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A Summary of Techniques Used by the Elementary School Administration

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A SUMMARY OF TECHNIQUES USED
BY THE ELEMENTARY SCHOOL ADMINISTRATOR

A Study

Presented to
Director of Graduate Studies
Central Washington College

In partial Fulfillment
of the Requirements for the
Elementary School Principal's Credential

by
Harry Lee Guay
August, 1961

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PREFACE

The aim of this study has been to gather information and techniques which will be of value in planning, setting up, and operating an efficient program in an elementary school. Most of the ideas and techniques expressed here have been gained from personal experience in performing administrative duties under the supervision of Mr. Gordon Bowers, Principal of the Briarcrest Elementary School. Without his help and encouragement this study could not have been accomplished. Other who contributed toward the fulfillment of this study are: Mr. Harry Grimlund, Principal of the Ridgecrest Elementary school; Mr. Richard Sackstreder, Principal of the Hillwood Elementary School; Miss Adah Miner, Assistant Superintendent of the Shoreline Public Schools, and the entire staff of the Briarcrest Elementary School.

CHAPTER I

THE PURPOSE OF THE STUDY

The purpose of this study is to find information which would be of help to a building principal in carrying out his duties as supervisor and administrator of the educational program carried on in the building to which he is assigned. Three general areas which will be discussed are (1) special services, (2) extra curricula activities, and (3) schedule making.

The information given has been gathered through first hand experience in working in the areas mentioned with the exception of schedule making. Several elementary school building principals contributed copies of their material. From these materials items common to all were selected. Other items which were considered necessary or important were also used.

The importance of this study cannot be overemphasized. An individual who is assigned as a building principal without prior experience or knowledge has many responsibilities which must be fulfilled. Careful thought must be given to each area of consideration before a decision is reached. The more knowledge or experience an individual can accumulate, the better able he will be to do an efficient job.

CHAPTER II

SPECIAL SERVICES

The activities carried on in the classroom could not be carried out in an efficient manner were it not for the work done by the building principal in several important areas of special service. Three items of concern in this category are transportation, books, and supplies.

I. TRANSPORTATION

The transportation office of the Shoreline School District sets up the bus schedules, bus stops, and determining factors concerning who is eligible to ride a bus to school.

In the elementary school attendance areas, kindergarten children must live three-fourths of a mile from school to be eligible to ride the school bus. All other Elementary children must live at least one mile from school to be eligible.

The exceptions to this ruling involve the location of main arterials, such as Aurora Avenue, or the location of the school. If a child lives less than the stated distance to be eligible to ride a school bus, but has to cross a main arterial on his way to school, chances are he will be

brought to school on the school bus. This is especially true if the student is in elementary school.

The location of bus stops is set up so that a child usually walks to a spot farther away from school to catch his bus. This is done to eliminate problems which might arise concerning children who live fairly close together. For example, if one child lives on one side of a street and rides the bus, while his friend lives on the other side and doesn't ride the bus, there could be a problem. The child who rides would probably have to walk a block or so farther away from school to catch his bus.

At Briarcrest School there are not very many children, except those in kindergarten, who ride a school bus. In all there are three bus stops. These bus stops are checked by the principal two or three times each week to see that the children are lining up safely and to make sure they are respecting other people's property.

If a situation arises concerning a student's misbehavior at the bus stop or on the bus, his bus riding privileges can be revoked.

II. BOOKS

Each building is allotted a certain amount of money each year which is to be used solely for the purpose of

purchasing new textbooks. This allocation is based on the basis of so much per pupil per year. The grade level is also considered in this allocation. Library books, dictionaries and reference type material are excluded.

In the spring an inventory is taken to determine the number of books each grade level has in the various subject matter areas. This inventory is then compared with the projected enrolment for the following school year. The ordering of books for the next school year is based somewhat on this comparison.

Two other factors affect the ordering of books. One is outdated books. New textbooks for the various subject matter areas are being printed each year. As more and more improvements are made, it is obvious that the material presented in some textbooks is out-of-date. This is especially true in science and social studies. It is extremely important that material presented to children be correct and up-to-date.

Another factor of importance is the physical condition of the textbooks. As books become worn out they must be replaced. Most textbooks have a life expectancy of from three to five years. When a set of books becomes worn and unusable, it is replaced with by a new revised set of the

same text or by a completely different set which is thought to be better.

In the Shoreline School District a textbook list for each grade level has been developed. A textbook selection committee keeps this list up-to-date. From this list new textbooks are ordered.

Because of the addition of a new office room unit to the Briarcrest Elementary School which was opened this past fall, an extra amount of money was allocated for textbooks. It was not expected that all of the rooms in the new unit would be used during the first year. However, more students than anticipated enrolled, so it became necessary to use all but one of the new classrooms. With the increase in enrollment came additional funds.

A plan was set up to insure the maximum use of the funds which were appropriated. The teachers on each grade level were asked to make up lists of textbooks which were needed or desired as supplemental material. They were asked to indicate which books were the top choices in case it became necessary to cut certain requests down because of over-spending.

