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Consolidation Study for Illinois Community Unit School Districts No. 10 and No. 20

Judith J. Phipps

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CONSOLIDATION STUDY FOR ILLINOIS COMMUNITY

UNIT SCHOOL DISTRICTS NO. 10 AND NO. 20

(TITLE)

BY

JUDITH J. PHIPPS

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Consolidation

Consolidation Study for
Illinois Community Unit School
Districts No. 10 and No. 20
Judith J. Phipps
Eastern Illinois University

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ABSTRACT

The main purpose of this field study was to examine factors related to school consolidation in Lawrence County, Illinois. Two unit school districts--Community Unit School District No. 10 and No. 20--have been in operation since 1972 in southeastern Illinois. Both districts have full recognition by the Illinois State Board of Education and North Central Association of Colleges and Schools.

In 1991-92, approximately 2,800 students attended kindergarten through twelfth grade in Lawrence County. However, financial considerations were the primary concerns of the schools' operations. Due to revenue losses in farmland reassessment, property taxes and general state aid, Lawrence County administrators examined various methods to correct budgetary concerns. The researcher investigated consolidation as a cost-saving measure for Lawrence County citizens.

Six major aspects of school operation were reviewed. Facilities, enrollment, curriculum, finances, transportation, and staff were considered important issues of consolidation. Interviews and

reviews of research were the primary sources of information.

It was anticipated that reorganization would be beneficial to the educational process of Lawrence County students. However, there was no evidence to support the benefits of consolidation. The facilities used were maintained and projected enrollment was steady. Cooperative sharing of academic and vocational courses was evident. Both districts balanced their budgets. The need for additional transportation and increased staff would be a result of consolidation.

The final recommendation was to disregard consolidation in Lawrence County, Illinois. There was no advantage to the total educational program of the county students.

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Chapter I

Overview of the Problem

Introduction

The main purpose of this field experience was to investigate factors related to school consolidation of Community Unit School District No. 20 and Red Hill Community Unit School District No. 10, located in southeastern Illinois. Both districts had full recognition of the Illinois State Board of Education and North Central Association of Colleges and Schools. However, due to revenue losses in property taxes and general state aid, Lawrence County administrators were examining methods of restructuring each Unit District to remedy the budgetary problems.

The specific objective of this study was to review the following major aspects of each school district's operations: facilities, enrollment, curriculum, finances, transportation, and staff. It was anticipated that completion of the review would result in recommendations for each central office in regard to consolidating services for the maximum educational service for Lawrence County students and taxpayers.

Demographics

Lawrence County, Illinois, is located in the southeastern part of the state, along the banks of the

Wabash River. Surrounding counties are Crawford to the north, Richland to the west and Wabash to the south(Appendix A). U.S. Route 50 and State Route #1 intersect at Lawrenceville(Williams, 1972). Other towns in the county are Bridgeport, Sumner, St. Francisville, Birds, and Russellville. The county is made up of 345 square miles(R. Waldrop, personal communication, Oct. 21, 1991). The 1990 census counted 15,972 residents in Lawrence County(Appendix B). The 1980 census counted 17,762 or approximately 1,800 more citizens ten years ago.

Two Unit School Districts educate the students of the county. Community Unit District No. 20(C.U.S.D. #20), West Cedar Street, Lawrenceville, Illinois, 62439 and Red Hill Community Unit School District No. 10(R.H.S.D.), 1250 Judy Avenue, Bridgeport, Illinois, 62417 are located in Lawrence County, Illinois. Each district services kindergarten through twelfth grade pupils. Unit #20 had a total school enrollment of 1,602 students with 120 certified employees for 1991-92(Appendix C). Unit #10 had 1,265 students and 100 certified employees(Appendix D). The school districts are often referred to as East or West Lawrence as they are divided by a semi-straight line from north to south(Appendix E). Lawrenceville is the

county seat and has the largest single population of the surrounding communities.

C.U.S.D. #20, located in Lawrenceville, was formed in 1972. At this time, St. Francisville Community High School District #102 was dissolved. The St. Francisville secondary students were transported to Lawrenceville High School. St. Francisville School continued to educate kindergarten through eighth grade students. In 1972, Unit #20 had one high school, two vocational centers, two junior high schools and five elementary centers. In 1985, the St. Francisville junior high school students were moved to Lawrenceville. This action was due to loss of two of the three staff members as well as low enrollment. Since 1985, Unit #20 has had one high school, two vocational facilities, one junior high, and five elementary schools.

Red Hill District #10 is located in Bridgeport, the second largest city in Lawrence County. This district was formed in 1970 by joining Sumner Township High School District #100, Bridgeport Township High School District #3, Sumner Elementary District #57 and Bridgeport Elementary District #35. The name Red Hill was chosen due to the proximity of Red Hill State Park between Bridgeport and Sumner. The existing facilities were used with restructuring. The former Sumner High

School building was utilized as a unit district junior high school and an elementary building for Sumner students(K-4th). The former Bridgeport High School continued as Red Hill High School. Bridgeport Grade School became a fifth and sixth grade center. Three additional buildings-Seed, Petty and Washington-were maintained as elementary(K-4) centers. In 1988, Unit #10 closed Washington School. Washington was located three miles south of Bridgeport. Low enrollment and the deteriorated wooden structure necessitated the closing and subsequent sale of Washington School. Since 1988, Red Hill Unit District has had one high school, one junior high, a fifth and sixth grade center and three elementary centers.

Statement of the Problem

The Illinois State Board of Education has recently completed the Illinois Goals for World-Class Education for the 21st Century. The State Board has committed itself to providing leadership for developing a process of change in the current educational system that, admittedly, is not meeting the needs of the people of Illinois (Illinois Goals, 1992).

The eight Illinois goals(Appendix F) have "expanded the vision" of the six National Goals(Appendix G). The process of planning and public input was called "Expanding the Vision." These

recommendations were developed with the help of hundreds of Illinois citizens from all walks of life (Illinois Goals, 1992). The nine recommendations are as follows:

1. Develop an understanding of what a "core body of knowledge" should include for all students and incorporate skills such as critical thinking and problem solving throughout the curriculum; the curriculum must respond to the needs of both non-college-bound and college-bound students.
2. Emphasize multicultural awareness and provide students with a global perspective throughout their studies.
3. Teach students to "learn how to learn."
4. Restructure the delivery system to focus on and meet the needs of all children.
5. Provide continuing professional development for educators and couple increased autonomy with increased accountability.
6. Increase the use of technology throughout the curriculum.
7. Establish partnerships with business and industry, community organizations and members, labor, higher education, and families.

8. Change the way in which education is funded to arrive at an adequate, equitable, stable and predictable system.

9. Create an "umbrella approach" to the provision of services to children, with schools as a focal point of the system, and involve many sectors of society.

Each Illinois school district is committed toward the achievement of these goals by the year 2000. However, declining enrollment, increased operational costs and decreased property tax revenue are the common factors of rural districts in Illinois. Unfortunately, services to the students are reduced to eliminate the budgetary dilemmas.

Alan Moore, Superintendent of Unit #20, and Gary Glosser, Unit #10 Superintendent, agreed to assist the author on a field experience concerning consolidation in October, 1991, after the September board meeting when each district adopted a deficit 1991-92 budget. The total deficit for the Lawrence County citizen amounted to \$812,000 (Polk, 1991). Mr. Moore and Mr. Glosser agreed that federal and state commitments to education have declined over the past decade. Curriculum requirements and mandated programs have consumed the meager funding increases. The lack of educational resources and inequities of funding have

placed the local educational system in a perplexing position.

The results of this field experience should provide recent research information to each administrative office concerning consolidation in rural areas. The 1991-92 enrollment, educational programs, personnel, finances, facilities and transportation of Unit #10 and Unit #20 were reviewed. Research and interviews impacted the results.

Limitations of the Study

The following factors have been placed outside the scope of this field experience:

1. Interviews were limited to Unit #20 and Unit #10 Central administrative teams, Lawrence-Crawford Regional Superintendent and members of Unit #10 and Unit #20 Boards of Education.

2. Grant programs, federal projects or special programs (special education, pre-kindergarten, summer school, gifted, drug-awareness, wellness curriculum, Chapter services, lunch program) were not included in this study.

3. Extra-curricular activities (athletics, clubs, band, chorus) were not included in this study.

The following assumptions served as basis for this field experience:

1. It was assumed the research information that was collected and considered was from school districts of similar size and geographical setting.

2. It was assumed that the research information gathered was accurate and that the results would be considered by the Central administrative staffs of Unit #10 and Unit #20.

3. It was assumed that all interviewees cooperated fully and provided accurate information.

Definition of Terms

The meanings of key terms used in this field experience were as follows:

1. Unit District: K-12 grades formed under Article 11A of The School Code.

2. Consolidation: designed by Article 11B of The School Code. The process of combining two or more entire elementary or high school districts or two or more unit districts.

3. Conversion/Annexation: under Article 7A of The School Code. The process of dissolving a unit district, annexing its territory to a contiguous high school district and converting it into an elementary district or under Article 11D, the conversion of unit districts to elementary districts and the formation of a high school district.

4. High School Deactivation: under section 10-22.22b of The School Code. The process by which any high school facility in a district sends students in grades 9-12 to a school in other districts.

5. Cooperative High School: under section 10-22.22c of The School Code. A school formed by two or more contiguous unit or high school districts each with a 9-12 enrollment of fewer than 600 students.

6. Citizens' Advisory Council: the members from Crawford-Lawrence County that participated on the 1985 reorganization committee.

7. Economies of Scale: a curvilinear relationship between average cost and the number of units produced.

Chapter II

Rationale, Related Literature and Research

Rationale

The organization of school districts has been a matter of discussion in the United States since the early 1800's. This interest has continued to the present.

During the past 35 years, Illinois and most other states have experienced a decrease in the number of school districts. In 1945-46, there were 11,784 school districts according to a report of Illinois School Problems Commission in May, 1982(Lewis, 1985).

Presently, Illinois Association of School Boards Directory, May, 1991 lists a total membership of 943 school districts and one affiliate member. This reduction was due in part to financial incentives provided by the Illinois General Assembly as well as declining enrollments. Legislation equalized taxing power between dual districts and unit districts and reduced the qualifying rate for unit districts under the state aid formula. This generated additional state aid to reorganized unit districts (Lewis, 1985).

The legislation enacted during the mid-1940's resulted in a decline in the number of school districts between 1945-46 and 1957-58. Then the decline began to

taper. By the mid 1970's through 1980, legislation adopted offset the effects of incentives and contributed to a decrease in the rate of reduction of the number of school districts (Lewis, 1985).

The Reorganization Act of 1985 mandated by the Illinois State Board of Education sought to encourage districts to consider reorganization to improve educational opportunities and increase savings. However, the Act did not lead to any reorganizations but led to renewed interest and debate on the merits of reorganization. Reorganization committees were established in 59 regions throughout the state. However, as a result of 1986 amendments, committees were authorized to recommend that no reorganization occur (ISBE, 1989).

In the mid-to-late 1980's state aid incentives and expanded options for reorganizations encouraged districts to, once again, take a serious look at mergers. The General Assembly appropriated more than \$21 million through FY90 to cover claims of revenue deficiencies in state aid resulting from mergers (ISBE, 1989).

Recently, deactivation (1985), annexation/ conversion (1986) and cooperative programs (1987) offered more diversified options to encourage further reorganizations. This is particularly important as

there is a need to decrease the number of small high schools in Illinois. Therefore, for this research, small was defined as any high school with 200 or fewer pupils and any Unit District with fewer than a 1000 students.

Finally, there are three types of school districts in Illinois: elementary(K-8), secondary(9-12) and unit(K-12). Enrollment is commonly used to define the size of a district. In 1985, fifty-eight percent of the state's 448 unit districts enrolled fewer than 1000 students(Lewis, 1985). In 1988-89, there were 30% of Illinois high schools with 200 or fewer students, up from 21% in 1976-77.

Review of Literature

Reorganization may be a solution to the educational and financial problems that small districts encounter. This decision should be made after a thorough process of careful study and community dialogue(Everett & Sloan, 1983). However, school mergers often have more to do with sports, school colors, traditional rivalries, socioeconomic differences and the small economic benefit a school can contribute to a local community(Holmes, 1990).

Because of the possessiveness people feel about their schools, consolidation studies must be convincing and accurate. In addition, a review of district

records, documents, community hearings, interviews and conferences would be an integral part of an extensive study (Everett & Sloan, 1983). Administrators and school boards should be prepared to answer key questions at any public hearing. The following nine questions that are typically asked at public gatherings would serve as a guide:

1. What are the potential educational advantages and disadvantages to children if we reorganize or consolidate?

2. What economies and/or diseconomies of scale might result from reorganization/consolidation? What start-up costs might there be?

3. What happens to tax rates and to general and categorical state aid? Will they go up, go down or stay about the same?

4. What happens to the pupil-teacher ratio under consolidation? If faculty and staff positions are reduced, how and by whom will these decisions be made?

5. What are the enrollment histories and projections? Is enrollment likely to change significantly in the future?

6. Will some schools be closed? Will those buildings that remain in use adequately house the programs of study and activities?

7. Is one district "bailing out" the other district(s) in terms of either short-term financial problems or long-term debt?

8. If the districts are not consolidated, are there still some ways they could cooperate to the financial and educational advantage of both?

9. What transition steps are needed to implement a decision to consolidate(Everett & Sloan, 1990)?

These questions could be anticipated and answers discussed in advance by superintendents and board members. When changes occur in districts, the emotional involvement may be eased with honest, correct answers to key questions.

During past studies of various types of school district reorganizations advantages and disadvantages have been identified, including the following(Lewis, 1985):

Advantages:

1. Larger tax base
2. Economies of scale in purchasing, staffing, construction, operations, transportation
3. Flexibility in staffing patterns
4. Potential for more efficient use of school buildings
5. Reduced competition for educational dollars between the elementary and secondary structure

6. Potential consolidation of legal and accounting procedures

7. More equitable distribution of wealth factors as less wealthy districts consolidate with wealthier districts

8. Potential opportunity for improved articulation of curricular programs

9. Additional students provide opportunities for increased extracurricular activities.

Disadvantages:

1. Sharing a debt among reorganizing districts

2. Student achievement data may drop due to broadening of test base

3. Loss of "community identity"

4. Loss of informal contact with administrators and board members

5. Potential loss of General State Aid due to formula restrictions

6. Less access to some non-referendum tax rates.

These advantages and disadvantages may not be applicable to every situation but rather may be seen as general comments regarding reorganization (Lewis, 1985).

Four states have passed legislation since 1989 to encourage school district mergers. In Oklahoma, Oregon, Georgia and North Dakota, the incentives

include dollars to build new facilities, planning grants, funds for new positions and supplemental per-pupil aid(Holmes, 1990).

However, geographic, economic, political or social reasons are barriers that force communities to hesitate to combine. Superintendents of districts choosing not to consolidate are beginning to cooperate and collaborate with one another to save money and provide increased services to the students(Holmes, 1990).

Cooperation in areas of special education, vocational education, interscholastic athletics and cooperative purchasing provide a substantial savings for many schools. "Clustering" grade levels, curriculum development, computer expertise and staff development have reduced costs. State legislation in North Dakota offers planning grants for cooperative efforts in guidance programs, art consultants for elementary schools, reading specialists, foreign language teachers and gifted and talented programs(Holmes, 1990). "The goal is to build long-term relationships whether districts consolidate or not," said Tom Decker, head of North Dakota's school district boundary restructuring program(Holmes, 1990,9).

Creative superintendents and board members often find unique solutions to state mandates. A broader

range of educational services can be affordable when cooperative, collaborative methods are utilized.

It is the State Board's belief that school districts should be able to support financially the kind of educational program necessary to meet the needs of the students and the community. Although sufficient enrollment justifies the establishment of a broad educational program, the financial resources from the state and community do not always provide abundant revenue for varied curricula. Creative measures are necessary to correct this void.

Review of Related Research

Four major implications of consolidation emerge when reviewing research. First, economies of scale in relation to rural schools has been generally neglected. Many school officials automatically assume there is cost effectiveness in large districts. To give a balanced presentation of advantages and disadvantages of rural school reorganization, economies of scales should be considered. Second, little information on school size and unit costs exists. Therefore, educational planners have to base their work on assumptions rather than facts. There is much diversity and inconsistency in the findings. Third, community factors have much to do with the stability of the district. The researchers believe there is a growing

interest in education as a tool for rural economic renewal. Fourth, accountability in education has been a watchword for the last decade. Large and small school districts are required to respond to the public sector in terms of effectiveness and productivity from the classroom. Small, rural districts must answer the call by developing a design to demonstrate the high quality of education from their schools.

The wave of reorganization during the twentieth century is about completed. Industrialization, mechanization of agriculture, advances in transportation and communications and depletion of natural resources changed economic and demographic characteristics of rural areas and resulted in higher educational expectations. Economies of scale are often misused to support rural school district consolidation. Additional forces are now affecting rural communities and could generate pressure for another wave of reorganization. International markets, decentralized manufacturing and large scale corporate farming are examples of current trends that are changing rural communities.

