

1975

Administrative Internship in an Open Space Junior High School

Jeanette Antoinette Sweet

Eastern Illinois University

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Administrative Internship

In an

Open Space Junior High School

(TITLE)

BY

Jeanette Antoinette Sweet

B. A., Mundelein College, 1957

M. S. in Ed., Eastern Illinois University, 1973

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975

YEAR

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

12/9/75
DATE

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in an
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It is with deep thoughts, I shall never forget, that I wish to extend appreciation to the following for their efforts, "think time," patience and at times sacrifices and advice. Without their assistance, this labor of educational love would never have materialized.

The Mt. Zion Board of Education who approved the internship program; the Central Office - Dr. Milnor, Director of Curriculum, who designed the objectives for the month of August, 1975; Mr. Gregor, Building Principal, who guided and delegated areas of responsibility; Ms. Alice Pippin, Director of Library Services, Mt. Zion Schools, who assisted in searching for information and binding the completed field study; the custodians who kindly unlocked doors, moved furniture and many other small tasks which made my position more comfortable; Ms. Elizabeth Sweet, who typed the rough draft; Ms. Joan Russell, Secretary, who kindly agreed to type the final paper; and the Professors of the School of Administration, Eastern Illinois University, whose expertise I tried to mentally process during the period of almost one and a half years.

To my "loved ones," words cannot express what I feel.

To all others who assisted me along the way, I can only repay by becoming more proficient in the field of education. By so doing, the future youngsters I meet will encounter an education with feelings for them as individuals, who have specific needs and wants, an educator who cares and who will attempt to meet their needs and wants.

J. A. N. S.

THE PROBLEM

1.

This field placement took place in Mt. Zion Junior High School, Mt. Zion, Illinois which is just a few miles south of Decatur, Illinois. The period of time involved was the month prior to the opening of school, August, 1975. In actual practice, the internship was an entire year including August due to the foresight and ability to delegate authority by the school's principal, Mr. Al Gregor.

Dr. Milnor, curriculum director, set up the working objectives and the principal acted as a supervisor.

Duties were as follows:

1. Check textbooks ordered by teachers to determine whether or not they arrived.
2. Register students new to the district.
3. Give information over the telephone concerning physical and dental examinations, registration dates and school opening.
4. Write articles to newspapers concerning Item 3.
5. Assist in re-editing the student handbook.
6. Assist in re-editing the teacher handbook.
7. Assist with the regular registration of students for August 11, 12, 13 and 14.
8. Assist in balancing teacher loads and making regular schedules the week of August 18 to August 22.
9. Prepare for the first teachers' meeting with staff. Help to write the agenda.
10. Keep a daily log of various incidents concerning how administrative decisions are made as to:

Principal and Central Office Administration
 Principal and Teaching Staff
 Principal and Custodial Staff
 Principal and Students
 Principal and Parents

For those who are not acquainted with the open space concept, it might be well to describe the setting, curriculum, philosophy and other comments.

This school is one of fifteen schools selected for the Affiliated Network School Development Program. It is designed so that there are no divisions between rooms. The Learning Center is filled with books, cassettes, tapes, films and other software and hardware.

To promote individualization, departments create tapes and "packets" which the students themselves select.

The teacher in the Open Space complex has a different role to play - providing each student with the individualized direction he needs. Through use of high school aides and clerical assistants, each student receives tutorial help when needed. With the combination of the teacher and aides and easy access to appropriate materials, a student has an opportunity to realize his individual potential regardless of level.

Al Gregor, Principal, says that the major objectives for this school have been to establish a kind of climate whereby students may enjoy their school experiences and want to learn. He hopes to foster and promote conditions whereby teachers may enjoy an open space setting so that they will more effectively innovate meaningful programs.

The success of the open space complex may be seen in the willingness of the teachers to design, modify, create, or adapt programs. They exhibit to the students that someone really cares for them and what happens to them as human being who have feelings, needs and wants.

"Open space really works in Mt. Zion Junior High School"

Philosophy of Education

Mt. Zion Community Schools

We believe that education is a right and as a result should provide opportunities for:

- a. Preparation for college, for personal and professional growth.
- b. Exploratory and basic skills for those students who do not plan to go to college.
- c. Competitive athletics for the superior athlete.
- d. A sound physical education program for both boys and girls physical development, recreation carryover and physical fitness.
- e. Developing responsibility and self-discipline.
- f. An orderly climate which facilitates learning and encourages the social development of each student.
- g. Aesthetic needs of the students.
- h. The learning needs of the adults in the community.

My Personal Philosophy of Education

No one person can solve all the problems in a school district nor can any one type of activity satisfy all needs. Working together, the Board of Education, Central Office and certified and non-certified staff can produce an effective program which attempts to solve school-community problems.

Through demographic studies taken yearly, the school district can keep tuned to the needs of the community.

Each student serviced enters the school setting with his problems, potentials, and past experiences. He is entitled to respect as an individual who has personal worth. I believe that the teacher should show by his attitude that he recognizes each student as a person and accepts him as he is. The teacher should indicate to the student that he knows that each of his students can learn and that the teacher intends to teach the student at his level and rate of learning. The teacher needs to work hard toward getting away from the old ways of every student on the same page at the same time and adjust his program so that the student can start working at a level where he can achieve success and progress at his own speed to higher levels of achievement. Much encouragement, praise and reinforcement needs to be applied rather than physical punishment. Students soon know what the teacher recognizes and appreciate his efforts to improve. The student must be made aware of this ability to achieve and his positive self worth as a person. When one method or material fails to produce the desired effect, a creative teacher will be alert to this fact and change the approach to one that will meet the student's needs.

Stated more compactly: I believe that

1. Programs should be designed to enable a student to achieve to his potentialities. Teachers need to consider the whole student and believe that the student can improve his performance.

2. Provide opportunities that allow the student to solve problems as fast and as far as his learning rate and capacity will permit.
3. Methods and techniques be tailor made to suit the particular needs of the student.
4. Students are not taught at their levels, just so it sounds good but for the benefit of the student. Instruction should be paced so that a student can master material at each level before going on to new materials or more difficult levels. Mastery at one level increases confidence in advancing to more difficult levels.
5. The end goal as I see myself as an educator, is to assist each student to change any negative feeling he has about himself, help him feel liked, appreciated and understood so that he will grow with positive feelings of self worth and not carry a "chip on his shoulder" all through his life due to a poor learning experience. He may pass all the exams with A's, B's, or C's but what really is important is how he will function in society. Hopefully, through his contact with me, as an educator, the student will proceed through a process of self understanding, face decisions, see the possibility of choices, then be strong enough to assess his problem and make his own decisions for today and later life, thus leading toward successful living.

Mt. Zion Junior High School

Philosophy

Every school has its own distinctive personality and characteristics. This is the first year of existence of the Mt. Zion Junior High School, so the building and facilities are completely new. Cheerfully decorated colors, carpeting, modern furniture, etc., greatly enhance the physical aspects of the building. Notwithstanding these basic factors, a good feeling permeates in the school, which is substantiated by the trust and respect exhibited among the school population.

The administration and faculty is dedicated to the idea of developing a learning atmosphere whereby each student can learn to like himself better, to understand himself better, to fit into society, to be able to work cooperatively with others, and to be able to learn in diverse ways in various fields.

The "Open Space" concept lends itself to various teaching techniques and a variety of student activities with the teacher guiding and directing the activities. Change is considered a process but is encouraged if based only on good educational principles. The students have many opportunities to learn and in different ways. There is order without regimentation, there is a program going on to improve the techniques of individualized instruction, and there are teachers in our school who have empathy, who do care.

It is improbable that the "Open Space" concept will raise the achievement level significantly compared to other educational methods. However, at Mt. Zion Junior High School, we expect teacher morale to be high, that teachers enjoy working in this setting, and that students will have a positive change in attitude when they complete this phase of their educational experience. We hope to make continual progress in maintaining a good learning climate and physical environment in our school.

"Open Space Really Works, Here!"

"I'd like to work here." "It's so quiet! We always heard this type of building was noisy." "Students didn't even stop to look at us or even know we were in the building' they just kept on working."

The above comments are from visitors at the Mt. Zion Junior High School, a new Open Concept, million dollar building. This Mt. Zion school is one of fifteen from various sections of Illinois to be selected for the Affiliated Network School Development Program. Assistant Superintendent, Dr. Brent Milnor designed and submitted the program.

As an Open Space complex, the building is designed so there are no divisions between rooms. The Learning Center is also without walls and may be entered from any direction.

Books, cassettes, tapes, films and other software and hardware are available to the students. To promote individualization, departments created tapes and "packets." The student selects his own packet which tells him where information and materials may be found. He reads and completes the assignment. He may select mini-courses or activities which last a short period of time. Each student has input in his own educational program.

The teacher in the Open Space complex has a different role to play - providing each student with the individualized direction he needs. Through the use of high school aides and clerical assistants, each student receives tutorial help when needed. With the combination of the teacher and aides and easy access to appropriate materials, a student has an opportunity to realize his individual potential regardless of level.

Al Gregor, principal at Mt. Zion Junior High School, says that the major objectives for this school year have been to establish a kind of climate whereby teachers may enjoy an Open Space program so that they will more effectively

be able to innovate a meaningful curriculum for students.

The success of the Open Space complex may be seen in the teacher's willingness to design, modify, create, or adapt programs which exhibit to students that someone really cares for them and what happens to them as human beings who have feelings, needs and wants. Junior High school young people develop into responsible, mature members of the community. The school and school staff must point the way.

Working Objectives

Internship Program of Ms. Jan Sweet
Designed by Dr. Brent Milnor

Beginning Friday, August 1, 1975 - Ending August 26, 1975

1. Make sure your schedule is finalized - all mini courses are written
2. Check books and supplies that have been ordered
3. Check typing to see if packets are all complete
4. Publicity in paper for the registration of students.
5. Make sure teacher's handbook is complete and ready to be run off
6. Student Handbook (rule changes are made) make sure all copies are run off
7. Registration instructions to the students - make sure they are all run off
8. Make sure every student has been assigned a locker
9. Each student should have a slip with his locker number and combination in it. When he registers, this should be given to him, along with his schedule.
10. A copy should be made of each student's schedule so all you have to do when the student registers is to give him his copy of his schedule. The office should have a duplicate copy for their own files.
11. Registration should be from 8 to 5 each day. These dates were agreed upon by all principals at the last principal's meeting (August 14 and 15)
12. Help with registration on those days
13. After the week of registration make the counts for each class and then balance the classes. This requires several hours of work.
14. Any class changes for a student should be made on the office registration for each student, then go ahead and telephone each student of his changes.
15. Make out an agenda for the first teacher's meeting

Review of Research

The Internship in Administration What It Really Is!

The Internship in education administration is a part of the recommended program for persons aspiring to become administrators in school systems. It focuses on training, development and educational experiences for those persons in actual school situations.

The term "internship" is borrowed directly from the medical profession whereby the intern gains knowledge under the guidance of experts.

What an Internship is:

1. The student's field experience which is labeled "internship" is an integral part of his professional education which comes after or near the completion of his formal program of professional preparation.
2. His internship involves a considerable block of time.
3. The student must be expected to carry real and continuous responsibilities in his field situation under the competent supervision of a practicing administrator.
4. The Board of Education or Board of Trustees of the institution in which he is interning supports the program at the policy level.
5. The professional school in which the student is enrolled is joint sponsor of his program.

Where Internships Have Occurred

1. Interns have served county superintendents of schools and in state education departments.
2. Interns have served in state and national education agencies and associations.
3. Interns have served with publishing companies which cater to the field of educational administration.
4. Interns have served in the administrative offices of colleges and universities.
5. Interns have served with school architects.
6. Interns have served with consulting firms of several kinds.

Purposes and Values of an Internship

The internship in educational administration is intended to satisfy certain objectives. Objectives usually fall into three categories: those applicable to the intern, to the sponsoring field agency, and to the cooperating university.

Objectives Applicable to the Intern:

1. To enable the intern to develop a more comprehensive view of education administration.
2. To provide the intern with the experiences of carrying real administrative responsibility.
3. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and type of position for which he is best suited can be determined.

Objectives Applicable to the Sponsoring Administrator:

1. To provide opportunity for administrators and field agencies to fulfill their obligations of sharing in the preparation of prospective administrators.
2. To provide the sponsoring administrator with professional counsel from the staff of the cooperating university.
3. To provide additional services for the sponsoring agency.
4. To stimulate the professional growth of the sponsoring administrator.
5. To provide a means for evaluating administrative ability in prospective administrators.

Objectives Applicable to the University:

1. To test the training program of the professional school against reality in the field and thereby to improve the program's effectiveness

for preparing prospective administrators.

2. To stimulate the interaction of the university and the surrounding school districts.
3. To encourage the in-service development of professors of educational administration.

In conclusion, the values and purposes of the internships go beyond those for the intern himself. There are some as well, for the sponsoring administrator, for the field agency and for the cooperating university.

Locale

History of the Mt. Zion Community School District

The first grade school house was erected in Mt. Zion township in the center of town in the year 1840, very close to what was called the Academy (later called the High School).

The school house was constructed of unhewn logs and covered with boards which were held in place by weight poles. Any cracks were stopped up with mud. Turkey oil gave the best light.

Subjects that were taught: orthography, reading, writing and arithmetic.

Students attended school irregularly because, in the busy farm seasons, they were required to stay out and work.

The school teachers were not very good unless they could make a good pen from a goose quill or give the boys a good tanning. But in 1872, a law was passed that required the teachers to pass an examination in orthography, reading, penmanship, arithmetic, English, grammar, modern geography, History of the United States, and the elements of science, physiology and the laws of health.

In 1879, salaries ranged from a high of sixty-five dollars per month to a low salary of twenty-three dollars per month.

Later, a high school and other grade schools were built throughout the village area.

Composition of the Community

The Mt. Zion Community Unit is an area with a population of approximately 12,000. Of this number, 2,900 students attend the unit's schools. The parents of these children are primarily employed in industry located in Decatur. The majority of these people have graduated from high school and a small minority of them have completed college. The residents of the Mt. Zion Unit may be described as suburban, although, some still consider the area a rural one. It is an area which is undergoing a rapid transition from rural to urban.

A demographic study was completed by a citizens advisory committee of which I was a member. The data from that study is included on the following pages.

(Survey sent to parents to determine who we are educating and what we
we are educating for)

RETURN THIS BY TOMORROW MORNING - HAVE IT FILLED OUT BY YOUR PARENTS.

S: Would you please help us make a survey of the educational and occupational status of
ople in our school district? We need it to help us figure out better ways to have our
s serve our community. THIS WILL ONLY TAKE ONE MINUTE OF YOUR TIME.

:: Describe in one line your occupation: (For example: "I am a doctor," or "I am a salesman".

:: Follow same directions as FATHER

beside that which best describes where you live:

We live on a farm _____ We live in a house on a few acres _____

We live in a house in a suburban addition _____

If none of the above apply, describe other _____

l: Circle the number of years you attended school:

6 7 8 9 10 11 12, College 1 2 3 4, More than 4 years

l: Circle the number of years you attended school:

6 7 8 9 10 11 12, College 1 2 3 4, More than 4 years

l: the most education you expect your child to receive in the next few years:

l: graduate from high school, graduate from junior college, graduate from college

l: Do you consider _____ is the most important subject area your child takes in school. Use 1 as
most important, 2 next important, 5 least important

l: Science _____ Music _____ English _____ Vocational Subjects _____

l: Foreign Language _____ P. E. _____ Social Studies _____ Math _____

OCCUPATION		WHERE YOU LIVE	NO. YEARS LIVE IN COMMUNITY	EDUCATION		CHILD WILL	MOST IMPORTANT SUBJECT		
Father	Mother			Father	Mother		SUB.	1	2
<u>BIO. & AGRI.</u>		<u>FARM</u>	<u>2 years</u>	<u>6</u>	<u>6</u>	Graduate from High School	Science 11 15 19		
2		2	11	0	0				
<u>BUSINESS</u>		<u>FEW ACRES</u>	<u>3-4 years</u>	<u>7</u>	<u>7</u>	31	Music 1 4 9		
17	33	16	17	1	1	Graduate from Jr. College	Eng. & Reading 47 20 8		
<u>INDUSTRIAL</u>		<u>SUBURBAN</u>	<u>5 years or over</u>	<u>8</u>	<u>8</u>		25	Voc. Sub. 5 14 8	
59	5	82	72	6	3	Graduate from College	Math 34 37 13		
<u>PER. & PUB. SERVICE</u>		<u>OTHER</u>		<u>9</u>	<u>9</u>		43	Soc. St. 2 2 19	
12	12	1		2	1		P. E. 3 5 10		
<u>HEALTH</u>				<u>10</u>	<u>10</u>			For. Lang. 0 2 12	
1	6			9	5			Art	
<u>HOMEMAKER</u>				<u>11</u>	<u>11</u>				
	45			4	9				
<u>INS. SERV.</u>				<u>12</u>	<u>12</u>				
				54	68				
				<u>COLLEGE</u>					
				<u>1</u>	<u>1</u>				
				<u>6</u>	<u>3</u>				
				<u>2</u>	<u>2</u>				
				<u>7</u>	<u>6</u>				
				<u>3</u>	<u>3</u>				
				<u>1</u>	<u>2</u>				
				<u>4</u>	<u>4</u>				
				<u>4</u>	<u>2</u>				
				<u>5</u>	<u>5</u>				
				<u>2</u>	<u>1</u>				

information derived from the survey will be used for the high school's North Central
rt, but most important, it will be used to help in formulating a philosophy and set of
ctives for the junior high school,

MEMBERS OF THE CURRICULUM COMMITTEE ARE:

Dr. Robine & Mrs. Huei Lee
Mr. and Mrs. Don Holeman
Mr. and Mrs. Harry Woodhouse
Mrs. Leslie Statzer
Mrs. Emmett Sefton
Mrs. Alice Bray
Mrs. Jan Sweet
Mrs. Yvonne Hull

History of the Mt. Zion Junior High School Open Space Complex

Mt. Zion Junior High School - Open Space Complex was opened October 15, 1974 at a building cost of \$1,500,000. This figure constructed 68,000 square feet of gym and pod area space.

The enrollment is that of a medium size junior high school, 500 students, located in a small town, nine miles south of a metropolitan area. The school population is what is commonly referred to as a "bedroom" community. Most students are bused on a fleet of eighteen (18) buses, a few walk to school. There is a staff of twenty-one (21) teachers and seven (7) part-time staff.

The junior high school adjoins the high school and some facilities are shared. Two years of instruction are offered for grades seven (7) and eight (8).

It is fully accredited and offers a continually expanding curriculum in a beautifully designed building. Individualized instruction is offered whenever permitted to assist students in learning at their own rate of speed.

Mt. Zion Junior High Curriculum

Course offerings provide a comprehensive relevant program to the student's societal needs. There are exploratory courses; college preparation course relevant to demands of colleges; interschool athletics, P. E. program with practical units; an orderly climate through good class management by teachers, good school management by the administration and a mutual sensitivity towards common responsibilities.

Opportunities to develop responsibility, honesty, initiative and social development through extra-curricular activities such as student council, band, chorus, yearbook, school newspaper, drama club, trackettes, and inter-scholastic sports.

Course offerings enter into the fields of Language Arts, Fine Arts, Mathematics, Science, Physical Education, Foreign Languages, Social Studies, Typing, Industrial Arts, Home Economics, and Introductory Business.

Complete course descriptions are printed in the course catalog which each parent and student receives at registration. The student then has a choice to select the subjects he wishes to study during the school year.

There are many mini courses offered so that the student has an opportunity to change interest areas either every six or nine weeks. All departments have developed mini courses.

Field Study Log

Preliminary Survey of a Field Study

In order to begin the school year smoothly, the following list proved to be valuable for the background knowledge of the administrative intern prior to the job placement. With this in mind, the intern has some idea of what will be expected.

Getting Ready for the Year

1. Teachers hired and assigned

Ideally based on carefully and cooperatively planned specifications. Each teacher should be hired with the definite assignment in mind for which his capabilities best fit him.

2. Teachers given information during the summer

Steps need to be taken during the summer to help provide a sense of security and unity of purpose in the staff. It is important that no staff member, old or new, be left uninformed as to when or where he is to report and what his assignments are.

3. Substitute list arranged for

This is usually done by the Central Office and includes names, addresses, and telephone numbers and grade or subject areas in which the teacher is certified to serve. This is a very important list, especially if a teacher is ill at the beginning of school or is returning late from vacation.

4. Supplies allocated

The importance of providing teachers and others with the kind of supplies they need at such time and place as to assist them most in their work is best done before school starts. Textbooks, grade books, lesson plan books, attendance slips should be distributed. Special supplies requested should also be delivered such as paper, erasers, pencils, etc. Each building checks and distributes its own supplies. All repaired equipment should be checked in and tested to see if repaired.

Starting School

5. Schedules completed and specific instructions prepared

Extensive planning and preparation is essential before teachers can be given all information necessary for beginning the year. Much of this planning can best be done cooperatively before school is out in the spring. Attempt to schedule as many assembly programs, athletic events, musical concerts and other extra-curricular activities as early as possible. These can be printed so that teachers may be given copies and made aware of the school events.

1. Simple and clear fire and tornado directions.
2. Lunch schedules.
3. Lockers assigned, checked and repaired.
4. Pod areas labeled.
5. Label teachers' mailboxes

6. Because our building was a new building, the principal did not have to check much in the way of maintenance. This is generally the responsibility of the custodian in charge of the building. Points of concern might be leaks, alterations, carpet cleaning, waxing, furniture repair, cleaning of desks, chairs and tables.

7. Forms and Guides

Properly prepared forms, well adapted to the use they are to serve, contribute to handling school business with efficiency. Ideally, these forms should be ready before school starts. Forms used are included in this paper.

Before the opening of school, we revised and edited handbooks for the information and directions of teachers and students. These general information handbooks included information about the community, school policies, student-teacher relationships, school board rules, regulations and other pertinent matters.

8. Transportation

We provide transportation for the majority of our students. Laying out bus routes is now the responsibility of a Director of Transportation. Each parent filled out a new card and diagram showing where he lives so that new route could be established thereby saving the district funds. These routes will be mimeographed showing stops, times and also published in the paper, or sent via handouts to the parents.

9. Public Announcements

Prior to the opening of school it is important to see that students and parents are well informed regarding activities in which they will be involved.

Topics to be included in any announcements:

1. Opening date of school and school hours.
2. Enrollment procedures and pre-school registration places and hours.
3. School entrance age requirements and school attendance laws.
4. New courses offered.
5. School calendar and plans for the year.
6. Transportation routes.
7. New personnel.
8. Plant improvements.
9. Workshops and orientation period hours.

Such information is usually published a week or two before school opens and occasionally thereafter.

Field Placement

Commentary on Daily Log

Friday, August 1 - 7:30 - 5:15

The first day of this field placement left something to be desired - a welcome - from someone - anyone!

I went to the Central Office for a key and was told none were available that I'd get a key later. I was told to see the janitors as they were working in the buildings. After a search for a janitor, I was finally allowed into the office and had to explain why I was there and what purpose I was to serve to the janitor. There had been no prior public relations to anyone in the district about the arrival of an individual who would assist the principal in the office for the month of August.

After such a "warm" welcome, the remainder of the day was spent getting to know the custodial help and what they had planned for that week of school, mainly cleaning carpets, moving furniture, scrubbing and waxing of all the terrazzo floors.

In between answering phone calls, supplies were unpackaged and a system was devised whereby each teacher would be given his or her requisition of supplies, books and equipment. Tables were set up and the process began.

The only administrative contact that day was with the high school principal, explaining what I was doing in the building and briefly explaining the field placement.

I left the building for a class on Eastern's Campus, entitled School - Community Relations, as it was the last class before the final exam. I had to chuckle to myself as I sat in class as the Professor reviewed the importance of keeping the public informed and how important public relations were, considering the experience I had had early that day. This is why I decided to send a letter

to the Board of Education, thanking as well as informing them of the internship.

Prior to my first day in field placement, I had a conference at the Central Office and the work load and duties were outlined.

In summary, the first day at work consisted mainly of:

1. Contacts with custodial services.
2. Contacts with High School principal.
3. Answering phone calls.
4. Distributing the supplies.
5. Attending a campus class.
6. Contact with a few students and one parent.

August 4 - Monday 7:30 - 5:00

Once again, entered the building with the use of the janitor's key and at the same time was informed that shortly all power would be turned off and the floors would be waxed and sealed. Therefore, another more suitable place to work would be found.

Just about this time, the principal of the building arrived and made arrangements for a work schedule to be completed in another part of the building.

