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Formation of Teacher, Substitute Teacher, and Parent/Student Handbooks for Maroa-Forsyth High School

D. Leroy Mills
Eastern Illinois University

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

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FORMATION OF TEACHER, SUBSTITUTE TEACHER, AND
PARENT/STUDENT HANDBOOKS FOR MAROA-FORSYTH HIGH SCHOOL
(TITLE)

BY

D. LEROY MILLS

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

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ADVISER

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COMMITTEE MEMBER

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DATE

COMMITTEE MEMBER

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DATE

DEPARTMENT CHAIRPERSON
ABSTRACT

FORMATION OF TEACHER, SUBSTITUTE TEACHER, AND
PARENT/STUDENT HANDBOOKS FOR MAROA-FORSYTH HIGH SCHOOL

D. LeRoy Mills
FORMATION OF TEACHERS, SUBSTITUTE TEACHER, AND
PARENT/STUDENT HANDBOOKS FOR MAROA-FORSYTH HIGH SCHOOL

In an effort to put together handbooks for Maroa-Forsyth High School
the loose leaf format was decided upon for the teacher's copy. Using
this format, pages can be added, deleted, or substituted when changes are
needed. The following handbooks were compiled:

1. Teacher
2. Substitute Teacher
3. Parent/Student

In the faculty handbook an effort was made to let the teacher know
what the philosophy of the school is and the objectives of the school
to educate the students in keeping with the stated philosophy. It was
felt that the teacher should be given some idea about what the school
district feels are professional competencies that are desired of each
teacher. Included are the building policies and procedures for the
school. The emergency procedures were outlined as well as the attendance
policies and procedures. In the appendices an effort was made to include
forms and materials that will help to clarify different parts of the
handbook.

In the substitute teachers handbook a few general rules have been
included along with emergency procedures and forms that the substitute
might need during the substitution period. It was felt that this will
help the substitute by receiving a handbook.

In the parent/student handbook, the philosophy and objectives of
the school are set forth. The emergency procedures are outlined. The
board of education policies as related to students are stated along
with explanations and interpretations from the administration. Building regulations are stated in an effort to make both students and parents aware of the regulations of the school. Included are the regulations relating to the class load a student may carry as well as the procedure for classifying students in terms of class. The graduation requirements, grades and grading system are covered. Also, included are the attendance policies and procedures that will be followed by each student. An effort was made to touch on the different aspects of the students' school life in order to clarify what is expected of the student and what the student can expect from the school. In the appendices are included the different forms and information to help clarify sections of the handbook.

When the three handbooks are placed into the "loose leaf" notebook and given to each teacher they will have first hand knowledge what the substitute teacher and the parent or student is given. This should help to clarify procedures for the teachers.

The handbook as written, in its entirety would be the handbook each faculty member would receive.

In considering how to research material for the handbooks it was decided to begin by going back through the Board of Education minutes for the last fifteen years. The district had a Board of Education Policy Manual, but it had not been updated in the last fifteen years. In researching the Board of Education minutes an effort was made to add any policies that were not found in the policy manual or were replacements for policies in the manual. These policies were used in writing rules and regulations for the Maroa-Forsyth High School.

Letters were written to about fifty high schools of comparable size. Of the fifty schools, thirty-five sent parent/student handbooks,
twenty-five sent faculty handbooks, and one sent a substitute teachers handbook.

In addition to looking through the handbooks, conversations were conducted with several of the principals about the items they had in their handbooks that caused them problems and items which they felt needed to be added. The conversations proved to be very beneficial in that they gave insight from programs that were in operation.

After going through each of the handbooks and talking to the principals the process was begun to determine items to be included in the handbooks.
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CHAPTER I

The Problem
INTRODUCTION

The Maroa-Forsyth High School had a student guide that had been in existence for about ten years. The student guide had gone through several changes, but these were simply additions or deletions. The "evolution" process had taken its toll on the instrument. The student guide was in need of study and completely rewritten.

There has never been a faculty handbook in the district although there were procedures which the teachers were expected to follow. A manual of Board of Education policies was in existence, but even this was not in the hands of each faculty member.

After discussing the present student guide, the administration determined there was a need for a parent/student handbook. It was the feeling of the administration that it would be better to compile a parent/student handbook that would explain to both parents and students the rules and regulations of Maroa-Forsyth High School. Further, since there was no faculty handbook in existence it was felt that much good could be gained in compiling a faculty handbook. Along with putting together a faculty handbook it was felt there was a need for a substitute teachers handbook.

Since the three different handbooks are to contain rules and regulations under which to operate, it was felt that forms and schedules should be included in each handbook to clarify those rules and regulations. It is felt that by including the forms and schedules that are used in the operation of the school that everyone concerned will be operating with a better understanding.
PROCEDURES

In considering how to research material for the handbooks it was decided to begin by going back through the Board of Education minutes for the last fifteen years. The district had a Board of Education Policy Manual, but it had not been updated in the last fifteen years. In researching the Board of Education minutes an effort was made to add any policies that were not found in the policy manual or were replacements for policies in the manual. These policies were used in writing rules and regulations for the Maroa-Forsyth High School.

Letters were written to about fifty high schools of comparable size. Of the fifty schools, thirty-five sent parent/student handbooks, twenty-five sent faculty handbooks, and one sent a substitute teachers handbook.

In addition to looking through the handbooks, conversations were conducted with several of the principals about the items they had in their handbooks that caused them problems and items which they felt needed to be added. The conversations proved to be very beneficial in that they gave insight from programs that were in operation.

After going through each of the handbooks and talking to the principals the process was begun to determine items to be included in the handbooks.

Much consideration was given to the format to be used for the handbooks. It was determined that the best format would be a "loose leaf" type for the faculty. The faculty would receive a handbook containing all three handbooks. It was felt that going to a "loose leaf" format pages could be added or deleted as necessary. For
distribution to the parents and students it would be best to publish the parent/student handbook in booklet form.

In compiling the handbooks, material was used from the Olympia High School handbooks. The material used was as follows:

Faculty Handbook
1. Philosophy
2. Objectives
3. Desired Professional Competencies

Parent/Student Handbook
1. Philosophy
2. Objectives

In preparing the course descriptions each teacher was asked to write a description for each course they taught.
Chapter II

Conclusions and Recommendations
CONCLUSIONS

In studying the Board of Education policies, it was first decided that each policy pertaining to the teachers should be printed in the faculty handbook. It was first felt that each teacher needed to be made aware of the Board of Education policies. When these policies were printed and read by others outside the district, it was apparent that the policies, as they were written, were not conveying the intent of the Board of Education. It was decided that the Board of Education policies would be omitted.

It was decided that the purpose of the handbooks was to inform and clarify the rules and regulations for the Maroa-Forsyth High School. To help clarify the rules and regulations, the different forms and schedules were made a part of the handbooks.

RECOMMENDATIONS

To anyone desiring to do a study such as this, it would be wise to first be sure that the Board of Education policies do in fact convey the thought that the Board of Education wants conveyed. Also, it is recommended that the policies not be in conflict with state and national statutes.

After going through samples of handbooks in use, it would be wise to go back and begin to make a list of the many items wanted and needed in each handbook. After compiling this list, then begin to write the material for each item.

One caution that should probably be mentioned would be - Do not
put material into the handbooks that sounds good on the surface. Be sure to study in depth what is intended by the item and if it is relevant to the school in which it is going to be used.

Be sure that the Board of Education and faculty are aware of the study and have been given an opportunity for input into the different handbooks.
APPENDIX A

FACULTY HANDBOOK
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INTRODUCTION

In an organization involving people, questions always arise as to how to carry on one's work to contribute to the common purpose of the organization with the least interference with co-workers. This handbook has been compiled to describe practices that will help routine to be constructive and consistent.

It is realized there are many procedures possible and that many times changes bring improvement. As teachers have suggestions for improvement, the suggestions should be routed to the office for consideration. However, it is of the utmost importance that all persons follow the procedures described in this handbook. Uniformity in the routines of school operation is a way of being fair to co-workers and students.

PHILOSOPHY

It is the philosophy of Maroa-Forsyth High School to provide an educational environment in which each individual, regardless of his previous experience, will have the opportunity to mature intellectually, socially, physically, emotionally and aesthetically to the limits of his capabilities. It is the belief that the Maroa-Forsyth High School staff should help the individual to gain the ability to apply knowledge and skills to the solution of real-life problems and to prepare him or her to become an adult who better understands himself or herself and the changing world.
OBJECTIVES

To provide opportunities which help students master the skills of reading, oral and written communications, computation, and problem solving as well as mastering the subject matter and gaining an appreciation of the world.

To provide an environment which helps the students, parents, and other community members demonstrate a positive attitude toward education.

To foster a feeling of adequacy and self-worth in all students so that they may better seek their roles in life.

To provide opportunities for the students to understand themselves and their personal environment so that they can accept places in them.

To provide students the opportunities to use and develop their mental, physical, and creative talents and to encourage them to set goals to raise their standard of excellence in all.

To provide students with knowledge and to foster appreciation of America's heritage as well as to provide experiences which will help them adapt to a world of diversity and change.

To provide students with an awareness of the need for conserving the world's natural resources and for promoting an environment which will sustain life.

To provide an environment which brings about appreciation for and positive attitudes toward persons and cultures different from one's own.

To provide equal educational opportunities for all.

To help individuals find their most productive roles in life by providing occupational awareness and opportunities to train for the world of work.
To provide experiences which result in habits and attitudes associated with responsible citizenship.

To provide a climate which promotes the development of student self-discipline and the desire to want to act in a responsible manner.

DESIRED PROFESSIONAL COMPETENCIES

A. Professional Skills:

1. The teacher equally values each student as a worthy human being regardless of race, sex, religion, ethnic origin, socio-economic level, or level of achievement.

2. The teacher recognizes that students are capable of learning by themselves as well as from each other, and therefore, serves as a director of learning experiences, rather than as an authoritarian source of knowledge.

3. The teacher makes a conscious effort to understand each student and his/her strength, weaknesses and problems.

4. The teacher is cognizant of individual differences and plans a variety of learning activities.

5. The teacher understands the subject matter involved in terms of its basic concepts, generalizations and unresolved questions.

6. The teacher maintains an open and questioning attitude, and guides students to learn in a variety of ways. Teaching strategies and materials are varied rather than following a routine pattern.

7. The teacher utilizes the local environment, the experiences of the class, and a variety of other resources in motivating and directing the students.
8. The teachers view pupil progress and achievement in terms of understanding (concepts and generalizations) intellectual skills, and affective behavior. Evaluation is regarded as a continuous process, and the teacher devises a variety of instruments making use of formal and informal techniques, including student self-evaluation, in order to assess student progress.

9. The teacher analyzes his expectations for students, makes appropriate course objectives, and desires a system to evaluate pupil progress, so as to improve teaching and learning.

10. The teacher provides students opportunities for self-direction through independent study and the responsible use of student time.

11. The teacher gives his/her students a voice in class decisions, thereby helping them to develop an increased sense of responsibility.

12. The teacher establishes an environment of humane, mutual respect based on trust, freedom, and responsibility.

13. The teacher demonstrates long range course planning as well as term (unit) and daily lesson planning.

14. The teacher coordinates the planning, organization and preparation of classroom materials.

15. The teacher maintains a classroom environment, both physical and psychological, that is conductive to learning.

16. The teacher displays a personal enthusiasm for knowledge.

17. The teacher communicates effectively with students.

18. The teacher demonstrates professional economy in the use of materials and equipment.

19. The teacher is receptive to intelligent educational experimentation.
20. The teacher makes an effort to provide each student with success experiences.

B. Staff Relationships:

1. The teacher supports and contributes to the total program.

2. The teacher is able to maintain the respect and admiration of colleagues, students, and citizens of the community and to establish rapport with them.

3. The teacher works cooperatively with teachers and administrators toward attaining objectives of the school district and school building.

4. The teacher complies with school regulations regarding absenteeism, tardiness, meetings, committees, reports, and assignments.

C. Parent and Community Relations:

1. The teacher communicates information and suggestions to parents regarding the intellectual, social, and emotional development of the students.

2. The teacher works effectively in conferences with parents, and in the resulting followup.

3. The teacher displays a willingness to explain classroom procedures and educational programs.

4. The teacher takes appropriate action in regard to parents' requests, complaints and concerns.

D. Professional Development:

1. The teacher exhibits a maturity of professional purpose, and an understanding of the status of the professional and is dedicated to the ideals and ethics of the profession.

2. The teacher searches continually for meaningful, creative approaches to education.
3. The teacher continues his professional development through course work, professional reading, in-service programs, professional meetings and/or membership in professional organizations.

4. The teacher, in order to plan meaningful learning experiences, is aware of the basic contemporary issues in education.

EMERGENCY PROCEDURES - FIRE DRILLS

The signal for evacuation will be the fire alarm. Students and staff will exit the building through the doors designated.

Room #1 - out the shop doors to the north
Room #2 - out the shop doors to the north
Room #3 - out the door on the east of the corridor
Room #4 - out the door on the west of the corridor
Room #5 - out the front door (north)
Room #6 - out the front door (south)
Room #8 - out the front door (south)
Room #9 - out the back door of the Home Economics room and out the west door, keep to the left.
Room #11 - down the north stairs and out the front door. (north) Keep to the left.
Room #12 - down the north stairs and out the front door. (north) Keep to the right.
Room #13 - down the south stairs and out the front door. (south) Keep to the left.
Room #14 - down the south stairs to connecting corridor.
Out east door in connecting corridor.
Room #15 - out the back door and down the stairs. Out
the west door. Keep to the right.
Main Study - down the south stairs and out the front
door. (north) Keep to the right.
Gym - out the doors on the north.
Chorus - out the east door on the connecting corridor.
Band - out the back door.
Boys Lockerroom - out the back door.
Girls Lockerroom - out the front door.
Cafeteria - out any of the following exits; the connecting
corridor (east door), out the gym door to the north, through
the band room and out the back door.
Library - out the door on the north.
Art - out the connecting corridor. (east door)

Teachers should be sure to review with all students the procedures
to be followed for their particular classroom. Be sure to go over this
with each class.

If the alarm should sound during the passing period between classes,
students should evacuate by the nearest door.

Turn off lights. Close windows and doors to rooms.
TORNADO AND DISASTER PROCEDURES

Tornado or disaster alert will be a voice command over the intercom. Students and teachers will be told to report to the cafeteria (or lower corridor for the classes in the junior high school) for a tornado or disaster drill.

1. All students and teachers are to proceed directly to the cafeteria (or lower corridor in the junior high school) and line up along the west wall.
2. If possible, do not stand in front of doors or windows.
3. If possible, turn off lights and open windows on the north and east sides of the building.

Rooms #1,2,3 and 4 - go down the hall to the gym - across the north side of the gym to the cafeteria.
Room #5 - go through the gym (north side) to the cafeteria.
Room #8 - go down the hall to the south stairs - down the stairs to the cafeteria. Keep to the right.
Room #9 - go down the back stairs (left side) to the band room - through the band room to the cafeteria.
Room #11 - go down the stairs (left side) across the north side of the gym to the cafeteria.
Room #12 - go down the stairs (right side) to the gym - across the north side of the gym to the cafeteria.
Main Study - go down the hall to the south stairs - go down the stairs (left side) to the cafeteria.
Room #13 - go down the stairs to the first floor - down the hall to the south stairs, follow Room #8.
Room #14 - go down the south stairs (left side) to the cafeteria.
Room #15 - go down the back stairs (right side) to the band room - through the band room to the cafeteria.
Band Room - go directly to the cafeteria.
Chorus Room - go directly to the cafeteria.
Art - go directly to the lower corridor of the junior high school.
Boys Lockerroom - go directly to the cafeteria.
Girls Lockerroom - go down the hall to the south stairs to the cafeteria.
Gym - go directly to the cafeteria by the west stairs.
BUILDING POLICIES AND PROCEDURES

STAFF CONDUCT AND RESPONSIBILITIES

All staff members have a responsibility to make themselves familiar with, and abide by, the laws of the State as these affect their work, the policies of the Board of Education, and the administrative regulations designed to implement them.

In the area of personnel conduct, it is desirable that the teachers conduct themselves in a manner that not only reflects credit to the school system, but that sets forth a model worth of emulation by students.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operation and the instructional program are the following specific responsibilities which shall be required of all personnel:

Faithfulness and promptness in attendance at work.

Support and enforcement of policies of the Board of Education and regulations of the school administration in regard to students.

Care and protection of school property.

Concern and attention toward their own and the school system's legal responsibility for the need to assure that students are under supervision at all times.
SOME PRINCIPLES TO LIVE BY IN THE CLASSROOM

Consistent application of the following will do much to assure effective teaching and learning, in every class every day.

1. Have all classwork carefully planned and outlined in advance. Purpose and goal will be clear to students if they are perfectly clear to the teacher.

2. Be in the classroom ahead of time and see that students perform the habits of going to their seats when they enter. The room should be in order shortly after the beginning of the period.

3. Begin classwork promptly. Have all materials, teaching aids, etc., at hand at the beginning of the period.

4. Require students to have proper textbooks and materials with them at every meeting of the class. Teach chronic borrowers to bring their own supplies.

5. Correct and grade all of the pupil's written work and return it as soon as possible. Definite standards of achievement and quality should be adhered to at all times; evaluate all work and to not accept work not up to standard or accomplished in a reasonable time limit. One of the greatest weaknesses of our educational program is failure to stimulate students to work and achieve to their fullest ability. Do not require more written than can be checked carefully; written work that is handed in and not graded is soon regraded by students as "busy work".

6. Be cheerful and display enthusiasm for your work. If you appear to be bored, your students will also.
7. Cultivate the habit of observing everything that goes on in your classroom.

CLERICAL ASSISTANCE FOR TEACHERS

A secretary is available in the office to provide assistance with duplicating materials if needed. If such help is requested, arrangements should be made with the secretary as far in advance as possible (at least one day). The teacher is asked to understand that the duties of the office must take priority over clerical assistance to teachers. If the secretary says she has too many office duties to be able to accomplish the assistance asked by the teachers then the teachers will need to be understanding and do work themselves.

ARRIVAL AND DEPARTURE FROM SCHOOL

Each teacher is expected to be in the building no later than 8:00 A.M. and to leave no earlier than 3:15 P.M. Teachers should check their mailbox in the morning, at noon, and before leaving in the evening.

Teachers are to be in the area of their room by 8:10 A.M.

In the event a teacher must leave the building between 8:00 A.M. and 3:15 P.M., he or she must notify the principal where they will be, before leaving.
CLASSROOM ATMOSPHERE

Every teacher should give careful consideration to the following as these suggestions help in establishing and maintaining the proper classroom atmosphere from the beginning:

1. Maintain reasonable, fair and consistent standards of conduct and work at all times; something which is a cause for disciplinary action today should not be tolerated tomorrow or vice versa.

2. When cause for disciplinary action arises, act promptly, impersonally, and decisively. To ignore misconduct in the hope that it will discontinue is seldom successful. If you act promptly and impersonally, you will be sure of maintaining your self control by calling a student to task before he or she has progressed from inattention to serious behaviour.

3. Avoid using sarcasm, ridicule, threats, penalties such as homework assignments, or the taking away of earned marks as punishment for disciplinary offenses.

4. Do not make a pupil a martyr in the eyes of his classmates; be brief, to the point, and decisive in what you do to the offender and the class. It is very easy to talk too much when a disciplinary problem arises.

5. Most students respect their teachers and place much confidence in the teacher's suggestions to them. Personal conferences with students are always good and especially so for the first offenses. Ask yourself why the student has been inattentive, careless, discourteous, defiant, or loud at times. A smile or encouraging word...
from the teacher at the right time will do much to prevent any unpleasant disciplinary problems.

