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A policy manual for the Dixon (California) Unified School District

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A POLICY MANUAL FOR THE
DIXON (CALIFORNIA) UNIFIED SCHOOL DISTRICT

A Thesis
Presented to
the Faculty of the School of Education
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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June 1962

This thesis is approved for recommendation
to the Graduate Council.

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Dated August, 1962

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CHAPTER I

INTRODUCTION

With the exception of metropolitan school systems, it has been only during recent years that districts have felt the need for written board policies. This need was generated by the stimulus of increased population growth and mobility especially since World War II. With growing numbers of children entering school, districts were forced to grow and change to meet the new demands made on them. No longer was it possible to conduct school affairs with the informality characterized by the "little red school-house".

Increased size and the concomitant problems inherent in delegation of authority and implementation of policy throughout the school system encouraged school districts to organize their operations more efficiently. This necessitated the codification and systemization of the policies by which the district functions.

As districts grew and the operation of school plants became more complex, school boards and administrators began to realize that school policies must be in writing to avoid administrator-board misunderstandings and community dissension.

THE PROBLEM

Statement of the problem. At the time this study was undertaken, the Dixon Unified School District did not have a written manual outlining the district's policies and procedures.

Policies stated by the Board of Education were contained in the minutes or the Dixon Teachers Association Handbook or were verbally implied. No attempt had been made previously to codify and collect existing policies into a well organized manual to govern the school district. Under the system, the existing policies were difficult to locate when information on a specific policy was desired. As a result there were misunderstandings on the part of the general public of what the schools were trying to do, uncertainty on the part of the administration and teachers as to what was expected of them, and board actions taken which were unnecessary because of the lack of knowledge of existing policies.

It was the purpose of this study to develop such a manual with the co-operation of the Board of Education, the Superintendent and the Dixon Teachers Association.

Need for the study. There is no single source of educational policy from which the school officials can operate the district efficiently. The aims, objectives, and processes by which the district functions are dispersed

and disseminated throughout the district in such a manner that hardly anyone has a clear out conception of what they are.

The Dixon Unified District enrollment has grown slowly but steadily since unification in 1948. At that time there were 490 elementary and 162 high school students. The present enrollment stands at 1,060 elementary and 300 high school students. A steady growth and the possibility of a sharp increase in population resulting from the completion of the Monticello Dam, are also anticipated in the near future.

The fact that the district does not possess a written policy manual which outlines the district's aims, objectives, and policies, linked with the forecast of a sharp increase in school growth, clearly points out the need for such a study.

Purpose of the study. The purpose of this study was to develop a manual of district policies for the efficient operation of the Dixon Unified School District.

Through the development of this manual, an attempt was made to answer such questions as follows; What are the general areas that should be included in a policy manual? What format will best serve the needs of a school district policy manual? To what extent can the development of the manual be a cooperative project of the board, administration, and staff? How may it be evaluated and revised? Can one

policy manual be developed to fill the needs of all school districts of a similar kind?

PROCEDURES

Selection of committee. A committee consisting of the Clerk of the Board, the Superintendent, three members of the Dixon Teachers Association, and the investigator was formed to develop a manual of written policies. Details relating to how this committee was selected will follow in Chapter III of this study.

Review of the literature. The investigator reviewed the literature on the subject of written board policies. This was done at the Irving Martin Library at the University of the Pacific and the library at Sacramento State College. The following aspects were investigated:

1. The need for written board policies
2. Relationship between district size and need for policy guide
3. Scope and coverage of manual
4. Basic principles in developing a written policy manual
5. Framework and format
6. Evaluation and revision

A review of the literature and findings is discussed in Chapter II.

Review of selected policy manuals. The research

department of the California Teachers Association was asked to recommend five outstanding manuals which had been developed by other districts similar to the Dixon Unified School District. These manuals were requested and received by the investigator. The conclusion of this review will follow in Chapter II.

Determination of written and implied policies. One of the preliminary steps in developing a written policy manual was to determine what policies written and implied existed in the district. The written policies were located by careful examination of the board minutes, the Dixon Teachers Association Handbook, and various administrative bulletins located in the District Superintendent's office. The implied policies were reduced to written form by the Superintendent who was a member of the committee. A more complete account will follow in Chapter III.

Development, review, and adoption. The above research provided the necessary basis and background material for the preparation of a policy manual for the Dixon Unified School District. The final revised draft was submitted to the Board of Education for its final review and adoption. The detailed development of the manual follows in Chapter III of this study.

Following the approval of the manual by the Governing Board, the investigator drew his conclusions and prepared

his recommendations.

DESCRIPTION OF THE COMMUNITY

Located in an agricultural area, Dixon lies about twenty miles from Sacramento and approximately eighty miles from San Francisco on U. S. Highway 40. Echo Summit and Lake Tahoe can be reached from Dixon in little more than three hours. With a two-hour drive in the opposite direction, a person can reach the coast.

The population of Dixon is 3,000 and is growing rapidly. New housing construction is expanding the limits of the community steadily.

The shopping area includes all the essential business establishments. There are four grocery stores, three garages, clothing stores, a bakery, two restaurants, and many other businesses. The town supports two doctors, two dentists, an attorney, and one accountant. The churches in the community are centrally located, and they represent the major denominations. A public library is located next to the local post office.

The primary industry in this area is agriculture. The chief products raised are sheep, barley, and sugar beets; however, dairies are numerous and fairly important to the local economy. Moreover, beef, alfalfa, tomatoes, and chickens are rapidly becoming more important. Dixon

has two meat packing plants. One is located on the south side of town and the other on the north side.

For transportation in and out of Dixon, the community has the Greyhound Bus Line and the Southern Pacific Railway. The Railway Express Company, the Pacific Motor Transport, and the Delta Lines are the chief methods of freight service of this area.

For those who are interested in further study and cultural activities, the University of California at Davis is only eight miles away, Sacramento State College twenty-four miles, and the University of the Pacific sixty miles distant. All of these educational institutions are offering rapidly growing programs for advanced study during the summer sessions.

STATUS OF SCHOOL DISTRICT

The Dixon Unified School District was organized by a vote of the people on July 1, 1948. It was one of the first three districts in the state so organized under the Unified School District Act. The district was formed from the following separate districts: Dixon Union High School District and Dixon, Tremont, Liberty Island, Maine Prairie, Owen, Grant, and Silveyville Elementary School Districts. All were districts with small rural schools with the exception of the two Dixon districts.

A school board consisting of five members was elected as the governing board for the new unified district. Each board member and the Superintendent were chosen for a term of four years.

All the rural schools with the exception of Liberty Island and Main Prairie were closed the first year of unification. These two remained open because of travel distance and road construction, but were subsequently closed because of later increased inaccessibility. Nine school buses transport students to the present three schools-- Dixon Elementary, West Dixon Elementary, and Dixon High School.

CHAPTER II

REVIEW OF LITERATURE AND SELECTED POLICY MANUALS

THE LITERATURE

Need for written policies. A review of the literature in the field of written policies for school districts clearly indicates a need for written policies and procedures for every district regardless of size.

There would seem to be general agreement among educators as to the need for board policies and procedures for the operation of any school district regardless of size. Furthermore, it is agreed that these policies and procedures, in order to be really effective, must be written and distributed to all persons concerned with them in any way!¹

The need for written policies in both large and small districts was also emphasized by Reeder:

Recent investigations have shown that less than half the boards of education in cities have adopted a set of rules and regulations outlining the administrative procedures and regulations should be adopted by every school system, whether large or small for the conduct of its business.²

¹Edward M. Tuttle, "National Association Finds Growing Interest in Written Policies for Boards of Education," The American School Journal, 124:5, June, 1952.

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), p. 88.

Sears further stated:

The study of policy needs in large and small districts will have many basic likenesses in legal foundations, purposes, and types of functions required; however there will be important differences in the nature and scope of any task and the number of elements and relationships involved.³

The Ethics Commission of the California Teachers Association expressed their feeling on the need for policy development by stating: "The board should direct the superintendent to obtain all possible assistance which will clearly define the functions and limitations of administrative personnel and the board itself."⁴

Smith and Smittle confirmed the need for establishing policy by stating that Boards of Education many times deal with petty details that would be omitted if they had a good set of written policies. Any action taken is often lost in the minutes of the meeting instead of being made available in written form to all concerned.⁵

Not only is time wasted by dealing with petty details,

³Jesse B. Sears, The Nature of the Administrative Process (New York, McGraw-Hill Book Company, Inc., 1950), p. 308.

⁴California Teachers Association, Unchanneled Communications (San Francisco: Ethics Commission of the California Teachers Association, 1955), p. 22.

⁵Max S. Smith and W. Ray Smittle, The Board of Education and Educational Policy Development (Ann Arbor: Edwards Brothers, Incorporated, 1954), p. 5.

according to Bemis, but without the establishment of written policies as guides to action much time is wasted in repeated consideration of numerous problems which are basically related or even identical.⁶

Sears mentioned another important fact that:

Rules for any school system must begin where the statute law leaves off and be designed to project those laws forward to fit local needs and conditions in accordance with the dictates of the science and philosophy of education applied to the local conditions and wishes of the people concerned.⁷

The fact that much time is wasted when written policies are not available when needed was pointed out in an editorial in the National Education Association Journal:

During the same ten year period, one school-board gave consideration to the rental of school buildings no less than 160 times, while another board with a district of equal size dealt with this subject just four times.

The board that considered rental only four times had established policies to guide the superintendent and his staff in handling the use of school buildings as an administrative matter. The other board had no clear cut policy. With so many important matters demanding their attention, school board members cannot spend the few available hours of meeting

⁶Maynard Bemis, Boardmanship (Stanford: Stanford University Press, 1955), p. 11.

⁷Jesse B. Sears, "Rules and Regulations, Their Nature and Place in a System of School Administration," a reprint from The American School Board Journal, 100:22-24, April, 100: 35-36, May, 1943 (Stanford: Stanford University Press, 1943), p. 5.

time in constantly reviewing official board minutes.

Established policies, put in writing, serve as guides to consistent, orderly, and efficient action by both the schoolboard and its administrative officers.⁸

Five principal ways in which written policy manuals can be an asset to a school district were set forth by Turnbough:

1. They may improve functioning of the Board of Education itself.
2. They may improve the work of the school administration.
3. They may improve the effectiveness of other employees.
4. They may improve public understanding and support of schools.
5. They may help provide for more satisfactory relations between board and administrative personnel, board and other employees, board and public, as well as between administrators and the public, between employees, and even between teachers and pupils.⁹

Disagreements between board members and administrators must be avoided to maintain a good school system. Hughes points out that usually the first year is referred to as the "honeymoon" period when the newly hired executive and the Board work harmoniously together and everything seems right.

⁸"Better Boards Put it in Writing," National Education Association Journal, November, 1955, 44:520.

⁹Roy C. Turnbough, "Developing a School Board Policy Manual," The American School Board Journal, March, 1956, 132: 75-6.

However, as time goes on the Board usually shows a tendency to make more and more of the decisions. This is a familiar pattern when there are no adopted written statements of policy.¹⁰

Through written Board policies the Board of Education may perform its true function of policy making. Shirley Cooper, for example, made the following statement:

In some districts, a truly creative approach has been taken in developing written Board policies. Here the intent has been to create a mechanism through which the Board can act on important topics and thus perform its true policy-making function, rather than waste time on minutiae.¹¹

Scope and coverage. How much scope the manual should cover seemed to vary among the authorities in the field. Several authors suggested that the manual include general policies and procedures. Others mentioned that detailed rules and regulations should accompany broad statements. For example, Crieder and Rosenstengel made the following statement:

An administrative code may advantageously be divided into two parts: General Policies and Rules and Regulations. In all but large

¹⁰Pat Hughes, "Written Statements of Policy," The American School Board Journal, February, 1957, 134:79.

¹¹Shirley Cooper, "Review of 1956: Policy Making," School Executive, January, 1957, 76:74.

city districts, though, the two parts may well be incorporated in one code.¹²

In discussing the scope and coverage of rules and regulations Reeves stated:

Rules and regulations should define the larger relationships among employees and functions of positions without stating the minor and specific duties of each employee minutely. . . The rules and regulations should also deal with basic policies relating to personnel in administration. . . The rules and regulations should differentiate the lines of authority and responsibility among positions and define the functions of the classes of positions that the Board has established.¹³

Hand prefers to limit the manual to only those general policies and procedures necessary to provide guides to the personnel of the district in carrying out the objectives of the school.¹⁴

In general, the following areas should be included in a statement of policies:

1. Operating Procedures and Policies
Relating to Board of Education

¹²Calvin Grieder and William Everett Rosenstengal, Public School Administration (New York: The Ronald Press Co., Inc., 1950), pp. 527-8.

¹³Charles Everard Reeves, School Boards, Their Status, Functions, and Activities (New York: Prentice Hall, Inc., 1954), p. 173.

¹⁴Marrit John Rand, A Study of Board Rules and Regulations for Non City School Districts With Superintendents in California, California Association of School Administrators; Research in Administration Bulletin Number 6 (Pasadena: California Association of School Administrators, 1953), p. 7.

2. Policies Relating to the Administrative Staff
3. Policies Relating to the Instructional Staff
4. Policies Relating to the Non-instructional Staff
5. Policies Relating to the Use of Buildings and Properties
6. Miscellaneous Policies

All policies are established to meet the educational needs of a local school district. The elements making up the policies by Boards of Education in various communities vary a great deal. Such factors as the type and size of the community play an important part in determining policy content.¹⁵

Writing on the value of comprehensive coverage for district policies, Gilbaugh made this comment:

With the function of a comprehensive written set of policies, the board of education is equipped with the means to handle recommendations, procedures, and problems systematically and impartially. Through the printed statement of policy, the board of education and its employees may move forward with confidence in the execution of their respective duties without fear of infringing on the rights of others.¹⁶

¹⁵Max S. Smith and W. Ray Smittle, The Board of Education and Educational Policy Development (Ann Arbor: Edwards Brothers, Inc., 1954), p. 37-8.

¹⁶John W. Gilbaugh, "Board Policies and Regulations Are in Writing at Humboldt," The American School Board Journal, June, 1952, 124:53.

Basic principles for development of a written manual.

In developing a written policy manual Reeder emphasized six basic principles:

1. They should be formulated by the Board of Education and the superintendent of schools with the cooperation of representatives of the various types of school employees.
2. They should be in meticulous accord with the laws of the State and with the provisions of any local charter.
3. They should be written. Ideas best project themselves into reality when crystallized in written language. Verbal rules and regulations are not likely to be forgotten both by those who make them and by those for whose guidance they are made. In the larger school systems the rules and regulations are usually printed, and in smaller systems are usually mimeographed.
4. They should state clearly the general functions of the various employees. However, they should not be so rigid as to make it impossible for employees to exercise their individuality when to do so would result in greater efficiency.
5. They should be amended as the need arises. Any changes effected would be made known to all employees concerned.¹⁷

Reeves, in commenting on some of the important principles of the formulation of rules and regulations for school systems, summarized his impressions by stating that rules and regulations should:

1. Not be inconsistent with the provisions of state laws,

¹⁷Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), p. 89.

2. Not be merely a compendium of past school board policy action,
3. Be statements of adopted policies and not merely of duties and restrictions,
4. Be formulated so as to guide action in specific cases.
5. Include provisions for the amendment or repeal of parts of the adopted rules and regulations, and
6. Be kept up to date.¹⁸

An additional guiding principle expressed by Sears was that:

Because rules may at any time become significant in litigation or in avoiding litigation, they should be prepared with a view to protecting the rights of the district.¹⁹

Format for the manual. The suggested format for the policy manual varied slightly by author but there was general agreement that policies should be grouped in accordance with the degree of importance of each. The format should be attractive, permitting ease of reference, and the guides should be made available to all concerned.

