Faculty Handbook (Cowden-Herrick High School 1974-75 School Year)

Elin Ann Richardson

Eastern Illinois University

This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

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FACULTY HANDBOOK

(COWDEN-HERRICK HIGH SCHOOL 1974-75 SCHOOL YEAR)

TITLE

BY

ELIN ANN RICHARDSON

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

SPECIALIST

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING

THIS PART OF THE GRADUATE DEGREE CITED ABOVE

April 28, 1977

DATE

MAY 2, 1977

DATE
Introduction

The following activity was chosen as my field experience for several reasons. First of all, the Cowden-Herrick Schools were without any prior type of faculty handbook. Many policies and procedures were unwritten and informal in nature. The faculty felt that a written clarification on these matters would be of great assistance to them. Furthermore, many of the individual items included in the handbook in its final form were in desperate need of updating and revision.

Secondly, I felt that this project would be an excellent opportunity for me to gain some skills in planning, compiling and writing. I also saw a definite need for the clarification of policies and procedures and for the organization of these materials in such a form that they would be readily retrievable when needed.

Thirdly, I felt that this project would provide a chance for the faculty and other staff members to have some input into a handbook that would play an important function in the operation of the school, and thus improve lines of communication between the faculty and administration and foster a more cooperative environment in which to work.
LOG OF ACTIVITIES

February 1 through March 29 of 1974 - Surveyed teacher handbooks from the area schools for context

April 3, 1974 - Held faculty meeting for suggestions of teachers

April 8 through 12, 1974 - Prepared preliminary topic outline for approval of Superintendent

April 15, 1974 - Met with Superintendent for discussion of outline and his input into the handbook

April 22, 1974 - Received final approval on outline from Superintendent

June 10 through July 22, 1974 - Wrote and adapted handbook

July 23, 1974 - Submitted handbook for approval

July 26, 1974 - Received final approval

August 4 through 8, 1974 - Typed and assembled handbook

August 22, 1974 - Distributed handbook to faculty

December 10, 1974 - Held faculty meeting
FOREWARD

This handbook has been planned to familiarize you with the operations of this school. It is your responsibility to become thoroughly acquainted with the material in this handbook. Please keep it and use it for reference purposes throughout the school year. The principal should be contacted regarding items not covered in the handbook.

Elin A. Richardson
Principal
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COWDEN-HERRICK SCHOOL CALENDAR 1974-75

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Last Day before vacation-Dec. 20  
School resumes-Jan. 6  
Lincoln's Birthday-Feb. 12  
Spring Vacation-Mar. 24-27  
Good Friday-Mar. 28  
Memorial Day-May 30  
Teachers Workshop-June 5  
Last day of school-June 6  

Teachers Workshop-Aug. 22  
1st day of school (2hrs.) Aug. 23  
Full day of school-Aug. 26  
Labor Day-Sept. 2  
County Institute-Oct. 11  
Columbus Day-Oct. 14  
Veteran's Day-Nov. 11  
Thanksgiving-Nov. 28  

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Total Attendance Days (student) 177  
Institute or Workshop 3  
Emergency Days 5  
Total Days in Calendar 185
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THE INSTRUCTIONAL STAFF

RESPONSIBILITIES OF THE TEACHER

The teacher shall be responsible to the principal for carrying out the instructional program and the policies of the superintendent and the Board of Education.

The teacher will provide for the individual interests and abilities of pupils in a manner which will best promote their welfare and their educational development.

The teacher will direct the learning experiences of pupils in both curricular and extra-curricular activities.

The teacher shall cooperate with the principal and his fellow teachers in evaluating and improving the educational program.

The teacher shall provide for the health, safety and well-being of the pupil in the classroom and in school-sponsored activities outside the classroom.

The teacher shall assist in maintaining proper relations between the school and home and assist in interpreting the school program to the community.

The teacher shall be responsible for the proper accounting of all monies belonging to the school or to pupil organizations that are under his supervision.

The teacher shall observe the ethics of the profession and shall encourage the growth of the teaching profession and of his fellow teachers.

PROFESSIONALIZATION OF TEACHING

Teachers are encouraged to contribute to the professionalization of teaching by taking an active part in local, state and national professional organizations.

THE TEACHER'S SCHEDULE

The teacher's schedule shall consist of five classes and/or study hall plus administrative assignments such as homeroom, cafeteria supervision, student activities, etc.
GENERAL INFORMATION FOR ALL TEACHERS

LEGAL REQUIREMENTS AND QUALIFICATIONS

Teachers are required by the State Law to register their certificates annually with the Superintendent of their Educational Service Region. A fee of $2.00 is collected by the Superintendent of ESA for this service.

The Board of Education is prohibited from paying a teacher who does not have a legal certificate properly registered.

For new teachers, the following steps are involved:

1. A physical examination report form must be submitted to the Superintendent.
2. A TB test result form must be submitted to the Superintendent.
3. Transcript of college credits and credentials must be submitted.

GENERAL INFORMATION

Faculty members are expected to be in the building at all times beginning thirty minutes before the start of school until fifteen minutes after school has been dismissed with the exception of the noon hour, unless permission has been granted by the Principal to do otherwise.

It is the teacher's responsibility to keep accurate attendance records. The teacher's grade book is the official record. Attendance should be taken at the beginning of each hour and posted outside of the classroom door unless all students are present. It is the teacher's responsibility to sign passes of those students who were absent the previous day. Seventh hour teachers are to collect all passes and turn them in to the main office.

It is the teacher's responsibility to handle all tardies and record them in their gradebooks. Teachers should explain their individual methods of handling tardies to the students. Students who are chronically late should be referred to the Principal.

Minor discipline problems should be handled in the classroom when they occur. Serious problems should be sent to the Principal with a note of explanation immediately for action.
Teachers should be on time for all classes and in their room by the final bell.

Whenever possible, teachers should dismiss students from the doorway and remain there while classes are passing.

Announcements will be made only twice a day, at the beginning of the activity period and at the end of fifth hour. Announcements must be written out and placed on top of the filing cabinet in the main office. Teachers are not to use the intercom to make announcements unless they are requested to do so.

Any items that are billed to the school must have a purchase order number and be approved by the Principal. Orders are not to be phoned in without a purchase order number and prior consent from the Principal. The school district will not be obligated to pay for any items that do not have a purchase order number.

Lesson plans are to be on file in the main office by the beginning of school the first day of each week.

All A-V equipment is to be placed in the A-V storage area when not in use. Teachers are to check out equipment as needed and return it immediately after its use is finished. When equipment is returned to the A-V room it should be checked in. Equipment IS NOT to be kept in individual classrooms.

All class and club activities are to be approved by the Principal and put on the main office calendar after approval is secured. This includes money-making projects.

Faculty members are not to discuss other students or any staff members in their classrooms or in front of students.

Faculty members who have activities, practices, or meetings in the building after school, in the evenings, or on the weekends are responsible for building security. All hallway windows should be closed and locked and all doors should be checked and locked. Students should not be left in the building without supervision for any reason.

