

1963

A Study of Fringe Benefits Available to Non-Professional Employees of Community Unit School Districts in Illinois

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Recommended Citation

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A STUDY OF FRINGE BENEFITS AVAILABLE TO NON-PROFESSIONAL EMPLOYEES

OF COMMUNITY UNIT SCHOOL DISTRICTS IN ILLINOIS

(TITLE)

BY

JAMES E. HARDER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF SCIENCE IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1963

YEAR

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

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DEPARTMENT HEAD //

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ACKNOWLEDGEMENT

The following acknowledgements are made as an expression of appreciation for the assistance and advice which were rendered in connection with this study.

I wish to acknowledge the assistance given by the members of the Eastern Illinois University faculty; Dr. James Giffin, for his advice and guidance as adviser throughout this study, and Dr. Earl Dickerson and Dr. Clifford Fagan, as members of the committee who read the paper.

I wish to acknowledge the excellent co-operation of the community unit superintendents who, through the completion of the questionnaires, furnished the data for this study.

I wish to acknowledge and express particular appreciation to my wife, Jacquelynn, who assumed responsibility for all the stenographic work connected with the study.

The success of this study has been greatly enhanced as a result of the excellent co-operation I received throughout the course of the study.

June 15, 1963

James E. Harder

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CHAPTER I

INTRODUCTION

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INTRODUCTION

Background

During the early part of this century, the public schools needed only one group of paid employees, the professional teaching personnel, to provide the educational opportunities which were demanded by the public. The custodial work was done by the pupils, and the maintenance program was carried out by the members of the school board. The pupils furnished their own transportation, and the school lunch program was furnished by the parents in the form of "sack-lunches." The business affairs of the school were conducted solely by the school board, usually the secretary. The function of the school was restricted to the instruction of the pupil.

Over the years the demand for additional services by the public has added many extra duties to the primary function of the public school. Today, most public schools find that they are operating and maintaining a modern, complex, and highly technical physical plant; carrying on business activities of a greater magnitude than most small business operations; conducting a mass feeding program; and operating a highly complex transportation system.¹

¹B.J. Chandier and Paul V. Petty, Personnel Management in School Administration (Yonkers-on-Hudson, New York: World Book Company, 1955), p. 461.

This present day operation of our public schools has made education in the United States "Big Business." It is "Big" in terms of the number of people involved, and it must be considered a "Business" when one thinks of the multibillion dollar investment in physical plants throughout the United States and the operating budget for these institution which reaches astronomical figures.¹

As the public school expanded its facilities and services, more and more non-professional employees were needed to maintain and operate these facilities and services. These employees, many of them specialists in their own field, make up the non-professional work force in our public schools today.

Chandler and Petty state that the non-professional employees can generally be grouped into four catagories which are:

1. Physical plant operation and maintenance
2. Business and secretarial services
3. Food services
4. Transportation²

Today, in the typical public school, one out of every three persons on the payroll is not a teacher. It has been estimated that there were more than 500,000 non-professional employees working in the public schools of the United States in 1960.³

The growing number of non-professional employees of the public schools, with regard to proper personnel administration, has generally been neglected, and in many cases forgotten. "Expediency rather than long

¹Henry H. Linn, School Business Administration (New York: The Ronald Press Company, 1956), p. 3.

²Chandler and Petty, p. 463.

³William H. Roe, School Business Management (New York: McGraw-Hill Book Company, 1961), p. 40.

range planning has often guided the personnel administration of these people; their administrative needs have been more or less played by ear by administrators whose main concern was teaching."¹

Statement of the Problem

The problem is to determine what fringe benefits are available to the non-professional employees of community unit school districts of Illinois.

Purpose and Scope of the Study

The purpose of this study is to provide the field of educational administration with much needed research data which may be utilized in the administration of the non-professional employees.

This study is concerned with community unit school districts in Illinois. While there appears to be no reason why the personnel practices, and specifically the fringe benefits, should differ substantially between those of community unit school districts and other types of public school districts, the scope of this study is limited by this factor.

This study does not encompass the entire field of personnel administration. Yoder, in his discussion of the activities of functions of personnel administration, lists the following:

1. Staffing, includes job analysis, recruitment, selection, promotion and placement.
2. Employee development and training.
3. Labor relations.
4. Wage and salary administration.
5. Employee benefits and services.
6. Research, including the maintenance of records.²

¹Ibid., p. 41.

²Dale Yoder, Personnel Principles and Policies (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 82.

The above listing should give some realization to the uninformed of the magnitude of personnel administration.

The fringe benefits which are referred to throughout this paper are those which were found to be most likely to be available to the non-professional employees of public schools in Illinois.

Definitions

The following definitions and explanations are given in an attempt to facilitate communication and to promote general understanding.

Fringe benefits, as described by a committee of American Association of School Personnel Administrators, "may be regarded as those immediate or delayed compensations which are not included in the regular paycheck."¹

Another less restrictive definition which is more compatible with the term "fringe benefits" as used throughout this paper is as follows:

Fringe benefits are those benefits of a financial or non-financial nature which are given or made available to the employee, the value of which may or may not show on the employee's paycheck, but which is in addition to regular pay for time worked.

The term "non-professional employee" is synonymous with "non-academic," "non-certified," "non-teaching," and "non-instructional personnel."

Employees engaged in the business and secretarial services, food services, plant operation and maintenance, and transportation services are considered non-professional employees. The term "non-professional employee" would include, but would not necessarily be restricted to, the following list of positions which was developed by Chandler and Petty.²

¹Erwin Dingman, "School Practices in Fringe Benefits," The American School Board Journal, CIVIII (August, 1961), pp. 7 and 8.

²Chandler and Petty, p. 463.

<u>Area of Work</u>	<u>Position</u>
1. Business and Secretarial Service	Business Manager Bookkeepers Accountants Clerks Secretaries
2. Food Service	Cafeteria Director Cooks Food Handlers
3. Plant Operation and Maintenance	Superintendent
a. Operation	Supervisor of Custodians Maids
b. Maintenance	Maintenance Supervisor Carpenters Plumbers Electricians
4. Transportation	Supervisor Bus Drivers Mechanics

Community unit school district refers to one type of organization of school districts in Illinois. Generally speaking, this type of organization has a population of not less than 2,000 or more than 500,000, and an assessed valuation of not less than \$6,000,000.¹

A more detailed description of the community unit school district is available in the publication, The School Code of Illinois.² The detailed legal version of the Code was not described here because it does not seem pertinent to the subject of this paper.

¹Illinois, Office of the Superintendent of Public Instruction, The School Code of Illinois, by Kenneth H. Lenner and Simon L. Friedman (Springfield, 1961), p. 104.

²Ibid., pp. 104-108.

CHAPTER II

SOURCES OF DATA

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SOURCES OF DATA

Preliminary InvestigationReview of Related Research

Research in the field of personnel administration, and specifically in the area of fringe benefits, for the non-professional employee is practically non-existent.

The Education Index listed two somewhat limited research studies which had been conducted in the area of fringe benefits since 1957.¹

The first of these studies was conducted by Erwin Dingman. This was a study of one hundred and one school systems, all of which were members of the American Association of School Personnel Administrators. Seventy-seven responses were returned and these constituted the sources of his data.²

The second of these studies was conducted by Brother Leo V. Ryan, C.V.S. This was a study of one hundred and thirty-six Catholic high schools. Obviously, the limitation of this study is that the study included only Catholic schools.³

¹Minnie A. Seng (ed.), The Education Index, July, 1959 - June, 1961 and The Education Index, July, 1961 - June, 1962 (New York: The H. W. Wilson Company, 1961 and 1962), pp. 862 and 323.

²Erwin Dingman, p. 8.

³Brother Leo V. Ryan, C.S.V., "Central Catholic High School Employee Benefit Programs," The Catholic Education Review, LVIII (February, 1960), pp. 87-95.

The Review of Educational Research listed only one study relating to fringe benefits for non-professional employees since 1958.¹

This study was conducted by Edgar C. Egly. It was a study of fringe benefits for non-professional employees of schools in cities of 100,000 population or more. The size of the cities included in this study would seem to limit the applicability to Illinois.²

The abstract and the condensed versions of Egly's study were published by the Association of School Business Officials of the United States and Canada. This publication became Research Bulletin Number 19 of the Association.

Summary of Related Research

Dingman stated that "While personnel policies go far toward freeing boards and administration from the need for disciplinary action in each and every employee problem, the adoption of sound written personnel policies contributes to morale, job satisfaction, and good instructional service."³

Fringe benefits have come to be accepted as an industrial relations technique which aids in the successful operation of a business. The benefits include Social Security, Workmen's Compensation, group health and accident insurance, retirement programs, vacations, and luncheon privileges.

These benefits are known by various names. Paternalistic management refers to these benefits as "employee welfare benefits." The more liberal management refers to these benefits simply as "employee benefits."

¹Stephen J. Knezevick, "Managing the School Plant and Business Affairs," Review of Educational Research, XXXI (October, 1961), p. 432.

²Edgar C. Egly, Fringe Benefits for Classified Employees in Cities of 100,000 Population or Greater (Evanston, Illinois: Association of School Business Officials of the United States and Canada, 1959), p. 11.

³Dingman, p. 7.

Probably, the most generally accepted term is that used by the labor unions: "fringe benefits."¹

In 1960, the American Association of School Personnel Administrators appointed a committee to study the matter of fringe benefits. After studying fringe benefits in industry and in the public schools, the committee issued a report on their findings. First, they concluded that the primary factor behind increased benefits was the government's tax policy. The cost of these fringe benefits was deductible for the employer and non-taxable to the employee. They further concluded that the trend was toward a continuation of fringe benefits.²

Ryan listed five characteristics which are essential attributes of any program of employee benefits. These are as follows:

1. The plan should be sponsored by management, or by employees with the acquiescence of management.
2. It should offer a tangible or intangible benefit that would not have accrued to the employees without the planned effort.
3. It should cover and appeal to a large number of employees and not a select few.
4. Part, if not all, of the cost should be met by the employer.
5. It should be aimed at satisfying the five fundamental "employee wants" (security, opportunity to belong, good supervision, chance to get ahead, and satisfactory type of work).³

The following table is a brief resume of the responses to some of the questions which were asked by Dingman.⁴

¹Ryan, p. 87.

²Dingman, p. 7.

³Ryan, pp. 87-88.

⁴Dingman, p. 8

TABLE 1

Question*	Responses Regarding Non-Teaching Benefits		
	Yes	No	No Reply
Group Life Insurance	12	58	7
State/City Retirement Benefits	66	8	3
Workmen's Compensation	54	19	4
Social Security	53	21	3
Paid Jury Duty	57	15	5
Payment for Unused Sick Leave	0	75	2
Bereavement Leave	74	3	0

*It should be noted that only those questions which pertain to the study conducted by the writer of this paper are included in the table.

Dingman found that the granting of teacher fringe benefits to non-teaching (non-professional) personnel was fairly common, but not universal. He also stated that there was no apparent relationship between fringe benefits and the size of the community.¹

Knezevich, in reviewing the study conducted by Egly, stated that the study indicated that practices in granting of such benefits to non-professional employees varied widely, but that granting these benefits was accepted nationally by schools as well as business and industry.²

Review of Other Published Materials

Most of the books written about educational administration devote many chapters to the personnel administration of the teachers, or the professional staff. Normally, one chapter is devoted to the administration of the non-professional staff.

¹Dingman, p. 8.

²Knezevich, p. 432.

These single chapter presentations usually call attention to the fact that research and study are needed, that the whole area of administration of the non-professional employee is grossly neglected, and the authors usually concede that their statement of the subject is inadequate. It appears that the subject of personnel administration of the non-professional personnel is much like the weather in that everyone talks about it but nobody does anything about it.

One exception to this is the book by Yeager which is devoted entirely to the administration of the non-professional employees and services.¹

Other books, written in the area of educational administration, which present information on the subject of administration of the non-professional employees includes the book by Moore and Walters.² The section relating to non-professional employees deals mainly with the objectives of personnel administration for the non-professional employees.

The section of the book by Chandler and Petty which is devoted to this subject relates primarily to the categories of personnel which comprise the non-professional employees.³

Groves also has a book in the general area of education administration. However, the treatment of the subject of non-professional employees is insignificant.⁴

¹William A. Yeager, Administration of the Non-Instructional Personnel and Services (New York: Harper and Brothers, 1959).

²Harold E. Moore and Newell B. Walters, Personnel Administration in Education (New York: Harper and Brothers, 1955).

³B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (Yonkers-on-Hudson, New York: World Book Company, 1955).

⁴Frank P. Groves, The Administration of American Education (New York: The MacMillan Company, 1932).

The general field of school business administration has several books which deal with the subject of non-professional personnel. Perhaps the most complete coverage of this subject may be found in the book by Roe.¹

The book by Henry Linn touches briefly on the subject but more time is devoted to the business practices.²

The book by Englehardt and Englehardt devotes very little attention to the subject. This book is chiefly concerned with the detailed business operations.³

Moving from the field of education to the industrial field, one finds a great many books written on the subject of personnel administration.

Specifically, the book by Mee is quite comprehensive.⁴ This book presents some of the history of personnel management besides giving detailed information relating to fringe benefits and the techniques of personnel administration.

Yoder's book on the principles and policies of personnel administration is a more recent publication.⁵ This book also gives such information relating to the field of personnel administration and fringe benefits.

¹William H. Roe, School Business Management (New York: McGraw-Hill Book Company, 1932).

²Henry H. Linn, School Business Administration (New York: The Ronald Press Company, 1956).

³M. C. Englehardt and Fred Englehardt, Public School Business Administration (New York: Bureau of Publications, Teachers College, Columbia University, 1927).

⁴John F. Mee (ed.), Personnel Handbook (New York: The Ronald Press Company, 1952).

⁵Dale Yoder, Personnel Principle and Policies (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959).

Summary of Other Published Material

Moore and Walters indicated that there are five areas of administration of non-professional personnel. These areas are:

1. Services to be performed.
2. The process of selection, which also involves the qualifications.
3. Classification and job analysis.
4. In service training.
5. Matters of salary, working hours, vacations, and other welfare considerations.¹

Linn referred to the matter of personnel administration by citing a list of principles by Henry Hubbard. These principles which Hubbard calls "The Elements of a Comprehensive Personnel Program" were published in the Public Personnel Review in July, 1940. Of the ten principles listed, Number Five pertains to the fringe benefits as follows:

"The control through written policy statements of personnel transactions relating to conditions of service such as vacations, sick leave, leave of absence, attendance, salary increases, promotion, demotions, transfers, and so on."²

The importance of a sound personnel program is emphasized by Moore and Walters who stated, "A teacher or any other employee cannot be happy and effective if he is working under conditions which cause worry or anxiety."³ Thus one can see the importance of their statement that "there is no area of administration where research is needed so badly."⁴

Roe listed three reasons why schools have conducted relatively little research in the area of personnel administration of the non-professional employees.

1. Up to the present time, most of the emphasis in administrative studies has been focused on the teacher.

¹Moore and Walters, p. 105.

²Linn, p. 76.

³Moore and Walters, p. 102.

⁴Ibid., p. 279.

2. In the main, educators have been reluctant to attempt standardization because of the professional nature of teaching.
3. During the last two decades while industry was making studies in personnel administration, schools placed emphasis on theories of leadership rather than management techniques.¹

Membership in labor unions has increased. Although many administrators would like to think schools are exempt from having their employees join organized labor, in reality they are not.

Roe stated that "failure to provide good wages and working conditions will hasten the growth of unions; but high wages, economic benefits, and sound personnel policies will not prevent unionism."²

Yoder stated that the benefits which are provided for employees are made up of three types which are:

1. Direct supplements to regular pay.
2. Day to day assistance in meeting problems.
3. Security and protection against unemployment, ill-health, and retirement.³

Method Selected to Obtain Original Data for This Study

Selection of the Sample

The Directory of Illinois Schools, 1962-1963 was the source used in the selection of the sample.⁴

The publication contains a listing of all community unit school districts in the state of Illinois. The counties in which these districts

¹Roe, p. 45.

²Ibid., p. 53.

³Yoder, p. 514.

⁴Illinois, Office of the Superintendent of Public Instruction, Directory of Illinois Schools, 1962-1963, by C. E. Gillespie (Springfield, 1962).

are located are listed alphabetically. The districts within each county are also listed alphabetically under the name of the county. The district number is also given.¹

Before going into the method of selecting the sample, it should be stated that several arbitrary decisions were made concerning the size of the sample.

First, the writer wished to show to what extent, if any, the location of a community unit school district would have on the fringe benefits available to non-professional employees. Because of this, it was decided that each county having a community unit school district or districts would be represented in the sample.

Second, it was decided that if each county was given equal representation, there would be some assurance that all sections of the state were represented.

Third, since the method to be used in obtaining the data was sampling, it was decided to select one community unit school district from each county. It was felt that this method might help to make any differences distinct.

The method used in selecting the districts to which questionnaires would be sent was a numerical method. The following is an example of the method used. From the alphabetical listing of counties, the first community unit district listed under the first county was selected, the second community unit district listed under the second county was selected, the third community unit listed under the third county was selected, and so on. The exceptions to this method arose when the county did not have the number of community unit school districts needed to furnish the

¹Ibid., pp. 338-341.

method with the number indicated. For example, the third community unit in the third county was selected. However, this county only had one community unit school district. In order to use this county, it was necessary to start the method of selection over again with the first community unit school district listed being selected from the third county listed. The method now would call for the second community unit school district listed under the fourth county. The following table is presented in explanation of the method used in selecting the sample.

TABLE 2
METHOD USED IN SELECTING SAMPLE

County - Community Units	Explanation
Adams County Camp Point	(First County listed) (First Community Unit listed under first County)
Liberty Mendon Payson	
Bond County Greenville Mulberry Grove	(Second County listed) (Second Community Unit listed under second County)
Boone County Belvidere	(Third County listed) (Only Community Unit listed, method goes back to first Community Unit listed under third County)
Brown County Mt. Sterling	(Fourth County listed) (Only Community Unit listed, method goes back to first Community Unit listed under fourth County)
Bureau County Bida-Sheffield (Western) Monlius	(Fifth County listed) (Second Community Unit listed under fifth County)

Source: Directory of Illinois Schools, 1962-1963.

After the selection of the sample, it was decided to classify the schools according to the size of the enrollment. Again using the Directory of Illinois Schools, 1962-1963 as a source of information, all community unit schools in the state of Illinois were classified and grouped according to enrollment.¹ From this information, it was possible to calculate the accuracy of the sampling technique with relation to the size of the school.

Table 3 shows a breakdown of the universe by enrollment. The total number of schools in the universe is 323. Since the sample has previously been determined, it is only a matter of computation to determine the relationship between the sample size and the universe which was found to be twenty-six per cent. The second column shows what twenty-six per cent of each class size is. The total of this column is obviously eighty-four. The third column shows the sample size of each class. A comparison of columns two and three will indicate that the sample selected is quite representative in terms of enrollment. This is particularly significant since the classification by enrollment was done after the sample had been selected. All data presented throughout this paper will be presented according to the enrollment of the schools involved.

TABLE 3

ANALYSIS OF COMMUNITY UNIT SCHOOL DISTRICTS
BY ENROLLMENT

Enrollment	Universe	26% of Universe	Sample Number
Below 1,000	219	57	57
1,000 - 1,999	66	17	17
Above 2,000	38	10	10

Source: Directory of Illinois Schools, 1962-1963.

¹Ibid., pp. 22-240.

The second part of the classification process was concerned with the location of the community unit school district within the state of Illinois.

The Directory of Illinois Schools, 1962-1963 was again used as the source of information for this classification. The state was divided into two divisions, the Northern Division and the Southern Division. The same dividing line was used as is used by the Superintendent of Public Instruction of Illinois in dividing the state into two supervisory districts.¹

The importance of this classification by division will be shown throughout the remainder of this paper as all data will be presented by division, either Northern or Southern, as well as in total.

Appendix A, pages 113 through 127, gives a detailed description of the classification process used in connection with the sample. A map of Illinois, showing the size and location of the community unit school districts used in the sample, along with a listing of community unit school districts is included in Appendix A.

Construction of the Questionnaire

After the basic formal research, which was reviewed in the preliminary investigation, had taken place, the actual construction of the questionnaire was begun.

Several pieces of reference material were used during this phase of the study. As has been previously noted, the reference material used up to this point gave a background of information to draw on during the construction of the questionnaire.

Three pieces of reference material were especially helpful during this phase of the study. Egly's study was particularly helpful in

¹Ibid., p. 6.

determining the style of questionnaire to be used.¹ Careful attention was given to the form used in this study since this represented a successful attempt to study the matter of fringe benefits. The questionnaire used by Egly was quite influential in determining the form of the questionnaire to be used for this study.

The second of these pieces of reference material was the Personnel Handbook, edited by Mee.² This book was especially helpful in determining the nature and background of the fringe benefits studied. Mee divided fringe benefits into two classes: financial and non-financial.³ The reason for this division was that in some instances the benefit provided was more of a service, such as legal advice. However, in view of today's world in which most people think in terms of money and where benefits and services are reduced to monetary terms, this division seems largely academic.

The third item of reference material which proved to be of great help in the construction of the questionnaire was an outline of a personnel audit program printed by the American Hospital Association.⁴ This outline, which listed a seven part plan for organizing a personnel program, included a listing of points which should be covered under any one item which constitutes a fringe benefit. This outline, although intended for hospital use, is broad enough that adaptation to other areas

¹Egly, pp. 58-61.

²John F. Mee (ed.), Personnel Handbook (New York: The Ronald Press Company, 1952).

³Ibid., p. 567.

⁴American Hospital Association, An Outline to Help You Organize Your Personnel Program, A report prepared by the Committee on Personnel Administration of the Illinois Hospital Association (Chicago: American Hospital Association, 1959).

can be made with a minimum of difficulty. It represents the most comprehensive report dealing with specific items which could be found during the course of this study.

Other questionnaires which were studied prior to the construction of the questionnaire used for this study included the questionnaire used by Baird on the subject of visual aids for teaching bookkeeping.¹ The questionnaire used by Zane in his study of purchasing procedures was also reviewed prior to the construction of the questionnaire used in this study.²

Following the research, the questionnaire was constructed. A copy of this questionnaire may be found on pages 128 through 132 in the Appendix.