Most teachers turned in the book orders but it was necessary to make a personal contact with some to see if any books were needed. This also involved recommending

texts which might serve as good supplemental material.

Among some teachers in the intermediate grade there was a tendency to want to stick to one main text in teaching a subject matter area.. It was necessary to show them some of the excellent new books which are more up-to-date or which have better material than the text they have been accustomed to using.

After the lists of books were compiled it was then necessary to check the price lists and compute the total cost. The secretary then typed up the lists and costs. These lists were forwarded to the business office for final acceptance and mailing.

When the shipment of books arrived at the school, there were routine procedures which were followed. The shipment was carefully checked against the items listed on the packing slip. The packing slip was then checked against the original order to see that all items arrived.

After the books were checked in, they were taken to the book room where they were stamped. The points of information shown after stamping were the school name, grade level, and the number of the book. The books were then stacked on the shelves by grade level and by subject matter.

Besides textbooks, the other major area of concern with regard to books is library books. To provide ample

opportunity for recreational reading and for adequate research materials, it is necessary to have a well stocked library. As with textbooks, the money for library books is allocated on a per pupil basis.

The main problem with regard to ordering books is the selection of books. The job could be left entirely up to the building librarian, but this would not be practical. The other duties of the librarian demand so much time that she cannot do an efficient job.

One method which can be used is that of the principal-librarian conference. They can get together and look over the many booklists that are put out by the book publishers. Together they can select books which are desirable for the children.

Another, and perhaps better, method involves the getting together of the principal and librarian with the librarians of several other schools. Through discussions and the use of booklists it is possible to find out what kinds of books children like and which ones are read more frequently. If certain book have a constant demand, it would be wise to have more than one copy available in the library.

Taking teachers to a book supply company is the best method of selecting books for the library. In this way

teachers at various grade levels are able to get a first-hand knowledge of what books are available. Then, too, they will be better able to select books that will suit the needs of their classes. A very fine book supply house in Seattle is Puget Sound News.

Other sources of aid are the district consultants on the primary and intermediate levels and the textbooks and library displays held within the district each year.

III. SUPPLIES

School supplies are very necessary items in the school program. Supplies might be divided into three main categories: (1) custodial supplies, (2) secretarial supplies, and (3) teaching supplies.

The building principal is responsible for the ordering of all supplies. However, he usually delegates the authority.

The secretary consults with the principal concerning the needs for the following school year in relation to office supplies. Present inventory, past experiences, and anticipated needs for the next school year are all considered when ordering these supplies.

The head custodian is responsible for ordering custodial supplies. The same procedure is followed here as was

followed for ordering office supplies.

Teaching supplies are ordered on somewhat the same basis. Each grade level has a chairman who is responsible to see that an order is made up based on the needs and requests of the teachers on the grade level.

If a certain amount of money is available to a building for teaching supplies, two methods can be used for apportioning the money. The money could be divided equally among the grade levels, or the money could be allocated on the basis of the number of children in each grade level.

Regardless of the type of supplies being ordered, there is an order sheet on which are listed the items and their costs. It is easy then to compute the costs of all items ordered.

In any case where the ordered items cost more than the money available, it is the responsibility of the principal to decide where to cut back the order.

When teachers want or need teaching supplies from the supply room, the procedure for receiving them varies from building to building. Some principals require their teachers to turn in a requisition listing the items wanted. Others leave the supply room open and available to the teachers. When a teacher needs something, he is free to go to the supply room and take it.

Both methods can be justified. If a close record is required concerning how much each teacher or grade uses then the first mentioned method would be necessary. Assuming, however, that teachers will use only what they need, the second mentioned method saves a lot of record keeping and waiting on the part of the teacher. When she wants something she can get it.

CHAPTER III

EXTRA CURRICULA ACTIVITIES

I. STUDENT COUNCIL

The student council of the Briarcrest Elementary School is not organized until a month or so after the school term has begun. It is felt that the children in the various classes should have an opportunity to become reasonably well acquainted with each other.

Much is expected from the individual teacher in preparing for the student council election. The teacher is encouraged to spend time discussing with her class the values and purposes of the student council. To stimulate critical thinking on the part of students, the responsibilities of council representatives are discussed. Students of this age need to be cautioned to consider things other than personal friendship when nominating or voting for a prospective representative.

Each class in the building from the third grade through the sixth grade elects two representatives to serve on the student council. To provide more fair representation one of the two must be a boy and the other a girl.

After the election of representatives is completed the first Student Council meeting is held. At this meeting the principal and/or faculty advisor to the group discuss the plans for the year. Some time is also spent at this meeting to discuss the organization of the Student Council. The representatives are encouraged to take part in the discussions as much as possible to help them become acquainted with each other and to facilitate the sharing of ideas. Through this acquainting process the students become aware to some degree of who the more capable people are.

The first one or two meetings are not too long. The representatives are usually asked to meet during the recess time or during a conference period that the faculty advisor might have.

After the second meeting the election of Student Council officers is usually held. The officers to be elected are president, vice-president, secretary, and treasurer. The Student Council Constitution states that the president must be elected from among the sixth grade representatives. The other positions have no restrictions.

