

1983

# Revision of the Argenta-Oreana Faculty Handbook, Grades K-8

Ralph J. Lutz Jr.  
*Eastern Illinois University*

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## Recommended Citation

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Author

REVISION OF THE ARGENTA-OREANA

FACULTY HANDBOOK, GRADES K-8

(TITLE)

BY

Ralph J. Lutz, Jr.

Field Experience

XXXXXXX  
**THESIS**  
XXXXXXXXX

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1983

YEAR

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

February 10, 1984  
DATE

10 Feb, 1984  
DATE

10 Feb 1984  
DATE

February 10, 1984  
DATE

REVISION OF THE ARGENTA-OREANA FACULTY  
HANDBOOK, GRADES K-8

BY

RALPH J. LUTZ, JR.

B.S. in Ed., Eastern Illinois University, 1971

M.S. in Ed., Eastern Illinois University, 1980

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements for  
the degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS

1983

434928

The development of a faculty handbook for the Argenta-Oreana School District grades K-8 was the subject of this field study. A faculty handbook had been issued previously, but it was outdated, lacking in detail, and had not been distributed for almost ten years. The high school had a recently revised faculty handbook, but the distinct differences between the high school and the lower grades would not permit the use of the same handbook by all teachers in the district.

The creation of this handbook was brought about mainly to answer the numerous questions the faculty had about board policies, grading, discipline, sick leave, and many other areas. The main objective was to provide the faculty with a handbook that would be current, easy to use, and informative.

Several basic sources of information were used. All faculty handbooks previously issued in the district were examined for format and content. Faculty handbooks from thirty school districts were requested; eighteen were received and examined. The Argenta-Oreana Board Policy Handbook was examined for items to be included in the handbook. Lastly, input from the faculty was requested. This input was on an individual as well as departmental basis.

This handbook was designed to be a ready reference for teachers, substitutes, administrators, and support personnel. Hopefully this handbook will be reviewed on an annual basis and updated as necessary. Only then will this continue to be a useful instrument for the district.

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## CHAPTER I

### BACKGROUND

The selection of a Teacher Handbook for the final project of study within the course of completing the degree evolved from numerous experiences encountered during seven years as a classroom teacher in three different school districts and during seven months of daily substitute teaching (in over forty different schools) prior to that. Four years of military experience between the undergraduate and graduate studies provided exposure to a world of Job Description Handbooks, Turnover Files, Table of Organization Charts, and innumerable SOP's - Standard Operating Procedure - to combat the constant personnel turnover, and acclimate new personnel with a minimal loss of effectiveness during the transition. These texts ranged from basic to complex, but their uses for orientation and reference often made them valuable instruments. Many of the schools the writer had been in, however, had no such orientation materials for new or substitute teachers. Most had informal, verbal orientations for new personnel; some had none.



The Argenta-Oreana School District does have a Teacher Handbook. In fact, there are two - one for the kindergarten through eighth grades, and one for the high school. The high school faculty manual was revised in 1980 and is issued to every teacher. The handbook for the other grades was written in 1969 and revised in 1975. A survey in the middle school building, however, showed that only two of the twenty teachers had a copy, and fifteen teachers had no idea such a manual existed.

The classroom environment should be conducive to learning. To create this favorable atmosphere, teachers should inform the students early in the year of the expectations, rules, and regulations that they will be expected to know. These guidelines should be discussed, posted on bulletin boards, and even distributed to the students, if possible. Many schools have student handbooks for this purpose. With supplementary guidelines from individual teachers.

This same approach should be taken with the faculty. Even if guidelines are covered in a verbal orientation or teacher meeting, a hard copy of the material should be provided to all personnel. This can help eliminate misunderstandings. Teachers who feel secure in their environments stand a better chance of helping students feel more secure in theirs, and any added feelings of

security are beneficial to the total educational process.

Substitute teachers also need a reference source more reliable than the students and more convenient than running to the school office every time a question arises. Principals should provide substitutes with the teacher manual when the person registers as a substitute or provide a copy the days substitutes are in the building.

During the past five years, there have been many incidents which might have been avoided had the district had a current, comprehensive manual for the entire staff. Obviously not all problems will be eliminated by such a manual; some may actually be created as the result of the information in the manual. Some of the incidents may seem almost comical in retrospect, but at the time they were of the utmost importance. Other situations were serious violations of board policy that might have been prevented had the teacher been better informed.

It would be possible to relate numerous situations which might have been avoided by the issuance of an informative manual for teachers, but the following accounts are typical of circumstances which were faced throughout the previous several years by teachers in the middle school building.

Students at a bus stop began to throw snowballs at a teacher's car almost every day as the teacher drove

by on the way to school. The teacher knew who the students involved were but never initiated any disciplinary action because the incident took place off school grounds.

The teacher was shocked to learn that not only was disciplinary action possible, but that the lack of such action by the teacher could be considered negligence should a mishap occur. A similar situation involved a teacher who learned of a fight that was to take place between two students on their way home from school. The teacher did nothing because the fight was to take place off school grounds.

A teacher was not aware of the three days granted each year for business leave. In two years the teacher had used five sick days to attend to personal business during school hours. This not only caused the teacher to lose five sick leave days unnecessarily, but also required the school district to obtain a substitute on short notice. It is also against board policy and unethical to call in ill when the teacher is doing so under false pretenses.

Report cards are constantly being marked incorrectly by both new and experienced teachers. Only letter grades (A, B, C, D, F) are to be used. Occasionally a new teacher will use a percentage score on the report card, and many teachers sometimes indicate a plus (+) or a minus (-) grade, but none of these are allowed.

New teachers are often not aware of the multitude of support services offered in the district. Without a manual to refer to, the services of the social workers, psychologist, learning disabilities teacher, guidance counselor, school nurse, librarian, and others may not be used by those who need them most.

It is not proposed that the publication and distribution of a manual for teachers would prevent all of the above problems. If a faculty handbook of some type could prevent only a few misunderstandings, and help at least a few teachers perform better, then the effort to produce such a handbook is justified.

## CHAPTER II

### PROBLEMS IN DEVELOPMENT

The 1975 revision of the handbook contained some basic information that was very useful. A few teachers still had copies, to which some had added numerous other notes, announcements, and changes to procedures and policies. While this system contained most of the needed information, it lacked organization, still contained some items that were incorrect or outdated, and was not generally available to members of the staff.

When it came time to select a project for the field experience, the teacher handbook was an easy and obvious choice. When approached with the idea, the Assistant Superintendent was very enthusiastic and encouraging. He had been responsible for the 1975 revision and understood the need for such a manual. He was very helpful and suggested several items that should be included.

Personnel in the district were contacted next. Each area that had an item in the old handbook was given a copy of that item and requested to update or completely rewrite the material. The areas not represented in the old handbook were asked to prepare material for the new edition. All personnel were asked to suggest items of

any nature to be included in the new handbook. Most responded favorably to the project. Some responses were overwhelming. The Learning Disabilities staff, for example, submitted over fifty pages of text for inclusion in the handbook! While their enthusiasm was appreciated, they were convinced to reduce the report to an outline of several pages.

The Oreana Fire Department was also very helpful. The fire drill exit charts were examined and found to be one part of the 1975 handbook that was still up to date. The tornado procedures were examined and declared equally sound.

Some individuals were concerned that publishing a teacher handbook would just mean more rules and regulations to follow, and that this would give the administration more leverage in a dismissal case. The response to this was that the handbook was to inform the personnel of general rules, regulations, and board policies to prevent problems and misunderstandings. District personnel are required to abide by board policies whether the policies are presented in a teacher handbook or not.