6. Be a good planner and organizer. It is usually wise to assign each student a seat and require him to occupy that seat only. Establish specific classroom regulations in the beginning and stick to them.

CLASS DISMISSAL

Teachers are not to dismiss classes before the end of the period. Any situation requiring dismissing a class early must have approval of the principal prior to early dismissal.

STUDY TIME DURING THE REGULAR CLASS

Teachers are encouraged to use the last few minutes of each period as a study time to get the students started on their assignments and to work individually with students who need help. Much of the trouble teachers encounter in developing good study time during the class period is caused by the fact that teachers try to do their work during this time. The study period should be spent in the actual supervision of students -- moving around, seeing that students are busy, and helping them when they need it. Most of the students really appreciate the control and help by the teacher during this time so they can study.

Teachers should enforce the following rules:

1. No talking without permission.
2. Studying together should be discouraged.
3. Movement about the room and in and out of the room should be discouraged.

TEACHERS SUPERVISION RESPONSIBILITIES

Teachers should exercise supervision in out-of-classroom situations as well as in the regular classroom. Teachers should supervise the halls in their classroom area during the breaks between classes. The mere presence of the teacher tends to prevent trouble. Specific supervision duties during the school day will be assigned by the principal as need demands.

GUIDELINES FOR TEACHER SUPERVISION OF STUDENTS DURING THE DAY

Teacher supervision of students is a most important responsibility. The purpose of this handbook is to help provide uniformity in the responsibility of the supervision of the students and to assure fairness to coworkers and student. A unified effort by teachers, students, staff and administration will make Maroa-Forsyth High School a better place.

The following sections will give some guidance for this supervision.

DISCIPLINE

Only the classroom teacher can maintain order and discipline in the classroom. Teachers are expected to solve the discipline problems under their jurisdiction to the greatest extent possible. Do not send students to the office, or force them to stand outside the classroom for trivial
offenses which should have been disposed of in the classroom by the
teacher. When a pupil is insolent, uncooperative, or refuses to do
assigned work and has not responded to correction by the teacher, he or
she should be sent directly to the office with a completed "Student Re-
ferral" form showing time and reason for dismissal from the classroom.

The principal may use a variety of methods for dealing with the
student, but the parent and the teacher will receive a copy of the re-
ferral form. (Appendix Discipline Referral)

If the teacher is experiencing disciplinary problems, or having
difficulty establishing and maintaining adequate control and direction
of the classroom situation, he or she should not hesitate to discuss
the matter promptly, frankly and honestly with the principal. The prin-
cipal is anxious to help the teacher solve the problem effectively. The
teacher should also keep the parents informed if there are discipline
problems.

DISCIPLINARY ACTION

The following points are listed with regards to sending students
to the office for disciplinary reasons:

1. The teacher should never send to the office any problems
that could be handled by the teacher. The logical time and
place for discipline is by the teacher where and when the incident
occurs.

2. The teacher should never use "sending to the office" as a
penalty in itself. Keep in mind that too frequent trips to the
office by students for disciplinary reasons tend to reduce its
effectiveness.
3. In general, the teacher should never send a pupil to the office without first holding a conference with the principal about the problem.

4. There are exceptions to the above in cases of emergency. Vulgar language to a teacher, deliberate and willful display of disrespect, flagrant insubordination, threatening attitude, theft, etc., fall into this category.

STUDENT UNREST

The teacher should use the information below in case of a student disruption during the school day.

1. Keep the office informed at all times of any rumors, unrest, possible student disputes, etc.

2. When a student is aroused, attempt to settle and reassure him or her as much as possible. But, do not "rap" with students about the problem.

3. Teachers should generally not allow students to leave their classroom for any reason.

4. Teachers are not to leave their classrooms unattended.

5. All teachers should be in the halls at passing time to disperse any groups and discourage students from leaving the building.

6. Teachers who have rooms close to exits should be alert at their own doors and exits as well.

7. Teachers should attempt to handle their own discipline as much as possible at all times like these. Severe cases should be referred to the office.
8. If it will help the class situation the teacher may want to lower the window shades.

9. Teachers should keep all students busy. Continue classwork if at all possible.

10. Teachers should notify the office immediately of any stranger in the building.

11. Teachers should be prepared to keep students in class without a passing period if necessary.

12. Students should not be given permission to use the telephone unless approved by the principal.

CLASS PARTIES

Class parties are discouraged, but any class desiring a party and feeling the situation merits consideration should get approval from the principal prior to scheduling the party.

STUDENT LEAVING THE BUILDING

No student is permitted to leave the building or the campus area without administrative authorization. Teachers are not to allow or request students to run errands for them off campus without prior approval from the principal.

STUDENT ATTENDANCE PROCEDURES

Teachers are to take attendance at the beginning of first period
(or homeroom) and send an absence report to the office. The office will send the names of absent students in the morning announcements. If a student is absent later in the day and was not on the absence list sent out, then the teacher should send that name to the office at the beginning of the period. (Appendix - Absence Slip)

The teacher should be sure to ask for an admit slip from any student who appeared on the absence list, but that same day is present for class. (Appendix - Admit Slip)

STUDENT ADMIT SLIP

The office will issue an admit slip to each student following an absence, if the absence is to be considered "excused". (Appendix - Admit Slip)

If a student is going to leave during the day, the office will put the student's name and time of departure on the morning announcements. If a student comes in, after being gone part of the day, the student must pick up a slip in the office to be initialed by the remainder of the student's teachers that day.

DETENTION AND DETAINING STUDENTS AFTER SCHOOL

Students may be kept after school for detention, however, the teacher should inform the student that he has a detention and give the student the opportunity to make arrangements for transportation the next evening.
GRADUATION REQUIREMENTS

Sixteen (16) solid units:

Three (3) units of English
One (1) unit of Mathematics
One (1) unit of Science
One (1) unit of American History

Required to pass a test on both the United States and Illinois Constitutions.

Physical Education must be taken each semester for all students. One-eighth (1/8) credit will be given each semester. This physical education credit is not counted toward graduation.

Any student graduating from Maroa-Forsyth High can transfer up to one (1) credit from a recognized correspondence school. This one (1) credit must be taken prior to terminating attendance at Maroa-Forsyth High School.

Any student desiring to take a correspondence course must petition the principal in writing stating the desire and reason. A committee composed of the principal, guidance counselor, and a teacher to be named will serve as the screening committee. The student must, after presenting a request in writing, appear before the screening committee for a personal interview. The committee will determine whether the request will be granted or denied.

The only credit accepted after terminating attendance at Maroa-Forsyth High School must be taken in summer school (e.g. Decatur) or a course taken during the summer from Richland Community College, for
high school credit (audit). This must be completed no later than the summer immediately following the school year of final attendance (June).

No student will be permitted to participate in commencement unless he or she has obtained the required credits as of the graduation day.

Junior college credit will be given as follows:

Based on the number of _clock hours_ the class meets.

<table>
<thead>
<tr>
<th>Jr. College Clock Hours</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-55</td>
<td>1/4</td>
</tr>
<tr>
<td>56-81</td>
<td>1/2</td>
</tr>
<tr>
<td>82-107</td>
<td>3/4</td>
</tr>
<tr>
<td>108-135</td>
<td>1</td>
</tr>
</tbody>
</table>

This is for each course with no accumulation of hours from one semester to another.

The course must be taken for which college credit would be given. (No non-credit). The student is responsible for having a letter sent to Maroa-Forsyth High School in order to obtain credit. An audit course will be given a "C" since no grade is given by the college for an audit.

A student must be enrolled in at least four (4) courses for graduation credit plus physical education.

A student must have a "C" average the preceding semester before being allowed to take five subjects, except during the senior year.

No student will be allowed to enroll in more than five (5) courses per semester (graduation credit) at the high school or in combination with high school and another school.

GRADING SYSTEM

Numerical grades will be given in all classes for which graduation
credit is given. Report cards will be given the students every quarter (nine weeks). Numerical grades will be put on the grade cards. The semester grade will be found by averaging the grades for the two quarters.

Letter grade equivalents for the numerical grades and numerical value to be used to figure honor roll and grade point average are as follows:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>94</td>
<td>A-</td>
<td>5</td>
</tr>
<tr>
<td>93</td>
<td>B+</td>
<td>4</td>
</tr>
<tr>
<td>87-92</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>86</td>
<td>B-</td>
<td>4</td>
</tr>
<tr>
<td>85</td>
<td>C+</td>
<td>3</td>
</tr>
<tr>
<td>77-84</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>76</td>
<td>C-</td>
<td>3</td>
</tr>
<tr>
<td>75</td>
<td>D+</td>
<td>2</td>
</tr>
<tr>
<td>71-74</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70</td>
<td>D-</td>
<td>2</td>
</tr>
<tr>
<td>69 or below</td>
<td>F</td>
<td>1</td>
</tr>
</tbody>
</table>

**INCOMPLETE GRADING**

Incomplete grades may be given, made-up, and changed at the end of each grading period in accordance with the following regulations:

A. The student was absent during the final days of the grading period and all make-up work needed to change the incomplete grade given at the end of the grading period to a grade must be made-up within the same number of days that the student was absent.
immediately prior to the last day of the grading period.

B. All grades that are recorded on the grade sheet the last
day of the grading period stand. Students must have all this
make-up work completed before the last day of the grading period.
Any exceptions to this because of extreme circumstances, may be
made through teacher recommendations to the principal with the
principal approving or denying the request.

GRADE REPORTING

Teachers will be provided a class roster, for each course, on which
to report student grades. These rosters are to be treated with confiden-
tiality and extreme care is to be given to accuracy in making these re-
ports. (Appendix - Report Card)

GRADE RECORDING

At the end of each quarter the teacher will place the grade on the
"official" grade sheets to be kept in the office. (Appendix iii)

The teacher will also place the grade on the student's report card.
(Appendix xv)

MID-TERM REPORTS

Midway through each quarter, each teacher will send home a mid-term
report on any student doing work below a 76 average.

Mid-term reports can also be sent to the parents of any student
not working up to capabilities. (See Appendix - Mid-Term Report)
DAILY SCHEDULE

Bell system and lunch schedule for Monday, Tuesday, Thursday, and Friday.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:20-9:15</td>
<td>First Period</td>
</tr>
<tr>
<td>9:15-9:18</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:18-10:15</td>
<td>Second Period</td>
</tr>
<tr>
<td>10:05-10:07</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:08-10:55</td>
<td>Third Period</td>
</tr>
<tr>
<td>10:55-10:58</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:58-11:45</td>
<td>Fourth Period</td>
</tr>
<tr>
<td>11:45-11:48</td>
<td>Passing Time</td>
</tr>
<tr>
<td>11:48-12:35</td>
<td>Fifth Period</td>
</tr>
<tr>
<td>12:35-1:03</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:03-1:06</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:06-1:53</td>
<td>Sixth Period</td>
</tr>
<tr>
<td>1:53-1:56</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:56-2:43</td>
<td>Seventh Period</td>
</tr>
</tbody>
</table>
Bell System and lunch schedule for Wednesday:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:20-8:25</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:25-9:00</td>
<td>Activity Period</td>
</tr>
<tr>
<td>9:00-9:03</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:03-9:45</td>
<td>First Period</td>
</tr>
<tr>
<td>9:45-9:48</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:48-10:30</td>
<td>Second Period</td>
</tr>
<tr>
<td>10:30-10:33</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:33-11:15</td>
<td>Third Period</td>
</tr>
<tr>
<td>11:15-11:18</td>
<td>Passing Time</td>
</tr>
<tr>
<td>11:18-12:00</td>
<td>Fourth Period</td>
</tr>
<tr>
<td>12:00-12:28</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:28-12:31</td>
<td>Passing Time</td>
</tr>
<tr>
<td>12:31-1:13</td>
<td>Fifth Period</td>
</tr>
<tr>
<td>1:13-1:16</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:16-1:53</td>
<td>Sixth Period</td>
</tr>
<tr>
<td>1:53-1:56</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:56-2:43</td>
<td>Seventh Period</td>
</tr>
</tbody>
</table>

**STAFF MEETINGS**

All teachers are expected to attend staff meetings as designated by the principal. All teachers are expected to attend all general faculty meetings and all department meetings.
ACTIVITY FINANCES

All monies collected and expended must be routed through the appropriate account in the school extra-curricular account. (Activity Fund)

Record books for the treasurers must be provided. The records are to be available for inspection by the sponsors, principal and treasurer at any time. They are to be returned to the office at the close of the school year for auditing purposes. The treasurers and sponsors should see that the balance in the treasurers books coincide with the balance in the office each month.

No funds shall be expended except by prior approval of the treasurer of the organization, sponsor and principal.

A purchase order for payment authorization voucher must be submitted for approval before a fund is encumbered. An invoice must be authorized at the time of purchase, returned to the organization sponsor who will submit it to the principal and a check will be written to the business or person.

Change for all activities should be requested the day prior to when it will be needed.

ROOM CONDITION

Turn off all lights any time the teacher leaves the room and it is not occupied. However, students should not be left unsupervised.

It is hoped that all teachers will cooperate in trying to keep their own room in the best shape possible.

Hints:
1. Check the desks for writing after the students leave the room.
2. Make sure chairs and desks are in order.
3. Have students keep feet off desks and tables as well as walls.
4. Have students use wastebaskets for waste paper.

NEWS RELEASES

All news releases must be approved by the principal. Since these releases are a medium of public relations it is desired that a sponsor write up releases regarding all school projects, or other important matters, and submit them to the principal before release. News releases will be sent out each Friday morning, therefore, announcements of forthcoming events of the week should be turned in on Thursday.

STAFF PARKING

Staff can park in the front parking lot or in the parking lot behind the building directly to the west of the gym.

SCHOOL DANCES

Any dance held at the school in the evening must have a sponsor (employees) and at least two couples (four people) to act as chaperones. The chaperones must be out of school long enough to be considered as "adults" and show mature judgement.
STUDENT CURFEW

All school activities which will keep students out after curfew must be approved by the principal or superintendent. (All night activities must be approved by the principal or superintendent). All such activities must be submitted for approval a minimum of one week in advance of the date of the activity. This type of activity should be kept to a minimum.

TEACHER ASSIGNMENTS TO EXTRA-CURRICULAR ACTIVITIES

Each teacher is expected to assume a certain amount of responsibility in the extra-curricular program. Specific duties will be assigned by the principal as needed for supervision demands.

KEYS

All teachers will be issued keys they will need to perform their teaching duties. These keys are for use by the teacher and the teacher only. The keys are not to be given to anyone else (relative or friend). If keys are lost or stolen the teacher should notify the principal immediately.

REQUEST FOR COURSE CHANGE OR DROP

Course changes must take place in the first ten (10) days of the semester with valid reason since opportunity is given before the school
term ends the previous year to make any desired changes. Students may not drop or add classes after the first ten (10) days of the semester.

EQUIPMENT

Each adult employee is held totally accountable for the equipment in his/her room. This is true of the condition of all equipment as well as its presence. Therefore, it is not only courteous but logical that one should contact the person responsible for equipment before borrowing it.

STUDY HALL

All students, unless specifically assigned or directed otherwise, are to be present in the study hall. It is the responsibility of each student to follow the procedures and instructions of the instructor in charge.

The following regulations should be used in regard to the supervision of all study halls.

1. No card playing or games of any kind in study hall or anywhere in the school during classes.
2. No students can leave the study hall without a pass.
3. Washroom privileges must be monitored closely.
   (a) Not more than once a period.
   (b) Not more than three (3) minutes leave.
   (c) Not more than one (1) student at a time.
4. Group study should not be allowed unless it can be done in extreme quiet.
5. All students must be in assigned seats. (Appendix xxiv)

6. Roll must be taken at the beginning of the period when the library list is sent to the study hall.

7. No talking unless getting assignments with permission from the teacher in charge of the study hall.
   
   (a) Conversation lasts no longer than three (3) minutes.
   
   (b) Only one conversation going on in the study hall at a time.

8. No pop, candy or eating of any kind is allowed in the study hall.

9. All students are to bring study material to study hall every day.

10. No chairs are to be moved around by students in the study hall without permission. If a teacher allows chair movement, those chairs must be in place before the study hall is dismissed.

11. All students are to be in their seats immediately when the bell rings and must remain in their seats unless the teacher grants permission or the teacher dismisses them at the end of the period.

12. The teacher should see that the blinds are not pulled down lower than the bottom of the raised window.

13. The teacher in the last study hall for the day should see that the windows are closed and lights are turned off.

LIBRARY USE BY CLASSES

If the teacher desires to take a class to the library, arrangements must be made with the principal and the librarian. These "library days" should be kept to a minimum since they will require closing the library.
SCHOOL VISITORS

Visitors are not to be invited to the school without prior approval of the principal. All visitors must be cleared through the office.

GUESTS FOR INSTRUCTION

Faculty members are requested to get prior approval from the principal before inviting anyone to Maroa-Forsyth High School to aid them in any kind of instruction. The teacher is to notify the principal of all final arrangements. The guest is to be instructed to report to the office when coming to the building.

ROOM ASSIGNMENTS

Each teacher is to assume the responsibility for the physical condition of the assigned teacher's station at all times. This includes lights, arrangements of furniture, keeping the students and desks away from the walls, etc. Arrangements of furniture should be returned to its original position at the end of the period.

If the room is in need of any repair or service of a physical nature, the teacher should notify the principal with a written request. The request should include the date, name, and specific information regarding needed attention.

SUBSTITUTE TEACHER SERVICES

Teachers should always have available for the substitute:
1. A seating chart
2. Class books
3. Lesson plan (for a minimum of one week)
4. Schedule of classes

DAILY SCHOOL BULLETIN

Each morning there will be a school bulletin sent to the first period class (homeroom on Wednesday). These announcements should be read to all students.

Any teacher wanting an announcement placed in the bulletin should be sure to get it on the "announcement pad" before school.

The morning announcements will be put on the bulletin and these will not be made over the intercom.

WEEKLY SCHOOL BULLETIN

A weekly school bulletin will be placed in the teachers' mailboxes during the day on Friday.

Anyone wanting an item on the weekly bulletin must see that the principal gets the items on Thursday prior to the bulletin being prepared on Friday.

THE TEACHER'S PLANBOOK

Each teacher is provided with a plan book in which to enter more detailed lesson plans by the day, or longer periods. All teachers are to keep this plan book prepared for at least one week in advance.
This plan book should be kept on the desk and should easily be understood by the substitute.

TEACHER EVALUATION

Classroom visitation will be made with the intent of improving the educational program for students by improving the performance of the teacher. Each teacher's classes will be observed throughout the school year.

See attached teacher evaluation form. (Appendix - Criteria for Teacher Evaluation and Teacher Evaluation.)

FIELD TRIPS

Prior to specific discussion with students field trips should be discussed with the principal. This discussion must take place at least one week prior to the trip. If transportation by bus is desired, then the field trip must be approved by the superintendent through the principal. After the trip is approved the teacher will be responsible for seeing that all teachers receive a list of the students and time they will be missing classes. Also, the teacher will write a letter explaining the proposed trip. This must go to each parent for parental approval.

PROVISIONS FOR OBTAINING SUPPLIES

Requisition forms for supplies are available in the office. These forms should be turned in to the principal. Major equipment and supplies should be requisitioned by teachers in the spring for the following
school year. Teachers are never to requisition anything on their own that will not be taken from their department budget. The principal will approve all requisitions before the order is sent. Supplies ordered by individual teachers will be taken from the department budget.

TEACHERS ABSENCES

Teachers not able to perform their duties should call the principal before 7:00 A.M. the morning they will not be able to attend school. If at all possible it would help to call the evening before if the teacher knows they will not be able to attend. The morning call should be made by 6:30 A.M. if possible because most of substitutes will be called early.

