

1973
JUNE

PLEASE RETURN TO:
EDMONTON SOCIAL PLANNING COUNCIL
418, 5th STREET PLACE
10010 - 105 STREET
EDMONTON, ALBERTA
T5J 1C4

F O R W A R D

This report was written in large part by Debbie Dennison with help from Ken Hollingsworth. The opportunity to gather this information was made possible by West 10 through their Local Initiatives Project grant during the past winter (1972-73). We appreciate their assistance in making this report a reality.

The intention of the project was to describe the state of community schools in Edmonton. We hope this information will be useful to those interested in community school concepts. We intend that each year this document will be up-dated and assessed as to where we have gone and where we might be going in terms of community schools.

To gather information of this nature is no easy task when school board administration officials are unable, except for those officially designated, to give accurate information on all schools which have a community orientation. The information herein cannot be claimed to be definitive. The state of community schools is further complicated by their dynamic nature. The extent of community involvement varies from year to year and even from month to month. We hope the following pages will yield a useful kind of information to the reader. If they do not, please tell us either by phone at 424-0331 or by letter at 10006 - 107 Street, Edmonton.

Roger Soderstrom,
Senior Planner,
EDMONTON SOCIAL PLANNING COUNCIL

14/6/73

THE STATE OF COMMUNITY SCHOOLS IN EDMONTON

Before we begin any description of community schools in Edmonton, it might be wise to define what we mean by community use of schools as opposed to community school concepts.

Community use of schools is simply the use, by organizations within the community, of the physical plant for recreational, social and informal education purposes. Community use of schools has no direct involvement with the dayschool curriculum and does not by definition pre-empt the use of the physical facilities during dayschool hours or during the normal dayschool hours.

Community school concepts usually regard education as a lifelong process with the basic function of enhancing the quality of life for all community members. It implies an involvement of the community in the total education picture where the distinction between dayschool operations and night school activities is blurred. It also implies an opening up of dayschool courses to adults and an age desegregation of the school. The greater involvement of the community in its school would also mean that the community would have greater control over curriculum and the day-to-day operations of the schools. In short, it means centralization.

Community use of schools in Edmonton is permitted largely through these three areas: the Joint Planning Agreement, School Board rentals and Extension Services.

1. **Joint Planning Agreement:** The City of Edmonton receives free use of the school buildings and facilities for operating the public recreation programs (either operated directly by the City or by approved volunteer, non-profit associations, clubs or groups). The City Parks and Recreation Department and its sponsored groups are the greatest utilizers of this agreement.
2. **School Board Rental Policy:** Under this policy, the school is rented out to various groups, the fee varying with the nature and purpose of the group. Usually only a specific room area is rented. Provision is made for some free use of schools.
3. **Extension Services:** Groups such as the Alberta Safety Council (Defensive Driving) or Lands and Forest (Hunter Training) are accommodated. Up-grading programs, where classroom space is required, are also accommodated under these services.

M. E. LAZERTE COMPOSITE HIGH COMMUNITY SCHOOL

Initial Development

Early in 1970, a brief prepared through the joint effort of the Edmonton Public School Board, University of Alberta, City Parks and Recreation and the Alberta Department of Youth was sent to the Edmonton Public School Board recommending that a community school project be initiated at this school. The brief outlined the philosophy of community school, its characteristics, objectives, some impeding structure and the role of a community school director. In June of 1970, the Edmonton Public School Board passed a motion to provide for the immediate appointment of a community project manager to the Department of Extension Services Branch to study the feasibility of establishing a community school project within the inner-city. As a result of this, a position of consultant for community use of schools was established. The duties of the consultant were:

1. to initiate, guide and co-ordinate two community school projects (one at M. E. LaZerte and one at Spruce Avenue School),
2. to produce a community school concept workable and agreeable to the philosophy of the Edmonton Public School Board,
3. to examine the existing programs which could be incorporated under the community school realm,
4. to make recommendations as to how far the board could commit itself in implementing this program.

A steering committee was organized with representatives from the following:

1. M. E. LaZerte Composite High School,
2. City Parks and Recreation,
3. Director of the Community Social Services Unit,
4. Edmonton Public Libraries administration,
5. City of Edmonton Health Department,
6. Edmonton Public School Board Community School Consultant.

The duties of this committee were: to establish terms of reference, to initiate projects in the area, to take inventory of available space and facilities, to co-ordinate activities with the Extension Department of the Public School Board, and to fix booking procedures.

Terms of reference established by the group were:

1. stimulate, initiate and guide program development,
2. optimize interaction between the school, social service agencies and the community by using community resources and making agencies' resources available to the community,
3. identify needs, desires, demands - recommend for satisfying them,
4. identify and analyze the problems - recommend policy and procedure for their remedy,
5. evaluate the project - recommend future policies and procedures for the extension of the concept in the Edmonton Public School Board.

