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Planning for Improvement

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Eastern Illinois University

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PLANNING

FOR IMPROVEMENT

(TITLE)

BY

NOBLE FOREMAN WRIGHT

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
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PLANNING FOR IMPROVEMENT

by

Noble Foreman Wright

September, 1974

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FOREWARD

Change is a part of America. It is not always approved or greeted with enthusiasm. Sometimes it is even rejected. It has been good -- it has been bad! Generally speaking, it has been responsible for great strides and much improvement in the American educational system. Many of these changes and improvements have occurred haphazardly or through a natural progression of changes which occur when keeping pace with other advances in society. Vast resources, needs, or chance can no longer assure the continued improvements in education that our modern society needs and is now demanding. Future improvements must be carefully considered by educators, citizens and community constituents. Plans must be made to happen! They must be made to happen first, by defining what changes and improvements are needed, and second, by careful and systematic planning.

PART ONE

PLANNING FOR IMPROVEMENT

Chapter One

Rationale For School Planning

On June 21, 1971, in Rockford, Illinois a little girl barely able to see over the podium walked confidently to the microphone and told the State's Chief School Officer she usually received good grades from teachers she liked and poor grades from teachers she didn't like. She wondered why she couldn't have the right to choose her own teachers.

A simple enough question, asked sincerely and in good faith that someone would be able to provide an answer.¹

That summer day was the beginning of a movement in Illinois schools which has formulated and culminated in a most comprehensive educational planning program -- one which has been criticized frequently and perhaps unfairly -- one which has been denounced and objected to by many educators throughout the state -- one which has created many antagonists, yes, even enemies, on school boards in the State and may even cost Dr. Michael Bakalis the opportunity of being the first appointed Chief School Officer in the State of Illinois. As a result of public hearings held throughout the State during 1971, Bakalis caused to be published in May, 1972, Action Goals for the Seventies, an agenda for Illinois education. It is a most comprehensive program for educational planning. It calls for nine major substantive goals which specifies in broad language the desired eventual results of education. These goals are child or learner centered, long range in nature, and not locked into a specific time frame-work. The second, and perhaps most important is a statement of ninety-one "Action Objectives." These objectives are program orientated, time specific and product specific.

It is not the intent of this paper to criticize or laud the state of Illinois's current method of educational planning; only to point out that, even though Bakalis has often denied it, it is one which has been mandated and not one which was planned co-operatively and jointly agreed upon by local educators throughout the State.

The concern at this time is the need or justification for planning in the area of public education. Why the big push for planning? Is it a passing fad? Is there any justification? Can adequate progress be made without it? Doesn't America have the best public educational system in the world or are we indeed second and falling farther behind?

It is obvious to all observers of the American business scene that the most significant feature of the successes enjoyed by major companies has been their dependence upon planning:

Evidence of the growing importance attached to planning comes from a survey conducted in 1967 by the consulting firm of Herdrick and Struggles. The area that currently demanded the most attention, 471 presidents of large companies reported, was planning.²

Public Education is big business! One of the biggest in the United State! It is reasonable to assume that it too could develop a better product if more time, energy and resources were allocated to planning. Planning does not always spell success but it does produce results, (both good and bad) and this is what is needed in public education.

The reasons for planning are numerous. They will be listed and discussed but not necessarily in their order of importance: (1) The public looks at the schools as social change agents. (2) Schools are tax supported, so citizens have a right to know the goals and the direction we are headed, as well as, the services to be performed. (3) The public has a right to know about budgets and what they are designed to

accomplish. (4) Our present society is rebelling against tradition and stifling regulations. (5) Sputnik created a gap for us which had to be closed. (6) The energy crisis has presented another area of concern.

It has been said that America is the greatest country the world has ever known because of its educational opportunities; its philosophy to educate every boy and girl to the best of their ability. There is no doubt that this is one of the reasons that has led to our greatness. Is it possible for education to do all the things we are asking of it? Perhaps! It is true that schools are being pressured by the government, by sociologists, and by political planners to assume a greater role as a social change agent, i.e., to solve race problems, to eliminate hatred and prejudice and thus bring about an integrated society. Paul Miller states:

The chief implications for education is to design a laboratory for testing citizenship rights and responsibilities. We must develop the creativity necessary to lead to social invention and to send the individual forth with the same assurance of civic performance as polio vaccine is sent off the end of the assembly line of the industrial laboratory with confidence for prevention of a dread disease.³

The presentatives make it very clear that social change in America is accelerating and that the schools have an important part in maintaining a strong economy and in helping to deal with a wide variety of social problems. Ideas and concepts from the social science will be increasingly important for educators in tomorrow's schools.⁴

The needs have been stated -- the social problems are prevalent throughout America. If solutions to our major social ills are to be found, they will not be discovered like America. They will come through careful, thoughtful and intensive planning.

Back in 1647, in Massachusetts, a law was enacted which:

...Required towns to set up schools, supported either by fees or by the inhabitants in general, that is, by taxation.⁵

This perhaps was the beginning of tax supported schools in the United States which has no doubt evolved into the taxing system which support our schools here in Illinois today, the real-estate tax. Many have argued that it is not fair to citizens who have no children. The argument is no longer debatable but it does present a problem of rights. All citizens do have the right to know how their tax monies are being spent -- whether they are being spent intelligently, economically and in the best interest of society. Many educational programs have been promoted, organized and instituted without the public's involvement. Some have succeeded and others have failed without the tax payer being aware or knowing how or where his dollars were being spent. Many programs have been instituted with little or no planning. The whole process can become stale and stagnant! If the schools have a planned program and it is publicized, the parents, students and interested citizens who are alert will see that pressures are applied and the programs will be carried out to either successful conclusions or perhaps failures. The need for planning in government, including schools, is greater today than ever before. The general public is removed from the day to day operation and without a set of published programs, it has very little opportunity to know or be concerned about what is going on in the schools. David Ewing suggests that if there is a Plan:

...The public can make its voice heard more effectively for or against activities that support that program. Indeed, one may wonder why Americans have not demanded more planning, not less from government agencies in order to improve public control of them. It is extremely difficult to tell from records alone whether a particular agency is doing a good job of what it should be doing.⁶

There is a danger involved with publicized and co-operative planning which utilizes the interested citizens. It is an established fact that much planning is ineffective and often fails. Thus, a wise educational planner should make all those involved aware of the statistics. An alarmingly high failure rate has characterized the past efforts of executives in industry, government, the military and education. Ewing indicates that it is difficult to be sure of the rate of failure since:

...We must rely on general impression and observations. These seem to leave little doubt that plans and programs -- at least, those of significance in terms of investment, objectives sought and the amount of change desired -- have failed at least as often as they have succeeded, and probably more.⁷

The school cannot do all things for all people. It can try but more than likely it will be a failure. Zigler has stated:

...The school that attempts to satisfy all of these forces usually succeeds in satisfying none and is thereby branded a failure. But a failure at what? Who shall ever know whether the school is a success or failure until the goals of the school are clearly delineated and agreed upon by all segments of society.⁸

The idea of providing evidence of educational achievement received thoughtful expression in President Nixon's special education message to Congress in March, 1970:

School administrators and school teachers alike are responsible for their performance and it is in their interest as well as in the interest of their pupils that they be held accountable....We have, as a nation, too long avoided thinking of the productivity of schools.⁹

Chapter Two

Modern Planning Techniques

Educational budgets can be an important tool for developing new programs, public support for existing programs and an opportunity for reviewing goals and educational objectives, -- an accountability session. Under traditional budgeting procedures, it is difficult to use the budget as an instrument for changing programs. The administrator preparing a traditional budget assumes that existing programs will continue unchanged. Using the current year's budget as a base, he adds salary increases, increases mandated by law, and increases due to inflation for equipment and supplies. The combination of these items become the new budget total. In the process of building the traditional budget the major role is assumed by the school business administrators. The educators and lay citizens find only a mass of details that are of interest only to accountants. Many citizens have become disillusioned and discouraged due to the complexities and misunderstanding which have and can easily occur when trying to work with complicated budgeting. It is difficult to gain respect and financial support from a public which tends to believe that the schools are failing in their task or that they do not have a goal -- do not have a plan and thus are truly static and unaccountable.

Although it is recognized that spiraling inflation plays a major role in budget defeats, perhaps the most significant factor may be the displeasure of the voters with the schools themselves. The first question they ask is "What are we getting?", and it is followed by "Why can't the schools serve us better?"¹⁰

In August, 1965, the late President Lyndon B. Johnson, before a news conference, announced that he was imposing PPBS on the federal bureaucracy under his control. He described PPBS as a "very revolutionary system of planning and programming and budgeting throughout the vast Federal Government." Although there was a considerable lag in adapting PPBS to education, there have been significant efforts made. PPBS was one of the chief issues at the fifty-sixth annual meeting of the Association of School Business Officials (ASBO) at Seattle:

The conferees were told that nineteen had mandated some type of program budgeting and nearly two-thirds of the states were eyeing similar moves. Perhaps the single greatest catalytic agent for PPBS in education has been Horay J. Hortley whose book, Educational Planning--Programming--Budgeting: A Systems Approach, was the first major work in the educational area.¹¹

PPBS is essentially a tool; it is a framework within which the school, community, teachers, board members, administrators, and citizens can bring about the integration of the uncoordinated, sometimes competing, usually confusing activities performed by teachers, planners, and financial experts. The four components of a PPBS system are planning, programming, budgeting, and evaluating.

The traditional methods for preparing programs and developing objectives are totally inadequate. Those interested in improving education are beginning to take a serious look at PPBS as an alternative method for dealing with the complex problems facing them today:

PPBS is an approach to decision making that systematically integrates all aspects of planning and implementations of programs. PPBS is a process or mode of thinking about curriculum programs.¹²

Perhaps the one biggest need for a new look at educational planning is the complaints -- the dissatisfaction -- the challenge from the general public itself regarding the present operation of American schools.

Apparently, no other social institution in our society finds itself in more trouble than the American school system. Demands for improvement, innovations, solutions to all social problems, including sex, drugs, and racial discrimination are common to all educators and daily readings for all our citizens. They, in turn, are becoming alarmed and concerned. The new battle cry is for accountability. They are calling for these changes to be met at a time when inflation is running away and the passing of a tax referendum is virtually next to impossible.