Together, we made out a priority list of items to be completed for the day. These included:

1. Completion of the student handbook.
2. Find information for the following:
 - a. cost of a hot lunch
 - b. cost of a lunch ticket for a week
 - c. cost of milk, if purchased separately
 - d. name of the new vocal instructor
3. Check to see that all students enrolled had lockers.
4. Check on current enrollment

Boys 107 - 7th	Girls 120 - 7th
123 - 8th	116 - 8th
5. The student handbook was run off

I did find out during this day that when a phone call is made to check information that it is unwise to accept an answer as "the same as last year." It was due to this statement that 500 student handbooks had to have handwritten corrections made. When I received this reply I should have asked what specifically, the amounts were for each item in question. This would have saved the error and much time.

The principal also went over the time schedule, school rules, handouts for registration, student schedule form changes and several possibilities for a new report card for the coming year. A sample of the report card is included and still subject to changes, (see Appendices O, Page 139).

August 5, Tuesday - 8:00 - 5:00

The day began with a conference with the principal as to my assigned duties for the day. These consisted mainly of the following:

1. Review of registration packet.
2. Student fees.
3. Changes in the P. E. Department.
4. Lock rental
5. Differences between P. E. lock and school lock combinations.
6. P. E. uniform.
7. Schedule change request forms.
8. Typing of registration forms and duplication.
9. Student discipline.
10. Discussion of principal's personal philosophy of how to handle discipline matters;
 - a. Give the teacher and student cooling off period.
 - b. Do not make issues if it is possible to settle the matter quickly.
 - c. Problems are caused by one's self and what we did or didn't do.
 - d. Do your job and avoid gossiping.
 - e. Make sure a student is in better spirits when he leaves the office than when he arrived.

After a break for lunch, the principal was informed by the Central Office staff that he was to be transferred shortly to another building.

The remainder of the day was spent getting materials ready for registration, answering phones and early registrations.

1. Staple Student Handbook.
2. Staple registration information.
3. Duplicate school calendar.
4. Course description catalogue.

Later that afternoon, the Superintendent brought over the new "replacement" principal. Both talked very briefly, superficially pleasant, and plans were made to "turn over" the building the next day.

August 6, Wednesday - 6:30 - 5:00

Wednesday morning, I was on Eastern Illinois Campus taking a final exam on School - Community Relations and had a conference with my advisor concerning the progress of my field placement.

I returned to the Mt. Zion Campus about 11:30. During this period of time the (leaving) junior high school principal took the new principal on a tour of the open space complex, including the heating, cooling units and pod areas. They also discussed the philosophy of the packet programs, reviewed student scheduling, dates for extra-curricular activities, forms for staff evaluations, staff projected load, identification of the numerous folders and where filed. The transfer of secretaries was also discussed -- should each principal take his own secretary or should the secretary stay with the building. It was decided that the secretary would work this through at a later time.

By this time I had returned from Charleston, I had a new principal and all the ground rules were changed.

That afternoon I was asked to sit in on an interview of a combination coach-social studies teacher. This lasted about a half an hour and as far as I was concerned, a mere formality because the new head high school coach was hoping for one of "his" men to arrive for an interview. I have interviewed many teachers before and this interview was no different than most.

After the interview I was asked to go through the stacks of application forms and find further applicants. When these were chosen, the selections were then taken to the Central Office but none were satisfactory. At this point, the principal was sent to Decatur, Illinois Central Office - Personnel to see if they had any leads on applicants.

A few days later a candidate was chosen and recommended to the board; young and inexperienced, to coach and to teach Social Studies. I was not involved in any other interviews. All the high school coaches did the interviewing.

It seemed strange that the position was teaching Social Studies all day long, but yet the Coaches did most of the interviewing and coaching was an extra-curricular activity.

This may sound like rather all negative observations, but because I am basically an educator, sports do not have the highest priority. And this may be my prejudice showing, but for me, the Social Studies strength would be the key criteria for hiring. In a sports-minded community, the opposite is true.

Thursday, August 7

The day began with a tour of the elementary building and a brief discussion on each of the following items:

Summer Maintenance - Bond Issue

Registration

Teacher Handbook - Revise

Weekly Reader - Scholastic

Reports to Parents and Positive Philosophy Needed

Ready for PTA

Call the Pepsi Man

Building Representative - What Does He Do?

What to Spend Money On

Latta Order Blanks

Reading Groups

Class List

Budget - \$9,000 all SRA Community Service 2500

Audio Visual Orders

Reading and P. E. Equipment Checked In

Office Supplies

Contingency Fund - Extra \$395.00

Instructional Visitation \$20.00 per hour

Additional Equipment \$1100 \$198 Primary Print Typewriter

Replacement Equipment

Budget Goals

Illini Supply Bid Order

Teacher Furniture Order and Office

Referral Form for LD

File Cabinet - Catalogues

Health Supplies

Records

Intercom System - Light and Bell, in Each Room

Library Books - Self Contained

Numbered and Labeled Mail Boxes

Curtains for Cafeteria

Room Numbers and Names

Boiler Room

Satellite Lunch Program

10/10 Weather Radio

Three Third Grade, Three Second Grade, Three First Grade and Three

Fourth Grade Classrooms on West Side

Bells for Recess Times

Registration

Teachers' Help

Fee

Insurance

Two Emergency Cards - One for the Office and One for the Teacher

Enrollment

Transportation

Receipts

Can't Pay Forms

Out of State Physicals

End of Year Check List

Award Program

Fire Disaster

Fire Drill

Free Lunch

Janitor Problems

Learning Disabilities Program

Math Test Given

PTA List of Purchases - Carpetting, 1/2 of the Public Address System, Swings

Teacher Evaluation Folders

Weekly Teacher Meeting, Formal Meeting Every Friday from 8:00 to 8:20

All Files

Flag Raising - Two children From a Fourth Grade Classroom, Morning and Evening

The remainder of the afternoon was spent using the adding machine to total junior high purchases for the year 1975 - 1976, especially the Science Department, as there were no purchase orders made for any of their material.

Also went over more application forms for the Social Studies - Coach combination as an interview and decision had to be made by the coming Monday which was a Board meeting night.

August 8, Friday - 8:00 - 4:30

This day was spent working on checking out inventories, answering phone calls, which concerned registration, early registrations, stapling registration materials for 500 students and having everything required for registration completely prepared.

August 11, Monday - 8:00 - 4:30

I was alone most of the day as the principal attended interview sessions at the Central Office to fill existing vacancies.

Daily activities consisted of:

1. Answering the phone.
2. Custodial contact.
3. Mail distribution.
4. Finishing up remaining unstapled items necessary for the next day.
5. Contact with a few parents who came to the office wishing to talk to the former principal. I referred them to the elementary building.
6. Contact with a few students wanting to register early and wanting to see their schedules.

Registration Summary of August 12, 13, 14, 15

We set up early for registration of 7th grade students. Equipment required: tables, chairs, pens, pencils, phone books, directory of Mt. Zion. Forms required: registration, emergency transportation, enrollment, medicals for sports and for new students, transcript forms for new students, schedules for each student.

As parents registered their children, they went to another area to pay book bills, locker fees and purchase gym suits. We enrolled so many students that the number of lockers was depleted. Students were told lockers would be assigned at a later date.

Included is a sample of the way we registered. Much time would have been saved if they used a form similar to the high school, (see Appendices, Exhibit N Page 136). At the high school, everything is on one form rather than three, plus it not only would save time but money. Many parents forgot to fill out all three cards. This would be avoided if only one form was used.

We also needed a form for new students to the district. There were several people assisting with registration and some new students were missed as far as transferring from their prior school, so records could be requested.

I would also suggest that several blank student schedules be prepared ahead of time for each of the 7th or 8th grade with some variety built in because students do have some choice in designing their program. The main reason for this was that on one day we registered about twenty-five (25) new students and this made parents wait unnecessarily. It takes about five to ten minutes to create a schedule for a new student, so one can easily see why parents grew somewhat uneasy about waiting in a long line; mixed in with those who only needed to obtain their schedules.

It was soon found that at the end of four days of registering the junior high had increased with the enrollment of thirty-eight (38) new students. This

large increase was not planned for and caused an overload in the music, social studies and art pods. In addition, the Remedial Reading teacher position had been eliminated, causing an extra one hundred (100) students to be scheduled.

Consideration was given to the possibility of having a Language Arts Teacher teach two different classes and pick up the overload. No final decision was made at that time.

August 18, Monday - 8:00 - 4:30

An actual count was made of students who registered prior to this date: 251 - 7th graders and 255 - 8th graders. Four moved creating a gain of 38 students from last year. Last year the enrollment was 466 plus 38 new students. As of this date, the enrollment is 504 students.

It was decided that we should call all students who had not come to register and pick up their schedules. Nearly one hundred (100) calls were made and most students reported that they were returning to school but just had not reported as yet. We found that twelve (12) students had moved.

We also decided to call students who had new schedules prepared during registration to learn which ones were new students requiring transcripts of credits to our school.

All this calling and checking required a large portion of the days activities and could have been avoided if proper forms were available at registration time and all persons followed the same procedure.

August 19, Tuesday - 8:00 - 4:30

I stopped at the elementary grade school to check on old books not in use to see which ones were suitable for Junior High or Learning Disabilities mini packets. Several appeared to be of some practical value. In addition, the high school librarian can bind the pages and create mini booklets paralleling the regular classroom work but an easier reading level.

Had first true conference with the new principal concerning transfer of staff. No suggestions were offered as to the plans of action to be taken. but he listened and seemed receptive. He made no commitments.

Covered lunch hours at elementary building while the staff went to lunch, then returned to Junior High to cover the office. Had a few more students register and a few students picked up schedules. Also answered telephone calls.

Sat in on an interview with the head cook of the high school, junior high cafeteria. Went over scheduling of high school and junior high, seating capacity, alternative menus, timing, overlapping in feeding, slowness of time movement as well as student servers. Schedules seemed to meet with the cook's approval at least on a trial basis. They will be rearranged later if it is deemed necessary.

Principal did not have any other plans for me for the day until a conference was scheduled with the Curriculum Director concerning transfer and reassignments in the reading program. The principal also explained a copy of procedures for Building Budgets. We went over each area.

Wednesday, August 20

This morning was spent with Dr. Milnor, Director of Curriculum and Assistant Superintendent of Mt. Zion Schools.

A condensation of his talk with me is as follows:

1. The Board of Education met two weeks ago and eliminated two reading teachers positions.
2. The following week the community came to the Board meeting to protest the cuts in the Reading Program.
3. The Board was unable to satisfy the community's questions and requested that Jan Sweet attend the next board meeting to make a report.
4. Dr. Milnor's talk with me was about the appearance before the Board of Education.
5. The Reading Specialist (Jan Sweet) was asked by Dr. Milnor to have ready the following data concerning the reading program.
 - a. The lasting quality of the reading program.
 - b. Be at the next Board meeting
 - c. Make report qualitative
 - d. Need enrollment figures of the program.
 - e. Make report objective.
 - f. Write conclusions.
 - g. Write recommendations from your conclusions.
 - h. Meet next day with final counts.
 - i. Have report ready for Board meeting

The afternoon was spent working on the Junior High School Master Schedule pulling cards of students who had moved in or out of the district, changing the Master Schedule, updating the class lists due to changes and finally locating a vocational teacher who might be added to the staff to pick up the overloads from all areas. School population has increased from

466 students to approximately 500. Staff was cut at the Board meeting before the Board even knew the school's increased enrollment. The following are some of the cuts that modify the junior high school; no assistant principal, counselor, teacher aides or remedial reading teacher. Other cuts were made but they did not effect student-teacher contact.

Thursday, August 21

My home telephone hardly stopped ringing this day due to the newspaper article. As soon as I was ready to leave home, another phone call would come about the reading program cuts. Approximate number of calls was ten that morning, several more when I returned home. My only reply to parents' questions was, "attend the Board meeting because the Board makes the decisions; I do not know the answers. They must decide what the school district's priorities are."

Had two rather long conversations with the Art teacher and the Band teacher concerning curriculum and class loads; registered new students, made up new schedules, entered fees paid, answered more phone calls, worked more on re-scheduling, made up a list of students whose records would have to be sent for and also talked to the high school principal about the possibility of having to re-schedule his high school students due to cuts of Reading personnel.

Friday, August 22

In the morning, I ran copy on the xerox 500 duplicating machine, toured the high school library facilities and learned how to bind materials into book format.

The remainder of the day was spent contacting State agencies in order to get the facts necessary to make an oral report for the Board. This material had to be written and typed by 3:00 p.m. so it could be placed in Board packets and delivered that evening.

A copy of the proposals and introductory comments are enclosed, (see Appendices T, Page 167). Also enclosed are copies of some of the newspaper articles concerning this matter, (see Appendices T, Page 166.)

Monday, August 25 and Tuesday, August 26

These days were spent summarizing all the tables of the month's activities and evaluating their significance as to the amount of time required to perform the task as well as their necessity.

Rather than chart each task, I will summarize and then make one master figure:

1. Phone calls from August 1 to 26

The total of phone calls per day averaged about 20 to 25 with the main questions being when does school start, when can we register, where do we register, what are the fees. All of this information was published in the local papers, but apparently most people do not remember the facts and dispose of the newspaper and therefore, have no other resource but to call the school. Total calls - 650.

2. Direct Parent Contact

The first week of August, we had only twelve (12) parents come to the office, but the second, third and fourth weeks we contacted almost every junior high parent in one form or another. Most usual contact was to register their children, pay their fees, check on changes on their child's schedule, discuss class size, who the teachers were, what classes were offered, what was taught in some of the other classes, physical exams for sports, and tours of the new building. Total contacts - approximately 400.

3. Custodial Contact

During the first week of August many contacts were made with the custodial staff of the school. As the month progressed, the work was completed and the maintenance crew moved to other areas of the building. Main concern of this area was checking of lockers for proper working condition, cleaning of all the carpet and marbled areas, cleaning of all tables and chairs, moving all equipment and supplies, transporting new shipments and storage of equipment. Total number of contacts - 31.

4. Direct - Indirect Teacher Contact

Very little teacher contact was made during the first two weeks of August but by the third week of August, at least half of the staff had been in to check their mail, meet the new principal, start opening up their areas, checking their book orders and materials, checking the class list and class size. Total number of contacts - 12.

5. Public Relations Contacts

There was a great deal of overlap between parent contact, teacher contact and public relations. It seems that most things that happen in or around a school have to do with public relations in one form or another.

Actual public relations as such would total 32 for the month of August. Main concerns were changes in administration, lunch periods, changing due to special requests, assisting parents in entering and leaving the building. This was a problem because doors seemed to be locked most

of the time and parents were confused about how to leave the building once inside or even how to get inside.

6. Contact with the Office Secretary

There was no secretarial service the first two weeks of school. The last two weeks, the school received a new secretary and most of the questions were related to locating materials, general orientation to the building, student records, supplies, record keeping, registration format and other general office housekeeping duties. Total contacts - at least once per day or more - 26.

7. After the first day of my attending the junior high school, there were daily conferences. Usually the day began with the principal, Al Gregor, and the intern sitting in the office discussing together what had to be accomplished that day in order to meet the "deadline" of opening of school.

After the conference, we either worked together to accomplish the goals or the intern was given duties to complete for that particular day.

The principal was well organized, knew exactly what had to be done and worked every closely to the prescribed schedule. It was a pleasure to work in a situation where the principal knew what to do and was not afraid to delegate some of his duties to someone else - having faith and trust in that person's ability to complete the tasks assigned.

Total - 10.

8. Student Contact

Every student who will enter school this year had some contact with the office. Their main concerns were:

1. Schedules
2. Changes in schedules
3. Teachers they were assigned to
4. New teachers - who they were and what they would teach
5. New subjects being offered
6. Tour of the building
7. Testing of locker combinations
8. Location of pod areas
9. Supplies
10. Purchase of gym suits and locks
11. Student handbooks
12. Detentions
13. Class size
14. Who some of their classmates would be
15. New principal
16. When they would eat
17. Were there study halls this year
18. Were we still going to use packets

Total contact - approximately 500. Some students returned several times.

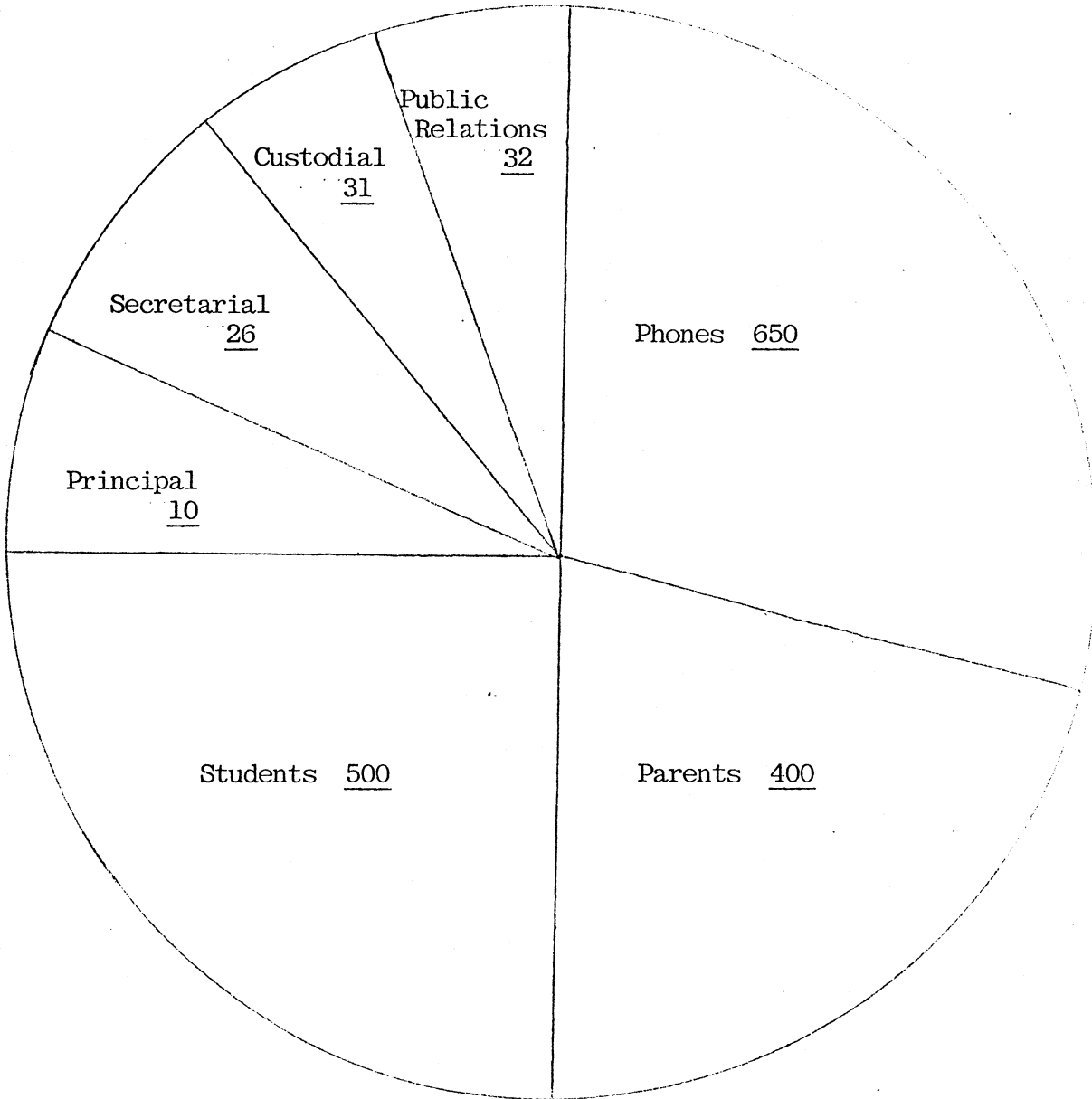
In conclusion, the last two days were spent compiling data, getting professor's acceptance of data, completing assigned tasks from the principal, getting the rough draft of the field study to professional typist and getting the field study bound for the oral presentation.

Every student who plans to enter the field of administration should have a field placement, even if it is for only a brief period of time. Hundreds

of books can be read, but until the student is actually faced with the situation and forced into making or postponing a decision, he has not truly learned how to be an administrator.

Once he had experienced the role of an administrator, it is hoped that he does not become lost in the "milk money," "paper shuffle" trivia and can become a person with knowledge and "love" for children. Knowledge without "love" is a killing agent for youngsters.

Number of Contacts During Each Day in Each Problem Area - August 1 to 26



Areas

Answering phones 650
 Parent Conferences 400
 Custodial Contacts 31
 Teacher Conferences 12

Public Relations 32
 Secretarial Conferences 26
 Building Principal Conferences 10
 Student-Schedule Conferences 500

Summary of Work Flow - Set Unit Wide

August 1 to 8

1. Checking supplies and equipment, distribution of such
2. Answering phone and office "walk ins"
3. Making last minute schedule changes
4. Working with custodial staff
5. Checking on packet materials and books in correct pods

August 11 to 15

1. Registration at all levels

August 18 to 22

1. Balance class loads, change schedules

August 25 to 26

1. Late registration and opening of school

Registration Dates

	(9 - 12) Senior High School	(7 - 8) Junior High School	(5 - 6) Intermediate	(K - 4) Primary
August 12	Seniors			
August 13	Juniors			
August 14	Sophomores	7th grade	5th grade	K - 4
August 15	Freshmen	8th grade	6th grade	K - 4

Principal Time Schedule - Contracts

Senior High Principal	11 month contract	1 month after 1 month before
Junior High Principal	10 1/2 month contract	3 weeks after 3 weeks before
Intermediate Principal	10 1/2 month contract	3 weeks after 3 weeks before
Elementary Principal	10 months	2 weeks after 2 weeks before

Itemized List of Activities During Month of
August and Regular School Year

1. Helped in demographic study on a citizens committee of the community.
Tabulated and interpreted the results.
2. Wrote several articles for the school newspaper, local paper as well as Illinois State Association of Junior High Schools Journal.
3. Developed and supervised a high school tutor aide program for junior high students. Students worked in all areas on a one-to-one basis or small group instruction.
4. Covered for teachers in other pod areas when emergencies arose thus broadening instructional background.
5. Was allowed to "audit" on several interviews for a variety of positions at the junior high level.
6. Helped distribute supplies to teachers according to individual order forms.
7. Answered phone giving information about the starting of school, cost, locks, gym suits, registration format and class assignments.
8. Worked on compiling information for student and teacher handbooks including editing, typing, duplicating, stapling and distribution.
9. Gave a talk at a PTA meeting concerning innovative programs for the coming year as well as the special supportive reading program.
10. Attended Board Meetings as a guest and an observer.
11. Fulfilled requirements for a State of Illinois Learning Disability Grant at junior high level - created a new program with these funds.
12. Attempted to work with the classroom teacher in pod areas assisting them in any way possible. Main concern was to give the student more individualized attention.
13. Studied 1974 - 1975 School Budget. Helped assess junior high needs for a budget as well as Title II and III Grants with media center personnel.

14. Observed the processing of bids for next year's work in order to learn about procedures for obtaining and selecting bids.
15. Inventoried supplies and estimated amounts to be ordered for the next year.
16. Worked with the State of Illinois Title I in training several new teachers. Also conducted several Title I Workshops in Central Illinois.
17. Editor and Publisher of the Macon County Reading Council Newsletter, published three times a year with a distribution of over 1000 copies. Publication is sent to both Decatur and County teachers containing up to date information on a variety of educational articles.
18. Member of Board of Macon County Reading Council and Planning Committee for Right to Read Program for the County.
19. Participated in several parent conferences attempting to resolve "trouble spots" between school, child, parent and teacher.
20. Worked closely with several high school students during the year and summer concerning their personal problems. (No female counselor available).
21. Reviewed budgets of past years, assisted evaluating general fact sheets, and enrollments to obtain a broader knowledge of community needs, goals and objectives.
22. Created new materials for other teachers to use for the school year for the teaching of what was called mini courses. At a simplified level, including manual, tapes and other audio visual materials.
23. General office procedures including bookkeeping, handling supplies, textbooks, records, filing systems, correspondence, mail, forms and accounts.
24. Created and supervised tutor aide program in which over 100 high school students volunteered one hour daily to help junior high students. The high school student worked under the supervision of the pod teacher in the pod areas.

Staff Composition

Mt. Zion Junior High School staff is composed of twenty-one (21) full time members, seven part time members, who are high school personnel, three secretarial aides, one office secretary and presently, one principal. The assistant principal and counselor position has not been filled and the Board at this time has not committed itself to staffing these vacancies.

The average class load for most staff members is thirty (30) to thirty-five (35) students per class. This is based on full time staff only, as our part time staff may only teach one class per day at the junior high school level.

There are nine male staff members as compared to twelve females with the average age being thirty-three years of age.

The average number of teaching years is five and all teachers have B. A. or B. S. degrees with four having a Master's Degree and one working toward a Specialist's Degree. Of the four advanced degrees, two are men and two are women. The average salary is \$10,500 as can be seen on the salary schedule.

