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A TEACHER'S HANDBOOK  
OF POLICIES AND PROCEDURES FOR  
EMERSON ELEMENTARY SCHOOL, GREAT FALLS, MONTANA

by

JAMES H. WALKER

B.A. Montana State University, 1957

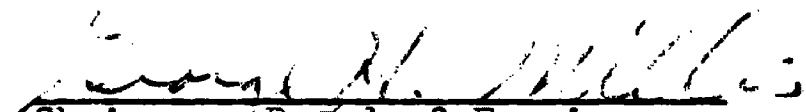
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Chairman, Board of Examiners

  
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## CHAPTER I

### INTRODUCTION

Teachers today find themselves in perhaps the most responsible jobs in our society. And yet, because of the many different expectations which so many individuals and groups in society have of teachers, they are as individual human beings in a position that lends itself to psychological insecurity.<sup>1</sup> The purpose of this project is to develop a teachers' handbook which will, in some measure, aid the teacher in one school to overcome some of this insecurity.

#### I. THE PROBLEM

Statement of the problem. The school to which this paper has reference is located in a relatively low socio-economic section of a community with a population of approximately 65,000 people. It has an enrollment of about 420 students in grades kindergarten through six. Of that number about 70% live in a low-rent public housing development. Based on scores obtained from the Iowa Test of

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<sup>1</sup>Clyde M. Campbell and Robert Koopman, "A Realistic Vision of the Future," Practical Application of Democratic Administration, ed. Clyde M. Campbell (New York: Harper and Brothers, Publishers, 1952) p. 312.

Basic Skills, given in grades 4, 5, and 6, these children as a group have consistently ranked among the lowest achievers in the district, and well below the national norms for their respective grade levels.

It is safe to say that the children who attend the school are generally underprivileged socially, economically, and scholastically. As a result of this condition, the students make great demands upon the time and talents of their teachers and principal.

Due to teacher resignations and transfers within the system, there will be eleven new teachers on the total instructional staff of thirteen during the 1963-1964 school year. It will be the principal's second year in the particular building.

These two conditions, (1) the large percentage of new teachers on the staff, and (2) the imminent demands which are made upon the staff by the underprivileged pupils, require that every means possible be used to lighten the burdens of routine on the teacher and principal, so that they might devote more of their time to instruction and guidance of the boys and girls.

It is assumed that a teacher's handbook of policies and procedures is a supervisory instrument of communication which will aid in (1) orientating the new teachers to the individual school, and (2) in coordinating the school routines

for both the administrative and teaching staff, thus facilitating the instructional program and its attendant demands for student guidance.

The specific problem then becomes the critical supervisory task of developing the handbook in such a way as to effectively coordinate the particular school organization in a manner that will best permit it to fulfill its basic function as an elementary school.

Justification of the problem. Three questions will be considered in an attempt to justify the project. (1) Is there a need for a teacher's handbook? (2) Why not use a handbook which has already been compiled? (3) Is it good practice for a principal to prepare a teacher's handbook?

The positive answer to the first question is based on a felt need of this investigator for such a tool. Several authors also agree that such a need actually exists. In Chapter II of this paper, "Review of Related Literature," this need as various authors see it will be focused into ten specific areas to which a teacher's handbook can be applied to enhance the functioning of the elementary school. These areas are:

1. The need to achieve order in the management of the school.
2. The need to promote staff cooperation.
3. The need to establish routine procedures.
4. The need for an efficient means of communication.

5. The need for an available resource manual.
6. The need to promote staff mental and emotional security.
7. The need to prevent mistakes before they are made.
8. The need to free the principal and teacher from extraneous interruptions.
9. The need for an effective orientation instrument.
10. The need to insure wise use of materials.

As another means of determining the need for a teacher's handbook, 157 teachers and principals were asked on a questionnaire survey, "Do you think a teacher's handbook of policies and procedures for the individual school in which you will work next year would be helpful to you?" Of the 153 who replied to the question, 90 answered, "Yes, very much so," and 58 answered, "Perhaps." Only three answered, "Probably not," and two stated, "Definitely not."<sup>2</sup>

Concerning the second question, Carper points out that each school has unique problems. Therefore, the handbook should be developed to meet the needs of the individual school to which it will apply.<sup>3</sup> This is not to say that the

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<sup>2</sup>Table X, XI, XII, XIII, pp. 61-62.

<sup>3</sup>E. L. Carper, "Teacher Handbooks," The Bulletin of the National Association of Secondary School Principals, XLII (October, 1958), 48.

most materials found in handbooks from other schools should not be used if they are applicable to a situation.

Carper's observation would seem to apply to the individual school being considered in this paper, since it certainly is not typical of other schools within the district. This investigator would assume that this would hold true generally with schools in other communities.

The answer to the third question is also based on the uniqueness of the school situation, particularly with regards to the number of new teachers who will be on the staff. Many authors, such as Baker, stressed the importance of involving as many staff persons as possible in the cooperative effort of developing the handbook.<sup>4</sup> However, where other than ideal situations were taken into account, some authors suggested that the principal might be the person to accomplish the task. Smith, Krause, and Atkinson state that it is permissible for the principal to prepare the handbook, but they suggest that teachers be invited to evaluate its effectiveness as the year progresses. They write that:

In some instances the principal of the school may find it expedient to develop the handbook himself, and prepare it for the use of his staff prior to the opening of the semester. This routine might be particularly valuable in cases where a new school is being opened

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<sup>4</sup>Delbert L. Baker, "The Formation of a Teacher's Handbook," The Bulletin of the National Association of Secondary School Principals, XLII (September, 1958), 123.

and the staff has not had the opportunity to associate previously.<sup>5</sup>

Although this project does not concern a new school, it does concern a staff which will have had little previous association.

In addition, it might be pointed out that in practice many principals do play a major role in the authorship of individual handbooks. Robertson found this to be the case in his survey of fifty handbooks from various communities.<sup>6</sup>

A group of 157 teachers and principals attending the 1963 Montana State University Summer Session were asked, "In a school in which eleven of thirteen teachers will be new to that school, which of the following procedures would you favor?" Of the 155 persons replying to this question, 115 or 74.2 per cent favored a plan which provided that the principal prepare the handbook.<sup>7</sup>

In conclusion there appears to be a need for a handbook, which should be developed to meet the unique needs of the

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<sup>5</sup>Edward W. Smith, Stanley W. Krause, Jr., and Mark M. Atkinson, The Educator's Encyclopedia, (Englewood Cliffs, New Jersey: Prentice Hall, Incorporated, 1961), p. 644.

<sup>6</sup>Malcolm Robertson, "The Preparation of a Teachers' Handbook for Elementary and Secondary Schools in Suburban Communities" (unpublished Doctor's thesis, New York University, 1958), p. 24.

<sup>7</sup>Table XII, pp. 64.

particular school. Because of the number of teachers who will be new to the school, it would seem that the principal is justified in developing the instrument himself. These conclusions are based on the personal assessment of the investigator, on the opinions and research of other authors who have concerned themselves with the problem, and upon the results of the questionnaire which surveyed the views of a group of teachers and principals currently active in the profession.

Delimitations of the problem. This study is concerned with the preparation of a teacher's handbook for Emerson Elementary School, Great Falls, Montana. As has been pointed out previously, this school has several conditions which are, generally speaking, unique to it. If any one of these conditions were different, the approach to this problem would have been modified accordingly.

## II. DEFINITION OF TERMS

School organization. Hughes's definition of school organization will be accepted for the purposes of this paper. He defines school organization as:

A progressive series of mutual understandings or tacit agreements among those who are responsible for



the work of the school concerning the coordination of their respective efforts.<sup>8</sup>

The basic function of the elementary school. The basic function of the elementary school has been defined historically by Reavis and others. Before the nation gained its independence, they say, the elementary school was called upon mainly to provide religious training. Following the Revolutionary War this goal shifted to the establishment of general literacy. From the time of Andrew Jackson's administration until the middle 1800's the elementary school began to concentrate on the social mobility which characterized our country during the period. The latter half of the nineteenth century saw the school shifting emphasis to citizenship training and character development.<sup>9</sup> This leads them to the following current definition of the basic function of the elementary school:

The basic function of the elementary school is to guide every child to have those living and learning experiences that will enable him to behave as a responsible, considerate, contributing citizen at every stage of his development.<sup>10</sup>

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<sup>8</sup>James Monroe Hughes. Human Relations in Educational Organization (New York: Harper and Brothers, Publishers, 1957), p. 59.

<sup>9</sup>William C. Reavis and others, Administering the Elementary School (New York: Prentice-Hall, Incorporated, 1953), pp. 3-5.

<sup>10</sup>Ibid., p. 5.

Critical supervisory task. Good defines supervision as, "all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction."<sup>11</sup> Good adds that the task of supervision involves stimulation and professional growth of teachers, selection and revision of objectives, materials of instruction, methods of teaching, and means of evaluation.<sup>12</sup> Graff and Street define a task as a distinct segment of a job conducive to the success of the whole job. They state, "A critical task is one whose nonperformance will be detrimental to the outcomes needed for successful educational administration."<sup>13</sup> In terms of this handbook, the specific critical supervisory task is defined as an administrative effort toward the development of an instrument which will lead to the improvement of instruction, and which, if not developed, will lessen the effectiveness of the administrative processes in the particular school.

Administration. Chandler and Petty define adminis-

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<sup>11</sup>Carter V. Good, Dictionary of Education (second edition; New York: McGraw-Hill Book Company, Incorporated, 1959), p. 539.

<sup>12</sup>Ibid.

<sup>13</sup>Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), p. 201.

tration as "management."<sup>14</sup> This term seems to be a generally accepted synonym for the term, administration. Since all public school administration can be justified only as it facilitates instruction,<sup>15</sup> the terms "administration" and "supervision" will be used when discussing the work of the elementary principal. As Hagman writes, "The administrator, if he is to do his job well, must be first of all and all of the time a supervisor."<sup>16</sup> This statement is particularly applicable to the elementary principalship, which Good defines as both an administrative and supervisory office.<sup>17</sup>

Coordination. Hughes offers a working definition for coordination. He states:

. . . coordination will seek to synchronize the efforts of all persons within an educational organization toward their institutional goals. To be desirable, coordination will be achieved in a way characterized by good personal relations as well as by economy of effort.<sup>18</sup>

Teacher's handbook. Cooke and Ayers define a handbook as:

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<sup>14</sup>B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (Yonkers--on--Hudson, New York: World Book Company, 1955), p. 4.

<sup>15</sup>Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw--Hill Book Company, Incorporated, 1951), p. 145.

<sup>16</sup>Ibid.

<sup>17</sup>Good, op. cit., p. 411.

<sup>18</sup>Hughes, loc. cit.

. . . a compact compellation of important facts, principles, theories, and data in each of the various phases of education.

. . . . .

. . . Handbooks . . . generally consist of a list of directions, suggestions, statements of policy, and rules of the school system.<sup>19</sup>

Good refined this definition. The Dictionary of Education gives the following meaning of a teacher's handbook:

A typed, mimeographed or printed booklet for teachers containing general information concerning such matters of local school organization and administration as the marking system, attendance and tardiness, the school calendar, teachers' meetings, records and reports, course of study, testbooks, supplies, equipment, and miscellaneous school policies.<sup>20</sup>

In his thesis, Robertson modified the previous two definitions to apply more specifically to an individual school situation. His definition, which shall apply to this paper, states that a handbook is:

A compellation of directions, rules and regulations, and suggestions to be used by the teacher as a guide for carrying out her clerical, administrative, and extra-curricular duties; other information helpful to the understanding of the requirements of her position and her place in the total school situation.<sup>21</sup>

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<sup>19</sup>Dennis H. Cooke and Archie R. Ayers, "Teachers' Handbook," Encyclopedia of Modern Education, ed. Harry N. Rivlin (New York: Philosophical Library, Incorporated, 1943), pp. 807-808.

<sup>20</sup>Op. cit. p. 262.

<sup>21</sup>Robertson, op. cit., p. 1.

Policies. Good's definition of policy shall be accepted for the purpose of this paper. He defines policy as:

A judgment, derived from some system of values and some assessment of situational factors, operating as a general plan for guiding decisions regarding the means of attaining desired objectives.<sup>22</sup>

Procedure. Although Good is referring specifically to office procedures, in the following definition, in its broader context it does provide a good working definition of procedures generally. He defines office procedure as:

A series of related clerical (italics not in the original) steps, usually performed by more than one person, which constitute an established and accepted manner of performing a major phase of office (italics not in the original) activity.<sup>23</sup>

### III. PROCEDURE FOR DEVELOPING THE PROJECT

The field of literature related to the nature of school organization, administrative responsibility, and handbook development was surveyed in an attempt to base the project on as broad an authority as was feasible. A group of ten school handbooks of various kinds was examined as a means of obtaining some ideas concerning content and format of currently used handbooks. Local school system policies and administrative forms were scrutinized to discover the way in which they might best be supplemented

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<sup>22</sup>Good, op. cit., p. 403.

<sup>23</sup>Ibid., p. 374.

by a manual pertaining to an individual school. The office memoranda which were channelled to the teaching staff during the past year were carefully examined in order to ascertain how their number might be reduced by a handbook. In an effort to gather ideas from practitioners in the field concerning the usefulness and means of preparing a handbook, the opinions of teachers and principals were surveyed by means of a questionnaire. Finally, through what was hoped to be a process of amalgamating the best ideas and principles discovered, a teacher's handbook of policies and procedures was prepared. .

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In order to establish an authoritative foundation upon which to base the handbook, three areas of literature were examined. First, the structure of the elementary school organization was briefly probed. Next, the principal's roll as the administrative and/or supervisory leader within the school structure was explored. Finally, the available material related directly to handbook development was rather thoroughly searched.

#### I. THE ELEMENTARY SCHOOL ORGANIZATION

In describing the organization of the elementary school, Griffiths and others stated firmly that organization is the basic function of administration.<sup>1</sup> Reavis and others had the following to say:

The elementary school is a social institution that functions through the proper relationship of people, ideas, and things. The form of organization that will bring about the relationship that provides for the many sided development of girls and boys is the goal. Any form of organization should be studied and con-

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<sup>1</sup>Daniel Griffiths and others, Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, 1962), p. 308.

stantly checked to see it is in harmony with the goals of education in the elementary school.<sup>2</sup>

Simon pointed out that it is usually impossible for any one individual to know all the necessary information concerning an organization of such complexity as a school. The administrative structure of the school approaches its goal of high efficiency to the extent that it is able to reduce this lack of understanding by individuals who make up the organization.<sup>3</sup>

## II. THE PRINCIPAL'S ADMINISTRATIVE ROLL

The principal as a leader. In 1915, Cubberly recognized the need for the principal to be the personnel and professional leader of the staff. At that time he thought the elementary principal should be given more authority and greater liberty in the management of his individual school, in order for him to become a more effective leader.<sup>4</sup>

Bartky pointed out that there are two types of leadership, (1) distant and (2) direct. He said distant

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<sup>2</sup>William C. Reavis and others, Administering the Elementary School (New York: Prentice-Hall, Incorporated, 1953), pp. 187-188.