In the past decade the clamor for innovation, flexibility, or more humane public schooling has placed the American schools front and center. We are in the lime-light. For example, Charles Silberman in his "Crisis in the Classroom," presents evidence that schools are for the most part grim, joyless, oppressive places.¹³ This book was widely read, very popular and accepted as gospel by many critics of American education. A recent study by George Gallup confirms this attitude of the American people toward education:

People continue to have a high regard for the schools of their community and they believe firmly that education is the royal road to success in America. Yet, there is undeniably a new mood in the nation with which education must reckon.¹⁴

People -- the citizens are asking many questions about the educational system in America today. They are not satisfied with status quo -- with the traditional long established American system. They are asking questions like these:

Does and should the educational system have a specific and carefully defined purpose and set of goals that are relevant to the current and emerging needs of its students? To whom and for whom is and should the educational system be responsible and accountable? Why does the school day usually have the same number of hours for all students? Why are classes of a standard number considered appropriate? Why are grade levels set up so rigidly?¹⁵

We are being confronted by the so called "inquiring mind" which is a product of extended or modern education, improved communications, increased leisure time and it is questioning the adequacy of existing provisions for education. There has been an open revolt against the "system"; there has been rebellion against rules, regulations and requirements set and rigidly adhered to by the national and local governments; and there have been innumerable demands for change. More and more citizens are convinced that there is a crisis in education. One writer has commented:

Within the next decade education will be changed. It will be changed first because it is headed straight into a major economic crisis; is in it. It is not that we cannot afford the high cost of education; we cannot afford its low productivity.¹⁶

Reform movements of the 1950's and 60's seen by many educators as the turning points in American public education have not materialized.

Silberman says:

...Nothing of the sort has happened; the reform movement produced innumerable changes, and yet the schools themselves are largely unchanged.¹⁷

On June 14, 1971, Dr. Michael Bakalis, Chief State School Officer from Illinois, made the following press release:

Education in Illinois is aimless, in many cases it has little relevance: our young find unenjoyable an experience which should be among the most meaningful in their lives and our elderly are deprived of the chance to understand our fast-changing world -- we must now cope with these long-range problems.

The public hearings on educational goals and priorities will serve to compile information about what the people of Illinois want their children to gain from public education. The state wide convention on educational goals and priorities will be composed of community leaders, working men and women, school administrators, parents, teachers and students.

...Can we say that education in Illinois is adequate when so many of our young people are unhappy in school and when most of our older citizens cannot return there?

I believe the people of Illinois are becoming increasingly convinced that their schools are not working. These people have a right to expect a fair ratio of success and benefit for every dollar they spend.

This right cannot be satisfied unless we have some understanding of where we want to go educationally in Illinois, and how we want to get there. This is why a master plan is so vitally important for without it we will be forced to continue to wander from crisis to crisis.¹⁸

On October 4, 1957, the Russians launched the first artificial satellite, Sputnik I. It was a 23 inch aluminum ball which sent radio signals back to earth from a height of 558 miles. This achievement awed the world, and it shattered the confidence and egotism of many Americans. Many questions were immediately raised about our educational system, our planning, as well as, our priorities. Crash programs, designed to catch up, were instituted. Congress approved large sums of money for these programs. Physics, chemistry and other physical sciences were given top priority in all educational systems throughout the country. Four years later, April 12, 1961, a young Russian air force officer, Yuri Gayarian orbited the earth at an altitude of 103 to 110 miles to become the first man to circle the earth in an artificial satellite. One month later, May 5, 1961, Alan Shepard became our first astronaut in outer space by traveling in an arc 117 miles above the earth. John Glen orbited the earth three times on February 20, 1962, and we had accomplished the objective of our "crash programs." In less than five years our technical and educational finesse had overcome a tremendous lead which the Russians had managed. There was no doubt that we were the greatest scientific nation in the world, yet we found ourselves far behind in the "Space Race" in 1957. We were pressured into crash programming -- plans were developed, -- priorities were given, -- monies were allocated, and it was only a few short years until America

through its technical knowledge, its tremendous resources, its system of government, the ingenuity of the people and its ability to carry out plans and achieve goals, surpassed the Russians, yes, and accomplished a goal which the Russians have yet to achieve, place a man on the moon and bring him back successfully. This example illustrates quite dramatically what effective planning can do. Results will not always be so spectacular, however, especially in the field of education.

Another urgent need for planning has been forced upon us most recently in the field of natural resources. This crisis is one with more serious consequences than any which this nation or the world has ever faced. True, world wars, atomic wars, can spell the doom of mankind, but the wise use of natural resources is a long term problem and one that can lead to the despair and the final demise of all living organisms on this earth.

There is very little, if any, information written on the roles of education with the energy crisis, but it is important that educational planners should assume a more active and responsible attitude in seeking a solution to this pressing problem. Politics and profits are involved, but we all know that sooner or later the present sources of energy will be depleted. We, in education, can with the co-operation of business and government seek solutions to the problem by and through co-operative long range planning. New sources of energy must be discovered. The public must be alerted to wise use of the remaining resources available. Planning will not create new sources of energy but it can prepare and lead the way to new discoveries of what is available to us.

Chapter Three

History of School Planning

Schools in early United States were mostly elementary -- teaching reading and writing with some arithmetic. There were no high schools per se, only a few early academies copied like the ones in Europe. These were for the elite or persons of means in polite society. Few early Americans were privileged to get any formal education at all, especially those on the frontier. Public schools did follow very closely after the migration of people to the West but again there were few, if any, academies. As people and cities became more settled and progressive they saw and felt a need for more education but it was bound traditionally to the elitist idea -- a program for the wealthy class who planned to attend Oxford, Cambridge, Yale, Harvard or other early universities. This idea prevailed for over 100 years and it was not until in the 1900's that any State passed a law requiring attendance in public schools.

The background of our present practice in state school administration extends to early colonial times. The Massachusetts laws of 1642 and 1647 were enacted by the colonial legislature for application generally to all communities under its jurisdiction:

The first law required parents and masters to instruct their children and apprentices in "the principles of religion and the capital laws of this country," and in some suitable trade. The latter act required towns to set up schools, supported either by fees or by "the inhabitants in general," that is by taxation.¹⁹

In some schools arithmetic was taught from the beginning. The

purpose was to prepare boys for commercial occupations, especially for commercial trade with England and Holland. By 1789, arithmetic was a legally required study in Massachusetts and New Hampshire, and by 1797, in Vermont. Yale required it as an entrance subject in 1745.

A very limited idea of the content of elementary school prevailed -- this applies, in fact, generally to all the colonies and to the infant states of the early national period. The "three R's" -- reading, writing, and in some schools arithmetic -- constituted the subject matter....The materials of instruction were extremely limited, and the goals seemed not so much to have been the imparting of useful knowledge as it was to keep children occupied and out of the way.²⁰

The young federal government strengthened the position of the State as the dominant educational agency when, in 1803, it assigned them control of school lands granted by Congress to the States. Until 1933, the federal government continued to follow the principal of dealing almost exclusively with state agencies in educational matters, rather than sub-divisions of the State.²¹

Through the eighteenth and first half of the nineteenth century, colonial and state legislatures voted more and more power to local school districts. The typical pattern of school administration was dominated by the district system. By the middle of the nineteenth century the defects of the local district system had become clearly apparent. In 1853, Massachusetts enacted a law looking toward the enlargement of districts by restoring a former plan of township organization. Since then, all states have passed laws providing means for the consolidation of local units.²²

In the United States the management of public institutions is lodged with the State governments, so that there are forty-eight educational systems. Each state conducts its school as it sees fit and is not required to account to any other authority.²³

Because of the absence of centralized national control, the American educational system is said to be decentralized.

As can be noted, most early planning in early American was mandated.

Chapter Four

Evaluation

Modern planning has introduced the process of "evaluation." No problem can or should be developed today without consideration of evaluating. It is as important to the total program as gas consumption is to the present day automobile. The evaluator can tell us many things about the program -- specifically, he can tell us: (1) if the goals have been achieved, (2) if the program needs to be modified, (3) if progress is on-going, (4) if changes have occurred resulting from the program, (5) what caused the failure, if there was one, and many other useful items.

The current emphasis on the evaluation of educational programs and curriculum can be ascribed largely to two factors; the investment of increasingly large sums of money in educational innovations and the related development of a variety of new curricula. Local and federal resources that are financing these efforts have become increasingly interested in evidence concerning the return on their investment. As a result, a built-in evaluation procedure has become a requirement for most proposals.

In the past there has been the tendency to think of evaluation as an effort to make an assessment of the worth of an innovation. It is now recognized that evaluation can serve a number of other functions:

One of these is the gathering of data while a program is being developed for the purpose of guiding the developing process. Scriven (1967) has termed this "formative evaluation." Another is the role of evaluation within an instructional pro-

gram, particularly an individualized system, in monitoring pupil progress. Since in this latter case evaluation information is used to adjust the curriculum to the need of the individual, it might be viewed as a type of continuing formative evaluation. Stake (1967) has stressed another aspect of the total evaluation task in his emphasis of the evaluator's obtaining value judgments concerning the overall worth of the innovation.²⁶

Formative evaluation must be concerned with four basic questions.

1. What goals should the program achieve?
2. What is the plan for achieving these goals?
3. Does the operating program represent a true implementation of its plan?
4. Does the program, when put into operation, achieve the desired goals?

Lindrall indicates that an evaluator must ask himself more questions as he probes for results:

- 1) Are the statements actually goals? An acceptable goal will describe a condition that can be observed. Objectives concerned with pupil achievement should be worded in behavioral terms that tell what the pupil will be able to do after he has had the given learning experience.
- 2) Are the stated objectives the real goals of the program? What is the real reason for developing the program?
- 3) Are the goals worthwhile?
- 4) Are the goals obtainable?²⁷

The assessment of the results of an educational program provide formative information for program modification and improvement. Assessment also serves the summative function of evaluation since it provides basic data for consideration of the program's future. To determine its effectiveness, one must assess to what extent the goals have been reached. This can be done through testing -- attitudes of students -- behavior -- attendance, etc. The important thing is to get information that provides evidence regarding goal achievement.

