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THE DEVELOPMENT OF A FACULTY HANDBOOK

FOR PARKVIEW JUNIOR HIGH SCHOOL

(TITLE)

BY

RONALD K. NEGLEY

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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THE DEVELOPMENT OF A FACULTY HANDBOOK
FOR PARKVIEW JUNIOR HIGH SCHOOL
LAWRENCEVILLE, ILLINOIS

By

Ronald K. Negley

B.S. in Ed., Eastern Illinois University, 1973
M.S. in Ed., Eastern Illinois University, 1977

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

1980

399843

THE DEVELOPMENT OF A FACULTY HANDBOOK
FOR PARKVIEW JUNIOR HIGH SCHOOL
LAWRENCEVILLE, ILLINOIS

Parkview Junior High School is located in Lawrenceville, Illinois, and is a part of Community Unit District No. 20. At present, Parkview serves 386 students and 25 faculty members.

The purpose of this study is to develop a faculty handbook which will be used to inform the new teachers, as well as the tenured teachers, what is expected of them. The handbook will become a very important part of the orientation process of new staff members. There is a definite need for clarification of policies and procedures and the organization of these materials in such a form that they will be readily accessible when needed. Previously at Parkview, rules, regulations, assignments, and other pertinent information were haphazardly given to the faculty through the year. By having all information condensed in a handbook, the faculty can better utilize the information and acquire a better understanding of the total operation of the school. How elaborate such a handbook should be will depend upon the size of the school.

The study is limited to include only those items which will be of importance to the faculty members of Parkview Junior High School. The areas of concern to which this study

is directed are:

1. Educational Philosophy and Goals
2. Student Goals
3. Responsibilities of the Teacher
4. General Information
5. Administrative Bulletins

The fourth section, "General Information," is written in detail to provide the faculty with a useful set of guidelines.

A faculty handbook will help both the beginning and the experienced administrator. For the new principal it will serve as a device to help him/her think through the routine and organization of the school. For the experienced principal it will tend to prevent redundancy of details.

It is recommended that revisions be made under the direction and supervision of the administration whenever it is deemed necessary. Updating a handbook will insure the effectiveness of it as an invaluable tool for the school district.

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CHAPTER I

Introduction

Statement of the Problem

Each teacher, administrator, and staff member is a vital part of the school program, and each must depend upon others to successfully complete assigned tasks. This realization can create an atmosphere of cooperation in which every staff member performs his/her duties with confidence and satisfaction. A well organized school will have certain established procedures, policies, and regulations to govern its operation. A logical way for new staff members to learn these rules and regulations is with a faculty handbook.

A faculty handbook is invaluable because it furnishes pertinent information for the new or substitute teacher, it acts as a reminder to teachers who have served in the school, and it causes the principal to think through the administrative routine for the year.¹ There is a definite need for the clarification of policies and procedures and for the organization of these materials in such a form that they would be readily accessible when needed. How elaborate such a handbook should be will depend upon the size of the district.

Parkview Junior High School consists of 386 students and 25 faculty members. At present, there is no handbook to aid

¹Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perceptives (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 65.

the faculty. With the large amount of change in the teaching profession each year, a handbook is desperately needed to help in the orientation process of the new members. The preparation of a faculty handbook serves to focus attention on all details which need to be faced before and after the opening of school.²

Mr. James Courtney, superintendent of Community Unit District No. 20, expressed his feelings concerning the implementation of a handbook.

I feel that a faculty handbook is an important tool for a school system. It informs the new teacher, as well as the tenure teacher, as to what is expected of him. Everyone needs to understand the rules and regulations for the district to operate properly and smoothly.³

Parkview Principal, Donn Hammer, expressed the need of a faculty handbook for the school with the following statement:

A faculty handbook will serve as a positive addition to the operation of Parkview. For too many years, the rules, regulations, policies, assignments, requirements, and other pertinent information have been haphazardly disseminated to the faculty through the year. By having all such information condensed in a handbook, the faculty should better utilize the information and acquire a better understanding of the total operation of the school. The convenience of a handbook versus several handouts over a period of time should be obvious. The handbook will be welcomed by the administration and the faculty!⁴

²Ibid.

³Interview with James Courtney, Superintendent of Community Unit School District No. 20, Lawrenceville, Illinois, September 15, 1980.

⁴Interview with Donn Hammer, Principal of Parkview Junior High School, Lawrenceville, Illinois, September 22, 1980.

An effective handbook should include the following topics of discussion:

1. The school's philosophy
2. Organization of the school
3. The program of the school
4. The school's accounting and evaluating techniques
5. Rules and regulations
6. The physical plant
7. General information⁵

The imperative need for a faculty handbook was discussed with Superintendent Courtney and Principal Hammer. The researcher, who is the assistant principal of Parkview, accepted the task of writing this document.

Scope of the Study

This study will be limited to include only those items which would be of importance to the faculty members of Parkview Junior High School. The areas of concern to which this study will be devoted are:

1. Educational Philosophy and Goals
2. Student Goals
3. Responsibilities of the Teacher
4. General Information
5. Administrative Bulletins

⁵William A. Yeager, Administration and the Teacher (New York: Harper and Brothers, 1954), p. 162.

CHAPTER II

Review of Related Literature

Jacobson, Logsdon, and Wiegman list the topics which might be discussed in an administrative handbook:

1. teacher's hours
2. hall supervision
3. requisitioning of supplies
4. extracurricular activities
5. teacher's meetings
6. official school calendar
7. teacher illness
8. code for students⁶

According to the authors, it is a good procedure to prepare an administrative handbook which may be duplicated and given to each teacher before the opening of school. The handbook will describe for regular and substitute teachers exactly what is to be done under certain conditions.

Jacobson, Logsdon, and Wiegman explain that a handbook can help both the beginning and the experienced administrator. For the new principal it serves as a device to help him think through the routine and organization of the school. For the experienced principal it will tend to prevent redundancy of details.

⁶Jacobson, Logsdon, and Wiegman, The Principalship: New Perceptives, p. 65.

Yeager believes that the best way to present pertinent information to new teachers is during an orientation meeting. Teachers' handbooks, directories, and special bulletins previously prepared will be essential.⁷ This again demonstrates the need for a faculty handbook.

The necessity to acquaint teachers thoroughly with the jobs they are to perform and to give them all necessary information on policies and routine matters has already been stressed. Ayars states that handbooks for employees can be helpful in developing necessary understandings and a sense of security.⁸

Redfern wrote very thoroughly concerning what needs to be included in a teachers' handbook. The following items constituted that list:

1. Educational goals of the school system
2. Salary schedule
3. School calendar
4. Certification requirements
5. Personnel policies and procedures⁹

In a section entitled "How to forestall new teacher problems," Redfern explains that if a teacher knows where and how to

⁷Yeager, Administration and the Teacher, p. 162.

⁸Albert L. Ayars, Administering the People's Schools (New York: McGraw-Hill, 1957), p. 49.

⁹George B. Redfern, Handbook of Successful School Administration (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1974), p. 295.

find help when it is needed, then half the battle is over. A handbook is an excellent source of information.¹⁰

Based on the review of literature, there is a need for additional publications concerning teacher handbooks. In most instances, information which was found was located in personnel administration books.

¹⁰Ibid., p. 296.

CHAPTER III

Methodology

Of all the problems faced by a principal, those connected with the opening of school are among the most challenging. The way the school term opens will have a profound effect upon both the student and teacher. Teachers must understand all the rules and regulations for the school to be run efficiently, and these must be easily accessible when questions arise.

During August, 1980, Parkview Junior High School Principal, Donn Hammer, discussed the need for a faculty handbook with the researcher. The researcher sent letters to twenty area schools to obtain information concerning faculty handbooks in their districts. Of the twenty inquires, five sent copies of their handbook, nine returned letters stating that no handbook was used in their district, and six districts made no response.