One of the main precautions to observe in developing a manual is to adopt a format which will aid the finding of

¹⁸Charles Everand Reeves, School Boards, Their Status, Functions, and Activities (New York: Prentice Hall, Inc., 1954), p. 174.

¹⁹Jesse U. Sears, "Rules and Regulations, Their Nature and Place in a System of School Administration," The American School Board Journal 100: 22-24, April, 100: 35-36, May, 1943 (Stanford: Stanford University Press, 1943), p. 5.

topics quickly and easily. The joint committee of the National Education Association and the National School Boards Association made the following observation:

When existing policy manuals are examined, the conclusion is reached that there is a definite need for better organization of content. Internal arrangements varied greatly in manuals studied. Some manuals listed topics in alphabetical order; some in random order; while still others used the chronological order in which statements were adopted. Regardless of the type of arrangements it was often hard to locate topics quickly and easily. It was difficult to get a total picture of what the board intended the operation to be. Even among manuals which have grouped related topics in broad subject areas there was great diversity in the arrangement used and in the topics included.²⁰

In his article Turnbough stated:

An adequate organization for a policy manual will include seven major articles: The School Board, Administrative and Executive services, employees, pupils, financial procedures, school-community relations, and miscellaneous. The miscellaneous category was proposed less to include policies difficult to group under other headings than to provide an open end for the manual-to indicate that the manual could grow, and that items could be added without finding a convenient place for them within the existing format.²¹

In an article for the National Association of Secondary School Principals Bulletin Baker wrote:

²⁰"How to Develop Written Board Policies," A Guide to Procedures (National School Boards Association, Inc., Washington, D.C., National Education Association, 1960), p. 10.

²¹Roy C. Turnbough, American School Board Journal, 132:75-6, March, 1956.

As the committee progresses in its task of selecting the materials to be included, the question arises concerning the most economical means of publication. Should the handbook be mimeographed, multilithed or printed? Of those surveyed, the most common form in which the handbook appeared was a mimeographed, loose-leaf notebook. An offset or multilith publication is more pleasing in appearance than the mimeographed one, but the expense of this type of publication may cause an undue burden upon some schools. Therefore, it is recommended that the handbook be a mimeographed, loose-leaf form for easier revision and substitution. This would suggest one article on a page in order to provide for quick revision. It should be apparent by now that the initial cost of printing the handbook would be expensive and the cost of making revisions would delay keeping the book up to date.²²

The joint committee of the National School Boards Association and National Education Association stated further:

The format of the policy manual should be carefully planned. They are of little value unless read and used. For frequent handling, the manual should be bound in a durable form. Internal arrangement should be of such that anyone seeking information can quickly find the specific section that applies to his interest. The following suggestions are recommended to help make the policy manual useful:

- A. Bind in loose-leaf form
- B. Reproduction should be by mimeograph
- C. Include a table of contents
- D. Use of index tabs is encouraged

²²Delbert L. Baker, "Formation of a Teachers Handbook," National Association of Secondary-School Principals Bulletin, 42: 123-6, September, 1958.

- E. List sub-topic for each section under index tab
- F. Use headings at top of each page
- G. Include name of district
- H. Select a numerical system for identifying the contents of the manual which permits flexibility in changing the manual contents.

Example:

6.1 Employment
 6.1.1 Recruitment
 6.1.2 Qualifications
 6.1.3 Selection and Appointment

- I. Show date of policy adoption
- J. Give date of rule approval and of amendment
- K. Consideration should be given to placing only one item on each page
- L. Consider including reference to state law if a policy stems from law rather than local decision²³

Evaluation and revision. The task of developing a policy manual does not end with its completion. In fact in many cases it is merely the beginning. The Board must recognize the need for constant change and revision.²⁴

Writing on the need for constant review and revision of school board policy, Stapley makes this comment:

Some Boards set aside time during one meeting each year for the revision of established policy. This practice had the advantage of

²³National Education Association, loc. cit.

²⁴Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, Incorporated, 1950), pp. 527-8.

assuring a revision of the written statement and encouraging its use.²⁵

Smith and Smittle feel that:

The policies must include provisions whereby the Board of Education at definite times will appraise the value of each policy and make such changes as it deems necessary. Copies must be kept up to date.²⁶

Reeves commented:

A school board, through its superintendent, should follow up the result of the application of adopted policies to determine (1) whether or not they are being applied as intended and (2) if so applied, whether or not the results are as anticipated. From the results, the Board must decide whether to continue, modify or repeal each policy.²⁷

Since the superintendent puts the policies into effect, he should report frequently to the Board as to how the policies are functioning. The Board will then be in a position to perform its function of evaluating the effectiveness of the policies and, if deemed advisable, may revise or rescind any policy.²⁸

The above statements with footnotes conclude the

²⁵Maurice E. Stapley, "Improving School Board Functions," The American School Board Journal, October, 1957, Vol. 135.4, p. 28.

²⁶Smith and Smittle, op. cit., pp. 24-5.

²⁷Reeves, loc. cit.

²⁸D. R. Davies and E. L. Prestwood, Practical School Board Procedures (New York: Chartwell House Incorporated, 1959), p. 128.

review of literature in the field under study.

REVIEW OF SELECTED POLICY MANUALS

Selection of manuals. A letter was sent to the research department of the California Teachers Association asking for their recommendation of five outstanding policy manuals which had been adopted in other districts. It was the investigator's purpose to examine several recommended manuals rather than request a large number of which many may be poorly developed or would not be designed for the purpose intended.

The five manuals recommended were from the following districts: Alhambra Elementary School District, Pasadena City School District, Paramount Unified School District, Simi Valley Unified School District, and San Pablo Elementary School District. A letter was sent to the superintendent of each district requesting a copy of the manual of policies, procedures, rules and regulations in the district. Each official responded with a policy manual. These policy manuals were furnished at no cost except for one district which billed the writer for two dollars.

Review of manuals. An examination of the five manuals revealed no common pattern of size, number of pages or internal organization. The number of major divisions in the table of contents numbered from five to nine. None of the

manuals had the same sequence pattern. However, the first major topic in three of the five manuals related to the duties and powers of the board of education.

The first manual analyzed contained thirty-five pages and measured $6\frac{1}{2}$ x $8\frac{1}{4}$ inches. It consisted mainly of a personnel handbook which was divided into the following divisions:

- Section A - Employment
- Section B - Certification
- Section C - Leave of Absence
- Section D - Tenure Policy
- Section E - Salary

The various sections were very brief and contained only the broad aspects of each division.

The second manual investigated was in printed form and contained nineteen pages size 6 by 9 inches. This manual was also very brief and its contents dealt mainly with laws and policies governing the board of education which was also the title of the manual. The table of contents contained the following major headings:

- I. Constitutional Authority of the Members of the Board of Education
- II. Organization
- III. Duties of the Officers Defined
- IV. Meetings

- V. Duties and Responsibility
- VI. Policies of the Board
- VII. Other Policies of the Board
- VIII. School Board Members Creed

The above manual offered very little in suggestions for the purposes of this study.

The third was a mimeograph loose-leaf manual with an illustration on the cover representing an adult clasping a child's hand. This manual contained seventy-six pages which measured 8½ by 11 inches. It resembled a regular teacher's handbook and contained material mainly pertaining to the administration, staff and pupils. The major table of contents divisions were as follows:

- I. Administration
- II. Education
- III. Pupils
- IV. Teachers
- V. General Information
- VI. Speech Correction Guide

This particular manual was helpful in the areas of defining responsibilities and duties of the staff members. However, it did not cover all aspects of the entire district.

The fourth manual was more inclusive and detailed than the other three mentioned above. It measure 8½ by 11 inches and contained thirty-seven pages in loose-leaf form

with a soft paper cover. Not only was personnel covered in this manual, which was a major feature of the other three, but such main classifications as General, Curriculum, Finance, Buildings and Grounds, Transportation, and Cafeteria were also covered in adequate depth and detail. However, omitted in the manual was a classification on policies relating to the board of education.

The fifth and last manual to be examined was in the investigator's opinion the most complete manual studied. It was simply entitled "District Policies" and was organized in loose-leaf form for ease in keeping up to date. It contained one hundred and five pages which measured 8½ by 11 inches. The format and numbering system of this manual were used as guides in the development of the manual under study for the Dixon Unified School District. The above mentioned manual served a useful purpose because it covered all the aspects of a unified school district rather than a particular phase which was typical of the other manuals reviewed. The following major classifications covered the various main headings:

- Section I. Policies Relating to the Board of Education
- Section II. Policies Relating to the Education Program
- Section III. Policies Relating to the School System and Central Administration
- Section IV. Policies Relating to the School Unit

Section V. Policies Relating to District Policies

Section VI. Policies Relating to Pupil Personnel

Section VII. Policies Relating to Educational Services

Section VIII. Policies Relating to Business Services

Section IX. Policies Relating to Miscellaneous Provisions

It was apparent from the study of the five manuals that there is a great variance in written board policies. Only two of the five manuals reviewed rendered any appreciable assistance to the committee. Both of these manuals covered all the major classifications for the efficient operation of any school district. The remaining three included only certain phases of district operation with personnel being the most consistent topic. However, the very fact that there was a wide variation in the manual sizes, number of pages, scope, and content in the five manuals analyzed resulted in valuable contributions toward the compilation of the manual under study.

CHAPTER III

DEVELOPMENT OF POLICY MANUAL

Selection of committee. In the review of literature in the field of developing written policies for this study, the investigator found it clearly stated that to be effective they must be developed cooperatively with representatives of all groups using them. It was the investigator's objective to form a committee which represented the faculty, administration, and Board of Education.

At a regular Board meeting, the Superintendent and the investigator discussed with the members the need for a written policies manual for the district. At the conclusion of the discussion the group unanimously agreed that such a study should be undertaken. The investigator disclosed the information that the study would become a part of fulfilling his requirements toward the Master of Arts degree in Education and that his thesis committee had approved it. He asked for a volunteer. Both the Clerk of the Board and the Superintendent offered to serve on the committee.

The study was explained to the president of the local teachers association and he pledged his cooperation in the matter. At the next regular meeting, the project was

discussed and volunteers were requested. Three teachers who were interested in this field and felt that the District needed a written policy manual volunteered to complete the committee.

For the purposes of this study, any reference to the committee hereafter will imply the following membership: Clerk of the Board, Superintendent, three teachers, and the investigator.

Determination of existing and implied policies. The committee met regularly once per week during a period of three months. They carefully scrutinized the minutes of the Board of Education meetings beginning in 1948, when the District was unified, until the present date. These minutes were categorized as to content in order that all policies pertaining to a certain subject might be easily studied and examined. This review was necessary to identify previous actions where policies had been established or were indicated.

Next, all the written policies were copied from the Dixon Teachers Association handbook and District office communications. After the compilation of all existing written evidences of Board policies had been completed, implied policies of the District were written with the special assistance of the Superintendent and added to the collection. In areas where there were no policies, the

committee inserted new ones. These were mainly transferred from headings and sub-headings in the five selected manuals. At least two of the manuals were from districts under study. The committee saw nothing wrong in filling the voids because the policies would not become effective until reviewed and adopted by the Board of Education.

All the policies were then typewritten on cards to facilitate sorting and grouping into the major classification of policy construction. After the policies had been placed under their appropriate headings, they were reviewed for repetitious or conflicting sections. Additions and deletions were made as needed by the committee.

Framework and format of manual. The committee, by reference to the study of the selected Board policy manuals and in a discussion with the investigator relating to a review of the literature, set up the following tentative classification that seemed to best serve the needs of the Dixon Unified School District: the Board of Education, educational program, school system and central administration, the school unit, district personnel, pupil personnel, educational services, business services, and miscellaneous provisions.

It was decided that there should be a comprehensive table of contents with chapter headings numbered in succession by 1.0 expandable to .100, sub-headings of .1 expandable to .99, and further sub-divisions of A to Z.

It was determined that the policy manual would, after formal adoption by the Board of Education, be in duplicated, loose-leaf form for convenient revision and substitution. The manual would be duplicated on standard size 8½ by 11 inch paper and bound with a plastic spiral binding.

After several revisions the following chapter headings were determined to be the most appropriate ones for the District:

- 1.0 Policies Relating to the Board of Education
 - 2.0 Policies Relating to the Educational Program
 - 3.0 Policies Relating to the School System and Central Administration
 - 4.0 Policies Relating to the School Unit
 - 5.0 Policies Relating to District Personnel
 - 6.0 Policies Relating to Pupil Personnel
 - 7.0 Policies Relating to Educational Services
 - 8.0 Policies Relating to Business Services
 - 9.0 Policies Relating to Miscellaneous Provisions
- Appendix A. The School Board Members' Creed
- Appendix B. Some Obligations of the Board of Education and The Superintendent of Schools
- Appendix C. A Framework for Public Education in California
- Appendix D. Code of Ethics for California Teachers

Appendix E. Salary Policies and Schedules-
Certificated

Appendix F. Salary Schedules - Classified

Development and review of the preliminary draft by Board of Education and staff. During the following six months the committee met on a regular basis. The agreed time was from eight to ten every Wednesday evening. However, occasionally when the discussion became involved the group did not adjourn until approximately eleven o'clock.

As the various sections of the draft were completed, they were passed on to the person or persons directly concerned with that particular part of the manual. Chapter I pertaining to the Board of Education, was duplicated and copies were sent by mail to the Board members for their comments and suggestions. Chapters I and III were particularly reviewed by the Superintendent. However, since he was a member of the committee, there was no apparent need in passing these sections on to him for comment. Chapters V and VI, dealing with District personnel and pupils, were referred for their comments and criticism to the remaining staff members who were not on the committee.

The comments and questions of the staff and Governing Board were carefully noted and evaluated by the committee. Those suggestions which were deemed pertinent and administratively sound were compiled in subsequent revisions. This

phase of the study was rather lengthy and in many cases time consuming. It was important, however, that this be done in order that the manual might be accepted by the entire staff and the Board of Education.

After all the revisions were made, the manual was duplicated for final Board review and adoption.

Board adoption of final draft. The completed draft of the Policy Manual for the Dixon Unified School District was submitted to the Board of Education at regular Board meetings for their questions and criticism. One section at a time was reviewed during any given meeting in order that the regular business might be completed without making the agenda too lengthy. The Superintendent presented the completed work and explained various actions taken by the committee. The investigator and the Board member on the committee assisted the Superintendent in explaining recommended policies and answering questions pertaining to the material offered. Changes approved by the Board of Education were made and incorporated into the final draft.

After the manual was corrected as indicated by the Board of Education, it was approved and adopted by that body on January 23, 1961.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The problem that was the basis for this thesis was to develop a policy manual for the effective operation of the Dixon Unified School District and make it available to all persons concerned with the school system.

The specific purposes of the study were to provide a reference source for the Board and the staff for handling procedures, recommendations and various problems in an objective and systematic way.

At the time this study was undertaken, the existing policies were either contained in the minute book or the Dixon Teachers Association handbook. Due to previous District problems which resulted from the lack of a written policy guide, the Board of Education, Superintendent and investigator were unanimous in recognizing the need for such an instrument to establish definite written District policy.

