The Development of a Faculty Handbook for Washington Elementary School

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THE DEVELOPMENT OF A FACULTY HANDBOOK
FOR WASHINGTON ELEMENTARY SCHOOL
(TITLE)

BY

RICHARD D. NICOLAS

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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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THE DEVELOPMENT OF A FACULTY HANDBOOK
FOR WASHINGTON ELEMENTARY SCHOOL
PANA, ILLINOIS

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B.S. in Ed., Eastern Illinois University, 1968
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A field experience submitted to the Department of
School Service Personnel in partial fulfillment
of the requirements for the degree of Specialist
in Education at the Graduate School of Eastern
Illinois University.

Charleston, Illinois
1981
THE DEVELOPMENT OF A FACULTY HANDBOOK
FOR WASHINGTON ELEMENTARY SCHOOL
PANA, ILLINOIS

Washington Elementary School is located in Pana, Illinois, and is a part of the Pana Community Unit School District No. 8. At present, Washington School serves 378 students with twenty-four faculty members.

The purpose of this study is to develop a faculty handbook which will be used to inform new teachers, as well as tenured teachers, what is expected of them. The handbook will serve as an important tool for the orientation process of new staff members. It will also be beneficial to both the beginning and the experienced administrator. For the new principal, it will serve as a device to help him/her to think through the administrative routine and the organization of the school. For an experienced principal, it will tend to prevent encumbering any details.

There has been a definite need for clarification of policies and procedures and the organization of these materials in such a form that they will be readily accessible when needed. In the past at Washington Elementary School, the rules, regulations, assignments, and other relevant information were casually given to the faculty. By having all the information condensed into a handbook, the faculty can better utilize the
information and acquire a better understanding of the total operation of the school.

This study is limited to include only items which will be of importance to the faculty members of Washington Elementary School. This study is directed to the following areas of concern:

1. Educational Philosophy and Goals
2. Responsibilities of the Teacher
3. General Teacher Information
4. Classroom Management and Procedures
5. Student Goals
6. Administrative Announcements

It is recommended that revisions of the handbook be made annually or when deemed necessary. Staff members will be encouraged to submit suggestions and recommendations for consideration and inclusion in the handbook. Revisions will be made under the supervision and direction of the administration. Updating will insure the effectiveness of the handbook and make it a valuable tool for Washington Elementary School.
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The Problem and Its Background

The administrator, teachers, and other staff members are an essential part to the welfare of the school program. There must be a development of a strong professional staff and the maintenance of high morale among all school employees. Every staff member has the responsibility for the promotion of harmony and wholesome cooperation wherever and whenever possible. They should strive for more understanding of school policies, rules, and procedures when performing their duties. A well-organized school should have certain established procedures, policies, rules, and regulations to govern its operation. One means of accomplishing this goal is to have a faculty handbook that the new staff members, as well as the experienced teachers, can familiarize themselves with regarding the rules and regulations of the school and the school system in which they work.

A faculty handbook is invaluable because it furnishes important information for the new or substitute teachers, acts as a reminder to teachers who have previously served in the school, and causes the principal to think through the adminis-
trative routine for the school year. \(^1\) There is a definite need for the explanation of policies and procedures and for an organization of these materials in such a way that they can be readily accessible. The size of the student body and the number of faculty members will set the precedence for detail in the handbook.

Washington Elementary School in Pana Community Unit School District No. 8 consists of 378 students and twenty-four faculty members. At this time there is not a handbook available for faculty. With the teaching profession changing each year, a handbook is desperately needed to aid in the orientation process of the new faculty members. The preparation of a faculty handbook will serve to focus attention on all details which need to be faced before and after the opening of school. \(^2\) Written statements of policy aid in pressure control. Errors of ignorance are not so likely to occur when appropriate procedures are publicized. The school policy handbook for teachers operates for this purpose.

Bruce Wieneke, Superintendent of Pana Community Unit School District No. 8, expressed his opinion on the use of a handbook.

I feel that it would be a good procedure to prepare an administrative handbook that can be given to each teacher before the opening of school. When appropriate rules and regulations are set forth, the teachers know what is to be expected of them during the school year. Teachers can interpret the


\(^2\) Ibid.
policy more accurately and take an active part in its execution. This school system has needed a handbook for quite some time.  

Washington Elementary School Principal, Marvin Ragan, also expressed the need of a faculty handbook for the school with the following statement:

It is always necessary to have some rules and regulations in order to carry out an effective school program. It is the responsibility of the teacher to be aware of these rules and regulations and pass the information to the student when such information should be known by the students. By having the information written into a handbook, the faculty should have a better understanding of what is expected of them. A handbook would be a step in the right direction.  

An effective handbook should document school policies and procedures. It should also delineate administrative, supervisory, and organizational functions of key people. The ideal faculty handbook should include the following topics:

1. Organization of the school
2. Program of the school
3. Rules and regulations
4. Physical plant
5. General information (guidelines for teachers)
6. School philosophy and goals
7. Accounting and evaluating methods
8. Discipline

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3 Interview with Bruce Wienke, Superintendent of Pana Community Unit School District No. 8, Pana, Illinois, August 9, 1981.


The need for a faculty handbook was discussed with Superintendent Wieneke and Principal Ragan. The researcher accepted the task of writing this handbook.

Rationale and Purpose of the Field Experience

Washington Elementary School is located in Pana, Illinois, and is a part of the Pana Community School District No. 8. At present, Washington Elementary School serves 378 students and twenty-four faculty members.

The purpose of this study is to develop a faculty handbook which will be used to inform the new teachers, as well as tenured teachers, what is expected of them. The handbook will serve as an important tool for the orientation process of new staff members. It will also be beneficial to both the beginning and the experienced administrator. For the new principal it will serve as a device to help him/her to think through the administrative routine and the organization of the school. For an experienced principal it will tend to prevent encumbering any details.

There has been a definite need for clarification of policies and procedures and the organization of these materials in such a form that they will be readily accessible when needed. In the past at Washington Elementary School, the rules, regulations, assignments, and other relevant information were casually given to the faculty. By having all the information condensed into a handbook, the faculty can better utilize the information and acquire a better understanding of the total operation of the school.
Basic Assumptions

A handbook will serve as a positive addition to a school system. Having information consolidated into a handbook, the chance of having errors of incomprehension are not so likely to occur and the faculty can interpret the policies and total operation of a school more accurately. They will be working in the same direction and not at cross purposes. Also, it will promote the desired degree of uniformity, order, and systematic performance.

The expectancy theory advocated by Vroom states that employees decide how much effort to put into a task based on the likelihood of successfully completing the task. A prerequisite to this, as applied to teachers, is communicating what tasks are expected of them. A teacher handbook can serve as a vehicle to communicating teacher expectations.6

Scope and Limitations

This study will be limited to include only items which will be of importance to the faculty members of Washington Elementary School. How detailed the faculty handbook should be will depend upon the size and complexity of the organization of the school. The content of the handbook will not be in conflict with the policies of the Board of Education of the Pana Unit School District No. 8, but rather a supplement to the board policies. The areas of concern to which this study

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is directed are:

1. Educational Philosophy and Goals
2. Responsibilities of the Teacher
3. General Teacher Information
4. Classroom Management and Procedures
5. Student Goals
6. Administrative Announcements
CHAPTER II

DEVELOPMENT OF THE TEACHER HANDBOOK

Review of Related Literature

A staff handbook is a manual that establishes school policies and procedures. It should also delineate administrative, supervisory, and organizational functions of key people. It is always necessary to have rules and regulations in order to carry out an effective school program. 7

A few of the topics that might be discussed in a faculty handbook are:

1. Official school calendar
2. Teachers' hours
3. Schedule of bells, hall, lunch, and playground duties
4. Code for students
5. Ordering supplies in the school system
6. Dates for group and general teachers' meetings
7. Committee assignments - discipline, social, etc.
8. Procedure for securing janitorial service in addition to that regularly furnished
9. Building meetings and dates

10. Procedure for teachers in case of personal illness

11. Procedure for teachers if contagious diseases are suspected in children

12. Mail boxes for teachers in the office

According to Jacobson, Logsdon, and Wiegman, it is a good procedure to prepare an administrative handbook which may be duplicated and given to each teacher before the opening of school. The handbook will give the policies, school rules, and procedures for regular and substitute teachers. It will then become the responsibility of the teacher to become aware of these policies and regulations.9

These authors also explain that a handbook can be invaluable for the new principal, as well as the experienced administrator. It can serve as a device to help the new principal think through the routine and the organization of his/her school. For an experienced principal it will tend to prevent overloading any details.10

One of the most important functions of the principal is that of furnishing leadership to the faculty. The extent to which he/she is able to furnish this leadership will affect the atmosphere of the entire school. For these reasons, each principal should develop a system of communication with his/her

9 Ibid., p. 66.
10 Ibid., p. 65.
staff. One suggested avenue of communication is the teacher handbook.\textsuperscript{11}

Yeager believes that the best way to establish policies, standard procedures of operation, and general items of information pertinent to school personnel, is through orientation meetings for new teachers, directories, special bulletins, and teachers' handbooks.\textsuperscript{12} This again shows the importance of a faculty handbook.

It has previously been stressed how essential it is to acquaint teachers with the jobs they are to perform and to give them all the necessary information on policies and procedures. Cooper states that with a handbook, teachers can interpret policy more accurately, take an active part in its execution, are concerned with its success, and are better able to evaluate its effectiveness.\textsuperscript{13} Cooper continues by explaining how the handbook is a valuable source of information. It usually provides such information as job descriptions of a variety of teaching, supervisory, and administrative positions; grading standards; philosophy of discipline; local school policy; attendance procedures; methods of ordering instructional materials and equipment; calendar activities; and many other details reflecting the character of the local school.\textsuperscript{14}


\textsuperscript{12}Yeager, Administration and the Teacher, p. 162.

\textsuperscript{13}John E. Cooper, Elementary School Principalship (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 32.

\textsuperscript{14}Ibid., p. 165.
Redfern also wrote in detail what needs should be included in a teachers' handbook. Some of the items were as follows:

1. School calendar
2. Personnel policies and procedures
3. Educational goals of the school system
4. Certification requirements
5. Salary schedule

Redfern continues by explaining that if a teacher knows where and how to find help when it is needed, then half the battle is over. A handbook makes an excellent source of information.

A handbook is not intended to handicap or limit the staff members' own initiative, but rather to clarify the policies and procedures of the school so that each staff member will be working in the same direction and not at cross purposes. In the operation of any good school it is necessary to have certain rules and regulations to promote the desired degree of uniformity, order, and systematic performance.

Based on the review of literature, for such a practical item in personnel administration, there is a need for additional publications on teacher handbooks.

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16 Ibid., p. 296.
Survey of Handbooks From Other Districts

The researcher sent letters to thirty area elementary schools to obtain information concerning faculty handbooks used in the respective districts. Of the thirty inquiries, eleven returned copies of their handbook, eight districts replied that no handbook was used in their district, and eleven districts did not respond.

Handbooks that were received from other school districts were reviewed for suggestions, content, and form.

Survey of Washington School Teachers

As the survey was given to the teachers of Washington Elementary School, the following statement was included to inform the teachers what the purpose of a handbook would be:

The general purpose of a handbook is to put down in writing the policies, school rules, and procedures to be followed at Washington Elementary School. It is hoped that many questions can be answered and that everyone will be following the same set of regulations. It is the responsibility of the teacher to be aware of these policies and regulations, and the teacher will be held responsible for seeing that they are carried out to the best of their ability. Revisions will be made from time to time, as well as supplementary policies developed regarding school operations. Staff members are encouraged to submit ideas for improvement of the schools' operation in writing to the elementary school principal for consideration and inclusion into a handbook.

The teachers were asked for their input on items that they felt would be useful and should be included in a handbook. Of the twenty-four surveys that were distributed, fourteen returned their surveys with comments and ten did not respond.

Some of the areas of concern which emerged from the surveys were:
1. Job descriptions for all employees
2. Grievance procedure
3. Behavior guide and discipline
4. Dress code (teachers, children)
5. Procedures for attendance, lunch, phones, grading, etc.
6. Testing program - selection of gifted students
7. Placement procedure for special programs such as Title I
8. Procedure covering bus pupils and non-bus pupils
9. Procedure for reporting cases of child abuse
10. Responsibilities of teachers
11. Use of library facilities
12. Evaluation of teachers

**Topics To Be Addressed**

After reviewing the literature on faculty handbooks, the handbooks received from the other school districts, and the surveys of the teachers in the school where the handbook will be used, the decision on what items should be included was made. The handbook will include the following sections:

1. Educational Philosophy and Goals
2. Responsibilities of the Teacher
3. General Teacher Information
4. Classroom Management and Procedures
5. Student Goals
6. Administrative Announcements
Organization of the Handbook

The preparation of a faculty handbook serves to focus attention on all details which need to be addressed during the entire school year. Of the problems encountered by a principal, those associated with the opening of school are among the most challenging. The manner in which the school year opens will have a profound effect upon the students and the teachers.

There need to be established policies, standard procedures of operation, and general items of information that are pertinent to Washington Elementary School personnel. The ultimate objective is that each staff member may have a clear vision of Washington Elementary School as a working unit. School personnel are the implementers of the district's philosophy, policies, and procedures. It is under the guidance of the educational staff that most of the learning, as taught through schools, takes place. An optimum amount of originality and independence is desired and encouraged. However, in the operation of an effective school it is necessary to have certain policies and procedures that teachers understand in order to promote the desired degree of uniformity, order, and systematic performance. Also, these policies and procedures must be easily accessible when questions arise. This brings about the need for a faculty handbook.

During August, 1981, the researcher discussed the need for a faculty handbook with Washington Elementary School Principal Marvin Ragan, and Pana Community Unit No. 5
Superintendent Bruce Wieneke. The researcher sent letters to thirty area schools to obtain information concerning faculty handbooks in their districts. Of the thirty inquiries, eleven sent copies of their handbook, eight returned letters stating that no handbook was used in their district, and eleven districts did not respond.

Conferences were held with Superintendent Wieneke and Principal Ragan concerning items that they felt had merit and should be included in a handbook. Faculty members were also used as consultants for input on items that they felt should be incorporated in the handbook. The Pana Community Unit District No. 8 School Board Policy Manual was thoroughly examined for information that would be beneficial for teachers. The content of this handbook will not be in conflict with the policies of the Board of Education of Pana Unit No. 8 School System, but rather will supplement board policies.

Research was conducted at Booth Library on the campus of Eastern Illinois University in Charleston, Illinois, and the Carnegie Library in Pana, Illinois. With the use of ERIC, several articles were found concerning the use of faculty handbooks in various school systems. Several personnel administration books that were found in the library proved to be useful for topics that will be included in the handbook.

After reviewing the literature, the handbooks that were received from other school districts, faculty members' input, and the administrators' comments and ideas, the decision was made regarding what should be included in the faculty handbook. The handbook was written to incorporate the following sections:
1. Educational Philosophy and Goals
2. Responsibilities of the Teacher
3. General Teacher Information
4. Classroom Management and Procedures
5. Student Goals
6. Administrative Announcements

Under each section a schedule of topics is listed in alphabetical order pertinent to that section. Each topic is described in detail to provide the faculty with a useful set of guidelines.