By November of 1970, two task forces were set up; one to look into non-curricular use of the school, the other to concentrate on integrating the community school concept into the curriculum or to make the staff aware of the community resources available. (1-a,b,c)

Present Situation/Administration

At present there is no community council involved with the community school at M. E. LaZerte. Bookings are done by the ARD who operates from an office in the school. There are plans to hire someone to look after the secretarial aspect of bookings at the school since it is rather inconvenient for the ARD to remain in the office all the time to wait for bookings that are phoned in.

Success of the overall project in the future may be determined by these already existing factors:

1. working habits of the parents tend to leave them too tired to get involved with the community school project,
2. the criteria for success is unclear and possibly non-existent,
3. decentralized bookings have allowed for a more personal approach and a better public relations job on the community school concept,
4. in a previously held survey about parent involvement in administration of school policy, the parents unanimously said they appreciated using the facilities but did not want to get involved in administration.

Perhaps the greatest problem is the acceptance of the community school concept due to only a few persons understanding it. There is another problem regarding damage and use of facilities. The added program of the community school cuts down the life expectancy of the equipment and there arises the problem of who will fund the replacement and repair of equipment purchased by the school board, equipment that receives much more use than what is incurred during the dayschool program.

School Facilities/Programs

The school is open for community activities from 6:00 - 11:00 P.M. every day. Facilities are available to any interested group with priority given to school affairs and then the immediate community. Existing programs are:

1. Mothers Day Out Program: The mothers take part in a variety of projects and leave their children at the daycare centre staffed by volunteer students in the child care course under the direction of a qualified day care worker.

-
1. (a) See: The Impact of the Community School Concept on the School Situation as it Affected the Students, Teachers, Curricular Leaders and Administration.
(b) M. E. LaZerte Community School Project Invitation to the Community.
(c) Some Initial Community School Projects at M. E. LaZerte.

2. Day Care Centre: Accommodates approximately twenty pre-school children and six babies. Open to any woman in the area for the cost of \$1.00.
3. Community Involvement in Day School: Classes acting as resource personnel.
4. Movies: Shown in the school for just a nominal fee.
5. Teen Drop-In: Sunday afternoons the school opens its recreational facilities to the teenagers of the area.
6. Church Services: Held in the school auditorium.
7. Extension Courses: Night classes in academic, general interest and vocational areas.
8. Weightwatchers Club.
9. Y.W.C.A. Leadership Program: During Teachers' Convention.
10. Parks and Recreation Programs: Sport activities.

There is emphasis on using the community as a resource. The Child Development Centre is a community in-school resource. Drama students make up children's plays, the English students get creative practice in story writing for the Centre, art students may illustrate these stories while the physical education students develop recreation for the pre-schoolers.(1)

Funding

As in other cases, the sports activities provided by Parks and Recreation are generally free. There is no steady source of funding for community school activities so the onus is on the group offering special programs (e.g. Day Care) to be responsible for their budgeting.

Projections

There are plans to start a community newspaper and utilize the students, and to initiate some drama activities in the nearby Londonderry Mall. More co-ordination with other organizations is desired since it is felt that human resources could be used more adequately. There are also plans to re-establish the community council and get the community more involved in policy making.

(1) See: Details of the Original Day Care Program, Child Care Course, and a Program Utilizing Community Personnel.

SPRUCE AVENUE COMMUNITY SCHOOL

Initial Development

In November of 1970, a steering committee was formed. Its purpose was to foster interaction between the school, the community and available services through effective study, use, service and involvement of the community. Weekly meetings were held and representatives from all concerned agencies met. The interested groups at this time were Spruce Avenue School, Norwood School, Parks and Recreation, Sprucewood Public Library, Social Services, Health Department, Readiness Centre and the Recreation Administration Department of the University of Alberta. A problem that arose quite early was the difficulty in achieving a consensus on a definite philosophy of the community school, perhaps due to varying commitments of the initiators or possibly a general vagueness surrounding a novel project. Most of the following meetings involved devising a workable philosophy. From the beginning of the project, efforts were made to channel energies into initiating community resident involvement. Committee efforts were aimed at stimulating more use of school facilities in unstructured activities and in gaining community interest so as to plan the future. The committee invited the community to make use of the facilities but this effort met with little response so the committee finally decided to meet with small, interested groups. Also the ARD attempted to contact individuals by spending several days per week in the school. However, there was some problem with lack of office space. Decentralized booking procedures were obtained and the steering committee resolved to permit use of facilities by residents on the condition of adequate supervision and responsibility for the facilities requested.

