

A PROPOSED POLICY HANDBOOK FOR SCHOOL DISTRICT NO. 3,
PHILLIPSBURG, KANSAS

by

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INTRODUCTION

Need for a Report

The Phillipsburg school system developed a policy handbook in 1956. Like other communities, many changes transpired in the years that ensued; changes which showed a need for taking a second look at the policies in order to fit the new conditions. Some of the alterations which pointed to a need for policy revision included: the building of a new high school building; the revision of the salary schedule and the sick leave policy; the addition of a school bus route where none had previously existed; the annexation of several rural districts; and the formulation of two grade schools instead of one. There were many more changes in the community which were not enumerated in this report but which affected the policies as they were written.

Statement of the Problem

The purpose of this report was to formulate through literature of the experts a set of working rules for the development of a board of education policy handbook. From these guidelines, a policy handbook for the Phillipsburg Public Schools was proposed.

Scope of the Study

This study was limited to the Phillipsburg Public Schools, Phillipsburg, Kansas. Every school presents a unique local situation and each must be studied separately to set forth a working written policy of the board of

education. All policies were meant to be written within the laws of the State of Kansas.

Methods of Study

Information contained in this report was obtained from recent literature, the past records of the board of education, the current board of education and the superintendent of schools. The following procedures were used:

1. A review of current literature to determine procedures for developing school board policies.
2. Examination of the minutes of the board of education of previous years.
3. Revision of out-of-date policies.
4. Review of policies from what had previously been established practices by the board of education.
5. Reference to the authorities.
6. Interpretation of the laws.
7. Careful analysis of all policies so that no policy would be written that did not consider the customs, folkways and traditions of the community.

Definitions of Terms Used

Board of education. This term referred to the men and women elected by the qualified voters of Phillipsburg Public School District No. 3, Phillips County, Kansas, to represent them in formulating policies and carrying on the functions necessary for the operation of the school district named. The term "board" was used many times for the sake of brevity and to avoid repetition.

Superintendent of schools. This term meant the qualified administrator hired by the board of education to interpret the policies of the board and to be responsible to the board for the operation of the entire school system.

High school principal. This term referred to the qualified administrator of the grades nine, ten, eleven and twelve in the Phillipsburg public schools.

Elementary principal. The elementary principal was the qualified administrator of grades kindergarten through eight in the Phillipsburg public schools.

Principal. When the word principal was used without a qualifying adjective, it was intended to be plural and to refer to the elementary and/or high school principal, and to any future principal.

Administration. For the purposes of this report, the term referred to the collective leadership of the superintendent of schools, the high school principal and the elementary principal.

REVIEW OF LITERATURE

Definition of Policy

An understanding of the meanings of terms used is imperative for the maker or writer of school policy. The terms "policy" and "rules" are not synonymous. The difference between the terms is the difference between general and specific, between broad and narrow, between comprehensive and detailed decisions. It appeared to the author that any school board or any person working on board policy or its revision should first become aware of the nature of the term "policy" in order to prevent the probability of becoming lost in a forest of details that should rightfully be administrative in nature and within the framework of adopted policy.

Maurice E. Stapley, Professor of School Administration and Assistant Dean of the School of Education at Indiana University found much confusion concerning what school policy actually is.¹ He found some superintendents believing policy to be the minutes of the board, others thinking that policy was the duplicated salary schedules and similar material, and still others who were concerned with the rules and regulations necessary to the efficient management of a school system, such as arrival and dismissal times for classes. In deference, he also noted that some superintendents shared his opinion that policy "is an agreement by members of an administrative body describing or defining the manner in which it will act."

Stapley presented a more comprehensive definition of policy in a later article.²

A statement of board policy is a statement of the philosophy of the board. Writing the statement is an attempt to put into a guide for action the objectives, purposes, and general operating philosophy of the board.

Davies and Brickell³ called a policy a guide for discretionary action, adding that it must be narrow enough to give clear guidance to the superintendent as he makes the decisions but must be broad enough to leave room for him to use his own discretion in making decisions -- room for him to maneuver as necessary in meeting the circumstances of individual cases.

¹ Maurice E. Stapley, "P D Q's of Written Policy for School Boards," The Nation's Schools, Dec., 1954, 129:6, p. 18.

² Maurice E. Stapley, "Improve School Board Functions," The American School Board Journal, Oct., 1957, 135:4, p. 29.

³ Daniel R. Davies and Henry M. Brickell, How to Develop School Board Policies and Administrative Regulations, Arthur C. Croft Publications, New London, 1958, p. 15.

Rule Making by School Boards

Rule making by school boards should be kept at a minimum. Davies⁴ and Brickell stated that the board should refrain from making rules unless:

1. State law requires the board to make rules, or
2. The matter is so important the administrator cannot bear the responsibility alone and needs specific board action on each small detail of the rules.

Reasons for Board Policy

The reasons for having a written school board policy may be listed under the categories of efficiency, continuity, direction and promotion.

O'Fallon listed five helps that a board may get from written policies:⁵

1. Acquainting new members with their job.
2. Directing the school's progress.
3. Keeping school effort continuous.
4. Encouraging general efficiency.
5. Promoting public understanding.

Others suggested that help might be received in orientation of new administrative personnel and teachers, from the "chief actors knowing the parts they are to play,"⁶ in keeping "politics" out of school administration and board meetings, in developing lay leadership and in focusing the board's attention to policies rather than trivialities.

⁴ Daniel R. Davies and Henry M. Brickell, How to Develop School Board Policies and Administrative Regulations, Arthur C. Croft Publications, New London, 1958, p. 15.

⁵ Kenneth O'Fallon, A Guide to Boardmanship in Kansas, Kansas Association of School Boards, 1956, pp. 11-13.