For a school, economies of scale are realized as long as one service experiences lower average total costs by enrolling one more student. Economies are maximized at the point where the combined average total

costs of all services are at their minimum on the school's scale curve(Tholkes & Sederburg, 1990).

The implications of economics of scale on rural schools have been examined by researchers of school reorganization. Inclusion of factors such as transportation costs, capital expenditures, student dispersion, quality of education, qualitative differences between large and small schools, community wealth and program-by-program differences raised growing doubts about the automatic certainty of economies of scale in school reorganization. Researchers Sher and Tompkins concluded that economies of scale have been overstated as a benefit of reorganization because transportation, higher salaries and new construction costs cancel the savings from increased purchasing power and more efficient use of facilities, equipment and personnel. Rosenfeld found a larger percentage of costs in administrative services in the larger schools and no evidence of changing transportation costs or pupil-teacher ratio(Tholkes & Sederberg, 1990).

While consolidation plans continue to be sold to communities on the basis of lower costs, this concept should be challenged. Using the economics of scale concept in the proper perspective for rural school

reorganization would be a worthwhile research achievement (Thokles & Sederberg, 1990).

Sher and Tompkins observed "a lack of paucity of research to systematically examine the cost/size relationship in rural schools." The lack of research does not reflect a lack of importance. Budgets rarely show the expenses of individual schools but rather the entire district. Limited research with rural schools on size/cost analysis has been conducted in the United Kingdom, United States, Canada, Australia and Sudan. The studies from the United States focused on school districts rather than individual institutions, contained inconsistencies of data comparisons and regrettable errors. However, a 1976 study by Holland, Baritelle and White in Washington State concluded reorganization of the schools would have caused considerable upheaval and would only have saved 1.1 percent of the total budget.

The argument of size/cost will be determined by specific circumstances of individual schools and districts. Bray's conclusion was it would be impossible to provide a single formula for optimum school size, even for a specific region in a specific country (Bray, 1988).

Carnegie Foundation's study entitled, High School, notes that research over the past several decades

suggests that small schools provide greater opportunity for student participation and greater emotional support than larger ones. The difficulty is knowing the exact point when a high school becomes too large. E.L. Boyer's 1983 report proposes that schools enrolling 1,500 to 2,000 students are good candidates for reorganizing into smaller units using the school-within-a-school concept. Boyer indicated there is no clear agreement on the optimum size of a school, particularly at the secondary level. Optimum size is a function of desired standards, available technology and governing structures. Bigness is no longer automatically viewed as a virtue (Boyer, 1983).

Bryant and Grady researched three principles to use in rural areas that are facing pressures of declining economies, expansion of educational services, erosion of population base, depression of the rural economy and increased state demands. An understanding of the forces that led to instability in school districts is basic to helping the communities survive.

The first principle that unifies rural communities is that of centripetalism, the tendency of various social and economic forces to centralize. This explains the closeness and bonding citizens have toward the small community. The second principle is inclusiveness or the social aspects of the small town.

This principle argues against the tendency to create consolidated districts and locate schools outside of villages. The school provides the magnet to draw people together. The third principle is social distinction. Small communities separate themselves from others by religion, ethical or ideological standards. The local school provides a means that local people can distinguish themselves from their neighbors. Social distinction is particularly evident in school athletic rivalries(Bryant & Grady, 1990).

The three principles of centripetalism, inclusiveness and social distinction are tools for understanding rural revitalization. If rural schools are to play a role in helping communities sustain themselves, state educational policy needs to support these institutions in that expanded local role(Bryant & Grady, 1990).

Interest in organizational effectiveness in rural schools will accelerate in the next few years. Stephens and others propose a five step design to assess the small school districts(Stephens, 1989). The design consists of:

1. Examining technical issues and options that define the parameters.
2. Defining the organizational components of the school district.

3. Developing a consensus concerning what is to constitute measures of quality.

4. Translating the measures into appropriate standards of quality.

5. Establishing the presence or absence of a standard.

Researchers have concluded that consolidation of small districts does not produce improvements in educational quality or efficiency unless the move is supported by the citizens in all the affected districts (Staff, ISBJ, 1988). Therefore, Illinois law now requires the affirmative vote of electors in each district, not just in the proposed consolidated district as a whole.

Further, researchers recommend other avenues for partial consolidation, such as central high schools, clustering and student tuition exchanges. Illinois law makes it possible for small unit districts to combine their high schools and operate as separate elementary districts or two or more districts to establish a cooperative high school (Staff, ISBJ, 1988).

Questions of optimum size, structure and procedures for school district organizations are not resolved in a final sense. The historical trend in Illinois in terms of number and size of school districts was clear--the number was diminishing;

districts were larger in area; and they served more children (Lewis, 1985). However, recent research and hard data have raised questions about the wisdom of past practices in Illinois.

Chapter III

Design of the Study

Review of Previous Reorganization Studies

Two previous studies of consolidating Lawrence County schools were reviewed in preparation for this field experience. The components of these investigations as well as literature review were major considerations for the study design.

In 1972, Mr. James Williams conducted a study titled Reorganization of Schools in Lawrence County, Illinois as a thesis topic at Eastern Illinois University. The design of this study was to investigate the factors of reorganization in terms of developing two unit districts or a single unit district for the county. Enrollment and financial aspects were the primary considerations. The recommendations for Lawrence County were:

1. To form two unit districts or to form a single unit district with assurance of electing board members from the entire county.
2. To organize a Citizens' Committee for long range planning.
3. To operate the present elementary and secondary attendance centers as long as economically feasible.

4. To employ professional consultants for assistance in reorganization.

In 1985, a Reorganization Plan of the Crawford-Lawrence Educational Service Region was submitted to the state of Illinois by Mr. Roger Lewis, Regional Superintendent for Crawford-Lawrence Educational Service Region. This plan was written in compliance with the "1985 School District Reorganization Act"(P.A. 84-126, as amended by P.A. 84-115). The purpose of the committee was to "provide framework for an effective and orderly reorganization of the existing school districts" in Crawford and Lawrence counties(Lewis, 1985). Each reorganization committee followed an eight point format for the content of their plan. The conditions were as follows:

1. Comply with the procedures, standards and guidelines established by the state committee.
2. Insure that under the plan every district will meet the minimum criteria, unless a justifiable exception is stated, of unit district enrollment of 1,500 pupils, elementary district enrollment of 1,000 pupils and high school district enrollment of 500 pupils.
3. Consider unit districts as the preferred organizational pattern.

4. Consider factors such as topography, economic conditions, population trends, social factors, and building and highway facilities.

5. Provide that each elementary district shall lie within a single high school district.

6. Provide a plan that may include an area larger than a county or territory from more than one ESR as a single district.

7. Provide for terms of adjustment of property, assets, debts, and liabilities for districts which are to be divided or altered.

8. Provide for the election of school board members(Lewis, 1985).

The twelve member reorganization committee from Crawford and Lawrence counties met seven times from November 18, 1985 to June 16, 1986. The committee members represented four unit districts in Crawford County and two unit districts in Lawrence County(Lewis, 1985).

The final reorganizational plan of the Crawford-Lawrence committee resulted in recommending no reorganizational change in either county. However, it was felt, the action of the committee had a significant impact on the local citizens and boards of education in terms of curriculum revisions to meet the 1990 college entrance requirements. Future plans of curriculum

revisions were formulated based on the cooperative sharing of staff and/or facilities. The development of a unified school calendar, an instrument basic to cooperative efforts in scheduling shared courses, was discussed. The Reorganization Committee stressed cooperative academic efforts among the school districts. While quality in educational programs was desired by the members of the committee, they felt it could be achieved without unreasonable expenditures of school monies(Lewis, 1985).

In terms of other criteria, such as aspects of economic conditions, population trends and existing building facilities, committee members brought forth the fact that educational school districts address these aspects year to year. It was felt that it was not possible to construct a reorganization plan to reduce or alter the effects of these aspects(Lewis, 1985).

Mr. Waggoner, Superintendent of Unit #20, reported there was no reluctance between C.U.S.D. No. 10 and C.U.S.D. No. 20 in working together as far as a cooperative effort was concerned in Lawrence County. Both districts, due to their size and the fact they are only five miles apart, felt they could meet the future educational goals by the cooperative approach(Lewis, 1985).

Major Aspects for Field Study Review

In the review of related literature and research, there were no standards for the content of a consolidation study. However, certain kinds of information appeared to be essential for a school board to make an informed decision about restructuring (Brown, 1983). Alan Brown, Superintendent of Elmwood C.U.S.D. No. 322, felt some boards would study every facet of the district's operation while other boards would combine certain topics for study or ignore some altogether (Brown, 1983). The topics Brown thought a school board would want to investigate were:

1. Future district population and school enrollment projections.
2. The financial impact of consolidation.
3. Instructional programs.
4. Organization of personnel.
5. Facilities.
6. Transportation.
7. Pupil support services, instructional and non-instructional.
8. Recommendations from impartial, professional evaluations of raw information.

In order, to determine the appropriateness of reorganization for Lawrence County schools in 1992, the researcher compiled a list of six major school

operations. For clarity, the topics were organized as follows: facilities, enrollment, curriculum, finances, transportation, and staff. These elements were considered by Williams' 1972 field study and the Crawford-Lawrence 1985 Reorganization Committee. Alan Brown's criteria provided the outline for the topics reviewed. In addition, interviews with the present administrative personnel and research data complimented the information.

Chapter IV

Results

The following review of the facilities, enrollment, curriculum, finances, transportation, and staff of Illinois Community Unit Districts #10 and #20 was developed during the school year 1991-92.

Facilities

Lawrence County citizens supported fifteen school buildings for the students. Unit District #10 had five physical plants to maintain; Unit #20 the remainder. The newest school in either district was thirty-four years old. The oldest building was one hundred and eighteen years old with six additions (Table 1).

Table 1

District	Facility	Yr(s) Construction
10	Red Hill High School	1900,13,27,52,60,76,83
10	Bridgeport Grade School	1956
10	Seed School	1924
10	Petty School	1957,66
10	Sumner School	1948,56,84
20	Lawrenceville High	1915,27,38
20	St. Francisville	1873,08,22,27,42,51,54
20	Parkview Jr. High	1955
20	Hutton School	1941,58
20	Brookside School	1957,61,69
20	Arlington School	1900,39,69,74
20	Central School	1914
20	Lincoln School	1924,35
20	Vocational Center	1924
20	Sand Ridge Vocational	1920,55

All buildings in Unit #10 were located in the cities of Bridgeport or Sumner with the exception of

Petty School. Petty was located eight miles North of Sumner.

Unit #20 had four buildings outside the city limits of Lawrenceville. St. Francisville School was ten miles South. The city of St. Francisville had a population of approximately 1000 citizens. St. Francisville maintained a Unit District until 1972 when Lawrenceville and St. Francisville Districts consolidated. Finances limited the number of courses offered at St. Francisville High School by limiting the number of teachers employed(Moore, 1973). It was evident by the programs of Lawrenceville and St. Francisville High Schools that an equal educational opportunity did not exist(Moore, 1973). Brookside School was eight miles North. Brookside School educated the children from three small communities of Birds, Russellville and Pinkstaff. Sand Ridge School was four miles East of Lawrenceville. Due to a decline in student enrollment, this elementary school was closed in 1969. Hutton School was located ten miles East of Lawrenceville. This attendance center was closed in 1973-74 for lack of adequate enrollment. Hutton was converted to a storage facility for Unit #20.

All school buildings in Lawrence County were built of brick(Appendix H). Periodic repairs and proper

maintenance were evident in the buildings. Hot water was the primary source of heat. Air conditioning units were evident in each school office.

With the exception of Bridgeport Grade School and Brookside School, all buildings were multi-leveled. This presented problems for handicapped accessibility compliances. Stair tracking devices were purchased in both districts to accommodate the physically handicapped students.

Unit #10 employed eight full-time custodians. Unit #20 employed thirteen full-time custodians and one part-time custodian. In addition, two building and grounds personnel were employed for Unit #20. One position was salaried; the other was hourly. Their duties included boiler maintenance, carpentry, plumbing and electrical repair.

Buildings were inspected annually by Roger Lewis, Lawrence-Crawford Regional Superintendent. All county schools had met the requirements for Life/Safety Report regulations. Lack of heat deflectors in the teacher's lounges was found in both districts to be a non-compliance factor(W. Wright, personal communication, June 29, 1992).

Enrollment

The total population of Lawrence County indicated 2,832 people that are 5-17 years of age in 1990

(Appendix B). Red Hill and Lawrenceville schools educated 2,860 pupils in the 1991-92 school year. In 1985-86, there had been 272 more students attending school in the county.

In 1984-85, Illinois Public School Facilities issued an inventory report. An enrollment capacity for each school building in Illinois was indicated. This report information was utilized to compare the amount of space available in each building versus the actual enrollment of 1991-92 in Table 2.

Table 2

Dist	Facility	Enrollment Cap	Actual Enroll
10	Red Hill High School	1219	362
10	Bridgeport Grade School	251	251
10	Seed School	218	210
10	Petty School	173	94
10	Sumner School	554	348
20	Lawrenceville High School	1046	480
20	St. Francisville School	493	110
20	Parkview Jr. High	642	357
20	Hutton School	0	0
20	Brookside School	271	130
20	Arlington School	322	177
20	Central School	200	86
20	Lincoln School	248	248
20	Vocational Center	340	84*
20	Sand Ridge Vocational Cen	156	4*

*Included in High School Count

As evidenced by Table 2, three schools were close to capacity enrollment. Bridgeport Grade School, Seed School and Lincoln School were utilizing space to the maximum. The Vocational Center and Sand Ridge building housed high school students from each district for shared vocational classes. Therefore, the students had

been counted at their respective schools. Auto mechanics, data processing and health occupations were provided at the Vocational Center. Agriculture III and IV were at Sand Ridge (Craft, 1992).

There were 362 secondary and 903 elementary students in Red Hill in 1991. Lawrenceville District had 480 secondary and 1115 elementary pupils for the Public District Fall Enrollment/Housing Report of 1991-92.

Curriculum

In 1991-92 the Illinois State Board of Education recognized Unit #10 and Unit #20 as fully accredited schools. The clustering of grade levels was unique to each district as evident in Table 3.

Table 3

Dist	Facility	Grades
10	Red Hill High School	9, 10, 11, 12
20	Lawrenceville High School	9, 10, 11, 12
20	Vocational Center	9, 10, 11, 12
20	Sand Ridge Vocational Center	9, 10, 11, 12
20	Parkview Jr. High	6, 7, 8
10	Bridgeport Grade School	K, 5, 6
10	Sumner School	K, 1, 2, 3, 4, 7, 8
10	Seed School	1, 2, 3, 4
10	Petty School	K, 1, 2, 4
20	St. Francisville School	K, 1, 2, 3, 4, 5
20	Brookside School	K, 1, 2, 3, 4, 5
20	Arlington School	1, 2
20	Lincoln School	3, 4, 5
20	Central School	K
20	Hutton School	None

The secondary schools offered a full range of academic courses in English, foreign language,

mathematics, science and social science for ninth through twelfth graders(Appendix I). Each high school operated on eight period days with fifty minute periods(Appendix J & K). There were nineteen shared classes between the schools. Two were academic and seventeen were vocational or employment level classes. Six shared classes were located at LHS; ten shared classes were located at RHHS.

The junior high schools had nine periods per day. The periods were forty minutes in length(Appendix L & M). It was noted in Table 4 that junior high school in Red Hill District pertained to seventh and eighth graders. Junior High School in Unit #20 at Parkview held sixth, seventh and eighth grade pupils. Sixth graders at Parkview were departmentalized for all subjects. Sixth graders at Bridgeport Grade School were in self-contained classrooms for all subjects except physical education and music.

Self-contained classrooms were the norm for both districts in grades kindergarten through fifth. On an average, the school day began at 8:00 a.m. and ended at 3:10 p.m. One significant difference in Unit #20 was the clustering of grades in Central, Arlington and Lincoln Schools. This procedure was implemented in 1991-92. It was developed for coordination of

materials and curriculum, increased utilization of Chapter services and improved public relations.

The textbook lists from each district indicated a variety of publishers were utilized. Textbooks were adopted on a rotating schedule and/or as needed. Achievement tests and Illinois Goal Assessments were administered annually. School report cards were issued yearly.

Finances

Both districts adopted a deficit budget for the 1991-92 school year at their respective September board meetings. According to Superintendents Alan Moore, Unit #20, and Gary Glosser, Unit #10, a general state aid payment delay was the main reason for the deficit budgets. Both superintendents were dismayed with Governor Jim Edgar's decision to withhold a month's payment to schools throughout the state. Rather than being a temporary measure, the delay was made permanent (Polk, 1991).

The revenue losses versus the expenditures for 1991-92 were evident as shown in Table 4.

Revenue	Expenses	Deficit	Name
\$5,580,065	\$5,917,87	\$337,813	#20
\$4,475,450	\$4,950,45	\$475,000	#10

The total deficit for the Lawrence County taxpayers would amount to \$812,000. According to the Superintendents, balanced budgets were the norm in the past years. Neither Red Hill nor Lawrenceville made the "Financial Watch" list released in February, 1992. "The 'list' is based on the last school year's financial data and we were in good shape," said Superintendent Moore (Cronin, 1992).

