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The Development of a High School Faculty Handbook

Torrence D. Kok

THE DEVELOPMENT OF A

HIGH SCHOOL FACULTY HANDBOOK

by

Torrence D. Kok

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The purpose of this project was to develop a faculty handbook that would aid school administrators in the day-to-day communication and management needs of Sunnyside Christian High School. The handbook produced as a result of this project is being utilized at Sunnyside Christian High School, Sunnyside, Washington. An effective faculty handbook can be a valuable tool for a school.

ACKNOWLEDGEMENTS

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Chapter 1

Background of the Study

Introduction

In their monumental study of how principals make a difference in promoting quality schooling, Wilma F. Smith and Richard L. Andrews (1989) concluded that strong principals functioned as forceful and dynamic leaders who brought to their practice high energy, initiative, tolerance for ambiguity, a sense of humor, analytical ability and a practical stand toward life. They identified four broad areas of strategic role interaction between principal and teachers. One of these broad areas was 'principal as communicator' (Sergiovanni, 1991, p. 26).

Sergiovanni goes on to identify a highly successful principal as one who communicates "by using clearly communicated criteria for judging staff performance, providing a clear vision of what the school is all about, and clearly communicating to staff regarding

instructional matters" (Sergiovanni, 1991, p. 29).

The above quotations express the importance of sound school building communication. Successful administrators and successful schools are identified in part by the quality of their communication. This includes communicating the vision of the school as well as communicating with the staff instructional matters and criteria that will be used in judging their performance.

According to Kindred, Bagin and Gallagher in The Schools and Community Relations, part of communication is "providing for in-service training." The authors further explain that "training may be given through direct instruction or indirectly through a series of devices." Kindred et al. then points out that one device used in indirect training of staff is the faculty handbook.

Two types of handbooks contribute to the training of personnel. One supplies information that should be known by staff members in order to discuss the school intelligently with the public. The other outlines the responsibilities of each person in the program and how

they should be handled (Kindred, Bagin, & Gallagher,

1984, pp. 74, 75).

The task of developing an effective, valuable, and legal faculty

handbook takes time, research, energy, and belief on the part of the

administrator and faculty that the task and result are important.

Many high schools do not have adequate faculty handbooks. As

stated by the authors cited above, it is critical that the building

administrator understand the importance of developing and

maintaining a quality faculty handbook.

Purpose of the Project

The purpose of this project was to develop a faculty handbook

that would aid school administrators in the day-to-day

communication and management needs of Sunnyside Christian High

School.

Need for the Study

The project undertaken in the present study, was a direct

outgrowth of the writer's prior teaching and administrative

experience in the Sunnyside Christian School system (Sunnyside, WA). Reasons for undertaking the project included:

1. This researcher's (Terry Kok's) thirteen years of teaching experience had displayed a poor level of faculty understanding of district and building policy.

2. The researcher's increased awareness of the need for his faculty to be knowledgeable about the legal ramifications of their actions.

3. His belief that teachers and administrators need to work toward the same goals and spend less time with "paperwork."

4. His recognized need for a faculty handbook of clearly defined policies, procedures, and rules to govern day-to-day school operation.

Limitations of the Study

For the purpose of succinctness and focus, it was necessary to set the following limitations for the study:

1. The literature and research summarized in Chapter 2 of this project was limited to research current within the last twelve years.

2. Faculty handbooks collected for purposes of study and reviewed were limited to thirty (30) selected schools including fifteen private and fifteen public high schools. Handbooks considered for this study were obtained from schools with a population of 0-500, from the states of California, Colorado, Iowa, Michigan, Minnesota, Washington, and Wisconsin.

3. The handbook produced as a result of this study has been specifically designed for use in a Christian high school with a student population of less than 500.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Faculty Handbook: Includes the policies, procedures, and rules under which teachers work.

2. Private School: A school run and supported by private individuals rather than by a government agency.

3. Faculty: The individuals who are involved as teachers in the educational process.

4. Sight based management: A school where management is primarily from within the individual building rather than from the district, and where faculty and administration are both involved in management.

Chapter 2

Review of Related Literature

In undertaking the review of literature summarized in Chapter 2, the investigator, Terry Kok, sought to discover information to support the following basic assumptions.

1. As criticism of schools increases teachers will be held increasingly accountable for knowledge of school policy and procedures.

2. Faculty handbooks are important tools for both administrators and teachers in effective schools.

3. To be effective, a handbook must include pertinent content and be well-organized.

Accordingly, the literature review as presented on the following pages has been organized to address these basic assumptions.

Assumption #1: Teacher Accountability

In recent years American education has been increasingly under fire. In November, 1977, _Time_ magazine in an article entitled "High Schools Under Fire" said that "American education is in deep trouble." The article mentioned many of the concerns that still plague education. These included drug problems, teacher strikes, failed school levies, and high student absentee rates among others.

