

School Manuals



E. A. Sutherland Education Association
P.O. Box 495
Collegedale, TN 37315

Table of Contents



INTRODUCTION	1
ADMINISTRATIVE MANUAL.....	2
Introduction.....	2
Personnel.....	2
Finances	3
Office Procedures.....	4
Meetings.....	4
Physical Plant.....	5
Students/Parents.....	5
Community Relations	6
Memberships.....	6
Transportation.....	6
Food Service Program.....	6
ACADEMIC MANUAL.....	7
Introduction.....	7
Curriculum Development.....	7
Reporting/Report Cards/Records	9
Library.....	9
Testing Program.....	10
Programs	10
Field Trips.....	10
Extra-Curricular Activities.....	10
STUDENT/PARENT MANUAL	11
Introduction.....	11
Admissions.....	11
Finances	11
Attendance	11
Behavior.....	12
Academics.....	12
Transportation.....	12
Emergencies.....	12
Arrival/Departures	12
Parent-School Communication	13
Student Organizations.....	13
FACULTY MANUAL.....	14
Introduction.....	14
Relationships.....	14
Salary and Fringe Benefits.....	14
The Teacher	15
Behavioral Procedures	16
Academic Procedures.....	17
General Procedures	18
Working With Parents.....	19

INTRODUCTION

Each school should have well-organized manuals in the areas of administration, faculty, academics, and parents/students. These manuals should contain the policies and procedures which govern the daily operation of the school. They should be reflective of the unique characteristics of the school and thus be quite functional. **The following outlines should be used “as a guide” in the development of such manuals.** A school must make the organization and content of the manuals fit the unique needs of the school.

Samples of the required manuals may be viewed at the E. A. Sutherland Education Association office.

ADMINISTRATIVE MANUAL

The administrative manual must contain school policies in the areas identified in this section. The purpose of the administrative manual should be to serve as a practical guide for the administrative functions of the school. The manual may be expanded as new policies and procedures are developed. The ten categories and the corresponding subcategories should be interpreted as the basic guidelines for developing an administrative manual that fits the needs of the applicant school. The comments following each subcategory should be viewed as the interpretative intent of the subcategory topic. The written response to each subcategory is determined by the applicant school. Other categories may be added as desired.

Introduction

- A. Legal Status of the School: Documentation—Articles of Incorporation, Constitution, By-laws, etc.
- B. History: The history of the school should include individuals prominent in the school's history, enrollment figures, facilities added, development of educational programs, etc. What provision has been made for maintaining the historical records? (The school may have a separate notebook for historical documents and records.)
- C. General Philosophy/Objectives: Deal with philosophy/objectives of the general school program rather than that of a particular course of study.
- D. Governance:
 - 1. School Board. How is the board selected? What authority does the board have—and in what areas?
 - 2. School Administrator. What is the administrator's relationship to the board? What authority does the administrator have?

Personnel

- A. Job Descriptions: Include a complete flow chart and a list of job descriptions for all categories of personnel.
- B. Hiring
 - 1. Qualifications: What are the basic qualifications for the different categories of personnel (including substitute teachers)?
 - 2. Recruiting/Hiring: State the procedures followed in recruiting personnel—especially faculty. Include such facets as advertising in various magazines or placement services, visiting colleges, etc. Also explain the interview and follow-up procedures. Include any checklists

or forms used in the interview process. What procedures are followed in hiring?

3. Wages/Benefits: The wages and benefits program of the school should be thoroughly explained.
 4. Firing/Not Rehiring: State the policy dealing with the possible reasons for termination of employment and the procedures followed in terminating an employee.
 5. Contracts: When are contracts issued? When must contracts be returned to the administrator? Include a copy of any contracts used by the school.
- C. Orientation/Training: What is the school's program for orientation of new faculty/staff? Outline the ongoing program of faculty/staff development—i.e., purposeful one-to-one contact, schedule, and content of faculty meetings.
 - D. Supervision: Describe the program of supervising faculty and staff—i.e., by whom, frequency of observations, reports, and follow-up.
 - E. Records: What records are kept in the personnel files? Describe the system for insuring that all files are complete and up-to-date. What measures are taken to insure that records are kept confidential?

