The Assistant Principal of Operations Position

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THE ASSISTANT PRINCIPAL

OF OPERATIONS POSITION

(TITLE)

BY

Phillip S. Reasor

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1981

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

23 July 1981

DATE

ADVISER

23 July 1981

DATE

COMMITTEE MEMBER

27 July 1981

DATE

COMMITTEE MEMBER

23 July 1981

DATE

DEPARTMENT CHAIRPERSON
ABSTRACT FOR FIELD EXPERIENCE
THE ASSISTANT PRINCIPAL OF OPERATIONS POSITION

By

Phillip S. Reasor

Field Experience Thesis
Dr. Gerhard C. Matzner
for
Specialist in Education
Summer, 1981
The researcher's field study experience was serving an internship with Phil Smith, Assistant Principal of Operations at Danville High School in Danville Consolidated School District #118, Danville, Illinois.

The purpose of the internship was to become more familiar with the duties and responsibilities of the Assistant Principal of Operations at Danville High School. The following report consists of four chapters, which are listed below with a short summary of each.

Chapter I is the Introduction. The Introduction explains the researcher's rationale for selecting the Assistant Principal of Operations position for an internship. Also included in Chapter I is the procedure the researcher had to go through in order to gain clearance from his superiors in Danville Consolidated School District #118 to conduct the field study. The researcher briefly described the person who currently fulfills the position of Assistant Principal of Operations at Danville High School in Chapter I.

Chapter II is entitled "Observation Log." Although the researcher met weekly with the Assistant Principal of Operations, it was felt that the researcher could best benefit from this internship by spending an entire day with Phil Smith at Danville High School and follow in his footsteps. Chapter II is a log of the events that took place on that day.

Chapter III was written about the Assistant Principal of Operations position at Danville High School and how it relates to his job description
and evaluation document. Those topics discussed in this chapter are (1) Staff Evaluations, (2) School Calendar, (3) Danville High School Custodians, and (4) Catch All. Each area listed goes into detail about the involvement of the Assistant Principal of Operations in relation to each of these areas.

Chapter IV is a Summary of the report and internship. The Summary has included the Assistant Principal's relationship to the Principal of Danville High School. Also mentioned are problems that arise in relation to his position to other administrators and staff in the school district.
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CHAPTER I
INTRODUCTION

The field experience in which the researcher embarked upon was an internship with the Assistant Principal of Operations at Danville High School in Danville Consolidated School District #118, Danville, Illinois. Prior to starting the internship it was necessary to gain clearance and approval for the field study from my building principal, David Fields; the Personnel Director, Beverly Shea; Assistant Superintendent, Larry Roth, and Phil Smith, Assistant Principal for Operations at Danville High School. Once I was given the approval of all the people listed above, it became necessary to set up a common time and place to meet with Mr. Smith. Mr. Fields released me at 3:00 p.m. each Tuesday, beginning on the 20th of January, 1981, to meet with Mr. Smith in his office. These meetings continued until the end of the current school year. During each meeting we discussed the various phases of Mr. Smith's responsibilities as indicated by his job description and other sundry responsibilities which have been delegated to him by his Principal. A detailed log of the researchers meetings with Mr. Smith appears in Appendix A.

The reasoning used in choosing the Assistant Principal of Operations position at Danville High School is that the position of Assistant Principal is often the first step made by young men and women seeking a career within the administrative ranks of education. Danville High School currently has one principal and two assistant principals. The two assistant principals
have very diverse job descriptions. Dr. Carl Esslinger is responsible for Guidance and Program of studies for the students. Phil Smith is the present Assistant Principal of Operations. In accordance with the Board Policy Manual, the duties and responsibilities of the Assistant Principal for Operations is listed in the job description and evaluation form designed specifically for this position. The job description for Assistant Principal of Operations appears in Appendix B.

The most valuable and rewarding experience of the internship came when the researcher was invited to spend an entire day with Mr. Smith at Danville High School and follow in his footsteps. The log in Chapter II of this field study lists the activities of 20 February 1981.

Before going into the other sections of the report it is important to give some insight into the person who currently fills the position of Assistant Principal of Operations. Mr. Smith stands 6'6" tall and weighs 250 pounds. He has a mirror on the wall in his office that only he can look into. At the age of thirty-six he is slightly graying. Before attaining his present position Mr. Smith was a science teacher at Danville High School for eight years and then became the Dean of Boys for three years. Mr. Smith is not active in community activities because of his busy schedule as Assistant Principal of Operations. When asked how his wife and two children felt about the hours he keeps as Assistant Principal his only comment was, "It goes with the job." Mr. Smith views his position as a stepping stone to the Principalship of Danville High School and that his present eleven month contract with an annual salary of $24,000 is sufficient.
CHAPTER II

OBSERVATION LOG

On the 20th day of February 1981 the researcher was invited to Danville High School and follow the Assistant Principal of Operations through his normal daily routine, so that the researcher could gain insight to the role of Assistant Principal of Operations. The following is a log kept by the researcher of all activities conducted by the Assistant Principal on that day.

7:45 Arrived at Danville High School and the Assistant Principal was already on the job.

7:47 The Assistant Principal held a meeting with hall supervisors in Dr. Esslinger's office. Richard Roth, Ed Bell, Bob Hurst, and others were present. Mr. Smith provided coffee and rolls for the meeting. All teachers present discussed their role in hallway supervision. The Assistant Principal fielded questions regarding the topic. It was decided to have a follow up meeting in the near future to see if conditions have improved. Meeting adjourned at 8:07.

8:10 Assistant Principal returned to his office. He met with a student concerning a hall pass. School began at 8:10.
Mr. Smith then discussed with the researcher that he constantly stays informed of the recent legal decisions concerning student rights.

The researcher covered a teachers room so that the Assistant Principal could discuss a problem with a teacher.

The Assistant Principal took care of a student discipline problem between two girls. He remained very quiet and cool in helping the student. He offered help and reassurance to the student.

Jay Woodard (D.H.S. teacher) stopped in to talk. About five minutes of friendly conversation ensued.

Mr. Smith talked to a C.E.T.A. employee who monitored the parking lot. The C.E.T.A. employee was turned in for leaving his post and was found to be intoxicated at his girl friends house. The C.E.T.A. employee was verbally reprimanded and was suspended for one week without pay.

Richard Roth (Department Head of History Department) stopped in the office to discuss the fact that students had been cheating on Constitution Tests. Students had answer sheets and were selling them to other students.

The Assistant Principal's secretary took a memo for a letter to the Principal concerning the suspension of the C.E.T.A. employee over intoxication.
8:50 The Assistant Principal read the newest copy of the Maroon and White school newspaper so that he could keep current on student activities.

8:55 Mr. Smith called and set up a meeting with the Principal and Harold Bott, the Head Custodian to discuss the vandalism of chairs in the school auditorium.

9:00 Mr. Smith met in the Principal's Office and discussed broken auditorium seats. They kicked around ideas on how to solve the problem.

9:15 Mr. Smith carried the broken auditorium seat to the Industrial Arts Department to be welded.

9:20 Mr. Smith returned to his office and received a call to meet with Dr. Esslinger in his office.

9:30 Mr. Smith went to Dr. Esslinger's office to have coffee. Mr. Grierson, Principal of North Ridge Junior High School, was present and they discussed how things had changed at the high school under the new principal. Dr. Esslinger and Mr. Smith talked about the projected budget for Danville District #118 Schools and how it would affect the high school.

9:50 Mr. Smith returned to his office. Mr. Grierson walked in unannounced to discuss old times when they worked together at Danville High School.
Mr. Smith worked on the end of the year calendar. He was constantly calling someone or receiving calls. He later told me that with the size of Danville High School he uses the phone as much as possible to cut down on foot work.

The Assistant Principal met with the C.E.T.A. employee and told him of his decision to send him home. After the C.E.T.A. employee left Mr. Smith called Dr. Esslinger to discuss teacher evaluations.

Mr. Smith returned to Dr. Esslinger's office to discuss the Program and Priority Review Decision Unit. This program listed all courses offered at Danville High School, the projected number of students enrolled in each and the number of staff members needed to fill those positions. Those courses having low priority will be cancelled and the teachers schedules will be altered. Both men then discussed the end of year closing date, final exams, and graduation ceremonies.

Mr. Smith supervised the hallways, student cafeteria, and parking lot. Students were not allowed to be in their cars at lunch time. Mr. Smith next broke for his own lunch in the teacher's cafeteria.

Mr. Smith visited the in-house suspension room located on the top floor of the Industrial Arts Building. The in-house suspension room is for
students who are repeated violators of school rules. The in-house suspension room is maintained by 4 teachers who rotate around their teaching schedules. There is one female aide to get meals, assignments for students, and conduct the girls to the restrooms.

Danville High School Principal, Blaine Bonynge, held a meeting with the two Assistant Principals in his office concerning the end of the year calendar and events.

The Assistant Principal of Operations made end of the day announcements over the school address system.

Mr. Smith went to the departure point for all high school buses. He remained on bus duty until the last student was on the last bus and all buses had pulled away. This marked the end of the normal workday.

Danville hosted a basketball game with Urbana High School. The researcher returned to observe the Assistant Principal of Operations. Mr. Smith is responsible for crowd control and ticket sales. Men dressed in Civil Defense uniforms show up to help with crowd control. Each door is manned by a teacher and all entrances to the gym are covered by teachers to ensure that spectators coming to
7:30 (cont.) the ballgame do not try to slip in without paying or sit in the wrong place. Mr. Smith is responsible to see that the evening is uneventful and that crowd supervision and control is adequate. Ticket sales money is collected on the following day.

10:30 The basketball game was over and so ended a day in the life of the Assistant Principal of Operations at Danville High School.
CHAPTER III

THE ASSISTANT PRINCIPAL OF OPERATIONS POSITION

The Assistant Principal for Operations at Danville High School has seventeen job accountabilities for which he is responsible. The present Assistant Principal of Operations has also taken upon himself the responsibility of seeing that many other tasks not assigned to him or anyone else on the staff are completed successfully. Therefore, Mr. Smith and many other staff members look upon his position as a "catch all" job. That does not necessarily allude to the fact that he or anyone else looks upon his position without importance. Quite the opposite is thought, because he is the person to whom everyone turns to find out "what is going on" or "what should be done about a particular problem."

As a matter of fact in his current position Mr. Smith is more attuned to what is taking place at Danville High School than the current principal.

Staff Evaluations:

The 1980-81 school year was the first time that the responsibility for evaluating the teaching staff at Danville High School fell upon the two assistant principals. Each assistant principal has approximately fifty to sixty teachers to evaluate. Pages 17 through 20 of the Danville High School Faculty Handbook (Appendix C) outlines the evaluation procedure for teachers and displays a copy of the evaluation instrument. Mr. Smith is responsible for evaluating all personnel within the Art, Drivers Education, Home Economics, Industrial Education, Music, Physical Education,
Social Studies, Special Education, and Library Department. The Assistant Principal must evaluate each non-tenured teacher at least twice during the school year. The first evaluation of non-tenured staff is completed in late October and November. After each evaluation of non-tenured staff, Mr. Smith meets with the non-tenured teacher in the presence of the specified department head. At that time the teacher is told of strengths and weaknesses. Those teachers with teaching weaknesses may be given a letter of remediation which itemizes the discrepancies that have been observed and are given a reasonable amount of time in which to correct those discrepancies. All first year non-tenured teachers can be dismissed from duty without cause, however the second year non-tenured teacher can request a hearing with legal counsel. All teachers must be given sixty days prior notice before the end of the school year if their contracts are being terminated. At the end of the 1980-81 school year the Assistant Principal of Operations had not requested that any non-tenured teachers be released from duty, however one teacher was remediated and was able to correct his discrepancies.

Teachers are allowed to submit self-evaluations which are attached to the administrators copy. In the event that a teacher feels his/her formal written evaluation was incomplete or inaccurate, or unjust, he/she may put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personnel file. The signatures of the teacher and supervisor shall appear on all written objections prior to being placed in the teacher's personnel file.
School Calendar:

Danville District #118 Consolidated School District cooperates with other schools in Vermilion County to formulate its yearly school calendar (see page 21 of Appendix B). The Assistant Principal of Operations at Danville High School uses this calendar as a guide for maintaining an accurate day to day calendar for events that take place at the high school or involve high school staff and students (see job description for the Assistant Principal of Operations Appendix A page 2, section B, part 5).

The calendar is nothing more than a large black three ring binder containing one page for each day of the school year. It is the responsibility of every staff member, department head, and organization leader to check with Mr. Smith before setting a date and time for any school activity. This insures a smooth operation of the building facilities.

Once an activity has been assigned a date and time on the school calendar the Assistant Principal must then contact the custodial staff, supervising teachers, and in the case of after school activities such as football and basketball games the local law enforcement agency is contacted to provide crowd control. The custodial staff must be informed to guarantee those individuals have the activity that the building will be open and operating. In observing Mr. Smith, the researcher took note that the school calendar is frequently changed and many school activities are cancelled.

The Assistant Principal for Operations also uses the calendar for setting the dates for student registration and graduation. In selecting the date for high school graduation ceremonies, the Assistant Principal must coordinate with the Assistant Superintendent in calculating
the date for school closing. This date may not be known until late
spring because of harsh snows in the winter and school's being cancelled.
The parents of graduating seniors are particularly concerned about this
date, because they want to get announcements made and mailed to friends
and relatives with the correct time and date of graduation ceremonies.

The Assistant Principal's secretary is constantly reminding him
of dates and events coming up so that he may be prepared. In the case
of field trips and away ballgames, the K.L.M. Bus Service must be informed
a week ahead of time so that adequate transportation can be provided.
The school newspaper, Maroon and White (Appendix D) which is published
every two weeks and is distributed to the student body lists dates
of important upcoming events. These dates must be cleared with the
Assistant Principal of Operations and placed on the official school
calendar before the paper is published.

The official school calendar is also helpful in looking up past
events in the school year and previous years so that the future planning
of school events can be made easier.

Danville High School Custodians:
The Assistant Principal of Operations is responsible for developing
and implementing recommendations for the improvement of building main-
tenance as approved by the building principal and central office staff
(see Appendix A, page 2, section B, part 11). Therefore, the Assistant
Principal of Operations is directly in charge of the Danville High School
custodial staff (see Appendix E).
Mr. Smith, in conjunction with the Head Custodian, must maintain working schedules and duty assignments for the current eighteen custodians. The custodians have three groups of men and women working in three shifts at the high school. The custodial staff has three full time engineers whose primary function is to maintain the heating, electrical, and water systems at the high school. The third shift custodial staff is comprised of two custodians that do minor clean ups and help provide a quasi security force at night to help prevent vandalism and break-ins to the buildings.

The custodians of Danville District #118 Schools belong to their own local union. In recent years the Assistant Principal of Operations has been called upon to assist the school district's Personnel Director, Beverly Shea, in negotiating a contract with the custodians. An amicable solution has been worked out in all cases between the School Board and the custodians of Danville District #118 Schools.

Mr. Smith must evaluate yearly the eighteen custodians working at the High School. The custodians are evaluated in much the same manner teachers are. If a custodian is found to be lacking in fulfilling his job requirements, then he is subject to remediation and termination. Custodians submit self-evaluations to the Assistant Principal of Operations and these are attached to the Assistant Principal's evaluation. The Assistant Principal and the custodian being evaluated must sign and date the evaluation document. In turn, the evaluation documents are filed in the custodians permanent record, which is maintained in the Personnel Director's Office.
Catch All:

This portion of Chapter III has been titled "catch all" by the researcher because the Assistant Principal of Operations appears to be the one person everyone working or attending Danville High School can depend upon for information or help in a crisis situation. Mr. Smith fills this position as though it were second nature and it would be difficult to assume that any other person could or would take upon himself these undelegated responsibilities.

In recent years the building principals and assistant principals have formed their own bargaining group to discuss salaries and benefits with the Personnel Director, Superintendent, and Board of Education. Mr. Smith, Assistant Principal of Operations at Danville High School has been elected for the past two years to represent this bargaining group. Before meeting with the central office staff, the bargaining administrators meet and discuss strategy and make up a list of requests, salaries being the number one issue. According to Mr. Smith this is a very ticklish issue and must be handled in a very diplomatic manner to insure that the best results may be obtained.

