

1985

Administrative Field Experience, Office of the Superintendent, Atwood-Hammond Community Unit School District No. 39, Atwood, Illinois

James E. Morgan

Eastern Illinois University

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ADMINISTRATIVE FIELD EXPERIENCE

OFFICE OF THE SUPERINTENDENT

(TITLE)

BY

James E. Morgan

-THESIS-

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1985

YEAR

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

11-18-85

DATE

Informed

11-18-85

DATE

COMMITTEE MEMBER

11-18-85

DATE

COMMITTEE MEMBER

11-18-85

DATE

DEPARTMENT CHAIRPERSON

ADMINISTRATIVE FIELD EXPERIENCE
OFFICE OF THE SUPERINTENDENT
ATWOOD-HAMMOND COMMUNITY UNIT SCHOOL DISTRICT NO. 39
ATWOOD, ILLINOIS

by

James E. Morgan

B.S. EASTERN ILLINOIS UNIVERSITY 1970

M.S. EASTERN ILLINOIS UNIVERSITY 1974

Submitted in partial fulfillment of the
Requirements for the degree of Specialist in Education
(Ed.S.) in Educational Administration and Supervision
at the Graduate School of Eastern Illinois University

September 1985

ABSTRACT

Since the major role of superintendent of schools is to be the liaison between the board of education/community and the faculty, it is important to understand the philosophy of each group. Research reveals that the superintendent is the pivotal person in public relations for all parties involved with the schools. The superintendent relays board policy to the district employees and has the responsibility of explaining these policies to the community. One interesting factor determining the responsibilities of the superintendent is school size. In small schools the focus is directly upon the superintendent of schools, but in larger schools the superintendent is removed from the daily activities of the school. The larger schools place the focus of activity on the building principals rather than the superintendent. Requirements for becoming a superintendent of schools are outlined in the Illinois school code. These requirements must be fulfilled before certification will be granted. Schools should search for more than a certified superintendent; the position requires an individual with a philosophy and a "personality" similar to those qualities reflected in the school district. The Atwood-

Hammond School District agreed to allow this internship as partial requirement for this field study. The criteria were outlined by Eastern Illinois University and the Atwood-Hammond Board of Education.

ACKNOWLEDGEMENT

I wish to take this opportunity to express my thanks to all those individuals who were willing to assist me in the successful completion of this field experience.

A special thanks to Mr. Lynn R. Strack, Superintendent, for allowing me his time and his experience throughout this work. I also must thank my wife, Judy, for endless encouragement and hours of typing.

I would like to express my appreciation to my advisor, Dr. Larry Janes, for his time, advice, and guidance with this field experience.

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Chapter I

INTRODUCTION

The detailed work of a superintendent is better understood if a principal is able to actually work with a successful superintendent. This work will assist a principal in gaining the necessary skills in preparation for a superintendency or other central office position.

With this belief in mind, the decision was made to undertake this project. At the June, 1985 Atwood-Hammond District #39 Board of Education meeting, the writer of this experience was appointed acting superintendent. Prior to this appointment the author had been asked by the board of education to work closely with the superintendent to obtain skills needed in case the superintendent accepted other employment. Before this time, the author's work experience consisted of nine years as junior high teacher, four years as director of summer school, and three years as assistant principal. While teaching, four years were served as principal of grades five through twelve and finally, two years as junior/senior high principal.

After an initial meeting with Dr. Larry Janes, Educational Administration at Eastern Illinois University, Charleston, Illinois, a decision was made to

approach Mr. Lynn Strack, Superintendent of Atwood-Hammond Unit #39 to determine if the writer could work with him in conjunction with Dr. Janes to undertake this intership. Mr. Strack agreed to serve in this capacity. The Atwood-Hammond Board of Education also agreed to support this internship. The writer then began an active role with all facets of the superintendency under Mr. Strack's supervision.

Atwood-Hammond Community Unit #39 has two educational attendance centers. The first is a grade school/junior high complex and the second is the high school complex. The central office is located in the high school building. Transportation for the district is furnished by Eagan Bus Service. The entire district consists of approximately ninety-four square miles located in Piatt, Douglas, Moultrie, and Champaign counties.

The student enrollments are as follows:

Grade School	450
High School	150
Total Enrollment	600

Atwood-Hammond Community Unit #39 has a typical staff for a school district of its size. The staff is listed on the following page. Following the breakdown of the Atwood-Hammond staff, this intern has added general information which should facilitate the readers' understanding of the school district.

STAFF

Central Office--one superintendent
one bookkeeper/secretary

High School-----one principal
twelve teachers
two part-time teachers
one guidance
one library clerk
two custodians

Grade School----half-time principal
nineteen teachers
three part-time teachers
two custodians
four cooks

GENERAL INFORMATION

Member, Illinois Association of School Boards

Member, Macon-Piatt Special Education District

Full Recognition, Illinois Office of Education

Stable enrollments projected for the next eight years

Throughout this internship the author worked closely with the unit superintendent and college advisor. Part of this internship was observation but the larger part was actually fulfilling the duties of superintendent. This author feels that this internship was successful in exposing him to the role of a chief school administrator.

JAMES E. MORGAN
R.R.#1, Box 340
Ashmore, Il. 61912
(217) 345-2633

Illinois Certification

Type 9 Secondary Education, 6-12
Type 75 General Administrative K-12

Personal Information

Height: 5'10" Weight: 190 lbs.
Birthdate: September 25, 1948

Education

Eastern Illinois University, Charleston, Illinois 61920
Graduated August, 1974
Degree Conferred: Ms in Education

Eastern Illinois University, Charleston, Illinois 61920
Graduated August 1970
Degree Conferred: Bs in Education

Springfield Junior College, Springfield, Illinois
Attended August 1966-May 1968

Mt. Auburn High School, Mt. Auburn, Illinois 62547
Graduated May 1966

Chronology of Work Experience

Atwood-Hammond Community Unit #39, Atwood, Illinois 61913
(217) 578-2226
Position: Junior/Senior High Principal
Superintendent: Lynn R. Strack
Dates: August 1983 to present

Westfield Public Schools, Westfield, Illinois
(217) 967-5242
Position: Principal (Grades 5-12)
Superintendent: Vergil Gregg
Dates: August 1979 to June 1983

Arcola Community Unit #306, Arcola, Illinois
(217) 268-4962
Position: Junior High Science/Social Studies teacher
Superintendent: John Lowey
Dates: August 1970-June 1979

Summation of Professional Responsibilities

As Junior High teacher at Arcola, I was responsible for teaching science to all 7th and 8th grade students. I was student council sponsor and director of summer school for four years. In addition, I assisted the principal with class scheduling. As director of summer school I was responsible for hiring faculty and student screening.

While working for the Westfield Public Schools I served as principal of grades 5-12. I was responsible for all scheduling, discipline, hiring, and all athletic events.

As junior/senior high principal in the Atwood-Hammond Unit I handle scheduling, discipline, hiring, transportation, and custodial supervision. I am also the athletic director and vocational director.

Military Experience

1970-1976 U.S. Army Reserve
Honorable Discharge

References

Lynn R. Strack
Superintendent
St. Joseph-Ogden Dist. #305
St. Joseph, Il. 61873
(217) 469-2586

Larry Janes
School Services Personnel
Eastern Illinois University
Charleston, Illinois 61920
(217) 581-2919

Mr. Millard Gben
Principal
Arcola Community Unit #306
Arcola, Illinois 61910
(217) 268-4962

G.C. Matzner
School Services Personnel
(retired)
Eastern Illinois University
Charleston, Illinois 61920
(217) 345-2668

BACKGROUND ON MR. LYNN R. STRACK

It was a major concern of this author to have proper guidance through this internship. This guidance was provided by Mr. Lynn R. Strack, former superintendent of schools of Atwood-Hammond District. Mr. Strack was knowledgeable and extremely helpful throughout this project. This intern felt comfortable in approaching Mr. Strack at any time, for any reason.

Lynn Strack is a graduate of Eastern Illinois University, obtaining a Bs. in Education in 1966; an Ms. in Education in 1970; and a Specialist in Education in 1983. This educational background helped Mr. Strack to become a successful school administrator. Lynn Strack was also successful as a teacher and coach. He started his teaching experience in the Atwood-Hammond District where he was also named head football coach. Later, Mr. Strack moved to Tuscola High School where he held a similar position. Mr. Strack returned to Atwood-Hammond to assume his first administrative position where he served as high school principal for two years and as superintendent of schools for two years. Mr. Strack is now employed as superintendent of schools for the St. St. Joseph-Ogden School District.

It was a pleasure to work with Mr. Strack.

RESUME

Lynn R. Strack
 R.R. 3, Box 153
 Tuscola, Illinois 61953
 Home Phone: (217) 253-4417
 Office Phone: (217) 578-3111

Birthdate: 1/31/44
 Height: 5'10"
 Weight: 185
 Marital Status: Married
 Children: 2

Employment Objective:

To obtain a position as a school administrator at the elementary, secondary or district level.

Education:

- 1983: Specialist in Education Eastern Illinois University
 Charleston, Illinois
 Major: Educational Administration
- 1970: M.S. in Education Eastern Illinois University
 Charleston, Illinois
 Major: Educational Administration
- 1966: B.S. in Education Eastern Illinois University
 Charleston, Illinois
 Major: Physical Education
 Minor: Business Education
 (Accounting)
- 1962: High School Diploma Unity High School
 Tolono, Illinois

Certifications:

- Illinois Type 09 - Teaching 6-12
- Illinois Type 75 - K-14 General Administrative
- Illinois Type 75 - Superintendent's Administrative

Employment In Education

- 1983-Present Atwood-Hammond Community Unit School District
 Superintendent of Schools
- 1980-1983 Atwood-Hammond High School, Atwood, Illinois
 High School Principal
- 1978-1980 Unity Junior High School, Tolono, Illinois
 Junior High Principal - 7th and 8th grade level
 Instructor and boys' coach
- 1969-1978 Tuscola High School, Tuscola, Illinois
 Instructor in physical education and business
 education (primarily accounting)
 Head football coach and assistant track coach
- 1966-1969 Atwood-Hammond High School, Atwood, Illinois
 Instructor in physical education and business education
 Head football and track coach, assistant basketball
 coach

Employment Experiences:

Initiated and chaired a committee of staff members to study scope and sequence in language arts and reading in grades K-12.

Developed and headed an advisory committee of citizens to successfully pass a tax increase referendum.

Initiated and chaired a committee of staff members, school board members, and citizens to evaluate curriculum and recommend changes in graduation requirements.

Developed and implemented a staff evaluation program.

Prepared annual financial budget and all reports required by the State Board of Education, and other county, state and federal agencies.

Interviewed and recommended all personnel to the Board of Education.

Supervised and administered all financial transactions of the school district.

Performed all the general duties as the chief administrating officer in a unit district and served as the liaison between the school district and the community.

Professional Organizations:

- Illinois Association of School Administrators
- National Education Association
- Former member IEA and the Phi Delta Kappa
- Former member of Illinois Principals' Association

Community and Church Involvement

- I.H.S.A. Certified Basketball Official
- American Business Club
- Member of the Lutheran Church: have served as Sunday School superintendent, elder, Sunday School teacher and instructor for the youth instruction class
- Little League coach and umpire
- Community Club

Credentials:

- Available through:
 - Placement Office
 - Eastern Illinois University
 - Charleston, Illinois 61920

References:

Mr. Thomas R. Miller, Attorney at Law
Miller, Tracy, Braun, & Wilson, Ltd.
316 South Charter
Monticello, IL 61856
(217) 762-9416

Mr. Charles W. Edmundson, Superintendent
Douglas-Piatt Regional Office of Education
125 North Main
Atwood, IL 61913
(217) 578-2824

Mr. Jack Williams, Superintendent
Tuscola Community Unit School Dist. 301
409 South Prairie Street
Tuscola, IL 61953
(217) 253-4241

Mr. Gerald W. Reeder, President
Atwood-Hammond Board of Education
209 North Kentucky
Atwood, IL 61913
(217) 578-2545

EMPLOYMENT OF MR. HERBERT M. DARNELL

The Atwood-Hammond School District employed Mr. Herbert M. Darnell, effective August 6, 1985 to serve as interim superintendent. At this time this intern has worked with Mr. Darnell and Mr. Lynn R. Strack on the internship. Mr. Darnell was a great help because of his thirty years experience as superintendent of schools. Mr. Darnell worked closely with this intern through the daily functions of the Atwood-Hammond School District.

The Atwood-Hammond District was fortunate to hire a man with this experience. Mr. Darnell retired July 1, 1985 from his position as Eureka Unit District Superintendent of Schools, Eureka, Illinois. Mr. Darnell was hired for three months to get the Atwood-Hammond District started for the 1985-86 school year.

It was a pleasure to work with Mr. Darnell through this internship. The Atwood-Hammond School District was not only fortunate to find an individual with his expertise, but also found Mr. Darnell to be an essential element in the opening of the school year.

HERBERT M. DARNILL

~~October, 1982~~

PERSONAL DATA:

Age: 52⁵
Marital Status: married
Wife: Lois
Sons: Eric (25, married), Philip (25) *MARKED!*
Health: Excellent

EDUCATION:

B.S. -Murray State University, Kentucky, 1953
M.A. -Murray State University, Kentucky, 1957
Advanced work - Western Illinois University, 1970

EXPERIENCE:

Teacher: (2 years)
1954-55 - North Marshall High School - Calvert City, Kentucky
1955-56 - Brookport Elementary - Brookport, Illinois

Superintendent - Principal: (6 years)
1958-62 - Unity Elementary - Metropolis, Illinois

Superintendent: (23 years)
1962-64 - Century Unit District - Ullin, Illinois
1964-66 - Hopkins High School - Granville, Illinois
1966-67 - Athens Unit District - Athens, Illinois
1967-78 - Beardstown Unit District - Beardstown, Illinois
1978-⁷⁵ - Eureka Unit District - Eureka, Illinois

PROFESSIONAL ASSOCIATIONS:

American Association of School Administrators
Illinois Association of School Administrators
Western Illinois Administrators Roundtable
Illinois Elementary Principal Association
Central Illinois Valley Division of IASA
Evans-Thomas Drive-in

PROFESSIONAL ACTIVITIES:

President - Western Illinois Administrators Roundtable
Membership Chairman - Two Rivers Division of IASA
Professional Books Committee of IASA
Chairman - Visitation Committees - North Central Association
I.A.S.B. Division Workshops Participant
AASA - National Convention Participant
West Central Advisory Council - IOE

COMMUNITY ACTIVITIES:

President - Beardstown Chamber of Commerce
Vice President - Chamber of Commerce
Board of Directors - Chamber of Commerce
Vice President (elect) - Rotary
Parade Chairman (2 years) - Fall Fun Festival
United Fund Division Chairman
Businessmen's Association
Secretary-Treasurer - Boys' Baseball Association
Eureka College Advisory Council

SELF-ASSESSMENT

The administrative knowledge assessment form indicated that this intern had a strong background in pupil and staff personnel, a moderate background in instructional programs, and a limited knowledge of school business and management. Due to the deficit in the area of business and management this intern attempted to strengthen these areas by working with several experiences directly related.

Administrative Knowledge Assessment Form

Name James E. Morgan

Date 7/11/85

This form is designed to help you assess the present level of your knowledge and ability in several areas of Administrative activity. In each Administrative area, place an X in the column that best nearly describes you at the present time. In the last column describe briefly how you acquired your current knowledge or experience.

ADMINISTRATIVE AREAS	SELF-ASSESSMENT				HOW YOUR KNOWLEDGE EXPERIENCE WERE GAINED
	I am not familiar with this area	I have limited knowledge	I have a good deal of knowledge	I have knowledge, plus practical experience	
A. INSTRUCTIONAL PROGRAM	XXXXXXXXXX				
1. Program Organization			X		Helped to develop a new reading program
2. Curriculum Development				X	Served on several committees to articulate curric.
3. Evaluation & Assessment			X		Discussed programs with teachers in the areas
B. PUPIL PERSONNEL	XXXXXXXXXX				
1. Student rights/responsibilities				X	Daily work with students and parents
2. Discipline				X	I handle all discipline
3. Guidance			X		confer with counselor on regular basis
4. Evaluation				X	Through teaching for nine years
5. Student Relationships				X	Working with students on a daily basis
6. Student Information/Records				X	By reviewing student records

ADMINISTRATIVE KNOWLEDGE FORM

Name James E. Morgan

Date 7/11/85

ADMINISTRATIVE AREAS	SELF-ASSESSMENT				HOW YOUR KNOWLEDGE AND/OR EXPERIENCE WERE GAINED
	I am not familiar with this area	I have limited knowledge	I have a good deal of knowledge	I have knowledge, plus practical experience	
C. STAFF PERSONNEL	 	 	 	 	
1. Supervision of staff				X	I am direct supervisor...
2. Organization of staff				X	Daily work with faculty
3. Recruitment & Selection				X	I interview all candidate
4. Evaluation of staff				X	I evaluate all teachers
5. Professional Development				X	Through evaluation
6. Negotiations			X		I am presently involved
D. SCHOOL COMMUNITY RELATIONS	 	 	 	 	
1. Community Attitudes				X	P.R. in the community
2. Interpreting School to Community			X		assisting superintendent
3. Community Involvement				X	Through parents
E. SCHOOL BUSINESS MANAGEMENT	 	 	 	 	
1. Finance/Budgeting		X			Working w/ supt.
2. Buildings & Grounds				X	I direct custodians
3. Furniture & Equipment				X	I order replace.
4. Food Service	X				never work with this
5. Transportation					Working w/ supt.
6. Capital Improvement Program		X			Through supt.

Experience Matrix

As you gain experiences during your Learning Contract, record each experience with a stroke count in the appropriate box in the Matrix. Place it in front of your log book.

ADMINISTRATIVE AREAS	LEVEL OF EXPERIENCE				Other
	Level 1 Observation	Level 2 Interview Discussion	Level 3 Limited Participation	Level 4 Sustained Participation	
A. INSTRUCTIONAL PROGRAM					
1. Program Organization			/		
2. Curriculum Development			//	/	
3. Evaluation and Assessment				/// /// ///	
4.					
5.					
B. Pupil Personnel					
1. Student Rights/Responsibilities				//	
2. Discipline				/// ///	
3. Guidance			/// /		
4. Evaluation		//	///		
5. Student Relationships			//	/	
6. Student Records/Information					
7.					
8.					
STAFF PERSONNEL					
1. Supervision				////	
2. Organization		/	/	//	
3. Recruitment & Selection		/	/	//	
4. Evaluation		/	/	/	
5. Professional Development			/		
6. Negotiations			/	/	
7.					
8.					
SCHOOL COMMUNITY RELATIONS					
1. Community Attitudes			//		
2. Interpret School to Community		//			
3. Community Involvement			//		
4.					

LEVEL OF EXPERIENCE

ADMINISTRATIVE AREAS	Level 1 Observation	Level 2 Interview Discussion	Level 3 Limited Participation	Level 4 Sustained Participation	Other
SCHOOL BUSINESS MANAGEMENT					
1. Finance/Budget			/	/	
2. Buildings & Grounds				///	
3. Furniture & Equipment					
4. Food Service					
5. Transportation				/	
6. Capital Improve- ment Program					
7.					
8.					

CHAPTER II

RESEARCH

THE ROLE OF THE SUPERINTENDENT
IN TEACHER NEGOTIATIONS

Collective bargaining is a major consideration for school boards and teacher associations in the 1980's. Staggering amounts of money, time and the energies of people with bargaining expertise are directed towards the negotiation process.

The American Association of School Boards surveyed its members in 1978. Of the 711 replies, 81% said they negotiated with one or more employee groups. Teacher negotiations assume the greatest amount of attention; 78% of the respondents said they negotiated with teachers. Of all teachers in grades K-12 in 1978, 91% were members of a teacher organization.¹ At least 800 contracts were in effect through the process of negotiation in Illinois in 1984-85 according to the IEA-NEA Research Division. In 1985 52% of all full time regular classroom teachers were employed in negotiating districts with an Illinois Education Association; 40% with an Illinois Federation of Teachers; 2% had no affiliation and 6% were non-negotiating as reported in the Illinois Teacher Salary Schedule and Policy Study-1984-85. These facts are evidence that school board-teacher negotiations are a phenomenon firmly ingrained in American education.

¹Peggy O'dell Conder, Collective Bargaining: Problems and Solutions (Sacramento, California: American Association of School Administrators, 1981, p.7.

It is the intention of this intern to have the responsibility of directing teacher negotiations in the future. The objective for this paper is to present research concerning the superintendent's role as a participant or a director of teacher negotiations. It is this writer's purpose to better understand and appreciate the responsibility involved in negotiations upon the completion of this project.

The Atwood-Hammond School district employs thirty-four teachers and nine non-certified staff members. Teacher-board negotiators usually begin meeting in May and continue for three to five months. July 1, the Atwood-Hammond superintendent resigned to take a new position. This internship began when the principal was asked to assume the duties of the superintendent under the guidance of the former administrator. On July 11 the first school board-teacher negotiation meeting took place with two board members and the acting superintendent representing the school board and two teachers representing the teacher association. After opening statements were concluded, the board president and spokesman deferred his remarks to the acting superintendent. In that manner this intern was introduced to salary negotiations.

Each year, from January to July, school districts around the country prepare for the first annual or biannual teacher negotiation meeting. The people involved in the process sometimes look at the forthcoming experience as an

opportunity to communicate their views, while others seem to dig trenches in preparation. In every situation, however, the school board members, negotiation teams, administrators and teachers assume roles which vary from district to district. The superintendent is usually a central figure, but research shows his role can change considerably while he is still an effective force in the negotiating process.

Lieberman expresses the view that board members should not negotiate any more than a superintendent. He advises the board should delegate the responsibility of that task through the superintendent, to competent personnel.² The superintendent should be kept informed and be available to provide direction within board guidelines. In general, the superintendent should not be on the negotiation team, particularly in medium and large school districts.

Because the public sees school board membership as a civic duty, some people feel board members should serve as members of the negotiation team. James A. Moran, in a bargaining debate, states "that is even worse than superintendents being at the table. I don't think any board member ever should bargain in any school system."³ Board members are a legislative group and therefore

²Myron Lieberman, Bargaining, Before, During and After (Chicago: Teach'em, Inc., 1979), p. 50-51.

³"Should the Superintendent Negotiate?" The American School Board Journal (May, 1981), p. 29.

vulnerable to pressure. "The worst bargaining team is one composed of a superintendent and several board members."⁴ Moran fears that the superintendent can be severely hurt since he is "uninsulated" as a member of the negotiating team.

Authorities on this subject cite several reasons to support the opinion that superintendents should not be at the bargaining table. Some authorities believe a superintendent's effectiveness could be damaged by his participation with the bargaining team. Board members who are not trained in collective bargaining techniques can bow to pressure in the heat of negotiations. Some board members are more concerned with financial conditions than language provisions and could give away contract language which could hamper the administration in conducting day to day responsibilities. Both situations leave the superintendent in a precarious position. The longer negotiations continue, the greater the chance for major problems and it is the superintendent's position within the system that could be hurt.

In his list of fourteen reasons why superintendents should not bargain, William Smith includes the following:

- . The arguments, emotional conflicts, derogatory comments, and adversarial nature of the table have many negative carryover effects. The superintendent cannot afford to injure his day to day, long-range leadership role by being a participant in the controversial and adversarial battles over the table.

⁴Ibid, p. 29.

- . Without the superintendent at the table, many districts have to use a principal as part of the management team. This is very desirable since the negotiated agreement affects the principal more than any other administrator. It is the principal who knows, first hand, the problems, ramifications and implications of items being negotiated.
- . The superintendent is the highest paid employee in the district. By not being tied down to the negotiation table the district avoids the inordinate expenditure in time and money.
- . Big problems sometimes develop at the table or as a result of the negotiations. The superintendent, by not being at the table, avoids the stigma of direct responsibility for those problems.⁵

It would be an advantage to have the superintendent in the background directing the negotiation team. This would encourage the school board's team members to be more informed and to take a stronger leadership position than they might assume if the superintendent were present. Sources agree that negotiations are extremely time consuming and the superintendent's time is too valuable to spend the 100 hours or more involved with negotiations while attempting to maintain regular duties. Experts warn that personality traits and temperament of a superintendent may not be suitable for good communication in the collective bargaining process.