Most of the staff seems interested in working with junior high youngsters. Many teachers have done extensive traveling which they will share when the opportunity arises in their classes.

I sense a deep spirit of group cooperativeness among the staff with the exception of a few, which would be expected among a group of twenty-five (25) or more individuals. Most appeared eager to start the new school year and their main concern was "where is my class list, schedule, what classes am I teaching, and what activities during the activity hour?"

PROFESSIONAL SALARY SCHEDULE
1974-1975

STEP	B.S.	B.S. + 8	B.S. + 16	B.S. + 24	M. S.	M. S. + 8	M. S. + 16
0	(100) 8,300	(104) 8,632	(108) 8,984	(112) 9,296	(116) 9,628	(120) 9,960	(124) 10,292
1	(104) 8,632	(108) 8,964	(112) 9,296	(116) 9,628	(120) 9,960	(124) 10,292	(128) 10,624
2	(108) 9,396	(112) 9,744	(116) 10,092	(120) 10,440	(124) 10,788	(128) 11,136	(132) 11,484
3	(112) 9,744	(116) 10,092	(120) 10,440	(124) 10,788	(128) 11,136	(132) 11,484	(136) 11,832
4	(116) 10,092	(120) 10,440	(124) 10,788	(128) 11,136	(132) 11,484	(136) 11,832	(140) 12,180
5	(120) 10,440	(124) 10,788	(128) 11,136	(132) 11,484	(136) 11,832	(140) 12,180	(144) 12,528
6	(124) 10,788	(128) 11,136	(132) 11,484	(136) 11,832	(140) 12,180	(144) 12,528	(148) 12,876
7	(128) 11,136	(132) 11,484	(136) 11,832	(140) 12,180	(144) 12,528	(148) 12,876	(152) 13,224
8	(132) 11,484	(136) 11,832	(140) 12,180	(144) 12,528	(148) 12,876	(152) 13,224	(156) 13,572
9	(136) 11,832	(140) 12,180	(144) 12,528	(148) 12,876	(152) 13,224	(156) 13,572	(160) 13,920
10	(140) 12,180	(144) 12,528	(148) 12,876	(152) 13,224	(156) 13,572	(160) 13,920	(164) 14,268
11	(144) 12,528	(148) 12,876	(152) 13,224	(156) 13,572	(160) 13,920	(164) 14,268	(168) 14,616

NON TENURE BASE \$8,300
TENURE BASE \$8,700

Conclusions

Conclusions

The following statements are conclusions drawn from this field placement as well as past background experiences as seen through the eyes of a student intern whose main goal was growth in knowledge and experience in the field of administration.

1. Anything learned in a course on the principalship is strictly theoretical. The experience is the application, testing and modification of the theory learned. A person may be able to verbalize why and how a particular act should be performed but he cannot actually become skilled in performance until he has had a chance to practice.
2. Administration is an art and style depending upon personalities involved and setting. It allows the intern a chance to try out his beliefs and style in an actual setting.
3. Since universities do not train administrators or those seeking to become administrators for open space education, the only exposure a student teacher or administrative intern can have is through an assignment to an open space school for a period of time.
4. There is a difference between what is taught in the professional schools and what actually occurs in the day to day, practicing situation. The reasons are many: the lag between theory and practice; gaps in professional curriculum; nuances of operations dealing with real people that are difficult to tell about in a lecture type situation; effects of community pressures for a specific change.
5. Much of the administration demands action skills. To learn skills, study them, try them, practice them, eliminate incorrect ones, and perfect corrections. The intern learns how to perfect his skills under the pressure of responsibility.
6. Feed-back from the student to the University about his field placement is

an excellent testing of theory versus practice and allows the University the opportunity to modify or change if a pattern begins to exist.

7. Our reports, which are sent home, should require a minimum of clerical work. The report should educate the community - get the message across. The reports should promote understanding both within the homes and the school. The student handbook reports in simple form the philosophy of the school and its ultimate goals. The student handbook was understandable by the student himself.
8. The student intern after a period of time should be able to:
 1. Determine his own goals
 2. Determine where he is right now in the school district
 3. Determine the size of jobs he is given to do
 4. Determine how to do the job assigned
 5. Become determined to get the jobs done
9. Not only does the student intern need to determine goals but he must know the skill of success.
 1. Thoroughly as possible, know himself as a person
 2. Understand the job to be done and possess abilities to do the job
 3. Understand the local school situation that he is about to be in
 4. He must understand the external community and society factions
10. I found that accuracy is important. A little slip here or there may not seem important but often the validity of an entire report is questioned because of one mistake. I learned to check the spelling of all data, add and check all columns and figures, also watch for discrepancies in dates.

11. No matter how much knowledge a principal acquires, no matter how well he has disciplined his mind, his reputation and accomplishments depend upon his ability to express his ideas. The principal must know what to say, how, and when to say it. Verbal communications is a very important key for a principal.
12. Effort should be put into planning time, simple flexible and not too detailed.
 1. The principal should develop a planning time
 2. Keep an appointment calendar, desk or pocket variety
 3. Make a list of things to be done and cross them off as completed
 4. Keep a file of "when I can get to it".
13. From this study I have found that most of the principal's time is spent organizing, managing the school first, then working with parents, pupils, staff, clerical help. The latter would be considered supervisory in nature.
14. It is difficult to supervise the work of an intern, especially if he is working with several staff and supervisors who have less experience and educational training. It is difficult to evaluate the intern's progress and predict his ultimate effectiveness as an administrator if the field placement is brief or administrative district's positions are in a transitional period due to the economic "crunch."
15. It is a delicate question of how to select an acceptable field placement for interns, due to the many variables universities are unaware of prior or during a placement.
16. Give the intern suitable status by assigning him a title, appropriate authority and responsibility, office space or workspace, a job description which stresses opportunities for professional growth. Publish this to the staff and community.
17. Internships do not just happen; they are planned and carefully supervised, demanding the cooperation of the university, agency and student.

18. The intern brings to the situation all the personal qualifications anyone could hope for in an administrator, knowledge of the field of education, plus sufficient command of the content and processes of administration, and a verbal command of much of the content and processes of the task of the administrator. The skill development is a prime goal of the internship period the school offers to the intern.
19. It is difficult to study teacher loads and attempt ways to relieve "overloads" when staff is being cut back. Alternatives may not always be pleasing to teachers or students or even advisable. This is a difficult area to function within.

Recommendations

Recommendations

Actually, this is probably the most important part of the field study as far as other students and the school district are concerned. Many items may be debatable but are presented in the best interests of all concerned.

1. All administrative interns who wish to work in an open space setting should observe at least four open space schools in session at various grade levels, if possible.
2. All administrative interns who wish to work in an open space setting should spend at least eight hours of observation time in one school, observing and interviewing the principal, staff and students.
3. The Mt. Zion School District should continue this program, possibly on a long term basis, so as to stimulate administrators to change old, out-moded ideas. Interning students keep in touch with new ideas and the latest schools have to offer. A marriage of the two would benefit district, theory and practical application.
4. The intern program is an excellent means of obtaining the best the field of administration has to offer. The sponsoring agency has the opportunity to observe many interns and can select the most qualified, a kind of special recruitment extension program.
5. Some advance publicity of the intern program would have been advantageous as far as the public relations area goes. Very few people knew an intern was working at the junior high school and many wondered what this person was doing spending so much time in the building. A press release would have simplified the situation.
6. A written commitment should be obtained from the cooperating agency (school) stating that the intern is acceptable and what the agreement will contain in writing.

7. The University should prepare a short handbook explaining the internship program to be given to the supervising agency and its Board answering any questions they might have in regards to their obligations toward the intern and university and what the intern might expect in return.
8. The thinking of a teacher and an administrator are often worlds apart. They work in the same building but view the operation and its problems through different eyes and often come up with different solutions completely opposite, causing conflict. It is the objective of the principal to make his building operate as smoothly as possible even under conflicting staff opinions or other adverse conditions beyond his control. If he can also keep his staff fairly well satisfied and happy with their conditions, the children leaving the building will arrive home liking school because their teachers are satisfied. It's almost a circle, teachers' dispositions influence the youngsters, who in turn hopefully, carry "good" tales home to the dinner table. Happy, satisfied parents cooperate with the schools. Unhappy parents keep the principal's office filled with conferences or phone calls.
9. The intern should write up in long hand, not just brief notes at the end of each day what was done. Even after one day, it is difficult to remember exactly what occurred. The daily log should be written in rough draft daily and as soon as possible be written in long hand and typed. Too many occurrences happen daily to expect the memory to record accurately.
10. Mt. Zion School District, is possible, should hire staff much sooner in the summer season before all top caliber potential staff is hired by other districts. With only a few weeks to the opening of school, there are still several vacancies.

11. Staff transfers should be completed as soon as possible, preferably before school begins. The community seemed very confused as well as students due to late transfers of personnel and no prior positive public relations to prepare community for changes.
12. As much of the necessary printed information required to open school should be typed and run off in April and May of the preceding year, including stapling. There are so many numerous activities to the opening of a school that secretarial time could be used on different items rather than printing forms, handbooks, etc. Students enjoy working and helping occasionally in the office, especially at the end of the year. They could be a valuable asset if materials were planned just a few months ahead. This would greatly ease the pressure of the time element for producing all the necessary forms.
13. In an open space setting, pod areas should be labeled somewhere in the pod area. It seemed a little childish to tell a junior high student or his parent to go to a red carpet area, blue or orange carpet area. The three main areas could have been labeled for new students as well as parents in a more adult fashion.
14. Eighth grade students should be selected and contacted, before the days of registration, to assist new students as well as seventh grade students on the two days of registration. These student helpers would be of valuable service in assisting the opening of lockers, testing combinations and escorting tours through the building. This would have saved many precious minutes of the principal and other personnel registering. Explanations would not have had to be made to each student individually. Eighth grade aides could have had a short indoctrination program prior to registration day on what to tell new students as well as the seventh grade students.

15. There should be a variety of schedules already prepared with a mixture of course selections in addition to regular assigned classes. This would have avoided having parents wait until new students schedules were made out. Approximate time to make out a new schedule is about five to ten minutes depending upon the student's needs. We registered about thirty-five new students. Pre-assigned schedules would have helped the flow of traffic and public relations. Parents are on a close schedule at times and several commented that they did not appreciate waiting.
16. The area where parents were to pay their bills should have been located closer to the place of registration because many just passed the office because they could not find the place, especially new families to the building and the district.
17. Each student should be given a floor plan of the open space setting. This could have relieved some of the tension and confusion.
18. Each seventh grade student should have been counseled on his schedule before coming to school preferably in the spring, prior to registration. This would have saved time and confusion on the day of registration and saved many schedule changes on that day.
19. This may seem like a minute point, but arrangements should have been made for maintenance of two very large flower beds that the Science Department had planted earlier that previous spring. Hundreds of plants made the courtyard a more pleasant place to rest, and over the summer, due to lack of care, all were mowed over, due to weed factors. We have an Ecology Club; seems like some arrangements could have been made to keep just a little beauty among the bricks and mortar. We should also consider the affect this will have on the students when they return to school and see that their work was not appreciated and is no longer present.

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Additional Sources

Mt. Zion Community School District #3

Central Office
High School Library
Administrative Personnel

Newspaper

Mt. Zion Region News
Decatur Herald and Review

Appendices

The following pages in this Appendices were given to the student intern to familiarize herself with the school district policy. It also gave a format and guideline for public relations as well as procedures for the August daily routines which were most helpful as well as informative

RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

STUDENT DISCIPLINE

INTRODUCTION

The ultimate objective of education in the Mt. Zion Schools is effective citizenship. In developing effective citizens, the schools will prepare students to carry on the values of the society and to build on and modify them to bring about improvements in society. To realize this goal, the best possible learning environment will be provided for the educational welfare of all who attend the schools. Effective discipline, one vital element in achieving this kind of environment, is the product of relevancy of program and mutual respect among students, parents and staff members.

Since an effective citizen in a democracy is a self-disciplined person, the long-range goal of all discipline must be self-discipline. Good discipline begins with the earliest training in the home, and it extends into the school and eventually, as young people achieve the desirable goals of self-discipline as a normal outgrowth of the training received in the home, the school, and the community. We do not, however, and it will be necessary for school officials to discipline those students who, lacking in self-discipline, interfere with the learning environment of the classroom or school.

Any conduct disruptive of a good learning environment will not be tolerated.

Reasonable rules and regulations - developed and enforced by principals, teachers, and students - are necessary for the orderly operation of the school, for the maintenance of a good learning environment, and for the ultimate development of self-discipline. School officials will discipline appropriately all pupils who do not conduct themselves in accordance with the rules and regulations established and who thus hinder the normal progress of other pupils. It is expected, however, that in dealing with offenders, school officials will carefully scrutinize the needs of the offenders and the reasons for their actions so that all discipline can be kept on a constructive basis. Disciplinary measures may include suspension by school officials or expulsion by the Board of Education in cases of gross disobedience or misconduct.

Clearly defined channels, through which students, parents and staff members may make their views known, shall be established and publicized. These avenues of communication shall be structured so a person or persons with a grievance will receive a prompt hearing and so that a decision, with full explanation, will be rendered as speedily as practicable.

The rights of students must be continually respected and protected, but the rights of expression by students do not, as our highest courts repeatedly held, permit the disruption of the normal operation of the school, or interference with the lawful rights of others.

The Board of Education, acting through the Superintendent, holds all school officials responsible for the control and conduct of students while legally under the supervision of the school. It will support all personnel operating within the framework and spirit of this policy.

corporal punishment may be administered to a student as a last resort to effect proper conduct. The use of corporal punishment is to be kept at a minimum. When corporal punishment is administered, the following rules and procedures are to be observed carefully.

- A. Corporal punishment is to be administered by the Principal or those designated by him. If corporal punishment is administered by the Principal, another administrator or teacher or another member of the certificated staff must be present as a witness.
- B. Corporal punishment may be administered only after the nature of the offense is fully explained to the student.
- C. The punishment should be administered with a paddle or an open hand and to the buttocks only.
- D. Corporal punishment is not to be administered in the presence of other students, nor as a mass punishment procedure.
- E. The punishment should be reasonable, never so administered as to leave permanent ill effects. Such punishment should not be inflicted with malice or in the heat of anger.
- F. School personnel who administer corporal punishment should be prepared to justify such punishment as reasonable and just.
- G. A written report of any act of corporal punishment will be kept on file in the principal's office.
- H. A copy of the written report of any act of corporal punishment must also be filed in the office of the superintendent.

SUSPENSION GUIDELINE

The responsibility for suspending students is delegated to the principal. (Illinois School Code Section 10-22.6) Suspension should seldom be necessary for the regular period. A short suspension is likely to be as effective and less detrimental to the student's academic progress as a maximum suspension. The parent or legal guardian must be notified immediately of the suspension. Suspended students may not leave the building until parents or guardians have been notified of the suspension unless regular dismissal time has passed. A written report of the suspension must be kept on file in the principal's office and a copy sent to the superintendent's office.

FOLLOW-UP SUBSEQUENT TO SUSPENSION OR EXPULSION

It is up to the family and the student to see that the student is back in school within the time limits of the suspension or expulsion. However, the school has some responsibility in this process also. In order to fulfill this responsibility, school officials will follow these procedures:

- A. If a student fails to return following suspension or expulsion:
 - 1. Contact parents.
 - 2. If necessary, send visiting counselor to the home.
- B. Follow the progress of the student when he returns by:
 - 1. Confering with the principal and/or dean and parents.
 - 2. Initiating a conference with special personnel appropriate to the case.
 - 3. Initiating a conference with the student's teacher or teachers.
 - 4. Maintaining communication with any involved outside agencies and the student's home.

FORM LETTER FOR SUSPENSION OF STUDENTS

Dear Parents:

Your son (or daughter) has been suspended from school for
three days for _____

(State specifically what the offense is) He may return to
school _____ (give date). You have the
right to appear at the next Board Meeting which will be _____
_____, to contest this suspension.

This notice is in compliance with Statutory Law 10-22.6,
School Code of Illinois.

Sincerely,

Principal

Anytime a student is suspended from school, the
building principal must submit a carbon copy to
the central office.

the event the following listed offenses are committed, disciplinary action ranging from reprimand to suspension with recommendation for expulsion may be initiated by the principal and his staff. Specific actions that may be taken are as follows:

- A. Summary action - This measure includes admonition, reprimand, detention, restricted study or corporal punishment.
- B. Referral to special personnel - This measure would bring the student into contact with a counselor, psychologist, social worker, or personnel from a specific community agency.
- C. Suspension - This measure would be used for major or repeated offenses.
- D. Suspension with recommendation for expulsion - This measure would be used in dealing with severe and repetitious acts that are in the judgment of school authorities so extreme that the continued presence of the student would be disruptive or dangerous. In dealing with problems for which suspension is a disciplinary action indicated, the school administration may at any time take a lesser summary action such as reprimand, detention, or restricted study, based on the severity or frequency of the problem. A student who infrequently proves disruptive in the classroom may receive a lesser punishment than the student who has been referred frequently for the same offense. In this way, it is possible to allow for administrative discretion without altering the basic principle of uniform and impartial disciplinary action.

I. ATTENDANCE

Walking Out of Class Without Instructor's Permission

Elementary: One full period of makeup work and/or reprimand and/or corporal punishment.

Junior High School: One full period of makeup work and/or reprimand and/or corporal punishment.

Senior High School: One full period of makeup work; 2nd offense, two periods of makeup work.

Leaving School Premises Without Permission

Elementary: One full period of makeup work and/or corporal punishment.

Junior High School: One full period of makeup work for each period missed; second offense, suspension.

Senior High School: One full period of makeup work for each period missed; second offense, suspension.

Tardy to Class:

Elementary: Reprimand and/or one period of makeup work and/or corporal punishment.

Junior High School: Reprimand and/or one period of makeup work and/or corporal punishment.

Senior High School: One period of makeup work.

Elementary: Makeup time hour for hour for the first offense and/or corporal punishment; second offense, suspension.

Junior High School: Make up time hour for hour for the first offense and/or corporal punishment; second offense, suspension.

Senior High School: Make up time hour for hour for every period missed; second offense, suspension.

II. DRESS AND APPEARANCE

Students in the Mt. Zion Schools are expected to wear clothing in a neat, clean and fitting manner. Students are to use discretion in their dress and are not permitted to wear apparel that is distracting or obscene. Bare shoulders, bare midriffs, and shorts are unacceptable. Shoes, saddles, or some appropriate footwear to be worn while in school, both for safety and health. Clothing that presents a safety hazard or causes undue maintenance is not considered proper attire.

III. CONDUCT

Profanity on School Property

Elementary: Reprimand and/or makeup work, and/or corporal punishment.

Junior High School: Reprimand and/or makeup work, and/or corporal punishment.

Senior High School: One period of makeup work; second offense, two periods of makeup work.

Verbal Assault on Teacher

Elementary: One period of makeup work, and/or corporal punishment.

Junior High School: One period of makeup work, and/or corporal punishment.

Senior High School: One period of makeup work, and/or suspension.

Demonstrations

Walkouts, sit-ins, marches, pickets, boycotts during school hours and on school property.

Elementary: One period of makeup work and/or reprimand, and/or corporal punishment.

Junior High School: One period of makeup work for every period missed, and/or reprimand, and/or corporal punishment.

Senior High School: One period of makeup work for every period missed, and/or three days suspension.

Fighting (Includes anyone involved) (fist fighting, wrestling, or pushing)

Elementary: One period of makeup work and/or corporal punishment.

Junior High School: One period of makeup work and/or corporal punishment.

Senior High School: One period of makeup work or three days suspension, depending upon seriousness of the fight.

Elementary: One period of makeup work and/or corporal punishment.

Junior High School: One period of makeup work and/or corporal punishment.

Senior High School: One period of makeup work or three days suspension depending upon seriousness of the assault.

7. Throwing Objects (such as chalk, eggs, rocks or any other articles)

Elementary: Restitution for any damage to building and/or one period of makeup work, and/or reprimand and/or corporal punishment.

Junior High School: Restitution for any damage to building and/or one period of makeup work, and/or corporal punishment.

Senior High School: One period of makeup work or three days suspension.

6. Obscene notewriting

Elementary: One period of makeup work and/or reprimand.

Junior High School: One period of makeup work and/or reprimand.

Senior High School: One period of makeup work.

8. Running in the Halls

Elementary: Reprimand

Junior High School: Reprimand

Senior High School: Reprimand or one period of makeup work.

9. Physical Assault on a Teacher

Elementary: Corporal punishment and/or suspension.

Junior High School: Corporal punishment and/or expulsion and/or prosecution.

Senior High School: Expulsion and/or prosecution.

10. Public Display of Affection

In school building during school hours, such as kissing or embracing.

Elementary: Reprimand

Junior High School: One period of make up work.

Senior High School: One period of make up work.

11. Smoking

Is not permitted on school premises during school hours.

Elementary: Makeup work and/or corporal punishment.

Junior High School: First offense, three makeup periods; second offense, suspension.

Senior High School: First offense, three makeup periods; second offense, suspension.

Failing to report to office after being told to go

Elementary: Reprimand and/or corporal punishment.

Junior High School: Reprimand and/or one period of makeup work and/or suspension.

Senior High School: Reprimand and/or one period of makeup work and/or suspension.

Insubordination

Incidents, or defiance toward teachers or administrators.

Elementary: One period makeup and/or corporal punishment.

Junior High School: One period of makeup work and/or corporal punishment.

Senior High School: One period of makeup and/or suspension.

IV. TRANSPORTATIONMisbehavior on Bus

Going to and from school, or on a school sponsored trip, misbehavior defined as drinking alcoholic beverages, smoking, yelling obscene remarks, profanity, and "making out".

Elementary: Parental conference, make up period, and/or suspension.

Junior High School: Parental conference, make up period, and/or suspension.

Senior High School: Parental conference, make up period, and/or suspension.

Sitting in Cars Before and During Noon Hours

Students are not to sit in their cars before school or during noon hour while car is parked on school property.

Senior High School: Reprimand, failure to leave car immediately, suspension.

Driving cars during noontime

Student cars cannot be removed from the school parking lot during school hours unless the student is leaving for his work program or going to another building as an aide.

Senior High School: First offense is make up period, second offense, suspension.

If a student is enrolled in school and breaks a statutory law during or after school hours on school property, he is liable for legal prosecution for any offenses stated below.

Stealing

This includes money, clothing, or school property.

Elementary: Restitution and conference with parents and/or makeup work, and/or corporal punishment.

Junior High School: Restitution and conference with parents and/or makeup work and/or corporal punishment.

Senior High School: Restitution and conference with parents and/or makeup work and/or suspension.

Vandalism

This includes damaging or defacing school buildings, buses, equipment, textbooks, supplies, the property of others, including cars and cycles belonging to school employees or to other students.

Elementary: Restitution and conference with parents and/or suspension and/or prosecution depending on extent of damage.

Junior High School: Restitution and conference with parents and/or suspension, and/or prosecution depending on extent of damage.

Senior High School: Restitution and conference with parents and/or prosecution depending on extent of damage.

Carrying or Possessing Weapons on School Property Without Permission

Elementary: Parent conference, and/or suspension.

Junior High School: Suspension

Senior High School: Suspension

Use of Alcoholic Beverages

This includes drinking during and after school hours on school premises.

Elementary: Parent conference, and/or suspension.

Junior High School: Parent conference, and/or suspension.

Senior High School: Parent Conference, and/or suspension.

Possession of an Illegal Substance

While on school premises during and after school.

Elementary: Parent conference, and/or suspension, and/or expulsion.

Junior High School: Parent conference and/or suspension, and/or expulsion.

Senior High School: Parent conference, and/or suspension, and/or expulsion.

TRUANCY PROCEDURES FOR STUDENTS UNDER 16 YEARS OF AGEI. ELEMENTARY SCHOOLS

1. The principal is responsible for promoting and recording student attendance and working with teachers in dealing with attendance problems.
2. After the third unexcused absence, the principal will refer the matter to the Macon County Truant Officer.
3. After the fifth unexcused absence, the matter is to be referred by Macon County Truant Officer to the courts. He will request that the State's Attorney notify the family by letter as to the procedures which his office will follow in the matter. At this time, the Secretary of the Board of Education should also send a copy of the State's Attorney's letter to the parents and the building principal.
4. After the seventh unexcused absence, the principal will notify the student's parents or legal guardians of the Mt. Zion School District's truancy policy and administrative procedures on unexcused absences which will be in effect.
5. Upon notification of the seventh unexcused absence, the Superintendent of Schools will send a copy of the State's Attorney's letter to the principal, the Macon County Truant Officer and the State's Attorney. The Superintendent of Schools will also include a letter requesting the student to return to school on an assigned date. If the student does not return to school on the assigned date, the principal shall be responsible to immediately notify the Macon County Truant Officer.
6. At this time the Macon County Truant Officer or the parents should sign a petition for a minor in need of supervision.
7. Then the State's Attorney is responsible for calling the family into court for the adjudication hearing. A copy of the court summons will be sent to the principal and the Macon County Truant Officer.

