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# Educational Plan for Community Unit School District No. 20, Lawrence and Crawford Counties, Illinois, Phase II

William E. Waggoner

*Eastern Illinois University*

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

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EDUCATIONAL PLAN FOR COMMUNITY UNIT SCHOOL DISTRICT NO. 20

LAWRENCE AND CRAWFORD COUNTIES, ILLINOIS

PHASE II

(TITLE)

BY

WILLIAM E. WAGGONER

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1976

YEAR

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

February 18, 1976  
DATE

ADVISER

February 18, 1976  
DATE

DEPARTMENT HEAD

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CHAPTER I  
INTRODUCTION

A. Statement of the Problem

Educational program planning in Illinois has traditionally been left to the discretion of the local school boards and their administrative agents. However, with the recent emergence of Circular Series A Number 160, local districts have been asked to formally plan their educational programs with both long and short-range considerations and to submit those plans to the State Office. This act has led educators at all levels to become increasingly concerned with the need for moving toward more thoughtful planning and management of educational systems.

Schools were advised in instructional memos about the planning for A-160 compliance that the intent was not to initiate "crash-program" planning but rather to motivate the local districts to create a working, changing set of plans that would provide direction and continuous planning without rigidity.

Community Unit School District No. 20, Lawrenceville, Illinois, became a unit district in 1972 and began quite quickly to provide some direction to its education program. A Citizen's Advisory Committee composed of twenty members from the students, professional people, and lay citizens was

formed under the leadership of Dr. Robert V. Shuff of Eastern Illinois University. This effort, which lasted for a period of five months, provided a foundation for the goals and plans of action incorporated into the first program plan for Unit District No. 20.

However, the first program plan was written to provide direction for a newly formed unit district whose immediate needs were shrouded with the urgency to reorganize the district and standardize the educational program. Since that time, it has become necessary to consider rewriting the total educational plan to include educational goals beyond the problems of reorganization and standardization.

This study is an effort to rewrite the total program plan for Unit District No. 20 and to provide goals which will effect a maintenance of effort and continued long-range planning in all facets of the educational program.

#### B. Scope of the Study

This study shall be limited to include only those items required in a program plan as stated in Circular Series A-160. Other supplemental and addenda material such as "learner behavioral objectives," teacher competencies, and job descriptions are being prepared in other works and will be contained under separate cover.

The areas of concern to which this study will be devoted are:

1. District Governance Policy and Practices
2. District Administrative Structure and Practices
3. Rights and Responsibilities of Individuals
4. The Instructional Program
5. Supportive Services
6. Staff Development and Inservice Training

C. Definition of Terms

Certain terms used throughout this study are defined to have the following meaning:

Goal -- a written statement of long-range community expectation of the school district.

Need -- a gap between where the school district is and where it should be.

Performance Objective -- a written statement of the desired specific performance of the educational system. It states what will be accomplished -- when and by whom.

Developmental Learner Objective -- a written statement of desired student skills, attitudes, or knowledges at certain developmental levels of the total educational experience.

Program Plan -- the written program that will identify the local school district's educational needs and provide a plan for developing that program.

## CHAPTER II

### METHOD OF ATTACK

It has been the desire of the Board of Education of Unit District No. 20 that the District's Program Plan be a reflection of the educational plans and desires of the total district citizenry. Therefore, this program plan expresses, to a large degree, the wishes of the various committees involved in the roles of educational advisors.

As was mentioned in the introduction of this study, the original Program Plan was written almost altogether from the results of committee actions. That plan was written by this same author and many of the goals have been retained and incorporated into this plan.

In June, 1975, this author was assigned the task of writing a new program plan. Work was immediately begun to glean new input from the appropriate sources to assure that the new plan would continue to reflect the school community's educational desires.

Faculty committees have been organized and have considered curricular problems concerning the immediate need of the curriculum and the needs for further updating or writing new curricular guides. Since the organization of the unit, there has been regularly recurring meetings of these faculty committees under the direction of the assistant superintendent



in charge of curriculum.

The Lawrence County Association for Mentally Retarded and Physically Handicapped Citizens, comprised of thirty-four members, has devoted two of its regularly scheduled meetings in 1975 exclusively to the consideration of the District's special education programs. As may be noted in the system goals that follow, some of those recommendations have been incorporated into this study.

The Lawrenceville High School Student Council, consisting of thirty-three members, at its December 4, and December 11, 1975, meetings was asked to consider items concerning rights and responsibilities of the students, and its input may be noted in that section. Also, other considerations concerning the District's Governance Policy and Practices were given but have not been incorporated into this study because of conflicting problems concerning the mechanics of the school day. Such ideas have been taken under advisement and will be given attention later.

The District's Title I Advisory Committee, consisting of twenty-three members, at the December 4, 1975, meeting was asked for recommendations relating to the articulation of participating students into the regular curriculum; its recommendations are contained herein.

This author has attended workshops given by the State Agency concerning the writing of program plans and has made

every effort to follow the format and content guidelines that were advocated in those meetings.

Miss Sharon Roberts, area person representing the Illinois Office of Education, Department of Recognition and Supervision, made advisements during June, 1975, that Unit District No. 20 needed a new program plan, one that would be written with long range goals. Miss Roberts has reviewed drafts of this program plan and has approved the general content contained herein.

CHAPTER III  
EDUCATIONAL PLAN

Community Unit School District No. 20  
Lawrence County, Illinois

PHASE II

## STATEMENT OF POSITION

Since its inception in July 1972, Unit District No. 20 has formulated and is presently operating under a well-planned and current group of philosophies and policies that are providing a near optimum level of education for its student body. It is believed that this District contains many strengths that could well be used as models of sound and efficient educational practices. Furthermore this district has embarked upon a program of responsible fiscal policy that will provide the greatest level of services to its citizenry without the use of any deficit-spending techniques or deferred-payment plans that would merely provide an additional tax burden upon later generations.

In its short span of existence, Unit District No. 20 has begun many new programs of instruction and supportive services. Presently even greater and more extensive changes in special education offerings and in its inservice and staff orientation efforts are being considered.

Unit District No. 20 will never consider that it has reached its optimum goal in educational programs and will never be satisfied that some of its practices cannot be improved. Constant efforts shall always be made to be aware of the latest research and curriculum-innovation ideas and to incorporate into its educational program such of those ideas as may be applicable.

Unit District No. 20 pledges, through the adoption of this Program Plan, that every effort shall be made to move forward in plans for the better education of the youth of the District.

#### PROBLEM

This plan comprises the culmination of three years of effort to seek the best courses of action for Unit District No. 20 and to produce directional goals which will provide for sequential and current educational practices in the education of the District youth.

Specific areas of concern attended to in this study are:

1. District Governance Policies and Practices
2. District Administrative Structure and Practices
3. Rights and Responsibilities of Individuals
4. The Instructional Program
5. Supportive Services
6. Staff Development and Inservice Training

#### EDUCATIONAL PHILOSOPHY AND GOALS

The Board of Education of Community Unit District No. 20 shall provide a quality educational program to all its regular and exceptional students. This education shall 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 community.

The Board shall 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 shall recognize the individuality of students yet stimulate an appreciation for and positive attitude 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, good habits, and attitudes for full citizenship worth and responsibility.

## I. INTRODUCTION

In the latter part of the 1971-72 school year, the citizens of what is now Community Unit District No. 20 voted to establish a unit district from two high school districts and six underlying elementary districts.

In an effort to provide some direction to its educational program, the newly elected Board of Education decided to form a citizens' advisory committee of twenty members comprised of students, professional people, and lay citizens, under the leadership of Dr. Robert V. Shuff of Eastern Illinois University. This committee spent five months contemplating the district's needs, during which time, they solicited opinions from their associates and citizen friends. After considerable screening and evaluation, the Committee compiled a list of goals they felt were applicable for this school district. Further, the Board of Education has developed goals of its own that are contained in the main format of this report. The Board has received consultation, and in certain cases, personal appearances from interested staff members and lay citizens concerning the goals and plans of action established for the new unit district. With careful consideration, the Board has incorporated these desires into its own statements in this document.

Members of the administrative team have attended

orientation workshops to familiarize themselves with the requirements of Circular A-160 and with problems of establishing direction to our educational program as viewed by state office personnel and the Illinois School Board Association. The administrative team has also had contact with members of student government, soliciting their feelings about educational goals and problems of mechanics in the daily manipulation of our schools.

A Parental Advisory Committee for Title I and the Gifted Program has functioned at the level of goal setting and program monitors. A statement of their philosophy and goals is on file in the District Office.

Since the adoption and implementation of the original Program Plan (Phase I) quite extensive work has been done by faculty committees, the Ambraw Valley Vocational School Advisory Committee, and by the use of surveys and questionnaires to further attune the educational program of Unit District No. 20 to the needs of the community. The results of such efforts may be noted in the work contained herein.



## II. GOALS

### A. 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 students' time and effort. Students should:

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 enough skill and efficiency to succeed 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. Understand and practice good health and safety practices.
9. Develop pride in doing a task well
10. Develop a feeling of self worth.
11. Acquire a good general education.

## B. SYSTEM GOALS

### 1. District Governance Policy and Practices

- a. Unit District No. 20 shall use a system of questionnaires and surveys along with the advice of the Title I Advisory Committee, the Area Vocational Advisory Committee, The Lawrence County Association for Mentally Retarded and Physically Handicapped Citizens, PTO groups and advisory committees, and such special committees as it shall be necessary to appoint to consider upcoming and current problems.
- b. Unit District No. 20 shall continually strive to update and refine its teacher evaluation system to provide for a regularly recurring and systematic means of helping teachers see and improve their weaknesses.
- c. Unit District No. 20 shall maintain a system of scheduling that will avoid overcrowding of rooms and overloading of teachers. Teacher aides shall be employed for unduly large classes.
- d. Unit District No. 20 shall be so organized that one teacher shall teach no more than one grade, or that equivalent.
- e. Unit District No. 20 shall evaluate space needs of the unit to utilize all existing physical

## 1. e. Continued

facilities in the most efficient manner.

- f. Unit District No. 20 shall develop and maintain current written philosophies.
- g. Unit District No. 20 shall budget instructional-supply funds and appropriate them to buildings in such a manner that building administrators and instructional members will be aware of funds available for their particular needs.
- h. Unit District No. 20 shall continually employ the use of survey and questionnaire techniques to inform itself of the will of the citizenry.
- i. Unit District No. 20 shall continually strive to maintain a salary schedule that contains clear incentives for the teaching staff members to further their education and continue updating their educational background.
- j. Unit District No. 20 shall join with other neighboring Districts to form necessary and applicable cooperatives for the proper handling of all its special education needs that may not feasibly be offered at the district level.

2. District Administrative Structure and Practices
  - a. Unit District No. 20 shall continue evaluating and updating job descriptions for administrative and other staff members.
  - b. Unit District No. 20 shall continually strive to employ an administrative staff of sufficient number and talent to provide adequate supervision for the total educational program.
  - c. Unit District No. 20 shall strive to maintain an administrative structure that shall provide for open and clear channels of communication for all district personnel.
  - d. Unit District No. 20 shall provide for the orderly transfer or advancement of all its staff members through a system of advertising of any existing vacancies. All applications received from district staff members will be given consideration over new employees in the event of nearly equal or superior qualifications.

3. District Policy Regarding Rights and Responsibilities of Individuals
  - a. Unit District No. 20 endorses the idea that the student and parents have a right to know the contents of student-record files. Specific provisions shall be made for parents and students to view records upon request.
  - b. Unit District No. 20 shall make known to all its employees those governance policies that insure no discrimination because of sex, race, or religion.
  - c. Unit District No. 20 shall post and strive to make known to all its employees the District's policy for grievance procedures and for the orderly solution to problems being referred upward in the administrative hierarchy.
  - d. Unit District No. 20 shall appoint an Equal Educational Opportunity Officer to insure that appeals for investigation of alleged wrongs concerning discrimination shall be investigated and resolved in a speedy and equitable manner.

#### 4. Instructional Program

- a. Unit District No. 20 has developed and will continue to update a district-wide plan for standardizing materials, equipment, and programs used in all the schools within the District.
- b. Unit District No. 20 shall maintain a well-balanced educational curriculum in all subject areas. Curriculum guides to assure this shall be developed and continually maintained.
- c. Unit District No. 20 shall provide, for all students, a program with equal opportunity and with equal emphasis on all phases of education.
- d. Unit District No. 20 shall develop and maintain a health curriculum to meet the needs of all students in the areas of tobacco, drugs, sex, alcohol, and environmental education.
- e. Unit District No. 20 shall evaluate the curriculum on a cyclic schedule so that continuous updating and improvement will be provided.
- f. Unit District No. 20 shall develop and continue to update its own special-education services applicable to the District's needs for the mildly mentally impaired, the learning disabled, the socially maladjusted, the educationally needy three and four year olds, those in need of speech

## 4. f. Continued

correction, and those in need of psychological services. Further, Unit District No. 20 shall, in cooperation with other neighboring districts and such cooperatives as it may choose to join, furnish adequate services for the seldom-occurring handicaps such as deafness, blindness, severe social maladjustment, and other handicaps as may exist and not be properly handled within the District

- g. Unit District No. 20 shall continually strive to screen the results of the District's testing program to identify those students who are not necessarily mentally handicapped, but who seemingly lack motivation to achieve. These shall be referred for evaluation to the school psychologist.
- h. Unit District No. 20 shall provide improvement of articulation from one grade to another within the District.
- i. Unit District No. 20 shall provide a system of student evaluation that will adequately assess a student's strengths and weaknesses.
- j. Unit District No. 20 shall maintain a program of textbook replacement that will move forward

4. j. Continued

as rapidly as funds permit.

- k. Unit District No. 20 shall provide for particular emphasis in the reading program by providing adequate consultative help through the services of a reading coordinator.
- l. Unit District No. 20 shall make special efforts to provide a means whereby students may compensate for failure of a particular course at the secondary level by enrolling in specially designed classes for a more practical level of instruction.



## 5. Supportive Services

### a. Health Services

- (1) Unit District No. 20 shall provide adequate health services for all its students to include an opportunity for any student to see a school nurse at some time during the school day.
- (2) Unit District No. 20's nursing staff shall be trained and oriented to provide guidance in matters of personal hygiene and other health problems.
- (3) Unit District No. 20 shall provide screening services for the visual, hearing, and dental needs of its students.
- (5) Unit District No. 20 shall utilize its health-services personnel and other staff members to provide a preschool screening for all three and four year olds within the district. Such efforts are made so that the district can better plan its educational needs well in advance to provide ample time for change.
- (6) Unit District No. 20 shall provide first-aid instruction to enough staff members in each school building to provide adequate

5. a. (6) Continued

backup coverage for all the District's emergency health needs.

b. Food Services

- (1) Unit District No. 20 shall continually strive to serve better and more nutritionally balanced meals.
- (2) Unit District No. 20 shall provide a hot lunch for each of its students desiring to participate.
- (3) Unit District No. 20 shall join with the State of Illinois and the United States Government in providing an opportunity for every child, in need of a free lunch, to obtain such without identification; or if the voluntary choice is made to work instead of paying, then such opportunities shall exist.

c. Transportation Services

- (1) Unit District No. 20 shall provide a system of transportation that will keep at a minimum the number of minutes students spend riding the school buses.
- (2) Unit District No. 20 shall develop and maintain a well-organized and coordinated

## 5. c. (2) Continued

transportation system.

- (3) Unit District No. 20 shall make every effort to keep its transportation operation as safe as possible. Such efforts shall be furthered by providing a two-way radio system in each of the District's vehicles involved in the transportation of students.
- (4) Unit District No. 20 shall develop and maintain a training program which shall be required of all the regularly employed and all new bus drivers.
- (5) Unit District No. 20 shall endeavor to keep good transportation vehicles by setting up a replacement system designed to add as many new vehicles to the fleet as possible.

## d. Extra-Curricular Services

- (1) Unit District No. 20 shall endeavor to provide adequate opportunities for any student to further his or her athletic abilities by offering sports for both boys and girls.
- (2) Unit District No. 20 shall endeavor to provide sufficient club activities to encourage added interest in the various curricular areas.