The data for the study were based on an examination of the minutes of the Board of Education, review of the

Dixon Teachers Association Handbook, an analysis of five policy guides from other districts as recommended by the California Teachers Association, and a review of the related literature in this field.

During the development of the manual an attempt was made to answer the following questions:

1. The need for written Board policies
2. The relation between district size and the need for a written policy guide
3. How large a scope should a policy manual contain
4. Basic principles when developing a written policy manual
5. Suggested format
6. Recommendations for keeping manual up to date.

It was evident that there is an increasing amount of literature relating to school district policy manuals and to their development. There were several texts devoted entirely to the need for the development of written policies. Several texts on school administration contained a section about district policies, however, these were rather repetitious in content.

Articles in periodical literature expressed the need and importance of policy guides. It was generally agreed that in the districts where no written policies exist, there appears to be mistrust and misunderstanding between

administration and staff members and even among employees themselves. Research, also, brought out the fact that only during the past ten years has considerable thought been devoted to the need and development of policy guides.

Five California school districts in size comparable to the Dixon Unified School District were requested to furnish their policy guide for analysis. Guides were received from all five districts. An examination of these manuals revealed no common pattern of arrangement.

One manual was 6 x 9 inches in size; another was 6½ x 8½ inches; three were 8½ x 11. One was printed, one hektographed and three were mimeographed. One manual covered the Laws and Policies Governing the Board of Education, two were organized around personnel only and two manuals were comprehensive and all inclusive in their construction and content.

The first step in the actual development of the manual for the Dixon Unified School District was to prepare a tentative outline of the organization and proposed content. This was subjected to a critical review by the teacher committee and the superintendent whose suggestions and recommendations were evaluated and, in most cases, followed in subsequent revisions.

The last revision was submitted to the Board of Education through the Superintendent for its study and

criticism. The suggestions of the Board were acted upon, and the final draft was approved by that body.

CONCLUSIONS AND RECOMMENDATIONS

After having worked approximately two years on this study in addition to fulfilling the duties of an administrator, the investigator has arrived at the following conclusions and recommendations:

1. Every school district should have a written policy manual. Each district must prepare its own manual to fit its own needs.
2. The policy manual should grow out of a cooperative effort of the Board members, administrative personnel, and other district staff.
3. The policy manual must define the general boundary within which the school shall function; however, it shall not take the place of, nor hinder, good administration.
4. The policies should not include the details of management. These should be developed separately by the Superintendent and his staff in accordance with the general policies of the Board.
5. The policies should be worded in such a way as to avoid any possible misinterpretation.
6. Policies must be in accord with statutes.
7. The manual should be in loose-leaf form to provide ease in insertion of amendments and in making revisions.
8. The policy manual should be placed in the hands of Board members, certificated and classified employees, and interested persons in the community.

9. The policy manual should be periodically revised and kept up to date to conform to changes in the Education Code, the rules and regulations of the State Board of Education, and the educational program of the District.
10. The policies must be adopted by the governing Board before they become effective.

Although this study was specifically made for adoption by the Dixon Unified School District, this manual with minor changes may well serve other districts in California.

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APPENDIX

A POLICY MANUAL FOR THE
DIXON (CALIFORNIA) UNIFIED SCHOOL DISTRICT

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STATEMENT OF ADOPTION

The policies included in this guide represent the accumulated experiences of the governing board over a number of years. In addition, they represent a consensus reached between the board of education and the district staff through a cooperative study.

This document is concerned with policies of the board of education. Board policies relate principally to what the community wants in the way of an educational program. Such policies are usually broad and general in nature, assigning to the superintendent and his staff responsibility for effecting the program and its details.

This guide is not final or fixed in nature. Provisions are made whereby these policies can be changed or deleted, and new policies may be added as the need arises.

All former policies of the board of education and all resolutions or orders that are in conflict with the policies approved in this publication are hereby rescinded.

Approved: Board of Education

Linford Anderson, President
Arnold Collier, Vice-President
Dr. Verl Knight, Clerk of Board
Denton Barker, Member
John R. Phillips, Member

February 23, 1962

CHAPTER I

POLICIES RELATING TO THE BOARD OF EDUCATION

CHAPTER I. POLICIES RELATING TO THE BOARD OF EDUCATION

Section 1.0 The Board of Education

- (a) The legal description of the territory comprising the Dixon Unified School District and the maps thereof are filed in the office of the County Superintendent of Schools of Solano County.
- (b) The government of the Dixon Unified School District is vested in a board of education composed of five members who are elected at large by the electors of the school district in general election.
- (c) The board of education exists under and derives its power from the Constitution and Acts of the Legislature of the State of California. (See Educ. Code #3303)
- (d) The board of education is responsible for the general conduct of the schools. (See Educ. Code #981)
- (e) Each member of the board of education is elected for a term of four years from and after July 1 following his election. (See Educ. Code #931)
- (f) Board members serve without remuneration except that the district provides expenses incurred by them in authorized travel on school business or professional meetings.

1.1 Powers of the Board of Education (See Educ. Code 981-1010)

- (a) Public education is a state function and a local responsibility. In California the governing board of a school district derives its power from the laws of the state. These powers fall into two major classifications - (1) mandatory and (2) permissive. Only those powers stipulated in state law may be assumed by a governing board. The principal powers of the governing board may be generally listed as follows, with the understanding that all powers must be exercised in strict accordance with state laws and limitations set thereby:
- (b) The governing board has the power of contract through which it buys goods and employs services necessary for the operation of the schools of the district.
- (c) It has the power of eminent domain.
- (d) It has the power of being fiscally independent and of causing taxes to be levied for the support of the schools of the district.
- (e) It has the power of calling, or causing to be called, elections for certain purposes, among the voters of the district.
- (f) It has the power of making rules and regulations for the operation of the schools of the district.
- (g) It has the power of determining the educational program of the schools.
- (h) It has the power of establishing its own mode of procedure for the conduct of its business.
- (i) It has the power of appraisal or review of its policies and actions, its own program of educational services, and the work of its employees.

1.2 Organization of the Board of Education

- (a) The board of education meets annually on the first day of July and organizes by choosing one of its members as president for a term of one year, one as vice-president, and one as clerk for the same period.
- (b) The president of the board, if still a member, calls the meeting to order and asks for nominations for president. If the former president is not a member, the vice-president performs this duty. The new vice-president and clerk are nominated in a similar manner.
- (c) These officers are elected by the affirmative vote of a majority of the board.
- (d) The district superintendent shall serve as executive officer and secretary of the governing board. (See Educ. Code #3301)
- (e) The president presides at all meetings, and decides questions of order, unless otherwise directed by the board. He has the same rights as other members of the board in voting, introducing motions and resolutions, and in discussion.
- (f) The vice-president presides at all meetings of the board when the president is absent.
- (g) The clerk notes correspondence, verifies signatures, and is responsible for minutes of each meeting.
- (h) In the absence of both president and vice-president, the three members of the board select one member to preside at that meeting.

1.3 Committees of the Board of Education

- (a) No permanent or standing committees shall be created.
- (b) At all times, the board operates as a unit.

1.4 Meetings of the Board of Education

- (a) The board shall hold at least two regular meetings each month. Date, time, and place of the meetings shall be established at the annual meeting held July 1, of each fiscal year.
- (b) The president may call a special meeting of the board whenever he considers it necessary. He shall call a special meeting if requested to do so by another member of the board. All members of the board and the district superintendent shall be notified of the special meeting by written notice delivered to them at least 24 hours in advance of the meeting. If written notice is not given at least 24 hours in advance of any special meeting, each member of the board must waive written notice before the meeting can be held. Only those items of business listed in the call for the special meeting shall be considered at the meeting.
- (c) All regular and special meetings shall be open to the public.
- (d) The board, upon a majority vote, may adjourn any meeting at any place in the agenda, providing arrangements are made to complete the items of business on the agenda at a future meeting.
- (e) Discussions concerning personnel matters relating to employees and pupils shall be held in closed meetings of the committee of the whole. Such discussions shall be considered confidential. No action will be taken in such meetings. (See Educ. Code #986)

1.5 Procedures in Transacting Board Business

- (a) Three members of the board constitute a quorum and may transact business.
- (b) The superintendent shall prepare an agenda for each regular meeting of the board and shall send each member a copy at least three days prior to said meeting. He shall keep one copy on file in the district office. (See Educ. Code #1551)
- (c) Unless changed by a majority vote, the order of business at each regular and adjourned meeting of the board, other than the annual meeting, shall be as follows:
 - 1. Call to Order
 - 2. Roll Call
 - 3. Reading and approval of minutes
 - 4. Ratification of warrants
 - 5. Communications, petitions, and delegations
 - 6. General business
 - 7. Miscellaneous
- (d) Parliamentary rules as set forth in Robert's Rules of Order Revised shall be the rules of order of this board insofar as they are applicable.
- (e) The clerk shall be responsible for keeping the minutes of all meetings of the board. He shall keep duplicate copies for the district files.
- (f) Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous.
- (g) The board of education shall follow a general policy of acting on only such items of business at any given meeting as appear on the prepared agenda. If individual members of the board or the superintendent propose additional items during a meeting, these shall be placed on the agenda for the next board meeting. The board may take action on urgent items not in the prepared agenda.

- (h) Any rule regarding the order of business may be suspended at any meeting, by a two-thirds vote of the members present.
- (i) All former policies of the board of education and all resolutions or orders that are in conflict with the policies approved in this publication are hereby rescinded.
 - 1. Any rule or regulation, not statutory in nature, may be amended or repealed at any regular meeting by a majority vote of the board, provided that such proposal has been submitted in writing at the previous regular meeting. The action must be listed in the call if it occurs at a special meeting. The published District Policies shall be revised as deemed necessary by the board of education.

1.6 Responsibilities of Members of the Governing Board

- (a) Establish and maintain an adequate system of public schools in keeping with state laws.
- (b) Select the superintendent of schools who serves as chief executive and administrative officer of the board.
- (c) Establish policies governing the organization and administration of the school system with the recommendations of the superintendent.
- (d) Act upon, veto, or approve as a unit, not as individual members, all recommendations and proposals of the superintendent.
- (e) Provide for the dissemination of information throughout the community concerning the schools, interpret its policies to the public, and assist in acquainting the community with the educational program.
- (f) Provide the necessary funds for the instructional program, for maintenance of plant and equipment, and for essential capital improvements in order to assure an efficient school system.
- (g) Determine with the superintendent the general nature of the educational program.
- (h) Employ all school personnel for the district with recommendation of the superintendent of schools and in keeping with district personnel policies.
- (i) Adopt an annual budget after due consideration of such administrative financial reports as may be required.
- (j) Approve all financial policies not specifically defined by law.
- (k) Purchase sites for school buildings, approve building plans, and enter into contracts for the erection of school buildings with the recommendations of the superintendent.

1.7 Organizational Relationship of the Board of Education

- (a) Administrative authority and responsibility for educational and professional matters are centralized in the superintendent. The board encourages the participation of all concerned with public education-pupils, parents, and teachers-in the development of educational policies.
- (b) Administrative authority and responsibility for fiscal and financial matters are centralized in the superintendent.
- (c) The district superintendent, acting in his capacity as secretary of the board, is authorized to open all mail addressed to the board.
- (d) Suggestions, grievances, or other communications to the board from individuals or groups are submitted in writing to their executive officer, the superintendent of schools. The superintendent presents them to the board for its consideration.
- (e) The board of education exercises such powers, functions, and responsibilities as are given to it by law in cooperation with educational agencies to the state.
- (f) In event the governing board decides not to re-elect the superintendent, the superintendent of schools shall be given written notice prior to January 1, preceding the expiration of his term of office.
- (g) The governing board assumes its full legal responsibility in all matters relating to the program of public education for the Dixon Unified School District and invites fullest cooperation from all groups through suggestions, discussions, and recommendations, reserving to itself the right and obligation to make final decisions based on available evidence on all matters affecting the educational program.
- (h) The governing board adopts "The School Board Member's Creed", found in Appendix A, and the "Obligations of Boards of Trustees and Superintendents", found in Appendix B, as general guidelines for individual board members in the conduct of their offices.

CHAPTER II

POLICIES RELATING TO THE EDUCATIONAL PROGRAM

CHAPTER II. POLICIES RELATING TO THE EDUCATIONAL PROGRAM

Section 2.0 Organization of the Educational Program

2.1 Purposes of Education

- (a) The governing board subscribes to the statement of purposes of education adopted by the State Department of Education in "A Framework for Public Education in California", Bulletin of the California Department of Education, Vol. XX, No. 6, 1950, pp. 5-7 (See Appendix C.)
- (b) The chief purpose of public education in the Dixon Unified School District is to prepare boys and girls for full and active participation in community living and the democratic way of life.
- (c) In achieving these purposes, the governing board resolves to provide for each young person of school age the best educational program possible.
- (d) Schools are established to teach those essentials not taught by other agencies in society. The governing board conceives the responsibilities of the schools as being in two major categories: primary responsibilities and shared responsibilities.
 - 1. The phases of education for which the schools have primary or chief responsibility include reading, handwriting, arithmetic, spelling, the basic essentials of oral and written composition, the social studies, (geography, history, and civics), and science. At least seventy-five percent of each school week shall be devoted by teachers to these primary responsibilities.

2. Responsibility for some other phases of education are shared jointly, and in varying degrees, by the schools and other educational agencies (home, church, community, movies, radio, television, and the press). These shared responsibilities include growth and development in vocational fitness; the democratic way of life; scientific attitude of mind; health, and safety; consumer competence; conservation; thrift; family living; the arts; moral, ethical and spiritual values; and the worthy use of leisure time.

2.2 Scope of the Curriculum

- (a) The governing board recognizes those curriculum requirements of the state found in the Education Code and the State Department of Education policies as a first obligation of the school district. Within the latitude of this curriculum framework, the board gives first priority to the development of skills in the fundamental tools of learning and citizenship training.
- (b) The educational program of the Dixon Unified School District will provide, within the financial limitations of the district, learning in the following areas at each grade level in keeping with the maturity level of the learners:
1. Instruction and educational experiences in developing and using the fundamental tools of learning. These include reading, hand-writing, arithmetic, and spelling.
 2. Instruction and educational experiences leading to and understanding of the obligations of responsible American citizenship and to the development of necessary civic skills. These include instruction in history, civics, and current affairs; provision for an ever-increasing understanding of democracy as a way of life; and a democratic school environment which provides opportunities to practice democratic processes.
 3. Instruction and educational experiences which develop skills in getting along with others and in meeting the problems of group living. These include opportunities for social experiences, instruction in understanding oneself and others, and a controlled school atmosphere conducive to proper behavior and respect for others, with pupil participation in such control, in keeping with their maturity level.
 4. Instruction and educational experiences leading to an understanding of the physical environment. These include physical and biological sciences, geography, and nature study.

5. Instruction and educational experiences in creative expression and appreciation. These include music, art, literature, and poetry.
6. Instruction and educational experiences in healthful living and physical activities. These include health and safety instruction, a physical education program designed to meet the needs of all pupils, and a healthful and safe school environment.
7. Instruction and educational experiences in exploring the world of work and the development of special talents and individual responsibilities. These include an ever-increasing understanding of the world of work and free enterprise; and an acquaintance with vocational opportunities and requirements; and educational experiences in an atmosphere which rewards industry and individual effort, provides for guidance, and develops good work habits through work experience.
8. Instruction and educational experiences designed to develop the understandings and skills for effective family living. These include instruction in the home arts and social studies with attention given to living in the world today, the story of mankind, home skills, and the essentials of family living.
9. Instruct on and experiences at all levels and proper use of leisure time. These include instruction in the arts, opportunities for club and hobby activities, and a planned intramural and recreational program.
10. Instruction and educational experiences at all levels and in all subjects that contribute increasingly to the child's ability to think critically and creatively, to understand himself and others, to understand this world and society, to develop an increasing awareness of the essential nature of moral and spiritual values in his life, and to demonstrate his role as a citizen.

