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Policies and regulations of the Board of Education of the Merced City School District: a thesis ...

Rudolph Rivera

University of the Pacific

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POLICIES AND REGULATIONS OF THE
BOARD OF EDUCATION OF THE
MERCED CITY SCHOOL DISTRICT

A Thesis
Presented to
the Faculty of the School of Education
The College of the Pacific

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

by
Rudolph Rivera
1960
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CHAPTER 1

INTRODUCTION

Historically and legally, public education in the United States is a function of the state. However, state legislatures have delegated most of the functions and duties for the administration of schools to local units such as cities and counties. As a result, boards of education have broad and significant powers. They have the power within the law and regulations established by the state to determine the educational program of the schools, to determine the curriculum, to establish rules and regulations for the operation of the schools and to formulate personnel policies.

Policy making is the prime function of the school board. Rules, regulations, and policies, not inconsistent with state laws and regulations, are determined and adopted by the board to govern the school system. However, they cannot make wise policy until they thoroughly understand what they are seeking to accomplish. Accordingly, they should constantly be studying, with the school staff and with people of the community, how to make the schools better.

Because of the necessity for a working philosophy of education, because of the necessity for a well-planned and well-understood educational program, and because it is common sense and good administra-
tion to have rules and regulations for the operation of the school system understood by all parties concerned, it is imperative that boards formulate and organize their policies, rules and regulations into handbooks.

A carefully formulated statement of the policies, rules and regulations of the board will help meet many problems and misunderstandings in school administration, and may even prevent them from arising. One of the better practices in school administration today is to have such statements prepared in handbook form and to make the contents of the handbook available to the staff and the public.

I. STATEMENT OF THE PROBLEM

The problem of this study was to develop a written code of policies and regulations for the efficient operation of the Merced City School District.

The specific purposes of the study were as follows:

1. To provide the Board of Education and the staff with an instrument for handling procedures, recommendations, and various problems in an objective and systematic way.

2. To provide a reference source for the Board and the staff in interpreting actions to the public.
3. To bring up-to-date and codify the existing policies of the district.

**Importance of the study.** At the time this study was undertaken there was no complete compilation of the district policies. The policies enacted by the Board of Education were contained either in the minutes of the Board or the teachers' handbook. No attempt had been made to collect the rules, regulations, and policies into a well organized statement of policies which govern the school system. 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 which were unnecessary because of the lack of knowledge of existing policies.

Policy statements, when written and codified, can be, according to Turnbaugh, an asset to a school district as follows:

1. They may improve the functioning of the board of education itself.
2. They may improve the work of 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 relationships
between board and administrative personnel, board and other employees, and board and the public, as well as between administrators and the public, between employees, and even between teachers and pupils.¹

II. PROCEDURES USED IN THE STUDY

The data for the study were based on a review of the related literature, an analysis of policy guides in selected school districts, an examination of the minutes of the Merced Board of Education for evidence of actions taken by the Board that constitute a form of policy, and an examination of the administrative bulletins and district publications for information that had policy implications.

This investigator, upon assuming the duties of superintendent, became aware of the need for assembling the policies of the Board into a systematic and codified statement for ready reference. The investigator approached the Board of Education to seek approval for conducting such a study. There was unanimous agreement among the Board members and the investigator was encouraged to proceed with the development of the Guide.

III. DEFINITION OF TERMS USED

As used in the thesis the following terms will have the meaning given below:

**Board of Education.** The Board of Education shall mean the governing board of the Merced City School District.

**Certificated employees.** Certificated employees shall include all persons employed in the district in a position requiring certification as defined in the Education Code.

**Classified employees.** Classified employees shall include all persons employed by the district who are not required to be certificated.

**District policies and procedures.** District policies and procedures shall be defined as general statements of policies, principles, and procedures adopted by the Board of Education to provide common guides for the Board of Education, district employees, and for the public.

**Staff.** The staff shall include all personnel employed by the Merced City School District.

**Superintendent.** The superintendent shall be identified as the chief executive officer of the Merced City School District.

**The Guide.** The Guide shall mean the written statement of
school district policies and procedures.
CHAPTER 2

REVIEW OF RELATED LITERATURE AND
ANALYSIS OF SELECTED GUIDES

The purpose of this chapter is to review the related literature in the field and to analyze policy guides from selected school districts.

I. REVIEW OF RELATED LITERATURE

The school board is a governing and a legislative body. It is not an administrative agency. Members of the school board must know what are their legitimate functions. ¹ Gregg outlines the board's major tasks as follows:

1. To formulate policies for governing the schools.
2. To approve plans for carrying out these established policies.
3. To approve the workability of the policies and the effectiveness of the plans, and
4. To delegate responsibility for the administration of their policies and plans to the board's chief executive officer, the superin-

The importance of school board functions is pointed out in many books and studies including those written by Reeves, Smith and Smittle, and McGheehey, in which each indicate that the most important function of a school board is policy making.

Policies are statements of general principle which a board of education agrees should apply to the solution of problems which are similar in nature.

Gregg says:

Policies help realize the school’s many goals—the general nature of the educational program and services to be provided, the rules and regulations governing personnel, the school facilities to be provided, and the amount of money to be spent.

---


4 Reeves, *loc. cit*.


8 Gregg, *loc. cit*.
Another authority states that:

(1) Rules and regulations set forth the fundamental principles for the control, management, and operation of the public schools. (2) They define the larger areas of authority and responsibility of the board and its employees. (3) They should not include the details of management.  

To increase efficiency in the administration of the public schools many school boards and superintendents have set about the task of codifying the policies of the board of education.  

Commenting on the effectiveness of written policies, Stapley indicates that:

Boards which have committed their basic policies to writing are more effective than those which have not done so. Although adoption of such a written code is hardly a panacea for problems encountered in relationships with the executive, it is one step toward improving working conditions and at the same time increase understandings on the part of both the administration and the board.  