Revisions of the handbook will be made on an annual basis or as deemed necessary. Supplemental policies regarding school operations will also be included. Staff members will be encouraged to submit ideas for improvement of the school's operation in writing to the elementary school principal for consideration and inclusion into the handbook. Staff members are asked to keep in mind the welfare of all concerned in their suggestions and recommendations. Updating will insure the effectiveness of the handbook, making it a valuable tool for the school.
CHAPTER III

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary and Conclusions

Since the construction of Washington Elementary School in Pana, Illinois, in 1922, the school has not had a faculty handbook. Policies, procedures, and other pertinent information have been haphazardly given to the faculty throughout the years. It is very important that a handbook be developed to guarantee that teachers understand the policies, standard procedures of operation, and general items of information that are important to Washington Elementary personnel and that govern the school.

Conferences were held with Superintendent Bruce Wienke and Washington Elementary Principal Marvin Ragan concerning the development of a handbook. It was their consensus that a handbook would be very useful and an asset to the school and to the school system. They were both in favor of establishing a handbook.

The handbooks that were received from other area school districts were reviewed for content, format, and suggestions. Superintendent Wienke and Principal Ragan were contacted again concerning items that they felt would be important and should be included in the handbook. A review of the School
Board Policy Manual was an excellent source of information. Utilizing the information received from conferences with the administration, other handbooks, a review of pertinent literature, and faculty members, the handbook was developed. It was decided that special emphasis will be placed on the areas of educational philosophy and goals, responsibilities of the teacher, student goals, classroom management and procedures, general teacher information, and administrative announcements.

Recommendations

The researcher recommends that the Pana Community Unit District No. 8 School Board approve this faculty handbook. This will allow Washington Elementary School to operate from written policies and procedures rather than from rules taken for granted. It will also clarify the policies of the school so that each teacher will be working in the same direction and not at cross purposes. In the operation of an effective school it is necessary to have certain written policies and procedures to promote the desired degree of uniformity, order, and systematic performance. This will alleviate problems and misunderstandings in communication that occur without written policies and procedures.

It is recommended that revisions of this handbook be made annually or when deemed necessary. Supplemental policies regarding school operations should also be included. Staff members are encouraged to submit suggestions and recommendations for consideration and inclusion in the handbook as long as they keep in mind the welfare of all concerned. These revisions
should also be made under the supervision and direction of the administration. Updating will insure the effectiveness of the handbook and will make it a valuable tool for Washington Elementary School.
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Wieneke, Bruce. Superintendent of Pana Community Unit School District No. 8, Pana, Illinois. Interview, August 12, 1981.


APPENDIX A

FACULTY HANDBOOK

WASHINGTON ELEMENTARY SCHOOL

Pana, Illinois

District No. 8
WASHINGTON ELEMENTARY FACULTY HANDBOOK 1981-1982
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INTRODUCTION

The purpose of this handbook is to establish policies, standard procedures of operation, and general items of information pertinent to Washington Elementary School personnel. The ultimate objective is that each staff member may have a clearer vision of Washington Elementary School as a working unit. School personnel are on the "firing line" in this business of education. It is under the guidance of the educational staff that most of the learning, as taught through schools, takes place. An optimum amount of originality and independence is desired and encouraged. However, in the operation of any efficient school it is necessary to have certain rules and regulations to promote the desired degree of uniformity, order, and systematic performance.

This handbook is not intended to handicap or limit the staff members' own initiative but rather to clarify the policies of the school so that each of us will be working in the same direction and not at cross purposes. It serves as a guide in establishing and interpreting major policies. The content of this handbook is not to be in conflict with the policies of the Board of Education of the Pana Unit No. 8 School System, but rather to supplement board policies.

Revisions of this handbook will be made from time to time, as well as supplementary policies developed regarding school
operations. Staff members are encouraged to submit ideas for improvement of the school's operation in writing to the elementary school principal for consideration and inclusion into the handbook. However, keep in mind the welfare of all concerned when submitting suggestions and recommendations.

The following pages give information and regulations arranged by topics for the staff members. It is recommended that every staff member read and study these policies carefully. Every staff member will be held responsible for seeing that the policies are carried out to the best of his/her ability.
FACULTY

Mary Wilcox ........ Kindergarten
Geri Mishou ........ Pre-First
Charlotte Roark ..... First Grade
Sharron Shotton ..... First Grade
Katherine Beyers ... Second Grade
JoAnn Daniel ....... Second Grade
Kathryn Cornwell ... Third Grade
Brenda Cole .......... Third Grade
Sally Eilers ......... Fourth Grade
Bonnie Taylor ....... Fourth Grade
Richard Nicolas ..... Fifth Grade
Dave Abell ........... Fifth Grade
Irma Cochran ......... Sixth Grade
John Bohannon ....... Sixth Grade
Kathy Enge .......... Title I
Dorcas Endris ....... Title I
Marilyn Stalets ....... I.M.C. Director
Rodney Miller ....... Vocal Music
Barbara Dubre ....... Vocal Music
Don Achelpohl ....... Instrumental Music
Ralph Oliver ....... Instrumental Music
Nancy Werner ....... Primary E.M.H.
Maxine Gross .... L.D. Teacher
Nancy McCracken .... Speech Correction
Kim Whiting .......... Pre-School Teacher
Nancy Gruber ....... Pre-School Assistant
Jane Cornwell ....... Midstate Teacher Assistant
NON-TEACHING PERSONNEL

Clare Wieneke ............ Nurse
Penny Kinsey ............. Secretary
Imogene Ragan ............ Secretary (I.M.C.)
Eugene Gingrey ........... Head Custodian
Marcella Dust .......... Custodian
Pearl Radcliff .......... Head Cook
Rose Zueck .............. Cook
Donna Stewart .......... Cook
Georgia Hill ............. Lunchroom Helper
Faye Miller ............. Lunchroom Helper
Patricia DeVore .......... Lunchroom Helper
Robert Beyers .......... School Carpenter
Byron Cloninger .......... Maintenance & Plumbing

BOARD OF EDUCATION

Pana Community Unit No. 8

Ronald McMillen, President
Robert Nollman, Vice-President
Ronald Ruot, Secretary
Mona Epley
Steve Neece
Lloyd Woolard
Jack Turner
PANA COMMUNITY UNIT SCHOOL DISTRICT NO. 8
1981-82 School Calendar

Institute Days---------------------4
  Aug. 24 Unit 8 Workshop
  Oct.  9 County Institute
  Mar.  5 Unit 8 Workshop
  May  27 Unit 8 Workshop

Student Days---------------------181
Total Student & Institute Days---185

Teacher Workshop--------August 24
First Day of School--------August 25
Last Day of School--------May  28

Holidays:
  September  7
  October  12
  November 11
  November 26
  December 25
  January   1
  February  12
  April     9

No School:
  November  27
  December 23 through January 1

Nine Weeks Periods:
  October  30----------46 days
  January  15----------44 days
  March    19----------43 days
  May      28----------48 days
               181 days

Dates for Attendance:
  Aug.  25 - Sept. 30 ---- 26 days
  Oct.  1 - Oct. 30 ---- 20 days
  Nov.  2 - Nov. 30 ---- 18 days
  Dec.  1 - Dec. 22 ---- 16 days
  Jan.  4 - Jan. 29 ---- 20 days
  Feb.  1 - Feb. 26 ---- 19 days
  Mar.  1 - Mar. 31 ---- 22 days
  Apr.  1 - Apr. 30 ---- 21 days
  May  3 - May 29 ---- 19 days
               181 days
PANA COMMUNITY UNIT SCHOOL DISTRICT NO. 8
Early Dismissal Dates for 1981-82

First Week of School

August 25, 1981
Elementary Students Dismiss - 10:30
Jr. & Sr. High Students Dismiss - 10:45
August 26, 27, 28, 1981
Dismiss 1 Hour Early

Curriculum Meetings

All Curriculum Meetings Will Begin at 2:30 P.M.
Dismiss 1 Hour Early

Sept. 22, 1981
Oct. 27, 1981
Jan. 26, 1982
Mar. 23, 1982

Parent Conferences

Dismiss 3 Hours Early
Nov. 4, 1981
Mar. 24, 1982

Early Dismissal Before Holidays

Dismiss 1 Hour Early

Nov. 25, 1981
Dec. 22, 1981
Day Before Easter Vacation

Regular Dismissal Times

Elementary School Walking Students - 3:00
Elementary School Bus Students - 3:05
Jr. High - 3:10
Sr. High - 3:15
WASHINGTON SCHOOL FLOOR PLANS

Stairs

Classroom

Music Room

Grade 3

Stairs

Pre-First

Lounge

Restrooms

Gym and Cafeteria

Storage Kitchen

Stairs

Basement

Primary E.M.H.

Furnace Room

Grade 4

Stairs

Stairs

First Floor

Grade 3

Grade 4

Grade 1

L.D.

Grade 2

Grade 6

Stairs

Restroom

Secretary

Principal

Restroom

Grade 1

Grade 2

Stairs
EDUCATIONAL PHILOSOPHY AND GOALS

Pana Community Unit School District No. 8 is committed to the preservation of the American Democratic way of life, established by our constitution and preserved by our forefathers. We believe that our schools must provide all possible dimensions of learning so that the cultures of our nation and world society may continue to serve all people.

Pana Community Unit No. 8 believes in the youth of our community. It is our youth to whom we must look for the continuation of America's ideals and we must help them seek all truths. We must provide such a school environment that each student will have equal opportunity to gain the qualities of citizenship so important to his/her future.

Our youth must be equipped, within the limits of his abilities, with the basic learning skills which are necessary to adult life in our society. He must be helped to acquire knowledge, understanding, appreciation, and skills to pursue advanced study or to enter into the economic, social, civic, and cultural life of our society with only a high school education.

We wish to complement the philosophy of Pana Community Unit School District No. 8 by expansion of some of its integral factors, namely to provide educational facilities for all of our citizens, the curriculum, the pupils, and the teacher.
We must now use a philosophy that advances the "teach them all alike" curriculum. The schools must maintain a pattern that all students have a strong desire for a truthful education, a good education, and this means a better education.

The curriculum must provide for such learning experiences as will establish the right attitudes toward the home, the community, the state, the nation, and toward international relationships. The curriculum must differentiate the needs, the interests, and the abilities of individuals. It should provide student participation in the government of the school under the guidance of capable teachers. The school must develop more effective communication between students and administration and students and teachers. The curriculum should provide for experiences anticipated in adult life as much as possible.

Every student must be helped to advance his/her own talents and to achieve success at least some of the time. The school is interested in developing right conduct through his own initiative. The schools must provide adequate opportunities for skills; any subject matter must never become an end within itself but must always be regarded as a means for developing the individual.

The school system must not use the classroom as just a "training center". It must be a learning, research, and guidance center from adolescence through adulthood. The school must instill in the student the thought that "to stop learning is to stop living". The teaching staff, therefore, must be
composed of men and women who are definitely interested in
directing the growth and development of youth. In a demo-
cracy the school must always place the individual first and
aid the individual to develop along the lines of his/her
ability. The teacher must realize that he/she is teaching
many lessons to different students in each class and not
just one lesson to a non-existent median.

The academic objectives are to give continued instruc-
tion in the fundamental learning skills and to fix them with
the individual through application; we shall give instruction
in the social sciences, science, fine and practical arts, and
other factual knowledge that will promote in the individual
an understanding of modern society and his obligation to that
society. We must furnish for many students the prerequisites
that are necessary for further formal study, either in college
or in technical schools; yet give to the group of students
who plan to terminate their formal education with the high
school a salable skill which they may put into use upon grad-
uation.

The school must not force students to become so "wrapped
up" in knowledge that it fails to teach them about people.
The school must realize that new "people patterns" are a part
of America's future. Let us teach for the sake of learning.
RESPONSIBILITIES OF THE TEACHER

I. Responsibility to the Profession

A. Believe in Teaching
   The teacher should believe in his/her profession, and his/her criticism of it should be constructive. He/she should be alert to the defects within his/her profession and should be quick to uphold its value and dignity.

B. Join the "Team"
   The cause of education requires that its members transcend jealousy, selfishness, and apathy. The best education for children is provided when those engaged in it work as a cooperative team.

C. Maintain Professional Efficiency
   The teacher should maintain efficiency by keeping abreast with society and the trends in education. He/she should apply the findings of the best current thinking and research, encourage his/her colleagues in doing the same and whenever possible, make contributions of his/her own.

D. Make Criticism Responsible
   In his/her efforts to improve the educational program, the teacher should make his/her suggestions for change directly to the persons who can effect changes. Criticism of a colleague should be made directly to him/her before it is taken to his/her superior. The teacher should respect the rights of others to present criticism frankly and directly.

E. Respect the Responsibilities of Others
   The teacher should transact official business through the properly designated channels. There should be a mutual regard among persons holding different kinds of positions, each respecting the right to discharge his/her responsibilities.

F. Share Professional Responsibility
   Every teacher should share in the responsibility of the profession to improve educational opportunities for all children. He/she should participate actively and unselfishly in his/her local, state, and national professional associations.
II. Responsibility to the Child

A. Keep Professional Confidence
   In order that good faith may be maintained, the teacher should hold information about teachers, pupils, and the home in strictest confidence, using it only in consultation in the interest of the child.

B. Place the Child First
   Since the schools are created for all boys and girls, the teacher should respect each child as an individual in a democratic society by being impartial, fair, courteous, and kind.

III. A. Accept Full Citizenship
   The teacher has both the right and the responsibility to function wholeheartedly as a citizen, and he/she should endorse changes in our society only by methods permitted by and provided for in the Constitution of the United States and the Constitution of the State of Illinois.

B. Respect Community Standards
   The teacher should have a respectful attitude toward the standards and the accepted pattern of behavior of the community in which he/she is employed and he/she should expect his/her own integrity and human rights to be respected.
STUDENT RESPONSIBILITIES AND GOALS

I. Student Responsibilities

The State of Illinois guarantees certain individual rights for its students. The staff of Washington School has a duty to protect the rights of students while maintaining an educational atmosphere conducive to the teaching and learning process. However, there are certain special responsibilities required of a citizen who is a student in school. The responsibilities of students are:

A. To become informed of and adhere to reasonable rules and regulations established by local boards of education and implemented by school administrators and teachers.

B. To respect the rights and individuality of other students and school administrators and teachers.

C. To refrain from libel, slanderous remarks, and unnecessary obscenity in verbal and written expression.

D. To dress and groom in a manner that meets reasonable standards of health, cleanliness, and safety.

E. To be punctual and present in the regular or assigned school program to the best of one's ability.

F. To refrain from gross disobedience, misconduct, or behavior that materially and substantially disrupts the educational process.
G. To maintain the best possible level of academic achievement.