Conferences were held with Principal Donn Hammer and Superintendent James Courtney concerning items they felt worthy to be included in a handbook. Faculty members were also used as consultants for content input. The Community Unit No. 20 School Board Policy Manual was examined for information that would be beneficial for teachers.

Research was conducted at Booth Library on the campus of Eastern Illinois University. With the use of ERIC and

CIJE, articles were found concerning the use of handbooks in school systems. Several personnel administration books in the library proved useful for topics to be included.

After reviewing the handbooks received from other districts for content and form, the decision on what should be included was made. The handbook was written to incorporate the following sections:

1. Educational Philosophy and Goals
2. Student Goals
3. Responsibilities of the Teacher
4. General Information
5. Administrative Bulletins

Section four was written in detail to provide the faculty with a useful set of guidelines.

CHAPTER IV

Summary and Implications

Since the construction of Parkview Junior High School in 1955, the school has not had a faculty handbook. It is imperative that a handbook be developed to insure that teachers understand the rules and regulations that govern Parkview. Conferences were held with Superintendent James Courtney and Principal Donn Hammer concerning the development of a handbook. It was their consensus that a handbook would be very helpful, and they pledged their support of one.

Handbooks received from other school districts were reviewed for suggestions, content, and form. It was decided that special emphasis would be placed on areas of teacher information and responsibilities. Once again, Superintendent Courtney and Principal Hammer were contacted concerning items they felt worthy to be included. It was suggested that a review of the School Board Policy Manual would be an excellent source of information. Utilizing the information received from conferences, other handbooks, and faculty members, the handbook was developed. Additional publications concerning teacher handbooks would have been most helpful. As previously stated, the only literary sources were personnel administration books.

The researcher recommends that the Community Unit District No. 20 School Board approve this faculty handbook. This

would allow Parkview to operate from written rules and regulations rather than ideas or rules taken for granted. This should alleviate problems and misunderstandings that occur without written rules and regulations. It would also be recommended that revisions be made under the direction and supervision of the administration when it is deemed necessary. Updating the handbook should insure the effectiveness of it as an invaluable tool for the school district.

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- Jacobson, Paul B., Logsdon, James D., and Wiegman, Robert R. The Principalship: New Perceptives. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.
- Redfern, George B. Handbook of Successful School Administration. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.
- Yeager, William A. Administration and the Teacher. New York: Harper and Brothers, 1954.

Other Sources

- Community Unit School District No. 20, Lawrenceville, Illinois. Interview with Superintendent James Courtney. September 16, 1980.
- Parkview Junior High School, Lawrenceville, Illinois. Interview with Principal Donn Hammer. September 21, 1980.

APPENDIX A--FACULTY HANDBOOK

Foreward

This handbook has been planned to inform you of the operations of Parkview Junior High School. It is your responsibility to become thoroughly acquainted with the material in this handbook. Please keep it and use it for reference purposes throughout the school year.

Please contact the principal regarding items not covered in the handbook.

Thank you,

Ron Negley
Assistant Principal

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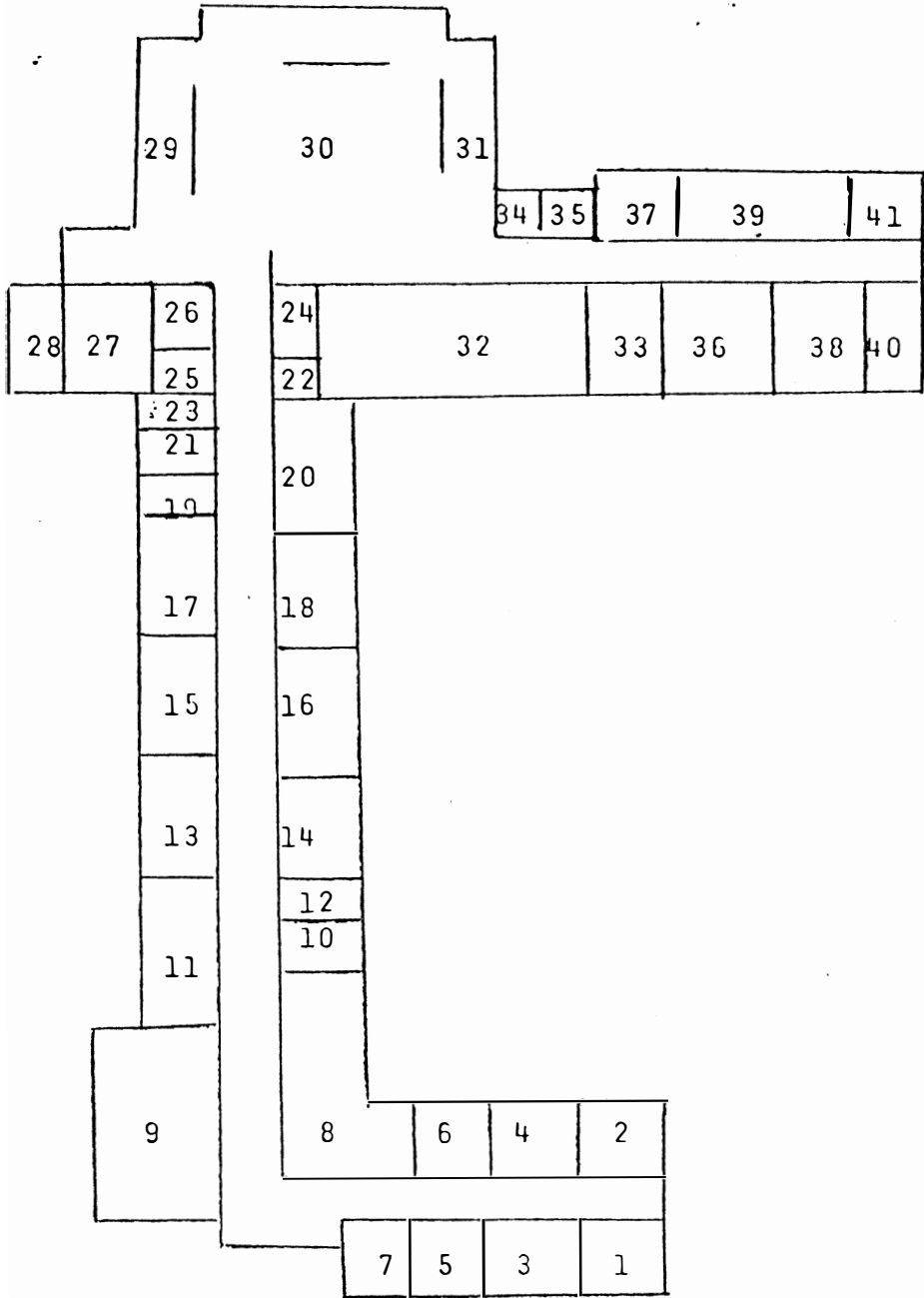
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FLOOR PLAN*

Room

1 -- Language Arts	37 -- Boiler Room
2 -- Math	38 -- Band
3 -- M. M. I.	39 -- Shop
4 -- 6th Art	40 -- Art
5 -- Math, Science	41 -- Shop-Drawing
6 -- Language Arts	
7 -- Social Science	
8 -- Home Economics	
9 -- Library	
10 -- Girls' Restroom	
11 -- Social Science	
12 -- Boys' Restroom	
13 -- Science	
14 -- Math, Consumer Education	
15 -- Science	
16 -- Language Arts	
17 -- Language Arts	
18 -- Social Science	
19 -- Faculty Lounge	
20 -- Language Arts	
21 -- Nurse's Office	
22 -- Parkview Office	
23 -- Superintendent's Office	
24 -- Principal's Office	
25 -- Vault	
26 -- Workroom	
27 -- District Office	
28 -- Asst. Supt. Offices	
29 -- Girls' Locker Room	
30 -- Gym	
31 -- Boys' Locker Room	
32 -- Cafeteria	
33 -- Kitchen	
34 -- Girls' Restroom	
35 -- Boys' Restroom	
36 -- Choral Room	

*Refers to the following page



EDUCATIONAL PHILOSOPHY AND GOALS

The Board of Education of Community Unit No. 20 will endeavor to provide a quality elementary and secondary education for its students, both regular and exceptional. This education will be designed to teach the basic skills of reading, communication, computation, and problem solving through methods which foster a positive attitude toward learning in students, parents, and the community.