⁶ Maurice E. Stapley, op. cit., p. 4.

Davies and Prestwood⁷ placed special emphasis upon the orientation of new board members by noting that schools having athletic teams usually provide coaches so that no boy or girl is sent into any school contest without having first learned how to play the game and how to cooperate with teammates. Yet, board members of these same schools frequently begin their work without attempting to familiarize themselves with their responsibilities and ways of meeting them.

Davies and Brickell were all-inclusive as they flatly stated that:⁸

Policy making helps everybody. It can mean

For the Board: More effective control of the school system; more knowledge of what is happening in the schools; more help from the superintendent; more respect from the staff and public; better, more satisfying meetings; and fewer, better scheduled meetings.

For the Administrators: More freedom to use their own professional judgment in operating the schools; clear separation between their work and the board's work; better sense of long-range direction; more help from the board; more support from the board; more security in their positions.

For the Staff: Clear understanding of the freedom they have; clear understanding of the limits which exist, and a recognition of the source of those limits; better understanding of the people's intentions concerning the schools; broader knowledge of school operations reaching beyond their own work; more effectiveness in interpreting the school program to the people.

For the People: Better understanding of the school program; clear knowledge of the source of various limits governing administrators and teachers; more stability in school policies; more confidence in the board.

For the Children: The cumulated benefit of all these individual advantages.

⁷ Daniel R. Davies and Elwood Prestwood, Practical School Board Procedures, p. 7.

⁸ Davies and Brickell, op. cit., pp. 51-52.

Written school board policies save time. School boards without a written set of policies will too often find themselves devoting time to petty details that, in most cases, should never have been permitted to consume their time. According to Smith and Smittle,⁹

The board must devote its time and effort to matters of administrative and educational policy which will lead to providing the proper education for the youth of its school district.

It seemed obvious to the writer that the reasons for having a written policy were more than adequate to justify the time spent by any school district upon such a process.

Policy Making is Continuous

Schools and communities are not static, nor is life itself static. Bruce noted that:¹⁰

Communities which have had written rules and regulations for decades have been engaged in taking a second look, and have widely revised their statements to fit the new conditions due to enlarged organization and administrative setups.

Cunningham wrote:¹¹

Policies ought to be formulated with both contemporary and long-range district needs in mind. At the same time board members should proceed with the expectation that policies will be changed.

These are only two of many references which could be made on this facet of policy making. Some sources suggested loose-leaf bindings to facilitate changes and additions to the already existing policies. Some pointed out the fallacy of standing still on long existent policies. Davies

⁹ Max S. Smith and W. Ray Smittle. The Board of Education and Educational Policy Development, p. 5, Edwards Bros., Inc., Ann Arbor, 1954.

¹⁰ William C. Bruce, "Written School Board Policies," The American School Board Journal, Feb., 1959, 138:2, p. 50.

¹¹ Luvern L. Cunningham, "Decision-Making Behavior of School Boards," The American School Board Journal, Feb., 1962, 144:2, p. 15.

and Erickell¹² succinctly stated, "Policies are forever tentative. Policy making is a process, not a project.", while Hughes¹³ optimistically wrote, "With policy evolvement and evaluation of policy continuous, a board and its chief administrator have every reason to travel hopefully."

Procedure for Making Handbook

The procedure to follow in making a policy handbook is easily explained. A school board policies handbook should be formulated by first reviewing the prevailing policies, eliminating those which are outdated or conflicting, and revising those which are vague; secondly, organizing the existing policies into a logical plan, at the same time making possible changes and additions; and finally, continuously creating and adding new policies as needed.

Smith and Smittle¹⁴ put it this way:

The provisions of the final draft of the policies will come from several sources, such as those from formerly adopted policies, those that were developed by the different employee groups, and those developed specifically by the board. The policies will represent the combined thinking and agreement by all groups concerned. In other words, the policies represent an evolutionary development through cooperative effort and study.

Content of Policy

School policies arise from school problems which encompass a wide variety of topics. In fact, the possibilities for subjects to be covered are ever-changing and unending. Policies are unique to each individual

¹² Davies and Erickell, op. cit., p. 13.

¹³ Pat Hughes, "Written Statements of Policy," The American School Board Journal, Feb., 1957, 134:2, p. 79.

¹⁴ Smith and Smittle, op. cit., p. 19.

school system but at the same time there are enough general topics which ought to be a part of the policy of the majority of school districts to warrant the development of a general outline of policies. Several such outlines were encountered in the author's reading, two of which are presented here. A combination of the two was used as a guide in the development of the handbook which follows in this report. The first outline was suggested by C. Lee Eggbert,¹⁵ as follows:

OUTLINE OF A POLICY HANDBOOK

GENERAL ADMINISTRATIVE POLICIES

- I. Non-instructional Personnel
 - A. Custodial
 - B. Maintenance
 - C. Lunchroom
 - D. Office

- II. Transportation
 - A. Bus drivers
 - B. Insurance
 - C. Accident reports
 - D. Responsibility of drivers
 - E. Passenger regulations
 - F. Routes
 - G. Eligibility
 - H. Trip limits (extracurricular)
 - I. Expenses of special trips

- III. Finance
 - A. Budget expenditures
 - B. Internal accounts
 - C. Lunchroom
 - D. Fund raising
 - E. Insurance
 - F. Emergency purchasing

¹⁵ C. Lee Eggbert, "School Boards Need Written Policy," The American School Board Journal, Sept. 1959, 139:3, pp. 28-29.

