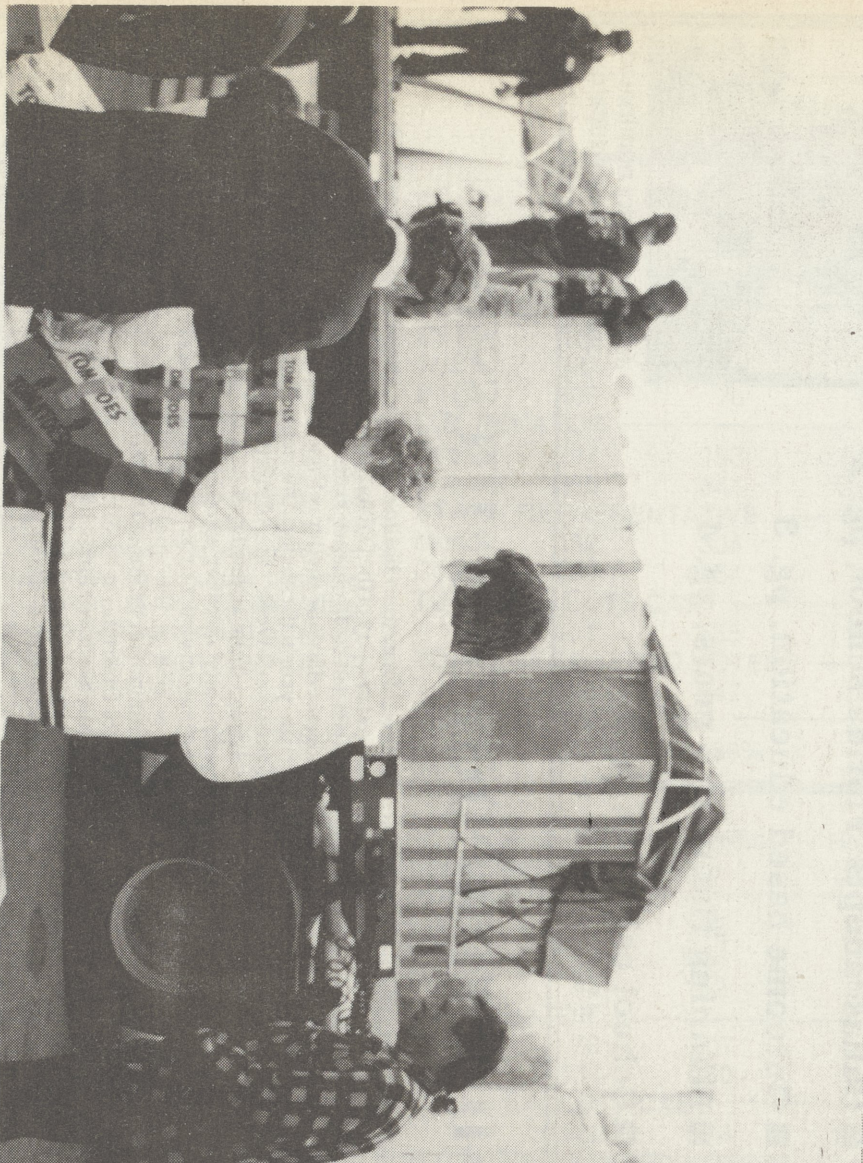


# Dallas students, administration team up to aid Florida school

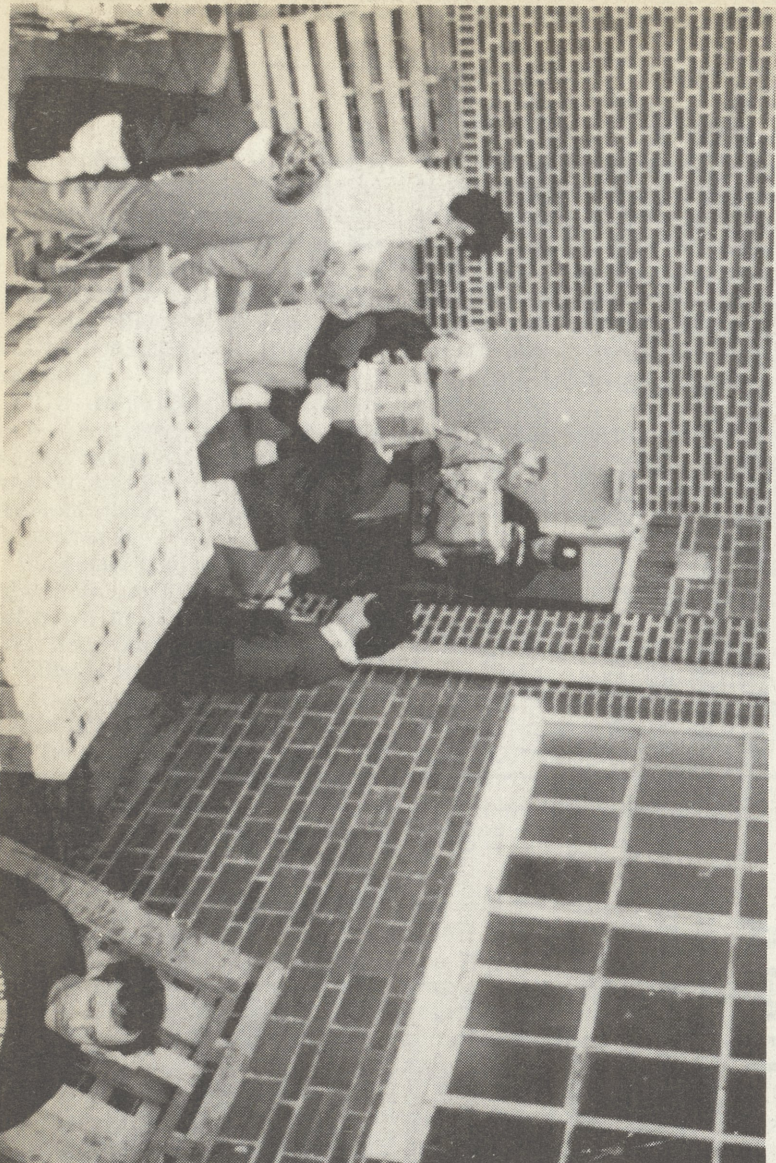
When Hurricane Andrew slammed into Southern Florida it damaged more than just homes and businesses. Many schools were also destroyed or damaged severely. By September 14, 1992 the Dade County school community braved overwhelming adversity and opened their doors for the school year. Homeless, and often hungry students, teachers, staff, and officials did their best to make the best out of the situation. With tents for homes, doubled-

up schools, damaged and makeshift facilities, and restructured enrollments the year began. The students, however, were not only without homes, but also school supplies. For example at the Buena Vista Primary