One authority concludes that:

To guide the board itself in its relationships to the administrative staff and to the school system as a whole and to guide the administrative staff and other employees of the board in their...
work, comprehensive statements of policies, principles, and procedures are necessary.\textsuperscript{12}

Turnbaugh points out that:

A policy manual is an organized written statement by a board of education expressing purposes, and principles, establishing positions, functions, and relationships of school district personnel and providing guides for action of the administrative staff and other employees.\textsuperscript{13}

It is an established fact that the prime function of a board of education is policy making. It is also well known that very few boards of education have taken the time or trouble to set their policies down in written form.\textsuperscript{14} Too often the only written policies of boards of education are contained in the minute books or are almost impossible to locate. This leads to a waste of time, confusion, and reversals of actions.\textsuperscript{15} One authority states that "without the establishment of written policies of guides to action, much time is wasted in repeated consideration of numerous problems which are basically related or

\begin{itemize}
  \item \textsuperscript{13}Turnbaugh, \textit{loc. cit.}
  \item \textsuperscript{14}White, \textit{loc. cit.}
  \item \textsuperscript{15}Smith and Smittle, \textit{op. cit.}, p. 41.
\end{itemize}
even identical. "Smith and Smittle feel that "too often boards of education devoted time to petty details that, in most cases, should never have been permitted to consume their time."17

Many authorities are agreed that every school board should have a written set of policies in order to preserve the consistency of the action of both the board and its chief executive officer and to provide orderliness in the school system.18, 19, 20

Smith and Smittle, commenting on the steps for policy determination, say that:

"A board of education must first determine its over-all policy of what is to be done, in terms of purposes and philosophy of education of the district. It must designate officials who will be responsible for accomplishing these objectives. It determines what things are to be done with respect to procedures to be followed in terms of established policy.21"

Reeves, in commenting on some of the important principles of the formulation of rules and regulations for school systems, summar-

16**Boardsmanship, loc. cit.**

17Smith and Smittle, loc. cit.

18**Boardsmanship, loc. cit.**

19Reeves, *op. cit.*, p. 168.

20McGhehey, loc. cit.

izes his feelings by stating that rules and regulations should (1) not be inconsistent with the provisions of state laws, (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. 22

In discussing the scope and coverage of rules and regulations, Reeves further states that:

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 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. 23

In the formulation of written policies Smith and Smittle caution that:

Haste in formulating a set of written policies can be disastrous. Policy adopted without complete understanding by the board, without adequate debate, may increase friction between board and administration rather than decrease it. 24

22 Reeves, op. cit., p. 173.

23 Ibid., p. 175-76.

24 Smith and Smittle, op. cit., p. 45.
On the matter of the cooperative development of written policy statements, Reeves says:

A method that has met with some favor is that of constructing the rules and regulations as a co-operative project under the general direction of the superintendent of schools.\(^{25}\)

Smith and Smittle say that:

The policies will represent the combined thinking and agreement by all groups concerned. In other words, the policies represent an evolutionary development through cooperative effort and study.\(^{26}\)

They further state that:

The emphasis is placed on the democratic participation of all employees in policy making and their implications. Through this type of participation the interests of an entire school system will be served better by the establishment of good, sound policy.\(^{27}\)

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 has the advantage of assuring a revision of the written statement and encouraging its use.\(^{28}\)

Smith and Smittle feel that:

\(^{25}\)Reeves, *op. cit.*, p. 175.

\(^{26}\)Smith and Smittle, *op. cit.*, p. 24-25.

\(^{27}\)Ibid., p. 49.

\(^{28}\)Stapley, *loc. cit.*
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. 29

Reeves indicated that:

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. 30

The evidence supports the thesis that the work of the board of education is clarified and made more effective when rules and regulations are written and codified.

II. ANALYSIS OF SELECTED GUIDES

This investigator studied and analyzed written policy guides from eleven school districts in California in order to determine the extent to which other districts prepared written policies, to develop a format for preparing the policies of this district, and to formulate the content of the policy handbook for the Merced City School District.

Twenty California school districts were contacted and asked to

29Smith and Smittle, op. cit., p. 47.

30Reeves, op. cit., p. 147.
furnish a copy of their policy manual for analysis. The twenty districts were selected on the bases that they were believed to have developed a policy manual and varied in size from 1,200 A.D.A. to 50,000 A.D.A. Selections were also based on three types of school district organization: city districts, unified districts, and elementary districts. The following nineteen school districts responded to the request for copies of their policy statements: Bakersfield City, Bellflower City, Campbell Union Elementary, Castro Valley Elementary, Cupertino Elementary, Hawthorne Elementary, Lindsay Unified, Long Beach Unified, Los Altos Elementary, Monrovia City Elementary, North Sacramento Elementary, Ravenswood Elementary, Sacramento Unified, San Bernardino City, San Jose Unified, San Pablo Elementary, Santa Barbara City, Stockton Unified, and Visalia City.

Of the nineteen responding districts, eight indicated that they either had no written policies at present or were in the process of developing a set of written policies. Two of the eight districts indicated that they were embarking on the Davies-Brickell System of developing policies.

Eleven districts submitted policy manuals for study. Each of these manuals had certain characteristics of size, arrangement, or type of cover which distinguished it from the group. There was con-
sizable variation in the number of pages contained in the various
guides ranging from eight to one hundred five pages. Three guides
were 6 by 9 inches in size, eight were 8 1/2 by 11 inches in size.
Four were printed, six were mimeographed, and one was hectographed.
The date of publication was given in ten of the policy statements and
ranged between 1952 and 1958. Seven were published in 1955 and four
of these as recently as 1958. Two manuals were identical in their
general physical features. Each was in printed form containing the
same number of policy classifications, a table of contents, and an
index.

Five manuals were titled Rules and Regulations and the remain-
ing six as follows: (1) The Administrative Code and Rules and Regula-
tions, (2) Policies of the Board of Education, (3) Administrative
Policies of the Board of Education, (4) Official Operating Policies,
(5) Administrative Code, and (6) Policies and Procedures.

An examination of the eleven manuals revealed no common
pattern of internal arrangement. There was a widespread lack of uni-
formity in both the number and sequence of major policy classifications.

The number of major classifications ranged from five to forty.
Nine of the manuals had fewer than twelve. Eight manuals had tables
of contents; four had indexes. None of the manuals had the same
sequence pattern. However, the first major topic in eight of the eleven manuals contained provisions relating to the internal operation of the school board.

Generally, it was found that the administrative functions were usually covered first, followed by policies relating to the other phases of school personnel and operation. It was found that policies pertaining to the certificated and classified employees were predominant.

