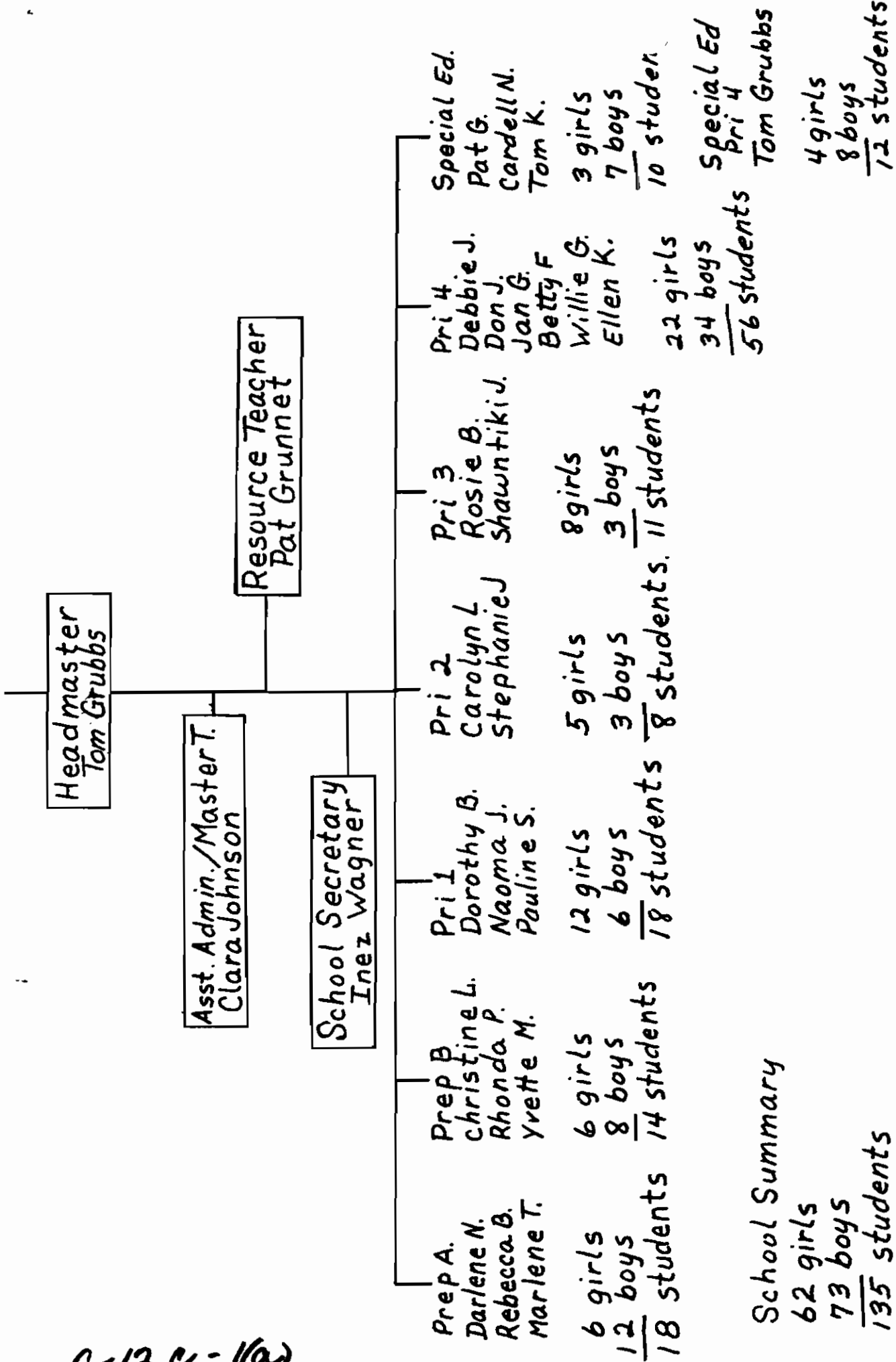


E L M D N T A R Y

Secondary

Jonestown Community School  
Primary Division  
Report of July 7, 1978

C-12-c-1



School Summary

62 girls  
 73 boys  
135 students  
 21 Teachers  
 2 aids

C-12C-1(a)