Since then the famous study "A Nation at Risk" published in 1983 re-emphasized some of the same criticisms and added others. The assessment of this presidential commission created a widespread furor over the state of American education and began a general clamor for educational reform.

In the time since these two articles were published, the criticism of the educational system has continued. New studies and articles have re-emphasized the problems of America's schools. As people have criticized, they have begun to hold the schools more responsible for what they are and are not accomplishing with the students. In the last 15 years our society has become increasingly litigious which has carried over to the

schools. Relaxed requirements for class action lawsuits and favorable court decisions based on the 14th Amendment have motivated our society to expand basic human rights. Now it seems constituents are more willing to sue the schools when their expectations have not been met. Meanwhile the schools' responsibilities have increased. Communities expect the schools to deal with problems and issues previously dealt with at home, church, and in the community. These include drugs, sexual education, crime, violence, and discrimination among others. Put all of these factors together and it means that the schools are not seen as having governmental immunity but are seen as having increasing legal responsibilities and can be successfully sued.

William Grove writes in his "Criteria for the Elements of a Faculty Handbook Used in the High Schools of Pennsylvania." the following:

> Because of the pressure placed on the school, it is
> important that written policies, procedures, and
> regulations be developed and communicated to all
> professional staff members (Grove, 1979, p. 1).

The importance of having written policies communicated to all staff members is being seen at both the high school and college levels. Teachers have been denied tenure at the college level because their supervisors determined they did not meet standards set out in the faculty handbook.

Because our society is becoming more litigious, and because there are increasingly high expectations for the schools and teachers, it is critical that faculty handbooks be established. Teachers are being held legally responsible for knowing what the faculty handbook says about the dealing with and the treatment of students. In one college, an instructor was not granted tenure and sued the college. The faculty handbook stated:

> Any faculty member on full-time contract, who, in the opinion of the president, has acceptably performed his/her duties for a period of at least three consecutive years, has the rank of associate or full professor, has been tendered his/her fourth or succeeding annual contract, and has accepted the same shall be considered to hold tenure (Watkins, 1985, p. 27).

In this case the instructor lost his suit because the court ruled that the faculty handbook clearly stated that the university president had the right to make a determination of acceptable performance. The court also ruled that the professor had the responsibility of reading the handbook.

The critical point is that the faculty handbook was the determining factor in protecting the school from liability. Faculty manuals can and will be considered legally binding for both administration and faculty.

These examples make it clear from a legal standpoint alone that it is imperative to have a faculty handbook. However, there are other reasons that make having a quality faculty handbook essential for the schools.

Assumption #2: Faculty Handbooks are Important Tools

According to Grove faculty handbooks are very important. In his research he found that old as well as new teachers, substitutes as well as regular teachers agree that having a faculty handbook is important. He says that "teachers like other workers desire to

know the responsibilities and expectations established by the
organization for employees." "Knowing the organization's operating
practice not only instills a degree of security, but it also aids the
teacher in avoiding embarrassing mistakes." Grove concluded that
faculty handbooks are "viewed as important and useful
administrative devices for communicating policies, procedures,
and regulations affecting the operation of a school district and
school building (Grove, 1979, p. 108).

The faculty handbook is also critical for administrators. For
new administrators it serves as a valuable instrument in helping
get through the routine organization of the school, in knowing what
duties are assigned, and to whom they are assigned. For
experienced administrators it maintains the administrative
routine.

In summary, the faculty handbook "furnishes valuable
information to new and substitute teachers, acts as a reminder to
experienced teachers, and causes the principal to think through the
administrative routine." It also provides the community with

answers concerning procedures, policies, and practices of an

individual school (Grove, 1979, p. 109).

Assumption #3: Handbook Content and Organization

The content of faculty handbooks is quite varied. So many

things can be included in a faculty handbook that it may become too

large and cumbersome. The question then becomes, "What are the

ESSENTIAL components of a faculty handbook?"

In the research for his study, Criteria for the Elements of

Faculty Handbooks Used in High Schools of Pennsylvania, William

Grove analyzed a number of faculty handbooks and found that

similarities in information and descriptors were discovered in the

handbooks, but that no two handbooks analyzed were similar in

content. He found that "handbooks are not standardized as to what

information should or should not be included, nor as to what

descriptors should be used to describe an area of content"

(Grove, 1979, p. 112) .

Grove summarized his study of the content of the faculty

handbooks analyzed by the following general statements.

1. A vast amount of information was presented in each of the faculty handbooks analyzed.

2. No standardization was found as to what information should or should not be included in a handbook, as the extent and type of information varied from handbook to handbook.

3. No standardization of descriptors was found as the descriptors used for the components presented varied from handbook to handbook.

