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# An Internship as Superintendent of Schools in Community Unit District No. C-1, Casey, Illinois

James R. Koss

*Eastern Illinois University*

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AN INTERNSHIP AS SUPERINTENDENT OF SCHOOLS IN

COMMUNITY UNIT DISTRICT NO. C-1  
Casey, Illinois

(TITLE)

BY

James R. Koss

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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## INTRODUCTION

In September of 1975, the Casey Community Unit Superintendent, Casey, Illinois, resigned from his position, effective immediately, thus leaving the Board of Education in the unenviable position of needing to find a replacement. I was asked by the President of the Casey Board of Education if I would serve as interim superintendent until the Board could decide upon a plan of action at the next regular board meeting.

After the Board of Education had met in executive session, I was asked to assume the superintendency, although the board members were aware that I did not have the proper certification. In checking with the Regional Superintendent, we were informed that he would approve the arrangement only as long as the Board was actively seeking a replacement and then for no longer than three months. The Board members still felt that they would prefer having me work in the capacity rather than taking a chance on a person new to the district and instructed me to determine what I needed to do to complete requirements for certification.

Through the cooperation of the Eastern Illinois University Department of Educational Administration, it was determined that certification could be completed by my serving in the capacity of Assistant Superintendent for Unit Affairs while enrolling as a superintendent intern at Eastern Illinois University and naming the Elementary Supervisor as Acting

Superintendent. This arrangement had the full approval of the Illinois Office of Education.

Thus, the purpose of this field study is two-fold: (1) To complete the requirements for the Certificate of Advanced Study from Eastern Illinois University, and (2) to help Casey Community Unit Schools have a more efficient school system as a result of the study.

In surveying the district I found certain areas which I felt were in need of immediate attention and other areas which were in need of ongoing study. The areas needing immediate attention were the study of consideration to consolidate with adjoining school districts, and the request by the Casey Education Association to have the Board approve a professional negotiations agreement with them. The areas I felt were in need of ongoing study were the need to cut the present budget to bring the district back into better financial focus and the need to clarify the policies and practices of non-certified personnel.

## II. LOG OF FIELD EXPERIENCE ACTIVITIES

### Consolidation

- March 17, 1975                      Joint meeting with Martinsville Board of Education to discuss the possibility of sharing some vocational programs. The Boards agreed to have the administration pursue this. The possibility of consolidation was discussed at this meeting.
- April 22, 1975                      Joint meeting with Martinsville Board of Education to finalize the joint agreement details arranged by the administration. Again it was discussed that consolidation would eliminate the need to have a joint agreement.
- May 12, 1975                        Both Boards of Education approved the joint vocational agreement at respective meetings.
- June, 1975 -  
November, 1975                      Informal discussions were held by various persons regarding the advantages of consolidation with Martinsville.
- November 3, 1975                    At a meeting the Citizens Advisory Council gave the direction to the Board of Education members present that we should actively study the advantages of consolidation with Martinsville.
- November 6, 1975                    I met with the Martinsville Superintendent to study the financial advantages of consolidation.
- November 10, 1975                   At a regular Board of Education meeting it was decided that we should schedule a joint meeting with the Martinsville Board of Education to discuss the possibility of consolidation.
- November 22, 1975                   Our Board President was contacted by the Westfield Superintendent at the IASB Convention requesting that we invite the two Westfield Boards of Education to our joint meeting with the Martinsville Board of Education.

- December 1, 1975                   The joint meeting of the Boards of Education of Casey, Martinsville, and Westfield was held in the Casey High School Media Center. The administration of the districts were directed to meet with the Educational Service Region Superintendent to study the advantages and disadvantages of consolidation.
- December 16, 1975                The administrators from Casey, Martinsville, Marshall, and Westfield met with the Regional Superintendent and a man from the State Office of Education who had information on consolidation. It was decided that the administrators would compile information on their programs and finances and meet again with the Regional Superintendent.
- January 6, 1976                   The administrators from Casey, Martinsville, and Westfield met with the Regional Superintendent. Information was collected, and it was agreed that we would compile handouts and distribute them at a public meeting. The public would be able to have their questions answered at this meeting.
- January 19, 1976                 The Citizens Advisory Council met prior to the public meeting on consolidation and was given the opportunity to discuss the possibilities of consolidation.
- January 19, 1976                 The public meeting on consolidation was held with participants from Casey, Martinsville, and Westfield. The climate of this meeting was very negative and primarily anti-consolidation.
- February 9, 1976                 A discussion was held at the regular Board of Education meeting regarding consolidation. It was the consensus of the majority of the members of the Board that we should not actively pursue consolidation. It was felt that any further initiation of consolidation talks should come from the Martinsville or Westfield Boards.

Professional Negotiations Agreement

- October 15, 1975            The administration met with the Casey Education Association officers to discuss matters of mutual concern. The association officers brought up the topic of meeting with the board to request a raise in salary for the teachers for the present year. It was suggested that they write a letter to the Board of Education requesting to be placed on the board agenda at the next meeting. They also requested to meet with the President of the Board and me to discuss possible procedures for negotiations for next year.
- November 7, 1975            The President of the Board and I met with the CEA negotiating team to discuss its requests for negotiations for the next school year. The president indicated to the CEA negotiating team that he would discuss the request with the board and notify it of the board's intentions.
- November 10, 1975            The President of the CEA appeared on the board agenda and requested that the Board of Education consider giving the teachers a raise retroactive to the beginning of the school year. The board denied the request. The president then requested that the board begin meeting with the CEA committee to negotiate a collective bargaining agreement. It was agreed that the board would take the request under advisement and let the CEA know.
- November 10, 1975            The President of the Board named a three-member committee to meet with the CEA negotiations team.
- November 10, 1975            The board discussed the CEA request in executive session and requested I notify the CEA that we would meet with their negotiation committee.
- November 11, 1975            I notified the CEA President that we would meet with them at their first convenient date. It was decided that December 4, 1975, would be the earliest they could have a proposal prepared for presentation to the board committee.

December 4, 1975           The CEA team presented their professional negotiations proposal and went over each section, topic by topic. The board committee then suggested that both teams agree to some guidelines.

December 17, 1975         The board committee went over the CEA proposal giving suggestions for change and reasons for objections to some sections. The board committee suggested that the CEA committee rewrite its proposal taking into consideration the objections that had been discussed.

January 22, 1976         The board discussed the CEA proposal in executive session.

January 30, 1976         The CEA team presented its revised proposal to the board team. Discussion was held and the board team agreed to give a counter-proposal as soon as it could. The board suggested that we discuss only salaries and fringe benefits and dispense with the agreement talks. The CEA rejected this suggestion.

February 3, 1976         The board team presented a counter-proposal to the CEA proposal. Discussion was held and the board agreed to make some additions and changes.

February 4, 1976         The amended board proposal was given to the CEA President.

February 5, 1976         The board proposal was discussed and some changes were made in the reduction in staff and mediation clauses. The board requested that at the next meeting the CEA team present its salary proposals and related economic conditions requests so the board could determine its staffing needs. The CEA team reluctantly agreed to do this.

February 9, 1976         The board discussed negotiations in an executive session at a board meeting.

February 18, 1976        The CEA presented its salary and fringe benefits request. Discussion was held on each item of the request. The board team agreed to bring a counter-proposal to the next meeting.

February 23, 1976        The board team made its salary and increment schedule offer. The board's financial picture for this year and the necessity of cuts in expenditures were thoroughly discussed.

- March 1, 1976                   The CEA made a presentation of the teachers' needs and went into detail about how our district compares with other districts. The board team agreed to return to the Board of Education for further direction if the CEA team would return to its group urging consideration of the board's offer of salary and professional negotiations agreement.
- March 22, 1976                   The board discussed the CEA request and the board's offer of salary and professional negotiations agreement in executive session.
- March 23, 1976                   The board offered the CEA two separate proposals to consider, one offer of salary and the professional negotiations agreement, and one with more salary and no professional negotiations agreement. The CEA agreed to take it to their membership for discussion. The board team also requested the CEA team to determine what sections of the board proposals were agreeable.
- April 1, 1976                   The CEA indicated that they would accept the professional negotiations agreement as presented. They could not get ratification of the other board proposals and had some counter-proposals of their own to offer. The issue of the professional negotiations agreement is settled as to the acceptance; however, the board has agreed that it will not ratify the agreement until the whole package is settled.

### Non-Certified Employee Policies

- July 14, 1975                    A discussion was held at a regular Board of Education meeting regarding non-certified employees.
- September 15, 1975            A meeting was held with the cooks and administration regarding policies and practices in the district.
- November 6, 1975              A meeting was held with the bus drivers regarding policies and practices in the district.
- November 26, 1975            A meeting was held with the secretaries and clerical aides, administration, and two board members regarding policies and practices in the district.
- August, 1975 -  
  April 1, 1976                Individual conferences were held with the custodians, maintenance personnel, and administration regarding policies and practices in the district.
- August, 1975 -  
  April 1, 1976                A review of all past and current practices and present written policies was done to determine a base upon which to write a non-certified handbook. A study of written directives and literature was conducted in order to write policies which are clear and concise for all non-certified employees.

### Budget Cutting

- September 15, 1975      The 1975-76 budget was adopted at the September Board of Education meeting. It was noted that this was the third straight year with a deficit budget. It was suggested that we begin study on what could be done to correct the deficiency.
- September 29, 1975      At a Citizens Advisory Council meeting we reviewed the financial picture of the district and handed out an educational priorities checklist. A discussion was held of other ways to solve the financial problems. A tax rate increase referendum was discussed as a possible solution.
- September 30, 1975      An Educational Priorities Checklist was handed out to all teachers in the district to complete if they wanted to.
- October 14, 1975      The financial condition of the district was reviewed with the Teacher's Policy Committee. Suggestions for solutions were solicited.
- October 15, 1975      The financial condition of the district was reviewed at a faculty meeting. Teachers were encouraged to save on supplies where they could and to conserve energy. They were also asked to make suggestions on how to save money.
- November 3, 1975      At a Citizens Advisory Council meeting we discussed the educational priorities and collected the checklists handed out at the September 29 meeting. The general consensus was that class size could be increased without significantly hurting the children. The Advisory Council encouraged the board to pursue consolidation as an alternative to mass program cuts.
- November 10, 1975      At the regular Board of Education meeting the administration was directed to attempt to schedule a joint board meeting to discuss consolidation. The administration was directed to study and come back to the board with recommendations, suggestions, and solutions to cut next year's budget in the event more money is not available next year. It was suggested that we attempt to balance the budget.

- November 25, 1975            The professional staff was directed in a memo to conserve expenditures whenever and wherever possible and to make active suggestions to their administrators on ways of saving.
- December 2, 1975            The professional staff was directed to complete and turn in a teacher qualifications sheet listing the areas in which they were qualified to teach according to A-160. This was done so that in cutting back on staff every possible teaching combination could be studied before layoffs were necessary.
- December 8, 1975            At the regular Board of Education meeting a policy change on graduation requirements was proposed which would decrease the number of credits required per year from five to four. This would decrease the number of classes needed at the high school.
- January 13, 1976            The Board of Education was told at a regular meeting that we would be discussing personnel needs for next year at the next meeting of the board, and that board members should be prepared to share their ideas with us. The previously proposed graduation requirement change was approved.
- January 19, 1976            At a Citizens Advisory Council meeting the financial advantages of consolidation were discussed.
- January 22, 1976            A list of possible savings, cuts, and alternatives were discussed with the board in executive session. It was suggested that we should attempt to trim the budget and increase class size before we cut programs.
- February 9, 1976            The administration was authorized to prepare a budget for the 1976-77 school year at a regular Board of Education meeting. We were told to prepare a balanced budget if at all possible.
- March 8, 1976              At a regular Board of Education meeting honorable dismissals were given to seven staff members because of reduction in the number of classes at the high school and a decrease in the number of sections of classes in the elementary schools and junior high. Two retirements were accepted and one letter of resignation approved. Nine of these ten positions will not be re-staffed because of the budget cutbacks. A complete discussion of anticipated revenue for next year and proposed budget cuts were discussed in detail with the members of the board. Copies of

proposed savings were given to the board members to study and comment on at the next regular meeting. It was also decided to cut five extended contracts back two weeks each.