In March of 1971, an expanded steering committee was formed. It included residents and students in the community who attended weekly meetings. After studying questionnaires previously sent out by the steering committee and evaluated comments from residents and small groups that had been established, the expanded steering committee examined the following proposals:

1. use of media for advertising,
2. the need for inclusion of residents of the Separate School Board,
3. the need for booking facilities to reside in the hands of the community school,
4. the use of the school on weekends and during the summer,
5. the future of the authority of the steering committee.

It was decided that an interim community council be formed and that a newsletter be sent out to inform the community residents. Later a small community resident group volunteered their services to form the interim community council and the authority originally given to the steering committee was released to this new council who could avail itself of the advice and assistance of the old steering committee.(1)

(1) See: An Evaluation of the Spruce Avenue Community and the Project by the Spruce Avenue Community School Steering Committee.

Present Situation/Administration

At present the community council comprises representatives from City Parks and Recreation, the school (vice-principal) and the community residents (chairman). The council is involved in looking at community issues (for example the proposed shopping centre in the area) and such topics bring them together more often than concern over the community school project.

Facilities/Programs

The school is used five days a week from 4:00-10:30 P.M. The gym, some classrooms and the home economics room are used. There is still a problem of insufficient facilities and equipment and after-hours caretaking. The programs are centered around special interest groups and Parks and Recreation programs, the majority of participation being in the latter. A pre-school program (not an Edmonton Public School Board program) operates five days a week. It was hoped that the parents would get directly involved but there apparently is some lack of initiative here. The pre-school program is funded by a L.I.P. grant. Also the community council, backed by Parks and Recreation, have applied for a L.I.P. grant to be used in the area of initiating teen programs.

Projections

It is felt that the community school concept has not passed beyond an attempt at co-ordinating Parks and Recreation programs into the school. More community persons could be involved on the existing committees for example the STP Program (which deals wholly with school problems) could be more aligned with the community council. However, as in previous situations, a large problem is that of getting the whole community more involved. An attempt to draw in volunteers, parents, speakers and so on was met with an almost nil response. Also there is some problem in getting the school staff more acquainted with the concept of community school.

EVANSDALE COMMUNITY SCHOOL

Initial Development

The Evansdale Community School was a pilot project undertaken in 1966 with the co-operation of City Parks and Recreation and the Edmonton Public School Board to develop the concept of community school. However the facility built at Evansdale (the school and community wing) were constructed without the views of the community since at the time the area was undeveloped.

In June of 1972, a concerned citizens group who were functioning in the area, forwarded to the Edmonton Public School Board a brief outlining a few areas of concern over the school and community wing. The concerns centered around facility utilization, financing, caretaking and Board policy. The main concern, of which the other three are an inherent part, was utilization of the facility. In the six months of operation previous to the forwarding of the brief to the Edmonton Public School Board, the citizen's group noted that a long waiting list from various groups wishing to use the school and community facilities had developed, and booking procedures at the time were rather insufficient in serving these people. Also the Edmonton Public School Board was reminded that the use of the total facility as a community center was seriously hampered by the Board not permitting use of certain areas in the school for adult functions - further reminding the Board that these adult activities should be allowed bar service (sale and consumption of alcohol) and games of chance (bingoes, etc.). It was felt that not allowing these activities greatly curtailed the community's attempt at money raising projects that would finance community programs. With the increased use of the facilities, the concerned citizens group noted that some joint arrangement with the school's custodian and the community caretaker could be made. A caretaker is employed to look after the maintenance of the rink. It was hoped that this same person could be responsible for the community wing. So that duties would not overlap, the school's custodian would have his specific areas and the community caretaker another area.

After stating their concerns, the community group proceeded to list a number of recommendations, that hopefully would attempt to alleviate the problems. Following are the recommendations as they were stated in the brief presented to the Edmonton Public School Board:

1. the principal and a community council member should be responsible for bookings,
2. maximum usage of community facilities and school activities shall be coordinated,
3. items of school equipment shall be made available for community activities approved by the community executive (if this equipment is not needed by the school at the time). Also the equipment shall be doled out at the discretion of the principal and community facilities shall be made available to the school,
4. the desire to maintain their own public liability and property damage policies at their own expense,
5. the school principal or someone appointed by him should be on the community council executive,

6. adult functions should be allowed (functions that include bar service and games of chance) that are provided by the community executive,
7. irreconcilable conflict cases should be referred to the central administration bodies of the city and the school board for decision,
8. competent adult supervision must be present at all activities approved by the community council.

Present Situation/Administration

Since the original brief sent to the Edmonton Public School Board, no structured community council has been established. The issue of bookings has been alleviated by decentralized school facility booking procedures. The School Board stands as the authority on matters involved with school facilities and the community wing. Matters involving the "old" problem of adult activities have yet not been resolved.