<sup>3</sup>Herbert A. Simon, Administrative Behavior: A Study in Administrative Organization (New York: The Macmillan Company, 1957), p. 39.

<sup>4</sup>E. P. Cubberly, The Portland Survey (New York: World Book Company, 1915), pp. 47-51, cited by Fred C. Ayer and A. S. Barr, The Organization of Supervision (New York: D. Appleton and Company, 1928), p. 94.



leadership is the type that exists when the leader is specially removed from the group with which he is working. The direct type exists when both parties, the leader and the group, are meeting face to face. He cautions that the result of indirect or distant leadership may lead to the personality and philosophy of the leader being determined, in the eyes of the rest of the group, by isolated incidents and gossip which are often distorted. Direct leadership allows for two-way response and results in more flexible control of the administrative situation.<sup>5</sup>

Yauch said that the key to the success of a principal is his executive and leadership ability. He must be a leader of his staff and be skilled in the organization and administration of the school as a whole.<sup>6</sup>

Bartky listed the following eight functions of the leader of teacher groups:

1. He assists the group to organize itself.
2. He helps set forth the rules which are to regulate its conduct.
3. He encourages the group to set up such services as it may need.

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<sup>5</sup>John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953), pp. 180-191.

<sup>6</sup>Wilbur A. Yauch, Helping Teachers Understand Principals (New York: Appleton-Century-Crofts, Incorporated, 1957), pp. 83-91.

4. He tries to build an environment for the group which is free and permissive, and in which everyone will feel encouraged to make contributions.

5. He attempts to make the group adopt an attitude of critical objectivity in its discussions, and he does all in his power to free individual members of bigotries and other emotional sets which might inhibit rational consideration of the problem under consideration.

6. He encourages differences of opinion and discourages conflict.

7. He trains group membership into the ways of desirable group behavior.

8. He encourages the group to define its purposes and sees to it that it does not deviate from these purposes.<sup>7</sup>

Reavis and others listed four basic assumptions underlying democratic leadership. They are:

1. Educational principles are the basis of authority.

2. The educational program determines the administrative procedures.

3. Human relationships are essential to democratic leadership.

4. Democratic ways are the most effective ways.<sup>8</sup>

General educational responsibilities of the principal. According to Graff and Street, the principal has the responsibility as an educator to meet needs, basic and induced, whenever they are recognized. As an administrator he should make available resources which can contri-

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<sup>7</sup>Eartky, op. cit., p. 191.

<sup>8</sup>Reavis, op. cit., pp. 292-295.

but to intelligent decisions in all aspects of school life.<sup>9</sup>

Griffiths adds that only the principal is responsible for viewing the entire program of the school. He must encourage the staff to work toward the best possible school program. He must provide a climate in which the school program can operate most effectively. It is his job to establish procedures for arriving at building personnel policies. He should handle routine matters so that staff irritations over minor problems do not become a serious factor. He is responsible for making the staff aware of its rights and responsibilities.<sup>10</sup>

In an article on policy handbooks, Newell also admonished the administrator to be aware of his responsibility to provide guidelines for his staff. He states:

It has been said many times by many people that administrators are too busy with menial tasks and often forget, or seem to forget, that good administration requires that each person needs to have a clear definition and thorough understanding of his job, plus a general knowledge of the entire educational process. Keeping the entire staff happy is a continuous responsibility and merits daily consideration and application of the Golden Rule.<sup>11</sup>

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<sup>9</sup>Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), pp. 175-189.

<sup>10</sup>Griffiths, op. cit., pp. 171-180.

<sup>11</sup>Arthur L. Newell, "An Investment In Morale," The American School Board Journal, CXXXIX (October, 1959), 46.

Biggs and Justman said that the principal in his supervisory role must act as a catalyst among his co-workers. Because of the different backgrounds and personalities of a school staff, this may be a very difficult roll. He should keep the group working smoothly toward its objectives by minimizing differences which exist.<sup>12</sup>

Among his suggestions concerning the responsibility of the principal, Snyder declares that the principal must become more dynamic in organizing and achieving strong schools by providing for such things as faculty security, wise and proper use of materials, a creative learning and teaching atmosphere, and effective instruments of supervision such as handbooks.<sup>13</sup>

Talbot contends that a handbook is a means of evaluating the success which the principal has had in assessing his responsibilities. He says that the teacher's handbook ". . . indicates the extent to which a principal has analyzed his job and understands the position of his teachers."<sup>14</sup>

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<sup>12</sup>Thomas H. Biggs and Joseph Justman, Improving Instruction Through Supervision (New York: The Macmillan Company, 1952), pp. 224-225.

<sup>13</sup>Wayne T. Snyder, "Improving Instruction Through Better Supervision," School and Community, XLVIII (November, 1961), pp. 23, 26.

<sup>14</sup>George D. Talbot, "The Content of Teachers' Handbooks," Educational Research Bulletin, X (May 13, 1931), pp. 255-256.

The principal's responsibility to teachers. Before the principal can properly manage the teaching staff, Dougherty, Gorman, and Phillips mentioned the following six teacher relationships which must be considered and defined:

1. His relationship with administrators.
2. His relationship with supervisors.
3. His relationship with his colleagues.
4. His relationship with the non-teaching school associates.
5. His relationship with parents.
6. His relationship with professional organizations.<sup>15</sup>

Bartky stated that the two primary responsibilities of a supervisor are: (1) to improve teachers' teaching performance, and (2) to help them adjust to their jobs.<sup>16</sup> When 410 teachers were asked how the principal could best be of supervisory service to them, thirty-five per cent or more listed the following fifteen items as, "Very Helpful":

1. Help in obtaining materials of instruction, equipment and supplies.
2. Constructive teachers' meetings.

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<sup>15</sup>James H. Dougherty, Frank H. Gorman, and Claude A. Phillips, Elementary School Management and Organization (revised edition; New York: The Macmillan Company, 1950) p. 348.

<sup>16</sup>John A. Bartky, Administration as Educational Leadership (Stanford, California: Stanford University Press, 1956), p. 215.

3. Suggestions concerning individual pupil problems.
4. Helpful advice concerning individual needs and difficulties.
5. Experimentation by teachers encouraged.
6. Constructive criticism of teaching observed.
7. Suggestions concerning organization of pupil groups.
8. Interpretation of aims and objectives.
9. Suggestions for developing through pupil participation such social traits as initiative and self-control.
10. Suggestions concerning economic use of time and effort.
11. Suggestions concerning desirable methods.
12. Diagnosis of teaching difficulties.
13. Evaluation of results of instruction.
14. Suggestions for developing worth-while pupil activities.
15. Suggestions concerning use of equipment and supplies.<sup>17</sup>

Chandler and Petty pointed to the reciprocal nature of the principal-teacher relationship. A teacher signing a contract agrees to abide by the rules and regulations of the system and school in which he works. Therefore, they state:

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<sup>17</sup>J. Cayce Morrison and others, compilers, "Current Problems of Supervisors," The Third Yearbook of the Department of Supervisors and Directors of Instruction of The National Education Association (New York: Bureau of Publications, Teachers College, Columbia University, 1930), pp. 183-185.

It is the primary responsibility of administrators to make sure that teachers know the school's rules and regulations. It is advisable to compile and print rules, continuously appraise them in operation, and keep them up to date. Copies can be furnished each teacher.<sup>18</sup>

### III. HANDBOOK DEVELOPMENT

The literature directly related to handbook development was grouped under four main headings: (1) the need for a teacher's handbook, (2) the purposes of a teacher's handbook, (3) the method of preparing a teacher's handbook, and (4) the content and format of a teacher's handbook.

#### The need for a teacher's handbook

The need for a teacher's handbook was considered from the standpoint of ten areas under which the literature seemed to group itself.

1. The need to achieve order in the management of the school. Carper notes that there is a need for a guide upon which to base the attainment of order in the management of the various school affairs. Problems and situations arise daily which demand an instrument such as a

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<sup>18</sup>B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (Yonkers-on-Hudson, New York: World Book Company, 1955), p. 162.

handbook to resolve in an orderly way.<sup>19</sup> Elsbree and Reuther concur that a fundamental need in the field of personnel policies is one of enabling the staff to operate with maximum effectiveness.<sup>20</sup>

Smith, Krause, and Atkinson contended common staff procedures needed to be clearly stated and available to all members of the staff, in order to attain uniformity and orderliness within the school.<sup>21</sup>

2. The need to promote staff cooperation. Cramer and Domian place the primary responsibility for the success or failure of the educational process on the teacher and principal. They state:

They must work together daily as professional partners. They are always charged with the responsibility to have the best school possible, regardless of pending educational issues, kind of school building and facilities, and type of school neighborhood.<sup>22</sup>

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<sup>19</sup>E. L. Carper, "Teacher Handbooks," The Bulletin of The National Association of Secondary School Principals, XLII (October, 1958) 47.

<sup>20</sup>Willard S. Elsbree and E. Edmund Reuther, Jr. and associates, Principles of Staff Personnel Administration in Public Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 2.

<sup>21</sup>Edward W. Smith, Stanley W. Krause, Jr., and Mark M. Atkinson, The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice Hall, Incorporated, 1961), p. 643.

<sup>22</sup>Roscoe V. Cramer and Otto E. Domian, Administration and Supervision in the Elementary School (New York: Harper and Brothers, 1960), pp. 385-386.



Although the need for this cooperation exists, Yauch says "a wide gulf of misunderstanding", which hampers the effective operation of education, generally exists between teachers and administrators. He gives the following reasons for the breach:

1. Teachers work directly with children, while principals have a secondary relationship to children.
2. Teachers and principals find themselves between the conflicting forces of different publics.
3. Teachers and principals find it difficult to explain their difficulties to each other.
4. Because teachers and principals are so busy with their individual problems, there is not time to keep each other informed about what each is doing.
5. There is an absence of material explaining the principal's job to teachers.
6. There is building versus system-wide planning.<sup>23</sup>

The need, then, becomes a personnel management problem of securing and retaining the cooperation of teachers and other staff members on matters of mutual concern.<sup>24</sup> Because of these different interpretations by various members of the staff, it becomes a primary administrative need of, as Shane and Yauch write, ". . . coordinating and unifying the multiplicity of fields and services so that they contribute as a unit or team to the

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<sup>23</sup>Yauch, op. cit., vii-viii.

<sup>24</sup>Chandler and Petty, op. cit., p. 47.

development of boys and girls."<sup>25</sup>

3. The need to establish routine procedures and policies. Hunt and Pierce saw the need for a well-established routine. They state that the principal should develop these routines of channelling, reporting, etc., to aid teachers in making more economical use of their time.<sup>26</sup>

Well established routines as stated in handbooks are needed to overcome some of the danger of teachers taking instructions as personal confrontations, instead of as instruments to achieve the general purposes of the school, according to Yauch. "The critical problem," he writes, "which lies at the very heart of the democratic process is getting teachers to be sophisticated about the process itself."<sup>27</sup>

4. The need for an efficient means of communication. Staehle lists the following needs for written communication of school policies and procedures:

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<sup>25</sup>Harold G. Shane and Wilbur A. Yauch, Creative School Administration (New York: Henry Holt and Company, 1954), p. 389.

<sup>26</sup>Harold C. Hunt and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Company, 1958), pp. 129-130.

<sup>27</sup>Yauch, op. cit., p. 22.

1. Since policies and procedures originate from many sources and at many administrative levels, there is a need for a coordinating tool.
2. Because of the increasing number of special services and specialized personnel available in a system there is a need to make these persons and services known.
3. The increasing scope of personnel benefits must be made known.
4. The complexity of school-community relations needs to be explained.
5. An increasing number and variety of positions in the school system need explaining.<sup>28</sup>

C. O. Fitzwater, Chief, Local School Administrative Section, U. S. Office of Education, writing in his forward to Staehle's study, said that, in order to maintain good school programs and competent staffs, a school system must adequately communicate its policies and procedures.<sup>29</sup>

E. Glenn Featherston, Assistant Commissioner, and Fred F. Beach, Director, Administration of State and Local School Systems, United States Office of Education, in the same work, added that, regardless of how adequate the content of these policies and procedures, they are only effective in maintaining and improving the school program to the extent that they are adequately communicated.<sup>30</sup>

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<sup>28</sup>John F. Staehle, Characteristics of Administrative Handbooks for School Staff Personnel, United States Department of Health, Education, and Welfare (Washington: United States Government Printing Office, 1960), pp. 1-2.

<sup>29</sup>Ibid., p. iv.

<sup>30</sup>Ibid., p. 111.

Hughes pointed out the importance of everyone in the group deriving the same meaning from material presented to the group.<sup>31</sup> He declared that the need for group interaction demands adequate communications to unify the group. He stated, "The effectiveness of interaction within the group is dependent largely upon the effectiveness of communication within the group."<sup>32</sup>

Staehle stressed the need for the type of communication provided by a teacher's handbook by stating:

For it is through communication that school systems establish their purposes, delineate and coordinate the tasks and responsibilities of personnel, define their programs, utilize their resources, and evaluate the results of their operations. . . . School staff members have always needed this kind of information in order to be effective in their individual tasks and in working with others.<sup>33</sup>

### 5. The need for an available resource manual.

According to Snow, teachers constantly are faced with problems to which there are many possible solutions. All too often the teacher must choose his course of action blindly.<sup>34</sup> Talbot also recognized the need for a resource tool

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<sup>31</sup>James Monroe Hughes, Human Relations in Educational Organization (New York: Harper and Brothers, 1957), p. 59.

<sup>32</sup>Ibid., p. 31.

<sup>33</sup>Staehle, op. cit., p. 1.

<sup>34</sup>R. H. Snow, "Anxieties and Discontents in Teaching," Phi Delta Kappan, XLIV (April, 1963), p. 318.

to be used when these situations present themselves. He concluded handbooks offer ". . . at least a partial solution to the whole problem of disseminating information in a form which is convenient and usable, and at a time when it is most needed.<sup>35</sup>

Smith, Krause, and Atkinson also stated that a teacher's handbook is needed as a reference manual. As they state:

Teacher's handbooks are guides and points of reference for all members of the instructional staff. The new teacher and the veteran staff member alike will find handbooks a constant source of information throughout the school year. Administrators and supervisors will also find them helpful in following established procedures, evaluating them, and preparing to revise them for future and more effective purposes.<sup>36</sup>

6. The need to provide for staff mental and emotional security. Several authors indicated the need for reducing the emotional insecurity of staff members. Among them, Campbell and Koopman forcefully pointed out that people fear situations with which they feel incapable of dealing. They state:

There are few situations in school work in which people feel confident and assured of their status; the structure of most educational institutions begets fears. Pupils and parents are afraid of the teacher. The administrator is afraid of the board and the board of the community. . . . Even more serious is the fact that some people hate what they fear. The antidote to fear is to

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<sup>35</sup>Talbot, op. cit., p. 261.