As the researcher mentioned earlier in this report, the Assistant Principal of Operations represents the Board of Education in negotiating a contract for all custodians. Since Mr. Smith has the largest number of custodians in Danville District #118 Schools working directly for him at Danville High School, he is more in tune with the thoughts and needs of this sector of district employees and therefore was selected to this position by the Personnel Director. The contract negotiating process
only required three meetings before a satisfactory solution was reached for both the Board of Education and the custodians.

Listed in Chapter II "Observation Log" the Assistant Principal met with a C.E.T.A. employee to discuss a drinking on the job problem and leaving his assigned post. The C.E.T.A. employee was verbally reprimanded and sent home for three days without pay. Mr. Smith oversees all C.E.T.A. employees at the high school and keeps in contact with the local C.E.T.A. office to insure good relations. Mr. Smith does reserve the right to hire, suspend, and fire for just cause any C.E.T.A. employee working at the high school.

With the assistance of his secretary, the Assistant Principal of Operations runs the teacher's mail room. The teacher's mail room is adjacent to Mr. Smith's office and easily accessible. Appendix F contains only a small portion of the different kinds of mail handled through Mr. Smith's office. The Danville High School Faculty Notice, Student Bulletin, Daily Attendance Summary, and Pep Session announcement originated in Mr. Smith's office.

In addition to the above listed duties, Mr. Smith makes daily deposits of lunch money, ticket receipts, and other monies received during the course of each school day's operation. Even though Danville High School has three "Deans of Students", he often becomes involved in disciplinary problems and holds hearings in his office with parents, student, and teachers present. When necessary, he has called in outside social agencies such as the Department of Children and Family Services to assist in remedying student problems.
CHAPTER IV

SUMMARY

The Assistant Principal of Operations is a multi-faceted responsibility. As indicated in Chapter II, the current Assistant Principal of Operations has little opportunity to sit down and relax. He is often looked upon as being the most accessible administrator in the building and the person to whom everyone turns for the correct answers. In any one given day, he meets with and talks to many people.

There are several major problems that could develop from such a position as this. The first problem is that, due to his ever present ominous figure, staff members and students can turn to him for the final authority figure in the building, which could lead to serious implications between the Principal and Assistant Principal. Since the Assistant Principal of Operations controls a wealth of information, the Principal depends heavily upon the Assistant Principal of Operations for feedback and input into all phases of building operation. Under the current leadership and Mr. Smith's undying loyalty to Danville High School this is not likely to happen. As an observer to conferences held between the two gentlemen, all topics for discussion were open and honest.

The second problem which could easily arise for any person holding this position would be "administrator burnout." Mr. Smith literally goes from sunrise to sunset and beyond to fulfill the responsibilities of his position as designated in his job description and from taking on
additional work loads that could be handled as efficiently by other staff members.

A third observation which was made of this position by the researcher is that a person could become spread so thin from his involvement that the person would lose his overall effectiveness and sense of judgement. Once this occurred immediate action would be required to remedy the problem or the person may be forced to leave the position.

The person that can maintain and hold a position of this magnitude must possess an open, out-going personality with excellent communication skills. Not only is he the receiver of information, he is also the translator and giver. He must keep accurate records of conversations that he has conducted with parents, students, teachers, and other administrators. He has been called upon to testify at Board of Education meetings and in courts of law. Before a person accepted a contract for such a position, it would be wise for him to discuss his intentions with someone who has already filled that position.

For the right person, the position of Assistant Principal of Operations would present a great challenge with many rewards. All high schools with a large student body enrollment needs a position of this kind.
Appendix A

LOG OF WEEKLY MEETINGS WITH THE ASSISTANT PRINCIPAL
OF OPERATIONS AT DANVILLE HIGH SCHOOL
Beginning on January 20th, 1981 the researcher met with Mr. Smith, the Assistant Principal of Operations at Danville High School, Danville, Illinois. The meetings continued until the end of the 1981 school year, with the exception of Easter Vacation. The following pages of Appendix A are the weekly meetings with Mr. Smith listed in chronological order and the topics discussed at each of those meetings. Each meeting was held in Mr. Smith's Office at Danville High School for a period of one hour.

20 January 1981

The meeting with Mr. Smith began promptly at 3:00 p.m. The first order of business was for Mr. Smith to give the researcher a current copy of his job description. Also, he presented the researcher with other materials relating to his position. Included in these materials were a copy of the Danville High School Faculty Handbook, a Danville High School Student Folder, and copies of correspondence sent from his office. The researcher discussed with Mr. Smith the requirements for the internship and agreed upon a meeting place and time. Mr. Smith told the researcher to go home and review the job description for the Assistant Principal of Operations and return it in one week with questions relating to his position. Before leaving he gave the researcher an overview of Danville High School. Danville High School has a student enrollment of approximately 2,000 students, 120 faculty members,
and approximately 50 support staff members. The support staff is made up of custodians, secretaries, aides, and C.E.T.A. employees. The Administrative staff consists of a Principal, Blaine Bonynge, and two Assistant Principals, Carl Esslinger and Phil Smith.

27 January 1981

The meeting began at 3:00 p.m. in Mr. Smith's Office. The topic for discussion was the Assistant Principal's overall responsibility to the school principal. Mr. Smith explained that he met on a day to day basis with the Principal of Danville High School to discuss problems concerning the school calendar, maintenance of the building, student discipline, and teacher problems. Mr. Smith explained that it was imperative that he not keep any secrets from the principal and that both men were open and honest with each other. He cited "trust" as being the cornerstone of their relationship. A list of topics were developed to be discussed at the upcoming meetings. Those topics included:

1. Crowd control at ball games
2. Pre-school registration
3. Commencement Exercises
4. Building Maintenance
5. The School Calendar

3 February 1981

Mr. Smith started off the meeting by discussing his responsibility in relation to providing crowd control
at all school functions. Functions during the school day are normally handled by the teachers and administrative staff that are present. Obtaining personnel to help with after school extra-curricular activities is very difficult. The Civil Defense personnel are responsible for crowd control during basketball and football games during the school year. Mr. Smith provides the Civil Defense with a calendar listing the event's dates and times. The Civil Defense people do not receive payment for their help, but a specified amount of money is donated to their organization by the school district for their services. Mr. Smith works with the Principal in setting registration dates for Danville High School students. Once dates have been established Mr. Smith has them printed in the Danville Commercial News and advertised on the local radio stations. Mr. Smith also works in conjunction with Dr. Carl Esslinger, Assistant Principal for Guidance, in developing an efficient registration procedure.

10 February 1981

The meeting that took place on this date consisted of covering Mr. Smith's job accountabilities in developing and implementing recommendations for the improvement of building maintenance as approved by the building principal and central office staff. Mr. Smith evaluates all of the maintenance staff
personnel in much the same manner that the teachers are evaluated. He stated that he relies heavily upon his head custodian for input to maintenance staff evaluations. Mr. Smith also discussed the fact that he currently is serving on a negotiations team to work out a suitable contract with maintenance employees.

17 February 1981

On this date Mr. Smith did not meet with the researcher since the researcher would be spending the day at Danville High School on the 20th of February 1981 with the Assistant Principal of Operations.

24 February 1981

The researcher and Mr. Smith talked about the events of the 20th of February which are listed in chronological order in Chapter II of this report. Those areas receiving the most attention on the 20th of February meeting were: (1) Mr. Smith's continuous use of the telephone, (2) Mr. Smith's movement throughout the building in which it appeared that he never sat down for more than ten minutes at a time, (3) the number of people that the Assistant Principal had to meet with and give them help, and (4) his supervision of the lunchroom, hallways and buses.

3 March 1981

The meeting started promptly at 3:00 p.m. During this meeting Mr. Smith discussed his role in the evaluation of the teaching staff. He informed the researcher
that he was responsible for evaluating half of the teaching staff at Danville High School. The 1980-81 school year was the first year that the two Assistant Principal's had any major role in teacher evaluation. It is his responsibility to evaluate all non-tenured staff at least twice and the tenured staff at least once during the school year. When the researcher asked him how many teachers were remediated or had any serious action taken against them, he remarked that he had not taken any serious action against any teacher during the current school year. He stated that he relied heavily upon his department heads to give him information concerning the quality of teaching done by each teacher in that particular department. Also mentioned at this meeting was the evaluation of the Assistant Principal's secretary and her role in assisting the Assistant Principal for Operations. 

10 March 1981

Mr. Smith and the researcher discussed the Assistant Principal's job accountability in developing and supervising the high school calendar. Mr. Smith keeps a large black three ring binder on his desk that contains the dates and places of all school activities. All teachers and staff members who are involved in extra curricular activities or conducting out of class sessions with their students must inform
Mr. Smith of their intentions. The calendar is maintained to prevent activities taking place in the school building that are not supervised and so that prior planning can be done by all staff members. The calendar allows Mr. Smith a chance to see the overall picture of what is taking place within the school. If necessary he will see that proper supervision is lined up for events.

17 March 1981
No school, Mr. Smith's Office was closed.

24 March 1981
Mr. Smith was at the central office working with Mrs. Shea, Personnel Director for Danville District #118, on negotiating a contract with the custodial workers in Danville Consolidated School District #118. I asked if I could attend and be present for negotiations, but Mr. Smith felt that it would not be advisable for an outsider to be present when discussing salaries and benefits for the custodians. In a later conversation Mr. Smith did say that the custodians were wanting to settle peacefully rather than strike and that only three meetings between the administration and custodians were necessary to reach an agreement on their contracts.

30 March 1981
Dr. Matzner, Mr. Smith, and the researcher met in Mr. Smith's office at Danville High School to discuss
the progress being made in the field experience. The meeting went smoothly and concluded early.

7 April 1981

During this meeting Mr. Smith was asked questions concerning his role on various committees. Mr. Smith serves on the 3-R's committee. This committee rewrites and updates the Student Rights and Responsibilities Handbook, Legal counsel is often sought to insure the validity of the document. As Assistant Principal Mr. Smith serves on the Bus Discipline Committee and the Student Attendance Committee.

14 and 21 April 1981

Mr. Smith did not meet with the researcher on these dates due to Easter Vacation and the hospitalization of the researcher.

28 April 1981

Mr. Smith met promptly at 3:00 p.m. in his office with the researcher. The topic for discussion was the role of the Assistant Principal in matters concerning drugs and other major violations of the law. Mr. Smith discussed that students come to him concerning matters of drugs and the students wants their names kept confidential so that they may not later be intimidated by other students. Mr. Smith has worked with social workers and parents concerning drug related incidents on school property. The Assistant Principal also mentioned
that theft of personal property at the high school has become a very serious problem. He cited that several students had recently stolen sixty-four class rings from a display case in the main lobby.

5 May 1981

The researcher met with Mr. Smith in his office at 3:00 p.m. The topic for discussion was the Assistant Principal's responsibility in supervising the C.E.T.A. employees working at Danville High School. All C.E.T.A. employees working at Danville High School were hired by the C.E.T.A. office in Danville and placed in high school with the expressed understanding that Mr. Smith could suspend or dismiss a person for just cause. Mr. Smith made reference to the C.E.T.A. employee he sent home for being intoxicated on the job and leaving during working hours. Mr. Smith and the researcher walked around Danville High School to see what after school activities were going on and if they were being properly supervised.

12 May 1981

The topic for discussion on this date was the Assistant Principal's role in the community. Mr. Smith stated that his position as Assistant Principal is very time consuming, but he did find time to help with the annual United Fund Drive and serves on the Teacher's Credit Union Board of Directors.
19 May 1981

The researcher met with Mr. Smith in his office at 3:00 p.m. During this meeting they discussed Mr. Smith's job accountability concerning the summer school program at the high school. It was learned that students from outlying towns are allowed to attend the high school during the summer and out of state students may attend if they pay out of state tuition. Mr. Smith is in charge of registering students, collecting fees, and hiring staff. Most of the summer teaching staff are full time employees of Danville District #118.

26 May 1981

Commencement activities were the topic of discussion between Mr. Smith and the researcher on this date. Mr. Smith works with Dr. Esslinger, Mr. Bonynge, and the Assistant Superintendent on a suitable date for commencement exercises. Once this date has been established it is necessary for the graduating seniors to rent caps and gowns, purchase invitations, and clear their names through Mr. Smith's office for any outstanding debts to the school.

2 June 1981

Mr. Smith met with the researcher to discuss the Assistant Principal's responsibilities in closing school. Mr. Smith submits reports pertaining to corporal punishment, suspensions, and expulsions. He must also submit a list of items that must be repaired and replaced over the summer by the maintenance department.
Appendix B

JOB DESCRIPTION AND EVALUATION INSTRUMENT
FOR THE ASSISTANT PRINCIPAL OF OPERATIONS AT DANVILLE HIGH SCHOOL
ASSISTANT PRINCIPAL - OPERATIONS -
HIGH SCHOOL
(Reports to High School Principal)

TERM OF CONTRACT - 11 MONTHS
CERTIFICATE: ADMINISTRATIVE - SECOND ENDORSEMENT

1 Full Time Secretary

A. GENERAL ACCOUNTABILITIES

1. Implements and adheres to the district's philosophy of education.

2. Supports Board policy to the public and staff.

3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

4. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, meeting with other professional colleagues, and participates in professional associations related to his position.

5. Makes sound decisions based upon complete information gathered from available pertinent sources.

6. Seeks and accepts constructive criticism of his work.

7. Maintains poise and emotional stability in the full range of his professional activities.

8. Demonstrates good oral and written communication skills.

9. Seeks innovative and efficient means of accomplishing tasks assigned to him.

10. Requires a minimum of supervision in the performance of duties.

11. Evaluates subordinates in a diagnostic-prescriptive manner.

12. Keeps "own house in order."
B. JOB ACCOUNTABILITIES

1. Reports directly to the high school principal.

2. Assumes responsibility for appropriate discipline of the high school.

3. Supervises and evaluates the over-all daily functioning of the school routine.

4. Assumes over-all responsibility for the control of all school activities and facilities to include crowd control.

5. Develops and supervises the high school calendar.

6. Directs the summer school program for the high school.

7. Directs the annual inventory of the high school and such surveys as requested by the principal.

8. Develops and maintains current personnel information directed by the principal to include the key inventory.

9. Orchestrates the organization of opening day registration for students, orientation of all new teachers and assists with commencement activities.

10. Encourages consistent student discipline by working with the deans and teachers.

11. Develops and implements recommendations for the improvement of building maintenance as approved by the building principal and central office staff.

12. Controls and evaluates the operation of all extra curricular activities and outside rental agencies.
13. Provides leadership in improving the summer school program.

14. Keeps accurate records as directed by the principal.

15. Evaluates extra curricular programs ensuring they meet the needs of all students.

16. Encourages the implementation of teaching innovations, individualization of instruction and modification of organizational patterns to meet student needs.

17. Implements as directed by the principal any changes in MCA, INSA and state aid policies.

C. PERSONAL QUALITIES

1. Defends principle and conviction in the face of pressure and partisan influence.

2. Earns respect and standing among his professional colleagues.

3. Devotes his time and energy effectively to his job.

4. Demonstrates his ability to work well with individuals and groups.

5. Exercises good judgment and the democratic processes in arriving at decisions.

6. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.
7. Maintains poise and emotional stability in full range of his professional activities.

8. Is suitably attired and well groomed.

9. Uses language effectively in dealing with staff members, the Board, and the public.

10. Writes clearly and concisely.

12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.

12. Assist the Board of Education with its commitment of fair and equal treatment for all persons, regardless of race, color, religion, sex or national origin, in all employment practices.

13. Develops and maintains a working attitude of respect and high expectations for all children so that all staff are aware they are expected to develop and maintain a similar behavior.

14. Assist the Board of Education with its commitment of fair and equal treatment for all persons, regardless of race, color, religion, sex or national origin, in all employment practices.