11. Instruction and specialized experiences for exceptional children, including the physically and mentally handicapped, children with superior capacities, and those with special problems of adjustment.
 - (c) Formal instruction in industrial arts, home arts, and art will be planned for grades nine through twelve. Experiences in arts and crafts will be provided in the elementary schools as required by state law.
 - (d) Music experiences will be provided in all grades. Instrumental opportunities will be provided for pupils with special abilities in grades six through twelve. Fifth grade pupils may avail themselves of such opportunities before and after regular school hours.
 - (e) Formal instruction in essential business courses will be offered in grades nine through twelve.
 - (f) Dramatics and speech arts will be encouraged at all grade levels.
 - (g) Planned opportunities for enrichment reading will be encouraged whenever possible.

2.3 Guidelines for the Educational Program

- (a) The administration should secure the best qualified personnel available to serve all aspects and levels of the educational program.
- (b) Provisions relating to the curriculum:
 1. In curriculum development first attention should be given to utilizing the special knowledge and talents of district personnel. Competent consultant services will be provided when needed to supplement regular services and to assist special groups studying educational problems.
 2. Controlled experimentation to test promising practices is encouraged.
 3. Adequate quantities of necessary instructional materials will be provided to make possible efficient teaching and learning.
 4. In policy development, those expected to effect educational policies should participate in their development.
 5. Study of the curriculum should be continuous with changes based on objective evidence of pupil and community needs.
 6. The best research available should be used in determining decisions regarding curriculum organization, content, and instructional procedures.
 7. The teaching of moral and spiritual values in an intrinsic part of the educational program and is the responsibility of every teacher.
 8. Adequate provision should be made in instructional materials and classroom procedures for individual differences.
- (c) There should be an active program of interpreting the educational program to the community. Included in this should be a program of parent-

teacher conferences to supplement other reporting procedures and opportunity for lay participation in the development of educational policies.

- (d) Utilization of community resources and purposeful field trips to enrich the educational program is encouraged.
- (e) At the elementary level, the administration should endeavor to maintain a maximum class size of thirty, beginning in the primary grades.
- (f) A planned program of evaluating the educational program in terms of educational objectives should be established and maintained with periodic reports to the board as requested.
- (g) The administration of the schools and classrooms should enhance, through example and atmosphere, the learning of democratic principles and the development of democratic citizenship.
- (h) Counseling and guidance are considered integral parts of the educational program.
- (i) Progress through the grades should be made a matter of age, maturation, social and civic development, as well as achievement in the basic skills. (See Section VI, No. 643)

2.4 Guidelines for Instruction

- (a) All professional personnel of the district are expected to adhere to the Professional Code of Ethics of the California Teachers Association as the basic guide to professional conduct. (See Appendix D)

- (b) The schools do not teach controversial issues but rather provide opportunities for their study. For the public schools, policy on controversial issues is defined in terms of the rights of pupils rather than in terms of the rights of teachers. In the study of controversial issues, pupils of Dixon Unified School District have six rights to be recognized:
 - 1. The right to study any controversial issue which has political, economic, or social significance and concerning which they should begin to have an opinion.
 - 2. The right of free access to all relevant information including the materials that circulate freely in the community.
 - 3. The right to study under competent instruction in an atmosphere free of bias and prejudice.
 - 4. The right to form and express their own opinions on controversial issues without jeopardizing their relations with the teacher or the school.
 - 5. Teachers are responsible for providing proper guidance in selecting topics for discussion and study. Only those problems which are vital to pupils and in terms suited to the degree of maturity of the learners and their capacity for understanding concepts and values should be selected.
 - 6. The right to study current problems in a classroom atmosphere based on the foundation of positive instruction toward a belief in the ideals and processes of American democracy.

- (c) In developing an adequate classroom program of instruction, the governing board subscribes to the following principles:
1. Control of a class is a prerequisite of teaching and a first responsibility of the teachers.
 2. Knowledge of the pupils, their needs, interests, and abilities is another prerequisite to good teaching.
- (d) Democratic procedures should be used in the classroom. Control is compatible with democracy, and youth expect and want rules and regulations. Democracy in the classroom includes: order and control based on reasonable and consistently administered rules, respect for others and oneself, cooperative planning, freedom commensurate with the individual's ability to assume responsibility, and the provision of opportunities for boys and girls to take new steps toward establishing self control as they are ready.

2.5 Adult Education

- (a) Adult education courses may be offered in approved subjects providing that there be a minimum registration of 12, and that if attendance drops below 12 for 2 consecutive weeks, the course will be discontinued.
- (b) Any exceptions to the attendance standards must be approved by the governing board.

CHAPTER III

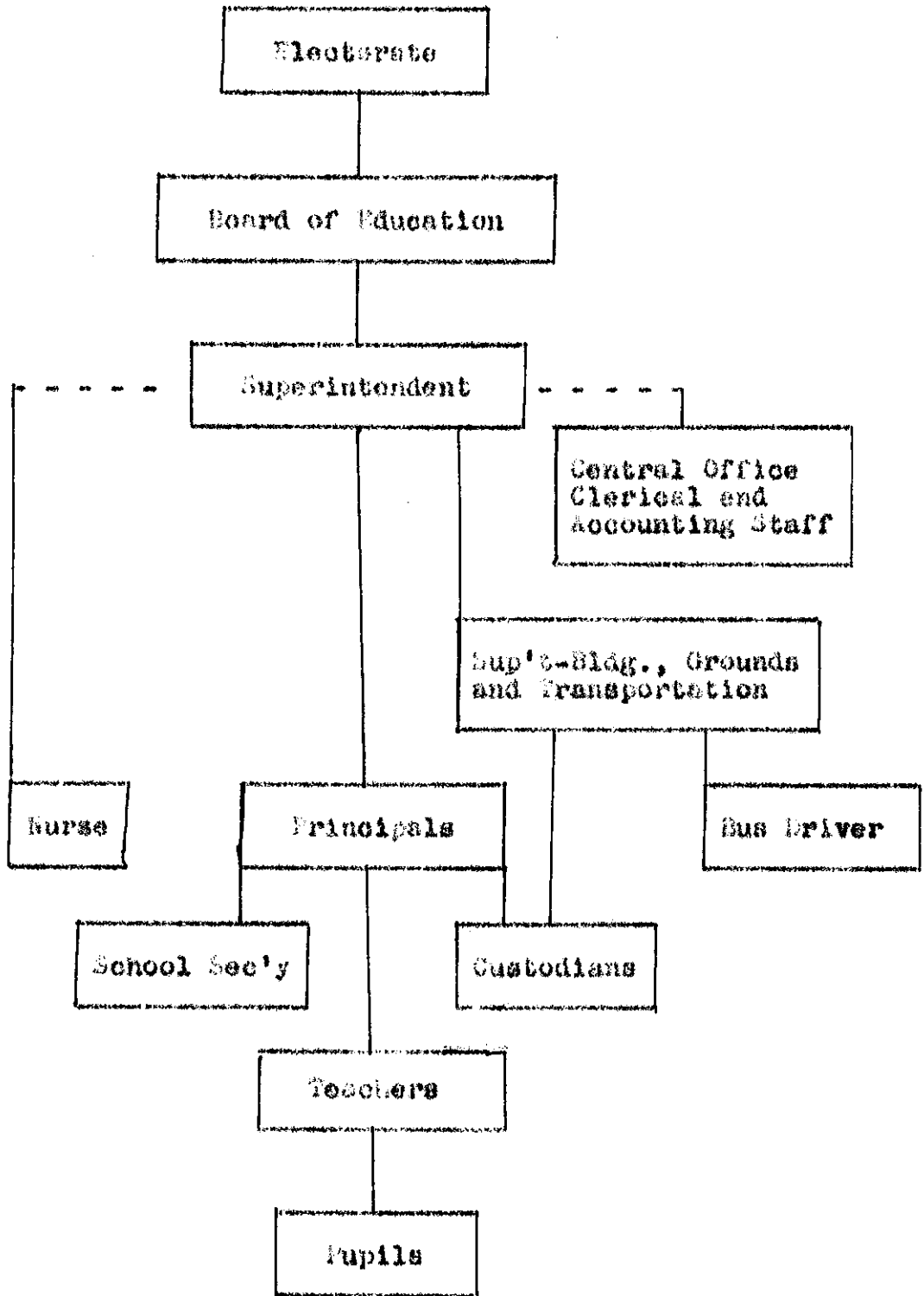
POLICIES RELATING TO THE SCHOOL
SYSTEM
AND CENTRAL ADMINISTRATION

CHAPTER III. POLICIES RELATING TO THE SCHOOL SYSTEM AND
CENTRAL ADMINISTRATION

Section 3.0 Organization of the School System and Central
Administration

- (a) The schools of the district shall be organized with reference to a unified program of educational and instructional experiences. It shall be operated as a single system under the direction of the superintendent of schools.
- (b) The regular school year (for purposes of instruction) shall consist of no less than 175 days. Holidays shall conform to the provisions of the Education Code, except where the governing board shall declare special holidays.
- (c) The term "central administration" applies to those officers and to those controls that operate over the school system as a whole, or over a major administrative division of the system.
- (d) Central administrative services are organized with the leadership of the superintendent of schools who, as the chief executive and administrative officer of the governing board, assumes immediate charge of the entire school system and all its divisions.

3.1 Organization of Administrative Divisions



3.2 Superintendent of Schools

- (a) The superintendent of schools has the following responsibilities:
1. Serves as secretary to the board, and as its chief executive and administrative officer. He is responsible for keeping the board informed and for providing two-way communication between the board and personnel of the district. He attends all regular and special meetings of the board, except when his position is being considered.
 2. Makes recommendation to the board of education on appointment of all personnel.
 - (a) He shall have the power to employ such casual personnel as may be necessary within the limits of budgetary provisions. He shall be authorized to employ substitute personnel when any of the regular personnel are compelled to be absent from their regular duties.
- (b) Makes recommendations to the board of education on matters of policy based upon cooperative planning with the staff.
- (c) Administers the adopted policies of the board of education.
- (d) Directs the preparation of and presents the annual school budget for board consideration and adoption.
- (e) Supervises the administration of all fiscal matters relating to the school district.
- (f) Provides leadership in the efficient administration of the schools in all its divisions and delegates responsibility and authority to the members of the administrative staff.
- (g) Works with the community in planning and interpreting the educational program and encourages school-community cooperation.
- (h) Supplies information relative to school plant needs and on approval of the board provides leadership in developing new school plant facilities. He is also responsible for school

3.3 The following district personnel are directly responsible to the superintendent of schools:

1. School principals
2. Nursing personnel
3. Central Office secretarial staff
4. Superintendent of Buildings, Grounds and Transportation

CHAPTER IV

POLICIES RELATING TO THE SCHOOL UNIT

CHAPTER IV. POLICIES RELATING TO THE SCHOOL UNIT

Section 4.0 Organization of the School Unit

4.1 School Principal

- (a) The superintendent recommends and the board appoints qualified persons as school principals. The school principal is the responsible administrator and the professional leader of the school.
- (b) The school principal is recognized as being in direct charge of the program and all personnel regularly assigned to his school, within the special provisions regarding areas of dual control set forth in this document. He operates within the framework of district policies adopted by the governing board, the legal requirements, as stipulated in the Education Code, and the Rules and Regulations of the State Department of Education.
- (c) The school principal has the following responsibilities:
 1. Supervises instruction in the school.
 2. Supervises all personnel assigned to the school.
 3. Organizes committees to study the educational program of the school.
 4. Interprets district policies to the school staff, and interprets school problems to the administration.
 5. Interprets the school program to parents, and cooperates with parents in school and community projects.
 6. Maintains adequate records and accounts.
 7. Supervises the care and upkeep of buildings and grounds.

8. Requisitions supplies and facilities.
 9. Provides help for the staff and pupils through available consultant services.
 10. Evaluates all personnel assigned to the school with annual recommendations to the superintendent.
 11. Performs such other duties as are assigned by the superintendent.
- (d) Supervising principals shall be on duty eleven months of the year.

4.2 Teacher Personnel

- (a) The teaching staff consists of regular teachers, special teachers, substitute teachers, part-time teachers, and home teachers.
1. A regular teacher is one who teaches a regular subject, group of subjects, or grade on a regular annual contract.
 2. A special teacher is one who teaches one or more special subjects or activities. A special teacher has the same status as regular classroom teachers within the district. He is directly responsible to the school principal when assigned to a particular school. In cases where the special teacher travels from school to school, he is responsible to the school principal when within a school and to the director or coordinator of what particular activity for assigned duties and general supervision.
 3. A substitute teacher is one who is called upon to fill temporary vacancies in teaching positions. Substitute teachers in general are required to possess the same qualifications as regular teachers.
 4. A part-time teacher is one employed for less than a full assignment.
 5. A home teacher is one who is employed to teach physically handicapped children in their homes. The home teacher assumes the status and the responsibilities as apply to the position of a regular teacher.
 6. A special teacher employed to teach remedial reading, cerebral palsy, or mentally retarded children assumes the status and responsibilities of regular teachers in the district as those responsibilities apply to the position. He is directly responsible to the principal when working in a school.
 7. A school counselor has a regular teacher's

status with time allocated in his work day by the school principal for the performance of counselor duties. Such duties shall be cooperatively developed by the counselor with his principal or someone designated by him.

(b) A teacher has the following responsibilities:

1. Becomes familiar with policies and procedures that relate to his school duties. Assigned activities are conducted in conformity with approved policies of the board, the rules and regulations of the State Department of Education, and the state law as found in the Education Code.
2. Plans for professional growth through knowing his pupils, their parents, the community, and the teacher's field of specialization; meets district requirements as regards in-service education and committee work; and utilizes supervisory and auxiliary services provided by the school district and the community.
3. Acts and speaks in conformity with the highest ethical standard of the profession in relationship with parents, pupils, and co-workers. (See Appendix D-Code of Ethics for California Teachers.)
4. Keeps such records and renders such reports as are required by law or requested by the principal or the superintendent. This includes securing and renewing proper credentials.
5. Keeps informed concerning new developments in the field of education and particularly in his specific field.
6. Establishes and maintains classroom control, order, and organization. The governing board recognizes control as being a prerequisite to the learning process and order and organization as primary responsibilities of the teacher.
7. Effects the course of study adopted by the board of education.

8. Cares for and protects school property and efficiently uses school supplies and equipment.
 9. Keeps the principal informed concerning matters affecting school policies and the educational program.
 10. Participates in professional or community-school organizations and activities.
 11. Attends regular or special meetings called or authorized by the principal or the superintendent.
- (c) Teachers are in direct charge of assigned activities. They work with the leadership of the principal and are responsible directly to him.
- (d) Complaints, grievances, or suggestions should first be presented to the school principal. If satisfactory adjustments are not made, these courses are open:
1. After notifying the principal of intention to do so, they may present their case in writing to the superintendent for his consideration after which it may, upon request, be referred to the board of education.