Unit #10 Board and administration were troubled but not defeated. At the September meeting, Superintendent Gary Glosser said, "Every fund in the budget shows a deficit. We have told administrators to go easy and I look for ways to stay under budget. Salaries are already set so we will have to be careful. Fortunately we can cover this. We are in a lot better shape than many districts. It looks like it will be a couple of years before things get better (Polk, 1991)." Board member Bill Brian stated, "We are always concerned when we get into the red. It has been the objective of the board to stay within budget but it is getting more difficult (Polk, 1992)."

Unit #20's Superintendent Alan Moore was less optimistic. He said, "The Board is studying several ways to deal with the state's proposed educational cuts (Jones, 1992)." Unit #20's tax base in 1982 had an assessed value of \$72 million dollars. Since then the

tax base has decreased to a 1991 assessed value of approximately \$38 million. Illinois increased state aid to offset local tax revenue decreases. Therefore, Unit #20 was able to forestall major budget problems(Kavanaugh, 1992).

In January, 1992, Unit 20 Board of Education passed two resolutions in a special meeting. It was decided to call for levy increases in the education fund and the operations and maintenance fund. The proposals were for levy increases from \$1.87 to \$2.80 per \$100 assessed valuation in the education fund and from \$.50 to \$.75 in the operations and maintenance fund. Unit 20's total tax rate last year was 3.4517 per \$100 assessed valuation. If both referendums passed, the total tax would have been \$4.6317 per \$100 assessed valuation or a 34 percent increase(Jones, 1992). The referendum was defeated in the March primary.

Consequently, Unit #20 made the following budgetary cuts for the 1992-1993 school year:

1. Closed Sand Ridge Vocational Center.
2. Closed the Vocational Center located at 10th Street.
3. Closed Lawrenceville High School cafeteria.
4. Summer maintenance workers were not employed.

5. Dropped various sports increments at the junior high and high school.

6. Dropped elementary yearbook sponsor increments.

7. Dropped two high school club sponsor increments.

8. Dropped police payments for junior high ballgames.

9. Dropped art festival sponsor at the junior high.

10. Dropped junior high shop classes.

11. Reduced one elementary principal position.

12. Reduced six teacher aides.

13. Dropped employment of psychological consultant.

14. Reassigned assistant High School principal as part-time instructor.

15. Reduced three building administrators from a 12 month to 11 month contract(Bellinger, 1992).

The first contract agreement between Unit District No. 20 and East Lawrence Education Association was effective on December 17, 1991. Wages and increments for extra-curricular activities were established at this time(Appendix N).

Unit #10 Board of Education rehired district teachers in March, 1991. Wages and increment payment

schedule was established(Appendix O). A three year contract was approved with the Red Hill Education Association. The non-certified personnel accepted a two year contract in April, 1991(Appendix P). Administrators were given 5.1 percent increase for 1992-93 and 4.9 percent increase for 1993-94.

According to the 1991 district report cards, the state average of per pupil cost was \$4808. Unit #10's average operating expense was \$3,436 while Unit #20 spent \$3,362(Jones, 1992).

Transportation

There were fifteen rural bus routes in Unit #20(Appendix Q). Unit #10 had seventeen rural routes(Appendix R). Each bus route was color coded on a plat map for the drivers and/or substitutes. Lists of students and parent names and phone numbers were included in the folders for the drivers. FM radios were used for communication between drivers, bus barns and/or bus director. The assistant superintendents provided direct supervision of the school bus maintenance personnel in both districts. Transportation for rural children was provided free of charge for Lawrence County students. Unit #20 maintained a free shuttle bus service between Arlington and Lincoln due to a hazardous crossing area.

Bus maintenance and repair was conducted by a chief supervisor in both districts. All repair was handled in the bus barns. New vehicles were purchased on a rotating basis. There was little evidence of overlap or crossing of routes between Unit #20 and Unit #10.

Staff

All elementary certified staff employees were self-contained classroom teachers in both districts. There were an average of 19.5 students per section.

There were six sections of each grade level in Unit #20. Red Hill had four sections of each grade from kindergarten through sixth grade. Red Hill Junior High employed nineteen teaching personnel. Parkview had twenty-five teachers. Red Hill High School maintained twenty-nine teachers; Lawrenceville High School had thirty-seven personnel (Appendix S).

Thirteen staff members were shared between Red Hill and Lawrenceville. These positions included Vocational and academic classes, Gifted Coordinator and Substance and Drug Abuse Coordinator.

The contract agreement for Unit #10 certified employees contained eleven articles. The articles included: recognition, negotiations, association rights, employee rights, suspension without pay, leaves, grievance procedure, evaluation, retirement,

compensation and effect of agreement. The 1991-92 salary schedule and extra duty schedule was attached(Appendix O).

The first negotiated contract for District #20 contained sixteen articles. The articles were: recognition, negotiations, association rights, grievance procedure, leaves, employee rights and working conditions, pupil discipline, employee protection, personnel policy, employee evaluation, employee discipline, seniority, reduction in force, vacancies, promotions and transfers, compensation and related provisions and effect of agreement. The 1991-92 salary schedule and extra duty schedule was attached(Appendix N).

Three Unit #20 elementary building administrators taught Chapter 1 Reading half-time at Brookside, Arlington and St. Francisville Schools. They were expected to devote 51 percent of their time to supervision of the school's educational programs. The Central School administrator was 51 percent building principal as well as Special Education Coordinator. The Lincoln School principal was a full-time administrator. There were no teaching assignments due to the large number of students in the building. The five remaining positions of administration were full-time: junior high principal, assistant high

school principal, high school principal, assistant superintendent and superintendent(Appendix S).

The Unit #10 administrative team consisted of the following full-time positions: one high school principal, one elementary/5th-6th principal, one elementary/junior high principal, an assistant superintendent and superintendent(Appendix S). The elementary principals divided their time between two buildings.

The support staff for Unit #10 included ten secretaries, eight custodians and eleven cooks. The bargaining agent for Unit #10 support staff was the Local Union No. 144 of Teamsters, Chauffeurs, Warehousemen and Helpers. The twenty articles in the support staff contract were similar to the Red Hill Education Association agreement.

The non-certified staff for Unit #20 included thirteen secretaries, sixteen custodians and fourteen cooks. The starting salary for cooks and secretaries was \$4.80/hr. The custodian starting salary for 1991-92 was \$12,979. The first year bus driver made \$11.94 per run.

Chapter V

Summary and Recommendations

Summary

The purpose of this study was to investigate the factors of existing facilities, enrollment, curriculum, finance, transportation and staff in Community Unit District #20 and Red Hill Community District #10 located in Lawrence County, Illinois. This field experience was used to determine if reorganization would be beneficial to the total educational program for Lawrence County pupils.

Findings

A. Facilities

Although fifty percent of the facilities were constructed prior to 1930, the school buildings in Lawrence County have been modernized, remodeled and properly attended. Unit #20 closed two buildings this year in a cost saving venture--Sand Ridge Vocational Center and the Vocational Center in Lawrenceville. At the present time, plans are uncertain as to the future use of these facilities. The remaining twelve facilities will remain open in Lawrence County for the school year 1992-93 (Table 1).

The general consensus of administration is that if consolidation would occur, the construction of a new high school facility would be a financial disadvantage.

The combined capacity enrollment of both high schools could accommodate both districts at the present time (Table 2). However, with the present curriculum and course offerings, either high school would be crowded with the consolidated student body.

Reorganization of grades would be necessary at the junior high level if the districts would combine. Red Hill Junior High has seventh and eighth graders in a departmentalized environment. Unit #20 has sixth, seventh and eighth graders departmentalized.

Restructuring of junior high grade levels would be on the agenda during a consolidation of districts.

Unit #20 has clustered grades kindergarten through fifth grade in Lawrenceville. This measure was adopted in 1991-92 and proved to be successful for students and staff. Curriculum expansion, sharing of supplies and staff development were results of clustering Arlington and Lincoln. Brookside and St. Francisville school enrollments necessitate one section of each grade level. Unit #10 elementary centers maintain kindergarten through fourth grade buildings in four facilities (Table 3).

Consequently, unless enrollment would decline drastically in Lawrence County, the present facilities are needed to maintain adequate space for the students.

If consolidation would occur, the physical plants presently used by both districts could be utilized.

B. Enrollment

According to Guy Ghan, a consultant for the Iowa Department of Education, the optimum size for a unit school district is 1,000 to 1,200 students. This size provides a balance between costs and educational offerings. However, he adds that the economies remain reasonable up to about 3,000 students(Weibel, 92). While optimum size remains a debatable issue, Unit #10 and #20 are considered medium-sized schools.

The 1990 census report indicated approximately 1,000 children under the age of five live in Lawrence County(Appendix B). This is a steady enrollment for the county schools. While it does not indicate growth, there is maintenance of class size.

For the next five years, Unit #10 and Unit #20 should maintain the present enrollment.

C. Curriculum

Cooperative sharing of staff members between the schools was recommended by the 1985 Reorganization Committee. In Lawrence County, this objective has been met. Thirteen staff members are providing educational opportunities for both districts. Secondary students have a variety of courses in academics and vocational areas(Appendix T).

The school report cards from both districts indicate Lawrence County students receive an excellent education at all levels compared with state and national averages.

Presently, there would not be an advantage in curriculum to consolidate the districts. Continued sharing of vocational and academic programs at the high school level complies with college requirements in both districts.

D. Finance

Unit #20 addressed the budget constraints of the 1991-92 year through a fifteen point reduction of staff and services for the 1992-93 budget. Unit #20 used \$400,000 from contingency funds to finance deficits.

Unit #10 used \$200,000 from the carryover fund to balance the 1991-92 budget. Delayed state aid and transportation payments contributed to this expenditure (G. Glosser, personal communication, July 9, 1992). At the present time, Unit #10 and Unit #20 spend over 95 percent of their budgets. In addition, expenditures exceed income in both districts. Neither district maintains a long-term debt.

Consolidation would be a disadvantage to the Lawrence County taxpayer if a new facility were built. According to Gary Glosser, Unit #10 Superintendent, Lawrence County could legally generate approximately

four million dollars or 13.8 percent of the assessed property value in Lawrence County. His estimate for a new high school building would be fifteen to twenty million dollars (G. Glosser, personal communication, June 29, 1992).

Neither superintendent feels there is a financial advantage to consolidating the school districts in Lawrence County. However, Governor Edgar's recent addition of \$30 million to the state budget for elementary and secondary education will be welcomed by Lawrence County school administration and Board of Education.

E. Transportation

Presently, there is minimum overlapping of bus routes in Lawrence County between the two districts. Consolidation would not reduce the present or future transportation needs of Lawrence County. Equalized utilization of attendance centers would be the result of consolidation; therefore, transportation of students would increase if the districts were combined.

F. Staff

Certified and non-certified staff members have been reduced by attrition for the last five years in both districts. Presently, there is an adequate number of administrators, staff members and non-certified personnel for all schools. However, it is anticipated

that an increased amount of staff members would be needed if curriculum was expanded through consolidation.

Recommendations

Consolidation of Unit District #10 and #20 is not recommended at this time. Community Unit District No. 20 and Red Hill Community Unit No. 10 work efficiently and smoothly as separate entities. Lawrence County students benefit from the present educational services and cooperative sharing of staff and courses.

This conclusion was formulated from current research and present findings of Unit #10 and Unit #20. The following conditions and determining factors are present in both districts:

1. There is efficient use of current facilities in Unit #10 and Unit #20. New buildings are not needed due to restoration and remodeling.

2. Future enrollment figures indicate the need for two school districts in Lawrence County for five years.

3. Quality curriculum with a broad range of secondary courses exists in the Lawrence County schools without consolidation.

4. Lawrence County boards of education would not support the construction of a new facility at this time due to the financial burden to the taxpayers.

5. Additional transportation costs would be increased in the event of consolidation.

6. Expanded educational programs would probably result in increased staff costs through consolidation.

At the beginning of this study, the author anticipated consolidation would benefit Lawrence County students and citizens. The findings have resulted in a different conclusion with recommendations for no consolidation of Lawrence County schools at the present time.

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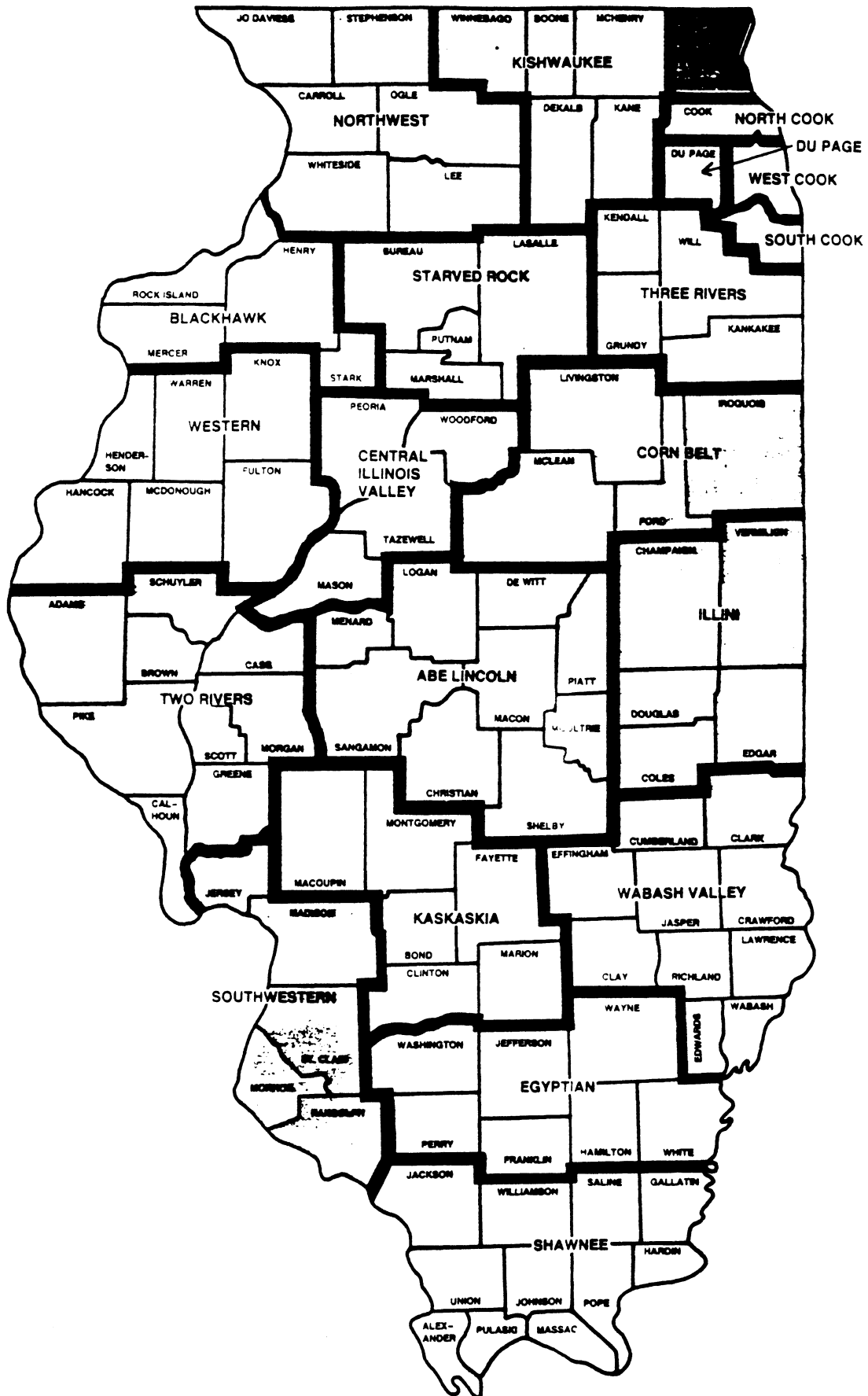


Table 1. Selected Population and Housing Characteristics: 1990
Lawrence County, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 1, 1991.