The Board will also strive to provide a learning environment that stimulates feelings of equal opportunity, self-adequacy, and self-worth on the part of all students. This environment will recognize the individuality of students, yet stimulate an appreciation for, and positive attitudes toward, persons and cultures different from one's own.

Further, the Board will continually strive for such quality in its educational program as will provide a maximum opportunity for full development of creativity and good habits and attitudes for full citizenship worth and responsibilities.

STUDENT GOALS

The following is a list of goals specifically chosen by Unit 20's Board of Education, Administration, and Citizens' Advisory Committee as being worthy of our students' time and effort. Students will:

1. Learn how to be good citizens.
2. Acquire an appreciation for those who think, dress, and act differently than they.
3. Become responsible individuals by accepting the challenge of different jobs and tasks involved in the school day.
4. Learn the basics of reading, writing, and listening with sufficient skill and efficiency to do well in the world.
5. Learn how to be good managers of money, time, and resources.
6. Understand and practice democratic ideas and ideals.
7. Learn to use leisure time in a worthy manner.
8. Practice and understand good health and safety practices.
9. Develop pride in doing a task effectively.
10. Develop a feeling of positive self-worth.
11. Acquire an efficient general education.

SCHOOL CALENDAR

1980-1981

Community Unit School District No. 20

Thursday, August 21 District Workshop
Friday, August 22 Opening Day of School
Monday, September 1 Labor Day, No School
Monday, October 13 Columbus Day, No School
Tuesday, October 14 Teachers' Institute
Tuesday, November 11 Veterans' Day
Thursday & Friday, November 27 & 28 Thanksgiving Holiday
Friday, December 19 Last Day of School
Before Christmas Holiday
Monday, January 5 First Day of School
After Christmas Holiday
Thursday, February 12 Lincoln's Birthday, No School
Friday, February 13 Teachers' Institute
Friday, April 10 Last Day of School
Before Spring Break
Monday, April 20 First Day of School
After Spring Break
Monday, May 25 Memorial Day, No School
Thursday, June 4 District Workshop
Friday, June 5 Last Day of School

October 24 End of First Quarter (45 days)
January 16 End of Second Quarter (47 days)
March 20 End of Third Quarter (44 days)
June 5 End of Fourth Quarter (49 days)

FACULTY

Donn Hammer--Principal

Ron Negley--Assistant Principal

Betty Allen Mildly Mentally Impaired
Phil Alsman Science, Health, Coach
Devere Angle. Language Arts
Mary Brashear P.E., Health, Coach
Norma Brian Math
Hazel Chansler. Language Arts
David Dooley. Art
Irene Felling Language Arts
Louise Fowler Librarian
LeRoy Freeman Social Science
Ed Gardner. P.E., Coach
Jane Keyser Title I
Robin LeGrand Vocal Music, Chorus
Robert McMillen Language Arts
Brenda Mieure Title I
Ron Negley. Language Arts, Social Science
Dennis Overbeek Instrumental Music
Rodger Pierce Art
Virginia Ridgway. Science
David Schuur. Science
Sue Seber Math
Susan Shaffer Social Science
Anna Ruth Smith Home Economics
Frank Supinie Shop
Don Wagner. Math, Consumer Education

NON-TEACHING PERSONNEL

Janet Benson Nurse
Dorothy Hart Secretary
Margie Holmes Secretary
Vicki Neer Nurse's Secretary
Junior Adams Maintenance
Ron Cochran Custodian
Bill Ritchie Custodian
Helen Adams Head Cook
Mary Ellen Gosnell Cook
Edna Patton Cook
Mary Reel Cook

BOARD OF EDUCATION

Community Unit District #20

Sylvia Nichols, President

Richard Alsman, Secretary

Willard Cummins

Jack Faro

Norman Mahrenholz

Dan Odle

James Seitzinger

RESPONSIBILITIES OF THE TEACHER

The teacher is responsible to the principal for implementing the instructional program and the policies of the superintendent and the Board of Education. The following is a list of responsibilities for the teacher.

1. The teacher will provide for the individual interests and skills of students in a manner that will best promote their welfare and educational development.
2. The teacher will direct the learning experiences of students in both curricular and extracurricular activities.
3. The teacher will cooperate with the principal and fellow teachers in evaluating and improving the educational program.
4. The teacher will provide for the health, safety, and well being of the student in the classroom and in school-sponsored activities outside the classroom.
5. The teacher will assist in maintaining proper relations between the school and home, and assist in interpreting the school program to the community.
6. The teacher will have a respectful attitude toward the standards and the accepted pattern of behavior of the community in which he/she is employed, and he/she should expect his/her own personal integrity and human rights to be respected.

GENERAL INFORMATION FOR ALL TEACHERS

Legal Requirements and Qualifications

Teachers are required by the state to register their certificate annually with the superintendent of the educational service region. A fee of \$4.00 is collected for this service. The Board of Education is prohibited from paying a teacher who does not have a legal certificate properly registered. For new teachers, the following are required:

1. Physical examination
2. Application form for a certificate
3. Transcript of college credits

Extra Assignments

From time to time, teachers may expect to be given extra assignments such as detention hall supervision, an extra class for a teacher who has had to leave his/her class, or some other general supervisory duty. The principal's office must always be notified of any substitutes.

Supervising ballgames and chaperoning buses are done on a voluntary basis, when possible. Faculty chaperones will be appointed by the principal, as needed. The pay is \$9.00 for home games and \$10.00 for away games.

The Teacher's Schedule

The teacher's schedule will consist of six classes and/or study halls plus administrative assignments such as cafeteria supervision, lunch supervision, playground supervision, gym duty, etc.

Working Hours

Teachers are to be at school by 7:50 a.m. each school day and are to leave no earlier than 3:45 p.m. Teachers are to be in their rooms by 7:55 a.m. No staff member is to leave the building during the school day (except at lunch time) without securing permission from the principal. Teachers must sign out in the office after permission has been granted.

Excusing Students

No teacher is permitted to excuse pupils. Students will be excused only by the principal.

Lesson Plans

All teachers will turn in a weekly lesson plan to the principal by Friday for the following week.

Teacher Injuries

Teachers and employees of the school are legally covered by Workman's Compensation for accidents sustained while on

the job. All such cases must be reported to the principal's office in order that the proper claim reports may be made with the insurance company.

Teachers' Dress

It is the opinion that good grooming and proper attire are important. Teachers must set an example for students in this respect. Teachers should come to school wearing clothing appropriate to the classroom. This is merely a traditional expectation of the community that cannot be ignored. Blue jeans, sweat shirts, tennis shoes, etc., are discouraged.

School Board Meetings

The Community Unit District #20 School Board meets the third Wednesday of each month at 7:30 p.m. in the Parkview cafeteria.

Faculty Meetings

Faculty meetings will be held on the third Thursday of each month. All teachers are expected to arrange their work schedule so they can be present at these meetings. Meeting time is 7:30 a.m.

Telephones

School telephones are to be used for school business. The use of school telephones for personal use, except when absolutely necessary, is discouraged. A telephone log sheet at each telephone is to be completed for each long distance call to include the following information: date of call, made by whom to whom, and the number called.

Teachers will not be called from class to take a telephone call except in a case of emergency. The principal's office will take a message or a number for the teacher to call and put it in his/her mailbox. If teachers are expecting an emergency call, please let the office know, and they will be called to the telephone.