Teachers not able to return from an absence should notify the high school office (794-3463) before 2:00 P.M. so the substitute may be notified to return before he/she leaves the building.

TELEPHONE

The school telephone is busy most of the time. For this reason teachers are encouraged to use the school telephone for school business only. Personal calls should be held to a minimum number and length before and after school.

SMOKING

Teachers shall smoke only in the teachers' lounge.
CLOSING SCHOOL BECAUSE OF WEATHER

If blizzard conditions or power failure makes it advisable to close school an announcement will be made on the Decatur radio station. (WSOY AM-1340 or FM-103 before 7:00 A.M.)

STUDENT HALL LOCKERS

Hall lockers are assigned alphabetically by grade level.

PHYSICAL EDUCATION LOCKERS

All physical education lockers will be assigned by the physical education teachers.

STUDENT INJURY OR ILLNESS

Even though an effort is made to take every precaution to avoid personal injury, accidents happen. If an injury occurs, use common sense, and then contact the office. Do what is immediately necessary and contact the the parents as soon as possible. After the immediate needs are met, notify the office about the details. Never allow students to go home injured or ill without the knowledge of the parents and the principal's office.

INELIGIBILITY

All students will be required to meet the same eligibility requirements in order to participate in any activity outside the classroom.
Each Friday a list of all students who are failing will be turned in to the office.

Each Monday a list of all students who are failing will be put in each teachers' mailbox. Those having two or more failing subjects will be ineligible for that week. (Monday-Sunday) Each teacher will be responsible for turning in the failure list and then checking the ineligibility list prior to each "event". Failures will be figured on an accumulative basis for the quarter.

If a student misses the bus to an activity, he or she will be ineligible for that activity. If they drive to the activity after missing the bus, they will be ineligible and will be considered spectators for that activity.

**STUDENT ATTENDANCE AT SCHOOL FOR PARTICIPATION IN EXTRA-CURRULAR ACTIVITIES**

In order for a student to participate in a scheduled extra-curricular practice or activity on a school day or night, he or she must be in attendance at school that entire day. The only exception will be by prearranged administrative approval.

If a student misses any part of the school day due to illness, he or she will not be permitted to participate in any after school activity.

Each faculty sponsor/coach/representative is responsible for checking the daily attendance to verify the attendance or absence of all students. The office will make every effort to assist the teacher, however, the office cannot identify all team or group members as easily as the coach or sponsor.
SECURITY

It is the responsibility of each certified and non-certified staff member to help with the problem of security. Security of the building can be greatly enhanced simply by turning off lights when leaving, closing windows in the classrooms or work area and locking all doors when leaving.

STUDENT INTERROGATION BY LAW ENFORCEMENT PERSONNEL

It is not the intent of the Maroa-Forsyth Unit #2 Board of Education or Staff to deter, in any way, a law officer from performance of his duties. On the contrary, we pledge our cooperation. However, in order to protect our personnel and meet our responsibilities of "loco-parentis", we adopt the following policy:

A. Identification:
   1. School officials shall require proper identification of law enforcement personnel and require them to state the nature of their visit.

B. If a law enforcement official has a warrant to arrest or take a student into custody, the school official shall:
   1. Honor the provisions of the warrant.
   2. School officials shall contact the student's parents and inform them that a warrant has been served on their child.

C. If the law enforcement official has no warrant, but wishes to interrogate the student, the school official shall:
   1. Attempt to contact the parents or guardian and request
their presence.

2. If parents cannot be present, then a school official shall sit in on the interrogation.

3. If a school official is present he shall make sure the student is informed of the following rights:
   a. The right to remain silent.
   b. The right to be warned that anything he says may be used against him.
   c. The right to be represented by, or to consult with an attorney-at-law before he makes any statement.
   d. The right that an attorney will be appointed to advise him, if he cannot retain counsel of his choice.

LIABILITY FOR PUPIL INJURIES

Any educational activity should be well-planned to result in a most effective and efficient learning. A study of a liability for injuries to pupils will give credence to the place of planning for the safety of pupils in over-all educational picture. The teacher must plan thoroughly for effective and efficient learning in the safest possible manner.

The public today is becoming more and more aware of the individual's responsibilities for the safety of himself and others. Due to the fact that accidents are occurring more frequently, people have cultivated this awareness. One of the first questions asked when an accident occurs is "Who was responsible?" or "Who is going to pay?"
Foreseeability of danger receives serious considerations when negligence is being dealt with. When danger is obvious, the teacher is responsible for making reasonable care and precaution to avoid it. The facts of the case are the basis of negligence. The following information might be of interest as well as helpful to the teacher.

1. The teacher must be acting within the scope of his/her employment, and in the discharge of assigned duties to obtain benefits of the statutes.
2. There must be a breach of a recognized duty to the student.
3. There must be a negligent breach of such duty.
4. The accident and resulting injuries must be the natural or foreseeable consequence of the teacher's negligence arising from a negligent breach of duty.
5. The accident must have occurred under circumstances where the teacher owes a duty of care to the student.

SUPERVISION AND LIABILITY

Liability in regard to supervision centers around two points: the quality of supervision and its extent. The implications involved in liability of the teacher should point out the importance of the comprehensiveness of his/her preparation at all stages of teaching.

The vast majority of student problems do not begin in the classroom. They start in the halls, rest rooms, cafeteria, and playgrounds. The problem is that the pushing, teasing, running and yelling originating in these places carry over into the classroom. That is why teacher supervision of the entire school is a necessity.
ACTIVITY PERIOD SCHEDULE

Clubs will be set up in the gym during Activity Period, Sept. 2. Students will need to sign up and pay dues by Sept. 4th in order to be included in the club membership. Complete club roster should be in the office by 9:00 A.M. Sept. 8th.

#1 - Student Council, GAA, and Science Fiction; #2 - FFA and Newspaper; #3 - I.A. and FHA; #4 - Science, Library and Art.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity</th>
<th>Main Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Bingamon</td>
<td>Mr. Campbell</td>
<td>Mrs. Coen</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Mr. Daggett</td>
<td>Mr. Dale</td>
<td>Mrs. Kuykendall</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Guichard</td>
<td>Mr. Haines</td>
<td>Mr. James</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>Mr. Maddin</td>
<td>Mr. Purvis</td>
<td>Miss Roosevelt</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
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ASSEMBLY SCHEDULE

Person responsible for the main study hall during assembly. All other teachers will attend the assemblies and sit with students.

1 - Miss Bates
2 - Mrs. Zimmerman
3 - Mr. Thompson
4 - Miss Sewell
5 - Miss Roosevelt
6 - Mrs. Query
7 - Mrs. Purvis
8 - Mr. Maddin
9 - Mr. Kuykendall
10 - Mr. James
11 - Mr. Haines
12 - Mr. Guichard
13 - Mr. Dale
14 - Mrs. Daggett
15 - Mrs. Coen
16 - Mr. Campbell
17 - Mr. Bingamon
### Class Grade Sheet

**Subject** __________________________  **Year Beginning** __________________________  **Text** __________________________

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**Number Receiving**

Include all pupils enrolled for any part of the Year.
List each class on separate sheet.
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**Percent Failure**

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## CLASS SPONSORS

**Freshman**  
Mr. Campbell  
Mr. Bingamon  
Mrs. Purvis, Chairperson  
Mrs. Coen

**Sophomores**  
Mr. Guichard  
Miss Roosevelt  
Mr. Dale  
Mr. Thompson, Chairperson

**Juniors**  
Mr. Kuykendall  
Mr. Maddin, Chairperson  
Mrs. Query  
Mr. Haines

**Seniors**  
Mrs. Daggett  
Miss Sewell  
Mr. James  
Miss Bates  
Mrs. Zimmerman, Chairperson
FOOTBALL PERSONNEL

Those working with the Sophomore Class (Concession) are as follows:
Mr. Guichard, Miss Roosevelt, Mr. Dale, and Mr. Thompson.

Booth Personnel - Mr. Kuykendall
Chain - Larry James, Jac Carrier, and Harold Dunham
Statistician - Mr. Bingamon
Announcer - Rev. Carl Hendry
Band and Flag Squad - Mr. Fisher
Gate -

Sept. 11 - Mrs. Purvis, Mrs. Coen, and Mrs. Query
Sept. 25 - Mr. Campbell, Mrs. Daggett, and Miss Sewell
Oct. 16 - Mrs. Lucas, Miss Bates, and Mrs. Zimmerman
Nov. 6 - Mr. Maddin, Mr. Haines, and Mr. James
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4/7 Wed. Baseball Boys
4/8 Thurs. Boys Girls Baseball
4/9 Fri. GOOD FRIDAY NO SCHOOL
4/12 Mon. NO SCHOOL
4/13 Tues. NO SCHOOL
4/14 Wed. Girls Boys Baseball
4/15 Thurs. Baseball Girls
4/16 Fri. Boys Girls Baseball
4/19 Mon. Girls Boys Baseball
4/20 Tues. Boys Girls
4/21 Wed. Girls Boys Baseball
4/22 Thurs. Boys-Girls-Baseball
4/23 Fri. Boys Girls Baseball
4/26 Mon. Girls Boys Baseball
4/27 Tues. Girls County Boys Baseball
4/29 Thurs. Boys
4/30 Fri. JR-SR PROM
5/3 Mon. Boys County Girls Baseball
5/4 Tues. SPRING BAND AND CHORUS CONCERT
5/5 Wed. Baseball Boys
5/6 Thurs. Girls Boys
5/7 Fri. Boys Baseball
5/10 Mon. Girls Boys Baseball
5/11 Tues. Boys Girls
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/12</td>
<td>Wed.</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
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<tr>
<td>5/13</td>
<td>Thurs.</td>
<td>Girls</td>
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<tr>
<td>5/14</td>
<td>Fri.</td>
<td>JAZZ CONCERT</td>
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<tr>
<td>5/17</td>
<td>Mon.</td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
</tr>
<tr>
<td>5/18</td>
<td>Tues.</td>
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<td>JH AWARDS NIGHT</td>
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</tbody>
</table>
MAROA-FORSYTH JUNIOR AND SENIOR HIGH SCHOOL
Maroa, Illinois

MID-TERM REPORT OF UNSATISFACTORY WORK

Name of Student: ________________________________

Date: ____________ Subject: ________________________________

Teacher: ________________________________

The grade at the present time for the quarter is ____________________.

Reason for grade problems: (Check those which apply)

1. ____ Assignments not handed in regularly.
2. ____ Major papers, notebooks, book reports, projects, etc., not handed in or handed in late.
3. ____ Daily work not carefully done or not complete.
4. ____ Does not voluntarily participate in class discussion.
5. ____ Low grade on tests
6. ____ Poor attention
7. ____ Doesn't seem well physically
8. ____ Student absent and didn't make up work missed or absent too much to keep up.
9. ____

Steps taken by teacher to help student:

1. ____ Conference with student to discuss difficulty
2. ____ Conference with parents
3. ____ Extra (out of class) help offered
4. ____ Tried to improve student's study skills
5. ____

Recommendations for future action:

1. ____ Conference with parent
2. ____ Student should do a reasonable amount of work daily
3. ____ Student should have a physical checkup
4. ____ Student needs more encouragement
5. ____ Student should make the effort to stay for extra help
6. ____ More regular attendance would help
7. ____

CONFERENCE WITH TEACHERS: Parents may arrange for a conference with the teacher by calling the school where the pupil attends.

Parent's Comments:

Please sign and return to the school. ________________________________
PREAMBLE

This agreement, between the Board of Education of District #2, Macon County, Maroa, Illinois and the Maroa-Forsyth Education Association, incorporates a number of understandings which derive from the parties' mutual beliefs that each pupil is entitled to an education of the highest quality.

Article I
RECOGNITION

1.1 The Board of Education of School District #2, Macon County, Maroa, Illinois, hereafter referred to as the "Board", recognizes the Maroa-Forsyth Education Association, hereafter referred to as the "Association" as the sole and exclusive negotiating agent for all regularly employed certificated personnel, hereafter referred to as the "Employees". Further, the Board agrees not to negotiate with any teacher individually during the duration of this agreement, in regards to matters contained in this agreement. Those employees to be excluded shall consist of the superintendent, assistant superintendent, principals, and assistant principals.

Article II
RIGHTS AND RESPONSIBILITIES

2.1 The Board hereby retains and reserves unto itself all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the statutes of the State of Illinois. However, the Board agrees to participate in good faith negotiations with the duly designated representatives of the Association.

2.2 It is the mutual responsibility of the Board and the Association to meet at reasonable times and negotiate in good faith with respect to salaries, fringe benefits, conditions of employment, grievance procedures, and negotiating procedures.

2.3 "Good Faith" is defined as the mutual responsibility of the board and the Association to deal with each other openly and fairly and to sincerely endeavor to reach agreement on items being negotiated. It does not imply acquiescence or concession to either parties' demands, either in whole or in part.

2.4 It is the mutual responsibility of the Board and the Association to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, and make counter proposals in the course of negotiations, and to reach tentative agreements.

2.5 Employees shall have the right to organize, join, and to participate in professional negotiations with the Board. The Board shall not discriminate against any employee with respect to hours, wages, terms, and conditions of employment for reason of membership, or non membership, in the Association, participation in negotiations with the Board, or the institution of any grievance, complaint or proceeding under this agreement.

2.6 The Board shall not discriminate against any employee for reason of race, creed, color, marital status, age, sex, or national origin.
2.7 When an employee is required to appear before the Board concerning any matter which could adversely affect the employee's employment, the employee's position, or the employee's salary, the employee shall be entitled to have a representative of the Association present. Further, when an employee is required to appear before the Board, the employee shall be advised in writing at least ten (10) days in advance by registered mail concerning the reasons for the requirement.

2.8 Each employee shall have the right to review the contents of said employee's personnel file and to place therein written reactions to any of its contents. Contents shall be reviewed in the presence of an administrator.

2.9 The Board shall deduct from each employee's pay the current dues of the Association, provided that the Board has an employee executed authorization for continuing dues deduction, the amount of which shall be annually certified by the Association. The authorization form shall be furnished by the Association. The authorization shall remain in effect from year to year, except that the employee may revoke it between September 1 and September 15 of any year. Upon receipt of any revocation, the Board shall notify the Association in writing of same. If a teacher resigns prior to September 1 of any year, the Board shall deduct the unpaid portion of the annual dues from the employee's final paycheck. All dues deducted by the Board shall be remitted to the Association no later than fifteen (15) days after such deductions are made.

2.10 The Association shall have the right to post notices of its activities and matters of Association concern on teacher bulletin boards, at least one of which shall be provided in each school building.

2.11 The Association and its representatives may request to use school buildings for meetings if arranged with and approved by the building principal in advance. Activities shall not interfere with or be in conflict with other use or school activities.

2.12 Duly authorized representatives of the Association shall have the right to transact official Association business on school property, provided that this shall not interfere with or interrupt normal school operation. And further provided, no Association's views on matters relating to supervisor-teacher or Board-teacher relationships will be discussed in the presence of students.

2.13 The Board agrees to furnish to the Association in response to reasonable requests from time to time all available information of a public nature concerning the financial reports and audits, tentative budgetary requirements and allocations, agendas and minutes of all Board meetings, treasurer's reports, census and member-ship data, as will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers.

2.14 It is hereby recognized that it is the law of the State of Illinois that no certificated professional employee, nor any organization shall ever or at any time engage in or encourage or support any strike, slowdown, or other concerted refusal to render full and complete services in the school district. The Association hereby agrees not to strike, or engage in, or support or encourage any concerted refusal to render full and complete services in the school district or to engage in or support any activity whatsoever which would disrupt in any manner the operation of the schools.
3.1 All employees shall be given written notice of their assignments for the forthcoming year no later than ninety (90) days preceding the first day of the new school term. In the event changes in such assignments are proposed, the employee affected shall be notified promptly and consulted. In no event shall changes in the employee's assignments be made later than sixty (60) days preceding the commencement of the next school term unless an emergency situation exists. In the event of such emergency, the Association shall be notified, and the employee shall be allowed to resign if such change is not acceptable to the employee.

3.2 The parties agree that the employee has the primary responsibility for the maintenance of discipline within the classroom. The Board, however, recognizes its responsibility to support and assist the employee in the maintenance and control and discipline in the classroom, as long as this control and discipline is reasonable and prudent. This discipline and control must remain within the scope outlined in the school policy and follow the laws outlined in the School Code.

3.3 If an elementary teacher is to be transferred without consent two consecutive years a bonus of $400.00 will be paid to the teacher at the beginning of the second year.

**Article IV**

**EMPLOYEE EVALUATION**

4.1 Non-tenured employees shall be evaluated at least twice in each school term. Tenured employees shall be evaluated at least once each school term.

4.2 Within two (2) weeks after the beginning of each school term or thirty (30) days prior to a change or revision of the evaluating instrument, the building principal or immediate supervisor shall acquaint each employee under said supervisor's supervision with the evaluation procedures, standards and instruments, and the principal or immediate supervisor shall advise each employee as to who will observe and evaluate the employee's performance. No evaluation may take place until such orientation has been completed.

4.3 The administrator shall evaluate each employee in writing, using an evaluation instrument designed by the school administration. Each formal evaluation shall be preceded by an in-class observation of the employee's performance. This does not imply however, that employees may not be informally evaluated.

4.4 The evaluator shall have a meeting with the employee as soon as possible following the evaluation to discuss the evaluation.

4.5 The building principal shall provide the employee with suggestions to improve the quality of teacher and to eliminate any deficiencies noted in the evaluation. It is understood, however, that improvement and/or remediation is the teacher's responsibility.

4.6 The employee shall have the right to attach an explanation to any adverse evaluations or other negative materials that are placed in the employee's personnel file.

4.7 A copy of the evaluation shall be signed and given to each teacher immediately following the evaluation conference. The teacher shall initial official copy as evidence that he/she has received said copy.
5.1 Each full time certified employee shall be entitled to fifteen (15) sick leave days per school term without loss of pay. Each half time certified employee shall be entitled to fifteen (15) sick leave half days per school term without loss of pay. Sick leave shall accumulate up to one hundred forty five (145) days. Sick leave shall be interpreted to mean personal illness or illness or death in the immediate family or household. The immediate family for purposes of the Article concerning illness shall include: parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardian. The leave shall not exceed three (3) days in the event of death of grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. At the beginning of the 1979-80 school term each employee shall contribute one day of the foregoing sick leave allowance to a common bank. Employees who have exhausted their accumulated personal sick leave days may make reasonable withdrawals from the common bank, provided there are sufficient days available in the bank. Withdrawals from the common bank will only be made for teachers who themselves are ill or disabled. At the beginning of each school year, the common bank will be restored to a balance equal to one day per teacher in the district. This balance will be established by bringing forward from the previous year all unused days in the common bank and by additional donation from the teachers according to a method to be determined by the Association. Withdrawals are subject to recommendation by the Association and approval of the Board.

5.2 The Board shall grant each certificated employee, who is employed on a regular and daily basis, two (2) days of personal business leave without loss of pay providing the following criteria is met:
   a. Personal leave days will not be granted the day before or after a school holiday or vacation day, on an institute day, or during the first five days or the last five days of the school term.
   b. No more than two (2) teachers may be on personal leave at the same time.
   c. Notice of intent to use a personal leave day shall be made, in writing, to the Superintendent or his designee at least one week in advance.
   d. Personal leave days shall not be accumulative.
   e. All other days of absence, unless covered by sick leave policy, shall result in payroll deductions.
   f. Non-use of personal leave shall result in payment of the current substitute rate to the employee at the end of the school year.