Total population	15,972	Total housing units	6,980
SEX		OCCUPANCY AND TENURE	
Male	7,476	Occupied housing units	6,320
Female	8,496	Owner occupied	4,834
		Percent owner occupied	76.3
		Renter occupied	1,486
AGE		Vacant housing units	660
Under 5 years	963	For seasonal, recreational, or occasional use	97
5 to 17 years	2,832	Homeowner vacancy rate (percent)	2.7
18 to 20 years	592	Rental vacancy rate (percent)	10.0
21 to 24 years	635	Persons per owner-occupied unit	2.45
25 to 44 years	4,390	Persons per renter-occupied unit	2.36
45 to 54 years	1,571	Units with over 1 person per room	84
55 to 59 years	761	UNITS IN STRUCTURE	
60 to 64 years	887	1-unit, detached	5,433
65 to 74 years	1,611	1-unit, attached	35
75 to 84 years	1,258	2 to 4 units	205
85 years and over	472	5 to 9 units	49
Median age	38.0	10 or more units	234
Under 18 years	3,795	Mobile home, trailer, other	1,024
Percent of total population	23.8	VALUE	
65 years and over	3,341	Specified owner-occupied units	3,269
Percent of total population	20.9	Less than \$50,000	2,484
HOUSEHOLDS BY TYPE		\$50,000 to \$99,999	715
Total households	6,320	\$100,000 to \$149,999	51
Family households (families)	4,449	\$150,000 to \$199,999	10
Married-couple families	3,716	\$200,000 to \$299,999	7
Percent of total households	58.8	\$300,000 or more	2
Other family, male householder	163	Median (dollars)	32,800
Other family, female householder	570	CONTRACT RENT	
Nonfamily households	1,871	Specified renter-occupied units paying cash rent	1,180
Percent of total households	29.6	Less than \$250	1,025
Householder living alone	1,730	\$250 to \$499	153
Householder 65 years and over	1,030	\$500 to \$749	2
Persons living in households	15,355	\$750 to \$999	-
Persons per household	2.43	\$1,000 or more	-
GROUP QUARTERS		Median (dollars)	172
Persons living in group quarters	617	RACE AND HISPANIC ORIGIN	
Institutionalized persons	602	OF HOUSEHOLDER	
Other persons in group quarters	15	Occupied housing units	6,320
RACE AND HISPANIC ORIGIN		White	6,240
White	15,759	Black	58
Black	151	Percent of occupied units	0.9
Percent of total population	0.9	American Indian, Eskimo, or Aleut	14
American Indian, Eskimo, or Aleut	31	Percent of occupied units	0.2
Percent of total population	0.2	Asian or Pacific Islander	7
Asian or Pacific Islander	21	Percent of occupied units	0.1
Percent of total population	0.1	Other race	1
Other race	10	Hispanic origin (of any race)	19
Hispanic origin (of any race)	56	Percent of occupied units	0.3
Percent of total population	0.4		

The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Community Unit School District No. 20
Enrollment
September 30, 1991

<u>ARLINGTON</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	<u>PARKVIEW</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
1st	38	39	77	6th	64	51	115
2nd	34	36	70	7th	54	69	123
PMMI	12	4	16	8th	49	60	109
ECE	<u>10</u>	<u>4</u>	<u>14</u>	IMMI	<u>06</u>	<u>04</u>	<u>10</u>
TOTAL	94	83	177	TOTAL	173	184	357
<u>BROOKSIDE</u>				<u>ST. FRANCISVILLE</u>			
K	15	9	24	K	8	3	11
1st	11	10	21	1st	12	8	20
2nd	12	15	27	2nd	5	13	18
3rd	8	8	16	3rd	6	14	20
4th	8	14	22	4th	14	11	25
5th	<u>14</u>	<u>6</u>	<u>20</u>	5th	<u>08</u>	<u>08</u>	<u>16</u>
TOTAL	68	62	130	TOTAL	53	57	110
<u>CENTRAL</u>				TMH I			
K	53	33	86	TMH II	0	1	1
				BD I	1	1	2
				BD II	2	0	2
				BD II	2	0	2
<u>LINCOLN</u>				TOTAL ENROLLMENT			
3rd	49	36	85	Elementary	828	767	1595
4th	32	43	75	Secondary	573	542	1115
5th	<u>46</u>	<u>42</u>	<u>88</u>	TOTAL	255	225	480
TOTAL	127	121	248	CHILDREN-AT-RISK (PreKindergarten)			
<u>LAWRENCEVILLE HIGH SCHOOL</u>				Brookside			
9th	97(6)	79(1)	176(7)	St. Francisville	5	7	12
10th	56(2)	42(1)	98(3)	Central a.m.	5	6	11
11th	57(2)	62(1)	119(3)	p.m.	8	3	11
12th	<u>45(3)</u>	<u>42</u>	<u>87(3)</u>	TOTAL	<u>7</u>	<u>4</u>	<u>11</u>
TOTAL	255(13)	225(3)	480(16)		25	20	45

RED HILL COMMUNITY UNIT SCHOOL DISTRICT #10

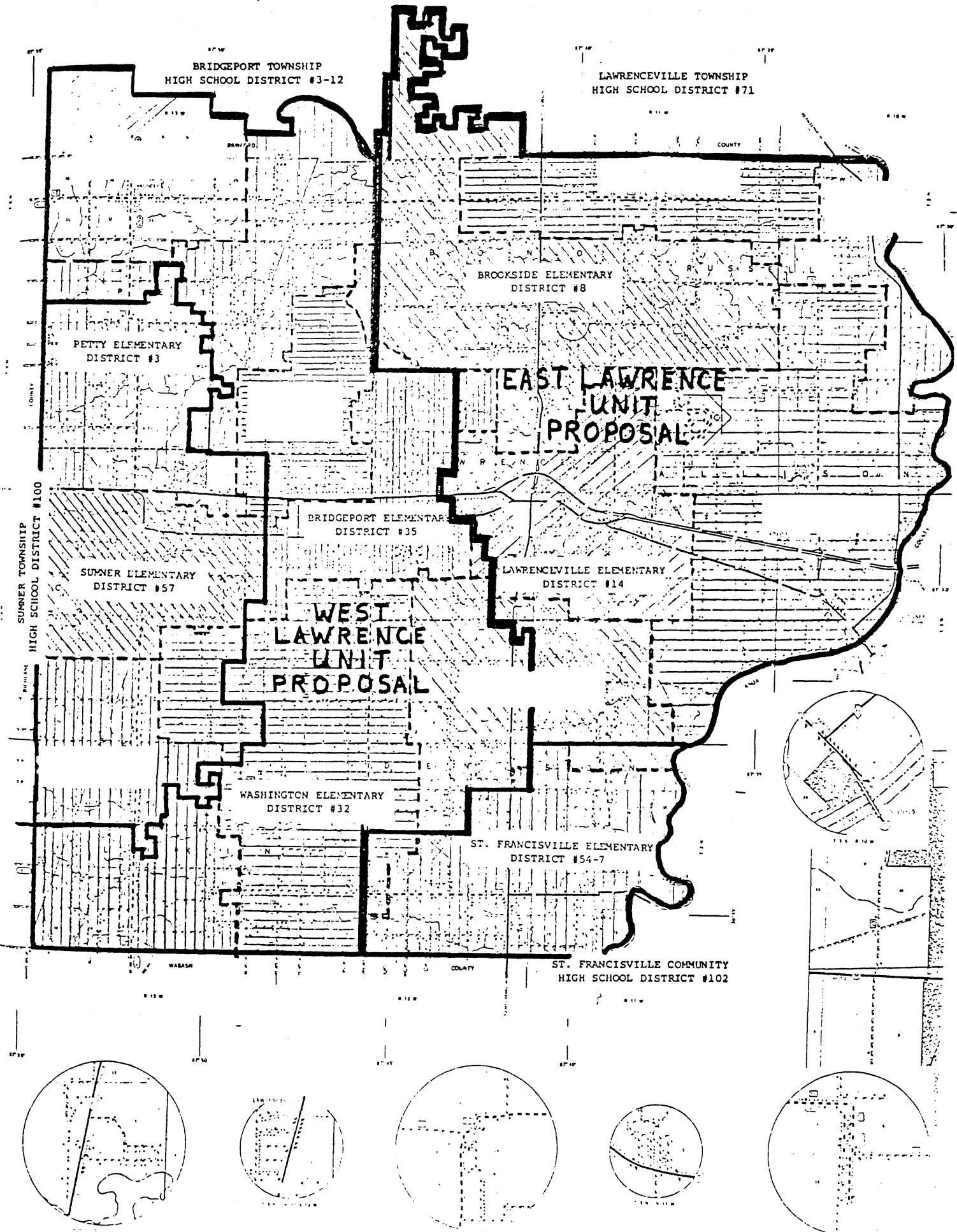
ENROLLMENT - 1991-92

OCTOBER 1, 1991

	BGS	Petty	Sumner	H.S.	Seed	Total
K	58	22	28			108
1		25	24		72	121
2		16	19		42	77
3			29		55	84
4		25	21		41	87
5	97					97
6	96					96
7			126			126
8			97			97
9				112		112
10				96		96
11				62		62
12				84		84
EMH		6	4	8		18
TOTAL	251	94	348	362	210	1,265.0

Out-of-District - 14

October 1, 1991 - TOTAL - 1,279



ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes, promotes maximum flexibility for shared decision making at the local level, and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.



THE NATIONAL EDUCATION GOALS

By the year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

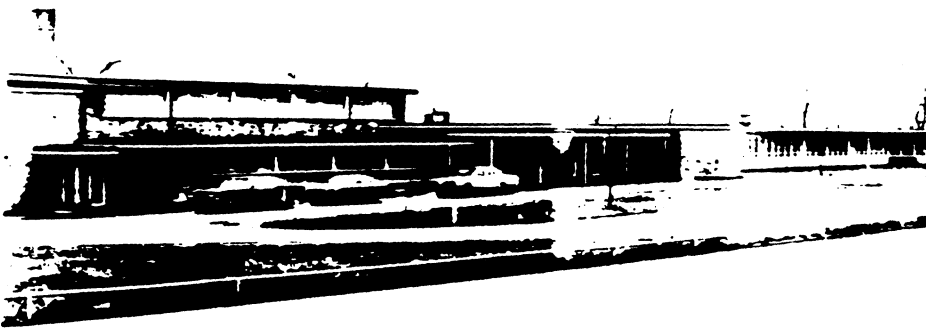


Community Unit School District No. 20

Lawrenceville High School



Parkview Junior High School



Lincoln School



Central School



Arlington School



Brookside School



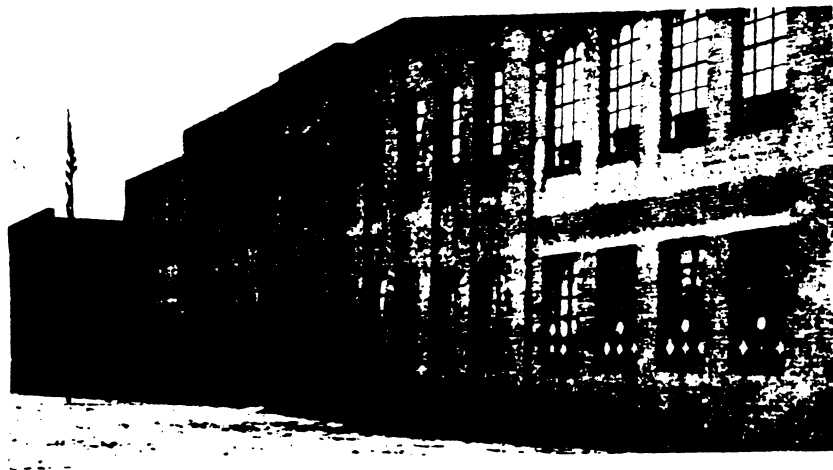
St. Francisville School

Community Unit School District No. 10

Red Hill High School



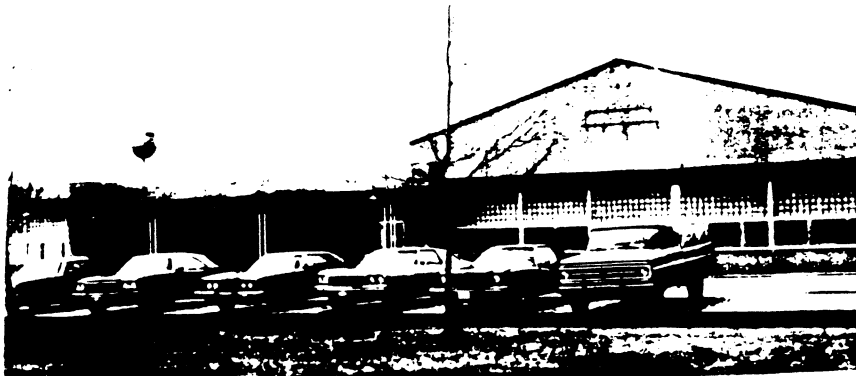
Sumner Junior High/Elementary



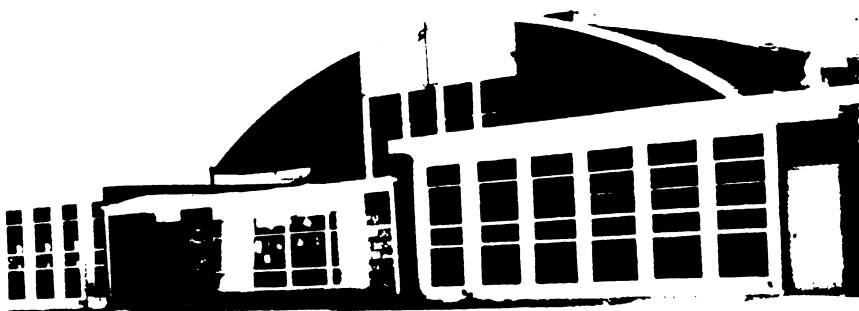
Seed School



K, 5&6 Center



Petty School



COURSES OFFERED

1991-1992

ENGLISH FOREIGN LANGUAGE MATHEMATICS SCIENCE SOCIAL SCIENCE

RED HILL CUSD
#10

Composition
Speech
Grammar
Short Stories
Advanced Comp.
American Lit
World Lit
Drama
Poetry
Brit. Lit

Latin I
Latin II
Spanish I
Spanish II
French I

Pre-Algebra 1
Pre-Algebra 2
Algebra I
Algebra II
Geometry
Trig/Anal. Geometry
Calculus/Math V
Computer II
Computer I

General Science
Biology I
Biology II
Chemistry I
Physics

American History
World History
Cont. Problems
Psy/Sociology
Government

LAWRENCEVILLE
CUSD #20

Practical English I
Practical English II
Practical English III
English I
English II
Enriched Eng. I
College Prep.
Creative Writing/
Min. Lit.
American Lit

French I
French II
French III
Spanish I
Spanish II
Spanish III
Spanish IV
French IV

Practical Math
General Math
Pre-Algebra
Algebra I
Algebra II
Plane Geometry
Math IV

Practical Gen.
Science
General Science
Biology I
Biology II
Chemistry
Physics

Practical U.S.
History
Accelerated
U.S. History
U. S. History
Psychology/
Sociology
Government/
Economics
Geography

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Appendix I

LHS

91-92

SCHEDULE OF CLASSES

PERIOD 1 8:20-9:10 (THIRD) ROOM		PERIOD 2 9:14-10:04 (THIRD) ROOM		PERIOD 3 10:08-10:58 (THIRD) ROOM		PERIOD 4 11:02-11:52 (THIRD) ROOM		PERIOD 5 11:52-12:32 (THIRD) ROOM		PERIOD 6 12:36-1:26 (THIRD) ROOM		PERIOD 7 1:30-2:20 (THIRD) ROOM		PERIOD 8 2:24-3:14 (THIRD) ROOM	
SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM
English I L/C		Library Supv.		Prac. Eng. I		Plan		Lunch		Prac. Eng. I		Enr. Eng I L/C		English I L/C	
English II L/C		Plan		English II C/L		Lunch		Supervision		Study Hall		Senior English		English II C/L	
Plan		English I C/L		Prac. Eng. II		English I C/L		Lunch		Eng. Eng. II C/L		English I C/L		Study Hall	
Cr Wr/Min Lit		American Lit		American Lit		American Lit		Lunch		Journalism/Yr Pk		American Lit		Plan	
A. E. Room	22	A. E. Room	22	Plan		Prac. Eng. III	12	Lunch		Speech	12	A. E. Room	22	A. E. Room	22
Spanish III, IV		French I		Spanish II		French III, IV		Lunch		Plan		French II		Spanish I	
Pre Algebra		Math IV		Algebra I		Algebra I		Lunch		Algebra I		Pre Algebra		Algebra I	
General Math		Algebra II		Pre Algebra		Algebra II		Lunch		Algebra II		General Math		Plan	
Pl Geometry		Prac. Meth		Plan		Pl Geometry		Lunch		Pl Geometry		Pl Geometry		Athl/P.E.	
Math V		Red Hill		Red Hill		Red Hill		Lunch		Red Hill		Red Hill		Red Hill	
Chemistry		Plan		Physics		Chemistry		Lunch		Physics		Chemistry		General Math	
Biology I		Biology I		Biology II		Gen Science	34	Lunch		Biology I		Biology I		General Science	34
Prac Gen Science		General Science		General Science		Lunch		A. E. Room	22	A. E. Room	22	Prac Gen Science		Plan	
U. S. History		Acc. U.S. History		Plan		Gov/Econ		Lunch		U. S. History		U. S. History		Study Hall	
Psych/Soc		Geography		Geography		Geography		Lunch		Geography		Geography		Plan	
Prac U.S. History		U. S. History		U. S. History		Study Hall		Lunch		Plan		P.E.		Athl/P.E.	
Geography		Plan		Parkview		Parkview		Lunch		Parkview		Parkview		Parkview	
Art I		Art IV, V		Art III		Plan		Lunch		Art II		Study Hall		Art I	
Parkview		Parkview		Parkview		Band		Lunch		Plan		Indiv. Lessons		Indiv. Lessons	
Choir								Lunch							
Athl. Director		P. E.		P. E.		P. E.		Lunch		P. E.		Plan		Athl/P.E.	
Drivers Ed		Plan		Drivers Ed		Drivers Ed		Lunch		Drivers Ed		Drivers Ed		Athl/P.E.	
Plan		Drivers Ed		Drivers Ed		Drivers Ed		Lunch		Drivers Ed		Drivers Ed		Athl/P.E.	
P. E.	Gym	Study Hall		Health		Health		Lunch		Health		Plan		Athl/P.E.	
Study Hall		Plan		P. E.		P. E.		Lunch		P. E.		P. E.		Athl/P.E.	
P. E.		P. E.		Study Hall		Lunch		Supervision		Plan		P. E.		Athl/P.E.	
Resource Mgmt	40	C.V.E./Class	40	C.V.E.		Lunch		C.V.E./Class	R.H.	C.V.E.		Resource Mgmt	40	Plan	
Key Bd. Typing	41	Accounting I	42	Key Bd. Typing	41	Plan		Lunch		Accounting I	42	Adv Key Bd. Typ	42	Key Bd. Typing	41
Shorthand I	RH	Off. Equip Appl	RH	Red Hill		Red Hill		Lunch		Red Hill		Red Hill		Red Hill	
Intro Ag. Ind	RH	Ag Science	RH	Red Hill		Red Hill		Lunch		Ag Oper/Ag. Business		Mgt. -----	YC	Plan	
Technology I		Plan		A. E. Room	22	A. E. Room	22	Lunch		Pr Ind Arts		Technology II		Technology I	
Plan		Foods		Parent/Liv. Env'ment		Or. Home Ec		Lunch		Food Services-----				Foods	
Auto Mechanics				Auto Mechanics				Lunch		Auto Mechanics				Plan	
Information Processing				Plan		Computer Concepts		Lunch		Information Processing				Computer Concepts	
Red Hill		Red Hill		Red Hill		Red Hill		Lunch		Health Occupations				Plan	
Red Hill		Red Hill		Red Hill		Red Hill		Lunch		Child & Day Care		RH		Red Hill	
Special Ed		Special Ed		Special Ed		Special Ed		Lunch		Construction Trades					R.H.
Plan		L. D.		L. D.		L. D.		Lunch		Plan		Special Ed		Special Ed	
Library		Plan		Library		Library		Lunch		L. D.		L. D.		L. D.	
Guidance		Guidance		Guidance		Plan		Lunch		Library		Library		Library	
Plan		Guidance		Guidance		Guidance		Lunch		Guidance		Guidance		Guidance	
		Guidance		Guidance		Guidance		Lunch		Guidance		Psych/Soc	12	Guidance	