Research supports that in most cases experts advise that board members and superintendents not be part of

⁵William D. Smith, "Fourteen Reasons for Keeping Superintendents Away from the Table," as quoted in Ron Booth, "Who Shall Bargain for School Boards?" Illinois School Board Journal (November-December, 1975), p.1.

negotiating teams. Survey results, however, contradict this advice. One-third of the districts responding to the Critical Issues Survey administered by the American Association of School Administrators said they include board members on their negotiating teams. The total rises to 46% with the addition of the 13% that use a board member as chief negotiator. The total is lower for superintendents. Just over one-fifth, 21% of the districts, included the superintendents on bargaining teams. In 38% of the responding districts, the superintendent serves either as chief negotiator or as a member of the team.⁶

If the superintendent does not assume a position at the table, what are his duties as a background player in the negotiating process? The first hurdle to jump is selecting a chief negotiator and team. If expert advice is followed, the superintendent and board members are to be excluded. Authorities suggest that if the district is large enough a team consisting entirely of personnel employed by the district can make an acceptable team. An assistant superintendent, finance administrator or personnel director would be advantageous as chief negotiator if he is trained in collective bargaining techniques and communication skills. Some of the traits and talents necessary in a negotiator have been pinpointed

⁶Gonder, p. 13.

to include:

- . time and timing
- . tenacity
- . tact
- . technical knowledge
- . talent
- . tolerance

Moran adds mental toughness and integrity to the list.⁷ Most agree it is imperative to include principals on the negotiating team because of their knowledge of the daily workings of their school buildings and because they are aware of how contract language will effect them.

The superintendent can look outside the district for a chief negotiator. The team make-up could be the same with the addition of a professional negotiator. He should be hired after careful research and consideration. This approach is necessary in small districts if the superintendent is to be excluded from the table.

Local situations show how smaller districts can differ in their approach, even from year to year within the same school system. Charleston Community Unit District #1 in Charleston, Illinois was in considerable financial difficulty in 1973-74. An outside negotiator was hired for that year. Following 1974 the superintendent took over negotiations for several years. For school years 1983-84 and 1984-85, an outside negotiator was retained for a comprehensive fee of \$5000 to handle all facets of the negotiating process.⁸

⁷Ibid, p. 10.

⁸Terry Weir, interviewed July 19, 1985.

In Atwood-Hammond School District, Atwood, Illinois, board members have handled negotiations until 1984-85. At this time Tom Miller, board attorney, was hired as chief negotiator to develop a written contract for a comprehensive fee of \$4000.

No one other than the superintendent should be screening negotiators. The person selected should report directly to the superintendent, and through the superintendent to the board of education. In "Should Your Superintendent Negotiate?" James Moran states "I mean the person is to be nominated by, and employed by the superintendent, not the board."⁹ He is emphatic because it is the superintendent who will have direct contact with the negotiator once the process begins.

The advantages of a professional negotiator are that any hard feelings leave when the professional negotiator leaves town. If sessions are successful, it may cost less than a full-time staff person and the district superintendent is then freed to do his job. Less personal animosity is generated with professionals on both sides of the table. Finally, the outside negotiator can give an objective appraisal of management's negotiating objectives.

Of course, there are disadvantages as well. District administrators are left to deal with the contract and may not be as familiar with the language. The superintendent

⁹"Should Your Superintendent Negotiate?" p. 29.

may have to spend a large amount of time acquainting the negotiator with the intricacies of the school system. The public may criticize the district for paying large fees for an outside person. In a highly controversial statement Moran declares that probably 500 persons serve as outside negotiators throughout the country, but only about forty are really good at it. "And they all charge about the same amount of money."¹⁰ Some of these concerns can be lessened by checking references of a potential negotiator and by having the same negotiator return so that he is familiar with the needs of the system and is more responsive to the long term effects of the contract upon the daily administrations of the school system.

Step two is preparing the team for negotiations. This should include seven essential steps.

- . Anticipate union demands.
- . Evaluate union demands.
- . Assemble demographic information about the employee group.
- . Assemble internal and external financial information.
- . Develop management's negotiating position.
- . Obtain parameters from the board.
- . Assemble information about the employee team.¹¹

The superintendent can be responsible for much of the information needed to prepare the negotiating team to anticipate the union demands. He has knowledge of previous teacher grievances which may appear on the union's agenda along with any unanswered requests from the last year's negotiations.

¹⁰Gonder, p.11.

¹¹Ibid, p.14.

State law and recent court decisions can affect what is negotiable. In evaluating the union demands, the superintendent must be aware of areas that are mandatory, permissible and illegal for bargaining purposes. After analyzing demands it is helpful for the superintendent, with knowledge of board attitudes, to combine union demands into four categories: acceptable, acceptable with modifications, unacceptable and not feasible.

Information about the employee group would include total number of teachers in the district, by age and groups and where they number in steps on the salary schedule. sick leave days and personal days used are helpful information.

Financial information must include current cost for benefits to comparable districts. Anticipated revenues and district expenditures for the contract period are vital.

Management's negotiation position can only be developed after the superintendent and school board evaluate the current contract. The administration must be consulted to determine how contractual provisions affect their jobs.

The superintendent must obtain parameters from the board. The board responsibilities, according to experts, consist of selecting the negotiating team/setting outside limits on negotiations/establishing procedures for communicating with the board and ratifying the final

contract. It is advisable for the negotiators to communicate progress to the board through the superintendent, and only approach the complete board when unforeseen problems arise.

Information on the union team can influence district strategy. It is certain the teachers will have information about the board's team. Necessary information includes major interest areas, the credibility each has with the staff and how active each member is in his organization.

These essential steps for successful negotiations must be completed regardless of the position the superintendent assumes. Because of his access to the required information, his role as director of the negotiating process would be more advantageous.

Although most literature supports the premise that the superintendent should not be a member of the negotiating team, not all districts have the luxury of appropriate personnel to fill the void. It is in the smaller districts where superintendents and board members are most often included in the negotiating team. Several individuals agree to this practice; indeed, they are proponents of the superintendent serving as chief negotiator.

Victor Crespy, a sixteen year veteran superintendent and negotiator, defends the position that the chief

administrator should be the chief spokesman in negotiations, especially with the teachers.

"To me, if the superintendent is the educational leader, his staff should know his beliefs and disbeliefs, and there is no better place to articulate these ideas than in his capacity as the school system's chief spokesman at the negotiating table."¹²

Norman Sommers, superintendent of Cardinal School District, Middlefield, Ohio, believes the superintendent, along with a carefully chosen team from within the school system, should represent the board in negotiations. Jerry Knoll of Lebanon, Tennessee, who has negotiated both within and outside his district, admits that "unless the school system has a history of hostilities between labor and management...inside administrators can probably negotiate a better contract than we give them credit for."¹³

Crespy and Sommers agree that the superintendent needs help if he is to assume the role of chief negotiator as well as his regular duties. Negotiating is time consuming and Sommers advises hiring extra administrative help to assist with day to day problems. Crespy advises expert labor counsel-not just a lawyer, but a person or firm specializing in labor law-be made available to the superintendent. These authors feel this expense is worthwhile and less than the overall cost of an outside negotiator. Countering a major argument against super-

¹²"Should Your Superintendent Negotiate?" p.28.

¹³Gonder, p.9.

intendents negotiating, Crespy advises that there is no reason for a superintendent to not have the necessary skills to negotiate if he takes advantage of available written materials, conferences for superintendents and expert labor counsel.

A major advantage in using the superintendent as spokesman is that negotiations actually take place all year long. This process is made up of hundreds of interactions among teachers, administrators, board members and the superintendent. The "hired gun" is acquired for a specific purpose and leaves town when the job is finished. The superintendent works within the system and has the opportunity to deal honestly and fairly with staff members, which builds trust, which is the foundation of successful negotiations.

It appears that district size, collective bargaining skills and personality traits and temperament are factors to consider when determining the role the superintendent should play in the bargaining process. Impressive evidence has been offered by experts to support two roles for the superintendent; chief negotiator and advisor to the negotiating team. The role he assumes must be determined jointly by the superintendent and the school board based upon the unique qualities found in each school district.

The writer of this paper believes that the best role for the superintendent of Atwood-Hammond District is to serve as advisor to the negotiation team. He can provide the necessary information about the district, staff, finances and help to develop board objectives. This investigation and the present situation of this intern have made further knowledge of the techniques, skills and rules of negotiations vitally important. Methods for further investigation can include discussions with superintendents who have been involved with negotiations in their own districts. The Atwood-Hammond superintendent might also accumulate published information concerning all facets of the negotiating process which would enable one to be aware of problems and solutions encountered by others more adept in the field.

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CHAPTER III

SPECIAL PROJECTS

May-September 1985

Level 4

SERVING ON A NEGOTIATING TEAM

In late May 1985, this intern was asked by the Atwood-Hammond Board of Education to serve on the board's negotiating team. This job was one that needed to be done but was difficult to accept. It is the belief of this author that a central office administrator should be active in negotiations; therefore, the duty was accepted.

During the above mentioned time span the board team and teacher representatives have met five times. The first meeting was simply to establish ground rules for negotiations. It was agreed that John Schable, secretary of the board of education, would be spokesman for the board team and that John Cox, association president, would serve as spokesman for the teachers. Times and dates for meetings were established. The teacher team made it clear that the teachers would present a proposal at the next meeting.

As agreed, the teachers presented their package at the second meeting. After this presentation explanations were given by Mr. Cox. The board thanked the teachers and assured them the board team would respond to the teachers' proposal at the next meeting. Between this meeting and the next the entire board of education met in a regular meeting and discussed the teachers' proposal in executive session. Direction was given to the board team on how to pursue negotiations. During the third

negotiating session several points were discussed and tentative agreements were made, contingent upon the salary issue.

Several hours were spent in this meeting and the next discussing salary. The teachers started with a salary schedule based on merit performance and the board countered with a salary freeze. The first realistic proposal from the teachers was an \$800 annual increase; the board responded with a \$400 offer.

At the last meeting the board raised their offer to \$550; the teachers dropped to \$700 and would not give any more. This was discussed for a long period and both parties agreed that negotiations were at an impasse stage. The board directed this intern to contact Mr. Tom Miller, attorney, and direct Mr. Miller to continue from this point as the board's chief negotiator. This contact was made and at present a meeting is being set up between Mr. Miller and Mr. Jim Williams, IEA representative, to establish whether a mediator should be called in at this point.

This experience helped this author better understand the role of the superintendent of a small school in negotiations. It also reinforced the importance of maintaining a good working relationship with the teachers throughout negotiations. This author was not a spokesman but asked many questions during the process. This author also believes that the ideal method of conducting negotiations is for the board of education to employ a professional negotiator to at least provide guidance to the

board team, if not to conduct the negotiating process at the table.

In preparation for negotiations, this intern prepared a list of all certified faculty members which included their base salary, any extra-curricular assignments, degree, years of experience and total salary. These figures were used by board members in calculating total "new" dollars involved with each teachers' salary proposal. This author also added a copy of last year's salary schedule and extra-curricular pay schedules for the purpose of comparison. Each member of the negotiating team also had a copy of the existing contract to study contract language.

July-August 1985

Level 4

PREPARATION OF SCHOOL BOARD AGENDA
AND SCHOOL BOARD OBSERVATION
(Atwood-Hammond Community Unit #39)

In late June 1985, this intern was directed by Mr. Lynn R. Strack and Mr. Jerry Reeder, president of the board of education, to prepare the July 18, 1985 board of education regular meeting agenda. A similar assignment was given by Mr. Herb Darnell, interim superintendent, for the regular August meeting.

This author used last year's agenda as a guide in preparing the new ones. Routine agenda items were listed and then new items were added. The agendas were prepared and sent to the board members seven days prior to the meeting. Included in this mailing were comments regarding the agenda items. This was an attempt to answer questions board members might have prior to the regular meeting. Also included were: 1) treasurer's report 2) monthly bills 3) minutes of previous meeting 4) any other useful information.

At the July meeting this intern was the only administrator present. At the August meeting Mr. Darnell and Mr. McHugh, grade school principal, were also present. The president of the board conducted the meetings, but asked this intern and Mr. Darnell several questions during the meeting. The Atwood-Hammond Board of

Education does an excellent job of staying "on task" and completing business without unnecessary discussion.

The board room is actually the grade school band room. The board sits at the front of the room with the superintendent and board president at the head of the table. All guests, including principals, sit in the audience. There are approximately one hundred chairs set up for each meeting.

This author believes that the Atwood-Hammond Board of Education conducts business in a formal manner, while informing the audience of decisions made. The board president, Mr. Jerry Reeder, does an excellent job of conducting business. Mr. Reeder never allows public comment other than where listed on the agenda. This removes any emotional outbursts from the meeting. This author feels the meetings were informative and successfully conducted.

1984-85 School Year

Level 4

Finalized July 1985

ADMINISTERING THE POSITION
OF VOCATIONAL DIRECTOR

The job of vocational director was assigned this intern for the 1984-85 school year. This experience was quite time consuming for this author and his secretary. The approximate time involved was between twenty and thirty hours.

The project started with a four hour meeting explaining the procedures for completion of the vocational report. This meeting was conducted by a group from the state office of vocational education. After this meeting work was started to prepare a "Local Plan" for the Atwood-Hammond School District. Past data and discussions with vocational teachers about present data made this segment of the report a success. Next, it was necessary to obtain state approval of course offerings. This is important because funding is calculated from an approved list of courses. Another report was submitted adding or deleting classes for the current school year. The state office must be informed of any changes in the vocational curriculum. The final report of the year was the expenditure re-cap, and from this reimbursement was calculated.

This experience helped this author come to the realization that the amount of paper work for vocational

education is massive. Considering the limited reimbursement for vocational education makes the value of preparing vocational reports questionable. This project also reinforced the importance of keeping accurate records for future reference.

From working with vocational education it is evident to this author that reform is necessary in this area. This reform was initiated by the State Board of Education through the "regional concept" of delivering vocational training.

July-August 1985

Level 4

PREPARATION OF A RESOLUTION INITIATING THE
SUBMISSION OF PUBLIC QUESTIONS TO REFERENDUM

This intern was assigned the responsibility of preparing a resolution for submission of a tax referendum. The task was initiated by the Atwood-Hammond Board of Education. This intern undertook this project under the direction of Mr. Lynn Strack, who served only as advisor.

The first step was to contact the regional superintendent and ask for guidance. This intern then approached several unit superintendents who had prepared this type of document. The best help came from those individuals who had been involved in similar projects. This author then reviewed old forms used by the Atwood-Hammond District.

The rate of proposed increase was decided by the board of education. The author simply took the increase and calculated "dollars" generated by multiplying the assessed valuation by the new tax rate. This process was used for both the education fund and the building fund. These figures were needed to compare present revenue with the new level, if the tax referendum did pass.

After preparing the entire document, this intern discussed it with Mr. Strack and Mr. Charles Edmonson,

Regional Superintendent of Schools. The purpose of these discussions was to find any errors before the final draft was prepared. Corrections were made and the final resolution was then prepared. This resolution was presented to the Atwood-Hammond Board of Education by this intern. After extended discussions the resolution was adopted by the board of education.

This experience helped this intern better understand the concept of taxation in schools. It also strengthened this author's understanding of the importance of proper legal guidance with this type of project.

June 1985

Level 4

HIRING A K-8 PRINCIPAL

The task of screening candidates to fill a vacancy for a K-8 principal was assigned this intern by the Atwood-Hammond Board of Education. This assignment was difficult in several ways: 1) how to reach prospective candidates, 2) how to choose a best method of interview to evaluate the candidates, 3) how to develop procedures to explore past work histories of candidates, 4) how to "sell" this district to desirable candidates, and 5) how to finally select three or four excellent prospects to take to the board of education.

The first step was to list the vacancy with several universities through their placement offices. This author listed with Eastern Illinois University, Illinois State University, and the University of Illinois. The vacancy was also listed in the publication "Opportunity Knocks" prepared by the Illinois Association of School Administrators. From these listings approximately thirty applications were received.

The next step was to screen applications in an attempt to narrow the field to ten or eleven. This intern accomplished this by evaluating credentials and by establishing telephone contact with previous

employers. This author also made several contacts with university personnel for recommendations.

The third step was to contact prospective candidates to set up appointments for interviews. This task was time consuming in that each interview took one to three hours. Eight candidates were interviewed by this intern. From the eight the field was reduced to three and these individuals were brought back for a second interview with the board. This was accomplished with more evaluation and numerous telephone calls to references. It was realized that a written recommendation was not as valid as a telephone conversation.

The Atwood-Hammond Board of Education interviewed the three candidates this intern recommended on July 18, 1985. During this meeting this author was asked to check further into the background of the board's tentative choice, the same candidate recommended by this author. The board meeting was adjourned until June 23, 1985, at which time the above mentioned candidate was employed.

Through this procedure this author obtained a better understanding of the importance of interviewing and, that an interviewing process is complex when done correctly. During the actual interview it was important to make the candidate feel at ease. This intern used the method of introduction followed by a description

of the district. This led to an explanation of the specific job required and then to questions about the job. This allowed time for the candidate to relax. After this introductory phase, the question/answer session began. The final phase of the interview was a tour of the facilities and even the community, if the candidate showed interest. As a final question, this author always asked if the candidate liked the district and if he/she were still interested in the position. If interest was expressed, the intern outlined time parameters so the candidate would know when to expect further contact.

June 1985

Level 3

PREPARATION OF ANNUAL CLAIM FOR PUPIL
TRANSPORTATION REIMBURSEMENT 1984-85

Mr. Lynn R. Strack directed this author to prepare the annual transportation reimbursement form for 1984-85. This project took this intern approximately four hours to complete. The first step was to locate the completed form for 1983-84. This document was used as a guide in the completion of the new form. Data was collected from daily attendance records, monthly mileage reports, and special education reports. This data and help from the Atwood-Hammond transportation contractor, allowed this author to complete the transportation form.

After completing a rough draft, a copy was presented to Mr. Lynn Strack. Mr. Strack reviewed and approved the copy before final preparation and signing. When signed, this report was sent to the Regional Superintendent of Schools.

This experience helped this intern to better understand the concept of transportation reimbursement. In addition, it reinforced the importance of accurate record keeping for future reference.

August 1985

Level 3

PREPARATION OF NEWS RELEASE
ON SCHOOL RESOLUTION

This author prepared a release for the local newspaper, outlining school registration and listing supplies needed for each grade level. This author first checked the master activity calendar in choosing dates for school registration. These dates were registration dates for all grades. General information was included such as information about kindergarten requirements and requirements for physical examinations.

This information was printed for two consecutive weeks, once per week, in the local newspaper. This procedure was successful in that 80% of all students did register.

This intern used past publications as guides in writing this release. The author also asked grade level teachers for assistance with supply lists. The final release was shared with Mr. Strack for his approval.

The most important insight gained by this experience was the realization of the necessity of communicating with the people in the community. The public must know what is going on in the school.

June-July 1985

Level 3

FINANCIAL PROJECTIONS

The writer of this paper was asked to prepare a proposal of expected expenditures for the 1985-86 school year. In preparing this proposal this intern decided to gather figures on actual expenditures the past year. These figures were compared with the figures in the 1984-85 budget. This comparison was made to see if the budget items had been realistic. The only way to compile an accurate set of figures was to actually compare each line item in the budget to evaluate the accuracy of the past budget. After making this comparison, the author made further comparisons to evaluate inflation for two years prior to 1984-85. This gave a truer picture of the long range expenditures. These figures were actually for a three year period.

The next step in this study was to prepare estimated expenditures for the 1985-86 school year. The first set of figures relayed expenses near the same level as the past year. The second set of figures, more realistically, showed inflation at the following levels:

- 1) Education Fund--4% annually
- 2) Building Fund--10% annually
- 3) Transportation Fund--3% annually

These figures will be used in the final preparation of the budget for the 1985-86 school year.

This experience helped this intern better understand the total picture of expenses in a school system. It also made it quite evident that budget items are changeable. At best, the inflationary factor is no more than a guess. Even more amazing is the realization that the only way to drastically reduce expenses is to reduce staff since salaries are the largest expenditure of the district.

85 Budget

326,000
- 0 -
10,000
17,500
5,000
10,000

255,000
14,400
- 0 -
6,500
500
1,000
2,000
800
- 0 -

9,000
5,000
16,000
1,500
1,000
300
7,000
7,000
2,000
1,200
2,000
800

No. EDUCATIONAL FUND (1)

(Elementary) 111
1-111-112 Salaries-elem. teachers
1-111-1120 Pension- elem. teachers
1-111-122 Subs - elem.
1-113-122 Subs - high school
1-111-222 Group ins. - elem. teachers
1-111-410 Instructional Supplies
1-111-410 Textbooks

(High School) 113
1-113-112 Salaries - high school teachers
1-113-1120 Group Ins.
1-113-1120 Pension " " "
1-113-115 Library Clerk (Salary & Ins.)
1-113-332 Travel
1-113-1322 Driver Ed - extra time
1-113-380-21 " " - contractual services
1-113-400-21 " " supplies
1-113-400-22 Refund tuition - Dr. Ed
1-113-410 Instructional supplies
1-113-540 Equipment
1-120-121
Gifted
1-125-112 Chapter 1 - Salaries
1-125-210 " " Pension (10 1/2%)
1-125-410 " " Material & Suppl.
1-125-411 " " misc.
1-150-113 Athletics-salaries
1-150-319 Athletics - cont. serv.
1-150-410 Athletics-supplies
1-150-690 Athletics - misc.
1-222-410 Library-service
1-222-411 Library-supplies

EXPENDED
84-85

359,987.
-
3,297.
3,546.
23,189.
5,050.
8,574.
219,726.
16,417.
-
7,452.
294.
796.
1,672.
252.
-
18,544
1,835.
3,425.
15,511.
1,607.
1,710.
237.
4,358.
4,750.
4,790.
847.
1,547.
103.

PROJECTED BUDGET
1985-86 FY

371,000
- 0 -
5,000
5,000
17,500
5,000
10,000
250,000
14,400
- 0 -
7,500
500
1,000
2,000
800
- 0 -
10,000
5,000
16,000
1,500
1,500
300
7,000
7,000
3,000
1,200
2,000
800

<u>12,000</u>	1-231-200	Bd. of Ed. Contractual Serv.	<u>19,122.</u>	<u>15,000</u>
<u>6,000</u>	1-231-380	" " unemployment, work comp	<u>5,755.</u>	<u>6,000</u>
<u>35,000</u>	1-232-110	Adm. (Supt) Salary	<u>35,000.</u>	<u>44,000</u>
<u>0-</u>	1-232-211	" Pension Pd	<u>—</u>	<u>2,800</u>
<u>960</u>	1-232-222	" Group Ins.	<u>634.</u>	<u>960</u>
<u>0-</u>	1-232-332	" Travel	<u>—</u>	<u>300</u>
<u>1,500</u>	1-232-340	" Postage	<u>2,325.</u>	<u>2,000</u>
<u>1,500</u>	1-232-410	" Supplies	<u>1,377.</u>	<u>1,500</u>
<u>1,500</u>	1-232-690	" Misc	<u>1,017.</u>	<u>1,500</u>
<u>60,000</u>	1-241-110	Principal's Office-Salaries	<u>56,601.</u>	<u>30,000</u>
<u>0-</u>	1-241-1120	" Pension Pd	<u>—</u>	<u>0-</u>
<u>18,200</u>	1-241-115	" " Secys Salaries	<u>18,112.</u>	<u>18,700</u>
<u>3,900</u>	1-241-222	" " Group Ins.	<u>3,627.</u>	<u>3,900</u>
<u>50</u>	1-241-332	" Travel	<u>—</u>	<u>50</u>
<u>400</u>	1-241-690	" Misc.	<u>2,156.</u>	<u>750</u>
<u>4,300</u>		Chapter II	<u>3,164.</u>	<u>4,200</u>
<u>14,000</u>	1-252-110	Adm. Support - Smith Salary	<u>14,920.</u>	<u>14,500</u>
<u>960</u>	1-252-222	" " Group Ins.	<u>910.</u>	<u>960</u>
<u>1,500</u>	1-254-310	^{QAP Vocational Grant/sg} Maintenance-Contractual Serv.	<u>1,262.</u>	<u>2,000</u>
<u>400</u>	1-254-410	" Supplies	<u>200.</u> <u>1,976.</u>	<u>400</u>
<u>13,500</u>	1-256-119	Lunch Program-Salaries	<u>381.</u>	<u>15,000</u>
<u>24,000</u>	1-256-410	" " Food and Milk	<u>14,742.</u>	<u>27,000</u>
<u>1,500</u>	1-256-490	" " Other supplies	<u>26,410.</u>	<u>1,500</u>
<u>64,000</u>	1-410-800	Special Education-Tuition & Homebound Instruction	<u>270.</u> <u>70,000.</u>	<u>70,000</u>

EDUCATIONAL FUND - continued

3,000
989,670

1-600-690 Contingencies
Totals.....

0
1,008,531 (18,122)

2,000
1,030,020

BUILDING FUND (2)

48,000
- 0 -
3,500
60,000
- 0 -
4,200
1,400
11,000
10,000
60,000
32,000
1,500
2,000
200

2-254-119 Custodians-salaries
2-254-213 " Fixed charges FICA
2-254-222 " Group Ins.
2-254-310 Contractual Services
2-254-332 Travel
2-254-340 Telephone
2-254-370 Water & Sewer
2-254-380 Fixed charges-insurance
2-254-410 Supplies
2-254-465 Heat
2-254-466 Electric
2-254-540 Capital outlay-equipment
2-511-621 Anticipation Warrants Interest
2-600-690 Contingencies

44,629.
-
4,633.
55,939.
364.
4,196.
1,189.
8,923.
13,840.
54,691.
23,516.
1,073.
4,692.
78.

