

1976

A Faculty Handbook for Findlay Community Unit District #2

William C. Walters

Eastern Illinois University

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

Recommended Citation

Walters, William C., "A Faculty Handbook for Findlay Community Unit District #2" (1976). *Masters Theses*. 3410.
<https://thekeep.eiu.edu/theses/3410>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

A FACULTY HANDBOOK FOR

FINDLAY COMMUNITY UNIT DISTRICT #2
(TITLE)

BY

WILLIAM C. WALTERS

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
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 27, 1976
DATE

July 27, 1976
DATE

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

7/22/76
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

pdm

TABLE OF CONTENTS

I. Introduction 1
II. Log of Activities 3
III. Selected Activity Analyses 6
IV. Conclusion 8

Appendix

Handbook

(1) General Information 1
(2) Teacher Information 24
(3) Teacher Responsibilities 80
(4) School District Forms 95

CHAPTER I

INTRODUCTION

Purpose of Field Study

The sole purpose of this field study was to prepare a faculty handbook for the Findlay Community Unit District #2. Major tasks involved in the field study were as follows:

1. Development of the procedure used in preparing the faculty handbook.
2. Establishing procedures for obtaining input from the faculty, administration, and board of education concerning materials included in the handbook.
3. Preparation of the faculty handbook.
4. Follow-up of any needed additions or corrections of the handbook.

Background

Since there have been numerous handbooks printed in schools and businesses, there are some established guidelines that should be used only as a guide and not applied to all situations. Handbooks from area schools surrounding the Findlay School District were acquired for content and form. Samples that have been collected have been concentrated from rural areas such as the Findlay Community School District.

In the past, the Findlay School District has had few written regulations and guidelines, that have been approved by the board,

for our faculty. This has led to confusion and misunderstanding in previous years. Decisions concerning rules and regulations to be included in the Findlay Faculty Handbook were made after examining previously printed handbooks of other districts and consultation with staff members of the Findlay School District.

CHAPTER II

LOG OF ACTIVITIES

Week of January 19 Fifty letters were sent to principals in high schools surrounding the Findlay area.

Week of January 26 I talked to the Principal of Assumption High School (Mr. Jim Dwyer), and the Principal of Blue Mound High School (Mr. Gordon Eckols) about the content in their faculty handbooks.

January 26 to February 9 Received responses from forty of the fifty letters that were sent to other schools. Some schools responded with a board of education handbook along with faculty and student handbooks.

February 9 to March 1 Reviewed handbooks for material and content. Found that most information was similar with little difference in originality.

Week of February 16 Worked with our administration on material that should be included in our faculty handbook. At this point selected ten handbooks in which content was specific and very detailed.

Week of February 23 Worked on general information that should be included in handbook. Talked to Stonington High School Principal about their handbook.

March 1-8 Organized information that was general in nature from our local district. Received assistance from secretaries, faculty, and administration.

March 15-29 Reviewed handbooks again for teacher information. Asked for input from own staff members on information that they felt would be useful in our system. Reminded faculty that all information would be subjective to board approval.

Week of April 5 Talked to Mr. Jim Koss, Superintendent of Casey High School, about their handbook. Most thorough handbook that was reviewed. Broken down into great detail. Mr. Koss indicated that much time was spent on job descriptions for all staff members.

April 12-26 Sent out letters to ten schools with attendance ranging from 1000 to 2000. Checking large school handbooks against smaller school handbooks with emphasis on content and form. Found there was very little difference. Large school handbooks were usually professionally published whereas small schools usually mimeographed their handbooks. Might add that response was received from seven of ten schools that were contacted.

Week of May 3 Worked on section three of handbook pertaining to teacher responsibilities. Received much help from Mr. Koss and Mr. Eckols with content that should be included. Asked at monthly teachers meeting for input on teacher responsibilities. Limited suggestions were received because our staff was not aware of what could and should be included in a handbook.

Week of May 10 Talked to Bethany Administration about their handbook content. Bethany places great emphasis upon written forms for teacher request.

May 17-31 Started organizing field study into four general sections: (1) General information, (2) Teacher information, (3) Teacher responsibilities, and (4) School district forms. Rearranged information

after discussing the handbook with Mr. Camfield (Superintendent) and Mr. Bradford (Principal) of our local system.

June 7 to 25 Placed field study in final form with assistance from Dr. Donald W. Smitley.

CHAPTER III

SELECTED ACTIVITY ANALYSES

Teacher and Administration Input

Teacher input involved teacher responsibilities and classroom discipline procedures. The staff felt that these areas were of major concern for our school system.

Administration input was very limited in content because they felt that the board would have the final authority to add or delete any content that was not beneficial to the school system. The administrators were mostly concerned that the faculty be aware of the general information that is used throughout the system.

Content of Handbooks

Most handbooks that were reviewed contained basically the same type of content with very little differences in form. Most schools broke their handbooks down into three or four sections with emphasis being placed on teacher information and teacher responsibilities.

Decisions Concerning What to Include

After reviewing numerous handbooks from other schools and consulting persons who have written handbooks, the decision on what should be included was made. The handbook was written in four major sections that are as follows:

1. General information
2. Teacher information
3. Teacher responsibilities
4. School district forms

Sections two and three are written in great detail to provide the faculty with a useful set of guidelines.

Method and Cost of Publication

After consulting other schools about publication of their handbook, the decision was made to mimeograph the handbook for the faculty. It was more feasible economically to mimeograph the handbook rather than have it professionally printed and bound. Revision from time to time was an important factor in selecting the mimeographing method for printing the handbook. It would be very costly to revise the professionally printed handbook.

CHAPTER IV

CONCLUSION

Summary

The field study was completed with the use of other handbooks as a guide for content and form. Administrators and faculty members were used as consultants for input for content.

After much review of previous handbooks, special emphasis was placed in the areas of teacher information and teacher responsibility.

Materials were gathered from other schools through a form letter which was sent requesting copies of their faculty handbooks. Follow-up consisted of phone calls to area administrators in regard to material that was used in their school's handbook.

Utilizing the information from other handbooks along with recommendations from the administration and faculty of the Findlay Community Unit School District #2, the following recommendations have been made.

Recommendations

1. It is the desired purpose of this field study to have the Findlay Board of Education to adopt this faculty handbook as proposed. This will allow our school system to operate from written rules and regulations rather than ideas or rules taken for granted. This should alleviate trivial problems or misunderstandings that occur without written rules and regulations.

2. It will be recommended that the handbook be mimeographed instead of professionally printed and bound due to high cost and other financial obligations of our local school system. Economically it will be feasible to use the mimeograph machine at the school and distribute the handbook to those who will operate under the written regulations.

3. Regular revision should be made after study and recommendations by a committee of teachers under the direction and supervision of the administration with approval by the Findlay Board of Education. Up-dating the handbook annually may be done at minimal cost to the district by using the mimeograph copies instead of the professional bound handbook. The revisions will more likely be made if little expense is incurred.

TEACHER HANDBOOK

FINDLAY SCHOOL DISTRICT

1976-77

This handbook is to be used as a guide to assist teachers in upholding practices and procedures in the Findlay Community Unit School District #2. The handbook does not attempt to cover every minute detail as such, but will convey most guidelines in written policy to assist in the daily operation of the school. It is hoped that this handbook will provide specific information and give special attention to individuals on a personal basis.

CHAPTER I

GENERAL INFORMATION

Philosophy of Findlay School District

We believe, first, that in the Findlay Schools the individual student must be the focus of our concern. Believing in the singularity and dignity of persons, we intend to devote as much time, money and energy, professional skill, and personal loyalty as may be required to see to it that every student in the Findlay Schools has full opportunity to seek his own identity and grow and mature as a person.

We believe that our schools have as our primary obligation the development of capacities to search for knowledge, to reason, and to discover meaning, relevance, and purpose. We believe that this task takes patience and effort, but that good teaching can make the work exciting and that the discipline of daily study is at the heart of any formal training in the use of the mind.

We hope that our Findlay Community Unit Education will teach pupils from kindergarten to the high school graduates, to think for themselves, to see the relatedness of things, and never stop asking incisive questions. We trust our intellectual as well as the community's expectations for a strong preparation for eventual participation in maintaining and perpetuating our democracy will be realized. We must continue to stress from the very beginning through graduation the major academic disciplines of literature, history, mathematics, languages, and

sciences. But we are agreed that we must provide also, rich opportunities and excellence of instruction in the useful and practical arts, the fine arts, and performing arts, and physical and health education.

Rules, Precedents and Procedures

The Findlay Board of Education has established the following introduction to rules, precedents, and procedures relating to the local school system:

1. Purpose The general policy of the State of Illinois has been to leave in the hands of the local school district as much of the control of the school district as possible. In local school districts, the board of education represents the people, and there is no more important responsibility for any citizen than service on the local board of education.

The Board of Education of Findlay Community Unit School District believes that a set of rules, precedents, and procedures carefully organized, clearly written, and kept currently up to date would benefit all who are related to the school system within and without--board members, administrators, teachers, other employees, students, parents, taxpayers, community organizations, etc.

2. Official Operating Policies Based on a Philosophy of Education In a democracy the purpose of the school is to educate all the children of all of the people. Each child should be recognized as an individual with certain basic needs. Each child is unique in background, potentialities, creative interests, varying abilities, skills and attitudes. Therefore, our schools must arrange for such experiences as will insure orderly progress from the immature state to disciplined maturity, such experiences as will meet the individual needs and characteristics.

The schools should provide each child living in the school district with equal opportunity for total growth in harmony with his needs, so that he may become a vocationally and economically effective citizen; so that he may develop physically, socially and morally. Such development should inspire and enable the child to adjust to the requirements of the ever-changing world.

The curriculum should develop a sound program that is built around skills and information that are meaningful and functional. Such program should be so coordinated and articulated that a continuing process of growth and maturation will be assured.

The schools should provide such guidance that will enable each individual to understand more fully his interests and abilities, and to relate them to his life goals, and finally to reach a more complete state of self-guidance.

The Findlay School has an obligation to society to hold the highest ideals before the child, constantly, in order to make for wholesome and happy living, good moral standards and useful, well-adjusted citizens in a democracy.

The entire school program should result from the cooperative planning and action of the school staff, the student body, and the community under the direction of the school's administration.

Professional Ethics

1. Definition, Purpose and Basis

- a. The code of ethics is a set of principles to govern the conduct of the school staff, school employees, administration and Board of Education of Findlay Community Unit District.
- b. It should help personnel in their dealings with each other and with the general public. The letter of the code is to be respected, but the spirit of the code should be the measure of professional obligation for all concerned.

2. Responsibility to the Child

- a. Place the child first--since the schools are created for all boys and girls, the teacher should respect each child as an individual in a democratic society by being courteous, fair, and professional in all relationships.
- b. Keep professional confidences--in order that good faith may be maintained, the teacher should hold information about teachers, pupils, and the home in strictest confidence, using it only in consultations in the interest of the child.

3. Responsibility of the Community

- a. Respect community standards--the teacher should have a respectful attitude toward the standards and the accepted patterns of behavior of the community in which he is employed, and he should expect his own personal integrity and human rights to be respected.
- b. Accept full citizenship--the teacher has both the right and the responsibility to function wholeheartedly as a citizen

and should endorse changes in our society only by methods permitted by and provided for in the Constitution of the United States and the Constitution of the State of Illinois.

- c. Uphold academic freedom in the classroom--to promote democracy, the teacher should direct full and free discussions of appropriate controversial issues. On the other hand, a teacher should not use his classroom privileges and prestige to promote partisan policies, sectarian religious views, or selfish propaganda of any kind.

4. Responsibility to Contract

- a. Respect contract--a contract, once signed, should be faithfully respected and dissolved only by mutual consent.
- b. The teacher should file application for a position only through the regularly established channel. The qualifications of the applicant should be the sole determining factor in the appointment, assignment and promotion.
- c. Reward professional growth--professional growth should be stimulated through suitable recognition and promotion within the rank.
- d. Refuse to exploit--the teacher should never accept outside compensation for endorsement of school materials or textbooks or for tutoring pupils of his own classes.

5. Responsibility to the Profession

- a. Believe in teaching--the teacher should believe in his profession, and his criticism of it should be constructive. He should be alert to the defects within his profession and be quick to uphold its value and dignity.
- b. Make criticism responsible--in his efforts to improve the educational program, the teacher should make his suggestions for change directly to the persons who can affect changes. Criticism of a colleague should be made directly to him before it is taken to his superior. The teacher should respect the rights of others to present criticisms frankly and directly.
- c. Respect the responsibility of others--the teacher should transact official business through the properly designated channels. There should be a mutual regard among persons holding different kinds of positions, each representing the other's rights to discharge his responsibilities.

- d. Share professional responsibility--each teacher should share in the responsibility of the profession to improve educational opportunities for all children. He should participate actively and unselfishly in his local, state, and national professional associations.
- e. Maintain professional efficiency--the teacher should maintain efficiency by keeping abreast with society and of the trends in education. He should apply the findings of the best current thinking and research, encourage his colleagues in doing the same, and, whenever possible, make contributions of his own.
- f. Build a better profession--the teacher should encourage able and sincere individuals to enter the profession.
- g. Join the "Team"--the cause of education requires that its members transcend jealousy, selfishness, and apathy. The best education for children is provided when those engaged in it work as a cooperative team.

Objectives of Findlay Community High School

- 1. The school's objective is to give a balanced program which will establish creative outlets for students. Emphasis should be placed upon the ideal of cooperation rather than upon the spirit of competition.
- 2. As this is a period of rapid technological change and cultural diffusion, much emphasis must be placed upon cultivation of the arts and sciences.
- 3. The school should keep channels of communication open between the students, community and school.
- 4. The school should provide different course levels so that all students can work at their ability levels.
- 5. The goal of education is the creation of enlightened human beings. It is the school's aim to provide various areas in the curriculum which will contribute greatly to an enlightened view of life.
 - a. ACADEMIC SKILLS--reinforcing the knowledge taught in the lower grades and expanding it to the level expected of a high school graduate.
 - b. VOCATIONAL SKILLS--providing instruction in the vocational areas of business, agriculture, and home economics for those students who seek immediate employment in these specialized areas of work.