March 18, 1976

A discussion of the proposed cuts and anticipated revenue and expenditures was held with the Citizens Advisory Council. Other possible savings were discussed involving the building and transportation costs. The Advisory Council was receptive to the idea of trimming the budget and increasing class sizes before we cut programs.

March 22, 1976

A special board meeting was held to discuss further possible cuts in the summer programs and the yearly activity programs which involved notifying teachers of a reduction in assignment and pay before April 1, 1976. At this meeting it was decided to eliminate some athletic programs, consolidate some extra duties, assign more duties to the office, and to cut one more extended contract two weeks.

March 25, 1976

At the regular board meeting official action was taken on the items discussed in executive session at the previous meeting.

April 13, 1976

At a regular board meeting a review of the current financial picture was held, and a projection for next year was given. The Board President appointed a budget committee to work with the administration to prepare a balanced budget for next year now that all the probable cuts were made.

### III. SELECTED ACTIVITY ANALYSES

#### Consolidation

The topic of consolidation of Casey Community Unit School District C-1 and Martinsville Community Unit School District C-3 has been discussed several times in recent years. Westfield Elementary School District 105 and High School District 201 have not been as actively involved in the discussions, although there are certain citizens in Westfield who feel that Westfield should be part of any reorganization. The subject of reorganization was even more accentuated in 1969 when a survey conducted by the Department of Administration from Eastern Illinois University under the direction of Dr. Shuff made an extensive study of Clark County Schools. The recommendation of this study was to form one single unit district in the county with two high schools, three junior high schools, and four K-6 elementary schools. It was further recommended that all districts should enter into cooperative agreements for sharing of staff, programs, and purchasing.

Last spring the Casey Board of Education and the Martinsville Board of Education made the first move toward cooperative agreements in educational programs since the study was conducted in 1963. The Boards agreed to enter into a joint agreement in vocational educational programs. Primarily the agreement was entered into so that Martinsville students could take advantage of vocational programs at Casey High School. It was thought that this agreement could help Casey maintain its vocational programs

despite a declining enrollment in some vocational classes. The terms of the agreement stipulated that Martinsville would pay a per capita cost and provide its own transportation when its students could not ride already provided special education transportation. This joint agreement has been successful, and presently both Martinsville High School and Westfield High School have expressed an interest in joint agreements for 1976-77.

Based on the receptability of the Martinsville Board of Education, the students of Martinsville, and seemingly the community of Martinsville, it was felt by some members of the Casey Board of Education that perhaps this was the time to approach the topic of consolidation with Martinsville. Also the fact that Casey did not have a superintendent hired for the 1976-77 school year seemed like an appropriate time to investigate the advantages of reorganization. Both Boards of Education acted at respective board meetings to have a joint meeting to discuss the issue after initial contacts were made between the two administrative staffs.

In a meeting between the Martinsville superintendent and the Casey administration several advantages were listed along with some disadvantages. The advantages to the two school districts which were educational were increased programs for Martinsville, maintenance of programs for Casey, a larger enrollment for both schools, thus allowing improvement of programs, and the ability to physically separate the junior highs and high schools. Financial advantages included increased State Aid, elimination of duplication of programs and teachers, consolidation of special programs which are offered separately, lower transportation costs, and the operation under one administrative center. The disadvantages were the negative public reaction, increased transportation mileage between communities,

larger geographical area to administer, building needs in Martinsville, and the required work to reorganize.

After the announcement of the joint meeting between Casey and Martinsville Boards, Westfield School Districts indicated a desire to be invited to participate in the talks and were invited to attend the joint meeting held at Casey. At this meeting it was decided to direct the administration of the three districts to contact the Regional Superintendent to arrange to gather necessary information and then set up a community meeting with all three communities invited.

In the meeting with the Regional Superintendent it was decided to present various consolidation proposals, financial information on each district, anticipated State Aid, program information for each school, enrollment figures for each district, and the necessary information to proceed with consolidation. This information is contained in Appendix A.

It was interesting to note that all four districts were operating a deficit budget in the Education Fund and that only Westfield Schools were operating in the black in the Building and Maintenance and Transportation Funds. The tax rates for each district are as follows: Casey, 2.7303; Martinsville, 2.3963; Westfield High School, 1.5896; and Westfield Elementary, 1.5496. Only Casey would have any bonded indebtedness after the current school year, although Martinsville was in need of a new elementary building. The State Aid advantage was not as great as expected and was estimated to be just \$18,573.66 more than the districts would receive separately. Enrollments were decreasing in all four districts, thus magnifying the need for consolidation.

The possible consolidation organizations were listed with the ideal educational plan to be a K-6 in each town, 7-3 in the present Martinsville

Junior-Senior High School, and 9-12 in the present Casey Junior-Senior High School. This would require a new elementary building in Martinsville. All the proposals included the combination of 9-12 in one building which was the present Casey Junior-Senior High School. This arrangement would make the largest advantage of the proposed reorganization of maintaining and developing programs for the secondary students. With declining enrollments it was difficult for Martinsville and Westfield to have programs to offer students, and Casey needed to start cutting programs they presently had.

The public meeting held for all three communities at Casey High School Arts Hall Auditorium resulted in large contingents from Martinsville and Westfield and a comparably small group from Casey. The climate of the meeting was negative toward reorganization with much criticism directed at Casey for trying to "gobble up" the Martinsville and Westfield schools. The Casey Board of Education was accused of trying to take money from both of the other two school districts to run its schools. It was said that Casey wanted the other districts to take care of its present deficit and to give the other districts the tax burden of its bonded indebtedness. The Casey Board was criticized for having so many course offerings at the high school when it was deficit spending. Many of the participants from Martinsville and Westfield were concerned that their communities would lose identity if they gave up the high schools. The Casey group remained relatively quiet, although some did stand up to verbally defend the programs. The Casey Board of Education had agreed prior to the meeting that it would be best if it and our administrative staff remained passive during the meeting. The consensus of those attending the meeting was that reorganization was still a period of time away.

At the next regular Board of Education meeting it was the decision of our board to drop the consideration of reorganization and continue to work on financing what programs we could through our own resources. The general feeling was that the next move in reorganization would be up to the Westfield and Martinsville Boards of Education.

### Professional Negotiations

The Casey Education Association had requested the negotiation of a professional negotiations agreement with the Casey Board of Education in the past, but had always been turned down, although the Board of Education did recognize it in the Board Policies and would meet with the CEA representatives each year to discuss salaries and fringe benefits. This seemed to satisfy the association leaders until this past spring when the Board of Education set the salaries for the 1975-76 year without association agreement to include no base raise or increased benefits. This action was taken as a start to begin budget cutting because of the district's deficit spending. The association was upset with this action and made repeated attempts to have the Board of Education reconsider. The last attempt to do this was at the November Board of Education meeting when the President of the Association appealed to the board to give the teachers at least a token raise. The Board of Education denied the request, and the President of the Association then requested to begin negotiations for next year which would include a collective bargaining agreement. The Board of Education agreed to take this under advisement.

One of the CEA's important goals for this school year has been the establishment of a professional negotiations agreement. The Board of Education agreed to discuss the professional negotiations agreement

with the CEA. Board members agreed that they would ratify a professional negotiations agreement satisfactory to them.

The association requested to begin discussions immediately, thus insuring they would not have salaries set on them this year without recourse for them to take. The board team appointed by the President of the Board agreed to meet at the first convenient time. The initial meeting was set by the association team at a time after it felt it could get its proposal ready to present. The board's team decided to wait for the association's presentation to see what action it would pursue.

The initial proposal given to the board team consisted of parts of the Illinois Education Association Master Contract which individual teachers had worked on and changed to fit our district. After the initial presentation and the association's presentation of rationale for the proposal, it was suggested that the CEA team take back the proposal and work over some parts the board team objected to. Also, it was suggested that some parts be eliminated because of changes in state law and the present inclusion of some of the requests in Board Policy.

The next session resulted in the association team presenting its revised proposal and discussion of ground rules for negotiations.

The ground rules agreed to were:

1. The teachers association members will choose their team, and the board will choose its team.
2. Items of negotiations will not be made public until negotiations are complete or we reach an impasse.
3. Teachers will be given the information in a teachers' meeting where questions can be answered to satisfaction.
4. The board will be given the information in executive board meetings or individually by the board team.
5. The date, time, and place of the next meeting shall be set by mutual agreement of both parties.

It was felt by both teams that it was necessary that we operate under a "gag rule" until negotiations had reached an impasse or agreement. At this meeting the board team suggested we dispense with the professional negotiations agreement talks and that we negotiate salaries and fringe benefits so the board could begin preparing its budget for next year. This was rejected as the association team felt this professional negotiations agreement was extremely important. The board team agreed it would continue meeting with the association team, but that the board's acceptance of an agreement would be contingent upon the total package of the agreement with economic considerations being given at the same time.

After this meeting I was directed to study the CEA proposal and to get outside help if necessary to come up with an agreement which the board could accept. It was felt that many of the CEA requests were already contained in Board Policies and the school code. The decision was to write a counter-proposal which contained primarily our present Board Policies and law. This proposal was written with help from related literature and other professional negotiations agreements. This counter-proposal was presented to the association team at our next meeting. The board team stressed that it realized the proposed agreement did not contain too much more than they already had but that the first professional negotiations agreement should be entered into carefully without a lot of strict rules for both sides.

The main points of contention from the association team of the proposed agreement were the impasse procedures, seniority clause, termination clause, negotiable items, teacher certification, reduction in teachers clause, no strike clause, management rights clause, and

the elimination of many of their original requests. The board's position on this was that it would negotiate with the CEA to find acceptable language, but it felt the original professional negotiations agreement should not be wordy or contain completely what the association requested.

In the ensuing meetings most of the language problems were worked out with the association team agreeing to keep most parts of the board proposal the same as presented. The one main point of contention was the impasse clause, which the board team continued to refuse to go beyond advisory mediation. After most of the language was negotiated the board team requested that the association team present its economic package at the next meeting so the board could determine what cuts in staff and programs were going to be necessary for the next year.

At the March 23 session, the board team offered two separate proposals. One proposal of salary included the professional negotiations agreement, and the other proposal was economic only with a higher salary offer.

The association team was requested by the board team to take this to the association members and to find out what parts of the board proposal were acceptable by them. At the next meeting the association team indicated that the association would accept the proposed professional negotiations agreement as contained in Appendix B, but the economic package was not acceptable. It was then determined that the remainder of the negotiations this year would be primarily economic, and the professional negotiations agreement would not be reconsidered or ratified until the remainder of the negotiations were settled.

### Non-Certified Personnel Policies

The need for concise, written policies for schools becomes greater each year. The one area that I found to be in need of improved written policies was in the area of non-certified personnel. During the 1974-75 school year I was continuously experiencing difficulty or misunderstandings because there were not clearly defined job descriptions or spelled-out responsibilities for each of the non-certified groups of employees of Casey Community Unit School District C-1. The Board Policies did have a section for classified personnel, but copies were not distributed to these employees.