Thirty schools from other districts were contacted and copies of their faculty handbooks were requested. The schools contacted were mostly from the central Illinois area, with five from the Chicago area, and two from central Indiana. Twelve schools contacted had no type

of teacher handbook. Faculty handbooks from the eighteen other schools were received and examined. It was noted that some were very specific while others were overly general. The former were usually updated yearly and the latter were updated every three to five years or longer. It was interesting to note the type of information that some schools considered pertinent was not even mentioned by other schools. Some handbooks mainly dealt with the emergency procedures, others mostly with discipline, and one tried to cover every possible situation in its 128 pages.

Items of board policy had to be checked for accuracy, but because this was to be an informative handbook rather than a legal document, it was decided to write the text in the exact words of the board policy only when necessary. Although some educational terminology is used, an effort to use plain English, where possible, was made.

## CHAPTER III

### CONCLUSIONS AND RECOMMENDATIONS

The preparation of this manual has significantly reinforced the preliminary assumption that such a handbook is needed. Most of the personnel contacted during this project were not only helpful and supportive but were also anxious to receive a copy of the manual upon its publication. Many expressed the opinion that such a handbook might have saved them a headache or two if they had been given a copy their first day in the district.

Obviously the handbook will not answer all questions for all people, but it is a place to start. Supplemental items such as personnel rosters, schedules, extra curricular duties, etc., which can become obsolete before they are printed, are not included. These can be distributed and revised as necessary throughout the school year. The handbook does, however, give basic information on a wide variety of pertinent topics and usually designates the source for any additional information that might be necessary.

The handbook is not supreme. It is not law. The statement of purpose, or disclaimer, at the beginning



of the manual makes it clear that the handbook is only a guide through the otherwise difficult tangle of board policy and regulations. It is nice-to-know information meant to assist the educator and make teaching easier and better.

This project should be a continuing process. The handbook should be reviewed annually and revised as necessary. Input from the entire faculty should be solicited on a regular basis, such as at the end of each semester or grading period. The Assistant Superintendent, or someone appointed by him, should complete this update prior to the beginning of each new school year so that new personnel can receive a copy and returning personnel can update theirs at the same time.

Issuance of the handbook in a loose-leaf form would facilitate future changes. Pages could be easily added or deleted without publishing an entire new edition of the handbook. The faculty may wish to add class rosters, seating charts, instructions for substitutes, and other unique data to make the handbook part of a more comprehensive and individualized instrument.

The faculty handbook may not be used on a daily basis. It may not be used by some personnel at all. The use of such a handbook as a source of introductory or reference material, when such information is needed, even

if only occasionally, makes the distribution of such a handbook an administrative obligation.

**APPENDIX**

**Argenta-Oreana K-8 Faculty handbook**

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      T E A C H E R ' S
      H A N D B O O K
      G R A D E S   K - 8

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EMIL MORSCH,  
ASS'T. SUPT.

## PURPOSE

The purpose of this handbook is to develop some basic guidelines and to give some direction and procedures to be followed as a faculty member. This document and its contents are subordinate to the negotiated agreement and/or the policy as set down by the Argenta-Oreana Community Unit #1 Board of Education. Any statements herein conflicting with either of the above mentioned documents are therefore invalid.

District personnel are required to follow the policies of the district. This handbook creates no new rules or regulations. Some of the information contained in this handbook is not official board policy, but just nice-to-know information. This handbook is written to help all district personnel do what they do the best

**EDUCATE THE STUDENTS!!!!!!**

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(1)

ACCIDENTS AND DISEASES

STUDENTS ACCIDENTS:

1. Be calm and cool, so that you may administer first aid to the injured student in such a way that he is well cared for.
2. Notify your Building Principal and he will notify the parent or guardian. Make sure the rest of your class has supervision or you may have more accidents.
3. The teacher in charge will fill out two accident reports, which may be found in the office, return them to the office the day the accident happens. Instruct your students that if they are injured at school, it must be reported to the teacher on duty the day it happens for Insurance purposes.
4. When you have a student with a COMMUNICABLE DISEASE, or suspect one, report it to the PRINCIPAL'S office. Be careful what is said about the disease to the students. Do not discuss with your class the unusual diseases or take it upon yourself to diagnose the case.

TEACHERS:

1. If you are injured on the school premises in the line of duty, please report this to the Assistant Superintendent's office the day it happens. You are covered by Workmen's Compensation.



(2)

ATTENDANCE

STUDENT:

1. K-5 will turn in on Friday or the last school day of the week. Middle School teachers will take attendance every period and turn in their report at the end of the school day for grades 6-8. Forms are in the principal's office. The attendance registers are kept in the office of the Assistant Superintendent.

TEACHER:

1. All teachers are due in the building before 8:15 a.m. If a teacher leaves the premises during the school day, please notify your principal.
2. If you are in the building past the time that the principal and janitor leaves, you are responsible for checking to see that all lights are out and the building is locked up. Also, I do not wish for you to leave with the students unless it is necessary.
3. If you are ill and are unable to teach, please call the Assistant Superintendent's home (795-2297 by 7:00 a.m.) so that he will have time to get a substitute. If you know the night before, call then. DO NOT come to school thinking you can make it through the day and then decide you can't. This puts us in a bind finding a substitute for you. If you do become ill during the day, call the Assistant Superintendent.

(3)

CLASSROOM PARTIES

ELEMENTARY 1-5:

1. The PTA and/or Community Club sponsors three classroom parties a year.
  - a. Halloween, Valentine's Day, Easter
  - b. Christmas party with gift exchange (optional) (treats are furnished by the PTA and/or Community Club).
2. Parties are held the last hour of the school day.
3. It is permissible to have birthday parties for pupils in grades K, 1, and 2. In grades 3, 4, and 5 the child may bring refreshments for milk time if he wishes.

JUNIOR HIGH:

1. All class parties include the entire grade.
2. These are held after school hours.
3. No gift exchange for any purpose between students or teachers and students.

TEACHERS -- No parties for individual teachers, birthday, etc. in the classroom.

BOARD POLICY HANDBOOK

1. A lot of time and effort was spent in preparing this handbook. Each Principal has a copy of the handbook and I would suggest that every teacher read it at least once.

(4)

COFFEE BREAK

1. This is permissible as long as someone is supervising your students. DO NOT BRING FOOD OR BEVERAGES INTO THE CLASSROOM WHEN STUDENTS ARE PRESENT.

DAILY SCHEDULES

1. Each teacher in grades 1-5 should have a daily schedule posted in his classroom and turn in copies to the Assistant Superintendent's and Principal's offices. We understand that this schedule is flexible.
2. Each building principal will provide his staff with a daily schedule of the activities in his building. For example: Beginning of the school day, recess, P.E., lunch, etc. Turn in a copy to the Assistant Superintendent's office.