48,000
- 0 -
3,500
25,000
- 0 -
5,000
1,400
11,000
15,000
60,000
32,000
1,500
2,400
200

233,800

Totals.....

217,665 (16,137)

205,000

BOND & INTEREST (3)

75,000
17,850
300
93,150

3-520-610 Principal
3-514-624 Interest
3-590-319 Service Charge

75,000.
24,453.
175.

75,000
25,000
300

Totals.....

99,628 (16,462)

100,300

TRANSPORTATION (4)

TRANSPORTATION-continued

<u>6,000</u>	4-255-301	Extra trips	<u>6,103.</u>	<u>6,000</u>
<u>- 0 -</u>	4-255-400	Supplies	<u>—</u>	<u>- 0 -</u>
<u>6,000</u>	4-255-300	Special Education	<u>5,310.</u>	<u>6,000</u>
<u>154,500</u>		Totals.....	<u>153,913. (Under 587)</u>	<u>158,500</u>

ILLINOIS MUNICIPAL RETIREMENT FUND (5)

<u>2,000</u>	5-111-212	Cooks	<u>1,885.</u>	<u>2,000</u>
<u>1,200</u>	5-222-212	Library Clerk	<u>1,162.</u>	<u>1,200</u>
<u>2,800</u>	5-241-212	Principals - Secretaries	<u>2,603.</u>	<u>2,800</u>
<u>2,500</u>	5-252-212	Fiscal Services	<u>2,234.</u>	<u>2,500</u>
<u>6,500</u>	5-254-212	Custodians	<u>6,172.</u>	<u>6,500</u>
<u>15,000</u>		Totals.....	<u>14,116. (Under 834.)</u>	<u>15,000</u>

Total

Total Expenditures

1,493,818. (Over 7,728.)

Total Budget

486,120.

June 1985

Level 3

PREPARATION OF GENERAL INFORMATION SHEET
ON THE ATWOOD-HAMMOND SCHOOL DISTRICT

This intern worked with Mr. Lynn R. Strack while he prepared a general information sheet. This document was compiled to assist in the search for an interim superintendent and a K-8 principal. This document was initiated under the direction of Mr. Doug Blair from the Illinois Association of School Boards. Mr. Blair informed Mr. Strack that this information should be made available to all prospective administrative candidates. The information, though general, still gives an overview of the district.

The information included everything from district size to available community recreation facilities. Administrative candidates are interested in this information to see if the job is compatible with their professional and personal desires. School size, wealth, curriculum, and facilities are listed, as well as information about the general geographic area.

This observation made this writer realize that the job is often right for certain types of people and wrong for others. There is much more to a job than salary and duties. It also made this author realize that the Illinois School Board Association is quite helpful in the search for administrative candidates.

GENERAL INFORMATION ON THE DISTRICT

Type - Grades included - K-8 _____, 9-12 _____, K-12 X.

Size - 93.82 square miles, 575 students, 1 principals, _____ assistant principals, 34 teachers, 12 support personnel. 1 principal/supt.

Office - (where located)

222 West Magnolia St., Atwood, IL (located in high school bldg.)

Central Office Personnel -

- Superintendent
- Secretary/Bookkeeper

Curriculum - (a brief statement) Atwood-Hammond High School offers an average curriculum for a small Central Illinois high school. All students in grades 6-8 are required to take reading, science, math, language arts, health, P.E., social studies. The curriculum for the elementary school is the normal curriculum expected for grades K-5. Strong emphasis has been placed on the reading program in grades K-8 and the computer program in K-12 for the past 2 years.

Cafeteria Program -

Hot lunch available to all students; served in grade school cafeteria

Transportation -

Contract with Ron Eagan's Bus Service

Financial Data - Assessed Valuation	\$ <u>33,950,000.</u>
Bonds Outstanding	\$ <u>150,000.</u>
Total Budget	\$ <u>1,500,000.</u>

Tax Rate - Education	<u>2.15</u>
Operation	<u>.445</u>
Transportation	<u>.20</u>
Working Cash	<u>.05</u>
Municipal Retirement	<u>.0442</u>
Tort Immunity	<u>.028</u>
Bond & Interest.....	<u>.3056</u>
Other (special.ed.).....	<u>.04</u>
Total	<u>3.2628</u>

Facilities - (Buildings and grades housed in each)

High school houses grades 9-12, vocational building houses high school ag and industrial arts students. Elementary building houses K-4, plus the elementary special ed; and a middle school which houses grades 5-8.

Member of -

Rolling Prairie Library System; Piatt County Film Library; Macon County Special Ed Coop; Micro-Computer Consortium

INFORMATION ABOUT THE AREA

Atwood is located approximately 25 miles southwest of Champaign, 25 miles east of Decatur, and 25 miles northwest of Mattoon. Hammond is located ~~location~~ approximately 9 miles west of Atwood.

Services Available - (medical, cultural, etc.)

Medical doctor, dentist, local bank both at Atwood and Hammond. Events are nearby in Champaign-Urbana, Decatur, or in the Charleston-Mattoon area.

Recreation -

Within 50 miles of Lake Shelbyville, Clinton Lake, Lake Sara at Effingham, swimming pool available in Tuscola and Arthur, both within a ten mile radius. Numerous golf courses within 30 miles, many athletic and social events at the University of Illinois in Champaign, Millikin University in Decatur, and Eastern University in Charleston.

Churches -

Most denominations are available within a 10 mile radius.

Fraternal and Professional Organizations -

Lion's Club; local Chamber of Commerce.

Colleges -

University of Illinois, approximately 25 miles northeast;
Millikin University, 30 miles west;
Eastern Illinois University, 40 miles southwest.

Industry in the District -

A large chemical plant 6 miles east of the district; primarily a rural farming area.

ENROLLMENT POTENTIAL - Will remain about the same.

BOARD OF EDUCATION

Name	Number of Years on Board	Occupation
Jerry Reeder		Farmer
John Schable		Farmer
Robert Fay		Farmer
Dwight Stewart		Grocer
Gary Appleby		Farmer
Harold Ponder		Farmer
Robert Long		Supervisor for Pipeline

July 1985

Level 3

BIDDING PROCESS

This intern was asked by the Atwood-Hammond Board of Education to have some minor repair work done to the high school gymnasium wall. The designated work was to have the guttering repaired and to fix a crack in the north gym wall. This author called two local contractors to get bids on the work. These bids will be presented to the board for their guidance. Only local contractors were contacted because the job was small. It is also important to use local people when possible for good public relations.

Even though this job was small it was important for this author to find a competent contractor to do the job. Both of the contractors used were highly recommended. There were no definite specifications drawn up for this job because of the size. The task of describing the work fell to this intern. After the initial contact was made an appointment was made with each contractor. This author showed the problem to these individuals while explaining what needed to be done. The contractors agreed with the problem and solution outlined and the bids were submitted.

This experience helped this intern better understand the process of "bidding". It also reinforced the importance of preventative maintenance on buildings. If the

gutters had been repaired five years ago, none of this work would have had to be done. This author also realized that the superintendent has to be the catalyst in seeing that the buildings are kept in good condition. Often a small repair project will save thousands of dollars in the future.

YOST'S MASONRY

Phone 217-543-3106

Rt. 2 Box 170

Arthur, Illinois 61911

IN ACCOUNT WITH

Atwood High School Unit 39

Atwood, Ill. July 29, 1985

Bid to repair crack on North side of
Building.

Bid.

\$ 305.50

ATWOOD-HAMMOND SCHOOL
W. Magnolia Atwood Ill.

REPAIR CRACK, THAT RUN'S
LENGTH, OF NORTH GYM
WALL.

MATERIAL & LABOR \$275.00

INSTALL GUTTERING NORTH-
EAST CORNER GYM.

MATERIAL & LABOR \$45.00

INSTALL GUTTERING NORTH
WEST CORNER GYM

MATERIAL & LABOR \$45.00

INSTALL GUTTERING SOUTH
WEST CORNER GYM, TWO
DROPS

MATERIAL & LABOR \$105.00

\$470.00

CONCRETE

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STEVE SEITZ CONSTRUCTION

203 S ILLINOIS
ATWOOD ILL 61913

PHONE 578-3049

Free Estimates • 20 Yrs Experience

ELECTRICAL

ROOFING

TREE REMOVAL

TEACHER DISMISSAL

This intern was able to interact with the Atwood-Hammond superintendent while he prepared for the dismissal of a second year probationary teacher. This procedure began in February and continued through May,

During this teacher's first year at Atwood-Hammond he/she made several mistakes which were reflected in the evaluations. The grade school principal developed a plan of remediation for the teacher. It was reported that progress was made. The next year the teacher improved, but still was not working at the level desired by the administration and board of education. In February, the board stated their concern with rehiring this faculty member. This concern was not because of the teaching evaluations alone, but also due to a negative community feeling towards this teacher.

In March the superintendent of schools had a resolution for dismissal written by the school attorney. The board discussed this matter in executive session and reasons for dismissal were stated. The superintendent later discovered that the Illinois Education Association had been contacted about this teacher's behavior.

Toward the end of the school year a letter was presented to the superintendent from the local association president. This letter was a copy of one written by an IEA attorney. The basis of this letter was that the dismissal itself was legal, but the procedures followed were not ethical. The objection referred to the fact that the teacher had shown improvement; therefore, it was felt this teacher deserved another chance in the form of a third year probationary contract. The letter further stated that the board of education should have been more specific with its resolution in open session. This referred to the board's decision not to mention the teacher's name when the resolution was adopted. This procedure was also questioned by the audience.

This dismissal procedure helped this intern to better understand teachers' rights during the dismissal process. It helped to emphasize the importance of good evaluation procedures and detailed recordkeeping.

July 1, 1985

Level 2

INVESTING SCHOOL FUNDS

On July 1, 1985 this intern invested \$200,000 of school funds in Atwood-Hammond banks. The Atwood-Hammond School District is unique in that it borrows money through tax anticipation warrants. Mr. Lynn Strack, on June 30, 1985, "cashed in" the final \$200,000 in warrants because they could not be redeemed after the end of the fiscal year. It was these funds that were invested July 1.

The local banks do not allow the school to invest at a higher rate than the district is paying. The investment was made at 7%, the same rate the bank charges the school district. The above mentioned money was invested as follows:

- . \$50,000 for 15 days
- . \$50,000 for 30 days
- . \$50,000 for 45 days
- . \$50,000 for 60 days

Mr. Strack and this intern calculated that this investment plan would keep the district from having cash flow problems during the summer months.

This experience was beneficial in that it allowed one to see how school monies should be invested and to understand the concept of anticipation warrants.

CHAPTER IV

EVALUATION OF THE INTERNSHIP EXPERIENCE

EVALUATION OF THE INTERNSHIP EXPERIENCE

This internship has been a major step by the author in meeting his career objective of becoming a superintendent. The cooperation, management team philosophy, and trust bestowed by the cooperating superintendents of Atwood-Hammond Community School District No. 39 has made this experience invaluable. This internship far exceeded the expectations of the program.

A wide range of student economic variances gave worthwhile experience in dealing with a large number of community personalities. Another and final unique circumstance was in the size of the district. The smaller unit district gave a much wider range of experiences than a large district. Almost all areas of central office administration were observable.

The work this author did with Mr. Strack and Mr. Darnell on preparation of board agendas and notes was one of the most valuable experiences. This intern realized how important it is to work closely with the board of education. This experience started with a great deal of anxiety and was completed with a great deal of satisfaction. Prior to this experience this author had only worked with boards of education in relation to staff and curricular matters.

It is impossible to mention the numerous benefits of this internship. This author believes that this experience was a greater benefit than a research type project for a future superintendent. This type of experience would help any future superintendent to better understand the job before him.

APPENDIX A

SCHOOL CONTRACT

AGREEMENT BETWEEN

THE BOARD OF EDUCATION

ATWOOD-HAMMOND COMMUNITY UNIT SCHOOL DISTRICT NO. 39

AND

ATWOOD-HAMMOND EDUCATION ASSOCIATION, IEA/NEA

1984-1985

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ARTICLE I

RECOGNITION

- A. The Board of Education of Atwood-Hammond Community Unit School District No. 39, hereinafter referred to as the "Board", hereby recognizes the Atwood-Hammond Education Association, IEA-NEA, hereinafter referred to as the "Association", as the sole and exclusive bargaining representative for all regularly employed non-temporary full-time and part-time certificated teaching personnel, including counselors, except the following classifications: Superintendent, Principals, and all supervisory, confidential and managerial personnel as defined in paragraph 1702 of the Illinois Education Labor Relations Act (c. 48, section 1701, et seq., Ill.Rev.Stat.).
- B. Part-time employees shall be entitled to the benefits and protections of this Agreement except that such benefits as may be herein provided for full-time employees shall be prorated, except where specifically provided to the contrary elsewhere herein.
- C. The term "teacher", when used hereinafter in this Agreement, shall refer to all employees represented by the Association in the negotiating unit defined above.
- D. The Board agrees not to negotiate with any teachers' organization other than the Association for the duration of this Agreement unless an intervening election during the term of this Agreement results in the certification of a new bargaining representative.

ARTICLE II

TEACHER AND ASSOCIATION RIGHTS

- A. The President of the Association shall be given written notice of all regular and special meetings of the Board together with a copy of the agenda or statement of purpose, if one exists, prior to the scheduled time of the meeting at about the same time members of the Board are so notified.
- B. The Board shall provide the Association with all public information required under the Illinois Freedom of Information Act (FOIA) in accordance with its provisions.
- C. The Association shall have the right to use faculty mailboxes for announcements relating to the conduct of the Association's official business.

The Association shall be provided with bulletin board space in each school. All material posted will relate only to the Association's official business.

- D. The Association shall have the right to hold meetings in District facilities after regular school hours provided such meetings do not interfere with the instructional program. Such meetings will be scheduled with the unit office. The Association shall be provided access to clerical equipment for work relating to the Association's official business provided that the use of such equipment does not interfere with the normal operation of the District. Any out-of-pocket expenses to the Board resulting from the Association's use of the facilities or said equipment will be borne by the Association.
- E. Should the Association wish to officially address any agenda item to be discussed by the Board in open session at any regular or special meeting of the Board, time will be provided during such meeting for such address. The Association shall provide a written request to address the issue(s). Such notice by the Association shall specify the items to be addressed, and the notice must be received by the Superintendent no later than 12:00 noon on the day preceding the day of the Board meeting.

ARTICLE III

TEACHER DISCIPLINE

- A. When any teacher is required to meet with an administrator for a formal discussion concerning disciplinary action to be taken against the teacher, the teacher shall be entitled to have an Association representative present to advise him/her if the teacher so desires.

ARTICLE IV

TEACHER EVALUATION

- A. Regular full-time probationary teachers shall be formally evaluated at least two (2) times each school year, once during each grading period. Tenured teachers shall be evaluated as deemed practical and possible by the administration provided that each tenured teacher is evaluated at least once each school year. Formal evaluation shall mean evaluation of classroom teaching performance.
- B. Within eight (8) weeks after the beginning of the school term, an administrator will acquaint each probationary and tenured teacher with the formal evaluation procedures.
- C. Each formal evaluation shall be in writing. All formal evaluations will be preceded by at least a twenty (20) minute in class observation of the teacher's classroom performance and each employee shall be advised at the outset that a formal evaluation is to take place.
- D. Within twenty (20) working days after a formal observation, a written copy of the evaluation shall be given to the teacher. The teacher and administrator shall have a conference, at the request of the teacher, at a mutually agreeable time, to discuss the formal evaluation. During such conference a teacher may request suggestions as to how specific teaching deficiencies might be improved and where deemed appropriate, the administrator shall make such suggestions. At the conclusion of the conference, the teacher shall sign the evaluation form.
- E. Within five (5) days of the evaluation conference held pursuant to Section D the teacher may submit a written response to the evaluation. The response shall be signed by the teacher and shall become a part of the teacher's personnel file.
- F. Each teacher shall have the right, upon request, during regular business hours, to review the contents of said teacher's personnel file provided same does not interrupt the regular school program. A representative of the Association may accompany the teacher in this review. An administrator or his/her designee shall be present at such review.

ARTICLE V

GRIEVANCE PROCEDURE

- A. Any claim by the Association or any teacher that there has been a violation, misrepresentation, or a misapplication of the terms of this Agreement shall be defined as a grievance.
- B. Statement of Principles
1. The primary purpose of the procedure set forth in this Article is to secure an early resolution to a teacher's grievance. Except as is necessary, proceedings shall be kept informal and confidential.
 2. Every teacher covered by this Agreement shall have the right to present grievances in accordance with these procedures.
 3. The Association shall have the right to present grievances which involve one (1) or more teachers in accordance with these procedures.
 4. No reprisals or discipline shall be taken by the Board or administration against a teacher because of the participation in a grievance hereunder.
 5. The failure of a teacher or the Association to act on any grievance within the prescribed time limits will act as a bar to any further appeal, and an administrator's failure to give a decision within the prescribed time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.
 6. Any teacher has a right to be represented by the Association at any formal step in the grievance procedure. The failure of a teacher to request and/or have representation at the informal step shall not prohibit an adjustment of the grievance. When the presence of said teacher at a grievance hearing is requested by either party, illness or other incapacity of the teacher shall be grounds for any necessary extension of grievance procedure time limits.
 7. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses entitled to be present, to attend, and will be held insofar as possible, during nonteaching time of personnel involved. If the processing of a grievance at any of the formal steps require that the grieving teacher and/or Association representative be released from his/her activities, there shall be no loss of pay or benefits.

8. In any instance where the Association is not represented in the grievance procedure, the Association shall be notified of the final disposition of the grievance, which disposition shall not be in conflict with any of the terms or conditions of this Agreement.
9. A grievance may be withdrawn at any level without establishing precedent.
10. If the grievant and/or Association and the Principal (at Step One) or the Superintendent (at Step Two), as the case may be, agree, any level of the grievance procedure may be by-passed and the grievance brought directly to the next level. If a teacher does not report to a Principal, the grievance shall be filed initially at Step Two.
11. The term "days" when used in this procedure, shall mean teacher employee days, except that when a formal grievance is filed less than ten (10) days before the end of the current school term, the term "days" shall mean calendar days.
12. All documents relating to a formal grievance shall be filed in a separate envelope in the grieving teacher's personnel file and marked "CONFIDENTIAL".
13. Both parties to a grievance shall be provided, upon reasonable request, any information or documents pertinent to a grievance.
14. Forms for filing grievances and other necessary documents shall be prepared by the Superintendent (or his designee) and the Association.
15. The investigation and processing of any grievance by the grieving teacher and/or Association shall be conducted so as to result in no interference with the instructional program.

C. Procedures

1. Informal Step

The teacher shall attempt to resolve any grievance by discussing the situation with his/her immediate supervisor.

2. Step One

If the grievance is not resolved at the informal step, the teacher/Association shall file the grievance in writing with the Principal. The written grievance shall state the nature of the grievance, shall note the specific clause(s) of the Agreement allegedly violated, and state the remedy requested. The filing of the written grievance must be within forty-five (45) days from the

date of the occurrence of the event, or within forty-five (45) days from the date the teacher has knowledge of the event giving rise to the grievance. The building principal will be responsible for calling a meeting at a time mutually acceptable to the teacher and association representative to discuss the grievance within ten (10) days after its receipt. The principal shall make a decision and communicate it in writing to the teacher, association representative, and the Superintendent within ten (10) days following the meeting.

3. Step Two

If the grievance is not satisfactorily resolved at Step One, the teacher/Association shall file the grievance in writing with the Superintendent. The filing of the written grievance must be within ten (10) days of receipt of the Principal's written decision. The Superintendent shall meet with the grievant within ten (10) days after receipt of the grievance and discuss the grievance. Within ten (10) days of the meeting, the grievant and the Association shall be provided with the Superintendent's written decision, including the reasons for the decision.

4. Step Three

If the grievance is not resolved at Step 2, then the aggrieved teacher or the Association may refer the grievance to the School Board within fifteen (15) days after receipt of the Step 2 answer. The Board will schedule a meeting within forty-five (45) days of receipt of the appeal by the Board President. Within thirty (30) days of the meeting, the Association shall be provided with the Board's written response, including the reasons for the decision.

5. Step Four

In the event the grievance has not been satisfactorily resolved at the third level, the aggrieved teacher shall file a copy of the grievance with the grievance committee of the Association within ten (10) days of receipt of the Board's written decision or answer at the third level.

- a. The grievance committee shall, within ten (10) days of receipt of the appeal, make a judgment on the merits of the grievance.
- b. If the committee decides either that the grievance lacks merit or that the decision at level three is in the best interest of the educational system, the committee shall notify the immediate supervisor, teacher, and the school building representative and the grievance shall be considered resolved.

- c. If the grievance committee decides that the grievance has merit, it shall refer such grievance to step five.

6. Step Five

There shall be available a fifth step of impartial, binding arbitration. The Association may submit, in writing, a request on behalf of the Association and/or the grieving teacher to the Superintendent within sixty (60) days from receipt of the step three answer to enter into binding arbitration. The arbitration proceedings shall be conducted under the voluntary labor arbitration rules of the American Arbitration Association.

- a. The arbitrator shall not alter the terms of the Agreement. His authority shall be limited to deciding only the issue or issues presented to him by the parties and his decision shall be based solely upon his interpretation of the meaning or application of the relevant language of the Agreement.
- b. Each party shall bear the full costs for its representation in the arbitration proceedings. The cost of the arbitration shall be divided equally between the parties.

ARTICLE VI
LEAVES OF ABSENCE

A. Sick Leave

Each full-time teacher shall be allowed during each school year twelve (12) days leave without loss of pay for personal illness or serious illness or death in the immediate family or household. If the teacher does not use his/her yearly sick leave allotment, the amount of unused days shall accumulate to a maximum of one hundred eighty (180) days, including the leave for the current year. The Board may require a physician's certificate, or if the treatment is by prayer or spiritual means, that of a spiritual advisor or practitioner of such person's faith, as a basis for pay during leave after an absence of three (3) days for personal illness, or as it may deem necessary in other cases. For purposes of this section, "immediate family" shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. The Board shall furnish each teacher with a written statement at the beginning of each school term setting forth the total sick leave credit.

B. Personal Leave

Each full-time teacher shall be entitled to two (2) days of personal leave without loss of pay or benefits. Personal leave shall not be used the day before or the day after any school holiday or vacation, except for attendance at a funeral. Personal leave shall not be used to receive remuneration. Except in emergencies, requests for personal leave must be submitted in writing to the building principal at least three (3) school days before the leave is to begin. At the end of each school year any unused personal leave days shall be bought back by the Board at 100% of the then current substitute rate.

C. Others Leaves of Absence

1. Leaves of absence without pay may be granted to teachers consistent with the needs of the District as determined by the Board.
2. Each approved leave of absence shall be of the shortest possible duration required to meet the purpose for the leave consistent with a reasonable continuity of instruction for students. Leaves of absence without pay may be granted to teachers according to the following conditions:
 - a. Except in emergency situations, written requests for leaves of absence shall be made at least three (3) months before the leave is desired.

- b. Dates of departure and return must be acceptable to the administration and determined prior to initiating the request.
- c. Leaves of less than one (1) month, if acceptable to and approved by the administration, will not require Board approval nor three (3) months' notice.
- d. Teachers on such leave may continue insurance benefits if they reimburse the District for any prorata costs of premiums for which they apply.
- e. Teachers will not advance on the salary schedule while on any approved leave of absence without pay unless working at least one hundred (100) days of the school year in which the leave was granted.
- f. Teachers will be returned to a position similar to the one they held prior to the leave if it is in the best interest of the District.

D. Jury Service

A teacher serving on a jury or a teacher who is subpoenaed to appear in a judicial proceeding in which said teacher is not a party or party of interest, during his scheduled working hours, shall receive his full salary for the time served on the jury or appearance in the judicial proceeding, surrendering to the Board all payments received for serving as juror or witness, less any payments for nonduty days, mileage allowance, meal allowance and parking fees.

ARTICLE VII

SCHOOL CALENDAR

- A. The Board shall establish the school calendar, provided that the Association shall have the right to submit recommendations concerning same to the Superintendent no later than March 1.

ARTICLE VIII

ASSIGNMENTS AND VACANCIES

A. Teacher Assignments

All teachers shall be given written notice of their tentative assignments for the forthcoming year no later than thirty (30) days preceding the first day of the new school term provided the teacher has a current mailing address on file at the unit office. In the event changes in such assignments are to be made, the teacher affected shall be notified and shall be permitted a conference with the appropriate administrator to discuss the change. If a teacher is not satisfied with the assignment after meeting with the appropriate administrator the teacher may resign without penalty.