STAFF RESPONSIBILITY STRUCTURE AND JOB  
DESCRIPTIONS

Position/title: Headmaster of the Jonestown Community School, Primary Division  
Person holding position: Tom Grubbs  
Job Description: as follows:

1. Attend and chair one teachers' meeting each day.
2. Teach special education classes  $2\frac{1}{2}$  hours per day, 8:30-11:00.
3. Assisting teachers to assess student needs;
  - a. develop simple diagnostic tests for all skill areas of the elementary and Jr. High.
  - b. administration and analysis of standardized tests to determine weaknesses in the school program and individual student skills.
  - c. assist teachers to analyze test results for use as foundation for prescriptive teaching.

THE RESPONSIBILITY FOR HELPING TEACHERS TO ASSESS STUDENT NEEDS IS SHARED WITH CLARA JOHNSON.

4. Develop specific programs for remediation of weaknesses in these areas:
  - a. academic skill proficiencies.
  - b. study skill proficiencies.
  - c. study habits.
  - d. school/social behavior
5. Help teachers to plan lessons and units: interpret diagnostic tests, curriculum guides, select and/or adapt materials to meet student needs.
6. Develop goals, objectives, and behavioral objectives consistent with OUR values.
7. Administrative coordinating of 11 classes with 27 teachers and aids with approximately 146 students.
8. To teach and promote sound principles of child developmental psychology to teaching staff.
9. To read/study, evaluate, modify and adapt methods, systems and procedures to meet our school's needs.
10. To develop a thorough and comprehensive checklist for teacher observations to serve for structuring observations and for reporting.
11. To function as disciplinarian/child councilor. This responsibility is shared with Clara Johnson.
12. To design and make teaching aids and materials.

RESPONSIBILITIES NOT RELATED TO TEACHING

1. Initiate and maintain a silent weapons training program for 43 persons.
2. Maintain and teach maintenance of the equipment and targets.
3. Scissor sharpening.
4. Occasional repair of eye glasses which are too difficult for the regular repairman.

C-12-C-166

Position/title: Assistant Administrator, Master Teacher  
Person holding position: Clara Johnson  
Job Description as follows:

As master teacher Clara is not assigned to any particular class but is free to visit at will or respond to requests by teachers to observe, assess, assist and suggest.

Her time is flexible though accounted for. She has time to search and select materials, ideas and methods suitable for the particular classes which ask for help or she and/or the administrator deem needing help.

Specifically, her duties include:

1. Assuring that teachers are in their classes 15 minutes before instruction time.
2. Assuring that teachers are adequately prepared to teach, are using methods and materials appropriate to the ability levels of the students.
3. Observing classes during periods of instruction for the purpose of evaluating and critiquing the teacher's methods, selection of materials and preparation.
4. Clara is charged with the responsibility to confront teachers following procedures or methods which have been rejected by the community or the teachers in faculty meeting.
5. Clara is charged with the responsibility to council, discipline or refer disobedient students to teachers' meeting, student council or general council as she deems appropriate.
6. Clara is active in the training of teachers on-the-job and in classes specifically designated for teacher training.

Tom and Clara work closely together on all of the above listed responsibilities. Good communication does exist and both parties are aware of the necessity of maintaining good communication.

Position/title: School Secretary  
Person holding position: Inez Wagner  
Job description as follows:

1. Inez functions as school typist.
2. maintains a record of minutes of the afternoon teachers' meetings.
3. maintains school records required by the Ministry of Education.
4. maintains an inventory of supplies and equipment.
5. dispenses supplies and materials and maintains a record of borrowed materials until they are returned.
6. maintains the school office/resource center in a clean and orderly manner.
7. endeavors to repair and maintain games and materials in a usable manner.

NOTE: Inez needs a helper. The task is too large for one person. She has had several temporary helpers assigned while convalescing, but the tasks require some one that can be trained and relied upon.

C-12-C-16)

Position/title: Teacher in the Jonestown Community School, Primary Division

Job description as follows:

It is the duty of each teacher to provide:

1. a safe environment at all times
2. a physical environment conducive to learning.
3. by precept and example the character qualities of a good socialist.
4. by discussions, presentations, examples and analysis, rewards and recognition the enhancement of understanding of Socialism/Communism as economic theory, economic practicality and lifestyle of cooperation.

