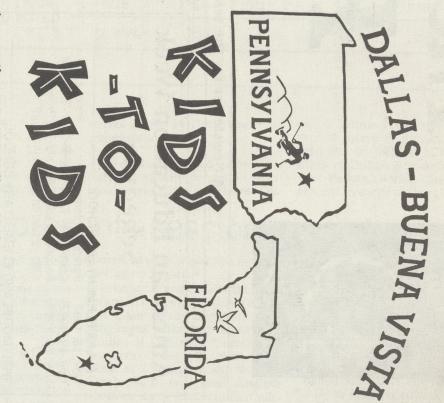
team up to aid Florida school allas students, administration

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. When Hurricane Andrew slammed into Southern Florida it damaged more than just homes andbusinesses. Many schools were also destroyed or damaged severely. By September 14, 1992 the Dade County school make the best out of the situation. With tents for homes, doubled-

e restructured enrollments the year e began. The students, however, were a not only without homes, but also school supplies. For example at the Buena Vista Primary Center, a Kindergarten through Second e Grade facility servicing five hundred and ninety one children fi of primarily Hispanic and Black/ Hattian backgrounds, conditions the were difficult. Ninety-nine percent of the students were eligible for a up schools, makeshift f , damaged and facilities, and

free or reduced lunch, and eighty percent spoke English as a second r language. Many of these children e were living in or on the edge of poverty before the hurricane's t added burdens. At the Royal Palm Elementary School conditions were

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



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



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

donated funds individual teeshirts were ordered for each "adopted" student. The shirts bear a logo boasting "Kid to Kid" and showing maps of Florida and Pennsylvania

those involved with the realization that caring and working together produces positive results.

American Education Week

November 16-20

help defray expenses. With the

vice clubs and as individuals

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

With volunteer power from administration, staff, faculty, PTO members, and students the project moved ahead. Countless letters seeking donations were folded, seeking donations were folded, stuffed, sealed, and mailed by

volunteers from the parent organizations. The ambitious goal was to collect pencils, crayons, story books, rulers, scissors, tablets, 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 1 to be placed in each back pack. Soon community Soon community members, eager to help, began to contribute monetary donations through

positive chance to show that our students help others in need."

in traditional Dallas white and blue. These too were included in the back packs. Further funds were forwarded to the Florida school to children adopted by Dallas help offset some of the ne eds of the

During the "Flood of '72" the Dallas School District family and community opened their doors and homes to help their neighbors in Wyoming Valley. During the fall of '92 they once again opened their hearts to hurricane victims. Such the trip to Florida. This

by our Elementary and Middle School students were sorted and packed by five Dallas Senior High Sociology classes under the supervision of their teacher, Mr. Jay Pope. These one hundred and thirty eight student volunteers were effort was

The thousands of items collected

Hal Flack, of Diamond Manufacturing made this whole effort possible by donating a flat bed truck, wrapping materials, and a driver to take the supplies to Florida at no cost to the District.

rd.

supervised by Diamond Manufacturing Company. Mr. Charles Flack and his brother Mr. Hal Flack, of Diamond

eager to lend a hand to the project. On Saturday, October 24 at 7:00 AM volunteers from the administration, faculty, PTO, community gathered to box and load the six hundred parcels for

Diamond

an effort required coordinated help from the entire school system and the community at large, and left

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 four years, M served as gui where he has dis Competition. Upon grad devised and u SelfPerception Jaycees Out Educator Awar The purpose give communit alternative education program for disruptive students. For the past four years, Mr. Wolensky has to a young edu his/her own by developing joined the teaching staff at Dallas Junior High where he initiated an programs for I devised and t Haven him/her in the Pennsylvania Jaycees Outstanding Educator achieved succ Jaycees Outstanding Young n graduation from Lock University, Mr. Wolensky guidance counselor distinguished himself g and implementing Dallas students. He of the award is to nity-wide recognition ducator who through wn resources has n resources has cess and leadership profession and civic

mea

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

system when master a set of the in order to gr taking a pres systems. 170 of the Stat course Outcome-Based Education, s, is no where Another w being phased into te's 501 public school re students would skills and knowledge raduate rather than scribed number of third will tion, a would

demonstrate, outcomes that

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

Wolensky

educator' nominated as outstanding

school Mr. Jack guidar Wolensky, middle nce counselor, has

ω

utcome-based education will sure what's really learned

Just what does it take to educate students to make them more

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 following third the year after all students must the

opportunities for all students reach these learning outcomes. of for all students to to