D. ADDITIONAL NARRATIVE COMMENTS
Appendix C

DANVILLE HIGH SCHOOL

FACULTY HANDBOOK

1980-81
## Map of Building

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DANVILLE HIGH SCHOOL STAFF - 1980-81

Mr. Bleine Bonyenge - Principal
Mr. Robert Kay - Athletic Director
Dr. Carl Esslinger - Asst. Principal
Mr. Harold Klaman - Vocational Coord.
Mr. Phillip Smith - Asst. Principal
Mrs. Kayann Wagner - School Nurse
Mr. George Schildt - Dean of Students
Mr. James Lyles - Dean of Students
Mrs. Ruby Dandridge - Dean of Students

FACULTY

* - Department Heads
** - Part-time Faculty

Art Department
Harvey, Mrs. Margot
LaMar, Mrs. Kelcey

Business Education Department
Bair, Mr. Joe - C.W.T.
Brooks, Mr. Gerald
Coador, Mr. Stanley
* Lacquet, Mr. Thomas
Lyles, Mrs. Judy
Mathis, Miss Twila
Rich, Mrs. Jennie
Shields, Miss Vicki
Smith, Mrs. Connie
Snyder, Miss Sara - O.O.
Stark, Mr. Robert - D.E.
Whitfield, Mrs. Sandra

Driver Education Department
Crawford, Mr. Arden
Gourley, Mr. Gene
* Lewis, Mr. Dennis
Miller, Mr. William
Redenbaugh, Mr. David

Foreign Language Department
Azoff, Miss Shari
Carlson, Mr. Paul
Daugherty, Mrs. Alice
* Gloss, Mr. Feodor
Stillwell, Mr. Timothy

Guidance Department
Chambers, Mrs. Mary
* Chase, Mr. Burton
Rottmann, Mr. Joe
Sanders, Mrs. Judy
Schatz, Mr. William
Young, Miss Johnnie

Health Department
Menges, Miss Patricia
Pascal, Mr. Joe
Schmitt, Mr. Raymond

Home Economics Department
Drechsel, Miss Lana
Fairchild, Mrs. Martha
Farris, Mrs. Lynne
Frank, Mrs. Charlotte
* Lacquet, Mrs. Sharon
Lawrence, Miss Teresa
Reynolds, Mrs. Alice

English Department
Alexander, Mrs. Joyce
Anderson, Mrs. Alayne
Appuhn, Mrs. Janet
Blanden, Mr. Edward
Bogart, Mrs. Mollie
Bredholt, Mrs. Christine
Crawford, Mr. Wayne
Dobbles, Mr. William
Ferrell, Mr. Dale
Hix, Mrs. Barbara
Holbrook, Mrs. Shirley
Kane, Mrs. Linda
Koerner, Mrs. Sandra
Danville High School Staff

Industrial Education Department
Barber, Mr. David
Dowers, Mr. Richard
Grygiel, Mr. John
Linne, Mr. Perry - D.O.
Oliver, Mr. John
O'Neill, Mr. Charles
Reeley, Mr. Brad

Library
Nelms, Mrs. Louise

Mathematics Department
Butikas, Mr. William
Koebrich, Miss Susan
Krabbe, Mrs. Dimitra
LeCount, Mr. Gayle
Leite, Mrs. Sue
Lewis, Mrs. Jacqueline
Menking, Mr. Fred
Milliken, Mr. Paul
Nelson, Mr. Richard
Riegle, Mr. David
Starkey, Mrs. Amanda

Music Department
Dugle, Mr. Jon
Grant, Mr. Joe
Kaelin, Mrs. Joan
Lestina, Mr. Frank
Sampson, Mr. Roger

Physical Education Department
Culp, Mrs. Wanda
Eakle, Mr. John
Fogleman, Mrs. Delores
Fogleman, Mr. John
Shebby, Mr. Paul
Skinner, Mr. James

Science Department
Barker, Mr. John
Bayles, Mrs. Cheryl
Birky, Mr. Steve
Federmeier, Mr. Clifford
Hayward, Mr. Joe
Kirkpatrick, Mrs. Jewell
Lunger, Mr. Jerry
Noll, Mrs. June
Williams, Mrs. Lucille

Social Studies Department
Baldwin, Mrs. Susan
Banks, Mr. James
Bell, Mr. Ed
Coan, Mr. Henry
Dierking, Mr. Richard
Frick, Mr. Keith
Green, Mr. Albert
Hurst, Mr. Robert
Kirk, Mrs. Josephine
Lebach, Mrs. Nancy
Luzenske, Mr. Frank
Parish, Miss Sheila
Roth, Mr. Richard
White, Mr. David

Special Education Department
Blackford, Miss Susan
Curry, Mr. Kevin
Hoskins, Mrs. Joan - L.D.
Howerton, Mrs. Josephine - L.D.
Lopez, Mrs. Joyce - L.D.
Ritz, Mr. Mark
Rodgers, Mrs. Mildred
Skoog, Mr. Brian
VanVickle, Mrs. Claire
Wileyton, Miss Elizabeth - Impaired

TEACHER AIDE

ATHLETIC TRAINERS
Boys - Piper, Mr. Larry
Girls - Fogleman, Mrs. Delores
Danville High School Staff

Principal's Office

Foster, Mrs. Martha
Howard, Mrs. Sharon
McClain, Mrs. Katie

Assistant Principal's Office
(Student Services)

Linne, Mrs. Nancy

Assistant Principal's Office
(Operations)

Stine, Mrs. Dorothy

Guidance Office

Gibson, Mrs. Joyce
Walters, Mrs. Mickey

Cashier

Schaefer, Mrs. Virginia

OFFICE CLERKS - DEAN OF STUDENTS

Bell, Mrs. Gilda - Mrs. Ruby Dandridge, Dean of Students
Donald, Mrs. Alice - Mr. George Schildt, Dean of Students
Hickman, Mrs. Eunice - Mr. James Lyles, Dean of Students

HALL MONITORS

Dudley, Mrs. Mary

CAMPUS MONITORS

Clark, Mr. Larry
Hathaway, Mr. Robert G.

CUSTODIANS

Head Custodian - Bott, Mr. Harold
Asst. Head Custodian - Fitzwater, Mr. Michael
Head Engineer - Jaeger, Mr. Gary
Second Engineer - McCoy, Mr. Kenneth
Third Engineer - Powell, Mr. Dennis

First Shift

Bowers, Mrs. Elnora
Clapp, Mr. Chris
Fitzsimmons, Mr. Don
Oakes, Mr. Thomas
Thompson, Mr. Jesse

Second Shift

Burton, Mr. Richard
Finley, Mr. Donald
Hillsman, Mr. Collette
Hurt, Mr. Paul
Miller, Mr. Fred
Williams, Mr. Frank

Third Shift

Grigsby, Mr. Robert
Washburn, Mr. Ray
Danville High School Staff

**Cafeteria Manager**

- Schmidt, Mrs. Bonnie

**Cafeteria Workers**

<table>
<thead>
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<th>Workers</th>
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<td>Anders, Mrs. Jamie</td>
<td> </td>
<td>Morrison, Mrs. Rachel</td>
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<td>Dokey, Mrs. Pat</td>
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<td>Pine, Mrs. Francis</td>
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<td>Gritton, Mrs. Gladys</td>
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<td>Rouse, Mrs. Wardella</td>
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<td>Scarlett, Mrs. Violet</td>
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<td>Holden, Mrs. Patricia</td>
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<td>Smith, Mrs. June Carter</td>
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<td>James, Mrs. Eleanor</td>
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<td>Martin, Mrs. Jettie</td>
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<td>Meeks, Mrs. Shirley</td>
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<td>Winkler, Mrs. Delores</td>
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</table>
Educators in Danville High School believe in the worth and dignity of mankind. We believe and recognize the supreme importance of the pursuit of truth, the evaluation of the truth, and a devotion to excellence and the nurture of active citizenship in a democracy.

Education should provide a flexible program to meet the needs of the student as a changing world requires. We seek to establish a program and atmosphere that not only will provide for the discovery of what is known, but will provide the atmosphere of challenge for the pursuit of the unknown.

We believe in the development of basic skills toward occupational and vocational learning. We believe in the provision of activities for intellectual and cultural fulfillment. We also believe in the development of skills to gain and hold an occupation.

District #118 and Danville High School must believe that its educators as well as its students should be made aware of and be respectful to all individuals in his daily life and develop a sincere appreciation for different ethnic, economic, and religious, and social backgrounds of groups and nations. We believe in the nurture and cultivation of the whole being.

As educators, we acknowledge the magnitude of the profession we have chosen and engage ourselves individually and collectively to affirm and accept our responsibility to practice our profession according to the highest ethical standards.

OBJECTIVES OF THE EDUCATIONAL EXPERIENCE:

1. School staffs, students, parents, and the Danville community should participate in the definition of the goals and objectives of the schools and review the current programs offered to accomplish these goals.

2. The school community should develop a realistic definition of the educational experience.

3. Individualized approaches to learning should be developed, implemented, continually evaluated, and refined.

4. High priority must be placed on extending, expanding, and improving meaningful programs available for young people.

5. Programs which reflect factual accounts and accomplishments of Afro-Americans, American Indians, Mexican Americans, Oriental Americans, Puerto Ricans, and other minority groups should be broadened in the school program.
6. Students should be expected to share in the responsibility for determining their educational program and to participate in making responsible decisions about their own educational and human growth.

7. Schools must provide adequate guidance and counseling services and programs. Counseling is meant to be as a guide for an individual to a better understanding of his problems and potentialities by using modern principles, interests, achievements, aptitudes, marketable skills, etc.

8. The school must encourage students to take an active part in shaping their own destinies.

9. The school must work in a cooperative manner with young people and the police and courts to improve their relationships.

10. A wider variety of instructional materials should be made available and used by teachers and students.

11. Instructional materials used in all areas of the curriculum must continually be updated to accurately reflect the different ethnic, economic, and social backgrounds and attitudes of America's pluralistic composition.

STUDENT'S OBJECTIVES OF THE EDUCATIONAL EXPERIENCE. 1975-76
Written by the Student Rights Committee of D.H.S. (Revised)

1. Curriculum. Individual students should achieve increased knowledge and insight into a number of required or assigned areas. (Established by accrediting agency or academic-vocational planning area.) The basic requirements of education, Reading, English Composition, and Grammar, and a general understanding of Practical Math should be required before graduation.

2. Elected Curriculum. Taking into consideration the limitations of the community, property, and personnel, the student should be able to elect a wide range of course selections. Electives should be used to develop the talents that further his personal goals and desires within the framework of the elective offerings the community will support.

3. Cooperative Planning and Guidance. Curriculum decisions should be initiated within the classroom and community and centered around the student. The student is the center of the center of the guidance program; and teachers, counselors, students and parents should be involved in bringing the student to to the services the school and community have to offer.

4. Guidance and Counseling. School personnel should help the student to fulfill his needs, as well as each individual's problems. More personal attention should be given to career and occupational planning. Guidance counselors should relate their work closer to that of the teachers.
5. Community and School. School social workers should be utilized as intermediaries between the home, community, and school.

6. Curricular and Co-Curricular. Students recognize the importance of their individual curriculum, but also realize that co-curricular activities play a major role in creating harmony between all students.

7. Student Government. Students recognize that the American public administers the American public schools, but students would like delegated responsibility that would have to do with the needs of the student body, particularly in current manners and social patterns.

8. Any student government must be representative of the social, intellectual, and economic attitudes of its student body.
ADMINISTRATIVE ORGANIZATION

PRINCIPAL

Blaine Bonynge

Assistant Principal

Phil Smith
1. Operations
2. Departments of:
   A. Art
   B. Driver Education
   C. Home Economics
   D. Industrial Education
   E. Music
   F. Physical Education
   G. Social Studies
   H. Special Education
   I. Library

Assistant Principal

Carl Esslinger
1. Student Services
2. Departments of:
   A. Business Education
   B. English
   C. Foreign Language
   D. Guidance
   E. Health
   F. Mathematics
   G. Science

Dean

Ruby Dandridge
1. A thru F of alphabet

Dean

James Lyles
1. G thru M of alphabet

Dean

George Schildt
1. N thru Z of alphabet

Department Heads
1. All announcements should be signed and on the spindle in Phil Smith's office by the end of the 7th hour. No announcements will be accepted for the following day's bulletin after 2:45 P.M. (2:00 P.M. on Fridays).

2. Generally, no "outside" bulletins will be accepted. The Assistant Principal will allow some posters in the stairwells, if he feels they are appropriate, and of general interest to the student body.

3. Results of sporting events, contests, etc., will not be printed in the student bulletin.

4. Any request to have an announcement run more than twice must be approved by the Assistant Principal.

5. All bulletins should appeal to the general student body or to an approved club or activity. No bulletins will be run that appeal to less than 5% of the student body.

6. All bulletins are printed on a "space available" basis only. The Assistant Principal will edit or delete any bulletin as the need arises.

7. Phoned in bulletins will be accepted in emergency cases only.

ASSEMBLIES

Each homeroom teacher will be given a block of seats in the auditorium for use by their students. In fact, homeroom teachers may be given two different blocks of seats because we will have to have two different types of seating arrangements. Examples:

A. Freshmen/Sophomores will be grouped together and Juniors/Seniors will be grouped together. Homeroom teachers will receive seating assignments based upon this plan.

B. Seniors/Juniors/Sophomores and as many Freshmen as possible will be grouped together. Freshmen homerooms not able to get into the auditorium, will possibly be able to view the assemblies via closed circuit TV. Homeroom teachers will receive seating assignments based upon this plan.

Whichever seating arrangement is used, homeroom teachers will accompany their students to the auditorium.

Assemblies for specific groups may also be scheduled either in the auditorium or room #127. Administrative approval is required for all assembly programs.
DANVILLE HIGH SCHOOL

ATTENDANCE POLICY

1. Attendance cards for every student, every hour, will be provided, and are to be turned in when a student is absent. "All present" cards will also be used. The cards will be color coded by Dean, in addition to having the hour printed on them. Teachers are to fill out the cards with the requested information. The cards will be turned in to the appropriate dean's office. The cards will be returned via mailboxes.

2. Students who are on approved lists for field trips, are not to be counted absent.

3. Each morning an attendance summary sheet for the previous day will be issued. This sheet will list unexcused students, students dropping school and students suspended from school. Students on this list as unexcused, are not to be admitted to any class, homeroom included, until they get a pass from their respective dean. Students absent the previous day and not on this list, are excused and need no admit pass. A student has 24 hours to appeal an unexcused absence.

4. Semester exam days will be December 17-18 for all students, including seniors. All P.E., Music, Driver Ed. and study halls will end on December 16. All teachers will give semester exams. Students will be excused from the semester exams if they:
   a. Have no unexcused absences
   b. Have three or less excused absences

Once again, students on school sponsored field trips are not to be counted absent. The teacher's grade book will be the official record of attendance.
The purpose of this policy is to reward good attendance. Exam days will also be scheduled in June. Students with less than three absences may take the semester exam if they so choose.

5. Teachers are expected to inform parents, using the phone number listed on the attendance card, of absenteeism whenever a grade appears likely to be affected.

6. Attendance is a matter of concern for all of us, not just the office. If a student is absent habitually from your class, take the time to talk to the student and/or parent to find out why. Show an interest in the student.

7. When a student is unexcused, he is allowed to make-up work. Keep students informed on our attendance policies.

8. The disruption caused by tardiness to class is an important factor in class management. Tardy patterns for the entire year will be established the first few weeks of school. Students should not enter your room after the bell has rung, without the teacher counting them tardy. Most students will reflect the priority that teachers place on attendance and punctuality. Whenever a student accumulates three tardies, refer the student to the appropriate dean. A tardy is defined as not being in the room when the bell rings.

9. Teachers are invited and encouraged to contact the attendance office and the counselors for information and to discuss any question relating to student attendance. Mutual exchange of information on attendance related matters can often lead to an improvement of student performance.
## DAILY TIME SCHEDULE

<table>
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<td>H.R.</td>
<td>8:10</td>
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<td>9:25</td>
<td>10:15</td>
<td>50 minutes</td>
<td></td>
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<td>4</td>
<td>10:20</td>
<td>11:10</td>
<td>50 minutes</td>
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<tr>
<td>5</td>
<td>11:15</td>
<td>12:10</td>
<td>50 minutes</td>
<td>11:10-11:45 35 minutes</td>
</tr>
<tr>
<td>6</td>
<td>11:45</td>
<td>12:40</td>
<td>55 minutes</td>
<td>11:40-12:15 35 minutes</td>
</tr>
<tr>
<td>7</td>
<td>12:45</td>
<td>1:35</td>
<td>50 minutes</td>
<td>12:10-12:45 35 minutes</td>
</tr>
<tr>
<td>8</td>
<td>1:40</td>
<td>2:30</td>
<td>50 minutes</td>
<td></td>
</tr>
</tbody>
</table>

A warning bell will sound at 8:09 A.M.

