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ABSTRACT

Questions and charts requiring both statistical data and evaluative answers comprise the major portion of this book on self-assessment of elementary schools. The areas assessed include school and community, philosophy and objectives, curriculum, pupil assessment, pupil support services, staff and administration, and school resources and facilities. Each section is also accompanied by a statement of guiding principles and a summary. A companion paper gives guidelines for use of the book. (WD)

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
PROVINCE OF BRITISH COLUMBIA

ELEMENTARY SCHOOL SELF-ASSESSMENT BOOK

Preliminary Edition

A model instrument to guide school and district staff in a comprehensive, school-based process of self-appraisal and ongoing self-improvement.

TO THE PRINCIPAL:

The Ministry plans to maintain a cummulative file of suggestions on the content and process of self-assessment. Periodically, the comments received will be used to revise the Self-Assessment Book.

After using the Elementary School Self-Assessment Book, please submit your school's observations to the:

Accreditation/School Evaluation Branch
Educational Personnel Division
Ministry of Education, Science and Technology
Douglas Building
Victoria, B.C.
V8V 1X4

1. Indicate which questions, if any, are vague or unnecessary.

2. List any criteria or features which should be added to the Book.

3. General comments on the format, procedures or process.

NAME OF SCHOOL: _____

YEARS/GRADES: _____ ENROLMENT: _____

SCHOOL DISTRICT NO.: _____ (_____)

NAMES OF STEERING COMMITTEE MEMBERS:

_____

_____

_____

OTHER COMMITTEES:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

PROCEDURE FOLLOWED:

ELEMENTARY SCHOOL SELF-ASSESSMENT BOOK

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NOTES:

THE HANDBOOK, "GUIDELINES TO ACCOMPANY THE ELEMENTARY SCHOOL SELF-ASSESSMENT BOOK" SHOULD BE REVIEWED CAREFULLY BEFORE EMBARKING ON THE PROCESS.

THE MINISTRY APPRECIATES THE TIME AND EFFORT INVESTED IN THIS PROJECT BY THE PERSONNEL ON THE COMMITTEE AND THE THIRTY-FIVE PILOT SCHOOLS.

SCHOOL AND COMMUNITY

Statement of Purpose

The purpose of this section is to generate a descriptive analysis of significant features of the pupil population and the community. The information can assist in the development of the school's philosophy and objectives and can serve as the foundation for evaluating and planning the school program. Specifically, the section focuses on:

1. the composition and characteristics of the pupil population.
2. the composition and characteristics of the community.
3. the community's, staff's and pupil's perceptions of the school.
4. the communication patterns between the school and community.
5. the school's relationship with various community agencies.

Guiding Principles

The primary purpose of an elementary school is to provide an environment in which each child can develop as an individual and as a member of the community. To be effective, the school must take into consideration the nature of the community and its population in order to develop appropriately differentiated educational experiences for the children.

A number of general propositions inherent in an effective relationship between the school and the community follow. These generalizations should be examined prior to beginning this section of the Self-Assessment Book.

The educational program of the school is:

* differentiated according to differences in abilities, aspirations, and interests of the pupil population.

* developed with a thorough understanding by the staff of the composition and character of the pupils and the community.

* planned to reflect existing and emerging local uniqueness, e.g. expectations, opportunities, conditions, needs, etc.

* articulated with the programs offered at the secondary level.

The communication strategies utilized by the school have developed:

* a greater understanding of the school by the community and of the community by the school.

* a resource pool from the community to extend the time or expertise of the staff and provide new opportunities for pupils.

* similar staff and community perceptions on program needs and priorities leading to an appropriate program for the pupils.

* a consciousness that education is a lifelong community process.

1. Pupil Population

Indicate your pupil enrolment on the chart below using October 31st data:

Year/Grade	2 yrs. ago 19__ - 19__	1 yr. ago 19__ - 19__	current year 19__-19__	projected next yr. 19__-19__	2 yrs. from now 19__-19__
K					
1					
2					
3					
4					
5					
6					
7					
Special Class(es)					
Totals					

If any significant trends in pupil enrolment are perceived, what are the implications for the school program?

Trends	Implications

Approximate percentage of pupils bussed to the school.

Last year (19__) _____

Current year (19__) _____

Next year (19__) _____

2 years from now (19__) _____

What special provisions are necessary because of bus pupils?

Is there a significant number of pupils who need to be accommodated at school during noon hour or other times outside of school hours? For what reasons?

Indicate the percentage of pupils who have attended:

Only this school _____

One other school _____

Two other schools _____

Three other schools _____

Four or more other schools _____

If scholastic aptitude testing is conducted in the school, complete the chart below:

Year/Grade	Name and Level of Test	Frequency of Administration

What conclusions have been drawn from the results of these tests?

The staff's perceptions of the general achievement of the pupil population is that it is:

Low				High
1	2	3	4	5

What information has the school gathered on the special talents and interests of individual pupils (e.g. artistic, musical, athletic, etc.)? Indicate the number of pupils in each category.

2. Composition and Characteristics of the Community

	Answers	Comments
Attendance area in km? (approx.)		
Attendance area is approximately what percentage: - rural? - urban?		
Attendance area composition is approximately what percentage: - agricultural? - industrial? - service? - residential?		
Attendance area is becoming: (more, less) - agricultural (more, less) - industrial (more, less) - service (more, less) - residential		
Approximate population of the attendance area		
List any sizeable ethnic and/or religious groups and the approximate percentage they constitute		
What languages other than English are spoken by parents in the attendance area?		
What is the socio-economic pattern of the parents of the pupils in the school? (state approximate percentage and specific patterns)		
What are the major cultural and recreational interests of the community?		
What percentage expect their child will: - leave before Grade 12 - complete Grade 12 - proceed to College or University		
Average educational level attained in your attendance area.		

3. Perceptions of the School by the Community, Staff and Pupils

The following questions relate to the sample questionnaires found in the "Guidelines" (Appendix 2). If a school developed its own questionnaire or used other methods, the items should be modified accordingly.

If questionnaires were used to obtain data for this section of the book, complete the following chart.

	No. Issued	No. Returned	% Return	Total Population
Parents				
Staff				
Pupils in Years/Grades				
Others (specify)				

If questionnaires were not used, describe the methods used for data collection.

List the most prominent areas of the curriculum (and years/grades where applicable) with which parents and teachers indicated that they were satisfied with the school's performance.

Parents

Teachers

List the most prominent areas of the curriculum (and years/grades where applicable) with which parents and teachers indicated that they were not satisfied with the school's performance.