From

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

(1) What is to be learned is clearly

identified; (2) Learner's progress is based s on demonstrated achievement; (3) Multiple instructional and assessmentstrategies are available to meet the needs of each learner; (4) Time and assistance are

provided for each learner to reach maximum potential

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 From the explicitly defined outcomes, the staff will design the directions and structure of the accordance with this, the staff will also develop resources for students to be able to demonstrate after completing a K-12 education. documenting and determining instruction in terms of outcomes. All decisions in OBE emanate from defined outcomes. Parents, More specifically, OBE is typically characterized as way of defining, designing, delivering, documenting and determining learning educators and attitudes they want experiences. In

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

The schools involved this year in 9 OBE are beginning their respective strategic planning process. Those d schools spent the previous year developing that process 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

s may take ten to fifteen years before f the OBE programs are fully into place in each school. What the State has basically done is to create a master list of i 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: communicationss, mathematics, science and technology, environment and ecology, arts and humanities, citizenship, humanities, citizenship, appreciating and understanding others, career education and work, wellness and futures, and personal, learning

f 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



JACK WOLENSKY

Hotline", and serves on the student of assistance team and the principal's 1 advisory committee. Mr. Wolensky F has been the varsity baseball coach s for the past thirteen years. He also F teachers an in-service course to F teachers entitled "Self-Esteem, b Self-Concept, and the Student."
Mr. Wolensky's influence with P young people reaches beyond the second the second the second the school. In the community, he has F school. In the community in the second second

uidance

been the coach/general manager Association.

mplemented

to seventh graders, the "Homework

aches the course

t of the Back Mountain American Legion Baseball Team for ten years. 7 For the last four years he has 8 served as the director of the Dallas 9 Borough's Summer Recreation 9 Program. Mr. Wolensky is a P.I.A.A. basketball official and President of the Wyoming Valley Baseball

Eugenia (Trucksville. Jack and his wife, the former ugenia Caffrey, reside in

> **Dallas School District** Calendar Summary 1992-93

MAY 10 PROGRESS REPORTS DECEMBER 11 FEBRUARY 25

JANUARY EARLY DISMISSAL DATES 18

JUNE 10 GRADUATION DAY MAY 6

OCT 23 FIRST SEMESTER

JAN 2 - CLASSES RESUME DEC 24-JAN 1 HOLIDAY VACATION DEC 1 - CLASSES RESUME NOV 26-30 THANKSGIVING VACATION

TEACHER'S IN-SERVICE

APRIL 2 NOVEMBER 13 REPORT CARDS JUNE 10 JANUARY 29 K-5 APRIL JUNE JANUARY NOVEMBER 6-12 6 29 17 13

ELEMENTARY - NOVEMBER 16 PARENT CONFERENCES - APRIL 19

SECONDARY -APRIL 21 NOVEMBER 23

SECOND SEMESTER MAY 31 APRIL 13-14 SPR BREAK/SNOW DAYS APRIL 8-12 EASTER VACATION FEB 15 FEB 12 MEMORIAL DAY PRESIDENT'S DAY TEACHER'S IN-SERVICE

by Middle States Ass'n Schools will be evaluated

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 evaluative process must be visited every ten years for renewed accreditation. Dallas High School's dates of visitation will be on March 8, 9, Schools conducts approximately two hundred secondary school evaluations annually. Most of these The Commission on Secondary Schools of the Middle States Association of Colleges and High 11, 1994. (School year

A Middle States Association secondary school evaluation requires a carefully designed process for promoting the 1994-95)

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

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. The steering committee plays a vital role in the preparation of the self-study, as well as making consists of: Mr. Ed Augustine, Mrs preparations for the visiting team. The Dallas High School steering committee that has been selected making

Feachers attend school, too

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

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 the challenges education faces as we approach the millenium. Rae Ellen McKee, the 1991 National f Teacher of the Year delivered the keynote address at the Kirby Cente This major educational event

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

for the first LEARN event in February 1991. Project LEARN II, t whose theme was "Building Educational Communities: Uniting Forces for the Next Journey", f presented sessions dealing with multiculturalism, racism, values and ethnics. The objectives working partnership between schools and higher education; promoting a partnership among educators, parents, business, and industry to strengthen education. through new approaches in teaching; addressing issues of national significance as they pertained toour regional situation; bringing teachers and administrators together to discuss and learning; motivating educat and learners and building common challenges in teaching and ethnics. The objectives included: bringing people together to improve student learning