Faculty members needing tools from the shop for projects must check them out from Mr. Harris or Mr. Shaffer before school is out the day they are needed. These tools must then be returned and checked back in with the faculty member they were obtained from before school starts the following day.
From time to time, you may expect to be given extra assignments such as detention hall supervision, take an extra class temporarily for a teacher who, because of an emergency, has had to leave his class, or some other general supervisory duty. Carry it out to the best of your ability or see that someone else is there to do it for you in case you must be absent. The office must always be notified of any substitutes.

No teacher is permitted to excuse pupils. Pupils will be excused only by the Principal.

Teachers and employees of the school are legally covered by Workman's Compensation for accidents sustained while on the job. All such cases must be reported to the Office of the Principal in order that the proper claim reports may be made with the insurance company. The Principal must forward these reports to the Office of the Superintendent.

In-service faculty meetings will be held the first Wednesday of each month. All teachers are expected to arrange their work so they can be present at these meetings. Meetings will begin immediately after school is dismissed.

Notify Elin Richardson by telephone or otherwise of intended absence from school before 6:30 a.m. of that day.

Always be sure that the following information is available for the teacher who will substitute for you:

1. Daily program indicating sequence and allocation of time for various topics.
2. Attendance record.
3. Seating charts for all classes for which you are responsible.
4. Fire drill and disaster information.
5. Lesson assignment sufficiently explicit to enable substitute to direct learning activities.

School telephones are to be used for school business. We discourage the use of school phones for personal use except when absolutely necessary. A telephone log sheet at each phone is to be completed on each long distance call.

Teachers will not be called from class to take a telephone call except in a case of emergency. The office will take a message or a number for you to call and put in your mailbox. If you are expecting an emergency call, let the office know and you will be called to the phone.
Any field trip or other activity involving the taking of students out of the regular classroom must be cleared through the Principal. Field trips should not be used unless there are definite objectives and followup. No trips are to be scheduled after the second Saturday in May.

**SALARY DEDUCTIONS**

**INCOME TAX**

All new teachers must fill out employee's withholding exemptions certificates (Federal and State) before they can receive their pay. Others are required to file new exemption certificates if their exemption status changes.

**PENSION**

The Teacher Retirement System for the State of Illinois provides that the teacher contribute 7% of salary for age or permanent disability retirement purposes (plus 1% for survivor benefits). The State matches teacher's contributions for actuarial purposes for retirement or disability at the ratio of 8.4 to 7. A formula for determining retirement benefits is as follows:

\[ \text{1 2/3} \times \text{total years of service} \times \text{salary for the five highest consecutive years in the last ten}. \]

An example for a $7200 salary average, age over 60 years, 38 years of service:

\[ 1 \frac{2}{3} \times 7200 \times 38 - 4560 \text{ pension} \]

(A penalty is imposed if retirement is requested before 60 years of age.)

A teacher who ceases to teach in Illinois before eligibility for retirement may request a refund of all contributions. (This does not include the 1% paid for Survivor Benefit Program.) Requests for refunds should be addressed to the Secretary of Teacher Retirement System not earlier than four months after the teacher stops teaching in Illinois.

**SURVIVOR BENEFITS**

The Teacher Retirement System has included a Survivor Benefit Program. Compulsory contributions of 1% of teacher salary, plus matching state funds finance the program. Contributions to this fund are not refundable when teachers cease to teach in Illinois.
Benefits in case of death before or after retirement are a month annuity in addition to $1000 single payment for designated survivors or single death benefit to be designated survivor or estate in amount of 1/6 of latest salary per year for each year up to a maximum of full salary. For death after retirement, benefits decrease at the same rate of 1/6 of salary for each year retirement to a minimum of $1000 or 1/6 of salary, whichever is greater. Service requirements for survivor benefits are: 1½ years for monthly annuities, 1 year for a single death benefit or 6 years for a maximum.

TEACHERS ABSENCES

ABSENCE OF TEACHERS - ILLNESS

Teachers will receive full compensation for ten (10) days per year for absence due to personal illness, or serious illness or death in the immediate family or household. Unused portions of the time allowed for absence shall accumulate to 90 days at full pay.

A physical examination may be required as evidence of personal illness. The payment of salary during an absence may not be considered obligatory on the part of the Board. The Board reserves the right to review the cause of absence and approve or disapprove payment. (It is not to be construed that a teacher has the right to be absent to care for another person who is ill. Absence will be allowed only when the illness of another is of such severity that the teacher's absence is justified.)

ATTENDANCE PROCEDURE

Students returning to your class after an excused absence will present an admittance slip marked "excused". The teacher is to permit the student to make up work missed and to provide the needed assistance for the student at a mutually agreed time.

Students presenting an "unexcused" absence are not permitted to make up work missed. They are to receive a grade of "zero" for the time missed.

Students who return to your class after an absence without an admit slip should be sent immediately to the Principal's office.

Each teacher from whose class the student was absent must sign the admittance slip. Teachers should carefully read the admit to note any possible discrepancies.
The effectiveness of our whole attendance procedure rests with the classroom teacher. Your cooperation is essential—every school day, every period.

Attendance Problems that Require Every Staff Member’s Attention!

1. Taking attendance is one of the prime housekeeping responsibilities of each teacher. Failure to follow through on this obligation always results in serious problems for the attendance office and other staff members. Work out an attendance taking procedure to be followed early in each class period. Note absences in your grade book and demand admits from returning students.

2. Unexcused absences should be recorded in the gradebook as “0” for the days missed. There are about 90 days of school each semester, so a missing day may count 1% or more of a student’s semester grade. This will vary with an individual teacher’s grading system, but under no circumstances should a student receive credit for an “unexcused admit!”

TEACHER EVALUATION

The purpose of teacher evaluation is to improve instruction. Each faculty member will be formally evaluated twice during the school year by the administrative staff. More observations will be made at the teacher’s request. You will be notified in advance of the day and time the visitation will be made. An individual conference will be held with each teacher to review what was observed. Please note on the following pages the evaluation form that will be used in the school district. This form was developed by a committee of teachers and submitted to the administration.
### COWDEN-HERRICK SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Date</th>
<th>Month</th>
<th>Year</th>
<th>Improvement Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### PERSONAL QUALITIES AND PERFORMANCE

- Demonstrates emotional and mental maturity
- Uses good English
- Speaks distinctly in a well-modulated voice
- Condition of health permits regular and adequate participation
- Works cooperatively with all school personnel and patrons
- Arrives punctually at school and assignments
- Submits accurate reports promptly
- Supports and participates in parent-teacher activities
- Enthusiasm for teaching

### PROFESSIONAL QUALITIES

- Possesses adequate subject matter background for assignment
- Tries constantly to improve the quality of instruction, exploring new methods and materials
- Exercises care in conservation of school supplies
- Carries out established school policies
- Uses good professional judgement in interpreting the school program and administrative policies to the public
- Serves willingly on committees and in school activities
<table>
<thead>
<tr>
<th>Improvement</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Necessary</th>
</tr>
</thead>
</table>