School Facilities/Programs

The school features an "open area plan" and an adjoining community wing. The utilization of the school centers around the use of skating and hockey facilities (community equipment is made available to the school) and conversely school areas such as the auditorium, science and art rooms, along with the community wing are open for usage by special interest groups. Most of these programs are for younger persons. However, there has been a demand for adult social provisions (gatherings, for instance dances) but as mentioned previously, the School Board policy of no alcohol on school premises anytime deters adult enthusiasm. There has been a limited need expressed for some adult education programs--the greater part of such programs centering around cultural pursuits such as University of Alberta guest speakers for special interest groups or the establishing of a small community library.

Funding

All groups are responsible for obtaining their own funds. A policy of the School Board disallows games of chance in a school so this precludes bingos which at present is the largest money raising activity for most of the community groups. Interested and determined groups have obtained building facilities to hold bingos elsewhere. At present the School Board purchased equipment is being used regularly by interested community groups so there arises the problem of who should provide funds for equipment repair or replacement.

Projections

It is felt that since the School Board took the initiative to construct this type of experimental facility, a precedent has been set and the School Board has placed itself under an obligation to see that this facility is used for maximum community involvement. The general attitude prevalent is that Evansdale, even though the community facilities are housed under the same roof and attempts were made to establish some viable model of community school, is not any more progressive as a community school than other Edmonton Public School Board schools that have not received such attention. Contentions arising between the School Board and the existing community public relations committee have rendered the level of community school success at Evansdale to a fluctuating level of community use of Evansdale school.

HARDISTY COMMUNITY SCHOOL

Initial Development

Two years ago, the Provincial Departments of Advanced Education; Education; Culture, Youth and Recreation initiated the project of Life Long Education programs. It was hoped that many areas, both rural and urban, could participate. However, in the final rounds, conditions at the time allowed only two areas to participate--one rural and one urban area school.

A small community group in the Hardisty area, already involved with the Hardisty Drop-In submitted a proposal expressing their desire to have Hardisty Junior High take part in the program--this school was finally chosen for the urban center school.

The Co-ordinating Council of Area 13 discovered that there was a need for a Co-ordinator of this special program so they participated in the selection of a Co-ordinator. This was looked upon as a progressive step for the Area 13 Council. It depicted the move made to consult citizens before a plan was enacted that would affect them. Also this was a progressive move for all levels of government involved since they also showed the interest to consult those who would be affected by this selection. Al Purkess was chosen as the Community School Co-ordinator; he has the job of facilitating and getting things underway and is accountable daily to the school principal.

Present Situation/Administration

Each month the Steering Committee (Al Purkess, representatives from Extension Services, Department of Advanced Education, the principal, Home and School adult representative, student body representative, adult and youth representatives from the Drop-In, representative from Parks and Recreation, Area 13 Council representative and a representative from the Edmonton Public School Board) have a meeting. Al Purkess must report in writing and verbally to those who oversee the project.

School Facilities/Programs

Decentralized school facility booking procedures were also established at Hardisty. Al Purkess and the ARD are responsible for school bookings. Applications for after hours usage of the facilities are received from any community resident group and facility usage is granted on the basis of first come, first served (except where school programs take first priority). Each group must provide a responsible group supervisor and a clean-up committee. Facilities can be booked for weekly or monthly usage at a time convenient to the group concerned. The priorities for school usage are:

1. school programs,
2. Home and School Association,
3. Community Council meetings,

4. Cubs, Scouts, Guides, Brownies, etc.,
5. Edmonton Public School Board Extension,
6. Edmonton Parks and Recreation,
7. Community residents and groups,
8. Outside community groups and other organizations.

These are all subject to change later since first priority is given to school programs. Only the last (8) is subject to a charge for usage of facilities. The only other charge is the instructors fees for various special interest groups and this is worked out by the participants of the specific group. There are numerous programs operating - from unstructured youth programs (adults come in here also), special interest groups to Cubs, Scouts and so on. If a group shows the desire to set up a special interest program, instructors can be obtained.

Every evening the two gyms are used (on weekends, custodians must be brought in). Use of other areas is fairly limited since it is thought that greater access to school equipment/rooms could pose the problem of misuse of such facilities. However some groups have expressed a desire to make use of the photography dark room and possibly the shop facilities so some workable solution may be devised. The Drop-In makes use of physical education equipment and some audio-visual aids. All groups using the school must abide by the guidelines for after-hours usage of facilities.(1)

Overall, the decentralized booking procedure that has increased the use of the school, has not, in the eyes of the school staff, increased problems within the school. They maintain that there have been no serious conflicts and infringements on equipment usage or any other facet of the regular day school program.

Involvement in Day School Curriculum

Involvement of the community in the curriculum is minimal since the staff have timetables that allow for very little or no preparation time for extras. If willing to incorporate this concept into their daily school plans, they are forced to structure new programs with very little research. Since the regular day school program is the main concern, attempts to introduce the concept of community involvement has been mainly left up to the initiative of the Community School Co-ordinator. Some attempts that have been made include:

1. a special curriculum project that centered around observing the business world. Participating students made trips out into the surrounding business area.