Testing the Questionnaire

Following the completion of the questionnaire, a pilot study was made to determine what changes, if any, should be made.

The number of questionnaires sent out was quite small. The number included in the pilot study, five, was an arbitrary number selected by the writer.

The persons selected to participate in this pilot study were selected arbitrarily. The only requirement which needed to be fulfilled in order to be eligible to participate in this pilot study was to be located near Charleston, Illinois. This requirement was set up in an

¹Charles H. Baird, "A Study of the Use of Visual Aids in the Instruction of Bookkeeping in Illinois" (Unpublished Master's thesis, Library, Eastern Illinois University, 1961)

²Marion L. Zane, "A Survey of Purchasing Procedures Used in the Public Schools of Illinois" (Unpublished Master's Thesis, Library, Eastern Illinois University, 1960).

attempt to insure that this pilot study would be completed in a minimum amount of time.

A questionnaire was mailed to each of the following community unit superintendents on March 10, 1963.

Mr. Clyde Jenkins, Superintendent
Altamont Community Unit No. 10
Altamont, Illinois

Mr. Charles J. Dintelman, Superintendent
Charleston Community Unit No. 1
1115 Monroe Street
Charleston, Illinois

Mr. Raymond H. Lane, Superintendent
Effingham Community Unit No. 40
600 South Henrietta Street
Effingham, Illinois

Mr. Eldred Walton, Superintendent
Kansas Community Unit No. 3
Kansas, Illinois

Mr. Virgil H. Judge, Superintendent
Mattoon Community Unit No. 2
2601 Walnut Street
Mattoon, Illinois

A copy of the letter of transmittal and the questionnaire may be found on pages 128 through 132, Appendix B.

All five questionnaires were completed and returned. The results of the pilot study were very encouraging. Based on the responses, there were no areas which needed major alterations. Some areas of refinement were indicated, however.

The following areas were refined, altered, and in some instances eliminated in order to make the questionnaire more effective.

<u>SECTION</u>	<u>CHANGE AND REASON</u>
1. Section A, question 2	Number of blanks for enrollment decreased. Used open end for enrollments above 4,000. Used to streamline questionnaire.
2. Section C, question 1a	Refined to eliminate confusion in reporting length of vacation.
3. Section D, question 1b	Eliminate yes and no blanks to avoid confusion.
4. Section E, question 2	Questions re-arranged to facilitate the answering of this section.

The results of these changes may be observed by comparing the questionnaire used in the pilot study with the revised questionnaire. These questionnaires may be found on pages 128 through 137 respectively, Appendix B and Appendix C.

Mailing the Questionnaire

Following the revising of the questionnaire, a letter of transmittal, addressed to the community unit school superintendent, and a revised questionnaire were sent to each of the superintendents listed on pages 116 through 127. A copy of the letter of transmittal, and a copy of the revised questionnaire may be found on pages 133 through 137, Appendix C.

A total of eighty-four questionnaires were mailed on March 17, 1963. None of the questionnaires were returned because of insufficient postage, wrong addresses, or other reasons. Based on this, it may be assumed that all eighty-four questionnaires were delivered to the addressees.

Number and Distribution of Returns

Of the eighty-four questionnaires mailed, a total of seventy-two replies, 85.7 per cent, were received. Table Number 4, as shown on page 23, gives a breakdown by division of the state, size of school, and a combination of both.

Appendix D, pages 141 through 151, gives a detailed description of the classification of the community unit school districts from which replies to the questionnaire were received. A map of Illinois showing the size and location of the community unit school districts from which replies were received, along with a listing of these community unit school districts, is included in Appendix D.

TABLE 4

DISTRIBUTION OF QUESTIONNAIRES MAILED AND REPLIES RECEIVED

Location and Size of District	Questionnaires Mailed Number	Replies Received Number	Replies as a Per Cent of Questionnaires Mailed
NORTHERN DIVISION			
Below 1,000	24	22	91.7
1,000 - 1,999	6	5	83.3
Above 2,000	<u>6</u>	<u>4</u>	<u>66.7</u>
TOTAL NORTHERN DIVISION	<u>36</u>	<u>31</u>	<u>86.1</u>
SOUTHERN DIVISION			
Below 1,000	33	27	81.8
1,000 - 1,999	11	10	90.9
Above 2,000	<u>4</u>	<u>4</u>	<u>100.0</u>
TOTAL SOUTHERN DIVISION	<u>48</u>	<u>41</u>	<u>85.4</u>
ALL DISTRICTS			
Below 1,000	57	49	86.0
1,000 - 1,999	17	15	88.2
Above 2,000	<u>10</u>	<u>8</u>	<u>80.0</u>
TOTAL ALL DISTRICTS . . .	<u>84</u>	<u>72</u>	<u>85.7</u>

CHAPTER III

FINDINGS

CHAPTER III

FINDINGS

General Information

Who Answered the Questionnaire

The first question in the questionnaire asked for the title of the person completing the questionnaire. Table 5 shows that sixty-nine of the seventy-two replies received were completed by the superintendent of the community unit school district. This represents 95.8 per cent of the replies received.

All tables in this study should be read according to the following example. Table 5 indicates that thirty-one schools (twenty-nine plus two) are included in the Northern Division. Thus, in the Northern Division, 93.5 per cent (twenty-nine divided by thirty-one) of the questionnaires received were completed by the superintendent. It may readily be seen that the three percentages, 71.0, 16.0, and 6.5 per cent, add to 93.5 per cent.

Also, in the Northern Division, 6.5 per cent (two divided by thirty-one) of the questionnaires received were completed by business managers. By adding the two totals together, 93.5 and 6.5 per cent, all schools, or 100 per cent, are accounted for.

By following through this example using the figures for the Southern Division, 100 per cent (97.6 and 2.4 per cent) of the schools can be accounted for.

TABLE 5

TITLE OF PERSON COMPLETING QUESTIONNAIRE

Location and Size of District	<u>Superintendent</u>		<u>Business Manager</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	22	71.0	0	0
1,000 - 1,999	5	16.0	0	0
Above 2,000	<u>2</u>	<u>6.5</u>	<u>2</u>	<u>6.5</u>
TOTAL NORTHERN DIVISION	<u>29</u>	<u>93.5</u>	<u>2</u>	<u>6.5</u>
SOUTHERN DIVISION				
Below 1,000	27	65.8	0	0
1,000 - 1,999	9	22.0	1	2.4
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>40</u>	<u>97.6</u>	<u>1</u>	<u>2.4</u>
ALL DISTRICTS				
Below 1,000	49	68.1	0	0
1,000 - 1,999	14	19.4	1	1.4
Above 2,000	<u>6</u>	<u>8.3</u>	<u>2</u>	<u>2.8</u>
TOTAL ALL DISTRICTS . .	<u>69</u>	<u>95.8</u>	<u>3</u>	<u>4.2</u>

It should be remembered that the total of all percentage figures for each of the three main divisions, Northern Division, Southern Division, and All Districts, will always total 100 per cent unless specifically stated otherwise.

Enrollment of Schools Surveyed

The questionnaire asked for the total enrollment of the community unit school district. Table 6 shows the breakdown of the replies received according to the enrollment of the community unit school districts. Twenty-two of the thirty-one replies received, or 71.0 per cent, from the Northern Division of Illinois were from community unit school districts with an enrollment of below 1,000. This represents the largest single classification, percentage-wise, which is involved in this study. On a percentage basis, the smallest classification represented is the group of community unit school districts whose enrollments are above 2,000, from the Southern Division of Illinois. This classification has only four replies out of forty-one, or 9.7 per cent. Overall, forty-nine of the seventy-two community unit school districts represented in the study, or 68.1 per cent, are community unit school districts with enrollments below 1,000.

Written Personnel Policies

Question three of the questionnaire asked "Have the personnel policies of your community unit been reduced to written policies?" Table 7 refers to the question concerning written personnel policies. Table 7 indicates that sixty-one of the seventy-two community unit school districts, or 84.7 per cent, have written personnel policies. From the data furnished by this table, there does not appear to be any

TABLE 6

TOTAL ENROLLMENT OF COMMUNITY UNIT DISTRICTS SURVEYED

Location and Size of District	ENROLLMENT	
	Number	Per Cent Of Total
NORTHERN DIVISION		
Below 1,000	22	71.0
1,000 - 1,999	5	16.1
Above 2,000	<u>4</u>	<u>12.9</u>
TOTAL NORTHERN DIVISION	<u>31</u>	<u>100.0</u>
SOUTHERN DIVISION		
Below 1,000	27	65.9
1,000 - 1,999	10	24.4
Above 2,000	<u>4</u>	<u>9.7</u>
TOTAL SOUTHERN DIVISION	<u>41</u>	<u>100.0</u>
ALL DISTRICTS		
Below 1,000	49	68.1
1,000 - 1,999	15	20.8
Above 2,000	<u>8</u>	<u>11.1</u>
TOTAL ALL DISTRICTS . .	<u>72</u>	<u>100.0</u>

TABLE 7

ARE PERSONNEL POLICIES OF COMMUNITY UNIT SCHOOLS WRITTEN POLICIES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	17	54.9	5	16.1
1,000 - 1,999	5	16.1	0	0
Above 2,000	<u>4</u>	<u>12.9</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>26</u>	<u>83.9</u>	<u>5</u>	<u>16.1</u>
SOUTHERN DIVISION				
Below 1,000	22	53.6	5	12.2
1,000 - 1,999	9	22.0	1	2.4
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>35</u>	<u>85.4</u>	<u>6</u>	<u>14.6</u>
ALL DISTRICTS				
Below 1,000	39	54.2	10	13.9
1,000 - 1,999	14	19.4	1	1.4
Above 2,000	<u>8</u>	<u>11.1</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . .	<u>61</u>	<u>84.7</u>	<u>11</u>	<u>15.3</u>

difference between Northern and Southern Division community unit school districts. Table 7 does indicate, however, that there seems to be a tendency for not having written personnel policies in community unit school districts with enrollments below 1,000. As the size of the enrollment increases, this tendency seems to disappear, according to Table 7.

Personnel Policies Officially Adopted

The fourth question asked was "Have the personnel policies of your community unit been officially adopted by the school board?" Table 8 refers to the question pertaining to the adoption of personnel policies by the school board. This table indicates that in sixty-three of the seventy-two community unit school districts, or 90.0 per cent, the personnel policies have been officially adopted by the school board. From the data furnished by this table, there seems to be a greater likelihood that the personnel policies would be adopted officially by school boards in the Northern Division of the state, especially in community unit school districts having enrollments of below 1,000.

The Same Personnel Policies for All Non-Professional Employees

Question five asked "Are all non-professional employees of your community unit governed by the same personnel policies?" The data furnished by Table 9 indicates that 78.3 per cent, or fifty-four of the sixty-nine community unit school districts from which replies were received, governed all non-professional employees by the same personnel policies. According to the data furnished by this table, all classifications of community unit school districts in the Northern Division had personnel policies which were different for the various groups of non-professional employees. This same thing may be found in the Southern Division, but

TABLE 8

HAVE PERSONNEL POLICIES BEEN OFFICIALLY ADOPTED BY THE SCHOOL BOARD

Location and Size of District	Yes		No	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(1)*}	19	65.5	1	3.5
1,000 - 1,999	5	17.2	0	0
Above 2,000	<u>3</u>	<u>10.3</u>	<u>1</u>	<u>3.5</u>
TOTAL NORTHERN DIVISION	<u>27</u>	<u>93.0</u>	<u>2</u>	<u>7.0</u>
SOUTHERN DIVISION				
Below 1,000	22	53.6	5	12.2
1,000 - 1,999	10	24.4	0	0
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>36</u>	<u>87.8</u>	<u>5</u>	<u>12.2</u>
ALL DISTRICTS				
Below 1,000	41	58.6	6	8.6
1,000 - 1,999	15	21.4	0	0
Above 2,000	<u>7</u>	<u>10.0</u>	<u>1</u>	<u>1.4</u>
TOTAL ALL DISTRICTS . .	<u>63</u>	<u>90.0</u>	<u>7</u>	<u>10.0</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 9

ARE ALL NON-PROFESSIONAL EMPLOYEES GOVERNED BY
THE SAME PERSONNEL POLICIES

Location and Size of District	Yes		No	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(3)*}	15	53.6	4	14.3
1,000 - 1,999	3	10.8	2	7.1
Above 2,000	<u>2</u>	<u>7.1</u>	<u>2</u>	<u>7.1</u>
TOTAL NORTHERN DIVISION	<u>20</u>	<u>71.5</u>	<u>8</u>	<u>28.5</u>
SOUTHERN DIVISION				
Below 1,000	20	48.8	7	17.0
1,000 - 1,999	10	24.4	0	0
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>34</u>	<u>83.0</u>	<u>7</u>	<u>17.0</u>
ALL DISTRICTS				
Below 1,000	35	50.8	11	15.9
1,000 - 1,999	13	18.8	2	2.9
Above 2,000	<u>6</u>	<u>8.7</u>	<u>2</u>	<u>2.9</u>
TOTAL ALL DISTRICTS . .	<u>54</u>	<u>78.3</u>	<u>15</u>	<u>21.7</u>

*The number of schools indicated in parentheses did not answer this question.

it is restricted to community unit school districts with enrollments below 1,000.

Definite Policies Regarding Fringe Benefits

The respondents were asked to state whether the personnel policies of their community unit school district stated definitely the fringe benefits available to the non-professional employees. Table 10 indicates that only thirty-five of the sixty-nine community unit school districts from which replies were received, or 50.7 per cent, had personnel policies which stated definitely the fringe benefits available to the non-professional employees. This table does not indicate any significant difference between Northern and Southern Division community unit school districts, but it does show that the bulk of the community unit school districts whose policies do not state definitely the fringe benefits available are those with enrollments below 1,000.

Are Personnel Policies Stable

The questionnaire asked the respondents to indicate whether the personnel policies of their community unit school districts were reasonably stable as opposed to being changed or not enforced to satisfy individual preferences or circumstances. Table 11 indicates that the persons answering this question felt that the personnel policies of their respective community unit school districts were reasonably stable. Sixty-four of the sixty-nine respondents, or 92.8 per cent, indicated that the personnel policies of their community unit school districts were not subject to change to satisfy individual circumstances or preferences.

TABLE 10

DO THE PERSONNEL POLICIES STATE DEFINITELY THE FRINGE BENEFITS AVAILABLE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (1)*	9	31.0	12	41.4
1,000 - 1,999	3	10.3	2	6.9
Above 2,000 (1)*	<u>2</u>	<u>6.9</u>	<u>1</u>	<u>3.5</u>
TOTAL NORTHERN DIVISION	<u>14</u>	<u>48.2</u>	<u>15</u>	<u>51.8</u>
SOUTHERN DIVISION				
Below 1,000	12	30.0	15	37.5
1,000 - 1,999 (1)*	6	15.0	3	7.5
Above 2,000	<u>3</u>	<u>7.5</u>	<u>1</u>	<u>2.5</u>
TOTAL SOUTHERN DIVISION	<u>21</u>	<u>52.5</u>	<u>19</u>	<u>47.5</u>
ALL DISTRICTS				
Below 1,000	21	30.4	27	39.1
1,000 - 1,999	9	13.0	5	7.3
Above 2,000	<u>5</u>	<u>7.3</u>	<u>2</u>	<u>2.9</u>
TOTAL ALL DISTRICTS	<u>35</u>	<u>50.7</u>	<u>34</u>	<u>49.3</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 11

ARE PERSONNEL POLICIES REASONABLY STABLE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	17	58.6	3	10.4
1,000 - 1,999	5	17.2	0	0
Above 2,000	<u>4</u>	<u>13.8</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>26</u>	<u>89.6</u>	<u>3</u>	<u>10.4</u>
SOUTHERN DIVISION				
Below 1,000	25	62.5	2	5.0
1,000 - 1,999 (1)*	9	22.5	0	0
Above 2,000	<u>4</u>	<u>10.0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>38</u>	<u>95.0</u>	<u>2</u>	<u>5.0</u>
ALL DISTRICTS				
Below 1,000	42	60.9	5	7.2
1,000 - 1,999	14	20.3	0	0
Above 2,000	<u>8</u>	<u>11.6</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS	<u>64</u>	<u>92.8</u>	<u>5</u>	<u>7.2</u>

*The number of schools indicated in parentheses did not answer this question.

Are Personnel Policies Known and Understood

Question eight asked if the personnel policies of the respondents' community unit school districts were generally known and understood by the non-professional employees. Table 12 indicates that sixty-four of sixty-eight, or 94.2 per cent, of the persons answering this question, felt that the personnel policies of their community unit school districts were generally known and understood by the non-professional employees.

Does The School Board Accept Personnel Policies

Question nine asked if the personnel policies of the respondents' community unit school districts were generally accepted as equitable for all concerned by the school board. Table 13 indicates that sixty-eight of the sixty-nine, or 98.6 per cent, of the persons answering this question felt that the personnel policies of their community unit school districts were generally accepted as equitable by the school board.

Does The School Administration Accept Personnel Policies

Question nine also asked if the personnel policies of the respondents' community unit school districts were generally accepted as equitable for all concerned by the school administration. Table 14 indicates that the persons answering this question felt that the personnel policies of their community unit school districts were generally accepted as equitable by the school administration. This was one of the few questions for which the answer from each community unit school district was the same. All sixty-eight answers to this question were "yes."

Do Non-Professional Employees Accept Personnel Policies

The third part of question nine asked if the personnel policies of

TABLE 12

ARE PERSONNEL POLICIES GENERALLY KNOWN AND UNDERSTOOD

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	19	65.6	1	3.4
1,000 - 1,999	4	13.8	1	3.4
Above 2,000	<u>4</u>	<u>13.8</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>27</u>	<u>93.2</u>	<u>2</u>	<u>6.8</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	25	64.0	1	2.6
1,000 - 1,999 (1)*	8	20.5	1	2.6
Above 2,000	<u>4</u>	<u>10.3</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>37</u>	<u>94.8</u>	<u>2</u>	<u>5.2</u>
ALL DISTRICTS				
Below 1,000	44	64.8	2	2.9
1,000 - 1,999	12	17.6	2	2.9
Above 2,000	<u>8</u>	<u>11.8</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS	<u>64</u>	<u>94.2</u>	<u>4</u>	<u>5.8</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 13

ARE PERSONNEL POLICIES GENERALLY ACCEPTED AS EQUITABLE BY
THE SCHOOL BOARD

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	20	69.0	0	0
1,000 - 1,999	5	17.2	0	0
Above 2,000	<u>4</u>	<u>13.8</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>29</u>	<u>100.0</u>	<u>0</u>	<u>0</u>
SOUTHERN DIVISION				
Below 1,000	26	65.0	1	2.5
1,000 - 1,999 (1)*	9	22.5	0	0
Above 2,000	<u>4</u>	<u>10.0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>39</u>	<u>97.5</u>	<u>1</u>	<u>2.5</u>
ALL DISTRICTS				
Below 1,000	46	66.7	1	1.4
1,000 - 1,999	14	20.3	0	0
Above 2,000	<u>8</u>	<u>11.6</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS	<u>68</u>	<u>98.6</u>	<u>1</u>	<u>1.4</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 14

ARE PERSONNEL POLICIES GENERALLY ACCEPTED AS EQUITABLE BY
THE SCHOOL ADMINISTRATION

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	20	69.0	0	0
1,000 - 1,999	5	17.2	0	0
Above 2,000	<u>4</u>	<u>13.8</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>29</u>	<u>100.0</u>	<u>0</u>	<u>0</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	26	66.6	0	0
1,000 - 1,999 (1)*	9	23.1	0	0
Above 2,000	<u>4</u>	<u>10.3</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>39</u>	<u>100.0</u>	<u>0</u>	<u>0</u>
ALL DISTRICTS				
Below 1,000	46	67.6	0	0
1,000 - 1,999	14	20.6	0	0
Above 2,000	<u>8</u>	<u>11.8</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS	<u>68</u>	<u>100.0</u>	<u>0</u>	<u>0</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 15

ARE PERSONNEL POLICIES GENERALLY ACCEPTED AS EQUITABLE BY
THE NON-PROFESSIONAL EMPLOYEES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(3)*}	18	64.2	1	3.6
1,000 - 1,999	4	14.3	1	3.6
Above 2,000	<u>4</u>	<u>14.3</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>26</u>	<u>92.8</u>	<u>2</u>	<u>7.2</u>
SOUTHERN DIVISION				
Below 1,000 ^{(1)*}	25	65.8	1	2.6
1,000 - 1,999 ^{(2)*}	8	21.1	0	0
Above 2,000	<u>4</u>	<u>10.5</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>37</u>	<u>97.4</u>	<u>1</u>	<u>2.6</u>
ALL DISTRICTS				
Below 1,000	43	65.2	2	3.0
1,000 - 1,999	12	18.2	1	1.5
Above 2,000	<u>8</u>	<u>12.1</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . .	<u>63</u>	<u>95.5</u>	<u>3</u>	<u>4.5</u>

*The number of schools indicated in parentheses did not answer this question.

the respondents' community unit school districts were generally accepted as equitable for all concerned by the non-professional employees. Table 15 refers to the acceptance of the personnel policies as equitable by the non-professional employees. Sixty-three of the sixty-six answers, or 95.5 per cent, indicated "yes" to this question.

Employee Health and Retirement Benefits

Workmen's Compensation

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for workmen's compensation coverage for the non-professional employees. Table 16 indicates that sixty-seven of the seventy-one, or 94.4 per cent, of the respondents stated that their community unit school district paid the full premium toward coverage by workmen's compensation. In analyzing this table, one immediately wonders about the remaining 5.6 per cent. One-half of this can be accounted for by the explanation furnished by the superintendent of a community unit school district in the Southern Division with an enrollment of below 1,000. In explanation of the failure to provide the non-professional employees with workmen's compensation, the superintendent said that the number of employees was below the maximum allowed to work for an employer without being covered by workmen's compensation. This was possible because the transportation service was contracted instead of being furnished by the community unit school district. In this situation, the drivers of the busses were considered independent contractors, and not employees. No explanation was given for the two answers which indicated that the community unit school district made but a partial payment for workmen's compensation. Therefore, the validity of these two answers remains questionable.