Beggs and Wick speak of "Outcome Evaluation." They suggest that measures should be made at the beginning and ending of the program:

If the resulting data indicates that change has occurred, causality is often inferred. That is, the program director, infers that the observed changes occurred because of the imposition of the program. Inferential statements must be made with great care, however, for changes may have been made due to force related in an unknown manner to the experimental condition or program.²⁸

In some situations it would be appropriate to obtain measurements while the experimental conditions were operating. This would be a kind of "continuous assessment." This kind of assessment still measures the same thing; whether the outcome behind the imposed condition is being met. Continuous assessment has other applications, one of the most important being measurement of attitudes and opinions. Used in this way, continuous assessment can either measure attitudes or it can be used by the administration to keep a finger on the pulse of the student body and community about issues affecting the school.

There is no doubt that evaluation is significant to all phases of the educational program and operation. Eiss says:

If evaluation is considered the foundation component of the system and is extended to the evaluation of more than the outcome of the system, provisions can be built into the system for continuous change that will keep the system operating smoothly and effeciently.²⁹

Chapter Five

Required Planning In Illinois

It was indicated at the beginning of this paper that a little girl presumably set off a reaction which developed into the "crash program" of mandated planning in the State of Illinois. The revised Illinois program for Evaluation, Supervision and Recognition: Circular Series Al60 asked that all school districts in the State begin a systematic planning process and submit a plan to the Office of Superintendent of Public Instruction by September 1, 1973.

This information was made available to school districts during the month of October, 1972, but it was not until in January, 1973, when a county-wide meeting was held by the Superintendents, Educational Service Region, that all educators fully understood that they indeed were going to be involved in a complex planning procedure.

The State had been divided up into districts and an Educational Specialist from O.S.P.I. was assigned to assist all school districts in his territory with the development of a unique school plan which would fit the required specifications of the State Plan.

The State suggested two ways of getting started. The school district could use information and data which is or was already available to them, such as, North Central evaluations, OSPI evaluations and goal statements from neighboring districts. In addition, the substantive goals as stated in "Action Goals for the Seventies" and in "Circular Series Al60

might be used as a beginning point of discussion in establishing a first draft. From this information, a district could develop a draft of goals for discussion by various individuals and community groups for reactions and suggestions. Another method might be to organize a series of "open-ended" meetings with various community groups. The meeting would be centered around the general question: "What should be the student and system goals of our district?" These were only suggestions. The districts were told to use their own initiative and develop plans specifically for their communities.

A very important phase of the Illinois Plan is that there will be "community involvement" with the development of this plan. It would be very easy for educators and board members to develop plans which were not significant or pertinent to student and community needs. The Plan specifically calls for Boards to seek the advice and counsel of the various publics and clients of the district (parents, lay citizens, students). There was no one specific way the plans were to be developed except that, as a basic criterion for approval of the local district plan, the advice and counsel of the clients and publics must be considered.

By using the above format, a district should commence the task of developing goals -- (student and system). The Plan suggest that this could best be accomplished by first establishing an inventory of needs of its current status. By the process of self-examination a community or district would be able to determine what its current educational status was and where or how far it should go toward seeking solutions to its problems. The next step in the planning process would be to establish performance objectives. These would be written statements

of specific measurable results including who would accomplish what and by what date it would be accomplished. System performance objectives were to be completed with the plan by September 1973. The student objectives did not have to be completed by that time. They should, however, be started during the 1973-74 school term.

The next step was to design programs (a set of activities) to achieve the performance objectives.

...The performance objectives state results or outcomes and among other things, outline specifically what must be done. The program, (i.e., set of activities) addresses itself to the manner it is to be done. The set of activities represents the techniques, methods, tasks and/or course of action taken to achieve the results specified in a performance objective or objectives.³⁰

Districts were not required to develop their programs of activities within a certain time limit, since they are such an important part of the planning process. Instead, they were asked to submit outlines detailing how they planned to go about developing the programs and who would be involved.

There is a special requirement concerned with staff development. The districts had to describe how they planned to improve and up-grade their staff. If staff improvement requirements were already enforced, they should be listed in the "Staff Development" category and briefly describe the process used to develop them. Finally, the State asked that we include in our planning a method of evaluation. As we have indicated earlier, no plan is complete without evaluation. It is suggested that the purpose of the evaluation is to provide Board member, teachers and administrators with information which would be used to determine the extent to which the goals and objectives were being met and also the need, if any, for revising objectives or programs.

They suggested that we use "Process" as well as "Outcome" evaluations. The process technique would provide checkpoints along the way so plans could be reviewed and refined. The outcome evaluation would tell us whether or not the desired results had been accomplished. Thus, the evaluation system will provide the Board and the educators with information about the success or failure of their current programs, so they will be able to make wise and appropriate descisions about future progress for the district.

IN SUMMARY

Many educators would prefer the good old days when educational problems were simple, localized, and could be solved by face to face conversations among a few people. Many educators will feel that the complexities of the modern world, the new management and planning procedures threaten their independence and will visualize being replaced by a computer. Of course, this is ridiculous, because when properly used, these new educational planning procedures will increase their power and control over the complete educational process. By failing to keep abreast, the administrator may soon find that he is like the farmer without a tractor; he's still in control of his mule, but he may have lost control of his farm.

Improvement of learning opportunities within the educational system is a continuing, on going, and vital need for modern education. Societies change -- so do the needs of societies. Because of these changes, it is important that opportunities and learning procedures for the modern child keep pace through change. Changes, however, must not be allowed to just merely "happen" or to occur by chance. They must be planned -- and made to happen -- if they are to result in needed improvements.

State educational agencies, such as the O.S.P.I., by virtue of their responsibilities, are in the best position to develop plans for improved education and learning. Such planning efforts are not, however, the exclusive responsibility of the State. Other groups and organizations must and should also be actively participating in improving the pro-

visions for learning. Adequate state leadership can, however, serve to provide more appropriate procedures for the analysis of alternative courses of action, including the selection of appropriate goals; and the development of program objectives that can be utilized for better guidance and control of the system. Such leadership if executed co-operatively with local educators can help to provide answers to the complex questions that face education and establish a sound basis for determining public policy in education. As Gardner has emphasized:

The years ahead will test this nation as seriously as any we have known in our history. We have plenty of debators, blamers, provocateurs. We don't have plenty of problem-solvers. A relevant call to action would address itself to that complacent lump of Americans who fatten on the yield of society but never bestir themselves to solve its problems, to powerful men who rest complacently with out worn institutions, and to Americans still uncommitted to the values we profess to cherish as a people.³¹

The students of today and tomorrow are stepping into an unbelievably exciting and new kind of world. Their world will demand a new kind of person; a person with flexibility and filled with a new version of freedom, a person who thrives on seeing and solving both simple and complex problems. Helping to prepare students for that world is undoubtedly the biggest challenge that has ever faced American education and it can best be met through co-operative planning which involves society at all levels.

FOOTNOTE REFERENCE

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PART TWO

PLANS FOR IMPROVEMENT

INTRODUCTION

The attached plan has been reviewed and accepted for presentation in compliance with the Circular Series A-160 in partial fulfillment of the Standards of Recognition and Supervision in the Office of the Superintendent of Public Instruction.

This final document was approved at a regular meeting of the School Board of the Assumption Community Unit School District #9, Assumption, Illinois on November 19, 1973.

Noble Wright
Supt. of Schools

Paul Jones
Board President

DESCRIPTION OF THE SCHOOL DISTRICT

Assumption, Illinois is located in south central Illinois on Highway 51. The population of the 1970 census was 1,555, but is now estimated to be 1,600. The community population consists mostly of retired farmers, factory workers employed in Decatur, and persons involved in local retailing.

The Assumption Community Unit District #9 was formed in January 31, 1948. The vote from the rural and urban areas was 561 in favor and 74 opposed. The size of the district at its formation was 99 $\frac{5}{8}$ sections located in Christian and Shelby counties. With the exception of three land exchanges, in which almost even parcels were exchanged, the district has not changed in size.

The district has two buildings housing grades 1-6 and 7-12 and an additional administrative office for the superintendent. The elementary school wing with grades 1-2 was built in 1959. The wing with grades 3-6 was completed for use in 1968. The Jr.-Sr. High building was completed and occupied in 1968. Also, Assumption has a Catholic School which was completed for use in February, 1969. It provides classroom for students in grades 1-8.

The enrollment of the district is 38 students in kindergarten, 223 in grades 1-6, 98 in grades 7-8, and 193 in grades 9-12. Total enrollment is 552. Twelve students from Assumption are enrolled in EMH or TMH classes in Pana and Taylorville. This is part of the

special education services offered by the county. Other services include a visiting nurse, a speech correctionist, a psychologists, a LD teacher and a film library.

Assumption had taken part in Title I and II programs of the NDEA in past years at both levels.

Kemmerer Village, which is a foster home for unwanted, under-privileged children as well as state wards, is located within the school district. All children are of school age and attend the public school in Assumption. Special Title I remedial programs are provided for these students both during the school term and the summer.

Chapter One

Development Of The Plan

When it was apparent that a school plan as recommended by the Office of the Superintendent of Public Instruction in Circular Series A-160 was to be a requirement the Assumption administration, board members, teachers and citizens attended a series of meetings, which commenced in January, 1973, on the need for planning, the advantages of planning and how to establish the plan. The Assumption administration worked closely with Mr. Ray Schaljo, Educational Specialist, from OSPI regarding the specifics of the Plan. Of particular importance to plan development was the involvement of lay citizens.

A log of all activities will be attached, which will note how parents, citizens and students participated. Information concerning plan development was published in the local paper. Meeting times were announced and the public was invited to attend and participate in the formation of "institutional and student goals". A few parents did assist with these initial efforts. Students, parents, faculty and other interested citizens were requested to submit any ideas they had for "student goals". On March 6, at an "open meeting" twelve student goals were selected from all that had been submitted up to that time. It was decided to present these goals in the form of a questionnaire to the public and students. On March 19, the results of the questionnaire was tabulated and presented to the Board. Four student goals were adopted by the Board as a result of the questionnaire. System goals were developed by a committee composed of boardsmen,

faculty and administration.

On March 23, at an "open meeting with the public invited, it was decided that the development of the goal objectives and needs should be completed by committees composed of staff members who were connected with or closely concerned with each topic or area of concern. Committees composed of either two or three members were selected. Workshops were then established to instruct the members how to develop the goal objectives and the sequence as outlined by the A-160 guide. Progress with the plan was to be reported to the Board and public at regular monthly intervals.