Teachers and Class Interruptions

It is the belief that class interruptions should be kept at a minimum. Teachers who leave a class to visit with another teacher waste valuable classroom time. There will be times when classes must be interrupted, but this must be done with the permission of the principal and only when necessary.

Students should not be called out of classes except in cases of extreme emergency. Students are not to be sent on errands outside of the school building unless permission to do so has been secured in the principal's office. The location of every student needs to be known in the office throughout the school day. This is extremely important.

Security

Money should not be left in a desk or room at any time. Under no circumstances should a teacher permit students to use his/her keys. In case of a key being lost, notify the principal's office immediately.

Attendance Procedure

Students returning to class after an excused absence will present an admittance slip marked "excused." The teacher is to permit the student to make up work missed and to provide the needed assistance for the student at a mutually agreed upon time.

Students presenting an "unexcused" absence are not permitted to make up work missed. They are to receive a grade of "zero" for the time missed. Students who return to class after an absence without an admit slip should be sent immediately to the principal's office. The effectiveness of the whole attendance procedure rests with the classroom teacher. Your cooperation is essential--every school day, every period.

Attendance problems that require every staff member's attention:

1. Taking attendance is one of the prime responsibilities of each teacher. Failure to follow through on this obligation results in serious problems for the principal's office and other staff members.
2. Unexcused absences should be recorded in the gradebook as "zero" for the days missed.

Preparation Period

Although this time is designed to give the teacher time away from the students, its primary purpose is for preparation for future school days. Lesson planning, general planning, paper grading, typing, and working on records are several examples of tasks that should be done during preparation periods. Relaxation is certainly important during this time, but it is not the primary purpose of the preparation period.

Preparation period is not designed for running errands. There are times when teachers need to be away from school during school hours, but these times should be confined mainly to emergency situations. Teachers who need to leave the building during school hours should sign out in the office before leaving the building.

Teachers' Lounge

It is the belief of the administration that the main justification for the job we hold is to be of service to the students of this school. Everyone should be entitled to a reasonable break. However, no teacher should permit the temptation of socializing with colleagues to interfere with the performance of his job and, consequently, his obligations to students.

Leave negativism in the lounge. Under no circumstances let it discourage you or dissuade you from operating as you know you should.

It is your responsibility to keep the lounge in a presentable condition. Coke bottles, coffee cups, etc., should be returned to the workroom or kitchen. You are not to eat in the lounge.

Field Trips

Any field trip or other activity that involves taking students from the classroom must be cleared by the principal. Field trips should not be used unless there are definite objectives and follow-through. Permission slips for field trips must be signed by parents and returned to the teacher.

School Visitors

Parkview will have numerous visitors during the school year. All visitors must have a pass from the principal's office. Individuals or groups that you observe in the building should be asked if they have a visitor's permit. Unidentified loiterers on the school grounds should be reported to the principal.

Parent Conferences

One of the most desirable ways to communicate to parents an understanding of the role of the teacher is through a parent-teacher conference. Conferences may be initiated or made by the parent, teacher, or principal. Whenever possible,

these conferences should be held during the teacher's preparation period or before or after school.

All conferences require preparation on the part of the teacher. The conferences will be more meaningful if the teacher has the information about the student well in mind. This information may be obtained from the student's cumulative record, class status, observation of class behavior, and from the office.

There will be two parent-teacher conferences held from 12:30 p.m. to 3:30 p.m. in October and February.

Teachers' Evaluation

The entire administrative staff has responsibility to the Board of Education for evaluating personnel and teachers. Both tenure and non-tenure teachers will be evaluated once each semester.

Public Address System

The public address system is located in the workroom with a speaker in each classroom and at other strategic locations throughout the building. If teachers have an announcement to be made, they should give it to a secretary so it can be announced at a regularly scheduled time. Announcements will be made at the beginning of the last period each day.

Requisitions and Purchasing

Requests for supplies, books, and supplementary materials must be approved by the principal. Please place your request on the form located in the principal's office.

No school employee is authorized to purchase school materials. Only the official Community Unit District No. 20 purchase order signed by the superintendent, or his delegated agent, will be recognized for payment by the Board.

Items which can be purchased for under \$5.00 may be paid for through the petty cash fund. Prior approval from the principal for these items is required. For additional information, check with the office.

Work Orders

All requests for special work to be completed by the maintenance personnel are to be in writing and approved by the principal. Forms are located in the office.

Closed Campus

Students at Parkview Junior High School will not be allowed to leave the campus during the school day except when excused by the principal. The principal will have the prerogative of determining when, and under what circumstances, a student may be released to leave the campus.

Teachers do not have to sign out during their lunch

hour. However, those who need to leave the building at other times must obtain the principal's permission and sign out.

Teacher Absences

Teachers will receive full compensation for ten days per year for absences due to personal illness, or serious illness or death in the immediate family or household. Unused portions of the time allowed for absence will accumulate to 110 days at full pay.

A physical examination may be required as evidence of personal illness. The payment of salary during absence may not be considered obligatory on the part of the Board. The Board reserves the right to review the cause of absence and approve or disapprove payment.

Substitute Teacher Policy

When teachers are going to be absent from school, please notify the principal or assistant principal by 7:00 a.m. of that day. Please call 943-5386 or 943-4071. Be sure the following information is available for the substitute teacher:

1. Daily program indicating sequence and allocation of time for various topics.
2. Attendance record.
3. Seating charts for all classes.
4. Fire and disaster drill information.
5. Lesson assignment sufficiently explicit to enable the substitute to direct learning activities.

Upon the first day of attendance after being absent, the regular teacher is to complete an absence report. The purpose of this report is to avoid any misunderstanding in regard to days left for future use. The school secretary is keeping a complete up-to-date record of personal leave and sick leave. This record will also show accumulated days left.

Personal Leave

With prior approval from the superintendent, employees may be granted a maximum of two days for personal leave. Each such day of leave will not be charged against the employee's sick leave, but will warrant a reduction in the employee's pay by an amount equal to the cost of a substitute.

Maternity Leave

The Board of Education recognizes the need for maternity leave. An employee who has a need to use sick leave for a pregnancy will secure a statement from a physician stating when the last day of work is recommended and when the employee is physically able to return to work. Upon receipt of a written request, the Board of Education will grant a maternity leave for that length of time.

Discipline

When teachers feel they have utilized all possible means available to them in resolving a problem, they should refer

the student to the principal. If possible, teachers should discuss the problem in person with the principal before the student is referred or before the principal sees the student. A serious disciplinary problem may require immediate referral to the principal.

Please bear in mind that suspending a student from class is the prerogative of the principal. Teachers may never drop students from a class. Disciplinary action of this nature must be taken by the principal who has available a complete record of the student's conduct in school.

Teachers generally find that when students are properly motivated the number of behavior problems greatly diminishes. No student will be permitted or assigned the responsibility of participating in the discipline of another child. Since most of the teachers on the staff are experienced teachers, each will have his/her own technique for maintaining discipline. However, there are a few salient points that may be of some use to you.

1. Enforce strict discipline the first several weeks of school. It will be much easier to "ease up" than to "tighten up" later. There is a great deal to be said about wanting to be popular with the students and well liked by them, but it is more important to have good discipline than to be classified as a "popular" teacher.
2. Avoid mass punishment.
3. Stand and move around the room often.
4. Be consistent in disciplinary procedures. Do not allow one student to go uncorrected for the type of misbehavior which would be corrected in another.

5. Practice the three "f's"--firmness, fairness, and friendliness.
6. Avoid permitting students to address teachers in any other manner than Mr., Mrs., Ms., or Miss. Teachers should refer to colleagues in the same manner when students are present.
7. Supervise the release of students from the classroom. Walk out of the room ahead of the students and remain in the doorway when they are passing in the halls.
8. Do not discipline students by having them sit or stand in the halls.
9. Request the presence of another teacher if corporal punishment is to be administered. Also, a written record must be given to the principal.
10. Do not permit the use of gum chewing in the classroom or in the halls.
11. Do not allow students who forget books, pencils, and paper to return to their lockers for these items unless it is deemed necessary. When students do not have these items, teachers may require students to remain after school or if they are bus students, report to the teacher's room during the recreation period. Please be flexible on this issue.