TABLE 16

PAYMENT BY SCHOOL FOR WORKMEN'S COMPENSATION

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000	22	71.0	0	0	0	0
1,000 - 1,999	5	16.1	0	0	0	0
Above 2,000	4	12.9	0	0	0	0
TOTAL NORTHERN DIVISION	31	100.0	0	0	0	0
SOUTHERN DIVISION						
Below 1,000	23	57.5	2	5.0	2	5.0
1,000 - 1,999 (1)*	9	22.5	0	0	0	0
Above 2,000	4	10.0	0	0	0	0
TOTAL SOUTHERN DIVISION	36	90.0	2	5.0	2	5.0
ALL DISTRICTS						
Below 1,000	45	63.4	2	2.8	2	2.8
1,000 - 1,999	14	19.7	0	0	0	0
Above 2,000	8	11.3	0	0	0	0
TOTAL ALL DISTRICTS	67	94.4	2	2.8	2	2.8

*The number of schools indicated in parentheses did not answer this question.

Hospitalization

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for hospitalization. Table 17 refers to payments made by the community unit school district for hospitalization insurance. Fifty-seven of sixty-three, or 90.4 per cent, of the replies to this question indicated that community unit school districts made no contribution toward the payment of hospitalization insurance premiums. While the number of community unit school districts that indicated that some payment was made was quite small--only six out of sixty-three, or 9.6 per cent--there does seem to be a greater tendency to provide this benefit in schools of the Northern Division.

Medical Insurance

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for medical insurance. Table 18 refers to payments for medical insurance. The tabulation of data furnished by this question resulted in an exact duplicate of the data furnished by Table 17. From the data presented by these two tables, it seems that there is a direct relationship between the frequencies reported in providing payment for hospitalization and medical insurance.

Accident and Sickness Insurance

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for accident and sickness insurance. Table 19 indicates that there is a slightly greater tendency toward making payment for premiums for accident and sickness insurance by the community unit school districts responding to this question. While fifty-three of sixty-three, or 84.1 per cent of the replies, indicated

TABLE 17

PAYMENT MADE BY SCHOOL FOR HOSPITALIZATION INSURANCE

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (3)*	2	7.1	1	3.6	16	57.1
1,000 - 1,999	1	3.6	0	0	4	14.3
Above 2,000	1	3.6	0	0	3	10.7
TOTAL NORTHERN DIVISION	4	14.3	1	3.6	23	82.1
SOUTHERN DIVISION						
Below 1,000 (3)*	1	2.9	0	0	23	65.7
1,000 - 1,999 (3)*	0	0	0	0	7	20.0
Above 2,000	0	0	0	0	4	11.4
TOTAL SOUTHERN DIVISION	1	2.9	0	0	34	97.1
ALL DISTRICTS						
Below 1,000	3	4.8	1	1.6	39	61.8
1,000 - 1,999	1	1.6	0	0	11	17.5
Above 2,000	1	1.6	0	0	7	11.1
TOTAL ALL DISTRICTS	5	8.0	1	1.6	57	90.4

*The number of schools indicated in parentheses did not answer this question.

TABLE 13

PAYMENTS MADE BY SCHOOLS FOR MEDICAL INSURANCE

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (3)*	2	7.1	1	3.6	16	57.1
1,000 - 1,999	1	3.6	0	0	4	14.3
Above 2,000	1	3.6	0	0	3	10.7
TOTAL NORTHERN DIVISION	4	14.3	1	3.6	23	82.1
SOUTHERN DIVISION						
Below 1,000 (3)*	1	2.9	0	0	23	65.7
1,000 - 1,999 (3)*	0	0	0	0	7	20.0
Above 2,000	0	0	0	0	4	11.4
TOTAL SOUTHERN DIVISION	1	2.9	0	0	34	97.1
ALL DISTRICTS						
Below 1,000	3	4.8	1	1.6	39	61.8
1,000 - 1,999	1	1.6	0	0	11	17.5
Above 2,000	1	1.6	0	0	7	11.1
TOTAL ALL DISTRICTS	5	8.0	1	1.6	57	90.4

*The number of schools indicated in parentheses did not answer this question.

TABLE 19

PAYMENT MADE BY SCHOOL FOR ACCIDENT AND SICKNESS INSURANCE

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (3)*	3	10.7	2	7.1	14	50.0
1,000 - 1,999	1	3.6	0	0	4	14.3
Above 2,000	1	3.6	0	0	3	10.7
TOTAL NORTHERN DIVISION	5	17.9	2	7.1	21	75.0
SOUTHERN DIVISION						
Below 1,000 (3)*	2	5.7	0	0	22	62.9
1,000 - 1,999 (3)*	1	2.9	0	0	6	17.1
Above 2,000	0	0	0	0	4	11.4
TOTAL SOUTHERN DIVISION	3	8.6	0	0	32	91.4
ALL DISTRICTS						
Below 1,000	5	7.9	2	3.2	36	57.1
1,000 - 1,999	2	3.2	0	0	10	15.9
Above 2,000	1	1.6	0	0	7	11.1
TOTAL ALL DISTRICTS	8	12.7	2	3.2	53	84.1

45

*The number of schools indicated in parentheses did not answer this question.

that no payment was made for accident and sickness insurance, the combined total of the community unit school districts providing payment for accident and sickness insurance premiums was 15.9 per cent. This represents an increase of 6.3 per cent over the combined total of community unit school districts making payment for hospitalization and medical insurance premiums.

Life Insurance

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for life insurance. Table 20 needs no explanation, since all sixty community unit school districts answering this question indicated that no payment was made for group insurance premiums.

Other insurance coverage provided at no cost to the employee was reported by two community unit school districts in the Southern Division. These two community unit school districts in the Southern Division, one with an enrollment of below 1,000 and the other with an enrollment of 1,000 to 1,999, indicated that they provided all non-professional employees with liability insurance at the employers' expense.

Illinois Municipal Retirement Fund

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for the Illinois Municipal Retirement Fund. Table 21 refers to the payments made by community unit school districts for retirement benefits. Thirty-five of the seventy-one community unit school districts, or 49.3 per cent, indicated that their community unit school district paid the full cost

TABLE 20

PAYMENTS MADE BY SCHOOL FOR LIFE INSURANCE

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (5)*	0	0	0	0	17	68.0
1,000 - 1,999	0	0	0	0	5	20.0
Above 2,000 (1)*	0	0	0	0	3	12.0
TOTAL NORTHERN DIVISION	0	0	0	0	25	100.0
SOUTHERN DIVISION						
Below 1,000 (3)*	0	0	0	0	24	68.6
1,000 - 1,999 (3)*	0	0	0	0	7	20.0
Above 2,000	0	0	0	0	3	11.4
TOTAL SOUTHERN DIVISION	0	0	0	0	35	100.0
ALL DISTRICTS						
Below 1,000	0	0	0	0	41	68.3
1,000 - 1,999	0	0	0	0	12	20.0
Above 2,000	0	0	0	0	7	11.7
TOTAL ALL DISTRICTS	0	0	0	0	60	100.0

*The number of schools indicated in parentheses did not answer this question.

TABLE 21

PAYMENT MADE BY SCHOOL FOR ILLINOIS MUNICIPAL RETIREMENT FUND

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000	11	35.5	11	35.5	0	0
1,000 - 1,999	2	6.5	3	9.5	0	0
Above 2,000	2	6.5	2	6.5	0	0
TOTAL NORTHERN DIVISION	15	48.5	16	51.5	0	0
SOUTHERN DIVISION						
Below 1,000	13	32.5	14	35.0	0	0
1,000 - 1,999 (1)*	6	15.0	3	7.5	0	0
Above 2,000	1	2.5	3	7.5	0	0
TOTAL SOUTHERN DIVISION	20	50.0	20	50.0	0	0
ALL DISTRICTS						
Below 1,000	24	33.8	25	35.2	0	0
1,000 - 1,999	8	11.3	6	8.5	0	0
Above 2,000	3	4.2	5	7.0	0	0
TOTAL ALL DISTRICTS	35	49.3	36	50.7	0	0

*The number of schools indicated in the parentheses did not answer this question.

of retirement benefits. In analyzing this table, there appears to be no significant difference between community unit school districts, regardless of their location or enrollment.

Social Security

The questionnaire asked the respondents to indicate the payment, either full or partial, which was made for Social Security benefits. Table 22 indicates that 94.2 per cent of the community unit school districts answering this question provide some payment toward Social Security benefits for their non-professional employees. This table also indicates that twenty-nine of the sixty-eight community unit school districts replying to this question made full payment for Social Security benefits. If we are to assume that the answers to this question are valid, we can assume that non-professional employees of 42.6 per cent of the community unit school districts replying to this questionnaire receive Social Security coverage at no cost to the individual non-professional employee.

Time Off With Pay During the Regular Work Year

Are Employees Entitled to a Vacation With Pay

The first question in this section asked "Are non-professional employees entitled to an annual paid vacation?" Table 23 pertains to paid vacations for non-professional employees. Seventy of the seventy-two community unit school districts, or 97.2 per cent, reported that non-professional employees are entitled to a paid vacation. The two community unit school districts reporting that non-professional employees are not entitled to a paid vacation, have enrollments of below 1,000 and both are located in the Northern Division.

TABLE 22

PAYMENT MADE BY SCHOOL FOR SOCIAL SECURITY

Location and Size of District	Full		Part		None	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (1)*	10	33.3	11	36.7	0	0
1,000 - 1,999	1	3.3	3	10.0	1	3.3
Above 2,000	2	6.7	2	6.7	0	0
TOTAL NORTHERN DIVISION	13	43.3	16	53.4	1	3.3
SOUTHERN DIVISION						
Below 1,000 (1)*	9	23.7	15	39.3	2	5.3
1,000 - 1,999 (2)*	5	13.2	2	5.3	1	2.6
Above 2,000	2	5.3	2	5.3	0	0
TOTAL SOUTHERN DIVISION	16	42.2	19	49.9	3	7.9
ALL DISTRICTS						
Below 1,000	19	27.9	26	38.3	2	2.9
1,000 - 1,999	6	8.8	5	7.4	2	2.9
Above 2,000	4	5.9	4	5.9	0	0
TOTAL ALL DISTRICTS	29	42.6	35	51.6	4	5.8

*The number of schools indicated in parentheses did not answer this question.

TABLE 23

ARE NON-PROFESSIONAL EMPLOYEES ENTITLED TO AN ANNUAL PAID VACATION

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	20	64.5	2	6.5
1,000 - 1,999	5	16.1	0	0
Above 2,000	<u>4</u>	<u>12.9</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>29</u>	<u>93.5</u>	<u>2</u>	<u>6.5</u>
SOUTHERN DIVISION				
Below 1,000	27	65.8	0	0
1,000 - 1,999	10	24.4	0	0
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>41</u>	<u>100.0</u>	<u>0</u>	<u>0</u>
ALL DISTRICTS				
Below 1,000	47	65.3	2	2.8
1,000 - 1,999	15	20.8	0	0
Above 2,000	<u>8</u>	<u>11.1</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . . .	<u>70</u>	<u>97.2</u>	<u>2</u>	<u>2.8</u>

Same Vacation for All Employees

The questionnaire asked if the length of vacation differed between groups of employees. Table 24 indicates that 87.2 per cent of the community unit school districts answering this question allow the same length of vacation for all groups of non-professional employees. There appears to be no significant difference between the two divisions of the state. However, the community unit school districts with enrollments below 1,000 appear to be more likely to offer vacations of varying lengths than do community unit school districts with larger enrollments. Of the nine "yes" responses to this question, no explanation was given as to how or why in five of these instances. The remaining four responses were centered around the idea that the cooks and bus drivers were not given a paid vacation because they are not employed on a twelve month basis.

Accumulative Vacations

The questionnaire asked "Is the annual vacation allowance accumulative from one year to the next?" Table 25 refers to the practice of allowing vacations to accumulate from year to year. Sixty-four of the sixty-nine, or 92.8 per cent, indicated that vacations are not accumulative. It is interesting to note that the total percentage figures are identical for both divisions. The number of community unit school districts reporting that vacations are accumulative was so small that no definite trends could be established. Of the five community unit school districts reporting "yes," two community unit school districts indicated that the maximum amount of vacation which could be accumulated was ten days, one community unit school district indicated twenty days, one community

TABLE 24

DOES THE LENGTH OF VACATION DIFFER BETWEEN GROUPS OF EMPLOYEES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	3	10.3	17	58.8
1,000 - 1,999	0	0	5	17.2
Above 2,000	<u>1</u>	<u>3.4</u>	<u>3</u>	<u>10.3</u>
TOTAL NORTHERN DIVISION	<u>4</u>	<u>13.7</u>	<u>25</u>	<u>86.3</u>
SOUTHERN DIVISION				
Below 1,000	4	9.8	23	56.0
1,000 - 1,999	1	2.4	9	22.0
Above 2,000	<u>0</u>	<u>0</u>	<u>4</u>	<u>9.8</u>
TOTAL SOUTHERN DIVISION	<u>5</u>	<u>12.2</u>	<u>36</u>	<u>87.8</u>
ALL DISTRICTS				
Below 1,000	7	10.0	40	57.2
1,000 - 1,999	1	1.4	14	20.0
Above 2,000	<u>1</u>	<u>1.4</u>	<u>7</u>	<u>10.0</u>
TOTAL ALL DISTRICTS . .	<u>9</u>	<u>12.8</u>	<u>61</u>	<u>87.2</u>

TABLE 25

IS ANNUAL VACATION ACCUMULATIVE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(1)*}	1	3.6	18	64.2
1,000 - 1,999	0	0	5	17.9
Above 2,000	<u>1</u>	<u>3.6</u>	<u>3</u>	<u>10.7</u>
TOTAL NORTHERN DIVISION	<u>2</u>	<u>7.2</u>	<u>26</u>	<u>92.8</u>
SOUTHERN DIVISION				
Below 1,000	1	2.4	26	63.5
1,000 - 1,999	1	2.4	9	22.0
Above 2,000	<u>1</u>	<u>2.4</u>	<u>3</u>	<u>7.3</u>
TOTAL SOUTHERN DIVISION	<u>3</u>	<u>7.2</u>	<u>38</u>	<u>92.8</u>
ALL DISTRICTS				
Below 1,000	2	2.9	44	63.8
1,000 - 1,999	1	1.4	14	20.3
Above 2,000	<u>2</u>	<u>2.9</u>	<u>6</u>	<u>8.7</u>
TOTAL ALL DISTRICTS . .	<u>5</u>	<u>7.2</u>	<u>64</u>	<u>92.8</u>

* The number of schools indicated in parentheses did not answer this question.

unit school district indicated sixty days, and one community unit school district failed to specify the maximum.

Length of Vacation

The questionnaire asked the respondent to indicate whether the length of vacation varied according to the length of continuous employment. The respondents were also asked to state the length of annual vacation. Of the sixty-nine community unit school districts answering the question pertaining to the length of vacation and length of employment, Table 26 indicates that fifty-six, or 81.2 per cent of these community unit school districts do not vary vacation according to length of continuous employment. There seems to be a greater number of community unit school districts in the Southern Division which follow this practice. In the Southern Division, 90.3 per cent indicated this was the practice while 67.9 per cent of the community unit school districts in the Northern Division followed this practice.

For the fifty-six community unit school districts reporting the same vacation regardless of the length of employment, the total days of vacation varied from community unit school district to community unit school district. In the Northern Division, the total days varied from ten to twenty. Thirteen community unit school districts indicated that the total vacation allowed was ten days, one indicated eleven days, three indicated twelve days, one indicated fourteen days, and one indicated the total vacation was twenty days. There was no significant difference in the amount of vacation with relation to the size of the community unit school district.

In the Southern Division, the vacation varied from five to fourteen days. One community unit school district indicated that the total amount of

TABLE 26

DOES THE LENGTH OF VACATION VARY ACCORDING TO LENGTH
OF CONTINUOUS EMPLOYMENT

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (1)*	6	21.4	13	46.5
1,000 - 1,999	2	7.1	3	10.7
Above 2,000	<u>1</u>	<u>3.6</u>	<u>3</u>	<u>10.7</u>
TOTAL NORTHERN DIVISION	<u>9</u>	<u>32.1</u>	<u>19</u>	<u>67.9</u>
SOUTHERN DIVISION				
Below 1,000	2	4.9	25	61.0
1,000 - 1,999	1	2.4	9	22.0
Above 2,000	<u>1</u>	<u>2.4</u>	<u>3</u>	<u>7.3</u>
TOTAL SOUTHERN DIVISION	<u>4</u>	<u>9.7</u>	<u>37</u>	<u>90.3</u>
ALL DISTRICTS				
Below 1,000	8	11.6	38	55.1
1,000 - 1,999	3	4.3	12	17.4
Above 2,000	<u>2</u>	<u>2.9</u>	<u>6</u>	<u>8.7</u>
TOTAL ALL DISTRICTS . .	<u>13</u>	<u>18.8</u>	<u>56</u>	<u>81.2</u>

*The number of schools indicated in parentheses did not answer this question.

vacation allowed was five days, one indicated six days, twenty-one indicated ten days, three indicated eleven days, four indicated twelve days, three indicated fourteen days, and four failed to specify the amount of vacation allowed.

From the foregoing analysis of vacation policies of community unit school districts not recognizing length of continuous employment, it may be stated that the general policy is to grant ten days vacation time, regardless of location or size of the community unit school district. With respect to the thirteen community unit school districts or 18.8 per cent of the community unit school districts, which recognize length of continuous employment in granting vacations, there is a distinct difference between the two divisions of the state. The Northern Division community unit school districts reported that 32.1 per cent recognized length of continuous employment in granting vacation while only 9.7 per cent of the Southern Division community unit school districts recognized length of continuous employment.

The nine community unit school districts of the Northern Division reported several plans for recognizing longevity in granting vacations. Six community unit school districts reported that vacation after the first year is five days, vacation after two years jumps to ten days and remains there regardless of the continuing length of employment. One community unit school district reported that vacation after the first year was ten days and remained at ten days until ten years when it jumps to fifteen days. One community unit school district reported that vacation after one year was ten days and remained there until after ten years, when one day for each year above ten years is added until vacation reaches fifteen days. This policy applied to all employees except

secretaries who are jumped to fifteen days at the end of two years of continuous employment. One community unit school district failed to specify the vacation policy.

The four community unit school districts of the Southern Division reported a similar plan of recognizing longevity in granting vacations. Three community unit school districts reported that vacation after the first year is five days, vacation after two years jumps to ten days and remains there regardless of the continuing length of employment. The fourth community unit school district reported the same vacation policy except that vacation is increased from ten to fifteen days after ten years of employment.

The foregoing analysis of vacation policies which recognizes longevity may be summarized by stating that, in general, a vacation of five days is granted after one year of continuous employment and the vacation jumps to ten days after completing two years of continuous employment, regardless of location or size of community unit school district.

Cash Payments in Lieu of Vacation

The respondents were asked "Can an employee receive a cash payment in lieu of his annual vacation?" Table 27 refers to the awarding of cash payments in lieu of annual vacations. Fifty-eight of the sixty-eight community unit school districts, or 85.2 per cent, answered this question "no." Community unit school districts from the Southern Division tended to be slightly more liberal in granting this privilege to employees, as 17.1 per cent of these community unit school districts answered the question "yes" while only 11.1 per cent of the community unit school districts in the Northern Division answered "yes."

TABLE 27

CAN AN EMPLOYEE RECEIVE CASH PAYMENT IN LIEU OF ANNUAL VACATION

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	1	3.7	17	63.0
1,000 - 1,999	1	3.7	4	14.8
Above 2,000	<u>1</u>	<u>3.7</u>	<u>3</u>	<u>11.1</u>
TOTAL NORTHERN DIVISION	<u>3</u>	<u>11.1</u>	<u>24</u>	<u>88.9</u>
SOUTHERN DIVISION				
Below 1,000	4	9.8	23	56.0
1,000 - 1,999	3	7.3	7	17.1
Above 2,000	<u>0</u>	<u>0</u>	<u>4</u>	<u>9.8</u>
TOTAL SOUTHERN DIVISION	<u>7</u>	<u>17.1</u>	<u>34</u>	<u>82.9</u>
ALL DISTRICTS				
Below 1,000	5	7.4	40	58.7
1,000 - 1,999	4	5.9	11	16.2
Above 2,000	<u>1</u>	<u>1.5</u>	<u>7</u>	<u>10.3</u>
TOTAL ALL DISTRICTS . .	<u>10</u>	<u>14.8</u>	<u>58</u>	<u>85.2</u>

*The number of schools indicated in parentheses did not answer this question.

Holidays During Vacation Period

"Is the employee allowed an extra day of vacation for each holiday falling within the vacation period?" Table 28 indicates that thirty-five of the sixty-eight community unit school districts or 51.5 per cent of the community unit school districts answering this question grant an extra day of vacation for each holiday falling within the vacation period. There does not appear to be any significant difference between community unit school districts because of location or size.

Paid Holidays

"Are non-professional employees entitled to their regular pay for holidays not worked?" The data furnished by Table 29 indicates that, overall, sixty-four of the seventy, or 91.4 per cent of the community unit school districts replying to this questionnaire, granted paid holidays to their non-professional employees. It should be noted that there are apparent differences between community unit school districts in the Northern Division and community unit school districts in the Southern Division. All forty-one community unit school districts in the Southern Division indicated that their employees received paid holidays. In the Northern Division, 79.4 per cent of the community unit school districts replying to this question indicated that the non-professional employee received paid holidays. The greatest number of community unit school districts not allowing paid holidays were in the enrollment classification of below 1,000.