5.3 Eligibility for maternity leave for teaching staff shall be based on a minimum of two full terms of continuous teaching in the Maroa-Forsyth School District. Leaves shall be limited to one school year. Leaves shall be without pay and salary increments shall not accrue because of leaves. Sick leave days shall not accrue because of leave not the teacher will retain those accrued at the time of the start of the leave. Written notice of intention to either return or resign shall be given to the Superintendent no later than March 1. Failure to furnish such written notice, will, in fact, constitute a notice of resignation. The teacher will return to the position he held unless this position has been abolished. If this is the case, the teacher may return to another position, if a position exists, and if she is fully qualified for the position. Once a teacher begins a school term she will not be eligible for maternity leave during that school year. Requests for maternity leave for the following school year shall be made in writing to the Superintendent not later than sixty (60) days prior to the first day of school. The Board may grant semester maternity leaves provided a suitable replacement may be found. Teachers wishing to request a semester maternity leave shall notify the Superintendent at least forty-five (45) days prior to the beginning of that semester. Upon returning to work, a teacher shall be subject to the same conditions of employment that apply to a full year maternity leave.
5.4 In the event that the Association desires to send representatives to local, state, or national conferences or on other business pertinent to Association affairs, these representatives shall be excused without loss of salary providing the Association reimburses the district for the cost of the substitute. The aggregate number of days will not exceed five (5) days.

5.5 A leave of absence up to one (1) year without pay may be granted to any employee who has a reasonable need for such a leave. The employee may have assistance of the Association to express his viewpoints before final approval or disapproval is made by the Board. Any extension of this leave would be considered on an individual basis.

5.6 Up to one year adoption leave shall be considered on an individual basis for any female employee upon request.

**Article VI**

**REDUCTION IN STAFF**

6.1 When the Board decides it is necessary to reduce the number of teachers in the district because of decreased enrollment, lack of funds, or other reasons, the Association will be consulted on such reduction in staff in advance of any public announcement.

An Association Committee, appointed by the president, will be given the opportunity to discuss such reduction in staff with the Board.

If in the judgment of the Board and administration, the number of staff positions must be reduced, seniority shall be a major factor.

A teacher's failure to respond affirmatively within fifteen (15) calendar days after receipt of the Board's letter (sent by registered mail) shall result in termination of the teacher's right of recall.

As positions become available within a period of two years after the lay offs the Board shall offer reemployment to qualified personnel.

**Article VII**

**GRIEVANCE**

7.1 Any claim by a teacher, a group of teachers, or the parties to this Agreement that there has been an alleged violation, misinterpretation or misapplication of this Agreement, Board policies, or established practices of the Board constitutes a grievance.

7.2 Under no circumstances should the grievance be discussed with anyone not directly involved with the grievance.

7.3 The parties acknowledge that it is usually most desirable for a teacher and his immediately involved supervisor to resolve grievances through free and informal communications. If, however, such informal processes fail to satisfy the grievant, a grievance may be processed as follows: A. The grievant may present the grievance in writing to the supervisor immediately involved who will arrange for a meeting to take place within ten (10) days after receipt of the grievance. The filing of the formal written grievance at the second step must be written ten (10) days from the date of the occurrence of the event giving rise to the grievance. The Supervisor shall provide a written answer including the reasons for the decision to the grievant within ten (10) school days of the meeting. B. If the grievance is not resolved at Step A, then the grievance may be referred to the superintendent in writing within ten (10) school days after Step A. The superintendent shall arrange for a meeting with both parties within ten (10) school days. The superintendent shall have ten (10) school days to present a written response after the meeting. The response shall include reasons for his decision. C. If the grievance is not resolved in Step B, it may be referred to the Board in writing with a request to appear before the Board at its
8.1 Each party in any negotiations shall select its negotiating representatives provided that the Board shall not select a teacher as herein defined as its representative.

8.2 Either party may select whomever they wish to represent them in negotiations except as limited in paragraph 6.1 above.

8.3 Negotiations shall begin by March 15, unless both parties agree to an alternate date. Meetings will be held as necessary at times and places agreed to by both parties.

8.4 When the Association and Board reach tentative agreement on all matters being negotiated, they will be reduced to writing and shall be submitted to the membership of the Association for ratification and to the Board for official approval. Upon ratification by both parties, they shall become the full and complete agreement.

8.5 If agreement is not reached on all items 30 days prior to termination of this agreement, either party may declare an impasse has been reached and call for the selection of a mediator.

8.6 A mediator shall be selected within seven (7) days from the date on which either party declares in writing to the other that an impasse exists. The mediator shall meet with the parties or their representatives, or both forthwith, either jointly or separately and shall take such other steps as he may deem appropriate in order to persuade the parties to resolve their differences and effect a mutually acceptable agreement, provided that the mediator shall not, without the consent of both parties, make findings of fact or recommend terms of settlement.

8.7 If agreement cannot be reached through deliberations with a mediator, a fact-finder will be selected. The fact-finder shall, within ten (10) days after his selection, meet with the parties or their representatives, or both, either jointly or separately, make inquiries and investigations, hold hearings, and shall take other steps as he deems appropriate. The Board and Association shall furnish the fact-finder, upon his request, all records, papers, and information in their possession relating to any matter under investigation by or in issue before the fact-finder. If the dispute is not settled prior thereto, the fact-finder shall make findings of fact and recommend terms of settlement, which recommendations shall be advisory only, within thirty (30) days after his selection. Any findings of fact and recommended terms of settlement shall be submitted in writing to the parties. Within ten (10) days from receipt of the written report, both parties must notify the fact-finder, in writing, of their decision. If the written report is not accepted, the reasons for non-acceptance must be included in the response. If no agreement is reached within ten (10) days from receipt of the written report, the responses will be added to the written report and copies will be released to the public. Cost for consultants chosen by any party will be paid by that party. The costs for the mediator or for the fact-finder shall be shared equally by the Board and the Association.

Article IX

9.1 An organization challenging the Association must submit evidence that it has at least 30% of the professional employees in the negotiating unit as members.
9.1 (continued)
This evidence shall be filed with the secretary of the Board between September 15 and December 1 of the school year in which this agreement terminates. Such referendum shall be limited to one during each school term. If such petition is deemed valid, a referendum shall be held within sixty (60) days of the filing of the challenge. The organization receiving a majority of the votes cast in any such referendum shall be declared the exclusive representative.

9.2 All other matter pertaining to the election shall be mutually established by the Association, challenging organization and Board, upon failure to reach agreement within fifteen (15) days following the validation of the petition, the issues in dispute shall be submitted to the American Arbitration Association for final and binding arbitration in accordance with its rules.

Article X
EFFECT OF AGREEMENT

10.1 The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

10.2 The terms and conditions of this Agreement shall be reflected in individual contracts of employment agreements.

10.3 Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

Article XI
DURATION OF AGREEMENT

11.1 This Agreement shall be effective August _______ and shall continue in effect until August _______. This agreement shall terminate on the date indicated.

Article XII
SALARY AND BENEFITS

12.1 Base Salary.................$11,000.00

12.2 Board Paid Retirement. For the 1981-82 school year the Maroa-Forsyth Board of Education agrees to pay a portion of teachers' retirement, as follows:
A. Contribute to the Illinois Teachers' Retirement System 7% of the teacher's salary, as determined by the table of factors from the 1978 Digest of the Teachers' Retirement System (1.075269).
B. Report to the I.R.S. the gross salary from the 1981-82 salary schedule plus all additional authorized compensation.
C. Should any of the above be declared improper by an I.R.S. or an Illinois Teachers' Retirement ruling or opinion, that clause or portion thereof shall be deleted from this Agreement to the extent that it violates the ruling or opinion.

12.3 The Board has agreed to contribute $17,550 toward teachers' health insurance package.
1.4 Extra Duty Pay as per attached schedule.

President, Board of Education

President, Marion-Forsyth Ed. Assoc.

Secretary, Board of Education

Secretary, Marion-Forsyth Ed. Assoc.
## Extra Duty Pay Schedule

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<thead>
<tr>
<th>Position</th>
<th>Pay Percentage</th>
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</thead>
<tbody>
<tr>
<td>H.S. Basketball Coach - Head</td>
<td>13%</td>
</tr>
<tr>
<td>H.S. Football Coach - Head</td>
<td>13%</td>
</tr>
<tr>
<td>H.S. Basketball Coach - Assistant</td>
<td>11%</td>
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<td>H.S. Football Coach - Assistant</td>
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<td>H.S. Baseball Coach</td>
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<td>H.S. Track Coach</td>
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<tr>
<td>H.S. Basketball Coach - Girls</td>
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<td>H.S. Volleyball Coach - Girls</td>
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<td>H.S. Track Coach - Girls</td>
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<td>Jr. High Basketball Coach</td>
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<td>Jr. High Track Coach</td>
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<td>Cheerleader</td>
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<td>Senior Class Sponsor</td>
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Choice Of Medical Protection Plans  (Optional) —

Plan IV Comprehensive Major Medical Benefit

This program offers our most complete medical protection for injury, sickness, or complications of pregnancy. It provides the best care benefits you and your employees can depend on to help meet the high cost of medical care. No lifetime maximum. Here's how the plan works:

**CALENDAR YEAR BENEFITS**

<table>
<thead>
<tr>
<th>Eligible Hospital Expenses:</th>
<th>WE PAY</th>
<th>EMPLOYEE PAYS</th>
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<tbody>
<tr>
<td>Daily Room and Board (up to average semi-private rate)</td>
<td>first $2,000</td>
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<tr>
<td>Daily Intensive Care</td>
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<td>0</td>
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<tr>
<td>Special Charges (operating room, anesthesia, X-rays, supplies)</td>
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<tr>
<td>Outpatient Hospital (charges for initial visit (1) on the day of surgery, (2) within 72 hours of an accident, or (3) due to a medical emergency)</td>
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<tr>
<td>Anesthesiologist, Radiologist, Pathologist services</td>
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**CALENDAR YEAR DEDUCTIBLE**

(Maximum of one deductible per person and no more than two deductibles per family in one calendar year).

- Other Eligible Expenses (up to $2,500) 90%* 10%
- Eligible Hospital Expenses exceeding first $2,000 (up to $2,250) (up to $250)
- Physician or Surgeon charges (usual and customary)
- Registered Nurse (R.N.) charges
- Licensed Practical Nurse (L.P.N.) (during hospital confinement)
- Diagnostic services
- Radioactive Therapy and Physiotherapy
- Prescription Drugs
- Ambulance Service (up to $250)

Remaining Eligible Expenses (Unlimited lifetime per person)** 100% 0

Maximum Coinsurance*** per person for calendar year (excluding deductible) $250

Maximum Coinsurance per family for calendar year (excluding deductible) $500

☐ NORMAL PREGNANCY EXPENSE BENEFIT (Optional) — All Plan IV Benefits Included

☐ SUPPLEMENTAL ACCIDENT BENEFIT (Optional) — Payment up to $300 of eligible hospital expenses exceeding the first $2,000 of benefits, an for physician, surgeon and registered nurse charges.
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<th>STUDENT'S NAME: (LAST) (FIRST) (MIDDLE)</th>
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</tbody>
</table>

**COMMENTS:**

**ABSENCE**

- Aug.-Sept. __________
- Oct. __________
- Nov. __________
- Dec. __________
- Jan. __________
- Feb. __________
- March __________
- April __________
- May-June __________

**KEY TO TEACHER'S COMMENTS**

1. Diligent Worker, Interested
2. Improving
3. Not Working to Capacity
4. Doesn't Participate in Class
5. Doesn't Do Required Work
6. Poor Study Habits
7. Lacks Initiative
8. Absent Too Often
9. Unexcused Absence
10. Incomplete
11. __________
The following points will be considered in each area of evaluation.

I. Personal evaluation of teacher

A. Appropriate appearance for job
   1. clean and well groomed
   2. neatly dresses - not suggestive or in any way interruptive to desirable classroom atmosphere

B. Proper expression and usage of English language

C. Attitude toward job (professional)
   1. enthusiasm for teaching
   2. willingness to do his fair share
   3. proud to be member of staff

D. Dependability - punctuality
   1. arrives and leaves school at prescribed times
   2. in classroom on time
   3. carries out assigned duties
   4. assumes responsibilities for extra-curricular duties

E. Sense of humor
   1. can laugh at his own mistakes
   2. makes learning fun

F. Maturity and judgment
   1. discipline consistent and appropriate to situation
   2. judgements consistent with school policy
   3. able to admit when he is in error and can take constructive criticism
   4. demands student respect by setting a good example and requiring good citizenship characteristics

G. Upholds board policies and building procedures
   1. supportive of school policies and procedures in public
   2. teaches material required by school board, state and administration
   3. familiar with fire, tornado and disaster alert procedures
   4. attends faculty and required school meetings

H. Participation in school activities
   1. mandatory participation
      a. community club
      b. club sponsor
      c. special programs (Christmas, etc.)-if involved
   2. Suggested participation
      a. athletic contests
      b. school programs - not involved

I. Relationship with parents and community
II Student - Teacher Relationship

A. Knowledge of Individual student
   1. Promotes teacher-directed individualization-independent study, teacher-pupil special study, teacher-volunteer-pupil special study
   2. Uses ability groupings where beneficial to students
   3. Adopts methods to assist both gifted and slower students without detracting from the regular curriculum

B. Teacher availability
   1. Available for student help before school
   2. Available and willing to help student during free time in school day
   3. Available for student help after school

C. Control of student behavior - discipline
   1. Has no classroom discipline problems
   2. Handles own classroom discipline problems in satisfactory manner
   3. Depends on office to handle classroom problems
   4. Has discipline problems detrimental to effective classroom learning

III Classroom Procedure

A. Keeps up in teaching field - uses new ideas
   1. Additional college courses in teaching field as needed
   2. Attends lectures or workshops in teaching field
   3. Reads periodicals, journals and other current articles relating to teaching area
   4. Shares new ideas and techniques with other teachers
   5. Uses and evaluates new techniques of instruction

B. Goals and objectives for lessons - appropriate plans - (long and short range) daily and yearly
   1. Teacher possesses written general plan and appropriate time table for the complete course including chapters and additional units of study to be covered
   2. Detailed plans for the current week are to be contained in the teachers daily plan book
   3. Classroom displays should be current to reflect the unit of study

C. Lesson presentation
   1. Speaks with clear, audible, and pleasant voice
   2. Exhibits mastery of subject matter
   3. Uses vocabulary suited to pupils age or understanding
   4. Uses good timing in presentation
   5. Maintains correct sequence in explanation
   6. Presents a reasonable amount of new material at one time
   7. Avoids excessive trivia
   8. Provides opportunity for questioning
   9. Stresses the importance of the assignment whenever possible
D. Uses variety of techniques and tools for instruction - skill in using them creatively
   1. Lectures, panel discussions, student reports
      small group - large group discussions
   2. Chalkboard, maps, films, cards, games, bulletin boards,
      overhead projector, records, tapes, charts, field trips,
      resource people, etc.
E. Individualizes for students within the classroom program
   1. Promotes individualization - teacher directed independent
      study, teacher-pupil special study, teacher-volunteer-
      pupil special study
   2. Uses ability grouping where needed
   3. Adopts methods to assist both gifted and slower students
      without detracting from the regular curriculum
F. Lessons and homework interesting, stimulating, and purposeful
   1. Material of appropriate difficulty for level
   2. Homework appropriate to subject - not busy work
   3. Homework of reasonable length
   4. Lesson and homework motivating to student
G. Room decor - classroom environment
   1. temperature and ventilation appropriate to season
   2. room bright and cheerful
   3. bulletin boards are motivating and appropriate to grade
      and subject taught
   4. learning centers used as needed
   5. material displayed in meaningful way
   6. student work displayed
H. Evaluation
   1. Tests measure objectives covered with emphasis placed
      on main objectives
   2. variety of tests used - objective, essay, oral, observation
   3. Tests cover a reasonable amount of material
   4. sufficient amount of time allowed for make-up work
   5. tests worded to be easily understood
   6. essay tests graded for content without prejudice toward
      any student or toward any philosophy when opinion is asked
   7. grading on the curve is the teacher's option

xxx
Purpose - The purpose of this evaluation form is to improve teacher effectiveness by helping the teacher become more aware of his strengths and weaknesses. By building on these strengths and working to improve the areas of weakness, the teacher should be better able to help each student develop to his maximum potential.

PERSONAL EVALUATION OF TEACHER

A. Appropriate appearance for job
Satisfactory ________ Needs improvement ________
Comment: ____________________________________________
_______________________________________________________
_______________________________________________________

B. Proper expression and usage of English language
Satisfactory ________ Needs improvement ________
Comment: ____________________________________________
_______________________________________________________
_______________________________________________________

C. Attitude toward job
Satisfactory ________ Needs improvement ________
Comment: ____________________________________________
_______________________________________________________

xxxi
D. Dependability - punctuality
Satisfactory _______  Needs improvement _______
Comment: __________________________________________
____________________________________________________

E. Sense of humor
Satisfactory _______  Needs improvement _______
Comment: __________________________________________
____________________________________________________

F. Maturity and judgement
Satisfactory _______  Needs improvement _______
Comment: __________________________________________
____________________________________________________

G. Uphold board policies and building procedures
Satisfactory _______  Needs improvement _______
Comment: __________________________________________
____________________________________________________

H. Participation in school activities
Satisfactory _______  Needs improvement _______
Comment: __________________________________________
____________________________________________________
I. Relationship with parents and community

Satisfactory _______  Needs improvement _______

Comment: __________________________________________

________________________________________________________________________

STUDENT-TEACHER RELATIONSHIP

A. Knowledge of individual

Satisfactory _______  Needs improvement _______

Strengths: _______________________________________

________________________________________________________________________

Weaknesses: _______________________________________

________________________________________________________________________

B. Teacher availability

Satisfactory _______  Needs improvement _______

Strengths: _______________________________________

________________________________________________________________________

Weaknesses: _______________________________________

________________________________________________________________________
4.

C. Control Student Behavior
Satisfactory ______ Needs Improvement ______
Strengths ________________________________
______________________________
Weaknesses ________________________________
______________________________

CLASSROOM PROCEDURE

A. Keeps up in Teaching Field - Uses New Ideas
Satisfactory ______ Needs Improvement ______
Strengths ________________________________
______________________________
Weaknesses ________________________________
______________________________

B. Goals and Objectives for Lessons - Appropriate Plans
Satisfactory ______ Needs Improvement ______
Strengths ________________________________
______________________________
Weaknesses ________________________________
______________________________
C. Lesson presentation

Satisfactory ________ Needs improvement ________

Strengths: ________________________________

______________________________

Weaknesses: ________________________________

______________________________

D. Uses variety of techniques and tools for instruction

Satisfactory ________ Needs improvement ________

Strengths: ________________________________

______________________________

Weaknesses: ________________________________

______________________________

E. Individualizes for students within the classroom program

Satisfactory ________ Needs improvement ________

Strengths: ________________________________

______________________________

Weaknesses: ________________________________

______________________________
F. Lessons and homework interesting, stimulating and purposeful

Satisfactory _______  Needs improvement _______

Strengths: __________________________________________
_____________________________________________________
_____________________________________________________

Weaknesses: __________________________________________
_____________________________________________________
_____________________________________________________

G. Room decor - classroom environment

Satisfactory _______  Needs improvement _______

Strengths: __________________________________________
_____________________________________________________
_____________________________________________________

Weaknesses: __________________________________________
_____________________________________________________
_____________________________________________________

H. Evaluation of student progress

Satisfactory _______  Needs improvement _______

Strengths: __________________________________________
_____________________________________________________
_____________________________________________________

Weaknesses: __________________________________________
_____________________________________________________
_____________________________________________________
Principal ___________________________ Date ____________

Conference held _______________________

Teacher Comments: ________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Teacher ___________________________ Date ____________
## PERIOD ABSENTEES

<table>
<thead>
<tr>
<th>Meals</th>
<th>Home Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Period</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Absent</th>
<th>Total</th>
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</tbody>
</table>

Instructor:

Supreme School Supply Co., Arcadia, WI 54612
CORRIDOR PASS

Student ____________________________

Date ____________________________ Time ________________
from ____________________________ to ____________________________

Signed ____________________________

Excused ____________________________

Time returned ________ Signed ____________________________

PASS MUST BE RETURNED TO THE TEACHER FROM WHOSE ROOM YOU WERE EXCUSED.