Casey Schools had eight full-time and one half-time custodians, six full-time and six half-time cooks, five secretaries, two full-time and one half-time clerical aides, thirteen bus drivers, one bus mechanic, one maintenance man, and several part-time student helpers during the 1974-75 school year. This was a total of forty-four non-certified employees, which is about two-thirds of the total of seventy certified staff members; however, very little supervision or direction was given to them because of the lack of clear policies.

During this school year time has been given to meeting with them as groups and individuals to help clarify what some of the written policies have been and to record what past practices have been. The more meetings which were conducted, the more obvious the need for clear, written policies. It was decided that the best way to accomplish this goal was to gather all the written directives, present policies, and past practices and compile them into a non-certified employee handbook.

In studying the non-certified practices this year, several things were discovered. By changing job descriptions for custodians, we were

able to eliminate one and one-half custodians at the high school and one-half custodian at the elementary school. It was found that some custodians were being paid for working fifty hours per week, when in fact they were working just forty-five. It was found that some of the cooks were being required to work in unsafe conditions. It also was determined that some cooks were being required to work time for which they were not being paid. Some of the written policies for bus drivers were being violated in assigning them to extra trips. It was also found that bus drivers were administering corporal punishment. Some of the secretaries had not been paid according to the salary schedule. In fact, none of the non-certified personnel had ever seen a salary schedule. By changing job descriptions we will also be able to cut back on the need for a full-time maintenance person.

While the non-certified handbook, as contained in Appendix C, will not solve all the problems which occur from day to day in the operation of a building, it will certainly give the non-certified employees a place to begin operations and will assist the administration to evaluate the non-certified staff.

#### Budget Cutting

Casey Community Unit District C-1 began the 1974-75 school year with a surplus of \$64,853.75 in the Education and Building Funds. The 1974-75 school year ended with a deficit of \$42,855.01 in both Funds. There was also a \$77,762.09 advance from the fiscal 1975-76 taxes. This meant that in the 1974-75 school year the school district overspent its revenue by \$185,460.85. This was accomplished by starting with a surplus,

using taxes from the next fiscal year, and by issuing anticipation warrants for \$100,000. In study of the budget for the 1975-76 school year it was determined that revenue probably would not continue to increase and that it was necessary to begin trimming the budget. Since the realization of the excess of expenditures over revenue was not actually determined until after the April 1, 1975, deadline for dismissing teachers, it was decided by the board to deficit spend for another year and hope for some financial relief from the state.

This meant that Casey Community Unit District C-1 entered into the 1975-76 school year with a fund deficit of \$42,855.01 and continued by approving a deficit budget of \$126,573.86. This deficit budget which was approved did not reflect the governor's cut in state aid which cost the district an additional \$32,864, meaning the district had approved a total deficit budget of \$159,437.86. This together with revenue from sale of the building trades home at approximately \$32,000 and \$18,159.90 from a bond balance as a one-year revenue only meant that the potential deficit for the 1976-77 school year with no cuts would be \$209,597.76. This could be remedied in part by not taking an early tax disbursement which would bring the potential deficit back to \$131,836.67. With rising costs and the automatic salary increase on the salary schedules for both certified and non-certified staff, it was determined that there was reason for the Board of Education to direct the administration to study ways in which to cut the budget for the 1976-77 school year. The realization that the school district could be in the red by a projected \$202,292.87 at the end of the school year also prompted the administration to begin to study ways to cut the present budget and conserve costs during the present school year.

The study of the budget is an ongoing process for those involved in managing school district funds. In further study of Casey Community Unit District's situation, it was determined that a majority of the financial difficulty was caused by overspending and financing extras which were convenient to have but could not be afforded. It was also found that many budgeted items were unnecessary in light of financial difficulty and that overstaffing was apparent.

In discussion of the financial picture with the Board President, it was decided that the best way to handle the dilemma was to make public the situation the district was in, make an ongoing study of the finances, and to get the public involved in this ongoing study.

Thus, a summary of the monthly budget was reviewed at each regular board meeting which was then published in the paper by a reporter who attended all board meetings. The Citizens Advisory Council was given current information at its meetings. And, finally, the professional staff members were made aware of the problems. All of this was imperative if we were going to eventually go to the citizens and ask for a tax rate increase, and certainly necessary if we were going to have to cut staff and programs. With this information being shared, it was apparent from the community reaction that a tax rate referendum would not be supported, and, thus, the board decided to direct the administration at the November 10, 1975, board meeting to study and to come back to the board with recommendations, suggestions, and solutions to cut next year's budget in the event more money is not available next year. It was suggested at this meeting that we attempt to balance the budget.

The budget was studied carefully by the administration to determine where we were. The first consideration was projection of next year's

revenue. The projection was made assuming that next year's revenue would be no less than this year. Based on this, it was determined that the estimated revenue in the Education and Building Funds would be approximately \$1,238,954.

The next item of consideration was to go through each grade at the elementary level and determine which sections could be decreased by one, thus eliminating a need for teachers at these levels. It was determined that we could decrease five grades by one section each which would eliminate the need for five teachers. The high school was then studied, and we found that by changing the graduation requirements we could eliminate some classes and decrease the number of sections of other classes being offered. This was a change in Board Policy which we proposed and had accepted. This action allowed us to eliminate three more positions or a total of eight positions.

The administrative staff then went through the budget item by item and cut where we felt was necessary and where we felt the students would be affected the least. It was found that we could cut the Education Fund budget by at least \$48,450. We felt we could cut the Building Fund budget by \$11,580, again without seriously affecting the district overall. After this study we went back to the board and presented it with a list of other possible savings in the Education Fund. The only other cut board members were willing to make was to tentatively eliminate the elementary art position contingent upon possible additional revenue for next year. This left a total of nine positions eliminated for next year. These possible areas of cuts, anticipated revenue, and actual cuts are listed in Appendix D.

To implement these staffing cuts we asked the teaching staff to

complete teaching qualifications forms which would allow us to retain teachers and to reassign other qualified teachers to vacant positions. It was felt that most of the elimination of staff could be implemented by attrition, retirements, and dismissal of non-desired, non-tenured teachers. We did not have to dismiss any tenured teachers by reassigning and transferring teachers who were qualified for other positions.

Although we had studied the staffing and budget needs all year, it was felt that we should take our final recommendations to the Citizens Advisory Council for discussion. A letter was sent to the members describing what positions we were going to eliminate and reminding them to attend the next meeting at which we were going to discuss these proposed cuts before final action was taken at the next board meeting. Throughout the year, the Citizens Advisory Council remained receptive to the idea we were going to have to cut and were supportive of the board's and administration's suggestions. Most members maintained the action taken should be left to the administration for recommendation, and that they were appreciative of the fact they were allowed to give their opinions. Copies of correspondence to the Citizens Advisory Council are contained in Appendix D to demonstrate how its members were continuously made aware of the district's need to cut the budget.

After the proposed cuts, as listed in Appendix D, were decided upon, the Board of Education adopted the plan of wait and see before proposing any more drastic cuts. At the present time, it is assumed that the proposed cuts will not drastically affect the educational programs for the students. What we are primarily doing is trimming off the excess which would be convenient but not necessary in time of a financial crisis. Presently, we do not plan to try to retire the accumulated

deficit by trying to save money on the expected revenue and expenditures. If we continue to get less revenue or the same revenue, then it would become necessary to try to retire the deficit through bonds or a referendum. Again, the board has adopted a wait and see attitude before taking any additional action. The Board of Education does have the philosophy that it wants to do what is best for the students and the community.

#### IV. SUMMARY

The four major activities I chose to concentrate on in my field study paper were only a few of the many areas in which I was able to gain experience. As Assistant Superintendent for Unit Affairs and Junior-Senior High School Principal, I found myself in the unique and undesirable position of being in the middle of many issues. I also was in the enviable position of being able to set my own guidelines and policies under which to work. I found myself being able to work closely with the other administrators and the Board of Education. As Superintendent Intern, I was able to get involved in the everyday operation of a unit district. All administrative functions in the district were performed by me at one time or other during this school year. As Superintendent Elect, I was able to set many standards and formulate policies under which I will be working next year.

The four activities I chose to concentrate on in this study were ones of major concern to the Casey Community Unit School District C-1. The first activity, consolidation, was one that people have been discussing for many years in the three communities. Most people can see the educational and financial advantages it offers their respective communities. The positive points would seem to far outweigh the negative factors. The objectors rely primarily upon emotion and are unwilling to accept educational reasoning. It would seem apparent that at this time any further pursuit of consolidation would cause great unrest among some members of the communities. The only educators who could survive a

forced consolidation at this time would be those who were willing to leave the communities after consolidation was finished. It would be my opinion that at the present time the vote for consolidation would pass, although the final result would be a state of much controversy within the communities. I feel that in a few years the financial condition of the respective school districts will force the consolidation to appear to be an acceptable alternative to mass program cutting and school closings.

The second activity of negotiating a professional negotiations agreement with the Casey Education Association was an activity entered into by the Board of Education rather reluctantly. It was felt to be a necessity by the teachers' association because of its failure to receive a base raise the previous year, and thus pressure was brought to bear upon the Board of Education by the association's position that the professional negotiations agreement was their number one priority for better teacher morale.

The board was advised that no professional negotiations agreement would be best, but that an initial agreement negotiated properly would not weaken its position in a time of financial hardship. There was also the threat of a state mandated agreement which might or might not supersede a previously negotiated agreement. It was imperative that the board retain all its rights and continue in its ability to have the final authority in all matters affecting the district. It was felt that the teachers could have the right to decide how they would receive their salaries and fringe benefits once the board decided how much it was willing to budget in these areas. It would appear to me that the professional negotiations agreement negotiated will not take away board

authority, and it will give the teachers' association a voice in determining or having a say in their welfare. It is certainly my opinion that the professional negotiations agreement, as written, would be better than the standard Illinois Education Association Master Contract or possibly a state mandated one.

The third activity was a necessary undertaking. Continuing to operate under unwritten and obsolete policy can do nothing but cause hardships and hard feelings. The non-certified personnel are usually local people who have attended the schools in which they are working. They are the ones who are not bound to a professional ethics oath. Any showing of lack of organization or uncertainty can erode an administrator's position in the community. The major emphasis of gathering the information and compiling it into a handbook was done with deliberation. The undertaking could not be accomplished by sitting down and writing the handbook. Once the handbook is adopted, it should come under constant review and study. Changes needing to be made should be done. It should be a part of every administrator's job to keep the non-certified policies as up to date and complete as possible. Because of the fact that there is usually one-half or more the number of non-certified employees as there are professional staff, this large a segment of the school district's employees cannot go unheeded or ignored. This completion of policies will make everyone's job easier from non-certified employees through the Board of Education.

The last activity I chose to concentrate on was in an area in which most districts in the State of Illinois are presently facing or will in the near future and that is budget cutting. Budget cutting is an

undesirable activity for anyone to have to undertake. Casey Community Unit District C-1 had overspent its revenue for the past three years and was looking at a negative balance for the first time in several years. After determination was made as to where we stood in the financial picture, it was then necessary to decide how much needed to be cut and where we were going to cut. The board decided that it was determined to operate under a balanced budget in the 1976-77 school year which gave the necessary direction to the administration.