5. d. Continued

- (3) Unit District No. 20 shall provide for sufficient and prudently planned field trips to further strengthen certain instructional concepts.

6. Staff Development and Inservice Training

- a. Unit District No. 20 shall endeavor to promote inservice programs that are in keeping with ACTION GOALS OF THE 70's.
- b. Unit District No. 20 shall continuously strive to assure that articulation of the curriculum is carried out within the District from top to bottom. The assistant superintendent assigned that responsibility is charged with the task of continually revising and updating the District's curriculum and continually striving to improve the inservice training of the teaching staff to better use the materials and opportunities at hand.

### III. GOALS, NEEDS, AND OBJECTIVES

#### Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.a: Unit District No. 20 shall use a system of questionnaires and surveys along with the advice of the Title I Advisory Committee, the Area Vocational Advisory Committee, the Lawrence County Association for Mentally Retarded and Physically Handicapped Citizens, student councils and governing groups, PTO groups, and such special committees as it shall be necessary to appoint for consideration of current and upcoming problems.

INVENTORY OF NEED: Unit District No. 20 recognizes the need for a method of canvassing the opinions of the community and of being aware of the educational climate within the district.

STATEMENT OF NEED: Unit District No. 20 believes that it can best be attuned to the will of the citizenry through the use of the already existing committees and other organizational structures and through the use of questionnaires and surveys.

PERFORMANCE OBJECTIVE # 1: By June 1, 1976, Unit District No. 20 shall have conducted a number of

## Category 1

### GOAL 1.a. Continued

surveys dealing with the following problem areas:

1. The will of the citizenry in providing transportation for those students involved in extra-curricular activities.
2. The will of the student body in the selection of sports for the implementation of girls' athletic programs.
3. The success, or lack of success, in the District's newly designed Developmental First Grade Class.
4. The success, or lack of success, in the District's newly-initiated Pre-School Class.

PERFORMANCE OBJECTIVE # 2: By August 1, 1976, an inquiry shall have been made of the citizenry to determine the willingness to support an additional special education class for the emotionally disturbed and socially maladjusted students.

PERFORMANCE OBJECTIVE # 3: During the 1976-77 school year the District shall conduct an adequate number of surveys and committee inquiries to be well aware of the will of the citizenry concerning the total educational program.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.b: Unit District No. 20 shall continually strive to improve its educational program through regularly scheduled, constructive evaluation of the instructional staff.

INVENTORY OF NEED: Unit District No. 20 has the usual number of instructional staff who need the help of constructive evaluations to improve their performance in the classroom.

STATEMENT OF NEED: Unit District No. 20 needs an effective system of teacher evaluation that can serve to improve instruction.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 will require building administrators to submit to the District Office, twice yearly, a complete evaluation of each instructional member of his staff.

PERFORMANCE OBJECTIVE # 2: Unit District No. 20 shall continually strive to improve instruction by using teacher evaluations in a constructive manner to show the need for change and improvement.

PERFORMANCE OBJECTIVE # 3: By April 1, 1976, and each succeeding year, the district administrator in charge of curriculum will recommend to the Superintendent any changes in employment or duty



Category 1

GOAL 1.b. Continued

assignments as may be necessary to further the educational program.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.c: Unit District No. 20 shall maintain a system of scheduling that will avoid overcrowding of classrooms and overloading of teachers when possible. Unavoidable instances shall be further alleviated by employing teacher aides.

INVENTORY OF NEED: Unit District No. 20 presently has classrooms involved in the teaching of the same grade and subjects that differ greatly in the number of students contained therein. Such classes are caused by the continual fluctuation of the district's population among building-attendance boundary areas and by scheduling problems created because of the smallness of the district and the lack of student numbers in some of the subject areas.

STATEMENT OF NEED: Unit District No. 20 needs to continually strive to equalize the number of students in classrooms where the same subject and grade are taught. Continual surveillance is necessary to warn of the need for change in building-attendance boundary lines or the employment of teacher aides.

PERFORMANCE OBJECTIVE # 1: By March 1, 1976, and each succeeding year, the administrative staff of

## Category 1

### GOAL 1.c. Continued

Unit District No. 20 shall evaluate the attendance patterns within the district and suggest to the Board of Education any necessary changes in order to keep classes as nearly equal as possible.

PERFORMANCE OBJECTIVE # 2: By March 1, 1976, and each succeeding year, the building administrator in charge of the scheduling program shall evaluate the need for any changes in class offerings and any foreseeable scheduling problems and shall make such recommendations to the district administration.

PERFORMANCE OBJECTIVE # 3: Continual surveillance shall be given to the fluctuation of class sizes to determine the need for employment of teacher aides as an immediate solution to any overcrowding situation.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.d: Unit District No. 20 shall be so organized that one teacher will teach no more than one grade or that equivalent.

INVENTORY OF NEED: Unit District No. 20 presently has no teacher assigned to a multiple-grade situation, i.e., in self-contained classroom situations.

STATEMENT OF NEED: Unit District No. 20 should provide an educational program such that no teacher will teach more than one grade or that equivalent.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually evaluate its student population to be sure that too great a disparity in learning potential or other incompatible situations do not exist within a single classroom and to determine ways of avoiding the need for ever housing more than one grade within a self-contained classroom.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.e: Unit District No. 20 shall evaluate space needs of the Unit to utilize all existing physical facilities in the most efficient and effective manner.

INVENTORY OF NEED: Unit District No. 20 is presently utilizing, in an efficient manner, all of its presently occupied facilities except the St. Francisville Attendance Center. (The St. Francisville Center, originally constructed to house grades K-12, is presently housing only grades K-8.)

STATEMENT OF NEED: Unit District No. 20 needs to utilize all existing facilities in the most efficient and effective manner and shall continue to search for ways of more fully utilizing the St. Francisville Center.

PERFORMANCE OBJECTIVE # 1: By September, 1976, and each succeeding year, Unit District No. 20 shall have inventoried its building needs and have made plans for the adequate housing of the total educational program.

PERFORMANCE OBJECTIVE # 2: Unit District No. 20 shall continually search for ways to fully utilize the St. Francisville building, i.e., the

Category 1

GOAL 1.e. Continued

providing of adequate furniture and equipment storage for the total district, and creating lab situations in departmentalizing the junior high subjects to provide more indepth instruction, etc.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.f: Unit District No. 20 shall develop and maintain written philosophies that will provide a base for all activities concerning the total educational program.

INVENTORY OF NEED: Unit District No. 20 needs to continually develop new and applicable philosophies and to keep current existing philosophies, all to provide a theoretical framework within which present and future educational needs may be assessed and planned actions formulated.

STATEMENT OF NEED: Unit District No. 20 needs a continual and ongoing expending of effort to assure that direction is provided for its educational program. Such goals shall be accomplished through written philosophies and continual planning for needed change.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall, by September 1, 1975, and each succeeding year, have developed an updated set of educational philosophies which will give direction and purpose to the District's educational program. Such action shall have been completed under the direction of the District Administrators with input from the staff and certain lay committees

Category 1

GOAL 1.f. Continued

and shall all be submitted to the Board of Education for final approval.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976, and each succeeding year thereafter, the Board of Education shall systematically review the District's written philosophies to determine needed change.



Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.g: Unit District No. 20 shall budget instructional-supply funds and appropriate them to buildings in such a manner that building administrators and instructional staff members will be aware of funds available for their particular needs.

INVENTORY OF NEED: The instructional staff of Unit District No. 20 should be aware of the financial resources of the district that are available for the replenishing of supplies, updating of equipment, and materials appropriate to their particular needs.

STATEMENT OF NEED: Unit District No. 20 must provide its building administrators and instructional staff with appropriate information concerning their budgetary allocations so that the educational needs of the building may be priority rated and requested accordingly.

PERFORMANCE OBJECT # 1: By March 1976, and each succeeding year thereafter, the following procedure will be followed for the requesting of educational supplies and materials:

1. Each teacher will submit a want list to the building principal in March.
2. Each building principal will be informed of the estimated budget amount to be allotted

Category 1

GOAL 1.g. Continued

to each building

3. The principal will review and evaluate needs based upon the budget estimates given by the District Office.
4. Building principals will forward recommendations and lists to the District Office.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.h: Unit District No. 20 shall continually employ the use of survey and questionnaire techniques to keep informed of the will of the citizenry.

INVENTORY OF NEED: Unit District No. 20 covers a geographical area of 186 square miles and has little opportunity to know the will of its citizenry except through some means of soliciting information from the citizens in such a way that invites them to reply.

STATEMENT OF NEED: Unit District No. 20 needs a continual flow of information concerning the will of the citizenry. Unit District No. 20 has no problem in knowing the will of the very vocal citizens, but the will of the silent majority of its citizens must be solicited through continual and ongoing questionnaire and survey techniques.

PERFORMANCE OBJECTIVE # 1: Continually, as the need arises in the 1975-76 school year and each succeeding year, Unit District No. 20 shall conduct an informative program of surveys and questionnaires from the citizenry.

NOTE: As a matter of information and for its historical value, the following surveys were conducted during the 1974-75

## Category 1

## GOAL 1.h. Continued

school year:

1. A survey of the parents of Brookside kindergarten students was conducted to determine if the practice of meeting one-half day each day was more satisfactory than the practice of meeting every other day. Results of the survey indicated that the present one-half day sessions are preferred.
2. A survey was conducted by the administration of Lawrenceville High School soliciting the opinions of all the girl students concerning their wishes for activities in girls' athletics. The results of the survey were implemented in part and will be fully implemented at the beginning of the 1976-77 school year.
3. A survey was conducted of the student body of Lawrenceville High School to determine the interest that would be shown in the use of late buses to provide transportation for those participating in extra-curricular activities following the regular school day. The results of the survey indicated that students would prefer having late buses. The late-bus idea was implemented and that practice has continued into the 1975-76 school year.
4. A survey was conducted of the parents of the students of the Developmental First Grade Class housed at Central School to determine if that newly instituted program was felt to be worthwhile. The results of that survey are presently being used to provide a better program for the Developmental First Grade students during the 1975-76 school year.
5. The Assistant Superintendent in Charge of Curriculum has conducted a number of surveys of the instructional staff of Unit District No. 20 to determine preferences in textbooks and other educational materials. The results of such surveys are available through his office and show the additional effectiveness of the survey and questionnaire method of decision making at open meetings in such matters as textbook and instructional materials where the more silent teachers are so easily intimidated by the more vocal ones.

Category 1

GOAL 1.h. Continued

6. A survey in progress at the present time concerning parental opinions of the newly begun Pre-School Class is to be completed in January 1976.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.i: Unit District No. 20 shall continually strive to maintain a salary schedule that contains clear incentives for the teaching staff members to further their education and continue updating their educational background.

INVENTORY OF NEED: Unit District No. 20 has a need to be competitive with other school districts in the securing and keeping of well-qualified personnel.

STATEMENT OF NEED: Unit District No. 20 needs an incentive in its salary schedules that will invite well-qualified personnel to its job openings.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually strive to provide clear incentives for its instructional staff members to further their education and continually update their educational background. It shall also provide clear incentives for all its staff to remain permanent in their positions and enjoy benefits of longevity.

Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

GOAL 1.j: Unit District No. 20 shall join with other neighboring districts to form necessary and applicable cooperatives for the proper handling of all special education needs that may not feasibly be offered at the district level.

INVENTORY OF NEED: Unit District No. 20 has within its boundaries the usual makeup of low-incidence handicaps that are not prevalent enough to warrant the establishment of a district-level program to satisfactorily meet the needs of a very few students.

STATEMENT OF NEED: Unit District No. 20 needs to join with other area schools in the forming of necessary special-education cooperatives to handle the educational needs of the low-incidence handicapped students.

PERFORMANCE OBJECTIVE # 1: By June 30, 1976, and each succeeding year, Unit District No. 20 shall have surveyed its special education needs and have made necessary plans to maintain or form anew such cooperative efforts with its neighboring schools as is necessary to provide for the needs of the low-incidence handicapped students.

Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE

GOAL 2.a: Unit District No. 20 shall continue evaluating and updating job descriptions for administrative and other staff members.

INVENTORY OF NEED: Unit District No. 20 presently has job descriptions for all the administrative staff. However, job descriptions are not now complete for the total staff of the district.

STATEMENT OF NEED: Unit District No. 20 needs job descriptions for all staff members.

PERFORMANCE OBJECTIVE # 1: By June 30, 1976, Unit District No. 20 shall have prepared job descriptions for all professional staff members.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and each succeeding year, Unit District No. 20 shall have conducted an evaluation of its job description program to determine if the district's needs are being met by the staff members and to determine the needed changes warranted for the then-existing job descriptions.



Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE

GOAL 2.b: Unit District No. 20 shall continually strive to employ an administrative staff of sufficient number and talent to provide adequate supervision for the total educational program.

INVENTORY OF NEED: Unit District No. 20 needs a continual and ongoing evaluation effort to determine that an appropriate number of staff is available to properly supervise the total educational program.

STATEMENT OF NEED: Unit District No. 20 must provide adequate supervision for all curricular, special projects, and pupil services areas.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually strive to provide adequate supervisory personnel and shall, by July 1, 1976 and each succeeding year, conduct an appropriate evaluation of the supervisory staff to determine if the needs of the total program are being met.

Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE

GOAL 2.c: Unit District No. 20 shall strive to maintain an administrative structure which shall provide for open and clear channels of communication for all district personnel.

INVENTORY OF NEED: Unit District No. 20 presently has posted, in appropriate places, line and staff communication charts and has continually strived to help its personnel be aware that the channels of communication are always open for all district personnel; however, this condition cannot be assumed to exist always, and a continuing and ongoing effort must be made to help all district personnel know appropriate channels of communication and command.

STATEMENT OF NEED: Unit District No. 20 needs to continually inform all its personnel how grievances may be handled, how to secure advisement and help from the appropriate personnel and how to follow the chain of command in all district affairs.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall renew its efforts yearly, on or before the first day of September, to make known to all district personnel the appropriate channels of

Category 2

GOAL 2.c. Continued

communication and chain of command.

Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE

GOAL 2.d: Unit District No. 20 shall provide for the orderly transfer or advancement of all its staff members through a system of advertising any existing vacancies. All applications received from the district staff members will be given consideration over new employees.

INVENTORY OF NEED: Unit District No. 20 needs to provide a plan whereby staff members may transfer from one position to another whenever vacancies exist and there is a desire on the part of some district employee to advance or secure a different position.

STATEMENT OF NEED: Unit District No. 20 needs a system for the orderly transfer or advancement of all district personnel who wish to do so.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall have, by March 1, 1976 and each succeeding year, formulated a policy and advertised such in appropriate places and times so that all district personnel are aware of a well-defined plan for the request of transfer to a vacant position.

Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

GOAL 3.a: Unit District No. 20 shall prepare, for each of its students, a handbook stating the rights and responsibilities of the individual students as may be applicable to their grade level and age groups.

INVENTORY OF NEED: Unit District No. 20 has a continuing obligation to keep students informed of their rights and responsibilities.

STATEMENT OF NEED: Unit District No. 20 needs, at each of the attendance centers, a student handbook for each student informing him of the rules and expected practices peculiar to each attendance center. Such handbooks should contain a section informing the student of his or her rights and responsibilities as pertains to the school environment and educational program.

PERFORMANCE OBJECTIVE: By September 1, 1976, and each succeeding year, the building principal of each attendance center shall have prepared a student handbook to carry out the before-mentioned plans of action.

Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

GOAL 3.b: Unit District No. 20 shall have governance policies that make specific mention of the rights and responsibilities of all employees. Such policies shall be constructed to insure that no discrimination on account of race, religion, or sex will exist for any employee or student within the District.

INVENTORY OF NEED: Presently, Unit District No. 20 has enough policies to provide for the operation of the educational system. Such policies are constantly in need of evaluation and revision to keep pace with society's new views of individual freedoms, rights, and responsibilities.

STATEMENT OF NEED: Unit District No. 20 should constantly evaluate its district policies to determine that no discrimination or suppression of rights is occurring within the educational program.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, the Assistant Superintendent in Charge of Pupil Services shall have surveyed all student handbooks to determine that specific attention has been given to faculty rights and responsibilities.

