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Empowering Learners advances school library programs to meet the needs of the changing school library environment and is guided by the Standards for the 21st-Century Learner and Standards for the 21st-Century Learner in Action. This manual, published by the Illinois Association of School Boards, was designed to be used as a teaching tool and reference source for overseeing effective school maintenance. Section 1 describes the basics of good school maintenance, including managing the program, using computers, controlling energy costs, ensuring safe practices, designing buildings for efficient maintenance, and being informed about environmental issues. Section 2 details guidelines for operating cleaning and general building services, such as custodial operations, area cleaning programs, and equipment and supplies. A custodian's glossary is included. The third section provides guidelines for building maintenance, specifically, caring for the exterior and roof. Procedures for maintaining school grounds are detailed in the fourth section. The fifth section describes the maintenance of mechanical equipment, including heating and air conditioning systems, sanitary systems and fixtures, sewage treatment plants, and electrical systems. A management tools appendix contains a list of environmental resources; sections on cleaning and general

building services, grounds maintenance, and mechanical equipment; and annual inspection checklists. (LMI)

Includes list of members. Records of meetings, papers, etc. of the department are also to be found in Proceedings of the National Education Association. Helps demonstrate how to run Forest School sessions with a wide range of different age groups and in many different settings.

Promoting literacies through the school library : "Reading opens all door : an integrated reading program at Genazano College in Melbourne, Australia" by Susan La Marca, Sandra Hardinge and Lyn Pucius. This is an ideal resource for scholars, practitioners, and graduate students interested in acquiring an international view of school psychology along with psychology, education^{7F 14} including special education, and mental health." --

Publisher description. Includes list of members. This booklet offers school administrators guidance on the constitutional foundation of religious freedom and the relationship between church and state in the United States. Most of the recent Supreme Court cases dealing with religion in the schools and many current issues in the field are discussed. Questions that administrators may wish to address before considering specific policies are also raised. The booklet's first chapter introduces the basic issues affecting the relationship between religion and public education. Chapter 2 outlines the law and its constitutional basis, focusing on religious freedom, the "Free Exercise" and "Establishment" clauses of the First

Amendment, religious activities within schools, aid to religious schools, and freedom of speech. The third chapter reviews the place of religion in the public school curriculum, addressing religious instruction by religious leaders, instruction about religion, and the inclusion of religiously sensitive material in the curriculum. Chapter 4 examines the noncurricular policies of public schools involving religion; it covers religious holidays, religious observances, meetings of extracurricular religious groups or clubs, school district aid to religious schools, and partnerships between schools or districts and religious institutions. Examples, suggestions, guidelines, and policy recommendations related to religion and the schools are interspersed throughout the text. (PGD) Projects Review accompanies the annual AA end-of-year exhibition and illustrates the best and most interesting student work produced during the academic year. Each unit is represented by a summary of its achievements and its own selection of work. This report offers the conclusions of a 1983 EPCOT symposium on education and the Information Age involving distinguished national experts and 46 secondary school principals from across the country. Discussed in the first section on "The Demands of an Information Age" are a number of transitions, including current shifts from an industrial to an information work force, from a national to a global economy, and from a centralized to a decentralized society. Section 2, "The Future World of Work," includes

a list of new technology-related occupations for the 1990's and reviews prospects for non-technology jobs, preparation for the 21st century, and business-education partnerships. In the following section, "High Tech is Here to Stay," the authors examine current uses and needs for computers in the classroom, the need for a definition of computer literacy, and gaining high tech acceptance. Exploring the "people side" of high tech, section 4 focuses on computer-aided instruction and professional development. Section 5's "action agenda" for creating high tech schools makes step-by-step recommendations for program implementation and discusses the role of the principal in realizing each step. The document concludes with a list of EPCOT conference participants. (JBM) This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or

blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant. Proceedings of three sessions held on Sept. 24, Sept. 25 and Sept. 26 at the Secondary Teachers' College, Swanston St. Parkville. Includes an address by the Minister of Education, Hon. Mr John Bloomfield.

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