7. Is willing to ask for help when he/she needs it

III. TEACHING PERFORMANCE

1. Shows mastery of techniques through:
   a. purposeful and appropriate assignments
   b. using varied methods of teaching
   c. using available teaching aids

2. Provides for individual differences through use of appropriate methods, subject matter, and organization

3. Shows efficient management of the classroom by:
   a. maintaining discipline, with poise, and self-control
   b. not being tardy or absent from class unnecessarily

4. Promotes pupil growth by:
   a. helping the pupil gain right attitudes toward the teacher, others and the work he does
   b. encouraging participation of all pupils

5. Makes use of outlines for daily plans as well as doing long range planning

6. Shows empathetic understanding of pupils

7. Is fair and impartial toward pupils

8. Shows creative teaching ability
Principal's Comments:

Teacher's Comments:

A conference was held regarding this evaluation on ________________
We know what it contains. Signed: _____________________________

Teacher

Principal
Teachers and Tort Liability

Teachers are more vulnerable than ever before in the eyes of the law for civil tort liability (injury or wrong caused to one party by another party). Professional publications and the daily newspapers contain a growing number of stories on civil actions which have been filed against teachers for student injuries resulting from negligence. It is imperative that the teacher be aware of the manner in which the law generally views his professional role. Burt, an authority on school law and the teacher, summarizes this role as follows:

"Teachers, due to the fact that they are in contact with numbers of children daily, and stand in loco parentis to their pupils, are especially vulnerable to action in tort, particularly actions for assault and battery, and actions for negligence arising out of pupil injury. Negligence, usually is defined as the failure to act as a reasonable prudent person would have acted under the same circumstances, or under similar circumstance. In the case of teachers, it often is not enough to act as "reasonably prudent persons." Teachers commonly are expected to exercise a degree of skill and care above that of ordinary persons. Perhaps it would be more accurate to define negligence in the case of teachers as failure to act as reasonable prudent teachers would act under the same or similar circumstances.

Some specific cautions which the teacher should follow to show that he or she is acting as a "reasonably prudent person" are as follows:

1. Constant supervision of those students under a teacher's jurisdiction is essential. Never leave a class unattended unless some other faculty member is available to supervise the activity during the classroom teacher's absence. Activity sponsors also must provide supervision to students staying after school to work on activity projects.

2. Take appropriate safety precautions in all classes, but especially classes like physical education, science and industrial arts where the potential for accidents is quite high. Provide students with adequate safeguards in the form of oral and written instructions when hazardous activity is involved. Do not ask students to perform activities beyond their level of competence.
3. Unless you are well-qualified, do not attempt to administer first aid or move a student who is injured. Notify the Principal immediately, if she is in the building. Coaches and activity supervisors are to call the family doctor if an accident occurs after school.

4. Have all students complete permits who will be participating in field trips or athletic contests involving auto transportation. Do not use student drivers for trips of this nature.

5. Student teachers are liable the same as regularly employed teachers.

PARENT CONFERENCES

One of the most desirable ways to give the parents an understanding of the role of the teacher is through a parent-teacher conference. Conferences may be initiated or made by the parent, teacher or counselor. Whenever possible, these conference appointments should be held either during the teacher's preparation period or before or after school.

All conferences require preparation on the part of the teacher. The conferences will be more meaningful if the teacher has all the information about the student well in mind. This information may be obtained from the student's cumulative record, student's class status, observation of class behavior, and from the Guidance Office.

During conference:

1. Help the parent feel at ease. Remember to be friendly and have something good to say about the student.

2. Feel at ease yourself. Avoid a defensive attitude.

3. Be a good listener. Permitting the parent to talk it out will often pave the way for cooperative constructive thinking.

4. Do not blame or criticize the parent - rather, stress the importance of working together by giving information on the student that will be of value to the parent and beneficial to the student.

5. Avoid making comparisons with other students, as statements have a way of being misconstrued or exaggerated.
6. End the interview in a positive manner. Summarize the responsibilities of all involved. Suggest when a progress evaluation report may be made if needed.

Remember, a conference is a two-way street. The parents learn of the school's appraisal of the student, and the school gains an insight into the appraisal of the student's problem by the parents. This permits an understanding of what has been done and what might be done in the future.

**TRANSCRIPTS OF COLLEGE CREDIT**

The State Department of Public Instruction requires that a transcript of credits for each teacher be on file in the high school office. New teachers should arrange to file their transcripts before the beginning of the school year. Teacher's records should be kept complete by filing new transcripts when additional work is completed.

**HOMEWORK**

Homework can be a source of headaches for teachers and is always a matter of deep concern to parents. To help make homework less troublesome for all concerned, teachers should:

1. Consider the student's total "load"
2. Consider the differences among pupils
3. Consider the "putter-offer"
4. Consider differences in home background (reference material may not be readily available in many homes)

Teachers should avoid these practices in assigning work:

1. Use of homework as a punishment
2. Assigned but never corrected by the teacher or discussed in class
3. Made so difficult that it leads to cheating
4. Assigned when the material has not been taught in class
5. Assigned as "busy work"

**GRADES AND MARKING**

**PURPOSE OF GRADING**

The purpose of grading at Cowden-Herrick High School is to inform students and parents of a pupil's achievement, his individual effort set forth, and evidence of his being self-motivated. Grades
not only give the pupil and his parents the information for
development of educational and vocational plans, but they
continue to be important sources of evidence for colleges and
employers in admitting and selecting students.

An error in judgment on a student’s grade may well have a lasting
influence on that student’s career.

All evaluation should be supported with easily interpretable
data recorded in a teacher’s classbook. Good evaluation implies
that teachers make constant appraisal of student’s work and
at the same time attempt to keep the students posted as to their
progress.

DESCRIPTION OF GRADES

The grading system as outlined in this section is now accepted
as the standard system for use in Cowden-Herrick High School.

All teachers must use this standard grading system in reporting
grades at the end of a quarter and semester, even though they may
use any system they prefer to keep their daily records.

The grading system is based on the letters A,B,C,D,F,I, and F.
A general interpretation of these letters would be:

- A - excellent, superior work
- B - very satisfactory, above average
- C - average
- D - below average, poor work
- F - failure, unsatisfactory, no credit
- I - incomplete, must be made up for credit
- P - borderline failing, if improvement is shown, a passing
  grade will be given.

The "I" or "incomplete" may only be used when there is a
legitimate reason. This is to be made up by the end of the
following grade period and the grade changed on the permanent
record. The teacher, as well as the pupil, has responsibility
for this makeup work.

Grade slips will be given to the students following the end of
each quarter.