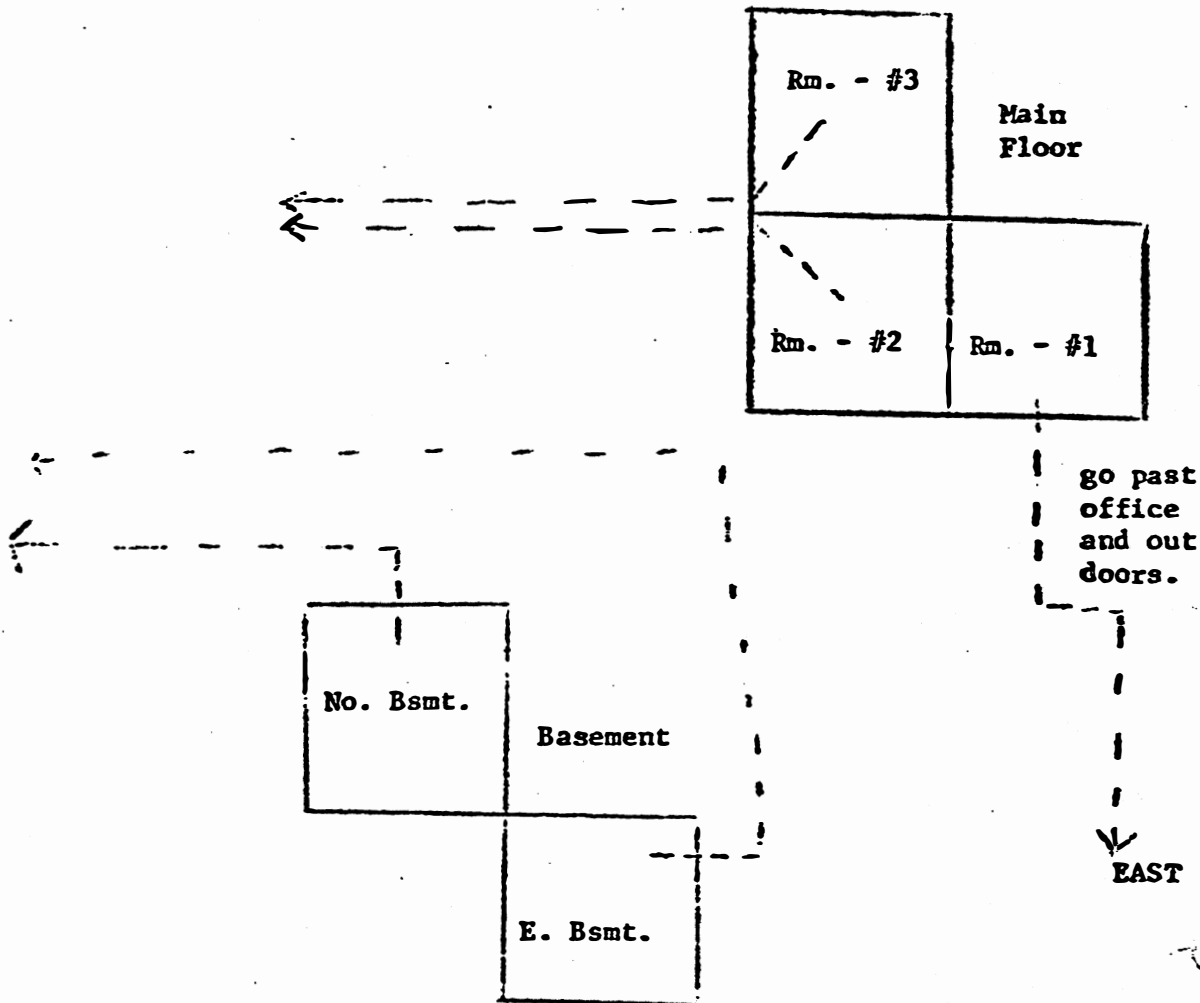
FIELD TRIPS

1. Field trips are limited to the immediate area of Macon County for pupils of the Elementary grades 1-5.
2. Out-of-town trips may be arranged for Junior High students, but judgement should dictate that more is to be gained than will be lost by the time missed.
3. Give the Assistant Superintendent a list of objectives for the trip and write up the results after the trip.

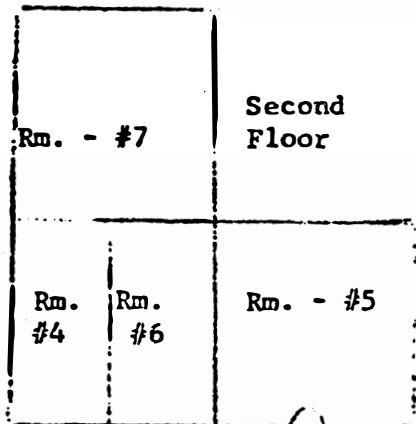
ARGENTA GRADE SCHOOL

Fire Drill Instructions

NORTH



WE HOLD FIRE DRILLS ON AN AVERAGE OF ONCE A MONTH.



SOUTH

(6)

FIRE DRILL INSTRUCTION  
ARGENTA GRADE

Room #1:

Exit single file through west classroom door, down the hall through new addition out the east entrance and proceed south to the end of the playground

Room #2:

Exit single file through the cloakroom and out the west fire escape door. Go straight west past the playground equipment.

Room #3:

Exit single file through the cloakroom and out the west fire escape door. Go straight west past the playground equipment.

Room North Basement Classroom:

Exit single file from the classroom out the north fire escape door. Go straight west of the building past the playground equipment.

Room East Basement Classroom:

Exit through the east fire escape door and proceed west on the side of the building past the playground equipment.

Room #5:

Exit through the fire escape and proceed south to the end of the playground.

Room #7:

Exit to Room #5 and down the fire escape and proceed south to the end of the playground.

(7)

FIRE DRILL INSTRUCTION  
ARGENTA GRADE (Cont.)

Room #6:

Exit to Room #5 and down the fire escape and proceed south to the end of the playground.

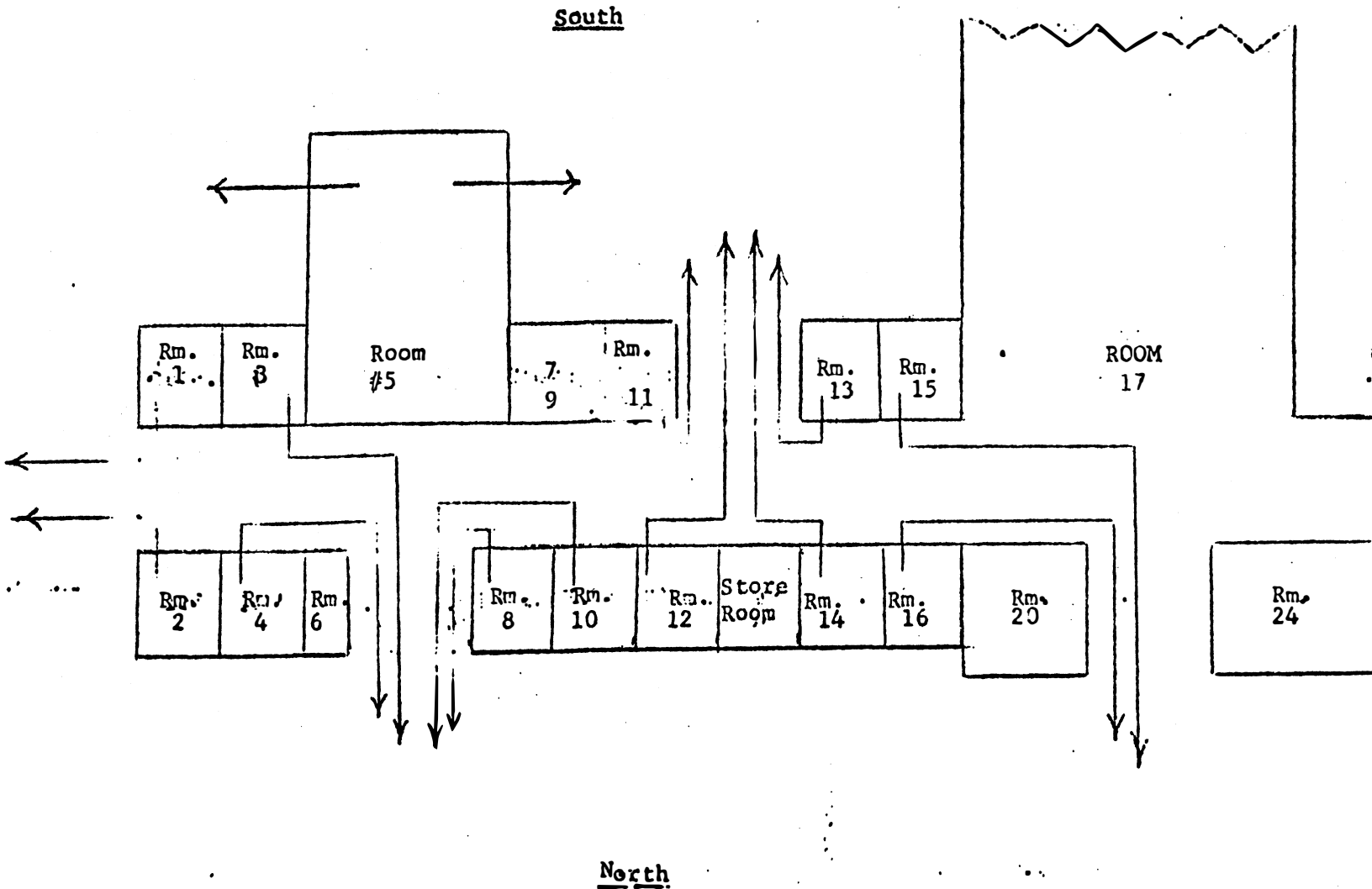
Room #4:

Exit to Room #5 and down the fire escape and proceed south to the end of the playground.

Oreana Grade School  
Fire Drill Instruction

(8)

East



South

North

(9)

FIRE DRILL INSTRUCTION  
OREANA

Students in your room at any given time should know the procedure for leaving in the event of a fire drill or an actual fire.

Room #1:

Exit in single file through the east entrance using the south side of the entrance way. Go to the parking lot turn right and follow the walk.

Room #2:

Exit in single file through the east entrance using the north side of the entrance way. Go to the parking lot turn left and follow the walk.

Room #3:

Exit in single file through the north main entrance using the East middle door. Go across the drive.

Room #4:

Exit in single file through the north main entrance using the east door. Go across the drive.

Room #5:

Exit single file through the east door of the all purpose room. Go to the blacktop playground area.

Room #8:

Exit single through the north main entrance using the west middle door. Go across the drive.



(10)

Room #10:

Exit single file through the north main entrance using the west middle door. Go across the drive.

Room #11:

Exit single file through the south entrance using the east door. Go straight south of the building.

Room #12:

Exit single file through the south entrance using the middle of the corridor. Go straight south of the building.

Room #13:

Exit single file through the south entrance using the west door. Go straight south of the building.

Room #14:

Exit single file through the north entrance of the Junior High school using the middle of the corridor. Go across the drive.

Room #15:

Exit single file through the all purpose room of the Junior High using the east doors of the all purpose room. Go straight south of the building.

Room #16:

Exit single file through the north entrance of the Junior High keeping to the right. Go across the drive.

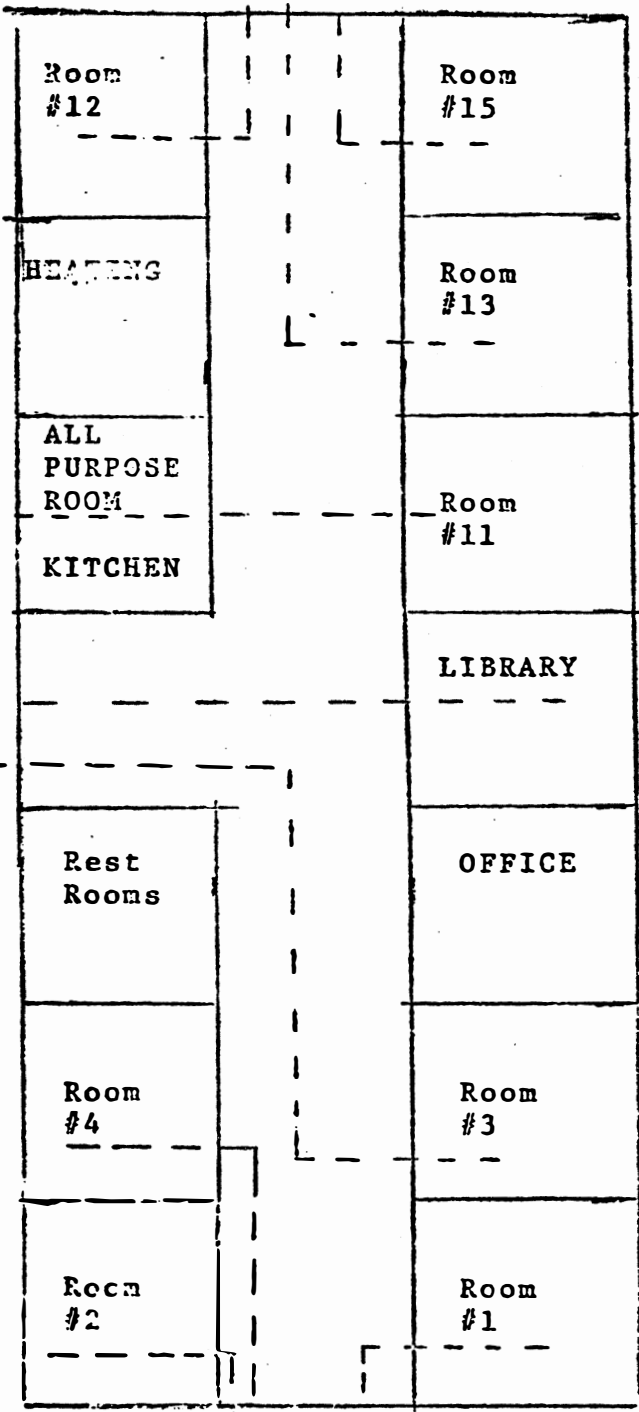
(11)

ELEMENTARY BUILDING ON H.S. CAMPUS

FIRE DRILL INSTRUCTION

12 13 15

EAST



ROOM #11

LIBRARY  
ROOM #3

We hold fire drills on  
an average of once a month

SOUTH

WEST

ROOM #2

ROOM #1

ROOM #4

(12)

FIRE DRILL INSTRUCTIONS  
ELEMENTARY BUILDING ON HIGH SCHOOL CAMPUS

Students in your room at any given time should know the procedure for leaving in the event of a fire drill or an actual fire.

Room #12:

Exit single file through the east main entrance using the north side of the entrance way and go straight east to the ball diamond.

Room #15:

Exit single file through the east main entrance using the south side of the entrance way and go straight east to the ball diamond.

Room #13:

Exit single file through the east main entrance using the middle of the entrance way. Go straight out after filing through the entrance way to the ball diamond.

Room #11:

Exit single file through the east door of the all-purpose room. Proceed along the east side of the all-purpose room using the northeast door of the room to reach outside. Proceed to the tennis court.

All-Purpose Room:

Exit single file through northwest door of the room to parallel position with room #3.

(13)

Library:

Exit single file through the west door of the library. Proceed through the lobby between the all-purpose room and the boy's rest room. Use the east side of the entrance way.

Room #3:

Exit single file through the north entrance. Use the west side of the entrance way.

Room #4:

Exit single file through the west entrance. Use the south side of the entrance way. Turn left and follow the walk that goes south.

Room #2:

Exit single file out the west entrance. Use the north side of the entrance way. Turn right and follow the walk that goes north.

Room #1:

Exit single file through the west entrance. Use the south side of the entrance way. Turn left and follow the walk that goes south.