If adjudication of a minor in need of supervision is made, a court order including an order of protection to the parents will be made requiring:

- a. Attendance at regular school;
- b. Attendance at any special tutoring or educational program to be provided by the School District;
- c. The court costs, public defender costs and probation costs to be assessed to the parents;
- d. Pupil Services to provide to Juvenile Court Services a social history on adjudicated ward, including but not limited to results of any psychological testing, achievement testing, or other evaluating procedures previously conducted by the School Board;
- e. Other reasonable orders deemed necessary to reinforce adjudication order and the probation conditions.

8. The State's Attorney's Office will inform the Macon County Truant Officer as to the courts disposition of the case by telephone or by letter.
9. If the child is again absent without excuse, the Director of Juvenile Court Services will request the police to pick up the child for detention. As a ward violating the probation order by continued truancy, the student can be held for a maximum of 36 hours without a hearing. At this stage, school authorities will provide juvenile court services with sufficient information on which to base a supplemental petition for delinquency based on violation of probation and petition for rule to show cause why the parents should not be held in contempt of court.
10. Adjudication of delinquency petition, based on probation violation, may result in contempt orders against the parent and/or commitment of the ward. Therefore, school authorities have responsibility to provide Juvenile Court Services with supplemental social history, documented, and to provide necessary testimony at an adjudication hearing.
11. If the student does not return to school, or by this time has been expelled the principal is responsible to notify the Macon County Truant Officer.
12. The Macon County Truant Officer will keep the principal aware of the status of the case as action is taken.

SECONDARY SCHOOLS

1. The principal is responsible for promoting and recording student attendance at the school and exercises this responsibility through an attendance clerk who prepares the necessary attendance reports and frequently calls parents of students when possible and appropriate.
2. After the third unexcused absence and the clerk has not been able to reach the parents by telephone, the case is referred to the Assistant Principal.

The Assistant Principal will go to the home and try to determine the reason for the student's absence. If no one is at home during the day, the Assistant Principal will telephone or visit the home after school hours. The Assistant Principal will report to the school authorities the reason given by the parent for the absence. If the reason is valid and the student returns to school, the case is closed.
3. After the fifth unexcused absence, the matter is to be referred by the Macon County Truant Officer to the Courts. He will request that the State's Attorney notify the family by letter as to the procedures which his office will follow in the matter. At this time, the Secretary of the Board of Education should also send a copy of the State's Attorney's letter to the parents and the building principal.
4. After the seventh unexcused absence, the principal will notify the students parents or legal guardians of the Mt. Zion School District's truancy policy and administrative procedures on unexcused absences which will be in effect.
5. Upon notification of the seventh unexcused absence the Superintendent of Schools will send a copy of the State's Attorney's letter to the principal, the Macon County Truant Officer and the State's Attorney. The Superintendent of Schools will also include a letter requesting the student to return to school on an assigned date. If the student does not return to school on the assigned date the principal shall be responsible to immediately notify the

At this time the Macon County Truant Officer or the parents should sign a petition for a minor in need of supervision.

Then the State's Attorney is responsible for calling the family into court for the adjudication hearing. A copy of the court summons will be sent to the principal and the Macon County Truant Officer.

If adjudication of a minor in need of supervision is made, a court order including an order of protection to the parents will be made requiring:

- A. Attendance at regular school;
- B. Attendance at any special tutoring or educational program to be provided by the School District;
- C. The court costs, public defender costs and probation costs to be assessed to the parents;
- D. Pupil Services to provide to Juvenile Court Services a social history on adjudicated ward, including but not limited to results of any psychological testing, achievement testing, or other evaluating procedures previously conducted by the School Board;
- E. Other reasonable orders deemed necessary to reinforce adjudication order and the probation conditions.

The State's Attorney's Office will inform the Macon County Truant Officer as to the courts disposition of the case by telephone or by letter.

If the child is again absent without excuse, the Director of Juvenile Court Services will request the police to pick up the child for detainment. As a ward violating the probation order by continued truancy the student can be held for a maximum of 36 hours without a hearing. At this stage school authorities will provide Juvenile Court Services with sufficient information on which to base supplemental petition for delinquency based on violation of probation and petition for rule to show cause why the parents should not be held in contempt of court.

Adjudication of delinquency petition, based on probation violation, may result in contempt orders against the parents and/or commitment of the ward. Therefore, school authorities have responsibility to provide Juvenile Court Services with supplemental social history, documented, and to provide necessary testimony at an adjudication hearing.

If the student does not return to school, or by this time has been expelled, the principal is responsible to notify the Macon County Truant Officer.

The Macon County Truancy Officer or the appointed agent of the Mt. Zion Schools to the courts will keep the principal aware of the status of the case as action is taken.

Recognizing that the non-medical use of drugs constitutes a potential hazard to the physical health, psychological development, and educational progress of students, it shall be the responsibility and intent of the Mt. Zion Schools to develop programs and procedures which . . .

- . . . shall help prevent students from becoming drug users,
- . . . inform students so they can make mature decisions with regard to drug use,
- . . . provide assistance and support to students who are using drugs, and
- . . . assist the overall community effort to reduce illegal drug traffic.

To achieve these goals the Mt. Zion Schools shall:

1. Provide an effective educational program which will make students aware of the physical and psychological dangers involved in the improper use of drugs. The program shall provide students with objective information which will help them make a personal decision regarding drug use based on a thorough understanding of drug effects, appropriate and inappropriate use of drugs, and the reasons people become involved in using drugs.
2. Establish and maintain a continuous in-service education program for all teachers and an information program for parents . . .
 - . . . to aid them in their understanding of the problems which are conducive to drug use,
 - . . . to help them become sensitive to students with a variety of problems,
 - . . . to assist them in becoming more effective in helping students with drug problems,
 - . . . to help them learn how to respond to a variety of drug crisis, and
 - . . . to help them recognize the behavior of problems caused by the various drugs.
3. Cooperate with law enforcement agencies by reporting to them any information which would be beneficial in their efforts to inhibit the traffic of illegal drugs and to apprehend commercial drug traffickers. Assistance shall be given school personnel in learning what information is helpful to law enforcement agencies. Assistance shall also be given school personnel in learning how to cooperate with law enforcement agencies without jeopardizing the trust of students in the educational system.
4. Establish and maintain procedures in preventing persons from coming on to the campus of any school in the possession of, or under the influence of illegal drugs, and to prevent any attempts to sell or use drugs.
5. Inform all students that the illegal use, possession, or transfer of drugs on school property or in connection with any school activity is prohibited by board policy as well as by law and will result in suspension or

5. Cooperate with public and private agencies in the prevention of drug abuse and rehabilitation of drug users.
6. Develop administrative procedures for assisting students who have drug problems and who are seeking help. These procedures shall call for assistance to be given in a confidential, non-punitive atmosphere.

I. GUIDELINES - DRUG ABUSE

- A. A continuous education program on drug abuse shall be offered students, teachers, and parents. The program for students shall:
 1. Start in the primary grades with an emphasis on "drug respect;"
 2. Involve youth in planning and conducting the program;
 3. Be approached on an interdisciplinary basis by being made a part of instruction in health, science, physical education, history, and other established courses;
 4. Place major emphasis on why students take drugs in the first place, in addition to including the usual factual drug abuse information;
 5. Require a diversity of programs including large group lectures, class instruction, and small group and individual counseling; and
 6. Provide for a continuous evaluation system so that the program can be revised when indicated.
- B. All school personnel shall actively attempt to respond to the needs and problems of students. They shall attempt to discourage students from using drugs, to assist students who are using drugs to reconsider this decision, and to encourage students using drugs to seek counseling and treatment.
- C. Principals and other school personnel shall cooperate with local, state and federal criminal justice authorities in the detection, prevention, and prosecution of possible violations. The entire educational system, including students, shall be encouraged to cooperate with law enforcement authorities to reduce the traffic of illegal drugs.
- D. Principals, counselors, teachers and all other school personnel shall accept responsibility for informing students that the illegal use, possession or transfer of drugs on school property or in connection with any school activity is prohibited by board policy as well as by law and will result in suspension or recommendation for expulsion from school.

II. PROCEDURES - DRUG ABUSE

- A. All school personnel will be expected to do everything in their power to assist students who have drug problems and who are seeking help. This assistance is to be given in a confidential, non-punitive atmosphere. This assistance could include:
 1. Listening to the student as an interested adult,
 2. Consulting with student's parents,
 3. Referring the student to a counselor or to other school personnel for help,
 4. Referring the student to a private or public agency for help, and
 5. Consulting with the student's private physician.
 6. Any teacher or other member of the staff who suspects a student is under the influence of drugs, in the possession of drugs, or is involved in selling or transferring drugs, shall notify the principal or take the student to the principal's office.

7. If a principal suspects a student of selling, transferring, possessing, or being under the influence of drugs on school property, he shall:
 - a. Inform the City Police, except in cases where the student is suspected only of being under the influence of drugs but not possessing, transferring, or selling drugs.
 - b. Take whatever he deems appropriate under the circumstances of the case after considering the student's background, history of other violations, and extenuating circumstances.
 - c. Notify the student's parents as to what action was taken.

III. OPTIONS - DRUG ABUSE

Some options available to the principal are:

- A. Provide emergency first aid for the student who is under the influence of drugs;
- B. Provide a brief period of support and isolation for the student who is under the influence of drugs;
- C. Obtain information and assistance from counselors, deans, and teachers;
- D. Notify the student's parents;
- E. Notify the family physician or hospital;
- F. Notify any social agency known to be working with the child;
- G. Confront the student with the suspicion; and
- H. Apply sanctions, at a time deemed appropriate, that seem warranted under the circumstances of the case and as called for by district policy and procedures.

MT. ZION COMMUNITY SCHOOLS
UNIT DISTRICT NO. 3
MT. ZION, ILLINOIS

ATHLETIC RULES

- I. INJURIES
ALL ATHLETIC INJURIES MUST BE REPORTED IN WRITING WITHIN THREE DAYS TO THE BUILDING PRINCIPAL FOR PURPOSES OF INSURANCE AND LIABILITY.
- II. GROOMING
A. ATHLETES MAY WEAR HAIR ANY STYLE PROVIDED THE HAIR DOES NOT EXTEND BELOW EAR LOBE LEVEL, FALL BELOW THE ORDINARY SHIRT COLLAR, OR INTERFERE WITH VISION.
B. ATHLETES MUST BE CLEAN SHAVEN.
- III. PAPERS ON FILE
A. THE ATHLETE MUST HAVE A RECEIPT INDICATING THAT SHOW RENTAL HAS BEEN PAID.
B. HE MUST HAVE A COMPLETE PHYSICAL EXAMINATION ON FILE WITH THE ATHLETIC DIRECTOR.
C. HE MUST HAVE A RECEIPT ON FILE WITH THE ATHLETIC DIRECTOR INDICATING THAT THE ATHLETE IS PROPERLY INSURED.
D. THE ATHLETE MUST HAVE PERMISSION SLIP FROM HIS OR HER PARENTS INDICATING THAT THE ATHLETE HAS THEIR PERMISSION TO PARTICIPATE.
- IV. TURNING OUT FOR A SPORT
A STUDENT WILL NOT BE PERMITTED TO TURN OUT FOR ANY SPORT ONE WEEK AFTER PRACTICE HAS BEGUN UNLESS THE STUDENT WAS UNABLE TO TURN OUT AT THE PROPER TIME BECAUSE OF AN INJURY, SICKNESS OR A VACATION OR OTHER NECESSARY TRIP WITH THE PARENTS. IT WILL BE THE STUDENT'S RESPONSIBILITY TO NOTIFY THE COACH AS TO THE REASON FOR THE IMPENDING ABSENCE.
- V. TRAINING RULES
COACHES, WITH THE APPROVAL OF THE ATHLETIC DIRECTOR, MAY INITIATE RULES FOR ATHLETES UNDER THEIR SUPERVISION. RULES OF CONDUCT FOR THESE ATHLETES WILL BE DEFINED BELOW.
- VI. ATHLETIC EQUIPMENT
A. MT. ZION ATHLETIC EQUIPMENT MAY NOT BE WORN IN GYM CLASSES OR ELSEWHERE OTHER THAN IN REGULAR ATHLETIC CONTESTS OR SCHEDULED PRACTICES.
B. ATHLETES ARE RESPONSIBLE FOR ALL EQUIPMENT AND CLOTHING ISSUED TO THEM OR ENTRUSTED TO THEM FOR THEIR USE. DAMAGED OR LOST ARTICLES MUST BE PAID FOR AT REPLACEMENT COST.
- VII. SCHEDULED PRACTICE
AN ATHLETE MUST SECURE PERMISSION FOR MISSING ANY SCHEDULED PRACTICE FROM THE COACH IMMEDIATELY INVOLVED. ANY UNEXCUSED ABSENCE MAY BE CAUSE FOR PARTIAL OR TOTAL SUSPENSION FROM THE SQUAD.
- VIII. ATTENDANCE IN SCHOOL
AN ATHLETE MUST BE IN ATTENDANCE IN SCHOOL FOR THE AFTERNOON OF THE SCHEDULED COMPETITION.

IX. CONDUCT

ANY VIOLATION OF THE FOLLOWING RULES OF CONDUCT MAY RESULT IN PARTIAL OR TOTAL SUSPENSION FROM PARTICIPATION IN A PARTICULAR SPORT OR ALL ATHLETICS:

- A. THE STEALING OF ANY MONEY, EQUIPMENT, OR ANY OTHER ARTICLE..
- B. THE VERBAL ASSAULT ON ANY FACULTY MEMBER OR ANOTHER STUDENT.
- C. THE PHYSICAL ASSAULT ON ANY FACULTY MEMBER OR ANOTHER STUDENT.
- D. THE COMMISSION OF UNEXCUSED ABSENCES FROM EITHER PRACTICE OR GAMES.
- E. THE COMMISSION OF AN OFFENSE WHICH IS A VIOLATION OF THE RULES OF THE ILLINOIS HIGH SCHOOL ASSOCIATION. ANY PUNISHMENT OR INELIGIBILITY PROVIDED FOR BY THE RULES OF THE ILLINOIS HIGH SCHOOL ASSOCIATION WILL BE DISCIPLINARY ACTION TAKEN LOCALLY.
- F. THE USE OF ANY NARCOTIC OR UNCONTROLLED SUBSTANCE.
- G. THE USE OF ANY ALCOHOLIC BEVERAGES.
- H. THE USE OF TOBACCO.
- I. THE VIOLATION OF ANY RULE OR RULES ADOPTED BY THE MT. ZION SCHOOLS AND OUTSIDE THE SCOPE OF THIS ATHLETIC CODE.
- J. ANY OTHER CONDUCT NOT PREVIOUSLY ENUMERATED, WHICH IS, OR MAY BE, DETRIMENTAL TO THE PERFORMANCE OF THE TEAM OR THE REPUTATION OF THE SCHOOL.

STUDENTS MAY BE SUBJECT TO DISCIPLINARY ACTION FOR A VIOLATION OF THE ABOVE RULES IF DONE EITHER ON OR OFF THE SCHOOL GROUNDS, AND IF DONE DURING, BEFORE OR AFTER THE SCHOOL DAY.

X. PROCEDURE FOR SUSPENSION

FOR THE FIRST INFRACTION OF THE RULES OF CONDUCT AS STATED ABOVE, THE HEAD IS OBLIGATED TO RECOMMEND TO THE PRINCIPAL THE SUSPENSION OF THAT PUPIL FROM PARTICIPATION IN ALL ATHLETIC ACTIVITIES FOR TEN SCHOOL DAYS AND TWO ATHLETIC EVENTS. WITHIN THREE CALENDAR DAYS THE STUDENT'S PARENTS WILL RECEIVE WRITTEN NOTIFICATION AS TO THE REASONS FOR THE SUSPENSION. SUCH SUSPENSION WILL NOT BE SUBJECT TO REVIEW.

FOR SUBSEQUENT INFRACTIONS, OR IF THE VIOLATION IS SO GROSS AS TO REQUIRE A HOME EXTENSIVE PENALTY THAN THAT PROVIDED FOR ABOVE, THE FOLLOWING PROCEDURE AND RULES SHALL APPLY:

- A. WITHIN THREE CALENDAR DAYS OF THE DATE OF THE ALLEGED VIOLATION OF THE RULES, THE PRINCIPAL SHALL NOTIFY THE PARENT OR PARENTS OF THE ALLEGED VIOLATION, THE EXTENT OF THE SUSPENSION RECOMMENDED, AND THE DATE, PLACE, AND THE TIME OF THE MEETING OF THE BOARD OF EDUCATION AND THEIR RIGHT TO APPEAR AT SUCH A MEETING. IF THE PARENT OR PARENTS SEEK A HEARING AS TO THE ALLEGED MISCONDUCT OR RECOMMENDED ACTION, THEY SHALL NOTIFY THE SUPERINTENDENT WITHIN THREE CALENDAR DAYS OF THE DATE OF THE NOTICE BY THE PRINCIPAL.
- B. IF THE PARENT OR PARENTS SO NOTIFY THE SUPERINTENDENT, A HEARING WILL BE HELD, AND THE ALLEGED MISCONDUCT AND RECOMMENDATION FOR SUSPENSION SHALL BE REVIEWED BY THE BOARD OF EDUCATION OR SOME HEARING OFFICER APPOINTED BY IT, WITHIN TWELVE CALENDAR DAYS OF THE DATE OF THE ALLEGED MISCONDUCT.
- C. IF A HEARING OFFICER IS APPOINTED BY THE BOARD, HE SHALL REPORT TO THE BOARD A WRITTEN SUMMARY OF THE EVIDENCE HEARD AT THE MEETING WITHIN THREE CALENDAR DAYS OF THE MEETING.
- D. THE DECISION OF THE BOARD IS FINAL AND SHALL BE GIVEN IN WRITING TO THE PARENT OR PARENTS WITHIN THREE CALENDAR DAYS OF THE MEETING OR, IF A HEARING OFFICER IS APPOINTED, WITHIN THREE CALENDAR

- DAYS OF RECEIPT OF HIS WRITTEN SUMMARY.
- E. THE BOARD OF EDUCATION, OR A HEARING OFFICER APPOINTED BY IT, SHALL HAVE THE POWER TO ADOPT PROCEDURAL RULES WHICH WILL GOVERN THE REVIEW OR HEARING.
 - F. IF A HEARING IS HELD, THE BOARD OF EDUCATION SHALL HAVE THE POWER TO MODIFY THE RECOMMENDATION FOR SUSPENSION BY PROVIDING FOR EITHER LESSER OR GREATER PERIODS OF SUSPENSION. IF NO HEARING IS HELD, THEN THE BOARD'S ACTION IS LIMITED TO THE RECOMMENDATION OF THE SUPERINTENDENT OR SOME LESSER PERIOD.
 - G. THE SUPERINTENDENT IS AUTHORIZED TO SUSPEND ANY STUDENT DURING THE PENDENCY OF THESE PROCEEDINGS.
 - H. REGARDLESS OF WHETHER OR NOT A HEARING IS REQUESTED BY THE PARENT OR PARENTS, THE BOARD OF EDUCATION SHALL REVIEW ALL CASES INVOLVING SUSPENSION FOR A PERIOD EXCEEDING TEN SCHOOL DAYS AND TWO ATHLETIC EVENTS.

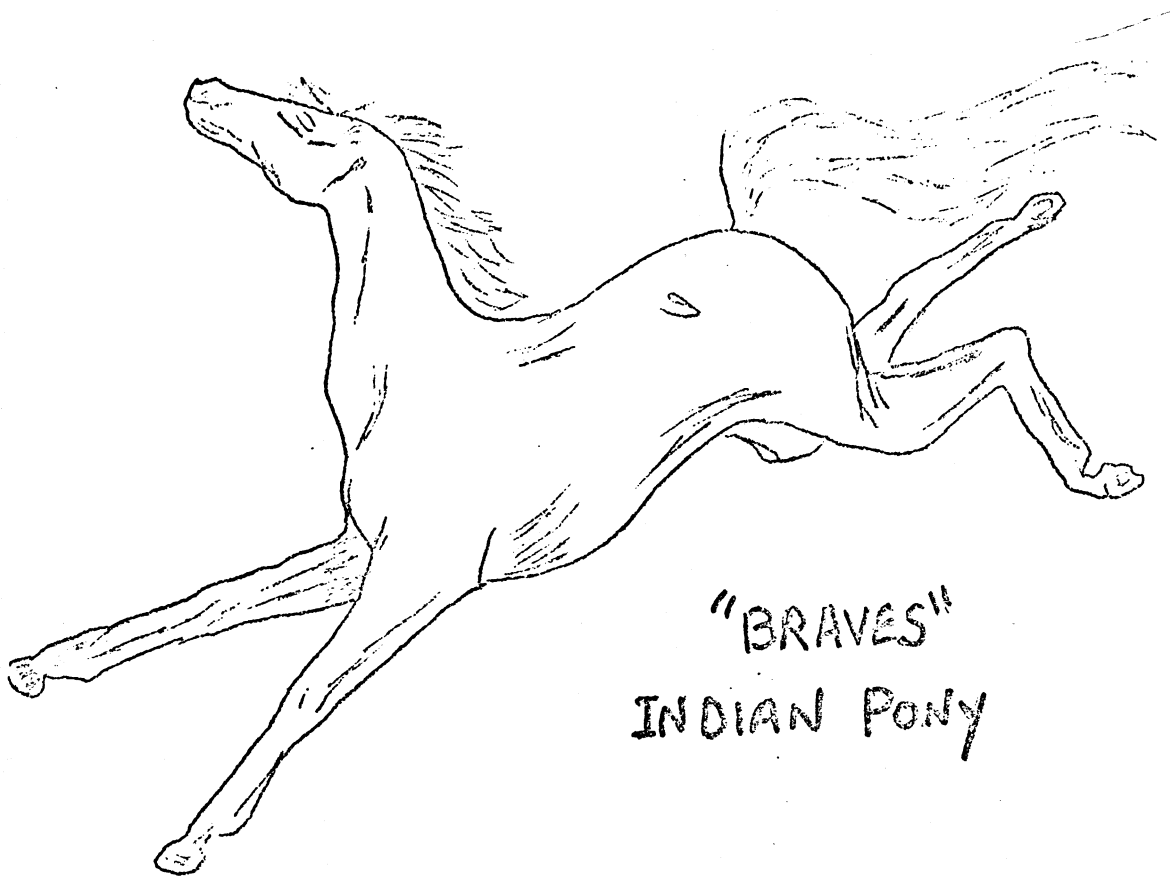
DATE

I HAVE REVIEWED THE MT. ZION COMMUNITY SCHOOL ATHLETIC RULES FOR THE 19 - 19 SCHOOL YEAR AND DO HEREBY PROMISE TO OBEY THESE RULES DURING THE PRESENT SCHOOL YEAR.

STUDENT'S SIGNATURE

I HAVE READ AND AGREED TO HELP ENCOURAGE THE STUDENT ATHLETES IN OUR FAMILY TO ABIDE BY THESE RULES.

PARENT'S SIGNATURE



"BRAVES"
INDIAN PONY

MT ZION JUNIOR HIGH SCHOOL

1975-1976

STUDENT HANDBOOK

This handbook has been prepared to provide students and their parents with information regarding school policies and procedures. We hope that all concerned will become acquainted with this information. The purpose of this handbook is to help each student to make a better and more successful adjustment at Mt. Zion Junior High School.

This is the second year for our school, therefore, the building and facilities are new. It is an "Open Space" concept school with emphasis on "individualized instruction". However, this will not necessarily make one a better student, just as a new suit or dress will not make one a better person. Each of you has a great deal to do with determining your own destiny. The decisions that you make to-day have an important part in shaping your future. A student who has respect for people and property is an outstanding person and one who has great potential for success. It is our desire that the teaching staff and facilities provide a positive influence so that each student be given the encouragement and opportunity to develop his talents and abilities to their fullest capabilities.

Parents are always welcome to visit or call the school about any matter. Later in the school year provisions will be made for parents to visit the school while school is in session.

Students will find many interesting and exciting activities at Mt. Zion Junior High School. Getting off to a good start will enhance your chances in having a real good year.