In working with the Student Council, it becomes necessary to develop some general objectives to follow. The following cover the objectives of the Briarcrest Student Council:

1. To deveop leadership,
2. To give the students some experience in democratic procedures,
3. To give practice in conducting businesslike meetings,
4. To give the students opportunities to develop the skill of critical thinking,
5. To give the students a voice in decision making related to certain activities,
6. To help develop and maintain good relations between the students and the staff,
7. To encourage school spirit and loyalty,
8. To help develop communication skills.

The Student Council takes part in many activities.

Twice each year the group sponsors a paper drive. One is held in the fall and the other is held in the spring. Awards are given to the room in the primary division (grades 1-3) and to the room in the intermediate division (grades 4-6) which brings the most paper. Also, lesser awards are given to each pupil who brings one thousand or more pounds of paper. A school assembly, which is planned and conducted by the Student Council, is held after each paper drive to award the prizes.

Another money making project sponsored by the Student Council is a skating party. Arrangements are made with a local roller skating rink and a date is set. All proceeds from the party are donated by the rink to the Briarcrest Student Council.

All monies raised by the Student Council are used to improve the total program of education offered by the school. The Student Council, through the guidance and suggestions of the principal and faculty advisor, discusses how the money should be spent. Council representatives discuss with their respective rooms needs and possibilities which should be considered. After a thorough discussion by the members of the council a decision is reached as to what should be purchased.

During last year and the first part of this year, the Student Council has purchased reference books for the school library, dictionaries for the primary grades, much needed equipment for the School Safety Patrol, square dance records, monkey rings for the playground, and a large number of games and puzzles for the kindergarten.

A major project developed and sponsored by the Student Council this year is a school paper. The aim of the staff is to publish one issue of the paper each month which is devoted to student and room activities.

Another phase of activity concerns helping to solve problems which arise from time to time in the school lunch-room or on the playground. The representatives discuss the problems in the individual classes and together at council meetings. Many times better results are obtained through student discussions than by directives from the teacher or the school office.

A final area where much is being done through the council is in making children aware of the needs of others. Such drives as those put on by the Red Cross, United Good Neighbors, World Clothing, Care, and the Polio Foundation are presented to the students. Each student is given an opportunity to contribute but no pressure is applied.

The Student Council through various activities is filling a vital need for children approaching their teens. Opportunities are provided for many to broaden their interests and abilities.

The success or failure of the program depends to a large extent on the adult leadership. The assignment of someone to serve as faculty advisor needs to be considered carefully. The most important ingredient to be considered is interest on the part of the one who is the advisor. Is he sold on the program? Will he spend the time required to do a good job? Another factor to consider in relation

to the adult leadership is time element. Does the person have the time needed to do the job? Is his schedule already loaded to the limit?

The mechanics of handling the students must be considered very carefully. Children of this age are not mature enough to make their own decisions in most cases. An advisor must develop the skill of guiding the thinking of the group and still make the children feel they are doing the deciding. To be effective, a careful balance must be maintained between telling the council what to do and allowing them to decide what to do.

The work load of the officers and members of the Student Council must be watched. Sometimes a very able person gets loaded down to the point where he can't do justice to any task. Wherever possible spread the work around and utilize people who are not members of the Student Council. At no time should a student be loaded with responsibility to the point where his academic work will suffer.

II. PUBLICATIONS

As was mentioned before the Briarcrest Student Council publishes a school newspaper on a monthly basis. In previous years the paper was put out by the principal and secretary. Most of the articles were written by students, but they

weren't involved much in the organization and planning.

It was felt that the Student Council could organize and sponsor the school paper. With the help of recommendations from the upper grade teachers, an excellent staff of student writers has been organized. The staff is working through the Student Council.

The faculty advisor met with the student council president to plan the organization of the staff. In all, there are eighteen students involved as staff members. The breakdown shows the following: editor-in-chief, one sports editor for boys' activities and one for girls' activities, two room news editors, personalities editor, council activities editor, assemblies editor, staff artist, six reporters, and an editing committee which consists of the editor-in-chief, council president, two at large members, and the faculty advisor.

The main purpose of the paper is to keep the students and parents informed about all student activities. With few exceptions all articles published are written by the students. Most of the articles are not written by the staff members. Their job is to see that the articles are written by others. As the year progresses it is planned that a large number of the students will have had a chance to write a short article of some kind.

Another purpose of the paper is to give children a chance to do some writing and develop their interest and talent in journalism. Every child likes to see his name in print and this is a tremendous stimulus to do some writing. Creative writing in the form of short stories and poems is also encouraged.

The staff works hard to see that the material is ready to be published on the fourth Tuesday of each month. In this way the paper isn't published at the same time as the P.T.A. paper.

The Briarcrest Parent Teacher Association publishes a new letter for parents once a month also. It is scheduled for the second Tuesday of each month. All items of interest related to school and P.T.A. matters are printed in the news letter. A member of the P.T.A. board is responsible to see that this job is done.

In so far as possible all bulletins and announcements sent out by the school or the district central office are sent home on Tuesday. In this way parents can expect them on this certain days.