<sup>36</sup>Smith, Krause, and Atkinson, op. cit., pp. 643-644.

build a feeling of security.<sup>37</sup>

Hughes also deals with the need to provide for staff security. He says that insecurity often results from an unsatisfactory means of defining and allocating rolls of individual staff members. This should be done in a way that the function of each staff member is understood by the other personnel.<sup>38</sup>

7. The need to prevent mistakes before they are made. Hutton noted the need for an instrument which will help prevent both the teacher and principal embarrassment by providing acceptable procedures to be followed.<sup>39</sup>

Talbot likewise stated that job requirements should be known to staff members from the beginning, and lists the alternative, ". . . issueing of instructions to cover mistakes and blunders after they are committed. . ."<sup>40</sup>

Shulman recognized this need when she stated, "A handbook is an instrument designed to give the teacher a feeling of security and to spare her and the school the embarrassment,

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<sup>37</sup>Clyde M. Campbell and Robert Koopman, "A Realistic Vision of the Future," Practical Application of Democratic Administration, ed. Clyde M. Campbell (New York: Harper and Brothers, Publishers, 1952), p. 312.

<sup>38</sup>Hughes, op. cit., p. 344.

<sup>39</sup>A. Mary Hutton, "What Every Teacher Should Know," The National Elementary School Principal, XXXIII (April, 1954) 15.

<sup>40</sup>Talbot, op. cit., p. 257.

or more serious consequences, of avoidable mistakes."<sup>41</sup>

3. The need to free the principal and teacher from extraneous interruptions. In pointing out the need to free the principal from non-supervisory duties, Ayer and Barr cited a study by Strayer made in 1923 which listed such examples as checking attendance, telephone calls, making out records, conferring with special teachers, doctors, nurses attendance officer, etc.<sup>42</sup> More recently, Shane and Polychrones cite studies by Alquist which pointed out that principals give more time to administrative and clerical detail than to instruction. Alquist felt that his study verified this contention by elementary principals that their work consisted of interruptions that had nothing to do with their jobs. From this study, Shane and Polychrones concluded the following:

. . . the greatest single need at the present, in the realm of elementary leadership, is to free principals in order that they may give more time to improvement of instruction. . . .<sup>43</sup>

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<sup>41</sup>Florence Shulman, "Helping Handbook for Teachers," The National Elementary Principal, XXXIII (April, 1954) 12.

<sup>42</sup>Fred C. Ayer and A. S. Barr, The Organization of Supervision (New York: L. Appleton and Company, 1928), p. 94, citing George D. Strayer, Survey Report of Longfield, Massachusetts (New York: Teachers College, Columbia University, 1923), pp. 34-38.

<sup>43</sup>Harold S. Shane and James E. Polychrones, "Elementary Education--Organization and Administration," Encyclopedia of Educational Research, ed. Chester W. Harris (third edition; New York: The Macmillan Company, 1950), p. 422, citing Harold S. Shane, "Functional Status of the New York School Principal" (unpublished Doctor's Thesis, New York Univ., 1954).

Robertson stated that a properly developed handbook is an effective tool for saving time for the administrator.<sup>44</sup> Hutton likewise stated that a teacher's handbook would save the teacher time. She says, "With a copy of a handbook in her desk, a teacher would rather look up answers to problems than to take the time and effort to go to the office."<sup>45</sup>

9. The need for an effective orientation instrument.

Robertson contended that, "The increase of teacher turnover creates a need for increased efficiency in the induction and orientation of new staff members."<sup>46</sup> Staehle said, concerning the need for proper orientation:

When teachers and other personnel accept positions in a school system they bring to their jobs varying degrees of knowledge, ability, and skill. If they are to function effectively they must have an understanding of the organization in which they work.<sup>47</sup>

In dealing with the handbook as a device for the

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<sup>44</sup>Malcolm Robertson, "The Preparation of a Teachers' Handbook for Elementary and Secondary Schools in Suburban Communities" (unpublished Doctor's thesis, New York University, 1958), p. 2.

<sup>45</sup>Hutton, loc. cit.

<sup>46</sup>Robertson, op. cit., p. 3.

<sup>47</sup>Staehle, op. cit., p. 8.



orientation of new teachers, Shulman said:

More than any other device it gives the beginning teacher something solid on which to lean. She can touch it, study it, depend on it, and derive security, encouragement, and strength from it.<sup>48</sup>

10. The need to insure wise use of materials.

Hagman states that the need to insure fair and wise use of materials is complicated, and might best be based in many situations on a per pupil basis.<sup>49</sup> Snyder suggests effective use of such instruments of administration as handbooks as a means of insuring wise and proper use of materials and supplies.<sup>50</sup>

The values and purposes of a teacher's handbook

The purposes of a teacher's handbook, according to the literature surveyed, are to meet the aforementioned needs. Since this project is largely a synthesis of research, several of the specific comments and lists of purposes and values for handbooks which various writers mentioned are included here.

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<sup>48</sup>Shulman, op. cit., p. 16.

<sup>49</sup>Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Company, Incorporated, 1951), pp. 280-281.

<sup>50</sup>Snyder, op. cit. 23.

Writing in 1932, Talbot pointed out that the handbook should have the same value for education as it has had in American industry.<sup>51</sup> Von Landingham agreed that one of the basic values of handbooks is aiding in the broad task of personnel management.<sup>52</sup>

Staehle made the following statement concerning the value of a handbook:

For the employees a handbook or manual provides a single source of information which has been especially prepared for them. Furthermore, the information is always available to them whenever they need it without having to consult other personnel. And from such documents they can always secure authentic answers to many of their questions concerning the purposes, programs, personnel, and resources of their school systems. The information in these documents can also be used by personnel to verify information from other sources and as a reference or source in exchanging information with other personnel.<sup>53</sup>

Robertson listed the following values of using teacher's handbooks:

1. Necessary information is in permanent form and is more easily preserved than a series of single sheets.

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<sup>51</sup>Talbot, op. cit., p. 255.

<sup>52</sup>Dean Von Landingham, "Instruments of and for Efficient Administration," The Bulletin of the National Association of Secondary-School Principals XLII (September, 1958), pp. 119-121.

<sup>53</sup>Staehle, op. cit., p. 3.

2. Material is organized and indexed and makes for ease and speed in locating information.

3. Answers to questions are immediately available.

4. Answers to questions are authoritative and not guesses or opinions of others.

5. Your own copy of a handbook gives you a sense of independence in that you do not have to ask other teachers or the principal.

6. Materials presented in written form gives opportunity for re-reading and study.

7. Your own handbook saves embarrassment when directions for performing clerical duties have been forgotten.

8. Time that is frequently spent at meetings, in conferences or at lectures to secure information or directions can be saved. The necessary information or directions can be studied at your convenience.

9. Directions and instructions in a handbook insure each teacher's getting the same material and the same emphasis on information.

10. Standard directions provide the teachers with a plan of action, safeguard the school against charges of negligence, and minimize the chances of unwise procedure.<sup>54</sup>

In his survey of fifty teacher's handbooks, Robertson noted the following general purposes:

1. To outline school regulations, duties, etc. and provide information and guidance for teachers, especially for those new to the system.

2. To provide a uniform reference on school procedures in order to secure more uniform results in clerical and administrative duties.

3. To aid in the in-service training of teachers.

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<sup>54</sup>Robertson, op. cit., pp. 32-36.

4. To save time usually spent in writing periodic directions and bulletins so that extra time might be devoted to supervision.

5. To help simplify and clarify aspects of the clerical duties of teachers.

6. To give the teachers a knowledge of the philosophy and policies of the school in the endeavor to secure greater uniformity.

7. To conserve time spent in oral explanations in the training of new staff members.

8. To serve as a guide for discussions at teachers' meetings.<sup>55</sup>

According to Shulman, the primary purposes of the handbook are to free the new teacher of tension, and to make certain the school's philosophy, policies, and practices are maintained. Although routine matters occupy most of the handbook, the philosophy of the school should permeate what is said.<sup>56</sup>

Baker lists nine purposes of teacher's handbooks, as follows:

1. They serve as an easy reference and time saver.

2. They eliminate many notices and bulletins.

3. They relieve teachers of the embarrassment and time used in asking many questions concerning matters of varied details that arise in the smooth functioning of a school.

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<sup>55</sup>Ibid., pp. 22-24.

<sup>56</sup>Shulman, op. cit., pp. 12-13.

4. They outline the school regulations, duties, and provide guidance for teachers, especially those new to the school.

5. They are uniform references of school procedures to secure more uniform results in clerical and administrative duties.

6. They give knowledge of the philosophy and policies of the school.

7. They simplify and clarify aspects of the clerical duties of teachers.

8. They serve as guides for administrative faculty meetings.

9. They save much of the time which is spent writing periodic directions and bulletins.<sup>57</sup>

Jones used the following twelve purposes:

1. To outline the school regulations, policies, and procedures.

2. To give new teachers a feeling of security.

3. To spare teacher and school embarrassment of avoidable mistakes.

4. To use as an orientation guide.

5. To aid the new administrator in getting acquainted with the school.

6. To initiate the substitute into the school.

7. To act as a ready reference.

8. To save time of teacher-administrator communication.

9. To act as a guide in resolving routine problems.

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<sup>57</sup>Delbert L. Baker, "The Formation of a Teacher's Handbook," The Bulletin of the National Association of Secondary-School Principals, XLII (September, 1958), pp. 123-124.

10. To reduce notices and bulletins.
11. To force the principal to think through the routine.
12. To promote uniformity of procedures.<sup>58</sup>

Finally, Smith, Krause, and Atkinson listed the following eight purposes of teacher's handbooks:

1. To handle matters of routine and detail.
2. To establish uniformity in procedures.
3. To record the experiences of the staff.
4. To provide information on matters and instructions peculiar to the local school district.
5. To provide interpretations that the staff in the local school district should follow.
6. To standardize various practices in meeting certain situations in the local district.
7. To afford a common basis for meeting problems common to most staff members.
8. To prescribe some routine and suggest others for guidance of staff members.<sup>59</sup>

#### Methods of preparing a teacher's handbook

Goldback stated an idea which is basic to the preparation of the handbook as a tool of school management.

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<sup>58</sup>Robert E. Jones, "The Teacher's Handbook," The Bulletin of the National Association of Secondary-School Principals, XLIII (September, 1959), p. 196-199.

<sup>59</sup>Smith, Krause, and Atkinson, op. cit., p. 644.

He says, "Any plan for the development of group responsibility must begin with the individual and then merge his interests and activities into the group pattern."<sup>60</sup> Coladarci and Getzels state that any approach to the preparation of a policy instrument for the purpose of achieving institutional goals should be made, ". . . in terms of universalistic standards without interference from particularistic considerations."<sup>61</sup>

In his article on handbooks, Burbank stated that each employee should have at least a small part to play in its preparation. However, he continues:

The original draft should be prepared by one person, rather than by members of a committee, so that uniform style can be maintained. The same person should do the final editing.<sup>62</sup>

Robertson surveyed twenty-seven leading educators and developed the following "Principles and Suggestions

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<sup>60</sup>Harold K. Goldback, "Developing Group Responsibility," The National Elementary Principal, XXVII (October, 1947) 34.

<sup>61</sup>Arthur P. Coladarci and Jacob W. Getzels, The Use of Theory in Educational Administration (Educational Administration--Monograph Number 5. Stanford, California: Stanford University Press, 1955), p. 25.

<sup>62</sup>Natt B. Burbank, "How to Write a Policy Handbook," Nations Schools, LXVIII (December, 1961) 54.

for the Preparation of Teacher's Handbooks."

1. The preparation of handbooks should be a democratic undertaking, involving as many staff members as possible.

2. The handbook should be prepared for specific purposes, arrived at democratically by the staff. Purposes will determine materials to be included.

3. To be effective the handbook must be complete.

4. The handbook should be so organized that desired information may be found easily and quickly.

5. The physical properties of the handbook should contribute to its effective use.

6. Material should be clearly and simply written, with specific suggestions that clarify the situation being treated.

7. To be really effective the handbook must be used and constantly revised and improved.<sup>63</sup>

#### Content and format of a teacher's handbook

Content. There were many sources which listed specific items which should be included in the handbook.<sup>64</sup>

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<sup>63</sup>Robertson, op. cit., pp. 48-57.

<sup>64</sup>Baker, op. cit., pp. 124-215; Burbank, op. cit., p. 55; Carper, op. cit., pp. 47-48; Dennis H. Cooke and Archie R. Ayers, "A Teachers' Handbook," Encyclopedia of Modern Education, ed. Harry N. Rivlin (New York: Philosophical Library, Incorporated, 1943), pp. 807-808; Willard S. Elsbree and Harold J. McNalley, Elementary School Administration and Supervision (New York: American Book Company, 1959), pp. 17-27, 211-215; Good, op. cit., p. 197; J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead and Company, 1961), pp. 333-338; Hutton, op. cit., pp. 15-16; Robertson, op. cit., pp. 27-30; and Shulman, op. cit., pp. 13-14.



Five of these listings of content suggestions, which seemed most comprehensive, are listed here.

In his definition of a teacher's handbook, Good stated that it should contain such items as the marking system, attendance and tardiness, the school calendar, teachers' meetings, records and reports, course of study, textbooks, supplies, equipment, and miscellaneous policies.

Shulman listed fifty-two items from the handbook of Public School 106, New York City, to include in the handbook, as follows:

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. Absence                  | 27. Homework                   |
| 2. Accidents                | 28. Keys                       |
| 3. Addresses                | 29. Lateness                   |
| 4. Assembly Periods         | 30. Leaving the Room           |
| 5. Attendance               | 31. Library                    |
| 6. Audio Visual Instruction | 32. Mail                       |
| 7. Bells                    | 33. Messages                   |
| 8. Books                    | 34. Monitorial Duties          |
| 9. Bulleting Boards         | 35. Patrol                     |
| 10. Class Analysis Chart    | 36. Notices                    |
| 11. Room Mothers            | 37. Orchestra                  |
| 12. Clubs                   | 38. P-TA                       |
| 13. Collections             | 39. Planbook                   |
| 14. Conferences             | 40. Daily Program              |
| 15. Correspondence          | 41. Released Time              |
| 16. Curriculum Bulletins    | 42. Report Cards               |
| 17. Custodial Requests      | 43. Safety                     |
| 18. Discipline              | 44. Schedules                  |
| 19. Dismissals              | 45. Records                    |
| 20. Duties                  | 46. Substitutes                |
| 21. Emergencies             | 47. Supplies and Requisitions  |
| 22. Excursions              | 48. Parent-Teacher Conferences |
| 23. Exhibits                | 49. Telephone                  |
| 24. Grouping                | 50. Testing Program            |
| 25. Gymnasium               | 51. Time Book                  |
| 26. Health Inspection       | 52. Visitors <sup>66</sup>     |

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<sup>65</sup>Good, op. cit., p. 197.

<sup>66</sup>Shulman, op. cit., pp. 13-14.