4.3 Superintendent of Buildings and Grounds

- (a) The superintendent of buildings and grounds is directly responsible to the superintendent for the general conduct of his office. He shall serve as technical consultant to the principal on maintenance and operation problems. In administering custodial services, the principal operates within the general policies and procedures governing maintenance and operation established by the superintendent with the approval of the governing board.
- (b) The superintendent of buildings and grounds, in addition to his regular custodial duties, has the following responsibilities:
 1. Develops and submits assignments and working schedules to be approved by the principal.
 2. Supervises the operation of school plant facilities, including cleanliness, healthful environment, and general appearance of the school plant.
 3. Provides custodial service for community functions held at the school.
 4. Coordinates the work of the bus drivers, gardeners, and maintenance men.
 5. Requisitions and supervises the use of custodial supplies.
 6. Supervises the work of custodians.

CHAPTER V

POLECIES RELATING TO DISTRICT PERSONNEL

CHAPTER V. POLICIES RELATING TO DISTRICT PERSONNEL

Section 5.0 District Personnel

- (a) Personnel of the district are divided into two categories - certificated and classified.
 - 1. Certificated employees are those whose duties require the holding of a valid certificate issued by the State of California.
 - 2. Classified employees include all employees of the district whose employment does not require certification as one of its conditions.
- (b) Probationary employees are defined as follows:
 - 1. Certificated employees holding a regular credential are considered in a probationary status during the first three (3) years of service.
- (c) Permanent and regular employees are defined as follows:
 - 1. Certificated employees holding a regular credential are considered permanent upon completion of their third year of continued service to the district unless otherwise notified by the governing board.
 - 2. Hourly employees include part-time and temporary employees who are employed by the district on an hourly basis.

Section 5.1 Appointment and Assignment of Personnel

- (a) All applications for positions are made to the superintendent of schools.
- (b) The superintendent of schools recommends, for governing board consideration, those applicants whose qualifications for employment he has determined from careful evaluation. Whenever practicable, the superintendent shall involve members of the staff in the selection of applicants to be recommended to the board.
- (c) Persons are employed by the governing board, only on the basis of the superintendent's recommendations.
- (d) Employees are selected on the basis of merit only. The attempt to use any personal or political influence by, or on behalf of, an applicant may warrant refusal of consideration for employment.
- (e) Bus drivers are required to pass the physical examination every two years as stipulated in the State Division of Motor Vehicle Code.
- (f) Systematic procedures shall be established in the district as regards the assignment, duties, and organizational relationships of district personnel.
- (g) The superintendent of schools is responsible for the assignment of all personnel in the district.
- (h) On or before May 1, the governing board will notify contractual employees of their election for employment for the ensuing school year.
- (i) All changes in assignments of personnel involving change in status or in salary classification shall be submitted to the governing board for approval.

- (j) Persons already employed in the district may apply for promotion to positions higher on the scale when vacancies occur in these positions. Other factors being equal, preference will be given to personnel within the district applying for the position.

5.2 Probation, Tenure, and Termination of Employment

- (a) Probation and Tenure. Newly contracted teachers entering the system with a regular California teaching credential and on regular classroom assignment shall be given probationary status in accordance with the provision and intent of the tenure law. (See Educ. Code)
- (b) All regular employees of the district are required to submit a report of a satisfactory chest X-ray to the personnel office one every two (2) years or more often if the governing board so determines by rule. (Educ. Code #12915)
- (c) Evaluations. The governing board endorses a continuous process of evaluating employees of the district. The object of this evaluation is to improve the quality of service in the district; therefore, the evaluation will utilize written criteria and rating methods that will assist individuals to improve their ability. The criteria will be developed through cooperative planning of employees and the administration. Copies of the written evaluation report will be given to the individuals who are the subjects of the reports.

1. The Evaluation Procedure Policy:

- (a) The basic policies and procedures relative to evaluation shall be made known to all personnel at the beginning of their employment.
- (b) A minimum of two evaluation conferences per year for probationary teachers and a minimum of one evaluation conference per year for permanent teachers shall be held with each employee by the administrator responsible for the supervision of that employee.
- (c) The administrator making evaluations shall observe the work of the employee an adequate number of times to make a fair and impartial evaluation.
- (d) The first evaluation for probationary personnel shall be diagnostic in nature

and shall include specific pertinent suggestions for the improvement of teacher competency. The first evaluation conference shall be held prior to November 15. Subsequent evaluations shall also be diagnostic and contain suggestions for improvement; they shall also contain statements concerning the general competency of the employee concerned and the progress, growth, or improvement noted in terms of the suggestions made in the preceding evaluations. The final evaluation shall be prior to March 15 unless special arrangements are made.

- (e) The evaluation conference shall be recorded, signed by both parties, and filed in that employee's confidential file. (See Termination of Employment)
 - (f) Any employee may request additional evaluations and/or conferences and shall be granted all possible assistance in improving his services to the district.
 - (g) Each tenure teacher shall have a minimum of one observation-evaluation per year.
- (d) Employees are encouraged to form or join such recognized organizations, committees, or other groups as will promote the welfare of the district and its employees.
- (e) Policies relating to termination of employment are as follows:
1. Certificated personnel whose performance during any year of their probationary period has been deemed not to qualify them for reemployment, will be notified on or before May 15, of the board's decision not to re-employ them for the ensuing year. (See Educ. Code §13443)
 2. Classified employees will be given two (2) weeks notice of intention on the part of the district to terminate their services with the exceptions stipulated in section 4-page84. Such employees are required to give the district the same consideration when resigning.

3. Resignation or leaving the employment of the district without the required notice will be sufficient cause to withhold accumulated vacation pay.
4. The following personnel procedures apply to the dismissal of personnel:
 - (a) Classified employees may be dismissed and certificated employees suspended immediately for the following causes: Drinking alcoholic beverages on the job; dereliction of duty; wilful disregard of orders; evidence of moral turpitude, or intentional violation of district policies.
 - (b) As a general rule an employee will be given written indication of unsatisfactory performance or of other conditions which would result in dismissal in sufficient time to permit him to correct the unsatisfactory condition.
 - (c) Should board members question the advisability of continuing the services of an employee, they will request the superintendent of schools to conduct an investigation of the case.
 - (d) Requests, suggestions, criticisms, or complaints of employees should be made by them through proper procedures. (See Sec. IV, page 76-d)
 - (e) The board and/or the superintendent may grant a hearing to any person involved in dismissal proceedings who requests such a hearing. Such requests are made through the superintendent of schools.
 - (f) Attempts by an employee of the district to bring pressure to bear on the governing board or on an individual member in order to affect a dismissal action shall be considered unprofessional conduct and may be considered grounds for terminating the hearing.

- (g) Public statement by members of the board and this administration of reasons for dismissal shall be avoided. (See Educ. Code)
 - (h) Procedures which apply to the dismissal of permanent certificated employees are those which are specified in Sections 13404-13408 of the Education Code.
- (f) Policies relating to retirement are as follows:
1. Teachers and other certificated persons are by law members of the State Teachers Retirement System. Normally the district will not continue the employment of a certificated employee after the fiscal year in which the employee reaches the age of sixty-five (65). Exceptions to this policy may be made by the board of education where retention will be to the benefit of the children of the district. It shall be mandatory that no one be employed upon reaching the age of 70.
 2. Classified employees are participants in the State Employees Retirement Plan. The district policy is that of normal retirement at the age of sixty-five (65), and compulsory retirement at the age of seventy (70).

5.3 Duty and Absence From Duty

- (a) The governing board will annually establish a school calendar for the guidance of district personnel. This calendar will specify regular school days, legal holidays, local holidays declared by the governing board, and school vacation periods. (For legal holidays, see Education Code). Absences for holidays other than those listed on the school calendar and approved by the governing board will be charged as personal business and no pay allowed.
- (b) All classified employees shall work forty (40) hours per week with the exception of those employed on a part-time basis. Classified employees will be expected to render additional service as requested by the administrators and are to be compensated for such service.
- (c) Administrators will establish regular daily and weekly working hours and will clearly define duties and responsibilities for classified employees assigned to them.
- (d) Because teachers and other certificated personnel render a professional service, it is not possible nor would it be desirable to designate in advance for the entire district the length of the work day or work week. It will therefore be within the discretion of each school principal to set the hours on duty expected of teachers, keeping in mind the following criteria:
 - 1. Teachers on full day sessions will be on duty at 8:30 in the morning and generally, will remain on duty until 4:00 P.M.
- (e) (1) Certificated personnel are entitled to yearly sick leave at the rate of ten (10) days per year of employment. (2) Classified employees are entitled to sick leave at the rate of twelve (12) days per year. (3) In both cases, there is no limit as to accumulation. (4) All employees are covered by State Compensation Insurance for injury in the line of duty.

1. District personnel absent from duty on sick leave may be required to present proof of illness after an absence to qualify for pay during the absence.
 2. The district will pay regularly employed certificated personnel the difference between their salary and that of the substitute for a period not to exceed five (5) school months when absence is caused by illness or accident and when sick leave benefits have been consumed. (See Educ. Code #134609)
- (f) Policies relating to leaves of absence other than illness are as follows:
1. Every person employed full time by the Dixon Unified School District is entitled to as much as three days leave of absence for the death of any member of his immediate family and to such additional days therefor as the governing board of the district may allow. "Member of his family," as used in this section, means the mother, father, mother-in-law, father-in-law, husband, wife, son, daughter, brother, sister, brother-in-law, sister-in-law, of the employee or any relative living in the immediate household of the employee. (Educ. Code Sections #13470-13651.4 and #13454)
 2. The Board shall grant a certificated employee who is an expectant mother (leave of absence without pay).
 - (a) The certificated employee may work in the classroom as long as her physical condition permits her to fulfill her duties in the classroom up to 3 months prior to the anticipated delivery at which time her maternity leave will commence. A letter from her physician to the governing board of the district may be requested stating the anticipated delivery date. With written consent from her physician, stating she is physically able to perform her duties

and that she would suffer no injurious effects from continuing work, the governing board may permit her to continue working for an additional period. Maternity leave may be granted prior to the three month period if in the judgment of the school administrator her condition does not permit her to properly perform her classroom duties. The governing board reserves the right to require a physical fitness recommendation from a doctor in cases of disagreement as to her fitness to serve.

- (b) Certificated employees may return to their positions 6 weeks following the birth of the child if they desire, and if they are physically capable. A recommendation from a physician shall be required by the district, in order to return to work before the 6 weeks has elapsed.
- (c) The certificated employee shall indicate in writing one of the following courses of action she plans to follow before her maternity leave is begun.
 - 1. Return to her classroom for the remainder of her current contract.
 - 2. Request leave for the remainder of the current school term or a portion thereof.
 - 3. Resign from the school district effective at end of maternity leave.
- (d) If the certificated employee does not return to her position upon the cessation of her sick leave and maternity leave, the Governing Board will assume that she has resigned her position effective at the beginning of the maternity leave unless she has acted in accordance with Sec. (c).
- (e) Certificated personnel must inform the

district if they are interested in re-employment for the next school year.

(f) To protect the district, personnel on maternity leave will be given automatic dismissal notices on May 1 of the current contract unless they have a conference with the Superintendent or have expressed their choice according to this section. This action of dismissal will be taken only if a resignation or other decision has not been given to the school district in writing prior to May 1 of the current year.

3. Two days emergency leave may be granted to personnel who have serious illness or other emergency in the immediate family, immediate family is defined as: mother, father, husband, wife, son, daughter, brother, sister of the employee.

(g) Policies relating to vacations and holidays are as follows:

1. Regular employees paid on a monthly basis will receive pay for declared holidays when they fall within the period of the employee service. When legal holidays fall on Sunday, the Monday following shall be considered a holiday for all employees. When legal holidays fall on Saturday, no additional compensation will be paid and no extra holidays will be given. Additional holidays may be granted only by the action of the governing board.

5.4 Certificated Salary Policies and Schedules

- (a) The purpose of the district salary policies is to attract to the district and to retain the best type of professional persons. This requires the development of definite written salary schedules which are based on training and experience, and which provide for systematic advance in salary for each person as he satisfies professional growth requirements.
- (b) The salary schedules for certificated personnel will be developed in terms of an annual salary for each certificated person. There will be a single salary schedule for teaching personnel, both elementary and secondary.
- (c) The salary schedules will be developed through cooperative action of the board, the administration, and the teachers. The district's own needs and resources will be the primary consideration in working out the salary schedules, although guidance may be sought through study of the salary schedules and position definitions used by comparable districts. Sex, race, or creed will not be used as factors in developing salary schedules.
- (d) Schedules will be reviewed periodically. When new or revised schedules are adopted, which involve changes in placement on the schedule, no presently employed person will be downgraded on the salary schedule.
- (e) The salary schedules will contain a class or position title (e.g., teacher, principal, coordinator) to which an employee will be assigned, and within each class a number of steps which provide salary increments for service and professional growth.
- (f) Placement of an individual on a schedule will be made on the basis of his training and experience. The schedule will provide for differential placement of teachers with regular and those with provisional credentials.
- (g) Advancement on a schedule will be made on the basis of evidence of professional growth

furnished by each certificated employee.

- (h) The superintendent will determine placement and advancement of persons on the schedule. Changes in placement from one class to another will become effective at a fixed date in each fiscal year.
- (i) Work loads of personnel will be equalized as much as possible in order to eliminate extra pay for additional duties.
- (j) For travel provisions, see Appendix E.

5.5 Classified Salary Policies and Schedules

- (a) Payment of classified personnel employed on a calendar month basis will be as early as possible during the first week following the last day of the month in which the salary is earned.
- (b) Overtime pay will be paid only when the principal or Superintendent of Building, Grounds and Transportation has obtained approval from the district administrative office.
- (c) A salary schedule for the various classifications of classified employees in the district shall be established. (See Appendix F)

CHAPTER VI

POLICIES RELATING TO PUPIL PERSONNEL

CHAPTER VI. POLICIES RELATING TO PUPIL PERSONNEL

Section 6.0 Pupil Personnel

6.1 Attendance Regulations

- (a) Pupils are admitted under the following provisions:
1. Every child between the ages of eight and sixteen years, unless exempt under state law, must attend public school full time. (See Educ. Code #12101)
 2. The principal is the chief attendance officer in each school. All problems or questions regarding attendance and pupil placement are referred to him or the person to whom he has delegated specific responsibility.
 3. Children shall be admitted to kindergarten if they will be four years and nine months of age on or before September 1 of the current school year, or were four years old by December 2 of the preceding year. (See Educ. Code #5254)
 4. Children shall be admitted to the first grade if they will be five years and nine months on or before September 1 of the current school year, or were five years old by December 2, of the preceding year. (See Educ. Code #5301)
 5. By special action of the board of education, children who were of the required age in September may enroll in kindergarten at any time during the year. Children may enroll in first grade at any time during the school year provided they show ability to do the necessary work as determined by the school administration.

6. Parents shall be required to furnish documentary evidence at the time of enrollment, of the birth date of a child who is entering Dixon Schools in kindergarten and first grade for the first time. Such evidence shall be recorded on the cumulative record. Parents shall furnish documentary evidence of birth of any child in school if the administration deems it necessary.
 7. The name of the child as recorded on the birth certificate shall be used on all school records.
 8. A pupil who wishes to attend the schools of this district, but does not reside here, must secure an interdistrict transfer through the office of the superintendent of schools. Similar action is necessary for pupils residing in this district and desiring to attend school in another district. The school district of residence initiates the transfer. (Ed. Code #10801)
 9. No inter-district attendance agreement will be entered into where the Dixon Unified School District pays anything over the state ADA apportionment.
- (b) Policies relating to the attendance of pupils
1. The governing board excludes any child of filthy or vicious habits or any child suffering from a contagious or infectious disease. (See Educ. Code #10552)
 2. The governing board excludes from regular classes any child whose physical or mental disability is such as to cause his attendance to be inimical to the welfare of other pupils. (See Educ. Code #10553)
 3. Before exclusion is recommended to the board, a thorough study will be made of the case and every reasonable effort will be made to provide for the pupil. A written report must be prepared on each exclusion case.