Finances

- A. Budget: Describe the process of developing and implementing the budget—include the calendar of budgetary activities. How is tuition established?
- B. Purchasing/Paying Bills: What policies and procedures control the area of purchasing and paying bills?
- C. Bookkeeping: What policies and procedures govern the area of bookkeeping? Include the bookkeeping for student organizations.
- D. Audit: Who audits the financial records of the school and how often is it done?
- E. General Policies: State the policy for the following areas: refund of tuition/fees, collection of delinquent accounts, late fees, tuition/fees for transfer students, etc.
- F. Insurance: Describe the insurance program of the school—i.e., amount of coverage, individuals or facilities covered.

- G. Delinquent Accounts: What is the policy of delinquent tuition accounts?

Office Procedures

- A. Secretarial Functions: State the procedures for the secretary in answering the phone, handling complaints, making appointments for administrators and faculty members, handling students and parents who have arrived for an appointment, etc.
- B. Academic Records: What information is kept in the files? What provisions have been made for the safekeeping of records? What measures are taken to insure that records are kept confidential? What are the procedures for updating files? What procedures are involved in maintaining records of former students and graduates? Include in this section a copy of the permanent record card.
- C. Transcripts: What are the procedures and policies involved in sending transcripts and requesting transcripts from other schools?
- D. Health Records: What are the state and local requirements? What records are kept and where are they kept? What procedures are involved?
- E. Attendance Records: What are the procedures regarding office staff involvement in keeping student attendance records?
- F. Report Cards: What are the procedures regarding office staff involvement in completing student report cards?
- G. Letters: What style is to be used for a letter? What form letters are used for answering common questions?
- H. Emergencies: How should office staff handle different types of emergencies—fire in building, injured or sick students brought to the office, etc.? How does the school handle the problem of communicable disease?

Meetings

- A. School Board: When does the school board meet? Does the board have an activity or topic calendar for its meetings?
- B. School Administrative Staff: When does the staff meet? What general topics are covered?

Physical Plant

- A. Custodial Functions: Who is responsible for the custodial program? How is it organized? What are the duties of the various maintenance personnel?
- B. Maintenance: Who is responsible for the maintenance program? How is it organized? What are the duties of the various maintenance personnel?
- C. State/Local Building and Health Codes: What state codes are applicable to the Christian school? What is the school's policy regarding such regulations or laws?
- D. Health/Safety: What are the school's policies and procedures regarding fire and other types of emergencies?
- E. Traffic Patterns: How is the flow of traffic controlled in the school parking lots and driveways?

Students/Parents

- A. Organization/Activities: What activities and organizations are available for student participation? What policies govern the functioning of the various organizations and activities?
- B. Discipline: The discipline policies and procedures should be thoroughly explained. New policy should be added as developed--perhaps with the case history supporting the establishment of such policy.
- C. Parent Organizations: What policies govern the functioning of parent organizations?
- D. Admissions: What is the school's philosophy of admissions? State the policies and procedures of the admissions program—include interview procedures, testing, process of making the final decision regarding admissions, etc. What are the procedures for attracting new students?
- E. Counseling/Guidance: What are the objectives and procedures of the various facets of the counseling/guidance program for elementary and secondary grades? What provision is made for dealing with the following needs (who and how): discipline problems, personal problems, academic problems, standardized testing, graduation requirements, college selection, etc.?
- F. Alumni: What are the procedures for maintaining contact with alumni? What evaluative information is sought from alumni? Include a copy of survey forms.