**Category 3****GOAL 3.b. Continued**

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1976, and each succeeding year, the policies of Unit District No. 20 shall have been evaluated concerning individual freedoms, rights, and responsibilities to determine if sufficient safeguards exist to prohibit abuse of the rights of all the district students and personnel. Such safeguards shall include provisions for the prudent handling of student records and responsible release of information to outside agencies.

Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

GOAL 3.c: Unit District No. 20 shall post and strive to make known to all employees the District's policy for grievance procedures and for the orderly solution to problems being referred upward in the administrative hierarchy.

INVENTORY OF NEED: Unit District No. 20 has over two hundred employees and must have a well-established policy for grievance procedures and for the orderly solution to problems being referred upward through administrative channels.

STATEMENT OF NEED: Unit District No. 20 needs a properly advertised and conspicuously posted policy making known to all employees the simple and effective procedure for the handling of grievances and the orderly solution to problems.

PERFORMANCE OBJECTIVE # 1: By June 1, 1976, and each succeeding year, the administration of Unit District No. 20 shall make renewed efforts to assure that all employees shall be made aware of the proper procedures for the settlement of grievances.



Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

GOAL 3.d: An Equal Educational Opportunity Officer shall be appointed for Unit District No. 20 to insure that appeals for investigation of alleged wrongs concerning discrimination are investigated and resolved in a speedy and equitable manner.

INVENTORY OF NEED: Presently, Unit District No. 20 does not have a formalized administrative procedure for the handling of alleged discriminations concerning sex, creed, and race.

STATEMENT OF NEED: Unit District No. 20 needs a properly established procedure for the handling of investigations concerning discrimination.

PERFORMANCE OBJECTIVE # 1: By June 1, 1976, Unit District No. 20 shall have and shall provide thereafter an Equal Educational Opportunity Officer for the orderly investigation of alleged discriminations in the educational program.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.a: Unit District No. 20 has developed and will continue to update a district-wide plan for the standardizing of materials, equipment and programs used in all the schools within the district.

INVENTORY OF NEED: Unit District No. 20 has inherited a conglomeration of instructional materials with many and various strengths and weaknesses from each of its former attendance centers.

STATEMENT OF NEED: Unit District No. 20 needs to continually strive for the standardization of materials and programs and for the giving of a like educational background to each student within the total student body.

PERFORMANCE OBJECTIVE # 1: By April 1, 1975 and each succeeding year thereafter, the administration of Unit District No. 20 shall have decided upon new and appropriate materials of a standardized nature for the curriculum area being studied during that school year.

PERFORMANCE OBJECTIVE # 2: By April 1, 1976 and each succeeding year, the administrator in charge of curriculum shall submit to the Superintendent and the Board of Education a plan for the

## Category 4

### GOAL 4.a. Continued

further standardization of the Unit's instructional materials and programs. It is expected that an effective and up-to-date repertoire of instructional materials shall be developed and maintained in the best possible manner.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.b: Unit District No. 20 shall maintain a well-balanced educational curriculum in all subject areas. Curriculum guides to assure this shall be developed and continually maintained.

INVENTORY OF NEED: Program area emphasis changes with time and the strengths and weaknesses of faculty members. This is further compounded if no formal instructional guides exist to provide direction.

STATEMENT OF NEED: The educational program in Unit District No. 20 should provide a well-balanced and correct emphasis on all facets of the curriculum. Curriculum guides need to be continually updated and maintained to assure proper direction.

PERFORMANCE OBJECTIVE # 1: By July 1, 1976 and each succeeding year thereafter, the administrator in charge of curriculum shall have formulated plans for the continual evaluation and surveillance of each building's particular program emphasis and for the realignment of values to bring each phase of the total educational program into a well coordinated and unified whole. Curriculum guides shall be continually developed and maintained.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.c: Each student in Unit District No. 20 shall be provided an equal educational opportunity with equal emphasis on all phases of education.

INVENTORY OF NEED: Unit District No. 20 presently has several different faculty groups serving the same student population age group. Each faculty group contains members and administrators with different strengths and weaknesses.

STATEMENT OF NEED: Unit District No. 20 should provide an educational program in which all students are given equal educational opportunities.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually evaluate the use of the attendance centers to determine that the most educationally feasible use is being made of each building.

PERFORMANCE OBJECTIVE # 2: The Administration of Unit District No. 20 shall continually strive to see that like age groups of the student population are receiving similar curricular opportunities without regard to the location of the attendance center involved.

PERFORMANCE OBJECTIVE # 3: By September 1 of each year, the Board of Education shall evaluate the instructional material, equipment, and facility

Category 4

GOAL 4.c. Continued

needs of each attendance center to determine if equitable educational opportunities exist within the District.

PERFORMANCE OBJECTIVE # 4: By September 1, 1976 and each succeeding year, Unit District No. 20 shall have established and continually evaluated its offerings in a comprehensive girls' athletic program. Appropriate activities and sports will be offered to assure that the program receives an equal emphasis with other athletic programs in the District.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.d: Unit District No. 20 shall develop a curriculum to meet the needs of all students in the area of health education, to include tobacco, drugs, sex, alcohol, and environmental education.

INVENTORY OF NEED: The students in Unit District No. 20 have a need for a continuing and updated educational program capable of disseminating information applicable to health education needs.

STATEMENT OF NEED: Unit District No. 20 should disseminate to students enough information to make them aware of the complications and possible dangers involved with incorrect attitudes toward health hygiene, to include tobacco, drugs, sex, alcohol, and environmental education.

PERFORMANCE OBJECTIVE # 1: During the 1975-76 school year and each succeeding year, attempts will be made to teach proper attitudes and information of the above subjects in the health and safety programs of each attendance center of the District.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and each succeeding year thereafter, the administrator in charge of curriculum will develop plans for the systematic study and implementation

**Category 4****GOAL 4.d. Continued**

of a planned and formalized program of education concerning the above subjects in the total school curriculum.

**PERFORMANCE OBJECTIVE # 3:** By September 1 of each year, the administrator in charge of curriculum in Unit District No. 20 shall have evaluated and implemented into the program such changes as may be necessary by the then currently available information in health education concerning tobacco, drugs, sex, alcohol, and environmental education.



Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.e: Unit District No. 20 shall evaluate the curriculum on a cyclic schedule so that continuous updating and improvement will be provided.

INVENTORY OF NEED: Curriculum areas need continuous updating to avoid stagnation of content and methods.

STATEMENT OF NEED: Unit District No. 20 needs a cyclic schedule for the continuous updating or improvement of each curriculum area.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, the administrator in charge of curriculum shall have submitted, to the Board of Education, plans for the evaluation of curriculum areas during the coming and later school years.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.f: Unit District No. 20 shall develop and continue to update its own special education services applicable to the District's needs for the mildly mentally impaired, the learning disabled, the socially maladjusted, the educationally needy three and four year olds, those in need of speech correction, and those in need of psychological services. Further, Unit District No. 20 shall, in cooperation with neighboring districts and such cooperatives as it may choose to join, furnish adequate services for the seldom-occurring handicaps such as deafness, blindness, severe social maladjustment, and other handicaps as may exist and not be properly handled within the District.

INVENTORY OF NEED: Unit District No. 20 should provide for the needs of its special education students.

STATEMENT OF NEED: Unit District No. 20 should have, within its own facilities and under its own governance, classes for the more prevalent handicaps, and should provide, through cooperative measures, for the less prevalent handicaps in out-of-the-district classes.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall

## Category 4

## GOAL 4.f. Continued

continually provide sufficient and appropriate classes in the areas of mildly mentally impaired, learning disabilities, developmental first grade (LD in nature), speech correction, and pre-school educationally needy. Such efforts shall be evaluated each September 1.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and each succeeding year, Unit District No. 20 shall have joined with other neighboring districts and South Eastern Special Education Cooperative for the providing of sufficient classes for the educationally handicapped and for the securing of services of a social worker appropriate to the needs of member districts of South Eastern Special Education Cooperative.

PERFORMANCE OBJECTIVE # 3: Unit District No. 20 is presently and will continue to provide the services of a full-time psychologist to properly classify and evaluate needy student. Such services shall also be used to design experimental programs in group therapy activities.

PERFORMANCE OBJECTIVE # 4: Unit District No. 20 is presently and will continue to be a member of

**Category 4****GOAL 4.f. Continued**

South Eastern Special Education Cooperative.  
This membership will be used to provide for the necessary services for the less prevalent handicapped. The above mentioned cooperative is presently studying the feasibility of centralizing an adequate and appropriate program for the moderately mentally impaired (TMH) program. Following the determination of the location, Unit District No. 20 shall continually strive to provide adequate and appropriate services for all its moderately mentally impaired. Such services shall be properly designed to classify the students according to state recommendations for severity of handicap and age spread.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.g: Unit District No. 20 shall continually strive to screen results of the District's testing program to identify those students who are not necessarily mentally handicapped, but who seemingly lack motivation to achieve.

INVENTORY OF NEED: Unit District No. 20 should identify those of its student body who are not necessarily handicapped but who seemingly lack motivation to achieve.

STATEMENT OF NEED: Unit District No. 20 should provide adequate diagnostic and screening services to identify those of the student body whose needs are not being met and yet are exhibiting no symptoms of mental deficiency or other handicaps. Such students should be referred for the proper psychological evaluation and for counseling.

PERFORMANCE OBJECTIVE # 1: By May 30, 1976 and each succeeding year, the administrator in charge of pupil services shall have made an advisement to the Superintendent of the need for alteration in the District's educational program as pointed out by surveys conducted through the district guidance program and school psychologist.

Category 4

GOAL 4.g. Continued

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and each succeeding year, the school psychologist shall have made an adequate inventory of those students who have no readily apparent handicap and yet show little or no achievement in the school's regularly scheduled classes and programs.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.h: Unit District No. 20 shall provide improvement of articulation from one grade level to another within the district.

INVENTORY OF NEED: Unit District No. 20 has three primary attendance centers that prepare students for a single junior high school. Further, the secondary program receives students from two different junior high centers. Quite often students enter the same program from different centers that have prepared them with quite varied levels of performance.

STATEMENT OF NEED: The District should plan a program that would move the students from grade to grade and especially advance them from center to center causing as little abruptness of change for the students as possible.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, an appropriate evaluation of the overall curriculum will have been done in enough detail to provide a systematic and orderly advancement, year by year, for the students in Unit District No. 20.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.i: Unit District No. 20 shall provide a system of student evaluation that will adequately assess a student's strengths and weaknesses.

INVENTORY OF NEED: In order to provide a quality educational program, it is necessary to know of its strengths and weaknesses. Further, it is necessary to assess each student's performance and potential so that sufficient and necessary guidance can be given.

STATEMENT OF NEED: Unit District No. 20 needs a regularly-used, standardized evaluation system that will provide a uniform measure of student potential and performance.

PERFORMANCE OBJECTIVE # 1: By May 30, 1976 and each succeeding year, Unit District No. 20 will have conducted a testing program at the elementary level using a single measuring instrument.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and each succeeding year, the Central Administrative Office will have test results equating the strengths and weaknesses of each student with national norms and with those in other centers within the district.

PERFORMANCE OBJECTIVE # 3: By May 30, 1976 and each



**Category 4****GOAL 4.i. Continued**

succeeding year, students at the secondary level shall have been evaluated by measuring devices that are current and comparative so that guidance and career information can be meaningful and correct.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.j: Unit District No. 20 shall maintain a program of textbook replacement that will move forward as rapidly as funds will permit.

INVENTORY OF NEED: It is necessary to maintain a replacement program for textbooks and other instructional material to assure that an educational program is continually moving forward with the current problems of the time.

STATEMENT OF NEED: Unit District No. 20 should, through the administrator in charge of curriculum, make every effort to keep abreast of the needs for textbook replacement and updating.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976, Unit District No. 20 shall have replaced the social studies textbooks and certain of the textbooks for the lessor programs which may include the following: foreign language, music, home economics, and driver education.

PERFORMANCE OBJECTIVE # 2: By September 1, 1977, Unit District No. 20 shall have purchased new textbooks in the fields of mathematics, business, and industrial arts.

PERFORMANCE OBJECTIVE # 3: Unit District No. 20 shall continually strive to keep textbooks and

Category 4

GOAL 4.j. Continued

instructional materials current by replacing  
at least one major subject area and some minor  
area textbooks each year.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.k: Unit District No. 20 shall provide for particular emphasis in the reading program by providing adequate consultive help through the services of a reading coordinator.

INVENTORY OF NEED: Just the fact that adequate and current instructional materials and well qualified teachers exist within an educational system does not necessarily mean that the most efficient use of both is occurring.

STATEMENT OF NEED: Unit District No. 20 needs to assure that faculty talent and materials are being used in the most efficient manner, especially in the subject area of reading. Such efforts could be better realized through the services of a reading coordinator.

PERFORMANCE OBJECTIVE # 1: By May 30, 1976 and each succeeding year, Unit District No. 20 shall have secured and made provisions for the full use of a reading coordinator who shall have no other duties except to further the teaching of reading skills to the students of the District.

Category 4: INSTRUCTIONAL PROGRAM

GOAL 4.1: Unit District No. 20 shall make special efforts to provide a means whereby students may compensate for failure of a particular course at the secondary level by enrolling in specially designed classes for a more practical level of instruction. Such provisions shall first be made in the field of English at the Lawrenceville High School.

INVENTORY OF NEED: Since a given number of credits is required in English for graduation from high school, there needs to be some provision for students who cannot gain enough credits in the regularly offered English courses because of repeated failures.

STATEMENT OF NEED: Unit District No. 20 should provide some very practical level courses in the secondary program to induce the failing students to keep trying for the necessary credits for graduation.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, until amended, the Lawrenceville High School shall have an additional offering in English that will serve to provide help for those who have experience repeated failure in the regular program.

Category 5: SUPPORTIVE SERVICES -- HEALTH

GOAL 5.a.1: Unit District No. 20 shall provide adequate health services for all the district's students to include an opportunity for any student to see a school nurse at some time during the school day.

INVENTORY OF NEED: Unit District No. 20 has been and is presently engaged in the task of formalizing and standardizing the health recordkeeping of the district students and employees. This task has been great enough that too little attention has been given to daily health needs of the District's students.

STATEMENT OF NEED: Unit District No. 20 should provide adequate health services that will enable every child, who wishes to see a school nurse for first aid or personal health problems, an opportunity to do so some time during the school day. Also, Unit District No. 20 should arrange the services of the nursing services personnel so that adequate coverage can be given to all of the attendance centers within the district for any emergency that arises concerning the life and health of the students and employees.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and

## Category 5

### GOAL 5.a.1. Continued

each succeeding year, Unit District No. 20 shall have adequate nursing personnel of its own, or shall have made arrangements to share nursing personnel with the County Health Department, to meet the needs of the students.

PERFORMANCE OBJECTIVE # 2: Unit District No. 20 shall provide, each year, a clerical helper for the nursing services personnel.

PERFORMANCE OBJECTIVE # 3: Unit District No. 20 shall continually strive to incorporate the services of the nursing services personnel into the health curriculum of the District. Nursing services personnel shall be used in a manner to provide adequate demonstrations and techniques of first aid, and for class-size or small-group counseling on matters of personal hygiene. Such efforts shall be evaluated each September 1.

Category 5: SUPPORTIVE SERVICES - HEALTH

GOAL 5.a.2: Unit District No. 20's nursing staff shall be trained and oriented to provide guidance in matters of personal hygiene and other health problems.

INVENTORY OF NEED: Nursing services personnel of Unit District No. 20 should be oriented to the goals in the health curriculum and to methods of furthering the students' education toward those goals.

STATEMENT OF NEED: Unit District No. 20 should provide adequate opportunities for the nursing staff and teachers of the health curriculum to meet and plan for sequential and daily practices in an effort to attain the goals as set forth in the health curriculum.

PERFORMANCE OBJECTIVE # 1: The administrator in charge of curriculum shall continually coordinate a plan of action between the nursing services personnel and teachers of the health curriculum to provide for frequent, informative lectures by the nursing personnel in formal classroom situations concerning personal hygiene and other health problems. Such class sessions shall be segregated into boy or girl sessions as is



Category 5

GOAL 5.a.2. Continued

necessary for the presentation of such health matters in a prudent fashion.