FORM 1187 - SUPREME SCHOOL SUPPLY CO., ARCADIA, WIS.
## EXCUSED

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Remarks:</th>
</tr>
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<tbody>
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</table>

The last teacher signing will take up and return this excuse to the principal's office.

### TEACHER'S CLASS SIGNATURE

<table>
<thead>
<tr>
<th>Period</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
</table>

### MONTHS—SEPT. OCT. NOV. DEC.

**JAN. FEB. MAR. APR. MAY JUNE**

*Supreme School Supply Co., Amadi, WI 6612*
# Form 150WUN

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Date</th>
<th>Remarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absent</strong></td>
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<td><strong>Tardy</strong></td>
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<td><strong>Ex.</strong></td>
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<tr>
<td><strong>Un-Ex.</strong></td>
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<tr>
<td><strong>All Day</strong></td>
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<tr>
<td><strong>A.M.</strong></td>
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<td><strong>P.M.</strong></td>
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<tr>
<td><strong>1-6</strong></td>
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<td><strong>7-8</strong></td>
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<td><strong>9</strong></td>
<td></td>
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</tbody>
</table>

**Teacher’s Class Signature by Periods**

1 2 3 4 5 6 7 8 9

The last teacher signing will take up and return this excuse to the principal’s office.

---

**Supreme School Supply Co., Arcadia, WI 53612**

**Absent or Tardy — Check Day**

**January** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

**February** 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOTICE TO PARENTS

1. The purpose of this report is to inform you of a disciplinary incident involving the student.
2. You are urged to appreciate the action taken by the teacher and to cooperate with the corrective action initiated today.

<table>
<thead>
<tr>
<th>FOR REFERRAL:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CUTTING CLASS</td>
<td>□ LACK OF CLASS MATERIALS □ RESTLESS, INATTENTIVE</td>
</tr>
<tr>
<td>EXCESSIVE TARDINESS</td>
<td>□ LACK OF COOPERATION □ EXCESSIVE TALKING</td>
</tr>
<tr>
<td>ANNOYING TO CLASSMATES</td>
<td>□ RUDE, DISCOURTEOUS □ MISCHIEF</td>
</tr>
<tr>
<td>DISTRACTIVE TO SCHOOL PROPERTY</td>
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<table>
<thead>
<tr>
<th>TAKEN PRIOR TO REFERRAL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHECKED STUDENT'S FOLDER</td>
<td>□ DETAINED STUDENT AFTER SCHOOL □ HELD CONFERENCE WITH PARENT</td>
</tr>
<tr>
<td>HELD CONFERENCE WITH STUDENT</td>
<td>□ CHANGED STUDENT'S SEAT □ SENT PREVIOUS REPORT HOME</td>
</tr>
<tr>
<td>CONSULTED COUNSELOR</td>
<td>□ TELEPHONED PARENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION AND RECOMMENDATION(S):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>STUDENT REGRETS INCIDENT, COOPERATIVE</td>
<td>□ STUDENT PLACED ON PROBATION □ STUDENT WILL MAKE UP TIME</td>
</tr>
<tr>
<td>RECURRING INCIDENTS WILL BE REPORTED</td>
<td>□ STUDENT SUSPENDED □ CASE REFERRED TO</td>
</tr>
</tbody>
</table>

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STUDENT'S NAME:  
CLASS:  
DATE:  
DATE OF INCIDENT:  
TIME:  
TEACHER:  

---

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APPENDIX B

SUBSTITUTE TEACHERS HANDBOOK
SUBSTITUTE TEACHERS HANDBOOK
CONTENTS

Emergency Procedures - Fire Drill .......................... 1-2
Tornado and Disaster Procedures ............................. 3-4
Attendance Policy .............................................. 5
Basic Rules ................................................... 5
Bell System and Lunch Schedule (Monday, Tuesday, Thursday, Friday) 6
Bell System and Lunch Schedule (Wednesday) .................. 7
Daily Schedule .................................................. 8
Seating Chart .................................................... 9
Corridor Pass ................................................... 10
Excused Pass ................................................... 11
Admit Slip ...................................................... 12
Disciplinary Referral ........................................... 13
EMERGENCY PROCEDURES - FIRE DRILL

The signal for evacuation will be the fire alarm. Students and staff will exit the building through the doors designated.

Room #1 - out the shop doors to the north
Room #2 - out the shop doors to the north
Room #3 - out the doors on the east of the corridor
Room #4 - out the door of the west of the corridor
Room #5 - out the front door (north)
Room #6 - out the front door (south)
Room #8 - out the front door (south)
Room #9 - out the back door of the Home Economics Room and out the west door. Keep to the left.
Room #11 - down the north stairs and out the front door (north)
Keep to the left.
Room #12 - down the north stairs and out the front door (north)
Keep to the right.
Room #13 - down the south stairs and out the front door (south)
Keep to the left.
Room #14 - down the south stairs to connecting corridor. Out east door in connecting corridor.
Main Study - down the south stairs and out the front door (north)
Keep to the right.
Room #15 - out the back door and down the stairs. Out the west door.
Keep to the right.
Gym - out the doors on the north.
Chorus - out the east door on the connecting corridor.
Band - out the back door.
Boys Locker Room - out the back door.
Girls Locker Room - out the front door.
Cafeteria - out the connecting corridor. (east door) Also, out the gym door to the north. Also, through boys locker room and out back door, or through the band room and out the back door.
Library - out the door on the north.
Art - out the connecting corridor. (east door)

Teachers should be sure to review with all students the procedures to be followed for their particular classroom. Be sure to go over this with each class.

If the alarm should sound during the passing period between classes, students should evacuate by the nearest door.

**Turn off lights. Close windows and doors to rooms.**
TORNADO AND DISASTER PROCEDURES

Tornado or disaster alert will be a voice command over the intercom. Students and teachers will be told to depart to the cafeteria (or lower corridor for the classes in the junior high school) for a tornado or disaster drill.

1. All students and teachers are to proceed directly to the assigned area. Line up along the west wall.
2. If possible, do not stand in front of doors or windows.
3. If possible, turn off lights and open windows on north and east side of building.

Rooms #1, 2, 3, and 4 go down the hall to the gym - across the north side of the gym to the cafeteria.

Room #5 - go through the gym (north side) to the cafeteria.

Room #8 - go down the hall to the south stairs - down the stairs to the cafeteria. Keep to the right.

Room #9 - go down the back stairs (left side) to the band room - through the band room to the cafeteria.

Room #11 - go down the stairs (left side) across the north side of the gym to the cafeteria.

Room #12 - go down the stairs (right side) to the gym - across the north side of the gym to the cafeteria.

Main Study - go down the hall to the south stairs - go down the stairs (left side) to the cafeteria.

Room #13 - go down the stairs to the first floor - down the hall to the south stairs, follow room #8.

Room #14 - go down the south stairs (left side) to the cafeteria.
Room #15 - go down the back stairs (right side) to the band room - through the band room to the cafeteria.

Band Room - go directly to the cafeteria.

Chorus Room - go directly to the cafeteria.

Art - go directly to the lower corridor in the junior high school.

Library - go down the north stairs to the lower corridor in the junior high school.

Boys Locker Room - go directly to the cafeteria.

Girls Locker Room - go down the hall to the south stairs to the cafeteria.

Gym - go directly to the cafeteria by the west stairs.
ATTENDANCE POLICY

Teachers are to take attendance at the beginning of first period (or homeroom) and send the absences to the office. The office will send the names of the absent students in the morning announcements. If a student who was not on the absence list is absent later in the day, then the teacher should send that name to the office at the beginning of the period.

The teacher should be sure to ask for an admit slip from any student who appears on the absence list, but the same day is present in his or her class.

BASIC RULES

Maroa-Forsyth High School encourages all staff to do the following:

1. If you keep a student late which will cause him to be tardy, it is your responsibility to issue him a pass.
2. No student should be out of a class without a pass.
3. Do not give a pass except in cases of emergency.
4. If a substitute has serious problems in the classroom, send the student to the office. Make an effort to handle the problem, but do not let it completely destroy the class.
BELL SYSTEM AND LUNCH SCHEDULE

- 8:17  Warning Bell

  8:20-9:15  First Period

  9:15-9:18  Passing Time

  9:18-10:05  Second Period

  10:05-10:08  Passing Time

  10:08-10:55  Third Period

  10:55-10:58  Passing Time

  10:58-11:45  Fourth Period

  11:45-11:48  Passing Time

  11:48-12:35  Fifth Period

  12:35- 1:03  Lunch

  1:03- 1:06  Passing Time

  1:06- 1:53  Sixth Period

  1:53- 1:56  Passing Time

  1:56- 2:43  Seventh Period

  2:43  Dismissal

THE ABOVE SCHEDULE WILL BE FOLLOWED ON MONDAY, TUESDAY, THURSDAY AND FRIDAY.
BELL SYSTEM AND LUNCH SCHEDULE

8:17 Warning Bell
8:20-8:25 Homeroom
8:25-9:00 Activity Period
9:00-9:03 Passing Time
9:03-9:45 First Period
9:45-9:48 Passing Time
9:48-10:30 Second Period
10:30-10:33 Passing Time
10:33-11:15 Third Period
11:15-11:18 Passing Time
11:18-12:00 Fourth Period
12:00-12:28 Lunch
12:28-12:31 Passing Period
12:31-1:13 Fifth Period
1:13-1:16 Passing Time
1:16-1:53 Sixth Period
1:53-1:56 Passing time
1:56-2:43 Seventh Period

2:43 Dismissal

THE ABOVE SCHEDULE WILL BE FOLLOWED ON WEDNESDAY.
<table>
<thead>
<tr>
<th>Home Room</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Lunch</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rm. 4 - Fr.</td>
<td>Math IV</td>
<td>Alg. II</td>
<td>Econ.</td>
<td>Econ.</td>
<td>Geom.</td>
<td>Alg. I</td>
<td>Alg. I</td>
<td>Alg. II</td>
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<tr>
<td>Rm. 11 - Fr.</td>
<td>woods II</td>
<td>woods II</td>
<td>Ind.</td>
<td>Arts I</td>
<td>Jr. Hi.</td>
<td>I.A.</td>
<td>Metals 3 &amp; 4</td>
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<tr>
<td>Mrs. Daggett</td>
<td>Metals 3 &amp; 4</td>
<td>woods II</td>
<td>Ind.</td>
<td>Arts I</td>
<td>Jr. Hi.</td>
<td>I.A.</td>
<td>Metals 3 &amp; 4</td>
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<tr>
<td>Rm. 9 - Sr.</td>
<td>Band</td>
<td>JR. High</td>
<td>Band</td>
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<tr>
<td>Rm. 13 - So.</td>
<td>Dr. Ed.</td>
<td>Dr. Ed.</td>
<td>Dr. Ed.</td>
<td>Dr. Ed.</td>
<td>Dr. Ed.</td>
<td>Dr. Ed.</td>
<td>St. Hall Main</td>
<td></td>
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<tr>
<td>Mr. Haines</td>
<td>P.E.</td>
<td>P.E.</td>
<td>Jr. Hi Hlth.</td>
<td>P.E.</td>
<td>P.E.</td>
<td>St. Hall Main</td>
<td>P.E.</td>
<td></td>
</tr>
<tr>
<td>Mrs. Query</td>
<td>P.E.</td>
<td>P.E.</td>
<td>St. Hl Main</td>
<td>P.E.</td>
<td>P.E.</td>
<td>St. Hl Main</td>
<td>P.E.</td>
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<tr>
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<td>Art II</td>
<td>Art I</td>
<td>Jr. Hi</td>
<td>Art I</td>
<td>Art II</td>
<td>Art I</td>
<td>Art I</td>
<td></td>
</tr>
<tr>
<td>Ms. Zimmerman</td>
<td>St. Hl. (Cl.)</td>
<td>Art II</td>
<td>Art I</td>
<td>Jr. Hi</td>
<td>Art I</td>
<td>Art II</td>
<td>Art I</td>
<td></td>
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<tr>
<td>Rm. 6 - So.</td>
<td>Ms. Bates</td>
<td>LIBRARY</td>
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CORRIDOR PASS

Student

Date ___________________________ Time ____________________

from __________________________ to ________________________

Signed ____________________________

Excused _____________________________

Time returned _________ Signed _____________________________

PASS MUST BE RETURNED TO THE TEACHER FROM WHOSE ROOM YOU WERE EXCUSED.

FORM 1807 - SUPREME SCHOOL SUPPLY CO., ARCADIA, WIS.
## EXCUSED PASS

<table>
<thead>
<tr>
<th>FORM TICES</th>
<th>EXCUSED</th>
<th>TEACHER'S CLASS</th>
<th>SIGNATURE</th>
<th>BY PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARDY</td>
<td></td>
<td></td>
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<tr>
<td>EX.</td>
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<tr>
<td>UN-EX.</td>
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<tr>
<td>ALL DAY</td>
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<tr>
<td>A. M.</td>
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</tr>
<tr>
<td>P. M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a.m.</td>
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<td>3</td>
<td>4</td>
<td>Prin.</td>
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<td>3</td>
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<tr>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Remarks:

The last teacher signing will take up and return this excuse to the principal's office.

### Months

- **September**
- **October**
- **November**
- **December**

### Attendance

- **Absent or Tardy — Check Day**

- **January (1-31)**
- **February (1-28)**
- **March (1-31)**
- **April (1-30)**
- **May (1-31)**
- **June (1-30)**

Supreme School Supply Co., Amado, WI 5062
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Remarks</th>
</tr>
</thead>
</table>

The last teacher signing will take up and return this excuse to the principal's office.

**Teacher's Class Signature by Periods**

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16


- JAN. FEB. MAR. APR. MAY JUNE
- Supreme School Supply Co., Arcadia, WI 54612
- ABSENT OR TARDY — CHECK DAY
  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16
  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31
<table>
<thead>
<tr>
<th>DISCIPLINARY REFERRAL</th>
<th>STUDENT'S NAME</th>
<th>CLASS-GRADE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE OF INCIDENT</th>
<th>TIME</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTICE TO PARENTS**

1. The purpose of this report is to inform you of a disciplinary incident involving the student.
2. You are urged to appreciate the action taken by the teacher and to cooperate with the corrective action initiated today.

### FOR REFERRAL:

- **TRUING CLASS**
- **EXCESSIVE TARDINESS**
- **REACHING TO CLASSMATES**
- **RESTLESS IN ATTENTIVE**
- **LACK OF CLASS MATERIALS**
- **LACK OF COOPERATION**
- **RUDE, DISCOURTEOUS**
- **EXCESSIVE TALKING**
- **MISCHIEF**

### TAKEN PRIOR TO REFERRAL:

- **DETAINED STUDENT AFTER SCHOOL**
- **CHANGED STUDENT'S SEAT**
- **HELD CONFERENCE WITH PARENT**
- **SENT PREVIOUS REPORT HOME**
- **TELEPHONED PARENT**

### ACTION AND RECOMMENDATION(S):

- **STUDENT REGRETS INCIDENT, COOPERATIVE**
- **STUDENT PLACED ON PROBATION**
- **STUDENT WILL MAKE UP TIME**
- **STUDENT SUSPENDED**
- **CASE REFERRED TO**

---

Hammond & Stephens Co., Fremont, Nebr. White — Parent's Copy  Canary — Office Copy  Pink — Teacher's Copy
APPENDIX C

PARENT/STUDENT HANDBOOK
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PRINCIPAL'S WELCOME

Dear Trojan:

We welcome you as an important member of our school. As a citizen of this school, we will expect you to follow the guidelines that are established for the welfare of the entire student body. Following the guidelines will help all students have a pleasant and profitable school year.

The staff wants you to be proud of our school. Please take good care of it, and feel free to make suggestions for improving it.

As a citizen, we expect you to conduct yourself properly. As a new student, you may find some things unfamiliar at first, but we are ready to help you become accustomed to them.

Feel free to ask any staff member or other student if you need assistance.

We hope that you will participate in our varied activities and thus, find those things within our school which will prepare you to live a better life and become a more effective citizen.

Remember, your success in this school will be directly proportionate to your efforts.

SINCERELY,

LeRoy Mills, Principal
NOTE TO PARENTS

This handbook is issued so that the students and parents can become familiar with the general policies of the school. It contains information that should be known by all those connected with the school.

Parent-Teacher Conferences - As a parent we want you to be aware of your child's progress at all times. We will notify you of progress through the use of mid-term reports, report cards, and other forms of communications. If you still have a concern, please call the school for an appointment with the teacher, counselor, or principal. Adult visitors are always welcome at Maroa-Forsyth High School. Please let us know in the office when you are visiting.

Health - Parents can aid their child's effectiveness in school by providing good nutrition, adequate rest, cleanliness, along with proper medical and dental care. Although a physical examination is not required every year, it is highly desirable. It is also imperative that your son or daughter's immunization be kept up to date as recommended by your family physician.

Insurance - You may purchase accident insurance for your child through an approved insurance agency by paying the premiums at the school. Please read the insurance brochure for information about coverage.

Accidents and Illness - The school will make every effort to inform parents of any accident or illness occurring at school that may need care or observation at home. However, for safety reasons, no student will be sent home unless a responsible adult is contacted and arrangements made.
MAROA-FORSYTH HIGH SCHOOL PHILOSOPHY

It is the philosophy of Maroa-Forsyth High School to provide an educational environment in which each individual, regardless of his previous experience, will have the opportunity to mature intellectually, socially, physically, emotionally and aesthetically to the limits of his capabilities. It is the belief that Maroa-Forsyth High School should help the individual to gain the ability to apply knowledge and skills to the solution of real-life problems and to prepare him/her to become an adult who better understands him/herself and the changing world about him or her.
MAROA-FORSYTH HIGH SCHOOL OBJECTIVES

1. To provide opportunities which help students master the skills of reading, oral and written communication, computation, and problem solving.

2. To provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward education.

3. To foster a feeling of adequacy and self-worth in all students so that they may better seek their roles in life.

4. To provide the opportunities for the students to understand themselves and their personal environment so that they can accept their places in them.

5. To provide students the opportunities to use and develop their mental, physical, and creative talents and to encourage them to set goals to raise their standards of excellence in all.

6. To provide students with knowledge and to foster appreciation of America's heritage as well as to provide experiences which will help them to adapt to a world of diversity and change.

7. To provide students with awareness of the need for conserving the world's natural resources and for promoting an environment which will sustain life.

8. To provide an environment which brings about appreciation for and positive attitude toward persons and cultures different from one's own.

9. To provide equal educational opportunities for all.

10. To help individuals find their most productive role in life by providing occupational awareness and opportunities to train for the world of work.
11. To provide experiences which result in habits and attitudes associated with responsible citizenship.

12. To provide a climate which promotes the development of students' self-discipline and the desire to want to act in a responsible manner.
The signal for evacuation will be the fire alarm. Students and staff will exit the building through the doors designated.

Room #1 - out the shop doors to the north
Room #2 - out the shop doors to the north
Room #3 - out the doors on the east of the corridor
Room #4 - out the door of the west of the corridor
Room #5 - out the front door (north)
Room #6 - out the front door (south)
Room #8 - out the front door (south)
Room #9 - out the back door of the Home Economics Room and out the west door. Keep to the left.
Room #11 - down the north stairs and out the front door (north)
  Keep to the left.
Room #12 - down the south stairs and out the front door (south)
  Keep to the right.
Room #13 - down the south stairs and out the front door (south)
  Keep to the left.
Room #14 - down the south stairs to the connecting corridor. Out the east door in the connecting corridor.
Main Study - down the south stairs and out the front door (north)
  Keep to the right.
Room #15 - out the back door and down the stairs. Out the west door.
  Keep to the right.
Gym - out the doors on the north.
Chorus - out the east door on the connecting corridor.