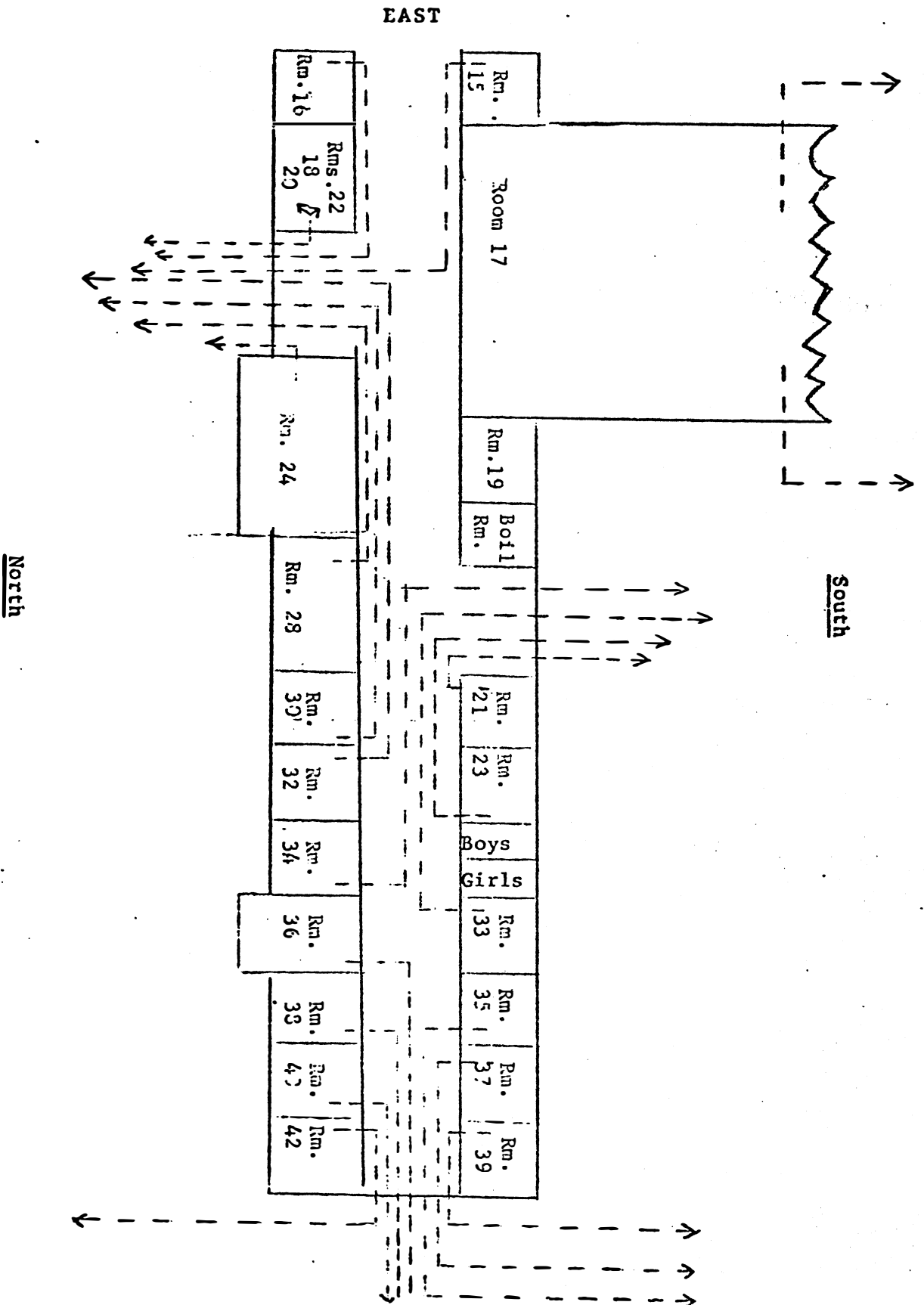
NOTE:

MAKE SURE ALL WINDOWS ARE CLOSED AND THAT THE DOOR IS CLOSED AFTER YOUR ROOM HAS BEEN VACATED.

(14)

ARGENTA-OREANA MIDDLE SCHOOL

Fire Drill Instructions



(15)

ARGENTA-OREANA MIDDLE SCHOOL  
FIRE DRILL INSTRUCTIONS

Students in your room at any given time should know the procedure for leaving in the event of a fire drill or an actual fire.

Boyd Locker Room:

Exit single file through the south door and go straight at least 50 yards from the building.

Girls Locker Room:

Same as boys.

All Purpose Room:

Exit single file through the southeast or southwest door, turn south and proceed at least 50 yards from the building.

Rooms 18, 20 & 22:

Exit by the north main entrance using the east door and go straight across the drive.

Rooms 24 & 26:

Exit through the north entrance using the south door and go straight across the drive.

Kitchen & Boiler Rooms:

Same as boys locker room.

Room 21:

Exit single file through the south entrance using the west door and proceed straight at least 50 yards from the building.

Room 23:

Same as room 21.

(16)

Room 28:

Exit single file through the north entrance using the west door of that entrance. Go straight across the drive.

Room 30:

Same as 28.

Room 32:

Same as 28.

Room 33: Exit single file through the south entrance using the east door of that entrance. Go straight at least 50 yards from the building.

Room 34:

Same as 33.

Room 35:

Exit single file through the west entrance using the south side of that entrance. Go straight out at least 50 yards from the building.

Room 36:

Exit single file through the west entrance using the north side of that entrance. Go straight out at least 50 yards from the building.

Room 37:

Exit single file through the west entrance using the south side of that entrance, turn left and proceed at least 50 yards from the building.

(17)

Room 38:

Same as 36.

Room 39:

Same as 37.

Room 40:

Exit single file through the west entrance using the north side of that entrance, turn right and proceed at least 50 yards from the building.

Room 42:

Same as 40.



(18)

PSYCHOLOGIST AND SOCIAL WORKERS

To provide a team approach to pupil personnel services in our district a psychologist and a social worker are available on a one day a week basis. Both work directly with students and assist faculty. The psychologist will test students for special education, do other testing as the need arises and assist the faculty with handling pupil problems. The social worker will serve as a liaison between parents and the school via home visits and conferences. Direct contact with referred students will also be a function of the social worker. Both will receive referrals from the faculty.

(19)

## GUIDANCE

Guidance is to render services to the individual pupil either directly or indirectly by assisting teachers and administrators. It is not just given at a time of crisis, but is for all students. Guidance can't be rendered exclusively in one spot. It is a process of team effort including teachers, parents, counselors, specialists, and the pupil himself. At the heart of this process is the classroom teacher because no one is in a better position to observe and react to the pupil. The counselor then acts as an aid to the teacher in providing information about the pupil and helps to discover and remedy difficulties which may upset peaceful pursuits of learning. The student and counselor's relationship is a confidential one.

1. Student referral forms are provided.
2. All discipline problems are not to be referred.
3. The counselor will exchange information with the teacher as the situation demands.
4. The counselor will set up the Standardized Testing Schedule.

(20)

LEARNING DISABILITIES PROGRAM

Itinerant Learning Disabilities:

Definition of Program:

Itinerant teachers are provided for those students of at least average intellectual ability who are in need of special teaching techniques and materials to supplement the regular and classroom material. Many times the Learning Disabled Child and the "Slow-Learner" are confused. In comparing the two, the "Slow-Learner" functions on one level in all areas whereas the Learning Disabled Child functions high in some areas and low in others.

The itinerant teacher will also serve as a resource person for the teachers in the building and will recommend materials and perhaps prescribe programs for children other than those with whom he or she has direct contact.

Eligibility:

The classroom teacher, nurse, or other school personnel may refer students to the principal, who in turn refers them to the itinerant teacher. Personnel may also refer students directly to the itinerant teacher. The itinerant teacher then attempts to determine whether or not a specific learning disability exists and subsequently provides a suitable program for those who qualify.

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**Admission:**

After determining eligibility, students in grades K-2 have priority for admission in the program. The itinerant teacher, after appropriate staffing, determines admission to his or her case load. This case load will not exceed 20 students in the Oreana Grade/Middle School and 20 students in the Argenta Grade School.