Parents

Teachers

What significant data emerged from the community's perceptions of the school regarding:

Topic/Feature	Comment(s)	Dissatisfied				Satisfied
dress and decorum		1	2	3	4	5
extracurricular activities		1	2	3	4	5
homework assignments		1	2	3	4	5
provisions of programs to suit individual differences of pupils.		1	2	3	4	5
reporting of pupil progress to parents		1	2	3	4	5
school discipline		1	2	3	4	5
school facilities for pupils		1	2	3	4	5
approachable; obtain a hearing on a problem		1	2	3	4	5
other (specify)		1	2	3	4	5

Summarize the community's perceptions of the state of community-staff relations.

Summarize the positive aspects of the school that pupils identify. (Note any variations which emerge due to differentiations in sex or age).

School subjects: -

School atmosphere: -

School activites: -

Summarize the negative aspects of the school that pupils identify. (Note any variations which emerge due to differentiations in sex or age).

School subjects: -

School atmosphere: -

School activities: -

On the basis of parents' responses, what conclusions can be drawn about the parent's perceptions of special needs programs in the school?

4. Communication

Indicate what provisions have been made to keep the community informed of the philosophy and objectives for the school.

Various communication strategies can be used to accomplish two way communication between the school and community. Indicate the degree to which the strategy is being used by the school and the degree to which the staff believes it ought to be used.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Parent meetings are held to: - discuss current issues in education - discuss discipline - discuss pupil progress - outline classroom curriculum - explain curricular and administrative changes - identify community resources - involve the parents in the decision-making process - other (specify)			

Communication (cont)

	Is	Ought	Comments
The school utilizes: - community residents as aides - community residents as resource persons - elementary, secondary, college, university pupils in school activities - local businesses as resources - other (specify)			
The staff encourages and participates in: - home visits - school visits by the community - the development of a class or school newsletter - other (specify)			
Other strategies (specify)			

List those communication strategies considered most effective.

List those communication strategies considered least effective.

If there is a formal parent organization for the school, comment on the following:

How large is the group? How well is the total parent population represented in the group?

What are the goals of the group? Is it largely a fund-raising group or is it involved with educational discussions, information, etc?

Does its direction come from the school staff and administration or from parent leaders?

Does it work only with its own school or does it work with other schools, groups and/or district personnel?

5. Agencies

Check below, in the appropriate space, the community agencies with which the school works.

* regularly
* occasionally
* never
* agencies requiring greater attention

Community Agency	Regularly	Occasionally	Never	Require Greater Attention	Comments
Business Organizations					
Community Recreation					
Churches					
Local Radio					
Local T.V.					
Museum					
Newspapers					
Police					
Public Health					

Agencies (cont)

Public Library					
Probation Services					
Service Clubs					
Social Welfare &Rehabilitation					
Other (specify)					

Who usually initiates the working relationship between the community agencies and the school and what criteria are used by the school for interaction with community agencies?

6. Summary of School and Community Section

What strengths have been identified in school-community relationships?

What weaknesses have been identified in school-community relationships?

7. Recommendations

From the preceding data in this section, list the recommendations that the school would propose to the following:

- the school staff

- the school administration

- the District/Superintendent of Schools

PHILOSOPHY AND OBJECTIVES

Statement of Purpose

The philosophy and objectives section has been designed to provide direction for a school either to develop a statement of philosophy and objectives or to re-assess and refine its existing statements.

Guiding Principles

Making wise decisions for school operation and for teaching and learning activities is a complex task which requires a carefully thought-out philosophic foundation. In the absence of such a comprehensive foundation, decision-making tends to become inconsistent, irrational, and overly subject to expediency and extraneous pressures.

Also, the school's philosophy and objectives are basic to the self-assessment as they specify:

(a) the beliefs and expectations which determine the emphasis of the school program

(b) the goals or ends to be attained in the daily operation and activities of the school.

These statements, often developed co-operatively by the school staff, should be an outgrowth of the ideas and discussions of all those concerned with the educational program for a particular school.

The philosophy of a school must be consistent with the educational philosophy of the Ministry of Education, Science and Technology and the school district, as well as being consistent with the needs of the local community. (The philosophy and objectives of the Ministry are provided in the Administrative Handbook for Elementary and Secondary Schools .)

1. Statement of Philosophy

The following questions are suggested (in addiiton to those in the Administrative Handbook for Elementary and Secondary Schools) as a means of directing and guiding discussion on the school's philosophy to assist in developing a comprehensive yet concise statement.

> How does the community influence and direct the educational program of a school?
>
> To what extent should the community influence the educational program?
>
> What are the immediate and future needs of the pupils?
>
> Should the school design its program to meet the interests, abilities, needs and readiness of all pupils in the school?
>
> To what extent does the school environment (philosophy, program, practices) influence the attitudes of pupils with respect to: the school in general, the staff, the program, one another, themselves, and learning?

Include a copy of the school's philosophy.

2. Statement of Objectives

In developing objectives for a school, consideration should be given to the extent to which the school is meeting the needs of the pupils and the community and the extent to which the objectives are consistent with the school's philosophy. The objectives are an extension of the school's philosophy. They not only provide direction and guidance for curriculum development, they also serve as a basis by

which all phases of the school's program and practices can be examined.

The task here is to reduce the school's philosophy to a set of definite objectives, putting into specific terms the goals the school is trying to achieve. They address the implementation of the philosophy, clarifying, if not specifying, the activities, means and indicators being used to achieve the philosophy. No really worthwhile evaluation will be possible unless the objectives are stated in clearly-defined, operational and, as far as possible, measurable terms.

Include a copy of the objectives for the school.

3. Briefly describe how the statements of philosophy and objectives were developed.

CURRICULUM

Statement of Purpose

This section is designed to generate a comprehensive description and stimulate an analysis of your school's curriculum and instruction. It includes all the formal and informal learning experiences provided for pupils as part of the school's program. Formal instructional activities are categorized in nine areas: Art, French, Health, Language Arts, Mathematics, Music, Physical Education, Science and Social Studies. Informal curricular activities are categorized as co-curricular activities.

This section is structured to focus by subject areas on:

1. learning outcomes
2. program organization, teaching strategies, materials and assessment
3. teaching practices
4. provisions for children with special needs
5. the strengths and weaknesses of program practices

Also, in part 6, the co-curricular program for pupils is examined.

Guiding Principles

In essence, the school gives concrete expression to its philosophy and objectives through its program, activities and practices. A number of generalizations which are natural to school curriculum appear below. These propositions provide a framework for the development of curriculum. The list is not intended to be limiting, and a school should add any generalizations that have influenced

its curriculum development.

* The instructional program in each subject is governed and guided by the core curriculum, courses of study and district priorities and policies.

* The content and instructional strategies in each subject grow out of the philosophy and objectives of the school.

* The educational needs of individual pupils provide direction to each subject.

* The instructional program in each subject is sufficiently flexible to meet individual needs and interests.

* The nature of child growth and development is reflected in each subject.