Band - out the back door.

Boys Lockerroom - out the back door.

Girls Lockerroom - out the front door.

Cafeteria - out the connecting corridor (east door) Also, out gym door to the north. Also, through the boys lockerroom and out the back door, or through the band room and out the back door.

Library - out the door on the north.

Art - out the connecting corridor (east door)

Teachers should be sure to review with all students the procedures to be followed for their classroom. Be sure to go over this with each class.

If the alarm should sound during the passing period between classes, students should evacuate by the nearest door.

Turn off lights. Close windows and doors to rooms.
TORNADO AND DISASTER PROCEDURES

Tornado or disaster alert will be a voice command over the intercom. Students and teachers will be told to report to the cafeteria (or lower corridor for the classes in the junior high school) for a tornado or disaster drill.

1. All students and teachers are to proceed directly to the cafeteria (or lower corridor in the junior high). Line up along the west wall.

2. If possible, do not stand in front of doors or window.

3. If possible, turn off lights and open windows on the north and east side of the building.

Rooms #1,2,3, and 4 - go down the hall to the gym - across the north side of the gym to the cafeteria.

Room #5 - go through the gym (north side) to the cafeteria.

Room #8 - go down the hall to the south stairs - down the stairs to the cafeteria. Keep to the left.

Room #9 - go down the back stairs (left side) to the band room - through the band room to the cafeteria.

Room #11 - go down the stairs (left side) across the north side of the gym to the cafeteria.

Room #12 - go down the stairs (right side) to the gym - across the north side of the gym to the cafeteria.

Main Study - go down the hall to the south stairs - go down the stairs (left side) to the cafeteria.

Room #13 - go down the stairs to the first floor - down the hall to the south stairs, follow Room #8.
Room #14 - go down the south stairs (left side) to the cafeteria.

Room #15 - go down the back stairs (right side) to the band room - through the band room to the cafeteria.

Band Room - go directly to the cafeteria.

Chorus Room - go directly to the cafeteria.

Art - go directly to the lower corridor in the junior high school.

Library - go down the north stairs to the lower corridor in the junior high school.

Boys Lockerroom - go directly to the cafeteria.

Girls Lockerroom - go down the hall to the south stairs to the cafeteria.

Gym - go directly to the cafeteria by the west stairs.
BOARD OF EDUCATION POLICIES (STUDENTS)

In order to function properly any school must have certain standards for members of the student body. The following policies outline in broad form regulations for students in the Maroa-Forsyth Community Unit. The board of education and teaching staff realize the importance of guiding young people in their emotional, physical and mental growth. The board and staff are aware of their responsibility in aiding student growth in these directions.

1. Students in the Maroa-Forsyth Schools should be aware of the many educational experiences made available to them in our schools. It is hoped that each student will take advantage of these experiences for the express purpose of becoming a useful citizen. Where specified, students will be required to take certain courses for completion of their training. These courses will be authorized by the Board of Education as recommended by the administration and staff. These required courses are subject to change from year to year. Requirements for graduation will be established by the laws of the State of Illinois and the Maroa-Forsyth Community Unit Board of Education. (See section on Graduation Requirements)

2. Students are required to follow such regulations as the administration and the teachers of Maroa-Forsyth may outline. These include codes of dress as well as behavior. Failure to comply with regulations established by the schools will be considered cause for dismissal. Rules and regulations will be of a responsible nature and are subject to approval by the Board of Education. (See section on Student Behavior and Personal Appearance.)
3. The students are further responsible for proper care and use of school equipment and property. Any student who willfully destroys or damages school property will be required to pay for such damages. No grades, or credit will be issued to any student until all such damages, fines, fees and charges are paid in full. Suspension from school may result until such times as restitution for damages are made. (See section on Destruction of School Property)

4. Students may be expelled from school only by board action. However, authority to suspend is granted to the building principals. Suspension shall be in accordance with state law and notification of students and parents, as outlined in section 10-22.6 of the School Code of Illinois. (See section of Provisions for Disciplinary Action)

5. Student Records:

   a. Under the provisions of the Student Record Act, parents have the right to inspect their child's school records at request. They also have the right to challenge any entry, except grades, as to the accuracy and relevance. If material is challenged, a hearing as such will be set according to the law.

   b. Some information is termed "directing information" and is not subject to the new law. Student's name, honors, etc. are directing information and may be released to the general public; unless a parent requests in writing that it not be released.

   c. Some agencies and persons such as school officials who have a direct interest in the record and any person pursuing court order have access to the records without parental consent. Release of records to any other person or organization must be with written consent of the parent.
d. Student records cannot be taken from the school office.

6. Title IX Regulations:

Title IX regulations of the Education Amendment of 1972, prohibit any discrimination on the basis of race or sex.

No person shall, on the grounds of race, sex, or national origin be excluded from participation in, or be subject to discrimination, under any program or activity in the Maroa-Forsyth Unit #2 schools. (See section on Director of Title IX)
DAILY SCHEDULE

The bell system and lunch schedule for Monday, Tuesday, Thursday, and Friday.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:20-9:15</td>
<td>First Period</td>
</tr>
<tr>
<td>8:15-9:18</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:18-10:05</td>
<td>Second Period</td>
</tr>
<tr>
<td>10:05-10:08</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:08-10:55</td>
<td>Third Period</td>
</tr>
<tr>
<td>10:55-10:58</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:58-11:45</td>
<td>Fourth Period</td>
</tr>
<tr>
<td>11:45-11:48</td>
<td>Passing Time</td>
</tr>
<tr>
<td>11:48-12:35</td>
<td>Fifth Period</td>
</tr>
<tr>
<td>12:35-1:03</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:03-1:06</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:06-1:53</td>
<td>Sixth Period</td>
</tr>
<tr>
<td>1:53-1:56</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:56-2:43</td>
<td>Seventh Period</td>
</tr>
</tbody>
</table>
DAILY SCHEDULE

The bell system and lunch schedule for Wednesday.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:20-8:25</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:25-9:00</td>
<td>Activity Period</td>
</tr>
<tr>
<td>9:00-0:03</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:03-9:45</td>
<td>First Period</td>
</tr>
<tr>
<td>9:45-9:48</td>
<td>Passing Time</td>
</tr>
<tr>
<td>9:48-10:30</td>
<td>Second Period</td>
</tr>
<tr>
<td>10:30-10:33</td>
<td>Passing Time</td>
</tr>
<tr>
<td>10:33-11:15</td>
<td>Third Period</td>
</tr>
<tr>
<td>11:15-11:18</td>
<td>Passing Time</td>
</tr>
<tr>
<td>11:18-12:00</td>
<td>Fourth Period</td>
</tr>
<tr>
<td>12:00-12:28</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:28-12:31</td>
<td>Passing Time</td>
</tr>
<tr>
<td>12:31- 1:13</td>
<td>Fifth Period</td>
</tr>
<tr>
<td>1:13- 1:16</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:16- 1:53</td>
<td>Sixth Period</td>
</tr>
<tr>
<td>1:53- 1:56</td>
<td>Passing Time</td>
</tr>
<tr>
<td>1:56- 2:43</td>
<td>Seventh Period</td>
</tr>
</tbody>
</table>
CONDITIONS OF ENTRANCE

A student may enter Maroa-Forsyth High School:

1. By presenting evidence of graduation from eighth grade.

2. Transfer students in good standing from another high school will be admitted.

REQUIREMENTS FOR GRADUATION

Sixteen (16) Solid Units:

Three (3) Units of English

One (1) Unit of Mathematics

One (1) Unit of Science

One (1) Unit of American History - Required to pass test on both United States and Illinois Constitutions.

Physical Education must be taken each semester for all students. One-eighth (1/8) credit will be given each semester. This physical education credit is not counted in the 16 credits toward graduation.

Consumer Education - (met in different classes)

Any student graduating from Maroa-Forsyth High School can transfer up to one (1) credit from a recognized correspondence school. This one (1) credit must be taken prior to terminating attendance at Maroa-Forsyth High School.

Any student desiring to take a correspondence course must petition the principal in writing stating the desire and reason. A committee composed of the principal, guidance counselor, and a teacher to be named will serve as the screening committee. The student must, after
presenting the request in writing, appear before the screening committee for a personal interview. The committee will determine whether the request will be granted or denied.

The only credit accepted after terminating attendance at Maroa-Forsyth High School must be taken in a summer school (e.g. Decatur) or a course taken during the summer from Richland Community College, for high school credit (audit). This must be completed no later than the summer immediately following the school year of final attendance (June).

No student will be permitted to participate in commencement unless he or she has obtained the required credits as of the graduation day.

Junior College credit will be given as follows:

Based on the number of clock hours the class meets.

<table>
<thead>
<tr>
<th>Jr. College Clock Hours</th>
<th>High School Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-55</td>
<td>1/4</td>
</tr>
<tr>
<td>56-81</td>
<td>1/2</td>
</tr>
<tr>
<td>82-107</td>
<td>3/4</td>
</tr>
<tr>
<td>108-135</td>
<td>1</td>
</tr>
</tbody>
</table>

This is for each course with no accumulation of hours from one course to another.

The course must be taken for which college credit would be given. Non-credit credit courses will not be accepted. The student is responsible for having a letter sent to the high school in order to get credit. An audit course will be given a grade of "C" since no grade is given by the college for an audit.

A student must be enrolled in at least four (4) courses for graduation credit plus physical education each semester.

A student must have a "C" average the preceding semester before being allowed to carry five subjects, except during the senior year.
No student will be allowed to enroll in more than five (5) courses per semester at the high school or in combination with high school and another school.

GRADES

Grade reports are issued every nine weeks. A check of student progress is made every four to five weeks and a mid-term report is sent to the parents of students doing below "C" work (76).

GRADING SYSTEM

Numerical grades will be given in all classes for which graduation credit is given. Numerical grades will be put on the grade cards. The semester grade will be determined by averaging the grades for the two quarters. (Appendix - Report Card)

Letter grade equivalent of numerical grades and numerical value to be used to figure honor roll and grade point average are as follows:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>94</td>
<td>A-</td>
<td>5</td>
</tr>
<tr>
<td>93</td>
<td>B+</td>
<td>4</td>
</tr>
<tr>
<td>87-92</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>86</td>
<td>B-</td>
<td>4</td>
</tr>
<tr>
<td>85</td>
<td>C+</td>
<td>3</td>
</tr>
<tr>
<td>77-84</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>76</td>
<td>C-</td>
<td>3</td>
</tr>
<tr>
<td>75</td>
<td>D+</td>
<td>2</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All students must take at least four academic courses and physical education each semester. Band and Chorus are electives and are not included in the four academic courses. If a student wishes to take five courses, the student must have at least a "C" average the previous semester. Under no circumstances will a class load greater than five subjects in addition to music and physical education be allowed. This will include courses taken during the semester from any school.

HONOR ROLL

Numerical Values will be used to determine the grade point average for the honor roll.

A student must have a grade point average of 4.0 or better in all subjects with no grades below 76 for the period covered by the honor roll.

CLASS RANK

Class rank is calculated by counting all the semester grades in a regular academic program and multiplying these grades by the following scale (A=5, B=4, C=3, D=2, F=1). This number is divided by the total
number of semester grades. The numerical average of all semester grades is the grade point average (G.P.A.). Class rank is determined by numerically ranking the G.P.A. of all students in a regular academic program. Grades for Band, Chorus, Physical Education, and Driver Education are not used to determine class rank.

HONOR HOODS

All seniors in a regular academic program who earn 4.0 or higher grade point average for seven semesters will receive Honor Hoods to wear at the graduation ceremonies.

HONOR CHORDS

All seniors in the National Honor Society will receive Honor Chords to wear at the graduation ceremonies.

VALEDICTORIAN AND SALUTATORIAN

These designations will be determined by work completed at the end of seven semesters, and the student must have been enrolled at Maroa-Forsyth High School at least two of those seven semesters.

GOOD STUDENT DISCOUNT ON INSURANCES

Some insurance companies offer good student discounts on automobile insurance rates if you meet certain requirements. Check with the insurance agent.
GUIDANCE DEPARTMENT

The guidance department offers the student an opportunity for personal, vocation, and academic counseling and guidance. Each student should make an appointment with the guidance counselor if he or she wishes to see the counselor.

DAILY BULLETINS

The daily bulletin will continue to provide the information concerning school activities. This will be supplemented by occasional use of the public address system. Daily bulletins will be sent to first period classes (Homeroom on Wednesdays).

WEEKLY BULLETINS

The weekly bulletin will be placed in each teacher's mailbox, to be posted, or Friday for the next week.

PERSONAL APPEARANCE

Research indicates that students tend to behave in a manner which conforms to their appearance. School policy and regulations pertaining to student appearance have as their purpose the enhancing of the educational process, maintaining order, and regulating the social aspects of school life so that the greatest educational potential of the entire student body must be realized.
Guidelines regarding student appearance call for appropriate clothing which avoids extremism and minimizes distracting the educational process. In general, if a student's appearance is such as to be considered a disturbing and disrupting influence to a proper educational atmosphere, that student will be dismissed from school until conformity is reached. All students must wear shoes. Hats may not be worn in the school building.

HEALTH EXAMINATION

All students entering Maroa-Forsyth High School for the first time must have a physical examination on file in the office. Physical examination forms supplied by the State Board of Education must be used. All required immunizations must be indicated on the form with the date administered.

Students without the above information on file will be excluded from school.

Athletes and cheerleaders must meet physical examination requirements and have them on file for the current year.

STUDENT RECORDS

Each student has a permanent school record containing:

a. Basic identifying information including student's and parent's names and addresses, birthdates, places of birth, and grades.

b. Academic transcripts including grades, class rank, graduation date, grade level, achievement, and scores on college entrance examinations.
c. Attendance records
d. Health records
e. Record of release of permanent record of information.

Students will be granted access to their own records at the age of 14 and are permitted to give consent for release of records information at the age of 18. Written consent of student or parent is required for release of any records.

Parents have the right to control access and to inspect and make copies of students records. (The parent will pay for copies desired)

Parents have the right to challenge the information contained in a school record prior to transfer of the record to another school district.

The following information may be published without consent. Students and parents have the right to deny such publications provided they provide a written objection to the principal during the first full week of school.

1. Name and address
2. Gender
3. Date and place of birth
4. Parents names and addresses

The following persons shall be granted access to or have information released to them from school student records without parental consent or notification:

1. To any employee or official of the school or school district or State Board of Education provided such employee or official has a current demonstratable educational or administrative interest in the student and the records are in furtherance of such interest.

2. To any person for the purpose of research, statistical reporting
or planning provided that:

a. Such person has the permission of the State Superintendent of Education and,

b. No student or parent can be identified from the information released.

3. Pursuant to a court order, parents shall have the right to challenge any entry exclusive of grades in the school student records on the basis of:

1. Accuracy
2. Relevance
3. Propriety

Any student who has reached the age of 18 years becomes the sole controller of his or her records.

STUDENT BEHAVIOR

The staff of Maroa-Forsyth High School believe that students should conduct themselves in a highly responsible manner. The staff wants students to feel proud of their school and refrain from any act which might damage the building, equipment, books or buses. Only the student body can discourage thoughtless acts which would cause needless damage.

The environment of Maroa-Forsyth High School encourages learning for all students. With an attitude of cooperation, consideration and mutual respect present in the school, learning can be enjoyable and meaningful for everyone.

Teachers are aware of the rights of students and believe in the dignity of all individuals within the school. However, behavior which
may cause harm to the students or to persons for whom the school is responsible, or which interferes with learning, will not be tolerated.

The staff expects high school students to behave in a manner that will be a credit to themselves, their parents, and the school. This kind of behavior will allow the best possible climate for learning to develop. The staff stands ready and willing to help students gain everything possible during their stay in Maroa-Forsyth High School.

SCHOOL ATTENDANCE

The obligation for regular and continuous school attendance rests with the parents. When a student is absent the parent is requested to call the school before 9:00 A.M. the morning of the absence and report the reason for the absence. Lack of a note or a call could result in a truancy. Regularity in school is most important for a student's successful school experience.

Students returning after an absence must have a note (dated) from their parent stating the reason for their absence. The student will need an admit slip or the absence will be considered "unexcused" by the teachers. (Resulting in zeroes)

I. Absences will be classified as follows:

A. Excused -

Absence due to illness of the student and serious illness or emergency in the immediate family.

B. Pre-arranged -

All students who know they will be absent from school a day or more should make arrangements for a pre-
arranged absence the same number of days in advance as the number of days planned to be absent. (minimum)

A form may be obtained from the officer to be signed by all teachers, and returned to the office. (See Appendix - Request for Pre-arranged Absence)

C. Unexcused -

Absence for the convenience of the student or family which, in the opinion of the principal, is unreasonable or when the student has been suspended from school.

D. Truance from school or a class -

1. Absence for no valid cause for any school day or portion thereof.

2. Absence without knowledge of parents.

II. Make-up and grading -

A. Excused -

Students who have excused absences are expected to make up work and they shall receive full credit for such work. If shall be the responsibility of the student to make arrangements for make-up work. It is required that make-up work be completed within the number of days equal to the absences. (Appendix xxvi)

B. Pre-arranged -

A pre-arranged absence is an excused absence for the reasonable convenience of the student or parents (family). The student must present a request from the parents for absences such as dental or doctor appointments, vacations with the family, college visitation; When the student
will miss class for field trips and all other extra-curricular activities, all work must be made up and the student prepared for class the day he or she returns. Arrangements to make up work must be completed with each teacher before the absence. (See Appendix - Request for Pre-arranged Absence)

C. Unexcused

Students who receive unexcused absences will be expected to make up school work missed. It shall be the responsibility of the student to make arrangements for make-up work. It is recommended to the teacher that the make-up work be required to be completed before the student be given credit for work done following the absence. The "unexcused" work will be recorded as a zero. Each unexcused absence will result in a zero for a daily grade that day.

D. Truancy

Students who are found to be truant will be expected to make up school work missed. It shall be the responsibility of the student to make arrangements for make-up work. It is required that make-up work be completed within the number of days equal to the absences. The grade will be zero for the "unexcused" classes. The work must be made up in order to receive credit for work from the absence on. If truancy persists after all services have been exhausted, then a truancy report will be made to the Regional Superintendent's Office.
E. Fifteen Day Absence Policy -
Credit shall not be granted to any student in a given class when the student has accumulated more than fifteen (15) absences per semester.

For the purpose "absence" included all absences, whether excused or unexcused. The exception to this would be if a student brings a doctor's statement explaining the absence. If a doctor's statement is brought in this will cover those absences and only those absences for which the statement was written.

The student must bring a note from the parents upon returning from any absence. If this note is not brought in it will be considered "unexcused". The student will have two (2) days to bring a note in; after that it will be "unexcused".

The state law states that a student absent ten (10) days, in a forty (40) consecutive day period it is considered to be truant unless there are extenuating circumstances.

III. Tardiness -
Tardiness shall be excused or unexcused according to the nature of the cause of the tardiness. If tardy because of a previous class the student will obtain the pass from the teacher from which the student is coming.

EARLY DISMISSAL

Students must bring a note before school. His or her name will be
added to the morning announcements. He must sign out in the office when leaving.

When a student returns or comes in late during the day, he must get an admit slip from the office to be signed by his or her teachers the rest of that day and pick up an “excused” for the next day. (Appendix - xxvii)

The principal will allow early dismissals for the following reasons:

1. Medical or dental appointments. (Try to get appointments after 2:43 P.M.)
2. Family emergencies
3. Field work for the immediate family farming business.