4. No uniform guidelines for developing a faculty handbook were found as each handbook analyzed was unique and designed for a particular high school (Grove, 1979, p. 80).

Despite the fact that Grove could make few specific conclusions about the content of the handbooks studied, he was able to place the items that were included into six general categories. These six included (1) the board of education, (2) the administration, (3) personnel policies, (4) instructional policies, (5) student policies, and (6) fiscal management. Obviously these six general items need to be included in an effective faculty handbook (Grove, 1979, p. 41).

In his conclusions Grove stated that he strongly believes that "since the main purpose of a handbook is to provide information for teachers, the reader should consider the importance placed on items by the teachers." In his study the most important item, according to teachers, that needed to be included was general regulations governing school and classroom management. This included all policies, procedures, and regulations governing the operation of the school and classroom. Ranked second in importance by teachers were disaster procedures. These are procedures used in case of fire, bomb threats, explosions, utility failures, and violent weather. Third in importance were policies regarding controlled substances such as drugs, alcohol, and tobacco. A statement of the district's and building's policies pertaining to student use, sale, or possession of controlled substances was considered important. Following are those items that teachers considered fourth through twenty-fifth in order of importance.

4. "Philosophy and objectives of school and school district."

5. "Policies concerning visitors and loitering."

6. "Intra-school traffic (bell schedule, hall, assembly, emergency)."

7. "Procedures in case of an incident."

8. "Policies regarding handicapped student and staff."

9. "School calendar."

10. "Policy of evaluation of teachers."

11. "Administrative organization (powers & duties of school officials)."

12. "Extra-curricular activities."

13. "Financial procedures to be used by the high school."

14. "Policies for evaluation of students."

15. "Due process procedures and policies (student)."

16. "Faculty committees."

17. "Right to access and privacy of records (teacher and student)."

18. "Rules concerning the proper use and disposition of school and personal property."

19. "Legal status of student (inquiries for and releasing of information)."

20. "School records and reports."

21. "Policies pertaining to community relations."

22. "Section of the state criminal code concerning teacher authority and avenues dealing with behavior of other persons on school property."

23. "Responsibilities and regulations concerning teachers — local and state."

24. "Legal status of teacher."

25. "Policies on textbook selection, requisitions, distribution, etc." (Grove, 1979, pp. 123-149).

These are the twenty-five items that teachers feel are most necessary in a faculty handbook. There are others items that people in Grove's study included in their list. There are certainly items that could be included based on the uniqueness of each school. Grove suggests that it would also be wise for a given school to ascertain whether additional items need to be added due to unusual circumstances.

Handbooks also need to be well organized. Thomas A. Emmet has said, "A faculty handbook is not something you glue and paste

together from the year before. It is not done over the weekend by a high-level administrator. Rather it is a legal document that results from a nose-to-the-grindstone process." Emmet recommends that the first step in organizing the handbook is to collect all of the school's basic documents, including "governing procedures, board of trustees' manuals, mission statements, and faculty handbooks." He also suggests throwing out all "fugitive policies," which might include letters from administrators or board presidents, operations manuals, or written decisions (Emmet, 1985).

Mr. Emmet recommends dividing the material into about six chapters arranged by topic. These might include history and mission of the school, contract, working policies and procedures, and academic, administrative, and student policies that are of concern to the faculty.

He recommends using a numbering system with decimals to organize within chapters. He further advises that the process for writing a faculty handbook begin in the spring with the setting up of a committee. The document would ideally be approved by faculty

in the fall and go to the board for final approval soon thereafter.
The manual should be changed each year and be handed out with new
contracts (Emmet, 1985).

William Grove, in his study Criteria for the Elements of Faculty
Handbooks Used in High Schools of Pennsylvania, surveyed a number
of high schools and found a variety of organizational formats
among the surveyed schools. He found that a vast majority of the
surveyed schools had tables of contents while very few hand
indexes. Most of the schools did not organize as Emmet suggested
but simply numbered the pages and listed the major sections in the
table of contents. Grove favored an approach more like Emmet's.
Grove placed the contents of his handbook into six areas just as
Emmet had done. His six major categories: (1) board of education,
(2) administration, (3) personnel policies, (4) instructional
policies, (5) student policies, and (6) fiscal management. These
six areas encompassed all of the items that teachers recommended
be included. Grove further recommended that sub-divisions be
organized in a way that made updating the handbook simple and
without major revision. He suggests not using numbered pages and

to investigate other forms of coding to locate information
(Emmet, 1979).

Grove's major conclusion was that there was very little
consistency to the organizational methods of the various
handbooks. He believes that the lack of standardization and
consistency presented in the handbooks he looked at support the
need to establish criteria for the development of faculty
handbooks. He says "the actual content information presented
should be written for a particular school, but the descriptors used
to describe items should be more uniform than those which exist"
(Grove, 1979, p. 113).