### VOTEC Schedule - For D.H.S. Students:

#### #1 Session

- 7:55 - 8:05 —— —— —— —— —— —— —— —— —— Travel
- 8:10 - 10:00 —— —— —— —— —— —— —— —— —— Session #1
- 10:05 - 10:15 —— —— —— —— —— —— —— —— —— Return trip

#### #2 Session

- 9:25 - 9:40 —— —— —— —— —— —— —— —— —— Study Hall (Cafeteria)
- 9:40 - 9:55 —— —— —— —— —— —— —— —— —— Travel
- 10:05 - 11:45 —— —— —— —— —— —— —— —— —— Session #2
- 11:50 - 12:05 —— —— —— —— —— —— —— —— —— Return trip
- 12:10 - 12:40 —— —— —— —— —— —— —— —— —— Lunch

#### #3 Session

- 11:15 - 11:45 —— —— —— —— —— —— —— —— —— Study Hall
- 11:45 - 12:15 —— —— —— —— —— —— —— —— —— Lunch
- 12:20 - —— —— —— —— —— —— —— —— —— Leave D.H.S.
- 12:35 - 2:15 —— —— —— —— —— —— —— —— —— Session #3
- 2:15 - —— —— —— —— —— —— —— —— —— Leave VOTEC
- 2:30 - —— —— —— —— —— —— —— —— —— Arrive at D.H.S.
CLASSIFICATION OF STUDENTS

CLASSIFICATION OF STUDENTS - THREE YEAR HIGH SCHOOL

10th Grade - SOPHOMORE - 0 - 5 3/4 credits as of Sept. 1
11th Grade - JUNIOR - 6 -11 3/4 credits as of Sept. 1
12th Grade - SENIOR -12+ credits as of Sept. 1

CLASSIFICATION OF STUDENTS - FOUR YEAR HIGH SCHOOL

9th Grade - FRESHMEN - 0 -7 3/4 credits as of Sept. 1
10th Grade - SOPHOMORE - 8 -15 3/4 credits as of Sept. 1
11th Grade - JUNIOR -16 -22 3/4 credits as of Sept. 1
12th Grade - SENIOR -23 and over credits as of Sept. 1

CONSULTATION PERIOD

The major purposes of the consultation period are to allow teachers to evaluate student work, make lesson plans, confer with students and/or parents, or to work on curriculum related matters. If any faculty member leaves the building during his/her planning period, it should be for school related business or of an emergency nature, and the teacher is to sign-out in the Principal's office.
## CLUBS/ORGANIZATIONS 1980-81

### CLUBS

<table>
<thead>
<tr>
<th>Club</th>
<th>Faculty Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Field Service</td>
<td>Mr. Paul Carlson</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>Mrs. Louise Nelms</td>
</tr>
<tr>
<td>Cheerleader</td>
<td>Varsity - Miss Johnnie Young, Sophomore - Mrs. Delores Fogleman</td>
</tr>
<tr>
<td>Chess Club</td>
<td></td>
</tr>
<tr>
<td>Speech Club</td>
<td>Mrs. Janet Appuhn</td>
</tr>
<tr>
<td>Assistant Speech Club</td>
<td>Mrs. Christine Bredholt</td>
</tr>
<tr>
<td>Dramatic Club</td>
<td>Mr. Dale Ferrell, Mrs. Alayne Anderson</td>
</tr>
<tr>
<td>Assistant Dramatic Club</td>
<td></td>
</tr>
<tr>
<td>Human Relations Club</td>
<td>Mr. Albert Green</td>
</tr>
<tr>
<td>Freshmen Class</td>
<td></td>
</tr>
<tr>
<td>Sophomore Class</td>
<td>Mrs. Jennie Rich</td>
</tr>
<tr>
<td>Junior Class</td>
<td>Miss Shelsia Parish</td>
</tr>
<tr>
<td>Senior Class</td>
<td>Coaches</td>
</tr>
<tr>
<td>Lettermans Club</td>
<td>Mrs. Louise Nelms</td>
</tr>
<tr>
<td>Library Club</td>
<td>Mr. Wayne Crawford</td>
</tr>
<tr>
<td>Maroon &amp; White</td>
<td>Mrs. Janice Yount</td>
</tr>
<tr>
<td>Maroon &amp; White Cub Staff</td>
<td>Mrs. Kayann Wagner</td>
</tr>
<tr>
<td>Medical Careers</td>
<td>Mrs. Susan Baldwin</td>
</tr>
<tr>
<td>Medley</td>
<td>Miss Shari Azoff</td>
</tr>
<tr>
<td>Pompette</td>
<td>Mrs. Mollie Bogart</td>
</tr>
<tr>
<td>Radio Staff</td>
<td>Miss Sara Snyder</td>
</tr>
<tr>
<td>Science Club</td>
<td>Mr. Timothy Stillwell</td>
</tr>
<tr>
<td>Secretaries of Tomorrow</td>
<td>Mrs. Shirley Holbrook</td>
</tr>
<tr>
<td>Spanish &amp; Latin Club</td>
<td></td>
</tr>
<tr>
<td>Student Council</td>
<td></td>
</tr>
<tr>
<td>Y-Teens</td>
<td></td>
</tr>
</tbody>
</table>

High School clubs furnish an opportunity for wholesome activity on the part of students. They should be encouraged to participate. New Clubs may be organized if desirable. The procedure is simple: (1) students get together; (2) secure a faculty sponsor; (3) get the principal's approval.
COUNSELING ASSIGNMENTS

Grade 9 - Mrs. Mary Chambers
Grade 10 - Miss Johnnie Young
Grade 11 - Mrs. Judy Sanders
Grade 12 - A - K - Mr. Burton Chase - (Career Counselor)
          L - Z - Mr. Joe Rottmann - (College Counselor)

Special Education - Mr. William Schatz

DISCIPLINE

The responsibility for maintaining discipline must be a primary function of the classroom teacher. A student should be sent to a Dean only for major disciplinary problems.

If it is necessary to send a student to a Dean, be sure to fill out in detail the referral slip and indicate the time the student leaves your class. Referred students will not return to your class that hour. As soon as possible, contact should be made with the Dean the student was referred to. Except in the case of emergency, students are to be referred to the appropriate Dean.

Dean          Dean          Dean
Ruby Dandridge  James Lyles  George Schildt

If the Dean is not in his/her office at the time the student reports, the student must wait until the Dean returns.

In case of emergency, contact the nearest Dean, Assistant Principal, or Principal.

If Corporal Punishment is to be administered, it will be done only in the Dean's office. Teachers are asked to be present in the hallways, as much as possible, before school, during passing periods, and after school. If all personnel help supervise, many problems can be eliminated. The failure of some to help places an unnecessary burden on others.

-15-
TWENTY FIVE WAYS TO MAINTAIN STUDENT DISCIPLINE

1. Never give an order you do not mean to enforce.

2. The response of the student is in action. Give your command to stimulate action, not to check it. Say "do this" rather than "don't do that." Suggest an action which can be successfully obeyed.

3. Give the student time for reaction.

4. Have a reason for what you ask to be done, and when possible take time to give the reason - the student can see the point if you can.

5. Be honest in what you say and do. The student's faith in you is a great help.

6. Be fair; it isn't punishment, but injustice that makes a student rebel against you.

7. Be friendly. Always show an interest in what they are doing.

8. Command good qualities and action.

9. Try to be constructive, not repressive, in all dealings with students.

10. Remember that a sense of humor is extremely valuable.

11. Never strike a student. It may seem to be the easiest way, but it only aggravates the problem.

12. Do not judge misconduct on how it annoys you.

13. Do not take your personal feelings and prejudices out on the students.

14. Maintain poise at all times. Do not lose your temper.

15. Remember - "The tongue is the only keen-edged tool which grows sharper with constant use." Do not nag, bluff, or be officious.

16. Look for good qualities - all students have them.

17. Do not "pick" on every little thing that a student does. Sometimes it is wiser to overlook some things.

18. Bear in mind that misbehavior is seldom willful. There usually is a cause and it may be in yourself or some other influence outside the student.

19. Listen for suggestions and complaints from the students.

20. Follow-up all cases which have been disciplined. Be certain that you still have their respect and confidence.

21. Be sincere in your work.
22. Set a good example yourself.

23. Intelligence in handling youth consists of thinking faster than they do. If they can out think you, you are not using your maturity, and the advantage of your larger education. You should see possibilities before they become results. This is the secret of leadership.

24. Defiance to establish procedure comes from failure in some adult to keep the situation in hand. If there is danger of a direct break, the student should not be forced. An adult's will should never be pitted against that of a child. It is far wiser to give some simple directions that will be mechanically obeyed and pick up the reins of control in a quiet way.

25. Never hold a student up to public ridicule. It is the surest way of creating a discipline problem.

DISTRIBUTION OF TEXTBOOKS

Teachers distribute textbooks to each class, listing the names alphabetically and indicating the number of the book given. Each teacher should keep a record of the textbook issued. Another copy of these issued textbooks should be turned in to the department head.

The students must return the same book issued to them; otherwise, it will be counted as a lost book.

EVALUATION PROCEDURE

All faculty members will be evaluated according to district policy/procedures. Supervisory assignments are:

Mr. Bonynge
1. Department Heads
2. Deans
3. Assistant Principals

Dr. Esslinger
Departments of:
1. Business Ed.
2. English
3. Foreign Lang.
4. Guidance
5. Health
6. Math
7. Science

Mr. Smith
Departments of:
1. Art
2. Driver Ed.
3. Home Econ.
4. Industrial Ed.
5. Music
6. P.E.
7. Social Studies
8. Special Ed.
9. Library

In addition to the following procedures, at least one individual conference for each faculty member and his/her immediate supervisor will be scheduled.
TEACHER AND TEACHING EVALUATION INSTRUMENT

PROCEDURES

A. The written evaluation of the teacher and teaching performance shall include but not be limited to the areas or qualities considered important to effective teaching performance listed on the teacher evaluation instrument.

B. The administrative and teacher self-evaluations are to be completed in triplicate copies. One (1) copy of the teacher self-evaluation and supervisory evaluation is to be given to the teacher after signatures have been affixed. One (1) copy of each (self and supervisory) is to be kept by the supervisory, and the third copy is to be submitted to the Director of Personnel at least twice (2) a year for non-tenured teachers and at least once (1) a year for tenured teachers.

C. Section five (5.0) shall be completed by supervisory personnel.

D. Each teacher and supervisor must sign the completed evaluations. Signatures affixed do not necessarily indicate agreement with the evaluation content. In the event that the teacher feels his/her formal written evaluation was incomplete or inaccurate, or unjust, she/he may put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personal file. The signatures of the teacher and supervisor shall appear on all written objections prior to being placed in the teacher's personal file.

E. As a teacher, if you receive an unsatisfactory evaluation it is necessary that you remedy that deficiency within a reasonable period of time or you may be subject to dismissal as provided for in the School Code of Illinois.

F. A narrative must be written for a commendable or an unsatisfactory rating.

G. Satisfactory - Meets Districts Standards
   Commendable - Exceeds District Standards
   Unsatisfactory - Does not meet District Standards
Check one (1) statement under the appropriate sections that best reflects the quality of performance or abilities.

1.0 Professional Skills

1.1 Teaching exhibits a thorough knowledge of the subject matter being taught.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

1.2 Demonstrates knowledge of the individual student's needs, interests, abilities and the process of learning.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

1.3 Develops and implements written lesson plans after determining the levels of student achievement, abilities, interest and needs.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

1.4 Demonstrates the ability to use a variety of tools and techniques during the teaching process.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

1.5 Keeps abreast of new developments in education through university training, inservice education, staff meetings, conferences and conventions.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

Examples:

Narrative:

2.0 Student Discipline

2.1 Management; organization; students orderly and attentive.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

2.2. The teacher promotes student self-discipline and responsibility.
   ____ Commendable ____ Satisfactory ____ Unsatisfactory

Narrative:

3.0 Instructional Skills

3.1 The teacher's evaluation and grading practices are:
   ____ Commendable ____ Satisfactory ____ Unsatisfactory
3.2 Student assignments and instructional activities are:

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

3.3 The teacher's instructional techniques and procedures produce steady interest in subject; create real desire.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

3.4 The teacher teaches important concepts, spends time on significant details, and does not overlook important skills.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

3.5 The teacher's questions are challenging; demand thinking and make discussions interesting and stimulating.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

Narrative:

4.0 General Characteristics

4.1 The teacher is neat, appropriately dressed and well groomed.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.2 The teacher reports to work daily and on time.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.3 The teacher demonstrates promptness in submitting data requested and for appointments.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.4 The teacher demonstrates enthusiasm and interest in teaching.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.5 Community Involvement

Narrative:

4.6 The teacher's school involvement is:

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.7 The teacher demonstrates poise and self-confidence.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.8 The teacher is tolerant and encourages others to express their opinions.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory

4.9 The teacher possesses a sense of humor.

___ Commendable   ___ Satisfactory   ___ Unsatisfactory
4.10 The teacher's speech and writing abilities are:

Commandable  Satisfactory  Un satisfactory

4.11 The teacher demonstrates the ability to establish and maintain humanistic relationships and respect for students, colleagues, parents, and supervisors.

Commandable  Satisfactory  Un satisfactory

4.12 The teacher maintains a classroom environment which is conducive to learning.

Commandable  Satisfactory  Un satisfactory

4.13 The teacher understands and implements the objectives, programs and Board Policies.

Commandable  Satisfactory  Un satisfactory

4.14 The teacher understands and implements the Individually Guided Education concepts during the planning and teaching process as adopted.

Commandable  Satisfactory  Un satisfactory

4.15 The teacher functions as a productive member of the unit or department.

Commandable  Satisfactory  Un satisfactory

Narrative:

5.0 Administrative Recommendations

5.1 Additional Administrative Narrative (when needed)

5.2 I recommend that this probationary teacher (check appropriate boxes):

Be continued on first, second, third year probation

Be granted tenure

Be terminated
5.3 I recommend that this tenured teacher (check appropriate boxes):

- Be continued on tenure
- Be given a Notice to Remedy
- Be considered for termination

Comments:

Dates of Conferences and Signatures

*Teacher: ___________________________ Date: ___________________________

**Principal: ___________________________ Date: ___________________________

***Supervisor or Director: ___________________________ Date: ___________________________

**Department Head: ___________________________ Date: ___________________________

*Teacher and supervisor signatures indicate that conference was held, not necessarily that all parties agree with evaluation. Disagreements may be discussed with Director, Supervisor, or Assistant Superintendent for Instruction. Each teacher has the prerogative of requesting a conference with either or all persons named above to discuss the evaluation. The conference will be called by the Principal.

**Supervisor, Director, or Department Head signature is only necessary when there is direct supervisory responsibility other than that which is required by the Principal.

August 22, 1978

Revised 8/23/78
1980-1981 CALENDAR
ELEMENTARY, MIDDLE SCHOOL and SENIOR HIGH
Grading Periods

<table>
<thead>
<tr>
<th>Period</th>
<th>Pupil Days</th>
<th>Attendances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 1 - Nov. 30</td>
<td>17</td>
<td>**Nov. 11 Tues., VETERAN'S DAY **Nov. 27 Thrus., THANKSGIVING DAY Nov. 28 Fri.</td>
</tr>
<tr>
<td>Feb. 1 - Feb. 28</td>
<td>19</td>
<td>**Feb. 12 Thrus., LINCOLN'S BIRTHDAY</td>
</tr>
<tr>
<td>Mar. 1 - Mar. 31</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Apr. 1 - Apr. 30</td>
<td>17</td>
<td>Apr. 13, Mon., Tues., Wed., Thurs. 14, 15, 16 **Apr. 17 Fri., GOOD FRIDAY</td>
</tr>
<tr>
<td>May 1 - June 8 (or June 15*)</td>
<td>26(or 31*)**May 25 Mon., MEMORIAL DAY</td>
<td>Pupil Days *Workshops - Full Day</td>
</tr>
<tr>
<td></td>
<td>181(or 186*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>185(or 190*)</td>
<td>**Legal Holidays</td>
</tr>
<tr>
<td></td>
<td>195(or 200*)</td>
<td>***Semester Closing Day</td>
</tr>
</tbody>
</table>

Opening Date for Pupils - August 25, 1980, Monday (These are legal school days but pupils are not required to attend 5 clock hours.)
Closing Date for Pupils - June 8(or June 15*), 1981, Monday

Includes 5 extra snow days that is being recommended by the State Superintendent of Schools -- over and above the 5 snow days now required.