H. To respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.

II. Student Goals

The following is a list of goals that would be worthy of our students' time and effort. Students will:

A. Develop a feeling of positive self-worth and develop pride in doing a task effectively.

B. Learn how to be good citizens.

C. Acquire an efficient general education.

D. Become responsible individuals by accepting the challenge of different jobs and tasks involved in the school day.

E. Learn how to be good managers of money, time, and resources.

F. Learn to use leisure time in a worthy manner.

G. Acquire an appreciation for those who think, dress, and act differently than they.

H. Understand and practice democratic ideas and ideals.

I. Practice and understand good health and safety practices.

J. Learn the basics of reading, writing, and listening with sufficient skill and efficiency to do well in the world.
GENERAL TEACHER INFORMATION

Ability and Achievement Testing

This year, for the first time, our district will be using the Iowa Test of Basic Skills testing program. The testing program will be spread out over a longer period of time because we are using multilevel booklets which will be used by all grades on a rotating basis. Also, all students will be marking their answers on a separate answer sheet. So that conditions will be as uniform as possible for all levels, the teachers should follow the directions in the Teacher's Guide and follow the schedule.

For the first time in many years, the Pana district will be administering an abilities test. All students in grades 1, 3, 5, 7, 9, and 11 will be given the cognitive abilities test and the top 15% of the students in grades 2, 4, 6, 8, 10, and 12 will be given the test. Students in grades 1 and 2 will use a consumable test booklet. Students in grades 3 through 12 will use a multilevel test booklet and a separate answer sheet. So that conditions will be as uniform as possible for all levels, the teachers should follow the directions in the Examiner's Manual and follow the schedule.

The information for dates, times, schedules, procedures for passing on materials, level of testing, completion of
tests, and test results can be found in the administrative announcements of this handbook.

Accident Report

In case of an accident to one of your students, no matter how small, the teacher shall make a record of the accident on the accident report form (S-14) that can be obtained in the principal's office.

The accident report will be signed by the teacher, nurse, and principal. It will be filed in the principal's office.

Additional Duties

Additional duties (bus duty, lunch duties, recess, etc.) will be assigned to all certified personnel on an equal basis. Since these duties are part of a teacher's overall job, he/she is expected to perform them in the same manner as in the classroom.

Announcements

Proper and immediate attention will be given to daily announcements. Announcements will be read by staff members immediately upon receipt from the secretaries. Staff announcements are for staff members only and information will not be disseminated to students. Student announcements will be read to all students. Staff members are encouraged to utilize the
announcements; however, they must be received and approved by the principal's office one day in advance.

Appearance

Teachers should be careful about their dress at all times. Teachers are always being observed by students and the public. Cleanliness and neatness in dress, posture, and personal habits are prerequisites for good teaching. There are no set regulations of teacher dress, but all are to be dressed befitting the profession and the occasion.

Athletic Pass

Teachers' and spouses' athletic passes can be obtained from the Central Office for all Unit No. 8 sporting activities for $10.00 per person.

Attendance Sheet

For the first week attendance is kept by each teacher on the attendance record sheet. The students' names are listed in alphabetical order by the last name. Put an (E) on the first day of attendance for students on the first day of school. Put a diagonal mark (\) for a.m. absence; a diagonal mark (\) for p.m. absence; (X) for all day absence; and nothing, if present.

After the first week of school teachers will put their students' names by alphabetical order of last name on their
permanent attendance register. Teachers will also include parents' names, parents' addresses, and their telephone numbers. Then, the attendance record sheet and the permanent attendance register should be returned to the secretary. The secretary will record the attendance in the permanent attendance register. The attendance must be kept on a monthly basis for the State of Illinois.

After returning the attendance register to the secretary, the teacher will receive attendance slips similar to the following example.

| Attendance Slip |
|------------------|------------------|
| Date             | Teacher          |
| Grade            | Grade            |
| All present (check) | Absence         |

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>(All day) (a.m.) (p.m.) (tardy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

One of these slips should be completed after lunch every day and sent to the principal's office. The attendance will then be recorded in the permanent attendance register by the secretary.
The attendance register will be available when the teacher needs to record attendance on the students' report cards or permanent cumulative records.

Audio-visual Services (IMC)

A wide variety of audio-visual materials are available to support instruction. A printed catalog listing films, filmstrips, study prints, tapes, etc. is also available. This catalog is kept on the IMC desk at all times.

If materials and equipment are available they may be checked out of the IMC on the day of intended use. Teachers are responsible for the care and safe return of all materials and equipment. They should be returned to the librarian rather than simply brought to the library and left.

Some of the audio-visual aids and equipment that are found in the IMC are:

1. 16mm movie projectors
2. Filmstrip projectors
3. Filmstrip viewers
4. Record players
5. Radio
6. Tape (Cassette)
7. Overhead projector
8. Slide projector
9. Slide sorter
10. Head sets, jack boxes
11. Opaque projector
12. Math digitors
13. Electrical cords
14. Film reels
15. Filmstrips, cassettes, records (singles and albums)
16. Slides, maps, transparencies, posters, globes
17. Math, Science, Social Studies materials and equipment
18. Reel tapes, listening tapes
19. Controlled reader filmstrips
20. Writing charts
21. Study prints
22. Games
23. Rock and mineral set
24. Human body sets
25. Catalog file

Please sign audio-visual aids and equipment out and return it as soon as possible.

Bad Weather Procedures

1. **NO SCHOOL:**

   Radio stations WKXK (FM-101), Pana, and WTIM (AM-1410), Taylorville, will broadcast this information from 6:30 a.m. until school time. Turn to 101 FM or 1410 AM on the radio dial. Under certain conditions this news may be broadcast by the station before 5:00 p.m. the evening before. Channel 17, Decatur, and Channel 3, Champaign (TV stations) may have information on the 10:00 p.m. news under certain circumstances.
2. **BAD WEATHER ROUTES - SCHOOL IN SESSION BUT REGULAR BUS ROUTES CANNOT BE RUN:**

Buses will travel highways (to Oconee, Rosamond, Millersville) and the Bear Creek road only. The following schedule will be used:

High School, Elementary and Parochial

**MILLERSVILLE**
Leave Elevator - 7:56 a.m.

**BEAR CREEK**
Leave corner west of Fairview Church - 7:50 a.m.

**OCONEE**
Leave Sacred Heart Church - 7:49 a.m.
Leave Kolp corner - 7:54 a.m.
Leave Town House corner - 7:48 a.m.
Leave Oconee Grade School - 7:55 a.m.

**ROSAMOND**
Leave corner north of Leland Schmitz - 7:56 a.m.
Leave corner south of Austin's Store - 7:56 a.m.
Leave Mrs. Richter's corner - 7:54 a.m.
Leave Post Office corner - 7:55 a.m.

**LINCOLN TO JR. HIGH AND SR. HIGH**
Leave Lincoln School - 8:02 a.m.

Normally, if buses do not run in the morning they will not make the evening routes. However, if a definite break in the weather indicates that buses will make their evening routes, WTIM and WKXK will be notified by 2:00 p.m. to broadcast this fact.

3. **REGULAR CONDITIONS PREVAIL:**

If WTIM and WKXK do not broadcast a message from Pana Unit No. 8 Schools, then school will be in session and buses will run on regular schedule. Even in these circumstances a driver may find it necessary to bypass a road or home if road conditions warrant it. Sometimes the snow builds up on roads
as the day progresses and it is impossible to make parts of the route in the evening which were covered in the morning run. In case of a snow or sleet build-up during the school day, **buses may be sent home early.** The school is hesitant to do this for fear that parents will not be at home to receive the children. Please be alert for this happening should it develop.

**Bicycles**

Bicycles are not permitted on the playground areas during school. They are to be parked at the bicycle rack on the northeast corner of the school grounds. The teachers should inform the pupils of this rule.

**Boil Water Days**

Should the water system be placed under a boil water order, school will still be in session. The guidelines that follow will be used:

1. Drinking fountains will be shut off and posted.

2. Bathrooms: Personnel should monitor them more closely so students will not try to drink out of the faucets at the sinks.

3. Cafeteria will supply boiled water for the school building.

4. Boiled water will be available to students during a break time or at lunch. Paper cups and water can be obtained from the kitchen.

5. With the permission of the teacher, a student could bring emergency liquids (tea, kool-aide, juices) from home.
6. Students will still have their noon milk with their lunch and their daily afternoon milk.

Buses

Riding the school bus to and from school is a privilege. That privilege could be removed if the rider fails to follow closely the following rules on the bus:

1. Observe the same conduct as in the classroom.
2. Be courteous; use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Do not be destructive.
8. Stay in your seat, no standing.
9. Keep head, hands, and feet inside the bus.
10. Bus driver can assign seats.

The driver will talk to the student on the first infraction of the rules. A second offense during the same year will bring a notification to the parent and the principal will talk to the student involved. A third offense during the same year could bring a suspension of the privilege of riding the school bus for a period of time after the parent has been notified.

If a student is not going to ride the bus in the afternoon, the parents should send a note to the teacher to that effect. If a student is to ride home on a different bus with another student, the parent should write a note to that effect.
to let the principal know as well as the bus driver.

The arrival and pick up time schedules for students are:

1. Bus students will arrive at 8:20 a.m.
2. Lincoln area bus students will be dismissed by the intercom at 2:55 p.m.
3. Other bus students will be dismissed by the intercom at 3:05 p.m.

All bus students will walk directly to the classroom on arrival. When dismissed from school, bus students will walk all the way from the classroom to the bus.

Classroom Guest Speakers

Teachers are encouraged to enrich their program with the aid of pertinent experts and speakers. Such activities should always be part of the material being discussed and of educational value. Always notify the principal at least one (1) week prior to the invitation of a guest.

Conferences with Principal

Teachers are urged to come to the office for conferences and counseling whenever they feel a need for it. Visits will be made to the classes and activities from time to time as a means of helping improve instruction. The purpose will be to help the teacher become a better faculty member and a better teacher. Feel free to come in for advice or help at any time. Do not wait to be called if there is a problem. The principal is here to be of service when the need arises.
Criticism

Staff members must realize that criticism of school personnel or any derogatory remark made about the school system is a remark made against all of us. Discussion at school should concern school. It is everyone's responsibility to support the school system and its personnel.

Custodian Services

Problems with the room temperature, replacing lights, repairs, and general care of the classroom needs should be made to the building principal. The principal will then make the requests known to the custodian who is on duty at that time.

Distribution of Materials

Outside brochures and materials to be distributed to students must be cleared by the principal.

Duplicating materials and machines will be used for school related activities only. Materials requiring large numbers of copies should be duplicated.

A teacher may send papers to the Central Office to be copied on the Xerox copy machine. In most cases they will be returned the following day. Do not send workbooks to the Central Office for copying. Send a few pages at a time. The teacher's name, school's name, and the number of copies needed must accompany the order. Remember the copyright laws.
The secretary will copy papers and would appreciate at least a couple hours notice. She will also laminate items whenever there is plenty of time to do so.

**Ethics**

Refrain from discussing with other staff members and in the presence of students anything of a derogatory nature concerning a student. The same rule should be adhered to concerning staff members.

Teachers should also avoid becoming involved in another teacher's classroom problems.

**Excuses from Class**

Students will be excused from class for emergency reasons only. However, any time a student is to be out of class after the bell rings it is the teachers' responsibility to ensure that the student has the appropriate pass.

**Faculty Meetings**

Regular scheduled faculty meetings will be held each month in the cafeteria. All teachers assigned to Washington School are expected to attend all meetings. These meetings will begin promptly at 3:15 p.m. and will end at 3:45 p.m. The main topic at each meeting will be the calendar of events for the coming month and any other announcements that should be made to the group. Special meetings will be held to discuss
any particular problems. Smaller group meetings will be called by the principal at various times during the year.

Field Trips

Any field trip or other activity that involves taking students from the classroom must be cleared by the principal. Field trips should not be used unless there are definite objectives and follow-through. Permission slips for field trips must be signed by parents and returned to the teacher.

Because of greater transportation costs, buses will no longer be provided without cost for any field trip. If a bus is needed for any field trip or other activity, the bus driver will have to be paid for his/her time and the expense in maintenance to operate the bus will have to be shared by the students, parent chaperones, and the teacher.

General Student and Building Rules

There are some general building and student rules of Washington School. Each teacher should inform their students of these rules:

1. Students will walk quietly and orderly at all times in the building, including halls, bathrooms, library, lunchroom, gym, and classrooms.

2. No gum chewing in the classrooms.

3. No running in the halls or stairs.

4. No sliding down the stair rails.

5. Students will only use telephones with permission from the secretary, teacher, or principal.
6. Students will not be in the halls, lunchroom, gym, or another classroom without written permission (pass) from the teacher.

7. Student dress - All students are expected to dress in proper school attire.

8. Care of School property - Any school property (building, books, desks, equipment, etc.) damaged or destroyed beyond normal use must be repaired or replaced at the student's expense.

9. Stolen property - Each student should be alerted to be aware of not leaving money or valuables where they can be stolen. Teachers should make available to the students a place where valuables can be kept.

Grievance Procedure

A clear channel of communications is desired to be established in the following manner:

First Step: An attempt shall be made to resolve any grievance in informal, verbal discussions between the complainant and his building principal.

Second Step: If the above step does not resolve the grievance to the satisfaction of the teacher, a grievance complaint shall be written and signed by the certificated employee involved.

a. One copy to be forwarded to the building principal involved.

b. One copy to be retained by the employee.

Third Step: Within five teaching days after delivery of the grievance complaint to the principal, a conference shall be scheduled between the employee and the building principal. The employee may have another teacher from the same building present if he/she so desires and in which the principal may have another principal present.

Fourth Step: If no agreement is reached through the above procedure, a conference shall be scheduled within an additional five days.
between the employee, the principal involved, the superintendent, and one teacher from the same building if the employee so desires.

Fifth Step: If the grievance is not mutually resolved through the above procedure, a review shall be scheduled with the full Board of Education at the next regular meeting of the board in executive session, with only those personnel previously involved present.

Health Films

Each spring, the boys and girls of the fifth grade are given the opportunity to view and discuss separately two films. These films assist the pre-teenager in understanding the growth and maturational changes that occur in the human body and to accept these changes as a normal part of growing up. Parental permission must be granted before a pupil can view the films and engage in the discussion that follows. Parents are invited to attend the films.

Information Needed in the Superintendent's Office

Information needed by the Superintendent's Office:

a. Complete transcript showing degree confirmed and with college seal
b. Record of military service
c. Physical examination report
d. Form W-4 (Federal withholding)
e. Form IL-W4 (State withholding)
f. Teacher retirement information record
g. Teacher personnel record
h. Copy of active certificate
i. Insurance enrollment, if so elected
j. Payroll option
k. Continued educational progress

Naturally, federal and state income taxes will be withheld from each payroll check. Further deductions, as approved by the school board, may be withheld if the employee so desires.

**Keys**

Keys are checked out to each teacher according to their needs. The teacher should be responsible for their safety. If the teacher is planning not to return for the next school year, his/her keys should be checked in to the principal's office on the last day of school.

Please avoid giving students any keys. Never allow a student to use keys to enter a room for unsupervised work. Never allow keys to be out overnight or for any lengthy period.

**Library Services**

The purposes of the library are to support classroom instruction and to provide students an opportunity for individual growth and development. In keeping with these aims, the library will be available for use both by entire classes and by individual students.
All students (primary E.M.H., pre-first, and grades K-6) will be scheduled for regular library periods to be conducted by the librarian. These periods will last thirty minutes and will meet once a week.