(1) See: Detail of Guidelines for After-Hours Usage of Facilities.

2. outside interests brought into the school. The University of Alberta Student Legal Services introduced a program to a few classes. The program lasted approximately 2½ weeks and had to fit the day school schedule.

Project Funding

At present the only steady outside source of funding is a grant paid to the Community School Co-ordinator. The sources are: one-half from the Department of Advanced Education, one-quarter from the School Board and one-quarter from City Parks and Recreation. Aside from this, each group is responsible for raising money to pay for special equipment and instructors fees. City Parks and Recreation do pay the instructors of their programs and the majority of these programs are offered free of charge (athletic recreation, arts and crafts).

Projections

It seems imperative that a greater demand be placed on the school. A few recommendations have been made, that if effected, perhaps could change the level of community involvement and increase the level of communication between staff, students and the community.

The school must be more readily recognized as a place for people to get together in larger groups than their homes permit.

At present, the school cannot really accommodate many new programs since day school time is monopolized by the rigid timetable. When this happens, both staff and students are almost powerless to take advantage of what a "community school" could do for them and see the whole concept as impossible and therefore have little respect for it. A recommendation made was to see an increase in free time for the staff and a chance to enlighten staff members on the meaning of "community school".

Also, less stress must be placed on the Co-ordinator's timetable. There seems to be an apparent contradiction between what a Co-ordinator's duty involves and what he actually has to do. Presently it is necessary that he spend the greater part of his week, hampered by a badly split schedule, in day school classes. What time is left from this is permitted for community school co-ordinator. It seems necessary that this situation be reviewed so as to check the feasibility of the program. The 'project overseers' should be willing to attempt a remedy to the problems that hinder this project.(1)

(1) See: Some Possible Functions of a Community School Co-ordinator.

EASTGLEN COMMUNITY SCHOOL

Initial Development

In September of 1972, a meeting was held at which the concept of community school was introduced. Representatives from the school, Students' Union, Edmonton Parks and Recreation, City Social Services, churches, community, and service organizations were present to discuss program possibilities, booking procedure and publicity. At this meeting the community school interim steering committee was formed and their purpose was to work in the area of publicity, promotion and public relations in the community. A meeting, open to everyone, is held every second Wednesday night at the school.

Also in the fall of 1972, Eastglen was designated as one of the schools to use the decentralized booking procedure.

Present Situation/Administration

The ARD now operates out of an office at Eastglen and works with organized groups requiring space for their activities and also with groups who are trying to organize their own recreational, educational and social activities and programs. A steering committee is being organized to help direct in the community use of the school and also to promote the community school concept at Eastglen.

School Facilities/Programs

Eastglen Community School is open for after-hours use for 365 days a year and also arrangements during school hours for special programs can be made. Wider use of the entire school facility is one of Eastglen's features. Facilities available are:

1. auditorium - open for community theatre, concerts, variety shows, public forums, films.
2. art room - the room and equipment are free to the Eastglen Community School area. Groups interested must hire their own instructor.
3. cafeteria - can be used for banquets, conferences, meetings, wedding receptions..
4. student lounge - can be used for meetings.
5. library - may be booked by any group in the community for after-hours use.
6. home economics wing - available to provide facilities for such programs as handicrafts, sewing, dress design, embroidery, knitting, wine-making, etc.

7. industrial arts wing - available for such programs as automotives, canoe construction, electronics, house repair, etc.

8. business wing - the equipment is available for use. Persons (at least eight) can enroll in a high school business credit course.

There is also a wide range of program possibilities:

1. recreational programs - riflery, automotives, athletics, art, music, drama, workshops, arts and crafts.

2. Edmonton Public School Board - credit and non-credit courses.

3. community groups - meetings, concerts, activities, banquets, assemblies, rallies, church programs.

4. social and recreational services - family counselling, guidance, social services, health care.

5. community programs - playschool, kindergarten, Mothers Day Out, senior citizens, art, music, self directed studies, outdoor education, etc.

6. "use" of the community as a "decentralized classroom" - Edmonton Exhibition Association, banks, packing plants, small businesses, Safeways, curling rinks, hotels, etc.

Projections

There are plans to initiate decentralized services such as part-time free legal services, employment services, and welfare services. It is hoped that the pre-school centre will develop with parents participating in the planning and that a wider selection of courses actually be put into effect. There is also interest shown for a fine-arts program, and the establishing of a community band where all the community children could be involved with special emphasis placed on giving credit to the school children participating.

Since the desire to have more co-ordination of program presentation between agencies involved in the use of the school, it is hoped that a staff person could work full-time with the ARD.