The written policy manuals varied in length, some of them were brief, general outlines while others contained exacting details. It was difficult to set down any definite criteria as to exact order of topics, but, in general, the following table of contents was found:

I. Board of Education
II. General Organization
III. Administration
IV. Supervision
V. Certificated Personnel
VI. Business
VII. Classified Personnel
VIII. Pupils

Noticeably lacking in all manuals was a section on the educational program.
Three of the manuals were comprehensive in their construction and content. These manuals appeared to be well organized and indicated much thought and careful study. Each of these three manuals was in printed form, with a table of contents and an index. Two of these statements of policy were organized around functions and services, and contained ten major topic headings. One was organized according to positions and personnel with five major classification headings. The number of pages ranged from thirty-four to sixty-seven. One of the manuals included a section entitled "Superintendent's Manual of Instruction for Officers and Employees." This section contained the educational objectives and viewpoint of the administration. No other policy manual had a similar section.

Written policy statements from five other districts were not as well organized nor as comprehensive as the three mentioned above. Each of the five contained a table of contents but had no index. The number of major topics ranged from five to twelve and pertained to positions and personnel. The number of pages ranged from twenty to one hundred five. One of these manuals was printed, four were mimeographed, and one was hectographed. One manual had a table of contents listing all material alphabetically. The nature of the organization of these five policy manuals made it difficult to locate material.
The remaining three policy manuals were either too brief to provide for comprehensive coverage or lacked organization. One had an index but no table of contents. The other two had neither a table of contents nor an index. The number of major topic headings ranged from four to forty, and the number of pages ranged from eight to eighteen.

That there is a great variance in written statements of policy is clearly shown by the guides presented for study.

III. SUMMARY AND COMMENTS

All authorities writing on the need for written statements of educational policy recognize the fact that there is much to be done in this important area of educational administration. According to much of the literature a sound well-written and well-publicized set of administrative policies can contribute to a high degree of efficiency in school district operation. Boards of education which have adopted written policies are more effective than those which have not done so.

Several studies indicate that a majority of school systems do not have written policies and as a result there is mistrust and misunderstanding among the employees. Mutual understanding among employees as to definition of authority and responsibility is lacking,
and much potential friction can be avoided. No machinery whereby operational procedures can be worked out exists.

It is pointed out time and again that the formulation of a code of administrative policy is a cooperative endeavor. The help of the entire staff may assure a complete and inclusive guide.

There appears to be a lack of well organized written guides to district policies. There also appears to be an increasing awareness of the value of a written guide to district policies on the part of superintendents and boards of education.

Eleven California school district policy manuals were obtained for analysis. An examination of these manuals revealed no common pattern of internal arrangement and a lack of uniformity in the number and sequence of major policy classifications.

Eight manuals were 8 1/2 by 11 inches in size, three were 6 by 9 inches. Four were printed, six mimeographed and one hectographed. Two manuals were organized around functions and services, six according to positions and personnel, and three lacked organization.

In the analysis of the selected guides those that were most comprehensive and well written were built around the functions and services of the schools.
CHAPTER 3

DEVELOPMENT OF THE GUIDE

In developing the Guide for the Merced City School District an attempt was made to answer such questions as the following: What should be the scope of the Guide? What format would be most desirable? To what extent should the development of the Guide be a cooperative project? What would be the most suitable organization for the Guide?

The first step in the development of the Guide was to present to the Board of Education the necessity and importance of such an instrument and to secure its approval to proceed with the project. The Board of Education was unanimous in expressing a need for a written policy guide and authorized this investigator to undertake the development of such a guide. Having obtained authorization, this investigator then prepared an outline in terms of the number and content of the sections. It was determined, from the review of the literature and the examination of the manuals from selected school districts, that the most suitable organization was one that was structured around the functions and services that the schools offer.

The review of the literature and examination of the manuals
from selected school districts also led to the decision that the Guide would be divided into eight classifications, each containing the policies of the Board of Education as they relate to the operation and the educational program of the school system. The classifications decided upon were: Board of Education, Educational Program, Administrative Services, Supervisory Services, Instructional Services, Business Services, Pupil Personnel Services, and Pupils.

It was decided to use a coded numbering system for identifying and organizing the content of the Guide and to develop a detailed table of contents to facilitate ease of locating specific items. It was determined that the Guide should be 9 1/2 by 11 inches in size, mimeographed, and in looseleaf binding to be most practical. Ease in inserting amendments and revisions led to this decision. Supplementary pages are to be prepared to replace those containing policies that have been repealed, amended, or supplemented with additional sections.

The outline was used in developing a working draft of the Guide. The minute book of the Board was carefully examined for policies, rules and regulations and for actions which might imply policy. These were organized, reviewed, and brought up-to-date. Other policies were obtained from the teachers' handbook, the current literature in the field, and the manuals of eleven California school districts.
The Education Code was reviewed and laws pertaining to the operation of the school system were classified and placed in the proper section of the Guide. Staff members whose responsibilities were to be included in the Guide were invited to submit, in written form, what they considered to be their powers, duties, and functions. This helped to clarify any misunderstandings regarding their responsibilities and also assisted in the preparation of the sections regarding staff members. These written statements were assembled, organized, edited, and submitted to the staff members for review.

The Personnel Policies Committee was invited to review the entire draft and to offer its recommendations. The members of the Committee met with this investigator to suggest additions and revisions they thought were necessary. The changes were mainly in the area of staff personnel and pertained to the clarification of statements such as retirement, duties of teachers, and leaves of absence. These suggestions were appraised, and, in most cases, followed in the subsequent revision of the Guide.

The revised Guide was presented to the Board of Education for its study and criticism. The suggestions of the Board of Education centered mainly on identifying certain of the policies with the statutes. Other suggestions were in the nature of clarity and meaning. The use
of Education Code section numbers as well as other references were included where desirable in the Guide. The final draft was then prepared for adoption by the Board of Education.
CHAPTER 4

THE GUIDE

This chapter consists of the Guide to District Policies of the

Merced City School District.
FOREWORD

The Guide to District Policies, as adopted by the Board of Education of the Merced City School District, sets forth policies and rules and regulations for the operation of the school system.

Through this Guide the Board has provided for its own organization and for that of the school system; established its own purposes and procedures and those to be used in the operation of the schools; and fixed its own powers and duties and those of its officers and employees. Since the laws of the State delegate and define the power and authority of local boards of education, the Board, in this Guide, has in turn defined the power and authority it has delegated to those in its employ.
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ARTICLE I. BOARD OF EDUCATION

1.1. LEGAL BASIS

1.11. Introduction. The Board of Education is the governing body of the Merced City School District. The legal description of the territory comprising the District and the maps thereof are filed in the office of the superintendent.