FORMED 4/30/80
EXAM POLICY

First semester exam days will be December 17-18 for all students. Classes in physical education, instrumental and vocal music, driver education, and all study halls will end on December 16. All teachers, except P.E., music, and Dr. Ed. will give semester exams. Students will be excused from semester exams if they:

1. Have no unexcused absences.
2. Have three or less excused absences.

Students on school sponsored field trips will not be counted absent.
The teacher's grade book will be the official record of attendance. Students may have to take finals in some of their classes, and may be excused in others.

The purposes of this policy are to reward good attendance, to increase educational opportunities for students and to allow for better continuity of instruction. Students with less than three absences may take the semester exam if they so choose. When a student is unexcused, he is allowed no make-up work. Students are to be kept informed of their attendance status as it relates to finals.

Final exams will also be scheduled the last two days of the second semester. A student's attendance record, as it relates to finals, starts over at the beginning of the second semester.

A sample of the exam schedule will look like this:

<table>
<thead>
<tr>
<th>Wednesday, December 17</th>
<th>Thursday, December 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hour 2 - - - 8:30 - 9:30 a.m.</td>
<td>Hour 3 - - - 8:30 - 9:30 a.m.</td>
</tr>
<tr>
<td>Hour 4 - - - 9:40 - 10:40 a.m.</td>
<td>Hour 5 - - - 9:40 - 10:40 a.m.</td>
</tr>
<tr>
<td>Hour 5 - - - 10:50 - 11:50 a.m.</td>
<td>Hour 7 - - - 10:50 - 11:50 a.m.</td>
</tr>
<tr>
<td>Lunch - - - 11:50 - 12:20 p.m.</td>
<td>Lunch - - - 11:50 - 12:20 p.m.</td>
</tr>
<tr>
<td>Hour 8 - - - 12:30 - 1:30 p.m.</td>
<td>Hour 1 - - - 12:30 - 1:30 p.m.</td>
</tr>
</tbody>
</table>

Students not scheduled for finals have to be off campus or in a supervised study hall.
FACULTY FORMS

CLASS COUNT

Soon after the beginning of each semester, the Principal's Office will ask for a class count. The form calls for the class, room number, number of seats available, and total enrollment. This must be returned to the Assistant Principal's Office the same day issued.

TRAVEL REIMBURSEMENT

Each department has a budget for attending conferences, etc. A travel request form, secured from the Principal, must be submitted at least one week in advance of the intended travel. Upon return, a travel reimbursement form must be submitted to the Principal's Office.

SOLICITOR'S PERMIT

Book salesmen and other solicitors of school business must obtain a permit in the superintendent's office before calling on the teacher.

VISITOR'S PERMIT

Visitors requesting permission to visit a teacher's class must have a visitor's permit issued by the Assistant Principal. Anyone in the building, other than students and personnel or outsiders transacting business with the school, must have a visitor's permit or leave the building immediately.

ID CARDS

All students are issued an ID Card upon their first registration at D.H.S. The ID Card has many uses and must be carried by the student at all times. The student must have his ID Card to present to the dean for absences and transfers. Students must present their ID Cards at the door to gain admission to school dances and wherever identification is required. If the ID Card is lost, the student should apply for a new one in the Principal's Office at his own expense (originals cost 25¢ and replacements cost $1.00)

FACULTY MEETINGS

Faculty and department meetings will be called when necessary. Adequate advance notice will be given. All teachers are expected to be present at these meetings. If a conflict with a meeting date does occur, please discuss the situation with your department head.
FIRE DRILLS

PLEASE REVIEW FIRE DRILL INSTRUCTIONS IN YOUR HOMEROOM AND CLASSES.

Fire drills are held so that in any emergency the building may be quickly evacuated. The signal for a fire is the sounding of the fire horn, the same as for a fire drill. It is necessary that everyone understands the directions for a drill. The following directions are to be observed in case of a fire drill or a fire:

1. Please note the fire exit route sign posted in the room where you are teaching.

2. Students should walk fast but not run. Keep up with those in front of you.

3. Talking should be avoided.

4. The first two students reaching an outside door should hold the door open until all students are out and remain at the door until all students have returned to the building.

5. Please stay in line. Go all the way to the sidewalk and far enough down the walk so that all students may leave the building and remain in line.

6. Return to the building when a bell signal is given.

7. Everyone should leave the building. This includes students, teachers, maintenance workers, and cafeteria employees.

8. Use both sides of the stairs during fire drills—disregard the up and down signs.

9. Teachers should close any open windows, put out lights, and close classroom or study hall doors.
GRADING

It is the philosophy of this district that students will respond more positively to the opportunity for success than to the threat of failure. It seeks, therefore, through performance objectives in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform a student and his parents of his progress, and to provide a basis for bringing about change in student performance, if such change seems necessary.

A. Grade Books

The teacher's grade book is the primary record of each student who attends public school in the State of Illinois. The grade book should contain an accurate record of both grades and daily attendance. The grade book, also, may be used for audit purposes by the Department of Education. In addition, it often becomes necessary for administrators to interpret grades and attendance information to parents during the summertime.

ALL TEACHERS ARE TO USE THE FOLLOWING GUIDELINES:

1. Place your name and the school year on the grade book cover and fill in the information on the inside cover sheet for identification.

2. Enter all dates (months, weeks, holidays, etc.) for each class.

3. Clearly label each class, including name of the class, hour, and semester.

4. Legibly enter all students names and indicate year in school of each student. Do not add students' names to your grade book until after the second week of the semester. Until then, use your class list for recording absences and other information about the student. There will be some schedule changes during the first few days of school.

5. Keep an up-to-date record of attendance: absences, unexcused absences, and tardies. Use the following markings for attendance:
ABSENCES:

Excused. ...

Unexcused. ...

Tardies. ...

6. Include a key or scale specifying your grading system in the front of the grade book.

7. All grade entries must clearly denote what each grade is for and its value.

8. Enter all quarter and semester grades in your grade book.

B. Grading Periods and Examination Dates

Friday, October 17 . . . . . . . . . . End of first grading period

Wednesday and Thursday, December 17, 18 . . . . Semester Examinations

Friday, December 19. End of second grading period and end of semester

Monday, January 5 . . . . . . . . . . End of third grading period

Friday, March 20 . . . . . . . . . . . End of third grading period

*Friday and Monday, June 5-8. . . . . . . Semester Examinations

*Monday, June 8 . . . End of final grading period and end of semester

*These dates may be adjusted depending upon actual closing date.

C. Grading Procedures

The letter system is recommended according to the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B</td>
<td>86 - 92</td>
</tr>
<tr>
<td>C</td>
<td>77 - 85</td>
</tr>
<tr>
<td>D</td>
<td>70 - 76</td>
</tr>
<tr>
<td>F</td>
<td>Failing (Below 70)</td>
</tr>
</tbody>
</table>

No grade with plus or minus should be entered on the grade report. Incomplete grades are allowable only on the first and third quarter grade reports. Specific instructions for filling out the grade forms will be made available at the appropriate times.

Semester grades are based upon an average of the two quarters, plus the final exam for those students who have to take it.
The following are guidelines for averaging two letter grades that are not the same. Basically, the second nine-week grade carries greater weight.

**Non-ties**

<table>
<thead>
<tr>
<th>A, C, or C, A is B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B, D, or D, B is C</td>
</tr>
<tr>
<td>F, C is D</td>
</tr>
<tr>
<td>C, F is usually D</td>
</tr>
<tr>
<td>F, A is C</td>
</tr>
<tr>
<td>A, F can be C, D or F</td>
</tr>
</tbody>
</table>

**Adjacent Grades in Scale**

<table>
<thead>
<tr>
<th>A, B is B (Usually)</th>
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<tr>
<td>B, A is A</td>
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<tr>
<td>B, C is C</td>
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<td>C, B is B</td>
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<td>C, D is D</td>
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<td>D, C is C</td>
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<tr>
<td>F, D is D</td>
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<td>D, F is F</td>
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**Non-adjacent, But Ties**

<table>
<thead>
<tr>
<th>A, D is C (Usually)</th>
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<tr>
<td>D, A is B</td>
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<tr>
<td>F, B is C</td>
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<td>B, F is D</td>
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**D. Pass-Fail Option**

1. The pass-fail option is open to all juniors and seniors.

2. Any Danville High School course that meets 5 times per week, will be offered on a pass-fail basis.

3. Only one (full credit) course per semester can be taken on pass-fail.

4. The decision to take a course on a pass-fail basis and the course which may be taken, is at the student's discretion, with parent approval. An application blank must be completed, signed by both parent and student, and filed with the teacher-advisor.

5. If the student is a junior, the pass-fail course must be a fifth solid subject. For seniors, it need only be a fourth solid subject.

6. Application blanks are available in the Guidance office. The students decision to add or drop a pass-fail course must be made by the end of the second week of school during the Fall semester.

7. Only one full unit (2 semesters) in each department, in the span of 2 years, may be taken on a pass-fail basis.
HONOR ROLL REQUIREMENTS

Danville High School has two honor rolls --- a High Honor Roll and a Dean's list. Requirements are:

Must take four solid (full credit) subjects
No grade lower than "C"

High Honor Roll 4.75 - 5.00, and Dean's list 4.25 - 4.74

A course taken on the Pass-Fail option will count toward the four solids required for the Honor Roll.

THE LEARNING RESOURCE CENTER

The Learning Resource Center, located on the second floor, houses books, periodicals, pictures, vertical file materials, AV materials, and AV equipment. All materials have been catalogued and can be located by using the integrated card catalog. The library is open before and after school in addition to the regular school hours. Orientation lessons on the use of the Learning Resource Center as well as the AV equipment are given to incoming students as well as new faculty members.

LESSON PLANS

Written lesson plans are required and needed by each teacher. These should be prepared for 3 days in advance, and displayed in an orderly fashion on each teacher's desk.

All lesson plans shall contain the basic components listed:

Objectives
Materials
Instructional Activities
Evaluation Procedures

Lesson Plans may be written in narrative, outline, or any other readable and usable manner---in a plan book, a single sheet of paper, or other appropriate medium. The sequence in which the plan is written, or whether or not it is narrative or outline in form--these are matters of format and are left to the discretion of the teacher--subject to reasonable and professional supervision.
1.0 QUALIFICATIONS

1.1 Shall hold or be eligible for an Illinois teaching certificate.

1.2 Possesses a knowledge of human relations and the subject matter to be taught.

1.3 Must have the ability to diagnose, plan and implement prescriptive teaching activities utilizing the curriculum as a guide, a diversity of techniques, procedures, and resources (human and physical) to increase the mental, social and physical growth of students.

1.4 Demonstrates the ability to communicate and establish a professional working relationships with people (staff, students, administrators, parents and the publics).

2.0 EXAMPLES OF RESPONSIBILITIES

2.1 Shall be directly responsible for the behavior of all students and influence the desire for self discipline.

2.2 Must demonstrate respect for the needs of each student through humaneness and dedication to the education profession.

2.3 Should possess a wide range of talents and skills to facilitate making learning enjoyable to the students because of the humane way in which the material is presented.

2.4 Keeps abreast of the latest theories of learning through university training, inservice education and staff meetings, conferences and conventions.

2.5 Must function as an active member of the department or unit.

2.6 Shall develop written lesson plans after determining the levels of student achievement, abilities, interests and needs.

2.7 Shall develop evaluation techniques that are appropriate to the expected class.

2.8 Participates at various times by serving on committees, councils and seminars that study, design and present guidelines, plans, programs and innovations for the improvement of education in District 118.

2.9 Assist the District with public relations through involvement in the community, PTA, service groups, etc.

2.10 Shall observe and perform in accordance with Policies of the District and by all applicable laws and regulations.

2.11 Assumes other professional duties delegated by the Superintendent of the District or his designee.

3.0 PROFESSIONAL CHARACTERISTICS

3.1 Maintain a mature sense of humor.

3.2 Willingness to admit error or not knowing an answer.

3.3 Be fair and consistent in treatment of others.

3.4 Avoid threats and the use of fear.

3.5 Be punctual for work, classes, and appointments.
ENGLISH

English 1-2
English 3-4
English 5-6
Reading Experience
American Lit. (S) 1-2
American Lit. T 1-2
Minority Literature
British Literature 1-2
Humanities 1-2
Creative Writing
Adv. Gram/Comp.
Intro./Speech
Adv. Speech
Oral Interp./Lit.
Intro./Acting
Journalism 1-2
English Comp. (T)

SOCIAL STUDIES

Social Science (grade 9)
U.S. History to 1865
U.S. History from 1865
Minority History
Current History
Frontier West
Illinois History
Great Personalities
World History 1-2
World Geography
Government
Contemporary Problems
American Law
Psychology
Sociology

MATHEMATICS

Practical Math 1-2
Algebra 1-2
Geometry 1-2
Alg. 3-Trig.
Alg. 3A-Trig. A
Alg. 4-Geom. 3
Calculus 1-2
Think Metric

SCIENCE

Intro./Science 1-2
Biology 1-2
Human Physiology & Anatomy
Life Science 1-2
Earth Science 1-2
Chemistry 1-2
Physics 1-2

FOREIGN LANGUAGE

Latin 1-2
Latin 3-4
Latin 5-6
French 1-2
French 3-4
French 5-6
French 7-8
Spanish 1-2
Spanish 3-4
Spanish 5-6
Spanish 7-8
Spanish 9-10

HOME ECONOMICS

Survey of Home Ec.
Foods 1-2
Foods for Singles
Clothing 1-2
Clothing 3-4
Tailoring
Living Environments
Cons. Mgt./Fam. Liv.
Adult Living
Child Care 1-2
### Business Education

- Typing 1-2
- Typing 3-4
- Shorthand 1-2
- Shorthand 3-4
- Accounting 1-2
- Accounting 3-4
- Business Survey
- Record Keeping
- Consumer Ed.
- Business Law 1-2
- Col. Prep. Typing
- Intro./Bus. Typing
- Bus. Machines
- Data Processing
- Int./World of Work
- Bus. Commun. 1-2
- Voc. D.E.
- Voc. 0.0./7:10
- Voc. C.W.T.

### Industrial Education

- Orientation to Ind. Ed.
- Shop Math/BP Reading
- Intro./Mech. 1-2
- Wood Shop 1-2
- Welding 1-2
- Mech. Drawing 1-2
- Intro./Printing 1-2
- Intro./Electronics 1-2
- Voc. Printing I
- Voc. Printing II
- Voc. D.O.

### Art

- Design 1-2
- Metal Design 1
- Metal Design 2
- Ceramics 1
- Ceramics 2
- Textiles 1
- Textiles 2
- Painting 1
- Painting 2
- Drawing 1
- Drawing 2

### Physical Education

- P.E. 1 (9th grade)
- P.E. 2 (9th grade)
- P.E. 3 (11th grade)
- P.E. 4 (11th grade)
- P.E. 5 (12th grade)
- P.E. 6 (12th grade)

### Music

- Freshmen Treble Choir
- Freshmen Vikings
- Freshmen Band
- Freshmen Orchestra
- Treble Choir
- Vikings
- Vikingettes
- Singing Vikings
- Band
- Orchestra
- Music Theory
- Music Literature
- Contemporaires
- Jass-Orch. Winds

### Health

- Health

### Driver Education

- Health
VOTEC

Auto Body I
Auto Body II
Auto Service I
Auto Service II
Bldg. Trades I
Bldg. Trades II
Social Services I
Social Services II
Drafting I
Drafting II
Elect./Electron. I
Elect./Electron. II
Food Service I
Food Service II
Health Occup. I
Health Occup. II
Hort./Conserv. I
Hort./Conserv. II
Machine Shop I
Machine Shop II
Office Proced. I
Office Proced. II
Welding I
Welding II
NURSE

The school nurse is located in Room 239. Any accident or injury that takes place in the school should be reported to the school nurse promptly. Accident report forms should be secured from her office.