It was felt that the best approach would be to involve the public and staff in the whole process. I have found that you can make unpopular moves as long as they are not secret, and you can justify each action. Certainly the justification is there for the cuts, and the public was made aware of what was going on through the board meetings, Citizens Advisory Council, and newspaper releases. The end result will not be seen until the 1976-77 school year, but it is now the board's intention to maintain a balanced budget and to keep the public notified as to what is going on in the schools. I am an advocate of an ongoing study of the school district's finances and with necessary adjustments made each year rather than making mass cuts in one single year. It is apparent that any future budget cuts will be at the expense of programs and children. It is my recommendation that the Casey Community Unit Board of Education give consideration to a referendum to let the citizens decide if they are willing to support the cost of quality educational programs.

APPENDIX A

Basic Information Regarding the School Districts  
of Casey, Martinsville, and Westfield

BASIC INFORMATION REGARDING THE SCHOOL DISTRICTS OF  
CASEY, MARTINSVILLE, AND WESTFIELD

Enrollments

District	1971	1975	Decline
Casey	1242	1168	74
Martinsville	709	635	74
Westfield	263	237	26

There is a decrease in enrollment of 174 or 8% from September, 1971, to September, 1975.

District	Per capita cost	Bonded Indebtedness	Square Miles
Casey	\$1,158.14	\$602,500.00	154.34
Martinsville	1,055.01	57,000.00	147.00
Westfield H. S.	1,730.98	None	42.40
Westfield Elem.	1,045.50	None	42.40

Assessed Valuations

District	
Casey	\$24,466,986.00
Martinsville	14,393,563.00
Westfield H. S.	5,328,849.00
Westfield Elem.	5,328,849.00

DISTRICT INCOME AND EXPENDITURES - FISCAL 1975  
July 1, 1974 through June 30, 1975

Education Fund

District	Income	Expenditures	Excess of Revenues over or under Expenditures
Casey	\$1,206,320.10	\$1,282,372.09	\$76,051.99 (deficit)
Martinsville	574,467.01	620,098.07	45,631.06 (deficit)
Westfield H. S.	98,075.10	112,117.28	14,042.18 (deficit)
Westfield Elem.	127,992.26	128,785.34	793.08 (deficit)

Building and Maintenance Funds

Casey	\$ 91,802.33	\$ 92,278.88	\$ 476.55 (deficit)
Martinsville	46,395.17	66,466.00	20,070.83 (deficit)
Westfield H. S.	27,430.89	28,658.29	1,227.40 (deficit)
Westfield Elem.	21,150.94	20,431.52	719.42

Transportation Fund

District	Income	Expenditures	Excess of Revenues over or under Expenditures
Casey	\$ 74,547.97	\$ 88,662.38	\$14,114.41 (deficit)
Martinsville	55,029.69	60,529.00	5,499.31 (deficit)
Westfield H. S.	9,835.50	8,433.36	1,402.14
Westfield Elem.	11,238.89	5,370.72	5,868.17

Casey District was advanced \$77,762.09 before June 30, 1975, from fiscal 1976 taxes.

Fund Balance July 1, 1974

District	Education	Building & Maintenance	Transportation
Casey	\$ 42,294.27	\$ 8,620.74 (deficit)	\$ 2,253.07 (deficit)
Martinsville	148,484.77	12,955.61	1,016.20 (deficit)
Westfield H.S.	2,251.28 (deficit)	6,104.95	13,671.92
Westfield Elem.	5,119.96 (deficit)	14,121.57	11,534.10

Fund Balance July 1, 1975

Casey	\$ 33,757.72 (deficit)	\$ 9,097.29 (deficit)	\$16,367.48 (deficit)
Martinsville	102,853.71	7,115.22 (deficit)	6,515.51 (deficit)
Westfield H. S.	16,293.46 (deficit)	4,877.55	15,074.06
Westfield Elem.	5,913.04 (deficit)	14,840.99	17,402.27

Casey District was advanced \$77,762.09 before June 30, 1975, from fiscal 1976 taxes.

District Tax Rate	Casey	Martinsville	Westfield H. S.	Westfield Elem.
Education	1.6000	1.6000	.9600	.9200
Building	.3750	.3340	.2500	.2500
IMRF	.1827	.1114	.0282	.0282
Transportation	.1200	.1200	.1200	.1200
Working Cash	.0500		.0500	.0500
Bonds	.3066	.2309		
Fire & Safety	.0500		.0500	.0500
Fire & Safety Bonds Liability	.0450		.1314	.1314
Total	2.7303	2.3963	1.5896	1.5496

<u>County</u>	<u>District</u>	<u>Actual 1974-1975 GSA</u>	<u>Est. 1975-1976 GSA</u>
Clark	1-C	\$543,230.09	\$583,184.26
Clark	3-C	269,878.58	270,278.01
Clark	105	73,107.31	67,731.55
Clark	201	<u>25,371.05</u>	<u>31,713.81</u>
Total as Duals		\$911,587.03	\$952,907.63
Proposed Unit		<u>934,635.56</u>	<u>971,481.29</u>
Advantage as Unit		<u>\$ 23,048.53</u>	<u>\$ 18,573.66</u>

1975-1976 ENROLLMENTS

GRADE	CASEY		MARTINSVILLE		WESTFIELD		TOTALS			
	Boys	Girls	Boys	Girls	Boys	Girls				
Kindergarten	36	40	76	22	18	40	11	5	16	132
First	44	28	72	21	20	41	4	6	10	123
Second	38	33	71	24	15	39	6	6	12	122
Third	47	34	81	21	17	38	5	5	10	129
Fourth	45	43	88	15	29	44	13	3	16	148
Fifth	32	47	79	23	20	43	8	12	20	142
Sixth	53	36	89	31	24	55	9	8	17	161
Seventh	54	43	97	27	29	56	11	12	23	176
Eighth	61	47	108	29	26	55	12	11	23	186
EMH	5	5	10	0	0	0	0	0	0	10
UNG	0	0	0	0	0	0	0	0	0	0
TOTAL	415	356	771	213	198	411	79	68	147	1,329
TOTAL ELEM.		771			411			147		1,329
Ninth	40	69	109	33	23	56	11	15	26	191
Tenth	49	59	108	28	26	54	12	9	21	183
Eleventh	53	43	96	36	19	55	11	7	18	169
Twelfth	59	33	92	33	26	59	9	13	22	173
EMH	6	6	12	0	0	0	1	0	1	13
UNG	0	0	0	0	0	0	0	0	0	0
TOTAL	207	210	417	130	94	224	44	44	88	729
TOTAL H. S.		417			224			88		729
TOTAL ELEM. & H. S.	622	566		343	292		123	112		
TOTAL ALL ELEM. & H.S.			1,188			635			235	2,058

COURSE NAME	C	M	W	COURSE NAME	C	M	W
ENGLISH				SCIENCE			
Intro. to H. S. English I	X			General Science	X	X	X
Intro. to H. S. English II	X			Biology	X	X	X
English on the Job	X			Earth Science	X		
Science Fiction	X			Botany-Zoology	X		
American Literature I	X			Chemistry	X	X	X
American Literature II	X			Anatomy	X		
Creative Writing	X			Physiology	X		
Short Stories	X			Physics	X	X	X
Novels	X			Independent Study	X		
Bible Literature	X			Biology II		X	X
The English Classics	X						
Mass Media	X			SOCIAL STUDIES			
Mythology, Legend, and Folklore	X			Anthropology	X		
Communications and Value Speech	X	X		Contemporary American Problems	X	X	X
Forensics	X			World History I	X	X	X
Dramatics	X			World History II	X		
Advanced Writing	X			Non-Western Culture I	X		
English I		X	X	Non-Western Culture II	X		
English II		X	X	American History	X	X	X
English III		X	X	Government	X	X	X
English IV		X	X	Sociology	X	X	X
Vocational English I			X	Psychology	X		X
Vocational English II			X	Economics	X		
College Prep		X		Modern Problems II			X
Speech II		X		Bible History			X
Enriched Reading		X		Geography		X	
Library Science		X		BUSINESS			
FOREIGN LANGUAGE				General Business	X	X	
French I	X	X		Typing I	X	X	X
French II	X	X		Shorthand I	X	X	X
Spanish I	X	X	X	Office Machines	X		
Spanish II	X		X	Shorthand II	X		X
Spanish III	X			Typing II	X	X	X
Spanish IV	X			Merchandising	X		
MATHEMATICS				Secretarial Practice	X	X	X
General Math	X			Clerical Practice	X		
Consumer Math	X			Accounting	X	X	X
Algebra I	X	X	X	Business Law	X	X	X
Geometry	X	X	X	Interrelated Cooperative Prog.	X	X	
Algebra II	X	X	X	Consumer Education	X	X	
Trigonometry	X			Coop. Work Training Prog. (CWT)	X		X
Calculus	X			Office Aide for the Year	X		
				Business Economics			X
				Business English		X	
				Business Mathematics		X	

COURSE NAME	C	M	W	COURSE NAME	C	M	W
<b>MATHEMATICS</b>				<b>AGRICULTURE</b>			
College Algebra	X			Basic Agriculture and Related Occupations			X
Advanced Math		X		Animal Science			X
Business Math			X	Landscaping			X
<b>HOME ECONOMICS</b>				Soil Management			X
Food and Nutrition	X	X		Agriculture Mechanical Skills			X
Clothing and Textiles	X			Ornamental Horticulture			X
Advanced Foods	X			Advanced Animal Science			X
Advanced Sewing	X			Agricultural Power I			X
Child Development	X			Agricultural Machinery			X
Stitchery	X			Agricultural Business Management	X	X	
Interior Decorating	X			Agricultural Welding and Cutting	X		
Home Decorating	X			Fertilizers and Chemicals	X		
Pre-Natal and Infancy	X			Agricultural Power II	X		
Refinishing and Re-Upholstery of Furniture	X			Special Problems in Agriculture	X		X
Child Care Careers	X	X		Agriculture I		X	X
Vocational Home Ec. I		X	X	Agriculture II		X	X
Vocational Home Ec. II			X	Agriculture III		X	
Vocational Home Ec. III			X	Agriculture IV		X	
Family Living			X	<b>INDUSTRIAL ARTS</b>			
Child Care Guidance	X	X		General Woodworking and Drafting	X		
Food Management	X			General Electricity and Metals	X		
<b>VISUAL ARTS</b>				Small Engines	X		
General Crafts	X			Advanced Mechanical Drafting	X		
Design I	X			Auto Mechanics I	X		
Design II	X			Advanced Metal Working	X		
Ceramics	X			Advanced Machine Woodworking	X		
Macrame	X			Advanced Electricity	X		
Basic Photography	X			Auto Mechanics II	X		
Drawing and Painting	X			Diversified Metals	X		
Prob. in Art I, II, & III	X	X		Building Trades	X		
Art I		X	X	Independent Study in Ind. Arts	X		
Art II		X	X	Industrial Arts I			X
Art III		X	X	Industrial Arts II			X
				Industrial Arts III			X
				Industrial Arts IV			X
<b>INSTRUMENTAL AND VOCAL MUSIC</b>				<b>HEALTH</b>			
Senior High Band	X	X	X	Orientation to Health Occupations	X	X	
Music Theory	X			Health or Consequences	X		
Music Appreciation	X			Health Care Aide I	X		
Intro. to Vocal Music	X			Health Care Aide II	X		
Senior High Choir	X			Health	X	X	X
Concert Choir	X	X	X	Health Care Cooperative	X		
Boys Choir			X	Nursing			X
Girls Choir			X	Medical Recordkeeping			X
Understanding Music	X			Survey of Health Occupations II		X	
Applied Music	X						