Detailed Log of Events
Leading to the Development of
Assumption's School Plan

January 22, 1973 - Ray Schaljo, Educational Specialists from the Office of the Superintendent of Public Instruction, visited with the Unit School Superintendent, explained the new requirements of Circular Series A-160, including the need for advanced school planning and the development of a School Plan.

January 25, 1973 - All Assumption School Board members, administrators and designated faculty members attended a meeting at the Holiday Inn East in Springfield, Illinois. The Office of the Superintendent of Public Instruction held an informational workshop, designed to explain more fully the need for the "plan", the advantages of planning, how to implement it and answer any other questions which Districts might have concerning this new requirement.

February 19, 1973 - The School Board and the administration appointed a committee to assist the administration in the development of the "Plan". The committee was composed of two Board members, three administrators and two faculty members.

February 26, 1973 - The Committee went to Taylorville Junior High School for a county wide meeting which was designed to instruct, those people charged with the responsibility of developing the plan, how to develop specific parts of the plan.

March 2, 1973 - Mr. Schaljo met with the Jr.-Sr. High School staff and discussed procedures for implementing the plan, including the development of goals and behavioral objectives.

March 6, 1973 - Mr. Wright, Unit Superintendent, called a meeting of the committee and all interested citizens to meet at 7 P.M. and discuss the Plan, specific goals and a "plan of action". The meeting was announced a week in advance in the local paper. The decision was made at the March 6th meeting to adopt twelve goals which would be presented to the students and the public.

March 9, 1973 - A questionnaire, with twelve student goals, was presented to the public in the local newspaper. They were asked to rate them, selecting the three which they felt was most important to our students and community. The questionnaires were sent home via students in the grade and St. Mary's schools. Parents were requested to return them to the schools. All Jr.-Sr. High students voted on the goals at school. The questionnaires were presented to interested citizens groups and discussed. Both school faculties rated the goals. Thirty-two per cent of the questionnaires sent home were returned. Eighty-three percent of the students completed the form.

March 16, 1973 - The Committee announced and held an "open meeting" with the public invited, at 3:30 P.M. All questionnaires were tabulated. It was decided to present the highest seven goals to the Board for their consideration and adoption. Institutional goals were discussed, which included how they were to be developed.

March 19, 1973 - The Board of Education adopted the four highest rated student goals and made suggestions regarding the institutional goals which were presented.

March 23, 1973 - At an "open meeting" with the public invited, staff members were selected to develop the student goals. This would include the development of inventory of needs, statement of needs, performance of objectives, program of activities and evaluation of the plan.

Recommendations were given for the "Institutional goals" and it was suggested that a special board meeting would need to be called for their adoption.

Student Goals and Staff Assignments

1. "To develop and maintain physical health."

Frances Fisher - Gilbert Jones - Carol Throneburg

2. To become involved in a variety of socially acceptable and personally satisfying leisure-time experiences which contribute to either personal growth or wholesome group relationships.

Ann Kraemer - Nancy Huber

3. The educational system must provide opportunities which help students master the basic skills of reading, communications, computation and problem solving.

Ann Morrow - Vincent Zuber - Ramona Stalets - Linda Abell

4. The educational system must provide an environment which helps students, parents and other community members demonstrate a positive attitude toward learning.

Lois Jones - Robert Dagner

April 3, 1973 - A special board meeting was called for the purpose of adopting a set of Institutional goals. The goals presented to the Board were discussed, modified, evaluated and eventually adopted.

April 3, 1973 - The Unit Superintendent met with Mr. Schaljo to discuss the progress of our plan. The plan was reviewed and further information regarding the format of the plan was discussed. It was discovered that we had completed the requirements for student goals. It was recommended that we delay any further work in this area.

April 5, 1973 - An open meeting with the planning committee was held to discuss the adoption of the Institutional goals. The committee was notified that the completion date for the school plan had been set back from September 1, 1973, to January 1, 1974. The committee decided to continue work on the plan but to notify the staff committee that the completion date for their "outline plans" had been set back to May 15. The committee also appointed "staff committees" to work on the system goals. Goals number 2 and 5 will be completed by the administration. Other assignments were as follows:

1. Governance Policy and Practices

School District #9 should revise and up-date the written policies, including policies on student discipline and non-certified personnel.

Wayne Brownback - Trudy Jan List - Virginia Cunningham

2. Administration Structure and Practices

School District #9 should develop a public relations plan which will keep both the public and the school staff aware

of all school concerns.

Administration

3. Rights and Responsibilities of Individuals

School District #9 will up-date the student handbooks and make them available to students and parents.

Irene Sherwood - Alice Lowrance - Thomas Gregory

4. Instructional Program

School District #9 will improve the services between the classroom and the Media Center.

Maurice Nowlin - Barbara Nourie - Mary Dettro

5. Support Services

School District #9 shall provide top-quality support services (food, health and transportation) and continue to revise and up-date present health services.

Administration

6. Staff Development

School District #9 shall develop a program which will encourage further staff improvement.

Sam Simon - Donna Deputy - Opal Potter

April 9, 1973 - Mr. Adams, High School Principal, will meet with all staff committee members and outline work and plan procedures for the development of need statements, performance objectives, program of activities and evaluation.

All members were asked to turn in their outlines for each goal, both student and institutional, by June 1, 1973. They were to be

turned in to Mr. Wright.

During the summer, outlines were reviewed. Several committees failed to understand their assignment and did not complete their outlines in acceptable form. It will be necessary to meet with each staff committee and review their reports and make recommendations.

August 1, 1973 - Two of our "Plan Committee" members have moved out of the District. It will be necessary to replace them. Mr. James Dwyer, the new High School Principal, will replace Mr. Adams. Mr. Charles Clausen will replace Trudy Jan List on the committee.

September 13, 1973 - The Superintendent met with Mr. Schaljo to review the progress of the plan and evaluate the work of staff committees. Several changes needed to be made in each of the institutional goals formats. Two of them needed to be completely re-done.

We set up target dates for completion of the plan and final submission to the Board for approval. A completed copy will be submitted to the Board for consideration on October 15. A revised copy will be sent to Mr. Schaljo on November 1. We plan to submit the completed plan to the Board on November 19 for final approval.

It was discovered that the student goals were too much related to the institutional goals. Student goals will need to be revised.

September 14, 1973 - A meeting was held with the school administration, Mr. Brownback, Mr. Dwyer and Mr. Wright. Plan progress was reviewed, along with the need for the revision of institutional and student goals. It was decided that meetings with individual committees should be arranged.

September 15, 1973 - Arrangements were made to meet with goal #3 committee. Their outline needs complete revision. Set up meeting date with committee for institutional goal #4. They need to develop an "inventory of need statement" and make other minor revisions. Set up meeting date with the committee for institutional goal #6. They need to completely revise their plan. The committee for institutional goals #1, 2 and 5 did a good job and only minor changes in their plans were made, no meetings were necessary.

September 19, 1973 - Mr. Wright met with committee #2 and discussed the necessary revisions for their goal.

September 20, 1973 - Mr. Wright met with committee #4 and 6 and discussed the necessary revisions for their goals.

Arrangements will be made in the near future to meet with all student goals committees and discuss the changes which need to be made.

September 25, 1973 - An article was published in the local paper informing the citizens of the progress of the plan and the date when the first draft of the plan would be presented to the Board for discussion and revisions. The public was given an invitation to this meeting.

October 15, 1973 - The first draft of the Assumption School Plan was presented to the Board of Education. The Board chose to take the document home for study. Final approval and adoption will be considered at the November board meeting.

November 19, 1973 - The Assumption School Board after making a few minor changes adopted the Plan to become effective when the State gives their final approval to the Plan.

March 4, 1974 - Mr. Wright received a letter of commendation from Dr. Michael Bakalis congratulating the Assumption School Board for their efforts connected with the development of the "Planning for Improvement" plan which had been submitted to and approved by the Office of the Superintendent of Public Instruction, State of Illinois.

March 5, 1974 - A bulletin was issued to the chairmen of the Student Goals Committees advising them that their goal outlines for the School Plan should be completed by May 1, 1975.

March 10, 1974 - Individual meetings were held by Mr. Wright with each student goals committee chairman for review of their outlines.

April 22, 1974 - All student goal outlines were completed and approved for the school plan.

May 29, 1974 - At a faculty meeting Mr. Wright reviewed the progress of our School Plan, the accomplishments of the plan's goals achieved during the 1973-74 school term, the future activities, the Developmental Learner Objectives which are to be started during the next school term.

THE PURPOSE OF THIS QUESTIONNAIRE IS TO HELP THE SCHOOLS
DEVELOP A PLAN WHICH WILL IMPROVE STUDENT ENSTRUCTION

Student Goals Questionnaire

- ___ 1. To explore and become aware of their aptitudes and to develop habits basic to occupational proficiency.
- ___ 2. To develop and maintain physical health.
- ___ 3. To develop and maintain mental health.
- ___ 4. The educational system must provide experiences which result in habits and attitudes associated with citizenship responsibilities.
- ___ 5. To provide opportunities to develop appreciation and expression in the arts.
- ___ 6. To learn about natural and physical environment and its effect on ecology.
- ___ 7. To become involved in a variety of socially acceptable and personally satisfying leisure-time experiences which contribute to either personal growth or wholesome group relationships.
- ___ 8. To have experiences which contribute to personality and character development.
- ___ 9. The educational system must provide opportunities which help students master the basic skills of reading, communication, computation, and problem solving.

10. The educational system must provide an environment which helps students, parents and other community members demonstrate a positive attitude toward learning.
11. The educational system must provide an environment which helps students adapt to a world of change.
12. The educational system must provide an environment which brings about appreciation for and positive attitude toward persons and cultures different from one's own.

The above statements lists the student goals which were proposed by the group of citizens who met Tuesday evening, March 6.

We are asking all interested citizens and students to rate the above goals 1, 2, or 3. Rate those three which you feel will contribute most to the students and citizens of this community.

Please return your questionnaire to the schools by Wednesday, March 14.

Thank you

Chapter Two

Goals

A. Student Goals

1. Students will be encouraged to develop and maintain both physical and mental health.
2. Students will become involved in a variety of socially acceptable and personally satisfying leisure-time experiences which will contribute to either personal growth or wholesome group relationships.
3. Students should master the basic skills of reading, communications, computation and problem solving.
4. Students will be encouraged to demonstrate a positive attitude toward learning.