In his survey Grove also found that about two-thirds of the
handbooks were developed "in large part" by the building principal.
Three-fourths of the respondents reported that teachers and
community people had little or no part in the development in the
handbook. In addition the study showed that approximately 50% of
the handbooks were updated regularly.

He concludes that "because of the frequency of revision and the
growing complexity of content items, a more inclusive and

democratic process needs to be developed to facilitate the task of revision" (Grove, 1979, p. 115).

Grove points out that although official faculty handbooks are administrative documents, involving other groups in the development does not abridge that responsibility. Grove argues that the administration should seek advice from these groups in their relevant content areas in an advisory or consultant one. Because the handbook is developed primarily for teachers they should be more involved in its development than other school employees or community groups. In his article "Blackwell's Commentaries, Engineering Handbooks, and Merck's Manuals: What Would a Teacher's Equivalent Be?" Hendrik D. Gideonse agrees that the development of a faculty handbook must be a collaborative process. He writes:

> The preparation of any given handbook is a professional
> task in the most comprehensive sense of the
> profession, not merely the responsibility of one or
> another segment of the whole. The task cannot be done

successfully unless is is approached collaboratively"

(Gideonse, 1986, p. 323).

Like Emmet, Grove believes that the task of writing a faculty handbook is an arduous one. It involves the collection of data from school and community, a needs assessment of the professional staff, and collection of all written and verbal policies. Also like Emmet, he believes that the organization is critical in determining the success of the handbook. His survey showed that information being easily located in the handbook was key to its success.

As indicated in the Limitations of the Study in Chapter 1, thirty (30) selected faculty handbooks from fifteen private and fifteen public high schools were studied. These were also utilized in developing the faculty handbook which was the subject of this study.

Although these handbooks comprised, as it were, a significant portion of the "review of literature," the information obtained from the handbooks were useful primarily for their content and organization. For example 22 (73%) handbooks contained sections/components concerned with purpose and history;

30 (100%) handbooks contained sections/components concerned with faculty policies and procedures; 30 (100%) handbooks contained sections/components concerned with academic and discipline procedures; and 25 (83%) contained sections/components concerned with general information.

Summary

The review of literature and the numerous studies addressed in Chapter 2 have provided an abundance of information to support the following assumptions:

1. As criticism of the schools increase, the teachers will be held increasingly accountable for knowledge of school policy and procedures.

2. Faculty handbooks are important tools for both administrators and teachers in effective schools.

3. The effective handbook must include pertinent content and be well organized.

Chapter 3

Procedures of the Project

Identifying a Need

The idea for developing a faculty handbook for Sunnyside

Christian High School (S.C.H.S.) originated from two primary

factors. First, S.C.H.S. had a faculty handbook that was established

when the school included only a Kindergarten through eighth grade

program. Since construction of the high school in 1984, no high

school handbook had existed. Second, as the high school has grown

and the size of the faculty increased, the need for a faculty

handbook became increasingly important.

Developing Building and District Level Support

During the 1990/91 school year, a proposal was submitted by

the S.C.H.S. principal, Terry Kok, to Dennis Kaptein, Sunnyside

Christian Superintendent, concerning the need for development of a

separate faculty handbook for Sunnyside Christian High School. The

proposal was also submitted to the Sunnyside Christian High

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School faculty, Education Committee, and School Board. Each of these individuals and groups expressed support and encouragement for the development of a separate high school faculty handbook.

With this input, the proposal was finalized by this investigator, Terry Kok, and forwarded to the Superintendent, Education Committee, and School Board for approval. The Sunnyside Christian School District committed the financial resources and the word processing and other equipment needed to complete the project. In addition the faculty saw the need for the handbook and expressed interest and willingness to help in the development.

Overcoming Developmental Problems

The most difficult part of the development of the handbook was finding the time to assure maximum involvement of the faculty. It was important that they "own" the handbook and believe it was complete and worthwhile. In addition, reviewing other schools' handbooks proved to be a large task. Gleaning valuable items from various handbooks important for use in the handbook for Sunnyside Christian was difficult. There were as many different content

items and organizational patterns to consider as there were handbooks. To resolve this problem the faculty was given a set of content items from which to choose those they considered most important. In addition, the other schools' handbooks were checked for consistency of content and organization. This saved time, allowed faculty input, and assured that important ideas and information from other schools' handbooks were included in the final product.

It was also difficult to include all the items in the handbook that individual faculty members thought might be valuable. If this had been permitted, the handbook would have become too large and difficult to use. Again, by assuring maximum faculty participation and dialogue, consensus decisions regarding items to be included and deleted prevailed.

Chapter 4

The Project

The purpose of this project was to develop a faculty handbook that would aid school administrators in the day-to-day communication and management needs of Sunnyside Christian High School.