PROGRESS REPORTS

Progress reports on each student will be sent to the home on the
Friday of the fifth week of each quarter. It is the responsibility
of each faculty member to make sure that they have filled out a
report on each student that they have in class. Following you
will find a sample Progress Report Form.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Notes</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-Superior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G-Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-Needs Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-Failing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ATTITUDE | ATTENDANCE | DAILY PREPARATION | TEST SCORES | CONFERENCE REQUESTED |
DISCIPLINE

when a teacher feels that he has utilized all possible means available to him in resolving a problem but to no avail, he should refer the student to the Principal. If possible the teacher should discuss the problem in person with the Principal before the student is referred or before the Principal sees the student. A serious disciplinary problem (such as a fight) may require immediate referral to the Principal.

Please bear in mind that suspending a student from class is the prerogative of the administration. Teachers cannot drop students from a class. Disciplinary action of this nature must be taken by the Principal who has available a complete record of the student's conduct in high school.

THE ROLE OF THE ADMINISTRATOR IS TO HELP TEACHERS UNDERSTAND THAT IT IS NO REFLECTION ON THEM TO ASK FOR HELP FROM AN ADMINISTRATOR. "THE WORST DANGER FOR A TEACHER IS TO NEED HELP AND NOT ASK FOR IT."

Teachers generally find that when students are properly motivated the number of behavior problems greatly diminishes. No student shall be permitted or assigned the responsibility of participating in the discipline of another child. All students are encouraged to exercise a positive influence, thus keeping friends out of trouble and in preventing those students actions which reflect negatively on the entire school and the student body.

Since most of the teachers on our staff are experienced teachers, each will have his own technique for maintaining discipline. However, there are a few salient points which may be of some use to you.

1. Enforce strict discipline the first several weeks of school. It will be far easier to "ease up" than to "tighten up" later. There is a great deal to be said about wanting to be popular with the students and well-liked by them, but it is more important for you to have good discipline than for you to be classified as a "popular" teacher. Remember that although it takes considerable thought and effort, it is possible to accomplish both ends.

2. AVOID MASS PUNISHMENT AT ALL COST.
3. Good maintenance of student conduct in the halls or anywhere on school property is every teacher's responsibility. If you wait for an administrator or another teacher to correct misbehavior or anti-social attitudes, you will probably lose respect in the eyes of the students.

4. New teachers will find that one of the most effective preventive disciplinary measures is that of standing a good share of the time and moving around the room constantly. I realize that this is a rather tiring technique but the dividends it pays in good discipline, especially the first 6 to 9 weeks of school, are well worth the effort. The key to good classroom discipline is to keep the tempo of your lessons at a high level.

5. Be consistent in your disciplinary procedure. Never allow one student to go uncorrected for the type of misbehavior you would correct in another.

6. Above all, be fair.

7. When you use disciplinary measures, keep them as private as circumstances will permit.

8. Never allow students to address you in any other manner than Mr., Mrs., or Miss. It is well to remember when speaking to or about each other in the school, especially within hearing of the students, we should follow the same example.

9. Supervise the students released from a classroom. Walk out of the room ahead of the students. Use your own initiative about frequently checking lavatories and corridors for boisterous talk or misbehavior.

10. Under no circumstances should you discipline students by having them sit or stand in the halls. A student belongs in a classroom or in the office.

11. Teachers often fail to use one of the most effective means in improving the behavior of a problem student - direct contact with the home. A call to a parent, a written note home or a parental conference are all good steps in bringing about improvement in the behavior of a student.

12. When the Principal works with a conduct problem she often must rely on your referral note as the only description of the problem. Such statements - "class disturbance" and "talking" for example often tell very little about the situation to the appropriate administrator. Remember, the student's description is sometimes quite biased!
PUBLIC RELATIONS

During the past decade, education has moved more and more into the public spotlight. C.H.H.S. is no exception. You, as a teacher, must assume the responsibility for keeping our public informed through various news agencies and channels concerning our educational aims and objectives.

Each teacher is encouraged to assume the responsibility for seeking opportunities to make contact with the community through the students in the classroom, direct personal contact with parents, participation in civic affairs, the use of bulletins, and our local newspapers.

Too often communication between the school and parent is only of one type. For example, schools are often very prompt in informing parents about difficulties their son or daughter is having, but fail to inform parents when their children have done something commendable. Of course, scholastic honors bring some recognition to the very highly endowed students, but the average student is too often overlooked. It therefore appears to be both thoughtful and considerate, and at the same time, good public relations, to drop parents a note telling them of the fine work being done by their son or daughter.

ASSEMBLIES

It is believed that well-planned assemblies are worth the time and effort that may be involved in their planning. Such assemblies can help bring about worthwhile group guidance, lead to an enrichment of educational and school experiences, contribute to the development of proper school spirit and lead to a deeper appreciation of the many contributions of the various departments of our school.

The following procedures should be reviewed by staff members before the first assembly:

1. Students are assigned assembly seats by homerooms. All members of a homeroom will sit in an assigned section of seats. The homeroom sponsor will have a definite seat assigned so he or she can supervise the students.

   Teachers that do not have a homeroom will also be assigned seats throughout the assembly hall so they can help keep order during programs. Unless excused by the Principal, all teachers are expected to attend assemblies.
2. Students understand what type of behavior is expected of them. Those who cause a disturbance should be warned once, and if the disturbance continues, they should be sent immediately to the office. Failure on the part of a staff member to follow through on disturbance problems often only serves to create more disturbance and makes it more difficult for other supervisors to fulfill their responsibility.

3. Students should stop all conversation and direct their attention to the stage as soon as the person in charge appears before the microphone. Whistling, calling out, loud coarse laughter, or other misconduct are not to be tolerated under any circumstances. Students who commit such acts shall be denied the right to attend future assemblies and should be referred to the principal as soon as possible.

GENERAL INFORMATION REGARDING ROUTINE SCHOOL BUSINESS

Students should not be called out of classes by teachers, counselors, or others except in cases of extreme emergency. Students are not to be sent on errands outside of the school building unless permission to do so has been secured in the office. The location of every student needs to be known in the office throughout the school day. This is extremely important.

Money should not be left in your desk or room at any time. Under no circumstances permit students to use your keys.

Check your mailbox upon your arrival in the morning and before you leave in the afternoon.

The release of student mailing lists or class rosters for public or private use is contrary to school policy and cannot be approved.

Students should not be permitted to stay in a room during or after the school day unless the teacher is present.

Students should not be used to assist in the recording of grades or other confidential information.
Teachers should not sell tickets to students for organizations outside the school or make any announcement concerning a paid entertainment without the approval of the Principal. Do not make any statement to the effect that credit will be given for attending a movie or any paid admission entertainment even though permission has been given for announcing it. To do so causes the students to tell their parents that attendance at the entertainment is required by the school.

TEACHERS AND CLASS INTERRUPTIONS

It is our belief that class interruptions should be kept to a minimum. Teachers who would leave a class to visit with another teacher or lounge visit would, of course, be wasting valuable classroom time. There will be times when classes must be interrupted, but generally this will be done by or with the permission of the Principal and only when necessary.