Hutton listed eighteen items to include in the handbook. They are:

1. Acceptable disciplinary measures
2. School Calendar
3. List of Supervisory and Administrative Personnel
4. Code of Ethics
5. Whose duty to Dust, Clean Boards, etc.
6. Housekeeping
7. Duties
8. Professional Organizations
9. Obligations for attending meetings
10. Methods and philosophy of reporting to parents
11. Promotion policy
12. Method of Procuring Supplies
13. Fire Drills
14. Insurance Plans for Pupils
15. Responsibility for Behavior to and From School
16. Salesmen Coming to Teachers
17. Substitute Policy
18. Summer School Requirements<sup>67</sup>

Carper suggested the following seventeen topics for inclusion in the handbook:

1. Teachers' Absence
2. Book Fines
3. Grading
4. Supply Requisitions
5. Hours of Duty
6. Organizations
7. Building Regulations
8. Teachers Meetings
9. Phone Calls
10. Visual Aids
11. Lesson Plans
12. Reporting to parents
13. Teachers' mail boxes

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<sup>67</sup>Hutton, op. cit., pp. 15-16.

14. Duties
15. Parking
16. Clerical Help
17. Discipline<sup>68</sup>

Baker listed twenty-six possible items to include in a teacher's handbook. They are:

1. Admission of New Students
2. Assemblies
3. Attendance
4. Audio-Visual equipment and usage
5. Bell Schedule
6. Code of Ethics
7. Contagious Disease
8. Discipling
9. Faculty Meetings
10. Field Trips
11. Fire Drills
12. Lost and Found Articles
13. Lunch Period
14. Discription of the Marking System
15. Playgournd Schedule and Supervision Regulations
16. Procedures for Home Room Teachers
17. Illness or Accident to Teachers and Students
18. Promotion Policy
19. Pupil Detention
20. Report Cards
21. School Calendar
22. Programs and Parties
23. Pupils on Errands
24. Fees
25. Student Council
26. Other Regulations<sup>69</sup>

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<sup>68</sup>Carper, op. cit., pp. 47-48.

<sup>69</sup>Baker, op. cit., pp. 124-125.

However, as Carper pointed out, since individual schools have such varying and unique needs, the question of specific content should be developed to fit the need of the school involved.<sup>70</sup>

There are several general considerations concerning content which have also been included. In a survey of 440 schools Talbot inspected twenty-five selected handbooks and found little similarity in their content. As the result of his study, he issues a warning about including everything concerning the school's operation in the handbook. He contends there are many items which, because they may not be understood by non-teaching person who might have access to the handbook, should not be stated in writing in this form.<sup>71</sup>

Smith, Krause, and Atkinson cautioned against an excessively detailed and voluminous handbook, since this can seriously effect the handbook's value as a point of reference.<sup>72</sup> As Shulman puts it, "The information should be accessible, easily understood, readable, succinct."<sup>73</sup>

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<sup>70</sup>Carper, op. cit., p. 48.

<sup>71</sup>Talbot, op. cit., pp. 257-258.

<sup>72</sup>Smith, Krause, and Atkinson, op. cit., p. 646.

<sup>73</sup>Shulman, op. cit., p. 12.

Format. Concerning the format of a handbook, Smith Krause, and Atkinson say that this phase of construction is less important than the content of the handbook. They do suggest that printed handbooks are not conducive to revision and should probably be avoided. They recommend that a mimeographed book is perhaps best, although a dittoed book is also acceptable. The book should be bound so that inserts and revision can be made easily.<sup>74</sup>

Robertson, in his study of fifty handbooks, found that they varied in length from twenty-five to one hundred ninety-two pages. They tended to be mimeographed or hectographed, were usually 8½" by 11", and were usually bound with brass fasteners or binding posts.<sup>75</sup>

Staehle surveyed handbooks from seventy-two school systems in communities with populations from 15,000 to 950,000 people. He found that twenty-nine of the handbooks were printed while forty-three were mimeographed. They ranged in length from twenty to two hundred pages, with the median about forty pages. They were usually 8½" by 11". About half had loose leaf bindings, including spiral and clamp type. Sixty-three had tables of contents, while

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<sup>74</sup>Smith, Krause, and Atkinson, op. cit., p. 645.

<sup>75</sup>Robertson, op. cit., p. 24-25.

only seventeen had indexes. He found the prefaces to the handbooks usually stated that the purposes of the handbook were to help personnel understand and use the school's resources, services, and benefits more successfully, and to help the personnel work effectively with the other staff members.<sup>76</sup>

Concerning the format of the handbook, Baker cautions the writer to use short sentences, simple, good English, and logical sequence. He suggests mimeographing or printing the material. It should be assembled in looseleaf form with one article per page.<sup>77</sup>

Bracken says that the key requirement of any handbook is that it presents needed material in a concise, ready reference form. It should be an up to date document but should not need major revision every year.<sup>78</sup> Shulman adds that the cover should be decorative and permanent.<sup>79</sup>

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<sup>76</sup>Staehle, op. cit., pp. 4-7.

<sup>77</sup>Baker, op. cit., pp. 124-125.

<sup>78</sup>John Lewis Bracken, "Let the Handbook Answer Those Questions," School Executive, LXXIII (October, 1953) p. 54.

<sup>79</sup>Shulman, op. cit., p. 14.

## CHAPTER III

### SURVEYS AND THE QUESTIONNAIRE

In order to learn how a handbook might best supplement the structure of the school and increase the efficiency of the school routine, four items were surveyed. The district salary and related personnel policies, the office memoranda, the agenda and notes taken at teachers' meetings, and various administrative forms which were used during the past year were examined. To discover how people most closely associated with the operation of an individual school assessed the value and means of preparing a handbook, a random group of teachers and principals were surveyed by means of a questionnaire.

#### I. SURVEYS

Survey of district salary and related personnel policies. The current personnel policies of the Great Falls Public School System were examined. Items included in this fourteen page set of policies include:

1. Salary Schedule
2. General Salary Provisions
3. Sick Leave Provisions
4. Leaves of Absence

5. Selection and appointment of New Teachers

6. The Maintenance and Change of Status on the Salary Schedule

7. Retirement

Since these items are considered as fundamental to the job of the teacher in the individual school, it was felt that this section of the personnel policies should be included as an insert in the teacher's handbook.

Survey of office memoranda and agenda of teachers' meetings. Two types of office memoranda were examined, the first being a series of periodic bulletins giving specific directions on matters such as opening and closing school, the preparation of periodic reports, etc. It was felt that generally these items could be included verbatim in the school handbook.

The second type of office memoranda examined consisted of a group of approximately 160 messages and notes which were sent from the office to groups of teachers. These notes dealt with reminders, announcements of special events and meetings, consultant visits, lost and found items, etc. Forty-two of these messages concerned items which have been included in the handbook. It would seem that had these items been in handbook form during the past year, the number of such office memoranda would have been appreciably reduced.



The examination of the agenda and notes taken at teachers' meetings during the past year turned up approximately fifty more items which have been included in the handbook. Although their inclusion in a handbook would not have completely eliminated the need for discussing these items at teachers' meetings, no doubt the amount of time devoted to them would have been greatly reduced.

Survey of administrative forms. In another effort to discover items to be included in a teacher's handbook, the office files were thoroughly examined. It was discovered that fifty-eight administrative forms and system-wide communications, which applied to specific duties of teachers, were not immediately available to teachers. These items generally grouped themselves under seven headings:

1. Pupil related forms, 11.
2. Teacher administrative forms, 13.
3. Form letters to parents, 5.
4. Teacher rating form, 1.
5. Special services and programs, 19.
6. Schedules, 6.
7. Miscellaneous aids, 3.

It was felt that each of these items deserved mention in the teacher's handbook. Because of the varied sizes of the forms, actual samples were not included. However, a separate folder, with samples of each form numbered in

the same manner in which they appear in the handbook, will accompany the manual when it is distributed to teachers.

Survey of handbooks. Ten individual school handbooks were examined. They ranged in size from ten pages to 100 pages in length, averaging forty-two pages. Generally it was felt that the handbooks examined tended to be inadequate when measured by standards advocated in the literature. They tended to be incomplete, much in need of revision, and generally were cumbersome and unattractive. Although most contained tables of contents, only one had an index. All but one were capable of easy revision.

Two of the handbooks did offer worthwhile ideas. The Missoula Teacher's Handbook was divided into sections according to the color of the paper used for each section. The Riverview Elementary Teachers Handbook, Great Falls, offered the best means of organization of the contents of the handbook. The index, which is actually a table of contents, had the items included well-grouped and listed in a numerical system resembling the Dewey Decimal system. Both of these ideas were included in the handbook presented here.

## II. THE QUESTIONNAIRE

The questionnaire consisted of fourteen items. The first six items ascertained the sex, position, years of level, size of district, and size of the

school relative to each of the subjects surveyed. The final eight questions were designed to measure opinions to four general questions:

1. How general are written system-wide personnel policies? How useful are these written policies?

2. How common are individual school handbooks? How useful are these handbooks?

3. Do teachers and principals desire handbooks dealing with policies and procedures of their individual schools?

4. Given the conditions of a school in which eleven of thirteen teachers will be new to that school, what procedure for preparing a handbook do teachers and principals favor?

Several professors were asked to distribute the questionnaire to principals and teachers in their classes during the 1963 Montana State University Summer Session. Of the 165 questionnaires which were returned, two were rejected because they came from persons working on the college level. Six questionnaires, which were returned by teachers who would be beginning their careers during the coming year, were also discarded. Of the six, only one expressed an opinion on any of the matters being surveyed. Since there were so few, it was felt that their inclusion would not contribute to the study.

The remaining 157 questionnaires provided the data for this study. The results of the questionnaires were transcribed on punch cards and processed through I. B. M. machines. Percentages were recorded to the nearest tenth.

An analysis of the subjects surveyed according to sex, grade level, position, and years of experience is found in Tables I and II, pages 52 and 53.

How general are written systemwide personnel policies? How useful are these written policies? According to the information received on the questionnaire, only 61.8 per cent of those surveyed stated they had systemwide, written personnel policies, while 26.6 per cent stated district personnel policies did not exist in their systems. It was interesting to note that 10.2 per cent of those surveyed did not know if their school systems had written policies or not. (Table III, page 54). Only three persons from districts which had personnel policies stated that these policies were not readily available to them (Table IV, page 54).

Of the ninety-seven subjects who stated their districts had such policies, eighty claimed to have seen or worked with these policies (Table V, page 55). Of the eighty, twenty found the district policies extremely helpful, fifty-three found them worthwhile, and five stated they were not helpful. No one felt district policies were a hindrance (Table VI, page 55).

TABLE I

NUMBER AND PERCENT OF TEACHERS, TEACHING PRINCIPALS AND FULL TIME PRINCIPALS BY GRADE LEVEL

	CLASSROOM TEACHERS		TEACHING PRINCIPALS		FULL TIME PRINCIPALS		TOTALS	
Grade Level	Number	Percent of Classroom Teachers	Number	Percent of Teaching Principals	Number	Percent of Full Time Principals	Number	Per-cent
K - 3	14	10.8					14	8.9
4 - 6	23	17.8			1	7.1	24	15.3
7 - 9	27	20.9	4	28.6	1	7.1	32	20.4
10 - 12	42	32.6	5	35.7	3	21.4	50	31.8
K - 6	3	2.3			9	64.3	12	7.6
7 - 12	19	14.7	4	28.6			23	14.6
K - 12	1	.8	1	7.1			2	1.3
TOTAL	129		14		14		157	
Total K - 6	41*	31.5	1**	6.6	10	71.4	52***	32.7
Total 7 - 12	89*	68.4	14**	93.3	4	28.6	107***	67.3
TOTAL	130*		15**		14		159***	

\* These figures include one teacher who worked in grades K - 12.

\*\* These figures include one teaching principal who worked in grades K - 12.

\*\*\* These figures include both persons who worked in grades K - 12.

TABLE II

NUMBER AND PERCENT OF TEACHERS, TEACHING PRINCIPALS, AND FULL TIME PRINCIPALS,  
BY SEX AND YEARS OF EXPERIENCE

		CLASSROOM TEACHERS		TEACHING PRINCIPALS		FULL TIME PRINCIPALS		TOTALS	
Expe- rience	Sex	Number	Percent of Classroom Teachers	Number	Percent of Teaching Principals	Number	Percent of Full Time Principals	Number	Per- cent
1 Year	Male	11	8.5					11	7.0
	Female	5	3.9					5	3.2
		(16)	12.4					(16)	10.2
2-5 Years	Male	32	24.8	1	7.1	4	28.6	37	23.6
	Female	12	9.3					12	7.6
		(44)	34.1	( 1)	7.1	( 4)	28.6	(49)	31.2
6-10 Years	Male	23	17.8	5	35.7	4	28.6	32	20.4
	Female	16	12.4					16	10.2
		(39)	30.2	( 5)	35.7	( 4)	28.6	(48)	30.6
Over 10 Years	Male	17	13.2	7	50.0	5	35.7	29	18.5
	Female	13	10.1	1	7.1	1	7.1	15	9.6
		(30)	23.3	( 8)	57.1	( 6)	42.8	(44)	28.0
TOTAL	Male	83	64.3	13	92.9	13	92.9	109	69.4
	Female	46	35.7	1	7.1	1	7.1	48	31.6
		(129)		(14)		(14)		(157)	

TABLE III

NUMBER AND PERCENT OF SUBJECTS ANSWERING THE QUESTION, "DID THE SCHOOL DISTRICT IN WHICH YOU WORKED LAST YEAR HAVE A WRITTEN, SYSTEMWIDE SET OF PERSONNEL POLICIES?"

	Number	Percent
Yes	97	61.8
No	42	26.8
I do not know	17	10.8
No reply	1	.6

TABLE IV

NUMBER AND PERCENT OF SUBJECTS ANSWERING THE QUESTION, "WERE THESE PERSONNEL POLICIES READILY AVAILABLE TO YOU?"

	Number	Percent
Yes	94	60.0
No	3	1.9
I do not know	14	8.9
No reply	46	29.3

TABLE V

NUMBER AND PERCENT OF SUBJECTS ANSWERING THE QUESTION, "HAVE YOU EVER SEEN OR WORKED WITH THESE PERSONNEL POLICIES?"

	Number	Percent
Yes	80	51.0
No	22	14.0
I do not know	8	5.1
No reply	47	29.9

TABLE VI

RATING OF DISTRICT PERSONNEL POLICIES BY THE EIGHTY SUBJECTS WHO HAD SEEN OR USED THESE POLICIES

	Number	Percent
Extremely helpful	20	25.0
Worthwhile	53	66.3
Not helpful	5	6.3
A hindrance	-	-
No reply	2	2.5



How common are individual school handbooks? How useful are these handbooks? The picture concerning individual school handbooks was very similar to that of district written personnel policies. Of those surveyed, 61.8 per cent also stated that there were individual school handbooks in their schools, while 34.4 said there were no such handbooks in their schools (Table VII, page 57).