The library will be open daily from 9:00 a.m. until 11:15 a.m. Students may be sent to the library individually, or no more than two students should be sent by a teacher at the same time. Each student must be given a library pass completed by the teacher and indicating the purpose for which the student is coming.

Library materials are, of course, also available to faculty. All such materials must be checked out at the desk. They are not due on any specific date but should be returned when no longer needed. No materials may be kept past the last day of school.

Certain reference materials are available for use in the classroom. These should be requested in advance to ensure that they will be available when needed.

The library staff will always be glad to assist in any way possible. If a teacher does not see what he/she wants, ask.

WASHINGTON SCHOOL IMC
Marilyn Stalets, Director
1981-82 Schedule (P.M.)

Monday
1:05 p.m. - 1:35 p.m. - Mrs. Taylor
1:45 p.m. - 2:15 p.m. - Mrs. Roark
2:20 p.m. - 2:50 p.m. - Mr. Bohannon
Tuesday

12:30 p.m. - 1:00 p.m. - Mrs. Shotton
1:15 p.m. - 1:45 p.m. - Mrs. Cornwell
1:45 p.m. - 2:15 p.m. - Library Work
2:20 p.m. - 2:50 p.m. - Library Work

Wednesday

12:30 p.m. - 1:00 p.m. - Mrs. Cole
1:05 p.m. - 1:35 p.m. - Ms. Eilers
1:45 p.m. - 2:15 p.m. - Mr. Nicolas
2:20 p.m. - 2:50 p.m. - Mr. Abell

Thursday

1:05 p.m. - 1:35 p.m. - Mrs. Beyers
1:45 p.m. - 2:15 p.m. - Ms. Daniel
2:20 p.m. - 2:50 p.m. - Mrs. Cochran

Friday

1:05 p.m. - 1:35 p.m. - Ms. Werner
1:40 p.m. - 2:10 p.m. - Ms. Mishou
2:15 p.m. - 2:45 p.m. - Mrs. Wilcox

Following are rules for the library:

1. No talking unless permission has been given.
2. Running and bothering other students are not allowed.
3. Books and all other materials and equipment in the library must be treated properly.
4. On a book day, students must read (or look at) a book or magazine.

Consequences of breaking rules:

1st offense: Warning
2nd offense: Return to seat and get no book that day.
3rd offense: Separated from rest of class and gets no book that day.
4th offense: Separated from rest of class for four weeks and gets no books for four weeks.

The teacher will be informed when a student has had a fourth offense. If the teacher wants the student to have a
book for a book report or a class assignment during those four weeks, the following procedure should be followed:

1. The teacher may accompany the student to the library to get a book.

   or

2. The teacher may send a very responsible student to the library with the other student and give a definite time limit (10 minutes, for example) for them to get the book and get back to the room.

Lunch

There are two lunch periods at Washington School. They are:

1. Primary E.M.H., Pre-First, Grades 1-3
   Lunch - 11:10 a.m. to 11:40 a.m.
   Playground - 11:40 a.m. to 11:55 a.m.

2. Grades 4-6
   Lunch - 12:00 p.m. - 12:30 p.m.
   Playground - 12:30 p.m. - 12:45 p.m.

Lunchroom Helpers: Mrs. Pat DeVore, Mrs. Faye Miller, and Mrs. Georgia Hill

The three lunchroom helpers will be in charge of the students in the cafeteria during lunch. They will also be in charge of the students when they leave the cafeteria and go to the playground for the final fifteen minutes of their lunch period.

Students should be encouraged to eat their lunch.
Students in Primary E.M.H., Pre-First, and Grades 1-6 will be
assigned certain tables at the beginning of the school year. This is where they will eat their hot lunch or sack lunch during the school year.

All students should be aware of the lunchroom rules. They are:

1. Students will enter and leave the lunchroom walking in a quiet, orderly manner.

2. Students will sit and eat lunch quietly without hitting, pushing, yelling, kicking, or loud and abusive talk.

3. Students will not leave their tables and will not leave the lunchroom unless given permission by lunchroom workers. (Bathroom breaks should be taken care of before going to lunch.)

4. Students will be polite, use good manners, and cooperate with cooks and lunchroom helpers.

5. Students not eating lunch at school will not return until their class lunch period is over.

If these rules are broken, the students will have to suffer the consequences:

1st offense: Student disobeys a rule he/she will remain inside for one (1) day, this means loss of one (1) day playing outside during noontime recess period.

2nd offense: Disobeying results in a three (3) day loss.

3rd offense: Disobeying results in a five (5) day loss.

Each new offense after the third: Will result in the addition of five (5) days. Also, the following action will take place when the student has lost ten (10) days: The student will inform his/her parent by phone in the presence of the teacher or the principal.

Students that have to remain inside will be under the supervision of a teacher from the students' lunch period. In good weather, these students will be held in the cafeteria.
In bad weather, they will have to be held in the room of the teacher on duty because the rest of the students will be in the cafeteria.

Teachers in each lunch period will take turns with this lunch duty by going alphabetically with their last name.

**Lunch Tickets**

Lunch tickets will be on sale in the all-purpose room each morning for all students (Grades 1-6) at 8:20 a.m. Students should purchase their lunch ticket before the last bell that rings at 8:45 a.m.

Students who arrive after 8:45 a.m. and are planning to eat hot lunch should be sent immediately to purchase a lunch ticket and also have the cook change the lunch and milk count for that teacher's classroom.

Teachers who plan on eating hot lunch may sign the lunch sheet that is in the kitchen. This should be done by 8:15 a.m.

Lunch prices are:

1. Adult Daily Lunch Ticket - $1.50
2. Student Daily Lunch Ticket - $0.75
   (Weekly Lunch Ticket - $3.75)
3. Student Daily Reduced Lunch Ticket - $0.40
   (Weekly Lunch Ticket - $2.00)
4. Student Free Lunch Ticket - No Charge

Milk for students will be 15¢ per ½ pint and the price for teachers will be 15¢ per ½ pint. Milk prices are:
1. Milk with daily sack lunch - $ .15  
   (Weekly milk - $ .75)

2. Daily afternoon milk - $ .15  
   (Weekly milk - $ .75)

3. Afternoon milk for ½ year - $12.50

4. Afternoon milk for 1 year - $25.00

Teachers may have coffee at no extra charge with their lunch. Coffee at times other than lunch should be 10¢ per cup.

Teachers should keep track of student lunch tickets, milk tickets, I.O.U. tickets, and daily milk money that should be sent to the kitchen. Each morning the teacher will be responsible for getting his/her lunch and milk count to the office.

The following is a sample of the lunch slip that needs to be filled out daily and sent to the principal's office. These can be picked up in the principal's office.

<table>
<thead>
<tr>
<th>Teacher's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>Hot Lunches:</td>
</tr>
<tr>
<td>Paid _____</td>
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<tr>
<td>Free _____</td>
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<tr>
<td>Reduced _____</td>
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<tr>
<td>Adult _____</td>
</tr>
<tr>
<td>Noon Milk:</td>
</tr>
<tr>
<td>Chocolate _____</td>
</tr>
<tr>
<td>White _____</td>
</tr>
<tr>
<td>Afternoon Milk:</td>
</tr>
<tr>
<td>Chocolate _____</td>
</tr>
<tr>
<td>White _____</td>
</tr>
</tbody>
</table>
Parent-Teacher Conferences

It is the desire of the administration to keep the lines of communication open between parents and the school. One of the most desirable ways to communicate to 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 principal.

Teachers should keep parents well informed regarding matters pertaining to their children. It is not advisable to surprise parents with some problem that has lingered for months. If a teacher finds that a situation is deteriorating, notify the administration so that appropriate action might be taken.

While we generally inform parents about negative factors, we should also inform parents about things of a positive nature regarding their children. This is an excellent way to build rapport between parents and the school.

Each teacher shall conduct parent-teacher conferences as needed. All conferences require preparation on the part of the teacher. The conferences will be more meaningful if the teacher has the information about the student well in mind. This information may be obtained from the students' cumulative record, class status, and observation of class behavior. If any teacher desires the principal to be present at a conference, notify the principal in advance, if possible.

Parents are requested to arrange for a conference prior to coming to school. Parents should not interrupt a teacher during classtime for a conference.
There will be two compulsory parent-teacher conference days set aside during the school year. One will be held in November and the other in March. School will be dismissed three hours earlier on these two conference days.

Payroll

The Pana Community Unit Schools pay their employees once each month. The pay is due on the 20th of each month. If the 20th falls on Saturday, Sunday, or on a holiday, payday will be on the school day before the weekend or holiday.

Beginning teachers will receive one half of their first month's salary at the time of the "new teacher workshop".

Personal Leave

Business days or personal leave outside of sick leave policy provisions shall be granted by the superintendent of schools to all personnel under the following provisions:

1. If, in his opinion, the request is necessary for the welfare or well being of the school employee. This may include business, legal matters, death, or serious illness of a non-relative, etc. The number of days to be granted during the school year will depend upon circumstances and will be at the discretion of the superintendent.

2. Personal leave days may not exceed five (5) days in any two school-year period. After 5 days in a two year period, the employee will not receive pay for the days missed under these provisions.

3. When an employee is paid for personal leave, that day will be deducted from their accrued sick leave.
Phone Calls

The school telephone is for school use and emergencies. Teachers will not be called out of class for a phone call unless it is an emergency or long distance. Incoming calls for teachers will be taken by the secretary and the message given to the teacher. Long distance calls and personal calls will follow these guidelines:

1. Personal faculty telephone calls should be made before or after school hours, lunch hour, or during a planning or free period.

2. When using a school telephone for a long distance personal call, please request the operator to direct the charges for the call to a home telephone number or credit card number.

3. When using a school telephone for a long distance school business call that is being charged to the school telephone, it must be listed on the telephone log for long distance telephone calls. (Form A-16)

No student is to use the telephone without the permission from the teacher and the principal or secretary. Student calls should mainly be for emergency purposes only.

Planning Period (Free Period)

It is hoped that each teacher can have at least one planning period in his/her schedule each day. It should be used by the teacher for grading papers, class preparation, meeting with the principal, and for meeting with parents. Personnel are not to leave the building during this time. Any time that a teacher must leave the building during the school day, please obtain permission from the building principal.
Playground

All students are expected to conduct themselves on the playground in a manner of safety and concern for everyone. It is hoped that the students will have organized activities and a greater participation than in the past. The teachers are expected to be alert to any unusual situations such as fights, smoking, gangs, boy-girl gatherings, and playing in an unsafe manner or unsafe place.

There are several rules that the lunchroom helper or teacher on duty should try to enforce. The following rules apply to all students of Washington School:

1. There is to be no throwing of snow or sliding on sidewalks or blacktop area.

2. No child should play near the street or the cars that are parked behind the school building.

3. Playground balls should be kicked only on kickball areas or on the baseball diamonds (not on the blacktop).

4. Balls are not to be kicked or thrown at the building.

5. Skateboards, roller skates, and baseballs are not allowed on the school grounds during the school day.

6. Games of wrestling or tackle football will not be permitted on the playground.

7. Jumping ropes are to be used only for jumping.

8. Softball bats are to be used only on the softball diamonds.

9. No tumbling outside on the mats unless closely supervised by a qualified teacher.

10. There is to be no throwing of rocks or the carrying of sticks.

11. Students should not play next to the school building. This will disturb the classes that are in progress inside the school building.
12. Supervisors or teachers of the play areas will allow or disallow pupils participation in certain activities depending upon the safety factors involved in the activity.

Public Address Announcements

All public address announcements must be verified by the building principal before the announcement is made. Also, when possible, announcements should be in writing. No announcements will be made over the intercom unless absolutely necessary. If a public address announcement has to be made, the ideal time would be immediately after the last morning bell which is at 8:45 a.m.

Punctuality

Getting to class on time and remaining in the room throughout the class period is an important duty of a teacher. This will eliminate many discipline problems and will set the stage for beginning the work promptly and in executing the work effectively during the school day. Teachers are to be in their rooms at least 5 minutes (8:15 a.m.) before the arrival of their students at 8:20 a.m.

Report of Teacher's Absence

In case of illness, teachers are to call or contact the principal and report their necessity of absence from school not later than 7:45 a.m. of the day to be missed.
After an illness, teachers are to report their intention of returning to teach by 3:30 p.m. of the day preceding the day they resume teaching. In this way, the substitute can make plans for the succeeding day before leaving school, and the expense and time of additional telephone calls can be avoided.

It is understood that a teacher may have to withhold notification until some time between 3:30 p.m. and 7:45 a.m. of the following morning because he/she has a reasonable doubt concerning the amount of recovery from illness.

**Reporting Child Abuse**

In compliance with PA81-1077 of the State of Illinois, the Board of Education of Pana Community Unit School District No. 8 requires that any employee observing, or having knowledge of, child abuse or neglect as defined by PA81-1077 will report the same to the Division of Children and Family Services and to the principal's office. The principal will forward this information to the superintendent's office and to the school nurse.

**Requisitions**

From the principal's office a teacher may get supplies such as: chalk, glue, scotch tape, paper clips, thumb tacks, staples, masking tape, dittoes, index cards, manilla folders, etc. If a student is sent for supplies, please send a request with the teacher's name on it.
When ordering supplies from the Central Office a teacher must complete a general supply requisition (Form T-10). Please bring this requisition to the principal's office by the end of each week. Do not requisition more than a month's supply at any one time. Supply orders will be picked up on Monday and delivered the following Monday.

In the spring each teacher will be allotted $30.00 for classroom supplies for the next school year. A form will be filled out in detail from a current catalog to include: quantity, description, page number of item, and cost. This supply form is then sent to the principal's office, and it will then be forwarded to the Central Office.

Some playground equipment, such as rubber balls, footballs, basketballs, softballs, jump ropes, etc., can be ordered for the classroom as long as they are a reasonable amount. This form of request will be sent to the principal's office and then forwarded to the athletic director at the Senior High School.

Scheduling Activities

Before any school activity is scheduled it should be cleared with the principal one week in advance. If it is of a system-wide nature, it should be cleared with the superintendent's office. Use of school facilities after school or at night must be cleared through the principal, preferably in writing.
School Board Meetings

Regular meetings of the board shall be held in the office of the superintendent on the third Monday of each month. During the months of April through October, meetings shall begin at 8:00 p.m.; and, November through March, at 7:30 p.m.

School Nurse and Health Records and Services

The school nurse will be in the building at various times during the school year. Her regular time at Washington School will be Wednesday afternoon and all day Thursday.

Health records are kept on all children attending Washington Elementary School. This is a record of the child's physical and dental examinations. It is a record of his/her vision and hearing tests, of growth and weight, immunizations, and a place where all health problems are noted and follow-ups recorded. These records are kept in the student's health folder that is in the nurse's office.

There are certain responsibilities that teachers need to be aware of. They are:

1. Weigh and measure each student in September and again in April.

2. Make certain an accident report form is completed on any student who has been injured.

3. In case of emergencies, the nurse should be called.

4. Each teacher should follow the Pana Unit No. 8 Medication Policy on administration of medicine to students.
Pana Unit No. 8 discourages routine administration of medicine to students by school personnel. The responsibility for administering medication to control diseases rests primarily with parents.