- c. CITIZENSHIP--Prepare students by classroom instruction and example, to adequately understand the social, economic, political, spiritual, and physical world in which they live so they may assume their responsibilities in society.
- d. HEALTH AND SAFETY--Provide physical and health education to meet the needs of students whereby they may understand and practice health and safety precautions.
- e. CREATIVITY--Provide courses that will allow for the discovery of creative talents in students.
- f. SOCIAL ADJUSTMENTS--Meet the physiological and social needs of all students and develop their moral and ethical sense.
- g. SPECIAL SERVICES--Provide special education programs, adult education programs, guidance and counseling to meet the needs of students and the entire community. The school should create circumstances so that students will be encouraged to learn, be evaluated, and promoted on their individual merits and judged by their motivation along with their classroom performance.

Student Goals

Instructional opportunities will maximize the unique talents of students as they will be given every opportunity to reach their full potentiality. Through fulfillment of these potentials, students will leave school with attitudes, skills, and ideals that are favorable to a free and open society.

1. Develop skills in reading, writing, speaking, and listening.
2. Gain a general and basic education to meet the needs of the society.
3. Learn to respect the rights of others with whom they work and become involved.
4. Develop pride, character, and attain a feeling of self-worth and self-respect.

School Loyalty

We here at Findlay have a great many things of which we can be proud. Our school has for many years given sound training to many people who are making names for themselves all over the United States as businessmen, lawyers, doctors, farmers, educators, skilled laborers, etc.

Our school has many fine extra-class activities that even much larger schools could envy. For instance, we have an outstanding yearbook, a good band, strong athletic teams, and fine organizations such as F.F.A., F.H.A., to name only a few.

We could name other good things about our school because we believe in it! Do you? You know a school and a person's reputation depends on the advertising it receives. If we belittle our school and criticize it, how can we expect others to believe in it or give it credit for the good things it accomplishes?

We do not have a perfect school nor are we above criticism, but we do think that your loyalty and our loyalty to the school is important. There are many things which we can and must do if we want a good school!

1. We must try to have the highest scholastic standards possible, and must endeavor to see that graduates from the school have actually learned the things they need to know to be high school graduates. This means that each and every student must do his best in his studies, and must honestly do the work assigned by the teacher, to the best of his ability.
2. We must take good care of our school's equipment.
3. We must help to give our school a good appearance by keeping ourselves, the building, and grounds as neat as possible.
4. We must keep our code of ethics.

A school can be only as good as its component parts, which includes students, teachers, and administrators. Remember, if we are to have a

good school, you will have to accept your share of the responsibility.
Let's believe that we have one of the best school systems anywhere,
that our students and our teachers are fine people who want to accomplish
fine things and are going to! Let's believe in our school and convince
others of its' worth.

SCHOOL SONG

Cheers for dear old Findlay High School
Cheers for the Blue and White.
Win or lose we know that our team
does it's best to fight.

Rah Rah Rah

Findlay High School we're behind you,
just you wait and see.
We will prove our loyalty and
cheer you on to a victory. Hey!

Hey Rah Rah Rah Rah Rah
Hey Rah Rah Rah Rah Rah

Blue, White, Fight Fight
Blue, White, Fight Fight

Hey!

Findlay Community Unit
District # 2

Lawrence E. Camfield, Superintendent - Phone-756-8522
Rena Britton, Secretary - Phone-756-8521

BOARD OF EDUCATION

TERM EXPIRES

George Perry, President, Findlay	1978
Duane Uphoff, Secretary, Findlay	1977
Wayne Cruitt, Findlay	1978
Forest Herron, Findlay	1976
Lyle Matlock, Findlay	1977
Jack Getz, Findlay	1978
Robert Primmer, Findlay	1976
Betty Waggoner, Treasurer, Findlay	

UNIT FACULTY

Betty Jo Stirrett, Girls P.E., U.S. History	Shelbyville
Nelda Wallace, Typing II, Shorthand, Art I, Art II,	Findlay
Jr. High Art	
Fritz Wheeler, Band, Junior High Music, High School Vocal . . .	Findlay
Wanda White, Speech Therapist	Mattoon
Kim Howrey, Learning Disability	Charleston

High School Enrollment 126

Junior High Enrollment 58

HIGH SCHOOL AND JUNIOR HIGH FACULTY

Dan Brewer - Industrial Arts, Business Training,	Findlay
Co-operative Education	
Larry Bradford - Jr. High and High School Principal,	Findlay
English I	
Nancy Henry - Jr. High Language Arts, World History.	Mattoon
Gary Herzog - Jr. High Coach, P.E., Jr. High Social Studies, . .	Findlay
8th grade Science	
Garry Krutsinger - 7th grade Science, General Science, Biology, American Problems, Consumer Education, Chemistry . . .	Findlay
Jerry Pepple - Jr. High Shop, Vocational Agriculture,.	Findlay
Vo-Tech	
Carol Storey - Jr. High and High School Home Ec.,.	Findlay
Family Living	
Bill Walters - Basketball and Track Coach, Bookkeeping,.	Findlay
Typing I, Business Law and Math, Boys P.E.	
Larry Wattles - Baseball Coach, Assist, Basketball Coach, Driver Ed., Practical Math, Health Educ., 7th Math, P.E.,. .	Findlay
Michael Weaver - Algebra I, Algebra II, Geometry, Physical	Findlay
Science, 8th grade Math	
Harriet Overbeck - French I, French II, English IV, Librarian. .	Findlay

Ramona Radloff, English I, II, III Shelbyville
Nancy Messmore - Secretary, Library Technician Findlay

ELEMENTARY FACULTY Enrollment (K-6) 183

Ronnie Hash, Principal Findlay
Sharon Lockhart - Grade 1 Shelbyville
Madeline Van Keuren - Grade 2 Findlay
Teal Leonard - Grade 3 Findlay
Barbara Tice - Grade 4 Shelbyville
Kaye Ryan - Grade 5 Findlay
(to be hired) - Grade 6
Karen Brewer - Remedial Reading Findlay
Betty Hudgens - Kindergarten Helper Findlay
Betty Eadie - Kindergarten and Music Findlay
Brenda Andes - Teacher Aide Findlay
Blanche Wilson - Teacher Aide Findlay

SCHOOL LUNCH PERSONNEL

Evelyn Scrogin - Manager Findlay
Betty Bragg Findlay
June Roney Findlay
Signe Wildman Findlay

SCHOOL TRANSPORTATION

Lyle Jesse Findlay
Audrey Lucas Findlay
Lloyd Wright Findlay
Norma Farris Findlay

SUBSTITUTES

Gary Herzog Findlay
Jerry Pepple Findlay
Larry Wattles Findlay
Ron Hash Findlay
Fritz Wheeler Findlay

BUILDING CUSTODIANS

Joe Lucas Findlay
Oliver Brooks Findlay

HIGH SCHOOL REGISTRATION

STATION I

- A. Take card and write on it what is being paid. If nothing paid, write "pay later" or whenever they say it will be paid. Sign or initial card. Keep sheets (not by classes) showing break down of money paid.

Lunches:	Books	\$ 12.00
Grade school - 50¢	Kindergarten	10.00
High school - 60¢	Ins. (7-12)	7.00
Adult - 75¢	(K-6)	4.00
	24 hour (7-12)	25.00
	(K-6)	20.00
	Shop fee	5.00
	Vo-Tech fee	5.00
	Bookkeeping	3.00
	Lab fee	2.00
	Art fee	10.00
	Locks	1.50
	Towels (P.E.)	3.00
	(Sports)	4.00

- B. Collect Money - Pass Card to No. II.

STATION II - Write Receipts

1. Insurance in one book.
2. All other payments in other receipt book, listing on receipt each thing paid and amount. Lunches in this book too.
3. Pass card and receipts to No. III.

STATION III. - Fill out Insurance Form

1. Keep list by classes of people who take insurance and those who refuse it.
2. Pass card, receipts, and insurance form to No. IV station.

STATION IV

- A. Take insurance forms and keep by classes.
- B. Have student take registration card and receipts to station No. V, in the History Room (lower hall).

STATION V

- A. Get books for students. (If registration card is initialed by Nancy Messmore). Record book numbers on book cards.
- B. Record amount that has been paid on book cards. (Get from registration cards).
- C. Give receipts (book and insurance) to students. (If they have given them to you.)

- D. Keep student registration cards by classes.
- E. At end of day, check total money paid on large book cards.

FEBRUARY 1977

Mon.	Tue.	Wed.	Thu.	Fri.	Total
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	25	5
28					1
Total					20

MARCH 1977

Mon.	Tue.	Wed.	Thu.	Fri.	Total
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	25	5
28	29	30	31		4
Total					23

APRIL 1977

Mon.	Tue.	Wed.	Thu.	Fri.	Total
				1	1
4	5	6	7	X	4
11	12	13	14	15	5
18	19	20	21	22	5
25	26	27	28	29	5
Total					20

MAY 1977

Mon.	Tue.	Wed.	Thu.	Fri.	Total
2	3	4	5	6	5
9	10	11	12	13	5
16	17	18	19	20	5
23	24	25	(26)	27	4
X	31				
Total					19

JUNE 1977

Mon.	Tue.	Wed.	Thu.	Fri.	Total
		1	2	3	
6	7	8	9	10	
13	14	15	16*	17	
20	21	22	23	24	
27	28	29	30		
Total					

Legal School Holidays X
 Institutes 0
 Examination Days *
 Not in Attendance =

LEGAL SCHOOL HOLIDAYS

Labor Day - September 6, 1976
 Columbus Day - October 11, 1976
 Veterans' Day - November 11, 1976
 Thanksgiving Day - November 25, 1976
 Good Friday - April 8, 1977
 Memorial Day - May 30, 1977

Begins August 25, 1976

Closes May 27, 1977

Pupil Attendance Days Scheduled - 182
 Institute Days Approved - 3
 TOTAL (at least 185 days) - 185

Findlay High School

Activity, Organizational, Class and Extra-Duty Assignments

F.F.A.
F.H.A.
Student Council
Letterman's Club
Falcon
Art Club
Yearbook Staff
Pep Club
Pep Band
G.A.A.
Dramatics
Class of 1977
Class of 1978
Class of 1979
Class of 1980

J. Pepple
Mrs. C. Storey
L. Bradford
B. Walters
Ms. N. Wallace
Ms. N. Wallace
G. Krutsinger
Ms. N. Wallace
F. Wheeler
Mrs. B. Stirrett
Mrs. R. Radloff
F. Wheeler
G. Krutsinger
Mrs. C. Storey
D. Brewer

High School Athletics

Athletic Director
Cheerleaders
Varsity Basketball
Assistant Basketball
Freshmen Basketball
Baseball
Track and Field

B. Walters
Mrs. B. Stirrett
B. Walters
L. Wattles
L. Wattles
L. Wattles
B. Walters

Girls Athletics

Track and Field

Mrs. B. Stirrett

Findlay High School

Bell Schedule

1976-1977

School opens	8:00
1st Period	8:30 - 9:27
2nd Period	9:30 - 10:27
3rd Period	10:30 - 11:10
4th Period	11:13 - 12:05
Lunch	12:05 - 12:40
5th Period	12:40 - 1:27
6th Period	1:30 - 2:07
7th Period	2:10 - 2:50
8th Period	2:53 - 3:33

TITLE: Principal

QUALIFICATIONS:

1. A Master's Degree, with a major in school administration or secondary school administration.
2. A valid state certificate to practice as a secondary school principal.
3. Prior experience in public school administration or supervision.
4. At least two (2) years experience as a teacher.

REPORTS TO:

Superintendent

SUPERVISES:

Teaching Staff
Secretarial Staff
Clerical Staff
Other professional staff while in the building

JOB GOAL:

To guide the junior and senior high school staff toward attainment of the goal or individualizing instruction for all pupils.

PERFORMANCE RESPONSIBILITIES:

1. Administers the school and its instruction program in all its facets.
2. Interprets board policies and administrative regulations via daily announcements, bi-monthly faculty meetings, special faculty meetings, memoranda and other forms of communication.
3. Develops job descriptions for all employees reporting directly to the principal.
4. Provides each non-certified employee reporting to the principal with an annual written evaluation.
5. Assists certified staff members in developing instructional improvement targets for each year.
6. Visits the classes of all teachers a minimum of five (5) times per year.
7. Confers with each teacher after each classroom visitation

to assist the teacher in evaluating the teaching-learning process.

8. Prepares and files with the Superintendent a written evaluation of each teacher in March of each year.
9. Coordinates the full range of extra-curricular activities.
10. Coordinates the school's pupil personnel services.
11. Assumes responsibility for the attendance, conduct, and health of students.
12. Supervises the annual revision of the school's faculty and student handbooks.
13. Prepares the student and teacher schedules.
14. Promotes positive action toward the realization of school objectives through efficient procedures.
15. Maintains an awareness of factors outside the school which affect the school program.
16. Fosters good interpersonal relations among students and staff.
17. Assists in the ongoing evaluation and improvement of the school's curriculum and instruction.
18. Assists in recruiting, screening, training, hiring, and assigning of school staff.
19. Advises the district office on activities in the school and supervises the submission of required reports.
20. Serves as acting superintendent in the absence of the superintendent of schools.
21. Exercises decisive leadership in crisis situations.

TERMS OF EMPLOYMENT:

Twelve (12) month year. Salary to be established annually.