* The special circumstances and desires of the local community are reflected in each subject.

* Children are provided some opportunity to participate in planning and evaluating learning experiences.

* The learning experiences enhance the pupil's self-concept and feeling of worth, as well as their appreciation of the worth and dignity of others.

* There is a plan for continuous evaluation of pupil progress in the cognitive, affective and psychomotor areas.

* Children are grouped for instruction according to their learning needs.

* The instructional strategies and materials are consistent with the objectives of instruction and the size of the groupings.

* The school uses a variety of material and human resources.

* The co-curricular program is designed to meet the needs of as many pupils as possible.

SUBJECT AREA: _____

SUBJECT: _____

1. Learning Outcomes

List any district learning outcomes added to those specified by the Ministry of Education.

List any school learning outcomes added to the list of outcomes specified by the district and the Ministry of Education.

Nine sets of Pages 28-36 and 38-43 inclusive are required, one for each subject area. Insert the appropriate subject page (37a to 37i) to become a part of its set.

Indicate the reason for additions, or deletions, in the district and school lists of learning outcomes.

2. Program Description

The following chart has been designed to provide an overview of the program in each subject in two ways.

(a) Reading across, one can see the relationship between the materials, the teaching strategies and the assessment of the effectiveness of these materials and strategies for each year/grade and class.

(b) Reading down, one can see the sequence of the program within years/grades and from year/grade to year/grade, in terms of materials, teaching strategies and the assessment of the effectiveness of these materials and strategies.

List each class separately on the chart. (If the school enrols more than 3 classes in any year/grade the chart will have to be extended). Provide the information asked for below.

2.1 Program Organization

List the actual time allotments for each class.

Describe the program by either naming a commercial program that provides the majority of the content (e.g. Ginn 720, Language Patterns) or by listing the units or topics (e.g. "The Family" in Social Studies).

2.2 Teaching Strategies

Identify the major strategies used in each class for the teaching of this subject. (e.g. demonstration, lecturing, group work, independent research, etc.).

2.3 Assessment of the Effectiveness of Programs, Materials and Teaching Strategies

Explain how the staff determines the effectiveness of the programs, materials and teaching strategies used in this subject.

2.1 Program Organization

YR/ GR	PRCV TIME ALLOT	CLASS TIME ALLOT	Major Programs
K			
1			
2			
3			
4			
5			
6			
7			

2.2 Teaching Strategies

Major Teaching Strategies

2.3 Assessment of Effectiveness

Programs/Materials	Teaching Strategies

Refer to the "Guidelines" for a discussion of the rating scales used below.

3. Teaching Practices

The following statements describe various teaching practices. Indicate the degree to which each practice does exist throughout the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

SUBJECT: _____

	Is	Ought	Comments
A developmental skills program: - is important in the teaching of this subject. - provides for the pupils continuous progress in the acquisition of skills in this subject.			
The teaching of vocabulary needed to understand this subject's texts and concepts is an important facet of the program.			
The reading difficulty level of print materials determines the teaching strategies used.			
Non-print materials are adapted to suit group and individual needs, interests and readiness.			
Provision is made for the transfer of pupils from one ability group to another.			

Teaching Practices (cont)

	Is	Ought	Comments
Corrective work is an integral part of the teaching strategies.			
This subject is taught by a specialist.			
Teaching strategies provide an appropriate balance between: - teacher presentation and pupil activity and participation - class, group and individual instruction - oral, written, audio-visual and project-oriented presentations.			
There is coordination of program planning amongst teachers.			
Pupils are aware of the standard of performance or achievement expected.			
Appropriate standards of written work are taught and reinforced.			
There is integration between this subject and other subjects.			
Field trips are an important activity.			
Heavy reliance is made on homework assignments.			
Pupils are aware of expected learning outcomes.			

Teaching Practices (cont)

	Is	Ought	Comments
Records are kept on a regular basis.			
Pupils assignments are checked regularly.			
The school resource centre is an important source of material for teachers for lesson planning.			
The school resource centre is an important source of materials for pupil use within the classroom.			
Pupils are actively encouraged to take advantage of community resources.			
The characteristics and desires of the community have been considered in planning this program.			
Children have some opportunity to participate in planning the program.			
Research skills required for this subject are taught by the classroom teacher.			
Research skills required for this subject are taught by the teacher-librarian.			
Full use is made of the available material and resources in this subject area.			
Additional practices. (specify)			

Art

	Is	Ought	Comments
The teaching of art appreciation skills is an important part of the program.			
The examination of various art modes is an important part of the program.			
The emphasis is on drawing and painting.			
The emphasis is on a "creative" rather than a "finished" product.			
The emphasis is on crafts.			
Art class products are used in classroom and school displays.			
Additional practices. (specify)			

French Exposure

	Is	Ought	Comments
The French culture in Canada receives emphasis.			
A positive attitude toward learning the language is a major goal.			
Speaking and listening skills are of major importance.			
Reading and writing activities form part of the program.			

Health

	Is	Ought	Comments
The examination of current health information and issues forms an important part of the program.			
Good personal hygiene habits are encouraged.			
Information on personal hygiene habits is disseminated.			
The development of group discussion skills is an important part of the program.			
The development of skills necessary for social interaction with ones peer is an important part of the program.			
An understanding of physical growth and development is encouraged through the program.			
Additional practices. (specify)			

Language Arts

	Is	Ought	Comments
A sequential developmental skills programme is an important facet of the program in: - listening - reading - decoding - comprehension - study skills - oral language - handwriting - written expression - spelling			
Recreational reading time is an important daily facet of the program.			
The teaching of handwriting is an important facet of the program.			
Written expression is an important facet of the program.			
The teaching of critical thinking skills in relation to mult-media presentations (eg. T.V., films) is an important facet of the program.			
Activities such as creative drama, film making, play writing and producing, and puppetry, are an important facet of the program.			
The development of pupil awareness and appreciation of good literature is an important facet of the program.			
Pupils are actively encouraged to make use of community and school libraries.			
Additional practices. (specify)			

Mathematics

	Is	Ought	Comments
The drill of basic facts is of major importance in the teaching of Mathematics.			
The teaching of geometry is of major importance in the program.			
The teaching of the use of Mathematics in practical situations is of major importance.			
The use of models and manipulative materials is of major importance in the teaching of Mathematics.			
Problem solving skills receive the major emphasis in the program.			
The emphasis is on understanding the number system.			
Pupils are involved in estimations of measurements.			
Hand calculators are used by the pupils.			
Additional practices. (specify)			

Music

	Is	Ought	Comments
The teaching of music appreciation skills is an important part of the program.			
The examination of various musical forms is an important facet of the program.			
Curricular music activities (eg. band) are provided for in scheduled school hours. (eg. 9-3)			
Provisions are available for supporting pupils who wish to take part in extra-curricular music activities.			
Public performances are an integral part of the school program.			
Additional practices. (specify)			