Paid Holidays Granted

The questionnaire asked the respondent to indicate the holidays which were granted to non-professional employees. Tables 30 through 32

TABLE 28

IS THE EMPLOYEE ALLOWED AN EXTRA DAY OF VACATION FOR EACH HOLIDAY
FOLLOWING A VACATION PERIOD

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(1)*}	8	29.6	11	40.8
1,000 - 1,999	3	11.1	2	7.4
Above 2,000 ^{(1)*}	<u>3</u>	<u>11.1</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>14</u>	<u>51.8</u>	<u>13</u>	<u>48.2</u>
SOUTHERN DIVISION				
Below 1,000	14	34.2	13	31.7
1,000 - 1,999	4	9.8	6	14.6
Above 2,000	<u>3</u>	<u>7.3</u>	<u>1</u>	<u>2.4</u>
TOTAL SOUTHERN DIVISION	<u>21</u>	<u>51.3</u>	<u>20</u>	<u>48.7</u>
ALL DISTRICTS				
Below 1,000	22	32.4	24	35.2
1,000 - 1,999	7	10.3	8	11.8
Above 2,000	<u>6</u>	<u>8.8</u>	<u>1</u>	<u>1.5</u>
TOTAL ALL DISTRICTS . .	<u>35</u>	<u>51.5</u>	<u>33</u>	<u>48.5</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 29

ARE NON-PROFESSIONAL EMPLOYEES ENTITLED TO PAID HOLIDAYS

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(2)*}	15	51.8	5	17.2
1,000 - 1,999	4	13.8	1	3.4
Above 2,000	<u>4</u>	<u>13.8</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>23</u>	<u>79.4</u>	<u>6</u>	<u>20.6</u>
SOUTHERN DIVISION				
Below 1,000	27	65.8	0	0
1,000 - 1,999	10	24.4	0	0
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>41</u>	<u>100.0</u>	<u>0</u>	<u>0</u>
ALL DISTRICTS				
Below 1,000	42	60.0	5	7.2
1,000 - 1,999	14	20.0	1	1.4
Above 2,000	<u>8</u>	<u>11.4</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . .	<u>64</u>	<u>91.4</u>	<u>6</u>	<u>8.6</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 30

PAID HOLIDAYS ALLOWED

Location and Size of District	New Year's Day		Memorial Day		Independence Day	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000	14	60.9	14	60.9	15	65.2
1,000 - 1,999	4	17.4	4	17.4	4	17.4
Above 2,000	4	17.4	4	17.4	4	17.4
TOTAL NORTHERN DIVISION	22	95.7	22	95.7	23	100.0
SOUTHERN DIVISION						
Below 1,000 (2)*	25	61.0	25	61.0	22	53.7
1,000 - 1,999	10	24.4	10	24.4	10	24.4
Above 2,000	4	9.8	4	9.8	4	9.8
TOTAL SOUTHERN DIVISION	39	95.2	39	95.2	36	87.9
ALL DISTRICTS						
Below 1,000	39	60.9	39	60.9	37	57.8
1,000 - 1,999	14	21.9	14	21.9	14	21.9
Above 2,000	8	12.5	8	12.5	8	12.5
TOTAL ALL DISTRICTS	61	95.3	61	95.3	59	92.2

*The number of schools indicated in parentheses did not answer this question.

TABLE 31

PAID HOLIDAYS ALLOWED

Location and Size of District	Labor Day		Thanksgiving		Christmas	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000	14	60.9	14	60.9	14	60.9
1,000 - 1,999	4	17.4	4	17.4	4	17.4
Above 2,000	4	17.4	4	17.4	4	17.4
TOTAL NORTHERN DIVISION	22	95.7	22	95.7	22	95.7
SOUTHERN DIVISION						
Below 1,000 (2)*	24	58.5	25	61.0	25	61.0
1,000 - 1,999	10	24.4	10	24.4	10	24.4
Above 2,000	4	9.8	4	9.8	4	9.8
TOTAL SOUTHERN DIVISION	38	92.7	39	95.2	39	95.2
ALL DISTRICTS						
Below 1,000	38	59.4	39	60.9	39	60.9
1,000 - 1,999	14	21.9	14	21.9	14	21.9
Above 2,000	8	12.5	8	12.5	8	12.5
TOTAL ALL DISTRICTS	60	93.8	61	95.3	61	95.3

*The number of schools indicated in parentheses did not answer this question.

TABLE 32

PAID HOLIDAYS ALLOWED

Location and Size of District	Veteran's Day		Lincoln's Birthday		Good Friday	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000	2	8.7	0	0	2	8.7
1,000 - 1,999	1	4.3	2	8.7	1	4.3
Above 2,000	2	8.7	1	4.3	2	8.7
TOTAL NORTHERN DIVISION	5	21.7	3	13.0	5	21.7
SOUTHERN DIVISION						
Below 1,000	1	2.4	7	17.1	6	14.6
1,000 - 1,999	0	0	3	7.3	3	7.3
Above 2,000	2	4.9	2	4.9	2	4.9
TOTAL SOUTHERN DIVISION	3	7.3	12	29.3	11	26.8
ALL DISTRICTS						
Below 1,000	3	4.7	7	10.9	8	12.5
1,000 - 1,999	1	1.5	5	7.8	4	6.3
Above 2,000	4	6.3	3	4.7	4	6.3
TOTAL ALL DISTRICTS	8	12.5	15	23.4	16	25.1

refer to the holidays which are allowed by the community unit school district. Tables 30 and 31 indicate, with one exception, that more than 92 per cent of the community unit school districts allowing paid holidays grant New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day as paid holidays.

Table 32 indicates that the granting of additional holidays is far from being a standard practice. This table does indicate that there is a greater tendency to allow Lincoln's Birthday and Good Friday as paid holidays in Southern Division community unit school districts while Veteran's Day is allowed in the Northern Division. Generally speaking, the additional holidays are granted with greater frequency in the community unit school districts having enrollments below 1,000. Easter, Armed Forces Day, teacher's institutes and workshops were also listed as paid holidays, but in such a small number as to be insignificant.

It should be noted that Tables 30 through 32 are to be read differently than the preceding tables. The total percentage possible for each holiday within each division is 100 per cent, as is indicated by Independence Day in the Northern Division, as shown on Table 30.

Same Holidays for All Employees

"Are all non-professional employees entitled to the same number of holidays with pay each year?" Table 33 indicates that 90.5 per cent of the community unit school districts reporting stated that all non-professional employees received the same paid holidays. It should be noted that all of the community unit school districts which replied "no" were in the enrollment classification of below 1,000.

TABLE 33

ARE THE NON-PROFESSIONAL EMPLOYEES ENTITLED TO THE SAME NUMBER OF HOLIDAYS

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	13	56.5	2	8.7
1,000 - 1,999	4	17.4	0	0
Above 2,000	<u>4</u>	<u>17.4</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>21</u>	<u>91.3</u>	<u>2</u>	<u>8.7</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	22	55.0	4	10.0
1,000 - 1,999	10	25.0	0	0
Above 2,000	<u>4</u>	<u>10.0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>36</u>	<u>90.0</u>	<u>4</u>	<u>10.0</u>
ALL DISTRICTS				
Below 1,000	35	55.6	6	9.5
1,000 - 1,999	14	22.2	0	0
Above 2,000	<u>8</u>	<u>12.7</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . .	<u>57</u>	<u>90.5</u>	<u>6</u>	<u>9.5</u>

* The number of schools indicated in parentheses did not answer this question.

Sick Leave

"Are non-professional employees entitled to sick leave?" Of the seventy-two community unit schools reporting, 97.2 per cent or 70 community unit school districts allow sick leave for non-professional employees according to Table 34. The two exceptions have enrollments of below 1,000. One is located in the Northern Division and one is located in the Southern Division.

Same Sick Leave for All Employees

The questionnaire asked "Does the amount of sick leave with pay differ between groups of employees?" Table 35 indicates that sixty-three of the seventy community unit school districts, or 90 per cent, reported that the amount of sick leave does not differ between groups of employees. The Southern Division indicates a smaller percentage of community unit school districts differentiating between groups of employees for sick leave purposes. All of the community unit school districts which do differentiate are community unit school districts with an enrollment of below 1,000, with one exception.

Most of the plans which set up different sick leave benefits do so along employee group lines. For example, custodians are allowed thirty days sick leave in one community unit school district while all other employees are allowed ten days per year. Another plan, which was listed in two instances, was a plan which varied sick leave according to the employee's salary. The details of this plan were not disclosed.

Accumulation of Sick Leave

The respondents were asked to indicate whether sick leave was accumulative from year to year. They were also asked to indicate the maximum number of working days which could be accumulated.

TABLE 34

ARE NON-PROFESSIONAL EMPLOYEES ENTITLED TO SICK LEAVE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	21	67.8	1	3.2
1,000 - 1,999	5	16.1	0	0
Above 2,000	<u>4</u>	<u>12.9</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>30</u>	<u>96.8</u>	<u>1</u>	<u>3.2</u>
SOUTHERN DIVISION				
Below 1,000	26	63.4	1	2.4
1,000 - 1,999	10	24.4	0	0
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>40</u>	<u>97.6</u>	<u>1</u>	<u>2.4</u>
ALL DISTRICTS				
Below 1,000	47	65.3	2	2.8
1,000 - 1,999	15	20.8	0	0
Above 2,000	<u>8</u>	<u>11.1</u>	<u>0</u>	<u>0</u>
TOTAL ALL DISTRICTS . .	<u>70</u>	<u>97.2</u>	<u>2</u>	<u>2.8</u>

TABLE 35

DOES AMOUNT OF SICK LEAVE DIFFER BETWEEN GROUPS OF EMPLOYEES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	4	13.3	17	56.7
1,000 - 1,999	0	0	5	16.7
Above 2,000	<u>1</u>	<u>3.3</u>	<u>3</u>	<u>10.0</u>
TOTAL NORTHERN DIVISION	<u>5</u>	<u>16.6</u>	<u>25</u>	<u>83.4</u>
SOUTHERN DIVISION				
Below 1,000	2	5.0	24	60.0
1,000 - 1,999	0	0	10	25.0
Above 2,000	<u>0</u>	<u>0</u>	<u>4</u>	<u>10.0</u>
TOTAL SOUTHERN DIVISION	<u>2</u>	<u>5.0</u>	<u>38</u>	<u>95.0</u>
ALL DISTRICTS				
Below 1,000	6	8.6	41	58.6
1,000 - 1,999	0	0	15	21.4
Above 2,000	<u>1</u>	<u>1.4</u>	<u>7</u>	<u>10.0</u>
TOTAL ALL DISTRICTS . .	<u>7</u>	<u>10.0</u>	<u>63</u>	<u>90.0</u>

TABLE 36

IS SICK LEAVE ACCUMULATIVE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	20	69.0	1	3.4
1,000 - 1,999	5	17.3	0	0
Above 2,000 ^{(1)*}	<u>2</u>	<u>6.9</u>	<u>1</u>	<u>3.4</u>
TOTAL NORTHERN DIVISION	<u>27</u>	<u>93.2</u>	<u>2</u>	<u>6.8</u>
SOUTHERN DIVISION				
Below 1,000	23	57.5	3	7.5
1,000 - 1,999	10	25.0	0	0
Above 2,000	<u>4</u>	<u>10.0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>37</u>	<u>92.5</u>	<u>3</u>	<u>7.5</u>
ALL DISTRICTS				
Below 1,000	43	62.4	4	5.8
1,000 - 1,999	15	21.7	0	0
Above 2,000	<u>6</u>	<u>8.7</u>	<u>1</u>	<u>1.4</u>
TOTAL ALL DISTRICTS . .	<u>64</u>	<u>92.8</u>	<u>5</u>	<u>7.2</u>

*The number of schools indicated in parentheses did not answer this question.

With regard to the accumulation of sick leave, Table 36 indicates that sixty-four of the sixty-nine community unit school districts, or 92.8 per cent, allowed sick leave to accumulate. There does not seem to be any significant difference between community unit school districts because of location, but the size of the community unit school district does appear to influence this slightly. Four of the five community unit school districts which do not allow sick leave to accumulate are community unit school districts with enrollments below 1,000.

The amount of sick leave which is allowed to accumulate varies greatly from one community unit school district to another. The maximum amount stated was ninety days, and the minimum amount stated was thirty days. Forty-one community unit school districts reported that the maximum amount of sick leave which may be accumulated was sixty days, eight community unit school districts indicated a maximum of thirty days, two community unit school districts indicated a maximum of forty days, and two community unit school districts indicated a maximum of fifty and ninety days, respectively. Eleven community unit school districts indicated that sick leave was accumulative but failed to specify any maximum.

At this point, it must be stated that the validity of some of the answers regarding sick leave must be questioned. Those community unit school districts which answered that they did not allow non-professional employees sick leave, or that sick leave was not accumulative, or that the maximum amount of sick leave which may be accumulated was anything below sixty days, appear to be in violation of the law. Article 24-6 of the School Code of Illinois stated in part, "The school boards of all school districts, including special charter districts, shall grant their

full-time teachers and other employees sick leave provision not less in amount than ten days at full pay in each school year. If any such teacher or employee does not use the full amount of annual sick leave thus allowed, the unused amount shall accumulate to a minimum available leave of sixty days at full pay, including the leave of the current year."¹ The apparent violations of the school code which this study has revealed cannot be explained from the data received from the participating community unit school districts.

The question regarding a reward for sick leave not used at the end of the year needs no table since all community unit school districts replied that they did not provide this benefit. Sixty-eight of the seventy-two community unit school districts replied that they did not provide this benefit.

Bereavement Leave

The questionnaire asked the respondents to indicate if non-professional employees were entitled to bereavement leave with pay.

Of the seventy community unit school districts answering this question, sixty-four, or 91.4 per cent of these community unit school districts indicated that the non-professional employees were entitled to bereavement leave. In the Northern Division, 96.6 per cent of the community unit school districts reporting indicated that non-professional employees were entitled to bereavement leave while 87.5 per cent of the community unit school districts in the Southern Division provided this benefit for non-professional employees.

¹Illinois, Office of the Superintendent of Public Instruction, The School Code of Illinois, p. 241.

TABLE 37

DO EMPLOYEES RECEIVE BEREAVEMENT LEAVE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (1)*	21	70.0	0	0
1,000 - 1,999	4	13.3	1	3.4
Above 2,000	<u>4</u>	<u>13.3</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>29</u>	<u>96.6</u>	<u>1</u>	<u>3.4</u>
SOUTHERN DIVISION				
Below 1,000	25	62.5	2	5.0
1,000 - 1,999 (1)*	7	17.5	2	5.0
Above 2,000	<u>3</u>	<u>7.5</u>	<u>1</u>	<u>2.5</u>
TOTAL SOUTHERN DIVISION	<u>35</u>	<u>87.5</u>	<u>5</u>	<u>12.2</u>
ALL DISTRICTS				
Below 1,000	46	65.7	2	2.9
1,000 - 1,999	11	15.7	3	4.3
Above 2,000	<u>7</u>	<u>10.0</u>	<u>1</u>	<u>1.4</u>
TOTAL ALL DISTRICTS . .	<u>64</u>	<u>91.4</u>	<u>6</u>	<u>8.6</u>

*The number of schools indicated in parentheses did not answer this question.

Time Off to Vote

The questionnaire asked the respondents to indicate if non-professional employees were entitled to time off to vote. Seventy-one community unit school districts answered the question regarding time off to vote without loss of pay. Sixty-one of these community unit school districts, or 86.0 per cent reported that non-professional employees were granted the privilege. There were no significant characteristics regarding location or size among the community school districts answering "no."

Jury Duty

The questionnaire asked the respondents to indicate if non-professional employees were entitled to time off for jury duty. Table 39 refers to time off for jury duty without loss of pay. Sixty-five community unit school districts answered this question, with forty-five, or 69.1 per cent reporting that non-professional employees were granted this privilege. Location appears to be somewhat significant with respect to this question.

In the Northern Division, 57.2 per cent of the community unit school districts reporting indicated that this privilege was granted, while in the Southern Division, 78.4 per cent gave the same indication. One community unit school district has apparently solved this matter according to the answer given by one superintendent. He stated, "We get them excused (from jury duty)!"

Court Attendance as a Witness

The questionnaire asked the respondents to indicate if non-professional employees were entitled to time off to be a witness in court. Table 40 indicates that fifty-seven of the sixty-six community unit school districts, or 86.4 per cent, grant time off with pay for court attendance as a witness.

TABLE 38

ARE EMPLOYEES ENTITLED TO TIME OFF TO VOTE

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(1)*}	19	63.3	2	6.7
1,000 - 1,999	3	10.0	2	6.7
Above 2,000	<u>3</u>	<u>10.0</u>	<u>1</u>	<u>3.3</u>
TOTAL NORTHERN DIVISION	<u>25</u>	<u>83.3</u>	<u>5</u>	<u>16.7</u>
SOUTHERN DIVISION				
Below 1,000	26	63.4	1	2.4
1,000 - 1,999	8	19.5	2	4.9
Above 2,000	<u>2</u>	<u>4.9</u>	<u>2</u>	<u>4.9</u>
TOTAL SOUTHERN DIVISION	<u>36</u>	<u>87.8</u>	<u>5</u>	<u>12.2</u>
ALL DISTRICTS				
Below 1,000	45	63.5	3	4.2
1,000 - 1,999	11	15.5	4	5.6
Above 2,000	<u>5</u>	<u>7.0</u>	<u>3</u>	<u>4.2</u>
TOTAL ALL DISTRICTS . .	<u>61</u>	<u>86.0</u>	<u>10</u>	<u>14.0</u>

*The number of schools indicated in the parentheses did not answer this question.

TABLE 39

ARE EMPLOYEES ALLOWED TIME OFF FOR JURY DUTY

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	12	43.0	8	28.6
1,000 - 1,999 (1)*	2	7.1	2	7.1
Above 2,000	<u>2</u>	<u>7.1</u>	<u>2</u>	<u>7.1</u>
TOTAL NORTHERN DIVISION	<u>16</u>	<u>57.2</u>	<u>12</u>	<u>42.8</u>
SOUTHERN DIVISION				
Below 1,000 (2)*	19	51.4	6	16.2
1,000 - 1,999 (2)*	6	16.2	2	5.4
Above 2,000	<u>4</u>	<u>10.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>29</u>	<u>78.4</u>	<u>8</u>	<u>21.6</u>
ALL DISTRICTS				
Below 1,000	31	47.6	14	21.6
1,000 - 1,999	8	12.3	4	6.2
Above 2,000	<u>6</u>	<u>9.2</u>	<u>2</u>	<u>3.1</u>
TOTAL ALL DISTRICTS	<u>45</u>	<u>69.1</u>	<u>20</u>	<u>30.9</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 40

ARE EMPLOYEES ALLOWED TIME OFF FOR COURT ATTENDANCE AS WITNESS

Location and Size of District	Yes		No	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	17	60.8	3	10.7
1,000 - 1,999 (1)*	2	7.1	2	7.1
Above 2,000	<u>3</u>	<u>10.7</u>	<u>1</u>	<u>3.6</u>
TOTAL NORTHERN DIVISION	<u>22</u>	<u>78.6</u>	<u>6</u>	<u>21.4</u>
SOUTHERN DIVISION				
Below 1,000 (2)*	22	57.9	3	7.9
1,000 - 1,999 (1)*	9	23.7	0	0
Above 2,000	<u>4</u>	<u>10.5</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>35</u>	<u>92.1</u>	<u>3</u>	<u>7.9</u>
ALL DISTRICTS				
Below 1,000	39	59.1	6	9.1
1,000 - 1,999	11	16.7	2	3.0
Above 2,000	<u>7</u>	<u>10.6</u>	<u>1</u>	<u>1.5</u>
TOTAL ALL DISTRICTS	<u>57</u>	<u>86.4</u>	<u>9</u>	<u>13.6</u>

*The number of schools indicated in parentheses did not answer this question.

The breakdown by division indicates results similar to the results indicated by Table 39. Generally speaking, Southern Division community unit school districts appear to have a greater tendency for granting this benefit than do Northern Division community unit school districts.

Recognized Periods of Time Off With Pay During the Regular Work Day

Coffee Breaks

"Are non-professional employees entitled to a coffee break (s) each day?" Coffee breaks are available to the non-professional employees in 82.9 per cent of the community unit school districts responding to the question according to the data furnished by Table 41. Seventy of the seventy-two community unit school districts answered the question. Northern Division community unit school districts appear to grant this benefit in a slightly greater percentage than do Southern Division community unit school districts. Most of the community unit school districts which fail to grant coffee breaks to non-professional employees are community unit school districts with enrollments below 1,000.

Length of Coffee Breaks

The respondents were asked to indicate the maximum time allowance per day for coffee breaks. Table 42 refers to the length of the coffee break allowed non-professional employees. In the Northern Division, 61.6 per cent of the total community unit school districts in this division indicated that the length of the coffee break was one-fourth hour. In the Southern Division, 46.9 per cent of the total community unit school districts in this division indicated that the length of the coffee break was one-half hour.

TABLE 41

ARE EMPLOYEES ALLOWED COFFEE BREAKS

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (1)*	17	56.7	4	13.3
1,000 - 1,999	5	16.7	0	0
Above 2,000	<u>4</u>	<u>13.3</u>	<u>0</u>	<u>0</u>
TOTAL NORTHERN DIVISION	<u>26</u>	<u>86.7</u>	<u>4</u>	<u>13.3</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	20	50.0	6	15.0
1,000 - 1,999	9	22.5	1	2.5
Above 2,000	<u>3</u>	<u>7.5</u>	<u>1</u>	<u>2.5</u>
TOTAL SOUTHERN DIVISION	<u>32</u>	<u>80.0</u>	<u>8</u>	<u>20.0</u>
ALL DISTRICTS				
Below 1,000	37	52.9	10	14.3
1,000 - 1,999	14	20.0	1	1.4
Above 2,000	<u>7</u>	<u>10.0</u>	<u>1</u>	<u>1.4</u>
TOTAL ALL DISTRICTS . .	<u>58</u>	<u>82.9</u>	<u>12</u>	<u>17.1</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 42

LENGTH OF COFFEE BREAK

Location and Size of District	1/4 Hour		1/2 Hour		3/4 Hour	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (3)*	10	38.5	4	15.4	0	0
1,000 - 1,999	4	15.4	1	3.8	0	0
Above 2,000	2	7.7	2	7.7	0	0
TOTAL NORTHERN DIVISION	16	61.6	7	26.9	0	0
SOUTHERN DIVISION						
Below 1,000 (2)*	9	28.1	8	25.0	1	3.1
1,000 - 1,999 (1)*	2	6.3	6	18.8	0	0
Above 2,000 (1)*	1	3.1	1	3.1	0	0
TOTAL SOUTHERN DIVISION	12	37.5	15	46.9	1	3.1
ALL DISTRICTS						
Below 1,000	19	32.8	12	20.7	1	1.7
1,000 - 1,999	6	10.3	7	12.1	0	0
Above 2,000	3	5.2	3	5.2	0	0
TOTAL ALL DISTRICTS	28	48.3	22	38.0	1	1.7

*The number of schools indicated in parentheses did not answer this question.