Category 5: SUPPORTIVE SERVICES -- HEALTH

GOAL 5.a.3: Unit District No. 20 shall maintain health records with up-to-date entries concerning each student's immunizations and physical examinations.

INVENTORY OF NEED: Current and comprehensive health records are essential to an effective health service program. Such records are adequate now but need to be maintained so.

STATEMENT OF NEED: Unit District No. 20 should endeavor to keep current the health records of every student and employee.

PERFORMANCE OBJECTIVE # 1: The nursing services personnel shall continually maintain health records with all the then-known data on immunizations and physical examinations for each student and employee in the district.

PERFORMANCE OBJECTIVE # 2: By May 30, 1976 and each succeeding year, Unit District No. 20 shall have completed a program of inquiry of the parents of all the students of the district to determine that all records are as complete as possible.

Category 5: SUPPORTIVE SERVICES -- HEALTH

GOAL 5.a.4: Unit District No. 20 shall provide screening services for the visual, hearing, and dental needs of all the district students.

INVENTORY OF NEED: The students in Unit District No. 20 cannot all be provided with adequate health services dealing with vision, hearing, and dental needs because of parental unconcern, low income, or other reasons.

STATEMENT OF NEED: Unit District No. 20 should provide for the screening of the vision, hearing, and dental needs of all district students.

PERFORMANCE OBJECTIVE # 1: During the 1975-76 school year and each succeeding year, all the state-recommended periodical screening for vision, hearing, and dental problems shall have been conducted by the nursing services personnel of the District.

Category 5: SUPPORTIVE SERVICES -- HEALTH

GOAL 5.a.5: Unit District No. 20 shall utilize its health-services personnel and other staff members to provide a pre-school screening for all three and four year olds within the District. Such efforts will be made so that the District can better plan its educational needs well enough in advance to provide ample time for change.

INVENTORY OF NEED: Unit District No. 20 has the usual and oftentimes overlooked number of pre-school children who are in need of special services. Unit District No. 20 also has within its boundaries a child population that has needs that are continually changing and, therefore, requires the continued surveillance of the District through screening programs.

STATEMENT OF NEED: Unit District No. 20 should provide special services for those of its three and four year old population who are in need of health and educational services.

PERFORMANCE OBJECTIVE # 1: By May 30, 1976 and each succeeding year, Unit District No. 20 shall, through the assistance of the health-services personnel, county health-services personnel, and certain of its teaching staff, have conducted

## Category 5

### GOAL 5.a.5. Continued

a survey of all the District's three and four year old child population to determine the special needs of this age group and to determine the need for future change in the educational program.

Category 5: SUPPORTIVE SERVICES -- SCHOOL FOOD SERVICES

GOAL 5.b.1: Unit District No. 20 shall constantly strive to serve better and more nutritionally balanced meals.

INVENTORY OF NEED: Some of the students of Unit District No. 20 do not have a nutritionally balanced meal at home; therefore, the school should strive to provide them at least one nutritional meal each school day.

STATEMENT OF NEED: Unit District No. 20 should provide each of its students with nutritionally balanced meals and should constantly strive to improve the quality of the meal.

PERFORMANCE OBJECTIVE # 1: By May 30, 1976 and each succeeding year, Unit District No. 20 shall have conducted a survey of past menus and food-planning practices to determine if there are any regularly recurring weaknesses in the planning for balanced and nutritional meals.

PERFORMANCE OBJECTIVE # 2: By May 30, 1977, the head cooks of each food preparation center shall have completed the state recommended training program for persons in charge of food preparation activities.

Category 5: SUPPORTIVE SERVICES -- SCHOOL FOOD SERVICES

GOAL 5.b.2: Unit District No. 20 shall provide a hot lunch for each of its students desiring to participate.

INVENTORY OF NEED: Some of the students residing in the District are not provided with the proper nutrition for the building of strong bodies and minds. A hot lunch program is presently in operation, and a system of free lunches, as has been provided by the State and Federal Governments, is offered to the students; however, there are students who do not qualify for the free lunches, nor do the parents provide them with sufficient money or sack lunches for the school day.

STATEMENT OF NEED: Unit District No. 20 should provide a method for those students who do not qualify for free lunches, and who do not have sufficient money to buy lunches, to earn their lunches by means of a few minutes employment in the lunch-room operation.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall have provided, by September 1, 1976 and each succeeding year, a method by which any student who chooses may work for his lunch.

PERFORMANCE OBJECTIVE # 2: By September 1, 1976 and

**Category 5****GOAL 5.b.2. Continued**

each succeeding year, Unit District No. 20 shall make known to its student body and parent citizenry the guidelines for obtaining free or reduced-priced meals as approved by The State of Illinois and the U. S. Government.



Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION

GOAL 5.c.1: Unit District No. 20 shall provide a system of transportation that will keep at a minimum the number of minutes students spend riding the school buses.

INVENTORY OF NEED: Children in Unit District No. 20 that live more than  $1\frac{1}{2}$  miles from school deserve and must be provided school bus transportation.

STATEMENT OF NEED: Unit District No. 20 must make every effort to waste as little of the student's time as possible in riding school buses over unnecessary miles and waiting in the schools for long minutes before and after riding the bus.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, the administrator in charge of pupil services shall have developed and continually evaluated a system of transportation designed to transport the students with as little wasted time and as few unnecessary miles as possible.

Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION

GOAL 5.c.2: Unit District No. 20 shall develop a well-organized and coordinated transportation system.

INVENTORY OF NEED: Due to the large land area within Unit District No. 20, the population of the District is widely scattered and needs to be served by a transportation system organized around a relay plan, with the idea that no single part of the District should be covered by more than one transportation vehicle.

STATEMENT OF NEED: Unit District No. 20 needs a well-organized transportation system oriented to the newly organized plan of attendance centers within the District and planned in such a way that will utilize feeder routes and relay techniques.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, Unit District No. 20 shall have evaluated its transportation system to determine anew that the best possible advantages are being taken of every opportunity to consolidate and minimize time and distances traveled.

PERFORMANCE OBJECTIVE # 2: By September 1976 and each succeeding year, the administrator in charge of pupil services shall have a newly-planned system

**Category 5****GOAL 5.c.2. Continued**

of routes designed and prepared around the map of residences of all the District's student body. Each route shall have received consideration of the different age spans of the students and their respective building assignments.

Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION

GOAL 5.c.3: Unit District No. 20 shall make every effort to keep the transportation operation as safe as possible. Such efforts can be aided by providing a two-way radio system in the transportation fleet to provide for emergency communications between the transportation vehicle and the dispatcher and other emergency services available by telephone.

INVENTORY OF NEED: Unit District No. 20 transports students to and from schools within the District and to other points outside the District each school day. Many of these students are kindergarten or pre-school age or are severely handicapped both mentally and physically. Such situations make it impossible for the bus driver to leave the vehicle and summon help in times of emergency. This need is further compounded by the fact that many disinterested parents in the District do have handicapped children, and oftentimes are not at home when the child is delivered to the residence from school.

STATEMENT OF NEED: Unit District No. 20 needs a communication system that will enable the student

**Category 5****GOAL 5.c.3. Continued**

transportation vehicles to be in constant contact with emergency services.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1976 and each succeeding year, Unit District No. 20 shall have purchased and properly maintained a two-way radio system for the transportation vehicles. Such a system shall have the capability of two-way communication between a central base station and all routes of travel within the District's boundaries and certain routes of travel to other neighboring cooperative districts.

Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION

GOAL 5.c.4: Unit District No. 20 shall develop and maintain a training program which shall be required of all the regularly employed and all new bus drivers.

INVENTORY OF NEED: Every effort must be made to assure that bus drivers are as well trained as possible in the fulfillment of their duties.

STATEMENT OF NEED: Unit District No. 20 needs a training program for all the District's bus drivers.

PERFORMANCE OBJECTIVE # 1: By September 1, 1976 and each succeeding year, the administrator in charge of pupil services shall have conducted training sessions for all the District's regularly employed and all new bus drivers. Such a training program will utilize as many resource personnel as are applicable for the task.

Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION

GOAL 5.c.5: Unit District No. 20 shall endeavor to keep good transportation vehicles by setting up a replacement schedule designed to add as many new vehicles to the transportation fleet as possible.

INVENTORY OF NEED: School districts are obligated to provide safe student transportation. This can better be done through the use of good, well-maintained equipment.

STATEMENT OF NEED: Unit District No. 20 needs to keep its transportation fleet as current as possible.

PERFORMANCE OBJECTIVE # 1: By November 30, 1976 and each succeeding year, Unit District No. 20 will have contracted for the purchase of new vehicles to replace old and unsafe vehicles. Such efforts must, of necessity, be limited to the funds available, but will progress at the rate of three purchases yearly if possible.

Category 5: SUPPORTIVE SERVICES -- EXTRA-CURRICULAR SERVICES

GOAL 5.d.1: Unit District No. 20 shall endeavor to provide adequate opportunities for any student to further his or her athletic abilities by offering sports for both boys and girls.

INVENTORY OF NEED: Every student who desires to further his or her athletic ability should be given equal opportunities to do so.

STATEMENT OF NEED: Unit District No. 20 should offer as many opportunities for the girl athlete as for the boy athlete.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually strive to offer as many athletic opportunities to the girls as to the boys. Such goals shall be accomplished by the establishment of comparable offerings in girls' athletics by the beginning of the 1976-77 school year.



Category 5: SUPPORTIVE SERVICES -- EXTRA-CURRICULAR SERVICES

GOAL 5.d.2: Unit District No. 20 shall endeavor to provide sufficient club activities to encourage added interest in the various curricular areas.

INVENTORY OF NEED: Activity clubs and class clubs are necessary for the students to become more interested in their favored curricular areas.

STATEMENT OF NEED: Unit District No. 20 should provide sufficient club opportunities for students to satisfy their added interests in the various curricular areas.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually strive to provide enough planned and well-organized club activities to keep student interest high in certain curricular areas such as music, art, foreign language, home economics, agriculture, journalism, etc. Such efforts shall be evaluated each September 1 for adequacy.

Category 5: SUPPORTIVE SERVICES -- EXTRA-CURRICULAR SERVICES

GOAL 5.d.3: Unit District No. 20 shall provide for sufficient and prudently planned field trips to further strengthen certain instructional concepts.

INVENTORY OF NEED: Students will often understand a visual demonstration of an instructional concept better than an abstract portrayal.

STATEMENT OF NEED: Unit District No. 20 should provide sufficient opportunities for instructors to utilize the resources of the community by using field trips to further demonstrate previously taught concepts.

PERFORMANCE OBJECTIVE # 1: Unit District No. 20 shall continually strive to encourage field trips by providing necessary transportation to places within the county and adjoining counties. Such efforts shall be evaluated each September 1 for adequacy.

Category 6: STAFF DEVELOPMENT AND INSERVICE TRAINING

GOAL 6.a: Unit District No. 20 shall endeavor to promote inservice programs that are in keeping with Action Goals for the 70's.

INVENTORY OF NEED: Unit District No. 20 presently has no formalized plan for the systematic training and orientation of teachers through inservice programs.

STATEMENT OF NEED: Unit District No. 20 should provide adequate inservice training to promote sequential educational programs and promote the intentions of Action Goals for the 70's.

PERFORMANCE OBJECTIVE # 1: By January 1, 1976 and each succeeding year, the administrator in charge of curriculum and inservice training shall have developed a list of activities designed to evaluate the above-stated need and designed to promote the orientation of the District staff into a sequential evaluation of the curriculum. Such a plan shall be submitted to the Board of Education for its approval or disapproval.

PERFORMANCE OBJECTIVE # 2: By February 1, 1976 and each succeeding year, the administrator in charge of curriculum shall have begun a series of regularly scheduled meetings with the appropriate teaching

## Category 6

### GOAL 6.a. Continued

staff to further professional competencies in the following areas:

- (a) Assessing intellectual development of the student
- (b) Formulating performance objectives
- (c) Evaluation of instructional materials
- (d) Sequencing of programs
- (e) Individualizing instruction
- (f) Evaluating pupil progress

PERFORMANCE OBJECTIVE # 3: By July 1, 1976 and each succeeding year, the administrator in charge of curriculum and staff development shall have begun systematic reporting of the progress and of the findings of the workshop results of the aforementioned activities to the Superintendent and Board of Education.

Category 6: STAFF DEVELOPMENT AND INSERVICE TRAINING

GOAL 6.b: Unit District No. 20 shall make continuous efforts to assure that articulation of the curriculum within the Unit is carried out from top to bottom. The administrator assigned that responsibility is charged with the task of continually revising and updating the District's curriculum and with constant efforts to improve the inservice training of the teaching staff to better use the materials and opportunities at hand.

INVENTORY OF NEED: Unit District No. 20 has seven different school buildings under the leadership of six different principals. There exists now, and will always exist, the problem of articulation of the curriculum among the different buildings. Also, the curriculum is now, and will always be, in continual need of updating and revision to keep pace with the new knowledge available through modern technology.

STATEMENT OF NEED: Unit District No. 20 needs to assure the best possible articulation of its students and curriculum from top to bottom through the services of the administrator in charge of curriculum. Further, Unit District No. 20 needs to

**Category 6****GOAL 6.b. Continued**

continually update its curriculum and materials.

**PERFORMANCE OBJECTIVE # 1:** By May 30, 1976 and each succeeding year, Unit District No. 20 shall, through the administrator in charge of curriculum, conduct sufficient and necessary inservice training activities to assure the best possible articulation of its students.

#### IV. ACTION PLAN FOR THE ACCOMPLISHMENT OF OBJECTIVES

##### Designing Programs to Accomplish Objectives

Since consolidation, the Board of Education has moved rapidly to establish policies and operational procedures to adequately handle the day-by-day problems of operating its educational program and to provide for systematic and well planned changes and future alteration as may be needed.

The Board has continually attempted to survey and be aware of the will of the citizenry through the use of committees, community surveys, and opinion polls so that it may be attuned to the desire for change that may exist within its citizenry.

Each administrator within the District is charged with the responsibility of keeping the District Administration aware of the students' ideas of what should be taught and what worthwhile goals should be enumerated in the plans for the future. Further, each administrator is charged with the responsibility of continually soliciting and reporting to the district administration the opinions and ideas of the district personnel for the updating and betterment of the total educational program. Special services personnel such as the school psychologist, speech correctionist, learning disabilities instructors, adult education instructors, and guidance personnel shall be given the opportunity to add to or recommend amendments to the student's and regular staff's recommendations

so that each special service area will be given adequate emphasis.

Upon formation of a unit, Unit District No. 20 began its existence with approximately \$650,000 indebtedness. Since that time, the total indebtedness has been erased and many additions have been made to the educational program by the addition of services, curriculum, and personnel as will be noted in various places in the following report. The citizenry of Unit District No. 20 does not object to taxing itself to the necessary level needed to supply sufficient funds for the educational program. The Board of Education has endeavored to keep the trust of its citizenry by the adoption of sound and responsible fiscal management policies. Such policies have been designed to increase the efficiency of the District and in no way limit services supplied to the students of the District. Instructional expenditures have been increased 21% in the past two-year period; other instructional supplies expenditures have been increased 56%, and equipment and capital outlay expenditures have been increased some 90%. Such measures have been possible because of the erasure of the District's indebtedness and the will of the citizenry to support an efficient educational program.

The District has, since consolidation, closed three attendance centers and has moved the junior high students from one of the attendance centers into an already-organized



junior high program. The District has also closed one small high school attendance center and now has a single secondary program. There does not appear to be any further consolidation possible within the District in the near future; however, the Board is continuing to consolidate supportive services and to provide better articulation between grade levels. Further, better ideas are constantly being sought for the more efficient sharing of materials and utilization of resources at the District's disposal.

The Board of Education has attempted to provide adequate supervisory personnel, and has desired that those persons be constantly attuned to new educational ideas being continually provided by research and by our institutions of higher learning. The Board desires that Unit District No. 20 shall be constantly striving to meet the educational needs of its student body so that they may be better prepared for a work life now and for many years hence.