However, to aid parents with students who require daily medication, school personnel will, under certain guidelines, administer medicine that is necessary for the comfort and convenience of the student.

The following guidelines are suggested by the Illinois Association of School Nurses and the American Medical Association and must be followed for medication to be given to a student by personnel of Pana Unit No. 8:

1. Written orders are to be provided to the school from a physician detailing the name of the medication, dosage and time interval in which the medication is to be taken. These orders are to be reviewed periodically.

2. A written request from the parent or guardian of the student to the school district requesting that medication be given at school.

3. Medication must be brought to school in a container appropriately labeled by the pharmacy or physician.

4. The medicine will be kept in a secure place in the school.

5. The school district retains the right to reject requests for the administration of medicine.

Parents who request that medication be given at school should first talk with the principal. Then a form from school must be completed and signed by the parent, by the physician, and by the principal.

No medication will be given out by school personnel until the medication form is completed and returned to the school office.
Sick Leave

Each full-time employee shall be allowed during each school year fifteen days leave without loss of pay for personal illness, quarantine, or death in the immediate family or household. If the employee does not use the full amount allowed for personal illness, quarantine, or death in the immediate family or household, the amount unused shall accumulate up to a total of one hundred fifty (150) days including the current year.

Further explanation of sick leave policy can be found in Article V, Section III, page 22 of the Pana Unit No. 8 School Board Policy.

Solicitation

No teacher, pupil, or other school personnel representing the public schools of this district shall be permitted to solicit paid advertisements from local business or professional men/women for any purpose whatsoever. This also includes donations.

No teacher, pupil, or other personnel representing the public schools of this district shall be permitted to sell items to the general public or to take orders for these items. (Bake sales are excluded.) Also, they may not sell items to the public for school-related organizations such as booster clubs.

No collection of money from students shall be permitted on behalf of any outside individual or organization either
during or after school hours.

No announcements or notices and no distribution of literature shall be permitted on behalf of an outside individual or organization except by permission of the superintendent.

Outside organizations may not use the schools to solicit students to secure pledges or otherwise help in money raising campaigns.

Special Education

It is the responsibility of the local school district to provide special education services to all children, from ages three through twenty-one, who live in their district, if those children are: deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, health impaired, orthopedically impaired, learning disabled, speech impaired, visually handicapped, or emotionally disturbed. Children may be referred for special education services by parents, school personnel, community agencies, or the child himself.

State statutes require individual school districts and each building in a district to establish staffing or multidisciplinary teams to study the needs of exceptional children. Representatives from administration, instruction, and pupils serve on these teams as indicated in the guidelines related to the special education laws. The goal of the Child Study Team (CST) procedures is to bring about a team effort towards the early identification and intervention of any academic or behavioral problems a student may have.
Classroom teachers' responsibilities include: to provide information, data and expertise about a student from a classroom perspective; to serve as a liaison between classroom and the home; and to provide diagnostic and assessment information about classroom performance (informal and standardized achievement tests).

The process outlined below shall be initiated when the classroom teacher first becomes concerned about a student's lack of academic or behavioral progress (usually during the first part of the school year):

I. Prior To Referral

A. If a problem exists within the classroom then (in order):

1. Consult the child's cumulative folder for pertinent data and related information that may aid in the understanding and possible remediation of the problem.

2. Consult with former teachers and other staff involved with the student.

3. Arrange individual conference with principal to discuss case.

4. Arrange individual conference with parents. This contact should be personal in nature. A telephone call or a conference is preferred. The intent of this first contact is to make the parent aware of the concern and to seek out more information that may assist in helping the child.

5. Contact the parents a second time. This contact is to inform the parents of possible progress of their child or to express continued concern and a need for further professional assistance.

6. Observation of student by principal and/or designate.

7. If, up to this point, the child continues to have academic or behavioral difficulties and all the resources mentioned above have
been tried, contact the principal about a possible referral.

II. Review of Referral (Meeting #1)

A. Participates in team process and assists in determining what data is to be collected and by whom for individual students. Makes report to team based on personal knowledge of child and previous intervention attempts.

B. Accepts educational diagnostic/assessment responsibilities as an outcome of the referral review meeting.

C. Reports to team expected educational outcomes of process.

III. Evaluation

A. Collects relevant data from observations or classroom behavior and reviews cumulative data.

B. Administers informal and formal diagnostic measures.

C. Synthesizes data and prepares written report for parents and other staff review.

D. Meets with principal to help him/her understand nature of data so he/she can explain it to parents.

IV. Educational Planning (Staffing - Meetings #2 and #3)

A. Present data: brief statements on classroom behavior and performance; major findings of evaluation; summary of conclusions drawn from data.

B. Participates in team decision and program planning, i.e., deciding eligibility, goals and objectives; develops specific recommendations based upon specific instructional needs.

C. Serves as case manager if assigned.

D. Monitors pupil progress and provides appropriate reports to parents/guardians and administrator.

E. Reacts to the feasibility of in-class modifications recommended at staffing.
Student Programs

Faculty members are encouraged to attend school activities and functions. It helps develop good relationships with the student body, as well as indicates to the community an interest in the school.

Substitute Teacher Policy

In that an emergency or sickness may affect any member of the staff, it is requested that all members of the teaching staff prepare an information packet for the substitute teacher. This information should provide better professional articulation between substitutes and the educational program of the school. It is my desire that the program continue as if the regular teacher were there. The teacher should be sure the following information is available for the substitute teacher:

1. Attendance procedures.
2. Daily program indicating sequence and allocation of time for various topics.
3. Seating chart of all students in class.
4. Fire and disaster drill information and procedures.
5. Lesson assignment sufficiently explicit to enable the substitute to direct learning activities.

This information should be available in some appropriate place in the classroom. (It must be available for the substitute teacher.)
Talking with Salesmen

A teacher should not talk with salesmen during the school hours unless the salesmen have written or verbal permission from the principal's office.

Teacher Evaluation

One of the most important supervisory functions of the principal is evaluating the effectiveness of the instructional staff. Without knowledge of the teaching practices in his/her building, the principal cannot give direction to bring about improvements in the educational program. One of the truest measures of the quality of an educational program is the service of the individual teacher. Building on teaching strengths, developing weaknesses into strengths, sharing effective methods, and cooperatively working on raising the level of teaching are the benefits to be gained from a cooperative program of evaluation.

The basic purpose for evaluating instructors is to help teachers to do a more effective job and, thus, improve the entire program. If the evaluation is to achieve these purposes, it is necessary for the evaluation to be meaningful. This type of evaluation cannot be carried on as a one-way procedure. It must reflect interaction between the school administrator and the instructional staff.
Teacher Injuries

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 principal's office in order that the proper claim reports may be made with the insurance company.

Teachers' Lounge

The lounge in the building is a gathering place for teachers to relax and take a short break from their work. Students shall not be permitted to use the lounge. Some of the rules that should be followed are:

1. Smoking will be permitted in the lounge. Ash trays should be dumped and cleaned daily.

2. A refrigerator is provided in the lounge for those teachers who would like to bring their sack lunches, drinks, etc.

3. Coffee may be brewed in the lounge. There is also coffee in the kitchen. During free periods, teachers may wish to take time for a coffee break or for a bottle of pop. If teachers do not have students in their room, they may drink their coffee or pop in their room. Please leave the pop bottles in the lounge.

4. There will be no cooking of food in the lounge.

5. Teacher-parent conferences shall not be held in the lounge.

6. An effort will be made to keep the lounge supplied with current magazines, board minutes, catalogs, and some professional readings. If teachers take any of these materials from the lounge, they should return them promptly when they are finished with them. When the materials are in the lounge, they should be kept in the bookcase and not scattered all over the lunch tables.
7. Teachers can eat their sack lunch or hot lunch in the lounge.

8. Please throw away all trash and return coffee cups and glasses to the cafeteria.

9. Teachers are to be out of the lounge by 8:15 a.m. each morning. It is each teacher's responsibility to keep the lounge in a presentable condition. Please keep the lounge neat and as comfortable as possible.

Textbooks

A fee of $16.00 per year for each full-time student (grades pre-first - 6) should be paid at the time of registration. The kindergarten supply fee is $10.00. The fee includes textbooks, workbooks, and supplementary materials. No books will be issued until rental has been paid or arrangements have been made with the principal in charge of the school building.

Since the textbooks are rented to the students, he/she is responsible in treating the books with reasonable care. If a book is damaged beyond what is considered to be normal wear, it will be the responsibility of the student to pay for the book. The teacher is to be alert for the kinds of treatment the student is giving his/her school books. This should be reported to the principal's office.
Times For Elementary Grade Personnel

<table>
<thead>
<tr>
<th></th>
<th>Arrival</th>
<th>Departure</th>
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</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>8:00 a.m.</td>
<td>4:00 p.m.</td>
</tr>
<tr>
<td>Secretaries</td>
<td>8:00 a.m.</td>
<td>4:00 p.m.</td>
</tr>
<tr>
<td>Teachers</td>
<td>8:10 a.m.</td>
<td>3:30 p.m.</td>
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<tr>
<td>Janitors</td>
<td>Dayshift-7:00 a.m.</td>
<td>3:00 p.m.</td>
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<tr>
<td></td>
<td>Nightshift-3:00 p.m.</td>
<td>11:00 p.m.</td>
</tr>
<tr>
<td>Cooks</td>
<td>7:30 a.m.</td>
<td>1:30 p.m.</td>
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<tr>
<td>Lunch aides</td>
<td>11:00 a.m.</td>
<td>12:45 p.m.</td>
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All teachers are required to be in their respective classrooms or assigned areas by 8:15 a.m. and remain after school until 3:30 p.m. On Fridays and the last day before vacation teachers may leave immediately after the buses leave and after all supervision is completed. If any teacher must leave school during school hours, including lunch, the teacher must have the permission of the administration. Teachers wishing to leave early must secure the permission of the administration prior to leaving.

Tort Liability and Teachers

Teachers are more vulnerable than ever in the eyes of the law for civil tort liability (injury or wrong caused to one party by another party). Professional publications and newspapers contain a growing number of reports on civil actions that have been filed against teachers for student injuries resulting from negligence. It is imperative that teachers be
aware of the manner in which the law generally views their professional role.

Some specific cautions which teachers should follow to show that they are acting as "reasonable prudent persons" are as follows:

1. Constant supervision of 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.

2. Take appropriate safety precautions in all classrooms, but especially in classes such as science and physical education where the potential for accident 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 a teacher is well qualified, he/she should not attempt to administer first aid or move a student who is injured. Notify the school nurse immediately.

4. Have all students who will be participating in field trips complete permit slips.

Town Students

There are some basic rules that town students should follow when arriving at school or being dismissed from school. They are:

1. Town students are not to be at school before 8:20 a.m.

2. Town students will walk directly to their classrooms upon arrival.

3. Any town student arriving before 8:20 a.m. must have written permission approved by the principal.

4. When the 3:00 p.m. bell rings, town students will be dismissed by teachers and will walk all the way from the classroom until off of the school grounds.
5. Town students will leave school grounds at once unless other arrangements have been made with the teacher.

Transportation and Parking

Staff members will park only in those areas designated for parking. They are:

1. Parking lot that is provided on the west side of the school.

2. Along the north side of the street on the south side of the school.

3. In front of the school as long as it is north or south of the posted "No Parking Beyond This Point" signs.

There will be no parking exactly in front of the elementary building between the two no parking signs because this is used for arrival and departure of students and buses. Also, there should not be any parking beside the building just east of the blacktop that is located on the west side of the school building.

Visitors

Students are not to bring visitors to school under any circumstances. If a visitor does come with another student, please report it to the building principal. Visitors accompanied by a parent or guardian will be permitted to visit classrooms as a guest of the school.
CLASSROOM MANAGEMENT AND PROCEDURES

Administering of Tests

Do not send unaccompanied students to the library to take make-up tests. That should be accomplished in class under the supervision of the teacher. In addition, students should not sit outside of the classroom unsupervised to take tests or work on lessons.

Authorization to Attend Professional Meetings and Expenses for Professional Meetings

Pana Unit No. 8 School reimburses at the rate of 20 cents per mile for authorized travel involving school business. Travel to meetings within the district or educational association meetings at other sites cannot be reimbursed.

If an elementary teacher wishes to attend a workshop, meeting, educational conference, etc., that is authorized and can be reimbursed by the district, he/she must fill out a request for authorization to attend the professional meeting (Form T-22). Information that should be included is as follows:

1. Request date
2. Teacher's name
3. Nature of meeting/workshop
4. Date of meeting
5. Estimated Expenses
   a. Travel
   b. Meals
   c. Lodging

6. Substitute needed (not over 2 school days)
This form should be submitted to the principal's office in triplicate as far in advance as possible.

After returning from a professional meeting/workshop, etc., the actual expenses incurred for the professional meeting need to be submitted (Form T-23) via the principal to the superintendent's office. The information should include:

1. Meeting:
2. Place:
3. Date:
4. Mileage: _____ miles (20¢ per mile)
5. Hotel Room:
6. Meals:
7. Other:
8. Total Expenses
9. Signature of teacher

Care of Building and Equipment

Any time that a teacher notices school property in his/her room or any other place that needs repairing or has been defaced, he/she should write a note giving this information to the principal. The principal will pass it on to the superin-
tendent if it does not apply to property directly under the principal's supervision. We do want to keep all school property in a good state of repair, and teachers can assist us in this way. Teachers are expected to submit a repair requisition at the end of the school year for any maintenance that is deemed necessary.

Carrying Food and Drinks in Halls

At no time during school hours are staff members to drink coffee or other types of beverages in the halls. Teachers may drink beverages in classrooms only during planning or lunch periods, provided students are not present.

Food should be eaten in the cafeteria or in the teacher's lounge. At no time should food be carried out of the cafeteria or be eaten in the classroom unless on a special occasion and upon approval by the principal.

Food will not be prepared in the teacher's lounge; however, coffee may be brewed in the lounge.

Citizenship and Attitudes

Teachers must guide the way to good citizenship and right attitudes by daily example to the students under their supervision. Business-like direction of class activities by the teacher is a must in developing right habits and conduct in the life of the student. The habits practiced by students in classroom situations mirror the attitudes, thinking, and leadership abilities of the teacher.
Classroom control, the mark of a successful teacher, is a must if the educational goals of today are to be achieved. Such undesirable conditions as overcrowded, unruly classrooms, and the increased delinquency that accompanies changing family and community patterns are not new, but they do show the necessity of giving attention to the attitudes and consequent behavior of pupils. Cooperative, industrious students make possible an educational program of the quality necessary for the survival of our democratic way of life.

The positive approach suggests prevention rather than cure of discipline problems. Invest in teaching habits that pay high discipline dividends. The following is recommended as a guide to good classroom control:

1. First and foremost, every classroom teacher should have classroom rules. These rules should be discussed with the students at the start of school and also posted on the room bulletin board.