- IV. Miscellaneous
 - A. Advertising and solicitations
 - B. School calendar
 - C. Corporal punishment
 - D. Publicity
 - E. Textbooks
 - F. Use of school facilities by the community
 - G. Professional association meetings
 - H. Board meetings
 - I. Outside employment of instructional personnel
 - J. Care of school plant

INSTRUCTIONAL PERSONNEL

- V. Teachers
 - A. Appointment
 - B. Certification and contracts
 - C. Continuing contract -- tenure
 - D. Salary payments and schedule
 - E. Termination of service
 - F. Transfers
 - G. Leaves
 - H. Absences of principals and teachers
 - I. Substitute teachers
 - J. Teachers on half-day session
 - K. Field trips
 - L. Tutoring
 - M. Faculty meetings
 - N. Interns
 - O. Homework
 - P. Duties of instructional personnel
 - Q. Teacher visitation and conferences
- VI. Pupil Personnel
 - A. Registration
 - B. Admittance
 - C. Attendance
 - D. Withdrawals before promotion or graduation day
 - E. Work permission
 - F. Pupil welfare
 - G. Attire
 - H. Social clubs -- not extracurricular activities
 - I. Married students
 - J. Veterans
 - K. Post graduates
- VII. Miscellaneous
 - A. Health and safety
 - B. Education
 - C. Special libraries
 - D. Audio-Visual aids
 - E. Special personnel
 - F. Scholarships

O'Fallon¹⁶ outlined the items that should be considered in policy making in a somewhat different manner, although many similarities may be noted:

1. How the board is organized and duties of the members of the board.
2. Authority, duties and responsibilities of the board's executive officer (superintendent or principal).
3. Recognition of the board's official spokesman.
4. Meetings of the board.
 - 4.1 When and where meetings are held.
 - 4.2 Who prepares the agenda, when it is to be made out, what it is to contain, and who receives it.
 - 4.3 Who keeps the board's minutes, how they are to be kept, and where and how they are to be filed.
 - 4.4 Types of meetings that are to be open to the public and ones that are to be closed.
 - 4.5 Basis on which the superintendent or principal attends meetings and his duties and responsibilities to the board at meetings.
 - 4.6 Types of committees to be appointed by the board, basis on which committees work and how disposed of when work is finished.
5. Procedure used by board to assure that board action is legal and in keeping with statutory and constitutional limitations.
6. Board responsibility and procedure in relation to outlining and carrying out the school's educational program, its philosophy and objectives.
7. Board provision for the use of professional help in planning and working through its school service. This applies specifically to the use of consultant help from such sources as the State Department of Public Instruction, State Association of School Boards and the State's Colleges and Universities.
8. Methods and procedures used in the selection, employment, promotion and dismissal of teachers, administrators, supervisors, custodial and other staffs.
9. Ways and means to be used by employed personnel in dealing with the board through the superintendent or principal.

¹⁶ O. Kenneth O'Fallon, *op. cit.*, pp. 13-15.

10. Methods and procedures used to determine how well pupils are doing in relation to what the school expects of them.
11. How and through what means the school plant is to be maintained and repaired.
12. Regulation concerning the care and use of school property by school and out-of-school groups.
13. Procedures used in budgeting and accounting for school expenses and records to be used.
14. Board provision and procedure relative to courses of study, instructional supplies and equipment and other instructional aids.
15. Board requirements concerning guidance of pupils including study of drop-outs and follow-up of graduates. Graduation requirements and procedure to be followed in choosing students to receive scholarships and other awards. Included under this item should be board provision for pupil and staff records and procedures for use of records.

A
SUGGESTED POLICY HANDBOOK

FOR

PHILLIPSBURG PUBLIC SCHOOLS
PHILLIPSBURG, KANSAS

1963

Code of Ethics¹⁷

I will recognize that authority rests with the board in legal session -- not in individual members of the board.

I will recognize that school business may be legally transacted only in open meeting legally called.

I will discourage the use of standing committees and insist that all members of the board participate fully in board action. I will make no promises, take no action outside of board meetings tending to embarrass or compromise the board.

I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have all decisions made for the best interests of all the children and the schools. I will, however, accept and fully support all board decisions, once they are made, so long as I remain a member of the board.

I will not discuss the confidential business of the board in my home, on the street, or in my office -- the place for such discussions being the school board meeting.

I will see that the superintendent actually has authority commensurate with his responsibility and will not in any way interfere with or seek to undermine his authority.

I will demand that the superintendent keep the board properly informed on school matters at all times through oral and written reports.

¹⁷ John W. Diefendorf. The School Board and the School Board Member. Publication No. 9, Albuquerque: University of New Mexico, Division of Research, 1947, pp. 19-20.

I will help to form board policies and plans only after considering the recommendations of the superintendent and his reasons for making such recommendations.

I will represent the entire district rather than individual electors or patrons.

I will regard my position as one of trust and responsibility to be used for the welfare of the schools and community.

I will endeavor to keep informed on all educational developments of significance, both local and state.

I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends or supporters.

I will not regard the schools as my own private property but as property of the people.

I will not find fault with, or criticize to the public, other board members of school officials for decisions properly and conscientiously made but concerning which there may be an honest difference of opinion.

I will not help elect a superintendent, principal or teacher who is already under contract in another school.

I will not vote for the election of any principal or teacher who has not been nominated by the superintendent.

I will consider merit only in the election of any person connected with the school system.

I will hold confidential all matters pertaining to the schools, which, if disclosed, would needlessly injure individuals or the schools.

I will not expect of the principal or teachers any privilege or favor for my children or the children of my friends or employees which would not be granted under the same circumstances to other patrons of the school.

Statement of Purpose*

The board of education of the Phillipsburg Public Schools recognizes the challenge of the responsibility which rests on it as a group of representative citizens of the school district and the State of Kansas. The board desires to work in an atmosphere suitable to the character and importance of its function.