III. ATHLETICS

The athletic program of a school can involve two aspects of activity. They are intramural and extramural

activity.

The intramural program involves all athletic activity within the school excluding the physical education classes. This program involves both boys and girls and can be carried on during the noon lunch period or after school.

Because children below the fifth grade are for the most part not ready for team sports, the intramural program is usually limited to the fifth and sixth grade children. Another reason for this situation is that most women are not trained or are not willing to work in this activity. The men teachers are usually found on the fifth and sixth grade level. This is unfortunate because much could be done with lower level students.

Children of intermediate age have abundant energy. This energy needs to be channeled. A well organized intramural program can do much to keep this energy channeled in desirable learning experiences. Such common activities as football, soccer, basketball, volleyball, softball, tetherball, and tumbling can be used effectively in an intramural program. For girls such additional activities as baton twirling and rope skipping could be used.

The main problems with respect to a good intramural program are not related to the lack of activities or facilities. It is related to the personnel available in the build-

ing. Many times people are willing to work but they don't feel qualified to handle such activities as athletics.

In many cases the girls are neglected where intramural activities are concerned. This should not be the case. A schedule might be set up which would allow the girls at least two days a week for organized intramural activity. In some sports, such as volleyball or tatterball, the boys and girls could participate together.

The other phase of athletic activity involves the extramural or interschool sports. In the Shoreline School District a limited amount of interschool play is permitted in the more common sports like football, basketball, softball, and volleyball. Competition in other areas is usually permitted also, if two schools want to get together.

The interschool sports program is carried on after school. In most cases the emphasis is placed on boys activities, but girls activities are encouraged.

To be eligible for after school sports a participant has to meet at least one requirement, but two requirements are usually required. The most important one involves taking home a permission slip, getting it signed by the parents, and returning it to school. This relieves the school from any liability in case of accidents. The second requirement demands that a person participate in intramural

activity before he is eligible for extramural activity.

As many children as possible are encouraged to take part in the after school program. It is hoped that all who take part in the program would get a chance to play in the interschool games. To facilitate this the schools have, wherever possible, set up two teams for interschool games. The first team would consist of the more able players, while the second team would be made up of the less skilled players. In this way each group competes against a team of more equal ability and more boys are given an opportunity to compete.

Whether the athletic activity at the elementary level is intramural or extramural, there are certain objectives or goals which should be kept in mind. They are simple and basic. Five such objectives are : (1) involve as many children as possible, (2) teach the participants the proper rules for the more popular athletic contests, (3) develop good sportsmanship, (4) develop the ability to work with a team, and (5) develop basic athletic skills.

IV. PARENT-TEACHER ASSOCIATION

The administrator's responsibility in working with the P.T.A. is great. The P.T.A. as a group can be a great help or a great hindrance toward maintaining a sound educational program for children.

The principal must work closely with the P.T.A. to keep the public informed about the educational program of his school and of the district as a whole. A good way to accomplish this is to work with the president and program chairman in planning the meetings which will be held throughout the year. In this way the school staff will be able to have a part in explaining school policy, methods of teaching, and other important aspects of the total school program.

By working with the P.T.A. executive board the principal can help to set up a well thought out and well organized P.T.A. program. If ever a P.T.A. group forgets that it exists primarily to help build and maintain a sound educational program for the children, the principal should step in and remind them of this fact.

Involving parents in school activities is a good way to create interest in school affairs. Through suggestions to the P.T.A. executive board parents can be encouraged (1) to help teachers on field trips, (2) to help the librarian with routine work, (3) aid the school nurse in the health program by weighing and measuring the children, and (4) by helping on paper drives or other such money making drives conducted by the school.

If at all possible there should be a teacher representative on the P.T.A. executive board. In this way the

representative can express the feeling of the teachers to the board and can carry back to the teachers the ideas or plans that the board might have.

It is the usual practice for each P.T.A. group to set up a budget by which the group will operate for the year. The sources of income to support this budget are membership dues and some type of money-making project. When the school year is reaching its end, most P.T.A. groups try to do something for the school. This is done by using any monies which are left over from the budget. In many cases this involves very little money.

In analysing the budgets of some P.T.A. groups, it is easy to see why this is so. Too much of the money in the budget is spent on items which do not benefit children. If this is the case, the principal should point this fact out to the P.T.A. board.

Another problem regarding financial matters is that related to the type of records kept by the treasurer. Sometimes the books are kept in a somewhat nondescript fashion. The principal should insist on a well kept set of financial records. To help facilitate this, all monies involving the P.T.A. group should be handled through the books of the treasurer. Sometimes money comes in to someone other than the treasurer and it is used to pay P.T.A. bills without

going through the treasurer. This should not be done.

When election time is near a nominating committee is either appointed or elected. The principal might want to meet with this group and review with them the duties of each of the elective offices. It is important that the people who will be nominated be well qualified.

A principal must watch out for certain things when working with a P.T.A. group. Be sure district policy is being followed in all decisions that are made. Beware of becoming too friendly with board members. It is harder to disagree when necessary because it's not as easy to be objective when close friends are involved. Be fair and open-minded to suggestions or criticisms. Don't take sides on an issue that does not directly involve the school.