2. Be business-like. Make good use of time.
   a. Begin class promptly and with real enthusiasm.
   b. Keep students busy. Provide a full day's work, yet include variety.
   c. Be firm - keep rules short and simple and adhere to them.
   d. See that the class is busy before meeting the needs of a few.
   e. Make assignments clear - orally, mimeographed, or on the blackboard.
   f. Grade in terms of assignments.
   g. Hold every member of the class responsible for all work assigned.
h. Know what each pupil is doing at all times.

i. Use lesson plans that will not be upset by restlessness at such times as prior to holidays or vacations.

3. Provide the best possible physical environment.

a. Be sure supplies and equipment are conveniently located.

b. Reduce unnecessary traffic and congestion in the room.

c. Keep the classroom orderly. Share housekeeping responsibilities with students.

d. Study the seating of students carefully with an eye to possible necessary changes.

e. Strive to keep the room pleasant and attractive with displays, a bulletin board, and other materials that are both decorative and educational.

4. Know your students.

a. Learn names quickly.

b. Notice the attendance record. If it is poor, find out why.

c. Discover student interests and special abilities. Study cumulative records.

d. Note acceptance of individuals by classmates.

e. Be aware of personality habits, such as courtesy.

f. Find some quality to honestly admire in each student.

g. Try to see that each student experiences some success daily.

h. Use student activity, discussion, and exhibits to create interest.

i. Be aware of cause of extreme - over-achievement and under-achievement.

5. Cultivate helpful personality traits and habits yourself.

a. Be friendly. Smile and greet students by name.
b. Carefully observe all rules expected of the class.

c. Each teacher should be careful with his/her voice. Keep it audible, but quiet, firm, and low pitched.

d. Be enthusiastic, but do not monopolize class time.

e. Be aware of posture - stand erect, look alert.

f. Develop a sense of humor - the ability to have real fun and laugh at anything truly humorous.

g. Be healthy - watch nutrition, sleep, and recreation.

h. Be fair and consistent. Stress desirable standards for the group in discussing problems.

i. Be confident. Do not ignore small matters, be aware of them, and if possible, correct offenders with quiet signals.

j. Be self-controlled.

k. Be on time to class or any other assigned duty.

6. Leaving class unattended.

It is very poor practice on the part of the teacher not to reach the classroom on time or to leave the class unattended for any period of time. Please keep in mind that a teacher is responsible for the class from the time he/she enters the room until the day has ended. Anything can happen in the absence of a teacher which will tend to break down all of the good a teacher has done previously to develop good work and proper conduct.

7. Items to remember and practice daily.

a. Be on duty in the classroom five minutes before students arrive in the classroom.

b. Leave a passageway at the rear, on each side, and at the front of the classroom at all times.

c. See that the classroom is left clean and neat in appearance at the end of the school day.

d. Ask questions if there is something not understandable.
e. Urge students to complete work on time.

f. Encourage students to have their textbooks in good condition and ready to turn in at the end of school.

**Classroom Housekeeping**

Each teacher is responsible for the care of the school room and its contents. At the end of each day, the room is to be left in a neat and orderly manner. When leaving the classroom at the end of the day, make sure all windows are closed, shades are pulled at the right level, and lights are turned off.

Materials such as pictures, etc., should not be nailed or tacked to the walls and doors of the classrooms. Please use tack board strips, bulletin boards, or blackboards to display educational materials in the room. Chalkboards are the responsibility of the teacher. A can of spray cleaner and a cloth may be obtained from the janitor. Also, bulletin boards should be kept attractive and current.

It is the responsibility of the teacher to keep the room well ventilated, attractive, well organized, well lighted, and suitable for a good teaching atmosphere.

**Classroom Parties**

Primary E.M.H., Kindergarten, Pre-First, and Grades 1-6 will be allowed to share a birthday treat if they so desire. The sharing of birthday treats should not take up a lot of
school time and should be done towards the end of the school day. Usually, a parent makes the necessary arrangements with the teacher.

Other parties in the classroom should be kept to the main holidays (Halloween, Thanksgiving, Christmas, Valentine's Day, and Easter) during the school year. Usually, parents will volunteer to be room mothers for a classroom and this saves the teacher having to ask a parent.

Before Christmas a name exchange or boy/girl exchange will be arranged by the Washington School staff. There will be an upper limit of expenditure for these gifts. The exchange party will take place on the last day before Christmas vacation.

There will also be a one hour early dismissal on the last day before the holidays of Thanksgiving, Christmas, and Easter.

**Disaster Drill**

During a disaster drill for tornadoes, cyclones, and severe wind storms, there will be a voice notification over the intercom. When having a drill, the teacher should take his/her students directly to their particular area that is assigned on the *Tornado Alert Map* which is posted in each classroom. The teacher should have all students crouch down on their knees with their heads in their laps and their hands over their heads.

Students should also follow some of the same rules as in a fire drill which are:
1. Do not get books and/or personal possessions.
2. Walk, do not run.
3. Do not push or shove.
4. Remain quiet and orderly.

The principal will then give voice notification over the intercom when it is all clear.

The above plan is for when we have ample time. When we do not have adequate time to follow the above procedures, all students should crouch down under their desks with their hands over their heads and their backs to the windows. All windows and doors should be left open.

**Discipline**

Discipline is the responsibility of each teacher, whether in the classroom, in the cafeteria, in the gymnasium, in the hallways, on the playground, or at any school function.

Good discipline in schools is extremely important to all of us - teachers, principal, superintendent, board of education, and parents. In the end, good discipline is important to the students most of all, for upon it depends the kind of schooling they will receive. Without good discipline, the schools cannot discharge their primary function of guiding the development of new citizens. Without it, students cannot realize their greatest opportunities for growth.

In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the principal, the superintendent, and the board of
education. In order to repeatedly give the support which the
teacher needs, the administration and the board of education
must know that the teacher's procedures have been in accordance
with good educational practices. In order to form the basis
of mutual understanding, the following principles are set
forth:

1. Good discipline is usually positive rather than
negative in nature. It consists of keeping students
interested and busy doing constructive and worth­
while projects rather than punishing students for
being destructive and antisocial.

2. Not all students respond to positive discipline
and punishment or curbing of some kind is required.

3. Good discipline is always fair, consistent, digni­
fied, and in good temper.

4. Corporal punishment may be administered to a stu­
dent as a last resort to effect proper conduct.
The use of corporal punishment is to be kept at a
minimum. When corporal punishment is administered,
the following rules and procedures are to be ob­
served carefully.

   a. Corporal punishment can be administered by the
      principal or a teacher. If corporal punishment
      is administered, another member of the certifi­
cated staff must be present as a witness.

   b. Corporal punishment may be administered only
      after the nature of the offense is fully ex­
      plained to the student.

   c. The punishment should be administered with a
      paddle and to the buttocks only.

   d. Corporal punishment is not to be administered
      in the presence of other students, nor as a
      mass punishment procedure.

   e. The punishment should be reasonable, never so
      administered as to leave permanent ill effects.
      Such punishment should not be inflicted with
      malice or in heat of anger.

   f. School personnel who administer corporal punish­
      ment should be prepared to justify such punish­
      ment as reasonable and just.
g. A written report of any act of corporal punishment will be kept on file in the principal's office.

h. Parents and guardians do have the right to submit a note which would disallow the use of corporal punishment on their children. Check with the principal's office for names of children who may have such notes on file.

5. When conferences with teachers and principal, and joint conferences with parents, fail to bring about acceptable patterns of behavior, the student must be eliminated from school in the interest of the larger group of students.

6. The principal may suspend a student for good cause - gross disobedience, misconduct, insubordination, emotionally disturbed - for a period of time not to exceed ten days at a time or until such time as a satisfactory arrangement can be made with the parents.

7. When possible, deal with individuals rather than an entire class.

8. Avoid making threats that a teacher either cannot or may not wish to carry out.

9. Teachers are not permitted to drop students from their classroom.

10. Only the board of education may expel a student permanently from the school for gross disobedience or misconduct, upon the recommendation of the superintendent.

11. When students act irresponsibly, violate the rights of others, or present an actual or threatened danger to persons or property, they are subject to the loss of some of their rights.

**Fire Drill**

During the first month of school the principal shall conduct fire drills as often as necessary to insure that students are vacating the building in minimum time. Each building will be checked for time during the last week of September.
There shall be a minimum of three (3) fire drills held annually in all schools.

The fire drill instructions for Washington Elementary School are as follows:

1. Alarm:
   a. Continuous beep of fire horn.
   b. When possible, voice announcement over intercom.

2. At the sound of the alarm, personnel and students will exit the school building as indicated on the evacuation instructions that are posted in each room.
   a. Do not get books and/or personal possessions.
   b. Close all windows.
   c. The last person out of the room closes the door.
   d. Walk, do not run.
   e. Do not push or shove.
   f. Remain quiet and orderly.
   g. Remain with your class until signaled to return to the building.
   h. Teachers will follow the last student out of the classroom, ensuring they are clear of the building.
   i. Teachers will report any problems or missing students to the principal.

3. The principal will notify personnel when it is clear to return to the building.

The evacuation procedure for Washington School is as follows:

Basement:

Mrs. Cornwell's class keep to right side of stairs and go out back north door.
Music Room - keep to center of stairs and go out back north door.

Mr. Abell's class keep to left side of stairs and go out front north door.

Miss Mishou's class keep to left side of stairs and go out front north door.

Mrs. Wilcox's class keep to center of stairs and go out back south door.

Miss Werner's class keep to left side of stairs and go out back south door.

Miss Eiler's class keep to left side of stairs and go out back south door.

Lunch Room/Gym - use stairs without crowding and go out either back door.

First Floor:

Mrs. Cochrans' class keep to left side of stairs and go out back north door.

Mrs. Beyers' class keep to center of stairs and go out front north door.

Mrs. Cole's class keep to left side of stairs and go out front north door.

Mrs. Taylor's class keep to right side of stairs and go out front north door.

Mrs. Roark's class keep to left side of stairs and go out front south door.

Mrs. Gross' class keep to right side of stairs and go out front south door.

Mrs. Shotton's class keep to center of stairs and go out front south door.

Miss Daniel's class keep to left side of stairs and go out back south door.

Second Floor:

Mr. Nicolas' class keep to right side of stairs and go out back north door.
Mrs. Endris' class keep to left side of stairs and go out back north door.

Mrs. Enge's class keep to center of stairs and go out front north door.

IMC, Nurse and Band - use stair space available and go out front north door.

Miss Whiting's class keep to right side of stairs and go out back south door.

Mr. Bohannon's class keep to right side of stairs and go out front south door.

Speech Room keep to right side of stairs and go out front south door.

Furniture and Equipment

Teachers are to see that school furniture and equipment is not marred, defaced, or damaged in any way. A constant check on the part of the classroom teacher is required to keep a room clean and neat in appearance. Develop pride in the classroom and students will soon catch the spirit and help the teacher make it a pleasant place in which to work. If teachers have an item that is broken or working improperly, report it to the principal.

On the last day of teacher attendance, a repair requisition (Form EV-12) and an equipment inventory (Form EV-11) should be submitted to the principal.

General Instructions on Tests and Grading

1. In determining the nine week grades, a teacher should consider the following:
a. Daily preparations and grades
b. Scores on tests
c. Homework grades
d. Make-up work from absences
e. Extra work

2. Students who have an excused absence will have one week from the date of their return from an absence to make-up work.

3. All grades entered in the grade book should be according to the grading system used for that grade level.

4. Transfer students' grades will be available to the teachers by the principal's office.

5. Each teacher is responsible for writing their grades on their report cards. No aides, students, or others are to write grades on report cards.

6. Art, music, and band teachers will be responsible for providing classroom teachers with grades of students in their class. Classroom teachers will be responsible for posting the grades on the report cards.

7. The weight and height on all students will be taken by the classroom teacher and recorded on the students' report cards.

Grade Books

Every teacher is provided with a grade book. The grade book will not only reflect test grades, but homework grades, daily grades, absences (both excused and unexcused), an outline of the grading scale (which is different in kindergarten, pre-first, grades 1-3, and grades 4-6), an explanation of grades and grading system, and ledgers for all notations.

The grade book should never be left unattended. Furthermore, students should never have access to a grade book. The
principal will review grade books periodically during the school year.

Grading Papers

Each paper assigned is for a definite purpose. A paper that is worth assigning is worth grading and should be graded and recorded. When a paper is graded it should be returned to the student for corrections. Corrections should be checked and the paper either returned to the student to be taken home or placed in the student's file that is kept by the teacher and can be used during parent-teacher conferences.

Papers and tests should not be graded by students.

Homework Guidelines

Students that are sick and going to be absent from school may be allowed to work on their assignments at home provided they meet the following criteria:

1. Parents contact the principal's office giving notification of the illness and desire to secure homework.

2. Parents will set a time and date with the teacher to come to the school and pick up books, homework, and to talk with the student's teacher.

3. No students will be allowed to pick up homework assignments except the brother or sister of the student after the initial contact by the parents.

4. Homework will be expected to be turned in when the student returns to school.

5. Students should have a note from parents showing an excused absence the day they return. No make-up work should be accepted unless the note is secured.
These guidelines may be changed by the individual teacher provided they inform the principal of how they wish to handle homework.

Each grade considers its instructional program and age levels of students when considering assigning homework. Older elementary students can expect more homework than the primary pupils. Most of the study time periods during school time are adequate to complete assigned work. Some pupils may find it necessary, however, to take work home. At times, a longer-range project or special report may require a student to use home reference books or to do library research. Again, if students apply themselves during their normal school day, they should seldom have work to take home.

Inventory

Inventory is another important task of a classroom teacher. A revised inventory is made for each classroom at the end of each year. Additions to the classroom, such as purchases of new equipment or materials, transfers from another room, etc., are written on Form (ey-11).

Lesson Plans

A well planned and administered classroom instructional program is expected of each teacher. Laxity in planning and poorly executed classroom activities breed lack of interest and create an improper classroom atmosphere. This results
in poor discipline and in the development of poor attitudes on the part of students toward their work, school, and the faculty. It is the responsibility of each teacher to maintain a wholesome work climate no matter what subject or activity they may teach. Teachers are expected to guide students into constructive patterns of successful scholarship and citizenship.

Teachers will be required to formulate weekly lesson plans. Plans should be descriptive and have weekly objectives for each subject area. Plans should contain a seating arrangement for the class, any extra duty assignments of the teacher, and should be prepared a week in advance. Plans should always be left in the desk to insure availability for substitute teachers.

Lost Textbooks

If a student loses his/her textbook, the teacher will not issue that student another textbook without the approval of the principal's office. Please make the following procedure part of the classroom rules:

1. Students will be required to bring their textbooks to class everyday.

2. If a student loses his/her textbook, they should notify the teacher, who will send them to the principal's office. Students will be provided one textbook. However, if that book is lost, they will not receive another until they pay for the one lost book or the teacher has approval from the principal to loan a second book to the student.

3. The cost of a workbook will be the going rate for that workbook and the cost of a textbook will be based on the original price and the number of years that it has been in use.
Notes from Students After Being Absent

It is the responsibility of the classroom teacher to insure students that they have a note from their parents after being absent from school. This same procedure should be used on students that are continuously tardy. If the absence or tardy is excused, the student should be allowed to make up the work. If the absence is unexcused, the student may not be allowed to make up any missed work.