Reporting Child Abuse

In compliance with PA 81-1077 of the State of Illinois, the Board of Education of Community Unit District No. 20 requires that any employee observing or having knowledge of child abuse or neglect as defined by PA 81-1077 will report the same to the Division of Children and Family Services and to the superintendent's office.

Teachers and Tort Liability

Teachers are more vulnerable than ever in the eyes of the law for civil tort liability (injury or wrong caused to one party by another party). Professional publications and newspapers contain a growing number of reports on civil actions that have been filed against teachers for student injuries resulting from negligence. It is imperative that teachers be aware of the manner in which the law generally views their professional role.

Some specific cautions which teachers should follow to show that they are acting as "reasonably prudent persons" are as follows:

1. Constant supervision of students under a teacher's jurisdiction is essential. Never leave a class unattended unless some other faculty member is available to supervise the activity during the classroom teacher's absence. Activity sponsors must also provide supervision to students staying after school to work on activity projects.
2. Take appropriate safety precautions in all classes, but especially in classes such as physical education, science, shop, and home economics where the potential for accident is quite high. Provide students with adequate safeguards in the form of oral and written instructions when hazardous activity is involved. Do not ask students to perform activities beyond their level of competence.
3. Unless a teacher is well qualified, he/she should not attempt to administer first aid or move a student who is injured. Notify the school nurse immediately. Coaches and activity supervisors are to call the family doctor if an accident occurs after school.
4. Have all students who will be participating in field trips complete permit slips.

Purpose of Grading

The purpose of grading is to inform students and parents of the student's achievement and conduct. Grades give the student, parent, and educator information to be used in helping the student develop educational and vocational plans.

An evaluation should be supported with easily interpretable data recorded in a teacher's classbook. Good evaluation implies that teachers make constant appraisal of students' work and at the same time attempt to keep the students informed as to their progress.

Description of Grades

The grading system outlined in this section is accepted as the standard system for use at Parkview Junior High School. All teachers must use this standard grading system in reporting grades at the end of a quarter, but teachers may use any system they prefer to keep daily records.

The grading system is based on the letters A, B, C, D, E, and I. A general interpretation of these letters would be:

- A = excellent, superior work
- B = very satisfactory, above average
- C = average
- D = below average, poor work
- E = failure, unsatisfactory, no credit
- I = incomplete, must be made up for credit

The "I" or incomplete grade may be used only when there is a legitimate reason. It is to be made up immediately and the grade changed on the permanent record. The teacher, as well as the student, has responsibility for this makeup work.

Homework

To help make homework less troublesome for all concerned, teachers should consider:

1. The student's total load.
2. The differences among students.
3. The differences in home background (reference material may not be readily available in many homes).

Teachers should avoid these practices:

1. Using homework as a punishment.
2. Making assignments so difficult that cheating results.
3. Assigning material on the night of major school activities.
4. Assigning material, but not grading or returning it.
5. Giving tests on days following the nights of major school activities.

Salaries

Salaries will be paid in 12 equal installments on the 20th day of each month. Payments will begin with the first month of the contract.

The following exceptions will be made:

1. Upon retirement, the balance of contract will be paid at the end of the school year.
2. Upon resignation, the balance due will be paid.
3. Personal hardships will be given consideration for deviation from the 12-payment rule.

4. By special request, a contract may be divided into nine (9) payments. Request will be submitted in writing to the Unit office by May 1st for the following school year. Requests must be resubmitted each year.

Income Tax

New teachers must fill out an employee's withholding exemption certificate (federal and state) before they can receive their pay. Others are required to file a new exemption certificate if their exemption status changes.

Insurance

Blue Cross Insurance is the insurance carrier for Community Unit District #20. The Board of Education will pay the cost of the individual plan or apply that amount toward the cost of the family plan.

Tax-Sheltered Annuities

Tax-sheltered annuities may be purchased. Interested teachers should check with the superintendent's office.

Pension

The Teacher Retirement System for the state of Illinois provides that the teachers contribute 7% of their salary for age or permanent disability retirement purposes (plus 1% for survivor benefits). Teachers who cease to teach in Illinois

before eligibility for retirement may request a refund of all contributions (This does not include the 1% paid for Survivor Benefit program). Requests for refunds should be addressed to the Secretary of Teacher Retirement System not earlier than four months after the teacher stops teaching in Illinois.

Survivor Benefits

The Teacher Retirement System has included a Survivor Benefit Program. Compulsory contributions of 1% of the teacher's salary, plus matching state funds, finance the program. Contributions to this fund are not refundable when teachers cease to teach in Illinois.

Early Retirement

Early retirement may be taken from June 1, 1980, to June 30, 1985, by employees covered by the Teachers' Retirement System. The employees who elect to participate in the plan must meet all qualifications and requirements of the Teachers' Retirement System. The Board of Education limits the number of participating employees it will approve each year to 30% of those eligible. Those teachers selected for the benefits of the plan will be chosen on the basis of seniority within the district. For example, if 20 employees who are retiring request the plan, the district must make the proper contribution on at least six of those retirees.

Both the Board of Education and the employee are required to make a one-time contribution to the Teachers' Retirement System based on the previous year's salary of the employee. The employee may then retire without penalty. The contributions as required by law are:

<u>Age</u>	<u>Employee</u>	<u>Board</u>
55	35%	100%
56	28%	80%
57	21%	60%
58	14%	40%
59	7%	20%

Teacher Request for Transfer

A list of all known vacancies in Community Unit District #20 will be made available on March 1 of each year. Present teachers may request transfer to specific vacancies. Such request will be received by April 1 for the then known vacancies. After April 1, applications from present employees will be considered along with new applicants for all vacancies not filled or newly created.

Criteria for transfer are as follows:

1. The transfer request will be in writing.
2. The transfer will have recommendation of the present supervisor.
3. The transfer will have the recommendation of the receiving supervisor.
4. The transferee must qualify for the vacancy.
5. The transfer should improve the program.
6. The transfer should not be detrimental to the program in building transferee is leaving.

7. The transfer will be approved only if a suitable replacement can be found.
8. All transfers will be made in accordance with existing Board policies and with the superintendent's approval.

Teacher Grievance Procedure

Teachers dissatisfied with working conditions may, within a period of three days, elect to make a change by the following procedure:

1. The written grievance must be discussed with their building supervisor.
2. The building supervisor will then try to bring about a satisfactory solution.
3. If the grievance cannot be satisfactorily settled by the original conference, the teacher or the building supervisor may bring the matter before the superintendent. This conference will be conducted in the presence of the three parties now involved.
4. If the grievance cannot be resolved at this level, the teacher may appeal to the Board of Education. The appeal to the Board should be written, stating the problem and a proposed solution.

Student Records

Student evaluation records--grades, exams, etc.--are recorded on report cards and permanent records. Office personnel will handle as much of this as is possible. Teachers will maintain sufficient data to support grades, including copies of all major exams, in order to counsel with parents. Such data should be kept a minimum of two weeks following

report cards being sent to parents. It is advisable to maintain examples of each student's work throughout the school year.

Study Hall Policies and Suggestions

All study halls will be teacher supervised. Study hall supervisors are expected to provide supervision in the study hall for the entire period. Students may assist in taking attendance, but under no circumstances should students be placed in charge of study hall operations or disciplining fellow students. When two teachers are assigned to the same study hall, both are expected to be present the entire time. Each student must have a textbook or a library book with him/her.

Library

The Parkview library has many teaching aids available for use. Some of these are not current but may still be of educational value. Items of interest include:

1. The professional library which is located in the equipment room. There are approximately 150 books on all subjects that may be checked out for an indefinite period of time. Many of these are current, on a wide variety of subjects, and are accessible through the card catalog.
2. Professional magazines are located in colored boxes in the equipment room. Current magazines include Language Arts, Learning, Education Digest, Psychology Today, and Arithmetic Teacher.