CHAPTER IV

SCHEDULE MAKING

Much of the school administrator's time is take up with the planning and the setting up of schedules. Throughout the school year situations arise which necessitate setting up temporary or permanent type schedules. There are two types of schedules which many building principals develop and use. They are the schedules for beginning the school year and ending the school year. This chapter will develop two such schedules.

I. BEGINNING THE SCHOOL YEAR

In developing a schedule for the opening of the school year, it is necessary to include all of the main items which a teacher should know the answer to. After careful analysis of several opening school bulletins, it was found that a large number of similar items appeared in each one. Other items appeared in some, but not in others. Ideas were drawn from many to develop a schedule for beginning the school year.

Responsibilities of Personnel

The Principal

The duties of the principal comprise of the organiza-

tion, supervision and administration of the school, including the following points:

Problems of attendance

Handling severe disciplinary cases

Arrangements for pupil transportation and supervision of the bus loading

Directing the supervision of the student government organization

Referring problem cases to the Special Education Department

Supervision of the maintenance and use of complete record files for each student on attendance and other pertinent data

Supervision of pupil room assignments

Direction of the supervision of the cafeteria and playground

Direction of all emergency drills, such as fire, earthquake and bomb

The Librarian

The librarian receives and issues all library books used in the school. She will work closely with the classroom teacher to expand and enrich the reading program.

The Teachers

Teachers have the direct responsibility of all pupil learning activities. Well planned activities and a sincere attempt to develop harmonious, efficient working relationships with pupils will insure a successful program. It will be the duty of the teachers to support the policies and philosophy of the school district at all times both in and out of school.

The School Secretary

The secretary is the personal secretary to the principal. She will be in charge of the business reports of the school.

The School Nurse

The nurse will be in charge of all health problems as they affect the health of the children. All health problems are to be brought to her attention.

The Custodians

The custodians will be responsible for the care and cleaning of the buildings and grounds. All major requests for their services should be cleared through the office.

The Lunchroom

The preparation and serving of lunch for pupils and staff will be the responsibility of the lunchroom staff.

General Information and Procedures

Absent Reports

Be sure to indicate the full name of each pupil who is absent on the daily attendance form. These forms will be picked up daily thirty minutes after the opening of school.

Accidents

In the event of an accident notify the office immediately. If first aid is necessary, it should be given by the principal or some competent adult. After the victim has been cared for be sure to fill out an accident report. Forms are available in the office.

After School Retention of Students

Whenever this is done, the parent should be called by the teacher. This should be done very infrequently, but when it is done the teacher should remain in the room.

Arriving at School

Students should not arrive at school more than fifteen minutes before classes begin. In inclement weather, all pupils should go directly to their rooms. Bicycles are not to be ridden on the school grounds.

Attendance

Pupils who are present less than one hour of either the morning or afternoon session should be counted absent for that session. Prolonged absence from school due to illness should be referred to the school nurse.

Illness is the only legitimate excuse for absence.

Teachers are responsible to see that an excuse is brought when a child returns to school.

Tardiness: Pupils are tardy if they are not in their rooms when the tardy bell rings.

Early Dismissals: Early dismissals may be granted by the principal at the written request of the parents.

Truancy: The principal will handle all such cases.

All enrollments and withdrawals are made through the office. Transfer reports are available in the office.

Bank Day

Tuesday is Bank Day. Grades four through six are eligible. Each child will have his own pass book. Bank money should be sent to the office no later than ten a.m.

Bicycles

For reasons of safety, only fourth, fifth, and sixth grade pupils may ride bicycles to school. Each pupil who does so must belong to the Bicycle Club. They must abide by the following rules:

Ride on the right-hand side of the road.

Use the crosswalks when crossing the street at school.

Ride single file.

Be alert.

Walk bicycles on the school grounds.

Bicycles must be locked at all times during the school day.

Care of Classroom

The teacher is responsible for the heating, ventilation, and use of the lights and window shades. A reliable monitor may be appointed to handle these.

Electric lights and shades should be used to the best advantage.

Students should not deface school property. Pupils who do should be reported to the office.

Heat and ventilation should be closely checked. Keep temperature at 68 to 72 degrees.

Take pride in a well kept room. Children should respect and care for their own room. At the end of the day:

- a. Leave chairs, desks, and table tops clean
- b. Have all noticeable debris removed from the floor.
- c. Leave blackboards clean
- d. Lock all windows
- e. Adjust window shades

Class Record Book

This is the roll book. An alphabetical list of all students should be entered. Arrange the book to suit yourself. Take it with you during fire drills.

Classroom Daily Programs

Daily programs should be ready by the end of the third week of school. Give one copy to the office and another should be attached to the substitute information sheet.

Classroom Discipline

The teacher is expected to handle most of the discipline problems. If a serious problem arises let the principal handle it.

Collecting Money

Before any money is collected for any reason, the principal must be notified in advance.

Communications to Parents

Communications to parents of a personal nature should be sent home in a sealed envelope. On very personal matters, the teacher should phone or schedule an interview.