The remainder of Chapter 4 has been devoted to a systematic presentation of the faculty handbook developed for Sunnyside Christian High School. The handbook has been organized in the following and format:

1. Orientation to Purpose and Organization

2. Faculty Policies and Procedures

3. Academic and Discipline Procedures

4. General Information

SUNNYSIDE CHRISTIAN HIGH SCHOOL

STAFF HANDBOOK
1990-1991

TABLE OF CONTENTS

1. Orientation to Purpose and Organization

a. Welcoming Letter to Faculty and Staff

Dear Teacher,

Welcome to a new year at Sunnyside Christian High School. Our prayers are offered to God asking that He provide for our every need in building his kingdom here. We are grateful that He has chosen to answer those prayers by having you be part of this school community. It is our continued prayer that we may be faithful and effective as we work together we the home and church in teaching our covenant youth to become mature Christians.

The purpose of this handbook is to provide information which may answer some of the more common questions asked by faculty and staff. Please also refer to the S.C.H.S. Student Handbook for additional information concerning student expectations and daily operations of the school. As other questions arise, please direct them to the principal.

Thank you for your dedication and willingness to serve. Have a wonderful and blessed year!

In Christ's Service

Terry Kok - High School Principal

b. Constitution

The Constitution of the Society is the document which states the basis, purpose, and structure of the society. This controls the Christian education received by the youth as given through the school. (See Board Policy Manual)

c. Philosophy

Sunnyside Christian School is committed to three basic principles:

(1) Education at home and school must agree with the Word of God.

(2) The school does not depend upon the church or state but upon the Christian home.

(3) Unity of home, school, and church must be maintained and developed.

(See Board Policy Manual)

d. Organizations

(1) SCHOOL SOCIETY

Sunnyside Christian High School is a private school that is one part of the Sunnyside Christian School Society. The Society is composed of Christian parents and friends and operates one K-12 educational system. The Society is concerned that its students and families desire an education from a Christian perspective. Sunnyside Christian School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational, admissions, scholarship, athletic, and other school administered policies and programs. The Society elects board members, determines budget, and considers appropriate matters at society meetings usually held in the spring and summer.

(2) SCHOOL BOARD

(a) **Purpose and Authority.** Nine members of the Society are elected by the Society to form the Board of Directors. This board is the official governing body of all school matters to which all other school organizations are subordinate.

(b) **Standing Committees**
1. **Education Committee.** The areas of responsibility include matters of philosophy, curriculum, relations with employed professional personnel, and communication of instructional activities to the home and community.
2. **Finance Committee.** The areas of responsibility include matters of income and expenditure of school funds, insurance, and relations with the office personnel.
3. **Building and Grounds Committee.** The areas of responsibility include matters of maintenance of the school plant, grounds and equipment, and relations with custodial help.
4. **Promotion Committee.** The areas of responsibility include matters of communicating the needs of the school in the community, initiating promotional activities, and the approval of suggestions for special gifts to the school.
5. **Transportation Committee.** The areas of responsibility include matters of bus routing, maintenance of vehicles, and supervision of bus drivers.
6. **Admissions Committee.** The areas of responsibility include interviewing prospective new families interested in attending the school.

(3) AUXILIARY ORGANIZATIONS
    (a) **Booster Club.** This organization has regular meetings in which a major fundraiser is organized in support of the school. Traditionally athletic, educational, and music activities have been heavily supported. In May teachers may submit requests to the principal for items to be considered for purchase by the Booster Club. All Booster Club expenditures must be approved by the School Board.

     (b) **Mothers' Circle**. The ladies of the School Society do much to promote and contribute to the school. They have regular meetings throughout the year. The Mothers' Circle contributes large sums of money to the school for specific projects. Requests for items to be considered by this group must be made to the building administrator. All Mothers' Circle expenditures must be approved by the school board.

(4) ASSOCIATIONS

     (a) **State of Washington Accreditation**. Sunnyside Christian School is fully approved by the State of Washington Board of Education. This means we as a school conform to certain standards of curricular offerings, facilities, and have a qualified and certified staff. The school is in Educational Service District 105.

     (b) **Washington Federation of Independent Schools.** This is an organization which attempts to promote private and parochial school concerns and legislation at the state level.

     (c) **Christian Schools International (CSI)**. Sunnyside Christian is a member of this federation of Christian schools which seeks to promote Christian education worldwide. CSI attempts to serve member schools in many ways such as providing for needs of curriculum and textbooks. Christian education promotional materials, insurance, and communication of employment opportunities are also provided by CSI. Sunnyside Christian is in CSI District 7.

        In the fall of each year CSI District 7 schools sponsor a two day convention for Christian educators. The school is closed for those days and all faculty are required to attend this convention.

