrate

(marks) and SIS (attendance) systems. For more information on the Class Server Program, contact Mr. Paul Janzen, Royal West Campus, (306) 683-7532.



Enthusiasm is contagious;
start an epidemic.

Don Ward

Jubilee Elementary School Meadow Lake, SK

Jubilee Elementary School has a strong home-reading program. To a large extent, its success is due to the commitment of our parents and volunteers. Every child in our school grades 1 - 4 has a home-reading bag for their leveled book and reading log that are sent home nightly. The child reads aloud to an adult or older sibling who will listen to them read and that person then signs the reading log. The following day at school every child reads their book aloud to a volunteer.

Approximately sixty hours per week of volunteer time is required. Many parents, grandparents and community members volunteer to listen to our developing readers. We are grateful to have partnerships with the local United Church and the Northwest Regional College who provide us with many volunteers for the program. As well, the program is supported by a home-reading liaison who assists teachers in coordinating volunteers, listens to students, makes home visits and works with the Meadow Lake Literacy Partnership, an interagency group to promote literacy in our community.

It should be noted that our Kindergarten students have reading bags too. They take library books and a reading log home nightly. Parents/guardians are encouraged to read to their child.

Our data indicates that this program has helped to increase student achievement in reading.

To turn math into family fun has been a school goal. Each month a math game is inserted into our school newsletter. Games that require simple materials to play are chosen. Students are taught the game at school, so are able to teach it to their family at home. During our monthly Math Munchers the games are sometimes used. Math Munchers are like reading buddies. Younger students are paired up with older students to enjoy fun math activities together.

Joanne Gislason, Principal

Saskatchewan Learning Reports

Responsive Curriculum and Instruction and Community Education

Schools engage with youth, families and communities, in support of student learning. Responsive curriculum and instruction that honors and includes parents, families and community through engagement supports meaningful student learning and results in students feeling a greater sense of belonging within the community. Successfully implementing community education philosophy and practices has a significant impact at the classroom level.

Using a full range of instructional strategies provides opportunities for flexibility and creativity, for example using the community as the classroom and community resource people to enhance existing curriculum through their expertise. This approach also serves to promote a stronger sense of connection and pride between students and their community. The following story illustrates how students, families and community members can contribute to existing curriculum and strengthen support for teaching and learning through the development of a Health Education Liaison Committee.

At an annual board meeting in a small rural community in Saskatchewan, about 200 community members were in attendance voicing their concern and dismay about the Grade 9 Health Program – they were concerned about what was being taught and questioning if it should be taught. Three months after this board meeting, the issues raised were not yet resolved. A new teacher to the school and the principal discussed the idea of developing a Community Health Education Liaison Committee as is recommended by the provincial health education curriculum. Within the guide there are suggestions of who to include in such a committee. They decided to invite:

- *community members who had strong views against many of the areas in the health education curriculum;*
- *representatives from community agencies;*
- *Aboriginal professionals and parents; and,*
- *two students who were given an equitable role with the adults in the group.*

Part of the process was educating the group about the curriculum, involving them in looking at available resources, identifying bias and actively participating in the evaluation of the resources. Together they worked on unit planning and decided upon the amount of detail to be covered within curriculum objectives. Following this process, this team of

community members, students and educators made a presentation to the board about the health education program offered at the school. Each member of the team had a role in the presentation. It became a cohesive group – “we”.

By the end of the year this group became a strong advocate for the school and the health education curriculum and in fact more areas within the health education curriculum were taught than previously. Each member of the group grew in their understanding of the curriculum. The youth on the team were significant as they reinforced to the adults their need to know the information.

This Health Liaison Committee has been in operation for the last ten years. The current level of involvement of the committee varies depending upon the issues.

Community Education Unit, Saskatchewan Learning

Farewell To Faye Moen

Anybody who has had the privilege of working with Faye Moen during the past six or seven years knows just how much she will be missed in the community education world. Faye has worked with the Community Education Unit at Sask Learning for the past 4 years. Prior to that, Faye was the Community School Coordinator at St. Mary's Community School in North Battleford.