Unit District No. 20 has employed sufficient and well-trained professional personnel since its inception. Results of these hirings have proven that the District's educational program is indeed benefiting from its very capable professional staff. Also, Unit District No. 20 has been successful in securing the services of very efficient secretarial, book-keeping, and other supportive services personnel. Such accomplishments are proving to be very adequate in the

fulfillment of the needs of the present educational program. It appears that no further need for personnel will exist except for the occasional addition of certain specialized professional personnel as may be necessary to further enrich the special education program.

Curriculum guides are presently available in most academic areas of the curriculum. Continued efforts are being made to complete such guides for all areas of the curriculum. All curriculum guides thus far created have been kept current and are under continual evaluation for improvement and updating. The elementary grades of the District are scattered among five buildings, but the administrator in charge of curriculum is making every effort to provide the proper coordination among those five centers and to insure the desirable level of standardization necessary for the later channeling of the total student body into a single program.

Since the secondary program has been consolidated into a single attendance center, there does not seem to be any remaining evidence of separate community identities, and the total citizenry does seem to look upon the single attendance center as their own school. Certain additions to the curriculum have been made at the secondary level, and the Board of Education now feels that it is offering a very adequate program to its high school student body. Continual efforts will be made to insure that the secondary program of this District

is and will remain one of the finest in the area.

Improved articulation of students moving from one grade level to another within the District is accomplished by all the attendance centers having common administration in one superintendent and two assistant superintendent. All personnel in all attendance centers are subject to the same method of operation insofar as evaluating and reporting are concerned. Further, all administrators in all attendance centers are subject to the same district governance policy and practices.

Unit District No. 20 is presently providing a testing program that uses like instruments for all students in the same grade level. The results of such testing are constantly being evaluated for the need of improvement in certain subject areas and for the determination of strengths and weaknesses of the professional staff. Such evaluations are constantly being weighed by the administrator in charge of curriculum for the need to provide further inservice training in a particular subject area and for the need to change methods and materials to better provide for the educational needs of the student body.

An adequate and comprehensive set of Measurable Behaviorable Objectives has been completed for the total educational program. The administrator in charge of curriculum has made, and is making, extensive efforts to assure that such

objectives are current and applicable to the needs of the students of the District. Additional efforts are being made to provide a complete set of philosophies for each grade of each subject area and for the total district program. Such philosophies are anticipated to be completed and operable during the 1975-76 school year.

Since the formation of Unit District No. 20, the following courses have been added to the secondary curriculum: Sociology, Psychology, Horticulture, Ag. Power Technology, Ag. Chemicals, Ag. Business Management, Art III, Art IV, Personal Typing, Economics, Consumer Education, Creative Writing, Minority Literature, Biology II, Government, Introduction to Data Processing, Electricity, Journalism, Food Services, Yearbook, Earth Science, and Conservation.

Since its formation, Unit District No. 20 has added the following professional personnel to its instructional staff: speech correctionist, psychologist, developmental first grade teacher (learning disabilities) librarian at St. Francisville attendance center, librarian at Brookside attendance center, chorus instructor at Lawrenceville High School, pre-school special education teacher, and a reading coordinator.

The Superintendent and his assistants have developed a list of professional competencies for each of the District's administrative personnel and are presently engaged in the development of a list of competencies for all its professional

and supportive personnel. Staff recommendations shall be used to provide an input of ideas to be incorporated into a list of realistic and obtainable competencies. Further, these competencies shall embrace the philosophy contained in the Action Goals for the 70's and other professional guidelines.

The Board of Education realized that very often the success or failure of an educational program rests upon the supportive personnel of a district. Adequate secretarial help is provided for all attendance centers within the district. The Board feels that it has secured the services of a group of secretaries that provide an optimum level of services to the district office and who provide for the very adequate coordination of secretarial supportive services to each attendance center within the Unit. Further, the Board intends to continually emphasize the need for clean and bright facilities and is making every effort to provide adequate custodial and maintenance services to each attendance center.

A full-time nurse is presently employed by the Unit, and a half-time secretary has been assigned to that department to further assist in the proficient keeping of student and employee health records. To provide additional support in health services, the Local Health Department has volunteered to provide the part-time services of their nursing staff to assist whenever necessary in the District's health services program.

Unit District No. 20 is presently operating four kitchen facilities that are adequately and efficiently equipped for the preparation of food. Two other centers are being served as satellites of the Parkview Junior High School kitchen facility. Such centers provide for the serving but not for the preparation of food. Every effort has been made to secure new and adequate equipment that will minimize the labor involved in the preparation of food within the District. Unit District No. 20 has made extensive use of the Non-Food Assistance Program and will continue to make yearly applications for assistance grants to continually update its kitchen facility equipment.

Eleven new school buses have been purchased since the inception of the Unit. This in itself has been a monumental goal for the District to accomplish in so short a period of time. Unit District No. 20 presently has a fleet of vehicles that are in good repair and of a recent enough manufacture to provide very adequate and efficient transportation for all the students of the District. Also, since its inception, the Unit has expanded its special education services and has adequately provided for the transportation of those handicapped children that must be taken to attendance centers outside the district by providing two additional new small vehicles. The District presently has a system of routes that provides transportation to and from school for each of its

qualifying students; such transportation takes no more than a maximum of fifty minutes one way. Further, Unit District No. 20 has built a maintenance building to provide for the adequate and efficient repair services of its transportation fleet and such additional storage as has been needed. A two-way communication system is being purchased for each of the regularly used vehicles within the transportation fleet to provide adequate emergency communication.

Unit District No. 20 has made constant effort to keep all its buildings in a state of good repair. Also, a systematic plan for renovation of its older school buildings has been begun and is being accomplished as time permits and as funds are available. The Arlington attendance center has received extensive renovation efforts in the removal and replacement of all windows and the refinishing of certain of its classrooms. Life Safety work has been completed on all buildings except the AVC, and constant efforts are being made to maintain such renovation in a good state of repair. An extensive program of exterior renovation has been begun at Lawrenceville High School. Upon completion, such renovation will have included the roof overhang and repair and renovation of the windows and other exterior features of the building. An additional new relocatable building has been purchased and placed on site at Parkview Junior High School to further assist in the providing of adequate space for that junior high school

program. A system of roof maintenance and repair has been begun that will place each roof in the District on a cyclic repair and maintenance program.

#### Designing an Evaluation Program

Unit District No. 20, or or before July 1, 1976, and each succeeding school year, shall have completed the following courses of action in relation to evaluation of this program plan.

- A. The Assistant Superintendents shall submit to the Superintendent, for his consideration, a list of planned actions completed and those not completed as contained in this plan on or before April 1, 1976 and each succeeding year.
- B. The Superintendent shall, at his discretion, consult with the Board of Education concerning the items not completed and formulate any necessary current plans for readily completing those actions that are possible. Those goals or plans of action that are not possible shall be considered by the Board and its various advisory groups for amendatory or alternate actions.
- C. By July 1, 1976 and each succeeding year, the Board of Education, with the help of the administrative staff, shall have updated its plans for the then-current school year and shall have submitted such plans to the State Agency for its information and approval.



### Reporting System

The Superintendent, in cooperation with his assistants, shall continually strive to keep the Board of Education aware of the progress and the problems pertaining to the local District's plan. On January 1 and July 1 of the present and each succeeding year, the Superintendent and his assistants shall submit, at an open board meeting, a report of the District's progress in achieving the goals set forth in this program plan.

Each building principal shall be responsible for providing news releases to the local news media, as often as is feasible, pertaining to the ongoing activities in their buildings that relate specifically to the District's planned educational program.

Speaking engagements by the Superintendent and his assistants will be provided to local civic groups as requested. Such speaking engagements shall be of an informative type and shall contain an accurate and honest portrayal of the District's position and the accomplishments of its educational program.

### Time Line for Completion of Performance Objectives

The following is a time line of proposed actions for accomplishment of plans for the educational program.

1. By March 1, 1976                      Administrative report on attendance patterns.
2. By March 1, 1976                      Teacher evaluations.
3. By March, 1976                        Submission of teacher want lists to the building principals.
4. By March 1, 1976                      Advertisement within the district of the staff vacancies.
5. By April 1, 1976                      Administrative recommendations for personnel reassignments.
6. By April 1, 1976                      Administrative decision on curricular updating materials.
7. By April 1, 1976                      Plans for future standardization of Unit's programs.
8. By May 30, 1976                      Conduct survey of three and four year olds.
9. By May 30, 1976                      Secured services of reading coordinator.
10. By May 30, 1976                      Completion of testing program
11. By May 30, 1976                      Decision on uniform measuring of student potential.
12. By May 30, 1976                      Completion of vision, hearing, and dental screening.
13. By May 30, 1976                      Inservice training activities to improve student articulation.
14. By May 30, 1976                      Inventory of non-handicapped yet low achievers.
15. By June 1, 1976                      Conduct series of surveys involving extra-curricular

- activities, girls' athletics, developmental first grade, and pre-school class.
16. By June 30, 1976 Complete current plans for a cooperative low incidence handicapped program.
  17. By July 1, 1976 Evaluation of supervisory staff.
  18. By July 1, 1976 Surveillance of each building's program to determine current alignment of values.
  19. By August 1, 1976 Survey citizenry for willingness to support class for emotionally disturbed.
  20. By September 1, 1976 Inventory of building needs.
  21. By September 1, 1976 Reiterate appropriate channels of communication and chain of command.
  22. By September 1, 1976 Student handbooks in all centers informing of student rights and responsibilities.
  23. By September 1, 1976 Evaluation of policy concerning individual freedoms, rights, and responsibilities.
  24. By September 1, 1976 Reiterate to all personnel procedures for grievance settlement.
  25. By September 1, 1976 Evaluation of instructional materials and equipment of each attendance center.
  26. By September 1, 1976 Decision for the implementation of girls' athletics.
  27. By September 1, 1976 Evaluation of the health and safety program of each attendance center.
  28. By September 1, 1976 Evaluation of health education concerning tobacco, drugs, sex, and alcohol.

29. By September 1, 1976 Establishment of additional practical English course at LHS.
30. By September 1, 1976 Completion of training program for bus drivers.
31. By September 1, 1976 Evaluation of job description program.
32. By September 1, 1976 Submission of plans to the Board for curriculum evaluations for the current year.
33. By September 1, 1976 Plan for redesigned TMH program.
34. By September 1, 1976 Evaluation of overall curriculum and coordination with long-range plans.
35. By September 1, 1976 Plan for further sharing of nursing personnel with County Health Department.
36. By September 1, 1976 Reiterate plan whereby students may work for their lunch.
37. By September 1, 1976 Dissemination of information on free and reduced price lunches.
38. By September 1, 1976 Update plans for transportation of district students.
39. By September 1, 1976 Plans to further consolidate and minimize transportation times and distances.
40. By September 1, 1976 Replacement of social studies, foreign language, music, economics textbooks.
41. By September 1, 1976 Updating of communication system in transportation vehicles.
42. By September 1, 1976 Evaluation of job description program.
43. By September 1, 1976 Evaluate Special Education programs for adequacy.

44. By September 1, 1976 Evaluate nursing services for adequacy.
45. By September 1, 1976 Evaluate adequacy of club activity offerings.
46. By September 1, 1976 Evaluate adequacy of co-curricular field trips.
47. By November 30, 1976 Teacher evaluations.
48. By November 30, 1976 Contract for purchase of new transportation vehicles.
49. By March 1, 1977 Completion of training for head cooks.
50. By September 1, 1977 Provisions for new textbooks in math, business, industrial arts, and driver ed.

## CHAPTER IV

### CONCLUSIONS

This study has served as a catalyst within Unit District No. 20 to bring about the conclusion of the writing of a new Program Plan. Even though the District has received an advisement from the Illinois Office of Education that a new Program Plan should be written with longer range goals, the necessary sparking actions were missing until this study was begun. Since that time, things have moved rapidly culminating the action of this author and necessary committee and lay groups to complete the Program Plan contained herein. It remains now for the Board of Education to consider this Program Plan for adoption at its regularly scheduled January or February, 1976 meeting. Following that, this Plan will be submitted to the State Agency for its consideration, but as noted in Chapter II, Miss Sharon Roberts, area person for the Illinois Office of Education Department of Recognition and Supervision, has already given tentative approval.

Upon examination of this document, it can be readily seen that long-range program plans must still consider the step-by-step measures of one-year-at-a-time operation. This is evident in the section of this study that shows a time-line plan of action. That time line has been constructed to provide a sequential plan of action and to serve as a reminder of pending responsibilities.

Periodic updating of the Program Plan contained herein will be necessary and desirable as time passes and shortcomings become evident. However, most of the plans contained herein are cyclic in nature and will be recurring year after year with only minor revisions.

The format of the Program Plan is dictated by the State Agency as may be noted in Appendix A of Circular Series A, Number 160 published by the Office of the Superintendent of Public Instruction of the State of Illinois. This particular format has served the purpose well except this author has found it to be somewhat cumbersome. Each goal is followed by an "Inventory of Need," then by a "Statement of Need," and finally by "Performance Objectives." Finally, it is noted that because of verbal instructions given by the area representative of the Illinois Office of Education Department of Recognition and Supervision, there is never more than one goal per page. This allows for additions and amendments without major revisions.

This author has profited by this experience in that the task has caused considerable interaction with students, faculty, and community groups. Further, just the task of contemplating future needs of boys and girls living in the 1970's is, in itself, an educating challenge.

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Office of the Superintendent of Public Instruction of the State of Illinois. State Visitation Summary Report for Special Education, April, 1975.



## SUMMARY SHEET

School District Visited Lawrence County Community Unit #20Date of Visitation January 28-30, 1975

## COMMENDATIONS:

See attached sheet.

## PROGRAM AREA RECOMMENDATIONS:

See attached sheet.

## GENERAL RECOMMENDATIONS:

See attached sheet.

Recommended Recognition Status

R \_\_\_\_\_

EDUCATIONAL SPECIALIST

DIRECTOR

Lawrence County C. U. #20  
January 28-30, 1975

William Davies

Commendations

1. The team leader and members of the State Office of Education Visitation Team sincerely appreciate the hospitality, cooperation, and courtesies that were accorded them by Superintendent Courtney, administrative staff, faculty, students, and all other school employees. This was a most pleasant visit.
2. The teaching staff and the student body are to be commended highly because of the friendly, courteous attitude they displayed during this visit. The professional staff appeared to be a dedicated, well-trained group of people sincerely interested in the educational welfare of the youngsters in this school district. Teacher-student rapport appeared to be excellent.
3. The board of education and administration are to be commended highly for the prudent handling of the financial resources available to the district. When the unit was formed a little over two years ago, the district was heavily in debt. Present financial condition is excellent; however, extreme caution must be exercised to prevent teaching staff and students in not receiving the basic essential materials, equipment, and supplies necessary to provide each youngster in the district to receive an equal opportunity for a quality education.
4. The safety education program in grades K-8 is above average and efforts should be continued to improve.
5. A new reading series has been purchased for the unit and as additional supplementary material is ordered, received, and distributed equally at all attendance centers, the program should prove to be of great value to the students.
6. There is a media-library resource center in all attendance centers. This is not usually found in a district of this size.
7. The hot food lunch program was excellent.
8. The elementary art program, especially at the junior high school is one of the finest I have had the opportunity to observe. The program is strong and materials and tools seem plentiful.
9. Health services, learning disabilities, speech therapy, and special education classes are available to all students who need them. This is a beginning of an excellent pupil personnel program. Plans are also being formulated to employ a school psychologist which will also strengthen the program.
10. Custodial services appeared to be excellent in all school buildings visited. Housekeeping appeared to be excellent.
11. Parkview Junior High has excellent facilities to provide a fine educational program. It is unfortunate that all the attendance centers within the district do not have the same facilities as the junior high school. The building is almost twenty years old, but because of excellent maintenance, it appears to be recently constructed.

Commendations (Continued):

12. The team leader sincerely appreciates the fact that Sharon Roberts, curriculum specialist, was present at both the orientation and oral meetings.

\* Please refer to generalist and specialist reports for additional commendations.