As a representative group with the local legislative authority of the school district, the board of education realizes the necessity of clear policies openly arrived at. Its intention is to express policies as clearly as it is possible, so that these policies can be applied to the education of the children of the district as intelligently as possible.

The board hopes, by putting some guiding principles in writing, to make it easier to revise these principles so as to make the school more effective in its function. The board expects to reconsider and modify policies and to formulate new policies as they see the need for them.

The board of education realizes that it is beyond its power to legislate a good school, but it has confidence that proper and suitable policies can assist the professional staff, the students, the people of the community and the board itself in building and maintaining a desirable program of education.

* Adapted from the unpublished Statement of Policy, Phillipsburg Board of Education, 1956.

Policy Making

All policies governing the Phillipsburg Public Schools shall be determined and formulated by the board of education in cooperation with the superintendent. The superintendent shall act in an advisory capacity during all policy making periods and sessions.

Organization of the Board of Education

1. The board of education shall consist of six members to be nominated and elected by the qualified voters of the school district at large. Except where otherwise specifically provided by law, three members of the board shall be elected at the regular election held in April of each odd numbered year, and shall hold their office for a term of four years.

2. At the regular meeting on the first Monday in August of each year the board shall organize by the election of a president and vice-president from its members, each of whom shall serve for one year and until his successor is elected and qualified. The board shall elect a clerk for a term of one year, who is not a member of the board, and who shall receive for such services such compensation as the board may allow. A treasurer shall also be elected, who may not be the same person as the clerk nor a member of the board, who shall receive for his services such compensation as the board may allow.

3. The president shall preside at all meetings. In his absence the vice-president shall convene the meeting. The president shall sign all warrants ordered by the board drawn upon the treasurer for school moneys.

4. The clerk shall attend all meetings of the board, shall keep an accurate journal of the proceedings (minutes) and shall have care and custody of the records, books, and documents of the board. In the absence of the clerk, the president shall appoint a temporary clerk to serve. The clerk shall countersign all warrants drawn upon the treasurer by order of the board and shall keep an accurate account of all moneys paid or received by the board.

5. The treasurer shall deposit all money belonging to the board in accordance with the provisions of the law. He shall prepare and submit in writing, monthly reports of the finances of the board and attend all meetings of the board when required to do so. He shall pay money belonging to the board only upon warrants signed by the president and the clerk.

Rules of Procedure

1. Each individual member of the board of education of the Phillipsburg Public Schools recognizes that there is no board of education except when the board of education is in regular or special session to which all members have been notified including the superintendent of schools. All members of the board of education and the superintendent are to be notified in advance of all special meetings, the time and place of the meeting to be included.

2. Each individual member or members of the board of education shall withhold his opinion or decision on any and all issues until such time that the board has had a chance to discuss the matter as a whole. After a decision has been reached all members of the board and the superintendent of schools shall accept the decision as final, as made by the board of education

as a group during the regular special or executive meeting.

3. There shall be no standing committees. The president may find it necessary to appoint special committees to work with the superintendent on problems relating to the best interest of the school. The function of these committees will be to make recommendations of their findings to the board as a whole. All decisions are to be made by the board of education as a whole.

Meetings of the Board of Education

1. Regular meetings of the board shall be held on the first Monday of each month, or if such day be a legal holiday, on the following day. Special meetings may be called at any time by the president of the board or by the joint action of any two members thereof. Written notice, stating time and place of any special meeting and the purpose for which called, shall, unless waived, be given each member of the board at least two days in advance of the meeting. No other business other than that stated in the notice shall be transacted at such meetings.

2. Regular and special meetings shall be open to the public excepting meetings that shall be termed "executive" sessions by the board.

3. A quorum for the transaction of school business shall consist of four (4) members.

4. A majority of the members present shall be necessary for the exercise of any of the board's powers.

5. The president shall decide all questions relative to points of order, subject to an appeal to the board. Robert's Rules of Order shall prevail.

6. After a motion has been made and seconded, any member may raise an objection on the grounds that such a motion is in violation of existing rules and regulations. The president shall rule on such objection and if his ruling is not accepted by the member making the objection the president then will refer the issue subject to an appeal of the board.

7. The regular order of business shall be as follows:

- a. Roll call.
- b. Reading and approval of minutes of the previous meeting.
- c. Audience with individuals wishing to make reports or requests.
- d. Approval of bills.
- e. Report of superintendent.
- f. Old business.
- g. New business.
- h. Miscellaneous matters.
- i. Adjournment or recessing the meeting.

8. Any member of the teaching staff or other employee will be expected to bring matters to the attention of the board by addressing their requests through the superintendent of schools.

9. Patrons who have grievances are first to confer with the principal and teachers in charge and then if the matter is not cleared, their requests are to be brought to the attention of the board of education by addressing their requests through the superintendent of schools.

10. In case teachers, employees and patrons bring business to the attention of the board or to individual members, the practice shall be to refer them and the matter to the superintendent for information or counsel.

11. The superintendent and principals shall make regular, periodic reports to the board of education on the progress of the educational program, giving special attention to such matters as are directly affected by the board policy.

Employment of School Personnel

Administrators. Action relative to all school administrators in the Phillipsburg Public Schools will be taken by the board of education at its regular session during the month of February. Administrators will be given until February 25 to render their decision relative to the acceptance or rejection of the tendered contract.

Teaching Personnel. The board of education together with all school administrators will at its regular February meeting discuss and review the work of the teaching personnel of the current year and plan with a view toward tendering contracts at its regular meeting in March. At the regular March meeting the board will decide on the teaching personnel to be retained. Teachers retained will be tendered a contract immediately. If there are members of the faculty who will not be tendered contracts, letters to these respective teachers shall be written at this meeting and signed by all members of the board of education. Teachers to whom contracts have been tendered may have until April 15 to take action.