EVALUATION:

Performance evaluated annually by superintendent and board of education.

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: TEACHER

GRADE OR SUBJECT (S):

QUALIFICATION: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

JOB GOAL: To help each student learn as much of the subject matter and/or skills as the student's learning potential will permit.

PERFORMANCE RESPONSIBILITIES:

I. Instructional Procedures

- A. Keeps current and abreast of trends by successfully completing a minimum of five (5) graduate hours or equivalent workshops, job related travel, or individual improvement projects, every four (4) calendar years the employee works for the district. (All professional growth projects must be pre-approved by the building principal and the superintendent.)
- B. Keeps current and abreast of trends by reading a minimum of four (4) professional articles per month. These articles must be in a field directly related to the employee's assignment.
- C. Demonstrates evidence of effective planning by preparing written unit plans for each unit of study taught. Unit plans shall include the following as minimal requirements:
 1. Rationale - including evidence of diagnosis which demonstrates student deficiencies in the proposed unit of study.
 2. Unit Objectives - (Objectives must be stated in terms of student performance and objectives shall show a direct relationship to A. above.) Objectives shall include the following:
 - a. Outcome statement (this should come from the District's Curriculum Document.)
 - b. Minimum level of achievement expected (In classes with varying student capabilities, this level of achievement shall be adjusted to the capabilities of all groups of students enrolled in the class.)
 - c. Conditions of evaluation - each statement of objectives shall describe the conditions to be held constant when determining whether an objective has

been achieved.

3. Evaluation - state the methods to be used in determining the student's successful completion of the unit. State how the instructor will evaluate his successes and failures in teaching the unit.
4. Activities - list or describe the activities in which students will participate to achieve the aforementioned objectives listed.

II. Management Skills

- A. Check attendance each class period and report absentees to the principal's office.
- B. Supervise halls and restrooms in the vicinity adjacent to the classroom door during student passing periods, before and after school.
- C. Report and discuss with the principal, major discipline problems.
- D. Maintain classroom discipline while exercising authority in a reasonable fashion and refrain from depriving students of their rights as specified by the Illinois Office of Education, the Board of Education, and the administration.
- E. Attend on time all faculty meetings, school assemblies, teacher workshops, and institutes.
- F. Assist the administration in implementing all policies and/or rules governing student life and conduct.
- G. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- H. Maintain accurate, complete, and current records as required by law, district policy, and administrative regulation.

III. Consultation with Pupils

- A. Confer regularly with each pupil assigned for instruction.
- B. Confer with the principal, guidance counselor, nurse, and other specified student services personnel on students who fail to achieve in accordance with their learning potentials.

IV. Parent Contacts

- A. Attempt to schedule a minimum of two (2) parent conferences per year for each student. These conferences will be

utilized to discuss each pupil's progress, successes, and disappointments.

V. Intra-Staff Relations

- A. Regularly discusses his successes and disappointments with fellow teachers teaching similar or related classes.
- B. Participate in public discussions of the district's curricular objectives. These discussions should include fellow staff members and advisory councils.
- C. Assist fellow educators in determining future instructional programs of the school district.

VI. Relationships with Administrators

- A. Assist the administration in annually evaluating the district's curricular and instructional program.
- B. Participate in periodic hearings to assist the superintendent in determining the state of education in the district.
- C. Participate in the district's instructional improvement program by:
 - 1. Completing a self-evaluation each fall.
 - 2. Assist the principal in assessing progress toward the attainment of instructional improvement targets.

VII. Communications Skills

- A. Participate in telling the school story to the public.
- B. Assist in explaining new state and federal regulations to all concerned with education.

VIII. Personal Competencies

- A. Endeavor to continuously develop those elements of his behavior which enhance professional effectiveness.
- B. Support the policies of the school district.
- C. In the event of a disagreement with the school district's policies or procedures, use peaceful and professional methods to voice dissent to the administration and/or board as described in the Board's Policy Handbook.

IX. Inservice Growth

- A. Participate in district sponsored inservice activities.
- B. Make suggestions for future inservice activities.

CHAPTER II

TEACHER INFORMATION

Accident Reports and Insurance Claims

If a student is injured during the school day while participating in a school activity:

1. Be sure the accident is reported to the office and the circumstances involved.
2. Be sure the student gets permission from the principal or one of the teachers to go to the doctor.
3. Be sure the student reports to the office, as soon as possible after the injury, to pick up an insurance form.

Activity Calendar

The master activity calendar will be kept in the office.

Activities will be posted only when the faculty sponsor has completed the request. Please see that activities are "cleared" on the calendar before publicizing of the activity is undertaken.

Bulletin Boards

Bulletin boards will contain lunch menus for the week, activities, and announcements and news. All items must be approved by the principal's office before being placed on the board.

Course Descriptions

Art Courses

Art I--The high school elective art program is planned so that the student progresses through a variety of art experiences using different

materials and techniques which foster a desire for self-identity with artistic production and an awakening curiosity toward all phases of art expression.

Art II--To enter Art II, a student must have completed either Art I or intensive work and study in some art form.

Co-operative Education

Co-op--The first phase of the co-operative work training class deals with the meaning of work and the appraisal of the student's interests, abilities and aptitudes, values, and personality. The student himself must give consideration to the many different occupational fields to determine which is most appropriate for him. The student then must learn to set short-range goals which are realistic for him. The student will learn how to locate, apply for, and progress on a job.

The second phase of the co-operative work-training class will assist the student to become a better consumer and well-informed citizen. The student will learn ways of getting the best buy for his money. He will learn about available services and how and when to use credit to an advantage.

As a worker on his first job, the student can apply much of the material studied in the classroom phase, a situation which should assist in making the material much more relevant to the student.

Business Courses

Bookkeeping--The basic approach to the course is to prepare students for careers in the business world. The knowledge of bookkeeping will help to contribute to:

1. A students' ability to earn a living.

2. A students' understanding of the economic activities of the business world.

3. A students' competence in managing his own business affairs.

The study of bookkeeping, therefore, helps to prepare students for successful participation in a variety of office and business occupations.

Business Math and Law

Law--The basic approach to the course will not be absolute but to encourage each student to express his opinions openly.

The basic purpose will be for each student to develop respect for the dignity of man, rationality of law, and order in a civilized society.

Math--Business math is a basic math course that is not designed to replace the traditional concepts of math.

The content of the course will help to prepare each student to develop the basic fundamental principles and operations through the study of problems that will face each individual in his daily life.

Consumer Education--This is a one semester course at Findlay High School taught to seniors as the second half of American problems--consumer education. The course is designed to fulfill state requirements outlined in Guidelines for Consumer Education published by the Illinois Office of Education of the State of Illinois for implementation of Senate Bill 977 which amended the school code to require teaching of consumer education in the public schools.

General Business--The major purpose of general business is to contribute to improved economic citizenship through a study of the business-economic environment.

Typing I--The purpose of Typing I is to teach students complete familiarization with the typewriter, personal business letters,

manuscript typing for themes and term papers in high school and college, and the most simple and most used forms for the average office. Thus, the student will be able to take care of all his personal typing needs and to perform an office job requiring routine typing.

Typing II--To be admitted into Typing II, a student must have completed Typing I. The one-year Typing II course will include advanced typing, publication of the school newspaper and office practice. The Typing II course is planned so that the student gains knowledge and ability in both office typing duties and personal typing needs. The Typing II students also serve as part-time typists for any faculty member.

Shorthand--To be admitted into the shorthand program, a student must have completed one year of typing. The one-year shorthand program is divided into two basic segments:

1. Learning to read and write shorthand accurately.
2. Developing speed and accuracy in taking dictation and in typewritten transcription.

English Courses

Ninth English--Ninth grade English contains two parts. Part I deals with speech communication and part II focuses on literature. Since English is our chief means of communication, it is significant to note several of the speech skills which influence the actions of people. Effective speaking and listening are important social assets - the means of strengthening your human relationships.

Tenth English--In order that one benefits from good literature it is first essential that the tenth grade student understand the mechanics of good writing. Essentially, the grammar taught is traditional grammar.

An attempt is made to enable students to be aware of recent changes in standard usage. The importance of writing skills is also evident in the training of "writing complete and effective sentences." In literature and poetry, students will meet many kinds of people with various backgrounds, different views of life, and conflicting emotions.

Eleventh English--The eleventh grade English course is designed so that it contains two parts - composition and English literature. The overall goals for both areas are closely related. The chief function of the English Grammar and Composition is designed to encourage the understanding of good usage principles. Students are exposed to a variety of materials to expand their knowledge in language growth.

Twelvth English--This course is a two-part study:

1. Composition and Modern English is taught the first semester.
2. American Literature is taught the second semester.

The two parts are closely interrelated and much of the composition subject matter is drawn from selections in the literature book. The chronological and traditional development of Literature in America is stressed in the second semester.

French I--This course is the first in a series which has been planned to develop systematically and progressively the student's ability in the four basic language skills:

1. Listening comprehension
2. Speaking
3. Reading
4. Writing

The program is enriched at all levels by materials which help to give the student an understanding of France, its people, and its culture.

French II--French II is designed primarily to strengthen reading and writing skills while maintaining listening comprehension and speaking skills.

Home Economics Courses

Family Living--Family living is designed to help students understand such things as marriage, dating, love, homemaking skills, family income, and security in a family.

Child care is discussed along with planning a home.

Home Economics I--Home Economics I consists of food and nutrition, child development, personal relations, selecting and caring for clothes, sewing, and housing.

Home Economics II--Home Economics II consists of buying personal clothing, increasing sewing ability, child care (3-6), personal relations (growing toward maturity), foods and nutrition and housing.

Home Economics III--Home Economics III consists of food and nutrition, planning an efficient kitchen, evaluating floor plans, child care, care of sewing machines, textiles, clothing construction and family laundry.

Industrial Arts Courses

Industrial Arts I--Industrial Arts I is divided into two areas of study:

1. Beginning drawing
2. Beginning woodworking

Each area is covered in a semester of study.

Beginning drawing is to help young people learn to make and use drawings. Beginning woodworking helps the student learn the basic procedures, techniques and theory involved in working with wood.

Industrial Arts II--Industrial Arts II is divided into two areas of study;

1. Mechanical drafting
2. Woodworking

Each area is covered in a semester of study.

Mechanical drafting is to help the student develop the skills of making and reading machine drawings. General woodworking will help the student become acquainted with the occupational and professional opportunities in careers relating to lumber, research, and wood-products manufacturing.

Mathematic Courses

Advanced Math-- The purpose of this course is to bridge the mathematical gap between intermediate algebra and the calculus with a treatment that includes the standard elements of trigonometry, analytic geometry and college algebra.

Algebra I--The primary purpose of this course is to present to the student a series of learning tasks which comprise a thorough treatment of the basic principles of elementary algebra.

Algebra II--This course is designed to help students to understand Algebra as a study of the structure of the real and complex number system; recognize the techniques of algebra and trigonometry as outgrowths of structure; and acquire facility in applying algebraic and trigonometric concepts and skills.

Geometry--The goals of geometry are to develop an understanding of deductive reasoning, to increase the students score of knowledge of geometric facts and principles, to show students how to use geometric principles in such fields as engineering and drafting, and to help

students appreciate the geometrical nature of the universe.

Practical Math--The major purpose of practical math is for students to develop knowledge of the basic principles of mathematics. The course is designed to help students to develop the ability to use arithmetical knowledge and skills in solving significant problems; to establish the skills in arithmetic that are needed by the average person to solve significant problems that are met in daily affairs; to stimulate interest in subject matter and uses of mathematics; and to promote those general outcomes which the study of mathematics is peculiarly able to provide.

Music Courses

Band--The band program is open to all members in high school and junior high. Prior experience is desired, but is not an absolute requirement for membership. The band meets eighth hour daily and is scheduled for several public performances during the year. Attendance is required by all participating members.

Chorus--Any student interested in singing may take part in chorus. The chorus is scheduled for a number of public performances during the school year.

Science Courses

Biology--This course is designed to provide student information and experience in the study of living things. Laboratory work is an important part of the course. It also provides the opportunity for students to study topics of their own interest in the field of biology.

Chemistry--Chemistry is offered on alternate years with physics at Findlay High School. Most students enrolled in this course plan to continue their education at college or enter nurses training. This course

is designed to provide adequate preparation and experience for students who will be enrolled in college level science and chemistry courses.

General Science--General science is a class for students who do not plan to continue their studies in Science. The major emphasis of this course is student involvement in the activities of the class by the use of numerous demonstrations to illustrate scientific principles.

Physical Science--Physical science provides for a development and an understanding of basic concepts in chemistry and physics. It also relates these concepts to many everyday applications, as well as to space science and astronomy. Adventures in the exploration of nature and the development of models to fit observed behavior of matter are emphasized.

Physics--The physics course is designed to encourage logical deduction from empirical evidence and to emphasize concepts and understanding. The course should instill in the student an intellectual curiosity about natural phenomena, an ability to think logically, and an understanding of how a scientist arrives at his conclusions.

Psychology--Psychology, a senior-year course, is a general introduction to the science dealing with behavior, emphasizing such areas as personality, mental illness, and man's relationship to others as well as the world around him.

Physical Education

Health--Health, a one-semester course, provides learning experiences for the student in order to increase knowledge, habits, and attitudes pertaining to the student's own health.

Physical Education--Physical Education is that phase of education which offers students the opportunity to improve their total physical

fitness. The program is concerned with developing the student's total physical and mental well being so he may participate to his fullest capacity in the work and play of his school life and the years which lie ahead.

Social Studies Courses

American Problems--This course is designed to stimulate participation of students in classroom discussion, cause students to become more aware of current events and their meaning, and to cause students to become concerned active citizens by recognizing the social problems our country faces.