(d) **Washington Interscholastic Activities Association (WIAA).** This is a state organization which regulates interscholastic co-curricular activities. Sunnyside Christian is classified by size as a Class "B" school.

(5) ADMINISTRATIVE ORGANIZATION
(a) **Duties and Functions of the School Board.** (see Board Policy Handbook)
(b) **Duties and Functions of the High School Principal.** Include the following:
1. to enforce the society's constitution and by-laws, and to execute Board policies and decisions as they relate to the management of the school.
2. to teach the classes and supervise activities assigned by the board.
3. to present, in person, a monthly report to the Board as to the conditions within the school, and to help initiate consideration of future needs of the school. To act as educational expert to the Board on all educational problems and procedures.
4. to serve on the Education, Promotion, and Admissions Committees and other committees to which appointed by the board.
5. to interpret staff needs and to inform the Education and Board regarding the effectiveness of the teachers.
6. to prepare class/teacher schedules and assign teacher work loads subject to the approval of the Education Committee.
7. to compile policies and rules applicable to teachers and students and publish these in the form of a Teacher Handbook and Student Handbook, subject to approval of the Education Committee.

8. teacher related activities to include:
   a. to supervise the instructional process, giving educational leadership, presiding at faculty meetings, and outlining classroom procedures and management.
   b. to guide and stimulate teachers to their greatest capacity, supervising and engaging in periodic teacher evaluation, and thoroughly orienting teachers new to the school before the opening of the school year.
   c. to promote the professional growth of the staff.
   d. to convey to teachers decisions of the board applicable to them.
   e. to maintain a curriculum file outlining the objectives and content of every course of study offered.
   f. to coordinate faculty efforts to revise and review the curriculum.

2.   Faculty Policies and Procedures

a.   Terms and Conditions of Employment

(1)   APPOINTMENT
All initial appointments to the faculty of Sunnyside
Christian High School are subject to the rules and
regulations laid down by the Board. The authority for
appointment to the teaching staff rests with the Board, but
the Principal will ordinarily be held responsible for
initiating contact with prospective members of the faculty
and making recommendations for employment. (see Board
Policy Manual for further details)

(2)   TERMS OF EMPLOYMENT (see Board Policy Manual)

(3)   PROFESSIONAL IMPROVEMENT & CERTIFICATION
(see Professional Growth Policy)

(4)   SALARY POLICY
Salary payments are made every two weeks on a twelve
month basis. Deductions for Social Security, withholding
tax, pension, and any others will be taken regularly.
Changes in deductions should be made with the school
bookkeeper.

(5)   SUMMER STUDY RENUMERATION (see Professional Growth Policy)

(6)   TRAVELING & MOVING EXPENSES
The board will make a moving allowance for those
experienced teachers moving over 200 miles to become
employed at Sunnyside Christian.
(see Board Policy Manual for details)

(7)   SICK LEAVE
Ten (10) days per year, cumulative to thirty (30) school
days.

(8)   HEALTH AND ACCIDENT INSURANCE
Group Plan B of CSI insurance. Paid 100% by the Board.

(9) TEACHING LOAD
A normal teaching load is six (6) periods and one (1) preparation period.

(10) TEACHER ABSENCES
1. Notify the principal before 7:00 a.m.
2. Send lesson plans to school by 8:15 a.m.

(11) CONTINUATION AND TERMINATION OF SERVICE
1. Renewal of the contract of a teacher by the School Board should be withheld only when established preliminary procedures have been followed. Non-renewal of contracts should occur only after attempts have been made to correct the conditions that have created the problem. (see Board Policy Manual for specific details.)
2. Thirty days before contracts are issued statements of intention will be given to the teachers. Issuance of intention slips is notification that the teacher will be given a contract.

(12) WORKSHOPS, SEMINARS, CONFERENCES
(See attached Professional Growth Policy)

b. Faculty Responsibilities
(1) FACULTY MEETINGS
Meetings will generally be held twice a month after school. The purpose of these meetings is to discuss matters that are related to the faculty. The regularly scheduled time is from 3:20-5:00 p.m. Meeting dates will be established by the previous months faculty calendar.

(2) TEACHERS AND STUDENT ACTIVITIES

Special faculty assignments will be made understanding that education is not exclusively a classroom activity. In every activity where students are assembled the school is responsible for their safety and welfare. Class parties, athletic trips, and field trips are examples of these activities. Every school sponsored activity must have administration approval while in the planning stages and have adequate supervision.

(3) ORIENTATION OF NEW FACULTY MEMBERS

The principal will meet with all new faculty members before the opening of school to discuss the practices and procedures of the school.

(4) BUDGET PROCEDURES

Requisition of equipment, supplies, etc. will be evaluated by the principal. The following criteria will be used:
(a) Ability of the school to finance the request.
(b) Whether or not the request is allotted in the budget.
(c) The number of students to be served.
(d) The number of times in the year the material will be used.