Community Relations

- A. Local Community: What are the policies and procedures of the school relating to agencies within the local community? What facilities or activities of the community are available to the school?
- B. Constituency of the School: What does the school do to meet the needs of parents, supporters, and other friends of the school? What policies of the school govern its relationship to the churches which the students attend; i.e., such as Christian service requirements and pastoral reference for admission?

Memberships

- A. Local Memberships: What local organizations is the school a member of?
- B. National Memberships: What national or regional organizations is the school a member of?

Transportation

- A. Car Pooling: How is it organized? How are families brought together to form car pools?
- B. Bus Transportation: What are the procedures and policies relating to development of routes? How are rates determined? What qualifications, training, licenses, etc. are necessary for drivers? State the bus rules for students. What is the program for maintaining buses?

Food Service Program

What are the qualifications and responsibilities of the personnel? What types of food are sold? How is the cafeteria supervised? What state/local health codes are applicable to the Christian school cafeteria? What is the school's policy regarding compliance with such codes?

ACADEMIC MANUAL

The academic manual must include school policies in the areas identified in this section. The purpose of the academic manual should be to serve as a practical guide for the curriculum system created by the staff. The manual may be expanded as new policies and procedures are developed. The eight categories and the corresponding subcategories should be interpreted as the basic guidelines for developing an academic manual that fits the needs of the applicant school. The comments following each subcategory should be viewed as the interpretive intent of the subcategory topic. The written response to each subcategory is determined by the applicant school. Other categories may be added as desired.

Introduction

- A. Philosophy: The school should have a well-developed philosophy of education which includes such topics as God, man, government (both self and civil), home, education, discipline, etc. The various philosophical positions should be supported by Scripture. The philosophy of individual courses within the curriculum can be included in the section on curriculum development.
- B. Goals/Objectives: What are the goals or objectives of the school particularly as related to the student—spiritual, mental, and physical? Also include objectives for the school as related to parents, general community, and the church. Goals and objectives for specific courses should be included under the section of curriculum development.
- C. History: The school may want to keep a historical record of curricular changes/developments in the school program.

Curriculum Development

- A. Personnel: Who is responsible for the development of the curriculum? Who selects textbooks? How much input does the faculty have?
- B. Course Selection: What courses of study are considered vital in light of the school's objectives?
- C. Course Development
 - 1. Philosophy/History: Develop the philosophy and Christian history of each discipline.
 - 2. Scope and Sequence: Write a scope and sequence for all subject areas—i.e., Bible, Language Arts, math, science, history, etc. The

format should be user friendly; teachers should be able to easily determine what is taught at each grade level. Scope and sequence begins with the first grade that a subject is taught and continues to the last grade it is taught.

3. **Content Outline:** Outline the course—the extent of detail in the outline should be specified by each school. The minimal outline should include major topics scheduled on a weekly calendar for the school year—i.e., Week 1 - Early Separatists in England, Week 2 - Pilgrims and Their Escape to Holland and Trip on the Mayflower.
 4. **Goals/Objectives:** Write the goals and measurable instructional objectives for each course—e.g., what should a student “know” upon completion of third grade math? Second grade science? Ninth grade English? Geometry?
 5. **Major Assignments:** List the major assignments for each course—i.e., term paper, science project, debate.
 6. **Texts/Supplementary Material:** The text should be specified along with any supplementary material that is essential to the development of the course.
- D. **Scheduling of Classes:** How are classes and subjects scheduled in both elementary and secondary grades?
- E. **Bible Classes:** (The actual course development has already been addressed in this outline.) How does the school combine both the practical and academic aspects of a Bible class? What service requirements does the school have for students—particularly on the high school level? How does the school emphasize personal and group devotions, church attendance, missions, soul winning, etc.?
- F. **Homework:** State the school policy that governs homework—i.e., amount of time per night, days forbidden. How does the school eliminate the possibility of having an excessive number of tests and major assignments scheduled for the same day
- G. **Graduation Requirements:** What courses and number of credits (include definition of a credit) are required for graduation? What is the policy regarding taking part in the graduation ceremony with insufficient credit? What is the procedure for calculating student grade point average (GPA)?