1.12. Constitutional Authority. The Board of Education exists by authority of and derives its power from the Constitution and acts of the Legislature, the Education Code, and Title 5, Administrative Code of the State of California. (Articles IV and IX, California Constitution)


Article X, Elections, City Charter:

"Section 1000. General Municipal Elections. General municipal elections for the election of officers and for such other purposes as the City Council may prescribe shall be held in said City on the first Tuesday in April in each odd numbered year, commencing with the year 1951."

Article XII, City Charter, Board of Education:

"Section 1200. Number and Term. The Board of Education shall consist of five members elected from the School District at large, at the times and in the manner in this Charter provided, and
who shall serve a term of four years and until their successors are
elected and qualified. Members of the Board of Education shall re-
ceive no compensation for their services as such.

"Section 1201. First Board Under Charter. The members of
the Board of Education of the existing Merced School District holding
office when this Charter takes effect shall continue in office until their
successors shall be elected and qualified under this Charter.

"Section 1202. Eligibility. No person shall be eligible to hold
office as a member of the Board of Education unless he is, and shall
have been for at least one year next preceding the date of his election
or appointment, a qualified elector of the territory comprising the
School District.

"Section 1203. Vacancies. A vacancy in the Board of Educa-
tion from whatever cause arising shall be filled by appointment by the
Board of Education, such appointee to hold office until the first Tues-
day following the next general municipal election, and until his
successor is elected and qualified. At the next general municipal
election following any vacancy, a new member shall be elected to
serve for the remaining period of any unexpired term.

"If a member of the Board of Education absents himself from
all regular meetings of the Board for a period of sixty days, consecu-
tively, unless by permission of the Board expressed in its official
minutes, or is convicted of a crime involving moral turpitude, or
ceases to be an elector of the School District, his office shall become
vacant and shall be so declared by the Board of Education."

1.14. Responsibilities and Duties of the Board of Education.
All duties and responsibilities of the Board of Education are based
upon the Constitution of the State of California, the Education Code,
regulations of the State Department of Education, court decisions, and
legal opinions of the County Counsel. (E. C. 981-1009)

1.2. ORGANIZATION OF BOARD OF EDUCATION

1.21. Officers. Election of officers shall be held at the first
regular meeting following the Board election. Officers shall be a
president and a clerk, elected by an affirmative vote of a majority of
the Board. The superintendent shall be designated as secretary of the
Board of Education.

1.22. The President. The president shall preside and pre-
serve order and decorum at the meetings. He shall declare all votes.
He shall, at the request of one member, take the sense of the board
by yeas and nays. He shall sign all papers and documents as required
by law or as authorized by action of the Board.

1.23. The Clerk. The clerk shall call meetings of the Board
at the request of two members. He shall sign and approve the minutes of the Board and all papers and documents as required by law or as authorized by Board action. (E. C. 1061-1070)

1.24. **Secretary.** The secretary shall keep full and accurate records of the proceedings of the Board, shall send out notices of Board meetings, shall be responsible to the Board of Education for all matters pertaining to the care of the Board's records and documents, and shall have such other duties as the Board may determine.

1.3. **MEETINGS**

1.31. **Regular Meetings.** Regular meetings of the Board of Education shall be held on the second Monday of each month at 7:30 p.m. and on the fourth Thursday of each month at 4:00 p.m. in the School Administration Building. (E. C. 984c)

1.32. **Special Meetings.** Special meetings of the Board may be called at any time by the clerk or upon written request of two members. Such meetings shall be called in accordance with state law. (E. C. 984d and 1067)

1.33. **Quorum.** A majority of the Board constitutes a quorum for conducting meetings. No measure or proposition will be valid unless passed by a majority of those members present.
1.34. **Order of Business.** The order of business, unless altered by consent of the Board of Education, shall be as follows:

- Call to Order
- Approval of Agenda
- Approval of Minutes
- Superintendent's Report
- Communications
- Unfinished Business
- New Business
- Payment of Invoices
- Adjournment

1.35. **Advance Information.** Minutes of previous meetings and information concerning important business shall be submitted to each member of the Board, in writing through the mail or otherwise, by the secretary. Such information shall be available at least 48 hours prior to the meeting.

1.36. **Voting and Recording in Minutes.** All motions, resolutions, orders and votes of the Board must be recorded so as to show the vote of each member present. The minutes of the Board shall include those matters disposed of by motions regularly made and seconded, recommendations of the superintendent, and all other items which are a part of the order of business.
1.4. FUNCTIONS AND DUTIES OF THE BOARD OF EDUCATION

1.41. Legislative Authority. The Board of Education retains full legislative authority over the schools but delegates all executive, supervisory, and instructional authority to the superintendent.

1.42. Development of Policies. The Board of Education shall determine policies, plans, programs, and procedures for the schools. To assist the Board in these functions the superintendent shall present information and recommend action for the Board's consideration.

1.43. Evaluation. The Board of Education shall evaluate the manner in which its policies are being executed and their effect upon the school system.

1.44. Contracts. The Board of Education shall execute or authorize the execution of contracts.

1.45. Duties of the Board of Education. The Board of Education shall:

a. Select the superintendent of the District and support him in the discharge of his duties.

b. Pass upon the annual budget of expenditures prepared by the superintendent.

c. Advise with the superintendent on his recommendations.

d. Appoint teachers, principals, and other employees upon
nomination and recommendation of the superintendent and fix their duties.

e. Determine the schedule of salaries for all certificated and classified employees.

f. Require and consider reports of the superintendent concerning progress of the school.

g. Pass upon architects' plans and accept for use new buildings which it has adjudged acceptable.

h. Act as a board of appeal for employees and patrons after complaints on matters needing adjustment have been first submitted to the superintendent.

i. Require and consider reports of business transacted or pending and of the financial status of the District.

j. Provide adequate housing, equipment, supplies, and other facilities for the operation of the schools within the financial limitation of the District.

1.5. POLICY STATEMENT

1.51. Title of Code of Rules. The broad outline of policy under which the Board of Education functions is stated in this code of rules, the Guide to District Policies.