Center, a Kindergarten through Second Grade facility serving five hundred and ninety one children of primarily Hispanic and Black/Haitian backgrounds, conditions were difficult. Ninety-nine percent of the students were eligible for a free or reduced lunch, and eighty percent spoke English as a second language. Many of these children were living in or on the edge of poverty before the hurricane's added burdens. At the Royal Palm Elementary School conditions were equally challenging.

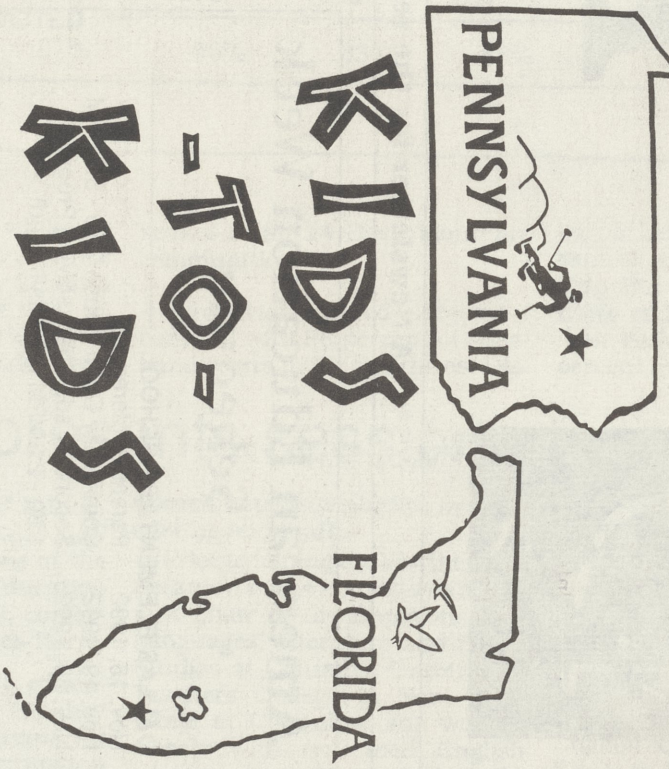
The Dallas School District family found reports of the devastation upsetting. Soon the feeling turned to action with the September 28 announcement by Miss Pennsylvania, Dallas' own Judy



Volunteers helped load tons of donated items on trucks for shipment to Florida.