Faye brought so many gifts and talents to community education that it is difficult to know where to begin. She is the kind of leader who is exceptional at encouraging others to lead. She is very adept at recognizing the gifts in others. She is an exceptional facilitator. Her deep commitment to hearing the voices of those who are not always included has inspired many. Faye is a kind and gentle person who speaks her mind and whose quick humour and sense of fun infects all who have been so lucky to work with her. She has been a great friend, mentor and support to many parents, children, staff and community members.

Faye has accepted a one-year term position with Saskatchewan Justice where many of her skills will be put to excellent use as a Mediator/Dispute Resolution Consultant. As well as providing mediation and facilitation services, she will work with others to design workshops to help organizations in dealing with change. Faye, from your many friends and fans in community education, we are going to miss you. We wish you every good thing on this next part of your journey.

SCSA Reports

Greetings from my cluttered desk!

If I haven't yet met you at an SCSA meeting, a Saskatchewan Learning Working Group meeting or over the phone, I hope to meet you at our upcoming conference. Here's a brief introduction – I began working part time for SCSA last February. I work from my home, which is near Abernethy and I am on the road for SCSA about once a month. Along with the hardworking crew of volunteers who keep SCSA vibrant, I have been mainly working on the conference KEEPING OUR ROOTS ALIVE, our new website and the Pre-K Planting Dreams Backpack Program.

On a very cold day last May, I shivered with a couple of hundred others outside Riverside Community School in Prince Albert as school and community members joined executives from Weyerhaeuser to celebrate the planting of the 100th Million Seedling and the partnership between Weyerhaeuser and the SCSA. Later, inside the Pre-K classroom, all of our hearts were warmed as we watched the children and their families express enthusiastic appreciation for the Planting Dreams Pre-K Backpack Program. It is one thing to read about a program in an annual report; it is an entirely different thing to see what difference it makes in the shining faces of children and their families. There were big smiles all around. I feel sure that all of the executives from Weyerhaeuser left knowing that their contribution is making an incredible difference. Yes, a dream or two has been planted.

The Planting Dreams Pre-K Backpack Program is in its fourth year of operation. Before undertaking anything new, SCSA Executive has decided it is time to evaluate the program. I would like to thank all of those Pre-K teachers who sent their evaluation forms back - your comments will help us improve this valuable program. If you haven't sent your form back yet, it is not too late! The results of this survey will be shared with the SCSA Executive in early November.

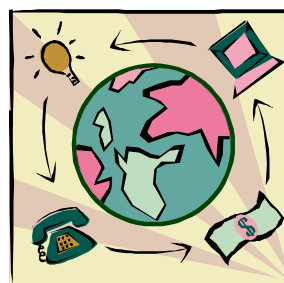
I look forward to meeting many of you at the SCSA Conference. Please check out our website (www.communityschools.ca) for updates on the conference. You will find a schedule and descriptions of all the sessions there. We are still accepting registrations and hoping that many of you can take some time away from your schools to rejuvenate yourselves, explore the roots of community education and spend good time visiting with others in our community education family.

I am on the look out for GREAT IDEAS for the Great Ideas Bazaar....if something has worked well for you that you would like to share with others whether it be an after school program, a craft, a part of a unit, a celebration, we invite you to share it. The GREAT IDEAS BAZAAR will run for 2 sessions November 25th. If you plan to bring something along, please let me know, so we can reserve half a table for you!

I can be reached by phone at 306-260-7340 or by e-mail at bland.stueck@sasktel.net.

Keep those questions coming! That's how I am learning about the SCSA and I sure am learning!!!

Sue Bland



SCSA is Looking for Regional Reps

The SCSA Annual General Meeting will be held at 3:30 on November 25th in the Verona Room of the Radisson Hotel in Saskatoon. Many of our Executive members will be staying on to complete their two-year term, but elections will be held for representatives of each of the 6 regions. Regional Reps serve a one-year term on the Executive of SCSA.

Regional reps act as a link between the Community Schools in their region and SCSA. Regional reps are expected to attend all executive meetings (4 or 5 a year) as well as general meetings of the Association.

Consider becoming involved in SCSA, meeting other community education folk and making a difference in the work we do in the province. Mileage is paid and lunch is always excellent! For more information, consult the SCSA website (www.communityschools.ca) or give Sue a call at 306-260-7340.