Ideas on community interest in curriculum development are welcomed. A reason given for lack of this agreement at other schools is the administrations fear or "militant groups" taking over too great a portion of curricular planning. Again the point was stressed that the community is welcomed to take over some aspects - as long as the day school program is respected. With so many facilities available in this school, the community should be encouraged to use them to the maximum.

SACRED HEART COMMUNITY SCHOOL

Initial Development

The community school project at Sacred Heart School was developed as a pilot project under the Innovative Project Fund of the Department of Education and the Separate School Board. It went into effect in September of 1970, operated for the two year period planned with the help of a co-ordinator and then was handed over to the community to operate, with the principal of Sacred Heart Community School now assuming the position of Co-ordinator of Activities.

The pilot project cost approximately \$146,000.00 with funding coming from the following areas: Innovative Project Funding, Department of Education (approximately \$35,000.00); Edmonton Separate School Board (approximately \$35,000.00); and Third Party Funding (approximately \$76,000.00).

Third Party Funding groups included:

1. Youth Services Branch, Department of Culture, Youth and Recreation, \$2,000.00 to conduct a French Readiness Program.
2. Department of Culture, Youth and Recreation, \$24,257.21 in salaries for Summer Fun '72 and English for New Canadians Programs.
3. 1971, Department of Health and Social Development administered \$2,000.00 for the Imperial Oil-Provincial Government Student Employment Program.
4. 1972, Department of Culture, Youth and Recreation administered \$5,000.00 for the Imperial Oil-Provincial Government Student Employment Program.
5. Royal Bank of Canada, \$4,000.00 to the pre-school program and in part for the Growing Up Together Program.
6. Texaco Canada Limited, \$500.00 for transportation and supplies for Summer Fun Group '72 (\$250.00 went to the Know Your Canada Group).
7. Provincial News, 200 paperbacks (value \$200.00) to the School library.

The four original objectives of the pilot project were:

1. to involve the community and the school in the use of community resources,
2. to expand the utilization of the school's physical facilities by 50%,
3. to develop co-operation with the various community agencies,
4. to establish a viable model for the future development of community school projects in the city and the province.

Facilities/Programs

The following groups provided facilities for many of the programs:

1. Boys Club of Edmonton (provided facilities for part of the Growing Up Together, provided rifle range, gym, arts and craft room, meeting space, human resources),

2. Northern Alberta Institute of Technology (NAIT) (bowling lanes, archery range, free transportation for Summer Fun Group '72),
3. Sacred Heart Church Parish Hall (provided meeting space),
4. Sacred Heart Church Rectory (office space),
5. St. Joachim's Church - Summer Camp (provided for one week to Summer Fun Group),
6. University of Alberta (swimming pool at a reasonable rate),
7. Y.M.C.A. (pool, gym),
8. City Pool,
9. Sacred Heart Community School (gyms, classrooms, community school office),
10. Provincial News (200 paperbacks).

Some programs offered were the Winter and Summer Fun Programs (shared with City Parks and Recreation), Summer Reading Program, English for New Canadians, French Readiness Program, Day Education Course for Teachers, Pre-School Program which was composed of a Readiness Class (under the Edmonton Separate School Board) and a Growing Up Together program which emphasized parental involvement.

Present Situation

Now that the project has been handed over to the community to operate, various reactions have been voiced as to how successful it will be in continuing. There is some indication that the initial concept of "Community School" may be meeting barriers since the participating community seem to offer no further suggestions for programs differing from those already offered. By and large the community looks upon these as services provided by this school and the other involved agencies and perhaps feel incapable of becoming directly involved. Instead of becoming part of the group of initiators they are remaining the receivers of suggestions determined in most part by non-residents. There also seems to be too vague an understanding of the actual concept of community school exhibited by some personnel in the project. At present it is apparent that the community residents are satisfied to be in the position of just using the programs offered and apparently this involvement is sufficient to continue the programs that were offered in the pilot project stages.

Projections

The barest requirement of any community school is that it at least serve the needs of "that" community. With respect to that area around the Sacred Heart Community School, it is hoped that a major shift is made by the project to look at and work on the demoralizing problems in the area - one being poverty. This program would involve co-ordinated school community programs, aimed at using the school as a major catalyst for attempting an end to the area's existing "poverty syndrome".

The province must become more involved in the funding of community school programs, especially in the adult and pre-school areas, and they must also become involved in promoting the concept of community school. The School Board and the Alberta Teachers Association have been suggested as agencies that should provide help in familiarizing teachers with this concept.

It is hoped that classes in legal, economic, political, health, child care and family life education be introduced. A successful community school for this area is seen as one that provides some feasible route for overcoming problems of illiteracy, school drop-out rate and the basic lack of communication skills. For this area, it is felt that closer contact with the families, so as to secure their interest and faith in the project, is a must. However vague this "must" appear, it is a crucial point to consider when determining if this project will ever pass the "community use of school" stage.