Sincerely,

Al Brown
Principal

TEACHING STAFFSOCIAL STUDIES

Mrs. Brenda Gadberry
Mr. Chris Haikalis

MATHEMATICS

Mr. Wilford Crackel
Miss Marilyn Lambert
Mr. Jack Wickline

SCIENCE

Mrs. Beverly Haikalis
Mrs. Jenifer Harvey
Mr. Joseph Sidwell

LANGUAGE ARTS

Mrs. Patricia Albright
Mr. Robert Gotts
Mrs. Cathy Shelton
Mrs. Louise Wickline

PHYSICAL EDUCATION-HEALTH

Mrs. Louise Mrotzek

ART

Mrs. Martha Palmer

READING

Mrs. Jeanette Sweet

LEARNING CENTER

Mrs. Janet Wines

INTRODUCTORY BUSINESS
& TYPING

Mrs. Linda Rogers

VOCAL MUSICINSTRUMENTAL MUSIC

Mr. William Hiltenbrand

FRENCH

Mr. Charles Rupert

HOME ECONOMICS

Mrs. Shirley Johnson

INDUSTRIAL ARTS

Mr. Kenneth Snead

SPANISH

Mrs. Carol Roberts

MT. ZION JUNIOR HIGH SCHOOLSTUDENT SCHEDULE

<u>PERIOD</u>	<u>TIME</u>
1	8:00 - 8:50
2	8:54 - 9:44
3	9:48 - 10:38
4	10:42 - 11:32
Lunch A	11:32 - 11:49
Lunch B	11:49 - 12:05
Lunch C	12:05 - 12:23
5	12:23 - 1:13
6	1:17 - 2:07
7	2:11 - 3:01

WELCOME.....

We welcome you to Mt. Zion Junior High School. Now that you have advanced another rung on the "Educational Ladder", it is most probable that you will encounter new and challenging experiences. The administration and faculty hope that you might meet with success as you participate in the many curricular and extra-curricular activities.

We offer some suggestions that could help you to be more successful and get more from your school experiences:

1. Try to develop the art of "positive thinking".
When you wake up in the morning, say to yourself that your going to have a good day at school. If you really believe it, you will have a good day.
2. Develop the right attitude.
A good attitude comes from taking the positive approach.
3. Participate in curricular and extra-curricular activities.
When you actively participate you get the satisfaction of accomplishing something worthwhile, and you have the feeling of belonging. "This is what school is all about". Don't be satisfied to just be a "spectator".
4. Learn to adjust to whatever the situation.
Be flexible and learn to adapt to different conditions. When confronted with a new situation or problem, take time to study it and then take positive measures to find solutions. Don't get discouraged and give up too easily. "Life is largely a matter of making adjustments to different situations".
5. Practice self-discipline
Obey school rules because you want to and because it is the right thing to do. Be a good citizen because this brings about a more efficient and effective way of living and working in our society.

None of these suggestions are easy to accomplish, but if you can strive to keep them, its almost certain that you will be more successful in anything that you do.

DON'T BE GULLIBIE

Don't believe every rumor you hear. "Everybody is doing 'Z' and going to 'X' bears investigation". Also, don't let anyone influence you to take drugs or other substances that you don't know anything about. Don't be influenced to do something because the 'crowd' is doing it. The 'crowd' or 'majority' is not always right. A student will be wise to use good common sense in these matters.

The administration, teachers and all other school personnel shall accept responsibility for informing students that the illegal use, possession or transfer of drugs on school property or in connection with any school activity is prohibited by board policy as well as by law.

DRESS AND APPEARANCE

Students in the Mt. Zion schools are expected to wear clothing in a neat, clean and well fitted manner. Students are to use discretion in their dress and are not permitted to wear apparel that is distracting or obscene. Bare shoulders, bare midriffs, cutoffs, and shorts are unacceptable. Shirt tails that are 'squared' at the bottom may be worn outside the trousers, otherwise all other shirt tails must be 'tucked' in. Shoes, sandals, or some appropriate footwear must be worn while in school, both for safety and health. Clothing that presents a safety hazard or causes undue maintenance is not considered proper attire.

ABSENCE FROM SCHOOL

A. Authorized Absences

1. Absence because of student illness.
2. Absences because of doctor or dentist appointment.
3. Absence because of a death, serious illness, or emergency situation in family.
4. Personal reasons arranged in advance with the principal.

B. Unauthorized Absence

Absence due to unauthorized excuses cannot be approved by the principal. The Illinois School Law on attendance requires that a child be in school on days when school is in session.

C. Parent or Guardian should Telephone School when you are absent

Each day that you are absent your parent or guardian should telephone the school to report your absence and the reason for it. Telephone calls from the students to explain their absence are not accepted.

D. Report to Office Before School the Day after Absence for Admit Slip.

When a student returns to school after being absent, he must bring a note to the school office, stating the reason for the absence and signed by the parent. This note is required only for those students whose parents were not contacted by telephone. Your admit slip is to be presented to the teacher of each class missed and collected by the teacher of your last class.

E. Truancy

Continuous and/or unreasonable and unexplainable absence will result in a truancy report being filed with the truant officer.

F. Illness At School

If you become ill at school, you must report to the nurse or the main office. Your parent or guardian must be called before you will be permitted to leave school. If you leave without permission, your absence is unexcused. If you are ill in the restroom and cannot leave, have another student notify a teacher or the main office of your situation.

REGULATIONS REGARDING SCHOOL CONDUCT

Every student should be familiar with the Handbook, "Rights and Responsibilities of Individuals", issued by the Superintendent's office. The following material on Student Conduct, is taken from this Handbook in condensed form:

STUDENTS ARE TO REFRAIN FROM THE FOLLOWING

1. Profanity on school property
2. Verbal assault on teachers
3. Physical assault on teachers
4. Demonstrations
5. Fighting
6. Throwing objects
7. Obscene notewriting
8. Smoking or possession of cigarettes on school premises
9. The illegal use, possession, or transfer of drugs on school property or in connection with any school activity.
10. Public display of affection
11. Insubordination
12. Misbehavior on the bus
13. Sitting in parked cars before school, after school, and during noon hour.
14. Stealing
15. Use of alcoholic beverages
16. Vandalism
17. Carrying or possessing weapons
18. Truancy
19. Walking out of class without permission
20. Leaving school without permission
21. Tardy to school or class
22. Sitting on tables or on desk tops
23. Running in corridors
24. Chewing gum

BUS TRANSPORTATION

1. The bus driver is in full charge of the students and bus.
2. Classroom conduct must be observed at all times when riding the bus. The right of students to ride on the bus is dependent upon good behavior and observance of rules and regulations.
3. Students must be on time at designated bus stops. The bus cannot wait beyond its regular time schedule for those who are tardy.
4. Students must not stand in traffic lanes while waiting for the bus.
5. If seats are assigned, students will be required to sit in those seats.
6. Students must not at anytime extend hands, arms, or heads out of the bus windows.
7. Students must be seated when the bus is in motion.
8. Students must not throw paper, missiles, or any objects while riding bus.
9. Students must not throw paper or rubbish on the floor of bus or out of the bus window.
10. Students are required to ride home on their assigned bus. A signed note from your parent or guardian must be given to the principal, stating why you are not riding the bus home.

(THE SAFETY AND WELFARE OF OTHER STUDENTS RIDING BUSES MAY BE JEOPARDIZED BY SOME INAPPROPRIATE ACTION ON YOUR PART)

BUILDING PROCEDURES

1. Students are not permitted in the high school complex unless participating in a sponsored activity.
2. Students are not permitted to sit in parked cars on school property at any time.
3. Mt. Zion Junior High School is a closed campus. This means that students will not be permitted to leave school when school is in session or during the lunch hour.
4. Students 'marring, damaging, or defacing' school property must pay the cost of repairing or replacing.
5. Students arriving at school prior to 7:45 a.m. should report to Cafetorium.
6. A warning bell will ring at 7:45 a.m. indicating that students may go to their lockers, restrooms, etc., and begin preparations for starting the school day.
7. A warning bell will ring at 7:55 a.m. indicating that students should report to their first hour class.
8. A warning bell will ring at 8:00 a.m. indicating the start of first hour class. All students should be in their seats with necessary books and materials.
9. Dismissal time is 3:01 p.m. All students are expected to be out of the building by 3:15 p.m. with the exception of students who are participating in extra-curricular activities.
10. Students using telephone must use telephone in lobby. The telephone in the main office is for school business only.
11. Students having classes in Physical Education, Art, Band, Vocal Music, etc., which are located outside the "Pod" areas will not be permitted in "Pod" areas during time classes are in session.

COMBINED LUNCH AND STUDY PERIOD

1. Each student will have a seventeen (17) minute lunch period and a thirty-four (34) minute study period. The time sequence for this lunch and study period will be indicated on each student's individual schedule.

A	B	C
11:32 11:49	11:49 12:06	12:06 12:23
Lunch	STUDY	STUDY
STUDY	Lunch	STUDY
STUDY	STUDY	Lunch

2. Students must eat lunch during the period that they are assigned and must remain in the cafetorium or commons area.
3. Students may purchase a hot lunch or bring a prepared lunch from home.

COST OF HOT LUNCH INCLUDING ONE CARTON OF MILK

LUNCH TICKET FOR WEEK

MILK (1/2 PINT)

~~2.25~~ 2.75
.05

~~.45~~ 53

COMBINED LUNCH AND STUDY PERIOD (CONTINUED)

4. The school expects the same behavior in the lunchroom as would be expected of the student at his dinner table at home.
 - a. Talking is permitted but please refrain from loud boisterous behaviour
 - b. Please observe good table manners and avoid getting food all over table and floor.
 - c. Junior High School students should sit on stage or in areas as close to stage as possible.
5. Each student will be assigned a specific study hall which he must attend.

PHYSICAL EXAMINATIONS

A physical examination is required by State Law for students engaging in athletics. The report must be on file in the school office prior to the start of the season for basketball and track participants, and no later than one (1) week after practice starts for baseball participants.

Students who are new to the school district and have not had a dental and physical examination in the fifth grade must have one. Students who enter school from another state must also have a dental and physical examination.

PHYSICAL EDUCATION

Students are required to participate in physical education classes daily, unless excused by licensed physician.

Girls Physical Education

- I. Every girl is required to have a regulation solid red gym suit, white socks, white or colored tennis shoes and a towel when participating in physical education classes.
 - A. Marking of Gym Items (use permanent black ink)
 1. Gym Suit
 - a. Gym suit is to be marked with the girl's last name in black letters across the back of the suit.
 - b. In the front of the suit, above the pocket, the girls first name is to be printed in black letters.
 2. Socks
 - a. The girl's socks may be of two types as long as they are white.
 - b. They may wear anklets or footlets. These socks must be marked with permanent black ink.
 3. Towel
 - a. Showers are required....every girl will need a towel.
 - b. The towel must be marked in one corner with the girl's last name.
 4. Shoes
 - a. Girls may wear either white or colored tennis shoes.
 - b. Tennis shoes must be marked on the outside with the girl's last name.
 - II. Each girl will be assigned a locker.
 1. Combination locks must be purchased from the school. The cost of the lock is \$2.25.
 - III Girls will be required to take gym clothes home at the end of each week and they should be clean for physical education class on the following Monday.

Boys Physical Education

- I. Every boy is required to have a regulation reversible gym suit, white socks, white or colored tennis shoes, athletic supporter, and a towel when participating in physical education classes.
- A. Marking of Gym Items (use permanent black ink)
1. Gym Suit
 - a. Gym suits must have the boy's last name in black letters printed across the back of the shirt.
 - b. The last name should be printed on the front of the shorts.
 2. Socks
 - a. Socks must be marked with the last name on each sock.
 3. Towel
 - a. Showers are required.....every boy will need a towel.
 - b. The towel must be marked in one corner with the boy's last name.
 4. Shoes
 - a. Boys may wear white or colored tennis shoes. The shoes must be marked on the outside with the boy's last name.
- II Each boy will be assigned a locker.
- A. Combination locks must be purchased from the school. The cost of the lock is \$2.25.
- III Boys will be required to take gym clothes home at the end of each week and they should be clean for physical education class on the following Monday.

LOCKER

Every student will be assigned a locker. Periodic inspections will be made by the administration to see that they are kept neat and orderly. Use only the locker assigned to you, and keep it locked at all times. All personal items and books, when not in use, are to be kept in lockers. Do not tamper with another locker or give your combination to another student. Do not slam your locker door or kick it. If you have any difficulty opening your locker, please report this situation to the main office.

TEXTBOOK RENTAL FEES

The textbook rental schedule for the year is as follows:

7th grade \$ 17.00 8th grade \$ 17.00

Students who move into or away from the school district will have their fees pro-rated. If they have a refund coming, they will receive it. Students losing or damaging textbooks, Learning Center materials, or other school equipment, will be required to pay the cost of replacement.

REPORT CARDS

Report cards will be issued each nine week period. Parents will be notified whenever their child is doing unsatisfactory school work.

SCHOOL DETENTION

Teachers may assign students detentions for the following offenses:

1. Habitual tardiness to classes.
2. Chewing gum
3. Unacceptable conduct in class or in corridors.
4. Failure to take required materials to class. (example: books, paper, pen, pencil, gym suit, etc.)

The school has a just policy toward those who must be excused from detention on a particular morning or night because of some emergency. The student must notify and receive approval from the principal if he cannot be present, so that the next day may be scheduled for detention. Failure to show up for detention as assigned without prior arrangements will result in having all remaining detention time doubled. Students will be given 24 hours notice for detention and it is their responsibility to inform their parents of the detention. Other disciplinary measures will be taken for students who accumulate detentions.

Detentions will be held in the main office each morning from 7:30 to 8:00 and each afternoon from 3:05 to 3:35

MEDICAL EXCUSES FOR PHYSICAL EDUCATION

1. When a doctor's excuse for physical education is for a period less than three (3) weeks, the student shall remain in the physical education class.
2. When a student brings a doctor's excuse which excuses him from physical education for a period longer than three (3) weeks, he shall report to the main office for a change of schedule.
3. All medical excuses will be kept on file in the main office. A copy or notification of medical excuse will be sent to physical education teacher.
4. A medical excuse must be renewed each year by a doctor.

ACCIDENTS

Every accident in the school building, on the school campus, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge and to the principal's office.

FIRE AND DISASTER DRILLS

Fire and disaster drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given that everyone follow instructions and clear the building by the quickest possible route. The teachers in each area will give the students instructions regarding procedures for emergencies.

SCHOOL SUPPLIES

School supplies such as pencils, pens, and paper may be purchased from Vending Machine which is situated in corridor outside Science Room # 1.

THE LEARNING CENTER

The Learning Center supplements and enriches the educational program. It is located in the center of the building so that it is easily accessible to all areas in the school.

The use of the Learning Center will be correlated with your classroom activities which will be directed and organized by teachers of a specific area. The Learning Center Director will coordinate all activities of the Learning Center and will serve as a resource person for faculty and students. Such audio visual aids as filmstrips, film loops, tape cassettes, records, and listening stations will be available for student use. Much of this equipment is expensive, as is the repairing of it, therefore, students are requested to take proper care when using this equipment.

MAKE-UP WORK

After being re-admitted to school after an excused absence, the student must immediately determine from his/her teachers the nature of the work that is to be made up. In general, on short term absences, the make up work should be completed to the satisfaction of the teacher within a day or two. The teachers will set the deadline date, after which make up work may not be accepted. The responsibility of the make up work falls on the student, not on the teacher. Students who have been suspended from class or from school may not have the privilege of making up work missed during the period of such absence.

HABITUAL ABSENCES

There seems to be a tendency on the part of some students to be absent from school too frequently. They find it convenient to be absent one or two days a week, or when a test is scheduled, or for some other unnecessary reason. Once a pattern of frequent absences has been established it is most difficult to change. The problem is that this not only effects your school work, but also, carries over to other activities that you might be concerned with. Students in this category will be held accountable for making up school work missed.

LOST AND FOUND

Report all lost items immediately and check in main office for found items as soon as you can. Label everything, all clothing, books, equipment, etc. Carry money in small amounts on your person. It is advisable to pay by check rather than to carry large sums of money with you. Do not leave your purses, valuables, personal items, etc, lying around unattended. Students who find lost articles are asked to take them to the main office where they may be claimed by the owner.

SCHEDULE CHANGES

If it becomes necessary to change your schedule during the school year due to some unforeseen circumstances, please obtain a "Schedule Request Change" slip from the main office.

Students of Mt. Zion Junior High School are offered a low cost accident insurance policy. This insurance is offered as a service by the school. Whenever students are injured in any sport or under any other circumstances while under the supervision of a member of the Mt. Zion Junior High School faculty, such injury must be reported to the main office within five days and a claim will be filed. The fee for insurance is \$ 4.00

STUDENT VISITORS

Students are discouraged from bringing outside students from other schools as guests. Under no circumstances will other students be admitted as guests unless prior arrangements have been made with the principal.

CHANGE OF ADDRESS

Please inform the office if you have a change of address or telephone number. Also, please notify the main office well in advance if you are moving to another school district.

SCHOOL PARTIES AND DANCES

Any school party or dance must be scheduled in advance and must be sponsored by a faculty member. School parties and dances will be only for Mt. Zion Junior High School students. Students attending parties and dances will remain in building and in designated area of activity. Students must have a statement signed by their parents permitting them to leave a school activity early. Drinking alcoholic beverages or having consumed alcoholic beverages, and then attending a school function will not be tolerated.

SCHOOL CALENDAR 1975-1976

AUGUST	27	FIRST DAY OF SCHOOL...DEPARTS AT NOON
SEPTEMBER	1	LARGE DAY - NO SCHOOL
OCTOBER	13	COLUMBUS DAY - NO SCHOOL
	31	END OF FIRST NINE WEEK PERIOD
NOVEMBER	11	VETERANS DAY - NO SCHOOL
	27	THANKSGIVING DAY - NO SCHOOL
DECEMBER	22	FIRST DAY OF CHRISTMAS VACATION - NO SCHOOL
JANUARY	1	NEW YEAR'S DAY - NO SCHOOL
	23	END OF SECOND NINE WEEK PERIOD AND END OF FIRST SEMESTER
FEBRUARY	12	LINCOLN'S BIRTHDAY - NO SCHOOL
MARCH	31	END OF THIRD NINE WEEK PERIOD
APRIL	9	TEACHER INSTITUTE - NO SCHOOL
	16	GOOD FRIDAY - NO SCHOOL
JUNE	3	JUNIOR HIGH SCHOOL PROMOTION EXERCISES
	4	LAST DAY OF SCHOOL - REPORT CARDS DISTRIBUTED

SCHOOL ORGANIZATIONS

Student Council

The Mt. Zion Junior High School Student Council is an active student organization which seeks to promote better citizenship, to promote the general welfare of the school, to form student respect for the rights and property of other people, and to promote better understanding between the students and the faculty. The faculty sponsor is Mrs. Linda Rogers.

Pep Club

The purpose of the Pep Club is to promote better school spirit, practice good sportsmanship and citizenship, and promote extra-curricular activities. All students are invited to join the Pep Club and take an active role in its program. The faculty sponsor is Mrs. Jennifer Harvey.

Newspaper Staff

The purpose of the newspaper is for communication and an opportunity for students to express their ideas and feelings in writing. The paper is published once a month and sold on a subscription basis. The newspaper staff is composed of students who wish to write articles of interest about the school. Mrs. Louise Wickline is the sponsor of the Newspaper.

Drama Club

The purpose of the Drama Club is to give interested students experience in presenting plays and an opportunity to prepare for the spring literary contests in humorous reading, dramatic reading, oration and poetry reading. Mrs. Cathy Shelton is the sponsor of Drama Club.

Yearbook Staff

The Yearbook Staff plans and organizes a yearbook which is sold by subscription and at cost to the student body. The yearbook consists of individual pictures of staff and students as well as group pictures of the various school organizations and activities. Many of the pictures are taken by the sponsor, Mr. Jack Wickline, or by some of the student staff members.

MT. ZION JUNIOR HIGH SCHOOL1975-76 BASKETBALL SCHEDULE

11/14/75	Friday	MAROA	Away
11/21/75	Friday	BLOOMINGTON	Away
11/25/75	Tuesday	RANTOUL	Home
12/1/75 & 12/3/75		TAYLORVILLE TOURNAMENT (7th Grade)	
12/4/75	Thursday	MATTOON JEFFERSON	Away
12/8/75, 12/9/75 & 12/11/75		PANA TOURNAMENT (8th Grade)	
12/13/75	Saturday	ARGENTA	Home
12/15/75	Monday	CHATHAM	Home
12/18/75	Thursday	SHELBYVILLE	Away
1/5/76	Monday	PETERSEBURG	Home
1/8/76	Thursday	LINCOLN	Away
1/19/76	Monday	MATTOON CENTRAL	Home
1/23/76	Friday	PARIS	Away
1/27/76	Tuesday	CLINTON	Home
1/29/76	Thursday	CHARLESTON	Away
2/2/76	Monday	TAYLORVILLE	Home
2/4/76 to 2/6/76		CLASS C DISTRICT	
2/7/76 to 2/10/76		CLASS A DISTRICT	

MT. ZION JUNIOR HIGH SCHOOL1975 BASEBALL SCHEDULE

August	29	Friday	CLINTON	Away
	30	Saturday	BLUE MOUND (2)	Home
September	4	Thursday	CLINTON	Home
	6	Saturday	MONTICELLO (2)	Home
	9	Tuesday	MONTICELLO	Away
	11	Thursday	LINCOLN	Away
	13	Saturday	ROCHESTER (2)	Away
			IHSA DISTRICT (Dates to be arranged)	
	22	Monday	BLUE MOUND	Away

	7th	8th	7th	8th	7th	8th	7th	8th	7th	8th	7th	8th	7th	8th
<u>PHYS. ED.</u>	FREE		2 BOYS	32	24 BOYS	9	3 BOYS	29	15 BOYS	13	34 BOYS	2	13 BOYS	15
M.	FREE		15 GIRLS	27	19 GIRLS	13	15 GIRLS	15	32 GIRLS	2	11 GIRLS	16	16 GIRLS	13
B.	BOYS		HIGH SCHOOL											
T.	15 GIRLS	13	HIGH SCHOOL		Boys & Girls	12								
<u>ART</u>														
P.	FREE		34		35			36	12	23		34	1	34
<u>BAND</u>														
H.	48	19	BAND TECH.		BAND		29	34	OTHER BUILDING					
<u>CHORUS</u>														
	HIGH SCHOOL								GIRLS	55	74	GIRLS	2	32 MIXED
<u>INTRO. BUS.</u>														
R.	18	8	26	6	31	1								
<u>TYPING</u>														
R.	HIGH SCHOOL							26				25		HIGH SCHOOL
<u>FRENCH</u>														
	JR. HIGH	18	HIGH SCHOOL							12				
<u>SPANISH</u>														
	JR. HIGH	16	HIGH SCHOOL			20				1				
<u>HOME EC.</u>														
J.	HIGH SCHOOL											15	JR. HIGH	
<u>IND. ARTS.</u>														
S.	HIGH SCHOOL													JR. HIGH
TOTALS	230	238	230	238	230	239	230	237	230	238	230	238	229	238

MT. ZION JR. HIGH SCHOOL

Tentative Time Schedule 1975-76

Period	Time	Student's Lunch
1	8:00-8:50	1/3 A-Activity B-C
2	8:54-9:44	
3	9:48-10:38	1/3 B-Activity A-B
4	10:42-11:32	1/3 C-Avtivity A-B
A	11:32-11:49	
B	11:49-12:06	
C	12:06-12:23	
5	12:23-1:13	
6	1:17-2:07	
7	2:11-3:01	TEACHER'S LUNCH
		1/3 A-Free B Activity C
		1/3 B-Free C Activity A
		1/3 C-Free A Activity B

Curriculum Interest Survey for 75-76

<u>Seventh Grade</u>	% of 226 who are interested	% of 105 boys interested	% of 121 girls interested
Band	34	41	28
Chorus	46	19	70
Art	73	66	78
U. S. Geography	7	11	3
Introductory Business	19	21	17
French	12	10	13
Spanish	15	15	14
Illinois History	23	24	22
Historical Readings	13	16	11

<u>Eighth Grade</u>	% of 222 who are interested	% of 115 boys interested	% of 107 girls interested
Band	23	28	19
Chorus	47	24	71
Art	65	65	65
French	16	11	21
Spanish	18	10	25
Typing	58	47	70
Industrial Arts	49	87	7
Introductory Business	18	21	16
Home Economics	55	18	94
Consumer Education	27	30	25
International Relations	5	5	5
Minority Groups	10	5	14
Political Parties	4	5	4
Social Problems	20	10	31
Area Studies	9	9	9
Map Studies	9	15	4

STS ACHIEVEMENT TESTING: GROUP SUMMARY--CAREER PLANS, SCHOOL PLANS, SCHOOL INTERESTS

<u>Career Choices</u>	<u>Percentage (7th grade)</u>	<u>Percentage (8th grade)</u>
Personal Service	1	3
Sports	19	18
Mining	0	0
Factories	1	3
Farming	9	8
Govt. Service	5	7
Shop	0	4
Transportation	7	6
Construction	4	6
Stores	6	6
Office	10	10
Sales	0	1
Business	1	2
Arts	12	8
Social Service	16	13
Sciences	8	7

School Plans

Quit School	3	2
Finish High School	20	21
Go to Trade School	11	17
Go to Jr. College	19	19
Go to 4 year College	41	34
Go to Grad. School	7	8

School Interest Ratings (Rating: 9-high, 1-low)

	<u>Median (7th grade)</u>	<u>Median (8th grade)</u>
Music	7	7
Art	8	7
Math	6	7
Science	7	8
Social Studies	5	5
English	5	5
Foreign Language	6	5
Vocational Courses	9	9

SAMPLE NEWSLETTER SENT TO PARENTS AS PART OF PUBLIC RELATIONS. LETTERS WERE
SENT VERY FREQUENTLY

On Open Letter to Parents:

Again, it is report card time and a record of your child's progress is being sent home to you. I prefer other forms of communication with parents because the report card can be very cold and impersonal. I would much rather have parents get involved personally, such as visiting our school, attending Parent Nights, attending school functions, and requesting conferences with teachers when the situation merits attention. I might suggest that the opportunity still exists for you to make an investment of "time" involving your children. Get involved with them in a personal way by participating with them in religious activities, family activities, school activities, social activities, etc. This helps to develop a mutual feeling of admiration and respect among family members. The junior high school age is a most complex period in the developmental period of your youth. I wonder sometimes who suffers the most, the parents or the children. It's a trying time for all concerned, but our youth need all the love and understanding that they can get. Parents get so wrapped up in their own affairs, that they forget that they were young once. This is not in any way suggesting that you be over protective or that you try to live your life through your child. However, things work out much better when the parents maintain a positive influence over their children. It's ironic sometimes to see people expending time and money training dogs or horses, playing golf or fishing, or pursuing some other activity, and hardly ever finding time for their children.