<u>COURSE NAME</u>	<u>C</u>	<u>M</u>	<u>W</u>
PHYSICAL EDUCATION			
9th Grade Physical Ed.	X	X	X
10th Grade Physical Ed.	X	X	X
11th Grade Physical Ed.	X	X	X
12th Grade Physical Ed.	X	X	X
DRIVERS EDUCATION			
	X	X	X

POSSIBLE CONSOLIDATION ORGANIZATIONS

PROPOSAL A

Casey, Martinsville, and Westfield 9-12 in Casey High School

Casey K-6 in Monroe Elementary

Martinsville K-6 in new Martinsville Elementary

Westfield K-6 in Westfield Elementary

Casey, Martinsville, and Westfield 7-8 in Martinsville High School

PROPOSAL B

Casey, Martinsville, and Westfield 9-12 in Casey High School

Casey K-6 in Monroe Elementary

Martinsville K-6 in new Martinsville Elementary

Westfield K-8 in Westfield Elementary and High School

Casey and Martinsville 7-8 in Martinsville High School

PROPOSAL C

Casey, Martinsville, and Westfield 9-12 in Casey High School

K-5 in Casey, Martinsville, and Westfield

6-8 in Westfield and Martinsville with Casey 6-8 going to each town

Proposal D

Casey, Martinsville, and Westfield 9-12 to Casey High School

K-8 in each town

APPENDIX B

Professional Negotiations Agreement

PROFESSIONAL NEGOTIATIONS AGREEMENT

PREAMBLE

This Agreement, between the Board of Education of District C-1, Clark County, Casey, Illinois, and the Casey Education Association, incorporates a number of understandings which derive from the parties' mutual beliefs that each pupil is entitled to an education of the highest quality and that the attainment of this objective is largely dependent upon the quality, dedication, enthusiasm and morale of the employees

Amended:  
March 1, 1976

ARTICLE I  
RECOGNITION

- A. The Board of Education of School District C-1, Clark County, Casey, Illinois, hereinafter referred to as the "Board", recognizes the Casey Education Association, hereinafter referred to as the "Association", as the sole and exclusive negotiating agent for all regularly employed certified personnel, hereinafter referred to as employees, except for the Superintendent, Elementary Supervisor, Junior-Senior High School Principal, Dean of Students, or other personnel whose primary function would be administrative or supervisory in nature.
- B. The Board agrees not to negotiate with any other employees' organization, individual employee, or group of employees with regard to negotiable items as defined in Article II unless otherwise provided for in this Agreement or unless mutually agreed to by the parties during the term of this Agreement.
- C. Continued recognition by the Board shall be contingent upon presentation annually by February 1, satisfactory evidence that the Casey Education Association does have a majority of the regularly certified employees as members.
- D. The Association understands that all previously agreed to economic items of mutual understanding will be subject to re-negotiation during the term of this Agreement.

## ARTICLE II

### EMPLOYEE ASSOCIATION AND BOARD RIGHTS AND RESPONSIBILITIES

- A. Both parties agree to participate in good faith negotiations with the duly designated representatives of the other party.
- B. Both parties agree that it is their mutual responsibility to meet at reasonable times and negotiate, in good faith, policy governing the following items:
  - 1. Salaries
  - 2. Related economic conditions of employment
- C. Both parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, and make counter proposals in the course of negotiations, and to reach tentative agreements which shall be presented respectively to the Association and the Board for ratification.
- D. Employees shall have the right to organize, join, and assist the Association and to participate in professional negotiations with the Board. The Board shall not discriminate against any employee with respect to hours, wages, terms, and conditions of employment for reason of membership in the Association, participation in negotiations with the Board, or the institution of any grievance, complaint or proceeding under this Agreement. The Association shall not discriminate against any employee for reason of non-membership in the Association.
- E. As a duly elected body exercising governmental power under the law of the State of Illinois, the Board agrees that it will continue not to deprive any teacher his rights conferred by the laws and the Constitutions of the State of Illinois and of the United States, by reason of his membership in the Association or his participation in any activities consistent with the terms of this Agreement.
- F. The Association agrees and recognizes that the Board, on its behalf of the electors of the district, hereby retains and reserves unto itself, all powers, rights, authority, duties, and responsibilities conferred upon and vested in by the laws and the Constitutions of the State of Illinois and of the United States.
- G. The Board shall deduct from each employee's pay the current dues of the Association, provided that the Board has an employee executed authorization for continuing dues deduction, the amount of which shall annually be certified by the Association. The authorization

form shall be furnished by the Association. The authorization shall remain in effect from year to year, except that the employee may revoke it between September 1 and September 15 of any year. Upon receipt of any revocation the Board shall notify the Association in writing of same. If a teacher resigns prior to September 1 of any year, the Board shall deduct the unpaid portion of the annual dues from the employee's final paycheck.

- H. The Association shall not be denied the following provided they do not interrupt the ongoing process of education:
  - 1. The use of school buildings for meetings.
  - 2. The use of employee mail boxes, inter-school mail, and faculty bulletin boards for the purpose of internal communication.
  - 3. The use of school equipment, e.g., typewriters and duplicating machines at the per cost charge.
- I. A teachers' lounge will continue to be provided in each building.
- J. Other matters pertaining to a teacher's responsibilities shall be covered in the Board's policies and procedures and teachers shall be furnished with a current copy of same.
- K. The Association agrees that matters relating to supervisor/teacher or Board/teacher relationships shall not be discussed in the presence of students.
- L. During the term of this Agreement, no member of the negotiating unit or representative of the Association shall engage in, participate in, or sponsor or promote any refusal to work, mass resignation, slow-down or strike. Any member of the negotiating unit participating therein may be discharged by due process without recourse to the grievance procedure.
- M. This Agreement may become null and void at any time by mutual agreement of both parties.
- N. Negotiations shall begin no later than February 1, unless both parties agree to an alternate date.
- O. If agreement is not reached on all items within sixty (60) calendar days of the commencement of negotiations, either party may declare to the other in writing signed by a majority of members of their party that an impasse exists and call for mediation. A written request for mediation by one party shall be considered a joint request for mediation by both parties.
- P. If the parties cannot agree on a mediator, a mediation panel shall be selected as follows: Each party shall select one person to a mediation panel. The two persons will select a third person agreeable to both who shall act as chairperson of the panel.

1. The mediation panel will then gather information on the specific areas of disagreement and make recommendations for the solutions of the disagreement. The recommendations will be advisory only and will not be made public until accepted or rejected by one or both parties.
2. Each party will bear the expense of its appointment to the mediation panel plus 50% of the expenses of the third member.

## ARTICLE III

### EMPLOYMENT CONDITIONS

- A. School Calendar - The Board shall set up a school calendar in accordance with requirements by the State. This calendar will be prepared in cooperation with other Boards in the County. Input from the Association shall be considered when this calendar is being formed. If five emergency work days are a part of the calendar, and these days are not used for emergency purposes, they may be designated by the Board as vacation days. School shall be dismissed at 2:00 P.M. the day preceding Thanksgiving, Christmas, and Easter Vacations.
- B. Notification of Assignments - All employees shall be given a written notice or schedule of their assignments for the forthcoming year no later than sixty (60) days preceding the first day of the new school term. In the event changes in such assignments are proposed, the employee affected shall be notified promptly and consulted with if possible. In the event of an emergency and changes must be made in teacher assignment, the employee shall be notified, and the employee shall be allowed to resign if such change is not acceptable to the employee.
- C. All teachers shall be fully certified for the positions to which they are assigned.

## ARTICLE IV

### REDUCTION IN TEACHERS

- A. Whenever it is deemed necessary by the Board of Education to reduce personnel, the reductions shall be made in accordance with the school code of Illinois.
  
- B. The Board agrees that when it is necessary to reduce tenured personnel because of program cuts, and when all other considerations are equal, they will attempt to dismiss the teacher with the least amount of seniority in the department. The Board may grant a tenure teacher whose job is being phased out the right to replace a teacher with less seniority, provided the employee has had previous teaching experience in that position and meets the necessary certification and/or qualifications for the job.

## ARTICLE V

### EMPLOYEE TERMINATION

- A. No tenured employee may be dismissed or otherwise disciplined except for any reason listed in the School Code. Moreover, the Board may not dismiss any employee for reasons relating to the employee's competence or classroom performance unless it has complied fully with the School Code of Illinois.
- B. Tenured employees shall be given reasonable written warning, specifically identifying the behavior (s) which, if not remedied, could be the basis for termination.
- C. Prior to the issuance of a written notice of termination, the appropriate administrator will have a conference with the employee, including therein a review of the employee's personnel file. If requested by the employee, an Association representative will be present at the conference if agreeable to the administrator.
- D. The Board shall provide the tenured teacher with a written notice of the specific charges against the employee. This notice shall include a written statement that a bill of particulars will be provided upon receipt of a written request made by certified or registered mail from the employee or the employee's attorney within ten (10) days of receipt of such notice, and the Board shall provide the bill of particulars, if requested, within five (5) days after receipt of the request. The notice of termination shall be served at least sixty (60) days before the effective date of termination.
- E. A hearing shall be conducted according to current laws for all tenured teachers.

## ARTICLE VI

### EFFECT OF AGREEMENT

- A. The terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of this Agreement.
- B. This Agreement and any subsequent changes shall be incorporated into the Board policies of C-1, Clark County, Casey, Illinois, and shall be a part of the said policies during the duration of this Agreement.
- C. The terms and conditions of this Agreement shall be reflected in individual contracts or employment agreements.
- D. Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement, if not affected by the deleted article, section, or clause.

ARTICLE VII

DURATION AND ACCEPTANCE OF AGREEMENT

This Agreement shall be effective \_\_\_\_\_ and shall continue in effect until February 1, 1977.

This Agreement shall expire on the date indicated unless it is extended by mutual agreement of both parties.

This Agreement signed this \_\_\_\_\_

In witness thereof:

For the Casey Education Association

For the Board of Education  
School District C-1

\_\_\_\_\_  
President

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Secretary

APPENDIX C

Non-Certified Personnel Handbook

CASEY COMMUNITY UNIT C-1

CASEY, ILLINOIS

HANDBOOK

NON-CERTIFIED

PERSONNEL

## NON-CERTIFIED PERSONNEL

### I. Definitions

A. Non-certified employees are employees who are not required by law to have teaching certificates. The listed personnel are classified as non-certified:

1. Maintenance supervisor
2. Secretaries
3. Custodians
4. Cooks
5. Clerical aides
6. Bus drivers
7. Bus mechanic
8. Non-certified supervisors
9. Work-study employees
10. Part-time summer employees

B. Full-time non-certified employees are those contractual employees who work fifty-two (52) weeks a year and are entitled to two (2) weeks paid vacation.

C. Full-time part-time non-certified employees are those contractual employees who work less than fifty-two (52) weeks a year.

D. Part-time non-certified employees are those employees who do not have a contract.

### II. Selection, Retention, and Promotion

It is the policy of the Board of Education that non-certified personnel be selected, retained, and promoted on the basis of fitness, merit, and efficiency. Each employee is expected to give faithful and complete service, and the continuation of employment shall be based upon good behavior, efficiency, necessity of work, financial status of the district, and ability to work with other employees.

When a vacancy occurs, present employees will be given first consideration before advertisement is given outside the school system. Residents of the school district will be given preference when all qualifications are equal when a position is vacant and no employee of the district is considered.