Courses of Study

Many district courses of study will be issued to you.

Please keep them together. At the end of the year these are to be returned.

Cumulative Record Cards

These contain confidential information and should not leave the office without permission. District test scores should be entered on the cards.

Desks

Every effort should be made to fit each pupil with the proper size desk. If any adjustments are necessary please contact the custodian.

Discipline Problems

There are some pupils who require patient and understanding treatment in order to obtain adjustment of personality.

Conference with pupils alone are more effective than reprimanding in class.

Do not allow strong conflict between pupil and teacher to develop before referral to the office.

An effective means of maintaining good class discipline is through careful planning of class-work and getting down to business during the first few minutes of class.

Dismissal

Children are to go directly home. Each teacher will supervise the children leaving the classroom and getting on the bus.

Duties

All teachers fall heir to duties. Perform them faithfully and cheerfully. After the first few weeks a committee of teachers will issue the final duty schedule.

Early Dismissals

A written note signed by the parent or guardian is required. Early dismissals must be approved by the office. A teacher may require the time to be made up.

Failing Work

The office should be aware of all pupils who are doing failing work. Parents should be notified by conference in ample time before a report period is due.

Faculty Meetings

There are two faculty meeting per month. The fall on the second and fourth Thursdays. The first meeting will be an administrative type meeting, conducted by the principal. The second is a professional type meeting which is planned by a faculty committee.

Field Trips

A carefully planned field trip is desirable for every class. Plan well in advance. All necessary forms and information can be secured in the office. The visual aid coordinator has a list of available field trips.

Film Orders

All requests for films should be directed to the audio-visual coordinator. Films are ordered a month in advance.

Flag Salute

The state law requires that the flag salute be given at least once a week. Make it a daily practice.

Going to and From School

Youngsters should use care when going to and from school.

Walk on left side of street facing traffic.

Pupils should not loiter on way to school.

Pupils should not accept rides from strangers.

Walkers should cross at crosswalks.

Where no sidewalk is provided, the pupils should walk single file.

Lavatory Use

Developing good lavatory habits is an important phase of teaching. Lavatories should be checked daily. If assistance is needed feel free to contact the office.

Lost and Found

Valuable articles should be turned in to the room teacher who in turn will turn them in to the office.

Lunchroom

All pupils who do not go home for lunch are to eat in

the lunchroom. Food is not to be eaten outside of the lunchroom. Good manners should be stressed. Each teacher should be aware of the behavior of his group.

Mimeograph

The office secretary will do all mimeograph work. This is necessary to keep the machine in good working order.

New Students

Admit no new student unless he brings with him an admittance slip from the office. If all records are not received on a new student within a reasonable length of time, check with the office.

Permission to Leave School Grounds

Pupils are not to leave the school grounds without permission from the office. Permission will not be granted unless they have a note from their parents.

Playroom

No street shoes will be permitted on gym floor. Either gym shoes or stocking feet are required to play in supervised activities. All after school activities will demand proper footwear.

Pupil File Folders

File folders are available on each child. Much helpful information is contained in each. Add to this information any that you think will be of help.

P.T.A.

The Parent Teacher Association provides an opportunity for all of us to inform parents of our educational policies and practices. An active participation will produce good public relations. Every effort should be made to attend these meetings. The principal would appreciate knowing in advance of anyone not planning to attend, and the reason why.

Report Cards

Primary report cards are sent home twice a year, at the end of each ninety day period.

The intermediate grades send home cards three time a year, at the end of each sixty day period.

The principal should see the cards before they are sent home.

Retentions

February is the month in which parents are notified of possible retentions. The following is a guide regarding promotional policy:

The district favors no retentions in kindergarten except in very exceptional cases.

The principal and parent shall be made aware of every probable retention by the end of the first semester.

Retention should be considered a constructive educational measure.

No child should be retrained more than one year in the elementary grades.

Following is the procedure to be followed in cases involving possible retentions.

Submit to the principal by February 15 a case study together with your recommendations on the case.

Arrange an appointment with the parent and principal to discuss the matter and to obtain parent understanding.

Parent, teacher, and principal will decide on final disposition of the case after evaluation of the facts.

Safety Patrol

A faculty supervisor will direct the patrol. Your judgment in recommending the best students possible is very important. Encouragement and commendation are very important to patrol members.

Stress the importance and function of the safety patrol to the students.

School Day

The school day consists of seven and three quarters hours. Teachers should plan to be in the building thirty minutes before classes start and should remain thirty minutes after classes are dismissed. When situation warranted a late arrival or an early dismissal, it will be granted,

but such situations should not become commonplace.

Seating Charts

All teachers are required to keep up-to-date seating charts. Check with pupils for needs to sit near the front. Check with the school nurse if you have any questions.

Substitute Information

The following procedure will help the substitute teacher. Leave the following information on the top of your desk each night.

Lesson plan books with your week's duties noted on the top of the page.

Books being used for the next day's lessons with notations if necessary.

Substitute Teacher Information Sheet with all necessary information filled in.

Up-to-date seating chart.

Supervision

All supervisory assignments are important parts of your school duties. We should be careful about leaving classrooms without supervision.