3. Equipment is located in the cabinets in the equipment room. Included are several overhead projectors, an elementary typewriter, a 16mm projector for film loops, and many other types of equipment.
4. Audiovisual materials are located primarily in the A-V section of the main body of the library.
 - a. Filmstrips are available. Information is contained in the card catalog.
 - b. Records and study prints on a wide variety of subjects are accessible through the card catalog or a list at the librarian's desk.
 - c. Transparencies located in the filing cabinet in the equipment room include these subject areas: art, conservation, A-V, language arts, history, geography, industrial arts, mathematics, music, phonics, physical education, and science.
5. The Abridged Readers' Guide is located on the round table near the magazine section. This table has been set aside for teacher use only. This does not insure privacy but a quiet place to work or read current magazines.
6. The reference section is located behind the librarian's desk. This collection is up-to-date and comprehensive.
7. Professional catalogs and recommended lists of materials are housed in the workroom, the professional collection, or in the reference section according to their effectiveness as a selection tool.

The number of students allowed to go to the library from study halls is as follows:

1st -- 14 from each study hall
 2nd -- 25 from the cafeteria
 3rd -- 13 from the cafeteria
 7 from others
 4th -- 20 from the study hall
 A-B -- 13 from each study hall
 C-D -- 15 from Mrs. Brian's study hall
 7 from Mr. Schuur's study hall
 5th -- 14 from each study hall

- 6th -- 8 from Mr. Wagner's study hall
7 from others
- 7th -- 13 from each study hall
- 8th -- 13 from each study hall

The study hall teachers may select the students who are allowed library privileges. However, the librarian maintains the right to return students to the study hall if she feels they are not profiting from the use of the library.

The following rules will be in effect:

1. Students are not to go outside to read books.
2. A teacher may send a maximum of five students from a class to the library for reference purposes during a class period.
3. A teacher may schedule the library for the entire class period provided this is not a continuous happening. During this time, the library will be closed to other students.
4. Audiovisual equipment, other than the three projectors located at selected places in the building, must be checked out by the librarian. All equipment must be returned to the library by 3:45 each Friday.
5. During A-D study halls, sixth graders are not to use the library.
6. Study hall teachers are to send a list of students going to the library to the librarian.

Fire Alarm and Disaster Alarm

It is the teacher's responsibility to inform students of procedures for implementing fire drills and disaster plans.

Fire Drills

In case of fire, students and teachers are to leave through these exits:

Front Door:

Cafeteria, office, nurse's room, rooms 15, 16, 17, 18, and 20

Southeast Door:

Shop, art room, band room, chorus room

Northwest Door:

Library, homemaking room, rooms 11, 13, 14, and 7

Southwest Door:

Rooms 1, 2, 3, 4, 5, and 6

Northeast Gym Door:

Girls and women in gym

Southeast Gym Door:

Boys and men in gym

Detailed instructions are:

1. The fire signal will be the sounding of the fire buzzers.
2. Students will not leave the rooms until the teacher gives instructions. Teachers will have the students leave the room in single file.
3. Students will walk rapidly in single file. They should not run, break line, or crowd at doors and exits.
4. Each teacher will leave the building at the rear of his/her line of students.
5. Lines will not break after entering the yard outside of the building.
6. Lines will remain in formation until the bell signals the return to the building.
7. Please remember that all individuals have to get out in case of real emergency. These drills are for the purpose of forming habits that will be of value in case such an emergency occurs.

Disaster Plans

Take Cover Plan I. If time permits (five minutes or more)

before a pending disaster, the following plan is designed to place every person in the Parkview building in a sheltered place providing the maximum possible protection. A judgment will be made by the school safety officer and the administration based on advice received from the Emergency Services and Disaster Agency and the information received from Mr. Negley and Mr. Supinie, the tornado watchers.

In the event a tornado or other destructive disaster occurs, the principal or school safety officer will activate whatever rescue and first aid squads are necessary. Teachers and students will not be permitted to leave the building after a disaster occurs until it is determined that electrical supply lines are not down.

Teachers holding classes will do the following:

Keep students intact and move to the following areas:

Rooms 1-3 will go to the Parkview office and closet.

Room 2 will go to the principal's office.

Room 4 will go to Miss Brashear's office and adjacent storage room.

Rooms 5-6 will go to the girls' locker room.

Room 7 will go to the girls' shower room.

Room 8 will go to the hallway by girls' shower room.

Room 11 will go to the southeast storage room behind gym.

Room 13 will go to the science storage room.

Room 14 will go to the boys' shower room.

Rooms 15-16 will go to the tractor room.

Room 17 will go to the girls' restroom by gym.

Room 18 will go to the workroom.

Room 20 will go to the shop storage room or girls' restroom by gym.

Gym classes will go to the tractor room.

Library will go to the tractor room.

Cafeteria will go to the tractor room.

Shop will go to the shop storage room.

Art will go to the boys' restroom by gym.

Band will go to the practice rooms and girls' restroom by gym.

Vocal music will go to the athletic equipment room and tractor room.

Title I building will go to the tractor room.

Take Cover Plan II. (Immediate Need--No Warning)

1. Teachers and students in rooms 2, 4, and 6 should stay in their rooms. Desks should be pushed against the west wall and students should get under them. All windows in the above rooms should be opened to equalize air pressure.
2. Teachers and students in rooms 1, 3, 5, and 7 should go into the hallway. Classroom doors should be closed. Teachers are to direct students to kneel facing the lockers.
3. Teachers and students in rooms 9, 11, 13, 15, and 17 should stay in their rooms, push the desks against the inside wall, and get under them. Open the windows.
4. The homemaking teacher and students should go into the west hallway.
5. Teachers and students in rooms 14, 16, 18, and 20 will go into the hallway and assume a kneeling position.
6. Teachers, students, and other staff members in rooms 32 (cafeteria) and 33 (kitchen) should go to the two east restrooms and the hallway leading to the boys' locker room.

7. Teachers and students in rooms 36, 38, and 40 should go into the hallway and assume a kneeling position. Classroom doors should be closed.
8. Students and staff members in rooms 39 and 41 (shop and drawing) should go into the supply room at the north end of the shop.
9. All students and staff members in the gym will go into the tractor room.

Teachers not conducting classes should proceed to the class of the school safety officer for instructions. One teacher will be designated to take charge of the safety officer's class; others will be dispatched by him to do other jobs.

Mr. Ritchie, custodian, will go immediately to the boiler room where he will close the main gas shutoff valve, shut off the main electrical switches, shut off the hot water supply valves, and report the completion of the above actions to the school safety officer. Mr. Cochran, custodian, will report immediately to the school safety officer.

The secretaries will take the Emergency Services and Disaster Agency Warning System into the vault. Coke cases, a file case, or some other object with density will be used to assure that the vault door does not shut completely.

The school safety officer may be found in the general area of the office.

APPENDIX B

Administrative Bulletins

Orientation Day--1980-81

Teachers have the following assignments for Orientation

Day:

1. Be in the hallway or gym by 7:45 a.m.
2. Sit among the students during the general meeting in the gym.
3. Keep the students off the gym floor.
4. Inform students that fees and insurance money will be collected on Monday. Also, lunch tickets will be sold on Monday during the first hour. All checks are to be made to Community Unit #20.
5. Use the time with students to discuss the student handbook, information pertaining to lockers, cafeteria procedures, rules and regulations, etc.
6. Assist students in completing enrollment cards.
7. Return enrollment cards to the office before leaving school.
8. Send to the office any student who does not have a schedule card! This is a new policy.