Policies on Grading

Philosophy on Grading:

1. A public supported school has an obligation to every student.
   a. Any subject can benefit the student who does not plan to attend college, as well as be a preparation for the college bound student.
   b. There should be little reason that any student, if he has the prerequisites, should not be able to do satisfactory work in any course in which he is interested.
   c. Consideration should be given to the general level of ability of the entire class, as well as the range of abilities of the individuals within the class.

2. The school has an obligation to maintain high standards of scholarship.
   a. A grade that is too easy to get fails to challenge the best efforts of any of the students.
   b. High standards do not, however, require a minimum of high grades and a large number of failures.
   c. Standards should maintain a balance between challenging the efforts of each student and being within the ability of all the students.
d. The teacher has an obligation to search for methods that motivate reasonable effort on the part of every student. Using only one teaching method may brand as failures any students who do not respond to that particular method.

3. A variety of factors enter into the grade given a student.

a. Grades include the attitude of the student and the effort he/she puts forth in relation to his/her ability, as well as his/her achievement in the subject.

b. No series of questions have been devised which report that the grades given on the answers completely measure the amount of knowledge that a student has on a subject.

c. Teachers who consistently emphasize grades as their motivation method may place an undue emphasis on studying to make grades rather than learning the material in the course.

Records and Reports

All reports should be made promptly with accuracy and neatness.

Report Cards

Report cards will be distributed to the students on the Thursday following the close of each nine week period, except for kindergarten and pre-first.

The kindergarten, pre-first, primary grades (1-3), and intermediate grades (4-6) have different grading systems for their report cards. They are:

a. Kindergarten (2 periods)

Evaluation symbols used for this Progress Report are based upon the teacher's most accurate estimate of
the child's own ability. They do not indicate his/her standing in relation to the group.

The grading system is as follows:

S - Satisfactory
N - Needs Improvement
I - Improving, but not as yet satisfactory

B. Pre-First (2 periods)

The grading system is as follows:

S.G. - Super Good
G - Good
S - Satisfactory at this time
N - Trying, but needs work

C. Primary Grades 1-3 (Every nine week period)

The grading system is as follows:

E - Excellent progress
1 - Better than average progress
2 - Average progress
3 - Slow progress
N - Not working up to capacity

D. Intermediate Grades 4-6 (Every nine week period)

The grading system is as follows:

1. Letter grades

A - Excellent (94-100)
B - Above Average (86-93)
C - Average (78-85)
D - Below Average (70-77)
F - Below Passing (69 or below)
2. Symbols for listing below each subject
   + - Outstanding
   - - Needs improvement
3. Symbols for non-graded subjects
   S - Satisfactory
   N - Needs improvement
   U - Unsatisfactory

Retention

The following points are to be used as a basis for retention:

1. In grades 1,2,3, failure of reading will be considered a basis for retention.

2. A student should not be retained for more than one year at any specific grade level.

3. In grades 4,5,6, grades should be considered on a subject basis: Language Arts, Social Studies, Mathematics, and Science.

4. The lowest passing average of 70 would be based on the average grades of all subjects in a specific area.

5. Failure in two areas would constitute basis for retention.

6. After one retention in a specific grade, or at the teacher's and principal's discretion, a student could be "lifted" if he/she has not achieved grades which merit promotion.

7. A student's report card and their permanent record will show "lifted", if this is the decision, rather than "promoted".

By using this system we hope that the bulk of the retention will be in grades kindergarten, first, second, and third. We feel that the student will generally profit more from retention in the primary grades than at any other level.
Sending Students to the Office for Disciplinary Reasons

Any time a student is sent to the principal's office for disciplinary reasons, a disciplinary slip should be sent with the student to the office. No action will be taken by the principal until the teacher does submit a discipline notice.

In addition, once a student is sent to the office, all disciplinary action will be at the discretion of the principal.
ADMINISTRATIVE ANNOUNCEMENTS

Cognitive Abilities Test Information

Ability Testing

For the first time in many years our district will be administering an abilities test. All students in grades 1 - 3 - 5 - 7 - 9 - 11 will be given the cognitive abilities test and the top 15% of students in grades 2 - 4 - 6 - 8 - 10 - 12 will be given the test. Students in grades 1 and 2 will use a consumable test booklet. Students in grades 3 through 12 will use a multilevel test booklet and a separate answer sheet. So that conditions will be as uniform as possible for all levels, we ask that teachers follow the directions in the "Examiner's Manual" and follow the schedule that is set up below.

Dates

Cognitive ability testing at the Jr. and Sr. High level will take place between September 10 and September 17. Cognitive ability testing in grades 1 through 4 will take place between September 21 and September 25. Cognitive ability tests at the 5th and 6th grade levels will be given between September 28 and October 1. All testing will be completed by October 1.

Time and Schedule

Please start the tests as soon as possible each morning. At the Jr. and Sr. High levels, the complete test may be
given at one grade level on the same day. At the elementary level in grades 3 through 6 the following format should be used.

1st day - Verbal Battery (Test 1, 2, 3, and 4) (34 minutes)

2nd day - Quantitative Battery (Test 1, 2, and 3) (32 minutes)

3rd day - Nonverbal Battery (Test 1, 2, and 3) (32 minutes)

4th day - Make-Up Tests for students who have been absent and get test booklets, examiner's manual, and other material to assigned person by the end of the school day. Turn in the answer sheets to the building office.

At the 1st and 2nd grade levels, teachers may wish to administer the 4 subtests on 4 different days. This is permissible. If this is done, use September 25 as a make-up date. Turn all materials into the building office by the end of the school day on September 25.

Procedure for Passing on Materials

Counselors at the Jr. and Sr. High should return all test booklets, examiner's manuals, and other materials to the unit office by the end of the school day on September 17. Each teacher at the 3rd grade level will be given 1 examiner's manual, enough student booklets for the students in their class, enough answer sheets for the students in their class, and a "Testing - Do Not Disturb" sign on September 18. First grade teachers will be given testing materials sometime during the week of September 14. Third grade teachers are to pass the examiner's manual and test booklets to the following 5th grade teachers on September 24.
Mrs. Henschen to Miss Henschen - 22 booklets, 1 examiner's manual, 1 sign (4 booklets in folder)

Mrs. Windhorst to Mrs. Baldwin - 21 booklets, 1 examiner's manual, 1 sign (5 booklets in folder)

Mrs. Fodge will receive materials from the office.

Mrs. Cole to Mr. Abell - 18 booklets, 1 examiner's manual, 1 sign (6 booklets in folder)

Mrs. Cornwell to Mr. Nicolas - 18 booklets, 1 examiner's manual, 1 sign (7 booklets in folder)

All teachers should alphabetize and turn in answer sheets to the building office on the date that testing is completed. Fifth grade teachers should also turn in test booklets, examiner's manual and other materials on October 1.

**Testing at Grades 2, 4 and 6**

Since we will be testing only the top 15% of students at the 2, 4, and 6 grade levels, we have asked Mrs. Endris, Mr. Allen, and Mrs. Enge to assist in testing these children. The top 15% of 2nd grade children at Lincoln will be tested by Mrs. Endris during the afternoons of September 21, 22, 23, and 24. The top 15% of 2nd grade children at Washington will be tested by Mrs. Endris during the mornings of September 21, 22, 23, and 24. Fourth grade students at Lincoln will be tested by Mr. Allen during the mornings of September 21, 22, 23, and 24. Mrs. Enge will test 4th grade students at Washington during the mornings of September 21, 22, 23, and 24. Sixth grade students at Lincoln will be tested by Mr. Allen during the mornings of September 28, 29, 30, and October 1. Sixth
grade students at Washington will be tested by Mrs. Enge during the mornings of September 28, 29; 30, and October 1.

**Level of Testing**

Except at the 1st and 2nd grade levels, we will be using a multilevel booklet which will be used by all grades (3 through 12). It is therefore imperative that much attention be given to where the students are to begin and finish on each subtest. This is explained in the examiner's manual but must be reinforced for the students. The following levels are to be given at the listed grade.

- Grade 1 - Level 1 (machine scorable booklet)
- Grade 2 - Level 1 (machine scorable booklet)
- Grade 3 - Level A
- Grade 4 - Level B
- Grade 5 - Level C
- Grade 6 - Level D
- Grade 7 - Level E
- Grade 8 - Level F
- Grade 9 - Level F
- Grade 10 - Level G
- Grade 11 - Level G
- Grade 12 - Level H

**After Completion of Tests**

After the final tests are completed, please arrange the answer sheets in alphabetical order and return them to the building office.
Results

Results of the tests will be returned to the buildings as soon as possible. The scores should be one more way of helping know the students better.

Questions

If any teacher has further questions concerning the Cognitive Abilities Test, please contact Barry Heaton.

Cognitive Ability Test Material Distribution

The following materials have been distributed to the indicated teachers as of September 3, 1981. Ability testing will begin at the Jr. and Sr. High levels on September 10 and will be completed by September 17. Test booklets will be distributed to 3rd grade teachers, Mr. Allen, and Mrs. Enge on September 18. Third and 4th grade testing will begin on September 21 and will be completed by September 24. Fifth and 6th grade ability testing is to begin on September 28 and is to be completed by October 1. All teachers that will be administering the test have been given an examiner's manual, a test booklet, and enough answer sheets for the student's in their class. Please be familiar with the instruction sheet and the manual prior to administering the test. It is also very important that the tests be completed at each grade level by the scheduled completion date as the test booklets will be needed elsewhere.
<table>
<thead>
<tr>
<th>Name</th>
<th>Test Booklets</th>
<th>Answer Sheets</th>
<th>Level</th>
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<td>1(2nd)</td>
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Forms in Use for Pana Community Unit School District No. 8

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<tr>
<th>Form No.</th>
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<td>A-1</td>
<td>Teacher Evaluation Instrument</td>
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<tr>
<td>A-10</td>
<td>College Tuition Reimbursement Request</td>
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<tr>
<td>A-12</td>
<td>Request for Extension Course Credit to Apply to 5 Hour Rule or Salary Schedule</td>
</tr>
<tr>
<td>A-13</td>
<td>Official Notification to Central Office from Schools to Pana CUSD#8 (Pertains to Student Teachers, Teacher Aides and Students Placed in a Building for a Period of Instruction or Training)</td>
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A-14 Extra Time Sheets (Custodian, Title I, Laundress)
A-15 Complaint Form (to be used by a Parent or Patron of Pana CUSD#8 pertaining to said person's dissatisfaction with a textbook or library book)
A-16 Telephone Log
A-17 Denial of Admission to Basketball Games
A-18 Substitute Teacher Monthly Report
CF-1 Cafeteria Requisition Form
CF-2 Cafeteria Monthly Report Form
CR-1 Custodian Requisition Form
CR-2 Completion Orders for Rudow, Cloninger, Beyers
EY-10 Teacher End of School Information Sheet
EY-11 Equipment Inventory (turned in at end of school)
EY-12 Repair Requisition (turned in at end of school)
G-1 Gym Rental Forms (Lincoln and Washington)
H-1 Teacher Health Form
H-2 Health Exam Form - School Lunch Program
L-10 Library Book Order Forms
L-11 Title IV-B Order Forms
L-12 Newspaper and Magazine Order Forms
S-10 Textbook Rental Agreement (Used at Registration)
S-11 Textbook Rental (Elementary)
S-12 Parent Request to Peruse the Academic Record or Permanent Record Form of Son/Daughter
S-13 Transfer Card, Request for Cumulative Record, or Release
S-14 Accident Report
S-15 Illinois Textbook Loan Program (Free Textbooks)
S-16 Insurance Waiver Form
T-10  General Supply Requisition

T-20  Mileage Report (Nurse, Music)

T-21  Request for Special Bus Trip Authorization (Field Trips, etc.)

T-22  Request for Authorization to Attend Professional Meetings (Turned in to Central Office for permission to attend meetings)

T-23  Expenses for Professional Meetings (Turned in to Central Office for reimbursement after attending a meeting)

T-24  Requisition Form for Title I and Gifted Programs

State of Illinois Forms:

Certificate of Child Health Examination (Student Health and Dental Exam)

Medical Certification for Admittance to Classes for Physically Handicapped Children (Homebound Instruction)

Mid-State Special Education:

CL.01  Referral for Psychological Testing of Student

Iowa Test of Basic Skills Information

Achievement Testing

In the past, we have tested students in grades 3 through 8 with the Stanford Achievement Test. This year for the first time our district will be using the Iowa Test of Basic Skills testing program. Several changes will be necessary in order to administer this test as compared to what teachers did in the past. First of all, the testing program will be spread out over a longer period of time because we are using multi-level booklets which will be used by all grades on a rotating basis. Secondly, all students will be marking their answers
on a separate answer sheet. This was not done at the 3rd grade level in the past. So that conditions will be as uniform as possible for all levels, we ask that teachers follow the directions in the "Teacher's Guide" and follow the schedule as set up below.

**Dates**

Achievement testing in the 3rd and 4th grades will begin September 10. Achievement testing in the 5th and 6th grades will begin September 18. Achievement testing in the 7th grade will begin September 28. All achievement testing will be completed by September 29.

**Time**

Please start the tests as soon as possible each morning. Give the following test or tests on the day listed.

1st day - Vocabulary and Reading Comprehension  
(57 minutes)

2nd day - Language Skills (4 subtests - spelling, capitalization, punctuation, usage)  
(52 minutes)

3rd day - Work-Study Skills (2 subtests - visual materials and reference materials)  
(65 minutes)

4th day - Mathematics Skills (3 subtests - mathematics concepts, mathematics problem solving, and mathematics computation)  
(70 minutes)

5th day - Make-Up Tests for students who have been absent.

6th day - Complete make-up tests and get test booklets, teacher's guide and other material to assigned person by noon. Turn in answer sheets to the building principal.

Teachers at the lower levels may wish to give their students a short break between subtests or to give one in the early morning and one later on. This is permissible. At the
7th grade level, the above format will be consolidated into two days. No achievement test will be given at the 8th grade level this year.

**Procedure for Passing on Materials**

Each 3rd and 4th grade teacher will be given 1 teacher's guide, enough student booklets for the students in their class, enough answer sheets for the students in their class, and a "Testing - Do Not Disturb" sign. The teacher's guide, test booklets, and sign should be given to the assigned teacher in the 5th and 6th grade by no later than noon on September 17. Answer sheets should be turned in to the building office.

Fifth and 6th grade teachers will receive test booklets, teacher's guide, and a "Do Not Disturb" sign from a 3rd or 4th grade teacher on September 17. Answer sheets for each grade level and any additional test booklets that might be needed will be given in a folder. Please turn all materials in to the building office by noon on September 25. Use the following procedure in passing on the above materials.