Physical Education

	Is	Ought	Comments
The development of skills necessary for social interaction with ones peers is an important part of the program.			
Inter-district competition is an important part of the program.			
Inter-school competition is an important part of the program.			
Suitable clothing (including footwear) is required for participation.			
Personal hygiene is an integral part of the program.			
Physical fitness programs are the major emphasis of the program.			
Recreational skills are the major emphasis of the program.			
Game skills (competitive team sports) are the major emphasis of the program.			
Additional practices. (specify)			

Science

	Is	Ought	Comments
The teaching of critical thinking skills is an important facet of the program.			
The discovery approach is of major importance in the program.			
Science is effectively taught using an activity centered approach.			
Environmental education is considered an important facet of the program.			
Additional practices. (specify)			

Social Studies

	Is	Ought	Comments
The teaching of critical thinking skills needed to deal with biased reporting (e.g. slanted newspaper writing, etc.) is important in the program.			
The examination of current events and issues is an important part of the program.			
Activities such as role playing and film making are important.			
Comparison and contrast of values is an important facet of the program.			
The development of skills necessary for social interaction with ones peers is important.			
The development of group discussion skills is an important part of the program.			
Additional practices. (specify)			

How many teachers teach this subject? _____

Various kinds of grouping of pupils are used within classes. Complete the chart below to indicate how many of the teachers referred to above make use of each kind of grouping when teaching this subject. (It is understood that a teacher may use more than one type).

Kinds of Grouping	No. of Teachers Using This Kind of Grouping
Ability grouping	
Individualization	
Interest grouping	
Social grouping	
Whole class grouping	
Multiple grade grouping	
Needs grouping	
Others (specify)	

Various instructional strategies are used by teachers to attain the objectives of any curricular area. Complete the chart below to indicate how many of the teachers referred to above make use of the strategies listed when teaching this subject. (It is understood that a teacher may use more than one type).

Instructional Strategies	No. of Teachers Using This Instructional Strategy
Contracting	
Debating	
Demonstrating	
Experiments	
Field Trips	
Independent Learning	
Independent Research	
Individual Instruction	
Large Group Instruction	
Lecturing	
Multi-media Approach	
Oral Reporting	

Platooning	
Pupil Tutoring	
Role Playing	
Simulation Games	
Small Group Instruction	
Station Approach	
Team Teaching	
Others (specify)	

Describe how the curriculum in multi-grade classes is adapted and organized for sequential skill development in this subject.

10

4. Provisions for Children with Special Needs

Describe the provisions that are made for children with special needs in this subject.

List the materials and/or programs that are available to the classroom teacher for use with the child with special needs in this subject.

5. Strengths and Weaknesses

In what respects is the _____ program most
(subject)
satisfactory and commendable?

In what respects is the _____ program most
in need of improvement? (subject)

Recommend in order of priority what steps should be undertaken to overcome weaknesses in the _____ program.
(subject)

6. Co-curricular Activities

In the chart below, list the co-curricular activities in your school that are an extension of a subject area.

Co-Curricular Activities	Number of Staff Involved	Number of Community Volunteers Involved	Number of Pupils (Indicate year/grade where applicable	Extension of Which Subject Area?

Has the variety and/or number of activities increased or decreased in the last two years? State reason(s) for any significant changes.

Has the number of pupils involved in these activities increased or decreased in the last two years? Why?

List all other co-curricular activities in your school. (Those that are not considered an extension of a subject).

Other Co-Curricular Activities	Number of Staff Involved	Number of Community Volunteers Involved	No. of Pupils (Indicate year/ grade where applicable)	Amount of Time Involved Each Week

Has there been a significant increase or decrease in the variety and/or number of these activities in the last two years? Comment if a significant change has occured.

Has there been a significant increase or decrease in the number of pupils involved in these activities? Comment if a significant change has occurred.

What are the strengths of the co-curricular program?

What are the weaknesses of the co-curricular program?

7. Summary of Curriculum Section

What strengths have been identified in the school's subject and co-curricular programming?

What weaknesses have been identified in the school's subject and co-curricular programming?

8. Recommendations

From the preceding information in the entire curriculum section (pages 26 - 49) list the recommendations that the school would propose to the following:

- the school staff

- the school administration

- the District/Superintendent of Schools

PUPIL ASSESSMENT, PROMOTION AND REPORTING

Statement of Purpose

The purpose of this section is to provide a description and guide an analysis of your school's practices and policies on pupil assessment, promotion and reporting. Specifically, it will focus on:

1. the pupil assessment program in the school
2. the school's promotional policy
3. the school's procedures for reporting pupil progress to parents.

Guiding Principles

Pupil assessment and promotional practices, like the school's curriculum, are concrete expressions of the school's philosophy and objectives. In fact, the content of the assessment often indicates what the school perceives as being the most important learnings in the curriculum, while the promotional policy specifies the rate at which a pupil can advance in the curriculum. Reporting to parents on pupil progress is significant in that it develops home-school cooperation and an understanding of the school program.

The school's pupil assessment, promotion and reporting practices:

* are consistent with the philosophy and objectives of the school.
* encourage a variety of techniques to accommodate a number of purposes.

* are consistently applied throughout the school.
* are explained to pupils and parents.
* incorporate the flexibility required to meet individual needs and differences.

1. The Pupil Assessment Program

List the standardized achievement tests that are administered in the school.

Year/Grade	Name of Test	Frequency of Administration	Subject Area

Attach a copy of the school and district assessment policy.

What conclusions have been drawn and what use has been made of these test results?

List the diagnostic tests that are administered in the school.

Year/Grade	Name of Test	Frequency of Administration	Subject Area

What conclusions have been drawn and what use has been made of these results?

List other methods used to assess pupils.

Year/Grade	Other Methods of Assessment	Frequency of Administration	Subject

What conclusions have been drawn and what use has been made of these results?

Describe any major adjustments made to any aspect of the school's program,strategies and/or instruction as a result of all school, district and provincial assessment data available.

The following statements describe some aspects of pupil assessment practices. Indicate the degree to which the practice does exist throughout the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
The assessment program evaluates outcomes which are consistent with the philosophy and objectives of the school.			
Methods of assessment are co-ordinated.			
Assessment results are used consistently throughout the school.			
Continuous evaluation is an integral part of the teaching process.			
Assessment is pursued through both oral and written means.			
Assessment procedures make use of a variety of techniques including: - daily appraisals - provincial learning assessment results - standardized achievement tests - standardized diagnostic tests - teacher-made objective tests - teacher-made subjective tests - teacher observation of pupils			
Constant efforts are made to evaluate and improve the assessment program.			