The tentative schedule for Orientation Day will be:

- | | |
|------------------|--------------------------------------------------------------------------------------------------------------------|
| 8:10 - 8:40 a.m. | All students and teachers meet in the gym for a general meeting. |
| 8:45 - 9:20 a.m. | Students will be dismissed at approximately 8:40 and will proceed with an assigned teacher according to this plan: |

Eighth Graders

A-C	Mrs. Keyser and Mr. Schuur	Room 13
D-H	Mr. McMillen and Mrs. Smith	Room 16
J-P	Mr. Gardner and Mr. Overbeek	Room 20

R-S	Mr. Wagner	Room 14
T-Z	Mrs. LeGrand and Miss Shaffer	Room 18

Seventh Graders

A-B	Mrs. Chansler	Room 17
C-F	Mrs. Brian	Room 5
G-K	Mrs. Felling	Room 11
L-P	Mrs. Ridgway and Mr. Supinie	Room 15
R-Z	Miss Brashear, Mrs. Mieure, and Mr. Pierce	Cafeteria

Sixth Graders

A-D	Mr. Alsman	Room 6
E-K	Mr. Angle and Miss Fowler	Library
L-N	Mr. Freeman	Room 7
P-S	Mr. Dooley and Mr. Negley	Room 1
T-Y	Mrs. Seber	Room 2

STUDENTS ARE NOT TO BE DISMISSED UNTIL AN ANNOUNCEMENT IS
MADE FROM THE PRINCIPAL'S OFFICE (Approximately 9:20 a.m.).

Gym Duty--1980-81

7:30 a.m. - 7:55 a.m.

Teachers performing gym
duty are dismissed at
3:20 p.m.

<u>Month</u>	<u>Week</u>	<u>Teacher</u>	<u>Month</u>	<u>Week</u>	<u>Teacher</u>
Aug.	25	Mrs. Allen	Feb.	2	Mr. Alsman
				9	Mr. Wagner
Sept.	1	Mr. Angle		16	Mrs. Allen
	8	Miss Brashear		23	Mr. Alsman
	15	Mrs. Brian			
	22	Mrs. Chansler	Mar.	2	Mr. Angle
	29	Mrs. Felling		9	Miss Brashear
				16	Mrs. Brian
Oct.	6	Miss Fowler		23	Mrs. Chansler
	13	Mr. Freeman		30	Mr. Dooley
	20	Mr. Gardner			
	27	Mrs. Keyser	Apr.	6	Mrs. Felling
				13	Miss Fowler
Nov.	3	Mrs. LeGrand		20	Mr. Freeman
	10	Mr. McMillen		27	Mr. Gardner
	17	Mrs. Mieure			
	24	Mr. Negley			

<u>Month</u>	<u>Week</u>	<u>Teacher</u>	<u>Month</u>	<u>Week</u>	<u>Teacher</u>
Dec.	1	Mr. Overbeek	May	4	Mrs. Keyser
	8	Mrs. Ridgway		11	Mrs. LeGrand
	15	Mr. Schuur			Mr. McMillen
Jan.	5	Mrs. Seber		18	Mrs. Mieure
	12	Miss Shaffer		25	Mr. Negley
	19	Mrs. Smith	June	1	Mr. Overbeek
	26	Mr. Supinie			

REGULATIONS

1. Students must sit on the bleachers until the 7:55 bell. They are not to stand in the doorway.
2. Students may report to the cafeteria for the purpose of purchasing meal tickets at 7:45.
3. Teachers are to stand in the gym or the gym doorways while on duty.
4. Teachers are not to have coffee or pop in the gym while on duty.
5. Teachers may work either side of the gym.

Detention Room Duty--1980-81

Tuesday and Friday
3:20 - 3:45 p.m.

Room 18

<u>Month</u>	<u>Week</u>	<u>Teacher</u>
September	8	Mr. Pierce
	15	Mrs. Ridgway
	22	Mr. Schuur
	29	Mrs. Seber
October	6	Miss Shaffer
	13	Mrs. Smith
	20	Mr. Supinie
	27	Mr. Wagner
November	3	Mrs. Allen
	10	Mr. Alsman
	17	Mr. Angle
	24	Miss Brashear

<u>Month</u>	<u>Week</u>	<u>Teacher</u>
December	1	Mrs. Brian
	8	Mrs. Chansler
	15	Mrs. Felling
January	5	Miss Fowler
	12	Mr. Freeman
	19	Mr. Gardner
	26	Mrs. Keyser
February	2	Mrs. LeGrand
	9	Mr. McMillen
	16	Mrs. Mieure
	23	Mr. Negley
March	2	Mr. Overbeek
	9	Mrs. Brian
	16	Mrs. Ridgway
	23	Mr. Schuur
	30	Mrs. Seber
April	6	Miss Shaffer
	13	Mrs. Smith
	20	Mr. Supinie
	27	Mr. Wagner
May	4	Mrs. Allen
	11	Mr. Alsman
	18	Mr. Angle
	25	Miss Brashear

Display Case Front Hall--1980-81

September	Mr. Negley, Mr. Angle, Mr. Wagner
October	Mr. Dooley, Mrs. Seber, Mr. Supinie
November	Mr. Gardner, Mrs. Felling, Miss Brashear
December	Miss Fowler, Mrs. Smith, Mrs. Allen
January	Mr. Pierce, Mrs. Ridgway, Mr. Schuur
February	Mrs. Chansler, Mr. Alsman, Mr. McMillen
March	Mrs. Mieure, Mr. Freeman, Miss Shaffer
April	Mrs. Brian, Mr. Overbeek, Mrs. Keyser
May	Mrs. LeGrand, Mr. Pierce, Mr. Dooley

Computation of Honors and High Honors

Teachers will need to help in determining the students that are eligible for honors or high honors. Teachers are responsible for determining the status of students in their 8th hour classes. After having checked their own group, they are to have another teacher verify the accuracy. A list of honor, high honor, and straight "A" students from 8th hour classes must be given to the principal's office.

PROCEDURE

1. These subjects are worth the following points:

Language Arts	6
Social Science.	3
Science	3
Math.	3
Health.	1
Shop.	1
Home Ec	1

These grade letters are worth the following points:

A -	4
B -	3
C -	2
D -	1

2. Multiply the grade in the average column of the grade card by the point value of the subject.

Examples: A grade of "C" in language arts would be worth 12 points. (6 x 2)

A grade of "A" in shop would be worth 4 points. (1 x 4)

3. After all subjects are multiplied by the grade, add the results together to determine a total.

Example:

AVERAGE

Language Arts	- B =	18
Math	- A =	12
Science	- B =	9
Social Science	- B =	9
Shop	- A =	<u>4</u>
		62

4. Divide the total by 16 for sixth, seventh, and eighth graders.

If the result is between 3.0 and 3.5, the student qualifies for honors.

If the result is between 3.51 and 4.0, the student qualifies for high honors.

5. Students in low level classes will have an asterisk (*) by the grade in that course on the grade sheet. Grades with an asterisk count one-half (1/2) value when figuring honors.

Example:

An "A" in low level language arts or low level math counts 2 points rather than 4.