1.52. Suspension, Alteration or Amendment of Rules.
a. Alteration of any rule or regulation of the Board, or any addition to such rules and regulations, may be made by a majority vote of the Board at any regular meeting, provided only, that a motion, in writing, covering full details of proposed changes, shall have been presented at a preceding regular meeting of the Board.

b. An exception or suspension of any rule or regulation contained herein may be made by affirmative action of the Board of Education when in its opinion the application of the rule or regulation would result in undue hardship upon employees or patrons of the school district.

c. Before the end of each school year it shall be the practice of the Board of Education to review its policies and to make any revisions it deems advisable.

1.53. Personnel Policy Committee.

a. A personnel policy committee consisting of three permanent teachers elected by the faculty, one consultant, and one principal selected by the Board, and the assistant superintendent for instruction, shall act in an advisory capacity to the superintendent and the Board of Education.

This committee has responsibilities in personnel matters as follows:
1. To advise the superintendent in selecting, assigning, evaluating, and dismissing personnel as the need may arise.

2. To serve as a personnel review board to consider policy, rules and regulations, and complaints in accordance with Board regulations and the procedures of this committee.

3. To assist the superintendent in interpreting the policies of the Board of Education.

4. To review and revise the Teachers' Handbook, to incorporate all existing policies into the Handbook, and to define the responsibilities of all personnel, subject to approval of the superintendent.

5. To devise and present personnel policies regarding standards of performance of certificated personnel.

6. To recommend services, either to be continued, increased, discontinued, or new services to be initiated.

7. To help maintain high standards among teachers.

8. To assist in the evaluation of professional growth requirements.

9. To assist in the promotion of certificated personnel within the system.

b. Procedure for Referring Problems to the Personnel Policy Committee. Referrals of problems, by teachers or administrators,
regarding their status or relationships in the District are to be made in writing. These referrals are to be made only after all other channels of solution have been followed.

Each referral is to be addressed to the committee as a whole and not to any one individual and is to contain:

1. The problem involved,
2. The attempts made to solve the problem and with whom.
3. Why the problem is referred to this committee.

1.54. **Availability.** An up-to-date copy of these policies shall be kept readily available in all administrative offices.

1.6. **COMMUNITY AND STAFF RELATIONS**

1.61. **General Public.** All meetings of the Board of Education are open to the public. The Board urges attendance at its sessions by all citizens.

1.62. **Parent-Teacher Association.** The Board encourages the attendance of representatives from the various Parent-Teacher Association units at the Board meetings.

1.63. **Teachers' Association.** The Board also invites the Merced City Faculty Club to send representatives to all meetings of the Board.

1.64. **Staff Relations.** It is not considered good professional
practice for members of the school staff individually or collectively to
approach members of the Board on matters pertaining to the schools.
However, after consultation with the superintendent, anyone is welcome
to address the Board in a regular or special meeting. As an individ-
ual a Board of Education member has no authority to set school policy.

1.65. Personnel Complaints. All complaints from other than
school employees concerning personnel shall be filed in writing with
the secretary of the Board of Education at least five days prior to a
scheduled Board meeting so that the complaints may be properly in-
vestigated and placed on the agenda for further discussion.

1.7. ORGANIZATIONAL CHART

The chart on the following page shows the organizational pattern
for the Merced City School District and is intended to aid all personnel
in determining the appropriate channels of communication for their
individual problems. Such an administrative plan will help avoid delay,
misunderstanding, and inefficiencies due to incorrect referral of
questions.
ORGANIZATIONAL CHART - MERCED CITY SCHOOL DISTRICT

Board of Education

Superintendent

Asst. Supt. - Business

Finance and Budget
Buildings and Grounds
Maintenance
Transportation
Recreation
Cafeteria Coordinator
Classified Personnel

PTA City Council

Asst. Supt. - Instruction

Reading Consultant
Music Consultant
Art Consultant
Director of Guidance
Speech Consultant
School Nurse
Audio-Visual
Library
Instrumental Music
Home Teacher

Personnel Policy Committee
Salary Committee

Principals

Vice-Principals
Counselors

Teacher

Pupil

PTA Unit

Secretary

Custodian

Dotted line indicates a working relationship only.
ARTICLE II. EDUCATIONAL PROGRAM

2.1. PHILOSOPHY

2.11. Introduction. Public education in California is an instrument of the people. Its purpose is to provide effective learning for our youth. The schools of Merced share in the responsibility of educating all children to the end that they will become efficient, participating, and self-reliant citizens of our Republic.

2.12. Philosophy of Education. The child is the chief concern of our schools. Therefore, it is important that children:

Develop a desire for learning.

Develop qualities of leadership and ability to follow leadership.

Develop qualities of creative ability and the power of critical thinking.

Develop a feeling of competence with a maximum of success and a minimum of failure.

Learn that all individuals have worth and dignity.

Develop the qualities of good character and citizenship, and its responsibilities and privileges.

Develop self-confidence and a sense of security.

Learn how to live a happy, healthy, wholesome life.
Realize the implications of a competitive society and the need for adjustment.

2.13. **Implementation of Philosophy.** To accomplish these aims we believe that:

- Children must be taught the fundamental skills by methods based upon modern scientific research.
- Children must have the experience of working with all kinds of persons, materials, and situations.
- Children must have educational experiences, commensurate with their abilities and needs.
- Each child should be given the opportunity to develop his abilities to the highest level of his capacity. Recognition should be given each child on the basis of his own needs and his record of growth.

The schools must help children to grow to be good citizens so that they will understand, cherish, and protect our democratic ideals.

The schools must help children to appreciate our American heritage, and to understand other people and other cultures.

2.14. **Fundamental Task.** The development of wholesome human relations is one of the fundamental tasks of the schools. Therefore, teachers must be concerned about what the child does in subject
courses and also with the effects of this learning on the child and his
relations with the group. Every effort should be made to give the child
a feeling that he belongs and is a member of the class.

The activities in the classroom, the organization of instruction,
the assignment of lessons, and the testing of children should em-
phasize thinking rather than rote memorization. Pupils must be given
experiences in critical thinking, in problem solving, and in making
decisions based on reason.

Functional buildings, a planned curriculum, and an under-
standing faculty and community are essential for the total development
of the child. The home and the school should provide every opportunity
for the child to become a self-supporting, happy, and socially efficient
individual, contributing his part in making society a better place in
which to live.