	Is	Ought	Comments
Assessment results are used to: - analyze effectiveness of teaching - determine the appropriateness of materials/resources used - direct classroom instruction - give direction for grouping for instruction - plan individual instruction where necessary			
Comprehensive, accurate records are kept of all assessment data.			
Pupils participate in the assessment of their own work.			
Assessment data is used to keep both pupils and parents informed of pupil progress.			
Teachers help interpret assessment results to parents.			
Teachers help interpret assessment results to pupils.			
The assessment program is in accord with school policy governing pupil promotion.			
Additional practices. (specify)			

2. The School's Promotional Policy

A school's promotional policy must be based upon the philosophy, objectives and policies of the Ministry of Education and the school district.

Describe (or attach) the school's promotional policy.

The following statements describe aspects of implementing a pupil promotional policy. Indicate the degree to which the practice does exist within the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Constant efforts are made to evaluate and improve the promotional policy.			
The school's promotional policy and procedures are made known to parents by: - conferences - letters - report cards - other (specify)			
The school's promotional policy and procedures are made known to pupils by: - class discussions - conferences - report cards - other (specify)			
The promotional policy is flexible enough to meet the individual needs of all pupils.			
The promotional policy is applied consistently throughout the school.			
Assessment results are used in making decisions on promotions.			
Comprehensive, accurate records are kept of all promotional data.			
The promotional policy contains a procedure for appeal.			
Additional practices. (specify)			

How many of your pupils advanced into the secondary system last June after:

6 years in elementary school? _____

7 years in elementary school? _____

8 years in elementary school? _____

more than 8 years in elementary school? _____

What percentage of your ex-pupils failed year/grade 8 last year? (19 __) _____

the year before last? (19 __) _____

List those subjects which appear to cause your ex-pupils the most difficulty in Grade 8. Explain why they appear to cause your ex-pupils difficulty.

3. Reporting Pupil Progress to Parents

The following statements describe various aspects of reporting pupil progress to parents. Indicate the extent to which the practice does exist within the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
The reporting procedures are consistent with the philosophy and objectives of the school. (Attach a copy of your procedures for reporting pupil progress to parents).			
Parents are well-informed regarding the school reporting policy.			
The report card used is adequate to report pupil progress to parents.			
Parent-teacher conferences are used to report on aspects that are difficult to report in a written report card.			
Interim reports on pupil progress are sent, when necessary, to parents between official reporting times.			

Reporting Pupil Progress to Parents (cont)

	Is	Ought	Comments
Comprehensive, accurate records are kept of all reporting data.			
Constant efforts are made to evaluate and improve the reporting procedure.			
The reporting policy is flexible enough to meet the individual needs of all pupils.			
Teachers help to interpret reporting policy to parents.			
Teachers help to interpret reporting policy to pupils.			
Methods of reporting to parents are co-ordinated and used consistently throughout the school.			
Additional practices. (specify)			

4. Summary of Pupil Assessment, Promotion and Reporting

What strengths have been identified in the procedures related to pupil assessment, promotion and reporting?

What weaknesses have been identified in the procedures related to pupil assessment, promotion and reporting?

5. Recommendations

From an analysis of the preceding data in this section, list the recommendations that the school staff would propose to the following:

- the school staff

- the school administration

- the District/Superintendent of schools

PUPIL SUPPORT SERVICES

Statement of Purpose

This section of the Book has been designed to provide a comprehensive description and stimulate analysis of the support services available to pupils. The section focuses on:

1. the learning assistance services
2. the special services provided or available
3. the counselling services provided to pupils
4. the health services provided to pupils
5. other district and/or community services available to pupils

Guiding Principles

The intellectual, emotional, social, physical and personal problems faced by children make it necessary for schools to attend to these concerns. As all aspects of child growth and development are addressed by public schools, learning assistance services, special services, counselling services and health services are important.

In the elementary school each teacher tends to be a counsellor and, to some extent, a learning assistance teacher. However, frequently additional support staff are required to deal with various needs of specific pupils.

Health services are usually provided by the local Health Unit.

A number of generalizations about various pupil support services follow:

The learning assistance and counselling services:

* reflect the school philosophy and objectives.
* are tailored to meet the needs of the pupils and the school.
* follow a plan which is known by all staff members.
* involve classroom teachers to a high degree.
* are co-ordinated with other agencies and other levels of schooling.
* have efficient and adequate referral procedures.
* provide for the interpretation of the service, of a pupil's progress and of a pupil's record to pupils and parents.

The special services:

* are planned to reflect the needs within the community.
* are planned to meet the needs of individual pupils involved.
* are co-ordinated with other schools and agencies.
* provide for the interpretation of the service, of a pupil's progress and of a pupil's record to pupils and parents.

The health services:

* are planned co-operatively with public health personnel.

* encourage teachers to identify possible health problems in children for referral to others for treatment.

* include periodic screening tests for particular health problems.

* are designed to encourage good health practices and habits

* provide clear procedures to be followed in case of illness or injury.

1. Learning Assistance Services

Indicate the number and percentage of pupils in a typical year who receive services from the learning assistance teacher.

Year/Grade	Number			Percentage
	Boys	Girls	Total	
K				
1				
2				
3				
4				
5				
6				
7				
Special Class				
TOTAL				

Of the above pupils, how many are new cases this year? _____

List major reasons for new cases.

How many pupils who were receiving services last year are not receiving services this year? _____

List major reasons pupils are not receiving services.

Outline the criteria and procedures used to identify pupils requiring learning assistance services.

Describe any special training and/or qualifications of the learning assistance teacher. (Include in-service and pre-service training).

How many hours per week is a learning assistance teacher assigned in/to this school?

_____

What percentage of this time does the learning assistance teacher:

teach pupils? _____

assess pupils? _____

consult with teachers? _____

plan and/or prepare pupil work? _____

other (specify) _____

If applicable, list any other teaching assignments the learning assistance teacher has in the school or district.

One of the functions of the learning assistance teacher is to act as a resource person within the school. Indicate the degree to which the learning assistance teacher is acting as a resource person in each subject and the degree to which the staff believes he/she ought to be acting as a resource person.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	To Pupils		To Teachers		Comments
	Is	Ought	Is	Ought	
Art					
French					
Health					
Language Arts					
Library					
Mathematics					
Music					
Physical Education					
Science					
Social Studies					
Other (specify)					

The following statements describe practices which may be associated with learning assistance programs. Indicate the degree to which each practice does exist in your learning assistance program and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regulary	Always
1	2	3	4	5

	Is	Ought	Comments
The staff and learning assistance teacher meet at the beginning of the school year to plan the focus of the learning assistance program.			
The learning assistance program focuses on the educational priorities of the school.			
All pupils are tested by the learning assistance teacher prior to entry into the program.			
The use of teacher-made tests is important for diagnosis.			
The use of commercial diagnostic tests is important for diagnosis.			
The learning assistance program is based on diagnostic testing and prescriptive teaching.			