Teacher Absence

When you know that you will be unable to attend school please notify me as soon as possible at my home or at the school. If possible call before 7:30 a.m. on the day you will be absent, or the evening before if you know that you will be absent the following day. We shall employ a substitute for only one day unless you instruct us to do otherwise. If you decide you will need an additional day to recuperate, call before the school day is over so that we can inform the substitute.

Teacher Card File

Each teacher is provided with a three inch by five inch file containing a teacher information card for each pupil.

It is imperative that the information on them be kept current at all times.

Office File Card: After you have made the changes on

the teacher file card, duplicate the changes on the office visible file. Be sure the doctor's name and phone number is current, as well as the neighbor to call in case of an emergency. Complete this by the end of the third week of school and keep it current.

Teacher-Parent Conferences

Each teacher in the primary grades should plan to have two conferences during the year. Upper grades should plan one for each child. If more are needed feel free to arrange them.

Telephone Use

Students will be permitted to use the phone for emergency only. They must have a form signed by the teacher.

Textbooks

A record should be kept of all books issued to children. This record should include number, name and condition of the books. Pupils are to be held accountable for excessive wear.

Vision and Weight Checking

This is done early in the school year and again in the spring. The P.T.A. helps with this task. Schedules are set up and the teacher will be notified as to the date and time.

Withdrawals

In the event a student withdraws, fill out the Transfer Report form. All records on the withdrawn student should be turned in to the office. The withdrawal should also be noted on the daily attendance slip.

II. ENDING OF THE SCHOOL YEAR

As the schedule for the beginning of the school year is important to get the school year off to a good start, so is the schedule for the ending of the school year important. There are many items that must be taken care of if an effective school closure is to result. A systematic plan needs to

be worked out which will make it as easy as possible for the teacher to get all of the items taken care of on time.

The following is offered as one good method for doing the job in an efficient manner.

CLOSING OF SCHOOL BULLETIN

CHECK SHEET

Use this bulletin as a guide in completing all the routine "red tape" that is a necessary part of closing the school year.

Pace yourself to have all Reports in on the date due unless an emergency request is made.

Use this check-sheet to check off each task as you complete it. Turn in this sheet, signed, to the office the last day of school.

Month Day

1. _____ Shoreline Guides
2. _____ Teacher Information Cards.....
3. _____ Inventory Sheets.....
4. _____ Permanent Record Cards.....
5. _____ Attendance Cards.....
6. _____ Divide 60-61 Classes..... (Grade level)
7. _____ Book Deposits and Fines.....
8. _____ Text Book Repair List (to Grade Chairman)
9. _____ Federal Survey Cards.....
10. _____ Supplies and Equipment.....
11. _____ Summer Information Sheet.....

12. _____ Report Cards
13. _____ Storage of Books, Maps, and Globes
14. _____ First Aid Boxes.....
15. _____ Classrooms to be checked by the Principal...
16. _____ Keys and Checksheet (envelope provided for
key)

Signed _____

1. SHORELINE GUIDES

Return to office all Shoreline Guides.

- | | |
|---------------------------|-------------------------|
| a. Basic Curriculum _____ | c. Handwriting _____ |
| b. Phonics Guide _____ | d. Science _____ |
| | e. Social Studies _____ |

2. TEACHER INFORMATION CARDS

- a. Erase teacher code and room number information on the top center squares of card. (This information should always be done in pencil,)
- b. Be sure the address and phone number is current and correct, These cards are used for parent contact.
- c. Place a penciled X before the father's or mother's name if they have been good school helpers in any way. (Write a brief description on the back of the card.) Encircle the X if the parent is outstanding.
- d. Fill out the grade, place, teacher, year and the next year assignment on the bottom of the card.

1st column:

Grade- Present Grade (3or 4) (If child has been retained, indicate by "Ret")

Place- Write in 1,2,3,4, or 5 to indicate

student's rank in class on a comparative basis- (This rating is merely a device to assist us in grouping next year's classes.)

- 1 - A or 96 - 100
- 2 - B or 90 - 95
- 3 - C or 80 - 89
- 4 - D or 70 - 79
- 5 - F or below 70 (Retentions, or in some cases a student who is placed in the grade above.)

Teacher - e.g. - Brown

Year - e.g. - 1960-61

Note: 1st column for Kdg, 2nd for grade 1, etc. Enter this year's markings in the appropriate column.

- e. Attach following information to the Teacher Information Card with a paper clip.

A blue tag if child is quite desirable to have as a pupil.

A yellow tag if the child has been a problem in the classroom. If he or she is one of a combination that should be separated next year, notate on the tag (add a white one if necessary) who he should be separated from. If you feel the child should have a specific teacher, please notate this also.

SPECIAL NOTICE

- * Instructions for grouping these cards for next year's room group will be given **later.**

3. INVENTORY SHEETS

Will all teachers who are given these forms turn them in to the office as you have completed the form. (Date given is the deadline unless the forms are delayed coming to us.)

4. PERMANENT RECORD CARDS

- a. These cards are alphabetically arranged in the office file. Be sure you receive your with-

drawn student cards.