Paid Lunch Period

"Are non-professional employees entitled to a paid lunch period?" Table 43 refers to the question regarding a paid lunch period for non-professional employees. Seventy-one community unit school districts answered this question, and forty-seven, or 66.3 per cent, of the community unit school districts indicated that non-professional employees receive paid lunch periods. There appears to be little difference between the Northern Division and Southern Division community unit school districts. No significant difference between community unit school districts of different sizes is apparent.

Length of Paid Lunch Period

The respondents were asked to indicate the maximum time allowance per day for a paid lunch period. Table 44 refers to the length of the paid lunch period. In the Northern Division, 42.2 per cent of the total community unit school districts in this division indicated that the length of the paid lunch period was one-half hour. In the Southern Division, 46.7 per cent of the total community unit school districts in the division indicated that the length of the paid lunch period was one hour.

Miscellaneous Services

Payroll Deductions

The questionnaire asked "Does your community unit honor requests by non-professional employees for payroll deductions?" Table 45 refers to requests for payroll deductions by non-professional employees. All seventy-two community unit school districts answered this question with forty-nine, or 68.0 per cent of the community unit school districts indicating that they would honor such requests. Little relationship

TABLE 43

DO EMPLOYEES RECEIVE PAID LUNCH PERIODS

Location and Size of District	Yes		No	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(1)*}	14	46.6	7	23.3
1,000 - 1,999	3	10.0	2	6.7
Above 2,000	<u>2</u>	<u>6.7</u>	<u>2</u>	<u>6.7</u>
TOTAL NORTHERN DIVISION	<u>19</u>	<u>63.3</u>	<u>11</u>	<u>36.7</u>
SOUTHERN DIVISION				
Below 1,000	17	41.4	10	24.4
1,000 - 1,999	7	17.1	3	7.3
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>28</u>	<u>68.3</u>	<u>13</u>	<u>31.7</u>
ALL DISTRICTS				
Below 1,000	31	43.7	17	23.9
1,000 - 1,999	10	14.1	5	7.0
Above 2,000	<u>6</u>	<u>8.5</u>	<u>2</u>	<u>2.8</u>
TOTAL ALL DISTRICTS . .	<u>47</u>	<u>66.3</u>	<u>24</u>	<u>33.7</u>

*The number of schools indicated in parentheses did not answer this question.

LENGTH OF PAID LUNCH PERIOD

Location and Size of District	1/4 Hour		1/2 Hour		3/4 Hour		1 Hour	
	Number Of Total	Per Cent Of Total	Number Of Total	Per Cent Of Total	Number Of Total	Per Cent Of Total	Number Of Total	Per Cent Of Total
NORTHERN DIVISION								
Below 1,000 (2)*	1	5.3	6	31.6	1	5.3	4	21.1
1,000 - 1,999	0	0	1	5.3	1	5.3	1	5.3
Above 2,000	0	0	1	5.3	1	5.3	0	0
TOTAL NORTHERN DIVISION	1	5.3	8	42.2	3	15.9	5	26.4
SOUTHERN DIVISION								
Below 1,000	0	0	3	10.7	5	17.9	9	32.1
1,000 - 1,999	0	0	1	3.6	2	7.1	4	14.3
Above 2,000 (1)*	0	0	2	7.1	1	3.6	0	0
TOTAL SOUTHERN DIVISION	0	0	6	21.4	8	28.6	13	46.4
ALL DISTRICTS								
Below 1,000	1	2.1	9	19.1	6	12.8	13	27.7
1,000 - 1,999	0	0	2	4.3	3	6.4	5	10.6
Above 2,000	0	0	3	6.4	2	4.3	0	0
TOTAL ALL DISTRICTS	1	2.1	14	29.8	11	23.5	18	38.3

*The number of schools indicated in parentheses did not answer this question.

TABLE 45

ARE REQUESTS FOR PAYROLL DEDUCTIONS ALLOWED

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	10	32.3	12	38.7
1,000 - 1,999	4	12.9	1	3.2
Above 2,000	<u>3</u>	<u>9.7</u>	<u>1</u>	<u>3.2</u>
TOTAL NORTHERN DIVISION	<u>17</u>	<u>54.9</u>	<u>14</u>	<u>45.1</u>
SOUTHERN DIVISION				
Below 1,000	20	48.7	7	17.1
1,000 - 1,999	8	19.5	2	4.9
Above 2,000	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>32</u>	<u>78.0</u>	<u>9</u>	<u>22.0</u>
ALL DISTRICTS				
Below 1,000	30	41.6	19	26.4
1,000 - 1,999	12	16.7	3	4.2
Above 2,000	<u>7</u>	<u>9.7</u>	<u>1</u>	<u>1.4</u>
TOTAL ALL DISTRICTS . .	<u>49</u>	<u>68.0</u>	<u>23</u>	<u>32.0</u>

between the size of the community unit school district and the reply to this question was noted. However, there seems to be a significant difference between community unit school districts of the Southern Division as compared with community unit school districts of the Northern Division. Thirty-two of the forty-one, or 78.0 per cent of the community unit school districts in the Southern Division replied "yes" to this question while seventeen of thirty-one, or 54.9 per cent, of the community unit school districts of the Northern Division gave the same answer.

Payroll Deductions Allowed

The respondents were asked to indicate the items which may be deducted from the non-professional employee's paycheck. Table 46 refers to the items for which payroll deductions may be requested. Forty-three of the forty-nine community unit school districts which indicated that requests would be granted, indicated that group insurance premiums would be deducted from the employee paycheck if requested. This represents 87.8 per cent of the total universe. Community unit school districts in the Southern Division appear to grant this privilege in a slightly greater number. Ninety and seven-tenths per cent of the community unit school districts in the Southern Division indicated that group insurance premiums would be deducted while 82.3 per cent of the Northern Division community unit school districts indicated the same.

The other items for which payroll deductions may be requested, besides those indicated in Table 46, were so small in number that they must be considered insignificant. Two community unit school districts indicated that the cost of the tax sheltered annuity may be deducted from the non-professional employees paycheck and one community unit school district indicated that the cost of uniform rental may be deducted. It

TABLE 46

REQUESTS FOR PAYROLL DEDUCTIONS GRANTED

Location and Size of District	Group Insurance Premiums		Savings Plans		Union and/or Associations	
	Number Of Total	Per Cent Of Total	Number Of Total	Per Cent Of Total	Number Of Total	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (3)*	8	47.1	0	0	1	5.9
1,000 - 1,999	3	17.6	3	17.6	0	0
Above 2,000	3	17.6	0	0	0	0
TOTAL NORTHERN DIVISION	14	82.3	3	17.6	1	5.9
SOUTHERN DIVISION						
Below 1,000 (2)*	18	56.3	4	12.5	2	6.3
1,000 - 1,999 (1)*	7	21.9	2	6.3	0	0
Above 2,000	4	12.5	0	0	0	0
TOTAL SOUTHERN DIVISION	29	90.7	6	18.8	2	6.3
ALL DISTRICTS						
Below 1,000	26	53.1	4	8.2	3	6.1
1,000 - 1,999	10	20.4	5	10.2	0	0
Above 2,000	7	14.3	0	0	0	0
TOTAL ALL DISTRICTS	43	87.8	9	18.4	3	6.1

*The number of schools indicated in parentheses did not answer this question.

should be noted that this table (Table 46) should be read just as Tables 30 through 32 were read.

Meals Purchased on Payroll Deduction Basis

"Can meals be purchased from the school cafeteria on a payroll deduction basis?" Table 47 indicates that sixty-seven of the sixty-nine community unit school districts, or 97.1 per cent of the community unit school districts, do not allow employees to purchase meals on a payroll deduction basis. The only two exceptions to this were community unit school districts in the Northern Division, both having enrollments below 1,000.

Free Meals for Non-Professional Employees

"Are non-professional employees (excluding cafeteria employees) entitled to free meals in the school cafeteria?" Table 48 refers to the question regarding free meals given to non-professional employees, excluding cafeteria employees. Nineteen of the sixty-nine community unit school districts replying to this question indicated that non-professional employees, excluding cafeteria employees, were entitled to free meals. This represents 27.5 per cent of the total answers. Percentage-wise, Northern Division community unit school districts indicated a greater tendency to grant free meals than do Southern Division community unit school districts, 31.0 per cent to 25.0 per cent.

Meals at Student Prices for Non-Professional Employees

Those respondents who indicated "no" in the preceding question were asked to indicate whether non-professional employees were entitled to purchase meals at student prices. Table 49 is concerned with the community unit school districts which indicated, in Table 48, that they did not give employees free meals. Of the forty-seven community unit school districts

TABLE 47

MEALS ON PAYROLL DEDUCTION

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	2	6.9	18	62.1
1,000 - 1,999	0	0	5	17.2
Above 2,000	<u>0</u>	<u>0</u>	<u>4</u>	<u>13.8</u>
TOTAL NORTHERN DIVISION	<u>2</u>	<u>6.9</u>	<u>27</u>	<u>93.1</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	0	0	27	67.5
1,000 - 1,999	0	0	9	22.5
Above 2,000	<u>0</u>	<u>0</u>	<u>4</u>	<u>10.0</u>
TOTAL SOUTHERN DIVISION	<u>0</u>	<u>0</u>	<u>40</u>	<u>100.0</u>
ALL DISTRICTS				
Below 1,000	2	2.9	45	65.2
1,000 - 1,999	0	0	14	20.3
Above 2,000	<u>0</u>	<u>0</u>	<u>8</u>	<u>11.6</u>
TOTAL ALL DISTRICTS . .	<u>2</u>	<u>2.9</u>	<u>67</u>	<u>97.1</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 48

FREE MEALS FOR EMPLOYEES EXCLUDING CAFETERIA EMPLOYEES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 (2)*	7	24.2	13	44.9
1,000 - 1,999	1	3.4	4	13.8
Above 2,000	<u>1</u>	<u>3.4</u>	<u>3</u>	<u>10.3</u>
TOTAL NORTHERN DIVISION	<u>9</u>	<u>31.0</u>	<u>20</u>	<u>69.0</u>
SOUTHERN DIVISION				
Below 1,000 (1)*	7	17.5	20	50.0
1,000 - 1,999	2	5.0	7	17.5
Above 2,000	<u>1</u>	<u>2.5</u>	<u>3</u>	<u>7.5</u>
TOTAL SOUTHERN DIVISION	<u>10</u>	<u>25.0</u>	<u>30</u>	<u>75.0</u>
ALL DISTRICTS				
Below 1,000	14	20.3	33	47.9
1,000 - 1,999	3	4.3	11	15.9
Above 2,000	<u>2</u>	<u>2.9</u>	<u>6</u>	<u>8.7</u>
TOTAL ALL DISTRICTS	<u>19</u>	<u>27.5</u>	<u>50</u>	<u>72.5</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 49

ARE EMPLOYEES ENTITLED TO MEALS AT STUDENT PRICES
(EXCLUDING CAFETERIA EMPLOYEES)

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(2)*}	5	27.8	6	33.3
1,000 - 1,999	2	11.1	2	11.1
Above 2,000	<u>0</u>	<u>0</u>	<u>3</u>	<u>16.7</u>
TOTAL NORTHERN DIVISION	<u>7</u>	<u>38.9</u>	<u>11</u>	<u>61.1</u>
SOUTHERN DIVISION				
Below 1,000 ^{(1)*}	12	41.5	7	24.1
1,000 - 1,999	3	10.3	4	13.8
Above 2,000	<u>1</u>	<u>3.4</u>	<u>2</u>	<u>6.9</u>
TOTAL SOUTHERN DIVISION	<u>16</u>	<u>55.2</u>	<u>13</u>	<u>44.3</u>
ALL DISTRICTS				
Below 1,000	17	36.2	13	27.7
1,000 - 1,999	5	10.6	6	12.8
Above 2,000	<u>1</u>	<u>2.1</u>	<u>5</u>	<u>10.6</u>
TOTAL ALL DISTRICTS . .	<u>23</u>	<u>48.9</u>	<u>24</u>	<u>51.1</u>

*The number of schools indicated in parentheses did not answer this question.

answering this question, 48.9 per cent, or twenty-three of these community unit school districts allowed their employees, excluding cafeteria employees, to purchase meals at student prices. Southern Division community unit school districts indicated a greater tendency for this practice, by a percentage of 55.2 per cent to 38.9 per cent for Northern Division community unit school districts. One community unit school district indicated that non-professional employees, excluding cafeteria employees, were entitled to purchase meals at student prices plus five cents.

Free Meals for Cafeteria Employees

"Are cafeteria employees entitled to free meals in the school cafeteria?" Table 50 indicates that 91.1 per cent, or sixty-two of sixty-eight community unit school districts allow free meals for cafeteria employees. Only one exception to this was reported from a Northern Division community unit school district while five Southern Division community unit school districts indicated that cafeteria employees were not entitled to free meals.

Meals at Student Prices for Cafeteria Employees

Those respondents who indicated "no" in the preceding question were asked to indicate whether cafeteria employees are entitled to purchase meals at student prices. Of the six community unit school districts which do not allow free meals for cafeteria employees, five of these community unit school districts do not allow cafeteria employees to purchase meals at student prices according to Table 51.

Suggestion Systems

The questionnaire asked "Does your community unit school district employ a suggestion system?" Table 52 refers to the number of community

TABLE 50

ARE CAFETERIA EMPLOYEES ENTITLED TO FREE MEALS

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(3)*}	19	67.8	0	0
1,000 - 1,999	5	17.9	0	0
Above 2,000	<u>3</u>	<u>10.7</u>	<u>1</u>	<u>3.6</u>
TOTAL NORTHERN DIVISION	<u>27</u>	<u>96.4</u>	<u>1</u>	<u>3.6</u>
SOUTHERN DIVISION				
Below 1,000 ^{(1)*}	24	60.0	3	7.5
1,000 - 1,999	7	17.5	2	5.0
Above 2,000	<u>4</u>	<u>10.0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>35</u>	<u>87.5</u>	<u>5</u>	<u>12.5</u>
ALL DISTRICTS				
Below 1,000	43	63.2	3	4.5
1,000 - 1,999	12	17.6	2	2.9
Above 2,000	<u>7</u>	<u>10.3</u>	<u>1</u>	<u>1.5</u>
TOTAL ALL DISTRICTS . .	<u>62</u>	<u>91.1</u>	<u>6</u>	<u>8.9</u>

*The number of schools indicated in parentheses did not answer this question.

TABLE 51

ARE CAFETERIA WORKERS ENTITLED TO MEALS AT STUDENT PRICES

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000	0	0	0	0
1,000 - 1,999	0	0	0	0
Above 2,000	<u>0</u>	<u>0</u>	<u>1</u>	<u>100.0</u>
TOTAL NORTHERN DIVISION	<u>0</u>	<u>0</u>	<u>1</u>	<u>100.0</u>
SOUTHERN DIVISION				
Below 1,000	1	20.0	2	40.0
1,000 - 1,999	0	0	2	40.0
Above 2,000	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL SOUTHERN DIVISION	<u>1</u>	<u>20.0</u>	<u>4</u>	<u>80.0</u>
ALL DISTRICTS				
Below 1,000	1	16.7	2	33.3
1,000 - 1,999	0	0	2	33.3
Above 2,000	<u>0</u>	<u>0</u>	<u>1</u>	<u>16.7</u>
TOTAL ALL DISTRICTS . .	<u>1</u>	<u>16.7</u>	<u>5</u>	<u>33.3</u>

TABLE 52

DOES YOUR COMMUNITY UNIT EMPLOY A SUGGESTION SYSTEM

Location and Size of District	Yes		No	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(2)*}	4	13.8	16	55.3
1,000 - 1,999	1	3.4	4	13.8
Above 2,000	<u>1</u>	<u>3.4</u>	<u>3</u>	<u>10.3</u>
TOTAL NORTHERN DIVISION	<u>6</u>	<u>20.6</u>	<u>23</u>	<u>79.4</u>
SOUTHERN DIVISION				
Below 1,000 ^{(2)*}	5	13.2	20	52.6
1,000 - 1,999 ^{(1)*}	1	2.6	8	21.1
Above 2,000	<u>1</u>	<u>2.6</u>	<u>3</u>	<u>7.9</u>
TOTAL SOUTHERN DIVISION	<u>7</u>	<u>18.4</u>	<u>31</u>	<u>81.6</u>
ALL DISTRICTS				
Below 1,000	9	13.4	36	53.7
1,000 - 1,999	2	3.0	12	17.9
Above 2,000	<u>2</u>	<u>3.0</u>	<u>6</u>	<u>9.0</u>
TOTAL ALL DISTRICTS . .	<u>13</u>	<u>19.4</u>	<u>54</u>	<u>80.6</u>

*The number of schools indicated in parentheses did not answer this question.

unit school districts which employ suggestion systems. Thirteen of the sixty-seven community unit school districts, or 19.4 per cent of the community unit school districts answering this question, indicated that they do employ a suggestion system. There does not seem to be any significant difference between community unit school districts because of location or size.

Of the thirteen community unit school districts which reported that they employed suggestion systems, only one community unit school district indicated that any special recognition and/or reward was given to an employee who furnishes a suggestion which is adopted. This community unit school district is located in the Southern Division and the enrollment is the largest of any community unit school district included in this study.

Trends

The section of the questionnaire regarding trends produced a meager response. Approximately thirty per cent of the community unit school districts replying to this questionnaire failed to answer this section on trends. Therefore, any indication or conclusion which may be made from the tables of data in this section should not be considered as indicative of the entire group of community unit school districts in this study.

Fringe Benefits: School Compared to Governmental Agencies

The respondents were asked to compare the fringe benefits of their community unit school district with fringe benefits of governmental agencies. Table 53 refers to a comparison of fringe benefits of the

TABLE 53

HOW DO FRINGE BENEFITS OF SCHOOLS COMPARE WITH FRINGE BENEFITS OF COMMUNITY GOVERNMENTAL AGENCIES

Location and Size of District	Greater		Equal		Less	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (8)*	0	0	4	19.0	10	47.7
1,000 - 1,999 (1)*	0	0	2	9.5	2	9.5
Above 2,000	0	0	2	9.5	1	4.8
TOTAL NORTHERN DIVISION	0	0	8	38.0	13	62.0
SOUTHERN DIVISION						
Below 1,000 (1)*	1	3.4	6	20.7	12	41.6
1,000 - 1,999 (8)*	1	3.4	3	10.3	3	10.3
Above 2,000 (3)*	0	0	1	3.4	2	6.9
TOTAL SOUTHERN DIVISION	2	6.8	10	34.4	17	58.8
ALL DISTRICTS						
Below 1,000	1	2.0	10	20.0	22	44.0
1,000 - 1,999	1	2.0	5	10.0	5	10.0
Above 2,000	0	0	3	6.0	3	6.0
TOTAL ALL DISTRICTS	2	4.0	18	36.0	30	60.0

*The number of schools indicated in parentheses did not answer this question.

community unit school district as compared with governmental agencies within the community. Thirty of the fifty community unit school districts answering this question, or 60.0 per cent indicated that the fringe benefits of their community unit school districts were less than the fringe benefits of governmental agencies in the community. Of this same group, eighteen, or thirty-six per cent indicated that the fringe benefits were equal, and four per cent indicated that the fringe benefits of their community unit school districts were greater than the fringe benefits of governmental agencies in the community. While no significant difference is apparent with respect to the size of the community unit school district, it should be noted that of the two community unit school districts, or four per cent, which felt that the fringe benefits of their community unit school districts were greater, one is located in the Southern Division.

Fringe Benefits: School Compared to Business and Industry

The respondents were asked to compare the fringe benefits of their community unit school districts with fringe benefits of business and industry in the community. Table 54 refers to a comparison of fringe benefits between community unit school districts and business and industry. Overall, 51.8 per cent, or twenty-six of the fifty-one community unit school districts reporting felt that fringe benefits were less than fringe benefits available to employees of business and industry.

The difference between the Northern Division and the Southern Division appears to be significant. In the Northern Division, twelve of the twenty-three community unit school districts reporting, or 52.2 per cent, of the opinions indicated that fringe benefits in the community unit school districts were less than the fringe benefits in business and industry.

HOW FRINGE BENEFITS OF SCHOOLS COMPARE WITH FRINGE BENEFITS OF COMMUNITY BUSINESS AND INDUSTRY

Location and Size of District	Greater		Equal		Less	
	Number	Per Cent Of Total	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION						
Below 1,000 (6)*	2	8.7	6	26.1	8	34.8
1,000 - 1,999 (1)*	0	0	2	8.7	2	8.7
Above 2,000 (1)*	0	0	1	4.3	2	8.7
TOTAL NORTHERN DIVISION	2	8.7	9	39.1	12	52.2
SOUTHERN DIVISION						
Below 1,000 (9)*	3	10.7	10	35.7	5	17.9
1,000 - 1,999 (3)*	2	7.1	5	17.9	0	0
Above 2,000 (1)*	1	3.6	2	7.1	0	0
TOTAL SOUTHERN DIVISION	6	21.4	17	60.7	5	17.9
ALL DISTRICTS						
Below 1,000	5	9.8	16	31.4	13	25.5
1,000 - 1,999	2	3.9	7	13.7	2	3.9
Above 2,000	1	2.0	3	5.9	2	3.9
TOTAL ALL DISTRICTS	8	15.7	26	51.0	17	33.3

*The number of schools indicated in parentheses did not answer this question.

Nine of the twenty-three reporting, or 39.1 per cent, indicated that fringe benefits were equal between the community unit school district and business and industry. Only 8.7 per cent, or two of the twenty-three community unit school districts in the Northern Division indicated that fringe benefits in the community unit school district are greater than the fringe benefits offered to employees of business and industry in the community.

Conversely, community unit school districts in the Southern Division indicated that fringe benefits of community unit school districts and fringe benefits of business and industry were equal in 60.7 per cent, or seventeen of twenty-eight of the community unit school districts reporting. Six of the twenty-eight community unit school districts answering this question indicated that fringe benefits of community unit school districts were greater than fringe benefits of business and industry. Only five of the twenty-eight community unit school districts in the Southern Division indicated that fringe benefits in the community unit school districts are less than those of business and industry.