PARKING

Each faculty member will be assigned a parking space in the faculty parking area. This space will be numbered and will correspond to the number on the parking sticker secured in Phil Smith's Office. The school will employ parking monitors and any parking irregularities should be reported to them.

PROGRESS REPORTS

In an effort to eliminate multiple mailings to one address, and obviously reduce mailing expense, the following procedures will be used.

1. The instructor sending progress reports should prepare two of them, sending one to the student's counselor and one to the teacher-advisor for mailing.

2. The following dates will be utilized:

1st grading period
   To Teacher-Advisor - - - - - - September 17
   Mailed on - - - - - - September 19

2nd grading period
   To Teacher-Advisor - - - - - - November 19
   Mailed on - - - - - - November 21

3rd grading period
   To Teacher-Advisor - - - - - - February 4
   Mailed on - - - - - - February 6

4th grading period
   To Teacher-Advisor - - - - - - April 22
   Mailed on - - - - - - April 24

Sometimes it is necessary to send additional progress reports at times other than the dates listed above. The classroom teacher is responsible for mailing the additional reports.
PURCHASING

Please do not purchase any item without first obtaining a district purchase requisition or a student activities requisition and securing the principal’s signature.

SCHEDULE CHANGES

Schedule Change Request, Dropping, Adding Courses

Courses for this school year were chosen by the student and approved by the parents and counselor. Classes and teacher assignments have been arranged to accommodate the choice they made. Schedules have NOT been constructed to accommodate later changes of mind. Therefore any request for a change will be considered only for the most compelling of reasons. Such reasons are:

1. The schedule does not include a requirement for graduation which must be met this year.
2. The schedule does not account for work taken during summer school.
3. The schedule has a computer error or omission.

If a schedule contains an error or omission or similarly acute problem as outlined above, the student must initiate the change with his counselor.

SEX EDUCATION

Section 27-9.9 (School Code): Provides that no class or course dealing in any aspect of Sex Education may be required of any pupil without prior written consent of parents or guardians. Requires notice to parents or guardians and the opportunity to examine instructional materials to be used, before written consents are procured.

Teachers selecting instructional materials such as books, pamphlets, films, filmstrips and other such aids to be used in classes dealing with sex education, shall use only those instructional materials which are the property of District #118
INTERVIEW SLIP (yellow)

Any student who is due in a study hall may (when he has a definite appointment made in advance) spend the hour in a consultation room with a teacher. The teacher issues the interview slip to the student, who must have the interview slip on the desk in the study hall before the tardy bell rings. No one is permitted to make a habit of spending his study hours in consultation. Students that have been issued interview slips are not to be left in a room without a teacher in charge. At no time should an interview slip be given to a student during a student's class period. There is no such thing as a permanent interview slip.

TRANSFER (white)

Students desiring to leave a class, study hall, or homeroom, visit the dean, counselor, or another teacher must have a hall pass known as a transfer. This transfer must give the name of the student, the date, his destination, and the time he left. Teachers receiving transfers should record the time the student reported to them, sign it, and put it on the attendance slips on the outside of the classroom door.

LIBRARY PERMIT

Students desiring to use the library may request from the classroom teacher a library permit, which entitles the student to use the library during a study hall period. The library permit is issued only if the student has a definite piece of work to prepare for the issuing teacher.

DISMISSAL REPORT

For dental and doctor appointments and other reasons determined by the dean, students may receive from the dean a dismissal report. The student should present this to the teacher for permission to leave class or study hall.

CALL SLIPS (green)

This form is used primarily by office personnel to call a student to the Dean's Office or the Guidance Office. The teacher should make sure the call slip is signed by authorized personnel.

STUDENT CHANGE OF PROGRAM SLIPS

Students are not to be put in, or taken out of, classes without permission of the Guidance Office or the Assistant Principal's Office. All schedule changes will be initiated and finalized by that student's counselors. Teachers are not to encourage, initiate, or "ok" any student requests for schedule changes.
CONFIDENTIALITY OF STUDENT RECORDS AND INFORMATION

General Statement

The Board of Education maintains educational records to assist in the planning, development and continuation of programs to meet the individual needs of students. Additionally, the Illinois School Code requires certain kinds of student records. While the educational records are the property of the district, the Board of Education holds strongly to its obligations to protect the individual privacy of all students and to protect their civil liberties. Such confidentiality is for sole protection of the student and/or his parents or guardian.

Collection of Information

Only information about the students which is pertinent to the objectives and tasks of the school will be collected.

Maintenance

Student records will be maintained in a secure manner by appropriately designated personnel.

Access and Release

All School records pertaining to students are confidential. Only the principal's office will release information from the student's permanent record after the proper release form has been signed by the student and/or parent. For additional information see District #118 booklet — Student Rights, Responsibilities and Records.
STUDY HALL POLICIES

In order that we may have uniformity in teachers' policies and rules, the following suggestions are to be followed by students and teachers in study halls:

1. A student should plan his work to be done in study hall and bring all materials such as books, paper, pen or pencils he will need for the entire period. At no time may a student talk to another between tardy bell and passing bell without asking permission from the teacher in charge. Permission to talk to another student will be granted only in case of emergency which must be explained to the teacher. Study halls are provided for the opportunity to study only.

2. Interview Slips are to be secured from the classroom teacher or advisor and presented to the study hall teacher before the tardy bell rings. If it is not feasible to hand the Interview Slip to the study hall teacher, it may be left on the teacher's desk in the study hall.

3. Students must keep paper or trash off desks and floors in study halls. Teachers should check the study hall toward the end of the period to see that all paper is picked up and deposited in the waste basket.

THE TEACHER:

It is the study hall teachers' responsibility to enforce the above policies so that study halls will be in good order and conducive to good study habits at all times.

Other suggestions that we might make are as follows:

1. Teachers are to continuously circulate throughout the study hall. Watch for writing and carving on desks, and help students with their work whenever possible. Teachers are not to use their study hall assignment for anything other than student supervision. It is not to be used as a preparation period.

2. Seating plats for the study halls are available in the office; these plats should be guarded closely and not left in a study hall desk at the close of the period.

3. It is the teacher's responsibility to check roll at the beginning of each period.

4. Excuse blanks, transfers, attendance reports, interview slips, and other forms should not be left in desk drawers in study halls.

5. The teacher should be in the study hall prior to the ringing of the tardy bell at the start of the period, and should be the last one out the door when the bell rings to pass to the next class.

6. No student is to be allowed to enter a study hall late unless they have a valid transfer. If another teacher caused their tardiness, they should go back to that teacher for a transfer. If they were late for any other reason, they must secure a transfer from their respective Dean.
SUPPLIES

Teacher supplies may be obtained through the Cashier's Office (Rm. G102) by filling out a requisition blank and filing it with the Cashier. Supplies should be picked up only on Tuesdays and Thursdays if at all possible.

TEACHER ABSENCES

Procedure for teachers reporting their own absences and securing substitutes - whole and half-days:

a. Call 443-2653 when in need of a substitute.

b. The employee who is going to be absent must also call his/her immediate supervisor about the absence so that proper plans may be made to handle the students.

c. Make call prior to 6:00 a.m., or as early as possible.

d. Give name, school, reason for absence and if possible, the expected length of absence, as well as the subject that you teach.

e. Call in prior to 6:00 a.m. when returning. This must be done to avoid a loss of pay.

f. If your absence is for the afternoon only, specify the time a substitute should be there.

The School Board may require a physician's certificate, or if the treatment is by prayer or spiritual means, that of a spiritual adviser or practitioner of such person's faith, as a basis for pay during leave after an absence of 3 days for personal illness, or as it may deem necessary in other areas.

TEACHER-ADVISOR PROGRAM

The advisor system at Danville High School is founded upon the principal of a guidance oriented faculty. In the advisor system, the guidance program does not operate in a vacuum, divorced from classroom teaching - it is a part and parcel of it.

Individual students are assigned to the counselor for their specific grade level. Students are also assigned to a Teacher-Advisor room (homeroom) for general guidance activities. The Teacher-Advisor is the initial source of contact for a student; the counselor, however, has responsibility for educational, career and personal counseling.
TEACHER DAY

All faculty members are expected to be on time when reporting in the morning. Reporting time is 7:40 a.m.

Time Schedule:

Faculty School Day - 7:40 a.m. - 2:50 p.m.
Student School Day - 8:10 a.m. - 2:30 p.m.

Teachers are to be at their duty station at 7:45 a.m.

Hall Duty

Blanden - '73 Addition - East Stairwell
A. Crawford - Cashier's Office Area
J. Fogleman - First Floor "T" Junction
Gourley - First Floor - North & East Halls
Green - Third Floor - East Hall
Lunger - Third Floor - South Hall
Luzenske - Third Floor - North Hall
Menkhaus - Third Floor - West Hall
W. Miller - Second Floor - East & South Halls
O'Neill - South Gym Hall & Ramp Area in '79 Addition
Sampson - Third Floor - '73 Addition
Shafer - Second Floor - North & West Halls
Shebby - Second Floor - East & South Halls
Skinner - '73 Addition - West Stairwell
Millikin - First Floor - '73 Addition
Pascal - VOTEC, First Floor - West Hall
Redenbaugh - VOTEC, then Second Floor near Room 213

TEACHERS' PROFESSIONAL ROOM

A Teachers' Professional Room is located on the second floor (Room 227). It contains books and pamphlets relating to teaching. It is open for use by the teachers; but since this room is not directly connected to the Library, the Assistant Principal for Operations schedules the use of this room.

TELEPHONE CALLS

All telephone toll charges are to be placed in the Principal's Office and the principal or secretary must keep a record of those calls.
TORNADO DRILL

In the spring of the year, Illinois is prone to tornadoes. If school is in session, please follow the schedule below, regardless of the time of day. If a tornado approaches during the lunch hour, students already in the cafeteria should remain there. Please instruct your students where your assigned area is located - move quickly but do not run. Classroom teachers are to stay with their students. All unassigned teachers should assist in the area where they are located.

If a tornado is approaching we will make an announcement over the intercom, followed by two (2) short bells which will be the signal to depart to your assigned area. The all-clear signal will be one long bell.

1. Art rooms - remain in classroom.
2. Rooms 103 and 106 - remain in classroom.
   Room 107 and 110 - hallway in front of rooms 103 and 106.
3. Rooms 113, 147, 146, 145, 144, 143, 142, and 141 - remain in classroom along the west wall or in the outside hallway if room permits.
   All other main first floor rooms go to the east hallway on first floor between rooms 147 and 141.
   G-105 - remain in G-105.
   G-200, G-201, G-202 and G-203 - hallway adjacent to wheelchair ramp.
5. Second floor, including library - to the Students Cafeteria. Room 231, 236, 238, 240 - enter cafeteria down southwest stairway.
6. Third floor:
   a. New addition (rooms 302-309) - go to the new addition basement hallway - east end and hallway to Teachers Cafeteria.
   b. Old main building third floor rooms - go to the Students Cafeteria.
      Rooms 325, 330, 331, 333, 334 - enter cafeteria down southwest stairs.
8. Physical Education:
   a. Boys - to the boys physical education locker room area.
   b. Girls - to the girls physical education locker room area.
9. All secretarial, office personnel - go to the Teachers Cafeteria.
10. Before leaving, open windows on the west side of the building, close upon returning.

-40-
IF A TORNADO SHOULD HIT, IT IS RECOMMENDED TO OBSERVE THE FOLLOWING PRECAU-
TIONS:

1. Keep as low to the floor as possible.
2. Stay away from windows or doors with windowpanes.
3. If you have a coat or sweater, cover your face for protection from flying objects or glass.
4. Face the east - most tornadoes will be traveling from the west-south-
west.
5. Get under tables or desks if possible.

WORKMAN'S COMPENSATION INSURANCE

This insurance is carried on all employees of the District. Any accident occurring to any employee is to be reported to the Business Office on the day it occurs. An Employee Accident Form, secured in the Principal's Office, should be filled-out completely by the employee; signed by the principal, and sent to the Business Office in order that a claim may be filed. All injuries are to be listed in the Business Office, but a claim cannot be filed without a properly completed Accident Report Form.
Appendix D

MAROON AND WHITE
DANVILLE HIGH SCHOOL
Happy Halloween! Clowns pictured are appropriately dressed to go trick-or-treatin' in class. Actually, they are dressed for Twin-Cloon Day. Pictured left are Julie McKee and Janie Edmund, below left: Dana Norman and Sue Grimshaw, and below: Connie Wilcoxen and Ann Heidrick. Juniors won the clown day competition. See spirit week photo feature pages 7-9, related editorial page 3.

M/W Photos: Scott Shaw
Survey shows Turnaround in Student Election Choices

A Maroon and White poll taken Sept. 24 showed Ronald Reagan leading Jimmy Carter 2:1. Frontrunner Reagan controlled 44% of the student vote, leaving Carter with only 25% and Anderson close behind with 24%. Only 7% of the students polled were undecided.

The Maroon and White's most recent survey taken Oct. 15 has shown a complete turnaround in the students' opinion. Of the students polled, only 30% were supportive of Reagan. Carter followed closely with 27% of the vote, and 14% of the vote went to Anderson. The percentage of undecided students grew from 7% to 25%.

Carter wins on foreign affairs, Reagan wins on economic matters.

In dealing with the nation's foreign affairs, 34% of the students said Carter was best suited to do the job. 27% favored Reagan and 9% favored Anderson. The remaining 29% were undecided.

Of the surveyed students, 35% said Reagan could pull the country out of the economic slump, 28% said Carter could, and 15% favored Anderson. 22% of the students were undecided on the issue.

This election has not been drawing as much attention as usual according to 67% of the polled students. 61% of the students said this will lead to a decrease in voter participation at the polls.

This appears to be a substantial indication of how the country is viewing the candidates, because nationwide opinion polls are saying basically what the students have said.

Nationwide opinion polls show Reagan support losing pace and Carter support remaining fairly steady. In an NBC public opinion poll taken the week of October 14, Reagan had dropped from the previous week from twenty-five states with 233 electoral votes to twenty-three states with 190 electoral votes. This is blamed on Texas and New Jersey who have both moved from leaning to Reagan to too close to call. Carter, who controlled thirteen states with 144 electoral votes in the previous week, has lost only one electoral vote in the recent poll.

According to an ABC survey, the Republican Reagan has gone from twenty-six states with 234 electoral votes to twenty-seven states with 255 electoral votes. The Democratic Carter has lost three states with a total of only ten states and 82 electoral votes from 136 total electoral votes and his thirteen previous states considered in his corner. Fourteen states, with 201 electoral votes, were still undecided when the survey was taken.

Concerning Independent John Anderson, support is dipping gradually in the polls. Only 14% of the polled voters favor Anderson.

The closeness of the campaign has been attributed to all the imponderable aspects of the elections. The impact of Anderson's candidacy, the voter turnout - specifically among blacks and Hispanics, and the continuing attacks made by each of the candidates in reference to their rivals are the major imponderables affecting this campaign.

The M&W will conduct one final election survey on Nov. 4, the national election day. A comparison will be made of changes in student reactions from the first survey to the final one, and then will be compared to the national election.
Editorial:

Spirit Week needed again

This year's Spirit Week was so successful we think it should be repeated.

This year Spirit Week soared beyond that of recent years in which a few participants could be singled out. Thanks to the hard work and organization of student council, Spirit Week broke the monotony of school routine and made school fun. When you get in high school it's nice to be able to put fun back into the day school system.

The selection of dress-up day obviously appeal to a lot of people, and gave those who might be received usually as a wallflower, a chance to assert something of the individualism. The spiritual lifting from this year's Homecoming activities is worthy of note. We believe Spirit Week should be repeated in the dull month of March when only madness goes on. A spring Spirit Week will enliven the long semester with the fewest vacations and still fewer special activities. It would boost student spirit, zap the usual cabin fever one feels in March, and serve to and boost support and enthusiasm for winter sports. Perhaps an old-fashioned sock-hop could be held after a special basketball game. This year's Spirit Week was so successful we think it should be repeated.

In all, Spirit Week was too good to have only once a year. The Student Council to consider a once a semester Spirit Week for the Administration to support this choice.