Learning Assistance Services (cont)

	Is	Ought	Comments
The learning assistance program is based on the concept of mastery learning.			
Detailed records of each pupil's strengths, weaknesses, program and progress are maintained.			
The learning assistance program services slow-moving pupils only be providing materials to the classroom teacher.			
The learning assistance program services slow-moving pupils only by working with them in the learning assistance centre.			
The learning assistance program services slow-moving pupils in the centre and by providing materials to the classroom teacher.			
The learning assistance program offers enrichment to gifted, talented and creative pupils.			
The learning assistance teacher works only with individuals.			
The learning assistance teacher works only with groups.			

Learning Assistance Services (cont)

	Is	Ought	Comments
Grouping is used only when the pupils have a common need.			
The learning assistance teacher works only in the learning assistance centre.			
The learning assistance teacher is allotted at least one hour per week for assessment of pupils.			
Pupil needs are the major consideration for scheduling purposes.			
Needs of classroom teachers are the major consideration for scheduling purposes.			
Learning assistance teachers have the final say as to which pupils are selected.			
Teachers have access to learning assistance records and information.			
Teachers have access to learning assistance materials.			
There is a process for pupil self-referral.			
The learning assistance teacher is often used as a substitute teacher.			
Additional practices. (specify)			

2. Special Needs Services (other than learning assistance programs)

Outline the procedures used to identify pupils with special needs.

Indicate below the provisions that have been made within the school or district for pupils with special needs.

Program	Personnel Involved		Number of pupils receiving services		Type of Service/ Program	Average Minutes per Week each Pupil Receives Service
	In Ident-fication	In Teaching	Last Year 19__	This Year 19__		
English as a Second Language						
Gifted and Talented						
Physically Handicapped						
Sensory Abnormalities (sight, hearing, etc)						
Speech Defects						
Social-Behavioural Abnormalities						
Skill Deficiencies						
Others (specify)						

Are all pupils who have been identified as having special needs included in the program? If your answer is no, state the reasons for not including all pupils.

Has there been a significant increase or decrease in the number of pupils requiring special needs programs in the last two years? Comment if a significant change has occurred.

Describe the special training and/or qualifications of all personnel, except the learning assistance teacher, who work with pupils who have special needs. (Include both pre-service and in-service training).

What other resources and/or specialists are available from the district, government agencies or the community? What use is made of these resources for pupils with special needs?

3. Counselling Services

Describe the counselling services provided to pupils in your school.

What other counselling resources and specialists are available from the district, government agencies or the community? What use is made of these resources?

Describe the preparation and use of pupil records.

How is service provided by agencies coordinated with the service provided by the school?

What provision is made for interpretation of tests and inventories to pupils, parents, administration and staff?

The following statements refer to counselling services in elementary schools. Indicate the degree to which each statement describes something which is being done in your school and the degree to which the staff believes it ought to be done.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
All elementary teachers are counsellors.			
The principal is the counsellor.			
The learning assistance teacher is the counsellor.			
Counsellors are assigned to school staffs.			
The staff member responsible for counselling suggests behaviour management techniques for individual pupils.			
The staff member responsible for counselling suggests learning programs for individual pupils.			
Counsellors initiate most of the contacts with the home.			

Counselling Services (cont)

	Is	Ought	Comments
Teachers make home visits.			
Counsellors make home visits.			
Counselling services consist mainly of testing.			
Counselling service is available only for pupils with behaviour problems.			
The staff member responsible for counselling acts as a liaison person: - with the secondary schools - with other agencies			
Additional statements. (specify).			

4. Health Services

Describe the nature of the school's health services and the way they are provided.

What personnel are involved in the provision of health services and what are their roles?

What provision is made for obtaining information about pupils with regard to:

- home and family?

- physical and medical status?

Are parents and staff aware of the procedures to be followed in case of injury? Outline this procedure.

What provisions are made to accommodate a child who has a physical disability?

Do you make use of any district or community service not mentioned in this section? If so, comment on the service, how you use it and who initiates the use.

5. Summary of Pupil Support Services

What strengths have been identified in the pupil support services?

What weaknesses have been identified in the pupil support services?

6. Recommendations

From the preceding data in this section, list the rec
mendations that the school would propose to the follo

- the school staff

- the school administration

- the District/Superintendent of Schools

SCHOOL STAFF AND ADMINISTRATION

Statement of Purpose

The purpose of this section is to generate a comprehensive description and stimulate analysis of various administrative, supervisory and managerial practices and procedures. Specifically, it will focus on:

1. the qualifications, experience and assignment of school personnel
2. professional development programs
3. school staffing procedures and patterns of staff utilization
4. procedures for decision-making in the school
5. the role and responsibilities of the administration
6. the scheduling of the school
7. financial policies and procedures.

Guiding Principles

The primary purpose of all school staff is to facilitate the educational process. A competent staff who have clearly delineated roles and responsibilities, adequate resources and facilities, an operable statement of philosophy and objectives and effective management and leadership are critical elements for an effective school.

The staff should:

* have qualifications which are appropriate for their assignment.
* have the desire and the ability to inspire and involve pupils in meaningful educational experiences.
* have a reasonable teaching assignment.
* know their role and their responsibilities.
* communicate with each other.

The principal should:

* efficiently organize and manage the school's educational program, using the guidelines set by the district and Ministry of Education.
* demonstrate leadership qualities, giving a sense of direction to the school.
* know his/her role and responsibilities.
* ensure there is effective communication within the school and between the school and community.

1. School Personnel

Name	Certification (eg. PA, PB, PC standard)	University Degrees	Any areas in which the staff member has more than 3 University courses	Total years of teaching experience	Years in this school	Assignment (by year/grades)	Number of pupils in class	Unassigned time per week	Percentage of time assigned to this school
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									

Non-Teaching Staff: Complete the chart as indicated.

Non-Teaching Staff	Number	Hours Per 5 Day Week
Stenographers		
Secretaries		
Typists		
Resource Centre Aides (Library)		
Teacher Aides		
Supervision Aides		
Volunteer Aides (non-paid)		
Nurse		
Special Counsellor		
Psychologist		
Engineer		
Custodian		
Others (specify)		

2. Professional Development Programs

Describe orientation programs for new staff members.

List the types of professional development activities provided for teachers in the school.

last year 19 ___	
this year 19 ___	

List the types of professional development opportunities provided for staff.

	Inside the District	Outside the District
last year 19 ___		
this year 19 ___		

Does the school's staff regularly use the services of personnel from the School District, the Ministry of Education, the Universities and Colleges or from any other source? List the source of additional resource persons and state how they contribute to the school's program.