Parents, guardians, and school personnel have a common interest in the educational growth and welfare of the child. Children will receive itinerant learning disability diagnosis and service only with the consent and cooperation of the parents or guardians. The itinerant teacher will contact the parents to obtain their written consent before admitting the child into the program.

**Scheduling:**

The itinerant teacher will attempt to schedule children according to their specific needs. An effort will be made to coordinate the schedule to the convenience of all concerned. The itinerant teacher should schedule children so that they will not miss areas of special interest to them (i.e. Music, Art, P.E.). At no time should the child's period spent in the LD room make it more difficult for him when he returns to the regular classroom.

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Dismissal:

A child is dismissed from itinerant services only after appropriate staffing involving the classroom teacher, itinerant teacher, principal, etc. The parents must be informed when their child is dismissed from the program.

Evaluation:

The itinerant teacher may request a staff meeting of other school personnel (i.e. social worker, classroom teacher, principal, nurse, psychologist, speech correctionist) to evaluate the progress of the particular child. If further evaluation is warranted, a referral may be made through the itinerant teacher (i.e. psychological, speech, medial vision, etc.).

Reporting to Parents:

The itinerant teacher is responsible for periodically reporting to parents on the progress of their child in respect to the work that the child is doing in the Learning Disabilities Program. This may be done by letter, conference, home visits, progress report card, or telephone calls. It is not the responsibility of the itinerant teacher to assign grades for academic subject matter presented in the regular classroom.

Curriculum:

The curriculum must be adapted to the individual needs, interests, and abilities of each pupil. The itinerant teacher will design and implement an Individual

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Education Program (IEP) for each student admitted to his or her case load. The special program should compliment the regular classroom curriculum and should consequently enable the student to experience more success in the regular classroom.

**Records:**

A special case folder is kept by the itinerant teacher on each child in his or her case load. All pertinent information and papers concerning the child are kept in this folder. Since some of the information is confidential, the folders should be kept in a locked file. Information useful to school personnel should be shared with those concerned when necessary.

When a child is dismissed from the program, the folder should be kept in an inactive file. Those students referred to the program, but who did not qualify for it, should also be noted in an inactive file.

**In-Service Education:**

The itinerant teacher is responsible for explaining his or her specific program to the teachers in the building. He or she will also attempt to keep the teachers informed about Learning Disabilities in general, via the distribution of printed materials, presentations at faculty meetings, PTA programs, etc. He or she might also choose to organize a parent group within the school.

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LUNCH

1. Teachers are given at least 30 minutes for lunch. They may eat in the cafeteria, faculty lounge, or in an unoccupied classroom. Middle school teachers usually eat in the art room.
2. Teachers pay the full price for milk (state regulations!) and must purchase an adult meal token.
3. Lunch monies: We have in each of the grade schools (grades 1-5) a secretary to collect lunch money and lunch count from each classroom each morning.
4. Lunch-Room-Duty: The non-certified personnel hired to supervise the lunchrooms are under the direct supervision of the building principals. The principals will instruct them in their duties.
5. Milk: The milk machine is in the building for student use. Students will pay a reduced price for their one-half pint of milk, as per state regulations.
6. Some students qualify for free or reduced price lunches. This is based on family income and the number in the family. Any questions about this program should be referred to the assistant Superintendent.
7. Students with sack lunches and those who eat the hot lunch should consume the entire lunch in the lunchroom. No edible items should be carried to the playground or other parts of the building.

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PARENT-TEACHER ORGANIZATION

At the Argenta Grade School we have a PTA and at the Oreana Grade School we have a Community Club. All teachers are expected to be in attendance at their school's meeting.

If you are asked to take part in some of the affairs of the club we hope that you find time to do so. This is a good time to get acquainted with your parents and also a good time to improve our Public Relations.

If a parent wished to discuss the child's accomplishments in school during the social hour of the meeting, please make an appointment for a private conference.



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PATROL RULES FOR STUDENTS

Please Read These Patrol Rules to Your Students:

1. Students are not allowed to run across the street or before they reach the last patrol.
2. All students are expected to pay attention to the patrol. If you think the patrol is unfair, please notify your principal.
3. DO NOT cross the street until the patrol steps aside and lowers his arms. Do not linger around the patrol.
4. Practice bicycle safety at all times:
  - (a) One person on a bicycle.
  - (b) Stay on the right side of the road in single file, unless you are passing.
  - (c) Do not weave from one side of the road to the other.
  - (d) Do not ride your bicycle on the playground.
5. When you leave the building, walk and make sure you are not blocking the entrance. If you are waiting for someone, stand off the sidewalk and wait.
6. Fighting is NEVER allowed.
7. Bus students are to walk to the bus.
8. You ARE NOT supposed to run to the street to meet a bus. Those children coming on that bus will be here soon enough.
9. Report ALL violations to your principal.

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RULES FOR PATROL MEMBERS

1. Go immediately to assigned post at 3:00 p.m.
2. Remain on post until relieved by the captain.
3. Tend to business, do not play with children or other patrol members.
4. Be alert.
5. Report violations to captain who in turn reports to proper principal.
6. Do not put hands on children unless you are preventing an accident.
7. Do not leave your post for any reason unless captain relieves you.
8. Direct only pupils. . . YOU DO NOT CONTROL CAR TRAFFIC.

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PLAYGROUND DUTY

We have in each of the grade schools a non-certified playground supervisor, before school, recess, and the noon hour. Each building principal will instruct his playground supervisor on the rules and regulations of the playground. The building principal will notify his staff when there will be no supervisor on the playground due to inclement weather, etc.

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REPORT CARDS

GRADES 1-5:

Report cards are given to the students every nine weeks. Each teacher is required to turn in a grade sheet to the Assistant Superintendent's office the day the report cards go home. We do not use plus or minus signs on the report cards, grade sheets and cumulative records. The following percentages represent the letter grades. Grades 1-5 will use LETTER grades.

- A .... 93-100 .... Excellent
- B .... 87-92 .... Above Average
- C .... 77-86 .... Average
- D .... 70-76 .... Below Average
- F ... Below 70 ... Failing

DISREGARD THE PERCENTAGES THAT ARE PRINTED IN YOUR GRADE BOOKS.

MIDDLE SCHOOL (6,7,8)

1. Report cards are kept on a flip file in the office.
2. Teachers should have grades recorded on cards two days before distribution date.
3. Teachers will use LETTER grades.
4. Mid-term reports are given to students who are failing or near failing.
5. Mid-term forms may be picked up in the office. A list of those given Mid-terms should be turned into the office by Friday of the 4th week of each grading period.

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- 6. A student's final grade in a course at the end of the year will be determined by averaging the four 9 week grades.
- 7. Teachers are not to use a plus (+) or minus (-) grade on the grade cards at any time. Pluses and minuses may be used by teachers in their grade books or on papers handed back to students if teachers so desire. However, in figuring Honor Rolls, Honorable Mention, class rank, or the Pass or Fail of students, pluses and minuses will not play a part.
- 8. In all cases a grade point average of 1.5 will be considered passing in any given class. An accumulative grade point average of 1.5 will be considered sufficient for promotion to the next higher grade.
- 9. When averaging grades, the numerical value should be used:

<u>GRADE</u>	<u>POINTS</u>	<u>POINT BREAKDOWN</u>
A	5	4.5--5.0
B	4	3.5--4.4
C	3	2.5--3.4
D	2	1.5--2.4
F	1	1.0--1.4

EXAMPLE: to average the grades A and B, A = 5 and B = 4, so  $5 + 4 = 9$ , and  $9 \div 2 = 4.5$ , and 4.5 = A.