A slight trend indicating that the percentage of building handbooks increased as the enrollment of the schools increased was noted. This trend ranged from 42.1 per cent of those from schools with enrollments of less than 100 stating building handbooks were available, to 81.0 per cent of those in buildings with enrollments in excess of 900 making the same claim (Table VIII, page 58).

The enthusiasm of those having individual school handbooks concerning the usefulness of the handbooks, seemed somewhat restrained. Only 27.3 per cent stated they found the handbooks "extremely helpful", while 65.3 per cent stated they were "worthwhile". The remaining 7.4 per cent felt they were not useful. The enrollment of the building did not appear to influence the rating (Table IX, page 59).

Do teachers and principals desire handbooks dealing with policies and procedures of their individual schools? Of the 157 teachers and principals surveyed, 154 expressed opinions when asked, "Do you think a teacher's handbook

TABLE VII

NUMBER AND PERCENT OF SUBJECTS ANSWERING THE QUESTION,  
"DOES THE INDIVIDUAL SCHOOL IN WHICH YOU WORKED LAST YEAR  
HAVE A TEACHER'S HANDBOOK OF POLICIES AND PROCEDURES WHICH  
PARTICULARLY APPLY TO THAT SCHOOL?"

	Number	Percent
Yes	97	61.8
No	54	34.4
I do not know	4	2.5
No reply	2	1.2

TABLE VIII

NUMBER AND PERCENT OF SUBJECTS ANSWERING THE QUESTION, "DOES THE INDIVIDUAL SCHOOL IN WHICH YOU WORKED LAST YEAR HAVE A TEACHER'S HANDBOOK OR MANUAL OF POLICIES AND PROCEDURES WHICH PARTICULARLY APPLY TO THAT SCHOOL?" ACCORDING TO THE ENROLLMENT OF THE BUILDINGS REPRESENTED

	Less than 100	100-300	301-500	501-700	701-900	More than 900	Enrollment Unknown	TOTAL
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Had Handbook	8 42.1	23 57.5	17 54.8	12 57.1	7 77.8	17 81.0	13 81.3	97 61.8
*Did Not Have Handbook	10 52.6	17 42.5	13 41.9	9 42.9	2 22.2	4 19.0	3 18.8	58 36.9
Did Not Reply	1 1.7		1 3.3					2 1.3

\* These figures include fifty-four who stated they did not have a handbook, and four who were not aware of a handbook.

TABLE IX

RATING OF THE TEACHER'S HANDBOOKS USED BY SUBJECTS WHO STATED THEY HAD HANDBOOKS IN THEIR INDIVIDUAL SCHOOLS LAST YEAR, ACCORDING TO THE ENROLLMENT OF THE BUILDINGS REPRESENTED

	Less than 100	100-300	301-500	501-700	701-900	More than 900	Enrollment Unknown	TOTAL
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Extremely Helpful		10 43.5	5 29.4	2 16.7	3 42.9	4 23.5	4 30.8	28 28.9
Worthwhile	6 75.0	13 56.5	11 64.7	9 75.0	4 57.1	12 70.6	7 53.8	62 63.9
Not Helpful	2 25.0		1 5.9	1 8.3		1 5.9	2 15.4	7 7.2
A Hindrance	-	-	-	-	-	-	-	-

related to the policies and procedures of the individual school in which you will work next year would be helpful to you?" Of these 154 subjects, 58.8 per cent felt an individual school handbook would be very helpful, 38.0 per cent felt that perhaps such a handbook would be helpful, 2.0 per cent stated a handbook would probably not be useful, and 2.0 per cent claimed a handbook would definitely not be helpful.

When considering only the "very helpful" responses to this question, elementary teachers and principals seemed slightly more enthusiastic about building handbooks than their high school colleagues, men seemed more enthusiastic than women, principals more than teachers, and those with less experience more than those with greater experience. However, when combining the "perhaps" responses with the "very helpful" responses, these differences almost completely disappear (Tables X, XI, XII, and XIII, pages 61 and 62).

Given the conditions of a school in which eleven of thirteen teachers will be new to that school, what procedure for preparing a handbook do teachers and principals favor?

The following four alternative plans were presented as possible solutions to this problem:

Plan I. The principal prepare and distribute a handbook of policies and procedures to the teachers for their use and evaluation as the year progresses, and plan to revise the handbook at the end of the year.

TABLE X

NUMBER AND PERCENT OF SUBJECTS ANTICIPATING THE USE OF A SCHOOL HANDBOOK AS BEING "VERY HELPFUL", ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTAL
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	37*	57*	10	29	28	23	64	26	69	9	12	90
Percent	68.6	54.8	62.5	60.4	59.6	54.8	63.3	55.3	54.7	69.2	85.7	58.8

\* The classroom teacher and the teaching principal who indicated they worked with grades K through 12 are included in both the K-6 and 7-12 columns. They are not included twice in the totals.

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TABLE XI

NUMBER AND PERCENT OF SUBJECTS ANTICIPATING THE USE OF A SCHOOL HANDBOOK AS BEING "PERHAPS" HELPFUL, ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTAL
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full time Principal	
Number	15	43	5	16	19	18	38	20	53	4	1	58
Percent	29.4	41.3	31.3	33.3	40.4	42.8	35.8	42.6	42.1	30.8	7.1	38.0

TABLE XII

NUMBER AND PERCENT OF SUBJECTS ANTICIPATING THE USE OF A SCHOOL HANDBOOK AS BEING "PROBABLY NOT" HELPFUL, ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	-	3	1	2	-	-	3	-	3	-	-	3
Percent	-	2.9	6.2	4.2	-	-	2.8	-	2.4	-	-	2.0

TABLE XIII

NUMBER AND PERCENT OF SUBJECTS ANTICIPATING THE USE OF A SCHOOL HANDBOOK AS BEING "DEFINITELY NOT" HELPFUL, ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	1	1	-	1	-	1	1	1	1	-	1	2
Percent	2.0	1.0	-	2.1	-	2.4	.9	2.1	.8	-	7.1	1.4

Plan II. The eleven new and two returning teachers help prepare such a handbook as the year progresses.

Plan III. Use no handbook at all for the year, but establish committees the following year to prepare the handbook.

Plan IV. Do not be concerned about a teacher's handbook.

Choices to the four plans were made by 155 subjects. Two gave no reply. Of those expressing opinions, 74.2 per cent favored Plan I, 19.4 per cent favored Plan II, 3.2 per cent chose Plan III, and 3.2 per cent chose Plan IV. Principals favored Plan I only slightly more than teachers, and those with less experience tended to favor Plan I slightly more than those with greater experience.

In only three categories did Plan II receive more than 20 per cent of the votes of those categories. They were: elementary personnel, 23.1 per cent; those with more than ten years experience, 23.2 per cent; and teachers, 21.1 per cent. Plans III and IV each received only five votes (Tables XIV, XV, XVI, and XVII, pages 64 and 65).

### III. CONCLUSIONS

It was decided to include the entire set of the Great Falls district salary and related personnel policies as an insert in the handbook. The survey of office memoranda and agenda of teachers' meetings indicated that a school handbook could make a definite contribution toward reducing the number of and time devoted to each of



TABLE XIV

NUMBER AND PERCENT OF SUBJECTS WHO FAVORED PLAN I,  
ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	38*	78*	13	37	35	30	79	36	94	10	11	115
Percent	73.1	74.3	81.3	75.5	74.5	69.8	73.1	76.6	73.4	77.0	78.6	74.2

\* The teaching principal who indicated he worked with grades K through 12 is included in both the K-6 and 7-12 columns. He is not included twice in the totals.

TABLE XV

NUMBER AND PERCENT OF SUBJECTS WHO FAVORED PLAN II,  
ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	12*	19*	3	9	8	10	21	9	27	1	2	30
Percent	23.1	18.1	18.8	18.3	17.0	23.2	19.4	19.1	21.1	7.7	14.3	19.4

\* The teacher who indicated she worked with grades K through 12 is included in both the K-6 and 7-12 columns. She is not included twice in the totals.

TABLE XVI

NUMBER AND PERCENT OF SUBJECTS WHO FAVORED PLAN III,  
ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	1	4	-	1	3	1	4	1	3	2	-	5
Percent	1.9	3.8	-	2.0	6.4	2.3	3.7	2.1	2.3	15.4	-	3.2

TABLE XVII

NUMBER AND PERCENT OF SUBJECTS WHO FAVORED PLAN IV,  
ACCORDING TO GRADE LEVEL, YEARS OF EXPERIENCE, SEX AND POSITION

	GRADE LEVEL		YEARS OF EXPERIENCE				SEX		POSITION			TOTALS
	K-6	7-12	1	2-5	6-10	Over 10	Male	Female	Classroom Teacher	Teaching Principal	Full Time Principal	
Number	1	4	-	2	1	2	4	1	4	-	1	5
Percent	1.9	3.8	-	4.1	2.1	4.7	3.7	2.1	3.1	-	7.1	3.2

these communication media. The survey of administrative forms turned up several items which, it was felt, should be included in the handbook.

Although the handbooks surveyed varied greatly in size, content, and construction, they had little to offer. Two ideas gained from this survey, however, will be included. The handbook will be based on a numerical form used in one handbook. It will be further divided by reproducing each article on a different colored paper as suggested in another handbook.

The results of the questionnaire showed that general district written personnel policies were absent from many school districts, although those who had used them generally found these policies useful.

Individual school handbooks were found in only 61.8 per cent of the schools. It was interesting to note that the majority of those having access to building teacher's handbooks felt they were only moderately helpful. Approximately one-fourth felt they were very helpful.

Principals seemed to feel that teacher's handbooks in their individual schools next year would be more helpful to them than did teachers. However, all groups surveyed seemed to favor the use of handbooks.

There also was general support for the preparation of the teacher's handbook by the principal, providing that it be revised at the end of the first year of use.

CHAPTER IV

THE TEACHER'S HANDBOOK

A TEACHER'S HANDBOOK  
OF POLICIES AND PROCEDURES FOR  
EMERSON ELEMENTARY SCHOOL  
(TRIAL EDITION)

301 Twelfth Street South  
Great Falls, Montana  
Phone 452-1331

FORWARD

This handbook is intended to provide information which will be helpful to you in your day to day school activities. It is hoped you will make frequent references to this handbook, examining it critically as you do, in an effort to improve its usefulness. Feel free to write in any comments or omissions which you feel should be included next year.

As the year progresses a faculty committee will be chosen for the specific purpose of revising the handbook at the end of the year. In the meantime, it is expected that all will abide by what is written here, until such time as we find statements unworkable, and changes are commonly adopted.

JHW

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Welcome to Emerson School. We hope that the coming year will be an enjoyable one for you. We are equally hopeful that you will make a significant contribution to the lives of the boys and girls with whom you will be working. You may be assured that all the efforts of the entire staff will be directed toward this same goal.

In this day and age, when many of the children come from broken homes, when many children see very little of their parents because both are working, when much of their home life is centered around the television set, and when so many of them do not participate in church activities, your job of helping the boys and girls become worthy citizens becomes increasingly important. Let us all approach our many tasks with confidence based upon a foundation of sympathy for the needs of the children and mutual trust and friendliness toward each other, in an atmosphere of democratic ideas and practices.

Remember, we each share some measure of each other's success and failure. Let us look forward to sharing a great many more successes than failures.

JHW

**ARTICLE I - Routine Policies and Procedures**

**Section 101 - Length of the School Day**

Kindergarten	Session 1	8:45 - 11:15
	Session 2	12:45 - 3:15
Grades 1 & 2	Tardy bell	8:45
	A.M. recess	10:00 - 10:15
	Noon dismissal	11:15
	P.M. tardy bell	12:45
	P.M. recess	2:00 - 2:15
	Dismissal	3:15
Grade 3	Tardy bell	8:45
	A.M. recess	10:15 - 10:30
	Noon dismissal	11:30
	P.M. tardy bell	12:45
	P.M. recess	2:15 - 2:30
	Dismissal	3:30
Grades 4,5 & 6	Tardy bell	8:45
	A.M. recess	10:30 - 10:45
	Noon dismissal	12:00
	P.M. tardy bell	12:45
	P.M. recess	2:15 - 2:30
	Dismissal	3:30

**Section 102 - Sign-in Book**

Make sure you check your name each morning in the sign-in book in the office. This not only lets us know you haven't slept in, but it is also used for pay roll purposes.

ARTICLE I - Routine Policies and Procedures (Continued)

Section 103 - Mail Boxes and Bulletin Board

Each teacher has an individual mail box in the office. Check your box when you sign in and again at noon.

Material of general interest will be posted on the bulletin board in the teachers' work room. Feel free to make contributions.

Section 104 - Superintendent's Weekly Bulletin

You are responsible for the information contained in the weekly bulletin which you will receive each Monday morning. Check carefully for meetings which apply to you. If you have information in the form of notices of meetings, or if you are looking for housing or a roommate, or would like to find a ride to your home town during a vacation, you may avail yourself of this facility. Notices should be in the superintendent's office in writing the Thursday preceding the Monday on which you wish it to appear.

Section 105 - Use of the School Telephone

The school telephone should be treated as any business phone. Feel free to use it at any time, but do limit personal calls to a minimum. In case you make a long distance call it is suggested that you either charge it to your home number, or get the charges from the operator and pay the school secretary for the call.

.

ARTICLE I - Routine Policies and Procedures (Continued)

Section 105 - Use of the School Telephone (Continued)

Students should seldom need to use the office phone. They must secure the permission of their teacher and the office secretary. Neither teachers or children will be called from the classroom to the phone, except in case of an emergency.

Section 106 - Use of the School Gym

Although the "gym" or multipurpose room is rather small, you may have occasion to use it for music games, P. E. activities, or to show movies to large groups. Always clear through the office to make sure that someone else has not scheduled the gym during the period you plan to use it.

Section 107 - Building Faculty Meetings

Building faculty meetings will generally be scheduled on Tuesday mornings at 8:15. These meetings are for the purposes of discussing building problems and for making announcements concerning various happenings throughout the district.

Section 108 - School Patrol

Boys and girls will be chosen from the sixth grades on a rotating basis to supervise children crossing streets

ARTICLE I - Routine Policies and Procedures (Continued)

Section 108 - School patrol (Continued)

at noon and after school. The principal and sixth grade teachers will set up the schedule. Patrolmen are not policemen. They should never touch or discipline another child. Their job is merely to give directions and report violations of safety rules to teachers.

Section 109 - Pupil Arrival Time

Students should not arrive at school before 8:30 in the morning. They should go directly to their rooms and get busy at some task. Each teacher is responsible for the activity of her pupils before the tardy bell sounds. Children should not arrive on the school grounds before 12:30 in the afternoon. Since there are teachers on playground duty at that time, children will not enter the building until the 12:40 call bell. When it sounds, they will line up at the entrances, calm down, and be admitted by the supervising teacher.