Other School Personnel. Janitors, clerks, school nurse, secretary, and others -- the hiring of personnel in this category will have the same professional tenure as the preceding category. The action on this category will be taken at the regular meeting in April. Personnel retained and those not retained will be so notified. Personnel who are tendered contracts will have 15 days in which to take action on their contracts.

Two weeks vacation shall be allowed the superintendent, secretary, vocational agriculture instructor, and all custodial employees.

INSTRUCTIONAL PERSONNEL

Duties

1. The duties of all employees shall be fixed by the superintendent assisted by the principals. The teachers shall be directly responsible to the principal and they shall promptly and consistently carry out the regulations and instructions of the principal.
2. The teachers shall observe all school regulations, seek educational and professional growth and participate in all curriculum studies.
3. All teachers shall attend all teachers' meetings and participate in the activities of the meeting. These meetings are considered part of their work and position.
4. The teacher shall report immediately to the principal any unusual disorder among students under his charge. No teacher has authority to expel students from his classes or school.
5. The principal shall assign and portion the extracurricular activities of the school to various members of the staff. This is considered as part of the teacher's position and the teachers are expected to carry their fair share of the load.
6. All teachers are urged to belong to the local, state, and national organizations of the profession.
7. Teachers and employees shall contribute to community life.
8. Teachers shall make out all reports promptly when requested by the principal and shall perform other duties as the principal may direct in carrying out an adequate and professional education program.

9. Teachers are to address their requests to the principals who in turn will channel their requests to the superintendent. If need be, the superintendent will refer the request to the board of education for final action. The superintendent will invite the teacher making the request to meet the board of education as a whole if it appears to be necessary. Individual board members cannot and will not speak for the joint action of the board.

Substitute Teachers

1. All substitute teachers are subject to the rules and regulations governing substitute teaching as set forth by the State Department of Public Instruction.

2. Regular substitute teachers must have a qualified teaching certificate in force during the time they are employed.

3. All substitutes for any and all teachers will be employed by the superintendent of schools or his administrative assistants as he may direct. Substitutes are always paid by the board, never by the teacher.

4. The rate of substitute pay will be set by the board.

5. All regularly employed teachers shall provide lesson plans when requesting substitutes to teach their classes.

Sick Leave

1. The sick leave policy for the Phillipsburg schools will be as follows: each teacher begins each year of teaching with a minimum of ten days sick leave time. Each year five days will be added to the days not used previously until a maximum of 20 days has accumulated.

2. Sick leave absence is granted for illness of a teacher. Not to exceed five days will be given for illness or death in the immediate family, which includes mother, father, brother, sister, spouse, child, mother-in-law, father-in-law and grandparents.

3. All employees hired by the school board will come under this policy.

4. Teachers will not be paid for days that they do not teach excepting as stated in the above regulations.

PUPIL PERSONNEL

Admittance

A child may enter kindergarten in September of the calendar year in which he attains the age of five years. The parents or guardian are required to present a birth certificate or other proof of age at the time the child is presented for admission.

A child may enter grade one in September of the calendar year in which he attains the age of six years. The parents or guardian are required to present a birth certificate or other proof of age at the time the child is presented for admission. Children who have previously attended kindergarten in this school will be accepted.

Social Clubs

Fraternities, sororities or other secret organizations are not a part of the Phillipsburg schools.

Married Students

Married students are permitted to attend school provided their presence does not interfere with normal school routine.

Clothing

Students are expected to wear clothing that will not interfere with or detract from normal school processes.

HEALTH AND SAFETY¹⁸

Every school has responsibility for safeguarding the health of children through providing wholesome physical conditions with appropriate attention to lighting, seating, ventilation, and heating, and for organizing the school day so that it will provide healthful experiences and insure the acquisition of skills and attitudes in personal hygiene, safety, and social relationships.

Through school health education, children are expected to learn about the functions of the human body; maintenance and improvement of personal health; food, rest and exercise; personal appearance; personal adjustment and mental health; family life; alcohol and narcotics; disease prevention; accident prevention; and community health problems. Health education should be planned to interest boys and girls, develop or reinforce desirable attitudes and practices, and teach the scientific facts pertaining to living healthfully.

A full-time nurse shall be hired by the board to exercise leadership in the health policies, to make regular checks on the health of each student,

¹⁸ Adapted from Suggested School Health Policies, Bulletin, 1956, National Education Association and American Medical Association, pp. 5-11.

keep appropriate records, care for minor injuries and promote all phases of health and safety.

SALARY SCHEDULE

Years of Service	Bachelor's Degree		Master's Degree	
1	\$4,100	\$4,500	\$4,300	\$4,800
2	4,200	4,600	4,400	4,900
3	4,300	4,700	4,500	5,000
4	4,400	4,800	4,600	5,100
5	4,500	4,900	4,700	5,200
		5,000		5,300
Special Adjustments		5,100		5,400
		5,200		5,500

1. Degree teachers move horizontally from one classification to a higher one.
2. Teachers who have a change in classification by September due to summer school attendance must present evidence prior to the opening of school. When Non-Degree teachers receive their Degree they will be moved to the minimum on their Degree bracket.
3. The Board of Education reserves the right to consider each new personnel for initial placement on the salary schedule.
4. Teachers not allowed more than three-brackets advancement or \$300 whichever is the smaller, in any one year until they catch up with their proper placement on the schedule.
5. Not more than two years of Degree-experience outside of Phillipsburg is to be used for placement on the schedule.
6. Employees to which this schedule does not apply are: Superintendent, Principals, Athletic coaches, Vocational Agriculture, Vocational Home Making, Nurse and Band Instructor.
7. The Board of Education reserves the right to establish a differential in salary for the Head of a Household with a family.