3. School Staffing Procedures

List the criteria used for selecting teachers for the school and state how the criteria relate to the uniqueness or needs of the school.

In general, do the assigned staff meet the requirements or needs of the planned programs? Explain why or why not.

Following are a number of practices used in determining staff utilization and organization. Indicate the degree to which the practice does exist within the school and the degree to which the staff feels it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Beginning teachers are not assigned to a year/grade one class.			
Teachers new to the district are given special consideration in assignments.			
Teachers new to the school are given special consideration in assignments.			
Teachers are assigned to their areas of specialization.			
The principal is consulted about staff requirements, appointments and transfers.			
The staff is consulted by the administrator about staff requirements and appointments.			
Teachers have a choice of pupils.			

School Staffing Procedures (cont)

	Is	Ought	Comments
In determining teacher load, the following are taken into account: - extra-curricular participation (eg. sports, band, etc.) - number of instructional groups taught. - size of class. - supervision schedule.			
Assistance is available to teachers from: - aides-paid - aides-voluntary - district staff - Human Resources - other (specify).			
Additional practices. (specify)			

Describe any notable patterns of staff utilization. (eg. team teaching)

4. Decision-Making

The following statements pertain to aspects of the decision-making processes. Indicate the degree to which each is practiced within the school and the degree to which the staff believe each ought to be practiced.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Staff is involved in deciding school practices and polices on: - communication with the community - discipline - expected work standards - professional development - pupil promotion - purchasing of materials - reporting to parents - scheduling of teachers - use of aides - use of facilities			
Staff is involved in making decisions about curriculum.			
The administrator has the final say in all school decisions.			
Additional statements.			

5. Role and Responsibilities of Administration

Give the approximate percentage of the principal's time devoted to:

Comments

(a) classroom teaching _____%

(b) administration _____%

(c) supervision of teaching and educational practices _____%

(d) other (specify) _____%

The following statements refer to some of the responsibilities assigned to administrators. Indicate the degree to which each statement represents a practice which does exist within the school and the degree to which you believe it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
The principal's monthly schedule includes: - classroom visitations - department meetings - staff meetings - other (specify)			
Provisions are made for the coordination of subject disciplines: - within the school - with feeder schools - with district secondary schools			

Role and Responsibilities of Administration (cont)

	Is	Ought	Comments
Committees of the staff are used appropriately.			
Staff meetings are held mainly to give information.			
The administration ensures that duties and responsibilities of all school personnel are: - clearly defined - known by personnel			
Administrators provide instructional support to teachers.			
Staff is kept well informed of educational developments at the district and Provincial levels.			
Staff has access to official documents (eg. Ministry of Education circulars, District Policy Book, Public Schools Act, etc.).			
Minutes of staff meetings are kept and are available for reference.			
Staff and administrators keep parents and other members of the community informed about the school program and activities.			

Role and Responsibilities of Administration (cont)

	Is	Ought	Comments
The administration establishes annual: - objectives or job targets - priorities			
Additional practices. (specify)			

Describe the principal's classroom supervision plan.

6. School Scheduling

Hours of Operation _____ a.m. to _____ p.m.

Morning recess at _____ a.m.

Lunch period: from _____ to _____.

Describe the reasons for any modification of the usual 9:00 a.m. to 3:00 p.m. schedule.

Describe any circumstances, external or internal, that have a direct bearing on scheduling in your school (e.g. Itinerant Band Instructor, Learning Assistance, etc.).

Describe the scheduling for the library/resource centre.

Describe the scheduling for the gymnasium or activity room.

7. Financial Policies and Procedures

The following practices pertain to school funds and financing. Indicate the degree to which each practice does exist within the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
School fund-raising decisions involve the: - administration - Board of School Trustees - parents - pupils or pupil representatives - staff or staff representatives			
Decisions related to the expenditures of school raised funds involve the: - administration - district staff - parents - pupils or pupil representatives - staff or staff representatives			
The accounting system records all funds received and expended.			

Financial Policies and Procedures (cont)

	Is	Ought	Comments
Appropriate forms and procedures are used to process all school financial transactions, including student activity funds.			
Procedures are established to safeguard the handling of school funds.			
All school accounts are audited annually.			
Staff members are made aware of the various School Board accounts which affect their program.			
Staff have input into the allocation of the school's budget.			
There are special funds allocated for: - Art - Field Trips - French - Health - Outdoor Education - Language Arts - Library - Mathematics - Music - Physical Education - Science - Social Studies - Other (specify)			
Additional practices. (specify)			

8. Summary of School Staff and Administration Section

What strengths have been identified in the school staff and administration?

What weaknesses have been identified in the school staff and administration?

9. Recommendations

Based on an analysis of the data in this section, list the recommendations that the school would propose to the following:

- the school staff

- the school administration

- the District/Superintendent of Schools

SCHOOL RESOURCES AND FACILITIES

Statement of Purpose

The purpose of this section is to generate a descriptive analysis of the school resources and facilities. Resources include the material, both print and non-print, and the specialized services or personnel to assist pupils through extending their learning experiences and supporting the teacher's instructional program. Facilities include the site, building, equipment and utilities.

Specifically, this section focuses on:

1. the selection of resource materials
2. the organization and use of the library
3. the adequacy and condition of resources and equipment
4. the availability and use of curricular resources
5. the school site
6. the facilities and services.

Guiding Principles

A school's resources and facilities play a significant role in the functioning of the educational program. They can either enhance or limit the school program.

The library should:

* be an integral part of the school
* reflect the educational philosophy and objectives of the school

* provide resource materials and services for essential and enrichment learning experiences to both pupils and staff.

* provide for the efficient use of the equipment and materials housed in them.

* provide an atmosphere and services which encourage pupils to become involved with reading.

* have efficient and effective procedures for selecting resource materials.

The facilities should:

* contribute to the educational program.

* include a variety of spaces for classroom, recreational, research and other activities forming an integral part of the school's program.

* include outdoor and indoor recreational facilities which accommodate the educational program.

* provide for the present and, as much as possible, the future program requirements.

* be maintained in a manner which indicates consideration has been and is being given to health and safety factors.

1. Supplying, Organizing and Using the Library

Indicate the approximate library holdings and budget below:

)	Number of present holdings	Last Year 19		This Year 19		Next Year 19	
		Numbers Purchased	Money Spent	Numbers Purchased	Money Spent	Numbers Purchased	Money to be Spent
Books - fiction							
Books - non-fiction							
Books - paperback							
Encyclopedias							
Films/Filmstrips							
Pamphlets/Newspapers							
Periodicals							
Records							
Tapes							
TOTAL per pupil							

Describe the procedures used for evaluating the adequacy and the appropriateness of the present collection.

Describe the criteria and procedures for the selection of new materials.