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Appendix J

RED HILL HIGH SCHOOL MASTER SCHEDULE FALL-1991

Consolidation 69
Appendix K

NAME	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8
-----	-----	-----	-----	-----	-----	-----	-----	-----
TIME SCHEDULE	8:18-9:20	9:24-10:13	10:17-11:06	11:10-11:59	11:59-12:35	12:39-1:28	1:32-2:21	2:25-3:14
-----	-----	-----	-----	-----	-----	-----	-----	-----
BRASHEAR	CALCULUS	TRIG/AN	GEOM	CONFERENCE	LUNCH	PHYSICS	GEOM	GEOM
CARMODY	LD	LD	LD	LD	LUNCH	LD	LD	LD
CLIMER	BAND	STH	CHORUS	IN L	LUNCH	IN L	CONFERENCE	IN L
CORK	ACC II	KEYBD I	BUS.MATH/RKI	ACC I	LUNCH	KEYBD I	CONFERENCE	BUS.TECHCON.
CUMMINS	P-ALG I	ALG I	PRE-ALG I	ALG II	LUNCH	CONFERENCE	ALG I	ALG I
DILLARD	CONFERENCE	P ALG II	DR ED	STH	LUNCH	PRE-ALG II	DR ED	PRE-ALG I
DRURY D	W LIT/DR	POETRY/	GRAM/SSTOR	CONFERENCE	LUNCH	GRAM/SSTOR	LATIN II	W LIT/DR
DRURY J	CONFERENCE	CONT PROB	A HIST	SOC/PSYCH	LUNCH	GOVT	A HIST	CONT PROB
EDWARDS	LIBRARY	LIBRARY	LIBRARY	LIBRARY	LUNCH	LIBRARY	LIBRARY	LIBRARY
ENGLISH						SSTOR/GRAM	GRAM/SSTOR	STH
EVANS	W HIST	A HIST	W HIST	A HIST	LUNCH	W HIST	CONFERENCE	P.E.
GIFFORD R	CHEM I	CONFERENCE	CHEM I	BIOL II	LUNCH	BIOL I	BIOL II	CHEM I
GIFFORD, B	SHAND I	OFFICE PROC	I&ACOMP	ADV. KEYBD	LUNCH	CONFERENCE	STH	I&ACOMP
GINDER	EMH	EMH	EMH	EMH	LUNCH	EMH	EMH	EMH
HALL	INTRO AG	AG SCI	S/ENG-ELEC	CONFERENCE	LUNCH			
HUBER	IND TECH I	CONFERENCE	CONS ED	IND TECH I	LUNCH	CONS ED	IND TECH II	MAN. I
KENDALL	PE	PE	CONFERENCE	PE	LUNCH	PE	PE	PE
KING	ORIENT H.EC.	CD/FOODS	CONFERENCE	CLOTH/A LIV	LUNCH	CH&DAY CARE	CH&DAY CARE	FASHION S&C
LYLES	DR ED	DR ED	STH	DR ED	LUNCH	DR ED	CONFERENCE	DR ED
MCGEHEE					LUNCH	CONST	CONST	CONST
MCMILLEN	AM L H/S	B.LIT/	CONFERENCE	COMP/SP	LUNCH	COMP/SP	ADV COMP	AM L H/S
MILLER	GUID	GUID	GUID	GUID	LUNCH	GUID	CONFERENCE	GUID
POLAND		SPAN I	SPAN II	SPAN I	LUNCH			
RAY					LUNCH	HEALTH	CONFERENCE	HEALTH
REA	FRENCH I	S/STOR-GRAM	SP/COMP	S/STOR-GRAM	LUNCH	STH	SP/COMP	CONFERENCE
SCHAFFER		CVE (L)			CVE(RH)			
THORNE	PE	PE	CONFERENCE	PE	LUNCH	PE	PE	PE
TOUGAW	ALG II	GEN SC	GEN SC	ADV BAS/PAS	LUNCH	PROG BASIC	ALG II	CONFERENCE
WALKER	BIOL I	BIOL I	GOVT	CONFERENCE	LUNCH	GEN SCI	BIOL I	BIOL I
ZWILLING	STH	ART I	CONFERENCE	ELEM	LUNCH	ART II	ART I	ART 3/4

8:05 P:45	8:48 9:28	9:31 10:11	10:14 10:54	10:57 11:17	11:20 11:40	11:43 12:03	12:06 12:26	12:29 1:09	1:12 1:52	1:55 2:35	2:38 3:18
1	2	3	4	A	B	C	D	5	6	7	8
M.M.I.	M.M.I.	M.M.I.	M.M.I.	---	---	M.M.I.	M.M.I.	M.M.I.	M.M.I.	----	M.M.I.
----	7 Home Ec	8 Home Ec.	7 Home. Ec.	Caft. Supervision	---	---	---	8 Home Ec.	7 Home Ec.	8 Home Ec	S.H. (16)
----	7 Shop	8 Shop	7 Shop	S.H.	---	---	---	8 Shop	7 Shop	8 Shop	S.H. (Caft.)
S.H.	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.	Health(6)	---	Play Ground	Health(6)	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.
7 Sci.	S.H.	7 Sci.	---	Play Ground	---	7 Sci.	7 Sci.	---	7 Sci.	7 Sci.	7 Sci.
S.H.	6 Math	6 Math	6 Math	S.H.	---	---	S.H.	6 Math	---	6 Math	6 Math
6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts	Caft. Supervision	---	---	---	6 Language Arts	S.H. (Caft)	----	----
S.H.	6 Sci.	6 Sci.	6 Sci.	---	---	S.H. (7)	6 Sci	6 Sci.	---	6 Sci.	6 Sci.
6 S.S.	6 S.S.	6 S.S.	6 S.S.	Caft. Sup.	Play Ground	---	---	6 S.S.	S.H. (15)	6 S.S.	----
S.H.	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.	---	---	Play Ground	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.	6-7-8 P.E.	----
Prep. Mon.	Prep. Tues.	Prep. Wed.	Lunch Thurs.	Lib. Class	Lunch Mon-Tues.	Lib. Class	Lunch Fri.	Lunch Wed.	Prep. Thurs.	Prep. Fri.	----
Chapter I	Chapter I	S.H. (Caft.)	----	Hall Supervision	---	---	Chapter I	Chapter I	6 Language Arts	Arts (11)	----
----	----	----	7 S.S. (18)	----	----	7 S.S. (18)	S.H. (Caft)	7 S.S. (7)	7 S.S. (18)	7 S.S. (7)	----
----	----	Chorus	----	----	----	----	----	----	----	----	----
8 Sci.	----	8 Sci.	8 Sci.	8 Sci.	Lunch Line Caf-Sup	S.H.	---	8 Sci.	S.H.	8 Sci.	8 Sci.
8 Language Arts	S.H.	8 Language Arts	8 Language Arts	S.H.	---	---	---	8 Language Arts	----	----	----
Band	----	----	----	----	----	----	----	----	----	----	----
L.D.	L.D.	----	L.D.	---	---	Supervision	L.D.	L.D.	L.D.	L.D.	L.D.
6 Language Arts	----	S.H.	S.H.	---	---	---	8 Language Arts	8 Language Arts	8 Language Arts	8 Language Arts	8 Language Arts
7 Language Arts	7 Language Arts	7 Language Arts	---	---	Hall Supervision	7 Language Arts	----	----	----	----	----
S.H.	7 Language Arts	Yearbook	---	---	7 Language Arts	----	7 Language Arts	----	7 Language Arts	7 Language Arts	7 Language Arts
7 Math	7 Math	S.H.	7 Math	---	---	S.H.	7 Math	7 Math	----	7 Math	7 Math
----	----	----	----	----	----	----	----	----	L.D.	L.D.	L.D.
----	7 Art	8 Art	7 Art	Lunch Line Supervision	---	---	8 Art	7 Art	8 Art	8 Art	S.H.
8 S.S.	7 S.S.	8 S.S.	S.H. (15)	8 S.S.	Caft. Sup.	Play Ground	---	8 S.S.	----	8 S.S.	8 S.S.
8 Math	8 Math	C.E. Tues-Thurs	8 Math	Mon.	C.E. Wed.	---	Play Ground	8 Math	C.E. (Fri.) SH (MTWTH)	8 Math	8 Math
----	----	----	----	----	----	----	----	6 Art	6 Art	S.H.	6 Art

	Period One	Period Two	Channel One	Period Three	Period Four	Period Five	Period Six	Period Seven	Period Eight	Period Nine
Regular Schedule	8:18 - 9:00	9:03 - 9:43	9:46 - 10:00	10:00 - 10:40	10:43-11:23	11:26-12:06	12:06-12:49	12:54 -1:34	1:37-2:17	2:20-3:00
One Hour Delay Schedule	9:18 - 9:45	9:48 -10:30	None	10:33 - 11:15	12:48-1:18	11:18-12:00	12:00-12:43	1:22-1:52	1:56-2:26	2:30-3:00
Bowser	Homeroom	Math	T.V.	Computer	Math	Math	Lunch	Math	Math	Plan
Czernski	Soc. St.	Soc. St.	T.V.	7-8 Homeroom	Lunch	Soc. St.	Noon Duty	Plan	Soc. St.	Soc. St.
D. Dixon	Computer	Math	T.V.	Math	Plan	Math	Lunch	Math	Math	Math
R. Dixon	Soc. St.	Soc. St.	T.V.	Soc. St.	Soc. St.	Homeroom	Lunch	Soc. St.	Soc. St.	Plan
Frohock	Plan	7-Literature	T.V.	7-Literature	8-Literature	8-Literature	Lunch	8-Literature	8-Literature	8-Literature
J. Fyffe	P.E.	P.E.		Plan	P.E.	Lunch	Noon Duty	P.E.	P.E.	P.E.
R. Fyffe	Plan	Computer	T.V.	8-Grammar	8-Grammar	8-Grammar	Lunch	8-Grammar	7-Grammar	8-Grammar
Green	Homeroom	Plan	T.V.	Science	Science	Lunch	Noon Duty	Science	Science	Science
Hammel	Plan	7-Grammar	T.V.	7-Grammar	7-Literature	7-Grammar	Lunch	7-Literature	7-Grammar	7-Literature
Harper	Elementary	Elementary	Elementary	7-Homeroom	Plan	L.D. Lit.	Lunch	L.D. Grammar	L.D. Math	L.D. Homeroom
Ingrum	7-8 Band									
Ingrum	7-8 Chorus									
McGehee	8-Ind. Art	8-Ind. Arts	T.V.	8-Ind. Arts						
Shan	Plan	8-Adv. Art	T.V.	8- Adv. Art	7-Art	7-Art	Lunch	Elementary Art	Homeroom	7-Art
M. Waite	Science	Homeroom	T.V.	Science	Science	Science	Lunch	Science	Plan	Science
S. Waite	P.E.	P.E.		Plan	P.E.	Lunch	Noon Duty	P.E.	P.E.	P.E.
Wright	8-Home Ec.	8-Home Ec.	T.V.	8-Home Ec.	Health	Health	Lunch	Homeroom	Plan	Health
Zwilling	L.D. S.S.	Plan	T.V.	L.D. Science	Homeroom	L.D. Lit.	Lunch	L.D. Grammar	L.D. Math	L.D. Homeroom

Shortened Schedule for 2:00 Dismissal

8:18 - 8:52	Period 1 and announcements
8:56 - 9:28	Period Two
9:32 - 9:46	Channel One
9:46 -10:18	Period Three
10:22-10:54	Period Four
10:58-11:30	Period Five
11:34-12:06	Period Seven
12:06-12:49	Period Six - 7/8 Lunch Period
12:54 -1:25	Period Eight
1:28 - 2:00	Period Nine

SALARY SCHEDULE 1991-92

STEP	LESS THAN DEGREE	BACHELOR	+16	MASTERS	+16	+32
0		18.456	18.930	19.405	19.880	20.355
1		18.978	19.453	19.927	20.402	20.877
2		19.500	19.975	20.450	20.924	21.399
3		20.022	20.497	20.972	21.447	21.921
4		20.544	21.019	21.494	21.969	22.444
5		21.067	21.541	22.016	22.491	22.966
6		21.589	22.064	22.538	23.013	23.488
7		22.111	22.586	23.061	23.536	24.010
8		22.633	23.108	23.583	24.058	24.533
9		23.155	23.630	24.105	24.580	25.055
10		23.678	24.152	24.627	25.102	25.577
11		24.200	24.675	25.150	25.624	26.099
12		24.722	25.197	25.672	26.147	26.621
13		25.244	25.719	26.194	26.669	27.144
14	25.291	25.766	26.241	26.716	27.191	27.666
15	25.798	26.289	26.764	27.203	27.713	28.188
16		26.811	27.286	27.761	28.235	28.710
17		27.333	27.808	28.233	28.758	29.232
18		27.855	28.330	28.805	29.280	29.755
19		28.378	28.852	29.327	29.802	30.277
20		28.900	29.375	29.849	30.324	30.799
21		29.422	29.897	30.372	30.846	31.321
22		29.944	30.419	30.894	31.369	31.843
23			30,941	31,416	31,891	32,066
24			31,463	31,938	32,413	32,688
25				32,460	32,935	33,410
26				32,982	33,457	33,932
27					33,980	34,455
28					34,502	34,977
29						35,499

TRS included in above schedule (.086957)

INCREMENTS FOR EXTRA-CURRICULAR ACTIVITIES

ATHLETICS

1	District Athletic Coordinator			1,028.00
1	Athletic Director	LHS		806.00
FOOTBALL				
1	Head Coach	LHS		2,714.00
3	Assistant Coach	LHS	1,477.00 ea.	4,431.00
BASKETBALL - BOYS				
1	Head Coach	LHS		3,053.00
2	Assistant Coach	LHS	1,699.00	3,398.00
1	Coach (8th)	Pkvw		1,593.00
1	Coach (7th)	Pkvw		1,131.00
GIRLS				
1	Coach	LHS		1,950.00
2	Coach	Pkvw	(1) 1,233.00	
			(2) 879.00	2,112.00
1	6th Grade Coach	Pkvw		444.00
GOLF				
1	Head Coach	LHS	(may assign contingent upon funding from outside sources)	987.00
WRESTLING				
1	Coach	LHS		1,788.00
1	Assistant Coach	LHS		515.50
TRACK				
1	Coach (girls)	Pkvw		443.00
1	Coach (boys)	Pkvw		443.00
BASEBALL				
1	Head Coach	LHS		1,583.00
1	Assistant Coach	LHS		905.00
SOFTBALL - GIRLS				
1	Coach	LHS		987.00
VOLLEYBALL - GIRLS				
1	Coach	LHS		987.00
1	Assistant Coach	LHS		109.00
CONDITIONING PROGRAM				
2		LHS	283.00 ea.	566.00
GAMES MANAGER				
1		LHS		813.00
CONCESSIONS MANAGER				
1		LHS		476.00
INTRAMURALS				
2		Pkvw	406.50 ea.	813.00
SPONSORSHIPS				
Classes				
2	Senior	LHS	325.00 ea.	650.00
2	Junior	LHS	325.00 ea.	650.00
1	Sophomore	LHS		162.00
1	Freshman	LHS		162.00
2	Student Council	LHS	528.00 ea.	1,056.00
1	FHA	LHS		406.00
1	National Honor Society	LHS		406.00
1	National Jr. Honor Society	Pkvw		244.00
1	Spanish Club	LHS		406.00

1	Speech Club	LHS		406.00
1	Drama Club	Pkvw		650.00
1	Assistant Drama Club	Pkvw		406.00
1	Drama Coach	LHS		568.00
1	Computer Club	Pkvw		406.00
1	Scholastic Bowl	Pkvw		406.00
2	Scholastic Bowl	LHS	406.00 ea.	812.00
ADDITIONAL ASSIGNMENTS				
1	Yearbook	LHS		1,187.00
1	Yearbook	Pkvw		975.00
5	Yearbook, Elementary	Arl, Brk, Cent, Linc., St. F.	487.00 ea.	2,435.00
1	Chorus, Extra Duties	LHS/Pkvw		406.00
1	Band, Extra Duties	LHS		1,138.00
1	Band, Extra Duties	Pkvw		650.00
1	Arrowettes	LHS		406.00
2	Art Festival	Pkvw	203.00 ea.	406.00
2	Cafeteria Supervision	Arl	325.00 ea.	650.00
2	Cafeteria Supervision	Brk	325.00 ea.	650.00
2	Cafeteria Supervision	Linc	325.00 ea.	650.00
2	Cafeteria Supervision	St. F.	325.00 ea.	650.00
1	Cheerleader Sponsor	LHS		650.00
1	Cheerleader Sponsor	Pkvw		487.00
	Home Game Worker		22.20 per game	
	Away Game Worker		26.65 per game	
	Internal Substitution			10.00/period
	Supervisory Duties (excess of 8 hrs)			10.00/hr
	Extra Teaching Period			2,000.00

The stipends set forth above will be paid to bargaining unit members from within the buildings related to those duties if these members are assigned these duties by the administration. The district may assign these duties to bargaining unit members from other buildings or to non-bargaining unit members including, but not limited to, volunteers.