I'm sure that I have not always pleased you in actions that I have taken or in decisions that were made regarding your child. However, in most cases, your criticism or suggestions were of a positive nature. I have personally felt by your actions and reactions that you have had confidence in me and our teaching staff. I have not been happy with our "detention" system this year. Many of you have also voiced your disapproval of it to me personally. Mr. Metzler, and I have been resorting to other forms of discipline and hope that we might have a better solution to this problem. We have used the "paddle" on occasion, especially when students were disrespectful or involved in fighting on the school campus. We have had some situations where students received detentions and felt that they were not warranted. I would not deny that this didn't happen, but I would request that you look at the overall discipline program and not judge us on a few situations. Whatever the situation, please don't allow your child to work you against the school. You do a great injustice to your child when you allow this to happen. I might review briefly some areas where you as parents might be most helpful to us in school. These areas where students are "trying" us and also at the same time working the parents against the school. Those of you having daughters, please advise them to wear apparel that covers the "midriff." Weather should not be a factor in this matter because we have air conditioning to keep the students comfortable. The chewing of gum is prohibited because it is very difficult to remove from carpeting or from underneath tables and chairs. It also seems that "spring" brings out the "late bloomers," (those who are frequently late for their classes), and we seem to have more students who fail to bring the necessary materials to class, or who are not completing their assigned work. I hope that you might discuss these situations with your children so that they might assume the proper responsibility in these areas. I might also mention that students who have lacked the proper initiative, (those who didn't try or didn't care), and those students who are frequently absent from school without sufficient reason, will probably be in jeopardy regarding promotion. Speaking of promotion, our Junior High School Promotion exercises will be held on Wednesday, May 28. This eighth grade class will have the distinction of being the first class to be promoted from our new school. It is an excellent group of students and they have contributed significantly to the good spirit that has prevailed in our school this year.

I know you realize that it takes the efforts of many people to provide a good educational program. I would be remiss if I didn't mention that it was Dr. Milnor who planned our educational program at the Junior High School, and it is the teachers who are implementing it. He has been working with our teachers in the process of revising our curriculum for the next school year. Through his efforts, Mt. Zion Junior High School is one of eighteen schools selected for a special innovative program called The Affiliated Network School Development Program. Our school will receive a grant of some \$10,000 to improve and promote a program of "individualized" instruction. This program also includes citizen's involvement. This is an invitation for any interested parent to get involved in this project. If you would like to participate on a citizen's committee, please contact me for details. It was this committee which was responsible for the "questionnaire" which was sent home recently to all parents of the school district. Your response to this questionnaire was very good and I thank you.

Mt. Zion Community Schools has always received an adaptive planning grant from the State of Illinois, Office of Education through the efforts of Dr. Milnor, for the primary purpose of designing a program to meet the needs of students who have average ability or above, are healthy, have 20/20 vision, appear bright in all other areas but academic such as reading, math, social studies or science.

The primary objective of the adaptive grant, which we have named S.W.A.T. (Special Working Activities on Trial) will be to identify the problems, give guidance to the parents and students, and assist the teachers in tailoring materials and media to fit the needs of the individual students involved. The project name was created by the students during an Activity Hour. The students were briefed on the plan and how it could possibly operate, and the boys overwhelmingly favored S.W.A.T. because of the television program's reputation for solving problems when all else fails.

This basically describes a possible program for our students, modified when needed to fit the needs of the student.

For example, where the child's reading disability prevents him from performing in a social studies class, a teacher's aide can put textbook material on a tape or the material may be adapted in some other format. Exams can be given orally. If the child had a severe problem in writing, he would hand in his "written" assignments such as term papers as tapes and would also take his exam orally. This phase of our program is now being developed.

The program will be structured for a student's success with the materials he is working with. Much of this material will be found in the learning center (library) He will work with concrete materials when necessary. Praise will be the key word, with the teacher complimenting his success whenever possible and overlooking his failures. Homework will be reasonable. A 20 minute assignment for one student may take another student one hour to complete, so adjustments will be built into the program.

The main success of this program, as with many others, will be to design, modify, create, and adapt to student needs so that he realizes someone really cares for him and what happens to him as a human being with feelings, needs and wants, and who has just a few years to develop into a mature member of our community.

If you haven't already done so, I hope that you might visit our school sometime before this school year is completed. In our Learning Center, which is the "hub" of our "pod" areas, we provide all types of media for the students to use, such as filmstrips, tapes, records, video tapes, films books, magazines, newspapers, etc. Mrs. Janet Wines, Director of Learning Center, has endeavored to help the teachers "individualize" their programs within their subject areas. The students come from the various "pod" areas to work on regular assignments, usually outlined for them in a learning packet, or they might be working on extra credit assignments, or they might be in the Learning Center just for the enjoyment and appreciation of various media which are available.

The Language Arts Program has covered reading, spelling and grammar rather extensively. The reading program is mainly individualized with the use of multi-resource packets. The student is self-directed and works through activities at his own rate. They are given a choice of packets and are assigned a different teacher each nine week period. During that nine weeks, specific objectives in grammar are also covered.

Our Science program has utilized the "inquiry approach" to learning. The students have discovered many of their physical characteristics, such as "eyedness" or "handedness", as well as their inherited features. They also spent an interesting nine weeks studying the weather, which involved a meteorologist visiting our school, reading weather bureau maps, identifying clouds, and sending out weather balloons. The last unit will involve a unit on space and I understand that there will be some "rockets" launched to introduce this unit. If you see anything unusual flying around Mt. Zion, in the next few weeks, don't get excited but call us first. We might have an explanation.

Our Social Studies program involves U. S. History, which all students must take for one year. Other than U. S. History, the students then may choose from a variety of nine week mini-courses which are: Social Problems, Minority People, Area Studies Geography, Illinois History, International Relations and Consumer Education.

In Mathematics, the program is more structured with students taking regular mathematics, Pre-Algebra, or Algebra.

Our school has an "Individualized Developmental Reading Center" under the direction of Mrs. Jan Sweet. The student is recommended for this program through one of the following...the Principal or Ass't. Principal, classroom teacher, parent or himself. Tests are given to determine the reading level and to assess what reading problems exist. The reading class is limited in size, which allows for individual help for each student. The materials provided are specially designed for him to meet his needs in basic skills, vocabulary, and understanding. Various methods and materials are used throughout the year to help him succeed in improving his reading skills. The student receives a written progress report each grade period indicating his development.

I have tried very hard to keep the "channels of communication" open between the home and the school. If you have any suggestions on any matter concerning the improvement of our educational program I would be very happy to hear from you. I appreciate very much the support that you have given the school, especially the way you so generously responded to the PTA Chili Supper, and the good attendance that we had for our numerous school activities. Our next Parent Night will be Thursday, April 17 at 7:30 P.M. The Social Studies department will be featured. Also, Mrs. Jan Sweet, will be available to discuss our reading program and Mrs. Martha Palmer, Art teacher, will have a display in the art department. The last Parent Night, will be held May 13 at 7:30 P.M. and will feature some fundamental gymnastics by our physical education department. I think that you will enjoy the two remaining Parent Nights....I hope that you will come. On the athletic scene, the competition has switched to "track". The girls also have a modified track program.

It has been an interesting year and a most enjoyable one for me. I hope that your child had a most productive year in our school and that he progressed beyond your expectations. I hope that we might continue to work together as we enter into the final period of the school year.

Again, I thank you for your interest and cooperation in school affairs.

Sincerely,

Al Gregor, Principal

CALENDAR OF EVENTS

THURSDAY, April 10 Jr. High track with Argenta HERE 4:00 P.M.

FRIDAY, April 11 IHSA Literary Contest 2:00 P.M. Mt. Auburn
Jr. High Track, Arthur & Cerro Gordo HERE 4:00 P.M.

SATURDAY, April 12 IHSA Band and vocal contest HERE 15 schools

MONDAY, April 14 Jr. High track at Argenta 4:00 P.M.

TUESDAY, April 15 Seventh and eighth grade floride program
Jr. High track Clinton HERE 4:00 P.M.

WEDNESDAY, April 16 Jr. High track at Lincoln 4:00 P.M.

THURSDAY, April 17 Parent Night - Social Studies Dept. 7:30 P.M.
Jr. High track at Taylorville 4:00 P.M.

FRIDAY, April 18 Teachers institute NO SCHOOL

SATURDAY, April 19 Jr. High Track (Mt. Zion invitational 8:00 A.M.)

MONDAY, April 21 Sixth Grade Visitation
Jr. High track Blue Mound HERE 4:00 P.M.

TUESDAY, April 22 Sixth grade visitation
Jr. High track at Arthur 4:00 P.M.

THURSDAY, April 24 Sixth grade visitation
Faculty - student volleyball game in old gym 7:00 P.M.

FRIDAY, April 25 Sixth grade visitation
Jr. high girl's District Track meet at Argenta 12:30 P.M.

Instruction Given At Principal's Meeting

Registration Instructions

Please carefully read these instructions:

1. Your book fee is _____
Your school insurance is _____
2. Pay the fee in the office, be sure you get a receipt.
3. You must have a physical exam if you plan to turn out for a sport.
4. If you are a seventh grader, your team physical exam will take the place of the required physical for all seventh grade students.
All seventh grade students must have a physical and dental exam.
5. Take your schedule and walk through it - find your classes.
6. Find your locker and try your combination. Make sure you know how to work it.
7. The first day of school is Wednesday, August 27. School will dismiss before noon on that day.
8. On the first day of school when the bell rings, go directly to your first period class.
9. Read carefully your student conduct code book.
Hold the registration on the top tier of the cafetorium. Use the Tables.
Set up your cashier there also.

Materials Needed for Registration

1. Receipt machine should be full of receipts.
2. Use two machines. Write one receipt for books, one for insurance.
3. Need your office secretary and Mrs. Norma Lewis to answer the telephone and handle all the money.
4. The principal and someone to help him. Two people can take all of them. Secretary knows how to register students also. She would be very good for helping.
5. At least \$20.00 in ones, \$80.00 in halves and quarters, depending upon what the book fee is.
6. Bank the money in night depository each night. Don't try to balance the money until registration is finished.

MT. ZION JUNIOR HIGH SCHOOLREGISTRATION INFORMATION

TODAY YOU WILL COMPLETE THE REGISTRATION PROCESS OF THE BEGINNING OF SCHOOL
PLEASE READ THESE INSTRUCTIONS CAREFULLY:

1. Please fill out all registration information requested and pay the following fees that are applicable:

Textbook fee (required)	\$17.00	
Student Insurance (Optional)	4.00	
Physical Education Lock (Required)	2.25	
Boy's Gym Uniform (If purchased from school	4.50	(May be purchased from Black & Co. Decatur)
Girl's Gym Uniform (If purchased from school	8.30	(May be purchased from Haines- Essick, Decatur)
2. Make your check payable to: Mt. Zion Junior High School. You may write one check to cover all fees. If you have more than one child attending Mt. Zion Junior High School you may also use one check to cover fees.
3. If you plan to purchase a Physical Education Uniform from the school you must pay for it at the time of registration. The uniform will be issued to the student in class by the physical education teachers. You may use last year's gym uniform if it is regulation.
4. You must purchase a lock from the school for Physical Education. This lock may be used for the entire time that the student attends the Mt. Zion schools. This lock will be sold to the student at cost.
5. When you receive your schedule get acquainted with the building and rooms where your various classes are scheduled. Find your locker and check your combination to see that your lock works.
6. If you are participating in athletics, you will be required to have a physical examination before you can play.
7. Students who have moved into the Mt. Zion school district from another State must have a Dental and Physical Examinations, and those transferring from some other school in Illinois, must have had a Dental and Physical Examination in the fifth grade. The school will furnish a Dental and Physical Examination form upon request.
8. The first day of school is Wednesday, August 27, starting at 8:00 a.m. and dismissing at noon. School will be in session on a regular basis Thursday, August 28 and Friday, August 29, but school will not be in session Labor Day, Monday, September 1.

9. If you find it necessary to change your schedule, please fill out a "Schedule Change Request" form and the change will be considered and a decision made by the time school starts on August 27.
10. You have been issued a student handbook. Please read it carefully so that you might be informed about policies and procedures at Mt. Zion Junior High School.
11. Thursday, August 28 will be the first day for the Hot Lunch Program.

SCHOOL CALENDAR 1975-1976
MT. ZION COMMUNITY SCHOOLS

AUGUST	27	FIRST DAY OF SCHOOL. DISMISS AT NOON
SEPTEMBER	1	LABOR DAY-- NO SCHOOL
OCTOBER	13	COLUMBUS DAY -- NO SCHOOL
	31	END OF FIRST NINE WEEK PERIOD
NOVEMBER	27	THANKSGIVING DAY -- NO SCHOOL
DECEMBER	22	FIRST DAY OF CHRISTMAS VACATION -- NO SCHOOL
JANUARY	5	SCHOOL RESUMES
	23	END OF FIRST SEMESTER
FEBRUARY	12	LINCOLN'S BIRTHDAY -- NO SCHOOL
MARCH	31	END OF THIRD NINE WEEK PERIOD
APRIL	16	GOOD FRIDAY -- NO SCHOOL
JUNE	4	LAST DAY OF SCHOOL -- REPORT CARDS DISTRIBUTED

SCHOOL CALENDAR 1975-1976
 MT. ZION COMMUNITY SCHOOLS
 UNIT DISTRICT NO. 3
 MT. ZION, ILLINOIS

AUGUST	27	FIRST DAY OF SCHOOL. DISMISS AT NOON
SEPTEMBER	1	LABOR DAY - NO SCHOOL
OCTOBER	10	END OF FIRST SIX WEEK PERIOD (32 DAYS IN SESSION)
	13	COLUMBUS DAY - NO SCHOOL
	31	END OF FIRST NINE WEEK PERIOD (46 DAYS IN SESSION)
NOVEMBER	11	VETERANS DAY - NO SCHOOL
	26	END OF SECOND SIX WEEK PERIOD (32 DAYS IN SESSION)
	27	THANKSGIVING DAY - NO SCHOOL
DECEMBER	22	FIRST DAY OF CHRISTMAS VACATION - NO SCHOOL
JANUARY	1	NEW YEAR'S DAY - NO SCHOOL
	5	SCHOOL RESUMES
	23	END OF THIRD SIX WEEK PERIOD (30 DAYS IN SESSION)
	23	END OF SECOND NINE WEEK PERIOD (47 DAYS IN SESSION)
	23	END OF FIRST SEMESTER (93 DAYS IN SESSION)
FEBRUARY	12	LINCOLN'S BIRTHDAY - NO SCHOOL
MARCH	5	END OF FOURTH SIX WEEK PERIOD (29 DAYS IN SESSION)
	31	END OF THIRD NINE WEEK PERIOD (47 DAYS IN SESSION)
APRIL	9	TEACHER INSTITUTE - NO SCHOOL
	15	END OF FIFTH SIX WEEK PERIOD (28 DAYS IN SESSION)
	16	GOOD FRIDAY - NO SCHOOL
MAY	23	SENIOR HIGH SCHOOL BACCALAUREATE
JUNE	3	JUNIOR HIGH SCHOOL PROMOTION EXERCISES
	4	SENIOR HIGH SCHOOL COMMENCEMENT
	4	END OF SIXTH SIX WEEK PERIOD (34 DAYS IN SESSION)
	4	END OF FOURTH NINE WEEK PERIOD (44 DAYS IN SESSION)
	4	END OF SECOND SEMESTER (91 DAYS IN SESSION)
	4	LAST DAY OF SCHOOL - REPORT CARDS DISTRIBUTED
		* * * * *

GRADING PERIODS - KINDERGARTEN - SEMESTER
 GRADES 1-8 - NINE WEEKS
 GRADES 9-12 - SIX WEEKS

REPORT CARDS ARE DISTRIBUTED ON THE WEDNESDAY FOLLOWING THE END OF THE GRADING PERIOD

L LOCKER _____

STUDENT SCHEDULE

GRADE _____

. LOCKER _____

STUDENT'S NAME _____ M F
(last) (first) (circle one)

ADDRESS _____ zip code _____

ARENT'S NAME _____ HOME PHONE _____

ARENT'S OCCUPATION _____ PHONE # AT WORK _____

PERIOD	1st NINE WEEKS	2nd NINE WEEKS	3rd NINE WEEKS	4th NINE WEEKS
1				
2				
3				
4				
A				
B				
C				
5				
6				
7				

REGISTRATION FEES PAID _____ BIRTH DATE _____ BUS # _____

L LOCKER _____

STUDENT SCHEDULE

GRADE _____

B. LOCKER _____

STUDENT'S NAME _____ M F
(last) (first) (circle one)

ADDRESS _____ zip code _____

ARENT'S NAME _____ HOME PHONE _____

ARENT'S OCCUPATION _____ PHONE # AT WORK _____

PERIOD	1st NINE WEEKS	2nd NINE WEEKS	3rd NINE WEEKS	4th NINE WEEKS
1				
2				
3				
4				
A				
B				
C				
5				
6				
7				

REGISTRATION FEES PAID _____ BIRTH DATE _____ BUS # _____

STUDENT TRANSPORTATION CARD

BUS NO. _____ RUN NO. _____ STOP NO. /DESCRIPTION _____
 _____ TIME _____

BUS NO. _____ RUN NO. _____ STOP NO. /DESCRIPTION _____
 _____ TIME _____

 (STUDENT'S NAME - LAST, FIRST, MIDDLE INITIAL) _____ GRADE _____

 (PARENT'S NAME - LAST, FIRST, MIDDLE INITIAL) _____ PH. _____

 (PARENT'S ADDRESS) _____ ZIP CODE _____

 DO YOU LIVE 1½ MILES OR MORE FROM SCHOOL? Yes _____ No _____
 (SCHOOL)

NOTE: PLEASE DRAW A MAP SHOWING WHERE STUDENT LIVES ON THE BACK OF CARD

ELEMENTARY ENROLLMENT CARD

			District No.	
			Age	Sex
Last	First	Middle		
Previous School				
Date of Birth				
Yr.		Mo.	Day	
Telephone		Resident / Non-Resident		
Nationality		Occupation		
Nationality		Occupation		
Student Name and Number of District				
Parent Name and Address				
Parent Occupation				
Parent Phone				
Parent Business Address				
Parent Business Phone				
Parent Home Address				
Parent Home Phone				
Parent Cannot Be Reached Call				
Parent Phone				

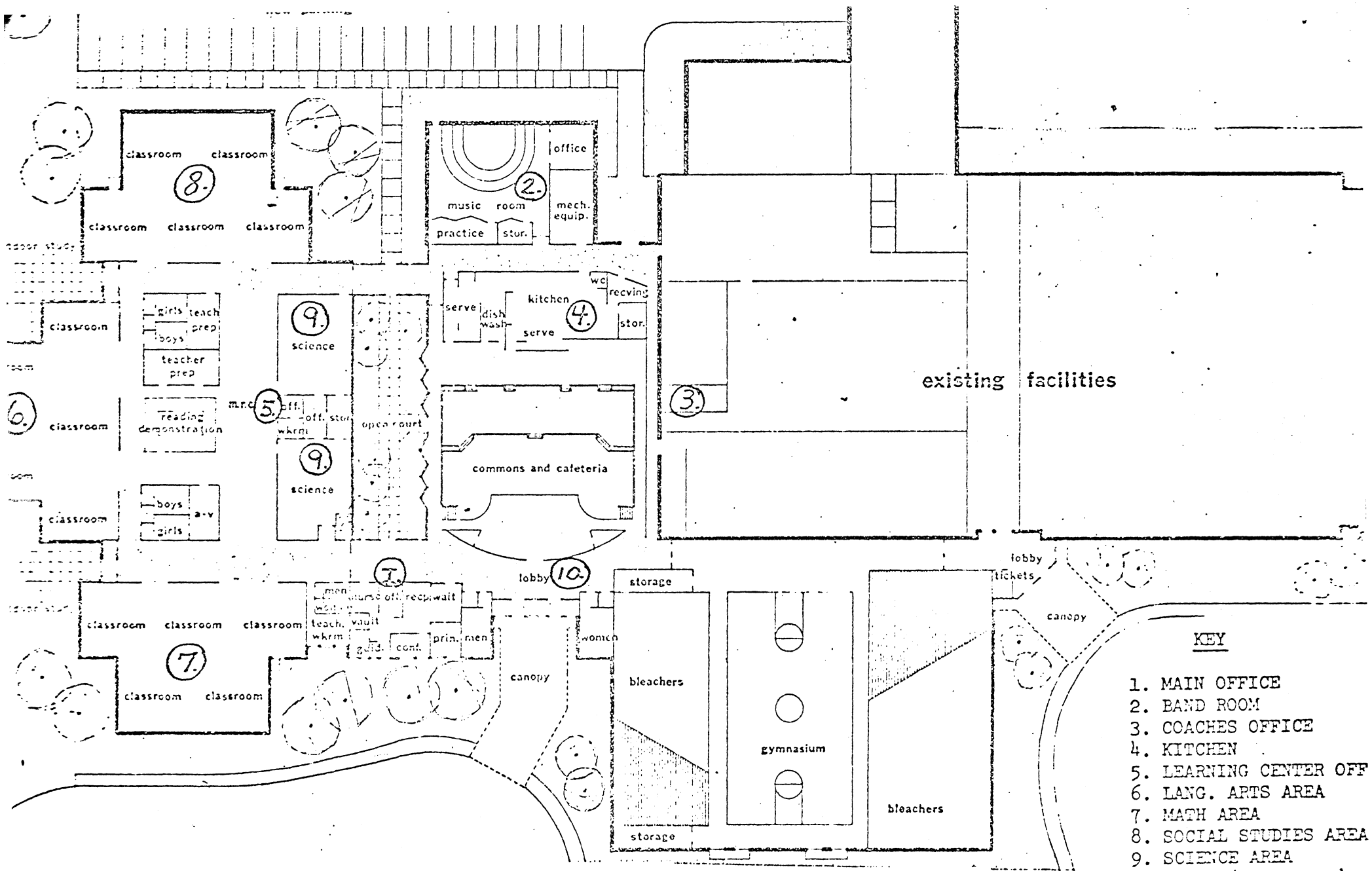
HEALTH RECORD

EMERGENCY PROCEDURE CARD

Last	First	Middle	Home Room
			Grade
			Phone
Siblings and Sisters in This School			Grades
Business Address			Phone
Home Address			Phone
Cannot Be Reached Call			Phone

Sample of Time Saving Procedure to possibly be used next year
at the Junior High level

J	I	H	G	F	E	D	C	B	A	12	11	10	9	2	1	7	4	H	2	1	7	4	T	2	1	7	4	U	2	1	7	4	2	1
MCBEE SYSTEMS P-1062BX										GRADE				STUDENT NAME CODE										SUFFIX										
NAME: _____ ENGLISH: _____ C.E. _____ D.E. _____ M S H _____ ACT _____ HEALTH _____ CREDITS _____ FRESHMAN _____ SOPHOMORE _____ JUNIOR _____ SENIOR _____ CAREER CHOICE _____ CLASS RANK: _____ 6TH SEMESTER _____ 7TH SEMESTER _____ 8TH SEMESTER _____ TRAINING: _____ APPLIED/ACCEPTED: _____ _____ _____ _____														MT. ZION HIGH SCHOOL MT. ZION, ILLINOIS														10						
														PERIOD	1ST SEMESTER				ROOM	PERIOD	2ND SEMESTER				ROOM	9								
														1						1						8								
														2						2						7								
														3						3						6								
														4						4						5								
														LUNCH						LUNCH						4								
														5						5						3								
														6						6						2								
														7						7						1								
														LAST NAME				FIRST				MIDDLE				LOCKER NO.				10				
														ADDRESS																9				
														TEL. NO.								BIRTH DATE								8				
														PARENT'S NAME																7				
														IF WORKING WHERE								PHONE								6				
														NOTIFY IN CASE OF EMERGENCY																5				
														LAST SCHOOL ATTENDED																4				
														DATE REGISTRATION (NOW)								BUS DRIVER								3				
														MORE THAN 1 1/2 MILES FROM SCHOOL?																2				
														AGRIC. EDUC. PERIOD CONTROL																1				
														62 63 64 65 66 67 68 69 70																70				
														29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61																61				
ART				MATH				SCIENCE				BUSINESS EDUC				MUSIC				PHYSICAL				60										



KEY

1. MAIN OFFICE
2. BAND ROOM
3. COACHES OFFICE
4. KITCHEN
5. LEARNING CENTER OFF
6. LANG. ARTS AREA
7. MATH AREA
8. SOCIAL STUDIES AREA
9. SCIENCE AREA
10. LOBBY (PAY PHONE)

SUBJECTS	FIRST SEMESTER										SECOND SEMESTER										FINAL GRADES		MARKING CODE	
	1					2					1st Period Grade	3					4					2nd Per. Grade		Sub. Av.
	Grade	Mini Key	Grade	Mini Key	EXAM. GRADE	Grade	Mini Key	Grade	Mini Key	EXAM. GRADE		Grade	Mini Key	Grade	Mini Key	EXAM. GRADE	Grade	Mini Key	Grade	Mini Key	EXAM. GRADE			
ART																							Art	
BAND																							Band	A-Superior
FRENCH																							Fr.	B-Above Average
GEOGRAPHY																							Geo.	C-Average
HEALTH & P.E.																							HKPE	D-Below Av.
HOME ECON.																							H.Ec.	F-Failure
INTRO. BUS.																							I.B.	I-Incomplete
LANG. ARTS																							L.Ar.	
(X)ALGEBRA (Y)PRE.AL.																							A-Pre	PLEASE VISIT
(Z)MATHEMATICS																							Math	OUR SCHOOL -
SCIENCE																							Sci.	YOU ARE ALWAYS
SHOP																							Shop	WELCOME
SOCIAL STUDIES																							S.St.	
																								Mini Course
SPANISH																							Span.	Key
TYPING																							Typ.	1-Area Studies
U.S. HISTORY																							US H.	2-Con. Ed.
VOCAL MUSIC																							V.Mu.	3-Ill.Hist.
																								4-Int. Rel.
																								5-Min.People
																								6-Soc. Prob.
																								7-Map Studies

COMMENTS

(This is a sample of the new report card which may be used this year.
It is still subject to teacher change and Central Office Approval.