Each teacher is responsible to:

1. assess the functional levels of his/her students in academic, study, social and work skills.
2. to establish goals consistent with the Guyanese curriculum guide, the ability of the student and the values of the community.
3. to present opportunities for adequate practice of skills taught/learned and opportunities to apply knowledge acquired.
4. to maintain such diligence and awareness as will prevent problems and injuries.
5. to function as translator for the information, evaluations and instructions of the leader.
6. to teach good conservation practices and instill in each child the personal responsibility for conservation and preservation of the people's property.
7. to instill in each child by precept and example a deep respect for all living things.
8. to instill in each child an awareness of, respect for and thoughtfulness to all young children, seniors and infirmed persons or handicapped persons.

AREAS OF STUDY INCLUDED IN THE GUYANESE CURRICULUM INCLUDE:

Language Arts including reading, English grammar, spelling and composition

Arithmetic and Math

Health Sciences

Physical Education

Social Studies

Music

Arts and Crafts

C-12-C-101

## PROJECTED PLANS FOR REORGANIZATION OR PROGRAM CHANGES

1. By the beginning of the next school term beginning in September we plan to expand our courses of study for the primary level to include music, crafts, health/science and physical education to bring us into conformity with the Guyanese guidelines. We intend that our expanded physical education program will include the lower primary classes in order to provide opportunities to develop perceptuomotor efficiency, participate in FUN group activities, encourage group activity, teach good sportsmanship and teach/learn games which the children can organize themselves during free time play.

The proposed alterations in program will undoubtedly produce changes in the present staff assignments, but as yet the exact changes are not known.

Another factor quite likely to affect the staffing of the school is the expected arrival of trained and experienced teachers and teacher aids from the states. Among those known or believed to be arriving soon are: Carol Stahn, credentialed and experienced primary level teacher; Don Beck, credentialed and experienced Kindergarten (Prep A) teacher; Jaquilla Wetzell, 5 years experience as a primary level teacher's aid; and Deloris Wilson, credentialed teacher with a Masters Degree and administrative credentials.

2. Recently the Comprehensive Test of Basic Skills was administered to the Jr. High students. On the basis of this test 13 students will be advanced to the Community High School in the fall and other students will be regrouped into four ability groups and collectively take the Guyanese designation 'Primary 4'. The designation 'Jr. High' will be dropped.

3. The CTBS test indicated more than a need to regroup the students. It showed that we need to change our mode of teaching. We have been using too much of the lecture and lecture/discussion approach with the result that the ability to conceptualize and verbalize has been developed far beyond the academic skills. The results glaringly indicate that we must provide more involvement on the part of the student in activities which call for the utilization and development of the academic skills. With few exceptions, agreed upon in advance, the lecture format should be abandoned for the primary level.

4. The new school offices and teacher resource library is planned to occupy one end of the pre-school building planned for near-future construction. It is anticipated that the school offices will move to that location when construction is complete.

## PROBLEMS AFFECTING OUR EDUCATIONAL PROGRAM AT THE PRIMARY LEVEL

C-12-C-1(e)

1. We have of course been functioning with teachers who had no prior training nor experience as educators. This, along with insufficient materials for several levels, has resulted in the domination of the lecture mode of teaching. However, I desire to focus upon the teacher situation.

We have suffered a serious teacher turn-over problem. On a number of occasions when the teacher got to know the students, developed a rapport with them, gained some experience with their needs and ability level, learned what materials and methods were appropriate for their needs -- they were reassigned to another area of function. Examples are: Joan Persley, Corlis Boute', Sandy Jones, Karen Layton, Daisy Stroud, Shanda James, Tricia Cartmell, and Liane Amos.

Each time a teacher was removed the students floundered while the <sup>new</sup> teacher tried to get to know the students, materials, curriculum and methods. Also, each time the students had their emotional rapport disrupted they were more hesitant to re-establish it with another teacher. The result was that the teacher did not have a good rapport to use as a behavior control, discipline problems were more frequent and more severe for long periods following a change of teachers.

On the basis of the preceding paragraph, I recommend that a concerted effort be made to select teachers who desire to make teaching their life work and train them adequately for the job. However, even with a good training program it takes the average teacher two

years to become an effective teacher. Unfortunately, teaching is still an art to be learned before it can be successfully applied. Teaching methods can not be applied as simply as a recipe.