United States History--The chief objective of the course in American History is the preparation of pupils for active participation in our democratic way of life. The achievement of this general aim requires an understanding and appreciation of the heritage which is that of every citizen of the United States. An awareness of the sacrifices and struggles of our forefathers to attain and hold the freedom we cherish is essential to effective citizenship.

World Geography--The main objective of this course is to provide high school students with training in the techniques of thinking geographically about national and world problems. With such training our students should be better able to cope with the national and world forces which are shaping and will continue to shape their individual and national fate.

World History--World History presents a general view of the history of man, from prehistoric times to the present. World history provides a basis for understanding developments which take place over periods of time.

Driver Education Course

Driver Education--Driver Education is a state-required course offered to sophomores and to other sixteen year old students.

Thirty clock hours in classroom work are required along with six clock hours of behind-the-wheel driving.

The program includes teaching proper techniques in starting, stopping, parking, rules of the road and traffic situations.

Credits and Classifications

One unit of credit is given for a course meeting five times per week during the school year. Physical Education will be given $\frac{1}{2}$ unit of credit each year. Band will be given $\frac{1}{2}$ unit of credit, and chorus $\frac{1}{2}$ unit of credit each year. An incomplete grade may be given if a student is absent from school at or near the end of the grading period. An incomplete grade must be removed by the end of the year, or the grade is changed to an (F). Students are classified according to the number of credits earned. Those with 0-3 units of credits are classified as Freshmen; from 4-7 units as Sophomores; from 7-11 as Juniors, and 11 or more as Seniors. This classification applies to social as well as academic and eligibility activities.

Dress Patterns Expected of the Teachers

We are all members of an honorable profession that is constantly before the public; therefore, it is part of our assumed responsibility to dress in good taste, neatly attired, and with pride in our position evident in every situation. Hair, however long, is attractive when clean and groomed. Shoes often tell more about a person than most of us would expect. Well, chosen smartly styled clothing topped off with a smile and a firm handshake go a long way in communication with every person

you meet and work with everyday.

Fees

Book rental is prorated per year. This fee does not include workbooks or other non-reusable material. Book rental is paid at registration time. If a student loses a textbook he is charged the full value of the book. Boys taking industrial arts and agriculture are charged the actual cost of the materials used in their projects, which they keep. A fee is also charged for students taking science and art courses.

Field Trips

Field trips should be scheduled through the office. Faculty members should submit bus requests for approval when a bus is needed. When it is necessary for students to miss classes for participation in a field trip, the sponsoring teacher must distribute a list of those students involved.

It is a student's responsibility to turn in the class work that was missed.

The following criteria should be considered when planning a field trip:

1. Field trips are encouraged, but they must be planned. They must never be spontaneous, and must be cleared through the principal's office.
2. Using community resources should be contemplated when work is outlined. In most cases, this should be done several weeks in advance.
3. Having determined that field trips will be helpful, the teacher should make arrangements with all persons or agencies involved. Be specific as to the time and purpose.
4. Pupils shall be informed of the field trip in advance so that they inform their parents.

Fire Drills

Periodic fire drills are held during the year to comply with the state law. Teachers should give instructions concerning proper exits from each classroom.

Grading System

1. Suggested grading scale - if and when percentages are used:

94 - 100--A
87 - 93---B
77 - 86---C
70 - 76---D
0 - 69---F

2. Letter grades and point value are as follows:

A----5 points
B----4 points
C----3 points
D----2 points
D*---1 point (Effort-not based on percentage
credit-is given)

F----0 points

3. Six weeks grading period

4. Semester Exams

A special semester exam schedule is prepared at the end of each semester. This schedule is to be followed completely.

If the nature of a course does not make a semester exam a logical conclusion to the course, the teacher must plan an alternative. A teacher may NOT exempt his class from all activity on scheduled semester exam days.

Guidance Department

For several years a rapidly growing interest in a program of guidance services has been evident. This interest has been indicated by the numerous guidance programs that have developed all over the

country, by professional literature, by school administrators, and by attention given to research activities.

The primary purposes of the Guidance Department could be briefly summarized as follows:

1. Counseling - Every pupil at some time needs personal and individual help if he is to solve his problems and improve his planning.
2. Informational Services - If pupils are to be helped to solve their problems and to plan their programs more intelligently, they need an increasing body of relevant information.
3. Assisting the School Staff - The guidance program strives to serve the entire school. It has data and information available, which, when effectively used, may help to vitalize and improve the activities of the school.
4. Testing - To enable students to know their strengths and weaknesses and to provide placement information for the college-bound and the vocational student, a variety of tests are given through the department.
5. Coordinating Home, School, and Community - This is done by gathering information about community resources, job opportunities, job placement, and by striving to make youth services become more adequate.
6. Evaluation and Follow-up - This is done by helping the student in planning for new situations and to make the best possible adjustments in his new experience.
7. The Guidance Department - The Guidance Department of Findlay High School is available to all students and teachers. All conferences of a personal nature are confidential and shall be treated as such by the guidance counselor. Students are encouraged to seek help on problems of any nature such as educational, personal, social, financial, parental, or academic. True counseling does not pry into or investigate a student's private life. The primary aim of the Guidance Department is to help themselves through making wiser choices and better decisions.

Guidelines to Teachers on Homework

1. The following is a list of questions that every teacher should ask himself before any homework assignments are made:
 - a. Does the homework serve a valid purpose?
 - b. Is it well within the capabilities of the students?

- c. Has the class been thoughtfully motivated for the work?
 - d. Does the assignment grow out of school experience?
 - e. Is the work related to children's interests?
 - f. Is the work adapted to individual needs, interests, capabilities?
 - g. Does it extend children's fund of information?
 - h. Do pupil's understand what they are to do?
 - i. Can they do the work without help of parents or others?
 - j. Is the assignment a reasonable one in view of pupil's home conditions?
 - k. Does it minimize the temptation merely to copy information?
 - l. Can it be evaluated fairly and/or be used in the daily program?
2. The ideas below will serve as standards on homework:
- a. Try to plan the assignment so that a child wants to do it, rather than expecting his parents to force him to do it.
 - b. Be sure that the child understands what material and method he is to study or practice. Remember that homework should be independent study, not parent teaching or a test of parent literacy.
 - c. Never use homework assignments for punishment. Such assignments may result in learning, but often result in learning to dislike homework and study. This may also result in lack of respect for the teacher from the pupil's parents.
 - d. Make assignments compatible with the child's intelligence and maturity. They should never appear to be a hopeless task to him. His parents will either push him to do the work which is beyond his ability, or they'll become just as frustrated and resentful as he is that his assignment was unrealistic.
 - e. Never give more homework than you can check or grade. Students and parents deeply resent it if much of the assignment, worked on so carefully, is neither marked or acknowledged by the teacher.
 - f. Remember that students study and produce homework assignments at different rates of speed. A paper may take

a half hour for one youngster to complete, but another student may need an hour and a half of home study time.

3. Here are some homework "booby traps" to avoid:
 - a. An assignment to write a review of a certain Hemingway novel, for example, can deplete the local library shelves in one evening.
 - b. An assignment to interview or write letters to public figures should be given only after careful preparation and planning with the students on what they will ask.
 - c. Some assignments result in youngster's destroying property by taking pages from library books, library copies of magazines, and the like. Students should receive instruction about how to use their public libraries for help in their homework and how to behave when doing library research.
 - d. Assignments should be avoided that result in large numbers of students telephoning a local source, such as a newspaper or post office, for information.
 - e. All students do not have the same sources of research in their homes. An overnight assignment that calls for research in an encyclopedia may pose a serious problem to a student who does not live near a library and has no encyclopedia in his home. It gives unfair advantage to students who do have such sources close at hand.

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Agriculture Teacher

QUALIFICATIONS: As set by the Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an insight and understanding of agriculture and its place in our society; to discover and develop talents of pupils in the agriculture related fields; to develop practical problems-solving skills related to agriculture; to develop in each pupil skill in the safe use of tools and machines.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills and knowledge in fertilizers and chemicals, animal science, agriculture related occupations, ornamental horticulture and greenhouse management, landscaping, agriculture business management, soil management, welding and cutting, and agriculture mechanics skills to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Plans a balanced agriculture program, and organizes daily lesson plans so that preparation and instruction can be accomplished within the allotted time.
4. Provides individual and small group instruction in order to adopt the curriculum to the needs of each pupil.
5. Plans an agriculture program involving demonstrations, lectures, discussions, and student experiments; organizes laboratory activities for optimum learning.
6. Demonstrates agricultural materials, equipment, tools, and processes using standard or teacher-prepared models, mock-ups, sketches, and other instructional aids.
7. Guides pupils in selection of appropriate elective projects or experiments.
8. Maintains an auditable record of student attendance and makes reports of students absent each period.

9. Instructs pupils in use of eye protection and safety guards, and in the use, care, and safe operation of tools, machines, and equipment.
10. Maintains control of storage and use of school-owned property. Makes minor adjustments and requests repairs to tools and equipment as required.
11. Establishes and maintains standards of pupil conduct needed to provide an orderly, safe and productive environment in an activity-type classroom with many potential hazards.
12. Keeps informed of the agriculture community's job entry requirements and instructs pupils in the rudiments of getting and retaining these jobs.
13. Evaluates each pupil's performance, knowledge, and skills in courses being taught.
14. Selects and requisitions instructional aids and equipment; maintains required inventory records; makes purchases as authorized.
15. Communicates with parents on pupil progress.
16. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
17. Supervises pupils in out-of-classroom activities during the assigned work day.
18. Shares in sponsorship of assigned student activities.
19. Participates in curriculum and other developmental programs. May work with citizens advisory committees in development of specific agricultural education programs.
20. Maintains professional competence by participating in professional growth activities in accordance with Board of Education policies.
21. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months.* Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

*Individual Vocational Teachers may have longer contracts when deemed necessary by the Board of Education.

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Art Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an interest in and the ability to express himself in visual terms, utilizing skills and techniques of artistic expression appropriate to the pupil's interests and abilities; to discover and develop talents of pupils in the field of art.

PERFORMANCE RESPONSIBILITIES:

1. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, color, commercial art, art history, and/or three-dimensional art to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Provides instruction by which pupils develop aesthetic concepts and appreciations and ability to make qualitative judgments about art.
4. Demonstrates techniques in activities such as painting, drawing and modeling, using standard and/or teacher-prepared instructional aids.
5. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time.
6. Provides individual and small group instruction in order to adopt the curriculum to the needs of pupils with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities.
7. Establishes and maintains standards of pupil behavior needed to provide an orderly and productive studio environment.
8. Instructs pupil in proper care and use of tools and equipment.
9. Organizes storage areas and controls use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection.
10. Evaluates each pupil's performance and growth in knowledge and aesthetic understandings, and prepares progress reports.

11. Selects and requisitions books, instructional materials, tools, instructional aids, and maintains required inventory records.
12. Plans and presents art displays and exhibitions designed to exhibit pupil's work for the school and the community.
13. Maintains professional competence by participating in a professional growth activities in accordance with Board of Education policies.
14. Shares in the sponsorship of student activities as assigned.
15. Communicates with parents on pupil progress.
16. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
17. Participates in curriculum and other developmental programs.
18. Supervises pupils in out-of-classroom activities during the assigned working day.
19. Maintains auditable record of pupil attendance and makes daily reports of pupils absent each period.
20. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work to be according to the current schedule.

TEACHER

PRINCIPAL

My Instructional Improvement target for the 1976-1977 school year is:

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Business Education Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an understanding of our American business system and its place in the nation's economy; to provide knowledge needed for intelligent consumption of business services; to develop practical business skills for personal use or for use in business occupations; to encourage pupils to develop work and personal habits essential for success in business.

PERFORMANCE RESPONSIBILITIES:

1. Teaches knowledge and skills in one or more of the following subjects to assigned pupils: typing, shorthand, note-taking, bookkeeping, record keeping, office procedures, merchandising, business communications, data processing, consumer education, or basic business.
2. Instructs pupils in citizenship and basic subject specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson plans and organizes daily classes so that demonstration, instruction and practice can be completed within the allotted time.
4. Demonstrates skills such as shorthand and use of office machines and techniques such as those used in merchandising. Prepares appropriate instructional aids and displays to enhance learning.
5. Instructs pupils in use, care and safe operation of business machines. Makes minor adjustments and requests repairs to equipment as required.
6. Maintains an auditable record of pupil attendance and makes reports of pupils absent each period.
7. Controls assigned district-owned office equipment and supplies to prevent loss or abuse.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the laboratory-type classroom, where several kinds of activities may be taking place simultaneously.

9. Instructs students in importance and significance of accuracy, neatness, efficiency, resourcefulness, and good work habits in obtaining and retaining employment.
10. Evaluates each pupil's performance, knowledge, and skills in courses being taught; prepares progress reports and employment references for pupils as required.
11. Maintains continued contact with business community to keep in touch with job entry requirements and current business methods and equipment.
12. Evaluates, selects, and requisitions books, instructional aids equipment, and instructional supplies and maintains required inventory records.
13. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
14. Communicates with parents on pupil progress.
15. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
16. Supervises pupils in out-of-classroom activities during the assigned work day.
17. Participates in curriculum and other developmental programs.
18. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: English Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil skills of listening, speaking, reading, and writing that are fundamental to good communication and literate citizenship; to develop appreciation of good literature of all types; to motivate pupils to read widely for information and recreation; to develop standards for critical judgment of written and oral communications transmitted by mass media; to discover and develop special talents of pupils in the field of English.