B. System Goals

1. Governance Policy and Practice

School District #9 should revise and up-date the written policies, including those concerning students, all staff members and the Board, and provide for a revisionary process consistent with changing needs and make them available to the public.

2. Administrative Structure and Practice

School District #9 will develop a public relations plan which will keep both the public and the staff better informed about all school concerns.

3. Rights and Responsibilities of Individuals

School District #9 will up-date the student handbooks and make them available to students and parents.

4. Instructional Program

Goal #1. School District #9 will improve the services of the resource center.

Goal #3. School District #9 will make physical improvements in the resource center.

5. Support Services

School District #9 shall develop procedures which will maintain and continuously improve food, health, and transportation services for students in the Assumption School District.

6. Staff Development

School District #9 shall develop a program which will encourage further staff development.

Chapter Three

Goals, Needs and Objectives

CATEGORY I: GOVERNANCE

GOAL: School District #9 should revise and up-date the written policies, including those concerning students, all staff members and the Board, provide for a revisionary process consistent with changing needs and make them available to the public.

INVENTORY OF NEED: All certified, non-certified personnel, student body and public have a vital concern in a body of articles defining the district's policies. At present the district does not have an over-all written set of policies that encompass the total needs of all segments of the school society nor have the limited present written policies emerged through the ~~maximum~~ impact of those affected by the policy.

STATEMENT OF NEED: We need to develop a continuous program which will keep all Board policies current.

PERFORMANCE OBJECTIVE: By September, 1975, the Board and School Administration shall establish guidelines for the development or updating of policy for all personnel employed by the district.

PROGRAM OF ACTIVITIES: 1) The completed document will be the product of inquiring into all phases of school district operation. Each person who is affected by the school program will find some opportu-

ity for sharing in the completion of the program guides.

2) The Board and the administration shall devise and direct the method of creating the fullest and broadest documentation of individual and group needs, bearing in mind that the total district philosophy shall not out weigh the basic need of individual recognition.

3) All phases of the document will be completed by June, 1976, and ready for adoption by the Board.

EVALUATION: Within two years of the date of adoption, the Board, by virtue of its collective responsibility, shall direct the chief administrator to form committees from the contributing sources, to evaluate in terms of time and need and to make specific recommendations for amending the policy.

The measure by which a continual evaluation shall be made is the establishment of a process which will make the documents available to the consistently changing needs of and varied demands of the total district population.

CATEGORY II: ADMINISTRATIVE STRUCTURE AND PRACTICES

GOAL: School District #9 will develop a public relations plan which will keep both the public and the staff better informed about all school concerns.

INVENTORY OF NEED: There are times when the staff and the community do not understand the complexities of school management -- especially financial.

STATEMENT OF NEED: We need to keep our public aware of our problems.

We cannot expect their support if they do not understand.

PERFORMANCE OBJECTIVE: During the school year 1973-74 the Assumption school administration will develop a program of activities designed to inform both the public and the staff more completely of all problems facing the Assumption Community Unit District #9.

PROGRAMS OF ACTIVITIES: 1) Review the current school budget with the faculty at the opening teachers' institute.

2) Each summer prepare a report on school finances and make the report available to various social clubs and organizations.

3) Publish a resume of each monthly Board meeting and send a copy of the minutes to both faculty lounges.

EVALUATION: Public education needs the support of its constituents during these times of financial crisis. Assumption schools due to their loss of student population will need more local support in the near future. The success of this program will strengthen and sustain the base which is needed for the progress of the educational programs in Assumption.

CATEGORY III: RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

GOAL #1: Every student in Assumption Community Unit District #9 should be aware of the rules and regulations of the school district and the school he or she attends.

INVENTORY OF NEED: There is no student handbook in the elementary or junior-senior high school on the topic of student behavior. This has caused difficulties in times of disciplinary action and in orientation efforts.

STATEMENT OF NEED: Unit District #9 needs to develop student behavior policies and a clear statement of disciplinary action.

PERFORMANCE OBJECTIVE: 1) During the second semester of the school year 1973-74 the district will assemble and publish a student handbook for the Junior-Senior High School.

2) By January 1, 1975, a handbook will be assembled and published for Bond Elementary School.

PROGRAM OF ACTIVITIES: The Committee of Rights and Responsibilities of Individuals together with building principals and student representatives will compile and publish or supervise the compilation and the publication of these materials.

EVALUATION: 1) The distribution and use of these student handbooks should result in the smoother operation of the schools of the district in the matter of the discipline, rights and responsibilities of pupils.

2) The adoption and use of these materials should reduce confusion among faculty, students and parents in regard to the policies, rules and regulations of the school district.

CATEGORY IV: INSTRUCTIONAL PROGRAM

GOAL #1: School District #9 will improve the services of the resource center.

INVENTORY OF NEED: The resource center is not available during all periods of the day for students and classes. Also, students do not know how to use all the visual aids equipment. Seventh and eighth grade students have never used a resource center before. Ninth graders need a refresher course.

STATEMENT OF NEED: There is a need to encourage students to use the resource center.

PERFORMANCE OBJECTIVE: By the fall of 1974, a course study on the care and use of the resource center will be initiated by the director of the resource center.

PROGRAM OF ACTIVITIES: 1) A comprehensive course of study on "the use of the Resource Center" should be taught to the seventh graders and reviewed during the ninth grade.

2) The resource center should be available to students, faculty and community as a learning center.

3) The resource director should train student aids in the use of resource center equipment and should award them for their services.

EVALUATION: This program should expand and improve the services being offered. There will be a questionnaire published in the student newspaper in the spring of 1975, for students and faculty to evaluate the new program of activities employed in the resource center.

GOAL #2: School District #9 will make physical improvements in the resource center.

INVENTORY OF NEED: Materials have not been adequately cataloged and there have been duplications. Some materials are no longer current or accurate. The grade school does not have a resource center or a central catalog system.

STATEMENT OF NEED: There is need for improving cataloging and communications about available materials in the resource center and at the grade school.

PERFORMANCE OBJECTIVE: By the fall of 1974, organization and communication improvements will be initiated by the director of the resource center.

PROGRAM OF ACTIVITIES: 1) All reference materials will be kept up to date.

2) The resource center should strive to increase the budget until it meets the needs of modern education.

3) All visual aids and books should be cataloged by the director in the center even if they are not stored there.

4) The teachers should be encouraged to submit a list of materials that they wish to use to the director of the center.

5) The director should keep teachers and students informed as new materials become available.

6) All books and materials should be cataloged in one central cataloge so they may be used by all teachers.

EVALUATION: There will be a questionnaire developed by the director and circulated with the faculty and administration to evaluate the improvement of the program. This should be completed by May, 1975.

GOAL #3: School District #9 will develop a comprehensive health education program.

INVENTORY OF NEED: Not all class levels are currently receiving classroom health education.

STATEMENT OF NEED: Our health education program needs to be reviewed and planned so it meets all the requirements which have been mandated by the new State Health Education Program.

PERFORMANCE OBJECTIVE: By December, 1975, a student goals committee will start to develop such a program.

PROGRAM OF ACTIVITIES: A comprehensive health program will be developed and recommended to the Board for implementation by August, 1974.

EVALUATION: The program will be submitted to the Health Department, O.S.P.I., for their evaluation and approval. A pre-evaluated and post-evaluation test will be developed as a part of the plan. This will be used to determine the level of success of the program.

CATEGORY V: SUPPORT SERVICES

GOAL: School District #9 shall develop procedures which will maintain and continuously improve food, health and transportation services for students in the Assumption school district.

INVENTORY OF NEED: We feel our present support services are current and efficient. However, we realize that factors such as changing

enrollments, inflation and material shortages will require a constant monitoring system of these services.

STATEMENT OF NEED: Our services always need constant and continuous upgrading.

PERFORMANCE OBJECTIVE: By January, 1975, the school Board will appoint committees for support service areas.

PROGRAM OF ACTIVITIES: 1) Each committee will study the respective program and make recommendations for improvements to the Board.

2) Studies will be completed by June of each year so the Board will have time to act on the recommendations.

EVALUATION: A questionnaire will be developed jointly by the committee and administration. This questionnaire will be circulated each April in order to evaluate the services of each program. Improved services should be the result of this review.

CATEGORY VI: STAFF DEVELOPMENT

GOAL: School District #9 shall develop a program which will encourage further staff improvement.

INVENTORY OF NEED: It is necessary for all teachers and administrators to keep up with the modern trends in education, and at present requirements are not made past the Masters degree.

STATEMENT OF NEED: District #9 needs to establish a requirement whereby each teacher is required to complete one course of college credit every four years no matter what level of education is achieved.

PERFORMANCE OBJECTIVE: Beginning in September, 1974, the district will require that all teachers and administrators will complete a 3 semester hour college course every four years, regardless of educational goals already achieved.

PROGRAM OF ACTIVITY: During the first semester of 1974, the administration will check all staff files and report requirements to those who do not meet the standards set.

EVALUATION: The success of this program should result in: a) teachers who are knowledgeable of modern trends in education; b) more new and better programs being promoted in our school.

STUDENT GOALS:

GOAL #1: Students will be encouraged to develop and maintain physical and mental health.

To further develop K-6 physical education programs.

INVENTORY OF NEEDS: There is no definite health curriculum nor textbooks being used in K-12 grades for health education. There is need at the K-6 grade level for the assignment of a full time P.E. teacher to that building.

STATEMENT OF NEED: By the Fall of 1974, the survey and evaluation of the present Health curriculum will be completed and by the Fall of 1975, a Health curriculum, meeting the set State standards will be implemented at the K-12 grade levels.

PROGRAM OF ACTIVITIES: 1. Have conducted health curriculum meetings.
2. Have surveyed Unit #9 school system of Health Education

being conducted.

3. Have made inquiries to universities and colleges concerning Health Curriculum plans and Health Education books available.
4. Have reviewed present Physical Education Policies at the K-12 grade levels.

EVALUATION: By the Spring of 1975, evaluate and readjust program to meet State requirements.

GOAL #2: Students will become involved in a variety of socially acceptable and personally satisfying leisure-time experiences which will contribute to either personal growth or wholesome group relationships.

INVENTORY OF NEED: There are no co-recreation activities during junior high and high school noon hours.

PERFORMANCE OBJECTIVES: When the schedule is drawn up for the following year during the year, it is necessary that no P.E. classes be scheduled during either junior or high school noon hours.