B. Vacancies and Voluntary Transfers

During the school year the Superintendent shall post notice of all vacancies on the Association's bulletin boards and in the office of every attendance center.

During the summer a notice of vacancies as same occur shall be sent to the Association President providing the Superintendent is given self-addressed envelopes in advance. Tenured teachers may apply for transfers to another building, grade level or subject area provided vacancies exist. Such applications shall be in writing and sent to the building principal where the vacancy exists. A teacher may request a conference to discuss the transfer with the building principal in whose building the vacancy exists.

C. Involuntary Transfer

Teachers subject to involuntary transfer shall have the right to request a conference with the building principal involved and/or Superintendent to discuss the transfer.

ARTICLE IX
WORKING CONDITIONS

- A. The normal teacher work day shall not exceed $7 \frac{2}{3}$ clock hours except that teachers shall be required to cover the following which may be in addition to the above:
 - 1. conference days
 - 2. parent-teacher conferences
 - 3. extra duties as compensated
 - 4. faculty meetings
 - 5. other regularly scheduled educational or school related activities
 - 6. emergencies as defined by the administration

- B. Every teacher whose duties require attendance at school for four (4) or more class periods in a school day shall be entitled to and be allowed a duty free lunch period equal to the regular local school lunch period but not less than thirty (30) minutes in each school day.

ARTICLE X

DUES DEDUCTION AND PAY PERIODS

A. Dues Deduction

Any teacher who is a member of the Association may sign and deliver to the Board an annual authorization for dues deduction. Authorization forms shall be provided by the Association. Authorizations shall be submitted no later than September 15 and shall remain in effect for the balance of the school year unless a teacher revokes said authorization or resigns. The Association shall be notified of any such revocation.

B. Pursuant to such authorization, the Board shall deduct in equal installments such dues from the regular salary check of the teacher each month beginning in September and ending in June of each year.

C. The Board shall remit the deducted dues to the Association within ten (10) days following the pay period deductions.

D. The Board is expressly relieved of all liability in connection with:

1. insufficient earnings to cover deductions
2. unpaid dues in arrears where the Board had complied with its deduction responsibilities
3. dues of teachers no longer employed by the Board

E. Pay Periods

Paydays shall be on the 15th and the last day of each month except when these dates fall on a weekend or holiday, payday shall be on the last school day prior.

ARTICLE XI

FRINGE BENEFITS AND SALARY

A. Insurance

The Board shall pay \$70.00 per month on the monthly premium for a group major-medical health and hospitalization insurance plan for each full-time teacher (also applies to any teacher who is involuntarily reduced from full-time to part-time) who elects such coverage under the plan provided by the Board provided said amount does not exceed the monthly premium for each individual teacher. For those teachers who do not elect individual insurance coverage, the Board shall pay \$70.00 per month per teacher for any tax sheltered annuity offered by the carrier of the group hospitalization and major medical health plan provided by the Board.

B. Severance Pay

At retirement, after twenty (20) years of service to the District, a teacher shall receive \$300.00. At retirement, after the equivalent of thirty (30) years of service to the District, a teacher shall receive \$600.00. A teacher is considered at retirement when he/she has applied for retirement benefits from the Illinois Teacher's Retirement System.

C. Retirement Shelter

From the salary schedule amounts, listed in Appendix A the Board shall pay eight (8) percent directly to the Teacher's Retirement System on behalf of each teacher as a Board-paid teacher retirement contribution. The purpose of such contribution shall be to shelter such payment from federal income tax consistent with tax rulings 414H(2), 81-35 and 81-36. Should such shelter be subsequently declared illegal by a court of competent jurisdiction or superseded by a later tax ruling, such payment shall become gross income to the employee. E.g. employee at B.S.-U, 1984-85:

1) TRS gross	13,100.00
+ extra duty	500.00
	<u>13,600.00</u>
2) Board paid retirement	.08
	<u>1,088.00</u>
IRS Gross	12,512.00

The teachers individually and/or collectively at the Board's discretion, shall indemnify the District and hold it harmless against any tax liability or penalty if such shelter should be declared illegal by a court of competent jurisdiction or found improper by subsequent tax ruling or audit.

D. Pay Options

Teachers may elect to receive payment of wages over either a ten (10) or twelve (12) month period annually. Teachers shall make their election in writing no later than September 1.

E. Salary Schedule - See Appendix A

F. Extra Pay - See Appendix B

ARTICLE XII

EFFECT OF AGREEMENT

- A. The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the mutual consent of the parties in a written amendment executed according to the provisions of this Agreement.
- B. Individual contracts or employment agreements shall not be inconsistent with the terms and conditions of this Agreement.
- C. Should any article, section or clause of this Agreement be declared illegal by any body of competent jurisdiction, then that article, section or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections and clauses shall remain in full force and effect.
- D. During the term of this Agreement and any extension thereof, no teacher covered by this Agreement, nor the Association, shall at any time engage in, authorize or instigate any strike, slowdown, or other refusal to render full and complete services to the Board, or any activity whatsoever which would disrupt in any manner, in whole or in part, the operation of the District.
- E. Within thirty (30) days after the Agreement is ratified by the membership of the Association and approved by the board, the Board shall prepare a sufficient number of copies so that each teacher will be provided a copy. In addition, the Association shall be provided ten (10) additional copies. Costs of reproduction shall be borne equally by the parties.
- F. This Agreement shall be effective August 24, 1984 and shall continue in effect until August 23, 1985 and shall expire at 11:59 p.m. on said date.

In Witness Thereof:

For the Atwood-Hammond Education Association, IEA/NEA:

John P. ...
 President

Secretary *8*

For the Board of Education Atwood-Hammond Community School District No. 39:

...
 President

Secretary

ATWOOD-HAMMOND UNIT DISTRICT #39

Atwood, Illinois

SALARY SCHEDULE

1984-85

B.A.	8	16	24	M.A.	8	16	24	32
13,100	13,600	14,100	14,600	15,100	15,600	16,100	16,600	17,100
13,500	14,000	14,500	15,000	15,500	16,000	16,500	17,000	17,500
13,900	14,400	14,900	15,400	15,900	16,400	16,900	17,400	17,900
14,300	14,800	15,300	15,800	16,300	16,800	17,300	17,800	18,300
14,700	15,200	15,700	16,200	16,700	17,200	17,700	18,200	18,700
15,100	15,600	16,100	16,600	17,100	17,600	18,100	18,600	19,100
15,500	16,000	16,500	17,000	17,500	18,000	18,500	19,000	19,500
15,900	16,400	16,900	17,400	17,900	18,400	18,900	19,400	19,900
16,300	16,800	17,300	17,800	18,300	18,800	19,300	19,800	20,300
16,700	17,200	17,700	18,200	18,700	19,200	19,700	20,200	20,700
17,100	17,600	18,100	18,600	19,100	19,600	20,100	20,600	21,100
17,500	18,000	18,500	19,000	19,500	20,000	20,500	21,000	21,500
17,900	18,400	18,900	19,400	19,900	20,400	20,900	21,400	21,900
18,300	18,800	19,300	19,800	20,300	20,800	21,300	21,800	22,300
18,700	19,200	19,700	20,200	20,700	21,200	21,700	22,200	22,700
19,100	19,600	20,100	20,600	21,100	21,600	22,100	22,600	23,100
19,500	20,000	20,500	21,000	21,500	22,000	22,500	23,000	23,500
19,900	20,400	20,900	21,400	21,900	22,400	22,900	23,400	23,900

Any staff member who has 18 or more years of experience will receive a \$400 increment for the 1984-85 school year.

APPENDIX 8

EXTRA-CURRICULAR PAY FOR 1984-85

Freshman Class (limit 2)	\$ 50	Each Sponsor
Sophomore Class (limit 2)	50	Each Sponsor
Junior Class (limit 2)	150	Each Sponsor
Senior Class (limit 2)	150	Each Sponsor
Cheerleader - High School	500	
Cheerleader - Jr. High	300	
Pom Pom - High School	250	
F.F.A.	1,000	
F.H.A.	300	
Student Council	300	
Play - each	300	
Yearbook - POST	500	
Scholastic Team	300	
National Honor Society (limit 4)	100	Each Sponsor
A.F.S.	150	
Concession Manager	300	
Ticket Sellers	10	Per Session
Driver Education (non-school hours)	8	Per Hour
Independent Study (during free periods or non-school hours or teacher sub)	8	Per Period
Substitute Teacher Pay	40	Per Day

Coaching Salaries

High School

Head Football	1,800
Head Basketball	1,800
Head Track H.S. & Jr. High	1,250 (1 Coach)
Head Baseball	900
Asst. Football	1,000
Asst. Basketball	1,000

Jr. High

Head Basketball	1,600 (1 Coach)
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Girls' Sport

Head & Asst. Combined - H.S.	1,600 (1 Coach)
Volleyball	1,000
Track	600
Basketball - Jr. High	800
Track - Jr. High	500
Athletic Director	500

	Base Salary	Extracurricular	Degree	Yrs Exp.	Total Salary
Carpenter	13,500	1800,1000/BB,Ast Ftbl	BS	1	16,300
Croy	14,300		BS	3	14,300
Curry	18,300		BS	13	18,300
Douglas	15,500		BS	6	15,500
Fombelle	19,500		BS	16	19,500
Hayford	18,700		BS	14	18,700
Heinzelmann	18,300		BS	13	18,300
Jones, M.	20,300		BS	18	20,300
Lovell	20,900		BS + 16	17	20,900
Ochs	18,300	500/Cheerleaders	MS + 32	3	18,800
Rahe	13,900		BS	2	13,900
Romine	20,300		BS	20	20,300
Rutledge	15,600		BS	5	15,600
Schroeder	20,300		BS	23	20,300
Shelby	19,100		MS	10	19,100
Stephenson	17,900		BS	12	17,900
Tunison	9,940		BS	7	9,940
Williams, M.	20,800		BS + 8	22	20,800
Williams, P.	18,900	1,000/Volleyball	BS + 16	12	19,900
Williams, W.	21,100		MS	15	21,100
Cox	18,300	150,500/Post,Jr. Cl.	MS	8	18,950
England	17,900	150,100/NHS,Jr. Cl.	BS	12	18,150
Farris	20,400	150,100/NHS,Sr. Cl.	MS + 8	12	20,650
Gardner	15,100	300,100/NHS, Std. Cncl	BS	5	15,500
Janota	20,700	250,150/Flags Corps, AFS MA		9	21,100
Pom Pom, Band					
Kerns	7,485	50,1000/FFA, Fr. Cl.	BS	1/2	8,535
Lyons, M.	17,600		BS	10	17,600
Lyons, J.	20,300	1800/Ftball	MS	13	22,100
Maxedon	17,900	150,100/NHS, Sr. Cl.	BS	12	18,150
Newlin, J.	12,745		MS	17	12,745
Newlin, W.	19,700	50,300/FHA, Fr. Cl.	BS	14	20,050
Shirley	20,900	50/Soph. Cl.	BS + 16	17	20,950
Wood	22,300	50,300/Soph.Cl,Sch.Bowl	MS	13	22,650

EXTRA-CURRICULAR PAY FOR 1984-1985

Freshman Class	\$ 50	Each Sponsor	(Limit 2)
Sophomore Class	\$ 50	" "	"
Junior Class	\$ 150	" "	"
Senior Class	\$ 150	" "	"
Cheerleader - High School	\$ 500		
Cheerleader - Jr. High	\$ 300		
Pom Pom - High School	\$ 250		
F.F.A.	\$1,000		
F.H.A.	\$ 300		
Student Council	\$ 300		
Play - each	\$ 300		
Yearbook - POST	\$ 500		
Scholastic Team	\$ 300		
National Honor Society (Limit 4)	\$ 100	each sponsor	
A.F.S.	\$ 150		
Concession Manager	\$ 300		
Ticket Sellers	\$ 10	per session	
Driver Education (non-school hours)	\$ 8	per hour	
Independent study (during free periods or non-school hours or teacher sub)	\$ 8	per period	
Substitute Teacher Pay	\$ 40	per day	

Coaching Salaries

High School

Head football	\$1,800	
Head basketball	\$1,800	
Head track H.S. & Jr. High	\$1,250	1 Coach
Head baseball	\$ 900	
Ass't football	\$1,000	
Ass't basketball	\$1,000	

Jr. High

Head Basketball	\$1,600	1 Coach
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Girls' Sports

Head & Ass't combined - High School	\$1,600	1 Coach
Volleyball	\$1,000	" "
Track	\$ 600	" "
Basketball - Jr. High	\$ 800	
Track	\$ 500	" "

APPENDIX B

NEGOTIATIONS PROPOSALS

Teacher Proposal - July 29, 1985

Amend Article II Section A: Add the following: If any action is anticipated by the Board or the Superintendent concerning a teacher's continued service to the District, the Association will be notified. If any resolution is expected concerning a teacher's performance, the Association will be notified.

Amend Article II: Add Section F:
F. Fair Share

Each bargaining unit member, as a condition of his/her employment, on or before thirty (30) days from the date of commencement of duties or the effective date of this Agreement, whichever is later, shall join the Association or pay a fair share fee to the Association equivalent to the amount of dues uniformly required of members of the Association, including local, state and national dues. In the event that the bargaining unit member does not pay his/her fair share fee directly to the Association by a date to be established by the Association, the Board shall deduct the fair share fee from the wages of the non-member. Such fee shall be paid to the Association no later than ten (10) days following deduction. The obligation to pay a fair share fee will not apply to any employee who, on the basis of a bonafide religious tenet or teaching of a church or religious body of which such employee is a member, objects to the payment of a fair share fee to the Association. Upon proper substantiation and collection of the entire fee, the Association will make payment in behalf of the employee to a mutually agreeable non-religious charitable organization as per Association policy and the Rules and Regulations of the Illinois Educational Labor Relations Board. In the event of any legal action against the employer brought in a court or administrative agency because of its compliance with this Section, the Association agrees to defend such action, at its own expense and through its own counsel, provided that the Employer gives immediate notice of such action in writing to the Association and permits the Association intervention as a party if it so desires and provided that the Employer gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses and making relevant information available at both trial and all appellate levels. The Association agrees that in any action so defended, it will indemnify and hold harmless the Employer from any liability for damages and costs imposed by a final judgment of a court or administrative agency as a direct consequence of the Employer's compliance with this Section. It is expressly understood that this save harmless provision will not apply to any claim, demand, suit or other form of liability which may arise as a result of any type of willful misconduct by the Board or the Board's imperfect execution of the obligations imposed upon it by this Section.

Amend Article IV: Add Section G:

G. Each teacher shall have the right to evaluate the building principal and superintendent. These evaluations will be shared with the administrators and Board.

Amend Article VI: Add Section E:
E. Association Leave

Each year the Association will be granted five (5) leave days which can be used by any member of the Association without loss of pay or benefits. Leave will be assigned by the President of the Association and requested in writing to the Superintendent at least three (3) school days before the leave is to begin. Leave will be used only for Association business.

Amend Article VI: Add Section F:
F. Teacher Visitation and Conferences

Each teacher will be granted one (1) day each year for the purpose of visiting another school or attending a teacher conference without loss of pay or benefits. The request will be in writing and at least three (3) school days before the visitation or conference is to occur.

Amend Article VI: Add Section G:
G. Sick Leave Bank

A sick leave bank shall be established for all teachers. The Board will add fifty (50) days to the bank each year and unused days will accumulate by the bank to be used in successive school years. Any teacher may draw from the bank provided that the teacher has used all his/her personal accumulated sick days and the teacher shall produce a doctor's certificate as proof of need, if requested. The Welfare Committee of the Association will act as the governing body for the administration of the sick leave bank. Whenever the bank is used, the Committee will work closely with the Superintendent to credit the teacher's absence and avoid loss of pay or benefits.

Amend Article VII Section A: Replace with the following:

In February the Superintendent will meet with the President of the Association to form three (3) possible school calendars for the next school year. The Association will survey the teachers to determine which calendar the teachers prefer. If a clear majority of teachers favors one calendar over the others, the Board will adopt that calendar without change. If no majority exists, the Board will choose the calendar which they deem best and adopt it.

Amend Article VII: Add Section B:

The school calendar will include four (4) in-service days for the purpose of improving staff and curriculum. Students will be released at 1:30 on these days and teachers will spend the rest of the day at meetings. The Superintendent and Association President will work together to find suitable topics for the in-service meetings.

Amend Article VIII Section C: Add the following: If the teacher still objects to the transfer after the conference, then the teacher may request a hardship stipend of \$1,000 to be added to his/her salary for the next year. The Board will approve the stipend unless the transfer is cancelled.

Amend Article IX: Add Section C:
C. Class Size

No class will exceed the following maximum standards except where the Association has agreed in writing to the exception:

- Kindergarten-1st: 20
- 2nd-4th: 23

If the Board finds it necessary to exceed the standards and the Association does not agree, every teacher who has been assigned an overload will be given a stipend of \$1,000.

Amend Article X Section A: Change the third sentence to read:
Authorizations shall be submitted no later than September 15 wherever possible and shall remain in effect for the balance of the school year unless a teacher revokes said authorization or resigns.

Salary Schedule:

Education	Minimum Requirement									
	B.S.	8	16	24	M.A.	8	16	24	32	
14,000	14,500	15,000	15,500	16,000	16,500	17,000	17,500	18,000	18,500	
14,500	15,000	15,500	16,000	16,500	17,000	17,500	18,000	18,500	19,000	
15,000	15,500	16,000	16,500	17,000	17,500	18,000	18,500	19,000	19,500	
Minimum Requirement										
Secured Teachers (3 or more years)										
16,000	16,500	17,000	17,500	18,000	18,500	19,000	19,500	20,000	20,500	
Experienced Teacher (5 or more years)										
17,000	17,500	18,000	18,500	19,000	19,500	20,000	20,500	21,000	21,500	
Master Teacher (10 or more years)										
18,000	19,000	20,000	20,500	21,000	21,500	22,000	22,500	23,000	23,500	
Career Teacher (15 or more years)										
22,000	22,500	23,000	23,500	24,000	24,500	25,000	25,500	26,000	26,500	

Teachers to the district will be placed at the 0, 1, or 2 level by the Board unless the Association agrees to a higher level. Presently employed teachers will be placed on the schedule at the level which they have attained by experience and education. Future changes in levels above 2 will be granted by the Board based on Association nominations only. The only automatic steps are for the first three levels. All other levels are to be considered as promotions for service. The years stated by each level above step 2 are minimum requirements for a promotion. The teacher requesting a promotion must make the request in writing to the Association Welfare Committee which will consider the request prior to meeting with the Board to negotiate future salaries.

APPENDIX C

SCHOOL BOARD AGENDA/MINUTES

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

Board of Education
July 18, 1985 - 8:00 p.m.
Atwood-Hammond Band Room

1. Pay bills and reimburse revolving fund.
2. Public comment.
3. Establish working cash fund for fiscal year 1985-86.
4. Motion to authorize the administration to prepare a financial budget for fiscal year 1986.
5. Set book rental for next year.
6. Decision as to whether to join Illinois Association of School Boards.
7. Decision on how to pursue repair of the north wall of the gymnasium.
8. Employment of J. R. Cornwell on a permanent basis.
9. Authorize the administration to hire a grade school secretary.
10. Discuss the preparation of a resolution for the upcoming tax referendum.
11. Executive session for the purpose of employment of personnel and collective bargaining.
12. Employment of personnel.
13. Possibility of an adjourned meeting to set resolution for the tax referendum and hiring additional personnel.
14. Sale of Hammond building.
15. Discuss purchase of an additional copy machine.
16. Other business.

COMMENTS REGARDING AGENDA FROM JIM MORGAN

1. PAY BILLS AND REIMBURSE REVOLVING FUND.
2. PUBLIC COMMENT.
3. ESTABLISH WORKING CASH FUND. Routine procedure to establish a new working cash fund in July to bring in additional revenue to offset the deficit.
4. MOTION TO AUTHORIZE ADMINISTRATION TO PREPARE FINANCIAL BUDGET FOR FY 1986. That is a routine procedure authorizing the administration to prepare a budget for the next fiscal year.
5. BOOK RENTAL. The book rental was adjusted last year to the following:
 - Kindergarten - \$15.00
 - Grades 1-12 - \$25.00It is my suggestion that we leave the rental fees at the present rate in that they were adjusted just one year ago.
6. JOINING THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS. We have received a bill for annual dues for fiscal year 1986 to the Illinois Association of School boards. The dues are \$1012.00. It is your decision as to whether or not you feel this is a worthwhile expenditure.
7. REPAIR OF THE NORTH WALL OF THE GYMNASIUM. It was brought to your attention some time ago that the north wall of the gym was cracking. At present, this crack travels nearly the distance of the above mentioned wall. I would like some direction as to whether or not to pursue bids for repair.
8. EMPLOYMENT OF J. R. CORNWELL ON A PERMANENT BASIS. It is my recommendation that we put J. R. Cornwell on permanent employment status so that his retirement payments will begin and hopefully he will remain with the district. It is also my pleasure to report that J. R. has done an outstanding job since his employment. I also suggest that J. R. be hired at an annual salary of \$10,500.00. This is comparable to what he is being paid now on a monthly basis.
9. AUTHORIZATION TO HIRE A GRADE SCHOOL SECRETARY. It is important that we start thinking about the beginning of school. As you all know, a good secretary is of the utmost importance. I suggest that you authorize myself and our new principal to hire the secretary as soon as possible.
10. PREPARATION OF A RESOLUTION FOR UPCOMING TAX REFERENDUM. If you decide to have a tax referendum on the November ballot, the deadline for filing with the county clerks is August 19, 1985. This means that you will probably want an adjourned meeting sometime later in July. I found a copy of the last resolution for a referendum and took it to Mr. Edmundson to see whether or not this

could be used as a guide for preparation of our new resolution. Mr. Edmundson indicated the format is fine, but obviously, the dates and amounts would need to be changed. It is your decision whether to use this old resolution or have our attorney prepare a new one.

11. EXECUTIVE SESSION. I hope to have a candidate to present to you for employment for our third grade position. I have discussed our vacancy with several first-class candidates and will try to reduce to one by our board meeting. Also, I would like for all of you to meet Mr. Herb Darnell, who Doug Blair recommended as a candidate for interim superintendent. Mr. Strack and I met with Mr. Darnell and were both impressed with him personally as well as professionally. Additionally, I would like to bring three candidates to your attention for interviews for the position of K-8 principal. I have two at present that I am very much impressed with and still screening candidates. For your information, we have received in excess of 50 applications for the third grade position, and 20 plus for the principal and still receiving daily. "Isn't it great to be loved!" It is a distinct possibility that we may want to start the meeting with an executive session around 6:00 p.m. I will continue to screen candidates and if this seems to be a necessity, I will call each of you next week. Also, while in executive session, Mr. Mick Price has requested to speak with you. Mr. Price's daughter was retained in the seventh grade because of poor academic grades. She failed three of six basic subjects. As you know, the board adopted a new junior high promotion requirement in April, 1984. I have enclosed a copy for your attention. Please note that a student is to pass at least five of the six basic courses.

12. EMPLOYMENT OF PERSONNEL. Included in the above.

13. ADJOURNED MEETING FOR TAX REFERENDUM AND HIRING ADDITIONAL PERSONNEL. It is your decision whether you think we need an adjourned meeting. I would suggest this would be the best time to set the levels for the upcoming tax referendum if that is in fact your pleasure.

14. SALE OF HAMMOND BUILDING. I have found some correspondence between Mr. McKay and Tom Miller dated August 2, 1982. I will enclose a copy of this letter in that it might be of benefit for you in making a decision.