PERFORMANCE RESPONSIBILITIES:

1. Teaches content and skills in English language, literature, composition, reading, speaking and journalism to assigned pupils, utilizing the district's student outcome statements and other appropriate learning activities.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Adopts English material and methods to develop sequential assignments that guide and challenge pupils.
4. Selects and requisitions books and instructional aids appropriate to the interest and maturity level of pupils; maintains required inventory records.
5. Adopts curriculum to provide individual, small group or remedial instruction to meet the needs of the individual pupil.
6. Develops standards for critical analysis through group discussions based on a variety of mass media and classical and contemporary literature.
7. Encourages pupils to think independently and to express original ideas.
8. Evaluates each pupil's progress in English skills (listening, speaking, reading and writing.)

9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
10. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
11. Communicates with parents on pupil progress.
12. Supervises pupils in out-of-classroom activities during the assigned working day.
13. Participates in curriculum and other developmental programs.
14. Shares in the sponsorship of student activities as assigned.
15. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
16. Maintains an auditable record of pupil attendance and makes daily reports of pupils absent each period.
17. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Foreign Language Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To motivate each pupil to develop competencies, knowledge and skills in aurally comprehending, speaking, reading, and writing a foreign language, in accordance with each pupil's ability; to interpret to pupils the culture of the countries where the foreign language is spoken; to discover and develop special talents of pupils in foreign language communication.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills and knowledge in foreign language instruction to assigned pupils. Teaches aural comprehension, speaking, reading, and writing in the language.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson and supplementary materials compatible with basic instructional philosophy.
4. Provides learning experiences which develop the basic communication skills, utilizing tape recorders and other electronic equipment as appropriate.
5. Provides individualized and small group instruction in order to adopt the curriculum to the needs of each pupil.
6. Instructs pupils in safe operation of electronic equipment used in language instruction. Makes minor adjustments and requests repairs as required.
7. Develops pupil understanding and appreciation of culture of countries where foreign language is spoken.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
9. Evaluates each pupil's progress in aural comprehension, speaking, reading and writing the foreign language in relationship to the level being taught.

10. Selects and requisitions books, instructional aids, and instructional supplies and maintains required inventory records.
11. Communicates with parents on pupil progress.
12. Identifies pupil needs and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
13. Supervises pupils in out-of-classroom activities during the assigned work day.
14. Maintains an auditable record of pupil attendance and makes daily reports of pupils absent each period.
15. Shares in the sponsorship of assigned student activities.
16. Participates in curriculum and other developmental programs.
17. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
18. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Home Economics Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an awareness of the importance of a good home environment as a basis for satisfactory home and family living; to motivate each pupil to acquire competencies, knowledge, and skills relating to child development, clothing and textiles, consumer education, family relations, food nutrition, home nursing, safety, home decoration, and household equipment; to discover and develop special talents of pupils in home economics fields.

PERFORMANCE RESPONSIBILITIES:

1. Teaches concepts and skills in foods and nutrition, clothing and textiles, home management, family relationships, child care and consumer education to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Makes lesson plans for class activities so that preparation, instruction or laboratory work, and clean-up activities can be accomplished within the allotted class time.
4. Demonstrates skill techniques in home economics and prepares appropriate instructional aids and display materials to enhance learning.
5. Provides individualized and small group instruction in order to adopt the curriculum to the needs of each pupil.
6. Instructs pupils in use, care, and safe operation of household equipment and appliances. Makes minor adjustments and requests repairs to equipment as required.
7. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the laboratory-type classroom
8. Evaluates each pupil's progress in concepts and skills of subject taught and contribution to a group project or goal.

9. Selects and requisitions books, instructional aids and equipment; maintains required inventory records; purchases groceries and other supplies as authorized.
10. Encourages pupils to demonstrate learned techniques at home with families.
11. Communicates with parents on pupil progress.
12. Identifies pupil needs, and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
13. Supervises pupils in out-of-classroom activities during the assigned working day.
14. Participates in curriculum and other developmental programs.
15. Shares in the sponsorship of student activities.
16. Maintains current vocational information for the pupils interested in professional careers and resource materials for those who plan to be homemakers.
17. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
18. Maintains an auditable record of pupil attendance and makes reports of pupils absent each period.
19. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ **SCHOOL** _____

TITLE: Mathematics Teacher

QUALIFICATIONS: As set by Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To help each pupil develop competence in basic mathematical skills and an understanding of the structure of mathematics; to motivate each pupil to apply mathematical understanding and skills in the solution of practical problems; to encourage pupils to develop their special talents in the field of mathematics.

PERFORMANCE RESPONSIBILITIES:

1. Teaches courses in mathematics to assigned pupils using the district's student outcome statements and appropriate curriculum publications.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson plans and appropriate instructional aids stressing "discovery" and laboratory learning methods.
4. Demonstrates mathematical concepts using models, chalkboard, overhead projector and other standard or teacher-prepared instructional aids.
5. Provides opportunities when needed for individualized and small group instruction to adopt the curriculum to the needs of each pupil.
6. Designs learning activities that will relate mathematics to the physical world.
7. Establishes and maintains standards of pupil behavior needed to an orderly, productive classroom environment.
8. Evaluates each pupil's progress in mathematical knowledge and skills.
9. Selects and requisitions books instructional aids and instructional supplies and maintains required inventory records.
10. Communicates with parents to interpret contemporary methods in teaching mathematics and to discuss the individual pupil's progress.

11. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
12. Supervises pupils in out-of-classroom activities during the assigned work day.
13. Participates in curriculum and other developmental programs.
14. Shares in the sponsorship of student activities as assigned.
15. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
16. Maintains an auditable record of pupil attendance and makes reports of pupils absent each period.
17. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Music Teacher

QUALIFICATIONS: As determined by the Board of Certification and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an appreciation of the art of music as part of general culture; to teach techniques of vocal and/or instrumental music expression; to discover and develop talents of pupils in the field of music; to develop knowledge and skills in listening to and reading music.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills in music appreciation, harmony, and explorations in music and in instrumental music (band, stage band, orchestra, instrumental ensemble) and/or choral music (chorus, choir, choral-ensemble) to assigned students.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Plans a balanced music program, and organizes daily lesson plans so that preparation, rehearsal and instruction can be accomplished within the allotted time.
4. Provides individual and small group instruction in order to adopt the curriculum to the needs of each pupil.
5. Utilizes repertoire of all types of music literature, including traditional and contemporary, that are appropriate for all ages and skill levels of pupils.
6. Controls the storage and use of school-owned property; makes minor adjustments and requests repairs to instruments as required.
7. Establishes and maintains standards of pupil behavior to provide an orderly, productive environment during practice, group rehearsals, and music performances.
8. Evaluates each pupil's musical growth and performance, assessing each individual's contribution to the performance of the group. Assigns scholarship marks.

9. Plans, rehearses, and directs pupils in musical programs for the school and community. Applies knowledge of district policies and procedures and limitations set on performances and rehearsals.
10. Selects and requisitions books, music, musical instruments, instructional aids; maintains required inventory records.
11. Communicates with parents on pupil progress.
12. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
13. Cooperates with school administration in providing programs for school productions, graduation ceremonies, and civic functions.
14. Supervises pupils in out-of-classroom activities during the assigned work day.
15. Participates in curriculum and other developmental programs.
16. Shares in sponsorship of pupil activities.
17. Maintains an auditable record of pupil attendance and makes daily reports of pupils absent each period.
18. Maintains professional competence by participating in professional growth activities in accordance with Board of Education policies.
19. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Physical Education Teacher

QUALIFICATIONS: As set by the Board of Certification and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an understanding of the relationship of good body function and exercise; to motivate each pupil to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; to discover and develop talents of pupils in physical achievement; to develop strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each pupil's ability.

PERFORMANCE RESPONSIBILITIES:

1. Teaches knowledge and skills in physical fitness, health, rhythms and dance, and individual, dual, or team sports.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Works cooperatively with other physical education teachers in planning a balanced physical education program.
4. Analyzes, demonstrates, and explains basic skills, knowledges, and strategies of formal sports, games, rhymes, and fundamentals of body movement.
5. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
6. Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
7. Maintains control of storage and use of school-owned property.
8. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
9. Evaluates each pupil's growth in physical skills, knowledge and contribution in team sports.

10. Selects and requisitions uniforms, equipment and instructional aides; maintains required inventory records.
11. Communicates with parents on pupil progress.
12. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
13. Cooperates with school administration in providing specialty performing groups for special occasions, assemblies and inter-scholastic athletic events.
14. Supervises pupils in out-of-classroom activities during the assigned work day.
15. Participates in curriculum and other developmental programs.
16. Shares in the sponsorship of student activities as assigned.
17. Maintains an auditable record of pupil attendance and makes daily reports of pupils absent each period.
18. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Science Teacher

QUALIFICATIONS: As set by the Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an awareness of the role of science in economic and social progress; to motivate each pupil to acquire knowledge of scientific facts and principles, and skills in scientific methods of problem solving; to discover and develop special talents of pupils in scientific fields.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skill, knowledge and scientific attitudes through courses in general science, earth sciences, biology, physiology or science problems to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Plans a science program involving demonstrations, lectures, discussions, and student experiments; organizes laboratory activities for optimum learning.
4. Demonstrates scientific concepts by use of scientific apparatus, experiments, and standard or teacher-prepared charts, sketches, and other instructional aids.
5. Provides individual or small group instruction in order to adopt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously.
6. Instructs pupils in proper use, care, and safe handling of chemicals, science equipment and animal life.
7. Provides for safe storage and proper use of materials, equipment and tools. Makes minor adjustments and requests repairs to equipment as required.
8. Establishes and maintains standards of pupil behavior for a productive learning environment during class sessions, laboratory sessions and field trips.

9. Evaluates each pupil's growth in knowledge, skills, and scientific attitudes in course being taught.
10. Selects and requests books, instructional aids, science equipment, chemicals, and supplies, and maintains records as required.
11. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
12. Participates in curriculum and other developmental programs.
13. Assists pupils in the selection and development of individual research projects.
14. Communicates with parents on pupil progress.
15. Shares in sponsorship of student activities as assigned.
16. Maintains professional competence by participating in professional growth activities in accordance with Board of Education policies.
17. Maintains an auditable record of pupil attendance and makes daily reports of pupils absent each period.
18. Participates cooperatively with the building administrator in the evaluation of the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Social Studies Teacher

QUALIFICATIONS: As set by the Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop an appreciation of American ideals and cultural heritage; to develop proficiency in the use of social studies inquiry skills and concepts; to motivate each pupil to understand and exercise his rights, privileges, and responsibilities as a citizen; to develop understanding of the geographical, historical, cultural, and political factors which influence the development of world regions; to encourage pupils to develop sound opinions based on study of facts concerning operation of political and economic systems.

PERFORMANCE RESPONSIBILITIES:

1. Teaches courses in social studies, history, geography, psychology, anthropology or humanities to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops a balanced social studies program involving factual background material, material on current events, discussion time, and other appropriate activities designed to encourage pupils to develop skills and attitudes, draw conclusions, achieve improved interpersonal relationships and make judgments based upon scientific methods of inquiry.
4. Provides individual and small group instruction in order to adopt the curriculum to the needs of pupils with varying intellectual abilities, attitudes, and cultural backgrounds.
5. Develops knowledge of the purpose, structure, and operation of the American governmental and economic system, and the rights and responsibilities of American citizenship.
6. Makes current material from the mass media available to pupils' plans and guides discussions of current problems against background of geographical environment and history of area being studied.
7. Develops pupils' understanding of the contributions of racial, religious, and political groups to American culture.

8. Inculcates knowledge of political and economic systems of other nations and their influence on personal freedom, education, and living standards of the people.
9. Encourages pupils to become aware of the complexity and inter-relations of local, state, national and world problems.
10. Maintains standards of pupil behavior to provide an orderly, productive classroom environment.
11. Selects and requisitions books and instructional aides and maintains required inventory records; may request resource speakers and field trips.
12. Communicates with partners on pupil progress.
13. Identifies pupils needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
14. Supervises pupils in out-of-classroom activities during the assigned work day.
15. Shares in the sponsorship of assigned pupil activities.
16. Participates in curriculum and other developmental programs.
17. Evaluates each pupil's progress in social studies skills and knowledge.
18. Maintains an auditable record of student attendance and makes reports of students absent each period.
19. Maintains professional competency by participating in professional growth activities in accordance with Board of Education policies.
20. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months. Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

JOB DESCRIPTION

NAME _____ SCHOOL _____

TITLE: Vocational Education Teacher

QUALIFICATIONS: As set by the Certification Board and the Department of Recognition and Supervision of the Illinois Office of Education.

REPORTS TO: Principal

JOB GOAL: To develop in each pupil an insight and understanding of industry and its place in our society; to discover and develop talents of pupils in the technical fields; to develop practical problem-solving skills related to the materials and processes of industry; to develop in each pupil skill in the safe use of tools and machines.

PERFORMANCE RESPONSIBILITIES:

1. Teaches skills and knowledge in one or more courses in auto mechanics, drafting, electricity, electronics, metals, small motors, power mechanics, machine shop, welding, graphic arts, photography, woodworking, industrial arts, building trades or general shop to assigned pupils.
2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develops lesson plans and organizes class time so that preparation, instruction, shop work, and clean-up activities can be accomplished within the allotted time.
4. Demonstrates industrial materials, equipment, tools, and processes using standard or teacher-prepared models, mock-ups, sketches, and other instructional aides.
5. Guides pupils in selection of appropriate elective projects or experiments.
6. Maintains an auditable record of student attendance and makes reports of students absent each period.
7. Instructs pupils in use of eye protection and safety guards, and in the use, care, and safe operation of tools, machines, and equipment.
8. Maintains control of storage and use of school-owned property. Makes minor adjustments and requests repairs to tools and equipment as required.