Program Area Recommendations:

1. Fully realizing that this is a relatively new unit with multiple attendance centers, problems in K-12 articulation are to be expected. It is commendable that one of the assistant superintendents is assigned the responsibilities as a unit curriculum coordinator; however, he is going to have to receive strong cooperation from administration, faculty, and students if K-12 articulation takes place.

Content area curriculum committees should be formed in every subject area K-12 and utilized so that instructors at all levels K-12 are aware of what is taking place at all grade levels.

Such curriculum committees should be involved in curricular revisions, development of special projects or programs, develop and submit budget requests for departments and teachers in regard to curricular equipment, materials, and supplies.

Articulation or coordination K-12 involves not only content areas but also relates to administration, guidance programs, music, pupil personnel services, etc.

There is an effort being made now in regard to K-12 articulation. However, it will take time to develop a successful program. It must be remembered that one of the primary purposes of forming a unit district is that of articulation, otherwise the majority of the tax payers would not have voted for it.

2. The absence of little guidance or counseling services at the K-8 level is not desirable. Personal and career guidance and counseling is extremely important to young people in their early life and should not be ignored. Research has indicated that potential dropouts can be detected as low as the third grade level and this situation can be prevented with the district providing guidance services. The possibility of the district employing a school psychologist for the next school year will help the problem, but not completely solve it.
3. The present media-library program K-12 needs to be studied, evaluated, and improved upon. This program is so essentially vital to the academic program that some thought should be given to appointing a unit coordinator. This would not only strengthen the present program, duplication of purchases could be prevented, continuity of K-12 program would be stronger, service to teachers would be improved and teaching staff could be made aware of services available.

There definitely needs to be a great deal of "weeding" of old books and new copies purchased.

A unit-wide written philosophy should be formulated and implemented that would cover all media-library programs in all attendance centers.

Program Area Recommendations (Continued):

4. There is presently a program being initiated in updating textbooks in all subject areas K-12. This should be continued at a rapid pace as many textbooks being used are extremely outdated. (Specialist reports list many outdated copies.
5. Written philosophies and curriculum guides in all subject areas K-12 should be formulated and implemented as soon as possible. Steps have been taken in this direction and should be continued. Teaching staff should be involved and all instructors should receive a copy.
6. All staff members should be encouraged by the administration to join their professional content area organizations, continue to work toward advanced degrees, and to utilize other professional activities to constantly update their own educational background and gain insights into ways by which content can be made more relevant and appealing to students.

Perhaps in the new teacher handbook or manual which is in the process of being formulated, a policy concerning reimbursement for attendance at professional conferences and meetings would help motivate teacher memberships.

7. The present K-12 physical education program could be greatly strengthened by:
  - a. At the high school not enrolling the same hour a period all four class levels. This would enable instructors to work on progressive skill activities which under present heterogeneous grouping is not possible.
  - b. More attention should be given at high school level to offering individual sports, such as, golf, tennis, etc. These have great carry-over value later in life.
  - c. A written program of yearly activities would be of value to students and instructor. A progressive physical fitness testing program freshman through senior years would also be beneficial to the total program.
  - d. As in art and music, a physical education specialist at the K-5 level would be a great help in the overall K-12 program. There is a tremendous need for the early childhood physical development and a qualified instructor would provide the proper direction.
  - e. Parkview Junior High School is in violation of School Code by not offering physical education daily. This should be corrected by next school year. Specialists also question the health hazards risked by the present policy concerning showering after physical education classes. There are excellent shower facilities and they should be used by all students.
8. Steps should be taken to improve and create greater interest in the foreign languages offered at the high school. The decreased rate in enrollment should be viewed with great concern.

There should be a concerted effort on the part of the foreign language instructors, administration, and guidance department to revitalize the foreign language program.

Program Area Recommendations (Continued):

9. The science program at the junior high level is presently fairly well teacher-textbook centered. There should be more student use of lab equipment so as they will have the opportunity of individual projects and experimentation. This will create greater interest in science and carry over into high school.

At the high school level, it was questioned by science specialists as to whether the present I.I.S. program for low achievers, (high achievers go to Biology I) is of value to all those enrolled. Possibly consider a second science course which will be a little more of a challenge to many of those who are now not being challenged in the I.I.S. program.

10. A new district-wide written philosophy should be formulated and implemented for the unit reading program. There appears to be a difference of philosophies in regard to teaching reading among the staff and possibly a new written philosophy would solve some existing problems.

Unit-wide in-service meetings, attendance at workshops in regard to the new reading series would also be of great benefit to the program.

- \* Please refer to generalist and specialist reports for additional program recommendations.

General Recommendations:

1. Immediate attention should be given to the following safety concerns. This will possibly prevent an unfortunate accident and a possible liability suit against the board of education, administration, and staff members.
  - a. In all laboratories where chemicals and flame are used, the following safety materials and equipment should be made available to students and instructors: Fire blanket, fire extinguishers, goggles, aprons, first-aid kit, first-aid procedures posted, eyewash, shower attachment to faucet, and vented hood.
  - b. In all shop areas, all power machines should be bolted to the floor, safety lines and safety strips should be in front of all power machines. (Two machines in junior high are not bolted to the floor, even though they are used only by the instructor.)
  - c. Fire extinguisher is needed in jewelry, art work room.
2. Many members of the visitation team were seriously concerned about one specific area--that being faculty members not submitting requisitions for needed teacher materials and equipment.

The present method of allocating funds to departments and teachers is for the superintendent to allow each building principal a certain specific amount of money for materials and equipment for his attendance center. As a result, the faculty does not know what money is available to them, so they do not feel they can requisition needed teacher supplies.

General Recommendations (Continued):

Possibly the building principal, once he has an idea, in April or May could indicate to his staff or departments what they could approximately expect in the way of finances for the coming year. I realize the school budget is formulated after July; however, since the district is now financially sound, which speaks well for the administration and board, possibly tentative figures could be given to the staff.

It would be unfortunate because of teaching staff not requesting funds for materials and supplies that a youngster might not be receiving an opportunity for a quality education. The team also felt that the morale of the teaching staff would be raised considerably if they were comfortable in requesting materials.

\* Please refer to specialist and generalist reports for additional general recommendations.

April, 1975

SOUTH EASTERN SPECIAL EDUCATION  
PROGRAM  
SUMMARY REPORT

## COMMENDATIONS:

1. The South Eastern Special Education Program Governing Board is to be commended for selecting a man of Ken Langford's ilk to pioneer its special education cooperative. It would appear equally wise in its selection of the current acting director. His willingness to accept responsibility, use sound judgment and exhibit foresight in long-range planning from a leadership position establish him as an excellent candidate for the permanent position.
2. The local boards of education and superintendents deserve recognition for their continued support in the steady expansion of the special education programs and services. These are difficult times with inflation, unemployment and declining enrollments creating anxiety and pessimistic attitudes in the minds of school authorities and the public. Their strength and courage will be challenged as they are called upon to expand special education programs and services to meet the mandates of the law when they are at the same time forced to cut back the standard school programs.
3. The special education teachers are to be commended for their dedication, enthusiasm and effort put forth in their relationship with their students. With one or two exceptions, the team was very complimentary.
4. Spot sampling of written psychological reports indicate that they are well written and generally provide practical suggestions which can be used to write educational prescriptions. They were judged to be thorough and comprehensive.
5. The pre-vocational coordinator has established effective rapport with the students and the local business establishments which employ the students. Visiting each of six schools at least every two weeks is commendable on her part.
6. Examination of certification records indicates that all teachers, except one questionable case, are fully certified or approved for the position to which they are assigned.
7. Spot checking of central office files indicates that they are generally in good order and up-to-date. The quality and competence of the secretarial service provided through the SESE office was observed by several of the team members.
8. The provision and use of aides was observed to be appropriate and effective. Good working relationships appeared to exist between teachers and their aides. Inservice training for aides is also being provided.

9. Principals interviewed manifest a positive and supportive attitude toward special education programs and services. As attendance center authorities, their support and involvement are a necessity. They deserve special recognition in SESE.
10. The materials and supplies available to special education teachers were judged by the team to be adequate and appropriate. Teachers interviewed indicated little or no difficulty getting reasonable requests.
11. Except at one attendance center, special education programs and services are housed in buildings along with children in the standard school programs. Facilities ranged from poor to excellent but for the most part they were comparable to those provided for children in the standard school programs. Special education programs are operated as an integral part of the standard school program.
12. For the most part, teachers are doing an adequate job of writing individual student objectives in an effort to individualize instruction. Over-all program and service objectives are also available.
13. The teachers of the mentally impaired and those responsible for writing their curriculum guide are to be commended. Each teacher has a copy and the team indicated that the teachers were using it to establish sequential and developmental programming from level-to-level.
14. The speech therapist and therapists are to be commended for the Speech Therapy Program Guide they have prepared. It is most comprehensive and valuable as a practical resource to any new or visiting speech therapist in the cooperative.
15. Reporting to parents is consistent with the standard school reporting schedule except for the severely mentally impaired (TMH). The parents seemed to be satisfied with the reporting procedure and indicated that additional notes, telephone conversations and personal conferences are also held. However, no consistent format is used throughout the cooperative by handicapping conditions.
16. The integration of special education students into standard school programs where consistent with established objectives for these students was observed to be commendable. The special education students appear to enjoy the same rights and privileges as those students in standard programs.
17. A current joint agreement document is available along with signed letters of membership from each of the twelve unit districts.
18. The day-to-day organizational and operational structure of the special education cooperative reflects the designation of responsibility as outlined in the joint agreement document.



19. The administrative district is to be commended for its sound business practices in the successful operation of the cooperative. They are also to be commended for their loyal fulfillment of the actions of the Special Education Council (i.e., governing board).
20. The financial management procedure includes a budget and indicates competent fiscal management. A budgetary committee is actively assisting the director and the budget is being further refined.
21. An audit of the special education cooperative is available for last year with provision made in the budget for an audit this year.
22. The local boards of education have fulfilled their responsibility for financing the special education program on time and without undue dissention.
23. The governing board provides for representation from each of the member districts.
24. The governing board (i.e., the Special Education Council) has delegated the administrative functions to the director of special education.
25. The referral procedure appears to be widely disseminated to each attendance center. Referrals appear to emanate from attendance centers within the cooperative.
26. Examination of the minutes of the special education council meetings indicates that they are in good order and descriptive of actions taken. They also appear to follow the prescribed agenda closely. However, attendance indicates a significant lack of local board of education member participation.
27. The acting director of special education deserves special commendation for conducting the inservice program for the local district special education contact personnel.
28. The establishment of two preschool programs for the handicapped indicates some positive progress in serving these children. Recent changes in the screening procedure have helped improve this process in its effectiveness and efficiency. However, the preschool teachers are still not involved or used effectively in this screening process nor is there a close working relationship with the parents.
29. Basically, the superintendents interviewed were pleased with the leadership and actions taken by the acting director of special education and the SESE staff. They are pleased with the programs and services they have established and proud to have them as a part of their school system.

SOUTH EASTERN SPECIAL EDUCATION  
PROGRAM  
SUMMARY REPORT

AREAS OF CONCERN AND RECOMMENDATIONS:

1. There are no social worker services available within or through the cooperative except for the East Richland Community Unit #1.

**Recommendation:** Employ one social worker each year for the next three years through SESE to fulfill this mandate. The recognition status of the eleven remaining districts in the cooperative is dependent upon authorization and active recruitment of such staff prior to June 1, 1975. Noncompliance will mean probationary recognition status for the 1974-75 school year.

2. There are no speech therapy services available within or through the cooperative for the following districts: North Clay #25, Clay City #10, West Richland #2 and Palestine #3.

**Recommendation:** The recognition status of the above listed districts is dependent upon the local board of education resolution by June 1, 1975 to provide speech therapy services for the 1975-76 school year and actively seek candidates. Noncompliance will mean probationary recognition status for the 1974-75 school year.

3. There are no learning disability services available within or through the cooperative for the following districts: Hutsonville #1, Palestine #3, Clay City #10 (although in process), West Richland #2, and Oblong #4 (although Oblong has offered a contract to a learning disabilities teacher for the 1975-76 school year.)

**Recommendation:** The recognition status of the above listed districts is dependent upon local board of education resolution by June 1, 1975 to provide learning disability services for the 1975-76 school year and actively seek candidates. Noncompliance will mean probationary recognition status for the 1974-75 school year.

4. Except for the Flora Unit #35, there are no programs or services available for students exhibiting educational maladjustment related to social or cultural circumstances, i.e., the educationally handicapped.

**Recommendation:** A thorough study needs to be made of students on referral waiting lists, existing diagnosed cases and low track or remedial cases within the member districts. A plan needs to be established which makes provision for such students either through the local district level or SESE. Some may be carried through the social worker case loads. Resource, itinerant and self-contained program options should all be taken into consideration. This plan is to be completed and a copy placed on file with the School Approval Section by June 1, 1976.

5. The services available for children with behavioral disorders are limited or non-existent beyond the primary and intermediate levels.

Recommendation: Establish an additional program or service next year to accomodate those children who are physically outgrowing the existing programs or services and also include those additional students who have already been diagnosed as in need of such service.

6. The decentralization and wide age ranges of the TMH (severely mentally impaired) programs is critical.

Recommendation: Centraliz the TMH program for the 1975-76 school year (probably in Olney near the Opportunity Center containing the sheltered workshop) to make possible four-year chronological age groupings. This would also allow for team teaching, curriculum development and "pooling" of professional expertise. Since many of these students currently are in transit for more than oneh our each way, no additional hardship would appear evident from the transportation point of view. Existing unrest and dissatisfaction with the program as it currently exists among parents necessitates such a reorganization. The interview with the parents indicated that they were amenable and ready for such a change.

7. The ratio of hard of hearing students to teachers is extremely high 92 to 1. The current teacher carries a case load of fifteen (15) and consults irregularly with others.

Recommendation: It is recommended that an additional certified teacher of the hearing impaired be employed for the 1975-76 school year to work on an itinerant basis.

8. The case load for the prevocational coordinator is too heavy (48 clients) considering the six (6) attendance centers served and the size of the geographic territory.

Recommendation: Hire an additional prevocational coordinator to assist in vocational assessment, potential job locations searching, job placement and on the job supervision. It is also recommended that these prevocational coordinators also teach one work related course to get to know the students well and help build an association between work experience and vocational training.

9. The leadership responsibilities, planning, communication and coordination activities of the director of special education will necessitate an assistant in the near future.

Recommendation: Plan to add an assistant director-coordinator within the next two years to compliment the director's expertise in curriculum development, coordination, inservice training and communications areas.

10. There is a need to develop a completed Policies and Procedures Manual for SESE.

**Recommendation:** Continue to work on the manual currently in process. It should be compatible with all member district policies and procedures and include, but not be limited to:

- a.) job descriptions of all special education personnel
- b.) channels of communications to be followed
- c.) an organizational chart
- d.) the joint agreement document
- e.) SESE responsibilities vs. local district responsibilities
- f.) who is responsible for notifying parents of evaluations
- g.) who is responsible for chairing staffing and writing up of same
- h.) a description of the referral procedure
- i.) designation of the contact person in the local districts
- j.) the evaluation procedure for evaluating special education teachers
- k.) up-to-date examples of all forms used throughout the cooperative
- l.) lists of standing committees
- m.) the requisition procedure for supplies and materials
- n.) a consistent tuition billing procedure between districts including the factors identified in Section 14-7.01 of the code
- o.) interviewing, screening and hiring procedures for teachers
- p.) written policies on the maintenance, use, and release of confidential information

11. The files on the children placed in private facilities are not complete with respect to Article 8.08 of the Rules and Regulations.

**Recommendation:** The director needs to consult with the local legal counsel to draw up an agreement including the four (4) contingencies specified in Article 8.07 of the Rules and Regulations. This agreement should then be executed for each child served through a private placement. It is recommended that the State Special Education Regional team member be consulted to assist in getting the records in compliance with Article 8.08.

12. Although the Joint Agreement document makes provision for local board of education membership on the Special Education Council, i.e., governing board, examination of the minutes indicates lack of local board of education member participation.