6.2 Right of Pupils

- (a) All pupils shall be required to leave their classrooms during the intermission at noon and during recess, except where this would endanger health. (Admin. Code, Title 5, Sec. 21)
- (b) Pupils may be detained in school for disciplinary reasons for not more than one hour after the close of the maximum school day. Any problems relating to bus transportation, where it applies, must be resolved before such disciplinary action is taken.
- (c) Teachers shall not require pupils to perform janitorial or other services which may be detrimental to health. (Admin. Code, Title 5, Sec. 23)
- (d) Personal and academic information regarding pupils is to be treated as confidential by all district personnel.

6.3 Duties of Pupils

- (a) All pupils shall comply with regulations of the school district, pursue the required course of study, and submit to the authority of the teachers of the schools. (See Educ. Code #10609)
- (b) All pupils who go to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare themselves for the classroom before entering. Every school building shall be provided with sanitary equipment for personal cleanliness.
- (c) No pupils while infected with any contagious or infectious disease shall be allowed to remain in any of the public schools (Admin. Code, Title 5, Sec. 65) (See Exclusion of Pupils 613.1)
- (d) Pupils may not bring other children with them to school as visitors without prior approval of the principal.
- (e) Pupils may not use school telephones except in emergencies.
- (f) Pupils who deface, damage, or destroy any school property shall be liable to suspension or expulsion, according to the nature of the offense. (See Educ. Code #10606)
- (g) Pupils shall participate in fire and emergency drills. (See Educ. Code #12002)
- (h) No pupil, parent, guardian, or other person shall unbraid, insult, or abuse any school district personnel. (See Educ. Code #13559)
- (i) Parents and pupils should feel free to carry to the school principal any problems or complaints relative to pupil-teacher relations, questions of conduct, or other school matters involving the welfare of the child.

6.4 Corporal Punishment

- (a) Corporal punishment which is sanctioned by law may be administered to the pupil after milder measures have failed and after the nature of the offense has been explained to the pupil. In administering it the hand, a light strap, or paddle shall be used and only in such a manner as not to inflict lasting marks. It shall be administered in the presence of one or more adult witnesses. Teachers or administrators are not forbidden the right to lay hands upon a pupil, but, in doing so, will use reason and restraint and shall not strike a child on or about the head.
- (b) Policies relating to suspension and expulsion are as follows:
1. Pupils are expelled only by action of the governing board of the school district. Expulsion is used only after all school resources have been used to no avail and/or when the general welfare and educational opportunities for the majority of pupils will unduly suffer if the individual pupil is retained in the school situation.
 2. Pupils will be suspended by the school principal.
 3. The period of suspension shall not be greater than two consecutive weeks.
(See Educ. Code #10607)
 4. General causes for suspension include among other things wilful disobedience; defiance of the authority of a teacher; profanity or vulgarity; smoking cigarettes or having cigarettes upon school premises; defacing or otherwise injuring school property; membership in any secret fraternity, sorority, or club; violation of district or school policies; promoting or encouraging a fight; intimidating other pupils; and truancy, or encouraging others to truancy.

5. Suspension is usually for the purpose of providing time for the parents, pupils, and the school administrators to meet together, consider behavior problems and their causes, and to come to common agreement on ways and means whereby such behavior will not occur again.
 - (a) All suspensions will be reported immediately to the superintendent's office. Monthly reports of suspensions will be made to the governing board.
 - (b) Suspension may be used for disciplinary purposes, provided a parent-conference is included as part of the procedure and agreement is reached that suspension will constitute disciplinary action in the mind of the pupil.
 - (c) In the case of continued misbehavior after a pupil has been suspended during a school year, and with the required parent-conference as part of each suspension, the principal of the school may develop a summary of the case, with recommendations where desired, and submit the report to the superintendent for his and/or board consideration. It is assumed that prior to this action all available resources of the school district will have been used in solving the problem.
6. Immediate referrals to the superintendent and/or board for action shall be made in cases involving participation in gang activity; possession of any type of weapon, including knives, knuckles, can openers, and the like; wilful disrespect or abuse of a teacher or any other school employee; possession of liquor or narcotics; sex activities as stated in the Penal Code; or any other conduct in conduct in or out of school where the presence of the pupil in the school

situation could be inimicable to the welfare of the student body. The pupil committing such offenses shall be suspended immediately.

7. Appeal may be made in case of suspension or expulsion to the superintendent of schools and in turn to the board of education.

(c) Policies relating to promotion are as follows:

1. It is expected that the majority of pupils will be well-adjusted in school and under competent instruction will move through the adopted course of study at the rate of one grade a year.
2. It is recognized that occasionally children, because of health problems, irregular attendance, immaturity for age, or other reasons, have difficulty in mastering the academic phases of the school program and will profit more from school if retained one grade. In a case where this appears to be the situation, the parents should be called in for special consultation. While final authority for assignment of the pupil must rest with the school, a parent-teacher conference should precede retention and preferably there should be parent-teacher agreement that retention is desirable before the pupil is retained for a second year in any grade.
3. The needs of some pupils who are advanced in their academic work and who are socially mature for their age may be met more effectively if the pupils are accelerated one grade. A parent-teacher conference should precede a decision to accelerate a pupil and prior parental approval of the special promotion is desirable.
4. Retention or acceleration of two years or more should be rare, and such an adjustment should be made only after a very careful study of the needs of the child.

5. Students shall be granted a diploma of graduation from high school upon the recommendation of the principal and superintendent and upon the completion of course and unit requirements as established by the Dixon Unified School District Board of Education
- (d) Pupils enroute to or from, or in attendance at, school functions are subject to the authority of the school.

6.5 Health and Safety Provisions

- (a) Each school shall provide for first aid, vaccinations, inspections, and for other health services made available by the board of education.
 - 1. It is the policy of the district to provide for a program of health examinations, including vision and hearing tests. Parents objecting to such examinations must file a written statement with the principal. Any pupil exempted from health examinations may be excluded from school when suspected of a contagious disease by the school principal.
 - 2. Teachers are expected to make daily health observations of all pupils in their rooms.
- (b) The principal of each school is responsible for establishing and maintaining health and safety standards and procedures in accordance with the laws of the state and the policies of the board of education.
- (c) Persons other than properly recognized officers of the law do not have legal right to interview pupils in the school, or to cause their removal from the school except by special permission of the parents. A pupil may be removed from school by a legal officer on the presentation of a warrant or subpoena. In any case, parents are to be notified as soon as possible.
 - 1. Questioning of pupils at school by legitimate law enforcement officers must be done under the supervision of the principal or his representative.
- (d) No unauthorized persons shall be permitted to loiter on or about the school grounds.
- (e) Fire drills shall be conducted at least once a month under the principal's supervision.
- (f) Policies relating to protection against kidnapping and sex offenders are as follows:
 - 1. Any suspicious persons at or near the school are to be reported to the principal and to the police if it seems wise. All pupils and staff share responsibility in this matter.

2. A child is to be released from school during school hours only upon parental request and to persons authorized by the parent whom the principal believes to be bonafide.
3. Every precaution is to be taken to make sure that a telephone request for a child to be sent home is made by a responsible person before the pupil is permitted to leave school.
4. In the case of marital difficulty where one parent provides evidence of legal custody granted by the court and has requested that his child not be permitted to leave with the other parent, his request is to be enforced.

6.6 Transportation (See also Chapter VIII, No. 8.7)

- (a) Pupils attending the public schools of the district are entitled to use the transportation facilities in accordance with the provisions and services established by the governing board of the district and set forth herein under business policies.
- (b) Parents and other concerned persons will be kept informed regarding pupil transportation policies and regulations.
- (c) School buses shall be operated by persons possessing the qualifications required by the State Board of Education, the State Department of Motor Vehicles, and the County Board of Education.
- (d) Pupils must come to designated stops for bus service. At no time, except in emergencies, will buses stop at other than established bus stops.
- (e) Disorderly conduct, as outlined in the State Department of Education Regulations, is considered sufficient reason to deny transportation to any pupil. Denial of this service will be the responsibility of the principal.
- (f) Pupils will not be permitted to get on or off the bus at a stop other than their regular one, unless a written request for each special occasion is sent by the parent.

6.7 Student Organizations and Activities

- (a) In accordance with, and within the limitations set forth in the Education Code of California, the governing board may authorize any organization composed entirely of pupils attending the schools of the district to maintain activities receiving the approval of the governing board.
- (b) The establishment of student body organizations in the Dixon Unified School District is approved. They must operate within the policies of the board, being subject to their control and regulations as stipulated in the Education Code.
- (c) Any student organization formed under the authority of these rules and regulations shall have as its purpose the conduct of activities on behalf of the students, approved by the school principal or his representative provided such activities are not in conflict with the authority and responsibility of the governing board and/or the administrative staff.
- (d) The governing board shall approve the constitution and by-laws of all student body organizations. (See Educ. Code #10701)
- (e) General provisions relating to student organizations are as follows:
 - 1. Any student body organization may be granted the use of school premises and properties without charge, subject to such regulations as may be established by the governing board of the school district.
 - 2. School clubs and organizations may not be of a secret nature or discriminatory in any way.
 - 3. Student organizations, activities, and student government must be under adequate faculty supervision, and must operate according to policies of the governing board and the administration.
 - 4. Student organizations and student government are responsible at all times to the school principal, who is responsible to the superintendent and the board for all aspects of the school program.

5. There shall be no school activities, rehearsals, or practices on Sunday except with the prior approval of the superintendent of schools.
6. High school students may not attend elementary school dances and elementary students may not attend high school dances.
7. Any funds collected and held by a school organization shall be reported to the superintendent, at intervals designated by him and will be subject to audit on call.

6.8 Financial Provisions

(a) Policies relating to student body funds are as follows:

1. Student body organizations may collect and expend money as authorized and approved by the board of education.
2. The collection and disbursement of funds shall be done according to procedures established by the superintendent of schools.
3. The establishment of petty cash funds is hereby authorized, subject to established policies and procedures.
4. Students or employees expending or disbursing funds in violation of established procedures shall be held personally responsible, and such expenditures will not be deemed the responsibility of the district or of the board of education of the district.
5. In general, in any given year, the principle will be followed that the receipts and expenditures of a student organization or of the Associated Student Body shall be so handled that large reserves do not build up over a period of years.
6. Student organizations will not be permitted to acquire ownership of fixed assets. Money raised by student organizations must be expended impartially for the benefit of the students.

- (b) Policies relating to general financial provisions are as follows:
1. The district provides all usual and necessary books, supplies, and equipment free of charge. (See Chapter VIII, (d))
 2. No pupil shall be required to pay any fee, deposit, or other charge not specifically authorized by law. (See Admin. Code)
 3. Actual cost charges may be made on materials required for a project selected by a pupil as part of regular classroom instruction. Such a project will be considered the possession of the pupil.
 4. Provisions will be made in all courses where projects are required so that any pupil may meet all requirements of the course with the use of materials provided by the school district. Such project made with district-owned materials will remain the possession of the school district.
 5. Teachers may not accept remuneration of any kind for private instruction of pupils enrolled in their regular school classes. Exceptions may be made to this by board action.
 6. No collection of money from pupils or parents is permitted except with the prior approval of the school principal.
 7. All gifts made by patrons or pupils to a school or a classroom must be accepted by the governing board. Such gifts become district property and not the property of a particular school or classroom. (See Chapter VIII, 6)
 8. Wilful or malicious destruction of property by a pupil shall be chargeable to his parents.

CHAPTER VII

POLICIES RELATING TO EDUCATIONAL SERVICES

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Section 7.0 Organization of Educational Services

7.1 Major Positions - Curricular Services

- (a) Special teachers enjoy the same status as regular classroom teachers within the district. They are directly responsible to the school principal when assigned to a particular school. In cases where the special teacher travels from school to school, he is responsible to the school principal when within a school.

7.2 Major Positions - Pupil Personnel Services

(a) The guidance coordinator has the following responsibilities:

1. Provides leadership to the guidance program, working with principals, teachers and parents on guidance referrals and conducting case studies as needed.
2. Serves as a consultant in guidance and testing matters, including curricular planning for the gifted, slow learner, and mentally retarded.
3. Coordinates welfare efforts as they relate to pupils and the school.
4. Assists in the selection of professional materials and in the in-service education program for teachers, as guidance is involved.
5. Works with groups and individual staff members and provides leadership in studies and research relating to understanding the child and providing for children with special needs.
6. Coordinates achievement and ability testing for the district and conducts related research.
7. Works with teachers, counselors, and principals in administering and evaluating test data.
8. Maintains files of sample tests and works with committees and teachers in the selection of tests for individual and group testing.
9. Assists in the community relations program as it relates to guidance including reporting to parents.
10. Keeps adequate records of guidance and attendance and makes reports as requested.
11. Performs such other functions as may be assigned.

12. The guidance coordinator is directly responsible to the superintendent. He serves in a consultant capacity to principals and classroom teachers on guidance.
- (b) The school nurse has the following responsibilities:
1. Works with administrators and others as a consultant in defining the health needs of the pupils of the school district and in planning the health education program and health policies needed to meet those needs. She also helps to interpret the policies of the governing board as they relate to the health program of the school district.
 2. Participates in the in-service education of the school staff and in teacher-nurse conferences.
 3. Assists teachers in screening children for medical examinations and interprets findings of such examinations.
 4. Participates in community-home relations program in matters relating to health with the leadership of the school principal. She makes home visits as requested by the principal.
 5. Makes routine health appraisals of all children and of special health problems by referral.
 6. Assists in controlling communicable diseases and makes necessary reports to the County Health Department.
 7. Keeps an adequate system of reference records and assists in health surveys and research.
 8. Provides information on community and county health resources and keeps the administration informed on trends and best practices in her field of specialization.

9. Keeps the principal informed of the health services being rendered to the children of his school.
10. Performs such other functions as may be assigned.
11. The principal shall assume responsibility for all aspects of the health program in his school. The school nurse will work with his leadership in the fulfillment of her functions as established by the governing board of the school district. In effecting the school health program, the principal will operate within the limits set by the governing board. She is directly responsible to the school principal when within a school and to the superintendent of the district as a whole.

7.3 General Provisions - Curricular Services

- (a) These services are devoted to improving instruction through improving instructional procedures, through planning and coordinating curricular and in-service education activities, through coordinating the use of curricular materials, through planning with administrative personnel and other groups for educational program, and through serving as liaison between the district and county staff and other groups and agencies.

7.4 Consultant Services

- (a) Field consultants, including specialists in audio-visual, guidance, library, curriculum, health, and other services provided by the County Superintendent of Schools and outside sources, when in the district will work with the leadership of the superintendent, on a consultant basis to teachers, administrators, and other concerned persons, regarding school matters.
- (b) Any consultant, when working in a particular school, is responsible to the principal of that school.
- (c) Outside consultants will be engaged by the board of education as needed.
- (d) Consultants will not participate in the evaluation of teachers. They may advise with principals concerning individual teachers strengths and weaknesses in terms of developing a program of individual teacher growth.
- (e) All contractual relationships with county services will be reviewed annually.