9. Establishes and maintains standards of pupil conduct needed to provide an orderly, safe and productive environment in an activity-type classroom with many potential hazards.
10. Keeps informed of the industrial community's job entry requirements and instructs pupils in the rudiments of getting and retaining these jobs.
11. Evaluates each pupil's performance, knowledge, and skills in courses being taught.
12. Selects and requisitions instructional aides and equipment; maintains required inventory records; makes purchases as authorized.
13. Communicates with parents on pupil progress.
14. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
15. Supervises pupils in out-of-classroom activities during the assigned work day.
16. Shares in sponsorship of assigned student activities.
17. Participates in curriculum and other developmental programs. May work with citizens advisory committees in development of specific vocational education programs.
18. Maintains professional competency by participating in professional growth activities in accordancy with Board of Education policies.
19. Participates cooperatively with the building administrator in evaluating the performance of these responsibilities.

TERMS OF EMPLOYMENT:

Nine (9) months* Salary and work year to be according to the current schedule.

My Instructional Improvement Target for the 1976-1977 school year is:

TEACHER

PRINCIPAL

*Individual Vocational Teachers may have longer contracts when deemed necessary by the Board of Education.

Library

Students who report to the library are expected to observe the rules of the library--to be quiet and considerate of others. People who make a nuisance of themselves will be denied the privilege of using the library at all.

Admittance to the library is by a pass from the teacher whose subject the student is to study. The student who needs to study in the library is to obtain the pass before time to go to the library. The librarian may also issue library passes to the students.

Lockers

Each student is assigned a hall locker for storage of books and clothing. Contents are to be arranged so that doors close easily; locker doors are to be kept closed. Money and other valuables should never be left in the locker. Keys can be obtained in the office if they are necessary.

Lunches

Findlay High School participates in the state sponsored hot lunch program. You are assured of getting a well balanced wholesome meal if you eat in the cafeteria. Weekly tickets may be purchased. You may also buy daily tickets in the morning during your first hour class or in the office. Daily tickets are 60¢ a day. Daily tickets are good only for the day they are purchased. Students who purchase lunch tickets and lose them must eat at the end of the lunch line. Students who do not purchase lunch tickets may sign and pay later. Students who run to get in the cafeteria line or "cut in line" will be sent to the end of the line.

Mail Boxes

Each teacher has a mail box in the central office. Please check it daily, and do not permit large quantities of materials to accumulate in it.

Passing Periods and Supervision

All teachers are expected to be in the halls during passing periods. Position yourself at the door just prior to the bell. All students are expected to leave a classroom quietly and orderly. It is the teacher's responsibility to insure that they do so.

The biggest deterrent to student misbehavior is to have teachers highly visible and ready. The teacher (s) closest to a problem are expected to handle it. Keep your eyes open and be ready to assume your responsibility.

Teachers accepting or assigned as advisors of one of the various groups authorized by our school will be expected to:

1. Attend all meetings of the organization.
2. Offer advice that is consistent with school policies and good judgment.
3. Encourage student leaders of the group to keep activities within the scope and guidelines set by charter or constitution.
4. Feed information about known activities, dates, and school calendar into a group so successful projects may be initiated, planned and conducted.

Pensions

1. Teachers in this unit will participate in Illinois State Retirement Systems and will be governed by its laws and regulations.
2. Employees shall be allowed to participate in tax sheltered annuity programs.

Pep Bus

Students will have until noon of the day of a game to sign up to ride the pep bus. To help defray expenses, a fee per student is charged and is not refundable. Students are not permitted to make bus exchanges. Students will be permitted to sign up for the bus only for themselves and will not be allowed to let other students take their places on the bus. Misbehavior on your part will result in forfeiture of your right to ride the bus.

Salary Schedule

1. A published salary schedule shall go into effect in September of any year after it is revised with increments as required by law.
2. Salary payments shall be made on the tenth day of each month, (or on the last school day preceding the tenth if the tenth falls on Saturday, Sunday, or a holiday), of the calendar year (12 payments) except as the board may direct.
3. This schedule shall be subject to revision from time to time as deemed necessary by the Board of Education.
4. Each teacher shall earn at least four semester hours of approved credit every five years until a Masters Degree is obtained in order to advance on the salary schedule. This requirement shall be effective beginning June 1, 19--.
5. The salary schedule is based on a nine month school year with any time over to be calculated accordingly.
6. Any teacher with additional training before school convenes may advance to a higher salary bracket. Evidence of such training is to be filed in the superintendent's office by the first board meeting in September.
7. The board reserves the right to withhold increase in salary on the basis of incompetency, such incompetency to be determined by the board.
8. The schedule shall not serve to lower the salary of any teacher in the unit.

9. The following positions shall be considered separately and receive extra pay for the performance of duties above regular teaching (the amounts of extra pay to be determined by the board):
 - a. Head Coach
 - b. Assistant Coach
 - c. Band Director
 - d. Vocational Agriculture Teacher
 - e. Home Economics Teacher
 - f. Building Trades Teacher
 - g. Director of Plays
 - h. Sponsor of the Yearbook
10. Substitute teachers get \$25.00 per day
11. Substitute cooks get \$13.00 per day
12. Substitute janitors get \$32.00 per day
13. Daily rates of pay for substitutes will be subject to change when the board of education considers it necessary to do so.
14. In general, advances in salary to employees will not be made except under exceptional circumstances and dire need and then upon the approval of the board of education. After a substitute has worked consecutively for ten working days, he will be paid at full salary as long as he continues to work on that assignment for that same person.
15. Adjustments of salaries may be made annually when a teacher has earned a sufficient number of semester hours to advance on the salary schedule.
16. Salaries in effect at the time this schedule goes into effect shall not be lowered. Additional duties may be added to warrant pay above teacher's position on the salary schedule.
17. Credit for leave of absence granted by the board of education shall be accepted on the salary schedule.
18. This schedule is not to be considered as a contract and it shall be subject to annual review by the board of education. The operation of this schedule shall be subject to adequate available funds in the budget of the district. When funds may become insufficient to operate this schedule it will be reduced

by a blanket reduction just as it has been increased.

19. The salary paid to substitute teachers shall be fixed by the board of education.
20. A list of qualified substitute teachers shall be on file in the superintendent's office.

Study Halls

Study halls can be a source of problems for the teacher or, with a minimum of effort, can be a place where the individual's learning and self-discipline become an integral part of his activities.

Some general rules and regulations are listed below. Remember, most students have more than one study hall and can easily become confused if too much inconsistency exists.

1. Students are expected to be in their assigned seats when the second bell rings.
2. The study hall should be primarily a place for individual study. Studying together may be permitted if there is genuine need and it is not disturbing to the study hall members.
3. Each student should bring to the study hall enough work for the entire period. There should be no need for any student to go to his locker.
4. Talking is prohibited unless permission is granted by the study hall teacher. Only one person may be out of his seat for talking at a time.
5. Students who intend to use the library must have some need for the library facilities and/or materials, and must go directly to the library.
6. Passes to leave the study hall must be presented in person to the study hall teacher and secured by the student prior to the study hall period.

Teacher's responsibilities in the study hall are as follows:

1. Assign each student a seat.
2. Check roll each day--keeping a seating chart.
3. Keep the chairs in proper alignment.

4. See that the encyclopedia, dictionaries, and other reference materials are in order.
5. Suggest to the students a few minutes before the end of the period that the chairs should be straightened and paper should be picked up.
6. Be alert to writing on desks and other mutilation of school property.

Other general rules for use in the study hall are:

1. No students should be using the library except the reference books unless there is a librarian on duty.
2. With permission of the study hall teacher, talking is permitted to only one person at a time and he must limit his conversation to one minute.
3. Only one student at a time may leave study hall unless he is specifically signed out to another teacher's room for the period.
4. All library and reference books shall be picked up and put in their proper places before the end of the period.
5. If a student is late for study hall because he has been detained by another teacher, it is that teacher's responsibility to write him an excuse for admittance to study hall.
6. The slips will be picked up by an assigned student from the study hall.

Substitute Teachers

When a teacher is unable to be at school due to illness, Mr. Bradford should be notified at 756-8283 before 7:00 A. M. If unable to reach Mr. Bradford, call Mr. Camfield at 756-8266.

PERSONNEL EVALUATION

The principal and/or other members of the Administration shall acquaint each employee with the evaluation procedures, standards, and instruments to be used. This procedure should be accomplished during the first month of each school year. The department chairperson or a teacher within that department and appointed by the chairperson shall

offer assistance and counsel to each new member of that department during his non-tenure status period. Inservice training sessions, faculty meetings, and/or departmental meetings shall be developed as needed to assist in the evaluation procedure of school personnel. The evaluation reports as filed shall be used as a basis for determining continued contractual service status.

The teacher's personnel file should contain the following items:

1. T. B. report
2. Required medical information
3. All evaluation reports
4. An up-to-date transcript
5. Teaching certificate or photostatic copy of same
6. Any other information which could be used as a basis for discipline, re-employment, demotion, promotion, assignment, termination, or determining salary of a teacher.

EVALUATION PROCEDURE

A questionnaire filled out by the members of our faculty showed that a majority of the faculty at that time were interested in seeing a workable evaluation procedure adopted by the high school with the results of such evaluation becoming part of the individual teacher's record file, a file which would be open to that particular teacher as well as to the administration.

Personnel evaluation serves several very constructive purposes. First, it aids in the development of our new and inexperienced teachers; second, it serves to measure the progress made by our teachers in their development; third, it guarantees the teacher due process in case the question of dismissal should arise; fourth, it provides documentation

for removal of inadequate teachers from the staff. The total result of such a procedure would be the improvement of instruction in our school.

It is the general concensus of the special committee as representatives of the faculty that the following procedures be adopted and that the following guidelines be observed in the process of teaching evaluation.

1. That a working teacher evaluation procedure be initiated during the Fall of 1976 and that this procedure, subject to continued improvement and revision be continued from that date.
2. That the evaluation of non-tenure teachers be on-going during the year on the schedule given below:
 - a. Each semester, a non-tenure teacher is to meet and discuss his or her progress as a teacher with the department head.
 - b. The administration shall observe the non-tenure teacher in his or her classroom, laboratory, or shop situation.
 - c. During the second semester, at some time succeeding the final discussion and observation in a and b above, an evaluation of non-tenure teachers shall be done by the administration with the teacher present and participating.
 - d. The teacher shall bring to the evaluation conference, a self-evaluation form filled out prior to the conference.
 - e. The outline form attached is suggested as a guide for this evaluation.
 - f. The written results of this evaluation should be reproduced in duplicate with one copy going to the teacher, and one copy being placed in the teacher's file within five days succeeding the joint conference.
 - g. The teacher may place in his file a written statement in answer to the evaluation procedure or findings along with the written evaluation placed there.
 - h. The evaluation of the non-tenure teacher will give basis to the extension of the probation period through the third year or elevation to tenure rank. In event of extension of probation, specific reasons will be given in the letter informing the non-tenure teacher of the extension of his or her tenure period.
3. The evaluation of tenure teachers shall be done periodically according to the procedure given below:

- a. The tenure teacher shall be evaluated by the administration at least twice during the year using the general outline form which the non-tenure teachers are evaluated.
 - b. Tentative copies of the evaluation shall be submitted to the teacher evaluated and to the department head of the teacher.
 - c. The tenure teacher evaluated will have a conference with the evaluator after he or she has received his copy of the evaluation to discuss the evaluation. The written evaluation shall be placed in the teacher's file within five days after the conference. Copies of the final evaluation shall be submitted to the teacher evaluated.
 - d. The tenure teacher may place in his or her file a written statement in answer to the written evaluation placed there.
5. The following statements should be adopted as general guidelines for the administration of teacher evaluation:
- a. The administrative portion of the evaluation procedure shall include observation of teacher activities in the classroom, laboratory, or shop and involve no less than thirty minutes with no less than fifteen minutes per visit.
 - b. The number of observations should not be restricted, with the number indicated in this recommendation being the minimum.
 - c. That the content of the written evaluation shall include observation of duties performed and activities participated in by the teacher within the total school environment which were outside the class situation as well as inside.
 - d. The administration has sole responsibility for signing the written evaluation.
6. It is recommended that a student evaluation form be adopted and organized for evaluation via data processing methods. The use of such evaluation procedures should follow the guidelines given below:
- a. The use of such evaluation would be a teacher prerogative.
 - b. The use of such a form would carry a strong administrative recommendation.
 - c. The evaluation technique, when used, should be administered by someone other than the teacher being evaluated to all of the students of that teacher. The teacher should handle only the tabulated results, not the forms themselves.

- d. The teacher should have the say-so on the tabulation of results in terms of grouping. This could be done by class, in mass, or any other way desirable as long as the anonymity of the individual student is maintained and that the results reflect the input of all the teacher's students.
 - e. That tabulated results should be filed in the teacher's file along with any comments the teacher would like to make.
7. It is recommended that monthly meetings of the non-tenure teachers be held for the purposes of in-service training. The use of such meetings should follow the guidelines given below:
- a. The meetings could last an hour.
 - b. The meetings should be held during the school day with substitutes provided for those teachers not free during the time of the meeting.
 - c. The format should vary from planned programs to rap sessions at which time the new teachers can discuss their various problems and ways of solving these problems.
 - d. The administrator should be in charge of the meetings with planned programs.
 - e. Planning for the content of each meeting should be done jointly by the teachers involved and the administrator.

The following outline is a guide to the evaluation process. It is intended to be a profile of teaching activities, behavior patterns, and processes. These criteria together make up the professional teacher. The outline can be used as a self-evaluation guide as well as a guide for evaluation by others.

Evaluation should show points of excellence, competency, and weakness. Responses to the various parts of the outline should be written as statements. Omission of comment on any portion is to be construed as indicating teacher competence with no comment necessary.

1. The Teacher as the Director of Learning

- A. Plans teaching-learning situations in accord with accepted principles of learning.