Describe the procedures used when library materials are challenged by the public.

The following statements describe practices in the selection of materials for libraries. Indicate the degree to which each practice does exist within the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Print materials are selected on the basis of consultation with and recommendations of staff.			
Reference materials are provided: - in sufficient quality - in a wide range - in accordance with the school's objectives.			
Audio-visual materials are selected by the teacher-librarian.			
Materials are selected primarily to support the curriculum.			
Audio-visual equipment is selected by the administrator.			
Pupils have input into the selection of materials.			

Supplying, Organizing and Using the Library (cont)

	Is	Ought	Comments
Worn out and obsolete materials are discarded regularly.			
The quantity and range of reading materials make provision for: - abilities of pupils - interests of pupils			
The quantity and range of listening materials make provision for: - abilities of pupils - interests of pupils			
The quantity and range of viewing materials make provision for: - abilities of pupils - interests of pupils			
Additional practices. (specify)			

2. Organization and Use of the Library

How many hours per week is a teacher-librarian assigned to this school? _____

How many hours per week is clerical help allocated to the library? _____

How many hours per week is a paid aide allocated to the library? _____

How many hours per week do volunteer aides assist in the library? _____

Comment on the above provisions noting any highlights or inadequacies.

Describe any restrictions on the circulation of materials from the library.

Describe how print materials are processed.

The following statements describe organizational procedures used in libraries. Indicate the degree to which each procedure does exist within this school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
A written school library policy has been prepared by the staff.			
All books are catalogued and organized to the Dewey Decimal Classification.			
All periodicals are catalogued and organized for easy access.			
Circulation procedures encourage pupils to use the library but are strict enough to ensure reasonable maintenance of the collection.			

Organization and Use of the Library (cont)

	Is	Ought	Comments
All audio-visual materials are organized for easy access.			
Circulation procedures provide for: - short-term, long-term and extended loans - non-print materials to teachers - non-print materials to pupils			
There is a teachers' reference section.			
Flexible scheduling permits teachers to bring classes to the library by appointment.			
Classes are scheduled into the library on a regular basis.			
Scheduled classes are used for: - free reading - story time - teaching library skills - teaching research skills - other (specify)			
The library is open to small groups and individuals at any time.			
Small groups and individuals working in the library have precisely defined assignments.			

Organization and Use of the Library (cont)

	Is	Ought	Comments
The library is open for pupil use: - before school - at recess - at lunch time - after school - throughout the total school day			
The atmosphere is such that pupils enjoy being in the library.			
The library is open for community use.			
Procedures for lost or damaged materials are known to all staff and pupils.			
Additional practices. (specify)			

What percentage of time is the library in use during the average school day? _____%

What percentage of pupils on a typical day use the library outside of scheduled classes? _____%

The following statements refer to the use of the library. Indicate the degree to which each practice exists within the school and the degree to which the staff believes the practice should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Pupils use the library for independent study.			
There is equipment to permit individual use of non-print materials in the library.			
On request, materials are loaned to classrooms for various units of work.			
Pupils check out materials needed for class assignments and projects.			
Pupils are always under supervision while in the library.			
Pupils check out materials for recreational reading.			
Teachers give assignments which make use of a wide variety of materials.			
Teachers use the services available: - as a source of materials for their pupils - when planning teaching assignments.			
Teachers visit the library frequently.			
Pupils visit the library voluntarily.			
Additional practices. (specify)			

on the following chart, indicate how many of each of the following items of equipment are available in the school; whether this number is adequate or inadequate, how many times a week, on the average, it is used, and the condition of each item.

	Number	Adequate	In-Adequate	No. of X used per week	Condition	Comments
book trucks						
card catalogue						
copying machine						
display racks for paper-back books						
display racks for primary books						
dry mount press						
filing cabinet for the librarian						
filing cabinet for the vertical file						
headsets						
listening stations						
microscope						
overhead transparency maker						
projector - filmstrip						
filmstrip previewers (individual)						
projector - opaque						
projector - overhead						
projector - slide						
projector - 16 mm.						
projector - super 8 loop						
projector - super 8 open reel						
radio						
record player						
screen - front projection						
screen - rear projection						
still cameras						
super 8 cameras						
tape recorder - reel-to-reel						
tape recorder - cassette						
television set						
video cassette player						
other (specify)						

Outline the criteria used for selecting:

- equipment

- materials

- resource personnel

The following statements indicate procedures frequently used in dealing with resources, equipment and materials. Indicate the degree to which each procedure exists within the school and the degree to which the staff believes it should exist.

Never	Seldom	Occasionally	Regularly	Always
1	2	3	4	5

	Is	Ought	Comments
Adequate finances are being allocated to meet program needs in terms of: - equipment - materials - resources			
Procedures for purchasing new equipment, materials and resources are known to the staff.			
Procedures for allocating equipment, materials and resources are known to the staff.			
Procedures for determining who has access to equipment, materials and resources are: - known to the staff - equitable - efficient			
In-service programs are held for teachers on: - available resources - how to use equipment and resources - other (specify)			
Additional procedures. (specify)			

Complete the following chart to indicate the availability and use of each of these resources within the school. Place check marks in appropriate columns. Check column 1 if available; 2 if used; 3 if not available.

	Art			French	Health	Language Arts	Math	Music	Phys. Ed.	Science	Social Studies	Special Needs	Comments
	1	2	3										
Community Facilities													
Local Curriculum Units													
Personnel from: - Ministry													
- District													
- School													
- Community													
- Other (specify)													
Provincial Curriculum Guides													
Pupil's Editions of Texts													
Specialized Equipment													
Supplementary Non-Print Material													
Supplementary Print Material													
Teachers' Editions of Texts													
Workbooks													
Other (specify)													

5. Site

Describe the general location of the school in relation to the community it serves. Include any conditions in the surrounding area which affect the use of the school site.

List and comment on the features of the site which contribute to the educational program provided by the school.

List and comment on the features of the site which detract from the educational program.

6. Facilities and Services

Comment on the adequacy of the facilities.

Comment on the adequacy of the services.

Are all rooms and areas fully utilized?

Are provisions adequate for the maintenance of the building and the repair and replacement of equipment?

7. Summary of School Resources and Facilities

What strengths have been identified in the school resources and facilities?

What weaknesses have been identified in school resources and facilities?

8. Recommendations

From the preceding information in this section, list the recommendations that the school would propose to the following:

- the school staff

- the school administration

- the District/Superintendent of Schools

SUMMARY OF SCHOOL'S SELF-ASSESSMENT

1. Major Strengths of _____ ELEMENTARY SCHOOL.

2. Major Weaknesses of _____ ELEMENTARY SCHOOL.

3. Recommendations for Improvements of _____ ELEMENTARY SCHOOL, in order of priority.