## DALLAS - BUENA VISTA



Among other activities, Dallas schools made t-shirts with this design to be shipped to students at the Buena Vista Primary Center in Miami.

Fitch, and Dr. Gilbert Griffiths, Assistant Superintendent of Dallas Schools, that "Operation Adopt-A-School" would begin immediately in the Dallas school system. The project was quickly embraced by the students and teachers. Mr. Frank Galicki, Principal of the Senior High School stated, "This is a wonderful opportunity for our students to help other students. You hear such negatives about the children of today, and here we have this positive chance to show that our students help others in need."

With volunteer power from administration, staff, faculty, PTO members, and students the project moved ahead. Countless letters seeking donations were mailed by volunteers from the parent organizations. The ambitious goal was to collect pencils, crayons, story books, rulers, scissors, tables, and other school supplies for six hundred children. To house each student's supplies, back packs were purchased for each child and elementary students spent additional time composing personal letters of encouragement to be placed in each back pack.

Soon community members, eager to help, began to contribute monetary donations through service clubs and as individuals to help defray expenses. With the donated funds individual t-shirts were ordered for each "adopted" student. The shirts bear a logo boasting "Kid to Kid" and showing maps of Florida and Pennsylvania

## American Education Week

November 16-20

# Outcome-based education will measure what's really learned

Just what does it take to educate students to make them more competitive, useful and productive in society?

With complaints that SAT scores are low, dropout rates are up, and that American workers cannot compete, the Pennsylvania State Department of Education is attempting to bring forth sweeping changes in education in the hopes of rectifying those issues.

Outcome-Based Education, a system where students would master a set of skills and knowledge in order to graduate rather than taking a prescribed number of courses, is now being phased into 170 of the State's 501 public school systems. Another third will be phased in next year, and the following third the year after.

Outcomes are what students should know by graduation day and will be clearly defined by each school district. In the OBE system, the schools organize instructional practice around clearly defined exit outcomes that all students must demonstrate, which then provides opportunities for all students to reach these learning outcomes.

Several states have incorporated OBE ideas in legislative directives (Kentucky, Michigan, Minnesota and Washington). Minnesota defines its version of OBE as: A learner-centered, result-oriented

system founded on the belief that all individuals can learn. The following can be found in this system:

- (1) What is to be learned is clearly identified.
- (2) Learner's progress is based on demonstrated achievement.
- (3) Multiple instructional and assessment strategies are available to meet the needs of each learner.
- (4) Time and assistance are provided for each learner to reach maximum potential.

More specifically, OBE is typically characterized as way of defining, designing, delivering, documenting and determining instruction in terms of outcomes. All decisions in OBE emanate from defined outcomes. Parents, educators and attitudes they want students to be able to demonstrate after completing a K-12 education.

From the explicitly defined outcomes, the staff will design the directions and structure of the learning experiences. In accordance with this, the staff will also develop resources for implementation, paying particular attention to the alignment of curriculum and assessment. Next, the staff will then deliver the developed resources to the student in the predetermined directions. Last, the staff will document the degree of success and progress toward the defined outcomes for

each learner and finally determine the advancement for the individual learner.

The schools involved this year in OBE are beginning their respective strategic planning process. Those schools spent the previous year developing those plans and then submitted those plans to the State. The Department of Education has indicated that OBE will gradually be phased into each district as that school system plan progresses, and like the Johnson City System, may take ten to fifteen years before the OBE programs are fully in place in each school.

What the State has basically done is to create a master list of what students should know by the time they graduate. These are called outcomes. There are fifty-eight to be exact, and they are derived from ten learning groups: communications, mathematics, science and technology, environment and ecology, arts and humanities, citizenship, appreciating and understanding others, career education and work, wellness and futures, and personal and family and community living.

The idea is to make students apply what they have learned to specific situations. It would force them to be problem solvers and use their minds instead of simply choosing between multiple choice answers.