NON-INSTRUCTIONAL PERSONNEL

Custodial

Custodians are hired by contract for a period of twelve months with two weeks vacation with pay in the summer. Vacation periods are set by the superintendent. They are given the same sick-leave terms as other school personnel. The duties of each custodian are under the supervision of the principal and the superintendent.

Custodians are to present a neat appearance at all times except when the nature of the work being done prevents same.

Personal habits are of particular importance because of contact with children and young people. While on duty, no use of any intoxicating liquor is permitted. Janitors are to abstain from the use of profanity or foul language or off-color stories. No smoking is allowed in the buildings except in designated areas.

Custodians are requested not to attempt any disciplinary measures but are to report them to the teacher, principal, or to the superintendent.

Teachers are requested to clear all requests for janitor service through the principal or superintendent.

The custodian of a building is very important to the successful and efficient operation of the school program. Upon him rests the responsibility of adequate maintenance of the school building and equipment. His work is important above all because it has a direct effect upon the health of pupils; it affects discipline, it affects ideals of cleanliness, beauty, and tidiness. Teachers and pupils alike should regard him as a vital member of the

staff and cooperate with him in every way possible to keep the building clean and in good order at all times.

A simple janitor check sheet is available in the school office for each teacher. Teachers should fill out one of these forms every now and then and leave it with the building principal. The janitors will appreciate constructive suggestions from teachers and will also appreciate favorable comments concerning the performance of their duties.

Lunchroom

Lunchroom personnel are hired by the superintendent for the period of time that school is actually in session. Wages are paid on a weekly basis with paychecks tendered the first and fifteenth day of each month. The sick-leave policy is the same as for other school employees.

One lady at each lunchroom shall be designated the head cook and shall be responsible for the making of menus, the operation of her lunchroom and kitchen, and the ordering of all supplies and foodstuffs through the superintendent.

All lunchroom personnel are to practice exemplary habits of cleanliness.

Office

One full time secretary is hired by the superintendent for a twelve month period which includes two weeks of paid vacation at a time to be designated by the superintendent. This secretary will be directly responsible to the superintendent and is expected to perform any secretarial duties which the superintendent may request.

Additional secretarial or clerical assistance may be hired on an hourly basis as needed.

No office worker should at any time assume any of the responsibilities of the administration.

TRANSPORTATION

Authority

The following is the law giving the school district authority to provide pupil transportation:

The governing body of any school district may provide or furnish transportation to and from any school maintained by such district for all or any of the pupils residing in such district. The governing body of any school district may purchase motor vehicle liability insurance, driver liability insurance and passenger medical payment insurance for the protection and benefit of those officers and employees of the school district responsible for the operation of such vehicles and of the persons lawfully transported in such vehicles and pay for same out of general school funds for any or all motor vehicles operated, maintained or controlled by such school district. The purchase of such insurance shall not constitute a waiver of the immunity of such school district from any action or suit.¹⁹

Bus Drivers

The policies of the board of education concerning the requirements and duties of the bus drivers are as follows:

1. Each bus driver must hold a special chauffeur's license valid in the State of Kansas before the start of the school term.
2. All bus drivers are required to attend the yearly bus clinic at the time it is held in the vicinity. Drivers shall receive one day's driving pay for attending this clinic.

¹⁹ Kansas Revised Statutes, (Corrick, Supplement, 1961), Art. 6, 72-615.

3. All drivers are expected to drive their buses and control their passengers in accordance with the laws and regulations governing school transportation in Kansas (see Laws and Regulations Governing School Pupil Transportation in Kansas, published by the State Highway Commission of Kansas, July 1, 1951, Gale Moss, Director of Highways).

Insurance

The school board shall purchase insurance from a local agency of its choice in accordance with the regulations of the laws of Kansas.²⁰

Accident Reports

Any accident resulting in damage to the bus or injury to the driver or passengers should be reported as quickly as possible to the superintendent. The superintendent will be responsible for making all necessary reports to the insurance company(ies) and/or police.

Passenger Regulations

1. All passengers shall remain seated at all times while the bus is in motion.
2. Passengers alighting from the bus shall cross in front of the bus when it is necessary to cross the highway.
3. Passengers shall so conduct themselves that they will not detract the driver from normal operation of the bus.
4. Littering of the bus is prohibited.

²⁰ Kansas Revised Statutes, (Corrick, Supplement, 1961), Art. 6, 72-615.

Any passenger not adhering to these regulations shall be reported by the driver to the principal, who shall take whatever disciplinary action he deems necessary.

Routes

School bus routes (and alternate routes in the event that the normal route is inaccessible due to weather) shall be determined by the board of education. The driver shall not deviate from the assigned route unless there is an emergency.

Eligibility

Elementary pupils must be a resident of School District No. 3, Phillipsburg, Kansas, in order to be eligible to ride the school bus. The laws of Kansas state:²¹

Except in cases where a pupil's residence is closer by the usual course of travel by highways and specific provision is made by law authorizing the same, it shall be unlawful for any school district or board of education which is maintaining and operating an elementary school to provide transportation or pay for transportation for pupils to such elementary school who reside in another school district or city school district maintaining and operating an elementary school without the written consent of the governing body of the school district or city school district in which any such pupil resides...

High school pupils who reside along the bus route or who wish to meet the bus along its route may ride the vehicle to and from school as long as there is sufficient space for all elementary pupils and such high school pupils. No charge will be made to these high school pupils.²²

²¹ Ibid., 72-631.

²² Ibid., Art. 6, 72-611.

Trip Limits (extracurricular)

These activities shall include academic, agricultural, speech, music, and athletic contests and festivals, and any other school activities approved by the board of education in accordance with the laws of the state.