1. Works toward specific measurable behavioral objectives.

2. Provides effective and continuing motivation.
 3. Provides the necessary experiences and opportunities to achieve stated objectives.
 4. Adapts student activities, and experiences to individual abilities and needs.
 5. Uses a variety of instructional techniques.
 6. Uses a variety of instruments and techniques in the evaluation of student progress.
- B. Utilizes available resources to enhance learning.
1. Directs students in use of the instructional materials center.
 2. Utilizes the various teaching equipment available for the group and the individual.
 3. Works with the guidance department and utilizes available data on the student.
 4. Utilizes the school nurse and health programs.
 5. Utilizes the resources of the community via visiting experts, tours, available equipment, advisory committees, etc.
- C. Demonstrates a professional level of instructional competency.
1. Plans learning experiences effectively.
 2. Demonstrates effective instrumental procedures.
 3. Provides a physical environment which facilitates learning.
 4. Utilizes adequate evaluation procedures.
 5. Shows competency in the selection, use of, care and maintenance of teaching materials and equipment.
 6. Shows competency in taking care of routine matters.
 7. Provides for the health and safety of the students.

II. The Teacher as a Member of the Teaching Profession

- A. The teacher is a contributing member of the staff.
1. Contributes to the definition of the overall objectives of the school.
 2. Participates in policy development and formation in the appropriate areas including student and teacher welfare and curriculum development.
 3. Assumes appropriate administrative responsibilities for the day-to-day operation of the school, discipline, hall duties, and class sponsor.
- B. Professional Activities
1. Takes personal responsibility for professional growth through continued education both academic and non-academic.

2. Keeps informed of current educational trends particularly in the area of specialty.
3. Participates in in-service activities such as work shops, conferences, etc.
4. Assumes responsibilities for self-education.
5. Acts on an educational philosophy, critically adopted and consistently applied.

III. Special Activities, Projects, and Achievements

- A. Records items worthy of record, eg, community involvement, paid extra duty, etc.

REPORT ON TEACHER EVALUATION

Teacher _____ Date _____ File No. _____

Subject Areas Taught _____

Dates of Observation (s) _____

The above teacher fulfills all the criterion as stated on the outline. ()

The above teacher fulfills the criterion as stated on the included outline with the following comments and suggestions. ()

Copies to:

1. Teachers file
2. Superintendent
3. Assistant Superintendent (Principal)
4. Department Chairman

Signed _____

Date _____

Teacher Liability

Today it is very common for students and/or parents to take legal action against schools and school teachers. You will not be liable if you can prove that you have acted in a reasonable and prudent manner and that the accident did not occur because of negligence.

I want to very strongly advise you that if you are not in your area of assignment, such as classroom or study hall, it will not be difficult for the plaintiff to prove negligence on your behalf. Therefore, do not leave your area of assignment unless it is an extreme emergency or unless you have been relieved of your duties by another faculty or staff member of the Findlay School System.

For years school districts enjoyed immunity under the law for "tort" or "wrongful act liability." Such is not the case today. School boards and their employees can be held liable, providing negligence can be proven. Negligence has been defined by the courts as conduct falling below a prescribed standard established for the protection of others against unreasonable risks of harm. Negligence may be one of two forms. It may be an imprudent act or it may be the omission to act. An individual is expected to conduct himself as a reasonably prudent person would under the set of circumstances then existing or he must, as a reasonably prudent person, have the ability to foresee a possible injury as a result of his acts or doings.

School personnel are requested to exercise great care in seeing to it that every precaution is taken to safeguard the safety of youngsters in their care and to take every precaution to avoid circumstances which might result in a possible accusation of negligence. This can be best done by carrying out teaching and supervisory duties to the best of

their abilities at all times, including strict adherence to all local and state regulations and policies.

The school district carries proper liability protection on all employees.

Liability and transportation, including field trips:

1. Liability

A. Legal offenses are two general types: criminal and civil.

B. Civil liability is most common concern of teachers.

1. Liability results from the negligent act of one person in dealing with others.
2. Teachers' liability is a phase of the general liability laws.
3. When a party is negligent, the wronged party may gain redress through suit.
4. To avoid liability, an individual must always do what a prudent person would do under similar circumstances; failure to do that may result in assuming a liability.
5. Violation of any law automatically results in an act of negligence.

C. The teacher's responsibilities with respect to liability.

1. Teachers relationship is in loco parentis.
2. Teacher must provide proper guidance at all times.
3. Teachers should guard pupils from potentially hazardous situations.
4. When punishing pupils, teachers should avoid doing permanent bodily harm.
 - a. Never strike pupil about the head; nature has provided a more appropriate place.
 - b. Men teachers should be extremely careful in dealing with female students.

D. Liability and the teacher in Illinois.

1. District probably is liable for damages up to \$10,000 per pupil
2. Teacher probably is responsible for any damages awarded over that amount.
3. The situation is such that extreme care must be exercised at all times.

Teachers Rights and Responsibilities

I. Teachers have a right

A. As professionals

1. To become involved in the total educational process by exercising academic freedom in the classroom consistent with the philosophy, goals and objectives of the school.
2. To work in an atmosphere conducive to learning, including the use of reasonable means to preserve and protect the learning environment.
3. To constructive criticism by students, parents, and the administration with communication between administration, staff and the Board of Education.
4. To become involved in the evaluative process of the school.

B. As individuals:

1. To dignity, privacy and respect.
2. To basic constitutional rights.
3. To engage in political activity at the local, state, and national levels and to publicly express views on matters affecting education.
4. Of choice in joining professional organizations.

C. As employees

To make recommendations and be fairly heard and considered by the Board of Education and its supervisory personnel in connection with matters relating to employment policies, salaries, departmental budgets and other items reasonably concerned with faculty affairs and interests.

II. Teachers have a responsibility

A. As professionals

1. To be properly certified and to continue their professional growth to improve professional competence.
2. To develop an effective learning environment for students and treat them with respect.
3. To exercise professional judgment in presenting, interpreting and criticizing information and ideas, including controversial issues and to express publicly views on matters relating to education.
4. To safeguard student information obtained in the course of professional service and to adequately evaluate and interpret their needs to academic progress.

5. To teach spiritual and moral values to their students.

B. As individuals, the teachers must be free to contribute fully to an educational environment which protects the freedom to teach and the freedom to learn.

C. As employees

To use his or her best and objective judgment with regard to affiliating with professional education associations compatible with his or her area and field of competence and/or specialization.

Telephone

The telephone in the office may be used for local calls only.

Textbooks

Texts that are rented to students are conditioned, and if they are returned to us in a much poorer condition than the normal wear and tear caused by nine months of use, fines will be imposed for the damage.

Withdrawal from School

Whenever a student finds it necessary to withdraw from school because of moving out of the district or any other reason, he should report this intention to the high school office.

CHAPTER III

TEACHER RESPONSIBILITIES

Pupil Accounting

Every teacher is required to check attendance in his class each period of the day and record the attendance or tardiness in the grade book. Our attendance records are audited from time to time, so it is imperative that we keep on file an accurate account of our attendance records.

Admission of Students Late for Class

Students arriving to class late should be admitted and a proper penalty assessed, according to school policy. After you have taken appropriate steps and a student continues to be tardy, he should be referred to the principal's office.

Teachers should insist that students be to class on time and be present when the bell rings to start the class.

Teachers who detain students after class, causing them to be late for the next class, are responsible for writing the student an admit slip to the class.

Admission of Students with Prior Absences

Pupils who have been absent from your class or school must have an admission slip from the principal before they can be admitted to the class. If a student returns in the afternoon, after being on the

morning absentee list, he should NOT be admitted without an admit slip from the principal.

Admission Slips

Absentees will be excused or unexcused according to school policy. An excused absence--white admission slip--gives the student the privilege of making up the work missed; an unexcused absence--blue admission slip--means a student should be advised of the work he has missed, but should not be given credit for making up the work. The teacher and the student should establish a time limitation for completing the work missed while absent.

Excused and Unexcused Absences

1. Excused--illness, death in the family, or personal business as deemed appropriate by the office. The student is allowed to make up all work. A reasonable length of time should be allowed for the work to be made up.
2. Unexcused--work cannot be made up or credit earned.

As all of you know, the only legitimate excuse from school is illness or death in the immediate family, or illness of the student. Students who are going to miss for any other reason must consult the principal before being absent.

Students participating in extra-curricular activities, whether it be athletics, plays, cheerleading, club activities, etc., WILL NOT BE ELIGIBLE for these activities if they receive an UNEXCUSED ABSENCE.

Students that are absent all day or the afternoon of an extra-curricular activity SHALL NOT participate in or attend that activity that evening unless the absence is an emergency and is excused by the principal.

Examples of Excused Absences

1. Student illness verified by an excuse from the parents.

2. Death in the family.
3. Dental or medical appointments, when a student brings a note from parents.
4. Driver license testing when prior arrangements have been made through the principal's office.
5. Absence due to the vacationing of parents if arranged with the principal and work is made up before leaving on vacation.
6. Student vacationing or taking trips with someone other than their parents is discouraged; however, these requests will be considered on an individual basis by the principal if the request and arrangements are made before-hand by the parents. We would like to be notified at least 24 hours in advance. We ask that parents be reasonable in these requests. It will be the responsibility of the student to get assignments and turn them in to his teachers.

Examples of Unexcused Absences

1. Trips or visits not arranged with the principal.
2. Absences to go for job interviews, unless previously arranged through the principal's office.
3. Truancy
4. Leaving school grounds without checking with the office first. Students leaving the school grounds during the school day must sign out in the office before leaving the school grounds. If a student is absent from school during the day due to illness or unexcused absence, that student may not participate in any event that evening. This also applies to working when the student has been absent during the day. If detected, the absence will be unexcused. Students needing slips for classes must report to the office as soon as school starts.

Student Tardiness

Students who arrive late to school in the morning or afternoon will be classified as tardy to school. The student will be given an admit slip to class by the office which will show whether the tardiness is excused or not.

Students should never be allowed to enter any class after the beginning of the period unless an admit slip is presented to the teacher.

If a student does not have a permit to enter class late, he should be sent to the office.

In order that students reach their next class on time teachers must dismiss classes on time. In the event that it is necessary for a teacher to detain a student after class so that he does not have ample time to reach the next class, the teacher should give the student a pass to enter that class.

Classroom Discipline

The degree of discipline existing in our school is dependent on the cooperation of all employees of the school. Only by working together as a unit and being consistent can we maintain the element of control necessary for a good educational environment to exist.

Good teaching is dependent on maintaining a proper disciplined atmosphere in your classroom. Good discipline will be the result of your doing a good instructional job in the classroom. Discipline problems usually will not arise when you are doing an excellent job of providing a good learning situation.

Each teacher has the basic responsibility of handling discipline problems that arise in his classroom. The administration will back you to the limit of any reasonable attempt to discipline students in your classroom. However, remember that the principal cannot keep order in your classroom for you.

The Basis for Discipline

Education for participation in an open society demands that discipline and self-responsibility go hand in hand. Children like order and they like to know "where they stand". Where the limits are set

they feel secure. Ideally, this desire for correct conduct comes from within them. The group profits from the orderliness of its members. By the teacher emphasizing fair play, self-direction, self-evaluation, and pupil responsibility good behavior can be accomplished. Individual freedom cannot go beyond the point where it interferes with the rights of others. Good school control will help the child to respect the authority of the school as something over and above the teacher. Controlled freedom is necessary for the natural growth of the child. Mental and physical activity will help the child achieve this growth. It is the teacher's responsibility to create a school environment conducive to this growth. Good teaching consistency, and kindness will encourage good discipline.

Practical Suggestions on Discipline

Problems of discipline often are symptomatic of fundamental deficiencies in the teacher. When the right classroom and schoolroom conditions exist, there are few opportunities for inattention and misbehavior. It is commonly recognized that good discipline is a product of good teaching.

However, a teacher must be able to establish control in his or her classroom in order to be able to start teaching. The most knowledgeable person in the world is useless in a classroom if he or she cannot maintain discipline.

The following are some suggestions which might help in disciplinary problems:

1. The pattern for the whole year will be set in the first two weeks of school. Start out tough! It is easier to relax a little as the year progresses than it is to try to regain

control after you start to lose it.

2. Greet each new class at the door. Let them know this is your classroom.
3. Learn to "ride your eye" through the eyes of the students. In the early days of school you cannot turn your back, very often, to discuss maps, write on boards, etc.
4. Learn to stand more than sit. It is considerable advantage for a teacher to stand where he can clearly see what it is that each student is doing. Try to hear all and see all that is happening in the class all the time.
5. Be business-like. This means that you must have an interesting program of worthwhile materials for each hour. In keeping people busy, provide the greatest amount of variety consistent with good organization.
6. Stop the little things. The snowball rolling down the hill gathers size and momentum. In a like manner, many disciplinary problems are insignificant in the early stages. Good sense is required, and a limited use of DON'T.
7. Learn to call on those whose attention is wavering.
8. Study carefully the seating of students. Some students have a bad affect on others.
9. Use special occasions to carry over to the students the idea that you are interested in them as persons.
10. Never threaten. Always follow through on your statements. Never say what you do not intend to enforce.
11. When discussing discipline, be as impersonal as a physician.
12. Do not use sarcasm.
13. Do not show favorites, even if you have them.
14. Watch your voice. Students respond favorably to a quiet, calm voice.
15. Begin each class promptly and with a suggestion of vigor. Give the impression, at least, that you have a zest and enthusiasm for your job.
16. At the end of each day of the first week of school, list the weak spots in the room.

17. Remember that it is not your job to entertain the students. Interest does not connote entertainment.

Check List of Errors

The following list includes many items which are not apt to contribute to the problems of discipline. Teachers should do well to check themselves frequently.