(5) ORDERING PROCEDURES

Steps will be in the following order:
(a) Seek approval from the principal.
(b) Submit a written request to the principal for final approval.
(c) The principal orders material.

(6) HOMEROOM TEACHERS

The responsibilities of the homeroom teacher include:

(a) To organize devotions within the homeroom time.

(b) To encourage participation in Student Council and other co-curricular activities.

(c) To promote school spirit and loyalty within the class.

(d) To develop student leaders within the class.

(e) To organize class fund raisers for class events.

(7) STUDENT GOVERNMENT

The student government has been instituted by Sunnyside Christian High School to express student interests, provide for student needs, coordinate student activities, and further student welfare. This student government is headed by a president who serves as liaison between the students and administration. Each class has one representative on the Student Council. A faculty member will be student council advisor.

(8) CHAPEL

Chapel will be held twice a week, usually on Tuesday and Thursday (see time schedule). Faculty members and students are expected to attend chapels. Each class will be responsible for organizing chapel two months of each school year. Faculty members are urged to lead chapel at least once each year.

(9) COMPLAINT PROCEDURES

(a) **Principal's Actions.** When complaints regarding an teacher are frequent, the offending person will be counseled with the intent to help that person. A written reprimand will follow if necessary.

(b) **Complaints From Parents.** Parental concerns will be dealt with as follows:

1. All parent complaints to a teacher or principal must be handled in a courteous manner. If a parent abuses a teacher, the teacher should not return the abuse but rather notify the principal.

2. Parents are encouraged to communicate complaints first with the teacher, second with the principal, and finally with the Board. Teachers, principal, or board members may not disregard a complaint because proper channels were not followed.

3. Teachers must inform the principal concerning complaints and discuss proposed solutions to the problem.

4. Judgments will always be reserved until both sides of the complaint at issue have been heard and investigated.

5. The principal and Board have the authority and responsibility to carry out investigations required to solve complaints. The principal shall not initially be made aware of a teacher problem in front of the Board.

3. Academic and Discipline Procedures

a. Attendance Policy

(1) ATTENDANCE PROCEDURES

   (a) (See Student Handbook for Policy)

   (b) At the beginning of first period teachers should post a list on their door of students who are absent. These slips will be picked up and a list of absent students will be posted with morning announcements at the beginning of second period. If any students are absent who are not on the list, the office should be notified. Students on the absence list who come to school should report to the office before attending class.

(2) TARDY POLICY AND PROCEDURES

Students are allowed three tardies for each class per semester. Teachers must keep record of tardies. After three tardies, parents and students should be notified that the students' grade will be affected by any future tardies.

(3) MAKING UP MISSED WORK

When students return to school after a period of absence the teacher should make arrangements with the students to make up missed work. It is the responsibility of the students to make up the work. Normally the students are allowed a time equal to the amount of time missed to make up work.

(4) MINIMUM ATTENDANCE

Students may not miss more than 15 class days in a semester and receive credit. Exceptions are made for hospitalization and extended illnesses.

b. Discipline Policy
   The following statements will serve as a basis for the
   establishment of good discipline at Sunnyside Christian
   High School.
   (1) Discipline is the responsibility of ALL teachers.

   (2) The place of the principal in discipline is to establish
        policy and to assist teachers in certain specific
        disciplinary cases. When a discipline case reaches the
        principal the teacher understands that the principal will
        deal with the discipline in a way he/she sees fit.

   (3) Although teachers may disagree with some of the policies,
        enforcement is still expected so that a consistent
        discipline pattern is presented to the student body.

c. Discipline Procedures
   (1) A student sent out of class must be told where to go, who
        to see, or where to stand. The student must not be allowed
        to wander.

   (2) If a student is sent to the principal, the teacher must
        follow up by seeing the principal at the earliest
        convenience. The student will not be readmitted to class
        without some evidence that improvement will be
        forthcoming.

   (3) Punishment for misbehavior in a classroom must be dealt
        with by the teacher involved. Teachers should meet with
        students, inform parents, and assign punishments that
        meet the situation. Only after these measures have failed
        should a student be sent to the principal. Teacher and
        principal communication is encouraged and expected at all
        times. You must deal with deviant behavior to gain the
        respect and control necessary to teach.

d. Grades and Mid-term Reports

The school will operate under a semester system. At the close of each nine week term, grades will be reported to the office by the Tuesday following completion of the marking period. Grades are recorded on grade sheets and turned in or put directly on the computer report card program.