A committee of volunteer students and supervising faculty members will set up a program for noon hour indoor sports to be held in the gym. Teams will be mixed sexes.

PROGRAM OF ACTIVITIES: The student committee will take a poll to determine which sports are desired for their co-recreation activities. (example: volleyball, badminton, ping-pong.) The students will set up a rules committee with the help of the physical education teachers for the purpose of setting up gym rules and general rules of behavior. This committee will also set up discipline action to be taken against the

violators of rules, and will enforce the rules themselves.

EVALUATION: The students will take a poll to evaluate the noontime co-rec sports program. The results of the poll will determine if the program will be continued the following year.

GOAL #3: Students should master the basic skills of reading, communication, computation and problem solving.

INVENTORY OF NEEDS: A. There is no organized reading program in grades one through eight geared to each individual student's ability.
B. There is a lack of conformity in the language textbook series in the first eight grades.
C. There is no math courses at the freshmen high school level to accentuate pupil's immediate skills.
D. Math teachers are not aware of the content skill areas covered in each other's programs.

These needs have caused difficult transitions for the students from the grade school level to the Jr. High level and also from the Jr. High level to the high school level.

STATEMENT OF NEEDS: District #9 needs to develop a multi-level reading program in grades one through eight. There is also a need to develop conformity in the language arts and math programs.

PERFORMANCE OBJECTIVES: By the Fall of 1975, grades one through eight will have put into effect a multi-level reading program; a new language textbook series for grades 1-8. By the Fall of 1973, a new math teacher will be hired to help with the math program in the jr.-sr. high schools.

PROGRAM OF ACTIVITIES: 1. Each teacher will give diagnostic tests to the students in his grade.

2. Reading specialists will give advise to all teachers.
3. Programs in neighboring schools will be visited.
4. Conferences will be held with the teachers about the math programs.

EVALUATION: 1. The reading program will be evaluated to determine independence and interest in reading.

2. Evaluate students cumulative development of basic skills and techniques.
3. A student evaluation form will be used.
4. Students at the freshmen level will be observed carefully to determine any deficiencies or strong points caused by this Jr. High program.

GOAL #4: The educational system must provide an environment which will help students, parents and other community members demonstrate a positive attitude toward learning.

INVENTORY OF NEEDS: Students, parents and other community members need to participate in all levels of the school program in order to develop a positive attitude toward learning.

STATEMENT OF NEEDS: The Assumption Unit District needs more participation in public meetings where parents, students, teachers, and other interested parties can discuss and resolve problems of the school.

PERFORMANCE OBJECTIVE: During the 1974-75 school year public meetings with parents, students, teachers and other interested parties will be called by the administration every two months.

PROGRAM OF ACTIVITIES: A committee will be selected by the group to develop and recommend a program of activities to the Board of Education which will improve attitudes toward learning.

EVALUATION: An evaluation sheet will be devised by the committee to cover the expressed ideas for positive learning. These evaluations will be given serious consideration for implementation during the 1975-76 school year.

Chapter Four

Designing Programs To Accomplish Objectives

The school plan, including the activities designed to complete each system goal, will first be approved by the Board. Changes may be made. Approved activities will be copied and presented to each "Goal Committee".

The administration will meet with each committee by March 1, 1974, and discuss the following points:

- a) Changes or modifications made to the "program of activities".
- b) Who, when and how will activities be initiated.
- c) Progress reports.
- d) Target dates for completion of activities.

The school administration will have the responsibility for completion of all activities but each goal committee originally assigned will be working with the administration toward their completion. The groups will establish dates for progress and evaluation reports.

All system activities are complete and can be found in Chapter Three, under appropriate goal categories.

Student goals have been established and committees of teachers have been assigned for each goal with the instruction to develop a set of developmental learner objectives. By January 1, 1974, all committees will complete and submit their proposals to the administration. The administration will discuss the plan with each committee and then present them to the Board for their review and approval at the January meeting. If plans are approved committees will be requested to complete the program of activities and evaluation by March 1. Another review will occur before

the Board is requested to approve the final plan for development learner objectives.

Professional competencies for the staff 1973-74:

- 1) All teachers must complete three semester hours toward a Masters degree or six semester hours toward a Bachelor degree every four years. Six staff members must complete this requirement by September 1, 1974.
- 2) The School Board will encourage staff members to attend workshops and institutions by paying expenses and travel fees.
- 3) All teachers will be encouraged to attend special workshops for our new gifted program this year.
- 4) All bus drivers will be encouraged to attend the State workshop for bus drivers this year.
- 5) Cooks are encouraged to attend workshops held by the State and other food agencies.
- 6) Arrangements are being made for a series of workshops on individualized instruction during the Spring of 1974.

The Spring workshop is being organized among three school districts- Stonington, Moweaqua and Assumption. Committees of teachers and administrators will meet October 17 with State consultants to develop the program.

Teacher educational requirements are established by staff committees.

Policies for workshop attendance are developed by the Board and school administration.

Chapter Five

Designing An Evaluation Program

Each committee for student goals will be responsible for the development of their own program evaluation. Their plans will be reviewed by the administration and the Board. The administration has established two check point times to meet with the committees and review their progress. The following points will be covered at these meetings:

- 1) The over-all progress of activities.
- 2) Are the activities fulfilling the intended needs?
- 3) Do we need to modify or change our goal?
- 4) When will the program of activities be completed?
- 5) What will your program accomplish?
- 6) How will you measure this?

Evaluation has been completed for each system's goal and is included in Chapter Three of this document.

Chapter Six

Reporting System

Announcements were made in the paper for all interested citizens to come to the initial planning meeting for the development of a "School Plan".

Progress reports on the meetings were published weekly. The public was invited to attend all meetings. The questionnaire for students and system goals were published in the paper and citizens were invited to vote and continue to assist with the planning. An "open meeting" was announced on March 16, in the local paper to select goals. The public was invited to the meeting. A special meeting was called April 3, for the purpose of selecting institutional goals. The public was invited to participate. All goals adopted by the Board were published in the paper. The administration, through invitation, discussed planning procedures at several civic meetings.

After the Board approves the completed plan and it is accepted by the State, a brief outline of the system goals, objectives and activities will be published with accompanying discussion and analysis. Upon completion, "student goals" will be treated in the same manner.

A series of articles relating the progress and effectiveness of the program will be published at appropriate times.

Upon completion and acceptance by the Assumption School Board and the Office of the Superintendent of Public Instruction, the following groups of people will receive copies of the Plan:

- a) Office of Superintendent of Public Instruction - 3 copies

- b) Mr. Vance Kauffold, Superintendent Educational Service Region
- c) Mr. Ray Schaljo, Educational Specialist
- d) Assumption Community Unit School Board Members
- e) Chairman, each goal committee
- f) Each faculty lounge
- g) The school library
- h) Each school administrator

PART THREE

THE ASSUMPTION BEHAVIORAL MODIFICATION PROGRAM

INTRODUCTION

In 1904, an orphans home was started within the Assumption school district by the Presbyterian Church. For several years the children of the Home created no particular problems for the institution or the schools. They were normal children who had experienced a loss but who were able to adjust and make normal progress in the school system.

Modern society and State agencies have made changes with the individual and the type of placement at the Home. Several of the new placements have serious emotional and adjustive problems. They need special educational services that are not normally provided by a small rural community.

The school administration, the faculty and the Home have been concerned about the disruptions to the regular program and about providing special services for some of these disturbed children. With the passage of new state legislation, particularly sec. 14 - 7.03, an educational program was planned and developed through the cooperation of the State, the Home and the school district. The following information accounts for the program's development.

Chapter One

Detailed Log Of Events Leading To The Development Of The Assumption Behavioral Modification Program

February 22, 1974: Mr. Don Batts, Director of Special Education, Christian County, called Noble Wright, Superintendent of the Assumption Schools and informed him that there was a possible way to resolve the problem which had developed during the past school year with several emotionally disturbed and behavior problem students from Kenmerer Village. A meeting was arranged to discuss the problem and possible solution.

March 5, 1974: A meeting involving Don Batts, Noble Wright and the two Assumption building principals was held. Mr. Batts explained Section 14 - 7.03 of the School Code which pertains to special education classes for children from Orphanages, Foster Family Homes, Childrens Homes, or in State Housing Units. According to the Code, if 5% or more student population of a school district is composed of students from the above institutions, then that district is eligible for 100% current funding toward the development and establishment of any needed special education program for those students. It was decided to attend a special Mid-State Special Education meeting and discuss the possibilities more fully with a Mr. James Travers, a director from Exceptional Childrens Department, Office of the Superintendent of Public Instruction.

March 11, 1974: Mr. Travers assured us that we could develop a program for children in our school district, (those from Kenmerer) who were

having problems either with behavior or social adjustments. He invited us to Springfield to meet with Mrs. Nan Spalding who had direct responsibility for such programs.

March 13, 1974: Don Batts and myself visited in Springfield with Nan Spalding. She recommended that we meet with Kemmerer Village officials and begin to make plans for a program. She and Mr. Travers were both pleased that the Assumption School District was concerned about boys and girls and their chance to succeed. They revealed that some districts were expelling students rather than making an effort to help them.

March 18, 1974: Mr. Wright requested that the Assumption Board of Education give tentative approval for the development of plans for an educational program for students from Kemmerer Village who had behavior problems. Approval was given.

March 20, 1974: The Assumption School Administration and two Kemmerer officials, Rev. Charles Banning and Mr. Gary Ulrich, met and discussed some possibilities. They were quite excited about the prospects. They had many ideas for a program. It was suggested that they had room at Kemmerer which could easily be converted into classrooms. No final decisions were made at the meeting.

March 22, 1974: Rev. Banning requested a meeting in the School Unit Offices to discuss the Program plans with officials from Children Family Services, the State agency which currently is supplying most of the Village placements. Don Batts and John Herzog, new educational director for Kemmerer Village, were present. Mr. Herzog presented a plan for the program entitled, "Interaction Through Co-operative Adjustment". The plan was quite complete with several ideas which were obviously not acceptable to

the School district. It appeared to Mr. Batts that Kemmerer officials had taken too much for granted and planned on their own without consulting either the Assumption School officials or himself. Needless to say, the meeting adjourned in an air of hostility.