USE A BALL POINT PEN AND PRESS FIRMLY

LAST NAME

FIRST NAME

GRADE

Mount Zion Community Schools



August 4, 1975

Dr. Robert Shuff
Educational Administration
Department of Education
Eastern Illinois University
Charleston, Il. 61920

Dear Dr. Shuff:

The following are the exact dates and duties to be performed by Mrs. Jan Sweet, concerning her August internship.

BEGINS: FRIDAY, AUGUST 1
ENDS: TUESDAY, AUGUST 26
HRS. DAILY: 8:00 - 4:30

DUTIES:

1. Check textbooks ordered by teachers to determine whether they have arrived or not.
2. Register students new to the district.
3. Give information over the telephone concerning physicals & dentals, registration dates, and school opening.
4. Write articles to newspapers concerning item 3.
5. Assist in re-editing the student handbook.
6. Assist in re-editing the teacher handbook.
7. Assist with the regular registration of students for August 11, 12, 13, and 14.
8. Assist in balancing teacher loads and making regular schedules the week of August 18 and August 22.
9. Prepare for first teacher's meeting with staff. Help to write the agenda.
10. Keep a daily log of various incidents concerning how administrative decisions are made as to:
 - Principal and Central Office Administration
 - Principal and Teaching Staff
 - Principal and Custodial staff
 - Principal and Students
 - Principal and Parents

Do these decisions affect board policy, personal policy, building policy, are the decisions based on administrative theory? Are they reached through some formal procedure or through an informal procedure based on politics?

The information cited above should present some insights into administration.

Sincerely,

Dr. Brent Milnor
Director of Curriculum

RR 6 Box 34
Decatur, Illinois
July 30, 1975

Mt. Zion Community Unit School
Mt. Zion, Illinois 62549

Board of Education, Mr. Hickman, Dr. Milnor:

I would like to take this opportunity to express my appreciation for the cooperative efforts Mt. Zion has extended to Eastern Illinois University by supporting an internship program in our District for the month of August at the Jr. High School.

With the shared planning of Dr. Milnor and Dr. Shuff, School of Administration, Mt. Zion will receive the benefit, at no cost to the District, of the services of an intern; working under the supervision of the University and Dr. Milnor at the Jr. High School. Dr. Milnor has drawn up the working objectives for this program and they have been approved by the University for the month of August.

From this supervisory experience and the four years of supervisory experience working with the Title I Program, Tutor Aide Program, and Decatur Programs, I will gain additional expertise in administration. I really owe the beginning of this opportunity to a former principal of this District; presently Superintendent of Schools at Ridge Farm, Illinois. Six years ago, due to his selecting me to design and create a special reading program for his Jr. High School, I was transferred from the Elementary level to the Jr. High level at his request. Soon after, he encouraged me to finish my Master's Degree as a Reading Specialist and I have served the State of Illinois as consultant ever since.

Once again, I wish to take this opportunity to express my thanks to Dr. Milnor for his "think time" and for his efforts and complete cooperation in working with the University with regard to my program of professional advancement. I couldn't have completed my Specialist Degree without his assistance. He is a man of many talents.

After this month of service, a thesis will be written and you will receive a copy. There has never been an internship in an Open Space setting previously written and submitted to the University. We will be the first! A copy will also be filed in the University Library for nation wide usage.

Words fall short of my gratitude to all those involved in this program.

Sincerely,

J. Sweet

Eastern Illinois University
Administrative Internship Program

The following eleven (11) sheets were given to the student intern by become familiar with the community budget, general community information, definitions of various funds used in the district, assessed evaluation, growth statistics and a comparison of this district to all others in the county.

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Finance and Claims Section
325 South Fifth Street
Springfield, Illinois 62706

MACON
COUNTY

MT. ZION COMMUNITY , SCHOOL DISTRICT NO. 3
NAME

BOX Q
STREET ADDRESS

MT. ZION 62549
CITY ZIP CODE

SCHOOL DISTRICT BUDGET FORM
July 1, 1974 - June 30, 1975
(Section 17-1 School Code of Illinois)

et of MT. ZION COMMUNITY UNIT School District No. 3 County of MACON
of Illinois, for the Fiscal Year beginning July 1, 1974, and ending June 30, 1975.

WHEREAS the Board of Education of MT. ZION COMMUNITY UNIT School District No. 3, County of MACON, State of Illinois, caused to be prepared in tentative a budget, and the Secretary of this Board has made the same conveniently available to public inspection t least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on 9TH day of SEPTEMBER 1974, e of said hearing was given at least thirty days prior thereto as required by law, and all other legal irements have been complied with:

NOW, THEREFORE, Be it Resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this School District be and the same hereby is fixed and declared to be ming JULY 1 19 74, and ending JUNE 30, 19 75.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, f expenditures from each be and the same is hereby adopted as the budget of this school district for the fiscal year.

MOUNT ZION COMMUNITY SCHOOLS
UNIT DISTRICT NO. 3
MOUNT ZION, ILLINOIS 62549

143.

FACT SHEET

GENERAL INFORMATION
1974 - 1975 SCHOOL YEAR

AREA OF DISTRICT	67.84 SQUARE MILES
ENROLLMENT SEPTEMBER 1974	2,824
K-8	1,943
9-12	881
NUMBER OF ATTENDANCE CENTERS	7
NUMBER OF CERTIFICATED PERSONNEL	138
NUMBER OF NON-CERTIFICATED PERSONNEL	104
ASSESSED VALUE OF DISTRICT	\$40,012,091
ASSESSED VALUE PER PUPIL	\$ 14,168
AVERAGE EXPENDITURE PER PUPIL	\$ 957.36
YEARLY TUITION	822.96
PUPILS TRANSPORTED	2,626
BONDED INDEBTEDNESS	\$2,480,000 (51.6%)
ANNUAL BUDGET	\$3,903,020

TAX RATES 1972 ASSESSMENT YEAR:

<u>FUND</u>	<u>RATE</u>	<u>PERCENTAGE</u>	<u>LEVY</u>
EDUCATION	\$ 1.4000	50.1 %	\$ 564,000
BUILDING	.3750	13.4 %	147,000
BOND AND INTEREST	.6448	22.4 %	242,694
I. M. R. F.	.1082	3.9 %	42,000
TRANSPORTATION	.1200	4.2 %	47,000
JUNIOR COLLEGE	.1674	6.0 %	65,000
TOTALS	\$ 2.7954	100.0%	\$ 1,107,694

FACT SHEETFINANCIAL ACCOUNTING IN THE MT. ZION SCHOOLSIDENTIFICATION OF FUNDS USED IN THE MT. ZION SCHOOLS

Financial administration requires that each transaction be identified for administrative and accounting purposes. The first identification is by "Fund" which is an independent fiscal and accounting entity, requiring its own set of books, in accordance with special regulations, restrictions, and limitations that mark each fund for a specific activity or for attaining certain objectives.

Each fund must be so accounted for that the identity of its resources and obligations and its revenues and expenditures is continually maintained. The identification of the assets on the accounting records is sufficient; no physical inventory is necessary. For example, it is not essential to have a separate bank account for the cash of each fund.

The number of funds to be maintained by a particular school district depends on the nature of its operations and on the number of tax levies rather than on the size of the district. Whenever a tax levy is authorized for a given purpose, a fund should be established to insure proper legal accountability for the revenues and expenditures. This results in a minimum of two funds for every operating school district in Illinois, an Educational Fund and a Building Fund. Most districts have more than two funds, because most districts file more than two tax levies. If a separate levy is filed for social security and retirement purposes, then the district should maintain a Municipal Retirement Fund. If taxes are levied to retire bonds and to pay bond interest, then the district should maintain a Bond and Interest Fund. Depending on the nature of the district's operations, other funds are necessary:

If pupils are transported, either to and from school or for other purposes, a Transportation Fund should be maintained even if there is no tax levy for transportation purposes.

If bonds are sold to finance the construction of new buildings, a Site and Construction Fund should be maintained to account for the bond proceeds.

In addition to the funds, there are two self-balancing groups of accounts for maintaining accounting records of capital assets and long-term liabilities. The Capital Assets Group of Accounts records all tangible fixed assets of the school district including land, buildings, machinery, equipment, furniture, and fixtures, regardless of which fund provided the cash at the time of purchase. The Long-Term Liabilities Group of Accounts records all outstanding bonds of the school district and the interest obligation for each bond issue generally showing scheduled payments by years.

IDENTIFICATION OF FUNDS IN THE MT. ZION SCHOOLS

There are six funds used in the Mt. Zion Schools. They are as follows:

1. Education Fund
2. Building Fund
3. Bond and Interest Fund
4. Transportation Fund
5. Municipal Retirement Fund
6. Site and Construction Fund

1. EDUCATIONAL FUND

The greatest variety and the largest volume of transactions are recorded here because the Educational Fund covers transactions that are not specifically covered in another fund. Certain expenditures that must be charged to this fund include the direct costs of instruction, health, attendance, and lunch programs, and all costs of administration (even that for buildings and grounds), and some insurance such as fidelity bonds. Certain revenues that must be credited to this fund include educational tax levies, general state aid, textbook rentals, athletics, and lunch programs.

The salaries of janitors, engineers, and other custodial employees, and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment are charged to this fund. However, the board may, by resolution, provide that this be charged to the Building Fund.

2. BUILDING FUND

All costs of maintaining, improving, or repairing school buildings and property; renting buildings and property for school purposes, or for the payment of premiums for insurance on school buildings are generally charged to the Building Fund. The board may provide by resolution to charge to the Building Fund all salaries of janitors, engineers, or other custodial employees and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment or any one or more of these items.

3. BOND AND INTEREST FUND

Bonds are generally issued to finance the construction of buildings and may be issued for other purposes. Taxes are levied to provide cash to retire these bonds and to pay the interest on them. To protect the bondholders, these tax collections must be accounted for in the Bond and Interest Fund. Some school districts may prefer to maintain a separate bond and interest fund for each bond issue.

4. TRANSPORTATION FUND

If a school district pays for transporting pupils for any purpose, the expenditure must be charged to the Transportation Fund. This means that this fund must be created to record the expenditure even though there is no tax levied for transportation purposes. All costs of transportation including the purchase of vehicles are to be paid from this fund. Insurance on buses is recorded here, but insurance on bus garages must be recorded in the Building Fund.

5. MUNICIPAL RETIREMENT FUND

If a separate tax is levied for the purpose of providing resources for the school district's share of social security contributions and retirement benefits

for noncertificated employees, this fund is created. Payments made to the retirement system are charged to this fund. If a separate tax is not levied, the payments made to the retirement system are charged to the fund where the salaries are charged.

6. SITE AND CONSTRUCTION FUND

New buildings and additions are generally constructed after an election authorizing special financing. The proceeds of each bond issue are placed in a Site and Construction Fund to separate these special moneys from operating moneys. The special moneys may be spent for the purposes specified in the bond indenture and on the ballot. Frequently the cost of furniture and other equipment needed to open the new building for school use is included in the amount of the bond issue. Bonds are sometimes sold to finance an old building rehabilitation program.

Expenditures which would ordinarily be charged to the Educational Fund, but which may be charged to the Site and Construction Fund (unless paid before the Site and Construction Fund is created), include election expenses, fidelity insurance, architect's fees, legal fees for title search on sites, fees for the legal opinion on the bonds, and such other administrative costs directly related to the construction project.

Expenditures which would ordinarily be charged to the Building Fund, but which may be charged to the Site and Construction Fund (unless paid before the Site and Construction Fund is created), include the actual construction costs, builders' risk insurance, purchase of land and other site costs (landscaping, parking lots, sidewalks, utility connections, etc.), and other items directly related to the construction project.

INCREASE IN ASSESSED VALUE
OF THE MT. ZION SCHOOL DISTRICT
FOR TEN YEAR PERIOD 1963 - 1973

YEAR	TOTAL ASSESSED VALUE	GAIN	LOSS
1963	24,198,256		
1964	24,775,548	577,292	
1965	25,820,285	1,044,737	
1966	27,780,543	1,960,258	
1967	29,733,982	1,953,439	
1968	30,410,299	676,317	
1969	32,527,464	2,117,165	
1970	32,123,666		403,798
1971	35,664,181	3,540,515	
1972	35,987,352	323,171	
1973	40,012,091	4,024,739	
TOTAL		16,217,633	403,798

GAINS 16,217,633

LOSSES 403,798

15,813,835

AVERAGE INCREASE OVER THE TEN YEAR PERIOD 1,581,383

MT. ZION COMMUNITY SCHOOL
UNIT DISTRICT NO. 3

148.

ASSESSED VALUE AND TOTAL TAX

ASSESSMENT YEAR	MACON COUNTY	MOULTREE COUNTY	TOTAL VALUE
1949	12,969,886	581,354	13,532,740
1950	12,685,266	583,731	13,258,997
1951	13,763,768	595,177	14,359,945
1952	13,852,888	647,379	14,500,267
1953	13,866,385	627,750	14,494,135
1954	13,695,021	578,510	14,273,531
1955	13,950,477	586,270	14,536,747
1956	14,609,298	602,648	15,211,946
1957	16,738,855	672,711	17,411,566
1958	17,479,286	742,946	18,226,232
1959	19,320,639	809,845	20,130,484
1960	20,461,058	789,564	21,250,622
1961	20,801,811	778,193	21,580,004
1962	21,842,373	804,355	22,646,728
1963	23,371,492	826,764	24,198,256
1964	23,930,154	845,394	24,775,548
1965	24,893,458	926,827	25,820,285
1966	26,788,693	991,850	27,780,543
1967	28,562,505	1,171,477	29,733,982
1968	29,201,970	1,208,329	30,410,299
1969	31,246,061	1,281,403	32,527,464
1970	30,990,121	1,133,545	32,123,666
1971	34,324,232	1,339,949	35,664,181
1972	34,764,167	1,223,185	35,987,352
1973	38,833,712	1,178,379	40,012,091

FUND	LEVY	RATE	TAXES EXTENDED MACON COUNTY	TAXES EXTENDED MOULTRIE COUNTY	TOTAL TAXES EXTENDED MACON AND MOULTRIE CO.	PER CENT OF TAX DISTRIBUTION FOR BOTH MACON AND MOULTRIE CO.
EDUCATION	546,000	1.40	543,671.98	16,497.31	560,169.29	50.0822
BUILDING	147,000	.375	145,626.42	4,418.92	150,045.34	13.4149
BOND & INTEREST	242,694	.6248	242,633.03	7,362.51	249,995.54	22.3510
I.M.R.F.	42,000	.1082	42,018.08	1,275.01	43,293.09	3.8707
TRANSPORTATION	47,000	.12	46,600.45	1,414.05	48,014.50	4.2928
JR. COLLEGE TUITION	65,000	.1674	65,007.63	1,972.60	66,980.23	5.9884
TOTAL	1,089,694	2.7954	1,085,557.59	32,940.40	1,118,497.99	100.0000

TOTAL EQUALIZED ASSESSED VALUATION FOR DISTRICT

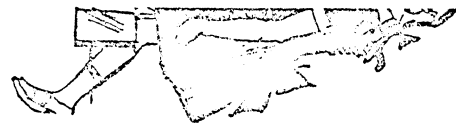
ASSESSMENT YEAR 1973

MACON COUNTY 38,833,712

MOULTRIE COUNTY 1,178,379

TOTAL 40,012,091

1	Educational	1 - 9	112	<u>2,425,184.20</u>	242	<u>4,642,063.76</u>
2	Oper. Bldg. & Maint.	10 - 14	54	<u>166,922.01</u>	98	<u>280,381.00</u>
3	Bond and Interest	15 - 16	16	<u>248,809.44</u>	27	<u>242,993.75</u>
4	Transportation	18 - 19	34	<u>120,793.78</u>	63	<u>130,304.00</u>
5	Municipal Retirement	20 - 21	17	<u>49,982.06</u>	25	<u>52,000.00</u>
6	Site and Construction	22 - 23	17	<u>10,000.00</u>	30	<u>555,275.62</u>
7	Working Cash	24 - 25	13	<u>NONE</u>	17	<u>NONE</u>
8	Rent	26	10	<u>NONE</u>	15	<u>NONE</u>
	Capital Improvements	27 - 28	10	<u>NONE</u>	22	<u>NONE</u>
				<u>3,021,691.49</u>		<u>3,903,020.13</u>



MT. ZION COMMUNITY SCHOOLS
 UNIT DISTRICT NO. 3
 MT. ZION, ILLINOIS 62549

TOTAL ENROLLMENTS 1951-1975

ELEMENTARY K-8	SECONDARY (9-12)	TOTAL	GROWTH
667	190	857	
684	212	896	39
726	223	949	53
780	260	1,040	91
820	300	1,120	80
861	292	1,153	33
927	301	1,228	75
1,030	327	1,357	129
1,026	314	1,340	- 17
1,093	321	1,414	74
1,086	358	1,444	30
1,312	379	1,691	247
1,409	422	1,831	140
1,496	478	1,974	143
1,585	493	2,078	104
1,696	554	2,250	172
1,752	608	2,360	110
1,805	660	2,465	105
1,876	697	2,573	108
1,872	736	2,608	35
1,870	764	2,634	26
1,873	827	2,700	66
1,962	848	2,810	110
1,943	881	2,824	14
			Predicted 70

VALUATIONS & TAX RATES

1973 Assessment Year

School District	Total Assessed Valuation	Valuation Per Pupil Enrolled Sept. 1974	Educational	Building	Bonds & Interest	I.M.R.F.	Transportation	Junior College	Working Cash	Safety Code	Ins.	Sp. Ed.	Total Rate
No. 1	\$ 29,744,573	\$19,750.71	1.60	.375	.4287	.0797	.12	.08					2.6834
No. 2	26,697,347	27,328.31	1.60	.375	.4997	.0425	.12	.0965		.029			2.7627
No. 3	40,012,091	14,249.32	1.40	.375	.6248	.1082	.12	.1674					2.7954
No. 5	22,409,721	25,967.23	2.00	.375	.1843	.046	.12	.0782	.05				2.8535
No. 6	15,793,310	20,144.53	1.80	.375	.2989	.1109	.12	.1531	.05	.05	.0327		2.9906
No. 10	18,953,239	27,468.46	1.60	.375	.3833	.0813	.12	.0841	.05				2.6937
No. 11	32,249,359	24,731.10	1.60	.375	.5303	.0799	.12	.0479	.05	.05			2.8531
No. 61	356,263,922	18,386.71	1.80	.375	.3601	.0998	.0506			.05	.0131	.04	2.7265
	<u>\$542,113,562</u>												

STATISTICAL INFORMATION

	Estimated Area in Sq. Miles	No. of Certified Personnel	No. of Attendance Centers	ENROLLMENT — Sept. 1974				GRADUATES 1973-1974	
				K	1-8	9-12	Total	8th Grade	H.S.
1 Argenta-Oreana Macon & DeWitt Co.	87.24	73.5	5	120	971	414	1505	107	92
2 Maroa-Forsyth Macon & DeWitt Co.	81.78	55.0	4	67	569	323	959	94	65
3 Mt. Zion Macon & Moultrie Co.	67.84	135.5	7	195	1720	893	2808	244	191
5 Macon Macon County	62.76	56.1	3	50	556	255	861	62	70
6 Niantic-Harristown Macon & Christian Co.	50.70	46.2	2	61	495	228	784	75	54
10 Blue Mound-Boody Macon & Christian Co.	71.08	46.2	3	39	435	216	690	55	44
11 Warrensburg-Latham Macon & Logan Co.	93.87	75.5	2	93	810	401	1304	116	93
61 Decatur Macon County	44.08	1061.3	36	1348	11709	6068	19125	1429	1178
TOTALS	559.35	1549.3	62	1973	17265	8798	28036	2182	1787

TO: BUILDING ADMINISTRATORS
FROM: HARRY DUNHAM
DATE: JANUARY 27, 1975
SUBJECT: 1975-1976 BUDGET

Attached are two copies of the budget work sheet to be used by you in preparing your budget for the coming school year. Also attached is a copy of the budget calendar.

You are also asked upon returning the proposed budget to the administration, to file a brief listing of the objectives you plan to meet through the expenditure of funds. Please do not be elaborate in your description. List as many assumptions as necessary to give the administration an indication of your needs.

Where applicable, we have taken the liberty of providing the figure required for fixed charges for insurance.

If you need any assistance in the development of the budget, please feel free to contact me.

I. OBJECTIVE

The primary objective of budget development is to allocate limited funds in a manner that maximizes results. Fundamental to the development of a budget is the accomplishment of the following actions:

1. Establish goals and objectives to be achieved.
2. Plan actions that will result in goal achievement.
3. Determine resources needed to implement plans.
4. Evaluate goals, plans, and relative costs.
5. Decide which goals and plans will yield the greatest results consistent with available resources.
6. Allocate resources to competing needs.

Review of the requirements for budget development listed above makes it obvious that a budget is not a meaningless financial document representing an exercise in mathematical judgment. A budget is an action plan that should be followed throughout the budget period. Since it is an action plan, two additional requirements are necessary to complete the budget cycle:

7. Implement agreed upon plans.
8. Evaluate results in terms of goals, objectives, and relative costs.

II. ORGANIZATION

Although the authority to officially adopt the budget is limited to the Board of Education, it is the responsibility of the administrative staff to develop the budget and present it to the Board for their consideration and action. The following organization is proposed as the means to be used by the administrative staff in developing the budget:

A. Board of Education

The Board of Education shall assist the administrative staff in setting forth the goals and objectives to be accomplished on a short-range and on a long-range basis. By law, the Board Members shall set policy, approve curriculum, and adopt the budget.

Scheduled sessions shall be set when the Board and the administrative staff may chart the direction to be taken.

B. Administrative Staff

Where feasible and practical, the staff shall solicit the assistance of the citizenry to aid in the development of or evaluation of the financial program of the District.