Section 110 - Tardiness

Tardiness has been a habitual problem in this school over the years. In many instances, the child is not responsible. As a result of this condition, we will notify the parent of a child when he has been tardy the third time

ARTICLE I - Routine Policies and Procedures (Continued)

Section 110 - Tardiness (Continued)

that, in the event the child is tardy again, the parent must accompany the child before he will be readmitted.

Section 111 - Children Eating Lunch at School

Every effort will be made to discourage children from bringing cold lunches to school. In the event both parents of a child work and no other provision for his lunch has been made, children will be allowed to eat lunch in school. Teachers should require notes of explanation from children eating at school.

Section 112 - Messengers

Teachers are cautioned not to use students to deliver messages, except in emergencies. Messages of a personal nature, or containing material that should not be the concern of pupils, should never be delivered by pupils, unless the material is sealed in an envelope. If it is necessary to use a child for delivery purposes, it must never interfere with his school work.

Section 113 - Presents for the Teacher

Since it is embarrassing to the child who is unable to present the teacher with a gift, the practice is discouraged.

ARTICLE I - Routine Policies and Procedures (Continued)

Section 114 - Pupil Illness in School

If a child becomes ill, bring him to the office. We will attempt to reach some responsible person and arrange for him to go home. In the event that this is impossible, we will care for the child in the Health Room, or seek medical attention if it appears necessary.

If a child should throw up on the school grounds or in the building, notify the custodian at once. It is a wise precaution to tell children to leave the room post-haste if they become nauseated in class.

Section 114.1 - Health Room

Always accompany personally any child sent to the health room. Make sure that the bed is in proper order, and that a clean, fresh paper cover is in place. After the child is settled, notify the office so that the staff can make periodic checks.

Section 114.2 - First Aid

Minor scrapes and scratches will be treated by the office staff. Make sure that proper attention is given to any injured child. No medicine such as aspirin will be given to a child under any circumstances.

In case of a serious appearing injury, keep the child quiet, and send someone for the principal.



ARTICLE I - Routine Policies and Procedures (Continued)

Section 115 - Discharging a Child During the Day

Never send a child from the building for any reason without first notifying the office. Be particularly careful about sending a child home with an adult, unless you are sure that the person is a parent of the child. You are held responsible by law if a child is released to an unauthorized person. Since many of the children in this school come from broken homes, it is a serious problem. When in doubt, check with the office.

Section 116 - Changes of Address, Phone Number, Marital Status, etc.

Please notify the office of any changes in your own address or phone number.

Keep information as current as possible on the family situations of the children, without disturbing the child or prying too deeply into personal matters. Note any changes on the appropriate records.

Section 117 - Instrumental Music Program

Fourth, fifth, and sixth grade children who wish to take music lessons through the school program are dismissed according to a regularly scheduled class, once a week. Teachers should arrange their academic programs so that these children don't miss the same material or activity

ARTICLE I - Routine Policies and Procedures (Continued)

Section 117 - Instrumental Music (Continued)

week after week. Summer music lessons are also available through the schools.

Section 118 - Physical Education Program

Physical education teachers will visit the school every two weeks, according to a schedule which you will receive. Since these visits are short, be on time to the proper place so that the activity can begin and end on time. You are expected to accompany your group in order to help with the supervision of the children, and to get ideas for the supervised recesses.

Special after school programs for boys and girls are conducted throughout the year. Watch for information in the Weekly Bulletin and pass it on to the children.

Section 119 - Workbooks

Children are required to purchase the workbooks which they will consume during the year. Notes to parents making the necessary requests are available in the office. Although every effort will be made to make this chore as simple as possible, teachers are held responsible for collecting the money and balancing their accounts. Make sure you get a receipt for any payments you make. You are provided with a box in which to keep your money. It is wise to

ARTICLE I - Routine Policies and Procedures (Continued)

Section 119 - Workbooks (Continued)

keep this locked in the office storeroom.

When in your opinion a child cannot afford to purchase the necessary workbooks, they will be given free. Make sure that free workbooks are not charged to you when you take them.

Section 120 - Book Clubs

Scholastic paper bound books may be ordered several times during the year through the Lucky Book Club in grades 2 and 3, and through the Arrow Book Club in grades 4, 5 and 6. Most of the books sell for 25¢ and 35¢, and are well-recommended by authorities in the field of children's literature. These projects are handled through the office. No class time is taken for the collection. Teachers are asked, however, to help children make choices which are compatible with their reading abilities.

Section 121 - Sunshine Fund

The secretary will collect \$1 from each staff member to take care of gifts for appropriate occasions. Gifts will be limited to approximately \$3 per gift. Supplementary collections will be taken if necessary. Unspent money will be placed in the staff party fund.

**ARTICLE I - Routine Policies and Procedures (Continued)**

**Section 122 - Class and Faculty Pictures**

Classroom group pictures are taken in the spring. Children may purchase pictures on an optional basis. The teacher gets to keep the proof copy free. Unless you seriously object, you should stand with your group. A faculty picture will also be taken.

**Section 123 - Personal Money**

Do not leave money where it can be taken by children. Teachers lost money last year as the result of two school break-ins, and during regular school hours. One teacher had \$20 taken from her purse at lunch time. It was never recovered. Caution children not to bring unnecessary money to school.

**Section 124 - Kitchen Facilities**

Limited kitchen facilities are available. Check with the principal before using them. If you do use the stove to make soup, etc. you are responsible for cleaning both the stove and utensils used.

**Section 125 - Coffee**

Coffee is available to the staff in the teachers' work room. Drinking of coffee is limited to the noon hour and after school. The secretary will make the necessary

ARTICLE I - Routine Policies and Procedures (Continued)

Section 125 - Coffee (Continued)

collection from those who drink coffee, and, as the fund is depleted she will repeat the collection. Teachers who drink only an occasional cup should contribute accordingly.

Cups are available, but will be used only so long as individuals who drink coffee continue to wash them after each use.

Section 125.1 - Candy and Pop

Candy and pop are available in the teachers' work-room. Candy sells for 5¢ and pop for 10¢. Any profit realized from this venture will be used for special projects that come up. An account of this money shall be kept in the office. It is open to the inspection of the staff. Sales slips must replace withdrawals.

Money in this fund at the close of the year will apply toward a staff party, if the group so desires!!

Section 126 - Movie Tickets

Faculty members are allowed to purchase student courtesy cards for themselves and their husbands or wives. In addition to two free admissions, the cards allow you to purchase student priced tickets to regular features. Cards may be purchased through the school office, courtesy of the Fox Theater chain.

ARTICLE I - Routine Policies and Procedures (Continued)

Section 127 - Parties

Rooms will be limited to three parties during the year, usually at Christmas, Valentines Day, and at the end of the year. Please discuss any anticipated deviation from this plan ahead of time with the principal. It has been found that if one room has a special party, every other room wants the same privilege.

If children bring treats to school, it is permissible to eat them in school, but this should be the extent of any celebration.

Section 128 - Duty Responsibilities

Duty schedules will be given to each teacher early in the year. Every attempt has been made to equalize the load on each teacher, and to keep duties to a minimum. With this in mind it is hoped that everyone will enter into these sometimes unpleasant chores in as cheerful a manner as possible.

A child is responsible to every teacher in the building for his behavior. Never hesitate to make a correction when you see a violation of school rules.

Teachers on playground duty should cruise the area and be aware of everything happening. It is often more expedient to send a child to fetch a rule violator than to

ARTICLE I - Routine Policies and Procedures (Continued)

Section 128 - Duty Responsibilities (Continued)

chase a child yourself. A whistle can be a handy tool if it is not over used.

Be particularly watchful of children on the stairs and in the lavatories. The sprinkler system has been tampered with in the lavatories in the past. If one spigot should rupture, it could cause thousands of dollars worth of unnecessary damage.

Section 129 - Recess Periods

Recesses are a valuable part of the school program. Often it is the pupil who would benefit most from recess whom the teacher is tempted to deprive of the activity as punishment. Teachers are cautioned not to use recess as punishment for reasons other than misuse of the recess itself.

Section 129.1 - Supervised Recess

Teachers are responsible for directing the activity for their group during the morning recess period. This directed activity should follow-up the visits of the recreation department teachers who visit the school every two weeks. Afternoon recess is a free play period for the children.

ARTICLE I - Routine Policies and Procedures (Continued)

Section 129.2 - Inclement Weather Activities

In the event that the weather is too severe for you, it is also to be considered too severe for the children. Each teacher is responsible for the supervision of her own class during wet or cold weather which does not permit scheduled recesses. Quiet games or perhaps calisthenics are in order during these periods.

If you are outside and a sudden rain storm comes up get the children into the building quickly. Here again, a whistle can be a handy tool to get the attention of the children.

Section 130 - Keeping children after school

Do not make it a general practice to keep children after school, especially if they make the best use of their time in school of which they are capable. When you do keep a child, notify the parents of the child's whereabouts. Never keep a child more than one-half hour after dismissal time.

Section 131 - Lost and Found

A container for lost and found items is located in the hall near the office door. In the event that money or other valuables are found, they should be turned into the office.



ARTICLE I - Routine Policies and Procedures (Continued)

Section 132 - Fire Drill Instructions

Consult the fire drill map to see which exit your room uses. Our first fire drill will be for instructional purposes. Teachers will direct children to walk slowly through the first drill, and make necessary corrections.

The signal for a fire drill consists of a loud, continuous ringing of the bells. Since it is very loud, teachers should caution children about this ahead of time so that children will not be frightened or distracted by the bell. The bells will be turned off when the building is vacated. Two short rings will signal the return to classrooms.

When the alarm sounds everyone is to stop his activity immediately, and march quickly by double file out the assigned exit. There is to be no talking, running, holding hands, or horse-play of any kind. Boys should not have hands in their pockets.

A child who is outside his room when the alarm sounds should follow the nearest line of children out of the building, and when he is out he should ask the supervising teacher for permission to return to his own group.

No attempt will be made to salvage anything from the building. The last person out of a room should close

ARTICLE I - Routine Policies and Procedures (Continued)

Section 132 - Fire Drill Instructions (Continued)

the door, but no attempt should be made to close the windows. In case of a blocked exit, teachers should direct their pupils out another exit.

Teachers on the second and third floor of the building should take their classes down the fire escapes when passing to recess sometime early in the year. Instruct children to hold on to the banister with their left hand only, and go quickly but carefully.

Teachers in rooms 5 and 6 are responsible for monitors to hold open the west entrance doors, and teachers in rooms 7 and 8 for the east exit doors. Kindergarten and first grade teachers in the basement should make similar arrangements for these exits.

Section 133 - Civil Defense Procedures

According to school district policies, children who can reach home within 10 minutes of a civil defense warning will be sent home. (See form \_\_\_\_). Since all pupils who attend this school are in this category, only those whose parents have requested in writing that they not be sent home, will remain in the building.

## ARTICLE II - Supplies and Equipment

### Section 201 - Supplies

Every attempt will be made to supply you with items which you feel are necessary for the proper and efficient management of your classroom. Major items are kept in the office storeroom. Don't hesitate to take what you need. However, please check with the secretary or principal before taking items from this room.

Many items are available in other storerooms throughout the building. Make free use of these materials, but do make sure they are intended for your grade level. Make it a point to become familiar with all of the available materials which will aid your teaching. Visual aids, supplementary texts, many sets of graded readers, science kits and equipment, bioscopes, projectors of all kinds, a planetarium, terrariums, fraction kits, flash cards, flannel board materials, place value charts, phonics aids and charts of every description, a primary typewriter, duplicating materials, and hundreds of other things are easily available to you. They are meant to be used.

If you feel the need for some item which is not available, discuss it with the principal, and perhaps it can be purchased. Funds are available for special projects. Clear your needs through the office, and then purchase the items. You will be reimbursed when you present the sales slip.

ARTICLE II - Supplies and Equipment (Continued)

Section 202 - Audio Visual Materials

Each room has blackout curtains. Movie projectors and screens are available on each floor. A filmstrip projector, four record players, many record albums, and several radios are available in the office. Do not allow children to handle these items. If you need help in getting the material to your room, contact the office.

Film catalogues are available in the library. Hundreds of movies, filmstrips, and slides are available in the local film library. In addition, you may order films periodically which are available from the state film library in Helena. These are to be ordered on your weekly requisition. (See Thursday Report, form \_\_). They will be delivered to you according to the weekly schedule of films which you will receive on Monday. You are responsible for seeing that the film is properly channelled to reach its next destination on time.

Section 203 - Supplementary Texts

Many supplementary texts are available in the building. Check your academic guides before using the material to be sure it is intended for use in your grade. Other sets of textbooks are available through the circulating library. Check your academic guide for their title. (See form \_\_).

## ARTICLE II - Supplies and Equipment (Continued)

### Section 204 - Music Records

Albums which accompany your basic music book are available if you feel the need of them in your music program. Notify the office, and they will be requisitioned from the music consultants.

Special albums of rhythmic and listening activities and folk games are available in the office. (See form \_\_)

### Section 205 - Art Materials

Consult your art guide whenever you plan a project. Materials are generously available to be used in this program. You will find colored chalk, scissors, and clay mix in your rooms. Mural paper, construction paper, colored newsprint, paste, paint mix, etc. are available on a "help yourself" basis. Non consumable items such as spectrum kits, fingerpainting material, looms, punches, lettering patterns, etc. should be checked out through the office secretary.

### Section 206 - Science Kits

In addition to the science kit in your room, there is a large kit available in the office. There are adequate supplies and equipment to conduct all the experiments included in your text books. Each intermediate classroom also has special unit kits compliments of the Coca Cola Company.

### ARTICLE III - Professional Information

#### Section 301 - Professional Organizations

It is through your professional organizations that you will gain the stature which your job deserves. You should contribute your dues and talents willingly to help these groups achieve their high ideals.

#### Section 302 - The Parent-Teacher Association

Teachers are expected to join and participate in the P-TA as a part of their job. This group has made some fine contributions to our school. Although sometimes it is discouraging to teachers when parents do not attend meetings, you should consider this part of the school program at least from a public relations standpoint. When the parent members are needed, as in the case of the last mill levy election, they can always be counted upon.

#### Section 303 - Hours of Teacher Duty

Teachers should arrive before 8:15 A.M. and should remain until 4 P.M. This is in accord with the district policy that states teachers should be on duty one-half hour before school begins, and one-half hour after school is dismissed. On evenings when meetings involving teachers are scheduled, teachers will be dismissed in time to attend. Medical, dental, and cosmetic appointments should not be

ARTICLE III - Professional Information (Continued)

Section 303 - Hours of Teacher Duty (Continued)

scheduled during duty hours. Emergency exceptions to this rule must be cleared with the principal.

Section 304 - Teachers' Lunch Hour

Teachers who do not have duties or other obligations during the noon hour may consider this free time. If you plan to eat your lunch outside the building it would be wise to make your whereabouts known to the office in case an emergency requires that you be reached.

Teachers are cautioned to be discrete about this matter. You should plan to return to your class in plenty of time to welcome your afternoon class.