March 28, 1974: Nan Spalding, Mr. Batts and Mr. Wright met in Assumption and discussed the progress of the plan for the Kemmerer children. The problem with the Kemmerer officials was discussed. Several items had to be resolved. Kemmerer wanted the classrooms at the Home. They wanted the program designed for any student in the district, not just those from the Home. Spalding agreed that the program could still be fully funded with local students participating, but she felt very strongly about the classrooms being located in the regular school buildings. She suggested that Mr. Wright contact Dr. Fred Knocke, Director of Illinois's Capital Development Board and request building funds for the two classrooms.

April 1, 1974: Dr. Knocke indicated to Mr. Wright that if proper avenues were followed, up to \$80,000 was available for building two new classrooms for the program. He indicated that an architect be contacted to detail plans for the rooms.

April 2, 1974: Mr. Wright contacted the Director of Kemmerer Home and explained to him about the classroom and the scope of the program. Funding would still be 100%, but the classroom would be located at the Assumption Schools.

April 5, 1974: A special Board meeting was called for the purpose of reporting the progress of the Behavioral Modification program to the Board. The Board was told of the plans to add two classrooms to our present buildings. They were shown rough blueprints and given the

opportunity to discuss the proposals. Eventually they gave approval for planning to continue.

April 10, 1974: The Assumption administration staff decided at a closed session that it would be prudent to locate the two rooms in the present buildings. Having just completed a new Jr.-Sr. High School as well as a new wing on the grade school, we felt that the local taxpayer might have difficulty understanding who was paying the bill and the need for another building project. After careful review of all possibilities, we did find two rooms that could be made available for the program.

April 15, 1974: The Assumption School Board in regular session, gave unanimous approval to the new plans and authorized the Superintendent to establish a tentative budget for the new program.

April 30, 1974: The Assumption Administrative staff, Mr. Don Batts, and Mrs. Nan Spalding visited the Behavior Modification classrooms in Peoria, Illinois. They have several classrooms operating for behavior modification and socially mal-adjusted students. We got several good ideas for structuring our program.

May 2, 1974: Mr. Wright met with Nan Spalding and presented a tentative budget and program outline. After a few minor changes the program was given approval.

May 13, 1974: At the regular Board meeting, Mr. Wright explained to the Board the Behavior Modification program and the budget for that particular program. Nan Spalding, representing the Handicapped Childrens Section, State of Illinois, Don Batts, Director of Special Education, Christian County, and Mr. John Herzog, Educational Director, Kemmerer Village, all gave their support to the program and answered questions raised by the

Board. Several community members participated in the discussion. A motion was made by Kuhle, seconded by Jordan to approve the Behavioral Modification program and the tentative budget as proposed for the 1974-75 school term. All present voted yes.

May 16, 1974: Mr. Batts, Mr. Wright and Mr. Jim Dwyer, High School Principal, met to discuss the program, develop ideas, and talk about personnel. Planning was also on the agenda. We decided that it would be proper to get Kemmerer officials and the State at a meeting to assist in plan developments.

May 21, 1974: At a planning session with Spalding, Herzog, Batts and the Assumption Administrative staff present, the personnel needs were discussed. A school psychologists seemed to be vital to the program. Testing of all Kemmerer children was discussed. Spalding insisted that all of these children had to be tested. It is not necessary was Batts's contention. This created quite a serious problem but it was resolved. It was finally agreed that the program could proceed and Mr. Wright was to start with the employment of a staff.

July 1, 1974: At present, Dr. Lee Pelham has been employed as Co-ordinator of Special programs. Mrs. Linda Cave and Miss Debra Beck have been employed as teachers for the two Resource rooms. The next order of business will be to get these people together for an extended planning session. A meeting has been planned for July 8, between Dr. Pelham and the teachers. The Administrative staff will be meeting with them. Dr. Pelham has been informed that he will be the Director of the program, responsible to the Superintendent for the total development and evaluation of the operating Plan.

Chapter Two

Proposed Kemmerer Village Program

Interaction Through Cooperative Adjustment

Interaction Through Cooperative Adjustment is a program designed to help the pre-teen and teenager learn to cope with their academic, social, emotional, and spiritual concerns. Residents of Kemmerer Village learn to adjust themselves and maintain positive behavior as they become more aware of their strengths and weaknesses. In learning to have a better awareness of themselves, they will learn to adequately adjust or adapt themselves to the needs and expectations of the community. Interaction at Kemmerer Village and the community will initiate a positive behavior as the anxiety and frustration of perceptual impairments, educational handicaps, and behavioral disorders are recognized and corrected.

The methodology of the program is structured and employed in the form of family-oriented living in a group home setting. Specialized and community based group homes provide the atmosphere for positive interaction, cooperation, and adjustment. The program also includes much interaction and cooperation from within the community, and specialized social and educational adjustment programs within the Village itself. The residents also participate in a representative and cooperational program that concerns itself with Village management.

The program involves itself with the educationally handicapped, the learning disabled, moderate mentally impaired, and the behavioral disordered. It also can be easily adapted to serve the needs of the normalized student. It is especially geared to serve the needs of the element-

ary and junior high school aged child.

Interaction Through Cooperative Adjustment involves a unique and positive approach in the diagnosis and placement of children. There are various elements involved in this process. Cottage life, adjustive educational classes, and the community are uniquely blended and coordinated to contribute to the positive adjustment and awareness capabilities that each resident will develop.

Length of Program

The ITCA program is not dependent upon or limited by specific time tables. Since a major goal of the ITCA program is to enable children to adequately cope with their life's situation in a community based environment, it is important that children re-enter the community as quickly as possible. The time table is dependent upon the diagnosis of the child upon entry into the program and also the individual progress of that child. If a child has a severe educational or behavioral disorder that requires placement in one of Kenmerer Village's adjustive classrooms, the minimum length of the program will be from nine to twelve instruction months. This is also dependent upon the severity of the disturbance and the actual progress of the child. Other individualized programs that, with educational and behavioral disorders, often can be worked out cooperatively, or totally from within the community. These programs will, of course, have a shorter time table factor as that is so prescribed. The length of the program also depends upon the discharge and placement circumstances of the child. Emergency or relief placements would acquire, in most instances, relatively shorter placement times. While the exact time table is dependent upon the factors mentioned, a suggested timetable and discharge date is determined, and announced by the Social Services Committee after diagnosis.

Cottage Life

The cottage life is especially important in the life of the resident. House parents are present in each cottage to help guide and direct each resident in their development toward total self determination. Counselors and other staff are also available to aid each resident in this development. Interaction and cooperation on the cottage level are initiated as each resident maintains a positive identity. Through the Guidelines for Child Placement and Continued Evaluation of Individualized Programming, the resident's needs are constantly assessed and met. Cottage life is not static. It is a growing dynamic, dependent upon the character and needs of its residents. It is important that each cottage be balanced, as nearly as possible, with a variety of age levels and personal characteristics. This contributes to the natural development of a family-oriented child. It is also important that no more than 50% of the residents in any one cottage have a severe behavior disorder. The behavior disordered child needs positive peer behavior to relate to. The child must also see the natural development of acceptable behavior as it relates to the other age level children in the cottage. The family-oriented cottage life, formulated in this manner, has shown tremendous results as the behavioral disordered child learns to cooperate, and adjust to positive behavior patterns. As the behavior disorder is normalized, the resident will participate in the decision for further placement.

Village programs also add to the sense of a larger community within the cottage life experience. Various programs, activities, and work opportunities provide the residents with an expanded insight into how they relate not only to their cottage, but to their personal community. Through the Village's Cooperation and Representative Program the re-

sidents see the difficulties and excitement of interaction, cooperation, and compromise. They also see the complexities involved in Village management. The same is seen as each cottage relates to the wider community. Adjustment to obligations, cooperation, corporate understanding, individual commitment and problem solving, and group living is a valuable part of our cottage life program. The spiritual needs of the children are also met as the cottage provides a Christian atmosphere from which to relate. The residents may receive spiritual counseling, and all of them participate in church fellowship.

Village Life

Kemmerer Village provides the framework from which all programs are run. The administration supervises and administrates the cottage life program, the social service program, the educational programs, and the philosophy of the methodology of all programs in the Village. The Village provides the structure of the larger community, as each cottage maintains their own separate existence. No two cottages are alike in rules and regulations. Each cottage plans their own structure. Yet, there are some Village rules and obligations that apply to the community for residents to work, develop programs for their own needs and interests, participate in various Village or community activities, and help cooperate with and direct community affairs.

Educational Needs

The educational atmosphere present at Kemmerer Village is created to give the resident opportunity to cope with their educational strengths and weaknesses. These strengths and weaknesses often affect the attitudes and overall development of children. Educational and vocational programs are therefore, emphasized.

In order to help the educationally handicapped and the behavior disordered, two adjustive educational classrooms are constructed at the Village. One class is for the elementary school-age child, and the other is for the Junior High School-age child.

After each child is tested, an educational program to fit that individual child's situation will be established. There will be six students per classroom. A special education teacher will conduct the class, along with the help of aids and consultants. The goals of these classrooms are to adjust the individual child to the needs and expectations of the community. An over-riding that continually permeates the whole philosophy of the classrooms is to work with the resident in such a way so that the resident will be able to enter the public school system as soon as possible. Arrangements can be made so that the local school system may purchase this specialized service for a limited amount of time. The tuition for such services would be based on an educational fee. The children that do not need this specialized education are also given Village counselors to help them work out their educational problems and programs.

In order to coordinate, supervise, and administrate the ITCA educational program, Kemmerer Village has hired a Specialized Services Director. The Specialized Services Director evaluates and determines the proper educational environment needed for each resident through consultations, observations, school records or testing. The Director will work with the public and private schools as an educational consultant in determining the proper educational environment for those in residence at Kemmerer Village. The Director will also supervise and coordinate all educational programs at Kemmerer Village. This includes Title I or any other federal or state programs, shared educational programs on grounds,

specialized educational programs, tutorial programs, and adult education and specialized workshops. The Director will also coordinate the adjustive classroom curriculum with that of the public school, and determine the timetable needed for those students in the adjustive classrooms to enter the public school system.

Community Living and Involvement

Since it is a major goal of the ITCA program to enable the pre-teen and teenager to learn to cope with their academic, social, emotional, and spiritual situations, it then follows that this goal initiates a more responsible decision making process. This positive adjustment and interaction that has been developed can best be accelerated through community-based living and involvement.