15. PURCHASE OF ADDITIONAL COPY MACHINE. I hope to have bids for you on a new copy machine.

16. OTHER BUSINESS.

ATWOOD-HAMMOND UNIT DISTRICT #39
 Atwood, Illinois 61913
 Treasurer's Report - June 30, 1985

	<u>EDUCATION</u>	<u>BUILDING</u>	<u>TRANSPORTATION</u>	<u>BOND/INT</u>	<u>IMRF</u>	<u>WORK.CASH</u>	<u>L.SAFETY</u>
Beg. Balance	\$ (101,830.80)	66,136.00	(18,087.30)	2,216.84	44,664.13	18,235.07	1,442.92
Receipts	+ 36,216.01	224.57	26,653.88	94.73	13.05	14.90	0
Ant. Warrants	+ 100,000.00	150,000.00					
Disbursements	- 74,937.35	7,354.78	7,500.00	6,362.50	1,436.80	0	0
Transfer	+ 18,249.97					-18,249.97	
Adjust A.W. (incorrectly posted)	+ <u>200,000.00</u>	<u>-200,000.00</u>					
Balance	177,697.83	9,005.79	1,066.58	(4,050.93)	43,240.38	0	1,442.92

Outstanding Ant. Warrants:

TOTAL ALL FUNDS -- \$228,402.57

Education Fund \$600,000.00
 Building Fund \$200,000.00

STATE BANK OF HAMMOND:

Beg. Checkbook Bal. \$ 5,426.85
 Ant. Warrant + 150,000.00
 Deposits + 21,053.66
 Disbursements - 61,891.55
 Balance \$ 114,588.96

ATWOOD STATE BANK:

Beg. Checkbook Bal. \$ 7,338.13
 Ant. Warrants + 100,000.00
 Deposits + 42,175.36
 Disbursements - 35,699.88
 Balance \$ 113,813.61

Bank Statement \$ 123,472.65
 Less O.S.C. - 8,883.69
 Balance \$ 114,588.96

Bank Statement \$ 134,763.99
 Less O.S.C. - 20,950.38
 Balance \$ 113,813.61

TOTAL ALL FUNDS -- \$228,402.57

(Outstanding Checks Listed on Page 2)

OUTSTANDING CHECKS - June 30, 1985

STATE BANK OF HAMMOND:

3281-3289	\$ 607.88
3291-3301	5,641.97
3303-3305	148.08
3307	50.00
3308	112.25
3311	115.00
3312	135.00
3314	290.25
3315	128.76
3318-3320	274.20
3326	200.00
3328	<u>1,180.30</u>
Total	\$8,883.69

ATWOOD STATE BANK:

5836	\$ 52.47
6188	67.38
6672	300.00
6693	120.00
6702	223.95
6707-9	1,628.45
Payroll Checks:	
752-53	1,944.45
756-57	641.12
759-67	5,513.68
769-775	4,123.73
777	717.61
779	616.45
781	683.83
783-89	<u>4,317.26</u>
Total	\$20,950.38

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

RECEIPTS - June, 1985

Atwood State Bank.....\$ 142,175.36

A-H Grade School

Lunch sales - June 1985 135.35

Treasurer

Retired Persons Insurance 500.51
Transportation 22,265.10
State Aid 5,163.50
Building Rent 84.00
AVTE 200.00
Lunch Reimbursement 1,593.58
Replacement Tax 4,738.01
SWEP 1,303.27
Special Ed. Transportation 4,329.30
Champaign Co. Collector 973.54
Transcript fees 4.00
Student fees/bks, bks damage, wrkbks 607.35
Student fees/registration 12.50
Lakeland College/refund 237.50
Teacher reimbursement/supplies 27.85
Anticipation Warrants (2) 100,000.00
142,175.36

State Bank of Hammond.....\$ 171,053.66

Treasurer

State Aid 20,654.17
Driver Ed reimbursement 399.49
Anticipation Warrants (3) 150,000.00
171,053.66

Total All Deposits.....\$ 313,229.02

ATWOOD-HAMMOND UNIT DISTRICT # 39

The following is a list of recurring bills:

IL. Municipal Retirement	IMRF	\$ 538.92
Egyptian Trust	Group Insurance/Brd. Pd.	1,573.00
Ft. Dearborn Life	Life Insurance/Brd. Pd.	25.00
Ft. Dearborn Life	Annuities/Brd. Pd.	1,061.49**
O & B Refuse	Trash Collection	112.25
Village of Atwood	Water & Sewer	117.63
ICTC	Telephone	300.00*
Cilco	Elec.	1,969.50*
Cilco	Gas	275.11*
S. D. Leasing	Copy Machine	135.00
		<u>\$ 6,107.90</u>

* Estimate; bills not yet received.

**This is the amount the board pays in lieu of group insurance.

The following is a list of payroll deductions to be paid out:

Egyptian Trust	Group Insr.	\$ 491.00
Capitol Insurance Group	Cancer Insr.	308.84
Atwood State Bank	Federal Tax	6,885.66
IL. Dept. of Revenue	State Tax	1,291.28
IL. Municipal Retirement	FICA	868.36
Equitable Life Insr.	Annuity	100.00
Franklin Life Insr.	"	225.00
Time Insr. Co.	"	41.67
Safeco Insr. Co.	"	200.00
IDS	"	325.00
Ft. Dearborn Life	"	50.03
Teachers' Retire. System	Pension	447.90
		<u>\$11,234.74</u>

Atwood-Hammond Unit District #39

The following is a list of regular bills submitted for approval at the July 18, 1985 meeting of the Board of Education:

American Standard Wholesale	Inst. supp/projection bulbs	136.35
Atwood Electronic Service	Bldg/repair of intercom	68.50
Beckley-Cardy	Ed/Student Council plaque	19.17
Chemical Maintenance, Inc.	Bldg/cleaning supplies	3,179.70
Continental Research Corp.	Bldg/cleaning supplies	95.15
Crist Termite Control	Monthly service fee	60.00
F. H. Jones Lumber Co.	Bldg/cleaning supplies	15.75
Jerry's	Drill bit, rollers & pan, paint	198.59
Kanweld	Acetylene; oxygen	31.50
Kauffman Small Engine	Cable; trimmer line	27.90
Marathon Petroleum Co.	Gasoline (truck & Dr. Ed.)	32.25
P.A.F.	Accounting supplies/unit office	41.98
R & J Implement Co.	Bolts, rings, oil	47.01
Ron's Service	Water pump for truck/bldg	52.44
Rost Chevrolet	Dr. Ed. car repair	46.67
Shell Oil Co.	Gasoline (truck)	28.34
Tri-Village Publ.	Bldg/class. ad (kitchen eqpt)	18.85
	TOTAL	\$ 4,099.48

Meeting # 30

Regular June Meeting

June 25, 1985

The Board of Education of Atwood-Hammond Comm. Unit Dist. #39 met on June 24, 1985, at 8:00 p.m., for the regular June meeting in the grade school band room. Board members present were: Ponder, Long, Fay, Appleby, Schable, and Reeder. Also present were Supt. Strack, Principal Morgan, and approximately six visitors. President Reeder called the meeting to order at 8:00 p.m.

The minutes of the three previous board meetings were read and approved.

Motion by Appleby, seconded by Fay, to pay the bills and reimburse the revolving fund. Poll vote:

Ponder	Aye	Schable	Aye
Long	Aye	Reeder	Aye
Fay	Aye	6 Ayes; 0 Nays;	
Appleby	Aye	Motion carried.	

Public comment was held at this time.

Motion by Long, seconded by Reeder, to adopt the "Prevailing Wage Rate Policy for the Period July 1, 1985 - June 30, 1986". Motion carried.

Motion by Ponder, seconded by Fay, to permanently abolish the working cash fund and transfer it's balance to the education fund. Motion carried.

Motion by Schable, seconded by Appleby, to accept the three year bid of Dimond Brothers Agency of Arcola for the total insurance program for the school district at a cost of \$16,429.00 per year as per attached schedule. Poll vote:

Long	Aye	Reeder	Aye
Fay	Aye	Ponder	Aye
Appleby	Aye	6 Ayes; 0 Nays;	
Schable	Aye	Motion carried.	

Supt. Strack told the board that in talking with a contractor who came to look at the asbestos situation in our district, he was advised to contact the school's architect and have them put in writing exactly what steps need to be taken to remove the small amount of asbestos that is located in the school district. The Supt. was instructed to contact our architects to do this.

Supt. Strack recommended that the board cash the unused anticipation warrants (\$200,000.00) in order to have access to the money.

Regular June Meeting
June 25, 1985
Page Two

Motion by Fay, seconded by Appleby, to appoint Peggy Thompson, district secretary, as the acting local election official. Motion carried.

Motion by Reeder, seconded by Ponder, to accept the resignation of Lynn Strack as district superintendent. Motion carried.

Motion by Appleby, seconded by Fay, to go into executive session to discuss employment of personnel and collective bargaining. Motion carried.

President Reeder declared the meeting back in open session.

Motion by Fay, seconded by Long, to offer Dan Grant a contract for part-time vocational ag instructor for the 1985-1986 school year. Motion carried.

Motion by Schable, seconded by Reeder, to offer Mrs. Debbie Fay a contract for part-time physical education instructor at the grade school and high school volleyball coach for the 1985-1986 school year. Motion carried.

Motion by Reeder, seconded by Appleby, to authorize Mr. Morgan to advertise sale of kitchen equipment by sealed bids from the Hammond Grade School. Motion carried.

Motion by Appleby, seconded by Long, to adjourn. Motion carried.

Secretary

President

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

Board of Education/Adjourned Meeting
July 23, 1985 - 8:00 p.m.
Atwood-Hammond Band Room

1. Executive session for the purpose of employment of personnel and collective bargaining.
2. Accept resignation of Pamela Williams.
3. Discuss the preparation of a resolution for the upcoming tax referendum.
4. Discuss sale of Hammond property.
5. Discuss status of our life safety extension and issuance of life safety bonds.
6. Establish working cash fund for fiscal year 1986.
7. Discuss purchase of an additional copy machine.
8. Employment of personnel and other business.

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

Board of Education
Adjourned Meeting
July 30, 1985 - 8:00 P.M.
Atwood-Hammond Band Room

1. Public comment.
2. Acceptance of resolution for upcoming tax referendum.
3. Discussion of sale of Hammond property.
4. Discussion of purchase of additional copy machine.
5. Discussion of issuance of Life Safety Bonds.
6. Discussion of repair of north gym wall.
7. Appoint a representative to serve on the Macon-Piatt Special Education Advisory Board.
8. Executive session for the purpose of discussion of personnel and collective bargaining.
9. Accept the resignation of Mr. John Lyons as football coach for the 1985-1986 school year.
10. Hire a library aid to assist in the organization of the elementary central library.
11. Other business.

NEXT BOARD MEETING -- AUGUST 22, 1985, 8:00 P.M.

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

Board of Education/Regular Meeting
August 22, 1985 - 8:00 p.m.
Atwood-Hammond Band Room

1. Pay bills and reimburse revolving fund.
2. Public comment.
3. Discuss issuance of Life Safety Bonds.
4. Mr. Paul Brown, from First Midstate, Inc., to discuss issuance of Life Safety Bonds.
5. Discuss bids on repair of gym guttering.
6. Approve tentative budget and place on file in Superintendent's office.
7. Establish a time for the budget hearing.
8. Sale of Hammond property.
9. Executive session for the purpose of discussing collective bargaining.
10. Other business.

NOTE: Next regularly scheduled meeting is September 26, 1985, Grade School Band Room.

NOTES REGARDING AGENDA
FROM JAMES E. MORGAN

1. PAY BILLS AND REIMBURSE REVOLVING FUND.
2. PUBLIC COMMENT.
3. DISCUSS ISSUANCE OF LIFE SAFETY BONDS. Gary Appleby, Dwight Stewart, and I are going to meet next Tuesday afternoon to discuss priority repair outlined on our life safety survey. I hope that by Thursday night's board meeting we will have a recommendation on additional repair that could be added to our life safety bonds.
4. MR. PAUL BROWN. Mr. Paul Brown or one of his associates will be present to discuss issuing life safety bonds and answer any other questions you might have about bonding in general. Included in your packet is information from Mr. Brown's office that might be beneficial to this discussion.
5. BIDS ON REPAIR OF GYM GUTTERING. Steve Seitz Construction has submitted a bill to repair the guttering on the high school gym. The bid for this repair is \$195.00. It would be my recommendation to have this work done in that this will help eliminate our mortar problems on the gym wall.
6. APPROVE TENTATIVE BUDGET. It is our hope to include a copy of our tentative budget. If time does not permit, I will mail these to you early next week. "My fault, not Peggy's." If you have questions on the budget, please call or stop by prior to our board meeting.
7. ESTABLISH A TIME FOR BUDGET HEARING. It would be my recommendation that we allot 15-30 minutes prior to our September meeting and designate that time for the budget hearing. I see no reason to allot an hour or more when this process generally takes no more than 10 or 15 minutes.
8. SALE OF HAMMOND PROPERTY.
9. EXECUTIVE SESSION. John Schable, Bob Long and I have met with the teachers' representatives and would like to discuss the progress with you at this time (or lack thereof).
10. OTHER BUSINESS.

ATWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois 61913
Treasurer's Report - July 31, 1985

	<u>EDUCATION</u>	<u>BUILDING</u>	<u>TRANSPORTATION</u>	<u>BOND/INT</u>	<u>IMRF</u>	<u>WORK.CASH</u>	<u>L.SAFETY</u>
Beg. Balance	\$182,556.19	(5,719.03)	5,395.88	1,675.16	44,494.38	0	0
Receipts	+391,711.54	77,132.28	34,171.32	53,082.26	7,798.18	9,291.17	0
Cert. of Dep.	+ 50,000.00						
Disbursements	-263,840.88	10,613.49	0	0	85.74	0	0
Ant. Warrants	<u>-300,000.00</u>	<u>100,000.00</u>					
Balance	\$ 60,426.85	(39,200.24)	39,567.20	54,757.42	52,206.82	9,291.17	0 **

** Per audit adjustment made in August, adjusted Life Safety fund to reflect payment of qualified Life Safety expenditures (reimbursed education fund for L.S. expenditures). TOTAL ALL FUNDS -- \$177,049.22

Outstanding Ant. Warrants
Education Fund \$300,000.00
Building Fund \$100,000.00

STATE BANK OF HAMMOND

Beg. Checkbook Bal.	\$ 114,588.96
Deposits	+ 291,146.80
C.D.	- 100,000.00
Disbursements	- 231,329.46
Balance	\$ 74,406.30

Bank Statement	\$ 98,994.11
Less O.S.C.	- 24,587.81
Balance	\$ 74,406.30

ATWOOD STATE BANK

Beg. Checkbook Bal.	\$ 113,813.61
C. D.	+ 50,000.00
Deposits	+ 282,039.95
Disbursements	- 243,210.64
C. D.	- 100,000.00
Balance	\$ 102,642.92

Bank Statement	\$ 103,324.84
Less O.S.C.	- 681.92
Balance	\$ 102,642.92

TOTAL ALL FUNDS -- \$177,049.22

OUTSTANDING CHECKS - July 31, 1985

STATE BANK OF HAMMOND:

Payroll:	
1413 - 1444	20,153.73
1446 - 1452	<u>4,434.08</u>
Total	<u>\$24,587.81</u>

ATWOOD STATE BANK:

5836	52.47
6188	67.38
7633	135.00
Payroll:	
792	<u>427.07</u>
Total	<u>\$681.92</u>

BTWOOD-HAMMOND UNIT DISTRICT #39
Atwood, Illinois

RECEIPTS - July, 1985

Atwood State Bank.....\$ 332,039.95

Treasurer

Driver Ed Reimbursement	370.60
C. D. Interest	143.84
Moultrie Co. Collector (Tax Int.)	347.94
Lunch Reimbursement	1,698.30
Replacement Tax	7,079.79
Champaign Co. Collector	4,267.73
Transcript fees	2.00
Student workbooks	39.75
Redeemed C. D.	50,000.00
Moultrie Co. Collector	61,950.00
Douglas Co. Collector	<u>206,140.00</u>
	332,039.95

State Bank of Hammond.....\$ 291,146.80

Treasurer

SWEF	60.07
AVTE	935.17
Book Rental	63.00
C. D. Interest	287.67
Champaign Co. Collector	472.36
Douglas Co. (Tax Interest)	7,328.53
Piatt Co. Collector	<u>282,000.00</u>
	291,146.80

Total All Deposits..... \$ 623,186.75

ATWOOD-HAMMOND UNIT DISTRICT # 39

The following is a list of recurring bills:

IL. Municipal Retirement	IMRF	\$ 647.38
Egyptian Trust	Group Insurance/Brd. Pd.	1,573.00
Ft. Dearborn Life	Life Insurance/Brd. Pd.	25.00
Ft. Dearborn Life	Annuities/Brd. Pd.	1,061.49**
D & B Refuse	Trash Collection	112.25
Village of Atwood	Water & Sewer	117.63
ICTC	Telephone	300.00*
Cilco	Elec.	1,018.73
Cilco	Gas	215.98
S. D. Leasing	Copy Machine	135.00
		<u>\$ 5,206.46</u>

* Estimate; bills not yet received.

**This is the amount the board pays in lieu of group insurance.

The following is a list of payroll deductions to be paid out:

Egyptian Trust	Group Insr.	\$ 491.00
Capitol Insurance Group	Cancer Insr.	308.84
Atwood State Bank	Federal Tax	7,153.66
IL. Dept. of Revenue	State Tax	1,349.26
IL. Municipal Retirement	FICA	868.36
Equitable Life Insr.	Annuity	100.00
Franklin Life Insr.	"	225.00
Time Insr. Co.	"	41.67
Safeco Insr. Co.	"	100.00
IDS	"	325.00
Ft. Dearborn Life	"	50.03
Teachers' Retire. System	Pension	426.80
		<u>\$11,439.62</u>

Atwood-Hammond Unit District #39

The following is a list of regular bills submitted for approval at the August 22, 1985 meeting of the Board of Education:

American Standard Wholesale	Bldg/light bulbs	360.64
Atwood Plumbing & Heating	Bldg/repair gas leak, g.s.	30.00
Atwood Quality Foods	Bldg/cleaning supplies	1.39
Capital City Paper Co.	Bldg/paper supplies	2,259.60
Century Sports	Ed/Football equip.	785.20
Chemical Maintenance	Bldg/cleaning supplies	190.00
Continental Research Corp.	Bldg/cleaning supplies	354.94
Crist Termite Control	Monthly service fee	60.00
Department of Labor	Ed/unemploy/Smith&Stillwell	1,638.96
Dimond Bros. Agency	Bldg/Ed; Pkg Policy Renewal	16,700.00
Fire Extinguisher Sales	Bldg/Service fire exting.	104.50
Gingerich Pump Shop	Bldg/Roto Rooter Rent	20.00
Hammond & Stephens	Ed/Teachers' supplies	138.16
Harrington, R.E.	Ed/Umemployment fees	21.75
Harris Elec.	Bldg/pressure switch,pulleys,etc.	67.27
Hayden's Sport Center	Ed/Football eqpt.	526.04
IASB	Ed/annual dues	1,012.00
Il. Consl. Bsn. Systems	Bldg/phone repair	17.50
Jerry's	Bldg/paint,rollers,elec. cords	137.64
Kanweld	Acetylene;oxygen	31.50
Marathon Petroleum Co.	Gasoline/truck	20.00
Mattoon Photo, Inc.	Ed/repair of school camera	46.10
May, Cocagne & King	Ed/partial audit fee	1,500.00
Mont. Comm. Unit Dist 25	Ed/Piatt Co. Film Library	1,221.58
Piatt Co. Film Library	Ed/Piatt Co. Film Library	432.75
Prairie Carbon & Ribbon	Ed/spirit dupl. supplies	216.90
Printing Eqpt & Products	Ed/copy machine & toner	4,152.00
Ron's Service	Bldg/deisel fuel (Apr.& July)	244.55
Shell Oil Co.	Gasoline (truck)	23.80
Tri-Village Publ.	Ed/report cards, enroll. cards	141.80
True Value Hardware	Bldg/screws	3.20
	TOTAL	\$ 32,459.77

Meeting # 31

Regular July Meeting

July 18, 1985

The Board of Education of Atwood-Hammond Comm. Unit Dist. #39 met on July 18, 1985, at 8:00 p.m., for the regular July meeting in the grade school band room. Board members present were: Appleby, Reeder, Fay, Stewart, Ponder, Long, and Schable. Also present was Principal Morgan, and a few visitors.

Motion by Appleby, seconded by Fay, to go into executive session for the discussion of personnel. Motion carried.

President Reeder declared the meeting back in open session at 8:35 p.m.

Minutes of the previous board meeting were read and approved.

Motion by Stewart, seconded by Fay, to pay the bills and reimburse the revolving fund. Poll vote:

Stewart	Aye	Appleby	Aye
Ponder	Aye	Schable	Aye
Long	Aye	Reeder	Aye
Fay	Aye	7 Ayes; 0 Nays;	
Motion carried.			

The meeting was opened at this time for public comment.

Motion by Schable, seconded by Appleby, to establish a working cash fund for the 1985-1986 fiscal year. Motion by Ponder, seconded by Stewart, to table this motion until our next meeting. Motion carried.

Motion by Ponder, seconded by Stewart, to authorize the administration to prepare a financial budget for the fiscal year 1985-1986. Motion carried.

Motion by Reeder, seconded by Long, to set the book rental fees for the 1985-1986 school year at \$15.00 for kindergarten and \$25.00 for grades 1 through 12. Motion carried.

Motion by Fay, seconded by Schable, to join the Illinois Association of School Boards for the 1985-1986 fiscal year. Poll vote:

Ponder	Aye	Schable	Aye
Long	Aye	Reeder	Aye
Fay	Aye	6 Ayes; 1 Nay;	
Stewart	Nay	Motion carrid.	

Mr. Morgan was instructed to check the status of the life safety extention as well as what the deadline will be for adding the grade school roof to the life safety bonds.

Regular July Meeting
July 18, 1985
Page Two

Motion by Stewart, seconded by Ponder, to hire J. R. Cornwell as janitor for the Atwood-Hammond School District on a full-time basis at a salary of \$10,500.00. Poll vote:

Long	Aye	Reeder	Aye
Fay	Aye	Stewart	Aye
Appleby	Aye	Ponder	Aye
Schable	Aye	7 Ayes; 0 Nays;	
Motion carried.			

The finance committee was directed to come to the next meeting with definite figure recommendations regarding the upcoming tax referendum.

Motion by Ponder, seconded by Fay, to hire Mr. Herb Darnell as interim superintendent at a salary of \$8,750.00 for three months. Poll vote:

Fay	Aye	Stewart	Aye
Appleby	Aye	Ponder	Aye
Schable	Aye	Long	Aye
Reeder	Aye	7 Ayes; 0 Nays;	
Motion carried.			

Motion by Appleby, seconded by Long, to accept the bid of \$560.00 by Ms. Evonne Urban for the kitchen equipment in the Hammond school building as advertised. Motion carried.

Motion by Appleby, seconded by Reeder, to go into executive session to discuss collective bargaining. Motion carried.

President Reeder declared the meeting back in open session and adjourned until Tuesday, July 23, 1985, at 8:00 p.m. in the grade school music room.

Secretary

President

Meeting # 31A

Adjourned July Meeting

July 23, 1985

The Board of Education of Atwood-Hammond Community Unit District # 39 met on July 23, 1985, at 8:00 p.m. in the grade school music room for an adjourned July meeting. Board members present: Appleby, Fay, Schable, Stewart, Ponder, and Reeder. Also present were Principal Morgan and approximately 10 visitors.

President Reeder called the meeting to order.

Motion by Appleby, seconded by Ponder, to go into executive session for the purpose of discussing employment of personnel and collective bargaining. Motion carried.

President Reeder declared the meeting back in open session and read the letter of resignation from Pam Williams, a fourth grade teacher.

Motion by Fay, seconded by Stewart, to accept the resignation of Mrs. Pam Williams. Motion carried.

Motion by Reeder, seconded by Schable, to have Mr. Morgan prepare resolutions asking for a 50 cent increase in the education fund and 30 cent increase in the building fund for the November general election. Motion carried.

The board directed Mr. Morgan to contact the school attorney to see if it was legal to transfer certain school property to the City of Hammond without having an auction. If not, Mr. Morgan is to prepare a resolution for the sale of that parcel of property along with a second resolution for the sale of the balance of the property in Hammond.

The life safety extension has not been acted upon to date and it was suggested by Regional Superintendent Edmundson that we issue life safety bonds for the repair of the grade school roof as soon as possible.

Motion by Appleby, seconded by Fay, to establish a working cash fund for the 1985-1986 fiscal year. Motion carried.

Discussion was held on buying an additional copy machine. Mr. Morgan was instructed to get additional information before our next meeting.

Motion by Schable, seconded by Appleby, to offer Mrs. Pat Nofftz a contract as third grade teacher and junior high girls' basketball coach for the 1985-1986 school year. Motion carried.

Adjourned July Meeting
July 23, 1985
Page Two

Motion by Fay, seconded by Stewart, to offer Mrs. Judy Harland a contract as fourth grade teacher for the 1985-1986 school year. Motion carried.

Motion by Ponder, seconded by Fay, to offer Mr. Duncan McHugh a contract as principal of grades K - 8 for the 1985-1986 school year at a salary of \$25,000.00 per 11 month contract, with the stipulation that he live within the school district. Poll vote:

Stewart	Aye	Schable	Aye
Ponder	Aye	Reeder	Aye
Fay	Aye	6 Ayes; 0 Nays;	
Appleby	Aye	Motion carried.	

Motion by Appleby, seconded by Stewart, to adjourn until July 30, 1985, at 8:00 p.m. in the grade school music room. Motion carried.

Secretary

President

Meeting # 31B

Adjourned July Meeting

July 30, 1985

The Board of Education of Atwood-Hammond Community Unit District # 39 met for the second adjourned July meeting on July 30, 1985, at 8:00 p.m. in the grade school music room. Board members present: Long, Fay, Schable, Ponder, Appleby, Stewart, and Reeder. Also present were Principal Morgan and approximately 10 visitors.