Section 305 - Smoking

Teachers are allowed to smoke only in the basement boiler room during the noon hour and after school. No exceptions.

Section 306 - Parent Teacher Conferences

Perhaps the most meaningful report made to parents is in the form of the parent teacher conference. Teachers should plan to have at least one such conference with the parents of each child in her room. Duplicated requests for conferences are available in the office. (See forms \_\_&\_\_)

ARTICLE III - Professional Information (Continued)

Section 306 - Parent Teacher Conferences (Continued)

Teachers should invite the parents of any child who is having difficulty at the earliest sign of trouble. This means that you will have several conferences concerning some individuals.

Be well prepared before you invite a parent to visit with you. (See form \_\_\_\_). Check the cumulative folder of the child, and especially note reports of past conferences. Plan to write up your report of the conference as soon after you have completed it as possible. (See form \_\_\_\_).

Teachers in grades 4, 5 and 6 will schedule a conference with each child's parents as soon as the results of the Iowa Achievement Tests, which are given in January, are received. Primary teachers usually like to schedule conferences with each pupil's parents before Christmas. Remember, there is no excuse for a parent not being aware of a child's school problems.

Most teachers like to take the opportunity at conference time to invite parents to visit school during the school day.

Following are some items to discuss with parents:

1. Iowa test score profile charts in grades 4, 5 & 6.
- Make sure that you have read the teachers' manual which accompanies the test, so that you can properly interpret



### ARTICLE III - Professional Information (Continued)

#### Section 306 - Parent Teacher Conferences (Continued)

the chart to parents.

2. Tests which accompany the reading series. These measure reading skills of phonics, structural analysis, visual scrutiny, emotional reactions, relationships, sensory imagery, sentence meaning, etc.

3. Arithmetic processes and problem solving test booklets. These contain tests which are given after each chapter of the text in grades 3 through 6.

4. Handwriting recorder. You may wish to compare a child's work with the rating chart which accompanies your teacher's manual.

5. Spelling and reading workbooks.

6. Daily papers and teacher made tests in all subjects.

#### Section 307 - Releasing Test Scores to Parents

Scores on tests of academic subjects, achievement tests, and teacher made tests should be made available and interpreted to parents. I. Q. scores should not be given verbatim to parents. Since the group tests used are crude instruments, and are only intended to give us some guide lines, an exact statement of a pupil's I. Q. could be very easily misleading. If you are pressed by a parent, you may give an average, above or below average answer.

**ARTICLE III - Professional Information (Continued)**

**Section 308 - Consultants**

Feel free to avail yourself of the services of a consultant whenever you need some help with a problem. In addition to special requests, they will make periodic visits to your room to help you in any way that they can. The consultants are:

- |                          |                         |
|--------------------------|-------------------------|
| 1. Mrs. Margaret Ostrom  | Primary Consultant      |
| 2. Miss Margaret Adams   | Intermediate Consultant |
| 3. Miss Carolyn Gillette | Art Consultant          |
| 4. Miss Thelma Heaton    | Music Consultant        |
| 5. Miss Ann Anderson     | Music Consultant        |
| 6. Miss Ann Erickson     | Music Teacher           |

**Section 309 - Health Nurse**

Since the Public Health nurse does a great deal of work with the families in this neighborhood, she is an extremely valuable resource person. She is available one day a week to check records, help with visions and pupil measurements, to give hearing tests, examine pupils, and make recommendations concerning health problems. She is also the coordinator of mental health conferences. (See form     )

**Section 310 - Teacher-Secretary Relationship**

The school secretary is perhaps the busiest person

ARTICLE III - Professional Information (Continued)

Section 310 - Teacher-Secretary Relationship (Continued)

on the staff. It is her job to aid the principal with the clerical work of the school. Whenever time permits, she will aid teachers in their clerical work. Please make requests for her help through the principal, as far ahead of time as possible. In addition to taking care of your registers and statistical reports, (a tremendous contribution in itself) you might want her to help you type and run off worksheets, make calls to parents concerning children who are ill, etc.

Section 311 - Teacher Custodian Relationship

The custodial staff does an excellent job of maintaining our school. All too often they get little thanks for their efforts. Respect the custodian's time, and don't make too many special demands. Remember, if he does a special favor for you, twelve other teachers often expect the same favor. It is best to make requests for custodial help through the principal.

Following are some suggestions to help the custodians in their efforts:

1. Never put broken glass or glass containers in waste paper baskets. Send them to the janitor, or ask him to pick up broken glass. Never put extremely wet items

**ARTICLE III - Professional Information (Continued)**

**Section 311 - Teacher Custodian Relationship (Continued)**

in the waste paper baskets. They cause stains on the wooden floors.

2. Place a dish of some kind under all flower pots and vases.

3. Before leaving at night, close all windows, adjust the shades half way down, and turn off the lights.

4. Have children turn their chairs up-side down on their desks before leaving school in the evening.

5. Keep your room as tidy as possible. Encourage children to keep the floors clear of paper, pencils and especially crayons.

**Section 312 - Room Organization**

Always keep your room as attractive as possible. You will find that an attractive room is conducive to good work. Try to provide centers of learning and interest around the room. Set the example for students by keeping your desk tidy at all times. Ask yourself occasionally about the impression an outsider has when he enters your room. First impressions can be important.

**Section 313 - Homework**

Homework must be distinguished from busy work.

ARTICLE III - Professional Information (Continued)

Section 313 - Homework (Continued)

Generally, it should be used on an individual basis with each child, and should mostly concern itself with the enrichment of the curriculum for the brighter student. It is the policy of the district that homework should seldom be used below the sixth grade.

Section 314 - Financial Contributions

As citizens of the community, we are called upon to contribute to special services and community projects. Solicitations are generally limited to the Community Chest which represents 10 separate organizations, and the Red Cross. Although our school is usually given a quota, donations are on a strictly voluntary basis.

Section 315 - Substitute Policy

A copy of the substitute policy should be kept at your home for reference when it is necessary to call a substitute. (See form \_\_\_\_). Remember, you are to call both the substitute clerk and the principal if you plan to be absent. You must also notify the office during regular school hours of your intention to return the following day. In the event that both you and the substitute report for work, the substitute will work the shift.

ARTICLE III - Professional Information (Continued)

Section 316 - Teacher Rating

On the basis of their observations, the principal and consultants complete a rating form which is included in your file of credentials in the Superintendent's office.  
(See form \_\_)

## **ARTICLE IV - Records and Reports**

### **Section 401 - Attendance**

Attendance sheets are furnished as needed. You need list only pupils absent. The absent sheet will be collected at 1:00 P. M. each day. Place it in the envelope on the hook located outside the door to your room. As soon as your attendance is recorded in the office, the envelope will be placed in your mail box.

If you suspect a truancy, please notify the principal of that fact. Inform the office immediately of the disappearance of any child during the day.

All register and statistical work will be taken care of in the office. However, you must cooperate by having your attendance recorded accurately on the absence sheet each day. You will be asked to convert the pencil work in your registers to ink at the end of the school year.

### **Section 401.1 - Excused Absences**

Require children who are absent to bring an excuse written by a parent explaining the absence. Some parents are reluctant to send a note because they do not have stationary or a pen. In this case, assure them that even if the excuse is written on the back of an old envelope or on a scrap of paper torn from a paper bag, it is acceptable. Keep these excuses for reference in case some question

ARTICLE IV - Records and Reports (Continued)

Section 401.1 - Excused Absences (Continued)

arises later in the year concerning the whereabouts of a child on a particular day.

Section 402 - Thursday Report

This form is so named because it is due in the office before you go home WEDNESDAY evening. Enrollment statistics and equipment requests for the following week are taken from this report and forwarded to the Superintendent's office on Thursday. (See form \_\_).

Section 403 - Milk Order

Teachers and pupils may order milk by the week, at a cost of 3¢ per half pint. Milk may be drunk at morning recess and/or during lunch. You will be given order forms and money containers. The complete milk order is due in the office no later than 1:30 each Thursday afternoon. See form \_\_).

Section 404 - Lesson Plans

Teacher's lesson plans are due in the office before the teacher leaves school on Friday, preceding the week to which they apply. The plans are made in duplicate, with the yellow carbon copy to be turned into the office. The purpose of lesson plans are to make sure a teacher is



ARTICLE IV - Records and Reports (Continued)

Section 404 - Lesson Plans (Continued)

familiar with the particular lesson, to remind the teacher of the materials to properly carry out the lesson, and to provide a minimum guide for a substitute. Be sure to list the title of books to be used, purpose of the lesson, page numbers, and specific assignments.

Section 405 - Summary of Weekly Reports

Due daily	Attendance report
Wednesday	Thursday Report
Thursday	Milk order
Friday	Lesson Plans

Section 406 - Report Cards

Report cards are sent home with children four times during the school year. The report cards used in the Great Falls system are the result of the work of committees of parents, teachers, consultants, and administrators during the 1958-1959 school year. The current reporting system is an attempt at compromise between those who felt that measurement should be based strictly on achievement, and those who felt ability should be a factor in determining grades. Criteria for marking is stated clearly and simply on the cards. (See forms \_\_\_\_, \_\_\_\_, & \_\_\_\_).

ARTICLE IV - Records and Reports (Continued)

Section 407 - Health Records

You are responsible for seeing that the health record of each child in your room is up to date. The nurse will schedule a conference with each of you early in the year to discuss the procedures for recording visions, heights, weights, immunizations, serious illnesses, etc. (See form \_\_)

Section 408 - Accident reports

An accident report in duplicate should be made out in case of a serious accident involving a child between the time he leaves for school in the morning, until he reaches home in the evening. (See form \_\_) One copy is retained in the school office and one is sent to the superintendent. They are used for reference in case of legal action connected with the accident.

Section 409 - Office Memoranda

From time to time you will receive messages from the office. Please initial your room number and pass the message on to the next teacher. The last teacher should return the message to the office.

Section 410 - Notices to Parents

Please clear any notices which you send home to parents with the principal. This also applies to notes

ARTICLE IV - Records and Reports (Continued)

Section 410 - Notices to Parents (Continued)

and letters which might cause a reaction on the part of parents. If this procedure is followed, the principal is aware of the facts concerning the problem in the event a parent should question the meaning of a notice or letter. In some cases, you may wish to have the principal cosign a letter if it deals with some particularly serious matter.

Section 411 - Federal Survey

Twice during the year children whose parents live and/or work on federal property will be asked to fill out a form. Since no local taxes are realized from federal properties, the government pays the school district some money in lieu of taxes. This amount is based upon the number of pupils with federal connections enrolled in the school. Teachers should note these children in her classroom and be prepared for the survey. (See form \_\_)

## ARTICLE V - The Library

### Section 501 - Library Schedule

Our library contains more than 5,000 volumes and has subscriptions to over 40 periodicals. Each room from the second through the sixth grade is scheduled for a regular library period once a week. Arrangements for Kindergarten and first grade visits will also be made during the year, for stories, and becoming acquainted with the facility.

The library will be staffed by a professional librarian two days a week, and every afternoon a library aide will be on duty. Fifth and sixth grades are taught library skills.

Teachers are to accompany their classes to the library and help the children choose books which they can read easily. Teachers may feel free to check out books, magazines, and pictures as they are needed in the classroom.

### Section 502 - Library Rules

1. Children are not allowed in the library alone. However, when the library is staffed, children may make use of the facility at anytime.

2. Books may be checked out for two weeks, and may be renewed once.

3. A fine of 1¢ per day will be charged for overdue books.

ARTICLE V - The Library (Continued)

Section 502 - Library Rules (Continued)

4. Lost books must be payed for. Damage due to carelessness will be payed for.

5. Teachers may use the library at any time. Make sure any material taken is properly checked out. See the librarian for instructions. When returning books, make sure your name and room number accompanies them, and place them on the librarian's desk. She will check them in and put them away.

Section 503 - Professional Library

There are hundreds of professional books on almost all phases of school life and child growth and development. It is always wise to consult the literature when approaching new problems, or when meeting problems to which you do not have all the answers. This collection is currently housed in the office. Books may be checked out by signing the card in the book and filing it in the check-out box.

Section 504 - Teachers' Reserve Shelf

In the cupboard to the left of the library door are housed many books which are not available directly to children. Be sure to browse through this collection at an early opportunity. These books may be checked out by you.

ARTICLE V - The Library (Continued)

Section 505 - Christmas Books

Several hundred Christmas books are stored in the library. They may be checked out by teachers only, ten at a time, for a period of three days, unless you make a special request to have them longer. This gives a chance for the books to circulate to many rooms during the Christmas season.

Section 506 - The Public Library

Teachers have the special privilege of checking out books for extended periods of time from the public library when they will be used in classroom projects. You can arrange for the school delivery truck to pick up sets of books which you have checked out from the public library. This is particularly helpful when you need extra material for unit work.

Encourage children to make use of the public library. Story hours are each Saturday morning from 10:30 to 11:30.

ARTICLE VI - Behavioral Policies

Section 601 - Pupil Conduct

Pupils will conduct themselves in and out of the classroom in an acceptable manner. They will be expected to be courteous to the staff and to each other at all times. All teachers should correct breaches of conduct whenever they are noticed.

Section 601.1 - Rules Regarding Pupils

1. Children should not play near the bike racks, on the parking lot, in the basement stairwells, or on the steps at the school entrances.
2. Children should not loiter in the halls and lavatories. Children should never enter a room in which there is no teacher.
3. Children should go directly home at noon time and after school.
4. Children should not bring playthings from home.
5. Children should walk their bicycles on and off the school grounds.
6. Children should get the permission of their teacher and someone in the office before using the office phone. Pupils may use the phone in emergencies only.
7. Children should not run into the streets in the course of a game, or to retrieve a ball. Children must

ARTICLE VI - Behavioral Policies (Continued)

Section 601.1 - Rules Regarding Pupils (Continued)

play on the school grounds enclosed by the sidewalk area. Rough-housing is prohibited. Since the school ground is so small, teachers should pay particular attention to games which might lead to dangerous situations.

8. No snowballing is allowed.

9. Children are never allowed in the teachers' work room, faculty lavatories, or storerooms.

10. Children should be reasonably well groomed at all times, but this grooming should not be done at school.

11. Girls may wear slacks during P.E. periods.

Section 602 - Obligations of the Principal

The principal will set the disciplinary climate of the building. He will support the teacher in her efforts to maintain discipline conducive to a profitable classroom situation. He will be responsible for coordinating the efforts of all personnel toward the successful solution of any serious behavior problem. In order to prevent disciplinary problems from arising he will attempt to note potential trouble spots before serious problems develop. He will maintain adequate records of habitual violators. He will administer corporal punishment when it becomes necessary.



ARTICLE VI - Behavioral Policies (Continued)

Section 603 - Obligations of the Teacher

The teacher will set the disciplinary climate of her classroom. She will establish policies and rules for efficient classroom management, and hold her pupils to these standards. She will seek aid for children with problems which detract from academic work. She will keep parents informed, and ask their support in her attempts as discipline. She will handle discipline problems within her group as much as possible, remembering that she lessens her effectiveness as a teacher if children lose respect and confidence in her. She should avoid corporal punishment unless parents and the principal are aware of her intentions. Finally, she will attempt to be consistent with other teachers in handling behavior problems.