School consolidation leaves fifteen roomless teachers

As a result of the consolidation of schools, returning DHS to a four-year school and adding more teachers and freshmen, fifteen DHS teachers are without classrooms.

These roomless teachers are stripped of the opportunity to teach as effectively as otherwise, robbing students of an education. Students are not only inconvenienced but they are prohibited from receiving needed help after or before school because the teachers do not have classrooms.

Special arrangements have to be made for students to meet with teachers to make-up work, or receive help.

Teachers are forced to leave classrooms as soon as the bell rings to allow time for traveling through the halls with their load of students to asking questions after class.

During the course of the day many teachers are seen pushing cartloads of needed supplies (books and supplementary material) up and down the elevator sometimes as many as three or four times.

Students have the right to learn and to have the best learning atmosphere possible, administrators should find other rooms. Some spaces that could be considered as use for a classroom are the cannon room, magazine lounge in the library, the professional room, auditorium, or the Little Theater.

Letters to editor: Readers speak

Editor:

We feel this year's Spirit Week was a big success, due largely in part to the efficiency of Student Council.

Spirit Week was a big improvement over last year. While the counting and judging of events were, though not perfect, close to it.

We also feel the dance, including decorations and DJ was superb. We commend the Student Council and everyone involved on a job well done.

Kim Weyhrich
Kelli Wodetzki
Band of Vikings win first

Danville High School of Vikings are again first winners for the fourth consecutive year at the Eastern Band Competition. The band captured the 1st place for Class A-AA bands on Saturday Oct. 18.

The band also received third honors for both flag and corps. The band competed with 16 other bands in Class, with 43 total bands classes involved in the competition. The Newton, band received the grand championship title.

October 11, the band competed in the U of I Band parade competitions. The band received third place in the competition. The Vikings Majors also received in parade competition “Best Drum Major” in Competition for Class A bands.

The Band of Vikings took place in the Watseka Invitational on October 4, where they earned five trophies out of the possible seven. Trophies include first place AA parade, first place AA field, Best Hornline Overall, Best Percussion Overall, and for the first time in 3 years, Grand Champion.

The band's first victory of the year was won in the Hoopeston Sweetcorn Festival on August 30.

Director Roger Sampson commented, “The band has greatly improved. Judges have continually applauded the difficulty of the show.” Director Jon Dugle jokingly added, “They ain't seen nothin' yet!”

This year’s “Dog Patch” games, there wasn’t enough time for dancing and we ran into problems with students being late with curfew,” explained Mr. Phil Smith, assistant principal.

This years “Dog Patch” decorations will surround the theme “Sadie on Fantasy Island”. A local DJ, “Super”, (not affiliated with a radio station, but who hosts private parties and dances) will furnish background music for this fun-filled night.

Marryn’ Sams Mr. Carlson and Mrs. Starkey will be featured but because of lack of participation there will be no Lil’ Abner and Daisy Mae.

The Drama Club will be performing “Scrooge”, a musical comedy based on the novel by Charles Dickens. The cast includes 26 members. For the first time in recent history, three performances of the play will be held, December 15, 16, and 17. The cast is as follows:

Ebenezar Scrooge Jerry Gore
Bob Cratchit Bob Garrison
Mrs. Cratchit Dana Padget
Tiny Tim Scott Kentner
Harry David Ammerman
Elsie Missy Parsons
Martha Shannon Bireline
Fred Rick Hood
Mrs. Dilber Robin Woods
Marley’s Ghost Bill Shaner
Ghost of Xmas Past Tracey Parker
Mr. Fezziwig Greg Duckett
Mrs. Fezziwig Linda Little
Young Scrooge Steve Byrket
Isabel Robin Briggs
Ghost of Spirit of Xmas Scott Eisenhauer
Ghost of Xmas Future Melissa Martin
Mr. Sharkey Craig Estepp
The Undertaker Steve Byrket
Students participate in Arts Week

Numerous DHS students participated in Arts week activities sponsored by the Danville league.

To kick off the activities a "dances" presentation held at the Civic Center on October 5.

All dancers included Mary Frances Flynn, Michele Linne, Meyer, and Cindy Landstra played the backup for the Danville High dancing groups.

Michele Linne, Mary Frances Flynn, and Cindy Landstra performed a tap dance during the Talent showcase, Wednesday October 8.

The week long activities were concluded with a concert by the Danville Municipal Band. DHS students that performed in the band included Sandy Fullen, Ester Burke, Rob Schnelle, Scott Hendrickson and Dale Carlton.

Students commended for PSAT performance

Fred Baker is being Commended for performance on the PSAT/NMSQT by the National Achievement Scholarship Program for Outstanding Negro Students.

The Selection Index scores of Achievement Program Commended students place them among the top seven percent of some 70,000 black students who took the 1979 PSAT/ NMSQT and requested consideration in the 1981 Achievement Scholarship competition.

While these approximately 3,000 Commended students perform well, their scores are below the level required for the 1,500 Achievement Program Semifinalists who will continue in the 1981 competition and be publicly announced.

Beth O'Brien, a 1980 graduate of DHS, was named a National Merit semifinalist last month. To be eligible, you must score high on the PSAT, usually taken at the beginning of your junior year. Less than 1/2 of 1% of the seniors from each state are named semifinalists. For Beth to become a finalist, she must be recommended by the principal, have good grades and background information, and an SAT performance equivalent to the PSAT score.

Over 90% of the semifinalists go on to become finalists and receive a certificate of merit. Most finalists get scholarships which range from $250 to $2,000 a year.

Beth is now attending school at the University of Illinois in a liberal arts major.

Students barred from classes

Kim Weyrich
As of October 16, 76 students were not allowed to attend classes at DHS because of a law recently passed by the State Legislature.

The law states that all students in Illinois must have proof of three polio vaccinations, four DT shots, and measles shots with dates after 1969. All freshmen and other students without up-to-date physicals must have those before being admitted back to school.

October 15, 161 DHS students had not yet received their shots. All of their parents had been contacted by letter.

The Vermilion County Health Department held free clinics every Wednesday from 1:00-4:00 where students could get the shots. The physicals had to be taken care of through a family doctor or private practitioner.

The shots given at DHS last spring were an attempt to catch up on students' shots and not have so many ineligible for school this fall.
The seniors have renewed interest here at DHS by installing a Class Historian, Hines. A historian is responsible for keeping track of graduating seniors in order to plan successful class reunions.

His difficult job has been totally ignored for several years by preceding classes. Why is it so challenging? Lori states, "I want to be the Historic +r in charge of holding the class together as long as history exists. I think that is an important job. I know that I can do it. I wouldn't want the responsibility put on someone's shoulders who wouldn't take it seriously."

The seniors are planning their first reunion in 1991, to be held in Danville.

Marchosky, from the Personnel department of Quaker Oats, came and talked to Mr. Ceador's classes October 8. Berta Marchosky came, students filled out Quaker Oats employment applications. Marty picked the applications up beforehand and selected a few students from that.

Those students were given a mock interview as if actually applying for a job. Marchosky will then give the classes general information about how it is best to apply and state the rights of an interviewer.

The Guthrie Theatre play opens tonight at the Danville High School auditorium. It will be presented by the nationally renowned Guthrie Theatre of Minneapolis tonight. "Midsummer Night's Dream" is a popular comedy by Shakespeare of dreams, illusions, and love. An Art Deco set and costumes will be used to transform the auditorium into a nightclub on a tropical island.

Tickets are $5 for adults and $3 for students.

The following colleges will have representatives visiting DHS in early November:

- November 4
  - Lakeview School of Nursing
  - Augusta
  - Washington (St. Louis)
  - Wartburg
  - Blackburn
  - Western Illinois

The first PTSA Open House of the year was held on Tuesday, October 21. Mr. Bonyge, DHS principal opened the meeting by introducing the new DHS teachers.

After the meeting the parents followed their child's school schedule and met their child's teachers on a mini-school day.

Bill Shaner recently received the highest award in Boy Scouts, The Eagle Scout Award. Bill, a sophomore, has been involved in scouting for approximately five and a half years.

Do you have a fantastic car (or a rotten one), or know someone who does? If so, enter that set of wheels in the M&W's "Car of the Month" or "Blooper Car of the Month" contest to be held Nov. 7. Cars will be judged on the basis of condition, style, appearance, and uniqueness. If interested, submit your name, home room number, description of the car including make, model year, color, etc. and your license plate number to room 337 no later than Thursday, Nov. 6.
Students express likes and dislikes

Student's likes and dislikes this Maroon and White say:

Mary Shafer-11: I really like high school! If it weren't for the teachers, I don't think the school would be what it is. They all care about their students, and their personal lives. It makes coming to school something to look forward to.

Sam Clark-12: This being my first year here, I really like it. It is different from the school I previously attended. The class selection is enormous compared to Schlarmann's and the classes are more advanced. The teachers are excellent and have a real interest in their work. For anyone to complain about the lack of things in this school, why not go to Schlarmann and you'll really appreciate all you've had. It is great!

Natalie Moreman-11: DHS is one of the biggest schools in the Big 12 Conference and yet the other schools are more involved in their communities and they also have a lot more school spirit! Last year we had a lot, but something happened this year. We have got to get more enthused!!

Cathie Hall-11: I feel there should be more variety of classes to open up new ideas for career opportunities. I do like the spirit and involvement from both teachers and students, still there could be more!

Sam Meis-11: I think DHS is all right, but it lacks spirit. That will change next year when I'm Spirit Viking.

Tammy Leach crowned queen
Seniors win Spirit Jug

Seniors clinched the Spirit Jug Competition by overpowering the other classes. Seniors took first place with their decorations featuring a bigger than life football player. The Spirit Jug was awarded to the Seniors who had a total of 1600 points. Juniors came in second with 1110 points. Freshmen finished third with a total of 1050 points, and Sophomores brought up the rear with 900 points.

Tammy Leach was crowned Queen at the 1980 Homecoming Assembly on October 9th. Her attendents were Shelly Wagner and Dawn White. Junior attendents were Melissa Strader and Carolyn Foster. Lee Gettanger and LeAnne Klein were the Sophomore attendants. Beth Mason and Holly Chapman were chosen as the Freshmen attendants.

The Jazz Band accompanied Pam Cannon as she sang a solo of "McArthur Park." The Jazz Band also accompanied the pompettes' number, "Dim The Lights." The Contemporaires performed "On a Wonderful Day." and serenaded the Queen and her Court with "IF."
Cover story

Seniors overwhelm underclassmen

Spirit

Seniors won the pyramid building contest which was held at lunch.

Viking shown above was in the seniors hall during the decorating contest. Jim Shaw and Steve Hall, the auctioneers, figured the proportions of his body parts out thematically, by proportion.

Spirit Viking John Tinsley

The week started out with Hat Day which was won by the senior eating contest. A contest was held and the seniors' gobbled that up too.

love - Carolyn Foster, Melissa Strader, Crystal Henk, and Chris obens dressed for pajama day which was won by the seniors.

Molly Shafer shows spirit

Sue Rouse helps seniors with lunch. Juniors won during
k competition

Mr. Carlsons Spanish classes celebrated fifties day by playing Spanish fifties songs. Seniors won the fifties day.

Above - Kelly May wears her PJ's.
Right - Seniors look on as Todd Bachman won Thursday's Limbo Contest 6th hour. Freshmen won fifth hour.

Seniors struggle to win tug-of-war during 5th hour lunch.
The officers of the Latin Club include (from left to right) President Clarence Holloway, Vice-President Ken Coopersmith, Secretary Gary Martin, and Treasurer Jill Jackson. The Latin Club advisor is Daugherty.

### Club events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 31</td>
<td>Final day of Medley sales</td>
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<tr>
<td>November 2</td>
<td>AFS Potluck</td>
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<tr>
<td>November 6</td>
<td>Medley retakes all day in Rm. 127</td>
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<tr>
<td>November 9</td>
<td>AFS Hayride</td>
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<tr>
<td>November 10</td>
<td>Skating party at Illini sponsored by JV cheerleaders</td>
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<tr>
<td>November 18</td>
<td>SOT meeting 6:30 - 8:00 in Rm. 127</td>
</tr>
</tbody>
</table>

### Sluggers sell M&M's

The Viking Sluggers will hold their M&M sale this coming Monday, Nov. 3. Last week, Oct. 25-26, the girls participated in the Community Fair held at the Village Mall. A M&M sale and a bake sale were major fund raising projects this event.

### Sixteen seniors take Rhetoric

Mrs. Martha Kay from CC is teaching sixteen seniors Rhetoric 101 in room 127 in the eighth hour on Monday, Wednesday, and Friday. The fundamentals of the class are to train and practice on the comprehensive and expression of written English.

The sixteen seniors that are enrolled in Rhetoric must have a 4.0 average.

---

**Ad:**

**Wiener King**

**High School Special**

Footlong & French Fries $1.35

With this coupon

**Wiener King**

Corner Of Main & Franklin
Our D.H.S. girls attend Girl's State

The 1980 Session of Illini State was held at Mac­
sey College in Jacksonville,
June 15-20. Seniors
Foster, Lori Winland,
Kelli Wodetzki were select-
attend.
500 girls from Illinois
dipated in the convention.
State attempts to edu-
familiarize girls with
government. They cam-
for offices, hold elec-
tions, and set up city, county, and state governments. Kelli
Wodetzki was elected precinct
committee in her city and
also elected into the house
of representatives.
Governor Jim Thompson
was one of the speakers
at the convention and shook hands
with the participants. The girls
toured the state capitol
buildings.

Cub staff sells holly

A Cub Staff meeting was
held on October 9. Shawn
Cundiff, the Business Manager
of the holly sales, reported that
the holly sale profit at present
time is $83.00.
The holly will arrive some-
time between December 12-18.
The Business Staff will help
distribute the holly to the staff
members.
The Sports Staff was assign-
ed to write articles that cover
the JV events.

Slaughter represents
Z-Club

The Z-Club was active dur-
ing spirit week by selling "I'm
a Viking Fan" buttons. They
also decorated the fence for
the homecoming game.
Stephanie Slaughter repre-
sented DHS at an internation
Z-Club conference the week of
October 13.

Medley to use
"US" logo

The Medley Staff is striving
to make this year's book differ-
ent and more interesting.
Although there is no main
theme, the book will be styled
like a magazine. The staff has
obtained permission from
"US" magazine to use their
logos in the yearbook.
Working toward an eye
appealing book, the staffers are
using wider interior margins,
a new style of captioning and
lots of bleeding.
Today is the last day year-
book payments will be accept-
ed. The $10 cost may be taken
to room 246.

Chess club
to attend meet

Danville High Chess Club is
looking forward to their first
chess meet, which the club will
attend at the end of October.
The club is a member of East
Central Chess, which is a group
of different schools competing
against each other several times
throughout the year. The
schools involved are Danville,
Rantoul, Georgetown, University
Lab School, Ridgefarm,
Westville, Rankin, and Jamaica.
Each school sends a varsity
team of five players, providing
the players with a challenge be-
tween themselves as well as the
other team.
Miss Teenage Pageant

Senior Lori Woods was a semifinalist, one of the top 66 girls for the title in Rockton, on October 3-5. The major problem with the situation is the traffic congestion on Fairchild Jackson streets. This lends to the major drawback of the cost. The school board is researching funds and seeking city aid. It is hoped that the bus problems will be solved before the 1980-81 school year.

The proposed lot would consist of concrete slabs costing approximately $80,000. The major drawback is the cost. The school board is researching funds and seeking city aid. It is hoped that the bus problems will be solved before the 1980-81 school year.

Sixty-six girls for the title in Rockton, in October 3-5. The major problem with the situation is the traffic congestion on Fairchild Jackson streets. This tends to cause congestion on Fairchild Jackson streets. The lot would relieve some of the pressure on students and drivers and reduce traffic problems.

The proposed lot would consist of concrete slabs costing approximately $80,000. The major drawback is the cost. The school board is researching funds and seeking city aid. It is hoped that the bus problems will be solved before the 1980-81 school year.