2.2. SUITABLE INSTRUCTION

2.21. Provision of Instruction. The District shall provide
instruction suited to and open to all legal residents of the District who
are four years nine months of age or older on September 1. The in-
structional program shall be arranged in divisions generally known as
grades and shall encompass the grades from kindergarten through
eight. Each grade shall represent one year's work for normal students.
2.3. COURSE OF STUDY

2.31. Inclusions. The course of study shall include instruction in reading, writing, spelling, language study, arithmetic, geography, history, civics, music, art, training for healthful living, morals and manners, homemaking, and woodshop. (E. C. 7604)

2.4. SUPPORTING SERVICES

2.41. Curriculum Provisions. The curriculum for the school system shall include, in addition to instruction, proper supporting services of supervision, personnel, health, library, and such other specialized services as may be found useful in promoting the purposes of the schools.

2.5. SPECIAL EDUCATION

The Merced City School District, under the general direction of the superintendent, will maintain special instructional services as herein enumerated.

2.51. Summer School Program. There shall be conducted, during the summer months, a five week summer school session.

Courses to be offered during the summer session shall be supplementary to the basic subject matter as presented in the regular school session and to provide opportunity for pupils to participate in
worthwhile leisure activities.

Teachers for the summer school session shall be employed from among the regular certificated personnel of the District.

The summer school shall be under the supervision of a regular principal of the District.

2.52. School for Cerebral Palsied Children. A program for cerebral palsied and orthopedically handicapped children shall be maintained in accordance with Education Code Sections 6896-6816. This program shall be open to all eligible resident and non-resident children in Merced County.

Admittance to this program shall be determined by an admissions committee consisting of the supervising public health nurse, therapist, head school nurse, school psychologist, principal of school for physically handicapped, director of guidance, Merced City Schools, the class teacher, and the assistant superintendent in charge of instruction.

2.53. Program for Mentally Retarded Pupils. Classes for the mentally retarded pupils of the District shall be maintained in accordance with Sections 6901 and 6902 of the Education Code.

2.54. Educational Workshops. Programs, known as educational workshops, shall be maintained for those pupils who display high ability
These educational workshops shall be conducted in grades 5, 6, 7, and 8 and are to be organized and supervised under the direction of the assistant superintendent in charge of instruction.

2.55. **Home Instruction.** Home instruction shall be provided for pupils who for reasons of prolonged illness, injury, or other physical impairment, cannot receive the full benefit of ordinary educational facilities. (E. G. 6812)

Administration and supervision of the home instruction shall be under the direction of the assistant superintendent in charge of instruction.
ARTICLE III. ADMINISTRATIVE SERVICES

3.1. CENTRAL ADMINISTRATION

3.11. Definition. The term "central administration" shall apply to those officers and those controls that operate over the school system as a whole, or over a major administrative division of the system.

3.12. Officers. The officers of this unit of the administrative service shall include the superintendent of schools, the assistant superintendent in charge of instruction, and the assistant superintendent in charge of business.

3.13. Responsibilities. Each of these and all other officers in a department or building shall be expected to issue from time to time such detailed directions, rules, and regulations as are necessary for the proper organization and administration of the part of the schools' administration which has been assigned to him. It is required, however, that these directions, rules, and regulations shall be consistent with the spirit and content of the Board of Education rules and regulations and are subject to review by the superintendent.

3.2. SUPERINTENDENT

3.21. Chief Executive Officer. The superintendent of schools
shall be the chief executive officer of the Board of Education; as such, he shall have complete administrative control of the school system, and in accordance with these powers he shall be responsible for the efficient operation of the school system.

3.22. **Duties and Responsibilities.** As chief administrative head of the school system the superintendent shall:

a. Attend all Board meetings and with clerical assistance keep complete and accurate minutes of all Board actions.

b. Report regularly to the Board concerning the administration of the schools, including such matters as curriculum, finance, plant, and other significant activities.

c. Make recommendations to the Board on all matters affecting the schools.

d. Execute faithfully all decisions of the Board. In all cases where action is required during recess of the Board, the superintendent shall act for the Board as he believes the Board would act were it in session. Such action shall be reported to the Board of Education.

e. Conduct the correspondence of the Board and shall report upon such correspondence which relates the general educational policy, organization, and management of the schools and any other matter affecting the interest of the schools.
f. Nominate for election by the Board of Education all directors, consultants, principals, teachers, and other personnel.

g. Fill personnel vacancies as the need arises pending Board action.

h. Have supervision of all personnel and report to the Board any misconduct, lack of ability, negligence or inattention to duty on the part of any of them. He may suspend personnel for these reasons and shall report such suspension to the Board for final action.

i. Have power to assign the teachers and principals to such schools and classes as, in his judgment, shall be of the best interests of the schools.

j. Visit all the schools of the Merced City School District as often as his duties and time will permit.

k. Keep well informed regarding the educational programs of other city school systems, their plans of organization, modes of government, methods of instruction, and curriculum so that he may better evaluate the educational program of this school system.

l. Have the power to transfer or promote pupils from one grade to another after consultation with teachers, principals, and other persons concerned.

m. Ascertain that pupils are conducting themselves properly in
the schools.

n. Report to the Board any pupil suspensions made by the principals and shall make recommendations for expulsion of pupils.

Action to expel can be taken only by the Board of Education. (E. C. 10605)

o. Have general charge of the enforcement of the compulsory attendance law and keep an accurate continuing census of all students.

p. Devise and require the use of a system of reporting to parents which will keep parents informed of attendance, scholarship, and department.

q. Require principals to keep records and make reports which will inform him of conditions of attendance, scholarship, and department.

r. Suggest and initiate curriculum programs which will improve and advance the educational program of the Merced City School District.

s. Have supervision of all textbook adoptions and make certain that none but authorized textbooks are used in the schools.

t. Have power to require the attendance of all personnel at such regular and occasional meetings as he may call or schedule for the purpose of instruction in their duties, methods of teaching, governing
their school, or for mutual improvement.

u. Attend such conventions and conferences, called by proper authority, as he feels will be beneficial to him and the District; secure approval of the Board before attending conventions held outside the state of California; have authority to send teachers and other personnel to meetings or conferences he feels will contribute to their growth.

v. Represent the District in any negotiations with federal agencies.

w. Negotiate with the State Department of Education and State Department of Finance.

x. Confer, when necessary, with the office of the County Superintendent of Schools.

y. Secure legal advice for the District from the office of the County Counsel.