Reporting/Report Cards/Records

- A. Grading Scale: The complete grading scale should be listed in the front part of the teachers' grade books. How many grade entries required in each subject? How are grading periods—six-weeks, nine-weeks, and semester grades—determined? How many grade entries per grading period are required for each subject in K5-12?
- B. Report Cards: How frequently are report cards sent home? Include instructions necessary for cards to be completed. What are the procedures for faculty and office personnel to complete the report cards?
- C. Progress Reports: What system has been established to inform parents of student progress at times other than the end of a grading period?
- D. Permanent Record: What information is to be kept in the student's file? What procedures are followed in updating the permanent record each year? Where are files of present students, former students, and graduates kept? Who has access to the permanent records?

Library

- A. Mission: State the primary mission of the library.
- B. Collection: What criteria determine the acceptability of books for the library? How does the school systematically build the collection—i.e., budget, evaluating, and prioritizing needs?
- C. Staff: What are the qualifications for the head librarian and other library staff members?
- D. Cataloging System: What system is used to catalog books?
- E. Rules: What rules govern student use of the library?
- F. Student Use: What is the school's program for familiarizing students with the library and encouraging its regular use by students?
- G. Media: What are the school's policies and procedures governing the use of audio-visual equipment by the faculty?

Testing Program

- A. **Teacher-Made Tests:** What policies does the school have which govern the construction and administration of teacher-made tests? If publisher tests are used, what policies govern their use? How do teachers correlate test results with instructional objectives? How does the administration verify correlation of standardized tests, teacher-made tests, and publisher tests with instructional objectives?
- B. **Achievement Testing:** Describe the standardized achievement testing program—what tests are used, when they are administered, etc.? Include the use or requirement of PSAT, SAT, ACT. How are the testing results used by faculty and administration? How are test results correlated with instructional objectives by the teachers? Administration? What data is shared with parents?

Programs

- A. **Chapel:** What is the purpose of chapel? How often is chapel held, and what is general content?
- B. **Music:** What music programs are normally held during the year? What groups perform at each?

Field Trips

- A. **Purpose:** State the school's philosophy with regard to the use of field trips as a teaching tool and with regard to what types of trips are permitted.
- B. **Procedures:** Describe the procedures for organizing, scheduling, and taking a field trip.
- C. **Follow-up:** How is a teacher instructed to use the information gleaned from a field trip?

Extra-Curricular Activities

- A. **Organizations:** What organizations are available for students? What is the purpose or each? Give the membership requirements of each organization.
- B. **Activities:** What activities are available for students? What is the purpose of each? Give the eligibility requirements of each. State the school's philosophy of sports and other extra-curricular activities.
- C. **Advisors:** How are advisors selected and by whom?

STUDENT/PARENT MANUAL

The student/parent manual (or student handbook) must include school policies in the areas identified in this section. The purpose of the student/parent manual should be to serve as definitions of policy as applied to students and to parents. The manual may be expanded as new policies and procedures are developed. The eleven categories and the corresponding subcategories should be interpreted as the basic guidelines for developing a student/parent manual that fits the needs of the applicant school. The comments following each subcategory should be viewed as the interpretive intent of the subcategory topic. The written response to each subcategory is determined by the applicant school. Other categories may be added as desired.

Introduction

- A. History: Include a brief historical sketch of the school.
- B. Statement of Faith: This does not need to be the complete Statement of Faith as found in the church constitution, but may be abbreviated. Potential school parents need to know the school's position on major doctrinal issues.
- C. Statement of Philosophy/Purpose: A brief statement of philosophy or purpose should indicate the general reasons for the school's existence.

Admissions

- A. Requirements: What is required of students/parents as a basis for admission?
- B. Procedures: State the procedures that an applicant must follow from application to final acceptance/rejection.