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TEACHERS-GENERAL ITEMS

1. CUMULATIVE RECORDS: You will receive your cumulative records on the first day of school. The OFFICE will request records on all new students. If you are missing someone's file that attended school in our district last year, please let your principal know.
2. DEFACING SCHOOL PROPERTY: All teachers should watch very carefully for students marking on desks, library furniture, walls, etc. The student or students caught will be punished by paying for the repairs or replacement. Scotch tape should not be used on wood trim, doors, closets, etc. This is a Board of Education ruling.
3. DISCIPLINE: A student should not be slapped, pinched, pulled by the ears or hair, and should not be struck with anything except a paddle on his seat. You should not paddle a student when you are angry or upset. Taping students' mouth or tying them in their seat is strictly PROHIBITED.
4. ORDERLINESS IN THE CLASSROOM: Each teacher is in command of his classroom. This is a part of your ability to teach. If you are having discipline problems in your class, contact your principal for help. The principal should notify the assistant superintendent of habitual discipline cases.

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5. PASSING OF STUDENTS: Traffic through the building should be orderly. Each teacher is on hall duty while her students are passing.
6. PHYSICAL AND DENTAL EXAMINATION: All Kindergarten and Fifth Grade students must have a physical and dental examination before entering school. All first grade pupils who did not attend kindergarten and all new students must have a physical and dental examination.
7. REGISTRATION CARDS-OFFICE ONLY: The parent will fill out two registration cards and put the child's full name on the cards as it is on his birth certificate. They will list the brothers and sisters on the back of the card with their birth dates (month-day-year) both pre-school and school age children. One card will be for the teacher and the other card is for the Assistant Superintendent's file. If book rental and insurance is paid at a later date, please try to keep your record current on your set of cards.
8. REGISTRATION DAY: We will have registration of all students before school begins. This is done on a voluntary basis. It saves considerable time and confusion on the first day of school. We do hope that all teachers are willing to help with registration. We usually have half of the teachers in the morning and the other half in the afternoon.

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9. SAFETY RULES: Teach your children the safety rules of each piece of playground equipment.  
(Grades K-5)
10. SHORTAGE OR SURPLUS: On the first day of school, report the number of surplus textbooks and return them to the Principal's office. Also, please make a written report of the textbooks that are needed for your class to the Principal's office. Who in turn will pass on the information to the Assistant Superintendent.
11. SUPPLIES (REQUISITION): We will try to fulfill your supply requisition. These supplies should be used for the job they were designed. Also, you are expected to keep the supply room neat when taking supplies. The students are not allowed to get your supplies.
12. Instruct your children not to distract students attention in the classrooms.
13. TRANSFERS OF STUDENTS: Moving out of the school district: Fill out three transfer slips from the office, one for the child and two for the office. It should be completed with where he is moving, date of leaving, number of days present and absent, grade and teacher. If all book fees are paid, all CONSUMABLE books are sent with the pupil.



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Moving into our school district: Pupil should report to the building principal and fill out two registration cards. The office will request records on all NEW students.

Moving within our school district: Fill out two transfer slips for the Unit Elementary Office; Send all books along with the student; Cumulative folder will be placed in the Assistant Superintendent's box.

14. MILEAGE: Any teacher required to drive his or her vehicle in a job related duty will be compensated at a rate set by the school board.
15. CUSTODIAL SERVICE: Regular custodial service is under the direction of the building principals. Should emergency needs arise, make requests through the building principal and not directly to the custodian.
16. TELEPHONES: There is no public telephone. Any call having to do with school business may be made from one of the phones in the office. Teachers making toll calls should note the call on the sheet provided and include whether the call is school business or personal.
17. STUDENT CONDUCT OFF SCHOOL GROUNDS: Teachers are to report to the building principal any information they may have about student misconduct on the

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way to or from school, whether the incident takes place on school grounds or not. Any information about potentially dangerous or illegal acts should also be reported.

18. ATTENDANCE: Attendance will be taken each class period. It is important that care be taken in reporting these absences, and students should not be assigned this task.
19. SEATING CHART: All teachers should have a seating chart for each class. This is particularly helpful to substitute teachers.
20. PHYSICAL FEATURES: Attention to physical features is an important duty of every teacher. Proper lighting, room temperature, ventilation, and orderliness of room furnishings should become an integral part of a successful teacher's routine. Any problems should be reported to the building principal.

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TEACHERS' MEETINGS

1. Regularly scheduled faculty meetings will be set up by each principal for his building.
2. Unit K-8 meetings are called by the Assistant Superintendent when necessary.
3. Unit faculty meetings are called by the Superintendent.
4. Argenta-Oreana Education Association meetings are set by the president in cooperation with the Superintendent.
5. Institute days are established by the Superintendent of Educational Service Region and attendance is required.
6. Professional meetings: Refer to the Board of Education policy handbook, #4136.

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LEAVES

1. SICK LEAVE

All teachers will be allowed during each school year twelve (12) days leave without loss of pay for personal illness, quarantine, or death in the immediate family or household. "Immediate family" will include parents, spouse, brothers, sisters, children, grandparents, parents-in-law, sisters-in-law, brothers-in-law, and legal guardians. After a funeral in the immediate family, a maximum of three (3) days will be allowed with full pay under this policy. However, if the teacher is emotionally or physically unable to perform his/her duties due to the death, that teacher shall be allowed to use additional sick leave. At the time existing sick leave benefits are exhausted, any available business leave days may be used as sick leave. These business leave days must be used in consecutive order and only in conjunction with at least one unused sick leave day.

If any teacher does not use the full amount of the annual leave thus allowed, the unused amount will accumulate to an unlimited amount. Upon leaving the district, teachers with at least 10 years of experience in the district will receive twenty (20) dollars for each unused sick leave

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day in excess of the number that could be applied towards retirement, currently 85, that they have accumulated. This money will be included in their last paycheck.

2. BUSINESS LEAVE

All teachers of the school district will be eligible for three (3) days business leave during each fiscal year; the fiscal year being that period of time between July 1, and June 30. The leave will not be cumulative. "All" business leave days must be approved by the superintendent. Teachers should apply for the leave by filling out the form provided for that purpose and presenting it to the superintendent's office forty-eight (48) hours in advance of the date of the intended leave. In cases of emergency when time does not permit the foregoing procedure, special dispensation will be made. No reason need be given to receive permission to use a personal business leave day, if the teacher requesting such leave wants to keep his/her business or personal matters confidential. Business leave days are to be utilized for purposes which do not come under the category of sick leave. No pay deductions will be made for business leave days.

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3. PROFESSIONAL LEAVE

Teachers will be allowed to attend professional meetings which are related to their teaching field. However, no more than three attendance days will be allowed in any one year and no more than three teachers will be absent at any one time for attendance at professional meetings. First requests will be approved. Requests for attendance at professional meetings must be approved by the superintendent and submitted to him through the building principal at least one week in advance of the meeting. There will be no reduction in pay for such attendance nor will the school reimburse the teacher for attendance unless the attendance is requested by the superintendent or school board, in such cases, all reasonable expenses will be paid by the school district.

4. MATERNITY LEAVE

Members of the professional staff may be permitted to take maternity leave without pay.

See Board Policy #4152.3.

5. PATERNITY LEAVE

A leave of absence, without pay, may be granted to a regularly employed male staff member for the purpose of caring for a newborn child.

See Board Policy #4152.3

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6. ADOPTION LEAVE

Parental leave may be granted to any teacher who furnishes satisfactory evidence of pending adoption proceedings and who applies in writing to the superintendent. The application for leave must be made upon initiation of the proceedings. The duration of this leave shall be the same as for maternity leave.

See Board Policy #4152.3

7. ASSOCIATION LEAVE

The Argenta-Oreana Education Association may send representatives to local, state, or national conferences or on other business.