PARKVIEW JUNIOR HIGH SCHOOL SCHEDULE 1980-81

	8:05 8:45	8:48 9:28	9:31 10:11	10:14 10:54	10:57 11:17	11:20 11:40	11:43 12:03	12:06 12:26	12:29 1:09	1:12 1:52	1:55 2:35	2:38 3:18				
Teacher	1	2	3	4	A	B	C	D	5	6	7	8				
Allen (3)	E.M.H.	E.M.H.	E.M.H.	E.M.H.	---	---	E.M.H.	E.M.H.	E.M.H.	E.M.H.	----	E.M.H.				
Alsman (6)	6 Sci.	6 Sci.	SH(Caft)	6 Sci.	Health	---	Hall Sup.	Health	6 Sci.	6 Sci.	6 Sci.	----				
Angle (20)	7 Language Arts		----	8 Language Arts			---	---	S.H.	S.H.	6 Language Arts					
Brashear (30)	S.H. (5)	8 P.E.	6-7 P.E.	8 P.E.	Health (1)	---	Play Ground	Health (1)	8 P.E.	6-7 P.E.	6-7 P.E.	6-7- P.E.				
Brian (5)	----	7 Math	7 Math	7 Math	---	---	S.H.	(18)	7 Math	7 Math	7 Math	S.H.				
Chansler (17)	----	S.H.	7 Language Arts		---	---	7 Language Arts		S.H.	7 Language Arts						
Dooley TTH (4)	6 Art	6 Art	6 Art	6 Art	S.H.	---	---	S.H.	6 Art	6 Art	S.H.	----				
Felling (11)	7 Language Arts		----	S.H.	---	---	7 Language Arts		S.H.	8 Language Arts						
Fowler (9)	Prep Mon	Prep Tues	Prep Wed	Prep Thurs	Lunch	Wed.	Lunch	Mon.	Lunch	Fri.	Lunch	Tues	Lunch	Thurs	Prep	Fri
Freeman (7)	7 S.S.	S.H.	6 S.S.	6 S.S.	Caft. Supervision		7 S.S.		---	6 S.S.	6 S.S.	6 S.S.				
Gardner (30)	S.H. (17)	8 P.E.	6-7 P.E.	8 P.E.	---	Play Ground	---	---	8 P.E.	6-7 P.E.	6-7 P.E.	6-7 P.E.				
Keyser (TB)	Title I	Title I	----	Yearbook	---	Play Ground	Caft Sup.	---	Title I	Title I	Title I	Title I				
LeGrand MWF(36)	6 Music	6 Music	Chorus	6 Music	S.H. (5)	---	---	S.H. (5)	6 Music	6 Music	S.H.	----				
McMillen (16)	8 Language Arts		S.H.	8 Language Arts			Caft. Sup.	Play Ground	---	----	8 Language Arts					
Mieure (TB)	Title I	Title I	Title I	Title I	Hall Supervision	---	---	S.H. (18)	----	Title I	Title I					
Negley (1)	6 Language Arts		6 Language Arts		Sup.	---	Lunch Line	Sup.	6 Language Arts	----	7 S.S.					
Overbeek (38)	Band	Sect.	Sect.	Sect.	Sect.	Sect.	---	---	Sect.	Sect.	Sect.	Sect.				
Pierce (40)	----	7 Art	8 Art	7 Art	Lunch Line Supervision	---	---	---	8 Art	7 Art	8 Art	S.H.				
Ridgway (15)	7 Sci.	SH (Caft)	7 Sci.	7 Sci.	---	---	7 Sci.		7 Sci.	S.H.	----	7 Sci.				
Schuur (13)	8 Sci.	8 Sci.	8 Sci.	----	8 Sci.		S.H.		---	8 Sci.	S.H.	8 Sci.				
Seber (2)	6 Math	6 Math	S.H.	6 Math	S.H.	---	---	S.H.	6 Math	----	6 Math	6 Math				
Shaffer (18)	8 S.S.	8 S.S.	7 S.S.	8 S.S.	S.H.		Hall Sup.	Play Ground	---	8 S.S.	7 S.S.	8 S.S.				
Smith (8)	----	7 Home Ec	8 Home Ec	7 Home Ec	Caft. Supervision	---	---	---	8 Home Ec	7 Home Ec	8 Home Ec	S.H.				
Supinie (39)	----	7 Shop	8 Shop	7 Shop	S.H.	---	---	---	8 Shop	7 Shop	8 Shop	S.H.				
Wagner (14)	8 Math	8 Math	C.E. Tues-Thurs	8 Math	C.E. Mon. Wed.	---	---	Play Ground	8 Math	C.E. (Fri) SH (MTWTH)	8 Math	8 Math				

COMMUNITY UNIT SCHOOL DISTRICT 20
LAWRENCE COUNTY, ILLINOIS
SALARY SCHEDULE
1980 -- 1981

YRS EXP	LESS THAN DEGREE	BACHELORS	+16	MASTERS	+16	+32
0		11,008.50	11,365.45	11,720.40	12,076.35	12,432.30
1		11,404.00	11,760.95	12,115.90	12,471.85	12,827.80
2		11,799.50	12,156.45	12,511.40	12,867.35	13,223.30
3		12,195.00	12,551.95	12,906.90	13,262.85	13,618.80
4	12,234.00	12,590.50	12,947.45	13,302.40	13,658.35	14,014.30
5		12,986.00	13,342.95	13,697.90	14,053.85	14,409.80
6		13,381.50	13,738.45	14,093.40	14,449.35	14,805.30
7		13,777.00	14,133.95	14,488.90	14,844.85	15,200.80
8		14,172.50	14,529.45	14,884.40	15,240.35	15,596.30
9		14,568.00	14,924.95	15,279.90	15,635.85	15,991.80
10		14,963.50	15,320.45	15,675.40	16,031.35	16,387.30
11		15,359.00	15,715.95	16,070.90	16,426.85	16,782.80
12		15,754.50	16,111.45	16,466.40	16,822.35	17,178.30
13		16,150.00	16,506.95	16,861.90	17,217.85	17,573.80
14			16,902.45	17,257.40	17,613.35	17,969.30
15			17,297.95	17,652.90	18,008.85	18,364.80
16				18,048.40	18,404.35	18,760.30
17				18,443.90	18,799.85	19,155.80
18					19,195.35	19,551.30
19					19,590.85	19,946.80
20						20,342.30

The Board of Education will pay \$800 toward Teacher Retirement in addition to the above.

APPENDIX C

Log of Activities

- Week of August 4, 1980 -- Parkview Principal Donn Hammer discussed the need for a faculty handbook with the researcher.
- Week of August 11, 1980 -- The researcher called Dr. Smitley, Specialist Degree advisor, concerning the use of the project as a field experience topic.
- Week of August 18, 1980 -- The researcher registered at Eastern Illinois University for the field experience courses.
- Week of September 8, 1980 -- The researcher was assigned to Dr. Bartz for the field experience.
- Approval was given for developing a faculty handbook as a project.
- Week of September 15, 1980 -- Twenty letters were sent to area junior high school principals concerning their use of a faculty handbook.
- The researcher interviewed Superintendent Courtney.
- Week of September 22, 1980 -- The researcher interviewed Principal Hammer.
- The researcher received faculty handbooks from five schools.
- The researcher talked to the junior high school principals of Flora and Fairfield concerning the content of their handbooks.

The library at Eastern was used for research purposes.

Week of September 29, 1980 -- The researcher talked with Dr. Bartz by telephone concerning the project.

The researcher talkéd to the junior high school principals of Mt. Carmel and Champaign concerning the content of their faculty handbooks.

Week of October 6, 1980 -- All handbooks were compared for content. Most of the information was similar.

The researcher met with the administration concerning material that should be included in a faculty handbook.

Review of the School Board Policy Manual was conducted for information beneficial to teachers.

Week of October 13, 1980 -- Staff members were asked for input they felt would be useful to include in a handbook.

A meeting was held with Dr. Bartz to review the material written.

Week of October 20, 1980 -- The field experience was divided into five sections:

1. Educational Philosophy and Goals
2. Student Goals
3. Responsibilities of the Teacher
4. General Information
5. Administrative Bulletins

The library at Eastern was used for research purposes.

- Week of October 27, 1980 -- A conference was held with Principal Hammer concerning content of the handbook.
- The library at Eastern was used for research purposes.
- Week of November 3, 1980 -- A meeting was held with Dr. Bartz to review the material written.
- Week of November 10, 1980 -- The researcher wrote the conclusions and recommendations for the project.
- The researcher wrote the log from notes accumulated as the project was written.
- The researcher wrote the abstract for the project.
- Week of November 17, 1980 -- The completed document was shown to Superintendent James Courtney and Principal Donn Hammer for approval.
- The project was given to Dr. Bartz for final approval.