There is a major emphasis at Kemmerer Village that the residents have as much contact with the community as their program initiates. Residents are allowed to take part in the community. Various community clubs and activities are promoted. The public school district is used whenever possible. At present, the public schools in our area have programs for many educational problems, except the educationally handicapped and the behavioral disordered. Kemmerer Village uses the various vocational and mental impairment programs that are available in the community. The Village has also worked out a Parent-Teacher Communication program that is contributing to the positive correction of the educational and behavioral problems of some students. Kemmerer Village also uses the community churches and other available resources for social and educational involvement.

Foster care and community-based group home living are also available through the program at Kemmerer Village. As soon as a certain child positively and cooperatively adjusts so that more community inter-

action is felt to be a contribution to a certain child's program, foster care or community-based group home services are made available to that child.

Friendship families are also made available to residents who have no family visiting resources. Some children do not want to visit with their families, and are able to visit with other families in the area. Most of these friendship families are located in the local area, and are good placements for short term visiting.

If it is determined that a certain child return to a certain natural family, it is extremely important that Kemmerer Village meet with this family and discuss the coming placement. If possible, Kemmerer Village would like to work with the family on a short term basis in order to make the placement as positive and natural as possible.

Kemmerer Village has much interest and involvement in the community as the Village assigns social workers to work with the public school system and involve themselves with certain families that are having social problems. At the present time the staff at Kemmerer Village are involving themselves with ideas that will promote other community services in the future. When these ideas become solidified, Kemmerer Village will begin a Preventive Services program.

SUMMARY

Interaction Through Cooperative Adjustment is a positive approach to child-care. It entails no unrealistic life situations, or tries to mold children into a certain framework. The ITCA program is a structure that permits children to become aware of their strengths and weaknesses, and then adjust themselves through positive cooperation and interaction. This cooperation and interaction also permits the structure of the program to become aware of the children's strengths and weaknesses. In this way the structure can adjust itself and meet the needs of the children, while the children learn to cope with their educational, social, emotional, and spiritual concerns.

The ITCA program provides its residents with an alive structure that promotes positive learning interaction between the residents and staff, and the residents and other residents. The positive peer relationships that are formed often are the main contributors to the normalization of a resident that is a severe behavioral disorder. The concept of the ITCA program enlists a team that includes the total resident and staff population. Everyone is of equal importance in the program.

Kemmerer Village provides the ITCA program a vital environment of a controlled community. Yet, as an open community, the residents have ample opportunity to participate in the management and maintenance of it. They also can easily integrate themselves into the larger community. As Kemmerer Village relates to the larger community in the form of helping or preventive services, the residents get a clearer insight into larger community problems as they view it from a different position.

The ITCA program's family orientation on the cottage level initiates a guided and instructive process for the development of the child's progression towards total self-determination. Kemmerer Village provides the structure and guidance needed to initiate the approach towards responsible decision making and self-determination. These new attitudes and abilities will be the beginning of a fresh new arena of personal development and opportunities. These attitudes will permit the child to cope with any number of situations that a placement may imply. The program actually enables a child to know how to evaluate a situation, and interact in such a way as a cooperative adjustment is established. In the end this will affect the total community in a positive way as the child enters the world of family and community obligation and responsible citizenship.

Kemmerer Village Proposed Program

Interaction Through Cooperative Adjustment

(A program designed to help the individual needs of each child.)

DEFINITIONS: Learning Disability - The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention impulse control, or motor function.

Educational Handicap - The child exhibits educational maladjustment related to social or cultural circumstances.

Behavioral Disorder - The child exhibits an effective disorder and/or adaptive behavior which significantly interferes with his learning and/or social functioning.

Mental Impairment - The child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed. Such mental impairment may be moderate, severe, or profound. (EMH, TMH)

EMH - Educable Mentally Handicapped

TMH - Trainable Mentally Handicapped

Friendship Families - Visiting (short term) resources developed by Kemmerer Village and are available to each resident.

Chapter Three

Assumption Behavioral Modification Program

Within the last year the Assumption Schools have experienced some serious behavioral disruptions in the classrooms. This increase can be mainly attributed to the change in child-placement philosophy adopted by the Department of Children Family Services, State of Illinois. We feel it is the responsibility of the school system to provide both a safeguard to the regular classroom against these disruptions and also to provide an educational program for those students who are creating the problems. We feel the following described program will (1) help to eliminate behavioral problems in the regular classroom, (2) help those individuals with behavioral problems adjust to a point where they can be readmitted to a normal classroom setting.

Each classroom will have a full time Special Education Teacher and one aid (if needed). The services of a counselor, social worker and psychologist will be available to complement the services provided by the teacher and administration.

Special materials designed for remediation, stimulation and motivation will be employed in an effort to change attitudes and develop skills. Innovative instructional approaches will be used. Special attention will be given to the employment of the staff for this program.

Proposal:

We are proposing the establishment of two classrooms - one at the Bond Elementary School for students ages 9-12 and one at the Jr.-Sr. High School for students ages 13-17.

The objectives of these classrooms will be:

1. To increase social and personal adjustment.
2. To eliminate disruptions in the regular classrooms.
3. To increase the achievement of specific individuals.
4. To make these students productive in the regular classroom.

All children placed at Kemmerer will have a period of orientation (three to five days), during which he or she will be interviewed and tested. This time will permit temporary adjustments, evaluation and placement of the child in the public schools. All Kemmerer students will be given a psychological test unless one given within the last two months is available.

Local students may be placed in the special classrooms without funding penalty by the State.

The child may be assigned to the room full or part time depending upon the need as determined by the staff.

Program systems:

The special classroom either at the elementary or secondary level will provide three program systems:

1. Full time enrollment for those whose behavior is so disruptive that they need full time behavioral modification techniques.
2. Part time enrollment for those whose behavior is not severe enough to demand full time management but who need assistance in behavioral modification in a behavior modification program. These students will attend the regular program for subjects and programs their achievement permits as determined at a staffing.
3. Full time enrollment in the regular school program for those whose behavior is appropriate enough to achieve in a regular

program, but who need supportive service from the special education staff.

The training and education in the room will be designed and directed toward the eventual return of the child to the regular classrooms. The services of a counselor will be needed to help with the eventual rehabilitation.

Children will be placed in the special classroom only after proper testing, notification of parents or guardian and with the recommendations of the school's psychologist.

All placements will be made in compliance with State recommendations.

Since this is a new and unique program, periodic meetings will be held with the School Board, Kemmerer Village, O.S.P.I., the Assumption School Faculty and the general public in order to review and evaluate the progress of the program.

We will welcome and provide information to visitors who are interested in developing similar programs within their own school district.

APPENDIX A

Kemmerer Village

School - Community Social Services Program

Kemmerer Village consists of 48 dependent and neglected children, generally ranging in age from 8 to 18, and the adult staff of some 20 persons, charged with the care and supervision of these youngsters. An integral part of, and of major importance to the discharge of responsibilities of adult administrative staff, houseparents and social workers, is work done with the children in relation to problems that have developed. These are problems in family relationships, self-concepts, acceptance of structure and authority, and peer relationships.

Relating these statements to the Village of Assumption, and the Assumption school system in a parallel manner, we become aware of a school population of 532 children, many of whom exhibit the same problems, and with the same intensity as do the children of Kemmerer Village. Added to these figures are those pre-schoolers, who are apt to be developing in the same fashion as older siblings with demonstrated problems in the school setting.

There is no social service agency in the City of Assumption, nor in the school district at this point, able to employ professionally trained social work personnel. Referrals of problems to agencies in those communities that do have such services is usually not feasible because of distance involved, and/or the reluctance of parents to initiate such action.

Since Kemmerer Village does have professionally trained social work

staff and service, Kemmerer children are an integral part of the Assumption school system, and thereby members of the community, it is felt that extension of Kemmerer Village social work services into the school and community is a desirable adjunct to the total Kemmerer program. In addition to helping fill a present void in the school and community, such services provided can also help establish a closer Community-Kemmerer relationship of a mutually beneficial nature.

It is envisioned that the casework aspects of the program will be initiated by school administrators in those situations they feel require this sort of intervention. The Kemmerer Village Social Worker will, then, in conference with school personnel, evaluate the situation, identify the problem, and plan the course of action.

While beginning the intervention process at the school level, it is assumed that the social worker will, of necessity, become involved in the community, since most of the cases surfacing in the school setting are but extensions of family and/or community problems. In order to best implement a program of this nature, it is of considerable importance that a close working relationship exists between Kemmerer Village, its worker, and the school personnel involved.

The Social Worker assigned by Kemmerer Village will "carry the case", since, in addition to providing the casework services, he or she will also maintain such records as are required, and will submit periodic evaluations of progress for review in conference with the Village casework supervisor, and the school administrator. The services of the Kemmerer Village Social will be offered to the school on a Purchase of Service Agreement -- the rate of reimbursement and allotment of time to be determined by the Village Executive Director and school administrator.

APPENDIX B

Budget For Assumption Schools Behavioral Modification Program

The following budget will be fully and currently funded through the Handicapped Children Section, Office of the Superintendent of Public Instruction, State of Illinois.

Regular quarterly pro-rated claims will be submitted to the State via the Superintendent Educational Service Region in August, November, and February. An adjusted claim based on actual operating expenses of the program will be submitted at the end of the fiscal year in July.

A claim for materials \$19,000 will be submitted immediately in order to equip the classrooms for opening school day, August 29, 1974. This claim will need to be approved and returned to the Administrative District, the Assumption Community Unit District #9, by July 1, 1974.

Staff:

Two teachers	\$20,000.00
Two full time aides	10,000.00
One counselor	15,000.00
Part-time psychologist	5,000.00
Part-time social worker	2,500.00
Administration	4,000.00
Clerical	1,250.00
Supportive services (speech, L.D.)	2,000.00
Workshops	500.00
	<hr/>
	\$60,250.00

Materials:

Soft ware:

Texts, remedial equipment,
consumable materials, etc. 4,500.00

Hard ware:

Video tape and equipment,
projectors, recorders, study
carrels, cassettes, etc. 14,500.00

\$19,000.00

Physical Plant:

Rental on two classrooms 4,000.00
Rental for two conference rooms 1,000.00
Rent to Kemmerer Village for testing room 500.00
Alterations to Jr.-Sr. High School classroom 2,500.00

\$ 8,000.00

TOTAL BUDGET: \$87,250.00

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