### III. Employee Requirements

- A. All new employees are required to submit proof that they are free from tuberculosis in a communicable form. This can be done by either a skin test or x-ray verified by a qualified doctor. This requirement must be met prior to commencement of employment.
- B. All new employees must submit proof of good health and freedom from communicable disease via a physical examination from a qualified doctor. This requirement must be met prior to commencement of employment. The Board of Education may from time to time require physical examinations of certain employees. If this is required the Board of Education will specify the physician and will bear the expense for such examination.
- C. The State of Illinois requires that all school non-certified employees working 600 hours or more a year contribute to the Illinois Municipal Retirement Fund (IMRF). This contribution will be deducted from each pay check according to the amount owed. The district will contribute the employer's share.
- D. Federal law requires that all non-certified employees must contribute to Social Security. This contribution will be deducted from each pay check according to the amount owed. The district will contribute the employer's share.

- E. Each employee will be responsible to his or her supervisor as stated on the job description for that employee. Employees who do not follow the direction of his or her supervisor or job description will be subject to dismissal after due process.

#### IV. Employee Benefits

- A. Non-certified employees contributing to IMRF will be able to participate in the benefits. IMRF gives benefits for disability to the employee and benefits to the employee's family in case of death as well as retirement benefits to the employee.
- B. All non-certified employees will have Social Security benefits as required by law.
- C. Workman's Compensation is provided by the district at no cost to the employee. Workman's Compensation provides each employee with insurance benefits in case of an accident on the job. All accidents resulting in an injury to the employee must be reported immediately to the employee's supervisor and a report must be filed in the Unit Office.
- D. Each contractual employee is entitled to days of absence from work due to illness with pay. The number of days allowed per year per employee is listed in the job description section, and the maximum number allowed to accumulate is 120 days. In the case of an extended absence the employee may be required to submit a statement from his physician. Sick leave is defined as: Personal illness, quarantine at home, or serious illness or death in the immediate family or household.

- E. Each contractual employee is entitled to two emergency personal leave days per year as described on the attached form. These days are non-accumulative and must have prior approval from the immediate supervisor and superintendent.
- F. Annual paid vacations are given to twelve month employees in the district at the rate of two weeks per year. After fifteen years an employee is entitled to three weeks vacation per year. The vacation time must be pre-approved by the immediate supervisor and superintendent. An employee must have at least one year of service before he qualifies. Vacation leave is not accumulative nor can pay be given for unused vacation leave unless pre-approval is given by the immediate supervisor and superintendent.
- G. The listed holidays are given to employees with pay if they fall within the contractual work period: New Year's Day, Lincoln's Birthday, Good Friday, Memorial Day, Declaration of Independence, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, and Christmas Day.
- H. School District workshops, institutes and other non-student attendance days are not considered paid holidays or vacation days.
- I. All non-certified employees may participate in the unit flower fund by contributing \$1.00 per year to the Unit Office. Flowers will be sent from the unit employees in the event of death in the immediate family (husband, wife, mother, father, brother, sister, son, daughter, grandmother, grandfather, or in-laws of the same relation). A potted plant will be sent to an employee after five consecutive days of confinement in a hospital.

## V. Employee Compensation

- A. Each group of employees will have their salaries determined annually by the Board of Education as per attached salary schedule.
- B. Employees will be compensated at the rate of ten cents per mile for the use of their private vehicles. Meals will be reimbursed at a rate not to exceed the following for each meal: Breakfast, \$2.00; lunch, \$2.50; dinner, \$3.00. A travel reimbursement form must be completed and handed in with receipts for all expenditures attached.
- C. Payroll checks will be distributed to each employee every other Friday beginning with the second Friday after July 1. The amount of each check will be determined by dividing the employee's pay by the number of weeks employed times two. Extra pay or docked pay will be paid or deducted from the pay period at the time when such information is turned in.
- D. Employees might suffer loss of pay for the following reasons:
  1. Absences from work which are not considered to be sick leave.
  2. Absence from work which has not been approved as personal leave.
  3. Arriving late to work or leaving early according to the assigned work day.

## VI. General Information

- A. Pupils are the responsibility of the certified personnel and except in some circumstances non-certified personnel should not assume authority over them. Exceptions occur with bus drivers and in certain supervisory duties. Misconduct of pupils should be reported immediately to the certified personnel in charge.

- B. The Board of Education does not intend to discriminate on the basis of sex determination, race, color, creed, marital status, or age. Anyone who feels they have been discriminated against has the right to file a grievance in the Unit Office explaining the reason for their complaint and listing all the particulars of the incident or incidents.
- C. No employee shall be subject to discharge except for good and just causes. Said charges or causes will be given to the employee thirty (30) days prior to the termination date. The employee shall have the right to written charges provided a request for the charges be made within ten (10) days of the dismissal notice. The Board of Education may grant a hearing if it so desires.
- D. Custodians will be given the Saturday morning following Friday holidays or preceding holidays off with pay as per their assigned rate of pay.
- E. Secretaries will be allowed to leave on early dismissal days preceding holidays after their office responsibility is completed.
- F. Bus drivers wishing to drive extra trips must indicate that desire at the beginning of each school year. Extra trips will be assigned to drivers as they occur on a revolving seniority basis beginning with the driver with the most seniority. Drivers who are assigned extra trips must find a substitute for their regular route. Drivers refusing to accept an extra trip will be penalized by losing their next assignment. Drivers who get substitutes for their extra trips must realize that this will still count as one of their assigned extra trips. Special trips

will be offered to the regular drivers with the fewest number of extra trips at the time of the need for the assignment. Substitute drivers will be used for extra trips only when there are no regular drivers available. Drivers showing up for an extra trip which has been cancelled will be paid \$5.00 if they were not notified. There will be a minimum of \$10.00 paid for out-of-district trips.

- VII. Each employee will have a written job description stating the position's title, qualifications, name of supervisor (s), contract period, terms of employment, job goals, performance responsibilities, vacation, and evaluation procedures as they apply to the position.

Sick leave shall be as follows: Twelve-month employees, twenty (20) days; nine and one-half and ten-month employees, sixteen (16) days; nine-month employees, fifteen (15) days.

NON-CERTIFIED PERSONNEL JOB DESCRIPTIONS

TITLE: Unit Secretary

QUALIFICATIONS:

1. A reasonable degree of proficiency in typing and dictation.
2. Working knowledge of basic office procedures and the operation of common office equipment and machines.
3. Two years experience as a secretary.
4. High school diploma.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
6. Possess a personality that promotes good relationship with staff and community.

REPORTS TO: Superintendent of Schools

CONTRACT PERIOD: Two hundred (200) days plus nine (9) holidays

VACATION: None

JOB GOAL: To assist and relieve the superintendent of paper work and impediments so that he may devote maximum attention to the central problems of education and educational administration.

EVALUATION: Evaluation will be conducted by the superintendent.

PERFORMANCE RESPONSIBILITIES:

1. Transcribes dictation of various types, including correspondence, reports, notices and recommendations.
2. Obtains, gathers, and organizes pertinent data as needed and puts it into usable form.
3. Maintains a regular filing system.
4. Processes incoming mail.
5. Places and receives telephone calls and records messages.

6. Maintains a schedule of appointments for conferences and interviews.
7. Schedules drivers for approved extra bus trips.
8. Maintains master rosters for bus routes.
9. Assigns new students to bus routes.
10. Notifies bus drivers of changes in bus routes and/or rosters.
11. Completes reports as assigned by the superintendent.
12. Performs bookkeeping tasks for the lunch programs, student attendance and transportation.
13. Orders and maintains supplies as needed.
14. Maintains the official school calendar.
15. Maintains the official School Board Minute Book.
16. Posts official notices as directed by the superintendent.
17. Makes copies of documents and materials as necessary.
18. Posts and mails correspondence.
19. Keeps records of toll charges, telegram charges, etc.
20. Answers routine questions of callers according to school policy, rules, and regulations.
21. Answers office telephone and refers incoming calls to the appropriate personnel.
22. Greets visitors courteously, determines their needs, checks appointments, and directs or escorts them to proper person.
23. Maintains records of free lunch recipients.
24. Assists in unit bookkeeping.
25. Performs other duties as assigned.

TITLE: Financial Secretary

QUALIFICATIONS:

1. A reasonable degree of proficiency in typing and dictation.
2. Working knowledge of basic office procedures and the operation of common office equipment and machines.
3. Two years experience as a secretary.
4. High school diploma.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
6. Possess a personality that promotes good relationship with staff and community.

REPORTS TO: Superintendent of Schools

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks

JOB GOAL: To assist in the administration of the district's business affairs so as to provide the maximum educational services for the financial resources available.

EVALUATION: Evaluation will be conducted by the superintendent.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a complete and systematic set of records of all financial transactions of the district.
2. Records details of school financial transactions in appropriate journals and subsidiary ledgers from such sources as requisitions, purchase orders, payroll records, etc.
3. Summarizes and balances entries recorded in individual journals and ledgers and transfers data to general ledgers.
4. Prepares financial statements, income statements, and cost reports to reflect financial condition of the district.

5. Traces errors and records adjustments to correct charges or credits posted to incorrect amounts.
6. Computes and records cash receipt summaries.
7. Reconciles cancelled payroll and accounts payable checks with statements and verifies bank balances with statements.
8. Maintains records covering all deductions.
9. Receives and computes all payrolls.
10. Keeps record of staff leaves and absences.
11. Verifies all amounts before and after checks are machine or computer processed.
12. Distributes payroll checks.
13. Assists various personnel in monitoring the budget.
14. Types materials and reports as necessary.
15. Assists the superintendent in preparation of and supervising the budget.
16. Advises superintendent on surplus cash available for investments.
17. Makes time deposit investments as directed.
18. Prepares withholding, social security, retirement, tax returns, dues check offs, tax shelter deductions, medical insurance, etc.
19. Maintains records of investments.
20. Makes bank deposits.
21. Maintains a regular filing system.
22. Makes copies of documents as necessary.
23. Assists superintendent's secretary as receptionist and telephone operator, as required.
24. Performs other duties as assigned.

TITLE: Junior-Senior High Principal's Secretary

QUALIFICATIONS:

1. A reasonable degree of proficiency in typing and dictation.
2. Working knowledge of basic office procedures and the operation of common office equipment and machines.
3. Two years experience as a secretary.
4. High school diploma.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
6. Possess a personality that promotes good relationship with staff and community.

REPORTS TO: Principal

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks

JOB GOAL: To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

EVALUATION: Evaluation will be conducted by principal.

PERFORMANCE RESPONSIBILITIES:

1. Performs the usual office routines and practices associated with a busy yet productive and smoothly-run office.
2. Receives and routes all incoming calls.
3. Maintains a daily teacher attendance log, and the concomitant records for substitute teachers.
4. Maintains a log of visitors to the school.
5. Handles all school insurance money, claims, etc.
6. Assists the principal in all matters that he deems necessary.
7. Maintains a regular filing system, as well as a set of locked confidential files, and processes incoming correspondence as instructed.

8. Maintains a schedule of appointments and makes arrangements for conferences and interviews.
9. Sorts and dispatches all incoming and outgoing mail.
10. Collects all activity money, keeps accurate activity fund records, and pays all activity fund bills when so ordered by activity sponsor. Pay orders are to be signed by both treasurer of activity and sponsor.
11. Has the responsibility of keeping an accurate school calendar of all school activities and night use of building.
12. Answers routine questions presented by students and public.
13. Arranges a time in work schedule to deliver messages to students and faculty.
14. Prepares and deposits all money that is taken in at high school office in proper bank. Keeps accurate record of these deposits.
15. Types all reports required of the high school by the superintendent, state, etc. Keeps one copy of each report on file in principal's office.
16. Handles money collected for school insurance. Informs insurance office and superintendent's office of premium payments and collects data for accident reports. Forwards claims to medical offices and insurance office.
17. Keeps list of substitute teachers on file and supplies the superintendent's office with substitute information.
18. Makes arrangements for substitute teachers to replace teachers pre-arranging absences.
19. Performs other duties as assigned.