ACTIVITY PERIOD

It is our philosophy and belief that the regular school curriculum should always be considered basic and of greater importance than any co-curricular or extra-curricular subject or activity.

Preference in scheduling and otherwise administering the school program should always be given to the regular "solid" subjects. A minimum of time should be taken from these regular school subjects to further co-curricular or extra-curricular subjects and activities. This is why an activity period is included as part of the regular school schedule.

STUDY HALL POLICIES AND SUGGESTIONS

All of our study halls at C.H.H.S. will be teacher supervised. Study hall supervisors are expected to provide supervision in the study hall for the entire period. Students may assist in taking attendance, but under no circumstances should students be placed in charge of study hall operations or discipline fellow students.

The following suggestions are rather general, but they should prove helpful in regulating the study hall operation:
Maintenance of a Study Atmosphere

The chief aim of study hall control is to provide a quiet place for study with interruptions and distractions held to an absolute minimum. In order to achieve this, students must understand the purpose of the study hall and the type of conduct expected of them. It is the study hall supervisor's duty to carefully outline the objectives and rules of the study hall to all of the assigned students. Under no circumstances are students to use a study hall period as a time to catch up on rest.

The study hall is intended as a time when school assignments will be the order of business. Only those periodicals properly checked out of the library or issued by classroom teachers will be permitted in the study hall. Periodicals not commensurate with the educational values of secondary education will be forbidden. The teacher shall determine the validity of such materials and is asked to confiscate all pernicious literature. Chronic abuse of this rule should lead to a disciplinary referral to the office.

Some teachers may interrupt the quiet of the study hall by calling out a reprimand to some offending pupil. This may disturb more than the culprit and may create sympathy for the disturber. A private reprimand is more effective. Students involved in repeated violations or serious offenses should be referred to the Principal.

The Taking of Attendance in the Study Hall

For the most part, students are appreciative of a well-controlled study hall and are glad to cooperate in bringing this about. Many study hall teachers succeed in having the room become quiet immediately after the bell rings. They will do what you, as a teacher, expect of them.

Each study hall teacher should make a seating chart as soon as it is practicable in order to facilitate the taking of attendance.

The method of taking roll call need not be uniform as a number of teachers have developed "pet techniques" of their own. Use any device that will enable you to take attendance quickly and accurately. The seating chart should always be available for use by a substitute teacher.

Leaving the Study Hall

All students who leave the study hall are to sign out on the study hall checkout sheet located at the teacher's desk. The sheet will have allotted space for the date, period, time leaving, time returning and the name of the student signing out. Students must note the return time when returning to the study hall.
The use of permits to go to the lavatory should not be abused. Only one boy or girl should be allowed out of the study hall at one time. A student should be at the washroom no longer than five minutes. Requests to go to the washroom during the first half of the period should be discouraged.

Students should not ordinarily be permitted to go to their lockers after the period has started. A careful enforcement of this rule will impress the students with the necessity of bringing study materials to the study hall.

SCHOOL VISITORS

We will have several school visitors during the school year. All visitors must have a pass from the office. Individuals or groups that you may observe in the building, who you feel aren't students, should be asked if they have a visitor's permit. If they do not, the teacher should then accompany this unauthorized visitor to the school office to check in with the principal. Unidentified loiterers about the school grounds also should be reported to the Principal.

Our responsibility for the welfare of the children in our trust and for the security of the building requires that we all exercise utmost vigilance when we note unaccompanied strangers in the building.

FACULTY MEETINGS

During the school year, faculty meetings for CHHS will be held the first Wednesday of each month. Special meetings will be called when there is a need. All faculty members are expected to be in attendance at these meetings. Requests for an emergency excuse must be directed to the Principal.

All faculty members should feel free to make any suggestions for items to be discussed at any faculty meeting. Any group or department that wishes to conduct one of the meetings merely has to let the Principal know in advance and it can be arranged. Always bring any items you want to discuss to the meetings. These meetings are primarily for the purpose of working together to find better ways of getting things done.
FIRE DRILLS

Fire drills are required by state law and must be reported annually to several departments of the State Government. This law was passed for the protection and safety of all of us; and therefore, we must follow the regulations carefully, even though we are only practicing. At the sound of the signal, students will leave the room and the building quickly, single file, in an orderly, quiet manner.

TORNADO DRILLS

The increased incidence of severe storms in this part of the state has made all schools conscious of the need for disaster and tornado drills. Special instruction for such drills will be issued to all students and faculty members early in the year.

SAFETY DRILL PROCEDURES

FIRE-

The fire alarm is a series of short blasts on the fire alarm horns. If the alarms fail, the regular class bells will ring constantly.

The fire alarm should be sounded by anyone who has seen a fire in the building or has seen smoke coming out of a room or from under a door. If smoke is seen coming from under a door DO NOT OPEN THAT DOOR. To actuate the alarm push on the black metal cover in the center of fire alarm station. Then go to the office immediately and report to the superintendent.

When the first blast of the horn is heard, the teacher should do the following:

1. Allow the students to evacuate the building immediately in the prescribed manner.
2. Close outside windows.
3. Be last to leave the room. Turn off lights; close the door.

With the First Blast of the Horn the Student Body should do the following:

Rise from your chairs immediately. Proceed to the closest exit. Chemistry, Industrial Arts, and Home Ec.-

1. If experiments are in process where gas is being used, turn OFF ALL GAS.
2. Turn off all machinery.
3. Turn off all cooking equipment.

The all-clear signal will be three short rings on the classroom bell.
A few suggestions which will make for a quicker evacuation of the building are as follows:

1. The first students into the hallways should be sure they are not progressing into the fire area.
2. Some time the closest exit may be in the fire area, and you will have to use some other exit.
3. The first students to open the outside doors should get the door holders so as to keep the door open for those who follow.
4. Do not try to help fight the fire; your safety means more to us than your assistance.

FIRE PREVENTION-

The student body can help in fire prevention by following a few simple rules:

1. Do not store any volatile material in your locker.
2. Keep your locker clean and free of waste paper.

CIVIL DEFENSE-

The alert will be indicated by a series of short rings of the class bell. Students will move immediately from the classroom into the corridor where they will line up along the wall facing the lockers adjacent to their classrooms. Stay clear of all glass openings. Remain quiet while awaiting further instructions.

The following areas are to be evacuated: Auditorium, Shop Wings, and Gymnasium. People in the gymnasium area should vacate the gymnasium proper. Locker rooms are considered safe.

CIVIL DEFENSE TORNADO ALERT

Method of Warning: A series of short rings of the class bell, or verbal warning if the bells do not work.

What to do: Move quickly, but do not panic and run, to your designated areas. Always kneel and cover your head to protect oneself against flying debris. If in hallway, face the locker and kneel down.

Where to go: If you are in a room north of the gymnasium you will move into the corridor and situate yourself as explained above. If you are in the gymnasium-boys you will go to the boys locker room and girls to the girls locker area. Boys will locate along the south side along toilet area and in shower area. Girls will locate by the lockers in their dressing area.
Music Room occupied - Move into the corridor running east and west. Kneel on the south side of the corridor between the window areas, along the protected wall area.