**Recommendation:** Revise Article II, #2 to change the word "by" to the word "from" and add the word "local" before board of education. Also, consider moving the monthly meeting time of day to allow maximum opportunity for local board of education participation. The success of joint agreement cooperatives is significantly effected by the understanding, knowledge and concept held of it by its individual local board of education members.

13. There is a serious need (for future compatibility, mutual cooperation, and stability of the cooperative) to establish a consistent policy with respect to centralized; i.e., SESE programs, services, and responsibilities and decentralized; i.e., local district programs, services, and responsibilities.

**Recommendation:** Do not use the general or variously defined labels "low-incidence" and "high-incidence" concepts. List specific categorical programs, services and responsibilities to be administered through SESE and those to be administered through the individual local district members. Then be consistent! The trend among joint agreements is moving toward a combined centralized-decentralized administrative organization which is workable and acceptable if consistently adhered to and understood. But mutations can only lead to future conflict and/or dissonance.

14. Do not use the term "coordinator" to refer to local district key contact personnel for special education purposes and communication. The term coordinator has specific certification requirements and a connotation for which those individuals involved may or may not be so qualified.

**Recommendation:** Refer to the responsible local district special education communication individuals possibly as the "contact person," or "key person" or some other equally less official title which does not have a legal and professional significance.

15. The director of special education may not be directly involved in the hiring of all special education teachers and is not involved in their evaluation.

**Recommendation:** Article 3.07 of the Rules and Regulations states, "The establishment and operation of all special education programs and services shall be under the coordination and educational direction of a state approved director of special education." In order for this to be true, it would appear necessary for the director to have some input into both the hiring and evaluation of all special education teachers, including those operated by the local districts. This should be a shared responsibility which is mutually beneficial.

16. Long-and short-range scheduling of psychologists with careful accountability monitoring by the director of special education is not practiced.

**Recommendation:** The weekly and daily schedules of the psychologists should be approved and monitored by the director of special education. From an economic point of view, the director must determine that all districts are receiving services for children on a pro-rate basis. The workload of the psychologists needs to be increased. The number of child-study cases completed per psychologist is very low.

EDUCATIONAL PLAN  
COMMUNITY UNIT SCHOOL DISTRICT  
No. 20  
LAWRENCE COUNTY, ILLINOIS

## F O R E W O R D

The Board of Education and citizens of Community Unit School District No. 20 realize the importance of planning an educational program in a systematic fashion rather than going along year by year in a haphazard manner.

Therefore, the Board of Education and citizens of this District submit this program plan to the Office of the Superintendent of Public Instruction to help fulfill the educational needs of its students and to meet the requirements contained in Circular A-160 published by The Office of the Superintendent of Public Instruction.

## I. INTRODUCTION

In the latter part of the 1972-73 school year, the citizens of what is now Community Unit District No. 20 voted to establish a unit district from two high school districts and six underlying elementary districts.

In an effort to provide some direction to its educational program, the newly elected Board of Education decided to form a Citizens' Advisory Committee of twenty members, comprised of students, professional people, and lay citizens, under the leadership of Dr. Robert V. Shuff of Eastern Illinois University. This Citizens' Advisory Committee has spent a period of five months contemplating this district's needs, during which time, they solicited opinions from their associates and citizen friends. After considerable screening and evaluation, the Committee compiled a list of goals they felt were applicable for this school district. (See Appendix A) Further, the Board of Education has developed goals of its own that are contained in the main format of this report. The Board has received consultation, and in certain cases, personal appearances from interested staff members and lay citizens concerning the goals and plans of action hoped for in this new unit district. With careful consideration, the Board has incorporated these desires into its own statements in this document.

The administrative team has attended orientation workshops to familiarize themselves with the requirements of Circular A-160 and with problems of establishing direction to our educational program as viewed by state office personnel and The Illinois School Board Association. The administrative team has also had contact with units of student



government, soliciting their feelings about educational goals and problems of mechanics in the daily manipulation of our schools.

A Parental Advisory Committee for Title I and the Gifted Program has functioned at the level of goal setting and program monitors. A statement of their philosophy and goals is contained herein as Appendices B and C.

## II. GOALS

### A. 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 shall:

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 enough 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 well
10. Develop a feeling of self-worth
11. Acquire a good general education

**B. SYSTEM GOALS****1. DISTRICT GOVERNANCE POLICY AND PRACTICES**

- a. Unit District No. 20 shall form an advisory committee who will advise the Board in the development of the school policies.**
- b. Unit District No. 20 shall develop a teacher evaluation system.**
- c. Unit District No. 20 shall maintain a system of scheduling that will avoid overcrowding of rooms and overloading of teachers when possible.**
- d. Unit District No. 20 shall be so organized that one teacher will teach no more than one grade or that equivalent.**
- e. Unit District No. 20 shall evaluate space needs of the Unit to utilize all existing physical facilities in the most efficient and effective manner.**

(System Goals)

2, DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICES

- a. Unit District No. 20 shall prepare a job description for administrative and other staff members.
- b. Unit District No. 20 shall increase its administrative personnel to result in someone being responsible for curriculum and special projects.
- c. Unit District No. 20 shall establish an administrative structure providing for open and clear channels of communication for all district personnel.

**(System Goals)****3. DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS**

- a. Unit District No. 20 shall prepare, for each of its students, a handbook stating the rights and responsibilities of the individual students as is applicable to their grade level and age groups.
- b. Unit District No. 20 shall make specific mention of the rights and responsibilities of its employees in the District's governance policies. Such policies shall be constructed to insure that no discrimination on account of race, religion, or sex will exist within this District.

**(System Goals)****4. INSTRUCTIONAL PROGRAM**

- a. Unit District No. 20 shall develop a district-wide plan for standardizing materials, equipment, and programs used in all the schools within the District.
- b. Unit District No. 20 shall maintain a well-balanced educational curriculum in all subject areas
- c. Unit District No. 20 shall provide for all students a program with equal educational opportunity and with equal emphasis on all phases of education.
- d. Unit District No. 20 shall develop curriculum to meet the needs of all students in the areas of tobacco, drugs, sex, alcohol, and environmental education.
- e. Unit District No. 20 shall evaluate curriculum on a cyclic schedule so that continuous updating and improvement will be provided.
- f. Unit District No. 20 shall develop new course offerings in psychology and sociology, as well as a course in "How to Study."
- g. Unit District No. 20 shall develop its own special education services applicable to the district's needs in learning disabilities, speech correction, and psychological evaluations.
- h. Unit District No. 20 shall provide improvement of articulation from one grade level to another within the District.
- i. Unit District No. 20 shall provide a system of student evaluation that will adequately assess a student's strengths and weaknesses.

**(System Goals)****5. SUPPORTIVE SERVICES****a. Health Services**

- (1) Unit District No. 20 shall provide adequate health services for all its students to include an opportunity for any student to see a school nurse at some time during the day.
- (2) Unit District No. 20's nursing staff shall be trained and oriented to provide guidance in matters of personal hygiene and other health problems.
- (3) Unit District No. 20 shall maintain health records with up-to-date entries concerning each student's immunizations and physical examinations.
- (4) Unit District No. 20 shall provide screening services for the visual, hearing, and dental needs of its students.

**b. Food Services**

- (1) Unit District No. 20 shall constantly strive to serve better and more nutritionally balanced meals.
- (2) Unit District No. 20 shall provide a hot lunch for each of its students desiring to participate

**c. Transportation Services**

- (1) Unit District No. 20 shall provide a system of transportation that will keep at a minimum the number of hours spent riding on the school bus.
- (2) Unit District No. 20 shall develop a well-organized and coordinated transportation system.

**(System Goals)****6. STAFF DEVELOPMENT AND INSERVICE TRAINING**

- a. Unit District No. 20 shall endeavor to promote inservice programs that are in keeping with action goals for the 70's.



### III. GOALS, NEEDS, AND OBJECTIVES

#### Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES

**GOAL 1.a:** Unit District No. 20 shall form a Citizens' Advisory Committee that will advise the Board in the development of the school policies

**INVENTORY OF NEED:** Unit District No. 20, being newly formed, had very few guidelines and directional goals for its educational program. It soon became apparent that it needed a method of canvassing the opinions of the community.

**STATEMENT OF NEED:** Unit District No. 20 felt it was necessary to formulate a Citizens' Advisory Committee to assist them in the development of an educational plan.

**PERFORMANCE OBJECTIVE # 1:** By November 1, 1972, Unit District No. 20 formulated a Citizens' Advisory Committee, giving them the following responsibilities:

1. Make an advisement to the Board of Education about the closing or retaining of different attendance centers by June 30, 1973.
2. Formulate a list of goals for the educational program of Unit District No. 20 by June 30, 1973

**PERFORMANCE OBJECTIVE # 2:** Deliver to the Board and disseminate to the community by April 1, 1973, a list of goals for our educational program.

**Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES**

**GOAL 1.b: Unit District No. 20 shall develop a teacher evaluation system.**

**INVENTORY OF NEED: Unit District No. 20 presently has no uniform method of teacher evaluation.**

**STATEMENT OF NEED: Unit District No. 20 does need a uniform system of teacher evaluation.**

**PERFORMANCE OBJECTIVE # 1: By January 1, 1974, Unit District No. 20 will have prepared a uniform evaluation form to be used by each of its building administrators.**

**PERFORMANCE OBJECTIVE # 2: By March 1, 1973, and each succeeding year, the building administrators of Unit District No. 20 will submit to the central office, teacher evaluation forms complete with the building administrator's recommendations for any changes in employment or duty assignments.**

**Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES**

**GOAL 1.c:** Unit District No. 20 shall maintain a system of scheduling that will avoid overcrowding of rooms and overloading of teachers when possible.

**INVENTORY OF NEED:** Unit District No. 20 presently has classrooms involved in the teaching of the same grade and subjects that differ greatly in the number of students contained therein.

**STATEMENT OF NEED:** Unit District No. 20 needs to equalize the number of students in classrooms teaching the same subject and the same grades.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall close attendance centers where the number of students does not warrant the continuation of those centers. The teachers of these centers shall be moved to the centers with high student enrollment and class size will be equalized.

**PERFORMANCE OBJECTIVE # 2:** By September 1 of each succeeding year, the administrative staff of Unit District No. 20 shall evaluate the attendance pattern within the District and suggest to the Board of Education any necessary changes to keep classes as nearly equal as possible.

**Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES**

**GOAL 1.d:** Unit District No. 20 shall be so organized that one teacher will teach no more than one grade or that equivalent.

**INVENTORY OF NEED:** Unit District No. 20 presently has seven teachers teaching in a situation where more than one grade is housed in one room.

**STATEMENT OF NEED:** Unit District No. 20 should provide an educational program such that one teacher will teach no more than one grade or that equivalent.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, the Board of Education of Unit District No. 20 shall have closed those attendance centers where the practice of one teacher teaching more than one grade is taking place.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, the Board of Education shall move the forementioned students and teachers to other centers where a one teacher per grade situation can exist.

**Category 1: DISTRICT GOVERNANCE POLICY AND PRACTICES**

**GOAL 1.e:** Unit District No. 20 shall evaluate space needs of the Unit to utilize all existing physical facilities in the most efficient and effective manner.

**INVENTORY OF NEED:** Unit District No. 20 presently has facilities in operation that are not needed and other facilities in operation that are overcrowded.

**STATEMENT OF NEED:** Unit District No. 20 should utilize all existing facilities in the most efficient and effective manner.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, the Board of Education of Unit District No. 20 shall have closed and taken steps to dispose of facilities that are not needed.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, Unit District No. 20 shall have relocated one movable structure that presently exists to a new location for the correction of an overcrowded situation.

**Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE**

**GOAL 2.a:** Unit District No. 20 shall prepare a job description for administrative and other staff members.

**INVENTORY OF NEED:** Unit District No. 20 presently does not have job descriptions for its administrators or other staff members.

**STATEMENT OF NEED:** Unit District No. 20 does need a job description for its administrative positions and other staff members.

**PERFORMANCE OBJECTIVE # 1:** By January 1, 1974, Unit District No. 20 shall have prepared job descriptions for each administrative position.

**PERFORMANCE OBJECTIVE # 2:** By July 1, 1974, Unit District No. 20 shall have prepared job descriptions for each of its employees.

**Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE**

**GOAL 2.b:** Unit District No. 20 shall increase its administrative personnel to result in someone being responsible for curriculum and special projects.

**INVENTORY OF NEED:** During the 1972-73 school year, Unit District No. 20 has not had an administrative person specifically charged with the curriculum and special project responsibilities.

**STATEMENT OF NEED:** Unit District No. 20 must provide adequate supervision for curriculum and special projects.

**PERFORMANCE OBJECTIVE:** By July 1, 1973, an assistant superintendent shall be charged with curriculum and special project responsibilities.

**Category 2: DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE**

**GOAL 2.c:** Unit District No. 20 shall establish an administrative structure providing for open and clear channels of communication for all District personnel.

**INVENTORY OF NEED:** Being newly organized, Unit District No. 20 does not presently have a complete administrative structure.

**STATEMENT OF NEED:** Because of an incomplete administrative structure, lines of communication are sometimes not well-defined and provide for some confusion within the District.

**PERFORMANCE OBJECTIVE:** As soon as administrative personnel have been employed and have assumed their responsibilities, Unit District No. 20 shall have formulated and posted for the information of all staff members, an organization chart with well-defined lines of communication.



**Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES  
OF INDIVIDUALS**

**GOAL 3.a:** Unit District No. 20 shall prepare, for each of its students, a handbook stating the rights and responsibilities of the individual students as is applicable to their grade level and age groups.

**INVENTORY OF NEED:** Due to the consolidation move and the many last minute activities necessary to implement a unit district governance system, very little time has been spent on the development of an informative and thorough student handbook.

**STATEMENT OF NEED:** Unit District No. 20 needs, at each of its attendance centers, a student handbook informing the students of the rules and expected practices peculiar to each attendance center. Such handbooks should contain a section informing the student of his or her rights and responsibilities as pertains to the school environment and educational program.

**PERFORMANCE OBJECTIVE:** By September 1, 1973, and each succeeding year, the building principal of each attendance center shall have prepared a student handbook of some nature to carry out the before-mentioned plans of action.

**Category 3: DISTRICT POLICY REGARDING RIGHTS AND RESPONSIBILITIES  
OF INDIVIDUALS**

**GOAL 3.b:** Unit District No. 20 shall make specific mention of the rights and responsibilities of its employees in the District's governance policies. Such policies shall be constructed to insure that no discrimination on account of race, religion, or sex will exist within this District.

**INVENTORY OF NEED:** Presently, Unit District No. 20 has formulated enough policies to provide for the operation of its educational system through the 1972-73 school year. Such plans have not been made in detail to provide for the needs of the educational program and peculiarities of the 1973-74 school year and other succeeding years.

**STATEMENT OF NEED:** Unit District No. 20 should provide a completed list of District policies to insure the continual on-going operation of its educational program in a manner that will eliminate all opportunities for discrimination among its staff members.

**PERFORMANCE OBJECTIVE:** By January 1, 1973, the Policy Committee of the Board of Education of Unit District No. 20, in cooperation with the superintendent and his assistants, shall have screened the existing District policies to insure they include statements of rights and responsibilities of individual staff members. Such policies are to include insurances that there will be no discrimination among the staff members on account of race, religion, or sex.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.a:** Unit District No. 20 shall develop a district-wide plan for standardizing materials, equipment, and programs used in all the schools within the District.

**INVENTORY OF NEED:** Unit District No. 20 has inherited a conglomeration of instructional materials with many and various strengths and weaknesses from each of its former attendance centers.

**STATEMENT OF NEED:** Unit District No. 20 needs to develop a plan for standardizing materials and programs in all the courses within the District.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall have standardized the math program for all grades and the spelling program for all elementary grades in each school.

**PERFORMANCE OBJECTIVE # 2:** By April 1, 1974, Unit District No. 20 shall have decided upon new and standardized material for the teaching of reading in all its elementary schools.

**PERFORMANCE OBJECTIVE # 3:** By April 1 of each succeeding year, the administrator in charge of curriculum shall submit to the superintendent and the Board of Education, the plan for the further standardization of the Unit's instructional materials and programs. It is expected that an effective and up-to-date repertoire of instructional materials be developed and maintained in the best possible manner.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.b:** Unit District No. 20 shall maintain a well-balanced educational curriculum in all subject areas.