President Reeder opened the meeting at 8:05 by reading the agenda. The meeting was opened at this time for public comment.

Motion by Fay, seconded by Schable, to adopt the "Resolution Initiating the Submission of Public Questions to Referendum". Poll vote:

Stewart	Nay	Appleby	Aye
Ponder	Aye	Schable	Aye
Long	Aye	Reeder	Aye
Fay	Aye	6 Ayes; 1 Nay;	
Motion carried.			

Mr. Morgan stated that if we purchase an additional copy machine, the maintenance agreement can be obtained at any time during the lifetime of the machine.

Mr. Morgan was instructed to proceed in the purchase of an additional copy machine for the district and not to purchase the maintenance agreement at the present time.

Motion by Appleby, seconded by Ponder, to accept the bid of \$305.50 from Yost Masonry to repair the north brick wall of the high school gym. Motion carried.

President Reeder was appointed to be the representative to serve on the Macon-Piatt Special Education Advisory Board.

Mr. Morgan was directed to hire someone (not to exceed 25 hours at \$5.00 per hour) to assist the Parents for Better Education in assembling and organizing the new elementary central library.

Motion by Stewart, seconded by Ponder, to go into executive session for the purpose of discussing personnel and collective bargaining. Motion carried.

President Reeder declared the meeting back in open session.

Motion by Long, seconded by Appleby, to accept the resignation of John Lyons from the high school football coaching position for the 1985-1986 school year. Motion carried.

Adjourned July Meeting
July 30, 1985
Page Two

Motion by Ponder, seconded by Fay, to direct Principal Morgan to hire a football coach for the 1985-1986 school year. Motion carried.

Motion by Schable, Seconded by Appleby, to adjourn. Motion carried.

Secretary

President

APPENDIX D

VOCATIONAL REPORT

VOCATIONAL EDUCATION DATA SYSTEM REPORT FOR 1984-1985
Secondary Level

INSTRUCTIONS: This report must be completed, appropriate signatures affixed and mailed to the above address by no later than July 15, 1985. Submit one copy and retain one for your records.

ATWOOD HAMMOND C O SCH DIST 39 P O BOX 429 ATWOOD IL 61913 013500 4	DATE July 3, 1985 NAME AND TITLE OF PERSON COMPLETING REPORT James Morgan, Principal TELEPHONE (Area Code - Number) (217) 578-2226
--	---

PART I - EXPENDITURES (Local, State and Federal)

SECTION A	
(a) FORMULA REIMBURSED OCCUPATIONAL PROGRAMS:	(b) INSTRUCTIONAL EXPENDITURES
01.00 Agriculture	\$ 8250.00
03.00 Renewable Natural Resources	\$
04.00 Environmental Design	\$
06.00 Business and Management	\$
07.00 Business and Office	\$ 19,378.00
08.00 Marketing and Distribution	\$
09.00 Communications	\$
10.00 Communication Technologies	\$
12.00 Consumer and Personal Services	\$
15.00 Engineering Technologies	\$
17.00 Allied Health	\$
20.01 Occupation of Homemaking	\$ 21,270.00
20.00 Home Economics	\$
43.00 Protective Services	\$
46.00 Construction Trades	\$ 15,175.00
47.00 Mechanics and Repairers	\$
48.00 Precision Production	\$

Atwood-Hammond Comm. Unit Dist. #39

District or Institution Name

S

PART I - SECTION A (Continued)

(a) FORMULA REIMBURSED OCCUPATIONAL PROGRAMS:	(b) INSTRUCTIONAL EXPENDITURES
49.00 Transportation/Material Moving	18 S
59.00 Special Programs	19 S
Total Instructional Expenditures (Lines 1 through 19)	20 S 64,074.00
Total Other Expenditures (Mandatory Entry)	21 S 58,410.00
Total Vocational Expenditures (Lines 20 and 21)	22 S 122,484.00

SECTION B

THE TOTAL VOCATIONAL EDUCATION EXPENDITURE ON LINE 22, SECTION A, CONTAINS THE FOLLOWING SUB-CATEGORIES OF EXPENDITURES:

(a) EXCESS COST OF SERVING:	(b) ALL PROGRAMS EXCEPT 20.01
Handicapped	23 12,280.00
Limited English Proficiency	24
Disadvantaged	25

SECTION C

Portion of other expenditures on Line 21, Section A, chargeable to 20.01 Occupation of Homemaking	26 -0-
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SECTION D

Portion of Instructional Expenditures on Lines 1-19 expended for Cooperative Education Programs	27 -0-
Portion of Total Other Expenditures on Line 21, expended for Cooperative Education Programs	28 -0-

CERTIFICATION

We, the undersigned, hereby certify that the information and figures contained in this report pertaining to the vocational and technical programs are correct to the best of our knowledge, and in accordance with the requirements of Public Law 98-524 and The Rules/Regulations established therefrom.

7-5-85

Date Signature of Vocational Administrator, Director or Dean

Date Signature of Superintendent of Schools, Community College President or State Agency Director

Date Signature of Regional Superintendent or Executive Secretary of Illinois Community College Board (Not Required for State Agencies)

LOCAL PLAN FOR VOCATIONAL EDUCATION
 Section A
 GENERAL INFORMATION

ACTIONS: *Two copies of this section must be completed and submitted by all applicants. Be sure to check the type of claiming that will be utilized. Indicate by checking whether the district is under a semester system or a quarter system. In addition, summer occupational programs will be claimed.*

CLAIMING PERIODS: Semesters Quarters

WILL A SUMMER SESSION PERIOD BE CLAIMED? Yes No

NAME OF AGENCY
 Wood-Hammond High School

ADDRESS (Include Zip Code)
 W. Magnolia St., Atwood, IL 61913

NAME OF CHIEF AGENCY ADMINISTRATOR
 Lynn R. Strack

PHONE
 (217) 578-3111

NAME OF PRINCIPAL (Secondary Only)
 James E. Morgan

PHONE
 (217) 578-2226

NAME OF LOCAL PLAN DEVELOPER
 James E. Morgan

POSITION
 Principal

PHONE
 (217) 578-2226

NAME OF LOCAL ADVISORY COUNCIL
 Jackie Baer

What is the current total agency enrollment (9-12 or community college)? 142

What is the current estimated number of students (unduplicated) enrolled in vocational education? 115

Do you have a formal, written joint agreement with any other agency for vocational educational programs?
 No

Check all appropriate responses:
 Two or more agencies Other (explain)

List the administrative agency or agencies of the joint agreement that are applicable to question 2 above
 N/A

A current copy of the above joint agreement and appropriate signed Resolution page must be kept on file in the administrative offices of all agencies participating in the joint agreement. A copy of each signed Resolution page and the joint agreement must be submitted to the Department of Adult, Vocational and Technical Education by the administrative agency of the joint agreement (not applicable to community colleges).

On a separate sheet of paper attached to Section A of this Plan, the administrative agent for the joint agreement should list (by agency name and occupational area) the estimated number of students from other agencies that will be enrolled in vocational education courses that are a part of the joint agreement.

Chart below, list the estimated number of students from your agency that will be attending classes in other agencies. (Joint regional area vocational center, or other arrangements). N/A

AGRICULTURAL OCCUPATIONS	BUSINESS MKT. & MGMT. OCCUPATIONS	HEALTH OCCUPATIONS	HOME ECONOMICS OCCUPATIONS	INDUSTRIAL OCCUPATIONS	TOTALS

Does your agency contract with any private institutions to provide vocational education for your students (e.g. cosmetology, data processing, etc.)?
 No

A signed current copy of the contract shall be submitted with this Plan.

What is the number of students from private and/or nonpublic schools to be served in vocational education programs offered by your agency (secondary only)? None

5

Plan and Evaluation

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION 8

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES AND/OR EVALUATION REPORT RECOMMENDATIONS	ACCOMPLISHMENTS TO DATE	UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES AND/OR RESPONSE TO EVALUATION RECOMMENDATIONS
<p>1. During 1985-86, a new class in Industrial Technology will be offered.</p> <p>2. During 1985-86, Individual Career Packets will be developed for each high school student.</p>	<p>1. During the 1984-85 school year, we reduced our Industrial program to $\frac{1}{2}$ time.</p> <p>2. Also during this school year, a Production class was offered. This course was <u>not</u> taught because of lack of interest.</p>	<p>1. The guidance department will continue using student interest surveys.</p> <p>2. Vocational classes will continue being evaluated and updated.</p>

Vocational Programs

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION B

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES	ACCOMPLISHMENTS	UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES
<ol style="list-style-type: none"> 1. During 1985-86, additional vocational classes will be offered at the junior high level. 2. During 1985-86, our district will evaluate the <u>Regional</u> concept for vocational education. 	<ol style="list-style-type: none"> 1. During 1984-85, a drafting class is being taught at the junior high level. 2. During 1984-85, vocational offerings were altered. 	<ol style="list-style-type: none"> 1. Will continue developing occupational information for grades K-8. 2. Will follow-up on the survey to evaluate community interest in adult education.

Student Services

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION B

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES

ACCOMPLISHMENTS

UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES

1. During 1985-86, by using teacher referral we will continue to identify students that need help in vocational classes.
2. During 1985-86, a study will be conducted to establish the feasibility of sharing vocational program with neighboring districts.

1. During 1984-85, handicapped, disadvantaged, and limited English proficiency students were tutored in their vocational classes.
2. During 1984-85, a tutor was hired to assist our vocational students.

1. Will continue to identify students with special needs.
2. Will continue remedial classes to help those students with special needs.

Personnel

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION B

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES	ACCOMPLISHMENTS	UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES
<ol style="list-style-type: none"> 1. During 1985-86, will encourage staff to visit neighboring schools. This is to strengthen our vocational programs. 2. During 1985-86, will involve vocational staff in the evaluation of the Regional Concept. 	<ol style="list-style-type: none"> 1. Staff members were involved in planning and evaluation of programs. 2. Staff members were encouraged to become more active in regional vocational workshops. 	<ol style="list-style-type: none"> 1. Staff will continue to attend workshops during the school year. 2. Staff will continue their involvement in planning and evaluation of programs.

Program Management

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION B

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES	ACCOMPLISHMENTS	UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES
<p>1. Staff members will be encouraged to use community business people as vocational resource people.</p> <p>2. The local Board of Education will be encouraged to visit vocational classes to assist the administration with the feasibility of getting involved in the Regional Concept.</p>	<p>1. Staff members were encouraged to use the Advisory Council for input during the 1984-85 school year.</p> <p>2. During 1984-85, the guidance department started work on a career education program.</p>	

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Community Resources

Program Component

NOTE: Start each program component on a separate page.

Atwood-Hammond High School

Name of Agency

1985-86

Plan Year

SECTION B

PROGRAM IMPROVEMENT PLAN

PROGRAM IMPROVEMENT PLAN ACTIVITIES	ACCOMPLISHMENTS	UPDATED PROGRAM IMPROVEMENT PLAN ACTIVITIES
<p>1. During the 1985-86 school year, the Advisory Council should become more active in developing the local plan.</p> <p>2. During 1985-86, vocational instructors will assist students in finding related jobs.</p>	<p>1. During 1984-85, the guidance department has been updating career files.</p> <p>2. During 1984-85, staff members involved local business owners in career discussions.</p>	

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SECTION F

FINANCIAL INFORMATION

PAST EXPENDITURES FOR PROGRAM OPERATION	CATEGORIES	PROJECTED EXPENDITURES FOR PROGRAM OPERATION
\$ 61,110.00 *	1. INSTRUCTIONAL SALARIES	\$ 63,000.00
3,100.00	2. INSTRUCTIONAL EQUIPMENT	3,200.00
-0-	3. OTHER INSTRUCTIONAL COSTS	-0-
2,950.00	4. GUIDANCE AND COUNSELING	3,050.00
7,800.00	5. ADMINISTRATION, SUPERVISION AND EVALUATION	7,800.00
570.00	6. TEACHER EDUCATION	625.00
-0-	7. RESEARCH AND DEMONSTRATION	-0-
350.00	8. CURRICULUM DEVELOPMENT	500.00
<u>\$ 75,880.00</u>	9. TOTAL (Lines 1 through 8)	<u>\$ 78,170.00</u>
	10. TOTAL UNITS OF CREDITS TO BE EARNED IN VOCATIONAL PROGRAMS (estimated)	120
	11. ESTIMATED COST PER UNIT OF CREDIT (Line 9 divided by Line 10)	<u>\$ 650.00</u>

* Industrial Arts was reduced 4/7 time.

Section E Potential Evaluation Team Members

Instructions: The form on the following page is used to list individuals who would be willing to serve as Illinois State Board of Education, Department of Adult, Vocational and Technical Education on-site evaluation team members.

1. On page 14, agencies are asked to list names of educators who would be willing to serve as team members.
2. Below on page 13, agencies are asked to list names of business, industrial, or labor representatives who would be willing to serve as team members.

Be sure the individuals listed on both sides of the form are informed that they may be contacted and asked to serve on a visitation team at some time.

Educators, business, industrial and labor representatives play a vital role in the delivery of vocational education programs and services. Their involvement in on-site evaluations supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education is the key to helping agencies improve vocational programs and services. Since 1970-1971, over 8000 team members have served on visitation teams and helped improve vocational education for students. These team members have, in many cases, gone back to their local agencies better able to provide advice and assistance in vocational efforts. Persons identified in Section E of the Plan to serve on visitation teams become the link between sound vocational planning and evaluation.

SECTION E

POTENTIAL EVALUATION TEAM MEMBERS BUSINESS, INDUSTRIAL OR LABOR REPRESENTATIVES

NAME <u>Roger Harris</u>	NAME <u>Jerry Reeder</u>
FIRM OR AGENCY <u>Harris Electric</u>	FIRM OR AGENCY <u>Reeder Cattle Company</u>
ADDRESS (Street) <u></u>	ADDRESS (Street) <u></u>
(City, Zip Code) <u>Atwood, Il 61913</u>	(City, Zip Code) <u>Atwood, Il 61913</u>
POSITION <u>Owner - Manager</u>	POSITION <u>Owner-Manager</u>
PREVIOUS DAVTE TEAM MEMBER YES <input checked="" type="checkbox"/> NO	PREVIOUS DAVTE TEAM MEMBER <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

NAME <u>Aaron Romine</u>	NAME <u></u>
FIRM OR AGENCY <u>R and J Implement Co.</u>	FIRM OR AGENCY <u></u>
ADDRESS (Street) <u></u>	ADDRESS (Street) <u></u>
(City, Zip Code) <u>Atwood, Il 61913</u>	(City, Zip Code) <u></u>
POSITION <u>Owner - Manager</u>	POSITION <u></u>
PREVIOUS DAVTE TEAM MEMBER YES <input type="checkbox"/> NO	PREVIOUS DAVTE TEAM MEMBER <input type="checkbox"/> YES <input type="checkbox"/> NO