Shop Area: Boys and/or girls will move into the small rooms on the south side of the machine room. Kneel and protect yourself as explained above.

Study Hall Area: Students will move into the kitchen, kneel along the south wall, under the tables if possible. This will give added protection. If extremely large study hall, the teacher may direct some to the north end of the corridor running north and south.

Teachers: If in main office: Move into the vault for protection. Make sure all windows on the east side of the school are opened. Close all classroom doors. Help the children get located in their respective places.

Once you are in the proper place and position - remain so until you are informed that all is clear and may get up. Remain quiet during this time.

**BOMB THREAT**

You will evacuate the building and remain clear of it until you are informed that it is safe to re-enter the building. Warning may be the same as the fire alarm or it may be given verbally by the administration or teacher.

**NON-CERTIFICATED PERSONNEL**

The non-certificated staff (secretaries, bus drivers, custodians and cafeteria workers) make a very important contribution to the successful operation of any high school.

Non-certificated personnel in the performance of their duties also function as "teachers" in the sense that their contact with children sets examples which may well influence the tone of the school and the classroom. We owe these people our understanding of their problems and our patience when we make requests of them.
Special work requests for custodial assistance must come to the principal's office rather than the custodian. This permits the custodian to schedule work on a priority basis, and this also provides the staff member with knowledge as to the action taken on his request.

The custodial staff puts in long hours in maintaining our building in first-class condition. There are many things that we of the teaching staff can do to make their job easier. Insisting that students keep desks clean, classrooms neat and halls free of debris are all positive actions that require everyone's cooperation.

Mr. Cliff Shannon is the head custodian at Cowden-Herrick High School. Those of us who have worked with Mr. Shannon have the highest regard for the quality of his work and for his cooperative manner.

Miss Joyce Richards is the office secretary and receptionist. Mrs. Fredda Jones is the district bookkeeper.
A-160 PROGRAM PLAN RESOURCE MATERIALS

The following pages include resource materials completed last year as a result of the A-160 Program Plan System Goals. Please read these carefully as they are for your use.
CHAPTER II

Student Goals

A. The Cowden-Herrick Schools will provide educational experiences so that each student upon graduation should:

1. Develop and master fundamental attitudes, habits and skills according to their abilities.

2. Have an appreciation for creative expression.

3. Have an understanding of the mutual rights and problems of all people.

4. Acquire an understanding of and a respect for the traditions, customs and heritages of our nation.

5. Respect and understand the policies of a democratic government.

6. Be knowledgeable of the world of work and have an appreciation for it.

7. Be aware of their physical strengths and weaknesses and develop them to their fullest extent.

8. Be cognizant of their natural environment and have an appreciation for it.
NOTE: The following developmental learner objectives were developed by the staff of the Cowden-Herrick Schools. The numbers in parenthesis following each objective correlate it to the student goals in Chapter II of the A160 Program Plan.
PRIMARY LEVEL (K-3)

Cognitive

1. Student possesses geographical awareness—town, state, country, neighboring countries. (4)
2. Student is able to express himself verbally. (1)
3. Student knows the addition and subtraction facts and the multiplication and division facts through the numberal 5. (1)
4. Student is able to display a legible handwriting. (1)
5. Student can master the ability to listen and comprehend to the fullest extent of his ability. (1)
6. Students develop the ability to read and comprehend to the fullest of his ability. (1)
7. Student is aware of and understands the growth and usefulness of the natural environment of our country. (8)
8. Student is aware of the world of work. (6)
9. Student is able to display a mastery of the rules of correct punctuation and capitalization. (1)
10. Student understands the privileges and responsibilities of the citizenship of democracy. (3,5)
11. Student displays creativity in thinking, writing, and oral expression.
12. Student understands time and measurement. (1)

Affective

1. Student can express habits of orderliness in hallway activities. (1)
2. Student can show mastery of habits of bodily cleanliness. (1)
3. Student can show an awareness of and pride in appearance. (1)
4. Student can show a sensitivity and respectfulness toward the feelings and property of others. (3)
5. Student can display appropriate mannerisms for the lunchroom. (1)
6. Student shows a respect for authority. (1,5)
7. Student can develop a pride for the appearance of their school. (1,8)
8. Student can show an awareness of current events. (5)
9. Student can develop an attitude of self respect. (1)
10. Student displays a good attitude toward the importance of attendance. (1)
11. Student displays good citizenship, sportsmanship, honesty, and participation in group settings. (1,5)

INTERMEDIATE LEVEL (4-6)

Cognitive
1. Student can follow simple directions. (1)
2. Student can understand cause-effect relationships. (1)
3. Student can express himself in a complete sentence. (1)
4. Student can retell a story. (1)
5. Student can use tools for vocabulary building. (1)
6. Student has learned to read for his own enjoyment and the enjoyment of others. (1)
7. Student is acquainted with our nation's heroes. (4)
8. Student can understand cultural interdependence. (3, 4, 5)
9. Student is aware of the need for maintaining the balance of nature and conserving our natural resources. (8)
10. Student can write legibly. (1)
11. Student can spell words commonly used in everyday vocabulary. (1)
12. Student can use good English in speaking and writing. (1)
13. Student knows basic operational facts for instant recall in arithmetic.
Affective

1. Student shows courtesy and consideration for peers and adults. (1, 3)
2. Student has respect for other people's property. (3)
3. Student has habits which promote good physical, emotional and mental health. (1, 7)
4. Student likes himself. (1)
5. Student realizes the importance of work. (8)

MATH (7-12)

1. Students will maintain a high level of efficiency in computational skills. (1)
2. Students will develop a full understanding of concepts of mathematics. (1)
3. Student will develop the ability for critical analysis and logical thinking. (1)
4. Student will understand and have the ability to perform computation in the metric system. (1)
5. Student will develop the ability to use mathematical skills in practical situations. (1)
6. Student will develop the ability to distinguish between relevant and irrelevant material. (1)
7. Student will develop the ability for communication of thought through mathematical symbols and graphs. (1)
8. College bound students will develop the skills and knowledges necessary to continue their formal education.