Liberalized Benefits

The respondents were asked if they felt that their community unit school districts would liberalize fringe benefits within the next two years. According to the data supplied by Table 55, thirteen of the fifty-nine community unit school districts answering this question, or 22.1 per cent, will liberalize fringe benefits within the next two years. The difference between Southern Division community unit school districts, of which ten of thirty-three, or 30.3 per cent, indicate that fringe benefits will be increased, and the Northern Division community unit school districts, of

TABLE 55

WILL COMMUNITY UNIT SCHOOL DISTRICTS LIBERALIZE FRINGE BENEFITS WITHIN
THE NEXT TWO YEARS

Location and Size of District	<u>Yes</u>		<u>No</u>	
	Number	Per Cent Of Total	Number	Per Cent Of Total
NORTHERN DIVISION				
Below 1,000 ^{(2)*}	1	3.8	19	73.2
1,000 - 1,999 ^{(2)*}	0	0	3	11.5
Above 2,000 ^{(1)*}	<u>2</u>	<u>7.7</u>	<u>1</u>	<u>3.8</u>
TOTAL NORTHERN DIVISION	<u>3</u>	<u>11.5</u>	<u>23</u>	<u>88.5</u>
SOUTHERN DIVISION				
Below 1,000 ^{(6)*}	8	24.2	13	39.4
1,000 - 1,999 ^{(1)*}	2	6.1	7	21.2
Above 2,000 ^{(1)*}	<u>0</u>	<u>0</u>	<u>3</u>	<u>9.1</u>
TOTAL SOUTHERN DIVISION	<u>10</u>	<u>30.3</u>	<u>23</u>	<u>69.7</u>
ALL DISTRICTS				
Below 1,000	9	15.3	32	54.2
1,000 - 1,999	2	3.4	10	16.9
Above 2,000	<u>2</u>	<u>3.4</u>	<u>4</u>	<u>6.8</u>
TOTAL ALL DISTRICTS	<u>13</u>	<u>22.1</u>	<u>46</u>	<u>77.9</u>

*The number of schools indicated in parentheses did not answer this question.

which three of twenty-six, or 11.5 per cent, indicate that fringe benefits will be increased, is noted as being significant.

Group insurance for employees was indicated as the increased benefit by six of the ten community unit school districts in the Southern Division. Other increases of benefits which were mentioned included liability insurance for employees, time off to visit doctor, and time off when there is illness in the family.

Most of the comments made by the persons completing the questionnaire were confined to explaining other parts of the questionnaire. It is significant to note that of the seventy-two questionnaires returned, only one contained any comments which criticized the questionnaire. This comment was simply, "Questionnaire too long."

Interest in Results of This Study

Table 56, the final table, is presented to display the apparent interest shown in this study. Fifty-four of the seventy-two questionnaires returned, or 75 per cent, contained an indication of a desire to receive the results of this study. By division, thirty-three of the forty-one Southern Division community unit school districts, or 80.5 per cent of the total Southern Division community unit school districts, indicated a desire to receive the results of this study as compared to twenty-one of thirty-one, or 67.7 per cent of the Northern Division community unit school districts.

TABLE 56

THE NUMBER OF SCHOOLS INTERESTED IN THE RESULTS OF THIS STUDY

Location and Size of District	Number of Replies Received	Number of Requests for Results of Study	Requests as a Percentage of the Total Number of Replies Received
NORTHERN DIVISION			
Below 1,000	22	13	41.9
1,000 - 1,999	5	4	12.9
Above 2,000	<u>4</u>	<u>4</u>	<u>12.9</u>
TOTAL NORTHERN DIVISION	<u>31</u>	<u>21</u>	<u>67.7</u>
SOUTHERN DIVISION			
Below 1,000	27	23	56.1
1,000 - 1,999	10	6	14.6
Above 2,000	<u>4</u>	<u>4</u>	<u>9.8</u>
TOTAL SOUTHERN DIVISION	<u>41</u>	<u>33</u>	<u>80.5</u>
ALL DISTRICTS			
Below 1,000	49	36	50.0
1,000 - 1,999	15	10	13.9
Above 2,000	<u>8</u>	<u>8</u>	<u>11.1</u>
TOTAL ALL DISTRICTS . .	<u>72</u>	<u>54</u>	<u>75.0</u>

CHAPTER IV

CONCLUSIONS

CHAPTER IV

CONCLUSIONS

Based on the foregoing presentation of data, the following conclusions may be drawn regarding fringe benefits available to non-professional employees of community unit school districts in Illinois.

General

1. The personnel policies of community unit school districts are generally written.
2. The personnel policies of community unit school districts are usually officially adopted by the school board.
3. Generally, all non-professional employees are governed by the same personnel policies.
4. The personnel policies of community unit school districts do not always state definitely the fringe benefits available to the non-professional employees.
5. In the opinion of the person answering the questionnaire, the personnel policies of their respective community unit school districts were reasonably stable; the personnel policies are generally known and understood by the non-professional employees of their respective community unit school districts, and the personnel policies are generally accepted by the school board, school administration, and the non-professional employees.

Employee Health and Retirement Benefits

1. Coverage of non-professional employees by workman's compensation is a generally accepted practice. The cost of this is usually borne by the community unit school district.

2. Coverage of non-professional employees by hospitalization, medical and accident and sickness insurance under employer financed plans is generally not available to the non-professional employees.
3. Employer financed life insurance plans are not available to the non-professional employees.
4. Illinois Municipal Retirement Fund Benefits, provided in part at least by the employer contributions, appear to be a universally accepted fringe benefit for non-professional employees of community unit school districts.
5. Social Security coverage appears to be a generally accepted fringe benefit for non-professional employees.

Time Off With Pay During the Regular Work Year

1. Annual paid vacations for non-professional employees appears to be a generally accepted fringe benefit.
2. Generally speaking, all non-professional employees receive the same amount of paid annual vacation.
3. Annual paid vacations are not accumulative in most schools.
4. Most schools do not recognize longevity in determining the amount of annual paid vacation for non-professional employees.
5. The amount of annual paid vacation given to non-professional employees varies from school to school; however, the most common allowance seems to be ten working days per year.
6. Generally, community unit schools do not award cash payments in lieu of annual paid vacation for non-professional employees.
7. Paid holidays are granted to non-professional employees in most community unit school districts.
8. The holidays which are recognized as paid holidays varies from one community unit school district to another.
9. Generally, all non-professional employees receive the same number of paid holidays.
10. Sick leave, usually in the same amount for all non-professional employees, is granted in most schools.
11. Generally, non-professional employees are allowed to accumulate sick leave from year to year.

12. Most schools, but not all schools, comply with the School Code of Illinois regarding the accumulation of sick leave.¹

13. Bereavement leave, time off to vote, and time off to attend court as a witness, without loss of pay, appear to be generally accepted fringe benefits for non-professional employees.

14. Time off for jury duty, without loss of pay, has received somewhat limited acceptance as a fringe benefit available to non-professional employees.

Recognized Periods of Time Off With Pay During the Regular Work Day

1. Coffee breaks are generally granted to non-professional employees.
2. The amount of time allowed for coffee breaks varies from one community unit school district to another, but the most common amount of time granted is one-fourth of an hour.
3. Paid lunch periods for non-professional employees are granted by some schools, but the practice is not universal.
4. The amount of time allowed for a paid lunch period varies from one-half to one hour.

Employee Services

1. Some schools honor requests by non-professional employees for payroll deductions.
2. The most widely accepted request for payroll deductions is for group insurance premiums.
3. Community unit school districts generally do not allow non-professional employees to purchase meals from the school cafeteria on a payroll deduction basis.
4. Non-professional employees, excluding cafeteria employees, usually are not granted free meals.
5. Some schools allow non-professional employees, excluding cafeteria employees, to purchase meals at student prices.

¹Illinois, Office of the Superintendent of Public Instruction, The School Code of Illinois, p. 214.

6. Cafeteria employees are usually granted free meals in community unit school districts.
7. Community unit school districts generally do not employ suggestion systems.

Trends

Because of the large number of questionnaires which did not have any response to this section, it seems impossible to draw any conclusions from the data gathered. Also, because of the nature of those questions, the data gathered are largely opinion and the validity of the replies tends to become questionable.

Conclusions About the Study as a Whole

1. While there are significant differences between the schools of the Northern Division and those of the Southern Division, on an overall basis, it is impossible to conclude from this study which of the two divisions offers the greater fringe benefits to non-professional employees.
2. Schools of three size classifications were studied and significant differences were noted regarding individual fringe benefits; however, on an overall basis, it is impossible to conclude from this study which size of school offers the greatest fringe benefits to the non-professional employees.

CHAPTER V

RECOMMENDATIONS

CHAPTER V

RECOMMENDATIONS

Based on the findings of this study and the conclusions drawn there from, the following recommendations are made in an attempt to set standards which may be used by community unit school districts as guides in establishing fringe benefits for non-professional employees. It should be recognized that these are minimum standards.

General

1. The personnel policies of all community unit school districts should be written, and these policies should be officially adopted by the school board.
2. All non-professional employees should be governed by the same personnel policies.
3. The personnel policies should state definitely the fringe benefits which are available to the non-professional employees.
4. The personnel policies should be adhered to in order to create stability and to promote acceptance and faith in the personnel policies.
5. An active program should be maintained which will insure that the personnel policies of the community unit school districts are generally known and understood by the non-professional employees.

Employee Health and Retirement Benefits

1. All non-professional employees should be covered by Workmen's Compensation; the cost of which should be borne exclusively by the community unit school districts.

2. Community unit school districts should make available and should participate in the cost of, hospitalization and medical insurance for the non-professional employees.
3. Illinois Municipal Retirement and Social Security coverage should be provided all non-professional employees with the community unit school districts paying a portion of the cost.

Time Off With Pay During the Regular Work Year

1. Annual paid vacations, non-accumulative, should be provided all non-professional employees.
2. All non-professional employees should be governed by the same vacation policies which, incidentally, should recognize longevity in determining vacation allowance.
3. Cash payments should not be allowed in lieu of annual vacation.
4. Additional days should be given for recognized holidays falling within the vacation period.
5. All non-professional employees should receive paid holidays.
6. All non-professional employees should receive the same number of paid holidays.
7. Sick leave should be granted to all non-professional employees in accordance with the provisions of the School Code of Illinois.¹
8. Bereavement leave should be granted to all non-professional employees.

Recognized Periods of Time Off With Pay During the Regular Work Day

1. All non-professional employees should be granted a coffee break each day.
2. Lunch periods should not be included in the hours of employment.

¹Ibid., p. 214.

Employee Services

1. Payroll deductions should be granted when this action will benefit the majority of non-professional employees and will at the same time not place the community unit school district in the position of a general agent for the non-professional employees.
2. Non-professional employees, excluding cafeteria employees, should be allowed to purchase meals at student prices.
3. Cafeteria employees should be granted free meals.
4. A suggestion system should be employed by all community unit school districts.
5. Some form of recognition and/or reward should be granted to employees who make suggestions which are adopted by the community unit school districts.

Recommendations About the Study As A Whole

1. In the absence of specific state laws, community unit school districts should remain free to establish minimum and/or maximum restrictions on such things as the number of days allowed for vacations, holidays, length of coffee breaks, etc.
2. While remaining free to exercise individual judgement regarding fringe benefits, the community unit school districts should allow fringe benefits commensurate with those of governmental agencies and business and industry within the community.

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APPENDIX A

APPENDIX A

Size and Location of Schools Included in SampleBoundary Lines


The illustration on page 115, Figure 1, shows the boundary line which divides the state into two divisions, Northern and Southern. This boundary line is represented by the red line.

Location

Also, shown in Figure 1, are the counties which were involved in the sample. Since all counties having community unit school districts were included in the sample, Figure 1 also shows all counties within the state of Illinois having community unit school districts. All counties which are colored (any color except white) have community unit school districts and are included in the sample. The counties which are not colored (or white) do not have community unit school districts and are not included in the sample.

Identification

Each county included in the sample is colored. The color is indicative of the enrollment of the community unit school district within that county according to the following legend:

	<u>COLOR</u>	<u>ENROLLMENT</u>
	(Blue)	Below 1,000
	(Green)	1,000 - 1,999
	(Yellow)	Above 2,000

How to Read Figure 1

Each county is numbered. This number is used for identification purposes. A numeric listing giving the name of the county, the name of the superintendent and the name of the community unit school district, and the mailing address is provided on pages 116 through 127, following Figure 1.

The following example is given to facilitate the use of Figure 1. Look at Figure 1, the upper left hand corner of the map of Illinois. Find county number one. County number one is colored blue. By referring to the legend on this page, you will find that the community unit school district from county number one had an enrollment of below 1,000. By turning to page 116 and locating county number one, you find the following information.

County Number 1	Jo Davies County
	O. L. Haile, Superintendent
	Hanover Community Unit No. 212
	Hanover, Illinois

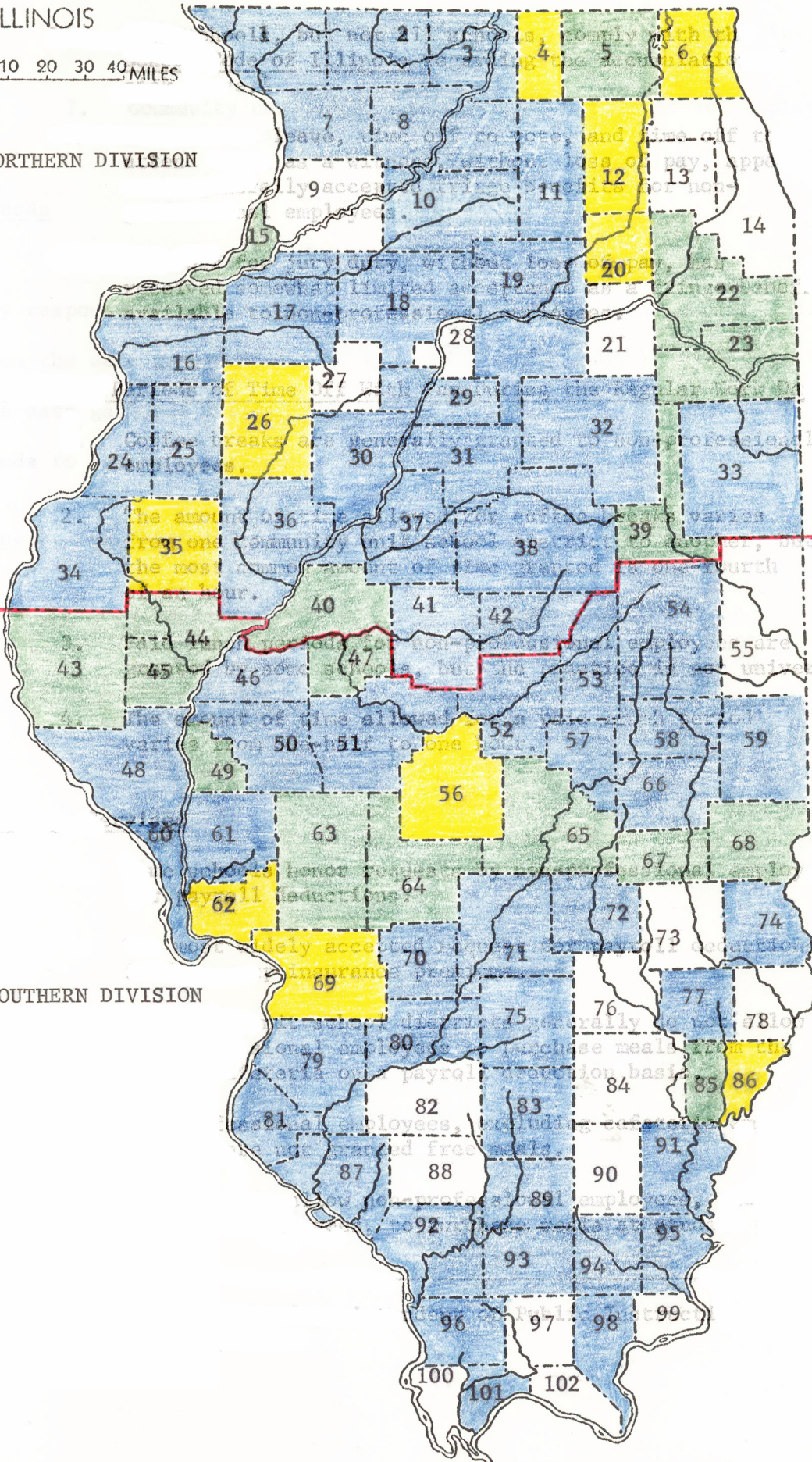
FIGURE 1

ILLINOIS

SCALE 0 10 20 30 40 MILES

NORTHERN DIVISION

SOUTHERN DIVISION



Key to Numeric Legend Included in Figure 1NORTHERN DIVISION

County Number 1	Jo Davies County	(Blue)
	O. L. Haile, Superintendent Hanover Community Unit No. 212 Hanover, Illinois	
2	Stephenson County	(Blue)
	W. R. Brach, Superintendent Pearl City Community Unit No. 200 Pearl City, Illinois	
3	Winnebago County	(Blue)
	L. C. Cassman, Superintendent Pecatoncia Community Unit No. 321 Pecatoncia, Illinois	
4	Boone County	(Yellow)
	Dr. Marshall Brenner, Superintendent Belvidere Community Unit No. 100 Belvidere, Illinois	
5	McHenry County	(Green)
	Floyd E. King, Superintendent Harvard Community Unit No. 50 48½ North Ayer Street Harvard, Illinois	
6	Lake County	(Yellow)
	Richard Warfield, Superintendent Wauconda Community Unit No. 118 555 North Main Street Wauconda, Illinois	
7	Carroll County	(Blue)
	Floyd Daub, Superintendent Milledgeville Community Unit No. 312 Milledgeville, Illinois	

County Number 3	Ogle County	(Blue)
	La Verne Edwards, Superintendent Leaf River Community Unit No. 70 Leaf River, Illinois	
9	Whiteside County	
	Not included in sample	
10	Lee County	(Blue)
	Robert H. Thayer, Superintendent Ashton Community Unit No. 275 Box 318 Ashton, Illinois	
11	De Kalb County	(Blue)
	Ray Schumacher, Superintendent Hinckley-Big Rock Community Unit No. 429 Hinckley, Illinois	
12	Kane County	(Yellow)
	L. H. Beaudin, Superintendent Geneva Community Unit No. 304 1113 Payton Street Geneva, Illinois	
13	DuPage County	
	Not included in sample	
14	Cook County	
	Not included in sample	
15	Rock Island County	(Green)
	Roy E. Smith, Superintendent Rockridge Community Unit No. 300 Reynolds, Illinois	
16	Mercer County	(Blue)
	Walter N. Miller, Superintendent Viola Community Unit No. 202 Viola, Illinois	
17	Henry County	(Blue)
	Sherrill B. Hayden, Superintendent Annawan Community Unit No. 226 501 South Street Annawan, Illinois	

County Number 18	Bureau County	(Blue)
	Warren W. Patterson, Superintendent Manlius Community School Unit No. 305 Manlius, Illinois	
19	La Salle County	(Blue)
	Herbert N. Wicke, Superintendent Earlville Community Unit No. 9 Earlville, Illinois	
20	Kendall County	(Yellow)
	T. Loyd Traughber, Superintendent Oswego Community Unit No. 308 Oswego, Illinois	
21	Grundy County	
	Not included in sample	
22	Will County	(Green)
	Lester J. Stevens, Superintendent Wilmington-Lorenzo Community Unit No. 209U Wilmington, Illinois	
23	Kankakee County	(Green)
	T. H. Bartholomew, Superintendent Momence Community Unit No. 1 Momence, Illinois	
24	Henderson County	(Blue)
	Carl Shelton, Superintendent Media-Weaver Community Unit No. 103 Media, Illinois	
25	Warren County	(Blue)
	Edward Johnson, Superintendent Little York Community Unit No. 225 Little York, Illinois	
26	Knox County	(Yellow)
	Clifton R. Bell, Superintendent Galesburg Community Unit No. 205 590 North Prairie Galesburg, Illinois	

County Number 27	Stark County	
	Not included in sample	
28	Fulton County	
	Not included in sample	
29	Marshall County	(Blue)
	Fred Eihausen, Superintendent Sparland Community Unit No. 3 R. R. No. 1 Sparland, Illinois	
30	Peoria County	(Blue)
	Carl C. Johnson, Superintendent Brimfield Community Unit No. 309 Brimfield, Illinois	
31	Woodford County	(Blue)
	Robert L. Yates, Superintendent Minonk Community Unit No. 105 431 Maple Street Minonk, Illinois	
32	Livingston County	(Blue)
	George Merrinac, Superintendent Flanagan Community Unit No. 4 Flanagan, Illinois	
33	Iroquois County	(Blue)
	C. L. Watson, Superintendent Cissna Park Community Unit No. 6 Cissna Park, Illinois	
34	Hancock County	(Blue)
	Kenneth Sallee, Superintendent Dallas City Community Unit No. 336 Dallas City, Illinois	
35	McDonough County	(Yellow)
	F. F. Shafer, Superintendent Macomb Community Unit No. 185 1124 East Adams Street Macomb, Illinois	

County Number 36	Fulton County	(Blue)
	Charles Hempstead, Superintendent Avon Community Unit No. 176 Avon, Illinois	
37	Tazewell County	(Blue)
	Claude J. Rose, Superintendent Tremont Community Unit No. 702 Tremont, Illinois	
38	McLean County	(Blue)
	Charles Clark, Superintendent Octavia Community Unit No. 8 Colfax, Illinois	
39	Ford County	(Green)
	Charles Newman, Superintendent Paxton Community Unit No. 2 East Franklin Street Paxton, Illinois	
40	Mason County	(Green)
	Walter L. Karrick, Superintendent Havana Community Unit No. 126 South McKinley Street Havana, Illinois	
41	Logan County	(Blue)
	Roy Staggs, Superintendent Atlanta Community Unit No. 20 Atlanta, Illinois	
42	DeWitt County	(Blue)
	Robert Kirk, Superintendent Wapella Community Unit No. 5 Box 127 Wapella, Illinois	