See Board Policy #4152.3

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## EXTRA ASSIGNMENTS

A teacher assigned an extra duty position listed below will be given credit for years experience in that position or area. The salary that person receives for that position will be a percentage, as shown below, of the salary shown for a bachelor's degree with that number of years experience.

Wrestling	10%	Football	
Track		fr.	7%
Asst. jr. hi.	3%	asst.	7%
jr. hi. girls	6%	head asst.	8%
h.s. girls	6%	head	10%
h.s. boys	6%	Cheerleading	
cross country	6%	jr. hi.	4%
Volleyball	10%	jr. var. h.s.	4%
Baseball		var. h.s.	4%
jr. hi.	4.5%	Wrestlerettes	4%
hi. school	6%	pon pon	4%
Basketball		Intramurals	
5-6	5.5%	basketball	1.6%
asst. jr hi boys	6.5%	football	1.6%
jr. hi. boys	8%	softball	1.6%
asst. jr hi girl	6.5%	volleyball	1.6%
jr. hi. girls	8%	director	1.1%
fr. boys h.s.	7%	Academics	
var asst. boys hs	8%	drama	4%
head boys h.s.	10%	yearbook	6%
asst. girls h.s.	8%	jr. class spon-2	2%
head girls h.s.	10%	sr. class sponsor	1%
		scholastic bowl	6%
		student council	4%



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## TESTING

### ACHIVEMENT:

Achievement tests are given to help assess at what grade level the individual student is working.

The first grade will take Achievement tests in the Spring and it will be given by the classroom teacher.

Achievement tests will be given in the Fall to Third, Fourth, Fifth and Sixth graders. The test will be given the second full week of school. Individual classroom teachers will give the third-fifth grade tests. The counselor will give the Sixth grade tests.

The eighth graders will take the SRA High School Placement test in January which is a combination Achievement and Intelligence test.

### INTELLIGENCE:

An Intelligence test will be given by the counselor in the Spring to all Fourth graders; this is a group test. This test is an indication of the student's ability to perform learning tasks.

### RESULTS:

Results of the above testing will be recorded on the student's Cumulative file by the classroom teacher.

These results are available to the parent and student. When giving information about the test results it should be stressed that one score is not

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an absolute but only an indicator of achievement or ability. The explanation of an Intelligence score should include discussion that many factors make up intelligence and that many factors contribute to school success.

CUMULATIVE FILE:

Cumulative records are kept from Kindergarten through Twelfth grade for each student. These records include yearly average grades, test results, health records, and other pertinent information. A student's record is open for inspection by his or her parents and by the student himself if so requested.

BASIC READING TESTS:

The tests will be given to all students in grades 1-6. Results should be recorded on the Cumulative Reading card. The front cover of booklet is placed in the permanent records. The class summary is turned in to the Assistant Superintendent's office.

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ARGENTA GRADE SCHOOL  
(old)

TORNADO ALERT STATIONS

UPON HEARING THE LONG CONTINUOUS BLAST ALARM  
OR THE SIGNAL ON THE CITIZENS BAND RADIO: EACH  
CLASS ROOM TEACHER WILL BE NOTIFIED TO GO THE  
THE BASEMENT STATIONS. . .

(basement) West - Stays in their own room and to  
to coatroom

(basement) East - Remain in her own room

(1st floor) ROOM NO.

1 - Go to WEST basement classroom

2 - To the hallway down stairs by  
Mr. Moyer's room

3 - Down stairs in the hall by WEST  
basement classroom (outside wall)

(2nd floor) ROOM NO.

4 - Down stairs in the hall by EAST  
basement classroom

5 - Down stairs in the hall by WEST  
basement classroom

6 - To the EAST basement classroom

7 - Down stairs in the boys bathroom

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ARGENTA GRADE SCHOOL  
(new)

TORNADO OR STORM WARNINGS:

1. Warning alarm: Constant ringing of bells.
2. Person who spots storm reports to principal so alarm can be sounded.
3. Close venetian blinds.
4. Teachers direct their students to the hallway and have them sit down against lockers and cover their heads with their hands and knees.
5. Silence in preferred.
6. Teachers remain with your pupils.
7. Remain in alert position until all clear is sounded (whistle).
8. If in gym, go to assigned homeroom position next to homeroom. If on the playground, do the same.
9. If in the library, go to assigned homeroom position next to homeroom.
10. Always stay clear of glassed areas.

A short wave radio warning system has been installed in the office. When a warning of danger is received, each room will be notified.

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ARGENTA-OREANA MIDDLE SCHOOL

TORNADO OR STORM WARNING:

A short wave radio warning system has been installed in the office. When a warning of danger is received, each room will be notified by intercom to follow the following procedures. . .

1. Students should remain in their respective classes and take cover under tables or desks until the all clear is received. Windows should be opened slightly on the side away from the approaching storm, it will usually come from the South and the West. Venetian blinds or shades should be closed or lowered to protect against glass.
2. Students wearing eye glasses should remove them.
3. Children on the playground should be returned to the building immediately. If they cannot return to the building they should lie flat in a ditch or low place.
4. In no case will students be permitted to leave the building at the regular dismissal time if severe weather is occurring or is about to commence.
5. The ALL CLEAR will be given to each room by the intercom.

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## VISUAL AIDS

Hardware

Cameras: Instamatic  
           Movie (8mm)  
           Polaroid  
 Computers, Apple (w/printer)  
 Copy Machine: Thermofax  
                   Xerox  
 Dry Mount Press  
 Duplicator, Spirit  
 Filmstrip Previewer  
 Headphones  
 Laminating Machine  
 Mimeograph  
 Projectors: Filmstrip  
               Filmstrip/Slide, Sync.  
               Loop 8mm  
               Movie 8mm  
                   16mm  
               Opaque  
               Overhead  
               Slide, 35mm  
 Reading Laboratory  
 Record Players  
 Televisions  
 Visual Maker

The equipment listed above is stored in the various buildings throughout the district and in the middle school library. The librarian, or the building principal, will be glad to help locate any piece of equipment and go over the operational procedures if you are not familiar with that particular model. Please notify the librarian or building principal if the equipment is not operating properly, needs a new bulb, needs a new cord, etc. Do not put the equipment away in an inoperative condition.

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VISUAL AIDS

Software

Filmstrips, records, tapes, kits, transparencies, and many other items are available to district personnel. The Middle School library is the main storage area with often-used supplies located next to the faculty lounge in the Oreana Elementary School and in the school office in each of the other buildings.

Films:

Most films are generally obtained through the two sources listed below:

**Macon County Cooperative Film Library**

The catalog for this source is kept in the school office and films may be ordered by the teacher directly by telephone.

**Rolling Prairie Library Films**

Films from this source may be selected from the catalog and ordered by the Middle School librarian a week, but no more than three months, ahead of time.

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COMPUTER

Students are eligible for computer time when their class work is up-to-date and the class curriculum permits. The students are referred by their teachers to the computer center in the Middle School library office. The librarian and the teacher schedule the computer time.

Teachers may use the computer and printer when they wish, either individually or in the classroom. Check with the librarian.

LIBRARY

The library is open to all teachers and students. Teachers may check out materials for as long a time as is necessary. Teachers may bring entire classes to the library. A time should be scheduled ahead of time.

Students may check out two books at a time for a two week period, with a two week renewal possible. One reference book may be checked out for overnight only. One periodical may be checked out for one night, and returned to the library the morning (before school) of the next day. No overdue fee is charged, however, lost or mutilated books must be paid for.



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A wide variety of services is available to students and teachers through the Rolling Prairie Library System. The Friends Creek Library and the Oreana Library offer free library cards to all students of Argenta-Oreana schools. Check with the librarian if you have any questions.

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