7.5 Curricular Materials Services

- (a) Curricular materials services include library and audiovisual services contracted for and/or provided by the district, and such other services as are necessary to provide materials essential to the realization of the educational objectives and program adopted by the governing board.
- (b) Library services are designed to provide all pupils of the district with a rich environment of reading materials suited to their individual needs and interests. To achieve this end, the district will make provision to purchase its own materials and/or contract for the service with the proper agency and take full advantage of state provided and free or inexpensive materials.
 - 1. Where library services are provided by the County Superintendent of Schools, plans for these services will be developed cooperatively with the proper authorities and will include policies relating to the control of materials, to library materials and services provided by the district, and to a plan leading toward the organization and development of adequate library materials and services at the district level.
 - 2. It will be the general policy of the district to budget money annually to guarantee an adequate and up-to-date library program for the district, according to accepted professional standards.
 - 3. It will be the policy of the governing board to make provision for professional reading materials which are adequate to meet the growth needs of professional personnel. Each librarian will be responsible for professional materials purchased for her school (s).
- (c) Audiovisual services include district audiovisual materials and equipment essential to the educational program. Included are such items as films and projectors; flat pictures, prints, and maps; records, phonograph and transcription equipment; models and charts, etc. This service includes the procurement, distribution, maintenance, and accounting of all such materials, as

well as the effective use of such materials in the educational program.

1. Audio-visual services on a contractual basis with the County Superintendent of Schools' office is hereby authorized.
2. Essential audio-visual materials and equipment not provided by the county service will be purchased by the district.
3. The individual school principal is responsible for planning for the efficient use and care of audio-visual materials and equipment assigned to his school.

7.6 General Provisions - Pupil Personnel Services

- (a) Pupil personnel services include health, guidance, and special education services designed to assist all pupils in achieving maximum physical, mental, emotional, and social adjustment.
- (b) Guidance services include services directed to improve the adjustment of all pupils in their mental, emotional, and social environment.
 - 1. The program of guidance services will be directed toward the best possible mental, emotional, and social adjustments of all pupils. Such services include systematic inventories of essential information concerning each pupil, counseling, orientation, and pupil placement case studies of specific pupils, and special testing as required.
 - 2. The principal is responsible for the organization and development of the guidance program in his school.
 - 3. Each teacher has guidance responsibilities for all his pupils.
 - 4. Principals will make full use of guidance services available at the district level and from agencies outside the district.
 - 5. Guidance services shall be primarily preventive in nature.
 - 6. Guidance services shall be closely correlated with health and curricular services.
 - 7. All adjustment problems of pupils, including attendance problems, will be approached from a guidance point of view, i.e., the identification of actual behavior and causes behind it, with close cooperation between the home and school where possible.
- (c) School health services include the provision of a program of activities that contribute to the understanding, maintenance, and improvement of the health of pupils and school personnel. This program includes health and safety education and healthful school living.

- (d) Special education services are for the purpose of providing for needs of exceptional children. These include services for physically and mentally handicapped, gifted children, and the emotionally disturbed.
1. The superintendent will make provisions for identifying exceptional children in the district and for recommending ways by which the district can meet their educational needs.
- (e) Policies relating to special training classes are as follows:
1. It will be the general policy to require children to have attained a chronological age of eight years or more to qualify for special training class.
 2. Only those children who will profit from the type of educational experience offered will be admitted or continued in the special training class.
 3. It will be the policy of the district to encourage the placement of mentally retarded children below the age of eight years in group experiences, where possible, prior to entry into the special training class.
 4. Children who qualify for special training may be assigned only upon the consent of their parent.

CHAPTER VIII

POLICIES RELATING TO BUSINESS SERVICES

CHAPTER VIII. POLICIES RELATING TO BUSINESS SERVICES

Section 8.0 Business Services

8.2 Budgeting and Reporting

- (a) The annual budget will be prepared and adopted in accordance with provisions of the Education Code 1551.
- (b) The budget will be based upon the educational and financial needs of the district as cooperatively identified by the district superintendent with his staff and other interested persons.
- (c) The expenditures for any fiscal year should not exceed the anticipated income.
- (d) The budget shall be revised periodically so as to provide a true relationship between currently known income and expenditures.
- (e) The administration will keep the board informed of the various sources of income available for meeting the educational needs of the district.
- (f) The guidelines for the preparation and administration of the budget are as follows:
 - 1. The budget, its preparation, and its administration, represent the financial interpretation of the educational philosophy of the district.
 - 2. In the preparation and administration of the budget, staff representation and participation is essential.
 - 3. Budgetary requests and allocations will be made with the educational welfare of all pupils being the major consideration.

4. The budget must provide an opportunity for educational leadership in each school so that programs may vary within an accepted framework which provides equality of educational opportunity.
 5. In the final preparation and in the administration of the budget, it is the responsibility of the superintendent to make certain that the expenditures for a given year not exceed the anticipated and actual income.
 6. A continuous and careful evaluation of the relationships of expenditures between the various budgetary allocations should be made by administrators in order to properly distribute the funds necessary to meet the educational objectives of the district.
 7. The budget shall be prepared showing comprehensive and detailed breakdown of all expenditures. It shall be available for employees and patrons of the school district.
 8. Every attempt shall be made to develop a realistic budget. "Padding" of the budget shall be avoided. Small contingency funds shall be provided in each major classification, if possible, and clearly labeled as such. Any unallocated funds shall be placed in the undistributed reserve.
- (g) Policies relating to reporting are as follows:
1. The board assigned to the superintendent responsibility for preparing and filing all required fiscal reports on or before the established deadlines.

8.3 Insurance

- (a) The district will be properly insured against all insurable risks. Insurance coverages will include comprehensive liability and fire insurance, blanket fidelity and surety bonds, and any other insurance coverages necessary to protect the district, the board (collectively and individually), and district employees.
- (b) An annual study of the district's insurance needs will be made.
- (c) The board encourages the formation of a local insurance association to service the district.
- (d) All buildings and equipment will be covered by fire insurance on a replacement basis.

8.4 Purchasing and Warehousing

- (a) Purchasing for district needs will be effected through systematic business procedures based on a system using requisitions and purchase orders.
- (b) In purchasing, the business division will at all times comply with Education Code requirements regarding legal advertising and written bids.
- (c) All purchases shall be made at the lowest possible price consistent with specifications. All other factors being equal, merchants located within the district will be given preference in district purchasing.

8.5 School Plant and Equipment

- (a) Policies relating to school plant development are as follows:
1. School plants will be developed in accordance with a master plan based upon a cooperative study of the educational needs of the district. This master plan will be developed by the board, the district superintendent, the district architect, and staff where appropriate, with the board having the power of final approval.
 2. School sites will be selected on the basis of a study of community growth and population trends. Such study will be accomplished through close cooperation with local planning commissions and state agencies.
 3. School principals will be invited to participate in school plant development problems not covered in the master plan.
- (b) Policies relating to maintenance and operations are as follows:
1. A systematic plan in keeping with long-term economy will be developed for the maintenance and operation of all schools of the district.
 2. The buildings of the district will be maintained and operated in safe and sanitary condition at all times.
 3. Adequate maintenance and operation personnel will be provided.
- (c) Policies relating to use of school facilities are as follows:
1. Rules and regulations regarding the use of school premises will be established and made available. (Such rules and regulations will be in accord with the Education Code and the board policies that follow).
 2. Use of school buildings and grounds will

be permitted for civic center activities (includes cultural events, discussions, entertainments, and meetings of community groups and quasi-school groups), but such use will be secondary to use by and for the pupils. (See Educ. Code)

3. Requests for use of school facilities shall be in writing and directed to the office of superintendent. Requests shall state the purpose and time of the meeting, size of group, and facilities and equipment needed.
4. Priority of use will be given to quasi-school groups; e.g., Parent-Teacher Associations, Recreation Commission activities, Coordinating Councils, Boy Scouts, Girl Scouts, etc., and no rental will be charged.
5. No school buildings or grounds may be used by any religious or sectarian organization for any religious purpose.
6. Permission for the use of any buildings will not be granted to any organization whose purpose is to advocate treason, insurrection, unlawful resistance to or the overthrow, by force, violence, or other unlawful means of the government of the United States or of the State of California.
7. Permission for the use of school buildings for meetings at which social, economic, or political problems are to be discussed will be granted only on the condition that such meetings will not defeat the purposes of 1 and 2 preceding, and will also be free of rental charge, and open to all who desire to attend.
8. Permission for the use of buildings or grounds for personal individual, or commercial use MAY BE GRANTED. The use of school facilities for activities involving the raising of money, where such net proceeds are not used for the benefit of the children of the district, are to be considered personal, individual, or commercial activities AND WILL BE SUBJECT

TO STANDARD RATES AS ESTABLISHED BY THE
BOARD OF EDUCATION AS FOLLOWS:

West Dixon Multi-purpose Room	\$20.00
East Dixon Gym	15.00
High School Auditorium	12.50
High School Gym - Small	\$15.00
New	40.00

9. The use of school recreational facilities may be made available for community recreation use during the summer months when school is not in session.
 10. School officials will have full authority to enforce proper and safe conduct of all persons and activities on school property, at all times.
 11. When using school facilities, sponsoring organizations will furnish adequate adult supervision and will be responsible for properly caring for such facilities and leaving them in good condition.
 12. Where classified school district employees are assigned civic center activities over and above their regular time, additional salaries will be paid by the school district at established rates.
- (d) Policies relating to school equipment are as follows:
1. The district will provide free of charge all books, supplies, and equipment necessary for pupils to satisfactorily complete the course of study.
 2. An adequate program for the care and maintenance of all school supplies and equipment of the district will be established by the administration of the district.
 3. An adequate replacement program for school supplies and equipment will be established by the administration of the district.

4. The use of equipment shall be limited to community services.
5. Pupils or their parents or guardians shall be liable for school property loaned to the pupil, but not returned upon request, and shall also be liable for any damage to school buildings, equipment or other property where the damage is the result of a willful act.
6. Gifts of materials or equipment to schools of the district may be accepted only by the board of education.

8.6 Accounting and Auditing

- (a) The district will maintain complete accounting records for all funds and accounts authorized by state law and/or authorized by the board of education. Such accounting records will be kept in accordance with general accounting procedures and methods as set forth in the California School Accounting Manual, and the supplement thereto.
- (b) All district financial transactions will be recorded in the minutes of the board of education.
- (c) The board of education authorizes the superintendent to sign all district warrants.
- (d) An annual audit of all district funds and accounts shall be made by a certified public accountant, or a public accountant in those years when the State Department of Finance does not perform this function directly. All audits will be made in conformance with the standards prescribed by the State Department of Finance. (See Educ. Code)

8.7 Transportation

- (a) District-owned pupil transportation facilities approved in writing by the County Superintendent of Schools will be provided. Such facilities will be administered in accordance with the Education Code, Administrative Code, Vehicle Code, and rules and regulations of the State Department of Education, and the highway patrol. (See Educ. Code)
- (b) Transportation will be provided on a systematic basis for all pupils living at distances from their school of attendance which qualify them under the state transportation reimbursement program. Pupils living at distances not qualifying for state reimbursement may be transported when special hazards or conditions warrant.
- (c) Bus drivers are responsible for and have authority in all matters of pupil conduct affecting safety while pupils are riding (including leaving and boarding) the buses. Drivers shall maintain such order as is proper and safe at all times. (See Adm. Code, Title 5, Sec. 1085)
- (d) Transportation to and from all off-campus activities shall be by school buses and cars properly covered by insurance protecting the district. (See Educ. Code)
 - 1. The use of school buses for educational or athletic trips under proper supervision is permitted. The use of buses for such purposes shall be subject to the approval of the district superintendent. (See Educ. Code)
 - 2. Mileage at the rate of seven cent (7¢) a mile will be paid members of the staff for transporting students to legitimate school events outside the school district. Request shall be made by the principal of the school, allowing five students to each car. Approval to be granted by the superintendent.
- (e) School buses will be submitted to regular and thorough inspections to assure safe transportation.

1. A systematic program of maintenance with appropriate records will be maintained for all school buses.
2. Safe storage facilities shall be provided for gasoline, oil, and other inflammable materials.
3. Proper records will be kept on services rendered by school buses.

CHAPTER IX

POLICIES RELATING TO MISCELLANEOUS PROVISIONS

CHAPTER IX. POLICIES RELATING TO MISCELLANEOUS PROVISIONS

Section 9.0 Miscellaneous Policies

9.1 Solicitation, Advertising, and Ticket Sales

- (a) Lists of employees or pupils may not be given to persons or organizations for commercial purposes, solicitation, or circularization. Exceptions to this must receive the prior approval of the superintendent.
- (b) Salesmen representing firms selling school supplies and equipment must first contact central office.
- (c) Advertising for commercial purposes may not be done on school premises.
 - 1. Materials carrying a limited amount of advertising may be used for instructional purposes upon the approval of the superintendent.
 - 2. Cards announcing local events of community and non-commercial nature may be posted on school bulletin boards with the consent of the principal.
 - 3. Commercial advertising may be done in the high school annual and school paper. Other such advertising must receive the prior approval of the superintendent.
- (d) Tickets may not be offered for sale on school premises for non-school events. Announcements of non-school events of community interest may be made only on the approval of the superintendent's office.
- (e) Teachers may not solicit subscriptions for instructional materials.

9.2 School-Community Relations

- (a) Accidents to pupils or employees shall be reported immediately by the principal to the superintendent.
- (b) In case of severe and sudden epidemic or other emergency, the district superintendent may order the temporary closing of schools.
- (c) It shall be the policy of the governing board to cooperate with educational and community agencies on matters relating to the education of youth in this community.

9.3 Endoctrination and Propaganda

- (a) The governing board feels justified in requiring all teachers to assume responsibility for creating a classroom atmosphere based on the foundation of positive instruction toward a belief in the ideals and processes of American democracy.
- (b) Appropriate patriotic ceremonies, including the flag salute, will be conducted at the beginning of each school day by all teachers of the district.

9.4 Fund Raising, Gifts, Memberships and Money Matters

- (a) Teachers must receive prior approval of their principal before making any collection of money or accepting gifts of value from pupils.
- (b) The governing board authorizes district participation in the following drives and membership campaigns with the limitations as stipulated:
 - 1. Pupils and employees may participate in: Parent-Teacher Association, Junior Red Cross, and March of Dimes.
 - 2. The following drives in the junior and senior high schools involving membership dues are hereby authorized: student body dues; athletic insurance; sales campaigns for annuals, class and club jewelry, tickets of admission to games, plays, and dances; individual and group photographs and class or club sweaters.
 - 3. The sale of accident insurance for pupils and individual and group photographs in all schools in accordance with the policies and procedures established by the superintendent is permitted.
- (c) The board approves one institutional membership in each of the following professional organizations: California School Boards Association, County Trustees Association, American Association of School Administrators, and California Association of School Administrators.

APPENDIX A

APPENDIX A- THE SCHOOL BOARD MEMBER'S CREED

(This creed is an epitome of the written statements of representative school board members and superintendents in the State of California.)

As an individual member of the school board:

- I will listen.
- I will recognize the integrity of my predecessors and associates and the merit of their work.
- I will be motivated only by a desire to serve the children of my community.
- I will recognize that it is my responsibility together with that of my fellow board members to see that the schools are properly run - not to run them myself.
- I will work through the administrative employees of the board - not over or around them. Teachers nor public come to me directly.
- I will recognize that school business may be legally transacted only in open meeting legally called.
- I will not "play politics"!
- I will attempt to inform myself on the proper duties and functions of a school board member.