ENGLISH (7-12)

1. Student will understand the nature of his language and learn how he forms his language. (1)
2. Student will become more skilled in communication in speech and writing. (1)
3. Student will develop valid standards for evaluating literature. (1)
4. Student will become more skilled in receiving and evaluating spoken communication. (1)
5. Student will learn to value and appreciate the language, culture, and contributions of all elements of our society. (1, 4)

6. Student will understand creative processes involved in literary art. (2)

SOCIAL STUDIES (7-12)

1. Students should learn and appreciate our American Heritage. (4)

2. Students should be made aware of community resources. (4)

3. Students should learn the purposes and functions of our political system and be encouraged to take part in it. (5)

4. Students should realize the importance of past civilizations and recognize what we have derived from them. (4)

5. Students should be able to compare the economic, political and social structures of other nations. (3, 4, 5)

6. Students should be confronted with social, economic, and political problems of our nation and made aware of their consequences. (5)

7. Students should learn the importance of, the availability of, and the need to conserve our nation's natural resources. (8)

SCIENCE (7-12)

1. Students will develop a better understanding of the natural and physical world and how they are interrelated to each other. (8)

2. Student will possess an understanding of the changes taking place in the body. (1)

3. Students will learn about the methods used in the sciences. (1)

4. Students will appreciate what it is like to work and study in the sciences. (1, 2)

5. Student will prepare for better citizenship and make effective use of leisure time. (5, 8)

6. Student will discover how science is related to many areas in which we come in contact with daily. (1)
VOCATIONAL EDUCATION (K-12)

1. Students will be given an opportunity to obtain a saleable skill. (1, 6)
2. Students will recognize good workmanship in purchasable items. (1)
3. Students will develop pride in his method of performing tasks. (1, 6)
4. Students will learn to cooperate with others in an occupational atmosphere. (3, 6)
5. Students will develop good work habits and self discipline. (1)
6. Students will be able to understand the satisfactions and the disadvantages of the job. (1, 6)
7. Students will know how to get a job. (1, 6)
8. Students will recognize the importance of financial management. (1)

PHYSICAL EDUCATION (K-12)

1. Student will demonstrate a capacity for sustained activity. (7)
2. Student will develop his individual strength to his highest potential. (7)
3. Students will demonstrate good posture. (7)
4. Students will acquire skills of leadership. (1)
5. Students will develop small motor and large motor skills to each individual's fullest extent. (7)
6. Students will develop an appreciation for creativity in motion. (2)
7. Student will develop a feeling of self worth and status in groups. (1)
8. Student will develop good hygienic habits. (1)
9. Student will gain a knowledge of the fundamentals of good health. (1)
10. Student will prepare for a lifetime leisure activity. (1, 7)
FINE ARTS (K-12)

Cognitive

1. Student knows the history of a specific area of the fine arts. (1, 2)

2. Student understands the historic and artistic development of a specific area of the fine arts. (1, 2)

3. Student knows the elements and their uses in a specific medium. (1)

4. Student realizes that the arts have been and are important to human development. (2, 5)

Affective

1. Students should desire to be creative in a specific area of the fine arts. (2)

2. Students respect the ability that is necessary for creative activity in the fine arts. (2)

3. Student appreciates various displays of the fine arts. (2)

Performance

1. Student should reach a level of competence that will allow for continued independent activity in at least one specific area of the fine arts. (1)

2. Student should have the necessary information to locate specific sources for assistance in further development. (1)

3. College bound students should reach a level of competence that will allow for further formal study. (1)
The following statements of desired knowledges, skills and attitudes will be used to base future staff development programs on:

**ALL STAFF MEMBERS SHOULD BE ABLE TO:**

1. Recognize the more common signs of drug abuse.
2. Incorporate occupational information into their classrooms.
3. Write educational objectives in behavioral and non-behavioral terms.
4. Demonstrate contemporary approaches to student discipline.
5. Recognize individual differences and provide for them.
6. Apply procedures relating to school safety and first aid.
8. Recognize their legal responsibilities and liabilities toward students.
IN-SERVICE TRAINING TIMETABLE

74-75 School Year
1. Workshop on the incorporation of occupational information into classroom teaching.
2. Workshop on drugs, alcohol and narcotics.
3. Workshop on the use and maintenance of A-V equipment.

75-76 School Year
1. Workshop on contemporary approaches to student discipline.
2. Workshop on the recognition and provision for individual differences in the classroom.

76-77 School Year
1. Workshop on school safety and first aid.
2. Workshop on writing educational objectives in behavioral and nonbehavioral terms.
3. Workshop on the legal responsibilities and liabilities of teachers.
## AREA RESOURCE PEOPLE