The district reserves the right not to make assignments as it may see fit.

1991-92 SALARY SCHEDULE

STEP	B.S.	B.S.+16	M.S.	M.S.+16	M.S.+32
0	18,625	19,125	19,625	20,125	20,625
1	19,095	19,595	20,095	20,595	21,095
2	19,565	20,065	20,565	21,065	21,565
3	20,035	20,535	21,035	21,535	22,035
4	20,505	21,005	21,505	22,005	22,505
5	20,975	21,475	21,975	22,475	22,975
6	21,445	21,945	22,445	22,945	23,445
7	21,915	22,415	22,915	23,415	23,915
8	22,385	22,885	23,385	23,885	24,385
9	22,855	23,355	23,855	24,355	24,855
10	23,325	23,825	24,325	24,825	25,325
11	23,795	24,295	24,795	25,295	25,795
12	24,265	24,765	25,265	25,765	26,265
13	24,735	25,235	25,735	26,235	26,735
14	25,205	25,705	26,205	26,705	27,205
15	25,675	26,175	26,675	27,175	27,675
16	26,145	26,645	27,145	27,645	28,145
17	26,615	27,115	27,615	28,115	28,615
18	27,085	27,585	28,085	28,585	29,085
19	27,555	28,055	28,555	29,055	29,555
20	28,025	28,525	29,025	29,525	30,025
21	28,495	28,995	29,495	29,995	30,495
22	28,965	29,465	29,965	30,465	30,965
23	29,435	29,935	30,435	30,935	31,435
24	29,905	30,405	30,905	31,405	31,905
25		30,875	31,375	31,875	32,375
26			31,845	32,345	32,845
27				32,815	33,315

A1. 1991-1992 Extra Duty Schedule

<u>Duty</u>	<u>Increment</u>
Athletic Director, High School	\$2,350
Head Football Coach, High School	2,500
Assistant Football Coach, High School	1,850
Head Boys' Basketball Coach, High School	2,500
Assistant Boys' Basketball Coach, High School	1,850
Head Boys' Track Coach, High School	1,500
Head Baseball Coach, High School	1,500
Head Girls' Softball Coach, High School	1,200
Head Wrestling Coach, High School	2,500
Assistant Wrestling Coach, High School	1,850
Head Girls' Basketball Coach, High School	2,500
Assistant Girls' Basketball Coach, High School	1,850
Girls' Track Coach, High School	1,200
Head Boys' Basketball Coach, Junior High	1,850
Head Boys' Basketball, Junior High	2,150
Assistant Boys' Basketball Coach, Junior High	1,300
Head Boys' Track Coach, Junior High	1,000
Assistant Boys' Track Coach, Junior High	700
Girls' Basketball Coach, Junior High	1,700
Girls' Track Coach, Junior High	1,000
Basketball Coach, 5 & 6 Grades	1,300
Director of Student Affairs	750
Music Increment, High School	2,200
Music Increment, Junior High and 5 & 6 Grades	1,900
Industrial Arts, High School	1,350
Industrial Arts, Junior High	675
Building Trades, High School	675
Cheerleader Sponsor, High School	1,000
Cheerleader Sponsor, Junior High	600
Cheerleader Sponsor, 5 & 6 Grades	250
Pom Pom Sponsor, High School	1,000
Yearbook Sponsor, High School	1,000
Helping with Ball Games	15.00/night
Noon Time Supervision	6.60/hour
Scholastic Bowl, High School	750
Scholastic Bowl, Junior High	600

WAGES

9.1 Wages and Insurance

- A. Existing Driver Wage Schedule: Hourly wages shall be as shown below. Hours for regular routes shall be the number of hours shown on APPENDIX I, but those hours shall be increased to actual clocking if necessary. All routes shall include thirty (30) minutes for bus prep.

This wage and insurance schedule applies to drivers hired for regular employment on or before August 1, 1991:

<u>School Year</u>	<u>Per Hour</u>
1991-92	\$10.60
1992-93	\$10.70
1993-94	\$10.80

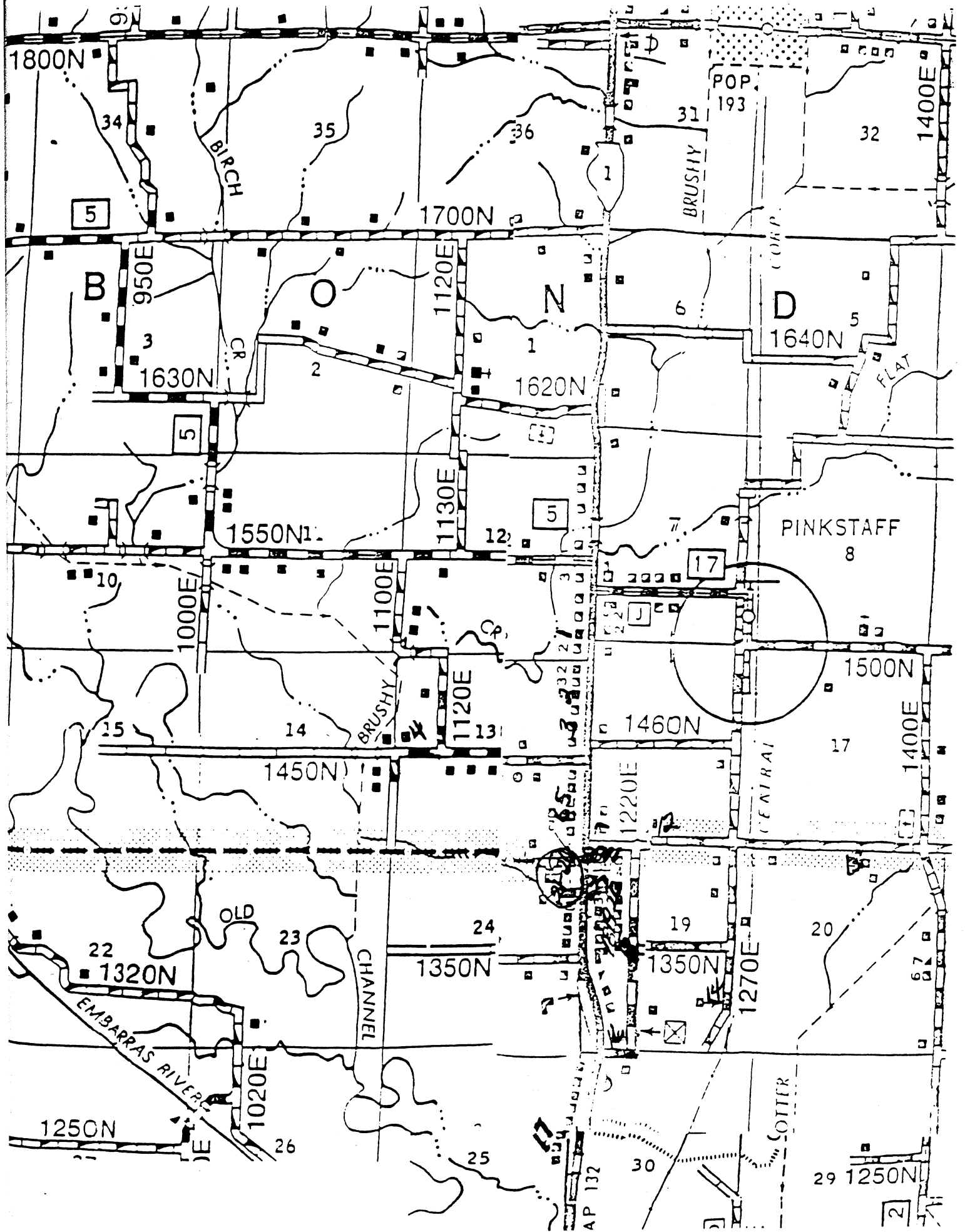
Board contribution for insurance for all bus drivers hired for regular employment on or before August 1, 1991, shall be as follows, without regard to IMRF eligibility.

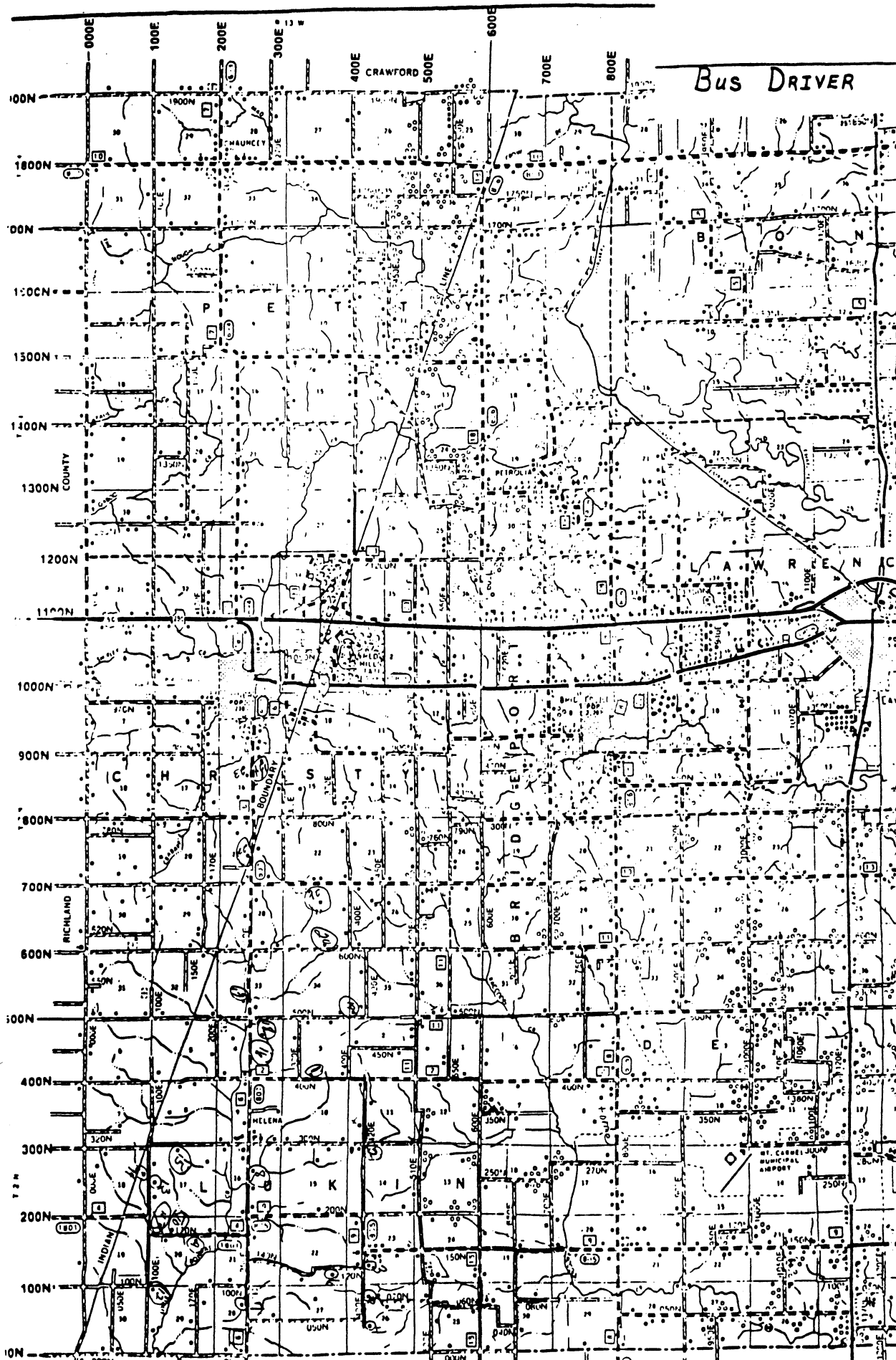
<u>School Year</u>	<u>Board Contribution</u>
1991-92	\$130
1992-93	\$150
1993-94	\$170

- B. New Driver Wage Schedule: This schedule applies to drivers hired for regular employment after August 1, 1991:

<u>Experience in school years</u>	<u>Per Hour</u>
0	\$ 8.00
1	\$ 8.50
2	\$ 9.00
3	\$ 9.50
4	\$10.00
5	\$10.75

The contribution for insurance for new drivers as defined on this schedule shall be determined by eligibility for IMRF. Those who are eligible shall receive 100% of the following Board contributions. Those who are not eligible shall be entitled to one-half of such contribution.