Danielle Beebe, a freshman, portrays the queen in the children's play "Snow White." Lori commented that each girl had to be nominated by someone, and that none of them knew who had nominated them. For the talent competition, Lori dressed up as a clown and sang "Send in the Clowns" and "Put on a Happy Face." She won a $50 dollar savings bond for the best contribution to volunteer services.
Halloween:

Many students trick or treat

The Maroon and White conducted a survey to test students' knowledge of Halloween. All students knew that Halloween was on October 31 and they considered it a day to trick-or-treating, dress up in costumes, and to scare and be scared. Although a great number of students stopped trick-treating in junior high school, a surprising number go on. Many students admit to egging and cornering houses and destroying property, some considered this the part of Halloween.

andialism still major problem

Police Sgt. Brown spoke to M&W about the problems sected on Halloween Day. He said that the major problem with vandalism and pranking the senior citizens of will be often frightened by such pranks. He added that contributes to the stream complaints that day.

Almost all of the students said their candy had been safe to eat, but one student joked that his parents had put harmful objects in it. Most students were not afraid of black cats, broken mirrors, etc., but a few did fear darkness. Although the majority of students did not believe in ghosts or witches, a creative few believed in Wylye's and God.

Beginnings

Halloween got its name from the Catholic festival of all Hallows (All Saints Day) that also began on November first. The eve of this day was known to be favored by witches. Our custom of dressing up and asking for treats comes from the Celts who greeted the ghosts of the dead with gifts of food and then donned masks and costumes to represent the dead.

Halloween's beginnings have been traced back hundreds of years to the Celtic tribes of Wales, Ireland, and Scotland, and their Roman conquerors. The Celts held joint festival in celebration for the new year (starting November 1) and in honor of their Sun God and their Lord of the Dead.

On this day, the dead would supposedly come back to mingle with the living. Both humans and animals were burned in sacrifice to atone for the deads sins, in hope that their souls would be freed by...
Vikings post 14-6 win over Springfield

The Viking football team added their 1980 home ball schedule Friday night with a 14-6 victory over Springfield. On the first play of the game, Art Rouse, throwing a touchdown pass, tied up the middle and added 63 yards for a touchdown. Jeff Clem added the point, which as it turned out, might have been the win...play. The Viking defense held Springfield scoreless in the first half and the half ended with predicted Springfield out throwing in the second half. They were able to punt, but the Viking offense continued to make the play. Two interceptions by Tony Williams, (his eighth in the season) and one by linebacker Elvin Walls halted Springfield's offense. In the fourth quarter, however, Springfield broke the ice with a twenty yard touchdown pass but the extra point failed, 7-6.

Juan Moore found Gary Chapman open and "magic fingers" took it in for the score. Jeff Clem maintained his year long consistency and drilled the extra point. Down 14-6 Springfield went to the air. Their hopes were destroyed when Viking defensive back Terry Bryant dangerously tipped a Springfield pass into the air, and every present Anthony Williams came up with the interception. The game ended with the Vikings prevailing 14-6.

McFarland, Stewart lead Vikings in sophomore 4-0 season

Quarterback Greg McFarland and speedy halfback Rich Stewart have led the sophomore football team to a record of 4-0 wins against Rantoul, Champaign Central, Champaign Memori...and Urbana. Stewart has been one of the outstanding players for the team, scoring four touchdowns in the three games. In the game against Champaign Central, Stewart rushed for 106 yards on 18 carries. McFarland has contributed to the team's success, throwing touchdowns in each of the team's games.

The JV team has had only one game this season. The team powered over rival Champaign with a 31-18 win at Champaign. The JV team is an extension of the sophomore and varsity teams, giving the sophomores experience, and the varsity players more playing time.

The freshman team, coached by Mr. Dierking and Mr. Blandon, has kept pace with the undefeated sophomores and JV teams, posting a 3-0 record. The freshmen have defeated Urbana, Champaign Central, and Schlarman, allowing only six points to be scored by their competitors in all three games.

The Vikings now are 5-1 in the Conference and 5-2 overall. In order for Danville to go to the playoffs, Urbana must beat Champaign tonight, and Danville must beat Mattoon.

Rouse, Norman advance to consolation

The doubles team of Sue Rouse and Dana Norman advanced to consolation play in the girls state tennis tournament Wednesday, October 20, in Arlington Heights. The pair defeated their first round Crystal Lake competitors Kathy Fink and Karen Hall 3-6, 6-0, 7-5 before losing 6-0, 6-4 in the second round to Kim Dohl and Beth Topple of Elgin Larkin. Singles competitor Jennifer Finkle lost in first round play to Sue Hohlfelder of Peoria Richwoods 6-0, 6-2.

Coach Kim Taylor commented, "The girls played well. The upstate competition was so tough that the downstate girls weren't even seeded in the state tournament."

Spikers fall to Champaign Central

The varsity and junior varsity squads both fell to the towering Maroons in a home match last Saturday. Varsity lost 10-15, 0-15, dropping their season record to 1-7. Outstanding players included seniors Rupali Apte and Becky Bates who stunned Champaign with several ace serves in the first game. The Vikings had difficulty in defensive spike reception and initiating their own tough offense during the second game.

The junior varsity's second game rally, their first this season, fell short as they lost 2-15 in the tiebreaker. Tania Crane was the top JV server with five points in the second game victory.

The volleyball teams meet Mattoon tomorrow in a home match beginning at 10:00.
Appendix E

CUSTODIAL STAFF, THEIR DUTIES AND SCHEDULES
Custodial staff, their duties and each working schedule:

1. HAROLD BOTT, Head Custodian, - Mon. thru Fri. - 6:30 a.m. to 3:00 p.m.
2. MICHAEL FITZWATER, Asst. Head Custodian, - Tues. thru Fri. - 2:30 p.m. - 11:00 p.m., Sat. - 7:00 a.m. - 3:30 p.m.
3. GARY JAEGGER, Head Engineer, - Mon. thru Fri. - 5:30 a.m. - 2:00 p.m. Heating and ventilation plus the swimming pool.
4. KENNETH McCoy, Second Engineer, Mon. thru Fri., 2:00 p.m. - 10:30 p.m. Heating and ventilation plus the swimming pool.
5. DENNIS POWELL, Third Engineer, - Mon-Tues-Fri-Sat-Sun - 10:30 p.m. - 7:00 a.m. Heating and ventilation - clean up girls and boys P.E. rooms.
6. JESSE THOMPSON, Boys P.E. Cage Room, - 5:45 a.m. - 2:15 p.m. Wash towels - clean boys P.E. rooms.
7. ELNORA BOWERS, First Shift Matron, - Mon. thru Fri. - 7:00 a.m. - 3:30 p.m. Girls Locker room.
8. DON FITZSIMMONS, First Floor, First Shift, Mon. thru Fri., - 6:00 a.m. - 2:30 p.m. Make self available whenever needed - keep first floor clean.
9. PAUL HURT, First floor, second shift, - Mon. thru Fri., - 2:30 p.m. - 11:00 p.m. Clean all of first floor plus rooms 133-134-135-136-137.
10. RICHARD BURTON, Second floor, second shift, - Mon. thru Fri. - 2:30 p.m. - 11:00 p.m. Clean all of second floor.
11. DONALD FINLEY, Third floor, second shift, Mon. thru Fri., - 2:30 p.m. - 11:00 p.m. Clean all of third floor plus rooms 317-318-319-320.
12. FRANK WILLIAMS, Gym Custodian, second shift, Mon. thru Fri., 2:30 p.m. - 11:00 p.m. Clean boys and girls gym, band room and music rooms. Also 140-141-142-143-139.
14. ROBERT GRIGSBY, New Addition, third shift - Mon. thru Thurs. - 11:00 p.m. - 7:00 a.m. Clean second and third floors - Second shift on Sun. 2:30 p.m. - 11:00 p.m.
15. THOMAS OAKES, First shift Cafeteria, Mon. thru Fri. - 10:30 a.m. - 7:00 p.m.
Entire cafeteria - student and faculty.

16. CHRIS CLAPP, First shift yardman, Tues. thru Sat., - 7:30 a.m. - 4:00 p.m.
All the yard, parking lots and football field.

17. FRED MILLER, New addition, second shift, Mon. thru Fri. - 2:30 p.m. - 11:00 p.m.
Clean first floor and basement new addition and rest rooms west side, first floor of old building - Also 126-127-128.

18. RAY WASHBURN, Boys P.E. Locker rooms - toilets, part of new addition south.
Tues. - Sat. - 10:30 p.m. - 7:00 a.m.
Appendix F

CORRESPONDENCE FROM THE ASSISTANT
PRINCIPAL OF OPERATIONS OFFICE
TO: D.H.S. FACULTY

FROM: PHIL SMITH

3/31/81

Students listed below will participate in Secretaries of Tomorrow Career Day on Wednesday, April 1. Do not mark them absent, or turn in their attendance cards.

DATE: WEDNESDAY, APRIL 1
DEPARTURE: 8 a.m.
AFFECTED PERIODS: All Day

Allen, Lisa
Anderson, Lisa
Beirl, Terre
Brooks, Mona
Campbell, Nina
Clark, Ginny
Clifton, Tammy
Collins, Teresa
Countryman, Denise
Duncan, Johnna
Elliott, Karen
Flynn, Maryfrances
Frazier, Jackie
Gastineau, Debra
Gilbert, Sandy
Gildersleeve, Renee
Grites, Lisa
Gunmere, Grace
Hall, Cathie
Handley, Mary
Hart, Holly
Hutson, Kelly
Keele, Jane
Koker, Annel

Landers, Rhonda
Layden, Jodi
Lorenz, Susan
Ledoux, Ellen
Lyons, Sue
Meriage, Michelle
Meyer, Kelly
Meyer, Louise
Pasco, Pat
Poulsom, Robin
Pollins, Kim
Rowley, Susie
Shadley, Theresa
Shaw, Lisa
Slaughter, Tara
Spiralke, Sue
Staple, Maurece
Turpin, Linda
Webb, Brenda
White, Sandy
Winsloff, Michelle
Woods, Mariznne
Yojing, Cheryl
Zimmerman, Trina

Note - The above names are listed as the sponsors reported them, they may not agree with the official school records in regard to exact first names, or names that have been assumed without this office's knowledge.
1. JUNIORS: If you are holding candy money, please turn it in to the CASHIER.

2. Danville High School Student Council will be sponsoring a Sweetheart Dance on Saturday, February 14, from 8-11 p.m. in the Boys Gym. Everyone is urged to attend.

3. The JOSTEN representative will be here today during the lunch hours. See him in the main hall about senior keys, rings and graduation announcements.

4. SENIORS: The Illinois Sheriffs' Association awards six $500 scholarships to deserving students based on ability, merit, character and sincerity of purpose in reaching their goal. Applications are available in the Guidance Office.

5. Applications are available in Rm 337 through Thursday from next year's Maroon & White Editorial/Business staff.

6. JUNIORS: There will be a class meeting on Friday, at 8 a.m. in Room 127. The candy sale and PROM committees will be discussed.

7. T-Teens meeting today after school in Room 230.

FACULTY BULLETIN:

1. Senior, Junior, Sophomore and some Freshman T-A's: Note the auditorium seating chart marked "X" that was placed in your postbox. The auditorium will be open this morning for those who wish to familiarize themselves with their assigned area.

2. Upcoming Assemblies:
   - Thursday, 2/5: All-School - 8:15 a.m.
   - * Monday, 2/9: Freshman - 8:15 a.m.
   - * Tuesday, 2/10: Sophomore - 8:15 a.m.
   - * Wednesday, 2/11: Junior - 8:15 a.m.
   * Students will join the in-progress classes at the completion of the assembly.

3. Reminder: The Bilingual Census form must be returned to Dr. Enslinger today.

4. There will be a committee meeting for evaluation of final exam policy tonight at 2:40.

5. Students entered 2/3: Reitz, Lynn Dawn - 10th - Rith (Spec. Ed.)
   Students entered 2/3: Coleman, Joe Dwayne - 10th - D. Fogleman
   Loveall, Lorie Ann - 10th - R. Shafer
<table>
<thead>
<tr>
<th>Name</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Anderson, Harold</td>
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<tr>
<td>Anderson, Sandra</td>
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<tr>
<td>Allhands, Donna</td>
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<td>Atkinson, Jeffery</td>
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<td>Bankhead, Terrion</td>
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<td>Bolton, Lynn M.</td>
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<td>Brandon, Wesley L</td>
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<td>Brannin, Timothy</td>
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<td>Bryant, Robert</td>
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<td>Cox, Crystal L.</td>
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<td>Cox, Kathleen V.</td>
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<td>Crane, Tammy S.</td>
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<td>Cromwell, Holly Ann</td>
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<td>Curtis, Kenneth G.</td>
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<td>Dabney, Floyd</td>
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<td>Davidson, Richard D.</td>
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<td>Davis, Cynthia L.</td>
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<td>Davis, Bobbie</td>
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<td>Davis, Kimberly Ann</td>
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<td>Deffenbaugh, Lori Ann</td>
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Swick, Charles A.
Thompson, Tony
Tools, Helen C.
Townsend, Robert
Treadway, Robert L.
Trosper, Michael
True, Lori
Trussel, Andreas
Turner, Theresa
Valin, Brad A. clear. Unes.
VanHorn, Todd
Verhoeven, Kenneth E.
Walker, Scott
Ward, Steven A.
Warner, L. Dwayne
Ward, Steve A.
West, Kay L.
Williams, Anthony
Williams, Gail R.
Williams, John
Wilson, Darnell
Wilson, Robert W.
Wilt, Mike A.
Wilt, Bob
Wolfe, Jeffrey
Wolf, Trudy
Wright, James J.
Zarn, Lillian C.
Zigler, Cary

SUSPENSIONS - IN- HOUSE

Clark, John
Coffman, John
Collom, Deana
Davis, Don
Foster, Leann
Goans, Karen
Hardin, William
Humphries, Rose
Lappin, Jim
McBride, Curtis D.
Hamblin, Wayne

SUSPENSIONS - OUT OF SCHOOL

Carpenter, Jamie
Dandridge, Dewone
Eads, George
Finch, Stephen
Gallagher, Todd
Giles, Renae
Herring, Djuana
Hyde, Vicki Jo
Jones, Raven
King, Darrin
Landfair, Bobby
Lewis, Kenneth
Morais, Richard
Novotny, Frederick
Powell, Jeffrey
Rokosch, John
Slevin, Quintine D.
PEP SESSION 3.11.87

1. DAVE WHITE - INTRO CHEERLEADERS

2. CHEER A
   B. BATTLE CRY

3. DAVE WHITE - INTRO KIM WEYRICH

4. KIM WEYRICH SPEAKS

5. DAVE WHITE - INTRO JOHN SANDERS

6. JOHN SANDERS SPEAKS

7. DAVE WHITE - STARTS TO SPEAK - CHRIS B. TAKES MICROPHONE & STARTS CHEER "WE WANT VIKINGS"

8. WHEN WHITE THINKS THE TIME IS RIGHT, HE WILL SIGNAL THE TEAM AND THEY WILL SPRING OUT

9. HAY UPS, SHAM BUNDS

10. PLAYER INTERVIEW (IF TIME)

11. TEAM EXITS TO Locker Room

12. WHITE CAUTIONS CROWD ON FUN
IN-HOUSE RULES

1. In-House Hours: 8:10 - 2:30  BE PROMPT! (penalty for tardiness)

2. ABSOLUTELY NO TALKING

3. STAY IN SEAT and face forward - raise your hand if you need something

4. ABSOLUTELY NO LEAVING ROOM

5. NO GUM CHEWING, EATING or DRINKING

6. KEEP BUSY or PUT YOUR HEAD DOWN

7. LUNCH - approx. 11:45 - bring a sack lunch, a lunch card, a lunch chit or 55¢ for a Type A lunch

8. RESTROOM & DRINKING FOUNTAIN privileges, 10:30 a.m. & 1:30 p.m. ONLY each day

9. TYPEWRITER - you must have an assignment or typing class to use typewriter

10. BRING BOOKS with you and leave them until your suspension is over

11. HAVE PAPER, PENCIL, PEN with you (Pencils may be purchased rom In-House 1 for 15¢ and 2 for 25¢

12. DON'T WRITE on desks/walls

13. NO visitors

14. NO phone calls

15. CANNOT attend extra-curricular activities and assemblies until In-House time is successfully completed

16. LEAVE SCHOOL GROUNDS IMMEDIATELY AFTER DISMISSAL