TITLE: Attendance Secretary

QUALIFICATIONS:

1. A reasonable degree of proficiency in typing and dictation.
2. Working knowledge of basic office procedures and the operation of common office equipment and machines.
3. Two years experience as a secretary.
4. High school diploma.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
6. Possess a personality that promotes good relationship with staff and community.

REPORTS TO: Individual administrator to whom assigned

CONTRACT PERIOD: Two hundred (200) days plus nine (9) holidays

VACATION: None

JOB GOAL: To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

EVALUATION: Evaluation will be conducted by supervising administrator.

PERFORMANCE RESPONSIBILITIES:

1. Performs the usual office routines and practices associated with a busy yet productive and smoothly-run office.
2. Maintains such student records as shall be required.
3. Receives and routes all incoming calls.
4. Processes all changes and adjustments in student schedules after the second week of the school year.
5. Obtains, gathers, and organizes pertinent data as needed, and puts it into usable form.
6. Performs all bookkeeping tasks associated with accurate attendance records for the high school.
7. Orders and maintains supplies as needed by the teachers, administration and other school personnel.

8. Assists the principal in all matters that he deems necessary.
9. Performs other duties as assigned.

TITLE: Audio-Visual/Library/Clerical Aide

- QUALIFICATIONS:
1. A reasonable skill in typing.
  2. A working knowledge of various office machines.
  3. A reasonable knowledge of media materials.
  4. The ability to work with staff and students.
  5. High school diploma.

REPORTS TO: Building administrator and librarian

CONTRACT PERIOD: One hundred ninety (190) days plus nine (9) holidays

VACATION: None

JOB GOAL: To help assure the smooth operation of the school library and assist in other duties as requested by the building administrator.

EVALUATION: Evaluation will be conducted by the supervising administrator.

PERFORMANCE

RESPONSIBILITIES:

1. Assists in the ordering and processing of all library books purchased by the school.
2. Assists in the ordering and processing of all audio-visual materials purchased by the school.
3. Performs the normal clerical duties of the school library.
4. Assists in promoting audio-visual instruction in the classroom.
5. Assists students in setting up audio-visual machines and materials in the library.
6. Assists teachers with audio-visual equipment in the classroom.
7. Assists in maintaining equipment in good repair.
8. Assists in scheduling use of audio-visual equipment and software.
9. Assists in keeping a record of film orders and cancellations.

10. Prepares films to be returned and helps keep a log of the time used.
11. Places orders for co-op films and rentals.
12. Helps obtain and complete vertical files.
13. Assists in maintaining good housekeeping in the library and library office.
14. Types a variety of material from rough drafts or corrected copy.
15. Cuts stencils and dittos for duplicating machines.
16. Operates various types of duplicating machines and copying machines to reproduce instructional materials.
17. Cleans machines and makes minor repairs.
18. Maintains records showing quantities of paper used by and type of work performed for instructional employees.
19. Collates and binds finished products if requested.
20. Scores objective tests when proper keys and directions are provided.
21. Maintains inventories of paper and supply store room.
22. Assists in other duties as needed and assigned by the building administrator.

TITLE: Elementary Secretary

- QUALIFICATIONS:
1. A reasonable degree of proficiency in typing and dictation.
  2. Working knowledge of basic office procedures and the operation of common office equipment and machines.
  3. Two years experience as a secretary.
  4. High school diploma.
  5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

6. Possess a personality that promotes good relationship with staff and community.

REPORTS TO: Elementary Supervisor

CONTRACT PERIOD: Two hundred (200) days plus nine (9) holidays

VACATION: None

JOB GOAL: To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

EVALUATION: Evaluation will be conducted by the elementary supervisor.

PERFORMANCE RESPONSIBILITIES:

1. Performs the usual office routines and practices associated with a busy, yet productive and smoothly-run office.
2. Maintains such student records as shall be required.
3. Obtains, gathers, and organizes pertinent data as needed, and puts it into usable form.
4. Places and receives telephone calls and records or delivers messages.
5. Maintains a regular filing system and processes incoming correspondence as instructed.
6. Performs any bookkeeping tasks associated with the specific position.
7. Is responsible for the collection, recording and reporting of monies for the cafeteria, lunch program, book rental, and insurance.
8. Maintains daily the attendance registers for the elementary school and makes the monthly report to the elementary supervisor.
9. Welcomes visitors to the building and arranges for their comfort.
10. Performs other duties as assigned.

TITLE: Head Custodian

QUALIFICATIONS: Good health, physical ability and a willingness to work.

REPORTS TO: Principal

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks; after fifteen (15) years, three (3) weeks

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

EVALUATION: Evaluation will be conducted by the principal.

SUPERVISES: Custodians

PERFORMANCE RESPONSIBILITIES:

1. Supervises the cleaning and maintenance of boilers and major equipment.
2. Assumes responsibility for cleaning a specific area.
3. Assists the Maintenance Supervisor in remodeling and renovation work.
4. Participates in and assists in organizing necessary painting and general repairs.
5. Generally supervises and maintains the school grounds.
6. Organizes and assists in snow removal.
7. Organizes, supervises, and participates in the general cleaning and routine maintenance of the school building.
8. Requisitions and receives supplies and equipment, and maintains necessary inventories.
9. Assumes responsibility for the general security of the buildings.
10. Assumes responsibility for the general fire safety of the buildings.
11. Organizes and participates in emergency repair or cleaning as necessary.
12. Performs other duties as assigned by the principal or superintendent.

TITLE: Custodian

QUALIFICATIONS: Good health, physical ability and a willingness to work.

REPORTS TO: Head Custodian and Principal

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks; after fifteen (15) years, three (3) weeks

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

EVALUATION: Evaluation will be conducted by the principal.

PERFORMANCE RESPONSIBILITIES:

1. Keeps assigned portions of the building and premises including sidewalks, driveways, and play areas neat and clean at all times.
2. Shovels, plows, and/or sands walks, drives, parking areas, and steps as assigned by the head custodian.
3. Assists in unloading and storing materials and supplies.
4. Assists in cleaning, stripping, and waxing floors, etc., as assigned by the head custodian.
5. Assists in making emergency repairs and/or cleaning as necessary.
6. Assists the maintenance supervisor in remodeling, renovation, repairing, and painting as necessary.
7. Sweeps assigned classrooms daily and dusts furniture.
8. Cleans corridors after and/or before school each day, and during the day when their conditions require it.
9. Scrubs, washes down and disinfects toilet floors daily, and cleans all sanitary fixtures and drinking fountains daily in the assigned areas.
10. Moves furniture or equipment within the building as required for various activities and as directed by the head custodian and/or principal.

11. Cleans all chalkboards once weekly in designated areas.
12. Reports immediately to the head custodian any damage to school property.
13. Remains on the school property during regular hours and during non-school hours when the use of the building has been authorized and his attendance is required by the principal and/or head custodian. (Except lunch hour.)
14. Performs other duties as necessary.

TITLE: Elementary Custodian

QUALIFICATIONS: Good health, physical ability, and a willingness to work.

REPORTS TO: Elementary Supervisor

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks; after fifteen (15) years, three (3) weeks

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

EVALUATION: Evaluation to be conducted by the elementary supervisor.

PERFORMANCE RESPONSIBILITIES:

1. Keeps building and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Washes windows on both inside and outside at least two (2) times each year, and more frequently if necessary.
3. Cleans corridors before school and during the day when their condition requires it.
4. Sweeps and cleans classrooms daily and dusts furniture when needed.
5. Regulates heat and ventilation to provide temperatures appropriate to the season.
6. Maintains and cleans the boilers and boiler room.

7. Does the "trim" mowing of the building grounds where employed.
8. Assists in unloading and storing materials and supplies.
9. Assists in cleaning, stripping, and waxing floors, etc.
10. Scrubs, washes down, and disinfects toilet floors daily, and cleans all sanitary fixtures and drinking fountains daily.
11. Moves furniture or equipment within the building as required for various activities and as directed by the elementary supervisor.
12. Mops and cleans the kitchen area daily.
13. Maintains and sets up the tables for the cafeteria daily.
14. Remains on the school premises during regular hours, and during non-school hours when the use of the building has been authorized and his attendance is required by the elementary supervisor.
15. Assists in making emergency repairs and/or cleaning as necessary.
16. Assists the maintenance supervisor in remodeling, renovation, repairing, and painting as necessary.
17. Performs other duties as necessary and as directed by the elementary supervisor.
18. Assumes the responsibilities for the general security of the building.

TITLE: Maintenance Supervisor

QUALIFICATIONS: Good health, knowledge of building skills, and a willingness to work.

REPORTS TO: Superintendent of Schools

CONTRACT PERIOD: Twelve (12) months at six (6) hours per day

- VACATION: Two (2) weeks
- JOB GOAL: To maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.
- EVALUATION: Evaluation will be conducted by the superintendent.
- PERFORMANCE RESPONSIBILITIES:
1. Examines school buildings on a regular basis for needed repairs and maintenance.
  2. Establishes and recommends priorities on repair projects.
  3. Estimates cost of repair projects in terms of labor, material, and overhead.
  4. Lays out, performs, and inspects work and assists assigned staff members.
  5. Develops a system for dealing with emergency repair problems with efficiency.
  6. Orders materials as needed, and makes recommendations of supplies and equipment for purchase.
  7. Checks drawings and plans.
  8. Consults with building principals regarding the establishment of regular preventive maintenance programs.
  9. Maintains records as required.
  10. Recruits, screens, recommends for hiring summer maintenance crafts people.
  11. Advises on the hiring of contractors to perform certain maintenance or repair services.
  12. Attends Board of Education meetings when requested by the superintendent.
  13. Drives a school bus when regular substitute drivers are unavailable.
  14. Performs other tasks as directed by the superintendent.

TITLE: Head Cook

QUALIFICATIONS: Good health, knowledge of cooking and dietary needs, and ability to maintain budget and purchasing.

REPORTS TO: Principal

CONTRACT PERIOD: One hundred eighty-two (182) days plus nine (9) holidays

VACATION: None

JOB GOAL: To insure that food of high nutritious quality is made available to each student in the school.

EVALUATION: Evaluation will be done by the principal.

PERFORMANCE RESPONSIBILITIES:

1. Plans and supervises the preparation and serving of meals in the school.
2. Provides assistance and suggestions for the preparation and serving of government surplus foods.
3. Maintains records of the utilization of government surplus foods.
4. Plans for all banquets served in the school's lunchroom.
5. Supervises the overall safety and sanitation program of the school service stations.
6. Posts lists for custodial employees to insure proper supplies are moved into the kitchen area.
7. Makes every effort to serve meals popular with the students while complying with good nutritional standards.
8. Supervises the activities of all personnel assigned to the cafeteria.
9. Assists in preparation of all required reports.
10. Maintains inventories of all food stuff and supplies on hand.
11. Checks all equipment and plans for maintenance as necessary.
12. Reports accidents, problems, etc., immediately to the principal and other proper authorities.

TITLE: Cooks

QUALIFICATIONS: Good health, knowledge of cooking, and a willingness to work.

REPORTS TO: Head Cook and Principal

CONTRACT PERIOD: One hundred seventy-two (172) days; plus nine (9) holidays

VACATION: None

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and warmth.

EVALUATION: Evaluation will be conducted by the head cook and principal.