**RED HILL COMMUNITY UNIT
SCHOOL DISTRICT NO. 10**

Administrative Office
Phone 945-2061

1250 Judy Avenue
Bridgeport, IL 62417

District Office Staff

Gary E. Glosser, Superintendent 727 Seed St., Bridgeport, IL
 Donald R. Cook, Asst. Superintendent R.R. #4, Lawrenceville, IL
 Ellen Coultas, Secretary/Treasurer R.R. #1, Box 215, Bridgeport, IL
 Norma Hesler, Bookkeeper R.R. #3, Box 226, Sumner, IL
 Sandra Brookhart, Secretary R.R. #3, Box 485, Sumner, IL

Board of Education

Rex Moan, Vice-President Term Ending 1993
 R.R. #1, Sumner, IL
 Curtis Dhonau Term Ending 1995
 509 South May, Sumner, IL
 Mike Rucker Term Ending 1995
 353 Gray Street, Bridgeport, IL
 John R. Conover Term Ending 1993
 R.R. #2, Sumner, IL
 Carla Goebel, Secretary Term Ending 1993
 R.R. #1, Bridgeport, IL
 Joe A. Mosbey Term Ending 1993
 R.R. #2, Sumner, IL
 C. T. "Tom" Tuttle, President Term Ending 1993
 R.R. #1, Bridgeport, IL

BRIDGEPORT GRADE SCHOOL

Phone 945-5721

North Main Street, Bridgeport, IL

Grades K, 5 - 6

Teaching Personnel

Lenn Jamerson, Principal 1105 Adams, Bridgeport, IL
 Sidney Brinkley, Chapter 1 R.R. #2, Box 343, Olney, IL
 Patricia Glass, 6th R.R. #7, Box 21, Vincennes, IN
 John Gray, 5th R.R. #3, Box 870, Sumner, IL
 Charleen Huber, 5th R.R. #1, Box 294A, Bridgeport, IL
 Kent Ingram, Band, Chorus R.R. #1, Box 242A, Bridgeport, IL
 Jeff Lynn, 6th 531 E. Olive, Bridgeport, IL
 Timothy Miller, 6th 1208 Jefferson, Lawrenceville, IL
 Jenny Pargin, 5th R.R. #1, Bridgeport, IL
 Mike Ray, P.E. 1811 State Street, Lawrenceville, IL
 Diana Schnuck, Kindergarten 107 N. 21st, Vincennes, IN

Stanley Stoelting, 6th R.R. #1, Box 232, Bridgeport, IL
 Michael Thompson, 5th R.R. #1, Box 348, Lawrenceville, IL
 Beth Turkal, L.D. R.R. #3, Box 64, Willow Hill, IL
 Patty Roosevelt, Kindergarten 402 N. First St., Allendale, IL
 Barbara Waller, Teacher Aide R.R. #3, Box 852, Sumner, IL
 Jamie Andrews, Teacher Aide R.R. #3, Sumner, IL
 Lori Brookhart, Teacher Aide 922 Arlington, Bridgeport, IL
 Brenda Wells, Library & Media Aide (Secretary) 975 Corp., Bridgeport, IL

Secretary

Maureen McClain 343 S. Main, Bridgeport, IL

Custodian

Dan Brian R.R. #1, Box 155, Sumner, IL

Cooks

Willia Jerrell, Head Cook R.R. #1, Box 88, Lawrenceville, IL
 Marjorie Hair P.O. Box 194, Bridgeport, IL
 Marilyn Haslett 103 Acorn Drive, Bridgeport, IL

PETTY ATTENDANCE CENTER

Phone 947-2204

R.R. #2, Sumner, IL 62466

Grades K - 4

Teaching Personnel

Dennis Kimmel, Principal 418 S. Christy, Sumner, IL
 Lucinda Baker, 2nd 304 E. Iowa, Oblong, IL
 Sidney Brinkley, Chapter 1 R.R. #2, Box 179, Olney, IL
 Pam Cummins, Kindergarten R.R. #1, Box 970, Sumner, IL
 Robin Dixon, 1st 327 Baird, Olney, IL
 Don Lytle, 4th R.R. #1, Box 995, Sumner, IL
 Regina Mitchell, EMH R.R. #1, Box 55, Claremont, IL

Secretary

Blanche Piper 117 E. Pine, Sumner, IL

Custodian

Richard Evans R.R. #3, Box 590, Sumner, IL

Cooks

Laura Kerr 228 S. Christy, Sumner, IL
 Lisa Legg R.R. #1, Bridgeport, IL

RED HILL HIGH SCHOOL

Phone 945-2521 or 945-8221 908 Church Street, Bridgeport, IL 62417
 Grades 9 - 12

Teaching Personnel

Harry J. Rice, Principal R.R. #4, Box 36, Lawrenceville, IL
 Gayle Billingsley, Drug Prevention Coordinator P.O. Box 66, Lawrenceville, IL
 Deana Brashear, Math R.R. #3, Box 937, Sumner, IL
 Talene Carmody, L.D. 1801 Sarah Drive, Olney, IL
 Robert Climer, Music 303 W. State, Bridgeport, IL
 Judy Cork, Business Ed. R.R. #2, Box 135, Robinson, IL
 Michael Cummins, Math R.R. #1, Box 935, Sumner, IL
 Steve Cunningham, Coach 441 Lanterman, Bridgeport, IL
 Roy Dillard, Math, Athletic Director 518 Church Street, Bridgeport, IL
 Debra Drury, Lang., Arts, Latin 2002 State, Lawrenceville, IL
 James Drury, Soc. Sci., Coach 2060 Brentwood, Springfield, IL
 Barry Edwards, Librarian R.R. #1, Box 211, Bridgeport, IL
 William Evans, Soc. Sci., Coach 400 Frazier Street, Bridgeport, IL
 Bonnie Gifford, Business Ed. 1406 Fairway Drive, Robinson, IL
 Robert Gifford, Science 1406 Fairway Drive, Robinson, IL
 Hank Ginder, EMH 350 Baird St., Olney, IL
 Preston Hall, Ag R. 1, Town & Country Apt. #10, Bridgeport, IL
 Gary Huber, Ind. Ed., Consumer Ed., Asst. Coach
 R.R. #1, Box 294A, Bridgeport, IL
 Fred Kendall, P.E., Coach 420 Brian, Bridgeport, IL
 Nancy King, Home Ec. R.R. #1, Box 492, Sumner, IL
 Christopher Lyles, Drivers Ed 1502 W. Cherry, Robinson, IL
 Hal McGehee, Building Trades 617 S. Carey, Sumner, IL
 Julie McMillen, Language Arts 1307 10th, Lawrenceville, IL
 Karen Miller, Guidance 1208 Jefferson, Lawrenceville, IL
 Mary Lou Poland, Spanish 903 15th Street, Lawrenceville, IL
 Mike Ray, Health 1811 State Street, Lawrenceville, IL
 Jane Rea, Lang. Arts 1006 Maple Street, Lawrenceville, IL
 Phyllis Rohr, EMH Aide R.R. #4, Box 47, Lawrenceville, IL
 Twila Thome, P.E. 925 Barnett, Vincennes, IN
 Paul Tougaw, Computer Science, Science R.R. #1, Box 148, St. Francisville, IL
 Susan Walker, Government, Science 600 State, Lawrenceville, IL
 Sherrie Zwilling, Art, Coach R.R. #3, Box 10, Sumner, IL
 Janet Davis, Teacher Aide R.R. #3, Lawrenceville, IL
 Amy Baker, Pom Pon Sponsor 101 Acorn Drive, Bridgeport, IL
 Jodie Greenlee, Cheerleader Sponsor R.R. #1, Box 379A, Lawrenceville, IL
 Dixie Purcell, Cheerleader Sponsor 804 E. State, Bridgeport, IL

Secretaries

Connie Adams R.R. #1, Box 230, Bridgeport, IL
 Judy White R.R. #1, Box 245, Sumner, IL

Custodians

Ralph Baker, Jr. R.R. #1, Box 317, Lawrenceville, IL
 David Miller 608 Brian Dr., Bridgeport, IL
 Larry McBride 512 S. Carey, Sumner, IL

Cooks

Patsy Hardacre, Head Cook 1019 Oak, Bridgeport, IL
 Donna Lancaster 223 E. South Ave., Sumner, IL
 Virginia Worstell R.R. #1, Box 9, Bridgeport, IL

RED HILL JUNIOR HIGH

Phone 936-2412 or 943-2742 110 W. Locust, Sumner, IL 62466
 Grades 7 - 8

Teaching Personnel

Dennis Kimmel, Principal 418 S. Christy, Sumner, IL
 Dennis Bowser, Math, Computer Science 416 May, Sumner, IL
 Anthony Czernski, Social Science 5 Mimosa Circle Dr., Olney, IL
 Dennis Dixon, Math, Computer Science 1024 E. Baird, Olney, IL
 Richard Dixon, Social Science, Coach 327 Baird, Olney, IL
 Brenda Frohock, Lang. Arts 2002 Lexington, Lawrenceville, IL
 John Fyffe, P.E. 210 W. South, Sumner, IL
 Robert Fyffe, Lang. Arts & Computer R.R. #3, Box 7, Sumner, IL
 David Green, Science R.R. #1, Box 252, Bridgeport, IL
 Otis Hammel, Lang. Arts R.R. #1, Box 419, Lawrenceville, IL
 Jane Harper, L.D. R.R. #2, Box 239, Sumner, IL
 Beverly Hurley, Guidance 107 Acorn Drive, Bridgeport, IL
 Kent Ingram, Music R.R. #1, Box 242A, Bridgeport, IL
 Hal McGehee, Ind. Arts 617 S. Carey, Sumner, IL
 Sondra Schafer, Chapter 1 R.R. #3, Box 42, Sumner, IL
 Becky Shan, Art R.R. #3, Box 17, Sumner, IL
 Michael Waite, Science R.R. #2, Box 16, Sumner, IL
 Sarah Waite, P.E. R.R. #2, Box 16, Sumner, IL
 Brenda Wells, Library & Media Aide (Secretary) 975 Corp., Bridgeport, IL
 Bonnie Wright, Home Ec., Health 1304 Willow Dr., Robinson, IL
 Mary Zwilling, L.D. R.R. #1, Box 198, Claremont, IL

Secretaries

Bonnie Hann R.R. #1, Box 130, Sumner, IL
 Diana Pemberton R.R. #3, Box 835, Sumner, IL

Custodians

Steve Lawson R.R. #2, Box 20, Sumner, IL
 Ed Stevenson 220 E. Locust, Sumner, IL

Cooks

Donna Scott, Head Cook R.R. #3, Box 224, Sumner, IL
 Susan Fisher R.R. #3, Box 150, Sumner, IL
 Twyla Piper R.R. #3, Box 346, Lawrenceville, IL

SUMNER ELEMENTARY

Phone 936-2412 or 936-2742 110 W. Locust, Sumner, IL
 Grades K - 4

Teaching Personnel

Dennis Kimmel, Principal 418 S. Christy, Sumner, IL
 Amy Baker, Kindergarten 101 Acorn Drive, Bridgeport, IL
 Marie Davis, 3rd Grade 219 Indiana, Olney, IL
 Linda Forster, 1st R.R. #3, Owensville, IN
 Jodie Greenlee, Interm. EMH R.R. #1, Box 379A, Lawrenceville, IL
 Mary Jamerson, 4th 1105 Adams, Bridgeport, IL
 Sondra Schafer, Chapter 1 R.R. #3, Box 42, Sumner, IL
 Neala Stoelting, 3rd R.R. #1, Box 232, Bridgeport, IL
 Leona Thacker, 2nd R.R. #2, Box 153, Sumner, IL
 Kim Dorney, Teacher Aide 605 15th St. #14, Lawrenceville, IL
 Sue Schultz, Teacher Aide R.R. #3, Sumner, IL

(Secretaries, Cooks, Custodians - Same as Red Hill Junior High School)

SEED ATTENDANCE CENTER

Phone 945-3501 749 Church St., Bridgeport, IL 62417
 Grades K - 4

Teaching Personnel

Lenn Jamerson, Principal 1105 Adams, Bridgeport, IL
 Margaret Dixon, Chapter 1 1024 E. Baird, Olney, IL
 Lee Ann Holbrook, L.D. 102 Acorn Dr., Bridgeport, IL
 Sue Luthé, 1st R.R. #1, Box 428, Lawrenceville, IL
 Joyce Lynn, 4th 531 E. Olive, Bridgeport, IL
 Luanne Negley, 2nd R.R. #1, Box 242D, Bridgeport, IL
 Sandra Paddock, 1st 1811 Collins, Lawrenceville, IL
 Donna Pierson, 3rd Box 302, St. Francisville, IL
 Dixie Purcell, 3rd 804 E. State Street, Bridgeport, IL
 Sue Thomas, 2nd R.R. #3, Box 75A, Vincennes, IN
 Martha White, Kindergarten R.R. #1, Box 480, Lawrenceville, IL
 Jamie Andrews, Teacher Aide R.R. #3, Box 845, Sumner, IL
 Barbara Waller, Teacher Aide R.R. #3, Box 348, Lawrenceville, IL

Secretary

Barbara Fyffe R.R. #3, Box 101, Lawrenceville, IL

Custodian

Merrill Hughes 706 Lexington, Bridgeport, IL

UNIT TEACHING PERSONNEL

(Teach in several schools)

Delores Bowser, Chapter 1, Math Gifted 416 May Street, Sumner, IL
 Cheryl Bean, Speech 81 Mary Street, Olney, IL
 Vickie Finley, Speech R.R. #1, Box 132, Lawrenceville, IL
 Karen Hixon, Gifted Coordinator R.R. #3, Sumner, IL
 Janice Schultz, Art, Music R.R. #1, Box 276, Bridgeport, IL

Nurses

Barbara Gognat 1100 Adams, Bridgeport, IL
 Martha Lyle R.R. #1, Box 995, Sumner, IL

Transportation

Terry Roark, Mechanic 1109 Adams, Bridgeport, IL
 Darlene Angle R.R. #2, Box 178, Sumner, IL
 Harold Angle R.R. #2, Box 178, Sumner, IL
 Linda Bennett R.R. #1, Sumner, IL
 Effie Carie R.R. #2, Sumner, IL
 Linda Davis R.R. #3, Lawrenceville, IL
 Karen Drummond R.R. #1, Box 119, Bridgeport, IL
 Diane Floyd R.R. #1, Box 325, Bridgeport, IL
 Marie Fletcher 608 Keppas, Bridgeport, IL
 Rosella Gray 1120 Madison, Bridgeport, IL
 Wanda Heath R.R. #2, Box 233, Sumner, IL
 Gilbert Mann 968 N. Main, Bridgeport, IL
 Sally Powden 613 Monroe, Bridgeport, IL
 Charles Roark R.R. #2, Sumner, IL
 Janit Provines R.R. #1, Sumner, IL
 Sandra Rosborough R.R. #2, Box 31, Sumner, IL
 Joyce Weiss R.R. #2, Box 254, Sumner, IL
 Beverly York R.R. #3, Box 368, Lawrenceville, IL
 Mary Kiser, Transportation Aide 413 Dubois, Lawrenceville, IL
 Kathy Petty, Transportation Aide 342 Church, Bridgeport, IL

RED HILL EDUCATION ASSOCIATION

Bill Evans, President 400 Frazier, Bridgeport, IL
 Gary Huber, Vice President R.R. #1, Bridgeport, IL
 Jane Harper, Secretary R.R. #2, Sumner, IL
 Amy Baker, Treasurer 101 Acorn Drive, Bridgeport, IL

**COMMUNITY UNIT SCHOOL
DISTRICT NO. 20**

Administrative Office
Phone 943-2326

West Cedar Street
Lawrenceville, IL 52439

District Office Staff

Alan C. Moore, Superintendent 2205 Devonshire Drive, Lawrenceville, IL
 Everett Adams, Asst. Superintendent R.R. #3, Box 364, Lawrenceville, IL
 Evelyn Frederick, Secretary 1501 16th Street, Lawrenceville, IL
 Judy Loos, Secretary R.R. #1, Box 94, Lawrenceville, IL
 Carla Sakowicz, Secretary 1108 Collins, Lawrenceville, IL

Board of Education

Patrick Spidel Term Ending 1993
 R.R. #1, Box 28, St. Francisville, IL
 Gary VanWinkle Term Ending 1995
 R.R. #1, Box 316, Lawrenceville, IL
 Donald "Dee" Diggs Term Ending 1993
 1704 Christy Avenue, Lawrenceville, IL
 David Courtney, Secretary Term Ending 1995
 1801 Porter Avenue, Lawrenceville, IL
 Dennis Green, President Term Ending 1993
 R.R. #3, Box 71, Lawrenceville, IL
 Julie Ivers Term Ending 1993
 R.R. #1, Bridgeport, IL
 Jane Kavanaugh, Vice-President Term Ending 1993
 R.R. #2, Box 323, Lawrenceville, IL

ARLINGTON

Phone 943-3111 1605 Lexington, Lawrenceville, IL 62439

Teaching Personnel

Linda Craske, Principal/Remedial Reading 1006 Lexington, Lawrenceville, IL
 Ann Agler, 1st 1906 State, Lawrenceville, IL
 Brenda Bobe, 1st 2506 Springfield, Lawrenceville, IL
 Donna Burns, 1st R.R. #1, Box 266, St. Francisville, IL
 Jo Denison, 1st 1702 Porter, Lawrenceville, IL
 Sherri Freshour, P.M.I. 2102A Lexington, Lawrenceville, IL
 Robin LeGrand, Vocal Music 1205 Elm, Bridgeport, IL
 Glenda Like, Library 1404 State Street, Vincennes, IN
 Bill Magee, Instrumental Music 412 S.E. 4th Street, Washington, IN
 Joanne Peters, 2nd R.R. #1, Box 177A, Lawrenceville, IL
 Mary Roberts, 2nd 1811 Dubois, Lawrenceville, IL
 Priscilla Salmond, 2nd 3007 Lazy Lane, Vincennes, IN
 Polly Turpen, Art Box 336, St. Francisville, IL
 Nona Ravellette, Teacher Aide Box 229, St. Francisville, IL
 Kim Jones, Teacher Aide 1211 10th Street, Lawrenceville, IL
 Claudia Ravellette, Teacher Aide P.O. Box 58, St. Francisville, IL

Secretary

Linda Adams R.R. #3, Box 364, Lawrenceville, IL

Custodian

Kenny Chochran 1508 Lexington, Lawrenceville, IL

Cooks

Shirley McDonald 1616 15th Street, Lawrenceville, IL
 Elija Wolfe 505 20th Street, Lawrenceville, IL

BROOKSIDE

Phone 943-5190 R.R. #3, Lawrenceville, IL 62439
 Grades K - 5

Teaching Personnel

Tom J. Harstad, Principal/Rem. Reading 1908 Porter Ave., Lawrenceville, IL
 Mary Bezy, 3rd R.R. #3, Box 33A, Vincennes, IN
 Esther Brumley, Vocal Music R.R. #3, Box 406, Lawrenceville, IL
 Virginia Cope, 4th R.R. #1, Box 161, Lawrenceville, IL
 Denise Dickerson, 5th R.R. #3, Box 245, Lawrenceville, IL
 Judy Gallion, 1st R.R. #3, Box 62, Lawrenceville, IL
 Julie Hawkins, Pre-Kindergarten R.R. #2, Sumner, IL
 Bill Magee, Instrumental Music 412 S. E. 4th Street, Washington, IN
 Rebecca Piper, Kindergarten R.R. #4, Box 109, Lawrenceville, IL
 William Pipher, Library 110 Felt King Road, Vincennes, IN
 Kathy Sweazy, 2nd R.R. #3, Box 274, Lawrenceville, IL
 Polly Turpen, Art P.O. Box 336, St. Francisville, IL
 Kassie Adams, Teacher Aide R.R. #3, Box 364, Lawrenceville, IL
 Vicki Clem, Teacher Aide R.R. #3, Box 310, Sumner, IL
 Debbie Zehner, Teacher Aide R.R. #3, Box 30, Lawrenceville, IL