Section 604 - Corporal Punishment

Generally speaking, corporal punishment should be administered by the principal. An occasional swat or mild shake may be employed by teachers. Be very careful about where you apply the swat, and make sure that shaking does not result in an out-of-place joint or bumped head.

NEVER STRIKE A CHILD IN ANGER. NEVER STRIKE A CHILD UNLESS A RELIABLE WITNESS IS PRESENT.

ARTICLE VI - Behavioral Policies (Continued)

Section 605 - Suspension

State law provides that a child may be suspended from the classroom by the principal if he is unteachable. It is done only as a last resort, after every possible effort has been made to correct the situation. Parents must be warned ahead of time, except in extreme emergencies. The superintendent is also kept informed of these situations.

Because of the problem of tardiness, children will in a sense, be suspended from school following their third time tardy. They will be admitted to the classroom if accompanied by a parent.

If a child is suspended for serious violations he will be readmitted only after a conference involving the parents, principal, teacher, superintendent and child.

Section 606 - Some Suggestions

1. Never punish the whole class for the deeds of one child or a few children.
2. Handle as much of your own discipline as possible.
3. Don't punish or ridicule a child in front of a group of his peers.
4. Encourage children to take pride in assuming responsibility for their own discipline.

ARTICLE VI - Behavioral Policies (Continued)

Section 606 - Some Suggestions (Continued)

5. Don't lose your temper in front of children.

6. Be consistent. This promotes a feeling of security in your class.

7. Don't make judgements and act before you know all the facts. If you make a mistake, admit it.

8. Use your voice to control your class. With a little practice you will amaze yourself with this technique.

9. Don't punish a child with academic work or deprive him of recesses, unless he misuses the privilege.

10. Help children to understand their mistakes, and avoid repeating them. Make sure they know why they are being punished.

ARTICLE VII - Opening and Closing School

Section 701 - Instructions for opening school

The following is the schedule for the opening of school. The dates that material is due in the office will be given you during orientation week. Forms will be found in your form folder. Be sure your name and room number is on everything you send to the office.

1. Date \_\_\_\_\_ Turn in:

List of children who were not in Emerson school last year, and where they attended school. (See form \_\_)

2. Date \_\_\_\_\_ Turn in:

List of children who have not returned. Indicate where child is now, if possible. (See form \_\_)

3. Date \_\_\_\_\_ Turn in:

Directory cards for all employees. (See form \_\_)

4. Date \_\_\_\_\_ Turn in:

Daily Program, three copies. See form \_\_)

5. Date \_\_\_\_\_ Turn in:

Alphabetized list of children in your room on a ditto master. From this master we will run off duplicate lists for P-TA, etc. (Name, Parents, Address, Phone). Be sure to put your own name, grade and room number on each sheet.

ARTICLE VII - Opening and Closing School (Continued)

Section 701 - Instructions for opening school (Continued)

6. Date \_\_\_\_\_ Turn in:

Long enrollment blanks completely filled out and signed by the teacher. (Alphabetized). Count to see you have one for each child in the room. (See form \_\_)

7. Date \_\_\_\_\_ Turn in:

3" by 5" enrollment card for each child, in alphabetical order. (See form \_\_)

8. Date \_\_\_\_\_ Turn in:

4" by 6" enrollment card for each child. These are kept in the school office. Put your name on the back of each one of these cards, and your room number on the front upper right hand corner. (See form \_\_)

9. Date \_\_\_\_\_ Turn in:

List of all sets of text books in your room. (See form \_\_)

10. Date \_\_\_\_\_ Turn in:

Inventory of supplies. (See form \_\_)

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school

It is your responsibility to read this bulletin carefully. Please see that things are handed into the office, or delivered to other rooms, on time. Plan your work ahead, and don't be swamped at the last minute. Do not use class time for this work.

There will be a check sheet in the office upon which will be listed the items below. It is up to you to see that you are credited properly when you have completed each task. It would also be wise to check completed items in red on this list.

Special Education Report

Date \_\_\_\_\_

On the available form, list pupils who should have the attention of special teachers, or who might profit by some special adjustment in the school system. Include name, age, problem, and recommendation. (See form \_\_)

Library

Date \_\_\_\_\_

Last day children may check out books.

Library

Date \_\_\_\_\_

Final day for returning library books, teacher and students included. As soon as the library inventory is completed, you may check out classroom collections.

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Placement Cards

Date\_\_\_\_\_

These are 3" x 5" cards we use to assign rooms for next year. Complete card except for completed reading page. Group cards separately by boys and by girls, and then arrange them according to general rating: high, medium, and low. Place all retentions at the end of each group. After you turn them in, I will make the placements and return them to you, so that you may then put the room assignments on next year's report cards. Return these cards, this time arranged according to next year's room assignments, when you turn in your pupil folders on the last day of school.

Boundary changes and transfers to other schools will be explained by the principal. Do not make this information public until the proper time. (See form \_\_)

Workbook Account

Date\_\_\_\_\_

This must be paid in full.

Pupil Supply lists

Date\_\_\_\_\_

As soon as possible draw up a list of supplies each child will need for your grade next September. Lists will be duplicated and sent home in report card envelopes.

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing School (Continued)

Retentions

Date \_\_\_\_\_

Turn in a final written list of failures with comments. Mr. Farnsworth wishes to see these. Remember, no surprise failures at the last minute. Parents should have been notified in writing before now if you are planning to retain a child.

Health Records

Date \_\_\_\_\_

The nurses will make a final check before the health records are placed in cumulative folders.

Milk Program

Date \_\_\_\_\_

This is the last day for collecting milk money.

Music Records

Date \_\_\_\_\_

Borrowed music records returned. Clean with a damp cloth, arrange records in the proper order, tie them by grade level. Label with your name. Note any defects.

Borrowed Books

Date \_\_\_\_\_

Please return all supplementary, professional, sample, and other books taken from storerooms and the office. Books must be returned in the best possible condition. Mending supplies are available in the office. Use no plain Scotch Tape to mend books.



ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Enrollment cards

Date \_\_\_\_\_

Check all information for accuracy, especially address and marital status. Make sure that you have signed the appropriate blank on the back of the card. These go in the personal folder. (See Form \_\_)

Book Fines

Date \_\_\_\_\_

For lost or damaged books.

Room Cupboards

Please remove all materials from your room cupboard, and clean it thoroughly before replacing things. Inventory the books as you do this. Leave a copy of your room and book inventory on the inside of the cupboard door. I will check your cupboards whenever you are ready the last week of school. (See Forms \_\_&\_\_)

Spelling Tests

Date \_\_\_\_\_

Give the final test the last week of school, record and send the result sheets with scores of all three tests to the office. They will be sent to the consultants. (See Form \_\_)

Storerooms

Date \_\_\_\_\_

I will check the various storerooms.

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Social Promotions

Date\_\_\_\_\_

Letters should go home explaining social promotions. Do not label social promotion on report card. On other records, especially the Permanent Record, note social promotion. (See forms\_\_&\_\_)

Kindergarten Attendance

Date\_\_\_\_\_

Fill in the form for attendance after age 6. (See form \_\_)

Playground Equipment

Date\_\_\_\_\_

Turn in to the custodian after P.M. recess.

Report Cards

Date\_\_\_\_\_

Cards should be filled out completely, including physical report (new heights and weights), grade placements, and attendance.

Directory Cards

Date\_\_\_\_\_

Include summer addresses for returning teachers, and permanent address for those not returning--for the purpose of mailing W-2 forms in January. (See form \_\_)

Reading Scores

Date\_\_\_\_\_

Turn in completed summary sheets. (See form\_\_)

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Desk Set

Date \_\_\_\_\_

Put teachers' editions of text books and workbooks together in a prominent place in your cupboard. Include music text, social studies text and guide. These will be used by new teacher for orientation week.

Guides

Date \_\_\_\_\_

Turn in the following guides:

- Art
- Recreation
- Music
- Audio-visual
- Academic
- Montana guides
- Language Arts guides
- Film teaching guides
- Iowa test guides
- Science material folder
- Professional reading folder

Pupil Folders

Date \_\_\_\_\_

Check for the following items:

- 4" x 6" Enrollment cards
- Permanent record
- Health record
- Cumulative reading record
- Arithmetic test graphs
- Iowa Test Profile Charts
- Student Individual Summary (yellow)
- Conference Notes (pink)
- Duplicate report cards
- Transfer materials
- Work samples

Bundle according to room assignment, and take to office.

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Term-end Report

Date \_\_\_\_\_

You may work on this report any time. It is important that the whole room be listed in perfect alphabetical order. All entries may be made early except attendance which will be left until last. Include days dropped as days absent, the same as permanent records. Do not include PIR days and "other" days.

In the mark column, use letter grades (A,B,C,D, & F) to indicate general level of achievement. In the case of social promotions, no symbol appropriately applies. Therefore, write in "social Promotion."

In the last column use "must repeat grade" for retentions, and "unsatisfactory achievement, being sent on because of age" for social promotion.

Make two copies in the original.

Permanent Records

Date \_\_\_\_\_

Letter grades (A,B,C,D,F) go in the second semester column. Attendance should be entered for both semesters. Check addresses. Anecdotal comments should be brief, to the point, dated, and signed by the teacher. Check to see that all test scores have been entered.

ARTICLE VII - Opening and Closing School (Continued)

Section 702 - Instructions for closing school (Continued)

Art Material

Date \_\_\_\_\_

Return all art materials to the office. Scissors and paint brushes are to be checked.

Miscellaneous

Maps may be left on the map rails.

Cover globes and encyclopedia with brown paper.

Wrap flag, yardstick, and pointer together with brown wrapping paper, and store in your room.

Personal Belongings

Make sure anything you wish to store in the school over the summer is boxed, tied, and labeled with your name, and taken to the basement. The district is not responsible for this material.

ARTICLE VIII - Salary schedule and Related Personnel Policies

A fourteen page insert dealing with Salary, Sick Leave, Leaves-of-Absence, Appointment of New Teachers, Maintenance and change of Status On the Salary Schedule, and Retirement will be included here.

ARTICLE IX - Policies Governing the School Health Program

A five page insert dealing with First Aid, General Health Policies, Nursing Services, Screening Tests, Pre-school Registration, Dental Program, Sanitation Services, and Mental Testing will follow Article VIII.

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F. HANDBOOKS

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Bozeman, Montana. City Schools Teacher's Handbook, 27 pp.

Glendive, Montana. Teacher's Handbook, 19 pp.

Great Falls, Montana. Emerson School Behavioral Policy Handbook, 12 pp.

Great Falls, Montana. Riverview Elementary School Elementary Teacher's Handbook, 35 pp.

Kalispell, Montana. Elrod Handbook, 24 pp.

Las Vegas, Nevada. Las Vegas Union School District Teachers Handbook, 100 pp.

Missoula, Montana. Teachers Handbook and Plan Book, 62 pp.

Missoula, Montana. Paxson Community-School Handbook, 10 pp.

Missoula, Montana. Principal's Handbook, 39 pp.

## APPENDIX

The results of this questionnaire will be incorporated in a professional paper titled, A Teacher's Handbook of Policies and Procedures for Emerson Elementary School, Great Falls, Montana, which I hope to complete this summer. Your attention to this matter will be a greatly appreciated contribution to the paper. Thank you for your help.

James H. Walker

### QUESTIONNAIRE

Please answer the following items by checking the appropriate blank, or by supplying the information requested. If a question does not apply to you, leave it blank.

1. Your sex:   \_\_\_(a) Male       \_\_\_(b) Female
2. Were you a classroom teacher during the 1962-1963 school year?   \_\_\_(a) Yes       \_\_\_(b) No
3. Were you a school principal during the 1962-1963 school year?   \_\_\_(a) Yes       \_\_\_(b) No
4. How many years of teaching and administrative experience do you have?   \_\_\_(a) I will be a beginning teacher during the 1963-1964 school year.  
                  \_\_\_(b) I have completed one year.  
                  \_\_\_(c) I have completed two through five years.  
                  \_\_\_(d) I have completed six through ten years.  
                  \_\_\_(e) I have completed more than ten years.
5. With what grade levels did you work last year? You may check more than one.  
      \_\_\_(a) Kindergarten through third  
      \_\_\_(b) Fourth through sixth  
      \_\_\_(c) Seventh through ninth  
      \_\_\_(d) Tenth through twelfth
6. List (a) the enrollment, and (b) the grades served by both the school system and the individual school in which you worked last year.  
    School System:   \_\_\_(a) Enrollment  
                      \_\_\_(b) Grades Served  
    Individual School:   \_\_\_ Enrollment  
                              \_\_\_ Grades Served



7. Did the school district in which you worked last year have a written, systemwide set of personnel policies?  
\_\_\_\_(a) Yes      \_\_\_\_ (b) No      \_\_\_\_ (c) I do not know.
8. Were these personnel policies readily available to you?  
\_\_\_\_(a) Yes      \_\_\_\_ (b) No      \_\_\_\_ (c) I do not know.
9. Have you ever seen or worked with these personnel policies?  
\_\_\_\_(a) Yes      \_\_\_\_ (b) No      \_\_\_\_ (c) I do not know.
10. If you have seen or worked with them, how useful did you find these policies?  
\_\_\_\_(a) They were extremely helpful.  
\_\_\_\_(b) They were worthwhile.  
\_\_\_\_(c) They were not helpful.  
\_\_\_\_(d) They were a hindrance.
11. Does the individual school in which you worked last year have a teacher's handbook or manual of policies and procedures which particularly apply to that school?  
\_\_\_\_(a) Yes      \_\_\_\_ (b) No      \_\_\_\_ (c) I do not know.
12. If the individual school in which you worked last year does have such a teacher's handbook, how useful was it to you?  
\_\_\_\_(a) It was extremely helpful.  
\_\_\_\_(b) It was worthwhile.  
\_\_\_\_(c) It was not helpful.  
\_\_\_\_(d) It was a hindrance.
13. Do you think a teacher's handbook related to the policies and procedures of the individual school in which you will work next year would be helpful to you?  
\_\_\_\_(a) Yes, very much so      \_\_\_\_ (c) Probably not  
\_\_\_\_(b) Perhaps      \_\_\_\_ (d) Definitely not
14. In a school in which eleven of thirteen teachers will be new to that school, which of the following procedures would you favor?  
\_\_\_\_(a) The principal prepare and distribute a handbook of policies and procedures to the teachers for their use and evaluation as the year progresses, and plan to revise the handbook at the end of the year.  
\_\_\_\_(b) The eleven new and two returning teachers help prepare such a handbook as the year progresses.  
\_\_\_\_(c) Use no handbook at all for the year, but establish committees the following year to prepare the handbook.  
\_\_\_\_(d) Do not be concerned about a teacher's handbook.