## Wolensky nominated as 'outstanding educator'

Mr. Jack Wolensky, middle school guidance counselor, has been nominated for Pennsylvania Jaycees Outstanding Young Educator Award.

The purpose of the award is to give community-wide recognition to a young educator who through his/her own resources has achieved success and leadership in his/her profession and civic affairs. The person selected as the local Jaycee chapter's Outstanding Young Educator will be recognized by the local chapter who will submit him/her in the Pennsylvania Jaycees Outstanding Educator Competition.

Upon graduation from Look Haven University, Mr. Wolensky joined the teaching staff at Dallas Junior High where he initiated an alternative education program for disruptive students. For the past four years, Mr. Wolensky has served as guidance counselor where he has distinguished himself by developing and implementing programs for Dallas students. He devised and teaches the course Self-Perception to seventh graders, implemented the "Homework

# 1992-93 Dallas School District Calendar Summary

PROGRESS REPORTS	REPORT CARDS
DECEMBER 11	K-5 6-12
FEBRUARY 25	NOVEMBER 13 NOVEMBER 13
MAY 10	JANUARY 29 JANUARY 29
	APRIL 2 APRIL 6
	JUNE 10 JUNE 17
EARLY DISMISSAL DATES	PARENT CONFERENCES
JANUARY 18	ELEMENTARY - NOVEMBER 16
MAY 6	- APRIL 19
GRADUATION DAY	SECONDARY - NOVEMBER 23
JUNE 10	- APRIL 21
FIRST SEMESTER	SECOND SEMESTER
OCT 23 TEACHER'S IN-SERVICE	FEB 12 TEACHER'S IN-SERVICE
NOV 26-30 THANKSGIVING VACATION	FEB 15 PRESIDENT'S DAY
DEC 1 - CLASSES RESUME	APRIL 8-12 EASTER VACATION
DEC 24-JAN 1 HOLIDAY VACATION	APRIL 13-14 SPR BREAK/SNOW DAYS
JAN 2 - CLASSES RESUME	MAY 31 MEMORIAL DAY

## Schools will be evaluated by Middle States Ass'n

The Commission on Secondary Schools of the Middle States Association of Colleges and High Schools conducts approximately two hundred secondary school evaluations annually. Most of these evaluations take place in the states of New York, New Jersey, Pennsylvania, Delaware and Maryland; a lesser number occur in the District of Columbia and outside the continental United States in Puerto Rico, the U.S. Virgin Islands, Europe, Africa, Asia. Each high school participating in the evaluation process must be visited every ten years for renewed accreditation. Dallas High School's dates of visitation will be on March 8, 9, 10, 11, 1994. (School year 1994-95)

A Middle States Association secondary school evaluation requires a carefully designed process for promoting the improvement of programs, services, staffing and facilities of the member schools of the Association. This process also includes the services of a Visiting Committee, which is composed of educators selected from MSA member schools who conduct a comprehensive on site review of all facets of a school's organization and operation.

The steering committee plays a vital role in the preparation of the self-study, as well as making preparations for the visiting team. The Dallas High School steering committee that has been selected consists of: Mr. Ed Augustine, Mrs. Patricia Fosko, Mr. Donald Hopkins, Mrs. Helen Hughes, Ms. Audrey Ide, Mrs. Sally Kennard, Mrs. Patricia Russin, Mr. Ron Rybak, Mr. Frank Galicki and Chairperson, Mr. John Turner.

## Teachers attend school, too

On October 23 the Dallas teaching and support staff attended a county wide in-service held at Wilkes University and King's College. Project LEARN II made available hundreds of hours of instruction for more than 4,000 kindergarten through University teachers.

This major educational event brought together teachers from five area colleges and universities and 15 area school districts to share with one another what is working in the classroom and to address the challenges education faces as we approach the millennium. Rae Ellen Mcke, the 1991 National Teacher of the Year delivered the keynote address at the Kirby Center.

LEARN, which is an acronym for the Local Education Action Resource Network, was responsible



JACK WOLENSKY

and serves on the student assistance team and the principal's advisory committee. Mr. Wolensky has been the varsity baseball coach for the past thirteen years. He also teaches an in-service course to teachers entitled "Self-Esteem, Self-Concept, and the Student." Mr. Wolensky's influence with young people reaches beyond the school. In the community, he has been the coach/general manager