3. 3. ASSISTANT SUPERINTENDENTS

3.31. Responsibilities. The assistant superintendents are administrative officers of the school system with such authority as is assigned them by the superintendent of schools.

3.32. Duties. The general duties of the assistant superintendents of schools shall be as follows according to the assignment of each:
a. They shall assist the superintendent in the development of policies and programs of instruction and business management and in formulating the general plans of organization for the school system.

b. They shall have general charge of and be responsible for administration, programs of instruction, and school business.

c. They shall have administrative charge of the supervisory services in the respective fields of responsibility.

d. They shall assist principals, consultants, and directors in developing the organization and programs within their jurisdiction and shall have power to approve all major features of such organization and programs.

e. They shall see that all rules and regulations of the Board of Education and of the superintendent are properly enforced within their respective provinces.

3.4. SCHOOL PRINCIPALS

3.41. Responsibilities. A principal shall be appointed for each school. The principal is the administrative and supervisory head of his school and as such is responsible for the enforcement of the policies of the Board of Education, as directed by the superintendent of schools and his assistants. He is the representative of the school to the office of the superintendent of schools, to the members of the administrative
and supervisory staffs, and to the public.

3.42. **Duties.** The principals, as administrative heads of their respective schools, shall:

a. Carry on a continuous program of supervision of the school in all aspects of its service.

b. Carry out the educational program as authorized by the superintendent and his staff and as directed by the assistant superintendent in charge of instruction.

c. Be responsible for knowing and for administering the general policies and programs of the school system as they apply in his school, and for making available to his staff all general school regulations as they are enacted by the Board of Education or the superintendent of schools.

d. Conduct teachers' meetings for instruction and professional improvement and assist teachers in their professional development.

e. Keep those to whom he is officially responsible fully advised as to the condition and needs of the school.

f. Inspect the school plant and premises regularly with reference to safety, health, sanitation, appearance, and effective operation.

g. Set up and enforce appropriate routines and procedures for the proper care and control of children in his school.
h. Be responsible for the accuracy of his annual report to the State Department of Education, and shall take suitable precautions to insure that no unlawful attendance is reported therein.

i. Not absent himself from his school without leaving someone in charge to assume his responsibilities.

j. Evaluate the efficiency of each member of the staff in his school as is required by the established plan on evaluation and report same to the superintendent.

k. Temporarily suspend pupils when in his judgment it is necessary for reasons of disobedience, truancy, the use of profane or indecent language or conduct toward teachers, and in each case mail written notice to the parent or guardian of the suspended pupil giving reasons for suspension and written notice to the superintendent.

l. Secure permission of parents before pupils shall be asked to serve on junior traffic patrols.

m. Direct the work of the custodian in his building and report all irregularities to the assistant superintendent for business.
ARTICLE IV. SUPERVISORY SERVICES

4.1. SUPERVISION

4.11. Definition. As used in these regulations the term supervision has reference to a specific type of educational service. Such services are involved in the improvement of instruction, through improving the instructional processes, through improving the curriculum and other instructional materials, and through the professional growth and development of teachers.

4.2. ASSISTANT SUPERINTENDENT IN CHARGE OF INSTRUCTION

4.21. Duties. It shall be the duty of the assistant superintendent in charge of instruction to:

a. Have responsibility for the supervision of instruction.

b. Assist the superintendent in pre-school training for teachers.

c. Prepare, organize, and administer monthly professional and curriculum meetings for all teachers.

d. Prepare, organize, and provide leadership for regular bi-monthly "in-service training" meetings for principals studying curriculum problems or practices.

e. Prepare curriculum guides for all subjects taught, review
these guides yearly, and make necessary deletions, additions, or corrections.

f. Be responsible for the selection, administration, use, and interpretation of standardized tests in the schools.

g. Evaluate and recommend to the superintendent the purchase of supplementary materials such as maps, encyclopedias, dictionaries, readers, library books, and such other curricular materials for the classrooms.

h. Assist in the supervision and evaluation of teachers at the principal's request.

i. Supply to teachers and principals leadership regarding new educational practices and classroom techniques which may have been gained through research, personal contacts, and schooling. This may be done through conferences, group meetings, and bulletins.

j. Prepare tests for evaluation of classroom achievement.

k. Give additional help and assistance to teachers in interpreting the course of study.

l. Assist the superintendent in selection and assignment of teachers.

m. Supervise libraries and library service.

n. Coordinate activities of other special personnel with the
curriculum.

o. Be available for conferences and talks with P. T. A.'s and other school groups.

p. Serve as an advisor to principals and teachers regarding promotions and retentions of pupils.

q. Assist in developing a system for the maintenance of cumulative record information regarding children. This includes grade reports and individual records.

r. Coordinate in an efficient manner the activities of various schools through development of a monthly school calendar.

s. Advise with the superintendent and other personnel regarding the adoption of new policies, practices, and proposals relating to curriculum.

t. Share responsibility for seeing that established educational policies, practices, and techniques are adhered to throughout the school system.

u. Advise with other special consultants regarding their work.

v. Keep the superintendent informed regarding general conditions and needs of the various schools and school personnel.

w. To carry out such other duties as the superintendent may direct.
4.3. CONSULTANTS

4.31. Responsibilities. Consultants are responsible, under the general direction of the superintendent of schools, for supervision of the work in the fields of instruction and educational service. In all matters relating directly to the educational program, the consultants shall be directly responsible to the assistant superintendent for instruction.

4.32. Reading Consultant-Primary Coordinator. It shall be the duty of the primary and reading consultant to:

a. Assist in pre-service and in-service growth of the staff.

b. Help plan workshops, bulletins, grade-level and city-wide curriculum meetings.

c. Cooperate with the principal in the principal's efforts to improve his classroom supervision.

d. Visit classrooms.

e. Hold conferences with teachers and principals.

f. Work with teachers individually and in groups.

g. Serve as advisor to principals and teachers on classroom instructional problems.

h. Aid teachers in selecting and securing appropriate books and instructional materials.
i. Evaluate and recommend supplementary textbooks, workbooks, and instructional supplies and equipment.

j. Analyze and evaluate instructional programs and develop instructional materials and aids.

k. Serve as reading consultant for all classroom teachers.

l. Conduct the reading readiness program.

m. Coordinate library services with classroom teachers' needs.

n. Assist in administering and interpreting standardized tests.

o. Serve as chairman of the Basal Reading Committee.

p. Be available as a resource person for parent study groups and P.T.A.'s.

q. Assist in the coordination of all departments of the system for the general welfare of the pupils.

r. Assist in the study of individual pupils and their adjustment.

s. Give teaching demonstrations at the request of the principal.

t. Attend and participate in meetings of local, state, and national professional organizations.

u. Keep abreast of developments in the field of education, particularly in the areas of supervision, curriculum development, and in-service education.