- b. Enter the yearly averages and attendance anytime after May 15th. Since the attendance record on these cards is not the official recording of days present, you may estimate the attendance for the balance of the year.
- c. Every pupil who have been in your class this year must have a permanent record card. Notify the office immediately of any pupil without a card, and please turn in any cards not belonging to your room.
- d. IMPORTANT- Be sure all cards are complete in every way, including the withdrawn ones. These cards are difficult to check, and sometimes we don't see the omissions until after you have gone on vacations and then it is impossible to secure the information. It is imperative that you indicate all of the following information on the cards.
 - (1) Indicate date as well as grade on cards.
 - (2) Write in Dist. No. (412), School, Date of Admission, your name as teacher, Days of Present, Days Absent, and date of discharge if child is withdrawn.
 - (3) Besides the grades, DON'T FORGET TO INDICATE PROMOTION RECORD.
- e. These cards are confidential. They are an accumulated record of the students' grades in our building and our official records. They must Not be lost or misplaced.
- f. When you return the cards, place them in alphabetical order - boys and girls together. Keep withdrawn cards separate. We will keep the cards separated by rooms next year.
- g. Each card must have the promotion status of the pupil in the proper space. Legend-"pro", "Ret", "Place", "Cond".
- h. Complete all cards. Be sure to indicate which is enrolled and which is withdrawn - use rubber band.

1. Standardized Test Information- Those grade levels that gave standardized tests this year are to put that information on the permanent record cards.

- (1) Mental Test - The most important score is the Tot. I.Q; Lang. and Performance scores, if given separately may be listed in add. to tot. score.
- (2) Achievement Tests - The most important score is the Grade Placement, as 5.6; and the Age Equiv. as 10-7. Total scores on these tests, as 134, mean nothing without a manual.

5. ATTENDANCE

You will need the attendance for report cards and for the permanent record cards. If you have not kept a record in your room, you will have to get it from the attendance cards in the office. Assume perfect attendance for June 1, 2, 3, and 4.

6. DIVIDE NEXT YEAR'S CLASSES

A second bulletin will be issued on the procedure to be followed in dividing next year's classes.

7. BOOK DEPOSITS AND FINES

If you have either a fine to levy or someone who absolutely needs to have a book issued to him for summer study, check with the office and envelopes will be given to you for that purpose. All money must be collected and turned in a week before school is out. A full deposit must be made on any book checked out for the summer.

8. TEXTBOOK REPAIR LIST (Handed in by grade chairman)

If you have any textbooks that are in bad shape, contact your grade chairman for instructions at least one week before the list of book are due in the office.

9. FEDERAL SURVEY CARDS.

These cards will be placed in your box last day of May. Will be please do the following on the cards of those eligible:

- a. Determine if the eligibility still exists; that is, are the parents still employed at the same place they were when card was filled out originally.
- b. If employment has changed, find out date job change took place.
- c. If students who were not originally eligible now seem to be, determine date of eligibility.
- d. Return cards on June 2nd, separated by categories, A,B,C,X, with final attendance days figures. The attendance figures must be accurate as these cards are carefully audited by the Federal Government.
- e. If there are any questions, please see the office.

10. SUPPLIES AND EQUIPMENT

Teachers who are not returning next year should gather all material such as paper cutter, dispensers, paint brushes, staplers, scissors, rulers, etc., and place in a carton. An inventory of what is inside should be fastened to the top. Place in office.

Teachers who are returning should lock such material in the cupboard and leave a listing of materials on the cupboard (taped on). Leave these supplies in the room you will be assigned for next year.

11. SUMMER INFORMATION SHEET

Please fill in the information requested in case any mail or other information should be send your way. Attach a stamped, self-addressed envelope, if you want your August check mailed to you. Indicate so on envelope.

12. REPORT CARDS

- a. Final grades and averages may be made out and entered on the report cards at any reasonable time.
- b. Cards will be issued to pupils on Thursday afternoon, June 8th; kindergarten at the same time.

- c. It will not be necessary to turn cards in to the office for checking, unless you have some questions on a comment that you plan to write on the report.
- d. Teachers should make sure that each student has paid all fines, fees, lunch charges, etc., before he is given his card. If there is a problem, please consult the office.

13. STORAGE OF BOOKS, MAPS AND GLOBES

- a. Textbooks are to be stored in the bookroom
- b. Library books should be returned to the library.
- c. Maps, globes, record player, projectors, and the tape recorder are to be stored in the library.

14. FIRST AID BOXES

Please turn in to the nurse's room

15. CLASSROOMS (Suggestions on how to leave your classroom)

- a. Begin to clean house a bit each day. All cupboards, shelves, etc., should be in perfect order the last day.
- b. Clean blackboards.
- c. Empty completely all pupil desks.
- d. Organize and clean desk drawers.
- e. Organize cupboards.

16. KEYS AND CHECKSHEET

All keys must be turned in before you leave. WE'LL EXCHANGE YOUR CHECK FOR YOUR KEYS AND THE CHECK SHEET FROM THE FRONT OF THIS BULLETIN.