Secretary

Sheryl Frederick R.R. #2, Box 259, Lawrenceville, IL

Custodian

Jack Hobbs R.R. #1, Flat Rock, IL

Cooks

Loretta Shaffer R.R. #2, Box 216, Lawrenceville, IL
 Cecilia Zehner R.R. #3, Box 235, Lawrenceville, IL

Phone 943-3113

CENTRAL

1307 11th, Lawrenceville, IL 62439

Grades Preschool, K, EMH

Teaching Personnel

Robert Craft, Principal 2612 Springfield, Lawrenceville, IL
 Rosemary Cullison, Kindergarten 603 West North Street, Olney, IL
 Donna Moore, Kindergarten 840 Jefferson, Bridgeport, IL
 Jane Reedus, Pre-Kindergarten R.R. #1, Box 130, Lawrenceville, IL
 Janet Thomas, Kindergarten R.R. #1, Box 222, Ft. Branch, IL
 Linda Yarbor, Kindergarten R.R. #1, Box 171, Mt. Carmel, IL
 Shirley Shick, Teacher Aide R.R. #1, St. Francisville, IL

Secretary

Nancy Trickett 602 8th Street, Lawrenceville, IL

Custodian

Sylvester Phillips 1613 8th Street, Lawrenceville, IL

Cook

Mary Reel 1402 11th Street, Lawrenceville, IL

South Eastern Special Education

Sonya Walters, Early Childhood 1725 12th St., Apt. 1, Lawrenceville, IL
 Julie Perrin, Teacher Aide 800 Winkler, Bridgeport, IL

LAWRENCEVILLE HIGH SCHOOL

Phone 943-3389

8th & Charles, Lawrenceville, IL 62439

Grades 9 - 12

Teaching Personnel

Jon Frohock, Principal 2002 Lexington, Lawrenceville, IL
 David Schuur, Assistant Principal R.R. #1, Box 21A, Flat Rock, IL
 Barbara Bluebaum, French/Spanish 3124 Cypress Drive, Vincennes, IN
 Jo Dale Brown, S.M.M.I. R.R. #4, Box 276, Lawrenceville, IL
 Wallace "Bud" Brown, Art R.R. #4, Box 51, Lawrenceville, IL
 John Clark, Science 509 N. 9th Street, St. Francisville, IL
 Linda Dobbyn, Home Economics R.R. #2, Box 120, Wheatland, IN
 James Dunn, Driver Education P.O. Box 63, St. Francisville, IL
 Phyllis Ensor, Library R.R. #1, Box 193, St. Francisville, IL
 Irene Felling, English R.R. #1, Box 174, Lawrenceville, IL
 John Fisher, English R.R. #2, Box 353, Lawrenceville, IL
 Tony Gambill, Science/Alt. Educ. 1516 Lexington, Lawrenceville, IL
 Cindy Garrett, Physical Education 705 8th Street, Apt. 9, Lawrenceville, IL
 Preston Hall, Agriculture Town & Country Apt. 10, Bridgeport, IL
 Kay Hammer, Business 310 Buchanan Drive, Lawrenceville, IL
 Kenneth Hardway, English/Alt. Educ. Box 249, Flat Rock, IL
 Bill Lathrop, Ind. Educ./Alt. Educ. 1901 George, Lawrenceville, IL
 Nancy Lawless, Geography W. Haven, Box 247A, Lawrenceville, IL
 Robin LeGrand, Vocal Music 1205 Elm Street, Bridgeport, IL
 Sally Lewis, English 301 Bird Avenue, Lawrenceville, IL
 Dean Lionberger, Mathematics 307 Bird Avenue, Lawrenceville, IL
 Larry Lockhart, Physical Education R.R. #4, Box 152, Lawrenceville, IL
 Bill Magee, Instrumental Music 412 S. E. 4th Street, Washington, IN
 Hanora Novsek, Health Occupations R.R. #1, Box 305, Lawrenceville, IL
 Joe Novsek, Social Science/P.E. 107 Lincoln Drive, Lawrenceville, IL
 Lloyd Peterson, Auto Mechanics 1915 Main, Vincennes, IN
 Glenn Peyton, Social Science 913½ Lexington, Lawrenceville, IL
 Larry Pulleyblank, English 500 Main, St. Francisville, IL
 Clarence Reedy, Driver Ed. 1602 Porter, Lawrenceville, IL
 Joseph Rose, Computer Concepts 708 Walnut, Lawrenceville, IL
 William Schafer, Business 1512 12th Street, Lawrenceville, IL
 Mike Scogin, Guidance 2210 Sunny Lane, Lawrenceville, IL
 Jerry Scott, Mathematics 2005 George, Lawrenceville, IL
 Joe Sechrest, Science 260 W. Franklin, Bridgeport, IL
 Cherie Teriet, Physical Education P.O. Box 35, Lawrenceville, IL
 Jeff Trickett, Health/Physical Ed. 602 8th Street, Lawrenceville, IL
 Ron Walker, Social Science 600 State, Lawrenceville, IL
 Lynne White, Guidance 3201 Kennedy Lane, Vincennes, IN
 Michael White, Mathematics 403 West 3rd Street, Bicknell, IN
 Nadine Zwilling, Learning Disabilities R.R. #2, Box 291, Olney, IL
 Beverly Shick, Teacher Aide R.R. #1, Box 62, Lawrenceville, IL

*Employed by Tiwn Rivers Regional Vocational System.

Secretaries

Lois Benson R.R. #2, Box 263, Lawrenceville, IL
 Cyndi Brooks P.O. Box 284, Lawrenceville, IL
 Carolyn Parrott 1906 George Street, Lawrenceville, IL

Custodians

Larry Brown, Maintenance R.R. #2, Box 20, Lawrenceville, IL
 Edward Carrie R.R. #4, Box 10, Lawrenceville, IL
 Elizabeth Hull 1507 10th Street, Lawrenceville, IL
 Terry Hunter R.R. #3, Box 168, Lawrenceville, IL
 Nancy Waldrop 1519 12th Street, Lawrenceville, IL
 Michael Williams R.R. #3, Box 132, Lawrenceville, IL

Cooks

Patricia Colton 210 Lewis Avenue, Lawrenceville, IL
 Monna Ford 1607 11th Street, Lawrenceville, IL

LINCOLN

Phone 943-3112

1413 11th, Lawrenceville, IL 62439

Grades 1 - 5

Teaching Personnel

Judy Phipps, Principal R.R. #1, Box 108, St. Francisville, IL
 Barbara Faith, 5th R.R. #3, Box 38A, Lawrenceville, IL
 Susan Gher, 5th 1521 Jefferson, Lawrenceville, IL
 Vicki Harstad, 5th 1908 Porter Avenue, Lawrenceville, IL
 Phyllis Ikemire, Remedial Reading P.O. Box 68, Robinson, IL
 Barbara Johnson, 5th 40 Homestead Drive, Newton, IL
 Robin LeGrand, Vocal Music 1205 Elm Street, Bridgeport, IL
 Bill Magee, Instrumental Music 412 S. E. 4th Street, Washington, IN
 Marjorie Myers, Remedial Reading 1807 Porter, Lawrenceville, IL
 Norma Nolting, 4th 2205 Sunny Lane, Lawrenceville, IL
 Connie Pacholski, 3rd 508 20th Street, Lawrenceville, IL
 William Pipher, Library 110 Felt King Road, Vincennes, IN
 Lam Preston, 3rd R.R. #4, Box 62, Lawrenceville, IL
 Barbara Rose, 3rd 1505 11th Street, Lawrenceville, IL
 Mary Smith, 4st 1310 16th Street, Lawrenceville, IL
 Julie Spidel, 4th R.R. #1, Box 28, St. Francisville, IL
 Janet Stephens, 3rd 1911 Lexington, Lawrenceville, IL
 Polly Turpen, Art P.O. Box 336, St. Francisville, IL

Secretary

Maudette Campbell R.R. #3, Box 201, Lawrenceville, IL

Custodian

Dan Goebel 1514 12th Street, Lawrenceville, IL

Cooks

Betty Fye 2207 Devonshire Drive, Lawrenceville, IL
 Karen Tolliver 1908 Dubois, Lawrenceville, IL

PARKVIEW

Phone 943-2327 West Cedar Street, Lawrenceville, IL 62439
 Grades 6 - 8

Teaching Personnel

Donn Hammer, Principal 310 Buchanan, Lawrenceville, IL
 Stephen Roth, Asst. Principal/Language Arts 607 S. Elliott, Olney, IL
 Betty Allen, I.M.M.I. R.R. #1, S., Bridgeport, IL
 Dorothy Alsman, Home Economics 1705 Locust, Lawrenceville, IL
 Jerry Bailey, Industrial Arts R.R. #2, Box 191, Sumner, IL
 Mary Brashear, Physical Ed./Health R.R. #1, Box 328, Olney, IL
 Joan Brian, Science 205 E. North Avenue, Sumner, IL
 Angela Briggs, Mathematics 1803 16th Street, Lawrenceville, IL
 David Craske, Language Arts 1006 Lexington, Lawrenceville, IL
 Danny Dishong, Science 1404 11th Street, Lawrenceville, IL
 Leroy Freeman, Social Science 915 Corporation, Bridgeport, IL
 Lynn Gray, Physical Education 406 22nd Street, Lawrenceville, IL
 Anita Harris, Library 233 E. 2nd Street, Flora, IL
 Suzanne Jordan, Language Arts/Rem. Read. R.R. #1, Box 163, Flat Rock, IL
 Nancy Lawless, Social Science West Haven, Box 247A, Lawrenceville, IL
 Robin LeGrand, Vocal Music 1205 Elm Street, Bridgeport, IL
 William Magee, Instrumental Music 412 S. E. 4th Street, Washington, IN
 Michael McKinley, Science R.R. #2, Box 216 Oaktown, IN
 Bob McMillen, Language Arts 1307 10th Street, Lawrenceville, IL
 Karen Pine, Learning Disabilities 408 N. Lincoln, Olney, IL
 Theresa Rice, Language Arts 1702 State Street, Lawrenceville, IL
 Rita Rynder, Language Arts R.R. #1, Box 149A, Flat Rock, IL
 Cynthia Sue Seber, Mathematics R.R. #3, Box 37, Lawrenceville, IL
 Mary Shaffer, Learning Disabilities P.O. Box 45A, Calhoun, IL
 Bill Shelton, Art P.O. Box 608, Olney, IL
 Susan Shelton, Social Science R.R. #3, Box 16A1, Lawrenceville, IL
 Anita Tuttle, Art R.R. #1, Bridgeport, IL
 Don Wagner, Mathematics/Consumer Ed. 1530 Porter Ave., Lawrenceville, IL
 Claudia Ravellette, Bilingual Aide P.O. Box 58, St. Francisville, IL
 William Miller, Child Care Aide/Custodian 1806½ 11th St., Lawrenceville, IL

Secretaries

Margie Holmes R.R. #1, Box 170, Lawrenceville, IL
 Pam Nolan 1009 22nd Street, Lawrenceville, IL

Custodians

Ron Chocharn P.O. Box 163, Sumner, IL
 Floyd Cozart 1408 Water Street, Lawrenceville, IL
 Georgia Harlan (part-time) 2115 12th Street, Lawrenceville, IL

Cooks

Helen Adams 810 15th Street, Lawrenceville, IL
 Janet Coonce P.O. Box 101 Birds, IL
 Mary Ellen Gosnell R.R. #2, Box 201, Lawrenceville, IL

ST. FRANCISVILLE

Phone 948-2212 St. Francisville, IL 62460
 Grades K - 8

Teaching Personnel

Phil R. Alsman, Principal/Remedial Reading 1705 Locust, Lawrenceville, IL
 Susan Evans, 3rd 1001 Judd, Lawrenceville, IL
 Lela Foss, 2nd Box 225, St. Francisville, IL
 Linda Glosser, 1st 717 Seed Street, Bridgeport, IL
 Genevieve Gognat, 4th P.O. Box 257, St. Francisville, IL
 Julie Hawkins, Pre-Kindergarten R.R. #2, Sumner, IL
 Glenda Like, Library 1401 State Street, Vincennes, IN
 Bill Magee, Instrumental Music 412 S. E. 4th Street, Washington, IN
 Mary Ann Ricker, 5th Box 235, St. Francisville, IL
 Polly Turpen, Art/Vocal Music P.O. Box 336, St. Francisville, IL
 Judy Williams, Kindergarten 1706 Washington Ave., Vincennes, IN
 Dianne Ravellette, Teacher Aide P.O. Box 24, St. Francisville, IL

Secretary

Joyce Potts Box 67, St. Francisville, IL

Custodian

Mike Hovermale R.R. #1, Box 146, St. Francisville, IL

Cooks

Marcia Lewis R.R. #1, 160A, St. Francisville, IL
 Emma Stangle Box 290, St. Francisville, IL

District-Wide Personnel

Special Education

Robert Craft, Coordinator, 2612 Springfield, Lawrenceville, IL
 * Randall Masterson, Consultant Box 283, Bridgeport, IL
 Michael Allee, Speech Therapy 811 E. Chestnut, Olney, IL
 Jane Benson, Learning Disabilities R.R. #2, Box 196, Lawrenceville, IL
 Mary Shaffer, Learning Disabilities P.O. Box 45A, Calhoun, IL
 * Roberta Wilson, Speech Therapy 601 W. Main, Robinson, IL
 * Contracted Services.

Nurse

Janet Benson 201 Lewis Avenue, Lawrenceville, IL

Secretary

Vicki Neer (Nurse & Special Education) 308 18th St. Lawrenceville, IL

Gifted Coordinator

Karen Hixon R.R. #2, Box 67, Sumner, IL

Substance Abuse Coordinator

Gayle Billingsly P.O. Box 66, Lawrenceville, IL

Building & Grounds

Ed Logan 1308 10th Street, Lawrenceville, IL

Paul Nead R.R. #1, Lawrenceville, IL

Transportation

Woody Rousey, Maintenance R.R. #3, Box 802, Sumner, IL

Roy Fulton, Maintenance, Driver 1507 Porter Avenue, Lawrenceville, IL

Jeanne Brinkman, Driver R.R. #3, Box 215, Lawrenceville, IL

Sue Brinkman, Driver R.R. #3, Box 96B, Lawrenceville, IL

Bob Carter, Driver R.R. #1, Lawrenceville, IL

Jim Courtney, Driver 511 22nd Street, Lawrenceville, IL

Amanda Crow, Driver R.R. #2, Box 259, Lawrenceville, IL

Nancy Deisher, Driver 1614 10th Street, Lawrenceville, IL

Jan Dillon, Driver 2301 Sunny Lane, Lawrenceville, IL

John Harris, Driver R.R. #1, Lawrenceville, IL

Judy Ivers, Driver P.O. Box 135, Lawrenceville, IL

Jeannette Kelly, Driver R.R. #1, Box 30A, Lawrenceville, IL

Barbara Satterthwaite, Driver R.R. #2, Box 210, Lawrenceville, IL

Phyllis Shick, Driver R.R. #1, Box 263, Lawrenceville, IL

Thelma Swing, Driver R.R. #4, Box 145, Lawrenceville, IL

Sandy Thacker, Driver R.R. #3, Box 128, Lawrenceville, IL

Mary Thompson, Driver R.R. #2, Lawrenceville, IL

**Lawrenceville C.U.S.D. #20
East Lawrenceville Education Association**

Irene Fulling President

Lloyd Peterson Vice-President

Leroy Freeman Treasurer

Mary Ann Ricker Secretary

1991-92

Courses	LHS-----RHHS		Shared Classes Enrollment			
	Location		No. of Students		Total Enrolled	Sections
	LHS	RHHS	LHS	RHHS		
French II	X		18	4	22	1
Ag I		X	13	11	24	1
Ag II		X	9	3	12	1
Ag III & IV		X	1	3	4	1
Auto Mechanics	X		25	8	33	3
Accounting II		X	4	7	11	1
Child Care		X	4	11	15	1
Construct.Trade		X	8	8	16	1
CVE (2nd Hour)	X		12	0	12	1
CVE (5th Hour)		X	4	12	16	1
Data Process.	X		37	4	41	2
Foods Service	X		10	4	14	1
Health Occ.	X		10	0	10	1
Math V		X	5	6	11	1
Office Pract.		X	7	11	18	1
Shorthand		X	2	6	8	1
Totals			169	98	267	19

Total Academic Shared Classes--2
 Total Orientation Vocational Classes--2
 Total Employment Level Classes--15
 Total Shared Classes--19
 Total LHS Students at RHHS--57
 Total RHHS Students at LHS--20
 Total Students in Shared Classes--267