01/85

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

```

*****
*
*   ATWOOD HAMMOND CUSD 39           0244-00
*   222 W MAGNOLIA
*
*   ATWOOD IL           61913
*
*****

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NAME	FIRST	CIP CODE	OCCUPATIONAL ASSIGNMENT CODES	SEO	CIRCLE ONE IF APPLICABLE	
					DELETE	CHANGE
	MRS JACKIE		A	001	D	C
AND	CONNIE	17.0101	7	002	D	C
IS	LETITIA		6	003	D	C
ELTH	SALLY		2	004	D	C
AS	JAMES		58	005	D	C
IN	JERRY	48.0503	1	006	D	C
IN	WANDA	20.0101	1	007	D	C
PLE	TINA		9	008	D	C

District Code 013500

Vocational Education Program Approval

District Name ATWOOD HAMMOND C.U. SCH. DIST 39

FY 1986

COLUMN 1	COLUMN 2	PROGRAM OR COURSE TITLE	CIPCODE	SPEC. ORG.	COURSE CREDIT OR CONTACT HRS. EARNED EACH TERM	APPROVAL CODE ISBE Use Only
01	01	AGRICULTURAL SERVICES AND SUPPLIES	01.0501		.500	
01	02	AGRICULTURAL BUSINESS MGMT	01.0501		.500	1
01	03	AGRICULTURAL MECHANICS	01.0501		.500	3
01	04	ADVANCED AGRICULTURE	01.0501		.500	1
01	05	ORIENTATION TO AGRICULTURE	01.0501		.500	3
01	06	SUP OCCUP ED PROGRAMS II	01.0501		.500	1
01	07	SUP OCCUP ED PROGRAMS I	01.0501		.500	3
02	01	ACCOUNTING BOOKKEEPING & RELATED	07.0101		.500	
02	02	ACCOUNTING II	07.0101		.500	1
02	03	ACCOUNTING I	07.0101		.500	1
02	04	TYPING II	07.0101		.500	3
02	05	TYPING I	07.0101		.500	3
02	06	ORIENTATION TO BUSINESS	07.0101		.500	3
02	07	OFFICE PRACTICE	07.0101		.500	1
03	01	GENERAL OFFICE CLERK/INFORMATION S	07.0705		.500	
03	02	OFFICE PRACTICE	07.0705		.500	1
03	03	TYPING IV	07.0705		.500	1
03	04	TYPING III	07.0705		.500	1
03	05	TYPING II	07.0705		.500	3
03	06	TYPING I	07.0705		.500	3
03	07	ORIENTATION TO BUSINESS	07.0705		.500	3
03	08	ACCOUNTING I	07.0705		.500	1
04	01	SECRETARIAL	07.0606		.500	
04	02	OFFICE PRACTICE	07.0606		.500	1
04	03	TYPING IV	07.0606		.500	1

ILLINOIS STATE BOARD OF EDUCATION
 Department of Adult, Vocational and Technical Education
 100 North First Street
 Springfield, Illinois 62777

District Code 013500

Vocational Education Program Approval

District Name ATWOOD HAMMOND C.U. SCH. DIST 39

FY 1986

COLUMN 1	COLUMN 2	PROGRAM OR COURSE TITLE	CIP CODE	SPEC. ORG.	COURSE CREDIT OR CONTACT HRS. EARNED EACH TERM	APPROVAL CODE ISBE Use Only
404	04	TYPING III	07.0606		.500	1
404	05	SHORTHAND II	07.0606		.500	1
404	06	SHORTHAND I	07.0606		.500	1
404	07	TYPING II	07.0606		.500	3
404	08	TYPING I	07.0606		.500	3
404	09	ORIENTATION TO BUSINESS	07.0606		.500	NA
404	10	ACCOUNTING I	07.0606		.500	1
405	01	OCCUPATION OF HOME MAKING	20.0101		.500	
405	02	PARENTING	20.0101		.500	1
405	03	ADULT LIVING	20.0101		.500	1
405	04	MANAGEMENT RESOURCES	20.0101		.500	1
405	05	LIVING ENVIRONMENTS	20.0101		.500	1
405	06	INTRO TO TEXTILES	20.0101		.500	3
405	07	INTRO TO NUTRITION	20.0101		.500	3
405	08	INTRO TO CHILD DEVELOPMENT	20.0101		.500	3
405	09	ORIENTATION TO HERO	20.0101		.500	3
407	01	SPECIAL EDUCATION COOPERATIVE EDUC	59.0106		.500	
407	02	SP ED COOP ED	59.0106		.500	1
402	01	OCCUPATIONAL INFORMATION K-8	99.9901		.500	4
403	01	WELDING	48.0508		.500	6
404	01	TYPING	07.0705		.500	6
405	01	DIESEL MECHANICS Delete	47.0605		.500	6

APPENDIX E

TAX RESOLUTION

RESOLUTION INITIATING THE SUBMISSION OF
PUBLIC QUESTIONS TO REFERENDUM

WHEREAS, the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, has considered the existing education program and the improvements necessary to be made thereto in order to make the same more adequately serve the educational needs and requirements of the District; and,

WHEREAS, the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois has considered the existing operations, building and maintenance program and the improvements necessary to be made thereto in order to make the same more adequately serve the educational needs of the District; and,

WHEREAS, the Board of Education has found and determined and does hereby find and determine that there are insufficient funds on hand and available for the purposes set forth hereinabove and that it is necessary, convenient and desirable and for the best interests of the District that the tax levy for education purposes and the tax levy for operations, building and maintenance purposes be increased; and,

WHEREAS, the Board of Education is presently authorized to levy taxes for educational purposes at a maximum annual rate of 2.15% of the value of the taxable property in the District as equalized or assessed by the Department of Revenue, and the Board has heretofore found and determined that said educational tax rate

is not sufficient to meet the needs of the residents of the District and that the need exists for increasing said educational tax rate .50% to 2.65% of the value of the taxable property in the District as equalized or assessed by the Department of Revenue; and,

WHEREAS, the Board of Education is presently authorized to levy taxes for operations, building and maintenance purposes at a maximum annual rate of .445% of the value of the taxable property in the District as equalized or assessed by the Department of Revenue and the Board has heretofore found and determined that said operations, building and maintenance tax rate is not sufficient to meet the needs of the residents of the District and that the need exists for increasing said operations, building and maintenance tax rate .30% to .745% of the value of the taxable property in the District as equalized or assessed by the Department of Revenue; and,

WHEREAS, before the Board of Education is authorized to levy taxes at the increased rates of 2.65% for educational purposes, and .745% for operations, building and maintenance fund purposes, such propositions must be approved by a majority of the votes cast on said propositions at an election called for that purpose; and it is hereby determined to be in the best interests of the District to submit said propositions to the voters of the District.

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, as follows:

Section 1. It is necessary for the best interests of the District to increase the educational tax rate for the District .50%

to 2.65% in order to provide an efficient and adequate educational program to meet the needs of the residents of the District.

Section 2. That it is necessary and for the best interests of the District to increase the operations, building and maintenance tax rate of the District .30% to .745% in order to provide an efficient and adequate operations, building and maintenance program to meet the needs of the residents of the District.

Section 3. That the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, hereby initiates the submission of the following propositions to the voters of the said District at the consolidated election to be held on November 5, 1985.

- I. Shall the maximum annual tax rate for educational purposes of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, be increased .50% and established at 2.65% of the value of the taxable property in said District as equalized or assessed by the Department of Revenue instead of 2.15%, the maximum rate otherwise applicable to the next taxes to be extended for said purpose?
 - a. The approximate amount of educational taxes extendible under the maximum rate now in force (2.15%) is the sum of \$729,953.00.
 - b. The approximate amount of educational taxes extendible under the proposed increased rate (2.65%) is the sum of \$899,710.00.
- II. Shall the maximum annual tax rate for operations, building and maintenance purposes of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, be increased .30% and established at .745% of the value of the taxable property in said District as equalized or assessed by the Department of Revenue instead of .445%, the maximum rate otherwise applicable to the next taxes to be extended for that purpose?

- a. The approximate amount of operations, building and maintenance taxes extendible under the maximum tax rate now in force (.445%) is the sum of \$151,083.00.
- b. The approximate amount of operations, building and maintenance taxes extendible under the proposed increased rate (.745%) is the sum of \$252,937.00.

Section 4. That the Notice of the referendum required by Section 12-5 of the Election Code is to be given not less than Ten (10) days nor more than Thirty (30) days prior to the date of the election and may be made in substantially the following form:

NOTICE OF ELECTION
COMMUNITY UNIT SCHOOL DISTRICT NO. 39, PIATT, DOUGLAS,
MOULTRIE AND CHAMPAIGN COUNTIES, ILLINOIS

* * *

NOTICE IS HEREBY GIVEN that on the 5th day of November, 1985, at _____ an election shall be held in and for Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, at which election there will be submitted to the legal voters of said School District the following propositions:

- I. Shall the maximum annual tax rate for educational purposes of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, be increased .50% and established at 2.65% of the value of the taxable property in said District as equalized or assessed by the Department of Revenue instead of 2.15%, the maximum rate otherwise applicable to the next taxes to be extended for said purpose?
 - a. The approximate amount of educational taxes extendible under the maximum rate now in force (2.15%) is the sum of \$729,953.00.
 - b. The approximate amount of educational taxes extendible under the proposed increased rate (2.65%) is the sum of \$899,710.00.
- II. Shall the maximum annual tax rate for operations, building and maintenance purposes of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, be increased .30% and established at .745% of the

PROPOSITION TO INCREASE THE OPERATIONS, BUILDING AND MAINTENANCE TAX RATE

(INSTRUCTIONS TO VOTERS: Place a cross (x) in the space to the right of the word indicating the way you desire to vote.)

Table with 4 columns: Question text, YES, NO, and a blank column for marking. The question asks about increasing the maximum annual tax rate for operations, building and maintenance purposes of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, from .445% to .745%.

Section 6. The Secretary of the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, is authorized and directed not less than Fifty-Five (55) days prior to the election described herein to certify the public questions to be submitted to the voters of the District. The certification shall include the form of the public questions to be placed on the ballot, the date on which the public questions were initiated by adoption of this Resolution, and a certified copy of this Resolution. Said certification shall take the following form:

CERTIFICATION

TO: The Clerk of the County of _____ (all Counties which the _____ County Courthouse district encompasses) _____, Illinois

I hereby certify that the following public questions are to be submitted to the voters of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, at the consolidated election to be held on November 5, 1985, and that said questions have been initiated by Resolution of the Board of Education, Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, which Resolution was adopted on the 30th day of July, 1985, a certified copy of which Resolution is attached hereto and incorporated herein by reference. The form of the public questions to be placed on the ballots shall be in substantially the following form:

CERTIFICATION

TO: The Clerk of the County of _____
_____ County Courthouse
_____, Illinois

I Hereby certify that the following public questions are to be submitted to the voters of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois at the consolidated election to be held on November 5, 1985, and that said questions have been initiated by Resolution of the Board of Education, Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, which Resolution was adopted on the 30th day of July, 1985, a certified copy of which resolution is attached hereto and incorporated herein by reference. The form of the public questions to be placed on the ballots shall be in substantially the following form:

:	:	:	:
: Shall the maximum annual tax rate for	:	:	:
: educational purposes of Community Unit	:	:	:
: School District No. 39, Piatt, Douglas,	:YES	:	:
: Moultrie and Champaign Counties, Illinois	:	:	:
: be increased .50% and established at 2.65%	:	:	:
: of the value of the taxable property in	:	:	:
: said District as equalized or assessed by	:	:	:
: the Department of Revenue instead of 2.15%	:	:	:
: the maximum rate otherwise applicable to	:	:	:
: the next taxes to be extended for said	:NO	:	:
: purpose?	:	:	:
:	:	:	:

Member _____ moved and Member

_____ seconded the motion that said resolution as presented and read by the Secretary be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution as read.

Upon the roll being called, the following members voted

AYE: _____.

The following members voted NAY: _____.

Whereupon the President declared the motion carried and the resolution adopted and did sign and approve the same in open meeting and did direct the Secretary to record the same in the records of the Board of Education of Community Unit School District No. 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF PIATT)

CERTIFICATION OF MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Unit School District Number 39, Piatt, Douglas, Moultrie and Champaign Counties, Illinois, and that as such official I am the keeper of the records and files of the Board of Education of said School District.

I do further certify that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of said Board of Education of said School District held on the 30th day of July, 1985, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION INITIATING THE SUBMISSION OF
PUBLIC QUESTIONS TO REFERENDUM

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of said Board of Education on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that the said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all newspapers, radio or television stations and other news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of "AN ACT in relation to meetings," approved July 11, 1957, as amended, and with the provisions of The School Code of the State of Illinois, as amended, and that said Board of Education has complied with all of the provisions of said Act and said Code and with all the procedural rules of said Board of Education.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 30th day of July, 1985.

Secretary, Board of Education

SUBSCRIBED and SWORN to before me this 30th day of July, 1985.

Notary Public

APPENDIX F

TRANSPORATION REPORT

ANNUAL CLAIM FOR PUPIL TRANSPORTATION REIMB
(Sections 29-5 and 14-13.01 of The School Code)

INSTRUCTIONS: White and pink copies are to be forwarded to Regional Superintendent by July 10. White copy is to be forwarded to the above address by J

Table with 5 main columns: 1. TOTAL DAYS OF PUPIL ENROLLMENT FOR REGULAR TRANSPORTATION ONLY, 2. AVERAGE NUMBER OF REGULAR TRANSPORTATION PUPILS TRANSPORTED PER YEAR, 3. NUMBER OF DAYS TRANSPORTED, 4. MODE OF OPERATION, 5. NUMBER OF REGULAR PUPILS TRANSPORTED. Includes handwritten values like 51,136, 290.55, 176, and 331.

Table for Direct and Indirect Costs. Columns include: ILLINOIS PROGRAM ACCOUNTING MANUAL, A. REGULAR PUPIL TRANSPORTATION, B. APPROVE VOCATIONAL TRANSPORT. Rows include Salaries, Employee Benefits, Contractual Maintenance, Rent, etc., with handwritten totals like 124,689.00.

COMPUTATION (Optional)

REGULAR PUPIL TRANSPORTATION REIMBURSEMENT SUMMARY:

Summary table with 47 rows. Columns include: 22. Weighted Eligible Pupils, 23. Total Weighted Pupils, 24. Cost Per Pupil of Non-Eligible Pupils, 25. Total Cost to Transport Non-Eligible Pupils, 26. Allowable Regular Pupil Transportation Cost, 27. Prorated Allowable Regular Pupil Transportation Cost, 28. General State Aid Equalized Assessed Valuation (1983), 29. Qualifying Amount, 30. Special Equalization Claim Amount, 31. 4/5 Prorated Allowable Regular Pupil Transportation Cost, 32. Transportation Fund Tax Rate (1983), 33. Insufficient Levy Penalty, 34. Regular Pupil Transportation Flat Grant, 35. Prorated Regular Pupil Transportation Flat Grant, 36. Regular Pupil Transportation, 37. Regular Pupil Transportation Vocational Pupil, 38. Prorated Allowable Regular Pupil Transportation Vocational Pupil, 39. Vocational Pupil Transportation, 40. Vocational Pupil Transportation Regular and Vocational Pupil, 41. Regular and Vocational Pupil Transportation, 42. Regular and Vocational Pupil Transportation Special Education, 43. Net Allowable Regular Pupil Transportation Special Education, 44. Special Education Transportation, 45. Prorated Special Education Transportation, 46. Special Education Transportation, 47. Net Allowable Special Education Transportation. Includes handwritten values like 38,134,953 and 200000%.

We, the undersigned, do hereby declare that the foregoing statements are true to the best of our knowledge and belief, and that said school district (or in joint agreements) has complied with the requirements of the Law as set forth in Sections 14 and 29 of The School Code of Illinois.

6/28/85 Date Signature of Board Clerk or Secretary 6-28-85 Date Signature of District Superintendent

NAME OF CONTACT PERSON
PHONE

PUPIL TRANSPORTATION REIMBURSEMENT 1984-1985

14-13.01 of The School Code of Illinois

to be forwarded to the above address by July 25.

D TOTAL A + B + C	5. NUMBER OF PUBLIC SCHOOL REGULAR PUPILS TRANSPORTED (Regular School Term Only)	6. NUMBER OF NONPUBLIC REGULAR PUPILS TRANSPORTED (Regular School Term Only)	7. NUMBER OF REGULAR PUPILS TRANSPORTED DURING SUMMER SCHOOL TERM ONLY
51,136	331		
TOTAL A + B + C	8. NUMBER OF VOCATIONAL PUPILS TRANSPORTED (Regular School Term Only)	9. NUMBER OF SPECIAL EDUCATION PUPILS TRANSPORTED DURING REGULAR SCHOOL TERM ONLY	10. NUMBER OF SPECIAL EDUCATION PUPILS TRANSPORTED DURING SUMMER SCHOOL TERM ONLY
290.55		7	
Only) <input type="checkbox"/> Both	11. TOTAL REGULAR TRANSPORTATION MILES TO AND FROM SCHOOL (Regular School Term Only)	12. TOTAL VOCATIONAL TRANSPORTATION MILES TO AND FROM SCHOOL (Regular School Term Only)	13. TOTAL NON-REIMBURSABLE MILES (Regular School Term Only)
	110,528		7,025

REGULAR PUPIL TRANSPORTATION	B. APPROVED VOCATIONAL PUPIL TRANSPORTATION	C. SPECIAL EDUCATION PUPIL TRANSPORTATION	D. NON-REIMBURSABLE TRANSPORTATION	E. TOTAL TRANSPORTATION
\$	\$	\$	\$	\$
689.00		23,121.00	8565.00	156,375.00
689.00		23,121.00	8565.00	156,375.00
689.00		23,121.00	8565.00	156,375.00
689.00	\$	\$ 23,121.00	8565.00	\$ 156,375.00

COMPUTATION (Optional)

36. Regular Pupil Transportation Reimbursement (Greater of (Line 30 - Line 33) or Line 35) . . . \$	
37. Regular Pupil Transportation Audit Adjustment, if applicable \$	
VOCATIONAL PUPIL TRANSPORTATION REIMBURSEMENT SUMMARY:	
38. Prorated Allowable Vocational Pupil Trans. Cost (Line 21, Col. B x _____ %) \$	
39. Vocational Pupil Transportation Reimbursement (4/5 of Line 38) \$	
40. Vocational Pupil Transportation Audit Adjustment, if applicable \$	
REGULAR AND VOCATIONAL PUPIL TRANSPORTATION REIMBURSEMENT SUMMARY:	
41. Regular and Vocational Pupil Transportation Reimbursement (Line 36 + Line 39) \$	
42. Regular and Vocational Pupil Transportation Audit Adjustment (Line 37 + Line 40) \$	
43. Net Allowable Regular and Vocational Pupil Transportation Reimbursement (Line 41 + Line 42) \$	
SPECIAL EDUCATION PUPIL TRANSPORTATION REIMBURSEMENT SUMMARY:	
44. Special Education Pupil Transportation Reimbursement (4/5 of Line 21, Col. C) \$	
45. Prorated Special Education Pupil Trans. Reimbursement (Line 44 x _____ %) \$	
46. Special Education Pupil Transportation Audit Adjustment, if applicable \$	
47. Net Allowable Special Education Pupil Transportation Reimbursement (Line 45 + Line 46) . . . \$	

I believe, and that said school district for districts School Code of Illinois.

Reviewed and approved by:

Signature of District Superintendent _____ Date _____ Signature of Regional Superintendent _____

APPENDIX G

NEWS RELEASE

K-12 REGISTRATION OF ATWOOD-HAMMOND DIST. #39 SCHOOLS

1. REGISTRATION DATES: August 13 and 14, 1985, will be registration dates at both schools - Atwood-Hammond Grade School and Atwood-Hammond High School. The offices will be open between the hours of 8:00 to 12:00 and 1:00 to 4:00. Parents are asked to register their children during this time.
2. REGISTRATION FEES: Registration fees for Kindergarten will be \$15.00, and for grades 1-12 \$25.00.
3. PHYSICAL EXAMINATIONS: Parents are reminded that all students entering Kindergarten, Fifth, and Ninth grades must have a physical examination prior to enrolling in school.
4. Parents of Kindergarten students are reminded that if they have not brought a copy of their child's birth certificate to school, they should do so on one of the above mentioned dates.

SUPPLY LIST FOR KINDERGARTEN

- 1 4 oz. Bottle of School Glue
- 1 Box of Crayons — 8 Jumbo
- 1 Pink Eraser — NO Pencil Tip Erasers
- 1 Box of Kleenex
- 1 Art Shirt — (Dad's Old T-shirt works fine)
- 1 Pair of Gym Shoes (Do not need to be new — just clean)
- 1 Book Bag — cloth ones last longer — must carry to school each day

SUPPLY LIST FOR GRADE 1

- 2 Boxes of Crayolas (8 colors only) Small
- 1 Pink Eraser
- 1 4 oz. Bottle of Elmer's Glue (Pull-up Top)
- 1 Cigar Box or School Box this size
- 1 Box of Facial Tissue (to be replaced when empty)
- 2 Folders (with pockets)
- 1 Large Book Bag
- 1 Pair of Gym Shoes (Don't need to be new — just clean and fit)
- 1 Pair of pointed Scissors
- 1 Art Shirt (An old shirt of Dad's makes a good one)

SUPPLY LIST FOR GRADE 2

- 5 No. 2 Lead Pencils
- 1 Pair of Scissors (Sharp Points)
- 1 Rubber Eraser
- 2 Large Boxes of Facial Tissues
- 1 4 oz. Size of Elmer's Glue
- 1 Pair of Gym Shoes
- 1 1 Box of Crayolas (16 in a box)
- 1 Folder with Pockets
- 1 School Box
- 1 Art Shirt (An old shirt of Dad's makes a good one)

SUPPLY LIST FOR GRADE 3

- 1 Pair of Pointed Scissors
- 1 Box of Crayolas
- 1 Notebook with paper (regular space) NO SPIRAL NOTEBOOK PAPER
- 2 Rubber Erasers
- 1 12-inch Ruler with inches and centimeters
- 2 No. 2 Lead Pencils every month
- 1 4 oz Size of Elmer's Glue
- 1 Large Box of Facial Tissue
- 1 Pair of Gym Shoes
- 2 Folders with Pockets
- 1 Cigar Box or Box this Size
- 1 Box of Watercolor Paints
- 1 Art Shirt (an old shirt of Dad's makes a good one)

SUPPLY LIST FOR GRADE 4

- 2 No. 2 Lead Pencils
- 1 Red Lead Pencil or Red Pen
- 1 Ball Point Pen
- 1 Box of Crayolas - at least 16
- 1 12-inch Ruler with Inches and Centimeters
- 1 4 oz. Size of Elmer's Glue
- 1 Soft Green Eraser
- 1 Notebook
- 1 Package Notebook Paper (Regular Spacing)
- 1 Pair of Gym Shoes
- 1 Large Box of Facial Tissues
- 1 Pair of Pointed Scissors
- 1 Box of Watercolors
- 1 Box of Colored Pencils
- 1 Art Shirt (an old shirt of Dad's makes a good one)
- 4 Folders with Pockets
- 1 Spiral Notebook

SUPPLY LIST FOR GRADE 6

- 2 Ball Point Pens (Blue or Black)
- 1 Metric Ruler
- 1 Compass
- 1 Protractor
- 2 No. 2 Lead Pencils
- 2 Spiral Notebooks
- 1 Pair of Scissors
- 1 Eraser (pen & pencil)
- 2 Red Ball Point Pens
- 2 Folders (8½ x 11 Paper)
- Glue
- 1 Box Crayons
- 1 Loose Leaf Notebook Paper (Package)
- 1 Art Shirt

SUPPLY LIST FOR GRADE 5

- 2 No. 2 Lead Pencils
- 1 Ball Point Pen
- 1 Red Ball Point Pen
- 1 Box of Crayons (Medium or Large)
- 1 Spiral Notebook (Preferably 4-Subject Model)
- 1 Package White Notebook Paper (Standard Spacing)
- 1 4 oz. Size of Elmer's Glue
- 1 Pair of Sharp Pointed Scissors
- 1 12-inch Ruler
- 1 Pair of Gym Shoes
- 1 Box of Colored Pencils
- 1 Rubber Eraser
- 1 Ink Eraser
- 6 Folders for Papers
- 1 Protractor
- 1 Art Shirt
- 1 Assignment Notebook

SUPPLY LIST FOR GRADES 7 and 8

- 2 Ball Point Pens (Blue & Black)
- 1 Ruler
- 1 Compass
- 1 Protractor
- 2 No. 2 Lead Pencils
- 2 Spiral Notebooks
- 1 Pair of Scissors
- 1 Eraser (Pen & Pencil)
- 2 Red Ball Point Pens
- 4 Folders (8 $\frac{1}{2}$ x 11)
- 1 Box of Colored Pencils
- Glue
- 1 Large Box of Kleenex
- 1 Box of Crayons

APPENDIX H

CERTIFICATES OF DEPOSIT

NON-NEGOTIABLE NOT SUBJECT TO CHECK

THE STATE BANK OF HAMMOND
HAMMOND, ILLINOIS 61929

10017

Social Security # 37-6004320

Maturity Date July 31, 1985 July 1 19 85
DATE OF ISSUE

This Certifies that: Atwood-Hammond Dist. #39 Unit School
Address P.O. Box 429, Atwood, IL 61913
has deposited in this Bank.

Fifty Thousand Dollars and no/100----- (\$ 50,000.00) Dollars

payable only upon presentation and surrender of this Certificate thirty days after date of issue with interest at 7.00 percent per annum. Interest will be paid at maturity (No interest is payable after maturity or redemption.)

Redemption of this certificate prior to the maturity date is subject to the requirements of the rules and regulations of any bank supervisory authority having appropriate jurisdiction as they may be now or may be changed or amended in the future. State Bank of Hammond retains the right to redeem this certificate and to change the interest rate from time to time at maturity upon written notice at maturity by regular U.S. Mail to stated address of the depositor or his assignee.

Automatically Renewable -- Interest is not compounded and rate is adjusted at each maturity at the then prevailing rate.

Not automatically renewable and interest is not compounded.

TIME CERTIFICATE OF DEPOSIT
NOT-TRANSFERABLE

AUTHORIZED SIGNATURE

NON-NEGOTIABLE NOT SUBJECT TO CHECK

THE STATE BANK OF HAMMOND
HAMMOND, ILLINOIS 61929

10018

Social Security # 37-6004320

Maturity Date August 30, 1985 July 1 19 85
DATE OF ISSUE

This Certifies that: Atwood-Hammond Community Unit School Dist. #39
Address P.O. Box 429, Atwood, IL 61913
has deposited in this Bank.

Fifty Thousand Dollars and no/100----- (\$ 50,000.00) Dollars

payable only upon presentation and surrender of this Certificate sixty days after date of issue with interest at 7.00 percent per annum. Interest will be paid at maturity (No interest is payable after maturity or redemption.)

Redemption of this certificate prior to the maturity date is subject to the requirements of the rules and regulations of any bank supervisory authority having appropriate jurisdiction as they may be now or may be changed or amended in the future. State Bank of Hammond retains the right to redeem this certificate and to change the interest rate from time to time at maturity upon written notice at maturity by regular U.S. Mail to stated address of the depositor or his assignee.

Automatically Renewable -- Interest is not compounded and rate is adjusted at each maturity at the then prevailing rate.

Not automatically renewable and interest is not compounded.

TIME CERTIFICATE OF DEPOSIT
NOT-TRANSFERABLE

AUTHORIZED SIGNATURE

-159-

CERTIFICATE OF DEPOSIT

NOT SUBJECT TO CHECK

37-6004320

the ATWOOD STATE BANK
"Where People Come First"
ATWOOD-ILLINOIS 61913

3865

July 1, 1985

Atwood-Hammond Community Unit School Dist. #39 ----- HAS DEPOSITED

Fifty thousand & no/100 ----- DOLLARS \$ 50,000.00

Payable to Self ----- In current funds. 15 DAYS

~~XXXXX~~ For date on the return of this certificate properly endorsed, with interest at the rate of 7 per cent per annum (or at such lesser rate as the law shall from time to time limit by regulations). This is a time deposit, and the right is reserved to require thirty days' written notice of withdrawal. This certificate is not negotiable. NO INTEREST WILL BE PAID ON THIS DEPOSIT AFTER THE MATURITY DATE OR AFTER EXPIRATION OF NOTICE OF WITHDRAWAL. (Present this certificate promptly at maturity or expiration of notice in order to avoid loss of interest.) This certificate is not transferable except in accordance with the rules and regulations of the Board of Governors of the Federal Reserve System.

Due: 7-16-85

CERTIFICATE OF DEPOSIT

NOT SUBJECT TO CHECK

37-6004320

the ATWOOD STATE BANK
"Where People Come First"
ATWOOD-ILLINOIS 61913

3866

July 1, 1985

Atwood-Hammond Community Unit School Dist. #39 ----- HAS DEPOSITED

Fifty thousand & no/100 ----- DOLLARS \$ 50,000.00

Payable to Self ----- In current funds. 45 DAYS

~~XXXXX~~ For date on the return of this certificate properly endorsed, with interest at the rate of 7 per cent per annum (or at such lesser rate as the law shall from time to time limit by regulations). This is a time deposit, and the right is reserved to require thirty days' written notice of withdrawal. This certificate is not negotiable. NO INTEREST WILL BE PAID ON THIS DEPOSIT AFTER THE MATURITY DATE OR AFTER EXPIRATION OF NOTICE OF WITHDRAWAL. (Present this certificate promptly at maturity or expiration of notice in order to avoid loss of interest.) This certificate is not transferable except in accordance with the rules and regulations of the Board of Governors of the Federal Reserve System.

Due: 8-15-85

APPENDIX I

FIELD EXPERIENCE OUTLINE

EIA 6910/6920

Field Experience:

Internship Option

For the

Ed. Specialist Degree and/or
Superintendency Certification

at

Eastern Illinois University

INTRODUCTION

Under the direction of a practicing superintendent or personnel administrator as well as a university supervisor, the student will plan and implement administrative projects that are relevant to the position sought.

The Internship is one of the most important experiences that the student will have in his graduate program. It may be the only opportunity that the student may have under supervision to involve himself with on-the-job experiences in his position of interest before he is on his own. It is a time for the student to learn, experiment, and make mistakes before he actually holds such a job and becomes directly accountable to it.

A conscientious student will make the Internship the high point of his graduate program. The university field experience supervisor will assist each student as much as possible, but it is the student's own efforts that will make the Internship worthwhile.

General Objectives of the Internship

1. To provide the student an opportunity to relate his coursework, research, independent study, and simulated experience to actual administrative problems under the direction of an experienced administrator.
2. To make him cognizant of the responsibilities and duties of the position in which he is interested.
3. To acquaint him with the resources available to a school administrator.
4. To provide opportunities for gaining experience in the administrative processes of planning, organizing, staffing, developing, coordinating, reporting, and budgeting.
5. To make him aware of the agencies, both complementary and competing, with which the school relates.
6. To develop skills in the task areas of the superintendent's or personnel administrator's positions.
7. To become acquainted with the laws, policies, and regulations which govern the operation of the school system as well as specialized areas.

8. To obtain experience in working through and with others toward the realization of common objectives.
9. To become aware of sources and processes for obtaining necessary data in order to be a more effective leader.
10. To develop proficiency in decision-making and conflict management.
11. To develop the ability to conceptualize immediate problems in terms of short range and long range consequences and implications.
12. To experience the coordination of a school organization's human and material energies.

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STUDENT RESUME

NAME _____
(Last) (First) (Middle)

HOME ADDRESS _____
(Street) (City) (State & ZIP) Home Tele.

WORK ADDRESS _____
(Street) (City) (State & ZIP) Work Tele.

NAME OF SCHOOL OR OFFICE TO WHICH PRESENTLY ASSIGNED _____ POSITION _____

EDUCATION

Name of School Colleges or Univ. Attended (Undergraduate)	Location	Dates Attended		Date of Graduation	Degree Earned
		From	To		
Colleges or Univ. Attended (Graduate)					

PROFESSIONAL EXPERIENCE

Years (dates)	Name of School District	Position--Grade or Subjects Taught	Months of Service

Please provide a brief resume of your goals, objectives, aspirations, etc., underlying enrollment in this course.

Also, please provide a brief resume of your immediate career goals and aspirations.

What skills, abilities, knowledges, etc., do you feel you have to acquire in order to achieve your career objectives?

Administrative Knowledge Assessment Form

Name _____

Date _____

This form is designed to help you assess the present level of your knowledge and abilities in several areas of administrative activity. In each Administrative area, place an X in the column that most nearly describes you at the present time. In the last column describe briefly how you acquired your current knowledge or experience.

ADMINISTRATIVE AREAS	SELF-ASSESSMENT				HOW YOUR KNOWLEDGE/EXPERIENCE WERE ACQUIRED