SOUTHERN DIVISION

County Number 43	Adams County	(Green)
	Harry E. Blentlinger, Superintendent Camp Point Community Unit No. 3 Camp Point, Illinois	

County Number 44	Schuyler County	(Green)
	John G. Wargo, Superintendent Rushville Community Unit No. 1 North Congree Street Rushville, Illinois	
45	Brown County	(Green)
	Russell E. Weaver, Superintendent Mt. Sterling Community Unit No. 1 N. W. Cross Street Mt. Sterling, Illinois	
46	Cass County	(Blue)
	T. O. McCullough, Superintendent Chandlerville Community Unit No. 62 Chandlerville, Illinois	
47	Menard County	(Green)
	Donald L. Lang, Superintendent Petersburg Community Unit No. 201 311 South Seventh Street Petersburg, Illinois	
48	Pike County	(Blue)
	Harry Bostick, Superintendent West Pike Community Unit No. 2 Kinderhood, Illinois	
49	Scott County	(Green)
	M. W. Kehart, Superintendent Winchester Community Unit No. 1 Hill Street Winchester, Illinois	
50	Morgan County	(Blue)
	Richard M. Hadfield, Superintendent Meredosia Community Unit No. 11 Meredosia, Illinois	
51	Sangamon County	(Blue)
	Carrol C. Lowe, Superintendent Tri-City Community Unit No. 1 Buffalo, Illinois	

County Number 52	Macon County	(Blue)
	Howard E. Brown, Superintendent Blue Mound Community Unit No. 10 Blue Mound, Illinois	
53	Piatt County	(Blue)
	Walter Slater, Superintendent Bement Community Unit No. 5 Bement, Illinois	
54	Champaign County	(Blue)
	Kenneth C. Brunn, Superintendent Mahomet Community Unit No. 3 Mahomet, Illinois	
55	Vermilion County	
	Not included in sample	
56	Christian County	(Yellow)
	John R. Coil, Superintendent Pana Community Unit No. 8 38 Oak Street Pana, Illinois	
57	Moultrie County	(Blue)
	Paul H. Spence, Superintendent Bethany Community Unit No. 301 Bethany, Illinois	
58	Douglas County	(Blue)
	Gerald G. Gaines, Superintendent Villa Grove Community Unit No. 302 North Sycamore Street Villa Grove, Illinois	
59	Edgar County	(Blue)
	Cecil E. Smith, Superintendent Chrisman Community Unit No. 5 North State Street Chrisman, Illinois	
60	Calhoun County	(Blue)
	Robert Allen, Superintendent Calhoun Community Unit No. 40 Mardin, Illinois	

County Number 61	Greene County	(Blue)
	James T. Harrison, Superintendent Greenfield Community Unit No. 10 South East Street Greenfield, Illinois	
62	Jersey County	(Yellow)
	C. F. Roth, Superintendent Jerseyville Community Unit No. 100 801 North State Street Jerseyville, Illinois	
63	Macoupin County	(Green)
	Emery H. Mortin, Superintendent Gillespie-Benld Community Unit No. 7 612 Broadway Gillespie, Illinois	
64	Montgomery County	(Green)
	William F. Whitnel, Superintendent Litchfield Community Unit No. 12 1702 North State Street Litchfield, Illinois	
65	Shelby County	(Green)
	Joseph C. Deaton, Superintendent Shelbyville Community Unit No. 4 1000 North West Sixth Street Shelbyville, Illinois	
66	Coles County	(Blue)
	John S. Barger, Superintendent Oakland Community Unit No. 5 Logan Avenue Oakland, Illinois	
67	Cumberland County	(Green)
	Merrill Moore, Superintendent Toledo Community Unit No. 3 Toledo, Illinois	
68	Clark County	(Green)
	Fred A. Dale, Superintendent Casey Community Unit No. 1 Fourth and Edgar Street Casey, Illinois	

County Number 69	Madison County	(Yellow)
	A. Gordon Dodds, Superintendent Edwardsville Community Unit No. 7 708 St. Louis Street Edwardsville, Illinois	
70	Bond County	(Blue)
	Stanley Johnson, Superintendent Mulberry Grove Community Unit No. 4 Mulberry Grove, Illinois	
71	Fayette County	(Blue)
	Walter K. Holliday, Superintendent Ramsey Community Unit No. 204 Ramsey, Illinois	
72	Effingham County	(Blue)
	Harry K. Coffman, Superintendent Beecher City Community Unit No. 20 Beecher City, Illinois	
73	Jasper County	
	Not included in sample	
74	Crawford County	(Blue)
	Max Anderson, Superintendent Hutsonville Community Unit No. 1 West Main Street Hutsonville, Illinois	
75	Marion County	(Blue)
	Robert Hartley, Superintendent Kinmundy Community Unit No. 301 Kinmundy, Illinois	
76	Clay County	
	Not included in sample	
77	Richland County	(Blue)
	Homer M. Waddle, Superintendent West Richland Community Unit No. 2 Noble, Illinois	
78	Lawrence County	
	Not included in sample	

County Number 79	St. Clair County	(Blue)
	B. W. Hunsaker, Superintendent New Athens Community Unit No. 60 500 South Clinton Street New Athens, Illinois	
80	Clinton County	(Blue)
	Coleman K. Winn, Superintendent Carlyle Community Unit No. 1 Route 127 North Carlyle, Illinois	
81	Monroe County	(Blue)
	B. D. Middleton, Superintendent Columbia Community Unit No. 4 113 South Rapp Street Columbia, Illinois	
82	Washington County	
	Not included in sample	
83	Jefferson County	(Blue)
	Sidney S. Hiron, Superintendent Waltonville Community Unit No. 1 Waltonville, Illinois	
84	Wayne County	
	Not included in sample	
85	Edwards County	(Green)
	Roy M. Luthe, Superintendent Edwards County Community Unit No. 1 Albion, Illinois	
86	Wabash County	(Yellow)
	Robert Orr, Acting Superintendent Mt. Carmel Community Unit No. 348 R. R. No. 2 Mt. Carmel, Illinois	
87	Randolph County	(Blue)
	A. N. Trammell, Superintendent Red Bud Community Unit No. 132 815 Locust Street Red Bud, Illinois	

County Number 88	Perry County	
	Not included in sample	
89	Franklin County	(Blue)
	Gene Allsep, Superintendent Sesser Community Unit No. 196 Sesser, Illinois	
90	Hamilton County	
	Not included in sample	
91	White County	(Blue)
	Claude C. Lewis, Superintendent Grayville Community Unit No. 1 409 South Second Street Grayville, Illinois	
92	Jackson County	(Blue)
	Robert Munday, Superintendent Elverado Community Unit No. 196 Elkville, Illinois	
93	Williamson County	(Blue)
	Mort Davis, Jr., Superintendent Crab Orchard Community Unit No. 3 R. R. No. 2 Marion, Illinois	
94	Saline County	(Blue)
	Charles Dunning, Superintendent Galatia Community Unit No. 1 Galatia, Illinois	
95	Gallatin County	(Blue)
	H. C. Bishop, Superintendent North Gallatin Community Unit No. 1 Ridgeway, Illinois	
96	Union County	(Blue)
	James K. O'Brien, Superintendent Shawnee Community Unit No. 84 Wolf Lake, Illinois	

County Number 97	Johnson County	
	Not included in sample	
98	Pope County	(Blue)
	Harry W. Abell, Superintendent Colconda Community Unit No. 1 Colconda, Illinois	
99	Hardin County	
	Not included in sample	
100	Alexander County	
	Not included in sample	
101	Fulaski County	(Blue)
	Herbert Darnell, Superintendent North County Community Unit No. 100 Karnak, Illinois	
102	Massac County	
	Not included in sample	

APPENDIX B

University Apartment No. 20
South Fourth Street
Charleston, Illinois
March 9, 1963

Dear

Your community unit school district has been selected as one of several area community units to test the enclosed questionnaire which has been designed to study fringe benefits for non-professional employees.

The purpose of this study is twofold; first, to gather data for my master's thesis, and second, to attempt to provide needed research information for the field of educational administration.

Would you please complete the enclosed questionnaire and return to me not later than March 14, 1963? I propose to use your responses and comments to aid in the construction of a questionnaire which will be sent to community unit school districts throughout Illinois. You may be sure that all responses will be kept strictly confidential.

I shall be very happy to furnish you with the results of this study when completed. If you would like this information, please indicate your desire on the questionnaire.

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request.

Thank you very much for your interest and consideration.

Yours very truly,

James E. Harder

JEH:jjh

Enclosures: 2

SURVEY OF FRINGE BENEFITS AVAILABLE TO NON-PROFESSIONAL EMPLOYEES
OF
COMMUNITY UNIT SCHOOL DISTRICTS IN ILLINOIS

DEFINITION OF TERMS:

1. **NON-PROFESSIONAL EMPLOYEE** - Synonymous with non-academic, non-certified, non-teaching, and non-instructional employees. For this questionnaire, employees engaged in the business and secretarial services, food services, physical plant operation and maintenance, and transportation services should be considered non-professional employees.
2. **TYPICAL NON-PROFESSIONAL EMPLOYEE.** The term typical non-professional employee is intended to mean the majority of employees, thus eliminating the inevitable exceptions to the rule.

A. General Information.

(NOTE: The purpose of this section is to establish background information which may be helpful in the evaluation of the questionnaire.)

PLEASE MARK X IN THE APPROPRIATE BLANK.

1. The title of the person completing this questionnaire is:

<input type="checkbox"/> Superintendent	<input type="checkbox"/> Principal
<input type="checkbox"/> Business Manager	<input type="checkbox"/> Personnel Director
<input type="checkbox"/> Other (Specify) _____	

2. The total enrollment of your community unit district is:

<input type="checkbox"/> Below 1,000	<input type="checkbox"/> 1,000 - 1,999	<input type="checkbox"/> 2,000 - 2,999
<input type="checkbox"/> 3,000 - 3,999	<input type="checkbox"/> 4,000 - 4,999	<input type="checkbox"/> 5,000 - 5,999
<input type="checkbox"/> 6,000 - 6,999	<input type="checkbox"/> 7,000 - 7,999	<input type="checkbox"/> 8,000 - 8,999
<input type="checkbox"/> 9,000 - 9,999	<input type="checkbox"/> 10,000 and above	

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

3. Have the personnel policies of your community unit been reduced to written policies?

4. Have the personnel policies of your community unit been officially adopted by the School Board?

A. General Information, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

- 5. Are all non-professional employees of your community unit governed by the same personnel policies? _____ _____
- 6. Do the personnel policies of your community unit state definitely the fringe benefits available to the non-professional employee? _____ _____
- 7. In your opinion, are the personnel policies of your community unit reasonably stable (as opposed to policies which are constantly being changed or not enforced to satisfy individual preferences or circumstances)? _____ _____
- 8. In your opinion, are the personnel policies of your community unit generally known and understood by the non-professional employees? _____ _____
- 9. In your opinion, are the personnel policies of your community unit generally accepted as equitable for all concerned by the:
 - a. School Board? _____ _____
 - b. School Administration? _____ _____
 - c. Non-professional Employees? _____ _____

B. Employee Health and Retirement Benefits.

PLEASE MARK X IN THE APPROPRIATE BLANK.

FULL PART NONE

(Describe only the typical non-professional employee.)

Please indicate those payments, either in full or partial, which are made by your community unit for the benefit of the non-professional employees.

- 1. Workmen's Compensation. _____ _____ _____
- 2. Group Insurance:
 - a. Hospitalization. _____ _____ _____
 - b. Medical. _____ _____ _____
 - c. Accident and Sickness. _____ _____ _____
 - d. Life Insurance _____ _____ _____

Employee Health and Retirement Benefits, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK. (Describe only the typical non-professional employee.)

	FULL	PART	NONE
3. Retirement Program:			
a. Illinois Municipal Retirement Fund.	_____	_____	_____
b. Social Security	_____	_____	_____
c. Other (Specify)			
_____	_____	_____	_____
4. Other Payments (Specify):			
a. _____	_____	_____	_____
b. _____	_____	_____	_____

Time Off With Pay During The Regular Work Year.

PLEASE MARK X IN THE APPROPRIATE BLANK. (Describe only the typical non-professional employee.)

	YES	NO
1. Vacation		
a. Are non-professional employees entitled to an annual paid vacation?	_____	_____
IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.		
b. Does the length of vacation differ between groups of employees?	_____	_____
If yes, please explain the difference and the reason for the difference.		

c. Is the annual vacation allowance accumulative from one year to the next?	_____	_____
If yes, state the maximum number of working days which may be accumulated.		

C. Time Off With Pay During The Regular Work Year, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.
(Describe only the typical non-professional employee.)

YES NO

1. Vacation, continued.

d. Does the length of vacation vary according to the length of continuous employment?

If yes, please complete the following:

YEARS WORKED	VACATION (Working Days)
Paid vacation after one year	_____
Paid vacation after two years	_____
Paid vacation after three years	_____
Paid vacation after five years	_____
Paid vacation after ten years	_____

Other (Specify): _____

e. Can an employee receive a cash payment in lieu of his annual vacation?

f. Is the employee allowed an extra day of vacation for each holiday falling within the vacation period?

2. Holidays

a. Are non-professional employees entitled to their regular pay for holidays not worked?

If yes, please indicate those holidays which are recognized as paid holidays in your community unit.

_____ New Year's Day _____ Memorial Day

_____ Independence Day _____ Labor Day

_____ Thanksgiving _____ Christmas

Others (Specify): _____

Time Off With Pay During The Regular Work Year, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

(Describe only the typical non-professional employee.)

YES NO

2. Holidays, continued.

- b. Are all non-professional employees entitled to the same number of holidays with pay each year?

If no, please explain the difference and the reason for the difference.

3. Sick Leave

- a. Are non-professional employees entitled to sick leave with pay?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.

- b. Does the amount of sick leave with pay differ between groups of employees?

If yes, please explain the difference and the reason for the difference.

- c. Is sick leave accumulative from year to year?

If yes, state the maximum number of working days which may be accumulated.

- d. Does your community unit reward employees for sick leave not used at the end of each year?

If yes, please explain how the employee is rewarded.

C. Time Off With Pay During The Regular Work Year, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK. YES NO
 (Describe only the typical non-professional employee.)

4. Miscellaneous

- a. Are non-professional employees entitled to bereavement leave with pay? _____
- b. Are non-professional employees entitled to time off to vote without loss of pay? _____
- c. Are non-professional employees entitled to time off for jury duty without loss of pay? _____
- d. Are non-professional employees entitled to time off with pay for court attendance as a witness? _____
- e. Please indicate any other leaves of absence with pay which non-professional employees of your community unit receive. _____

D. Recognized Periods of Time Off With Pay During The Regular Work Day.

PLEASE MARK X IN THE APPROPRIATE BLANK. YES NO
 (Describe only the typical non-professional employee.)

1. Coffee Breaks

- a. Are non-professional employees entitled to a coffee break(s) each day? _____

IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.

- b. Indicate the maximum allowance per day for coffee breaks. (Circle the closest fraction of hour.) _____

Not more than: 1/4 1/2 3/4 1 hour per day.

2. Lunch Period

- a. Are non-professional employees entitled to a paid lunch period (lunch period considered part of the working day)? _____

IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.

Recognized Periods of Time Off With Pay During The Regular Work Day.
(Describe only the typical non-professional employee.)

2. Lunch Period, continued.

b. Indicate the maximum allowance per day for a paid lunch period. (Circle the closest fraction of hour.)

Not more than: 1/4 1/2 3/4 1 hour per day.

Miscellaneous Services

PLEASE MARK X IN THE APPROPRIATE BLANK.
(Describe only the typical non-professional employee.)

YES NO

1. Payroll Deductions

a. Does your community unit honor requests by non-professional employees for payroll deductions? _____

IF THE ANSWER TO THE ABOVE QUESTION WAS YES,
COMPLETE THE REMAINDER OF THIS SECTION.

Please indicate those items which may be deducted from the non-professional employees' paycheck.

_____ Group Insurance Premiums

_____ Savings Plans (include U. S. Savings Bonds, Credit Unions, etc.)

_____ Union and/or Association Dues

_____ Other (Specify) _____

b. Can meals be purchased from the school cafeteria on a payroll deduction basis? _____

2. Food Service

a. Are non-professional employees (excluding cafeteria employees) entitled to free meals in the school cafeteria? _____

b. Are cafeteria employees entitled to free meals in the school cafeteria? _____

c. Are non-professional employees (excluding cafeteria employees) entitled to meals at student prices in the school cafeteria? _____

d. Are cafeteria employees entitled to meals at student prices in the school cafeteria? _____

E. Miscellaneous Services, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

3. Suggestion System

- a. Does your community unit employ a suggestion system? _____
- b. Is any special recognition and/or reward given to an employee who furnishes a suggestion which is adopted? _____

F. Trends.

PLEASE MARK X IN THE APPROPRIATE BLANK.

GREATER THAN EQUAL TO LESS THAN

- 1. How do fringe benefits in your community unit compare with fringe benefits of governmental agencies, such as the U. S. Post Office, in your community? _____
- 2. How do fringe benefits in your community unit compare with fringe benefits of business and industry in your community? _____

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

- 3. Do you feel that your community unit will liberalize fringe benefits within the next two years? _____

If yes, please explain. _____

G. Trends.

Please feel free to make any comments that enlarge on your responses to the foregoing questions.

SIGNED _____
 TITLE _____

DATE _____ COMMUNITY UNIT _____

APPENDIX C

University Apartment No. 20
South Fourth Street
Charleston, Illinois
March 16, 1963

Dear

Your community unit school district is one of several community unit school districts throughout Illinois which has been selected to help bring together and organize current fringe benefit practices for non-professional school personnel. Will you please give a few moments to the enclosed questionnaire?

The questionnaire is the basis of research study to (1) provide needed information for the field of educational administration and (2) provide content for my masters thesis at Eastern Illinois University.

Would you please complete the questionnaire and return it to me not later than March 27, 1963? For the most part, the questionnaire is designed for the use of simple check marks to indicate responses. The estimated completion time is ten minutes.

Although the questionnaire will no doubt interest you, the statewide practices it reveals should be of greater interest when measured by your own experience. I hope to furnish you with the results of the study when completed. If you would like to receive the information, please check the space provided at the end of the questionnaire.

A self-addressed, stamped envelope is enclosed for your convenience in returning the completed questionnaire.

Your helpfulness will be appreciated greatly.

Yours very truly,

James E. Harder

JEH:jjh

Enclosures: 2

SURVEY OF FRINGE BENEFITS AVAILABLE TO NON-PROFESSIONAL EMPLOYEES
OF
COMMUNITY UNIT SCHOOL DISTRICTS IN ILLINOIS

DEFINITION OF TERMS:

1. **NON-PROFESSIONAL EMPLOYEE** - Synonymous with non-academic, non-certified, non-teaching, and non-instructional employees. For this questionnaire, employees engaged in the business and secretarial services, food services, physical plant operation and maintenance, and transportation services should be considered non-professional employees.
2. **TYPICAL NON-PROFESSIONAL EMPLOYEE.** The term typical non-professional employee is intended to mean the majority of employees, thus eliminating the inevitable exceptions to the rule.

General Information.

(NOTE: The purpose of this section is to establish background information which may be helpful in evaluation of the questionnaire.)

PLEASE MARK X IN THE APPROPRIATE BLANK.

1. The title of the person completing this questionnaire is:

<u> </u> Superintendent	<u> </u> Principal
<u> </u> Business Manager	<u> </u> Personnel Director
<u> </u> Other (Specify) _____	

2. The total enrollment of your community unit district is:

 Below 1,000 1,000 - 1,999 2,000 - 2,999 3,000 - 3,999

 Above 4,000 (Please indicate total enrollment) _____

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

3. Have the personnel policies of your community unit been reduced to written policies? ____ ____
4. Have the personnel policies of your community unit been officially adopted by the school board. ____ ____
5. Are all non-professional employees of your community unit governed by the same personnel policies? ____ ____

A. General Information, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

- | | | | |
|----|--|-----|-----|
| 6. | Do the personnel policies of your community unit state definitely the fringe benefits available to the non-professional employee? | --- | --- |
| 7. | In your opinion, are the personnel policies of your community unit reasonably stable (as opposed to policies which are constantly being changed or not enforced to satisfy individual preferences or circumstances)? | --- | --- |
| 8. | In your opinion, are the personnel policies of your community unit generally known and understood by the non-professional employees? | --- | --- |
| 9. | In your opinion, are the personnel policies of your community unit generally accepted as equitable for all concerned by the: | | |
| a. | School Board? | --- | --- |
| b. | School Administration? | --- | --- |
| c. | Non-professional Employees? | --- | --- |

B. Employee Health and Retirement Benefits.

PLEASE MARK X IN THE APPROPRIATE BLANK.

FULL PART NONE

(Describe only the typical non-professional employee.)

Please indicate those payments, either in full or partial, which are made by your community unit for the benefit of the non-professional employees.

- | | | | | |
|----|--|-----|-----|-----|
| 1. | Workmen's Compensation. | --- | --- | --- |
| 2. | Group Insurance: | | | |
| a. | Hospitalization. | --- | --- | --- |
| b. | Medical. | --- | --- | --- |
| c. | Accident and Sickness. | --- | --- | --- |
| d. | Life Insurance | --- | --- | --- |
| 3. | Retirement Program: | | | |
| a. | Illinois Municipal Retirement Fund | --- | --- | --- |
| b. | Social Security. | --- | --- | --- |

Employee Health and Retirement Benefits, continued.
 PLEASE MARK X IN THE APPROPRIATE BLANK.
 (Describe only the typical non-professional employee.)

FULL PART NONE

3. Retirement Program, continued.

c. Other (Specify)

4. Other Payments (Specify):

Time Off With Pay During The Regular Work Year.

PLEASE MARK X IN THE APPROPRIATE BLANK.
 (Describe only the typical non-professional employee.)

YES NO

1. Vacation

a. Are non-professional employees entitled to an annual paid vacation?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.

b. Does the length of vacation differ between groups of employees?

If yes, please explain the difference and the reason for the difference.

c. Is the annual vacation allowance accumulative from one year to the next?

If yes, state the maximum number of working days which may be accumulated.

d. Does the length of vacation vary according to the length of continuous employment?