**INVENTORY OF NEED:** Unit District No. 20 has inherited from its formerly underlying districts a variety of educational values with each attendance center placing its own special emphasis upon particular subject areas and activities.

**STATEMENT OF NEED:** Unit District No. 20 should provide a well-balanced educational program with the correct emphasis on all facets of the educational program.

**PERFORMANCE OBJECTIVE:** By July 1, 1974, the administrator in charge of curriculum shall have formulated plans for the scheduling of the necessary time in each of the attendance centers to provide the correct emphasis on all facets of the educational program.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.c:** Unit District No. 20 shall provide for all students a program with equal educational opportunity and with equal emphasis on all phases of education.

**INVENTORY OF NEED:** Unit District No. 20 presently has attendance centers where students are not given equal educational opportunities with those in other centers.

**STATEMENT OF NEED:** Unit District No. 20 should provide an educational program in which all students are given equal educational opportunities.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall close attendance centers where it is not economically feasible for the students to receive equal educational opportunities.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, Unit District No. 20 shall provide similar curriculum opportunities, in attendance centers that remain in operation, to each of its students regardless of the attendance center involved.

**PERFORMANCE OBJECTIVE # 3:** By September 1 of each succeeding year, the Board of Education shall evaluate the instructional material, equipment, and facility needs of each attendance center to determine if equitable educational opportunities exist within the system.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.d:** Unit District No. 20 shall develop curriculum to meet the needs of all students in the areas of tobacco, drugs, sex, alcohol, and environmental education.

**INVENTORY OF NEED:** The students in Unit District No. 20 have a need for a continuing and updated educational program capable of disseminating information applicable to their needs in the areas of tobacco, drugs, sex, alcohol, and environmental education.

**STATEMENT OF NEED:** Unit District No. 20 should disseminate to its students enough information to make them aware of the complications and possible dangers involved with incorrect attitudes toward tobacco, drugs, sex, alcohol, and environmental education.

**PERFORMANCE OBJECTIVE # 1:** During the 1973-74 school year, attempts will be made to teach proper attitudes and information of the above subjects in the health and safety programs of each of the attendance centers of Unit District No. 20.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1974, the administrator in charge of curriculum will develop plans for the systematic study and implementation of a planned and formalized program of education concerning the above subjects in the total school curriculum.

**PERFORMANCE OBJECTIVE # 3:** By September 1 of each succeeding year, the administrator in charge of curriculum in Unit District No. 20 shall have evaluated and implemented into the program such changes as may be necessary by the then currently available information concerning tobacco, drugs, sex, alcohol, and environmental education.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.e:** Unit District No. 20 shall evaluate curriculum on a cyclic schedule so that continuous updating and improvement will be provided.

**INVENTORY OF NEED:** Unit District No. 20 does not presently have a systematic and recurring schedule for the re-evaluation of the different curriculum areas.

**STATEMENT OF NEED:** Unit District No. 20 needs a cyclic schedule for the continuous updating and improvement of each curriculum area.

**PERFORMANCE OBJECTIVE:** By September 1, 1973, the assistant superintendent in charge of curriculum shall have submitted to the Board of Education, plans for the evaluation of curriculum areas during the coming and some succeeding school years.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.f:** Unit District No. 20 shall develop new course offerings in psychology and sociology, as well as a course in "How to Study."

**INVENTORY OF NEED:** Unit District No. 20 does not presently have a course in psychology and sociology nor does it have a formally taught class in "How to Study."

**STATEMENT OF NEED:** Unit District No. 20 needs to give adequate emphasis to the curriculum areas of psychology and sociology, and needs to evaluate the possibility of incorporating into the curriculum a formal course on "How to Study."

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall offer, at the secondary level, a course in psychology and a course in sociology.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1974, evaluations will have been made about the feasibility of adding to the formal curriculum a course on "How to Study."



**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.g:** Unit District No. 20 shall form its own special education services applicable to the District's needs in learning disabilities, speech correction, and psychological evaluations.

**INVENTORY OF NEED:** Unit District No. 20 should provide for the needs of its special education students with special needs in learning disabilities, speech correction, educable mentally handicapped, and psychological evaluations within the facilities and environment of the District.

**STATEMENT OF NEED:** Unit District No. 20 should have within its own facilities, and under its own governance, classes for the educable mentally handicapped, learning disabilities, and speech correction students. Further, Unit District No. 20 should purchase adequate psychological evaluations and guidance in order to provide the correct emphasis and direction to its special education program.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall provide two EMH classes for its needy students.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, Unit District No. 20 shall provide for the learning disability and speech correction needs of its students with itinerate persons specially trained in each special area.

**PERFORMANCE OBJECTIVE # 3:** By September 1, 1974, Unit District No. 20 shall have evaluated its need for hiring a full or part-time psychologist to give direction to its special education program.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.h:** Unit District No. 20 shall provide improvement of articulation from one grade level to another within the District.

**INVENTORY OF NEED:** Unit District No. 20, being newly organized, does not yet have a standardized curriculum in all of its attendance centers. Quite often, students are being prepared to enter the same secondary program from different elementary programs originally designed to attain quite varied levels of performance.

**STATEMENT OF NEED:** The District should plan a program that would move the students from grade to grade, and especially from grade eight to nine, causing as little abruptness and change for the students as possible.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1974, an appropriate evaluation of the overall curriculum will have been done in enough detail to provide a systematic and orderly advancement year by year for the students in Unit District No. 20.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1974, a total educational program in Unit District No. 20 will have been designed to provide opportunities for students at various levels of maturity to exercise about the same levels of independence in caring for possessions, in moving from class to class, and in making independent and individual evaluations.

**Category 4: INSTRUCTIONAL PROGRAM**

**GOAL 4.i:** Unit District No. 20 shall provide a system of student evaluation that will adequately assess a student's strengths and weaknesses.

**INVENTORY OF NEED:** Quite a varied assortment of testing instruments and other evaluation measures are presently being used in Unit District No. 20. This does not allow for the equalized comparing of one student's potential and performance with another.

**STATEMENT OF NEED:** Unit District No. 20 needs a standardized system of evaluation that will provide a uniform system of measurement in potential and performance.

**PERFORMANCE OBJECTIVE # 1:** By May 30, 1973<sup>75</sup>, Unit District No. 20 will have conducted a testing program at the elementary level using a single measuring instrument.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, the central administrative office will have in its possession test results equating the strengths and weaknesses of one center with another.

**PERFORMANCE OBJECTIVE # 3:** By May 30, 1974, Unit District No. 20 will have decided upon and used a system of measuring student potential and achievement which will provide uniform emphasis in areas of learning in grades K-12.

**Category 5: SUPPORTIVE SERVICES -- HEALTH**

**GOAL 5.a.1:** Unit District No. 20 shall provide adequate health services for all its students to include an opportunity for any student to see a school nurse at some time during the day.

**INVENTORY OF NEED:** Unit District No. 20 has been and is presently engaged in the task of formalizing and standardizing the health recordkeeping of its students and employees. This task has been great enough that too little attention has been paid to daily health needs of the District's students.

**STATEMENT OF NEED:** Unit District No. 20 should provide adequate health services that will enable every child who wishes to see a school nurse for first aid or for personal health problems an opportunity to do so some time during the school day. Also, Unit District No. 20 should arrange the services of the nursing service personnel so that adequate coverage can be given to all of the attendance centers within the Unit for any emergency that arises on the part of the students.

**PERFORMANCE OBJECTIVE # 1:** By September 1, 1973, Unit District No. 20 shall have adequate nursing personnel of its own, or shall have made arrangements to share nursing personnel with the County Health Department, to meet the needs of its students.

**PERFORMANCE OBJECTIVE # 2:** By September 1, 1973, Unit District No. 20 shall have employed, on a part time basis, a clerical

**(Goal 5.a.1)**

helper for the nursing services personnel.

**PERFORMANCE OBJECTIVE # 3:** By May 30, 1974, Unit District No. 20 shall have made plans to incorporate the services of the nursing services personnel into the health curriculum of the different courses of the District. Nursing services personnel shall be used in a manner to provide for adequate demonstrations and techniques of first aid, and for class size or small group counseling on matters of personal hygiene.

**Category 5: SUPPORTIVE SERVICES -- HEALTH**

**GOAL 5.a.2:** Unit District No. 20's nursing staff shall be trained and oriented to provide guidance in matters of personal hygiene and other health problems.

**INVENTORY OF NEED:** Nursing services personnel of Unit District No. 20 should be oriented to the goals in our health curriculum and methods of furthering the students' education toward those goals.

**STATEMENT OF NEED:** Unit District No. 20 should provide adequate opportunities for the nursing staff and teachers of the health curriculum to meet and plan for sequential and daily practices in an effort to attain the goals as set forth in the health curriculum.

**PERFORMANCE OBJECTIVE # 1:** By November 30, 1973, the assistant superintendent in charge of pupil services shall have coordinated a plan of action between the nursing service personnel and teachers of the health curriculum to provide for frequent, informative lectures by the nursing service personnel, in formal classroom situations, concerning personal hygiene and other health problems. Such class session shall be segregated into boy or girl sessions as is necessary for the presentation of such health matters in a prudent fashion.

**PERFORMANCE OBJECTIVE # 2:** The assistant superintendent in charge of curriculum shall by September 1, 1974, have completed a tentative plan for the implementation of services of the nursing service personnel into the regular health curriculum.

**Category 5: SUPPORTIVE SERVICES -- HEALTH**

**GOAL 5.a.3:** Unit District No. 20 shall maintain health records with up-to-date entries concerning each student's immunizations and physical examinations.

**INVENTORY OF NEED:** Unit District No. 20 has inherited, from its different underlying former districts, health records in various steps of completion, and in many cases, no records at all.

**STATEMENT OF NEED:** Unit District No. 20 must canvas parents of those students who have no health records and construct health records containing entries of immunizations and physical examinations.

**PERFORMANCE OBJECTIVE # 1:** By May 30, 1973, the nursing services personnel, with the aid of a volunteer teacher's aid, shall have completed health records with all the then-known data on immunizations and physical examinations for each of the students in the school district.

**PERFORMANCE OBJECTIVE # 2:** By May 30, 1974, Unit District No. 20 shall have completed a program of inquiry of the parents of all the children who formerly had no records and of the local doctors and medical centers to complete as nearly as possible the records of all its students.

**Category 5: SUPPORTIVE SERVICES -- HEALTH**

**GOAL 5.a.4:** Unit District No. 20 shall provide screening services for the visual, hearing, and dental needs of its students.

**INVENTORY OF NEED:** The children in Unit District No. 20 cannot all be provided with adequate health services dealing with vision, hearing, and dental needs because of parental un-concern, low incomes, or other reasons.

**STATEMENT OF NEED:** Unit District No. 20 should provide for the screening of the vision, hearing, and dental needs of all of its students.

**PERFORMANCE OBJECTIVE:** During the 1973-74 school year, all the state-recommended periodical screening for vision, hearing and dental problems shall have been conducted by the nursing services personnel of the District.



**Category 5: SUPPORTIVE SERVICES -- SCHOOL FOOD SERVICES**

**GOAL 5.b.1:** Unit District No. 20 shall constantly strive to serve better and more nutritionally balanced meals.

**INVENTORY OF NEED:** Some of the children of Unit District No. 20 do not have a nutritional meal at home; therefore, the school must strive to provide them at least one nutritionally balanced meal each day.

**STATEMENT OF NEED:** Unit District No. 20 should provide each of its children with nutritionally balanced meals and should constantly strive to improve the quality of the meal.

**PERFORMANCE OBJECTIVE # 1:** By January 30, 1974, Unit District No. 20 shall have conducted a survey of its past menus and food planning practices to determine if there are any unknown or regularly recurring weaknesses in the planning for balanced and nutritional meals.

**PERFORMANCE OBJECTIVE # 2:** Unit District No. 20 shall continually strive to provide food service personnel with new menu ideas and new product information.

**Category 5: SUPPORTIVE SERVICES -- SCHOOL FOOD SERVICES**

**GOAL 5.b.2:** Unit District No. 20 shall provide a hot lunch for each of its students desiring to participate.

**INVENTORY OF NEED:** Some of the children residing in the District are not provided with the proper nutrition for the building of strong bodies and minds. A hot lunch program is in operation presently, and a system of free lunches as has been provided by the State and Federal Governments is offered to the students; however, there are students who do not qualify for the free lunches, nor do the parents provide them with sufficient money or sack lunches for the school day.

**STATEMENT OF NEED:** Unit District No. 20 should provide a method for those students who do not qualify for free lunches, and who do not have sufficient money to buy lunch tickets, to earn their lunches by means of a few minutes employment in the lunchroom operation.

**PERFORMANCE OBJECTIVE:** Unit District No. 20 shall have provided by September 1, 1973, a method by which any student who chooses may work for his lunch.

**Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION**

**GOAL 5.c.1:** Unit District No. 20 shall provide a system of transportation that will keep at a minimum the amount of student time spent riding on the school bus.

**INVENTORY OF NEED:** Children in Unit District No. 20 that live more than  $1\frac{1}{2}$  miles from school deserve and must be provided school bus transportation.

**STATEMENT OF NEED:** Unit District No. 20 must make every effort to waste as little of the childrens' time as possible in riding school buses over unnecessary miles and of waiting in the school for long minutes before or after riding the bus.

**PERFORMANCE OBJECTIVE:** By September 1, 1973, administrative personnel of Unit District No. 20 shall have developed a system of transportation designed to transport the children with as little wasted time and with as few unnecessary miles as possible.

**Category 5: SUPPORTIVE SERVICES -- TRANSPORTATION**

**GOAL 5.c.2:** Unit District No. 20 shall develop a well-organized and coordinated transportation system.

**INVENTORY OF NEED:** Due to the short amount of time between the formation of Unit District No. 20 and the opening of school September 1, 1972, it was impossible to provide a newly organized transportation system. Therefore, it was necessary to continue many of the bus routes that had been in existence as they had been formerly planned. As a result, many inadequacies became apparent but could not easily be corrected without the total reorganization of the transportation system.

**STATEMENT OF NEED:** Unit District No. 20 needs a newly organized transportation system oriented to the newly organized plan of attendance centers within the District and planned in such a way that will utilize feeder routes and relay techniques.

**PERFORMANCE OBJECTIVE:** By September 1, 1973, Unit District No. 20 shall have developed a transportation system planned around the newly planned pattern of attendance centers and designed to provide a system of relays that will avoid the routing of many buses over the same route.

**Category 6: STAFF DEVELOPMENT AND INSERVICE TRAINING**

**GOAL 6.a:** Unit District No. 20 will endeavor to promote inservice programs that are in keeping with Action Goals for the 70's.

**INVENTORY OF NEED:** Unit District No. 20 presently has no formalized plan for the systematic training and orientation of teachers through inservice programs.

**STATEMENT OF NEED:** Unit District No. 20 should provide adequate inservice training to promote a sequential educational program and promote the intentions of Action. Goals for the 70's

**PERFORMANCE OBJECTIVE # 1:** By January 1, 1974, the administrator in charge of curriculum and inservice training shall have developed a list of activities designed to evaluate the aforesaid need and designed to promote the orientation of our staff into a sequential evaluation of our curriculum. Such a plan shall be submitted to the Board of Education for their approval or disapproval by the above date.

**PERFORMANCE OBJECTIVE # 2:** By February 1, 1974, the administrator in charge of curriculum shall have begun a series of regularly scheduled meetings with the appropriate teaching staff to further professional competencies in the following areas:

- (a) Assessing intellectual development of the student
- (b) Formulating performance objectives
- (c) Evaluation of instructional materials
- (d) Sequencing of programs
- (e) Individualizing instruction
- (f) Evaluating pupil progress

**(Goal 6.a)**

**PERFORMANCE OBJECTIVE # 3: By July 1, 1974, the administrator in charge of curriculum and staff development shall have begun systematic reporting of the progress and of the findings of the workshop results of the aforementioned activities to the superintendent and Board of Education.**