Finances

- A. Tuition/Fees: State the tuition and fees—include transportation and other major fees where applicable.
- B. Financial Policies: State those financial policies which apply directly to parents—late fees, withdrawal procedures, etc.

Attendance

State the absentee policies and procedures as they relate to students/parents.

Behavior

- A. Discipline System: Explain the policies and procedures of the discipline system. This may have to be done separately for elementary and secondary levels.
- B. Dress Code: The dress code should be thoroughly explained.

Academics

- A. Curriculum: Some schools may want to briefly sketch their course offerings.
- B. Grading Scale: The grading scale should be stated.
- C. Reporting/Report Cards: When are report cards issued? What other progress reports are sent home and when?
- D. Books/Equipment: Either here or under the area of discipline, the school ought to state the policy that relates to a student's responsibility for taking proper care of books and equipment.
- E. Field Trips: State the policies and procedures regarding student attendance of field trips.

Transportation

State the rules and regulations that govern the area of transportation—assuming that the school operates buses. Otherwise, the school may want to comment on car pools.

Emergencies

- A. School Dismissals: State the policy and procedures that deal with the closing of school for weather problems, environmental emergencies, fire, police emergencies, and medical epidemics.
- B. Student Illness/Accident: What are the normal procedures for handling student illness and accidents?

Arrival/Departures

What are the policies and procedures governing the early arrival of students in the morning and the late departure of students in the afternoon? Explain the proper procedures for parents to follow when dropping off and picking up students at school—i.e., flow of traffic, drop off points.

Parent-School Communication

- A. Parent-Teacher Conferences: When does the school schedule parent-teacher conferences? How can a parent initiate a conference with a teacher?
- B. Parent Organization: If the school has some parent organization(s), the function and structure of such ought to be explained.
- C. Problems: If a parent has a problem with a teacher or the administration, how should the parent properly seek a solution?
- D. Publications: List publications and other written means used to communicate with parents.

Student Organizations

What extra-curricular organizations are available for student participation?

FACULTY MANUAL

The faculty manual must include school policies in the areas identified in this section. The purpose of the faculty manual should be to serve as definitions of policy as applied to the faculty of the school. The manual may be expanded as new policies and procedures are developed. The eight categories and the corresponding subcategories should be interpreted as the basic guidelines for developing a faculty manual that fits the needs of the applicant school. The comments following each subcategory should be viewed as the interpretive intent of the subcategory topic. The written response to each subcategory is determined by the applicant school. Other categories may be added as desired.

Introduction

- A. Historical Sketch of the School: This should be brief but sufficient to give the faculty an understanding of the heritage of the school.
- B. Philosophical Sketch: This should be brief and should deal with the school's philosophy of teaching/teachers.

Relationships

- A. Faculty Relationship to the Church

Church Responsibilities: What is expected of the faculty member with regard to church membership, attendance at church functions, participation within the church program, etc.?
- B. Faculty to School Administration
 - 1. Authority of Administrator: Teachers need to know the chain of command and who is in charge of what area. What things need to be approved by whom?
 - 2. Suggestions/Problems: If a faculty member has a suggestion or problem, how should he properly relate it to the appropriate individual?
- C. Faculty Member to Faculty Member: What is expected of the faculty in their relationship to each other?

Salary and Fringe Benefits

- A. Salary Schedule: If the school uses a salary schedule that could be included in the manual.

- B. Hospitalization/Medical Insurance: The major provisions of the policy should be explained. Procedures should be carefully outlined regarding how claims should be made.
- C. Tax-sheltered Annuity and/or Social Security: The provisions and benefits of the retirement program should be explained.
- D. Professional Liability Insurance: The school should explain the limits and provisions of such coverage.
- E. Other Insurance Programs: Give appropriate details of any other programs such as dental insurance, workmen's compensation, unemployment insurance, disability insurance, etc.
- F. Graduate School: If the school has a program to help financially with further education for the faculty, this ought to be carefully explained.
- G. Sick Leave/Personal Leave: The school policy regarding both sick leave and personal leave should be explained quite thoroughly and clearly.
- H. Other Benefits: The school may offer such benefits as discount privileges in the bookstore, free lunches, etc. Whatever is offered should be explained.
- I. Contracts: Contract procedures and provisions should be explained. When, for example, are contracts issued for the following year?