(These must be kept to a minimum)

If a student needs to leave the building during the day, he or she must come directly to the office with a note from his or her parents for permission and to be added to the morning announcements. Permission must be requested before 8:30 A.M., if possible, by a phone call from the parents or guardian or a note from the parents prior to 8:20 A.M. Once the request for an early dismissal has been granted by the office, the student's name will appear on the morning announcements.

BUS SAFETY

In the interest of the student's safety and in compliance with the state laws, students must:

1. Obey the instructions of the driver at all times.
2. Be seated, three in a seat if necessary (not standing in the entrance to the bus)
3. Keep all parts of the body inside the bus.
4. Control loud conservative (no singing, boisterous conduct, profanity, or shouting on the bus)
5. Refrain from eating or smoking on the bus.
6. Walk on and off the bus.
7. Use the emergency door only for an emergency.
8. Exhibit behavior which will not distract the bus driver from operating the bus safely. (Crowding, pushing, scuffling, and other commotion should be avoided)
9. Leave the regulation of ventilation to the bus driver.
10. Keep the bus neat and clean.
11. Wear ordinary footwear (no athletic footwear equipped with cleats or spikes)

Students who misbehave will be reported to school authorities, and failure to observe safety rules may result in the student being suspended from riding the bus and needing to furnish his or her own transportation.

Students who have a bus problem should contact the driver, then the principal.

PROCEDURES FOR DISCIPLINARY ACTION

Detention -

Detention may be assigned by any teacher or administrator for misbehavior within the classroom or school grounds.

Detention periods are after school unless other arrangements are made with the teacher. The detention must be served on the day the detention is given or on the following day unless arrangements are made with the teacher. Students who fail to serve assigned detentions may be suspended from Maroa-Forsyth High School.
Social Probation -

All participation in or attendance at activities (dances, marching band, concerts, plays, musicals, clubs, or organizations, etc.) will be forfeited for a period of time that will be determined by the administration.

Suspension -

Students suspended (out of school) will not be allowed to attend school, or be allowed to attend or participate in any school related activities.

Expulsion -

Students expelled will be permanently banned from attending Maroa-Forsyth High School and attending or participating in any school related activities on or near Unit School #2 property during the school term. This action will be taken for various violations and must be approved by the Maroa-Forsyth Unit #2 board of education. Students and their parents have the right to a formal hearing before the school board.

Truancy -

Students truant from Maroa-Forsyth High School all day or one class period will be subject to a warning, detention, in-school suspension, suspension, to be enforced at the discretion of the administration.

Smoking -

Smoking on school property by students is forbidden. This no smoking policy covers the school time as well as at school sponsored functions. Students in violation of these rules will be subject to a warning or suspension.

Drugs or Alcohol -

Unlawful use, possession, disturbance, or sale of drugs, alcohol,
or illegal contraband on Maroa-Forsyth High School property or at school sponsored functions will be subject to a warning, social probation, reprimand, suspension, or expulsion and/or in addition to other civil and criminal prosecution and enforced at the discretion of the administration.

STUDENT ABUSE OF SCHOOL PERSONNEL

Maroa-Forsyth High School personnel will not tolerate under any circumstances verbal or physical abuse from any student on or off school property. Violators will be subject to a warning, social probation, suspension, or recommended expulsion to be determined at the discretion of the administration.

DESTRUCTION OF SCHOOL PROPERTY

Students destroying school property will be subject to:

1. Reprimand and re-payment of damages, or
2. Suspension and re-payment of damages, or
3. Expulsion and re-payment of damages, or
4. Suspension or expulsion and re-payment of damages, in addition to civil and criminal prosecution.

WORK PERMITS

Work permits and certificates of age are issued by the superintendent.
Employment Certificates -

This form is issued for minors between 14 and 16 years of age and is used either for part-time work outside school hours and/or for full time vacation employment.

The following items are required before the issuance of an Employment Certificate.

1. A statement of intention to employ, signed by the prospective employer including
   a. Description of specific occupation or duties.
   b. Exact hours minor will be employed.
   c. Number of hours per day minor will be employed.
   d. Number of days per week minor will be employed.

2. Evidence of age - Birth Certificate.

3. Superintendent's statement - provided by the school.

4. Certificate of physical fitness (Form L. E. -30)

   Ninth grade physical on file at the school will suffice for this requirement in most instances.

Certificate of Age -

Issued only for the minor 16 years of age or over and provides employer with authentic proof of age. A birth certificate must be presented before issuance.

CHANGE OF ADDRESS OR TELEPHONE

The student should notify the office if there is a change in an address or telephone number.
VISITORS

Guests must register in the office and have prior approval by the administration in order to attend classes with a Maroa-Forsyth High School student. (Parents are always welcome.)

HOMEWORK

Home study is a necessary part of each student's educational program. Each student must be expected to spend some time in addition to class time to achieve satisfactory work. Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the necessity of spending too much time in completing an assignment today or before it is due.

LOCKERS

Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition.

All students lockers are considered school property for all intents and purposes. Students should make sure lockers have the doors closed, latched, and locked at all times.

LUNCH HOUR

The lunch period is thirty-one minutes in length and all students are expected to observe the time frame whether staying at school or leaving.
LOST AND FOUND

A lost and found department is in the office. Students may check in the office before school, during lunch, or after school to claim lost articles. Students finding articles should turn them in to the office.

TELEPHONE

School phones are to be used for school business only. School phones are to be used by students only in an emergency. Students are not to use the school phone without permission from office personnel.

LIBRARY

The library is used by all students for many class assignments and for recreational reading. It is open before and after school as well as throughout the day. There should be no talking without permission, thus everyone can study or read without any disturbances. The librarian can and will assign the period that a student may come from the study hall to the library.

Library materials are not to be taken from the library without being properly checked out. They should be returned promptly when due.

Students who do not remain quiet and orderly in the library will be restricted from the library.

HALLWAY TRAFFIC

In order for students to be in the hall or restroom during class
time, students must obtain a pass from the teacher stating the time the
student left the class or study hall and the destination. If a student
wishes to be in another room or class during study hall, the student
should make prior arrangements. The student then should report directly
to the room and teacher and have the teacher "add" the student on the
attendance slip. (Appendix - xxv)

WHAT TO DO IF STUDENT IS SICK

If a student feels ill while he or she is at school, he or she
must report to the office. If the student and the principal feel the
student needs to go home, the student must contact the parents before
being permitted to leave. Students are not to have another student
take them home during the school time. Parents can pick the student
up or make arrangements. Students must also sign out in the office or
the absence will definitely be "unexcused".

MEDICAL EXCUSE FOR PHYSICAL EDUCATION

If a student becomes ill or injured and must be out of physical
education, a note from the parents stating the reason for request to
be excused is required. For periods longer than two (2) days, a doctor's
excuse is required. The doctor's excuse must state the length of time
student is to be excused from physical education. These excuses are to
be turned in to the physical education teacher.

HOW MAY A STUDENT RECEIVE HELP?

The faculty is very willing to give extra help to the student who
desires it. Students who are regular in attendance and apply themselves to their school work will not be troubled by failing subjects. Those students whose attendance is irregular, and those who take a careless attitude toward their school work should not expect more from their school work than they put into it. Graduating from Maroa-Forsyth High School is an honor and should be looked on as such. Those students receiving diplomas must deserve them.

If a student is regular in attendance and applies himself/herself to the studies and needs extra help, he or she will only have to ask the teacher and he/she will be given the needed assistance.

HOW TO GET A TRANSCRIPT

If the student desires a transcript of his/her grades sent to another school, college, or employer the student must complete a consent form. High schools, colleges, and universities require that a transcript be mailed by the school. Please allow two (2) days for the transcript to be mailed. The first two (2) copies are free and then there will be a $1.00 charge for each additional copy.

DIRECTOR OF TITLE IX

Title IX provides "no person in the United States shall on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance" with certain minor exceptions.
The director of Title IX for Unit #2 is Mr. Richard Irvin. Mr. Irvin's office is located in the Maroa-Forsyth Junior High School in Maroa, Illinois.

STUDENT ELIGIBILITY

All students must be eligible for any extra-curricular activity (does not include practice).

A student participating in an extra-curricular activity will not be eligible if failing more than one of his/her school subjects. Passing work means work of such quality that if on any given date the student should transfer to another school, work of a passing grade would immediately be certified to the school to which the student transfers.

The grade would be figured cumulatively for the quarter. For example, if a student transfers from Maroa-Forsyth High School after the eighth week of school his cumulative grades in each course will be certified and sent with him.

The teacher will turn in a failure list at the end of the day on Friday. A student who appears on more than one failure list (failing a subject) will then be ineligible Monday through Sunday of the next week.

Any participant (player, cheerleader, manager, statistician, performer, etc), who misses the bus to the activity shall not drive to the activity and participate. If he or she miss the bus to the activity he or she is ineligible for the activity.

Participants must be in school all day in order to participate that day. The only exception is by prior approval from the principal.
BEFORE SCHOOL AND NOON PERIODS

Students are asked not to arrive before 8:00 A.M. Upon arrival students may wish to visit in the gym, in the halls, or go to their first hour class.

Students who remain at school to eat in the cafeteria may remain in the cafeteria following lunch if they wish. Those students who bring lunches must eat in the cafeteria. DO NOT TAKE FOOD FROM THE CAFETERIA.

ASSEMBLIES

Assemblies are held at various times throughout the year and vary in nature and purpose. Most assemblies are sponsored by the Student Council and there is a minimal charge to the students. If a student does not wish to attend the assemblies for which there is a charge, then that student will go to the main study hall, during the assembly, for a study period.

Please observe the following regulations in regard to attending assemblies:

1. Enter and leave in an orderly manner.
2. Be seated as soon as possible.
3. Applause should be appropriate for the occasion.

CHAIN OF COMMAND

The procedure for student/parents to register complaints and/or discuss issues shall follow the chain of command in the following order:

1. Teacher
2. Principal
3. Superintendent
4. School Board
Skipping steps will result in being sent back to the appropriate level.

CLASS AND ACTIVITY FUNDS

All class and club funds are handled through the high school office. Checks are written when properly certified by the class advisor and organization treasurer and principal.

HIGH SCHOOL OFFICE

The office is a place to conduct the official business of the school. Only those conducting official business are to be in the office. Making constructive suggestions to the principal, asking pertinent questions, or a parent waiting to see a teacher or student are examples of official school business.

POSTERS ON WALLS

Items posted on school walls or bulletin boards must have the principal's approval.

SALE OF ITEMS TO RAISE MONEY

Sale of any item to raise money must receive prior approval from both the principal and the sponsor.
CLASSIFICATION OF STUDENTS

A student will be a **Senior**, if in September the student has eleven (11) or more credits. A student will be classified as a **Junior** if the student has seven (7) or more credits but less than eleven (11). A student will be classified as a **Sophomore** if the student has three (3) or more credits, but has less than seven (7). A student will be classified as a **Freshman** if the student has less than three (3) credits. Those students that graduate in three (3) years or their status will change at the semester to a senior to graduate at the end of the current year, will be reclassified when they have eleven (11) credits and plan on graduating before the next school year.

**SENIOR TRIP**

In order for a student to accompany the class of the senior trip, the student must meet the following:

1. Class dues for all four years paid. (This includes students transferring in).
2. Form signed by parents and students. (The form states the rules and regulations).

**HAZING**

Unauthorized initiation or hazing of students is strictly forbidden by an act of the State Legislature. (Chapter 38, Section 356 and 357, Illinois Revised Status, 1975) and is punishable in the courts of the State to the sum of Five Hundred dollars ($500), or imprisonment in the
county jail not to exceed six (6) months or both. THE LAW WILL BE STRICTLY ENFORCED. This law was put into effect after several high school students were seriously injured.

Freshman initiation as such will not be held. Inasmuch as "hazing" is defined as that treatment which tends to set a standard apart from his schoolmates, our ninth graders are to be treated no differently than other students in other classes.

Cooperation of all students in this area will be much appreciated.
APPENDIX

Activity Period Schedule .................................... i
Class Schedule .................................................. iii
Course Offerings ................................................ iv
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Corridor Pass ..................................................... xxvii
Excused Pass .................................................... xxviii
Admit Slip ....................................................... xxix
Mid-Term Report ............................................... xxx
ACTIVITY PERIOD SCHEDULE

Clubs will be set up in the gym during the Activity Period, Sept. 2nd. Students will need to sign up and pay dues by Sept. 4th. in order to be included in the club membership. Complete club rosters will be turned in by 9:00 A.M. Sept. 8th.

#1 - Student Council, GAA, and Science Fiction; #2 - FFA and Newspaper; #3 - I. A. and FHA; #4 - Science, Library and Art.

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<td>Dr. Ed.</td>
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</table>
# COURSE OFFERINGS

* Indicates subjects required

## Freshman

- *English I*
- Spanish I
- *Algebra I or Basic Math*
- Physical Science
- Biology I
- General Business
- Clothing I
- Foods I
- Industrial Arts I
- Agriculture I
- *Physical Education*
- Bank
- Chorus
- World History

## Sophomore

- *English II*
- Spanish II
- Algebra II
- World History
- Chemistry
- General Business
- Geometry
- *Driver Education - classroom*
- Driver Education - behind the wheel
- Typing I
- Art I
- Clothing II
- Foods II
- Power Woodworking - first semester
- Metals II - second semester
- Agriculture II
- *Physical Education*
- Band
- Chorus
### COURSE OFFERING

*Indicates subjects required

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>*English III</td>
<td>English IV</td>
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<tr>
<td>Algebra II</td>
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<td>Math IV</td>
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<td>Shorthand</td>
<td>Typing I</td>
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<td>Geometry</td>
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<td>Physics</td>
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<td>Human Physiology</td>
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<td>Metals III</td>
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<td>Agriculture III</td>
<td>Human Physiology</td>
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<td>House and Home Furnishings-first semester</td>
<td>Physics</td>
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<td>Child Development-second semester</td>
<td>Economics-semester course</td>
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<td>Economics-Semester course</td>
<td>Psychology-first semester</td>
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<td>Sociology-second semester</td>
<td>Beginning Ag. Mechanics</td>
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<td>*Physical Education</td>
<td>Advanced Ag. Mechanics (must have Ag. III)</td>
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<td>Band</td>
<td>Adult Living-first semester</td>
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<td>Chorus</td>
<td>Parenting-second semester</td>
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COURSE DESCRIPTION

ENGLISH I

This course stresses skills in grammar, usage and composition. Literary style and study include readings in the short story, drama, poetry and novel. Various written themes and a research paper are required part of this course.

SPANISH I

This program is based on a text, a taped oral program, exercises in conversation and exercises for memorizing vocabulary lists, exercises for translations to English, and exercises for writing sentences in the Spanish language.

BASIC MATH

Basic math is a one year course which meets both the math and consumer education requirements. It covers mathematical skills - addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. There are also units of the metric system, probability, statistics, simple algebra, and geometry, etc. There is homework daily, and the homework grade makes up a significant part of the semester grade.

ALGEBRA I

A study of the real number system and the four operations - addition, subtraction, multiplication and division. Included in the real
numbers are integers (negative and positive whole numbers), rational numbers (fractions) and irrational (number which cannot be written as fractions). Variables are used to take the place of specific numbers to set the pattern for the mathematical properties (laws). There is extensive work with exponents and solving equations.

PHYSICAL SCIENCE

Physical science is a one year course which meets the state science requirement. It covers weather, principles of light and sound, astronomy, time, geology and map reading and making. It is one of the basic science courses to meet the state requirement. Grades are based on daily work, tests, short written reports, and projects. Students will be expected to do an individual project suitable for entry in the annual science fair.

BIOLOGY I

The first semester is used primarily to introduce the students into field work associated with the life science. The plant world is emphasized at this time. The plant world is surveyed from the simplest to the most complex. Considerable lab work and lecture is involved. Following this comes the survey of the animal world. Much time is spent on drawings and dissections in the lab. Once again the animal world is studied from the simplest to the most complex.
GENERAL BUSINESS

General business is a broad-based course that seeks to introduce the student to the rudiments of various business topics one might be exposed to in his everyday life. Topics covered during the school year are consumer education, banking, credit, budgeting, insurance, careers, investments, and economics. Vocabulary is stressed in each case. Films, discussion, research, business problems, and guest speakers are all utilized in the classroom to help the student understand the wide variety of concepts introduced.

HOME ECONOMICS I

A yearly course divided up into Foods I and Clothing I:

Foods I - This course covers basic foods and nutrition, meal planning, meal preparation; major areas covered are: milk, eggs, fruit, vegetables, and cereal products.

Clothing I - This course covers the basic beginning sewing terms and techniques. Articles made are a craft item and a pair of slacks. Basic construction techniques that are covered are zippers, facings, sleeves, seam finishes, and hemming stitches.

INDUSTRIAL ARTS I

This is a nine week study into each of four areas: mechanical drawing, woodworking, metals, and basic electricity.
AGRICULTURE I

For first year Ag students, usually freshman. Introduction to agriculture, FFA, parliamentary procedures, establishing supervised experience programs, budgeting, basic livestock production, basic crop production, gardening, introduction to agricultural mechanics including hand tools, shop safety, and fundamentals of carpentry and career opportunities in agriculture.

PHYSICAL EDUCATION

Boys - Physical education for boys is designed to promote physical fitness through various sports, running, conditioning, and weight lifting. Socially, the competition consists of fair play, a desire for team work and the will to excel. Emotionally, physical education teaches responsibility, self-control, and motivation in the process of maturity.

Girls - An intriguing encounter with America's finest and beloved sports ranging from indoor activities such as floor hockey and badminton to outdoor activities of flag football and soccer. Classes are started with the necessary preliminary stretches and warm-ups followed by the learning of game rules, skills, and strategy.

Long term goals are for the girls to appreciate and understand the importance of teamwork and good sportsmanship, to continue sporting activities and exercising after H. S. years, and to maintain an adequate degree of physical fitness during and after H. S. years.
BAND

High School band has three essential areas of instruction: Marching Band, Concert Band, and Pep Band. Students perform at every home football game, pep sessions, basketball games, and the homecoming parade. They also participate in solo and ensemble contest, present three concerts a year, participate in marching band contests, attend the Macon County Festival, and participate in concert band contest. During class performance, skills are stressed with several tests given in class during the year. Music history and music theory are also covered as much as possible.

CHORUS

High School chorus is made up of any high school boy or girl who is interested in singing. The course is mainly geared to performance, but includes some music appreciation and history through various sources such as music used, outside activities and performances, and current events in the musical world.

The course covers such things as sight singing, reading music, and ear training. Solo work is encouraged and many students use study halls and after school hours for solo work.

Performances given during the year are Christmas concert, spring concert, state contest, performance at the Hickory Point Mall, Macon County Choral Festival, Baccalaureate and Commencement, and other performances that come up during the year.

Mainly - a goal is to develop the voice so that it may be used in a musical group activity, that will bring recognition and satisfaction to the individual and the group.
WORLD HISTORY

The course begins with a study of how civilizations evolve. A goal is to intensely analyze the four classical civilizations. A study is made of the many religions that have grown through the ages. A study many of the present day countries that are included in the continents of Asia, Africa, and Europe, as well as South America with emphasis on their cultures.

A study of how Europe evolved from the Middle Ages to the Renaissance and through the Age of Exploration is conducted.

The class takes a look at how revolutions and political, social economic and religious problems could effect the world's balance of power.

The study culminates with the causes and effects of the two World Wars and how the contemporary world tries to cope and search for stability in the world of today.