PERFORMANCE RESPONSIBILITIES:

1. Assists in the preparation and serving of food in a quick and pleasant manner.
2. Assumes responsibility for seeing to it that food trays are filled with ample quantities of food.
3. Assumes responsibility for seeing to it that during meal service periods the supply of foods offered for self service is replenished regularly.
4. Assists in the daily clean up of the kitchen and service areas.
5. Performs major cleaning of equipment, storerooms, etc., as assigned by the head cook.
6. Assumes responsibility for storage and disposal of unused foods.
7. Performs other duties as assigned by the head cook.

TITLE: Bus Mechanic

QUALIFICATIONS: Good health and mechanical ability.

REPORTS TO: Superintendent of Schools

CONTRACT PERIOD: Twelve (12) months

VACATION: Two (2) weeks

JOB GOAL: To keep the district's automotive fleet in such a state of operating excellence that they present no problems or interruptions to the educational progress.

EVALUATION: Evaluation will be conducted by the superintendent.

PERFORMANCE RESPONSIBILITIES:

1. Diagnoses and repairs district automotive equipment.
2. Maintains a current inventory of supplies and equipment.
3. Establishes an efficient and effective system of routine automotive maintenance and preventive care.
4. Promotes high standards of safety and good housekeeping methods in all work-connected areas.
5. Drives a regular bus route and complies with all the provisions in the district's job descriptions for bus drivers.
6. Drives the noon shuttle run between Roosevelt and Monroe School.
7. In the event of trouble-on-the-road, delivers a back up bus and arranges for the towing-in of the troubled bus.
8. Maintains all required records and reports.
9. Prepares buses for the required vehicle inspections.
10. Initiates purchase orders for repair equipment and supplies.

TITLE: Bus Driver

QUALIFICATIONS: Good health and skill in driving.

REPORTS TO: Superintendent of Schools

CONTRACT PERIOD: One hundred seventy-six (176) days plus nine (9) holidays

VACATION: None

## JOB GOAL:

To provide safe and efficient transportation so that students may enjoy the fullest possible advantage from the district's curricular and extra-curricular program.

## EVALUATION:

Evaluation will be conducted by the superintendent.

## PERFORMANCE

## RESPONSIBILITIES:

1. Obeys all traffic laws.
2. Observes all mandatory safety regulations for school buses.
3. Maintains discipline when students are on the bus.
4. Reports undisciplined students to the principal and the superintendent.
5. Sweeps and dusts the assigned bus daily.
6. Washes assigned bus weekly.
7. Keeps assigned bus supplied with gasoline.
8. Notifies the bus mechanic in case of mechanical failure or lateness.
9. Checks bus before each operation for mechanical defects.
10. Discharges students only at authorized stops.
11. Notifies the superintendent's office of any changes in the bus roster.
12. Keeps to the approved bus schedule.
13. Exercises responsible leadership when on out-of-district school trips.
14. Transports only authorized students.
15. Reports all accidents and completes required reports.
16. Enforces all bus regulations.
17. Keeps daily and weekly time sheets.

TITLE: Noon Supervisors

QUALIFICATIONS: Good health

REPORTS TO: Principal

CONTRACT PERIOD: One hundred sixty-nine (169) days plus nine (9) holidays

VACATION: None

JOB GOAL: Through meaningful leadership, to enable students to enjoy a pleasant lunch in the cafeteria and subsequently to enjoy group interaction and physical exercise during the lunch period.

EVALUATION: Evaluation will be conducted by the principal.

PERFORMANCE RESPONSIBILITIES:

1. Supervises students to and from the cafeteria, in the cafeteria, and during play time and maintains a harmonious atmosphere in the areas assigned.
2. Organizes group games and activities.
3. Directs movement of groups to and from cafeteria.
4. Directs groups to and from playground.
5. Reports any misconduct and/or accidents to the principal.

APPENDIX D

Information Concerning Budget Cuts

TO: All Professional Staff  
FROM: Jim Koss  
REGARDING: Program and Budget Considerations  
DATE: November 25, 1975

As all of you are probably aware, the Board of Education has directed the administration to study and make every effort to balance next years budget. The only way we can work toward balancing the budget is by appropriation of more state funds, a local tax rate increase, or by cutting programs and conserving costs. The first two ways are out of our hands. We would like to solicit your assistance in studying the third way.

It is very distressing to begin cutting programs all of us have been proud of and many of you have worked hard to establish. Cutting programs often means cutting staff or asking staff to carry a heavier load of students or to teach with less supplies and equipment. You as professional staff members can assist us by:

1. Conserving expenditures whenever and wherever possible.
2. Talking to your administrator and sharing your ideas and thoughts on saving.



Possible Areas of Savings

<u>Area</u>	<u>Possible Action</u>	<u>Approximate Savings</u>
Grade 3	Cut from 4 to 3 Sections	\$ 9,000
Grade 4	Cut from 4 to 3 Sections	9,000
Grade 6	Cut from 4 to 3 Sections	9,000
Grade 6	Move to Jr.-Sr. H. S.	18,000
Grade 5	Return to Monroe	15,000
Elementary Art	Eliminate Position	9,000
Elementary P. E.	Eliminate Position	9,000
Elementary Music	Eliminate Position	9,000
Grade 7	Cut from 5 to 4 Sections	4,500
Grade 8	Cut from 5 to 4 Sections	4,500
6-9 Vocal Music	Eliminate Position	9,000
H. S. Extra Art, French	Eliminate Position	9,000
6-12 Band	Eliminate Position	9,000
Library	Eliminate One Position	5,000
Auto Mechanics	Eliminate Class	6,000
Building Trades	Eliminate Class	5,000
Interrelated	Eliminate Class	5,000
Agriculture	Eliminate Class	12,000
Extra H. S. Classes	Eliminate	?
Instruction Supplies	Cut %	?
Instructional Equipment	Cut %	?
Travel	Cut %	?
Textbooks	Cut %	?
Other Staff	Eliminate Positions	?

ESTIMATED 1976-77 REVENUE

Education Fund	\$ 1,145,227.00
Building Fund	<u>93,727.00</u>
	\$ 1,238,954.00

EDUCATION FUND

Estimated 1976-77 Expenditures based on 1975-76 Budget of \$1,240,713.00.

<u>CUT</u>	<u>APPROXIMATE SAVINGS</u>
Administrative Travel	\$ 3,000
Administrative Dues	500
Clerical Aide	5,000
Elementary Books	1,000
H. S. Books	1,500
H. S. Library	1,000
Elementary Library	550
Educational T. V.	800
High School Other	6,350
Elementary Other	3,350
Instructional Travel	1,750
Athletics	6,500
H. S. Textbooks	3,000
Elementary Testbooks	2,500
Towel Service	1,200
Uniform Cleaning	1,000
Additional Equipment	4,950
Reading T. V. Program	1,500
Teaching Cuts (9 Positions)	<u>95,000</u>
	\$143,450

Estimated 1976-77 Budget - \$1,097,263.00

This does not reflect any salary increases or other expenditures not known at this time.

BUILDING FUND

Estimated 1976-77 Expenditures based on 1975-76 Budget of \$126,290.00.

<u>CUT</u>	<u>APPROXIMATE SAVINGS</u>
One-half Custodian	\$ 3,000
Extra Custodial	2,500
Maintenance Supervisor	3,000
Rent	1,080
Improvements	1,000
Additional Equipment	<u>1,000</u>
	\$ 11,580

Estimated 1976-77 Budget - \$114,710.00, which does not reflect any salary increases.

## TOTAL EXPENDITURES

Education Fund	\$ 1,097,263.00
Building Fund	<u>114,710.00</u>
	\$ 1,211,973.00
REVENUE	\$ 1,238,954.00
EXPENDITURES	<u>1,211,973.00</u>
Difference	\$ 26,981.00

M E M O

TO: Citizens Advisory Council and Board of Education Members  
FROM: Jim Koss, Assistant Superintendent  
REGARDING: Advisory Council Meeting  
DATE: October 27, 1975

The next meeting of the Advisory Council is Monday, November 3, 1975, at 7:00 P.M. in Monroe Elementary School.

The agenda for this meeting will be:

- I. Continued discussion of educational priorities.
- II. Discussion of what action to take to correct the district's financial picture. Some alternatives might be:
  - A. Continue programs and deficit spending.
  - B. Cut programs where possible and continue deficit, but with less spending.
  - C. Cut programs in order to balance the budget and continue with the same deficit at the end of the year.
  - D. Cut programs in order to bring the district back into the black (impossible to do).
  - E. Same as C only issue bonds for a period of time to bring the district back even.
  - F. Attempt to pass a tax referendum to continue programs as they are.
  - G. Attempt to pass a tax referendum to continue programs as they are and make up the deficit.
  - H. Issue bonds to cover deficit and attempt a tax referendum to continue with the present programs.
- III. Additional discussion and miscellaneous.
- IV. Setting of next meeting time and place.





EDUCATIONAL PRIORITIES

ELEMENTARY

NECESSARY

CONVENIENT

NOT NECESSARY

Small Class Size

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\_\_\_\_\_

\_\_\_\_\_

Special Physical Education

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\_\_\_\_\_

\_\_\_\_\_

Special Art

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\_\_\_\_\_

Special Music

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\_\_\_\_\_

Instructional Monies

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\_\_\_\_\_

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JUNIOR HIGH SCHOOL

Small Class Size

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Special Art

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Special Music

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Career Classes

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Athletics

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\_\_\_\_\_

\_\_\_\_\_

Boys Baseball

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\_\_\_\_\_

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Boys Basketball

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\_\_\_\_\_

\_\_\_\_\_

Boys Track and Field

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\_\_\_\_\_

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Girls Track and Field

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Cheerleaders

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\_\_\_\_\_

\_\_\_\_\_

Band

\_\_\_\_\_

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Instructional Monies

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HIGH SCHOOL

Small Class Size

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Extra English Classes

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Extra Math Classes

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Extra Science Classes

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Extra Social Studies Classes

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Extra Foreign Language Classes

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Extra Industrial Arts Classes

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\_\_\_\_\_

\_\_\_\_\_

	NECESSARY	CONVENIENT	NOT NECESSARY
Extra Home Economics Classes	_____	_____	_____
Extra Agriculture Classes	_____	_____	_____
Extra Business Classes	_____	_____	_____
Extra Health Classes	_____	_____	_____
<b>Athletics</b>	_____	_____	_____
Boys Football	_____	_____	_____
Boys Basketball	_____	_____	_____
Boys Track	_____	_____	_____
Boys Golf	_____	_____	_____
Boys Tennis	_____	_____	_____
Boys Cross Country	_____	_____	_____
Boys Intramurals	_____	_____	_____
Girls Basketball	_____	_____	_____
Girls Volleyball	_____	_____	_____
Girls Intramurals	_____	_____	_____
Field Trips	_____	_____	_____
Student Organizations	_____	_____	_____
Newspaper	_____	_____	_____
Yearbook	_____	_____	_____
Student Council	_____	_____	_____
Classes	_____	_____	_____
<b>Music</b>	_____	_____	_____
Band	_____	_____	_____
Vocal Music	_____	_____	_____
Stage Band	_____	_____	_____
Swing Choir	_____	_____	_____

	NECESSARY	CONVENIENT	NOT NECESSARY
Instructional Monies	_____	_____	_____
<u>UNIT BUILDINGS AND GROUNDS</u>			
Maintain Grounds	_____	_____	_____
Maintain Buildings	_____	_____	_____
Improve Grounds	_____	_____	_____
Improve Buildings	_____	_____	_____
<u>TRANSPORTATION</u>			
Maintain Buses	_____	_____	_____
Improve Buses	_____	_____	_____
GENERAL COMMENTS AND SUGGESTIONS			