HAZELDEAN COMMUNITY SCHOOL

- About four years ago the Home and School incorporated under the Societies Act to become the Community School Association.
- Funded by borrowing from their community league - also applied for Local Initiatives Program grants.
- Sponsored a kindergarten (executive made of the mothers). Initially it started with no money but now a L.I.P. grant helps.
- Aside from personal interest groups, Parks and Recreation operate programs. It is desired that more personal interaction takes place with those persons who initiate programs.
- The Community School Association is comprised of totally community members. The Association can get priority over using facilities if the programs are school oriented.

Projections

- To get the community more involved.
- To get parents more interested in actual day classroom activities.

ALLENDALE COMMUNITY SCHOOL

At present, Allendale does not have decentralized booking procedure but this does not act as a deterrent in the offering of special interest programs.

A committee was formed to act as a liaison between the school and the community. This group has also become a society.(1)

One of the features of the Allendale program is the number of free interest credit courses offered by teachers for students in grades seven, eight, and nine.(2) There are also some Local Initiatives Program funded programs at the school. Examples are:

1. a program of environmental education,
2. an outdoors arts and crafts program,
3. an evening program dealing with conservation City Parks and Recreation also offer athletic recreation programs.

Since the Community Advisory Committee is not as active now as compared to when it was originally formed, a projection to the future of community school activities here will depend on how involved the community becomes again. With the already existing free interest credit course, it is hoped that the parents would become more involved in the actual presentation of such courses.

(1) See: The Allendale Societies Act Application and the By-Laws of the Allendale Parent Teacher Advisory Committee.

(2) See: Detail of Free Interest Credit Courses Offered.

C O N C L U S I O N

From the foregoing, it is clear that no schools have been able to implement or put into operation any community school concept. There appears to be, however, because of the Joint Agreement, considerable community use of schools.

The decentralization of booking for after school hours use of the facilities has now been extended to six schools.(1) But the decentralization of booking (booking at the school or community level) should not be interpreted as the criteria for a community school. It is one step, on the way to achieving a community school concept.

There are many blocks which stand in the way of achieving community school concepts. The following are some barriers that are deterrent in the progress toward community school concepts.

Characteristics of the Community

The greatest barrier is a "lack of the sense of community". Factors that contribute to this exist to some degree in all the communities that are attempting to organize a community school. Some factors are:

1. Diversity of background of the residents (such as cultural, religious, socio-economic levels). When this occurs, people feel no common ground exists for their coming together on community issues.
2. Lack of active community organizations, plus the fact that where some do exist they occasionally operate in complete ignorance of one another, resulting in the waste of valuable human resources.

Also, the community school concept is not placed on a level of primary importance and time for participating usually comes from "left over" leisure time. Furthermore, most people who hold full-time jobs find themselves too tired to get involved and consequently community school gets the same priority as any other community organization - with persons participating when they feel able to sacrifice time after working hours. All these barriers are surmounted by the fact that parents and community people have been conditioned to believe that only professional educators really know how to educate.

Acceptance of the Community School Concept

Misunderstanding the community school concept because of vague criteria for its success is a primary reason for slow acceptance in the community. But barriers are also created by teaching staff, at the various schools visited.

(1) See Appendix I, USE OF SCHOOL FACILITIES - FEBRUARY 1973, May 28, 1973, to: M.A. Strembitsky, from: T.W. Meen.

In some instances, members of the staff did not clearly understand the concept and do not wish to become involved because of the extra demands it would place on preparation for existing day school classes. Teachers also saw the following problems as barriers to the successful incorporation of the community school concept into day school activities:

1. The problem of obtaining qualified instructors for the extra programs (should community resource people be allowed to act as instructors?).
2. The problem of obtaining extra supplies for the community school programs (should the participants be allowed unlimited use of school board purchased supplies?).
3. The problem of using facilities (should community school programs be allowed access to all facilities provided?) -- some staff members felt areas such as the library, industrial arts and home-making centres contained valuables that would be "misused" or "overused" if everyone was allowed to use them.
4. The problem of rigid timetables (most teachers have no time to properly research areas to provide "extra-interest programs" since they have too many classes already). However, the greater problem is definitely the attitude of some of these professional educators. Some feel it is ludicrous to expect more enthusiasm on their behalf in incorporating new extra programs "for they are only paid to teach government approved units - nothing more", and only out of their part-time benevolence at their leisurely discretion will they consider putting any worthwhile effort and extra time into preparing something more realistic for their students.