	I am not familiar with this area	I have limited knowledge	I have a good deal of knowledge	I have knowledge, plus practical experience	
A. INSTRUCTIONAL PROGRAM	X	X	X	X	
1. Program Organization					
2. Curriculum Development					
3. Evaluation & Assessment					
B. PUPIL PERSONNEL	X	X	X	X	
1. Student rights/responsibilities					
2. Discipline					
3. Guidance					
4. Evaluation					
5. Student Relationships					
6. Student Information/Records					

ADMINISTRATIVE KNOWLEDGE FORM

6

Name _____

Date _____

ADMINISTRATIVE AREAS	SELF-ASSESSMENT				HOW YOU AND/OR WHERE CAN YOU IMPROVE?
	I am not familiar with this area	I have limited knowledge	I have a good deal of knowledge	I have knowledge, plus practical experience	
C. STAFF PERSONNEL	 	 	 	 	
1. Supervision of staff					
2. Organization of staff					
3. Recruitment & Selection					
4. Evaluation of staff					
5. Professional Development					
6. Negotiations					
D. SCHOOL COMMUNITY RELATIONS	 	 	 	 	
1. Community Attitudes					
2. Interpreting School to Community					
3. Community Involvement					
E. SCHOOL BUSINESS MANAGEMENT	 	 	 	 	
1. Finance/Budgeting					
2. Buildings & Grounds					
3. Furniture & Equipment					
4. Food Service					
5. Transportation					
6. Capital Improvement Program					

Requirements

The following requirements are to be completed during the internship:

1. Each candidate, by the first class meeting, is to complete: The Student Resume and The Administrative Knowledge Assessment Form.
2. Select and implement major and minor field experiences.
3. Maintain a log book.
4. Research and write three exploration papers
5. Each student must observe one school board meeting.
6. Write a personal resume to be used for seeking employment as a superintendent or personnel administrator.

Each student must complete five of these experiences.

4. Level 1 Experience

These experiences are observational. The student does not have to participate in a meaningful way.

Examples might be:

1. sitting in on a board executive meeting or a public meeting
2. observing negotiations
3. observing a citizens' advisory meeting, etc.

Each student must complete five of these Level 1 experiences. He may elect to do more of these activities and less Level 2's as long as the combination equals ten.

Contracting for Experiences

All experiences must, of course, have the approval of the on-site supervisor, but the Level 4 activities are the most critical. Before a student can receive credit for these experiences, he must have approval by both the school supervisor and the university instructor.

All other Levels (1-3) may be under the supervision of several people, but each student must have one school person who is his primary supervisor.

After the Level 4 experiences have approval by all parties, the student's evaluation for performing them will begin.

During the two semester Levels 1, 2, 3 will be approved as the situation arises. It is not necessary to have all levels approved at the start of the internship.

GUIDELINES FOR EXPERIENCE LOG

In order to assist you in the organization and documentation of the variety of learning experiences you gain during your Administrative Learning Contract, the following guideline for the Experience Log is presented.

I. Organization of the Administrative Experience Log

Set up a 3-ring loose-leaf notebook with 8 1/2" x 11" paper and five tabs as follows:

1. Level 1 Experiences - Observation
2. Level 2 Experiences - Interview or Discussion
3. Level 3 Experiences - Limited Participation
4. Level 4 Experiences - Sustained Participation
5. Other Experiences

As you gain administrative experiences at the various levels, keep a record of your learnings in the appropriate sections of your Administrative Experience Log. The "Other Experiences" section is for those experiences which do not seem to fit any of the designated levels or which include two or more levels in the same experience. Within each section (tab) of your Log, arrange your experiences according to major administrative areas (Instructional Program, Pupil Personnel, etc.). A copy of the Administrative Experience Matrix should be placed at the beginning of your Log to enable you to keep track of the various Levels and Areas of Experience you are gaining.

Recording Administrative Experiences

Record each administrative experience as soon after the experience as practicable. For continuing experiences, make notes on a regular basis. For each administrative experience, record the following information:

1. Brief Descriptive Title of Experience
2. Level of Experience (1, 2, 3, 4, or combination)
3. Sub-area(s) of the Administrative Knowledge Assessment Form relating to this experience (i.e., A2, B3, D1, etc.)
4. Date(s) on which the experience was gained.
5. Duration of the experience (in hours-approximately)
6. Persons you worked with (names and titles)
7. Summary of the experience (what you did)
8. Insights gained regarding school administration
9. Questions or topics needing further study or investigation
10. Additional comments regarding the experience

For items 7 through 10 in each experience record sufficient data for you to be able to draw valid generalizations regarding educational administration when you review the experience and relate it to other administrative experiences.

PRACTICUM LOG FORMAT

Name:

1. Descriptive Title of Experience:
2. Level of Experience: (1 2 3 4 , or Combination)
3. Sub-Area(s): 4. Dates: 5. Duration:
6. Person(s) Worked With:
7. Summary of Experience:
8. Insights Gained (re school administration):
9. Questions, Comments, or Topics Needing Further Investigation:
10. Additional Comments:

Experience Matrix

As you gain experiences during your Learning Contract, record each experience with a stroke count in the appropriate box in the Matrix. Place in front of your log book.

ADMINISTRATIVE AREAS	LEVEL OF EXPERIENCE				
	Level 1 Observation	Level 2 Interview Discussion	Level 3 Limited Participation	Level 4 Sustained Participation	Other
I. INSTRUCTIONAL PROGRAM					
1. Program Organization					
2. Curriculum Development					
3. Evaluation and Assessment					
4.					
5.					
II. Pupil Personnel					
1. Student Rights/Responsibilities					
2. Discipline					
3. Guidance					
4. Evaluation					
5. Student Relationships					
6. Student Records/Information					
7.					
8.					
STAFF PERSONNEL					
1. Supervision					
2. Organization					
3. Recruitment & Selection					
4. Evaluation					
5. Professional Development					
6. Negotiations					
7.					
8.					
SCHOOL COMMUNITY RELATIONS					
1. Community Attitudes					
2. Interpret School to Community					
3. Community Involvement					
4.					
5.					

LEVEL OF EXPERIENCE

ADMINISTRATIVE AREAS	Level 1 Observation	Level 2 Interview Discussion	Level 3 Linked Participation	Level 4 Sustained Participation	Other
SCHOOL BUSINESS MANAGEMENT					
1. Finance/Budget					
2. Buildings & Grounds					
3. Furniture & Equipment					
4. Food Service					
5. Transportation					
6. Capital Improve- ment Program					
7.					
8.					

Exploration Papers -

Two papers (4-6 pages each) should be submitted at specified times. Each paper should explore a significant question or topic that arose during the internship.

Entries in the Log under item 9 (Questions, Comments or Topics Requiring Further Investigation) provide the primary source for the topics of the papers.

Each Exploration Paper should include the following:

1. a clear statement of the question or topic to be explored
2. a brief description of the experience(s) that the student had that raised this question or topic
3. a brief review of pertinent theoretical and/or research literature bearing on the topic as well as on-the-job interviews or information (Appropriate footnotes and bibliography should be included.)
4. a summary, conclusions and recommendations for further investigation should conclude the paper.

School Board Observation

Each student must attend and report on one public school board meeting. The items to include on the written report are listed below.

It is not necessary to include all conversations and business that take place at the meeting, but the student should summarize what he believes to have been the most significant events. The student should look for interrelationships between the superintendent and school board; the visitors and the board, or other administrative personnel and the board. Other areas to observe might be the sequence of agenda items, the business like atmosphere (or lack of it), the type of discussion on the items, the degree of public participation, the superintendent's role at the meeting, the type of room (comfortable, eye contact, good ventilation, etc.), and evidence that the school board has met the Sunshine Law as well as others, such as mandatory roll call, vote vs. voice vote, etc.

Board Meeting Format

1. Name of Reporter _____
2. Date _____
3. Name of School District _____
4. Date of Reported Board Meeting _____
5. Were All Board Members in Attendance _____
6. Who Attended from Administrative Staff (titles) _____

7. Other School Personnel Who Attended (titles) _____

8. Description of Board Meeting Room _____
9. Description of Meeting _____
10. Reporter's Evaluation _____

Guidelines for Preparation of Personal Information

Each student, toward the end of his internship, will have a folder or notebook of personal information that he/she can present to the interviewer at the time of the interview or mail prior to the interview. This job portfolio should include personal background information and describe leadership activities that the student may have engaged in both in school and outside of school. At minimum, the portfolio should include the student's vita and a brief record of the practicum experience(s).

Personal Information consists of four components:

- A. Vita (or Resume)
- B. Record of Practicum Experiences
- C. Description of Related Experiences
- D. Additional Supporting Materials

1. Vita

The Vita (see examples on pages following) is a means of introducing the candidate to the employing officer before a position application is completed. As such, it is basically a sales piece. It is hoped that the information on the Vita will interest the employer to the extent that he/she will invite the candidate to complete an application form and come in for an interview.

Examine the Vita formats. As there are various ways of presenting material in a Vita, these formats are suggestions only.

2. Record of Intern Experiences

This Record is a supporting document to your Vita. Its main objectives are to point out to the prospective employer that you have had administrative experience and to briefly describe such experience. Except in special cases, it should not be sent with the Vita, but reserved for use during an interview or in follow-up correspondence.

The Record should be no longer than one page, single spaced. It should briefly describe the kind of school in which your intern experiences were gained, and it should tell in which administrative area(s) you have had experience. Major projects or administrative experiences should be described briefly. The Record of Intern Experiences may become part of your credentials package which is sent on request to prospective employers.

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Sample Entry:

I worked closely with the assistant superintendent in charge of personnel. I was responsible for up-dating the manpower planning inventory. I, also, assisted in analyzing personnel needs for the next school year as well as identifying those who would not return or those who had to be let go because of enrollment decreases. I helped to develop the personnel budget for the next school year to be submitted to the superintendent.

Along with this assignment, I chaired the Staff Development Committee. This committee had to do a staff needs assessment to determine the types of programs desired. After this was accomplished, the committee identified the programs for the next school year, people who may be needed as consultants and dates of programs.

C. Description of Related Experiences

The purpose of this Description is to provide a summary of additional school and community activities that the candidate has participated in that are relevant to the leadership and administrative roles of a school administrator.

This Description should be no longer than one page, single spaced. It should include those areas in school and community service in which you assumed responsibility or served in a leadership capacity. For each activity, briefly describe the nature of the activity, your role, and the outcome or results achieved. Union experience may be included if you feel it shows you favorably in a leadership capacity.

This Description of Related Experiences may become part of your credentials package.

Below is a sample system for categorizing school (or other) activities that a candidate may have had that are relevant to the school leadership role.

-Nature of Activity or Work

Under this category, the candidate should briefly describe the assignment or the type of activity or work. Number of people involved and authority and responsibility should be included.

-Candidate's Role

This should include the exact nature of the candidate's involvement, authority, and responsibility.

-Conclusion

If the assignment produced an outcome that may have been acted on by the organization, this information should be included.

Example:

School-wide Grading Committee - This committee was formed by the superintendent to investigate and analyze present pupil reporting procedures used K-12 and to recommend changes that reflect the philosophy of the school system in its endeavor to offer more individualized learning experiences for the students.

The committee had nine members: two members each for grades K-4, 5-8, 9-12, and art and physical education teachers K-2. One member was elected at large.

All members were elected by their colleagues. I was chosen chairman of the committee by the elected members.

The committee met once a week during the school year. In May of the second year, it recommended to the superintendent extensive changes in the pupil reporting system.

At the superintendent's request, I reported the committee's findings and recommendations to the Board of Education at a public meeting. Almost all of the recommendations were adopted by the school board.

I. Additional Supporting Materials

These materials should be kept for use during job interviews or when additional information is requested by a prospective employer. Materials in this category supplement and support information supplied under categories A, B, and C above.

Examples of additional supporting materials are: copies of published or unpublished articles or reports, Practicum project papers, copies of successful grant proposals, major research papers relating to administration, and letters of appreciation for public service. Other materials may be appropriate as well.

TIPS FOR VITA (RESUME) WRITING FOR THE ADMINISTRATIVE CANDIDATE

Purpose

The vita, or resume, is a creative professional document designed to describe your experience to best advantage and geared toward the field you want to enter. The resume will not get you a job; its purpose is to help you obtain an interview. Therefore, the resume should answer three basic questions about you: where you can be reached - name, address, and phone; what you want to do - a concise statement of your vocational objective; and where you have been in terms of experience and education. The resume is a sales-pitch on you as a candidate.

General Rules

1. Make your vita attractive in appearance and easy to read. Group information in logically organized sections leaving enough white space on the page. The resume should be printed or photostated - never use carbon copies. Correct all grammatical errors. Do not use sentence structure or personal pronouns - use action-packed phrases.
2. Your resume should be brief, clear, and concise. A two page resume or most is sufficient for the administrative candidate. This will help you select and limit your material. When in doubt, leave it out.
3. Include a generally stated job objective or statement of your vocational goal.

Format

There are two basic styles of resume writing:

1. Chronological or general - each job or educational experience is listed separately working back from your most recent job. Under each, you list the functions you performed. The chronological resume format is used most frequently by people with uninterrupted work experience, usually in the field where they are seeking employment.
2. Functional - experience and training are grouped and described as a whole or areas of competence, listing skills and accomplishments that relate to the job for which you are applying. This format is excellent for career changes or people with significant unpaid experience.

A combination of both approaches seems to be effective for the administrative candidate, expressing chronological events in a descriptive manner.

Items to Omit

1. Salary data
2. Names and addresses of references. These can be supplied at the interview. Simply state: "references available upon request."
3. Personal information such as age, marital status, height, weight, etc. Let the prospective employer consider you solely on the basis of your qualifications.

Cover Letter

A vita should never be mailed without a cover letter introducing it. This letter should highlight certain qualifications you may have for this specific job or stress why you are interested in their particular school system or position. Make sure your closing is not vague, but calls for a specific action from the reader.

KEY WORDS FOR RESUME PREPARATION

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Action Words

actively	eliminated	motivated	responsible
accelerated	established	organize	responsibilities
adapted	evaluate	originate	revise
administer	expanded	participated	review
analyze	expedite	perform	schedule
approve	founded	plan	significantly
coordinate	generate	pinpointed	simplicity
conceived	increased	program	set up
conduct	influence	proposed	solve
completed	implemented	proved	strategy
control	interpret	provide	structure
created	improve	proficient	streamline
delegate	launched	recommend	successfully
develop	lead	reduced	supervise
demonstrate	lecture	reinforced	support
direct	maintain	reorganized	teach
effect	manage	reversed	

Self-Descriptive Words

active	determined	independent	realistic
adaptable	diplomatic	logical	reliable
aggressive	disciplined	loyal	resourceful
alert	discrete	secure	respective
ambitious	economical	methodical	self-reliant
analytical	efficient	objective	sense of humor
attentive	energetic	optimistic	sincere
broad-minded	enterprising	perceptive	sophisticated
conscientious	enthusiastic	personable	systematic
consistent	extroverted	pleasant	tactful
constructive	fair	positive	talented
creative	forceful	practical	will travel
dependable	imaginative	productive	will relocate

Your Name
Your Street Address
Your City, State & Zip Code
Area Code/ Phone Number

OBJECTIVE: PERSONNEL TRAINING AND DEVELOPMENT, where experience in creating innovative training programs, ability to communicate ideas effectively, and success in motivating people, will contribute to profit through planned increase of personnel productivity.

BACKGROUND SUMMARY: Twelve years of communications-oriented experience includes; Personnel Training, Leadership and Consulting; Sales and Marketing; Teaching; Program Development and Implementation.

EDUCATION: MBA Suffolk University (Evening Division)
BA (English) San Francisco State University

RELATED ACCOMPLISHMENTS

Training and Motivating: Saved \$55,000 annually in salaries of new personnel by motivating department heads in modern employee development methods. Program now in third year.

Successful in persuading members of faculty and administration to participate in school's new environmental program.

Innovative Programs: Convinced management to triple size of employee development program by demonstrating its direct contribution to company profits, with minimum investment, using present staff.

Created and implemented unique environmental program using school's own resources.

Communicating Ideas: Generated 40% sales increase within 3 months and improved employees' morale by using graphic displays to initiate incentive system.

Wrote and published article on innovative history teaching method, resulting in over 20 requests for reprints to date.

EMPLOYMENT HISTORY: Consultant, Hobart Saxon Associates, Salem, New Jersey. Responsible for development of training materials, including manuals and visual aids. Set up and conducted over 50 training seminars. (1971 - present)

Manufacturer's Representative. (Self-employed) Product lines: College insignia, trophies and school furniture. Trained and motivated staff of eight successful salesmen. Personally handled all marketing and business development (1966- 1971)

Teacher. Plum Hill School, Plum Hill, New Jersey. Responsible for curriculum development and teaching of History. Developed first environmental program in school's history. (1962 - 1966)

PERSONAL:

Married, 3 children

Excellent Health

DELTA KAPP

Home Address

Business Address

Fainesville, Ohio 44077

Telephone
(216) 351-

Telephone
(216)

Professional Objective

Desire principalship or supervisory position at the elementary level.

Educational History

- 1975-1977 Masters in Education with a major in Administration; Cleveland State University, Cleveland, Ohio; certification in administration and supervision.
- 1968-1969 Bachelor of Science Degree with a major in Elementary Education; Kent State University, Kent, Ohio; certification in elementary education, grades 1-8.
- 1957 January through March — study at Mexico City College in Mexico City, Mexico.

Employment

My employment in education has been with the _____ City Schools.

- 1976-1977 Elementary — taught first grade.
- 1970-1976 Middle School — taught grades 6-8, English, reading, and social studies; taught academically-gifted class of seventh grade English and social studies.
- 1966-1970 Adult Basic Education at _____ High — director for 3 years; teacher for 4 years; taught intermediate level and the foreign-born.
- 1962-1965 Jr. High — taught sixth grade English, reading, and social studies.
- 1960-1962 Elementary — taught fourth grade.

School Experiences

I was involved in regular teaching activities such as textbook selection, writing of curriculum guides etc., but I was often involved in activities of a semi-administrative or administrative nature.

- 1978-1977 ADMINISTRATIVE PRACTICUM — Involved in attendance procedures, scheduling, disciplining, ordering materials, working with staff, preparing data, opening and closing school, suspending, conducting fire and tornado drills, writing associate teacher handbook, organizing volunteer program, and doing inventory on teacher and parent opinions.
- 1974-1976 TEAM LEADER — Involved in planning and organizing curriculum, scheduling, analyzing student needs, selecting teaching techniques, providing information to parents, and acting as liaison between team teachers and the principal.
- 1975 INSERVICE ON APPRAISAL DOCUMENT — Involved in explaining teacher appraisal document to the staff.
- 1975 FEBRUARY INSERVICE DAY — Involved planning the day's program on learning disabilities and on improvement of staff relations.
- 1971-1975 CO-ADVISOR OF _____ : — Involved advising students and helping coordinate their efforts into the school newspaper published quarterly.
- 1972-1973 MIDDLE SCHOOL CONCEPT — Involved studying, planning, and implementing the middle school concept along with several others on the committee; involved presenting the idea to the Board of Education for approval.
- 1971-1973 DEPARTMENT HEAD — Involved coordinating activities and programs of the English/Reading Department, and being liaison between the principal and the department.

System-wide Experiences

- 1975 APPRAISAL DOCUMENT COMMITTEE -- Involved participating as a member of the total group, acting as chairman of the subgroup which refined the committee's work and wrote the final document.
- 1974-1975 RIGHT TO READ CONFERENCES -- Involved participating in eight three-day workshop sessions in Columbus and bringing information and direction back to the schools.
- 1974 NEW TEACHER ORIENTATION BREAKFAST -- Involved helping in the organizing and planning of the breakfast.
- 1974 MARTHA HOLDEN JENNINGS WORKSHOP -- Involved participating in a workshop on reading in the content area.

Professional Memberships

Association for the Supervision of Curriculum Development (ASCD)
National Association of Parents and Educators (NAPE)
Parents and Educators of
Associate Member of the Ohio Elementary Principals' Association (OEAESP)

Philosophy of Educational Administration

I view children as our country's greatest resource. Since an elementary principal works very closely on a day-to-day basis with not only children, but also teachers and parents, I believe two of an administrator's chief responsibilities are human resource development and community development. To accomplish these I believe it necessary to achieve a school climate which encourages learning, problem-solving, open communication, satisfaction derived from work, creativity, and sensitivity to the feelings of others. A climate of this nature can be achieved by an administrator who:

- maintains a clean, well-run, and efficient school plant.
- uses two-way verbal communication whenever possible.
- operates on the assumption that teachers desire to contribute effectively and creatively to the accomplishment of educational goals.
- allows and encourages teacher input into the decision-making process, while retaining the right to make the final decision.
- encourages staff to develop professionally on their own as well as provide for general staff development programs and workshops.
- is available to both teachers and students for conversation, support, help, counseling etc.
- is free with praise for a job well-done both privately and publicly.
- is unafraid to voice criticism when necessary, but does so in private.
- encourages innovativeness in techniques and materials.
- encourages and maintains an atmosphere conducive to good student behavior.
- encourages parent visitations and conferences.
- enlists the aid of parents as educational volunteers.
- keeps parents and community informed through an annual report, newsletter, and informal methods.
- shows concern for what a child is (values, self-concept) as well as for what he knows.
- maintains authority, but exercises it in a responsible and humane way.

In my opinion the instructional program is the heart of the elementary schools, and it is in this area where I would fill the role as educational leader. An educational leader should:

- continually keep updated on the current instructional trends, materials, innovative ideas etc. and share them with staff when appropriate.
- be actively involved in working with teachers and helping them to grow in professional skill and stature.
- have an on-going program of curriculum evaluation.
- include programs and activities that deal with both the cognitive and affective domains.
- encourage the use of a variety of classroom organizational arrangements: large and small groups, individualized instruction, learning centers, laboratory study etc.
- provide for a variety of relevant educational materials and equipment.

I believe an administrator has the responsibility to consistently and effectively carry out all school board policies and procedures. It is vital that an administrator communicate openly and honestly with both superiors and administrative colleagues in order to work in harmony for the betterment of the total educational system.

BORCHLY MARIE MASON

Permanent Address:
3200 N. Jameson Drive
Butte, Montana 59701

Home Telephone: (406) 766-3304
Office Telephone: (406) 764-9287

Job Objectives	Position in adult education outreach program, utilizing background and experience in curriculum development for adults, and media processing.
Experience 1974 to Present	Curriculum Associate, Adults in Change Project, Adult Studies Institute, Cannon Community College, Butte, Montana. Developed curriculum for two adult education courses designed to help adults prepare for midlife and retirement years. Wrote and edited bimonthly newsletter, NEWS SCENES.
1962 to 1973	Social Studies Teacher, Morris County High School, Sayers, Idaho. In addition to teaching responsibilities, organized a mock presidential campaign involving sixty students.
1971 to 1973	Intern, SAFTES HERNDLY, Sayers, Idaho. Assisted in layout and editing. Wrote community activities column.
Workshops	Participated in two curriculum writing workshops conducted by Educational Scopes consultants. Developed skills in formative evaluation of instructional material, and objective writing.
Education	University of Idaho, B.A., American Studies, 1962
1958 to 1962	Received Bachelor of Arts degree in American Studies, with emphasis on political science and social and ethnic problems.
1962	Received teaching certification for secondary schools.
Skills and interests	Creative writing and outdoor activities.
References	References available upon request.

RESUME OF BARBARA G. E.

310 Rensseler Hall,
The Ohio State University
Columbus, Ohio 43210
(614) 422-7348

3963 Circle West
Columbus, Ohio 43224
(614) 671-3999

JOB OBJECTIVES: Desire position in secondary school administration.

EDUCATION: The Ohio State University, Columbus, Ohio
Graduate studies in Educational Administration leading
to a Ph.D.
September, 1975 - Present
Expected date of degree: June, 1976

Cleveland State University, Cleveland, Ohio
Master of Education, Administration Major
August, 1973

John Carroll University, South Euclid, Ohio
Graduate studies in Educational Administration
September, 1970 - June, 1971

The Ohio State University, Columbus, Ohio
Bachelor of Science in Education, Comprehensive Science
June, 1966

CERTIFICATION: Ohio Teaching Certificate, Science
Eight Year Professional
Effective: September 1, 1977

Ohio High School Principal's Certificate
Four Year Professional
Effective: September 1, 1973
Application made for Eight Year Professional to be effective
September 1, 1977

EXPERIENCE: The Ohio State University, Faculty of Educational
Administration, Field Services Component
Graduate Research Associate, October, 1975-Present
Duties performed:
Evaluation of educational facilities for contracted
school systems in the State of Ohio. Development
and compilation of comprehensive facility study reports.
Presentation of portions of reports to local Boards
of Education and their communities.

Junior High School, Cleveland Public Schools
Cleveland, Ohio
Administrative Intern, September, 1973 - July, 1975
Duties performed:

Unit Principal for seventh and eighth grades
including improvement of curriculum and instruction.

EXPERIENCE:

High School, Cleveland Public Schools
Cleveland, Ohio
Biology Teacher, September, 1968 - June, 1973
Assignments in addition to regular teaching duties:
Coordinator of the Biology Department, Advisor to
the National Honor Society, member of the Curriculum
Review Committee, Assistant Advisor to the Gymnastics
Club, member of the Faculty-Administration Council,
member of the Union Conference Committee.

High School, Cleveland Public Schools
Cleveland, Ohio
Project Coordinator, Summer 1971 & 1972
Duties performed:
Development and evaluation of the Integrated Sciences
Program. Orientation and supervision of two other
staff members.

Case Western Reserve University, Cleveland, Ohio
Biology Advisor for Pre-Health Science Program
Summer, 1970
Duties performed:
Teacher and supervisor of students in the Upward
Bound Program.

RESEARCH IN
PROGRESS:

PhD Dissertation: A Correlation of Violence in Public
Schools to The Variables of School Size, Leadership Style,
and Degree of Community Participation.

AWARDS:

E.E. Lewis Award for Outstanding Doctoral Student in
K-12 Administration, The Ohio State University, March, 1977

ORGANIZATIONS:

Phi Delta Kappa
Council of Educational Facility Planners, International
Ohio Association of Secondary School Principals (1973-75)
Cleveland Council of Administrators and Supervisors (1973-75)
Cleveland Education Association (1972-73)
Cleveland Teachers' Union (1968-71)

PLACEMENT
CREDENTIALS:

Dr. Arthur Wohlers
College of Education Placement Office
176 Arps Hall
The Ohio State University
Columbus, Ohio 43210 (614) 422-2741

REFERENCES:

Mr. M.
City Council Representative
Columbus, Ohio 43211

Mrs. Mary L. M.
Street
Columbus,
Ohio 43214