MAINTENANCE AND USE OF BUILDINGS, GROUNDS, EQUIPMENT, AND FACILITIES

The board of education recognizes that there are many educational activities in the community outside the normal school program that are constructive and that contribute to the educational welfare and general uplift of the community. With this in mind the board is willing that community organizations sponsoring such activities be allowed the use of the facilities of the school system.

In order that this accommodation may be extended to the Phillipsburg community, it is necessary to ask that the following regulations be observed, and that a fee be charged to cover extra janitor service and the cost of utilities. This charge is necessary since tax money voted by the public is for the normal school program and cannot properly be used to finance the activities of outside groups. The following conditions for use have been adopted by the board:

1. The use of any room in any school building must be in keeping with the general program of education and must not be for commercial use or for personal or private gain or profit.
2. Groups using the building must be properly supervised so that orderly use of the facilities is insured.

3. Arrangements for the use of any building or facilities should be made through the superintendent's office.

4. A school custodian must be on duty when the building is used. He is instructed to insure the proper use of facilities and report to the superintendent of schools any violation of the conditions for use.

5. No drinking of alcoholic beverages will be allowed in the buildings at any time. Smoking will be permitted only upon the approval of the board of education.

6. Any damage done to the building or equipment or any equipment taken from the building shall be paid for by the group using the facilities. The extent of the damages shall be determined by the superintendent of schools and the final decision shall rest with the board.

7. Inflammable decorations, including crepe paper, hay, cornstalks, etc., are not to be used in the buildings. If any of these materials are used, consent must be given by the superintendent.

8. An authorized representative of the using group will be asked to sign a building permit assuming responsibility for the building facilities used and signifying that the conditions for the use of the facilities will be met. In the event conditions as outlined and agreed to are not met, the using group will be denied further use of the facilities.

9. Use of the grounds is limited chiefly to the summer baseball and softball programs. Baseball and softball groups wishing to use the lights on the athletic field shall pay an hourly charge of \$3.25 while the lights are in use. Replacement of light bulbs and adjusting of the lights are to be made by the school.

10. Authorized classes in adult education shall be entitled to use the school facilities without charge except where extra custodial requirements are necessary.

11. The loaning of school property shall be subject to the regulations of the board of education. All properties borrowed shall be checked out from the superintendent of schools or his designated assistants. Articles borrowed shall be signed for and a receipt given upon their return.

12. Parent Teacher Associations and the Phillipsburg and Phillips County Teachers' Association are considered organizations of the schools and are exempt from payment of any fees in connection with use of the buildings. Activities of these groups should conform to all other conditions outlined above.

13. No school facility shall be in use after 12:00 p.m.

FINANCE

Budget

The board recognizes that the budget is an expression in dollars what has already been decided in policy. It is the duty of the superintendent to prepare a tentative budget to be presented to the board for approval or revision and approval at the regular board meeting in August. The superintendent is encouraged to allow all staff members to participate in the estimation of anticipated needs.

Internal Accounts

One teacher shall be designated by the superintendent as the central treasurer for all activity accounts in the school system. The treasurer

of each activity shall deposit all monies with the central treasurer and shall present written requests for disbursement of such monies.

The central treasurer shall be remunerated for services above what is received as a teaching salary.

A yearly audit of the activity accounts shall be made.

Fund Raising

Fund raising procedures are left to the discretion of the principal, but should be dignified in nature and should be managed in such a way that students may gain experience as well as cash income.

MISCELLANEOUS

Lunchroom

School lunch may be had by those wishing to participate in the lunch program as long as the regulations and policies of those in positions of command in the lunchroom are obeyed. Failure of a student to comply with regulations may result in his being deprived of the privilege of eating in the school lunchroom.

The superintendent is the administrator of the lunch program and is expected to manage it in such a way that the expenditures and incomes remain nearly equal.

Insurance

The board shall insure all school buildings and their contents against loss. Eighty per cent co-insurance is recognized as the most economical and most practical. Local agents will be used when practical.

Purchasing

All orders or contracts for amounts of more than \$100.00 shall be awarded to the lowest responsible, qualified bidder, consideration being given to the qualities of the articles to be supplied, their conformity to the specifications, their suitability, the delivery terms, and past performance of vendors.²³

Textbooks

The elementary school shall furnish textbooks on a rental basis to all pupils who desire them. Workbooks will be furnished at cost to pupils. The elementary principal shall be responsible for the securing of texts needed, the setting of rental rates and the collection and deposit of all money received. Rates should be adjusted so that the rental plan is self-sufficient but non-profit making.

Students who are financially unable to pay for the rental books and workbooks may be furnished these books free of charge. The administration shall decide if a student's situation warrants this privilege.

Public Relations

School-community public relations are recognized as being of vital interest to the welfare of the educational process. The superintendent is regarded as the public relations leader and all members of the administration,

²³ Adapted from School Board Policies, Arthur C. Croft Publications, 1959, Vol. 1, No. 9.

faculty, staff and board of education are reminded that good public relations are part of their position.

The superintendent should see that full use is made of all local communications media by himself and others. A well-informed public is less likely to be a dissatisfied public.

The board will budget money for public relations purposes each year as necessary.

Solicitations

Any solicitations or advertising that in any way interferes with the normal routine of the school is denied.

School Calendar

The superintendent shall keep in his office an official school calendar which shall have priority over any other calendar. All scheduled school events should be reported to the superintendent and confirmed before final plans are made for the event.