Administration

The clearest understanding (compared only to the previously mentioned areas and not to be misunderstood as meaning that persons here have finally arrived at the ultimate workable model for community schools) of the community school concept was exhibited by persons at the administrative level. Nevertheless, barriers are prevalent at this level, making the issue an almost impregnable bureaucratic stronghold. The authority over policies with regard to community schools rests with the school boards. The school boards insist that the primary concern of the boards is, and must remain, the existing educational day program and community schools will be permitted only if they enhance the overall effectiveness of the existing day program.

Other barriers focused on at this level were:

1. The need for a community school co-ordinator at each school, with free time, to act as administrator of the community school programs (hopefully this would relieve the work load placed on those persons expected to participate on the administrative level, but who are occupied with the full-time job of administering the school or teaching day school classes.
2. The need to vastly improve communication and co-operation with every group involved with the community school.

3. The need to improve the staff's understanding and respect of the community school concept.
4. The need to alleviate the problems of maintenance.

Community schools have not moved much beyond the community use of facilities in Edmonton. There are encouraging signs that we may move beyond this point. The decentralization of bookings is a move in the right direction. However, this is only one small step in what might be described as a road with many barriers yet to be overcome.

APPENDIX I

EDMONTON PUBLIC SCHOOL BOARD

C.4.e.
BOARD

10010 - 107A Avenue
EDMONTON, Alberta
T5H 0Z8

DATE: May 28, 1973

MEMORANDUM:

TO: M.A. Strembitsky, Superintendent
FROM: T.W. Meen, Associate Superintendent-Business
SUBJECT: USE OF SCHOOL FACILITIES - FEBRUARY 1973

The following report has been prepared for the information of the Trustees in connection with use of school facilities after school hours and on weekends.

The report compares the month of February 1973 with the corresponding month in 1972 and 1971 showing the total number of times the schools were used as well as the broad groupings of types of organizations using them.

	<u>February 1971</u>	<u>February 1972</u>	<u>February 1973</u>	<u>% Incr.</u>	<u>% Decr.</u>
A. <u>Total number of times schools were used during February.</u>					
Elementary & Junior High Schools	2,800	3,633	3,685	1.50	
Composite High Schools	<u>615</u>	<u>718</u>	<u>879</u>	<u>22.50</u>	
TOTAL	<u>3,415</u>	<u>4,351</u>	<u>4,564</u>	<u>5.00</u>	
B. <u>Free use of schools for school activities.</u>					
Elementary & Junior High Schools	265	408	382		6.40
Composite High Schools	<u>187</u>	<u>133</u>	<u>218</u>	<u>64.00</u>	
	<u>452</u>	<u>541</u>	<u>600</u>	<u>10.75</u>	

	<u>February 1971</u>	<u>February 1972</u>	<u>February 1973</u>	<u>% Incr.</u>	<u>% Decr.</u>
<u>C. Free use of schools from 4:00 to 6:00 p.m.</u>					
1. City Parks & Recreation Department activities.	141	234	329	40.06	
2. City Parks & Recreation De- partment sponsored activities.	<u>241</u>	<u>280</u>	<u>268</u>		<u>4.03</u>
TOTAL	<u>382</u>	<u>514</u>	<u>597</u>	<u>16.01</u>	
<u>D. Free use of schools other than from 4:00 to 6:00 p.m.</u>					
1. City Parks & Recreation De- partment activities.	850	1,035	815		21.03
2. City Parks & Recreation De- partment sponsored activities.	1,541	2,088	2,364	13.02	
3. Home & School Associations.	<u>52</u>	<u>48</u>	<u>55</u>	<u>14.06</u>	
	<u>2,443</u>	<u>3,171</u>	<u>3,234</u>	<u>2.00</u>	
<u>E. Use of Schools - fee charged.</u>	<u>138</u>	<u>125</u>	<u>133</u>	<u>6.40</u>	
<u>F. Rental Revenue.</u>	<u>2,268.90</u>	<u>2,579.36</u>	<u>2,953.81</u>	<u>14.50</u>	
<u>G. Overtime - custodians and electricians.</u>	<u>13,001.22</u>	<u>14,853.30</u>	<u>15,308.62</u>	<u>3.00</u>	

The use of elementary and junior high schools continued for the month of February 1973 at roughly the same rate as the corresponding month in 1972, i.e. an overall average of 26 times per month. The use of high schools, however, increased significantly both for school activities and for activities of other organizations. High schools were used an average of 73 activities per month in February 1973 compared to 60 in 1972. This does not include school activities from 4:00 to 6:00 p.m. nor does it include extension programs.

The decentralization of bookings to the school level was extended to three more schools this year and the usage of these facilities continues at a higher rate than the other schools. These schools are as follows:

	87 activities in February 1973			
Eastglen	87	"	"	"
Evansdale	82	"	"	"
Hardisty	69	"	"	"
M.E. LaZerte	122	"	"	"
Spruce Avenue	40	"	"	"
Thorncliffe	82	"	"	"