C. School/Program Budget Committee

An informed citizen is a concerned citizen. With this in mind, it is hoped each building administrator will utilize staff and lay citizens in the budget building process. It is through objective planning and through involvement that more adequate communication exists.

III. BUDGET CALENDAR

The successful completion of a budget is dependent upon the accomplishment of a series of actions. In order to insure completion these requirements plus corresponding due dates and assignment of primary responsibilities are detailed below:

<u>Due Date</u>	<u>Action</u>	<u>Responsibility</u>
January 28	1) Discussion of Budget Process and calendar	Administrative Staff
February 4	2) Principals provide input to above	Elementary and Secondary
February 11	1) Decisions regarding enrollments, staff allocations, organization	Administrative Staff
<u>Staffing</u>		
February 18	Provide for each school or department the following information: 1) Proposed Educational Program (grades, areas served, etc.) 2) Estimated enrollment 3) Proposed staff (certificated and non-certificated)	Administrative Staff

-3-

<u>Due Date</u>	<u>Action</u>	<u>Responsibility</u>
February 27	Each building or department will submit an organizational plan to the principals Building or department organizational plans will be reviewed with principals	Principals
March 4	Principals & Assistant Superintendent will present proposed staff needs to the administrative staff Finalization of staff allocations based on information developed	Administrative Staff
<u>Funding</u>		
March 18	Provide each school or department the following information: 1) Proposed 1974-1975 funding in total 2) Listing of accounts for which the school or department had budgeting responsibility	Administrative Staff
March 28	Building or department budgets submitted to various departments	Principals
April 1-4	Building or department budgets will be reviewed by Department Heads	Principal
April 7-11	Principals will present budgets and funding needs to the administrative staff	Administrative Staff
April 15	Finalization of funding needs	Administrative Staff

Consolidation For Staffing & Funding

<u>Due Date</u>	<u>Action</u>	<u>Responsibility</u>
May 15	Budget Review	Administrative Staff
June 23	Initial presentation to Board of Education of proposed Education Fund Budget	Superintendent
July 14	Target date for official adoption of Education Fund Budget by Board of Education	Board of Education

Note:

The above schedule is subject to adjustment as required.

1975-1976 BUDGET WORKSHEET
JUNIOR HIGH SCHOOL

502.2 CONTRACTUAL SERVICES

502.200.002 Dues _____

502.3 INSTRUCTIONAL SUPPLIES

502.320.002 Library (books, encyclopedias, newspapers, etc.) _____

502.322.002 Audio Visual (filmstrips, transparencies, etc.) _____

502.340.002 Film rental (includes County Film Library) _____

502.391.102 Music _____

502.391.202 Art _____

502.391.502 Mathematics _____

502.391.602 Reading _____

502.391.702 English _____

502.391.902 Physical Education _____

502.392.102 Guidance _____

502.392.202 Social Studies _____

502.392.302 Science _____

502.392.502 Office Supplies (copy paper, duplicator paper, stationery, envelopes, etc.)
(For Every Teacher) _____

502.7 TRAVEL

502.700.002 Instructional Staff _____

502.700.102 Instructional Administration *1 VISITATION PER TEACHER* _____

502.700.202 Instruction on Job *TRAVEL FOR ME - NO 1976* _____

STAFF TRAVEL

503.0 ATTENDANCE

503.300.002 Supplies _____

506.0 OPERATION

506.100.002 Custodial Overtime (School Activities) _____

WEEKENDS - REGULARLY

JR. HIGH ONLY -

507.0 MAINTENANCE

507.200. (Contractual Services)

M.E. MAINTENANCE

507.200.102 Business & Office Machine Repair _____

507.200.302 Musical Instruments - tuning & repair _____

507.200.402 Maintenance Agreements _____

TYPEWRITERS, 3M MACHINES

507.200.502 Audio Visual Equipment _____

507.200.602 Other Instructional Repairs _____

Sci -

507.300. (Supplies) *for MAINTENANCE*

507.300.102 Instructional Equipment _____

507.300.202 Audio Visual Repairs _____

WETS

507.300.302 Furniture Repairs _____

560.0 CAPITAL OUTLAY

BASED ON STUDENT ENROLLMENT

563.000.002 Additional Equipment _____

564.000.002 Replacement Equipment _____

1975-1976 BUDGET WORKSHEET
JUNIOR HIGH SCHOOL

160.

502.2 CONTRACTUAL SERVICES

502.200.002 Dues 90.00

502.3 INSTRUCTIONAL SUPPLIES

502.320.002 Library (books, encyclopedias,
newspapers, etc.) 3000.00

502.322.002 Audio Visual (filmstrips, trans-
parencies, etc.) 1650.00

502.340.002 Film rental (includes County Film
Library) 300.00

502.391.102 Music Vocal 1126.67 (INST) 661.01 1787.68

502.391.202 Art 488.16 530.00

502.391.502 Mathematics 231.82 250.00

502.391.602 Reading 67.42 125.00

502.391.702 English 498.54 550.00

502.391.902 Physical Education 75.33 100.00

502.392.102 Guidance — —

502.392.202 Social Studies 186.35 225.00

502.392.302 Science 372.27 800.00

502.392.502 Office Supplies (copy paper, duplicator
paper, stationery,
envelopes, etc.) 5,000.00

502.7 TRAVEL

502.700.002 Instructional Staff 400.00

502.700.102 Instructional Administration 100.00

502.700.202 Instruction on Job —

503.0 ATTENDANCE

503.300.002 Supplies 100.00

506.0 OPERATION

506.100.002 Custodial Overtime
(School Activities) 50.22

507.0 MAINTENANCE

507.200. (Contractual Services)

507.200.102	Business & Office Machine Repair	<u>100.00</u>
507.200.302	Musical Instruments - tuning & repair	<u>550.00</u>
507.200.402	Maintenance Agreements	<u>250.00</u>
507.200.502	Audio Visual Equipment	<u>150.00</u>
507.200.602	Other Instructional Repairs	<u>100.00</u>

507.300. (Supplies)

507.300.102	Instructional Equipment	<u>100.00</u>
507.300.202	Audio Visual Repairs	<u>200.00</u>
507.300.302	Furniture Repairs	<u>150.00</u>

560.0 CAPITAL OUTLAY

563.000.002	Additional Equipment	<u>2067.32</u>
564.000.002	Replacement Equipment	<u>1000.00</u>

TOTAL 19725.00

School Budget For Next Year

Board Sets Tentative Referendum Day, Hires Junior High Coach, Opens Bids For Supplies

The Mt. Zion School Board met in regular session on Monday evening with members Leeds, Britton, Chafin and Jurgens present. Also present was Supt. Hickman, Educational Dir. Milnor and Business Manager Dunham.

As the first item of business, the board voted to transfer \$8700 from the transportation fund to the educational fund as required before the end of the year, and then voted to transfer \$8700 from the educational fund to the transportation fund.

Next action was to approve the issue of an anticipation warrant of \$90,000 to pay bills and payroll for the month of August.

Bids were opened for the purchase of gasoline, bread and cafeteria food for the first two months of school. Only one bid was received for gasoline, from the FS Company; bids were received from American Bakery, Purity and Butternut Bakeries. For furnishing food for the cafeteria, bids were received from ReJoyce, Illinois Fruit & Produce, Continental Foods, General Grocer, and M. J. Kellner & Co.

A report from the Discipline committee was handed to the board members for study and the matter will be taken up at the next board meeting. The report dealt with policy of detentions, suspensions, expulsions, rights and responsibilities of students, and detailed athletic rules.

The topic of a shorter school day for kindergarten through fourth grade students, which was brought up last year, was presented again by Hickman. Board members discussed at length the problem of coordinating a shorter school day for this age group with the scheduling of buses which must carry high school students on another run the same day, or vocational students to Decatur Area Vocational Center. It was finally decided to give the revised bus routes a try in correcting the problem of such a long day for students. New bus routes are to be shorter since revision by the newly hired transportation director. The board will review the problem thirty days after school starts to see if the new routing will eliminate the problem. Dunham said it may be possible to eliminate two buses.

The board approved the transportation handbook.

Hickman reported to the board on his communications with the Illinois Capital Development Board regarding the proposed bond referendum. He said that members of the teaching staff, Dr. Milnor and himself had plans to go to DeKalb to see a school building. Some members had been to Chicago to study buildings with three people from the

somehow decide how far in debt it wished to go without asking for a tax increase, or it must set about cutting out some programs or personnel in order to come closer to a balanced budget.

The board members looked at detailed expenditures of school funds and discussed the possibilities of where to cut out expenses--materials and supplies, music, athletics, or other extra curricular activities. It was pointed out by Dunham and Milnor that audio visual supplies and textbooks have been cut back considerably, as well as athletic equipment. Most supplies of this nature had been ordered last spring and were already being received.

Hickman presented to the board a program of proposed changes in the budget that would decrease the educational fund by about \$93,000. Those changes were:

1. Eliminate three department heads in the high school with those duties going back to the principal and assistant principal.
2. Eliminate the position of junior high school assistant principal. (The junior high assistant principal has resigned and the position has not been filled).
3. Eliminate the additional guidance counselor for junior high and high school.
4. Transfer the remedial reading teacher from the junior high school level to the elementary level.
5. Eliminate junior high clerical aides.
6. Eliminate all primary school teaching aides.
7. Eliminate the McGaughey School reading teacher.
8. Eliminate the services of a school nurse and the materials necessary for that position.

In the discussion of this proposal as outlined above, the board also mentioned that to cut out all athletics would only allow for about \$15,000. It was also pointed out that extra curricular activities such as music, band, and cheerleading were beneficial to many students, as well as athletics, for the costs involved.

Jurgens stressed the fact that the financial condition will get worse with anticipating funds and the cost of the interest of anticipation warrants, together with the rate of inflation. It was noted that some textbooks had increased in price by 100% more than the price listed in a catalog used just last spring for ordering, and the increased price was on the books now being received. Hickman noted that the cost of upkeep of the older elementary school buildings was a big factor and the reason for the board seeking to have one new elementary school building in their place.

Milnor said that if the board wished to cut the costs of supplies and materials, it would be possible to get together with teachers and do so if they knew ahead of time how in-

The board went into executive session and after returning to open session took the following actions:

Hired the following teachers: David Davis, from Charleston, junior high social studies.

John Niemeyer, junior high coach and P.E. teacher.

Kenneth Jacoby, from Decatur, business education in senior high.

Two custodians were hired: Stephen Brisco and Mike Heintz.

The board voted to set the salaries of all non-certified personnel at 8.3% over last year. All building principals also received an 8.3% increase.

The board will meet again Monday, August 19. Building sites for the proposed new elementary school were discussed in closed session and were not identified yet, pending options being sought for those sites.

The board set the date of September 15 at 8 P.M. for the hearing on the budget.

Reading Teachers Cuts Protests

Elimination of two reading teachers from the Mount Zion School District's tentative budget to help reduce spending has proven somewhat controversial.

A group of parents attended a school board session Monday to protest the cuts made last week.

School officials say eliminating a reading teacher at McGaughey Primary School will save \$11,040 and a reading teacher at the junior high school will save \$14,720.

In all, more than \$400,000 so far has been slashed from the tentative budget, which will see final action Sept. 15.

School Supt. Robert Hickman noted the cuts are from the tentative budget and any of them, including the remedial reading teachers, could be reinstated.

Eileen Craycroft, spokesman for the parents, asked the board to consider alternatives to cutting remedial reading positions.

School board President Gene Wiley said the board will give the matter further consideration.

A reading program report is to be made by district Director of Instruction Brent Milnor and reading teacher Jan Sweet at the next board meeting.

No one has appeared at a school board meeting to protest any of the other budget cuts made last week.

In other business, the board set 1975-76 salaries for district officials.

Hickman's salary this year will be \$31,275, an 8.3 per cent increase over last year's \$28,875. That is the same percentage increase given

will pay 45 per cent rather than the previous 10 per cent of annual premiums on a group major medical insurance package.

Because some students entering kindergarten, fifth and ninth grades have had trouble getting dental examinations as required by law, Wiley asked Hickman to contact the Macon County Dental Society and request a dental clinic in Mount Zion for the students as soon as possible.

ADMINISTRATORS SALARIES INCREASED

The Mt. Zion School Board met in regular session on Monday evening with the following members present: Britton, Laeder, Jurgens, Fattori, Chairman, Wiley, Gene Wiley, President, and Supt. Hickman, Brent Milnor, and business manager Dunham.

Gene Craycroft read a statement to the board asking that they reconsider the cutting of the positions of two remedial teaching positions from the budget. The board said they would discuss the matter and that the budget was tentative and could be changed before final adoption. Jan Sweet, the junior high remedial reading teacher, will report to the board at the next meeting on the matter.

Administrators salaries were approved for an increase of 8.3%. This includes the salary of Supt. Hickman and business manager Dunham. Dr. Brent Milnor, director of the educational program, was given a 10% increase in salary to align with the responsibilities and number of days worked in that position.

All salaries of all teachers, non-certified personnel, and administrators have now been increased and the increase is figured in the tentative budget.

Supt. Bob Hickman's salary was set at \$31,275; business manager Dunham at \$17,870; and Dr. Milnor at \$23,980.

Board president Wiley asked the superintendent to contact the Macon Co. Dental Society to make arrangements for a dental clinic

and the possibility of holding it before school starts.

Director for the prep and new elementary grades, Brent Milnor, will report on the reading program at the next meeting.

In Response To Protests

A report on the reading program in the Mount Zion School District will be made 7 p.m. Monday at the next meeting of the Mount Zion School Board.

School Supt. Robert Hickman said Wednesday the report would be given by district director of instruction Brent Miller and Jan Sweet, a reading teacher in the district.

The report is being made in response to recent protests, he said, of the elimination of two reading teachers from the Mount Zion School District's tentative budget.

The elimination of a reading teacher at McGaughey Primary School will save \$11,040 and a reading teacher at the junior high school will save \$14,720, according to school officials.

Salaries for the two positions were among \$400,000 in tentative budget cuts made at the Aug. 11 school board meeting.

Protests came from a group of parents, however, at the Aug. 18 school board meeting when Eileen Craycroft, spokesman for the parents, asked the board to consider alternatives to cutting the remedial reading positions.

Gene Wiley, president of the school board, said the board will give the matter further consideration.

Hickman said recently that any cuts in the budget are tentative and could be reinstated, including the remedial reading teachers.

In other business, the board has set 1975-76 salaries for

Mount Zion School Board

Reading Program Cuts to Stay

The Mount Zion School Board has voted to continue plans to cut its remedial reading staff in half to save \$25,760 in salaries during the 1975-76 school year.

Termination of the two positions was included in a series of budget cuts totaling some \$91,000 made by the school board Aug. 11.

A group of parents appeared before the board Aug. 18 to protest the reading program cuts. The board this week heard three reports on the the reading program, then agreed to stick with its earlier decision.

During the 1974-75 school year, the Mount Zion School District had four reading teachers.

The plan for this year would have two teachers teaching half - time at four schools — McGaughey, Dalton City, Mount Zion and Salem primary schools. A junior high school position will be dropped entirely.

School board member Judith Chafin cast the sole dissenting vote on the cuts.

She proposed, instead, to employ the two full - time teachers, but add a third teacher to teach half - time.

Mrs. Chafin's motion died for lack of a second.

Aside from the reading program, the school board discussed still more budget cuts. The board already has trimmed \$400,000 from the district's tentative budget.

The additional cuts include \$10,500 in contractual services, \$15,000 in instructional supplies, \$4,500 in replacement equipment and \$2,000 in teacher travel expenses.

The board took no action on the additional budget cuts. Final action on the budget will be taken Sept. 15, following a public hearing at 8 p.m. that day.

School Supt. Robert Hickman said there is one bright spot in the district's otherwise bleak financial picture. The district has been informed it will receive \$105,491 more in state aid this year than originally was expected.

In other business this week, the school board accepted the

recommendation of a discipline committee to establish a "directed study room" for students suspended from attending classes in the high school.

In the past, students receiving a three - day suspension were sent home. Now, however, they will be required to report to the directed study room, where they will be under the supervision of a teacher to be employed at the rate paid substitute teachers.

Under the new plan, three-day suspensions will be increased to five days in the study room.

Hickman said the cost of hiring the additional teacher to supervise the room will be made up from increased state aid that will result from the students reporting to school rather than being counted absent.

The board also accepted a recommendation from the discipline committee to revise athletic rules, stating clearly an athlete suspended from attending classes also may not attend athletic practice sessions.

REMEDIAL READING DISCUSSED

School Board Debates Budget, Hears Discipline Report

The Mt. Zion School Board met in regular session on Monday evening with members Farrell, Leeds, Jurgens, Chafin and Wiley, present. Also present were Supt. Hickman, Dr. Milnor, and business manager Dunham.

First item of business was a brief mention of the dress code. It was generally agreed that "tank tops" were permissible, but not shorts, bare midriffs, or bare shoulders. Enforcement of the dress code will be handled by administrators, in each building. The same rules will apply to grade and junior high and high school students.

Hickman reported that work toward the Life Safety Code was nearing completion and all buildings should be ready to be inspected in three or four weeks. Approval was given for extensive work to be complete by June 19, 1976.

Only one bid was received for furnishing oil products and gasoline for the district and it was rejected as too high. The bid was from FS Company. A Fleetwood Oil Company bid was received too late to be considered. Dunham said the price of gasoline had gone up since the bids were sent out, so that the increase would cost the district possibly \$3500 more in gasoline alone.

The bid of Butternut Bread Co. was accepted and another bid for cafeteria food items.

The board okayed the cost of \$12 per game for ambulance

service at all home football games.

The board approved a special bus trip three times a week for a child in special education who requires therapy at Decatur Memorial Hospital.

The board reviewed the budget, including cuts previously proposed. Hickman reported that the amount of State Aid had been reported to him as more than originally reported. He had not heard from the State as to the possibility of not having a school nurse.

Several other cuts in the budget were discussed, \$500 in instructional supplies, \$2,000 from travel costs for inservice training days (board paying for substitute teacher only, not the expenses of the teacher taking inservice training). Another possible cut discussed was \$10,000 in copy machine service. Another was \$3,000 budgeted for PE supplies purchased for resale; another cut of \$2,000 or more from P.E. locker supplies.

With all cuts proposed, there was still a deficit of \$71,000 showing on the proposed tentative budget. Discussion was held on the cut in athletic budgets by about 15% from materials and supplies to be picked by coaches. Field trips cost could be cut by requiring a fee from students; a drivers education fee could be considered as well as shop and home ec fees, as ways to trim the budget.

The tentative budget is based on a \$1.60 tax rate for the education fund, up from the \$1.40.

Hickman reported that the Macon Piatt Special Education Program would experience a cost increase of 10%.

The board informed visitors that the proposed cuts would not harm the educational program of the school district, in that students would still get educational benefits to keep the district high school accredited.

It was noted by the board that no teaching positions could be cut, since contracts were already signed and school would begin this week.

Mrs. Jan Sweet presented to the board three options which she felt could be implemented as the remedial reading program for the district. There were approximately 25 persons attending the meeting who indicated strong support of remedial reading programs not being dropped from the school program. The board had proposed at the last meeting to eliminate remedial reading at the junior high level.

Board members asked Mrs. Sweet to indicate at what level she believed the most benefit was gained from remedial reading. She said she believed that the junior high level showed most startling results. She said that parents are not trained to teach remedial reading, since it is a specialized field, although parents can reinforce the teacher's work. The prime goal of her work, she said, was to motivate students to want and like to read so that they can achieve in high school and in the adult world. She felt it was important to supply remedial reading wherever it was needed.

Board member Jurgens said the board must establish priorities because of finances. Dr. Milnor said he thought, "emphasis should be placed on lower grades because, regardless of the reading program throughout the grades, there are still as many who cannot read at the high school level. Take the money that there is and use it in the primary grades." He said the drop out rate is 7% at Mt. Zion High School and one of the lowest in the area.

A motion by Chafin to accept the economized proposal for remedial reading by Mrs. Sweet did not get a second.

The discipline report was reviewed by the board. In-school suspension after eight detentions is being considered providing the board could acquire a teacher for an in-school suspension room.

Board policies was approved as last year's. It was decid-

THREE QUALITATIVE PROPOSALS

FOR

THE REMEDIAL READING PROGRAM

MT. ZION COMMUNITY SCHOOLS
MT. ZION, ILLINOIS

1975-1976 SCHOOL YEAR

*Presented August 25, 1975
to Board of Education*

PREPARED BY:

MRS. JEANETTE SWEET

REMEDIAL READING PROPOSAL

1. Title I Grant approved June 11, 1975 for 1975-1976 school year.
2. Application was approved for total of \$24,471.00. \$4,733.00 carry-over from last year.
3. District cannot discontinue existing non Title Program in a building, and continue the program with Title I funds. This is called supplanting, and is illegal and directly forbidden.
4. Maximum number of children who can be serviced only under Title I in Title I buildings:

Dalton City, Salem, and Mt. Zion Primary 118
5. McGaughey School is not a Title I building, but could have a back-up personnel to teach reading, renamed -- Resource Teacher.
6. References:

Gene McNisch	-	Department of Exceptional Children
Agaita Wright	-	Decatur Title I Director
Esther Post	-	Pre-school Education Director
Carol Adimi	-	Office of Education - Title I
7. Number of children "needing service" on proposal sheets are selected through:
 - Test Scores
 - Teacher Referrals
 - Parent Referrals
8. "Number of children served" on proposal means number of students who have been given remedial reading and were released when they reached their grade level, i,e, an eighth grader when reaches eighth grade level.
9. If a student reads at his own grade level, reading is satisfactory.
10. If a student reaches his reading potential, he is released.

BUILDING	NUMBER OF CHILDREN IN NEED OF SERVICE	NUMBER SERVICED	NUMBER NOT RECEIVING SERVICE	COST TO DISTRICT	TITLE I REIMB.	TIME SPENT IN BUILDING
<u>MRS. MARTINA</u>						
DALTON CITY PRIMARY	30	28	2	NONE	5,520	1/2 DAY
SALEM PRIMARY	45	30	15	NONE	5,520	1/2 DAY
<u>MRS. JAN SWEET</u>						
MT. ZION PRIMARY	50	30	20	NONE	7,728	1/2 DAY
JUNIOR HIGH SCHOOL	125	40 - 50	85	7,728	NONE	1/2 DAY
SENIOR HIGH SCHOOL	15	15	0	NONE	NONE	1 CLASS HOUR
<u>NEW PERSON</u>						
MCGAUGHEY PRIMARY	50 - 60	30 - 35	30	\$4,400 APPROX.	NONE	1/2 DAY
TOTAL	321	180	169	12,128	18,768	2 & 4/7

SUMMARY

1. Title I Program \$18,728 with carry over funds.
2. Cost to district \$12,128.
3. No loss in service - all schools covered but some will have waiting list.
4. Need to hire only 1/2 time education fund person for McGaughey. 1/2 salary for junior and senior high school to be paid out of Education Fund.

BUILDING	NO. OF CHILDREN NEEDING SERVICE	NUMBER SERVICED	NUMBER NOT RECEIVING SERVICE	COST TO DISTRICT	TITLE I REIMB.	TIME SPENT IN BUILDING
DALTON CITY	30	28	2	NONE	5,520	1/2 DAY
SALEM PRIMARY	45	30	15	NONE	5,520	1/2 DAY
MT. ZION PRIMARY	50	50	0	2,025	13,451	FULL DAY
TOTAL	125	101	17	2,025	24,471	2.0

SUMMARY

1. Title I Program \$ 24,471.00 . No carry over funds - no money for materials
2. No cost to district. 8,184
3. Loss in service - 200 - 250 students
4. No coverage at McGaughey - Jr. High, or Senior High School

BUILDING	NUMBER OF CHILDREN NEEDING SERVICE	NUMBER SERVED	NUMBER NOT RECEIVING SERVICE	COST TO DISTRICT	TITLE I REIMB.	TIME SPENT IN BUILDING
<u>MRS. MARTINA</u>						
DALTON CITY	30	28	2	NONE	5,520	1/2 DAY
SALEM PRIMARY	45	30	15	NONE	5,520	1/2 DAY
MT. ZION PRIMARY	50	30	20	NONE	10,000 APPROX.	FULL DAY
MCGAUGHEY PRIMARY	50 - 60	50	10	8,800 APPROX. NEW STAFF	NONE	FULL DAY
<u>MRS. JAN SWEET</u>						
JUNIOR HIGH SCHOOL	125	90	35	15,456	NONE	FULL DAY
SENIOR HIGH SCHOOL	15	15	0	NONE	NONE	ONE CLASS
TOTAL	320	243	82	24,256	21,040	4 & 1/7

SUMMARY

1. Title Program - \$24,040 with funds left over for some materials.
2. Cost to district - \$24,256
3. No loss in service - all schools covered by reading staff.
4. Intermediate school could even be fully covered under this plan at no cost to the district.
5. Need to hire one Title I person, and one Education Fund Person.