In performing the proper functions of a school board member:

- I will deal in terms of general educational policies.
- I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body - not as an administrative officer.
- I will consider myself a "trustee of public education" and will attempt to protect and conserve it.

In maintaining desirable relations with other members of the board:

- I will respect the opinions of others.
- I will recognize that authority rests with the board in legal session - not in individual members of the board.
- I will make no disparaging remarks in or out of meeting about other members of the board or their opinions.
- I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other

facts and points of view which may be presented in the meeting.

- I will make decisions in board meeting only after all sides of the question have been presented.
- I will discourage the use of standing committees and insist that all members of the board participate fully in board action - delegating detail matters to administrative employees.
- I will insist that special committees be appointed to serve only in an investigating and advisory capacity.
- I will consider unethical and will thus avoid "star chamber" or "secret" sessions of board members held without presence of the school administration.

In meeting my responsibility to my community:

- I will attempt to appraise fairly both the present and the future educational needs of the community.
- I will attempt to procure adequate financial support for the schools.
- I will interpret to the schools as best I can the needs and attitudes of the community.
- I will consider it an important responsibility of the board to interpret the aims and methods of the schools and the materials used in them to the community.
- I will insist that business transactions of the school board be on an ethical, open, and above-board basis.
- I will not buy for personal use at "school" prizes.
- I will not consider a position on the school board as a "stepping stone" to political power.

In working with the superintendent of schools and his staff:

- I will hold the superintendent of schools responsible for the administration of the schools.
- I will give the superintendent of schools authority commensurate with his responsibility.
- I will expect the schools to be administered by the best trained technical and professional people it is possible to procure.
- I will elect employees only on the recommendation of the superintendent.
- I will participate in board legislation only after considering the recommendation of the

superintendent and only after he has furnished complete information supporting his recommendation.

- I will expect the superintendent of schools to keep the board of education adequately informed at all times through both oral and written reports.
- I will expect to spend more time in board meetings on educational programs and procedures than on business detail.
- I will give the superintendent of schools friendly counsel and advice.
- I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.
- I will present any personal criticism of employees to the superintendent.
- I will provide adequate safeguards around the superintendent and other personnel so they may perform the proper functions of education on a professional basis.

APPENDIX B

APPENDIX B - SOME OBLIGATIONS OF THE - Board of Education

1. To select a competent professional man as superintendent.
2. To serve as a policy-making body.
3. To let the superintendent administer the schools.
4. To exercise sound judgment in business affairs of the district.
5. To deal always in an ethical, honest, straightfoward, open, and above board manner with the superintendent, the staff, and the community.
6. To provide within budget limitations necessary personnel.
7. To approve the assignments for each position.
8. To employ all personnel on recommendation of the superintendent.
9. To offer information and reasons when a nominee for position should not be appointed.
10. To take legal action required by law.
11. To examine and approve an annual budget.
12. To function as a "board" rather than as individuals.
13. To adopt rules and regulations for guidance of the board and staff.
14. To keep the superintendent informed of community reaction to the school program and assist in avoiding community dissension.
15. To counsel with the superintendent when his recommendations or actions seem ill-advised.
16. To seek the superintendent's counsel on how they may serve most effectively.
17. To support the superintendent.
18. To keep the superintendent out of trouble.
19. To hold the superintendent accountable for results.
20. To remember that schools exist for the benefit of boys and girls.

APPENDIX B - SOME OBLIGATIONS OF THE - Superintendent of
Schools

1. To give the district competent administration and effective educational leadership always on a professional basis.
2. To recommend sound policy.
3. To make board policy effective through efficient administration.
4. To keep the board informed on financial matters, do sound, long range planning, and keep current expenditures within the approved budget.
5. To deal always in an honest, professional, straightforward, open, and above board manner with the board, the staff, and community.
6. To present all personnel needs to the board.
7. To recommend assignments for each position and keep employees at work on their assignments.
8. To recommend for employment only on basis of merit and fitness for the position.
9. To accept board viewpoint when there are reasons previously unidentified by the superintendent for not employing a proposed employee - and without resentment to seek further for a candidate.
10. To recommend to the board all action required by law.
11. To recommend an annual budget with necessary supporting data.
12. To deal with the board as a whole rather than with individual board members.
13. To recommend rules and regulations reflecting sound procedures.
14. To keep the board informed regarding the school operation, pupil attendance, employees morals, business management, etc.
15. To accept board counsel in good grace.
16. To advise the board members of ways in which they could improve their effectiveness.
17. To support the board.
18. To keep the board out of trouble.

APPENDIX B - SOME OBLIGATIONS OF THE - Superintendent of
Schools (cont'd.)

19. To accept responsibility for results.
20. To remember that schools exist for the benefit of boys
and girls.

APPENDIX G

APPENDIX C

"A Framework for Public Education in California" - Bulletin of the California Department of Education, Vol. XX, No. 6, 1950, pp. 5-7.

I. The Objectives of Civic Responsibility

Effective citizenship requires that the individual and the group:

1. Act upon an understanding of and loyalty to our democratic ideals.
2. Understand and appreciate the positive advantages of American institutions.
3. Be sensitive to the disparities of human circumstances.
4. Act with others to correct unsatisfactory conditions.
5. Understand local, state, national, and international social structures and social processes.
6. Achieve skill with processes of group action; in student self-governing groups develop criteria for making wise choices of action.
7. Know the achievements of the people who have made the United States a great nation.
8. Develop defenses against destructive propaganda.
9. Accept honest differences of opinion.
10. Realize the importance of wise use of human and natural resources.
11. Measure scientific advances by contributions to the general welfare.
12. Be active, cooperating members of the world community.
13. Work to achieve and maintain peace in the world.
14. Respect the law.
15. Meet their civic obligation.

II. The Objectives of Full Realization of Individual Capacities

The full realization of individual capacities requires that the individual, in accordance with his ability and experience:

1. Desire to learn, to grow
2. Speak English clearly
3. Read English efficiently
4. Write English effectively
5. Use the skills of counting and calculating
6. Listen and observe accurately
7. Understand the essential facts concerning health and disease
8. ~~Protect his health and that of others~~
9. Work to improve the health of the community
10. Work to achieve poise and coordination in bodily movement
11. Participate in a range of leisure time activities - physical, intellectual, and creative
12. Develop a sense of humor
13. Seek and enjoy beauty
14. Understand and value the contributions of arts, literature, music, and the dance
15. Give responsible direction to his own life
16. Develop a set of sound moral and spiritual values
17. Utilize values as determiners of choices
18. Arrive at appropriate decisions in specific situations as a result of critical thinking
19. Formulate his purposes

III. The objectives of Human Relationships

1. Place human relations first
2. Enjoy a rich, sincere, and varied social life
3. Work and play with others effectively
4. Observe the amenities of social behavior
5. Recognize the family as a basic social institution
6. Conserve family ideals
7. Exercise skill in homemaking
8. Maintain democratic relationships in the family and in all other group situations
9. Work to improve intergroup relationships.

IV. The Objectives of Economic Efficiency

The attainment of economic efficiency requires that the individual

1. Understand the interdependency of economic structures and procedures
2. Understand the satisfactions of good workmanship
3. Recognize the obligation to perform an honest day's work
4. Understand the requirements and opportunities for various jobs
5. Select his occupation and prepare for it
6. Maintain and improve his efficiency
7. Realize the social value of his work
8. Plan the economics of his own life
9. Develop standards for guiding his expenditures
10. Become an informed and skillful buyer
11. Take ethical measures to safeguard his interests.

APPENDIX D

APPENDIX D - CODE OF ETHICS FOR CALIFORNIA TEACHERS

THE TEACHERS' CODE: Believing that the main objective of education is service to Mankind through the development of the whole individual, members of the teaching profession accept these responsibilities:

1. Responsibility to the pupil

The first consideration of the teacher is the welfare of his pupil. He guides the pupil in his growth toward maturity, preparing him to be socially and economically competent in the school, the home, and the community, and to be happy personally as a responsible member of society.

2. Responsibility to the parent

The teacher recognizes the concern of the parent for the child's development and is ready to share this responsibility and to cooperate with the home for the best interest of each child.

3. Responsibility to the public

The teacher is in a position of public trust. He serves as a trustee of the social heritage and works for the strengthening of education and for the realization of democratic ideals.

4. Responsibility to the profession

The teacher maintains a constructive and cordial attitude, guiding those under his direction, cooperating with his associates, and respecting the authority of those in administrative positions. He helps to improve the status of the profession by developing high standards. He is aware of the values of professional organization and works for their realization.

APPENDIX E

APPENDIX D

DIXON UNIFIED SCHOOLS SALARY SCHEDULE

YEARS	A PROV.	B AB PLUS REG.	C AB PLUS REG. & 15 UNITS	D AB PLUS REG. & 30 UNITS	E AB PLUS REG. & 45 UNITS	F AB PLUS REG. & 60 UNITS OR MA PLUS REG.	YEARS
1	4600	4800	5100	5400			1
2	4800	5000	5300	5600			2
3	5000	5200	5500	5800	6100		3
4	5200	5400	5700	6000	6300	6600	4
5	5400	5600	5900	6200	6500	6800	5
6		5800	6100	6400	6700	7000	6
7		6000	6300	6600	6900	7200	7
8		6200	6500	6800	7100	7400	8
9		6400	6700	7000	7300	7600	9
10			6900	7200	7500	7800	10
11					7700	8000	11
12						8200	12

Adopted April 27, 1961

8400
15th Anniversary

SALARY SCHEDULE PROVISIONS

1. The basic principle of the teachers' salary schedule is that of equal pay for equal training and experience, regardless of levels of teaching assignment. All certificated employees, at all levels of assignment, shall be paid the full schedule salary for which they qualify by position, training, and experience.
2. At the time of initiating the salary schedule, no teacher shall receive a salary less than he received prior to the adoption of the schedule. If the salary schedule should call for lower salary than that presently earned by the teacher, he shall remain at his present salary until such time as his experience and/or professional growth provide for a greater salary.
3. Educational credits will be evaluated as of July 1st for determining placement on the salary schedule for the ensuing year. If a teacher plans on meeting the growth requirements or advancement to a new class on the schedule for the new year, notice must be filed in writing in the District office by July 1st. If a request for advancement on the salary schedule is made resulting from growth that will take place after July 1st, the superintendent's office should be notified in writing. Credit will then be given when evidence of completion is presented by September 1st.
4. Employment shall be based on a sliding scale for experience as a teacher outside of the Dixon Unified School District, as follows:

For	1 years experience	1 years experience will be
	2 outside,	2 given in the Dixon Unified
	3	2 School District
	4	3
	5	3
	6	4
	7	5
	8	6
	9	7
	10	8
	11	8
	12	8
	13	8

5. Any teacher reaching the age of 65 prior to July 1st of the ensuing school year will be required to retire. The board may on occasion exercise Code section #13325 and employ teachers from year to year who are older than age 65.

CLASSIFICATION POLICIES

1. Only units granted by a college or university may be applied to salary reclassification.
2. Units granted for repetition of courses, clinics, or workshops, will not be acceptable without approval of the Professional Relations Committee.
3. Only two courses with a total of not more than six units will be credited during any one semester.
4. No limitation is to be placed on the number of units which may be acquired during summer school.

PROFESSIONAL GROWTH REQUIREMENTS

1. Professional growth requirements of FOUR units per three year period shall be required of each teacher in order to receive annual experience increments within a given salary classification, with the exception of teachers who have obtained a Masters degree or a Bachelors degree plus 60 units. Teachers with a Masters degree or a Bachelors degree plus 60 units shall be required TWO units each three year period and within a consecutive six year period, two units must be college credit. The four unit, three year hurdle is to run concurrently for all teachers beginning with the school year 1959-1960. Teachers hired during the period are expected to accomplish two units for two years of service and none is required for one year of service. When a teacher reaches the age of 55 years, this requirement no longer prevails.
2. The professional Growth Requirements shall also apply to principals. Principals shall clear their professional growth plans with the Superintendent.
3. Professional growth may be attained as follows:
 - A. College Credits
 - (1) Each teacher must complete at least TWO units per three year hurdle, with the exception of teachers with a Masters degree or a Bachelors degree plus 60 units as mentioned in 1 above.

B. Non-College Work

- (1) Some activities for which credit towards meeting professional growth requirements may be granted are:

Travel
 Professional writing
 Work on local school district committees
 Attendance at non-credit college courses
 Creative activities and community services leadership
 Student teacher training
 Teaching summer school at college or university
 Research
 Special projects
 Special instruction
 Summer school teaching
 Work experience related to teacher's field
 Youth activities
 President of local association

- (2) A preliminary request for travel credit must be made to the principal. This should include information on destination, travel time, and an appraisal of worth to the teacher.
- (3) A report on the travel experience is to be submitted to the Joint committee composed of the Professional Relations Committee, the principals and the superintendent. This should be in the form of a written report, photography, collections, or some other tangible evidence of value to the teacher. This evidence or report should be submitted before January 1st of the following year.
- (4) At the conclusion of activities, other than travel, the committee or individual shall submit a report to include:
- a. Final results
 - b. Brief summary of meetings, covering length of meetings, attendance, and the subject matter discussed.

- (5) An appraisal and evaluation of request for credit shall be made by the Joint Committee composed of the Professional Relations Committee, the principals and the superintendent. Credit will be granted or refused on the basis of the quality of the reports submitted.
- (6) There shall be a limit of Two units per three year hurdle. No partial units shall be granted.

APPENDIX F

APPENDIX F

SCHOOL SECRETARIES - 10 MONTHS

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$270	\$2,700
2	280	2,800
3	290	2,900
4	300	3,000
5, 6 and 7	310	3,100
8 years or more	320	3,200

PART TIME HELP

Clerical	\$1.50 per hour
Secretarial-experienced	2.25 per hour
Bus Driving-Custodial	2.00 per hour
Maintenance & Repair	3.00 per hour

SUPERINTENDENT'S SECRETARY - 12 MONTHS

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$285	\$3,420
2	295	3,540
3	305	3,660
4	315	3,780
5, 6 and 7	325	3,900
8 years or more	335	4,020

SUPERINTENDENT
OF
BUILDINGS - GROUNDS - TRANSPORTATION

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$400	\$4,800
2	420	5,040
3	440	5,280
4	460	5,520
5, 6 and 7	480	5,760
8 years or more	490	5,880

BUS DRIVER - PART TIME - 10 MONTHS

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$125	\$1,250
2	135	1,350
3	145	1,450
4	155	1,550
5, 6 and 7	165	1,650
8 years or more	170	1,700

CUSTODIAN AND BUS DRIVER (COMBINATION) - 12 MO.

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$345	\$4,140
2	355	4,260
3	365	4,380
4	375	4,500
5, 6 and 7	385	4,620

CUSTODIAN

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$310	\$3,720
2	320	3,840
3	330	3,960
4	340	4,080
5, 6 and 7	350	4,200
8 years or more	360	4,320

GARDNER

<u>YEARS OF EXPERIENCE</u>	<u>MONTHLY RATE OF PAY</u>	<u>ANNUAL SALARY</u>
1	\$363	\$4,356
2	373	4,476
3	383	4,596
4	393	4,716
5, 6 and 7	403	4,836
8 years or more	413	4,956