Mid-term progress reports will be sent home mid-way through each grading period. During the first quarter all freshmen, new students, and students receiving a grade below "C" will receive a progress report. In subsequent quarters all students receiving a grade below "C" will receive a progress report.

e. Semester Examinations

Examinations will cover the work of the entire semester. The school sets aside 2-3 days at the end of the semester for these exams.

f. Incompletes

Incompletes will receive an "I" on the report card. Students will have two weeks to complete the work. Incompletes become an "F" after two weeks.

g. Unit Plans

Each semester, teachers are expected to turn in unit plans for their courses to the administrator.

h. Field Trips

Field trips that involve only your class period should have:
(1) Approval by the principal.
(2) Permission of parents.
(3) Arrangement of transportation.

Field trips involving time taken from other classes should have:
(1) Approval by the principal at least one week in advance.
(2) Notification to all teachers by the sponsoring teacher.
(3) Permission of parents.
(4) Arrangement of transportation.

4. General Information and Policies

a. School Day

Teachers should be in their rooms by 8:15 a.m. and should remain in the building until 3:45 p.m. The importance of being available during this time is self-evident.

b. Announcements

Daily announcements will be made at the beginning of 2nd period. Please make sure that all students hear and understand announcements.

c. Keys

Each teacher will be issued a key that will open most school doors. Do NOT loan keys to students unless you are in the building. If you lose a school key do not borrow one or have one made. Please report it to the principal.

d. Cleanliness and Care of School Property

Teachers should encourage students to care for school equipment and property. Report malicious damage of property to the office promptly.

Although the school employs a janitor, the task of keeping the school grounds and building neat is a corporate responsibility. Please set a good example. If paper or other debris is on the floor or desks, pick it up or have it picked up.

e. School Parties

All class or Student Council parties must be approved by the principal.

f. Student Schedule Changes

When a student receives their schedule they may not make a change without permission of a number of individuals. Students can obtain a class change form in the office. (see appendix)

g. <u>Medicine, Illness, Injury</u>

No medicine or drugs may be dispensed to any student by school personnel, unless prior written approval has been granted by the student's parents or physicians.

Students becoming ill during the day may not be sent home without prior contact with home.

If a doctor's care or attention is deemed necessary for the treatment of an injury, a parent or guardian must be first consulted.

If an ambulance is deemed necessary because of an injury, accident, or illness, one of the school personnel should accompany the unit to the hospital. A parent or guardian shall be contacted as soon as possible.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop a faculty handbook that would aid school administrators in the day-to-day communication and management needs of Sunnyside Christian High School.

Conclusions

Conclusions reached as a result of this project were:

1. For purposes of successful communication, building administrators should understand the importance of developing and maintaining a quality faculty handbook.

2. Faculty handbooks are necessary for both faculty and administration.

3. Legal implications make a handbook especially important.

4. The organization of the handbook is an important key to its use and success.

5. An effective handbook must be "owned" by both faculty and administration. Both groups must have input into its development.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. Building administrators should take leadership in developing and maintaining a quality faculty handbook.

2. A faculty handbook should be established with the cooperative efforts of faculty and administration.

3. A faculty handbook should include all items for which staff can be held legally responsible.

4. The faculty handbook should be well organized and easy to use. This is directly related to whether or not it will be a valuable tool for faculty and administration.

5. Every building within a district should have its own faculty handbook.

6. The faculty handbook developed as a result of this project may be used as a model by other Christian and public high schools with student populations of 0-500 to plan their own faculty handbooks.

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OTHER REFERENCES

In development of the faculty handbook, which was the subject

of this project, thirty (30) selected handbooks from fifteen (15)

public and fifteen (15) private high schools were obtained from

seven states, as listed below.

Bellevue Christian High School, Bellevue, WA

Calvin Christian High School, Escondido, CA

Central Minnesota Christian High School, Prinsburg, MN

Central Wisconsin Christian High School, Waupan, WI

Cle Elum High School, Cle Elum, WA

Denver Christian High School, Denver, CO

East Valley High School, Moxee, WA

Glenwood High School, Glenwood, WA

Goldendale High School, Goldendale, WA

Granger High School, Granger, WA

Highland High School, Cowiche, WA

Holland Christian High School, Holland, MI

Kittitas High School, Kittitas, WA

Klickitat High School, Klickitat, WA

Lynden Christian High School, Lynden, WA

Mabton High School, Mabton, WA

Mt. Vernon Christian High School, Mt. Vernon, WA

Ontario Christian High School, Ontario, CA

Royal High School, Royal City, WA

Sheboygan County Christian High School, Sheboygan, WI

Southwest Minnesota Christian High School, Edgerton, MN

Trout Lake High School, Trout Lake, WA

Unity Christian High School, Orange City, IA

Valley Christian High School, Bellflower, CA

Wahluke High School, Mattawa, WA

Warden High School, Warden WA

Watson Groen Christian High School, Seattle, WA

Western Christian High School, Hull, IA

White Swan High School, White Swan, WA

Zillah High School, Zillah, WA