The Teacher

- A. Restrictions
 - 1. Dating: Are teachers allowed to date students? Does the school have any rule regulating dating in general?
 - 2. Dress and Appearance: Does the school have a dress code for teachers—in and out of the classroom?
 - 3. Outside Work: Does the school have any restrictions on faculty members working at non-school jobs during the school year?
- B. Attendance and Punctuality
 - 1. Regular Work Hours: What are they?
 - 2. Required Meetings/Extra Duties: What are they?
 - 3. Sickness: What should the teacher do to notify the appropriate individual of the illness and to provide the substitute with necessary teaching materials?

- C. Educational Enrichment
 - 1. Individual Study: Individual study arrangements should be an option.
 - 2. Graduate Work: Does the school help pay any of the expenses?
 - 3. Conventions: What conventions/seminars do the school faculty members attend?

- D. Personal Expectations
 - 1. Spiritual Growth and Leadership: What is the expectation?
 - 2. Personal Discipline: What is the expectation?
 - 3. Love of Children: What is the expectation?
 - 4. Ability to Teach: What is the expectation?

Behavioral Procedures

- A. General Philosophy of Discipline: Develop a concise statement of philosophy of discipline which lays a good foundation for the development of the actual discipline procedures within the school. Delineate the school's principles of discipline.

- B. General Classroom Behavior: This section should deal with classroom rules which are enforced in all classes—no talking without permission, no getting out of one's seat without permission, etc. Student care of textbooks and other school property could also be discussed in this section.

- C. Elementary Discipline: Carefully and thoroughly explain the policies, rules, and procedures of discipline for elementary students. Policy regarding corporal punishment should be thoroughly discussed. Include teacher/school responsibility to the parents in the discipline process.

- D. Secondary Discipline: In most schools, the secondary grades utilize a discipline system which is at least somewhat different than that used in the elementary grades. The policies, rules, and procedures of the secondary grades need to be carefully explained.

- E. Non-classroom Behavior
 - 1. Hallways: Provide a list of the rules and procedures which govern student behavior in the hallways.
 - 2. Restroom, Playground, Study Hall, Cafeteria, Etc. Provide a list of the rules and procedures which govern student behavior.

- F. Student Attendance
 - 1. Types of Absence: The school may categorize absences as "excused," "unexcused," or similar terms. These categories should be defined.

2. Student Responsibilities: What is a student required to do as a result of a projected or past absence?
 3. Parental Responsibilities: What are parents required to do when they want to take a student out of school and when they bring the student back to school after an absence?
 4. Teacher Responsibilities: What are the responsibilities of the teacher with regard to reporting/recording the absence and helping the student with makeup work?
- G. Principles of Teaching to Promote Classroom Order: This section could include practical pointers to help the teacher be more effective in maintaining good classroom order. The following are examples of possible principles:
1. Keep the students busy.
 2. Praise the work of the class as a whole and of individuals when the work or conduct deserves it.
 3. Do not talk too much.
 4. While the class is working, walk around the room.

Academic Procedures

- A. Standardized Testing: Describe the testing program—what tests are administered in what grades, what duties do the teachers have, etc.?
- B. Homework: State the homework policy of the school—how much, what nights, what days tests cannot be given and major projects due, etc.?
- C. Appearance of Student Papers: What is required of students with regard to heading papers, use of pen/pencil, color of ink allowed, neatness, and the use of a typewriter or computer?
- D. Grading Scale: What letter grades correspond to the various levels of the numerical (percentage) scale?
- E. Grading/Report Cards
 1. Averaging Grades: What weight is given to homework, tests, quizzes, and exams in computing report card grades? How many grade entries (minimum number) are required for each subject at each grade level?
 2. Conduct Grades: Explain how the teacher should complete this part of the report card.
 3. Report Card Calendar: What is the schedule of deadlines for teachers to complete report cards, have grades to the office, send report cards home, complete mid-grading period progress reports, etc.?