ENGLISH II

English II, as a survey course on the sophomore level, attempts to cover the area of reading, writing, grammar, and speaking with the least emphasis on speaking. In literature, the students study the short story, drama, and poetry. Grammar is heavily emphasized during this year. The classes review the basics and learn more difficult concepts such as verbals, and more complex sentence constructions. Also stressed is writing - paragraphs, themes, and finally, a fairly extensive research paper. Topics for their writing come from personal experiences and analysis of various literature selections.
SPANISH II

The program is based on a text, a taped oral program, exercises in conversation and exercises for memorizing vocabulary lists, exercises for translations to English, and exercises for writing sentences in the Spanish language.

ALGEBRA II

This course is a continuation of Algebra I with the same mathematical properties still true. There is added emphasis on exponents and roots. There is considerable work with word problems, solving quadratic equations and solving radical and fractional equations.

CHEMISTRY

Chemistry is a one year course which provides an introduction to the terms and techniques of the study of inorganic chemistry. It covers in detail the use of metric system; periodic chart of the elements; atomic structure and theory; and the behavior of solids, liquids and gases. There is also a brief overview of organic chemistry provided. Demonstrations and lab work are used as needed to clarify materials in the text. There is considerable emphasis on problem-solving. For this reason, successful completion of Algebra I is helpful. Anyone who is thinking of continuing his/her education past high school will find chemistry useful.
GEOMETRY

This course is a study of objects in a two dimensional space. Objects such as triangles, rectangles, squares, and pentagons are compared. Angles and line segments of the geometric figure are studied. The course also includes practical problems for the PSAT and ACT tests and the study of formal proofs and logic.

DRIVER EDUCATION

The driver education course consists of thirty (30) hours of classroom instruction and six (6) or more hours (depending on student progress) of behind the wheel training. The classroom phase is offered the first nine weeks of each school year. The behind the wheel phase is offered the remainder of the year. All students have to be fifteen years of age to complete both phases of the course.

Typing I

The student learns the basic techniques of touch typing, and the care of the machines. The course is designed to develop basic skills for both personal and occupational use. Students learn how to type simple personal and business letters; how to address postal cards and envelopes; how to type outlines, themes and manuscripts, bibliographies, table of contents; how to type and figure tabulations; and how to complete various forms. Emphasis is also placed on non-typing skills such as word division, grammar, punctuation, spelling, capitalization, and proof-reading.
ART I

Art I introduces students to the five elements of design: color, line, texture, shape, and space. Students learn to use the elements of design in projects: drawing, painting, printmaking, lettering, sculptures, and some art history. There is an emphasis on drawing and graphic art. Some media used are pencil, colored pencils, felt tip pen, india ink charcoal, tempera, fingerpaints, linoleum blocks and plaster. Critiques are held regularly to help students evaluate and appreciate works of others. Grading is based on originality, neatness, directions followed, and use of concepts of design.

CLOTHING II

This course covers fibers and fabrics, in more detail than Clothing I. Articles made are blazers, skirts, dresses, and slacks. Techniques are more advanced than Clothing I such as trim, pockets, gathering, and buttonholes.

FOODS II

The course covers meal planning, meal preparation, weight control, consumer in the market place, kitchen appliances, sanitation and safety, food services, and emphasis on meal preparation in the following areas: meats, yeast, breads, pastry, and cake decorating.

POWER WOODWORKING

The students learn the procedures and rules for the safe operations
of power woodworking tools. They also design and build a project of their own choice such as night stand or coffee table.

METALS II

The course centers around welding and the operation of the engine lathe. In welding, students will become acquainted with various types of welds, weld joints, and testing procedures. They will become familiar with various procedures and operations of the lathe and finishing metals.

AGRICULTURE II

This course is for second year ag students. Topics of study include the following: soils (development and judging), fertilizers, arc and acetylene welding, fundamentals of internal combustion engines, small engine overhaul, spray painting, and corn and soybean production.

ENGLISH III

The first semester deals with grammar and writing with emphasis on text concept and statement.

Basic patterns for language such as parts of speech, phrases, clauses, sentence structure, etc., are taught.

Stress is placed upon writing complex ideas, making every work count, varying sentences, making forceful use of the language, balancing ideas, using standard language including spelling and mechanics.

Ideas are developed through writing descriptions, narrations, and
expositions. Comparisons and contrasts, analogies and cause and effect situations are stressed.

AMERICAN HISTORY

American history begins with the study of early culture in America and evolves through analysis and research to the American Revolution. An extensive study is made of our government with constitution research included.

Our 19th century study deals with our growing empire and expansion through the 1850's - this culminates with our research to the causes of the Civil War and Reconstruction which follows.

20th century study begins with analysis of the reasons for our Industrial Revolution, Immigration, World War I, the twenties, the Depression Years, World War II, the Cold War era, and ultimately concludes with the study of our present administration.

TYPING II

This course, a continuation of Typing I, is vocational in purpose and designed to help students prepare for a business career. Advanced styles of letters and business forms are used. Short units in different career fields are presented and the forms and styles used in typing in these fields are studied, such as insurance, medical, legal, governmental, etc. The course also includes a section on business machines available at the school. Also a unit on filing is completed.
SHORTHAND

The Gregg system is taught and the latest text is available. The students read and write large quantities of shorthand from the text and other resources available. The purpose is to increase their speed of reading and writing to the highest level possible. Emphasis is also placed on grammar, spelling, punctuation, and proofreading. Transcription is taught so that students develop the ability to transcribe a usable copy on the typewriter from their notes from dictation.

BOOKKEEPING

This course concentrates on recording data, making reports, analysis, and making decisions from the data recorded. The double entry system is used and the entire cycle is studied. Emphasis is placed on journalizing, posting, and preparing financial statements at the end of the fiscal period. Other topics covered are special journals, discounts, depreciation, allowances, petty cash, bad debts, banking, payroll, taxes, and some data processing.

PHYSICS

Physics is a one year course in the science of measurement and problem-solving. A background in algebra is a must, and geometry is helpful. Students will study force, work, power, energy, motion in straight and curved paths, heat, sound, and light. Anyone planning to enter a medical or engineering occupation should seriously consider Physics.
HUMAN PHYSIOLOGY

This is taught as a Pre-Med preparation. It involves work on the college level. Hours of preparation are needed outside of regular class hours. Two major animals are used in lab work. The giant bull frog and the cat are used by the students to study muscular, nervous and circulatory systems. Considerable text work involving other body systems are also involved. After struggling with the above, it is hoped the student will have a better idea of what to expect should he or she continue work in this field.

METALS III

This is the first of two full year courses and it offers the student studies and experiences into many newer areas. Students will become acquainted with casting on metals, sheet metal forming, and the operation of the shaper and vertical mill.

HOUSE AND HOME FURNISHINGS

This course covers the beginning of housing, housing for today and tomorrow, study of the ready built house, architectural styles, study of color, planning a kitchen, and doing a floor plan of a house.

CHILD DEVELOPMENT

This course involves studying the child from birth to six years of age in the areas of physical, social, and intellectual development. A playschool is held in the spring during this class time.
AGRICULTURE III

Ag III and IV alternate, so both are for 3rd or 4th year agriculture students. The course includes farm machinery adjustment and maintainance, grain marketing (use of the board of trade) engine analysis, tractor tune-up, ag law, farm surveying, income taxes, etc.

ECONOMICS

This course studies the American economy. Included are the fundamentals of Capitalism, the Stock Market Crash of 1929, the Great Depression, how money circulates in the system, problems the consumer faces, taxes and completing federal income tax forms.

PSYCHOLOGY

Psychology is taught the first semester. Psychology basically deals with the behavior or organisms and more specifically with human behavior. Behavior is studied as a result of the inter-relationships of the biological functions and structure of the body, motor abilities and the psychological make up of the individual. Some of the basic theories concerning ways of viewing human beings such as behaviorism, humanism, existentialism and the psycho-analytical theory, are studied.

SOCIOLOGY

Sociology is taught the second semester. Psychology prepares the student to better understand Sociology. Sociology is concerned prim-
arily with how people behave in groups. Emphasis is placed on race and ethnic relationships, rural and urban trends, differences in cultures, etc. A study is made of such social problems as juvenile delinquency and crime, poverty, health, the population explosion, and the social stratification of our society and others.

METALS IV

The course is developed to go into advanced studies and activities in metals and metal machining. Emphasis placed on thread cutting, internal boring and mating parts. More advanced forms of welding, welding procedures, and testing of welds are also studied.

ENGLISH IV

(Pre-requisite - C in English III). This course is designed to prepare the future college student for the type of reading and writing used at the college level. It involves a survey of English literature, an emphasis on expository writing, and a review of grammar and usage. Special emphasis is given to writing a college, thesis-research paper.

SPEECH

This course is devoted to the study of speech communication. Students work on communication skills in the areas of interpersonal communication, small group communication, public speaking communication, mass communication, and theatre-arts communication. Active participation
and experience teach students to communicate more effectively.

MATH IV

**First semester** - Trigonometry: a study of the six circular functions - sine, cosine, tangent, cotangent, secant, cosecant. This includes graphing the functions on a two-dimensional graph. The values of these functions are found using both radian measures for arcs of circles and degree measures for angles.

**Second semester** - Analytical Geometry: this course is an extension of Plane Geometry to include the third dimension. Functions, graphs, distance formula, equations from Geometry and Algebra are reviewed. Vectors and vector operations, matrices, permutations, combinations and Binomial Theorem, are also studied.

AGRICULTURE IV

Alternates with Agriculture III. Agriculture IV is taught in school years beginning with an even-numbered year. Farm chemicals (safety, calibration, etc.), farm credit (cash flows, budgeting, net worth statements) farm planning, farm income possibilities, insurance, farm power selection are also studied.

BEGINNING AG MECH.

Beginning Agriculture Mechanics is offered to seniors only that have not had Agriculture II: Electricity (practical wiring), electric motors,
electric motor controls, arc and oxyacetylene welding and gas engines are studied.

ADVANCED AG MECH.

Open to seniors who have had Agriculture II. Study focuses upon electricity (practical wiring), electric motors, electric motor controls and advanced gas engine overhaul.

ADULT LIVING

This class prepares the student to be on his own and to be prepared for marriage. Topics covered include getting to know yourself, reproductive system, meaning of sex and a typical behavior, contraceptives, teenage pregnancy, engagement, marriage customs and laws, divorce, planning a wedding, getting a job, money, managing a home, insurance, and where to go to get community help.

PARENTING

This course gives the student much knowledge of what to know before becoming a parent, what to do after getting home with the baby, how to handle discipline problems with the child, and many other topics such as adoption, divorce, death and single parenting.

ART II

Art II students develop their understanding of the Elements of Design by using them in more advanced projects. Emphasis is placed on
sculpture (3 dimensional), painting, and printmaking.

Sculpture is explored in clay, plaster, and wood. Acrylic painting basics are introduced. Printmaking projects include collagraphs, etchings, silk screen and multiple-color linoleum blocks. Critiques are held to help students evaluate works of others and recognize their own strengths and weaknesses. Tests may be given concerning terms and processes. Grading is based on originality of idea, neatness, direction following, and use of concepts of design.

CURRENT EVENTS

This class deals with the events in today's world. The test used is either Newsweek or Time. (Each student is responsible to pay for his or her own subscription). Each is read and analyzed in order to better understand today's society.

Each student is required to turn in a scrapbook every week on the issues that confront our nation or any nation.

Vocabulary work is stressed.

Teaching material from Newsweek and Time is valuable in reinforcing the many topics discussed daily.

To test students on retention of materials, tests and quizzes are given.
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**KEY TO TEACHER'S COMMENTS**

1. Diligent Worker, Interested
2. Improving
3. Not Working to Capacity
4. Doesn't Participate in Class
5. Doesn't Do Required Work
6. Poor Study Habits
7. Lacks Initiative
8. Absent Too Often
9. Unexcused Absence
10. Incomplete
11. 

**COMMENTS:**

**ABSENCE**

Aug.-Sept. ___
Oct. ___
Nov. ___
Dec. ___
Jan. ___
Feb. ___
March ___
April ___
May-June ___
REQUEST FOR PRE-ARRANGED ABSENCES

Students Name ____________________________________________

Parent's Signature (or guardian) ______________________________

Date ______________________________________________________

Request for a Pre-Arranged Absence for the following date(s)

_________________________________________________________________

Reason for request ____________________________________________

_________________________________________________________________

_________________________________________________________________

Signed ________________________________________ first period

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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This form is to be returned to the principal after all signatures are obtained.

xxv
CORRIDOR PASS

Student ________________________________ .

Date ___________________________ Time ________________

from ___________________________ to ___________________________

Signed ________________________________

Excused ________________________________

Time returned _______ Signed ________________________________

PASS MUST BE RETURNED TO THE TEACHER FROM WHOSE ROOM YOU WERE EXCUSED.

FORM 1187—SUPREME SCHOOL SUPPLY CO., ARCADIOA, WIS.
<table>
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<tr>
<th>FORM 100EX</th>
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<th>TEACHER'S CLASS SIGNATURE BY PERIODS</th>
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<tr>
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**EXCUSED**

Name: ____________________________  
Date: ____________________________  
Remarks: ____________________________  

The last teacher signing will take up and return this excuse to the principal's office.

MONTHS—SEPT. OCT. NOV. DEC.  
JAN. FEB. MAR. APR. MAY JUNE

ABSENT OR TARDY — CHECK DAY

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Supreme School Supply Co., Arcadia, WI 54612

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<table>
<thead>
<tr>
<th>FORM 1500</th>
<th>ABSENT</th>
<th>TARDY</th>
<th>TEACHER'S CLASS SIGNATURE BY PERIODS</th>
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The last teacher signing will take up and return this excuse to the principal's office.

MONTHS—SEPT. OCT. NOV. DEC.
JAN. FEB. MAR. APR. MAY JUNE
Supreme School Supply Co., Arcadia, WI 54612

ABSENT OR TARDY — CHECK DAY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1. The purpose of this report is to inform you of a disciplinary incident involving the student.
2. You are urged to appreciate the action taken by the teacher and to cooperate with the corrective action initiated today.

**NOTICE TO PARENTS**

**ON(S) FOR REFERRAL:**
- CUTTING CLASS
- EXCESSIVE TARDINESS
- ANNOYING TO CLASSMATES
- DESTRUCTIVE TO SCHOOL PROPERTY

**ACTS TAKEN PRIOR TO REFERRAL:**
- CHECKED STUDENT'S FOLDER
- HELD CONFERENCE WITH STUDENT
- CONSULTED COUNSELOR

**ENT ACTION AND RECOMMENDATION(S):**
- STUDENT REGRETS INCIDENT, COOPERATIVE
- RECURRING INCIDENTS WILL BE REPORTED

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1016—Hammond & Stephens Co., Fremont, Nebr.  
White -- Parent's Copy  
Canary — Office Copy  
Pink — Teacher's Copy
BIBLIOGRAPHY

Faculty Handbook

Arcola High School, Arcola Community Unit District #306, Arcola, IL
Auburn High School, Auburn Community Unit District #10, Auburn, IL
Charleston High School, Charleston Community Unit District #1, Charleston, IL
Clinton High School, Clinton Community Unit District #5, Clinton, IL
Deer Creek-MacKinaw High School, Deer Creek-MacKinaw Community Unit #701, Deer Creek, IL
El Paso High School, El Paso Community Unit District #375, El Paso, IL
Fairbury-Cropsey High School, Fairbury-Cropsey Community Unit #3, Fairbury, IL
Farmer City-Mansfield High School, Farmer City-Mansfield Community Unit #17, Farmer City, IL
Fisher High School, Fisher Community Unit #1, Fisher, IL
Hartsburg-Emden High School, Hartsburg-Emden Community Unit District #36, Hartsburg, IL
Illiopolis High School, Illiopolis Community Unit District #12, Illiopolis, IL
LeRoy High School, LeRoy Community Unit District #2, LeRoy, IL
Mahomet-Seymour High School, Mahomet-Seymour Community Unit District #3, Mahomet, IL
Nokomis High School, Nokomis Community Unit District #22, Nokomis, IL
Oakland High School, Oakland Community Unit District #5, Oakland, IL
Olympia High School, Olympia Community Unit District #16, Stanford, IL
Pana High School, Pana Community Unit District #8, Pana, IL
St. Joseph-Ogden High School, St. Joseph-Ogden Community Unit District #305, ST. Joseph, IL
Tuscola High School, Tuscola Community Unit District #301, Tuscola, IL
Windsor High School, Windsor Community Unit District #1, Windsor, IL

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Argenta-Oreana High School, Argenta-Oreana Community Unit District #1, Argenta, IL
Arthur High School, Arthur Community Unit District #305, Arthur, IL
Assumption High School, Assumption Community Unit District #9, Assumption, IL
Atwood-Hammond High School, Atwood-Hammond Community Unit District #3, Atwood, IL
Bethany High School, Bethany Community Unit District #301, Bethany, IL
Blue Mound High School, Blue Mound-Boody Community Unit District #10, Blue Mound, IL
Cerro Gordo High School, Cerro Gordo Community Unit District #100, Cerro Gordo, IL
Charleston High School, Charleston Community District #1, Charleston, IL
Chatsworth High School, Chatsworth Community Unit District #1, Chatsworth, IL
Chenoa High School, Chenoa Community Unit District #9, Chenoa, IL
Clinton High School, Clinton Community Unit District #15, Clinton, IL
Deer Creek-MacKinaw High School, Deer Creek-MacKinaw Community Unit District #701, Deer Creek, IL
Divernon High School, Divernon Community Unit District #13, Divernon, IL
El Paso High School, El Paso Community Unit District #375, El Paso, IL
Fairbury-Cropsey High School, Fairbury-Cropsey Community Unit District #3, Fairbury, IL
Farmer City-Mansfield High School, Farmer City-Mansfield Community Unit District #7, Farmer City, IL
Fisher High School, Fisher Community Unit District #7, Fisher, IL
Hartsburg-Emden High School, Hartsburg-Emden Community Unit District #21, Hartsburg, IL
Heyworth High School, Heyworth Community Unit District #4, Heyworth, IL
Illiopolis High School, Illiopolis Community Unit District #12, Illiopolis, IL
LeRoy High School, LeRoy Community Unit District #2, LeRoy, IL
Lexington High School, Lexington Community Unit District #7, Lexington, IL
Lincoln High School, Lincoln Community High School District #404, Lincoln, IL
Mahomet-Seymour High School, Mahomet-Seymour Community Unit District #3, Mahomet, IL
Monticello High School, Monticello Community Unit District #25, Monticello, IL
Mt. Pulaski High School, Mt. Pulaski Community Unit District #23, Mt. Pulaski, IL
Niantic-Harristown High School, Niantic-Harristown Community Unit District #6, Niantic, IL
Nokomis High School, Nokomis Community Unit District #22, Nokomis, IL
Oakland High School, Oakland Community Unit District #5, Oakland, IL
Olympia High School, Olympia Community Unit District #16, Stanford, IL
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Shelbyville High School, Shelbyville Community Unit District #4, Shelbyville, IL
St. Joseph-Ogden High School, St. Joseph Community Unit District #305,  
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Stonington High School, Stonington Community Unit District #7, Stonington,  
IL

Taylorville High School, Taylorville Community Unit District #3,  
Taylorville, IL

Tower Hill High School, Tower Hill Community High School District #185,  
Tower Hill, IL

Tri-City High School, Tri-City Community Unit District #1, Buffalo, IL
Tuscola High School, Tuscola Community Unit District #301, Tuscola, IL
Villa Grove High School, Villa Grove Community Unit District #302,  
Villa Grove, IL

Virden High School, Virden Community Unit District #4, Virden, IL
Wapella High School, Wapella Community Unit District #5, Wapella, IL
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District #11, Warrensburg, IL

Windsor High School, Windsor Community Unit District #1, Windsor, IL

_The Illinois School Code of Illinois, 1979._

"Student and Schools Rights and Responsibilities", State of Illinois  