Discipline

The school personnel will use all feasible means to develop self-discipline on the part of the child. Students are expected to conform to the regulations of the schools, to be respectful and obedient to their teachers, and courteous to all their associates. In order to formulate the basis of mutual understanding between the board of education and its employees the following principles are set forth:

a. Teachers shall practice such discipline in the school as would be exercised by a kind and judicious parent in his family.

b. Good discipline is usually positive rather than negative in nature; it consists of keeping students interested and busy doing things that are constructive and socially valuable.

c. The most effective discipline results from regular definite preparation and interest on the part of the teacher. A constructively busy class which is really interested in the work being presented offers its instructor few problems of discipline.

d. Good discipline is always fair, reasonable, dignified and in good temper. Loud, angry talk, and sarcasm employed by a teacher in the presence of his class is apt only to lessen the respect of all the students for him and antagonize the offender.

e. Courtesy should be practiced at all times by both teacher and student. Many discipline cases will disappear if the teacher is courteous to students and demands equal consideration from students.

f. Not all students respond to positive discipline; curbing or penalizing of some kind may be required.

g. The teacher should settle every discipline problem as promptly as possible. Often it is advisable to ask the student at fault to go into the hall where the teacher may talk the matter over with him with a minimum of attention from the rest of the group.

h. The teacher should first attempt to secure discipline on the part of his students, but if he fails to get the proper response from the students concerned or they defy his requests, then the student or students should be referred to the principal with all pertinent information relative

to the case. The teacher should remember that each time he calls for assistance from the principal, his or her influence is likely to be lessened in the classroom.

i. Corporal punishment should be avoided when good order can be maintained by any other means. It should be remembered that the best teachers seldom need to use corporal punishment. However, when administered, these points should be followed or adhered to: (a) Corporal punishment, when necessary, shall be done in the presence of another teacher in the principal's office and not in the presence of other students. (b) Corporal punishment will not be administered in anger. (c) Corporal punishment inflicted above the hips is forbidden. (d) Corporal punishment should not be administered in any way that might be interpreted as brutal or that might mark or injure the pupil. (e) Corporal punishment shall not be administered to pupils above the sixth grade.

j. Private conferences with students to alleviate a discipline situation is to be encouraged. Matters settled by a calm and undemonstrative conference is not only tactful but most effective. If necessary, call in the parents for a joint conference with teacher and principal.

k. When an erring student will not conform to reasonable standards of discipline or wherein his presence is against the general welfare of other students, the principal may suspend a student not to exceed three days.

l. All suspension cases must be reported to the superintendent stating the reason and length of suspension. Written notice should be sent to the parents. Both parents should appear for the reinstatement of student.

- (1) Any appeal from the suspension must be made to the superintendent of schools.
- (2) A student may be suspended permanently only by action of the Board of Education following a hearing with the Board by parents, student and principal.

m. When teachers are assigned to duties in halls and elsewhere during the school day or at after-school functions, they are expected to be at the assigned posts promptly and to assume full responsibility for the efficient performance of the assignment. Orderliness and discipline are necessary in all school functions. This applies to all activities sponsored by the Phillipaburg schools.

- (1) In transporting students from extra-curricular activities, the sponsoring teacher must accompany the group and if a bus is used, that teacher is to ride on the bus and maintain discipline and be accountable for return of all students.
- (2) The principal of the school concerned in any activity shall be responsible for teacher assignments or for any additional instruction that may be necessary.

n. Use of alcoholic beverages by any school employee or student within school buildings or on school grounds is definitely prohibited. Principals, teachers and janitors are all directed to cooperate in carrying out the enforcement of this policy.

SUMMARY

Every school system needs a set of working rules or "policies" to guide its school board members, administrators, teachers, other faculty and staff

workers, and patrons. Written policies also help to acquaint new members with their jobs, to keep school effort continuous, and to encourage general efficiency.

A school board policies handbook should be formulated by first reviewing the prevailing policies, whether in written form or through practice, eliminating those which are outdated or conflicting and revising those which are vague. These should then be organized into a logical plan, at the same time making possible changes and additions. Finally, policies should never be considered complete, but should be constantly reviewed for change and new policies created as needed.

School policies arise from school problems which encompass a wide variety of topics. The possibilities for subjects to be covered are ever-changing and unending. Policies are unique to each individual school system, but there are enough general topics which ought to be a part of the policy of a majority of school districts to warrant the development of a general outline of policies.

Policies should be made concerning general administration, transportation, finance, instructional personnel, non-instructional personnel, pupil personnel and miscellaneous topics such as health and safety, special libraries, special personnel, scholarships, etc.

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A PROPOSED POLICY HANDBOOK FOR SCHOOL DISTRICT NO. 3,
PHILLIPSBURG, KANSAS

by

LESTER L. MESSAMER

B. A., McPherson College, 1950

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

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Department of Education

KANSAS STATE UNIVERSITY
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Every school system needs a set of working rules or "policies" to guide its school board members, administrators, teachers, other faculty and staff workers, and patrons. Written policies also help to acquaint new members with their jobs, to keep school effort continuous, and to encourage general efficiency.

A school board policies handbook should be formulated by first reviewing the prevailing policies, whether in written form or through practice, eliminating those which are outdated or conflicting and revising those which are vague. These should then be organized into a logical plan, at the same time making possible changes and additions. Finally, policies should never be considered complete, but should be constantly reviewed for change and new policies created as needed.

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Policies should be made concerning general administration, transportation, finance, instructional personnel, non-instructional personnel, pupil personnel and miscellaneous topics such as health and safety, special libraries, special personnel, scholarships, etc.

The second section of the report contains a policy handbook for the public schools of District No. 3, Phillipsburg, Kansas. This handbook was formulated in the manner prescribed above, in cooperation with the superintendent of schools and the school board. Some portions are still vague and

incomplete; some are in need of revision at the time of this writing. Many have been revised and clarified in conjunction with the formulation of this report, and it is the author's hope that continued revision, addition and clarification will become a habit of all who are involved in the Phillipsburg School System.