1. A lesson is often referred ineffectual because the teacher plunges into the work before getting the attention of each member of the class.
2. The teacher sits at the desk all the time, thus giving the class the cue to settle back comfortably and indifferently.
3. In the event one pupil makes a mistake, the teacher explains the correction directly to him instead of to all the class.
4. The teacher does the explaining and answers all the questions instead of encouraging the class to feel a responsibility for all that goes on during the period.
5. The teacher speaks in a low, unconvincing tone, giving the impression that nothing of importance is happening.
6. Pupils are often seated in straight rows when the tables could easily be arranged in some other pattern.
7. Teachers allow themselves to be sidetracked by irrelevant questions.
8. Teachers, by their posture and informal actions, encourage pupils to take their ease.
9. The teacher is often "tied" to the textbook, even to a single text.
10. Teachers parrot the pupils' answers too frequently.
11. Teachers frequently use words and constructions far above the pupils comprehension.
12. Both simple and difficult concepts are dropped before they have been made entirely clear.
13. The wording of questions is often so poor that two or more attempts must be made before the teacher arrives at the desired statement.

14. Teachers recite the content which the pupils are supposed to have prepared, thus lowering the class interest.
15. Little idiosyncrasies and mannerisms are developed which detract from the work at hand.
16. Pupils are permitted to recite individually to the teacher instead of discussing questions with the entire class.
17. In making assignments, teachers sometimes say "I want you to do so and so for me tomorrow." Try to develop a "we" feeling.
18. The lesson is sometimes ended on a sarcastic tone ... "Did you have more important things to do than this lesson?" "I hope that the next time I teach you something, you will have a better lesson."
19. Teachers often have little to contribute for purposes of illustrations and motivation.
20. Teachers talk too rapidly or too slowly. This practice gives the impression that the teacher is nervous, and the slower students cannot follow the train of thought.
21. There is too much emphasis on teaching and not enough on learning.
22. Teachers call on a particular student before stating the question.
23. Teachers write assignments or other material in illegible handwriting.
24. Preparation of lessons and collection of materials left to the last minute.
25. Teachers fail to take into account the physical comfort of pupils--ventilation, temperature, lighting and seating.
26. Teachers fail to realize that they teach a great deal by their personal appearance, tone of voice, attitude and enthusiasm.

Board of Education Policy Handbook

Each teacher will receive a copy of the Board of Education Policy Handbook and should become familiar with the contents. The board policy shall be the final authority in any decision or action taken.

Faculty Meetings

General faculty meetings are scheduled on a need-basis throughout the school year. All teachers are expected to attend scheduled faculty meetings. Every effort will be made to notify teachers several days prior to scheduled meetings.

From time to time, departmental meetings or meetings of special groups of teachers will be called to discuss curriculum or appropriate concerns.

Guidelines to Teachers on Relationship with Faculty Members

What is the individual teacher's responsibility to maintain good relationship with the faculty members?

1. Always keep confidence.
2. Be a good listener. It helps people if they tell someone their problems.
3. Show appreciation and give praise when deserved.
4. Try to do a little more, rather than a little less than your share.
5. Be genuinely interested in the problems of your fellow workers.
6. Take time to give encouragement.
7. Bury a professional jealousy.
8. Build up rather than tear down your fellow co-worker.
9. People are not born with the ability to cooperate; they must learn this ability.
10. Teachers must be able to cooperate BEFORE they teach their students how to maintain good relationships.
11. Put one's self in the place of the other person.
12. Develop understanding of others and be concerned with their emotional feelings.
13. Be tolerant of different points of view or philosophy.

14. Operate on a professional plane.
15. Know and live up to the ethics of the teaching profession.
16. Make a serious effort to know other members of the staff.
17. Be generous with praise; cautious in criticism.
18. Praise in public; criticize in private.
19. Don't criticize the other person until "you have walked two moons in his moccasins." Indian Proverb.
20. Maintain a sense of humor.
21. Share ideas.
22. Be a team member.
23. Resolve differences amicably.
24. Respect opinions of others.
25. Be emotionally stable and work efficiently with others without jealousy and snipping.
26. Avoid gossip like the plague.
27. Be discrete and cautious in conversation about the school.
28. Do unto others as you would have them do unto you.
29. Do not expect favoritism.
30. Accept and cooperate with the decisions of the majority.
31. Do your griping at home; leave home problems at home.

Resolutions for Teachers

1. Read the menu to students prior to taking lunch count. Try to keep our lunch count as accurate as possible.
2. Make attendance slips ACCURATE. Our secretary has a difficult time trying to figure them out. A person may be reported absent 1-3-7 and actually have been absent all day.
3. Attend pep meetings and assemblies. This is an automatic duty for all teachers who have home rooms. It is a matter of conscience for those who don't. It is UNFAIR for six teachers to supervise the entire school at a pep meeting.

4. Be in your room at 8:20 and help monitor the hall in the immediate vicinity of your room. Again, it is unfair for those six or eight teachers who are in the rooms to cover for those who sit in the lounge until 8:30.
5. Do not leave your classroom for any reason except for an emergency. Under no circumstances should a teacher leave his class to go to the lounge.
6. Devise a system in your home room whereby students who are attending meetings may leave more quickly. The maximum meeting time is only 30 minutes as it is. One method would be to arrive at home room a few minutes early and allow those who have meetings to sign out. When roll is taken at the bell, a quick glance at the list of names will suffice. If you have a doubt concerning a person's belonging to a group, check the activity lists which have the names of all people who are members of all organizations.
7. Study hall monitors must help supervise the Materials Center.

Housekeeping

Good housekeeping is an important part of good teaching. Most cleaning will be done by the custodian, however, each teacher, with the student's help, should assume some responsibility in making the custodian's job easier. An attractive room will do much for student morale and attitude. In general teachers should do the following:

1. Adjust windows and shades as needed.
2. Have students keep waste paper off the floor.
3. Keep the floor clear of materials.
4. Keep an orderly desk.
5. Maintain bulletin boards and shelves.
6. Request needed or extra cleaning from the custodian as needed.
7. Close windows, turn off lights, and lock classroom doors when leaving for an extended period or in the evening.

Preparation and Lesson Plans

1. Each teacher will be supplied with a plan book. The lesson plan is intended to:

- a. Provide a substitute with a plan which he can interpret and put into operation.
 - b. Provide a basic outline form which to plan and organize future work.
 - c. Provide the supervisor with an outline of the work being done.
 - d. Encourage planning and creativity on the part of teachers.
2. The lesson plan includes:
- a. A tentative outline of the course work for the year.
 - b. A structured outline of the semester.
 - c. A more closely structured plan for the six weeks.
 - d. A detailed plan for the next 2 or 3 weeks that can be adjusted to fit the progress and direction of individual classes.
3. A copy of lesson plans for the following week are to be filed with the school principal each Friday.
4. To quote an old educational philosopher, "Nothing impresses the pupils more than to have a teacher who knows what he is going to do and when he is going to do it."

Record Keeping

Teachers are expected to keep the following records:

1. Daily attendance
2. Daily lesson plans
3. Student academic grades
4. Book rental sheets
5. Room inventory
6. Teaching supply inventory

Supervision of Pupils

A few hints may help you during the first few weeks of school. They are:

1. Think through each activity and prepare for every step systematically.
2. Have all equipment and materials ready prior to class time.
3. Learn to conduct the class from any corner in the room and modulate your voice so that every child will think you are talking especially to him.
4. Assess your students, adjust your seating arrangements several times during the first few weeks.
5. Spell out clearly to the students during the first couple of days how the class will be conducted and manners expected. In short, set the climate that will prevail while you are in charge of the class.
6. Absence--keep an accurate daily record of absences and require an admit slip from the office the first day the students return to class.
7. Tardy--advise each class the first couple of days that students' responsibility is to be in their assigned seat with the necessary books, paper, pencils and notebooks when the bell rings. Be firm. Use every device to insure promptness of the students. Send them to the office only as a last resort.
8. Conduct yourself in such a manner that every student will know that you strive to be fair, friendly, and firm. Your pride and your dilligence will act as a catalyst in their learning progress.

Textbooks and Teaching Supplies

1. The Board of Education shall adopt such textbooks recommended by the superintendent as may be determined necessary by the school staff and the superintendent.
2. Adoption of textbooks shall be a matter of record and shall be valid for a period of four years.
3. All textbooks shall be purchased by the Board of Education and rented to the pupils for an annual fee equivalent to 25% of the list price. Students shall be liable for books rented to them and must pay for unwarrented wear and tear.
4. Workbooks shall be purchased by the Board of Education.
5. Rental fees shall be paid in full on or before the eleventh day of school year unless other arrangements are made.
6. Rental shall be prorated to pupils leaving or entering during the school term.

7. All teaching supplies needed by teachers shall be furnished by the school; requisition of such supplies must be given to the superintendent by the building principal.
8. Books shall be furnished to those students whose parents are unable to pay for them.

CHAPTER IV

SCHOOL DISTRICT FORMS

FINDLAY COMMUNITY UNIT SCHOOLS

FINDLAY, ILLINOIS

ACCIDENT REPORT

(To be filed in the building Principal's office on the day of the accident, if possible.)

Today's date _____ Date of accident _____

Time of accident _____

Name _____

Address _____

Age _____ Sex _____ Grade _____

Name of Parent or Guardian _____

Address _____

COMPLETE DESCRIPTION OF ACCIDENT (Where, how, doing what, nature of injury)

(If athletics, name sport and whether practice for or participating in interscholastic, intramural, or other,)

Witnessed by: _____

Attending physician or dentist _____

Attending physician's Address _____

FOR OFFICE USE ONLY:

Mailed to Doctors office _____ Insurance Co. _____

Claim draft # _____ Amount _____

ACTIVITY REQUEST

Findlay Junior-Senior High School

Organization _____

Teacher/Advisor _____

Activity Planned _____

Date and Time _____

Facilities Requested _____

Materials Requested _____

Equipment Requested _____

Number of students involved _____

Names of adult chaperones _____

How and when clean-up will take place _____

Additional information _____

Signed _____ Date _____

Approved Yes No Signed _____

Reason for non-approval: _____

Please submit in duplicate; a copy will be returned to you. Copies of advertisement, student information, letters, and any other pertinent information should be turned in to the office.

FINDLAY COMMUNITY UNIT SCHOOL

DISTRICT NO. 2

Phone 756-8521

Findlay, Illinois

Lawrence Camfield, Supt.

62534

Date _____

Dear

Your son/daughter is doing satisfactory work in _____
_____ during the present six week grading period.

Continued poor work on his/her part will result in a failing mark for
the six weeks. The apparent reason (s) for the poor work is:

- | | |
|--|--|
| <input type="radio"/> Inattention in class | <input type="radio"/> Incomplete assignments |
| <input type="radio"/> Frequent absences | <input type="radio"/> Inconsistent effort |
| <input type="radio"/> Poor conduct | <input type="radio"/> Subject difficulty |

Recommended action for correcting the deficiencies are:

- | | |
|---------------------------|----------------------------|
| Pay attention in class | Student-teacher conference |
| Maintain better conduct | Make up assignments |
| Parent-teacher conference | Better attendance |

I am available for a conference at your convenience. Please call or
come to the school if you desire a conference. We appreciate parents who
work with the school to secure a better education for their children.

Teacher

Findlay High School

Field Trip Request

Teacher _____ Date submitted _____

Class _____ Number of students _____

Destination _____ Date of trip _____

Reason for request _____

Arrangements needed (substitute teacher, bus arrangements, etc.)

Approved yes _____ no _____

Reason for non-approval _____

Signed _____ Date _____

Please submit to your principal in duplicate. A copy will be returned to you with approval or non-approval.

Teachers are reminded that field trips should be carefully planned. Field trips during school time are discouraged if the same trip can be taken on non-school time.

Findlay High School

General Supplies Request

Check item (s) needed; color, size (if applicable and quantity.

Book Ends	_____	_____	_____
Chalk	_____	_____	_____
Clip boards	_____	_____	_____
Clocks	_____	_____	_____
Dictionaries	_____	_____	_____
Erasers	_____	_____	_____
Glue	_____	_____	_____
Letter Opener	_____	_____	_____
Labels (file)	_____	_____	_____
Masking Tape	_____	_____	_____
Paper Punch	_____	_____	_____
Paper clips	_____	_____	_____
Paper (tablets)	_____	_____	_____
Pencil sharpener	_____	_____	_____
Pencils	_____	_____	_____
Pens	_____	_____	_____
Felt tip	_____	_____	_____
Ruler	_____	_____	_____
Rubber bands	_____	_____	_____
Staples	_____	_____	_____
Stapler	_____	_____	_____
Scissors	_____	_____	_____
Scotch tape	_____	_____	_____
Tablets	_____	_____	_____

Findlay High School

In-School Suspension Form

_____ will be serving an
in-school suspension _____ for _____

_____. Would you please
initial and write out the assignments which will be missed. Also
assign any other make-up work you would like completed.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Principal

FINDLAY COMMUNITY UNIT SCHOOLS C-2

Request for Bus

When needed _____

Destination _____

Number of Buses needed _____

Approximate number of students _____

Time leaving _____ Time returning _____

Purpose of Trip _____

Teacher requesting bus _____ Date _____

Building Principal's approval _____ Date _____

Unit Superintendent's approval _____ Date _____

Driver assigned _____

Cost \$ _____

Date _____

Findlay High School

Request to Attend Professional Meetings

Name of Teacher _____

Name of Meeting _____

Place of Meeting _____

Date of Meeting _____

Number of days absent from school _____

Substitute required Yes No (circle one)

Estimated total expense (please itemize) _____

I am on the program or planning committee, (if so, in what capacity?)

Attending because of professional interest (explain) _____

Signature of Teacher _____ Date _____

Approved by Principal _____ Date _____
(Signature)

Request granted -- not granted _____
(Superintendent's signature)