If your answer was no, state the length of vacation allowed non-professional employees.

_____ Working Days

C. Time Off With Pay During The Regular Work Year, continued.

1. Vacation, continued.

d. Length of vacation, continued.

If your answer was yes, please complete the following:

YEARS WORKED	VACATION (Working Days)
Paid vacation after one year	_____
Paid vacation after two years	_____
Paid vacation after three years	_____
Paid vacation after five years	_____
Paid vacation after ten years	_____
Other (Specify): _____	

PLEASE MARK X IN THE APPROPRIATE BLANK.

(Describe only the typical non-professional employee.)

YES NO

- | | | |
|--|-------|-------|
| e. Can an employee receive a cash payment in lieu of his annual vacation? | _____ | _____ |
| f. Is the employee allowed an extra day of vacation for each holiday falling within the vacation period? | _____ | _____ |

2. Holidays

- | | | |
|--|-------|-------|
| a. Are non-professional employees entitled to their regular pay for holidays not worked? | _____ | _____ |
|--|-------|-------|

If yes, please indicate those holidays which are recognized as paid holidays in your community unit.

- | | |
|------------------------|--------------------|
| _____ New Year's Day | _____ Memorial Day |
| _____ Independence Day | _____ Labor Day |
| _____ Thanksgiving | _____ Christmas |

Others (Specify): _____

- | | | |
|---|-------|-------|
| b. Are all non-professional employees entitled to the same number of holidays with pay each year? | _____ | _____ |
|---|-------|-------|

If no, please explain the difference and the reason for the difference.

Time Off With Pay During The Regular Work Year, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

(Describe only the typical non-professional employee.)

YES NO

3. Sick Leave

- a. Are non-professional employees entitled to sick leave with pay?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES,
COMPLETE THE REMAINDER OF THIS SECTION.

- b. Does the amount of sick leave with pay differ between groups of employees?

If yes, please explain the difference and the reason for the difference.

- c. Is sick leave accumulative from year to year?

If yes, state the maximum number of working days which may be accumulated.

- d. Does your community unit reward employees for sick leave not used at the end of each year?

If yes, please explain how the employee is rewarded.

4. Miscellaneous

- a. Are non-professional employees entitled to bereavement leave with pay?

- b. Are non-professional employees entitled to time off to vote without loss of pay?

- c. Are non-professional employees entitled to time off for jury duty without loss of pay?

- d. Are non-professional employees entitled to time off with pay for court attendance as a witness?

- e. Please indicate any other leaves of absence with pay which non-professional employees of your community unit receive.

D. Recognized Periods of Time Off With Pay During The Regular Work Day.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

(Describe only the typical non-professional employee.)

1. Coffee Breaks

- a. Are non-professional employees entitled to a coffee break(s) each day?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES,
COMPLETE THE REMAINDER OF THIS SECTION.

- b. Indicate the maximum allowance per day for coffee breaks. (Circle the closest fraction of hour.)

Not more than: 1/4 1/2 3/4 1 hour per day.

2. Lunch Period

- a. Are non-professional employees entitled to a paid lunch period (lunch period considered part of the working day)?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES,
COMPLETE THE REMAINDER OF THIS SECTION.

- b. Indicate the maximum allowance per day for a paid lunch period. (Circle the closest fraction of hour.)

Not more than: 1/4 1/2 3/4 1 hour per day.

E. Miscellaneous Services.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

(Describe only the typical non-professional employee.)

1. Payroll Deductions

- a. Does your community unit honor requests by non-professional employees for payroll deductions?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES,
COMPLETE THE REMAINDER OF THIS SECTION.

Please indicate those items which may be deducted from the non-professional employee's paycheck.

 Group Insurance Premiums

 Savings Plans (include U. S. Savings Bonds, Credit Unions, etc.)

 Union and/or Association Dues

 Other (Specify) _____

Miscellaneous Services, continued

PLEASE MARK X IN THE APPROPRIATE BLANK.

(Describe only the typical non-professional employee.)

YES NO

1. Payroll Deductions, continued.

b. Can meals be purchased from the school cafeteria on a payroll deduction basis?

2. Food Service.

a. Are non-professional employees (excluding cafeteria employees) entitled to free meals in the school cafeteria?

b. If the answer to the above question was no, are non-professional employees (excluding cafeteria employees) entitled to meals at student prices in the school cafeteria?

c. Are cafeteria employees entitled to free meals in the school cafeteria?

d. If the answer to the above question was no, are cafeteria employees entitled to meals at student prices in the school cafeteria?

3. Suggestion System

a. Does your community unit employ a suggestion system?

IF THE ANSWER TO THE ABOVE QUESTION WAS YES, COMPLETE THE REMAINDER OF THIS SECTION.

b. Is any special recognition and/or reward given to an employee who furnishes a suggestion which is adopted?

Trends.

PLEASE MARK X IN THE APPROPRIATE BLANK.

GREATER
THAN

EQUAL
TO

LESS
THAN

1. How do fringe benefits in your community unit compare with fringe benefits of governmental agencies, such as the U. S. Post Office, in your community?

2. How do fringe benefits in your community unit compare with fringe benefits of business and industry in your community?

F. Trends, continued.

PLEASE MARK X IN THE APPROPRIATE BLANK.

YES NO

3. Do you feel that your community unit will liberalize fringe benefits within the next two years?

___ ___

If yes, please explain. _____

G. Comments.

Please feel free to make any comments that enlarge on your responses to the foregoing questions.

Check here if you would like to receive the results of this study. _____

SIGNED _____

TITLE _____

DATE _____

COMMUNITY UNIT _____

APPENDIX D

APPENDIX D

Size and Location of Schools From Which Replies Were ReceivedBoundary Lines

The illustration on page 140, Figure 2, shows the boundary line unchanged from the boundary line established during the selection of the sample. The boundary line is represented by the red line.

Location

Shown in Figure 2 are the counties from which replies were received. All Counties which are colored have community unit school districts which replied to the questionnaire. The counties which are not colored (white) either do not have community unit school districts or the community unit school districts selected did not reply to the questionnaire.

Size

The color of each county in Figure 2 is indicative of the enrollment of the school replying to the questionnaire. The enrollment can be recognized according to the following legend:

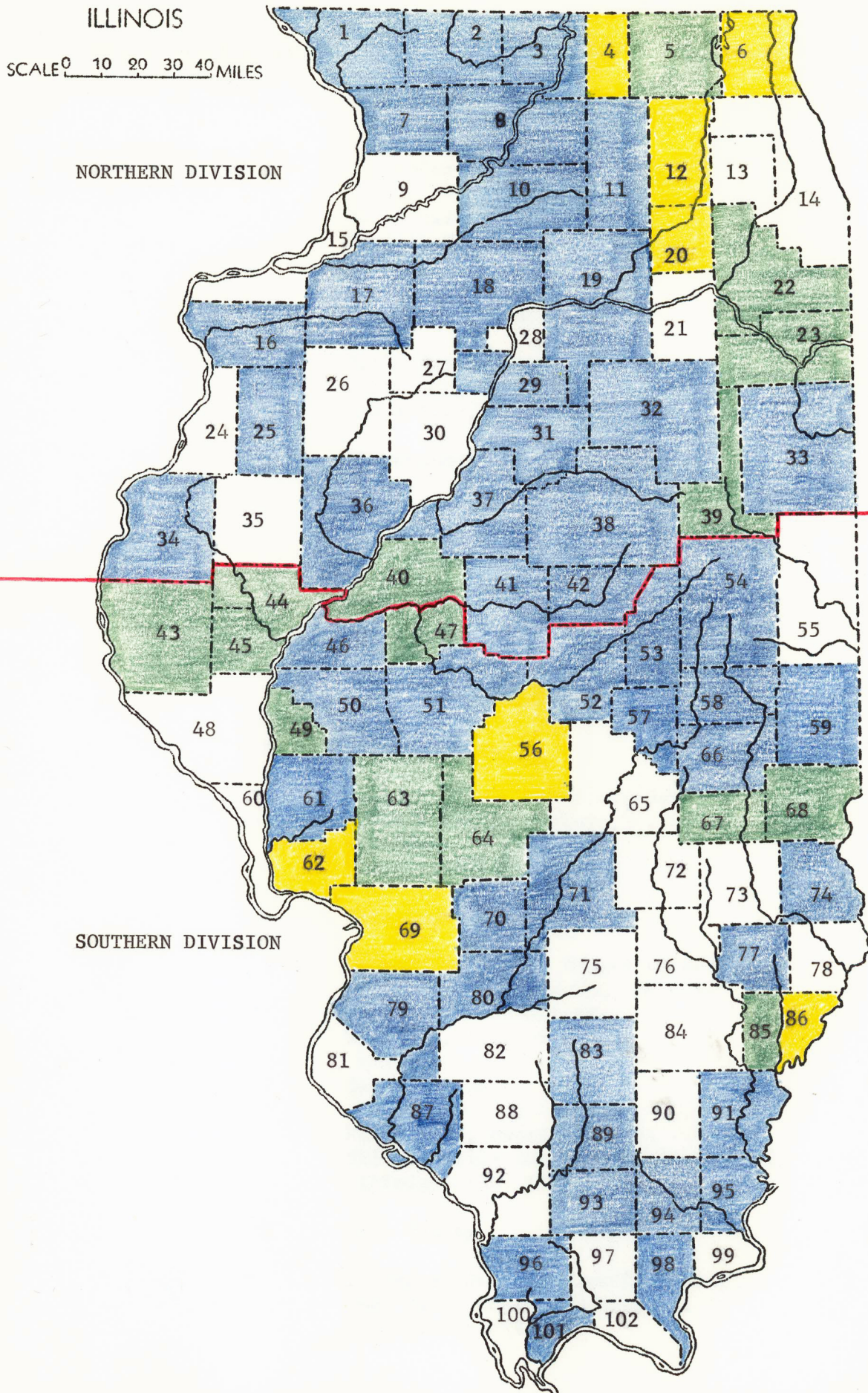
	<u>COLOR</u>	<u>ENROLLMENT</u>
	(Blue)	Below 1,000
	(Green)	1,000 - 1,999
	(Yellow)	Above 2,000

This legend may be recognized as similar to the legend on page 113.

How to Read Figure 2

The method to be used in interpreting Figure 2 and listing of community unit school districts that replied to the questionnaire is exactly the same as was used to interpret Figure 1, as outlined on page 114.

FIGURE 2



Key to Numeric Legend Included in Figure 2NORTHERN DIVISION

County Number 1	Jo Davies County	(Blue)
	O. L. Haile, Superintendent Hanover Community Unit No. 212 Hanover, Illinois	
2	Stephenson County	(Blue)
	W. R. Brach, Superintendent Pearl City Community Unit No. 200 Pearl City, Illinois	
3	Winnebago County	(Blue)
	L. C. Cassman, Superintendent Pecatoncia Community Unit No. 321 Pecatoncia, Illinois	
4	Boone County	(Yellow)
	Dr. Marshall Brenner, Superintendent Belvidere Community Unit No. 100 Belvidere, Illinois	
5	McHenry County	(Green)
	Floyd E. King, Superintendent Harvard Community Unit No. 50 48½ North Ayer Street Harvard, Illinois	
6	Lake County	(Yellow)
	Richard Warfield, Superintendent Wauconda Community Unit No. 118 555 North Main Street Wauconda, Illinois	
7	Carroll County	(Blue)
	Floyd Daub, Superintendent Milledgeville Community Unit No. 312 Milledgeville, Illinois	
8	Ogle County	(Blue)
	La Verne Edwards, Superintendent Leaf River Community Unit No. 70 Leaf River, Illinois	

County Number 9	Whiteside County	
	Not included in sample	
10	Lee County	(Blue)
	Robert H. Thayer, Superintendent Ashton Community Unit No. 275 Box 318 Ashton, Illinois	
11	De Kalb County	(Blue)
	Ray Schumacher, Superintendent Hinckley-Big Rock Community Unit No. 429 Hinckley, Illinois	
12	Kane County	(Yellow)
	L. H. Beaudin, Superintendent Geneva Community Unit No. 304 1113 Fayton Street Geneva, Illinois	
13	DuPage County	
	Not included in sample	
14	Cook County	
	Not included in sample	
15	Rock Island County	
	Included in sample, but failed to reply	
16	Mercer County	(Blue)
	Walter N. Miller, Superintendent Viola Community Unit No. 202 Viola, Illinois	
17	Henry County	(Blue)
	Sherrill B. Hayden, Superintendent Annawan Community Unit No. 226 501 South Street Annawan, Illinois	
18	Bureau County	(Blue)
	Warren W. Patterson, Superintendent Manlius Community Unit No. 305 Manlius, Illinois	

County Number 19	La Salle County	(Blue)
	Herbert N. Wicke, Superintendent Earlville Community Unit No. 9 Earlville, Illinois	
20	Kendall County	(Yellow)
	T. Loyd Traughber, Superintendent Oswego Community Unit No. 308 Oswego, Illinois	
21	Grundy County	
	Not included in sample	
22	Will County	(Green)
	Lester J. Stevens, Superintendent Wilmington-Lorenzo Community Unit No. 209U Wilmington, Illinois	
23	Kankakee County	(Green)
	T. H. Bartholomew, Superintendent Momence Community Unit No. 1 Momence, Illinois	
24	Henderson County	
	Included in sample, but failed to reply	
25	Warren County	(Blue)
	Edward Johnson, Superintendent Little York Community Unit No. 225 Little York, Illinois	
26	Knox County	
	Included in sample, but failed to reply	
27	Stark County	
	Not included in sample	
28	Putnam County	
	Not included in sample	

County Number 29	Marshall County	(Blue)
	Fred Eihausen, Superintendent Sparland Community Unit No. 3 R. R. No. 1 Sparland, Illinois	
30	Peoria County	
	Included in sample, but failed to reply	
31	Woodford County	(Blue)
	Robert L. Yates, Superintendent Minonk Community Unit No. 108 431 Maple Street Minonk, Illinois	
32	Livingston County	(Blue)
	George Merrinac, Superintendent Flanagan Community Unit No. 4 Flanagan, Illinois	
33	Iroquois County	(Blue)
	C. L. Watson, Superintendent Cissna Park Community Unit No. 6 Cissna Park, Illinois	
34	Hancock County	(Blue)
	Kenneth Sallee, Superintendent Dallas City Community Unit No. 336 Dallas City, Illinois	
35	McDonough County	
	Included in sample, but failed to reply	
36	Fulton County	(Blue)
	Charles Hempstead, Superintendent Avon Community Unit No. 176 Avon, Illinois	
37	Tazewell County	(Blue)
	Claude J. Rose, Superintendent Tremont Community Unit No. 702 Tremont, Illinois	

County Number 38	McLean County	(Blue)
	Charles Clark, Superintendent Octavia Community Unit No. 8 Colfax, Illinois	
39	Ford County	(Green)
	Charles Newman, Superintendent Paxton Community Unit No. 2 East Franklin Street Paxton, Illinois	
40	Mason County	(Green)
	Walter L. Karrick, Superintendent Havana Community Unit No. 126 South McKinley Street Havana, Illinois	
41	Logan County	(Blue)
	Roy Staggs, Superintendent Atlanta Community Unit No. 20 Atlanta, Illinois	
42	DeWitt County	(Blue)
	Robert Kirk, Superintendent Mapella Community Unit No. 5 Box 127 Mapella, Illinois	

SOUTHERN DIVISION

County Number 43	Adams County	(Green)
	Harry E. Blentlinger, Superintendent Camp Point Community Unit No. 3 Camp Point, Illinois	
44	Schuyler County	(Green)
	John G. Wargo, Superintendent Rushville Community Unit No. 1 North Congress Street Rushville, Illinois	
45	Brown County	(Green)
	Russell E. Weaver, Superintendent Mt. Sterling Community Unit No. 1 N. W. Cross Street Mt. Sterling, Illinois	

County Number 46	Cass County	(Blue)
	T. O. McCullough, Superintendent Chandlerville Community Unit No. 62 Chandlerville, Illinois	
47	Menard County	(Green)
	Donald L. Lang, Superintendent Petersburg Community Unit No. 201 311 South Seventh Street Petersburg, Illinois	
48	Pike County	
	Included in sample, but failed to reply	
49	Scott County	(Green)
	M. W. Kehart, Superintendent Winchester Community Unit No. 1 Hill Street Winchester, Illinois	
50	Morgan County	(Blue)
	Richard M. Hadfield, Superintendent Meredosia Community Unit No. 11 Meredosia, Illinois	
51	Sangamon County	(Blue)
	Carrol C. Lowe, Superintendent Tri-City Community Unit No. 1 Buffalo, Illinois	
52	Macon County	(Blue)
	Howard E. Brown, Superintendent Blue Mound Community Unit No. 10 Blue Mound, Illinois	
53	Piatt County	(Blue)
	Walter Slater, Superintendent Bement Community Unit No. 5 Bement, Illinois	
54	Champaign County	(Blue)
	Kenneth C. Brunn, Superintendent Mahomet Community Unit No. 3 Mahomet, Illinois	

County Number 55	Vermilion County	
	Not included in sample	
56	Christian County	(Yellow)
	John R. Coil, Superintendent Pana Community Unit No. 8 38 Oak Street Pana, Illinois	
57	Moultrie County	(Blue)
	Paul H. Spence, Superintendent Bethany Community Unit No. 301 Bethany, Illinois	
58	Douglas County	(Blue)
	Gerald G. Gaines, Superintendent Villa Grove Community Unit No. 302 North Sycamore Street Villa Grove, Illinois	
59	Edgar County	(Blue)
	Cecil E. Smith, Superintendent Chrisman Community Unit No. 5 North State Street Chrisman, Illinois	
60	Calhoun County	
	Included in sample, but failed to reply	
61	Greene County	(Blue)
	James T. Harrison, Superintendent Greenfield Community Unit No. 10 South East Street Greenfield, Illinois	
62	Jersey County	(Yellow)
	C. F. Roth, Superintendent Jerseyville Community Unit No. 100 801 North State Street Jerseyville, Illinois	
63	Macoupin County	(Green)
	Emery H. Mortin, Superintendent Gillespie-Benld Community Unit No. 7 612 Broadway Gillespie, Illinois	

County Number 64	Montgomery County	(Green)
	William F. Whitnel, Superintendent Litchfield Community Unit No. 12 1702 North State Street Litchfield, Illinois	
65	Shelby County	
	Included in sample, but failed to reply	
66	Coles County	(Blue)
	John S. Barger, Superintendent Oakland Community Unit No. 5 Logan Avenue Oakland, Illinois	
67	Cumberland County	(Green)
	Merrill Moore, Superintendent Toledo Community Unit No. 3 Toledo, Illinois	
68	Clark County	(Green)
	Fred A. Dale, Superintendent Casey Community Unit No. 1 Fourth and Edgar Streets Casey, Illinois	
69	Madison County	(Yellow)
	A. Gordon Dodds, Superintendent Edwardsville Community Unit No. 7 708 St. Louis Street Edwardsville, Illinois	
70	Bond County	(Blue)
	Stanley Johnson, Superintendent Mulberry Grove Community Unit No. 4 Mulberry Grove, Illinois	
71	Fayette County	(Blue)
	Walter K. Holliday, Superintendent Ramsey Community Unit No. 204 Ramsey, Illinois	
72	Effingham County	
	Included in sample, but failed to reply	

County Number 73	Jasper County	
	Not included in sample	
74	Crawford County	(Blue)
	Max Anderson, Superintendent Hutsonville Community Unit No. 1 West Main Street Hutsonville, Illinois	
75	Marion County	
	Included in sample, but failed to reply	
76	Clay County	
	Not included in sample	
77	Richland County	(Blue)
	Homer M. Waddle, Superintendent West Richland Community Unit No. 2 Noble, Illinois	
78	Lawrence County	
	Not included in sample	
79	St. Clair County	(Blue)
	B. W. Hunsaker, Superintendent New Athens Community Unit No. 60 500 South Clinton Street New Athens, Illinois	
80	Clinton County	(Blue)
	Coleman K. Winn, Superintendent Carlyle Community Unit No. 1 Route 127 North Carlyle, Illinois	
81	Monroe County	
	Included in sample, but failed to reply	
82	Washington County	
	Not included in sample	
83	Jefferson County	
	Sidney S. Hiron, Superintendent Waltonville Community Unit No. 1 Waltonville, Illinois	

County Number 84	Wayne County	
	Not included in sample	
85	Edwards County	(Green)
	Roy M. Luthe, Superintendent Edwards County Community Unit No. 1 Albion, Illinois	
86	Wabash County	(Yellow)
	Robert Orr, Acting Superintendent Mt. Carmel Community Unit No. 348 R. R. No. 2 Mt. Carmel, Illinois	
87	Randolph County	(Blue)
	A. N. Trammell, Superintendent Red Bud Community Unit No. 132 815 Locust Street Red Bud, Illinois	
88	Perry County	
	Not included in sample	
89	Franklin County	(Blue)
	Gene Allsep, Superintendent Sesser Community Unit No. 196 Sesser, Illinois	
90	Hamilton County	
	Not included in sample	
91	White County	(Blue)
	Claude C. Lewis, Superintendent Grayville Community Unit No. 1 409 South Second Street Grayville, Illinois	
92	Jackson County	
	Included in sample, but failed to reply	
93	Williamson County	(Blue)
	Mort Davis, Superintendent Crab Orchard Community Unit No. 3 R. R. No. 2 Marion, Illinois	

County Number 94	Saline County	(Blue)
	Charles Dunning, Superintendent Galatia Community Unit No. 1 Galatia, Illinois	
95	Gallatin County	(Blue)
	H. C. Bishop, Superintendent North Gallatin Community Unit No. 1 Ridgeway, Illinois	
96	Union County	(Blue)
	James K. D'Brien, Superintendent Shawnee Community Unit No. 84 Wolf Lake, Illinois	
97	Johnson County	
	Not included in sample	
98	Hope County	(Blue)
	Harry W. Abell, Superintendent Golconda Community Unit No. 1 Golconda, Illinois	
99	Mardin County	
	Not included in sample	
100	Alexander County	
	Not included in sample	
101	Fulaski County	(Blue)
	Herbert Darnell, Superintendent North County Community Unit No. 100 Karnak, Illinois	
102	Massac County	
	Not included in sample	