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Area</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Broverman</td>
<td>Shelby Co. State’s Attorney</td>
<td>774-3933</td>
</tr>
<tr>
<td>Robert Collins</td>
<td>Shelby Co. Sheriff</td>
<td>774-3941</td>
</tr>
<tr>
<td>Linda Cook</td>
<td>Shelby Co. Supervisor of Assessments</td>
<td>618-428-5577</td>
</tr>
<tr>
<td>Robert Hayden</td>
<td>Shelby Co. Circuit Clerk</td>
<td>774-4212</td>
</tr>
<tr>
<td>Briel Herron</td>
<td>Shelby Co. History</td>
<td>774-2772</td>
</tr>
<tr>
<td>Shirley Smith</td>
<td>Shelby Co. Probation Officer</td>
<td>774-2412</td>
</tr>
<tr>
<td>Maggie Conn</td>
<td>Mayor of Herrick</td>
<td>618-428-5592</td>
</tr>
<tr>
<td>Robert Fritts</td>
<td>Mayor of Cowden</td>
<td>783-2107</td>
</tr>
<tr>
<td>Lyde Martin</td>
<td>Mayor of Effingham</td>
<td>342-3669</td>
</tr>
<tr>
<td>Orwin Barr</td>
<td>Fire Chief, Civil Defense</td>
<td>487-5530</td>
</tr>
<tr>
<td>Howard Dust</td>
<td>National Guard</td>
<td>868-5257</td>
</tr>
<tr>
<td>Roody Lorton</td>
<td>State Employee</td>
<td>783-2113</td>
</tr>
<tr>
<td>Mrs. Fred Lux</td>
<td>Dept. of Children and Family Services</td>
<td></td>
</tr>
<tr>
<td>Larry Riley</td>
<td>Illinois State Employment Offices</td>
<td>342-6973</td>
</tr>
<tr>
<td>Carl Roadarmel</td>
<td>Postmaster</td>
<td>783-6335</td>
</tr>
<tr>
<td>Alcoholics Anonymous</td>
<td>Alcoholism</td>
<td>Decatur or</td>
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<tr>
<td>Army Corps of Engineers</td>
<td>Flood Control Projects, Dams, Locks, Lake Environment</td>
<td>774-3951</td>
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<tr>
<td>City Water Dept.</td>
<td>Water Purification, Control</td>
<td>783-2331</td>
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<tr>
<td>FBI</td>
<td>Law Enforcement, Drugs</td>
<td>522-9675</td>
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<tr>
<td>Shelby Co. Mental Health Clinic</td>
<td>Alcoholism, Drugs, Mental Health, Suicide</td>
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<tr>
<td>Sewage Dept.</td>
<td>Sewage Treatment</td>
<td>774-2721</td>
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<tr>
<td>State Forestry Dept.</td>
<td>Conservation, Ecology</td>
<td>644-3124</td>
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<tr>
<td>State Police</td>
<td>Law Enforcement, Drugs</td>
<td>867-2211</td>
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<tr>
<td><strong>BUSINESSES &amp; SERVICES</strong></td>
<td><strong>Personal and Public</strong></td>
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<tr>
<td>Marilyn Burrow</td>
<td>Fashion Design, Hygiene</td>
<td>618-483-6425</td>
</tr>
<tr>
<td>Ida Chittum</td>
<td>Writer, Children’s Books</td>
<td>756-8561</td>
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<tr>
<td>Robert DeVore</td>
<td>Insurance Adjuster</td>
<td>487-5612</td>
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<tr>
<td>William Kohler</td>
<td>Insurance</td>
<td>618-283-2918</td>
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<tr>
<td>Kenneth McMillen</td>
<td>Electrician</td>
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<tr>
<td>Roland Miller</td>
<td>TV &amp; Radio Repair</td>
<td>487-5707</td>
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<tr>
<td>Barbara Sarver</td>
<td>Beautician</td>
<td>783-2588</td>
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<tr>
<td>Robert Taylor</td>
<td>Barber</td>
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<tr>
<td>Mrs. Ted Forcum</td>
<td>Nursing</td>
<td>783-2588</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Hans Kollinger</td>
<td>Health Occupations</td>
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<tr>
<td>Pete Seely</td>
<td>Auctioneer</td>
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<tr>
<td>Edgar Morgan</td>
<td>Schools</td>
<td>783-2125</td>
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<tr>
<td>Asel J. Ryan, Jr.</td>
<td>Newspaper Business Mgr.</td>
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</tr>
<tr>
<td>Jay Smith</td>
<td>Illinois Consolidated</td>
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<tr>
<td>Central Illinois Power</td>
<td>Telephone Co.</td>
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<td>Shelby Co. Airport</td>
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<td>WSHY Radio Station</td>
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<td>Melvin and Earl Wilson</td>
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<td>Stanley Young</td>
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<td>Charles Wagner</td>
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<td>William Hogge</td>
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<td>William Cain</td>
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<td>Louis Hooper</td>
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<td>Charles O’Kelly</td>
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<td>Richard Soldner</td>
<td>Grain, Feed, Elevator</td>
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<tr>
<td>Thomas Moore</td>
<td>Banking</td>
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<td>Keith Switzer</td>
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<td>Lois Guidatti</td>
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<td>Skip Beck</td>
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<td>Reid Buchanan</td>
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<td>Don Ferral</td>
<td>Nursery, Greenhouse</td>
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</tr>
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<td>Mrs. John Jones</td>
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<tr>
<td>Joyce Richards</td>
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<td>AGRICULTURE</td>
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<tr>
<td>Paul Sarver</td>
<td>Key Farm Service Center</td>
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<tr>
<td>Agricultural Soil and</td>
<td>Lawn and Garden Growth,</td>
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<tr>
<td>Conservation Service</td>
<td>Soil Conservation</td>
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<tr>
<td>Farm Bureau Office</td>
<td>Farm Sanitation, Pollution</td>
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<td>Moultrie Shelby Farm Supply</td>
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<tr>
<td>Wayne Arnold</td>
<td>Hog Raising and Showing</td>
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<td>Francis Evans</td>
<td>Fertilizer Sales</td>
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<td>Earl Musser</td>
<td>Agriculture Extension Board</td>
<td>868-5257</td>
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<td>Howard Dust</td>
<td>Dairy Farming</td>
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<td><strong>ARTS &amp; CRAFTS</strong></td>
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<tr>
<td>Marilyn Bennett</td>
<td>Music</td>
<td>783-2580</td>
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<tr>
<td>Marion Simon</td>
<td>Music (Bells)</td>
<td>Effingham</td>
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<tr>
<td>Ruby Beck</td>
<td>Oil Painting</td>
<td>Cowden</td>
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<td>Katie West</td>
<td>Painting, Wood Carving</td>
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<td>Kate Jennings</td>
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<td>Rug Weaving</td>
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<td>Shirley Summers</td>
<td>Knitting, Crochet, Hairpin Lace</td>
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<td>Marilyn Bennett</td>
<td>Taxidermy</td>
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<td>Henry Coffman</td>
<td>Camping, Alaska</td>
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<td>H. M. Cosart</td>
<td>Hawaii</td>
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<td>Norma Eaton</td>
<td>Europe</td>
<td>Newton</td>
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<tr>
<td>Clarissa Flanniken</td>
<td>Russia, Middle East, Orient</td>
<td>783-6334</td>
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<td>Hans Kollinger</td>
<td>Germany, Yugoslavia, Concentration Camps</td>
<td>487-5500</td>
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<tr>
<td>Alvita Rhodes</td>
<td>Travel</td>
<td>618-423-2402</td>
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<td>Mrs. Nelvin Wilson</td>
<td>Mexico</td>
<td>618-423-2378</td>
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<td><strong>MISCELLANEOUS</strong></td>
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<td>Country Companies</td>
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<td>774-2151</td>
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<tr>
<td>Roger Keifling</td>
<td>Ecology</td>
<td>567-3119</td>
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<tr>
<td>Tom Hayes</td>
<td>Consumer Economics</td>
<td>618-428-5445</td>
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<td>Roger Simpson</td>
<td>Consumer Economics</td>
<td>618-428-5260</td>
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<tr>
<td>Rev. York</td>
<td>Bible</td>
<td>783-2108</td>
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<td>Gerald and Darrell Cook</td>
<td>Rail Fences</td>
<td>618-428-5577</td>
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<tr>
<td>Buster Corley</td>
<td>Antique Cars</td>
<td>618-428-5213</td>
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<tr>
<td>Jesse Dill</td>
<td>Seeing Eye Dogs, Braille</td>
<td>783-2361</td>
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<tr>
<td>Orrie Sphar</td>
<td>Dog Trainer</td>
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<td>Paul Karraker</td>
<td>Drugs</td>
<td>774-2925</td>
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<tr>
<td>Noble Price</td>
<td>Rock Collector, Geologist Computers</td>
<td>562-4802</td>
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<td>Shelby Loan &amp; Trust</td>
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CONCLUSION

This particular field experience proved extremely valuable in many respects. Many projects were elicited by it that required the cooperation of the faculty and administration for their development. This, in turn, fostered an excellent working relationship between the teachers and administrators that had a positive effect on the attitudes of all personnel. It gave the teachers an opportunity to feel that they really did have a great amount of input into the operation of the building. Thus, when they were required to participate in the implementation of procedures and policies they were enthusiastic and positive in their responses.

Further, this project helped me to develop a philosophy in regards to this particular phase of school administration. Since I had no model to work from, I surveyed many handbooks before beginning work on one of my own. I found that a handbook can be more than just a listing of policies and procedures. It can also be utilized as an aid to the professional staff by including resource materials for them to use and information that will help them professionally.

Another positive factor of this experience was the broadening of my professional skills of organization, communication and writing. Those skills are an imperative part of successful school administration.

Lastly, I received a personal sense of accomplishment by providing a useful tool for the school district that had not been available in the past. A significant amount of policy and procedural revision was completed because of this project.
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