- F. Help Classes: Teachers' responsibilities with regard to help classes for students with academic needs should be clearly explained.
- G. Library Procedures
 - 1. Rules: Library rules should be listed.
 - 2. Teacher's Role: Discuss the role of the teacher in encouraging the use of the library by the students and in controlling the behavior of the class while in the library.
- H. Aids to Students: What is the policy on the use of calculators and slide rules by students in classroom settings?
- I. Textbooks/Curriculum: What is the expected role of the teacher in following a set curriculum or prescribed textbook? What input does the teacher have with regard to curricular decisions?
- J. Student Records
 - 1. Access: Who is allowed to see the permanent records?
 - 2. Updating: What is the involvement of the teachers with regard to updating permanent records? What types of information should be placed in the file?
- K. General Classroom Procedures/Schedules: How should all classes commence and conclude? Are elementary teachers required to follow a set schedule—is any deviation allowed?

General Procedures

- A. Classroom Appearance: What procedures deal with teacher responsibilities in maintaining a neat appearance in the classroom? Discuss procedures involved on Friday afternoon and Monday morning relative to preparation for use of facilities by the Sabbath school classes, if applicable.
- B. Homerooms: What is to be accomplished by the teacher in homeroom?
- C. Chapel/Assemblies: What are the responsibilities of the teacher with regard to taking the class to and from the assembly area and maintaining the appropriate order?
- D. Lunch Procedures: Where do the students eat? What options are available? State the procedures involved in classes/students using the lunchroom—movement of traffic in obtaining food, paying, and eating; where to sit; when students are allowed to leave the lunchroom; etc. How is supervision handled?

- E. Restroom Procedures: When do classes/students go to the restroom? How is student behavior controlled in the restrooms? Describe how to handle students who need to use the facilities at times other than the normal breaks.
- F. First Day of School: Describe the procedures to be followed by each teacher on the first day of school regarding the general schedule, distribution of texts, etc.
- G. Dismissal of School: What procedures should be followed by each teacher in dismissing classes at the end of the school day?
- H. Bulletin Boards: Does the school have any policy regarding the appearance and content of bulletin boards? How often should boards be changed?
- I. Teachers' Workroom/Duplication/Supplies: What activities should be undertaken in the workroom? Are students allowed in the room? What policies govern the duplication of classroom materials—mimeograph, spirit duplicator, copy machine, etc.? The school ought to include a section which explains copyright laws as related to the classroom teacher. How does the teacher obtain needed supplies?
- J. Fire/Emergency Drills: State the rules to be followed when responding to the different types of emergencies—whether drill or actual emergency. Types of emergencies other than fire could vary by locale—i.e., hurricane, tornado, blizzard. Exit routes should be specified for fire drills and shelter areas for tornado and hurricane types of emergencies.
- K. Illness and Injuries: What procedures are to be followed in the case of illness and injury?
- L. Field Trips: What policies and procedures govern the area of field trips?
- M. Parties: State the rules dealing with parties within and without the school.
- N. Guest Speakers, Entertainment, and Non-school Literature: What policies govern the use of guest speakers, entertainment, and the distribution of non-school literature?

Working With Parents

- A. Home Visits: If the school requires the teachers to visit the homes of students, policies governing such visits should be carefully explained. The teacher should understand the purpose of such visits and be given suggestions regarding how best to make the visits.
- B. Parent-Teacher Conferences: What suggestions can be given to the teacher to help the parent-teacher conference be most effective?

- C. Contacting Parents: If the teacher has an academic or discipline problem with a student, what policies or procedures govern the teacher's need to contact the parents?