- Mrs. Henschen to Mrs. Slayback - 22 booklets, 1 teacher's guide, 1 sign
- Mrs. Windhorst to Mr. Deere - 20 booklets, 1 teacher's guide, 1 sign
- Mrs. Crosby to Mrs. Frodge - 26 booklets, 1 teacher's guide, 1 sign
- Mrs. Zumwalt to Miss Henschen - 24 booklets, 1 teacher's guide, 1 sign (2 booklets in folder)
- Mrs. Cook to Mr. Hicks - 24 booklets, 1 teacher's guide, 1 sign

Mrs. Baldwin will receive materials from the office.
Mrs. Cole to Mr. Abell - 18 booklets, 1 teacher's guide, 1 sign (6 booklets in folder)

Mrs. Cornwell to Mr. Nicolas - 18 booklets, 1 teacher's guide, 1 sign (7 booklets in folder)

Miss Eilers to Mrs. Cochran - 25 booklets, 1 teacher's guide, 1 sign

Mrs. Taylor to Mr. Bohannon - 26 booklets, 1 teacher's guide, 1 sign

With all the transferring of materials it might be easy to misplace test booklets or teachers' guides. Please make every effort to take care of the materials when they are assigned. All materials must be turned in by 5th and 6th grade teachers to their building office by no later than noon on September 25.

**Level of Testing**

Since we are using a multilevel booklet it is imperative that much attention be given to where the students are to begin and finish on each subtest. This is explained in the teacher's guide but must be reinforced for the students. The following levels are to be given at the listed grade.

- Grade 3 - Level 9
- Grade 4 - Level 10
- Grade 5 - Level 11
- Grade 6 - Level 12
- Grade 7 - Level 13

**After Completion of Tests**

After the final tests are completed, please arrange the answer sheets in alphabetical order and return them to the building office.
Results

Results of the tests will be returned as soon as possible.
The scores should be one more way of helping to know the
students better. If any teacher has feelings concerning the
scoring services, please contact Mr. Heaton prior to September
29.

Unit Wide Testing Schedule

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<th>Date</th>
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<th>Cognitive Abilities Test</th>
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<td>3rd and 4th grade</td>
<td>7th and top 15% of 8th</td>
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<td>Sept. 14</td>
<td>3rd and 4th grade</td>
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</tr>
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<td>Sept. 15</td>
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</tr>
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<td>Sept. 16</td>
<td>3rd and 4th grade</td>
<td>11th and top 15% of 12th</td>
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<tr>
<td>Sept. 17</td>
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<td>of 4th 1st &amp; top 15% of 2nd</td>
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<td>of 4th 1st &amp; top 15% of 2nd</td>
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Iowa Test of Basic Skills Material Distribution

The following materials have been distributed to the
indicated teachers as of September 1, 1981. All teachers at
grade levels 3 through 6 have been given a folder which includes
an instruction sheet for administering the ITBS tests and
enough answer sheets for students in their class. Teachers
at grades 3 and 4 have also been given a teacher's manual,
test booklets, and a "Testing - Do Not Disturb" sign. Provisions for passing on these materials are included on the instruction sheet. Materials have been distributed on the basis of class enrollments that were originally turned in to the unit office. Each teacher should have one additional testing booklet and one additional answer sheet based on original enrollment. If the enrollment has changed and more test booklets or answer sheets are needed, please notify Mr. Heaton prior to the date testing is scheduled to begin at that grade. When all testing is completed, 5th and 6th grade teachers are to return all materials to their building office. Answer sheets should be alphabetized by all teachers and returned in the teacher's folder to the building office. Please be familiar with the teacher's manual before administering the tests. It is also very important that the tests be given on the scheduled dates, because the test booklets and teacher's guide will only be available at that time.

<table>
<thead>
<tr>
<th>Name</th>
<th>Test Booklets</th>
<th>Answer Sheets</th>
<th>Level</th>
<th>Manual</th>
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### PANA COMMUNITY UNIT SCHOOL DISTRICT NO. 8
#### 1981-1982 Salary Schedule

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The Board will pay 7% of each teacher's retirement payment from the above salary. The amount is included in the salary schedule and sheltered on behalf of the teachers. This agreement is void if declared illegal by IRS. The gross earnings to be reported to IRS are 7% less than the above figures. However, the above figures do represent salary reported to Teacher Retirement. In addition, the Board pays the health and life insurance or the equivalent in cash.

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Special Areas Required in the Curriculum by the Illinois School Code and Illinois Board of Education - Document #1

1. Consumer Education - (27-12.1)

Pupils in the public schools in grades 8 through 12 shall be taught and be required to study courses which include instruction in the area of consumer education, including but not necessarily limited to installment purchasing, budgeting and comparison of prices and an understanding of the roles of consumer interacting with agriculture, business and government in formulating and achieving the goals of the mixed free enterprise system. The Superintendent of Public Instruction shall devise or approve the consumer education curriculum for grades 10 through 12 and specify the minimum amount of instruction to be devoted thereto.

Document #1 (4-2.14)

c. The Superintendent of each unit or high school district shall maintain evidence which shows that each student has received adequate instruction in consumer education as required by law prior to the completion of 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

e. The minimal time allocation shall not be less than 9 weeks or the equivalent for grades 10-12. . . . . . . . . The Board of Education may determine the amount of instruction devoted to consumer education in the eighth grade provided it includes all of the mandates.
2. Conservation of natural resources (27-13.1)

In every public school there shall be instruction, study and discussion of current problems and needs in the conservation of natural resources, including but not limited to air pollution, water pollution, preservation of wilderness areas, forest management, protection of wildlife and humane care of domestic animals.

Document #1 (4-2.15)

b. It is recommended that the study of conservation also include energy demands, population growth and distribution, food production, transportation systems, solid wastes disposal, and noise abatement.

3. Honesty, kindness, justice and moral courage (27-12)

Every public school teacher shall teach the pupils honesty, kindness, justice and moral courage for the purpose of lessening crime and raising the standard of good citizenship.

4. Commemorative Holidays (24-2)

On commemorative holidays teachers and students shall devote a portion of the school day to study and honor the person or occasion which is the subject of the holiday.

Document #1 (2-6)

Commemorative holidays to be observed by Public Schools:

2-6.1 January 15 - Martin Luther King
February 15 - Susan B. Anthony
First Monday in March - Casimir Pulaski

2-6.2 October 9 - Leif Erickson Day
Fourth Friday in September - American Indian Day

2-6.3 Spring (Gov.) Arbor and Bird Day
April 15 - Illinois Good Roads Day

May (Gov.) - Illinois Law Week

5. **Maintenance of Discipline** (24-24)

Teachers and other certified educational employees shall maintain discipline in the schools, including school grounds . . .

Document #1 (2-8)

If corporal punishment is to be used by school districts as a penalty for misbehavior, the district shall notify parents upon initial enrollment of the student that they may submit a written request that corporal punishment not be administered to their child or children.

6. **Career Education** - (Document #1, 4-2.12)

   a. The educational system shall provide every student with opportunities to prepare themselves for entry into the world of work.

   b. Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

7. **Health Education** (School Code (122.864))

   In order to carry out the purposes of this Act (Critical Health Problems and Comprehensive Health Education Act) The Supt. of Public Instruction is empowered to:

   (a) Establish the minimum amount of instruction time to be devoted to comprehensive health education at all elementary and secondary grade levels.
Each school system shall be in compliance with the Rules and Regulations and Guidelines issued pursuant to the "Critical Health Problems and Comprehensive Health Education Act".

a. The health program shall include, but not be limited to, the following major educational areas as a basis for curriculum in all elementary and secondary schools: human ecology and health, human growth and development, prevention and control of disease, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, personal health habits, alcohol, drug use and abuse, tobacco, nutrition, and dental health.

b. There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

c. The minimal time allocation shall not be less than 1 semester or equivalent during the middle or junior high experience.

d. The minimal time allocation shall not be less than 1 semester or equivalent during the high school experience.

8. Physical Education (27-6)

Pupils enrolled in the public schools shall be required to engage daily, during the school day, in courses of physical education for such periods as are compatible with the optimum growth and development needs of individuals at the various age levels.
a. Appropriate activity related to physical education shall be required of all students each day. The time schedule shall compare favorable with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.


American patriotism and the principals of representative government, as enumerated in the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.

Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the methods of counting of votes for candidates.

Not less than one hour of each school week shall be devoted to the study of the subject mentioned above in the seventh and eighth grades or their equivalent, and not less than one hour each week to the advanced study thereof in all high school grades, in the public schools. This section does not prevent the study of such subjects in any of the lower grades in such schools.
NURSE -- MRS. WIENEKE

Monday - Junior High School
Tuesday - Lincoln
Wednesday - Lincoln A.M. - Washington P.M.
Thursday - Washington
Friday - Senior High School

VOCAL MUSIC -- MRS. DUBRE

Monday through Friday - 8:30 - 10:04 - Junior High School
Monday through Friday - 10:30 - 1:10 - Washington
Monday through Friday - 1:10 - 3:15 - Senior High School

VOCAL MUSIC -- MR. MILLER

Monday - Lincoln
Tuesday - Lincoln 9:00 - 12:00; Washington 12:30 - 3:00
Wednesday - Lincoln
Thursday - Lincoln
Friday - Lincoln 9:00 - 11:30; Washington 12:30 - 3:00

INSTRUMENTAL MUSIC -- MR. ACHELPOHL

Monday through Wednesday - 7:30 - 8:00 - Parochial & SHS
Monday through Thursday - 8:00 - 9:25 - Senior High School
Monday & Tuesday - 9:45 - 2:00 - Washington
Wednesday & Thursday - 9:45 - 2:00 - Lincoln
Monday through Friday - 2:00 - 3:15 - Senior High School
Friday - 8:00 - 3:15 - Senior High School

INSTRUMENTAL MUSIC -- MR. OLIVER

Monday - 8:30 - 2:00 - Lincoln
Tuesday - 8:30 - 12:30 - Lincoln
Wednesday - 12:30 - 2:00 - Junior High School
Thursday and Friday - All Day - Junior High School
Tuesday through Friday - 8:30 - 2:00 - Washington
Monday through Friday - 7:30 - 8:15 - Lessons - JHS
Monday through Friday - 2:30 - 3:30 - Junior High School
Monday - 3:30 - 4:30 - Rehearsal - 5th Grade

ART SCHEDULE -- MRS. KESSLER

Monday through Friday - 8:30 - 10:10 - Junior High School
Monday through Wednesday - 10:30 - 12:00 - Lincoln
Thursday and Friday - 10:30 - 12:00 - Washington
Monday through Friday - 1:30 - 3:15 - Senior High School
SPEECH CORRECTIONIST -- MRS. McCracken

Monday and Wednesday - 8:00 - 3:30 - Washington
Tuesday and Thursday - 8:00 - 3:30 - Lincoln
Friday - 8:00 - 11:30 - Washington
   11:40 - 12:10 - Junior High
   12:20 - 12:50 - Sacred Heart
   1:00 - 3:30 - Lincoln
APPENDIX B

LETTER TO AREA SCHOOL DISTRICTS
September 5, 1981

Is your school well organized with established procedures, policies and regulations to govern its operation?

Do you have a faculty handbook for the elementary schools in your district?

I am currently developing an elementary faculty handbook for the Pana Unit No. 8 School District, which will also serve as the foundation for the thesis I am preparing as partial fulfillment for the degree of Specialist in Education at the Graduate School of Eastern Illinois University.

Perhaps you have a handbook or some printed materials which you can simply enclose in the stamped, addressed envelope I've included.

Since I have to assemble material and start writing by September 25th, I'd be most grateful if you'd let me hear from you before that date.

I will appreciate your help and will be glad to assist you in the same way any time I can.

Sincerely yours.

Richard D. Nicolas
506 East Fourth Street
Pana, Illinois 62557

Enc.
APPENDIX C

LETTER TO WASHINGTON ELEMENTARY SCHOOL TEACHERS
September 9, 1981

Dear Teachers of Washington School,

For my thesis in partial fulfillment of the requirements for my Specialist Degree in Education, I am in the process of developing a faculty handbook for Washington Elementary School.

The general purpose of a handbook is to present the policies, school rules, and procedures to be followed at Washington Elementary School. It is hoped that many questions can be answered and that everyone will be following the same set of regulations. It is the responsibility of the teacher to be aware of these policies and regulations, and the teacher will be held responsible for seeing that they are carried out to the best of their ability. Revisions will be made from time to time, as well as supplementary policies developed regarding school operations.

Staff members are encouraged to submit ideas for improvement of the schools' operation in writing to the elementary school principal for consideration and inclusion into a handbook.

Thank you for your assistance and cooperation.

Sincerely yours,

Richard Nicolas
APPENDIX D

LOG OF ACTIVITIES
Log of Activities

Week of August 9, 1981  -- The researcher discussed the need for a faculty handbook with Washington School Principal Marvin Ragan, and Superintendent Bruce Wienke. Interviews were completed at this time.

Week of August 17, 1981  -- The researcher registered at Eastern Illinois University for the field experience courses.

Week of August 31, 1981  -- The researcher was assigned to Dr. Bartz for the field experience. Approval was given for developing a faculty handbook as a field experience project.

Week of September 7, 1981  -- Thirty letters were sent to area elementary school principals concerning their use of a faculty handbook.

A meeting was held with Dr. Bartz to review the project.

The researcher used Dr. Bartz's library and the Pana Library for research purposes.

The researcher distributed a questionnaire among the staff members of Washington Elementary School. The teachers were asked for their input on items that they felt would be useful to include in a handbook.

The researcher started working on Chapter 1 of project: problem and its background, rationale and purpose of the field experience, basic assumptions, and scope and limitations.
Week of September 14, 1981 -- The researcher received faculty handbooks from eleven schools. The researcher received survey sheets from fourteen teachers at Washington Elementary School. The library at Eastern Illinois University was used for research purposes.

Week of September 21, 1981 -- A meeting was held with Dr. Bartz to review the material written. The library at Eastern Illinois University was used for research purposes. The researcher began working on Chapter 2 of project: review of related literature, survey of handbooks from other districts, survey of Washington School teachers, topics to be addressed, and organization and indexing of the handbook.

Week of September 28, 1981 -- The researcher met with the administration concerning material to be included in a faculty handbook. All area handbooks were compared for content. Most of the information was similar. The field experience was divided into six sections:

1. Educational Philosophy and Goals
2. Responsibilities of the Teacher
3. General Teacher Information
4. Classroom Management and Procedure
5. Student Goals
6. Administrative Announcements

Week of October 5, 1981 -- A meeting was held with Dr. Bartz to review the material written.
The library at Eastern Illinois University was used for additional research purposes.

Review of the School Board Policy Manual was conducted for information beneficial to teachers.

Week of October 12, 1981  --  The researcher talked with Dr. Bartz by telephone concerning the project.

A conference was held with Principal Ragan concerning content of the handbook.

Week of October 19, 1981  --  The researcher wrote the summary, conclusions, and recommendations for the project.

A conference was held with Superintendent Wienke concerning the content of the handbook.

Week of October 26, 1981  --  A meeting was held with Dr. Bartz to review the material written.

The researcher completed revisions that Superintendent Wienke and Principal Ragan recommended.

Week of November 2, 1981  --  The researcher wrote the log of activities from notes accumulated as the project was written.

Week of November 9, 1981  --  The researcher talked with Dr. Bartz by telephone concerning the project.

The researcher wrote the abstract for the project.

Week of November 16, 1981  --  The completed document was shown to Superintendent Wienke and Principal Ragan for approval.

The project was given to Dr. Bartz for final approval.