At this time I know of three present teachers who have expressed that they do not want to make teaching their life work. One of them even expressed that she did not want to study to become a good teacher because she did not want to be 'frozen' in teaching, being considered to valuable to let go.

The three teachers who have expressed a desire not to remain teachers are: Stephanie Jones, Yvette Muldrow, and Dorothy Brewer. I suggest that as soon as practical that replacements be chosen to begin training as understudies to replace them. \* also Shawniki Johnson

2. The children have out-grown the existing playground across from the dining tent. I suggest that since the beans have been harvested from the field formerly designated as the new children's playground, it be prepared to begin construction of the new playground.
3. There are insufficient arts and crafts materials with which to teach the arts and crafts classes proposed for next fall to fulfil that area of the Guyanese curriculum. We need to find what, where and how the school in Port Kaituma acquires the materials with which to operate its arts and crafts classes.
4. As of this time there are insufficient materials for the Prep A&B levels.
5. The school is still functioning under conditions of excessive noise and visual distractions.
6. There is a serious problem scheduling and adhering to schedules when the teachers do not have any means of telling time. Too few teachers have watches; clocks are not available. The result is that some classes go too long, some are too short, recesses are allowed to go too long at the expense of instruction time and teachers can not coordinate well the exchange of students in some of the classes. It would be helpful if there was some Community-wide time announcement system. Such a system could announce the time by voice or bell tone on the hour and half-hour.  
Another related problem is that cottage supervisors not knowing the time do not collect their students on time for naps nor get them back to school on time after naps. The result is the afternoon program is disrupted and delayed waiting for 'enough' students to return to warrent beginning the class. A similar problem again occurs in the afternoon after school. Several cottage supervisors are late collecting their students after school necessitating teachers to be late to faculty meetings.
7. Several of the present teachers are also cottage supervisors of primary age children. This poses several problems.
  - a. those teachers are usually late or absent to morning teachers meeting.
  - b. those teachers are not available for effectiveness training classes.
  - c. those teachers are frequently not available for late afternoon or evening teachers meetings or training workshops.
  - d. those teachers do not have adequate time to prepare lessons or do do necessary reading of the teacher resource materials.
8. There is still an insufficient number of tables in the community. Other depts. take the tables normally used by the school and in the mornings the teachers must locate the tables, sometimes endure conflicts, and arrange transportation of the tables back to their class spaces. Even at best, most of the tables are too high for the students and the spaces between the boards cause the pencil leads to break necessitating excessive sharpening of the pencils raising the replacement cost. It is desirable that at the first opportunity that the present school tables be replaced with plywood-top tables that are designed and constructed to meet the needs of the students.

C-12-C-19

PROBLEMS AFFECTING OUR EDUCATIONAL PROGRAM AT THE PRIMARY LEVEL CONT.

9. The School Pavillon near Sojourner Truth hall leaks badly because of the numerous holes in the tarp. When it rains, all education materials must be collected and protected from the water. Needless to say, this time of year the classes under that Pavillon are frequently disrupted. Either a new tarp is needed or the numerous holes need patching.

10. When the Guyanese textbooks arrive there will be a problem of storage. Nearly 650 books will be added to our stock of books. Even more important will be the problem that they need to be located in the class area to prevent transporting them in the rain.

The construction of 8 more book cabinets which would be located near the classes each serves would provide a satisfactory answer.

FINANCIAL PROJECTION

With the purchase of the supplies ordered as the two year projection the Primary School will be in fairly good supply. Because of the manner in which the materials are used (wax lead markers on plastic over-covers) the consumption rate for materials for the Primary School is very low.

Our system of control and records permits us to keep an accurate account of the rate of materials consumption and by whom. Any use rate that seems unusually high is investigated and admonition or suggestion for changes given.

For the most part, the operation of the school need not be a further drain on the project economy. The Ministry of Education will supply consumable items.

A major expense item, however, will be the construction of the permanent school structure. It is unlikely that construction on this project will begin for another 18 months. It is quite difficult to determine the cost of the buildings as the construction design and size has not yet been determined.

Items for construction in the near future.

17 smooth-top tables, preferably topped with plywood or masonite. Tables to be made to the size specifications for children. 17 X \$120 = \$2040

8 Book cabinets to house the new Guyanese textbooks. 8 X \$100 = \$800

Estimated cost of materials needed for the new children's playground \$600.

Estimated number of feet of shelving required for the new school office/resource center 300 board feet at an estimated cost of \$300. It is quite likely that the shelving can be made of lumber harvested from our land.

Sum of projection costs of this report: \$3,740.

C-12-C-18)



JONESTOWN COMMUNITY SCHOOL STAFF  
SCHOOL AND COMMUNITY FUNCTIONS

<u>NAME</u>	<u>SUBJECT(S)</u>	<u>SPECIALTIES</u>	<u>EXTRA CURRICULAR ACTIVITIES</u>
Beikman, Rebecca	Writing, Science Distar Reading Program	Writing, Distar Reading Program	Socialist Teacher, Bird Care Sewing, Apt. #1 Supvr.
Brewer, Dorothy	Math, Language Arts, Social Science		Supervisor, Apt. #1
Burgines, Rosie	Math, Language Arts, Social Science		Councilor, Sewing, Needs
Fitch, Betty	Math, Language Arts, Black History	Mathematics	Socialist Exams (Oral)
Grady, Willie	Basic Math, Language Arts, Physical Education	Sports Training, Remediating Disa- bilities	Playground Maintenance
Grubbs, Thomas	Headmaster SEE <u>SUMMARY OF ADMINISTRATION</u>	<u>RESPONSIBILITIES</u>	<u>AND ACTIVITIES</u>
Grunnet, Pat	Reading, Language Arts, Math, Social Science	Reading, Learning Disabilities	Apt. #1 Supervisor (Full Time) Pre-School Advisor
Gurvich, Jann	Math Language Arts, Black History, Socialism	Socialism Language Arts	Grade Coordinator/Socialism Tests, Socialist Teacher, Legal Aide to Terry Buford and Carolyn Layton, WRSM(Steerin Committee)
Jackson, Donald	Math, Language Arts, Socialism, Black History Spanish, Political Enlight- enment	Spanish, Black History	Photography, Socialist Teacher, Barber
Jensen, Debbie	Math, Language Arts, Socialism	Crafts, Embroi- ery	Socialist Teacher, Co- Chairman of Steering Committee (WRSM)
Johnson, Clara	Assistant Headmaster SEE <u>SUMMARY OF ADMINISTRATION</u>	<u>RESPONSIBILITIES</u>	<u>AND ACTIVITIES</u>

C-12-C-11(h)

Staff School and Community Functions (cont'd)

<u>NAME *</u>	<u>SUBJECT(S)</u>	<u>SPECIALTIES</u>	<u>EXTRA CURRICULAR ACTIVITIES</u>
Johnson, Naoma	Math, Language Arts	Typing, Hand-writing	Socialist Teacher, Child Care
Johnson, Shawntiki	Math, Language Arts, Social Science		Child Care
Jones, Stephanie	Math, Language Arts (High School Student)	Art, Math	Dentist
Looman, Carolyn	Math, Language Arts, Social Science	Crafts	Apt. #1, Supervisor(Full Time ) Letter Writing
Lucientes, Christine	Math, Language Arts Handwriting		Administration Secretary
Muldrow, Yvette	Phonics, Reading	Typing, Sewing	Child Care
Neal, Cordell	Math, Language Arts, Socialism, Black History	Spanish, Black History	Photography, Socialist Teacher, Barber
Newman, Darlene	Math, Language Arts, Social Science		Socialist Teacher and Test Grader, Needs Committee
Page, Rhonda	Creative Writing, Math	Typing, Sewing	Councilor, Child Supervisor
Simon, Pauline	Language Arts, Math	Typing, Music, Sewing, Cooking	Socialist Teacher(plus Additional classes)
Stroud, Daisy	English, Math	Typing, Sewing, Chinese	
Wheeler, Marlene	Math, Language Arts Perceptual Skills	Perceptual Training	WRSM Teacher, Student Council, Sewing, Apt. #1 Supervisor
Wotherspoon, Peter	Language Arts, Math Science, Spanish	Crafts	Macrame, Crafts

C-12-C-1(1)