4.33. **Music Consultant.** It shall be the duty of the music consultant to:
a. Assist and instruct the new teachers in the "in-service training" program in the fall.

b. Conduct workshops for the teachers in connection with carrying on each new unit of work.

c. Give demonstration lessons at the request of the teachers and to make appointments with the teacher for these special aids.

d. Prepare bulletins with a suggestion for the new unit of work.

e. Be a music resource person for the elementary schools in the District.

f. Assist with parent groups and P. T. A. meetings when any special music is needed.

g. Participate in professional institutes and conventions.

h. Evaluate music education materials, supplies, and equipment and to select and recommend their purchase for use in the schools.

i. Use her own discretion as to the needs of the individual schools as to their need of her time and service and to make the decision as to individual differences in schools so that her assistance may be spread throughout the schools to do the greatest good where needed most.

j. Pass upon all public performances representing the vocal music department of the public schools before they are presented.
k. Assist with the select choral groups in the individual schools and to encourage teacher-directors in the various schools to continue the work that is to be done by this group.

4.34. *Art Consultant*. It shall be the duty of the art consultant to:

a. Provide direction and coordination for the total art program.

b. Relate art to as many meaningful child experiences as possible.

c. Explain materials, tools, and art principles and to stimulate interest in new ways of working by workshops, bulletins, classroom demonstrations, and teaching guides.

d. Provide for the in-service training program in art education.

e. Provide for initiating art lessons or projects in classrooms.

f. Preview and facilitate the securing of audio-visual materials and other teaching aids for the classroom teacher. These audio-visual materials will serve as sources of help and information in providing the best possible art experiences for boys and girls in our schools.

g. Be a part of "planning sessions" with classroom teachers, which might include pupil participation, to widen horizons in the total art program and relating art to other subject areas.

h. Schedule and conduct art meetings for teachers at the differ-
ent levels. In addition to acting as counselor and offering such help as
possible to teachers with their various problems connected with carry-
ing on an art program, the consultant might also call meetings at which
the teachers are leaders. Such meetings could be devoted to presenta-
tion by classroom teachers of such work as has been successfully con-
sumated. Time should be allowed for questions and discussions. This
would help serve as a clearing house for ideas and give encouragement
to other classroom teachers for experimentation. Such meetings
should serve as avenues of communication between the different schools.

i. Lend assistance in requisitioning art supplies for use in all
schools.

j. Participate in institute and teachers' meetings and conven-
tions.

k. Publicize elementary school art activities by the use of
visual displays for the public and with photographs for local papers.

l. Interpret the school art program by participating with out-
side groups in the community.
ARTICLE V. INSTRUCTIONAL SERVICES

5.1. NATURE OF SERVICES

5.11. Introduction. The service of instruction is concerned with the instructing of pupils. Its function is best carried on when the concept of instructing pupils is broad enough to include not only teaching subject matter but also the supervising of other activities which further the attainment of pupils.

5.2. TEACHERS

5.21. Responsibilities. Teachers are employed to guide children through activities best suited to achieve the objectives of the elementary school. Teachers are at all times responsible for growth in character, citizenship, attitudes, and learning.

Teachers shall be responsible for the care, discipline, and instruction of pupils in their charge; they shall hold pupils to a strict accounting for their conduct on the way to and from school, on the playgrounds or during recess; and they shall exercise the greatest care in the protection of children.

5.22. Duties. The duties of teachers shall include the following:

a. Under the supervision of the principal, teachers shall teach
to the best of their ability in accordance with provisions of the Education Code, the policies of the Board of Education, the adopted course of study, and such other provisions as may be approved by the superintendent of schools. Teachers shall make themselves familiar with the provisions of the Education Code and the policies of the Board of Education as relate to their own duties. These publications will be available to teachers in all schools. (E. C. 7604-7605)

b. Teachers shall attend teachers' meetings called by the superintendent of schools or under his authority.

c. Teachers shall report at the beginning of the school term in strict accordance with the terms of their contract.

d. Teachers shall report for duty not later than thirty minutes before the scheduled opening of the school day and shall remain on duty until twenty minutes after the close of the school day. Teachers of the first three grades shall remain as long as teachers of the kindergarten and of grades four through eight.

1. The regular school day for pupils shall be as follows:

(a) Kindergarten morning session, 9:00 a.m. to 11:30 a.m.; afternoon session, 1:00 p.m. to 3:30 p.m.

(b) First, second, and third grades morning session, 9:00 a.m. to 12:00 noon; afternoon session, 1:00 p.m. to 2:30 p.m.
(c) Fourth to eighth grades morning session, 9:00 a.m. to 12:00 noon; afternoon session, 1:00 p.m. to 3:30 p.m. (E. C. 10952)

e. Teachers (or anyone else) shall not furnish to anyone, other than school officers, any list of names or addresses of pupils or of teachers, unless permission to do so is specifically given by the superintendent of schools or his designated assistant.

f. No field trips or other work outside of the classroom with pupils is permitted except as prescribed or approved by the principal of the school.

g. Teachers shall keep such records in respect to attendance, scholarship, and other matters as are prescribed by the superintendent of schools and the principal of the school. Under the direction of the principal, teachers shall report to parents on the educational growth, progress, and achievement of pupils, and also on attendance, punctuality, and conduct.

h. Teachers are expected to handle all minor cases of discipline that come under their jurisdiction. No teacher shall use a paddle, strap, or ruler, on any child, nor may he slap a child about the head. In extreme cases of continued truancy, impudence, defiance, disobedience, and insolence, the child is to be sent to the principal who shall schedule a conference with the child's parents and teacher to discuss
the problem after which recommendation agreed upon shall be followed.

(E. C. 10853)

i. Teachers shall be held responsible for the care of all furniture, textbooks, reference books, courses of study, manuals, rules, bulletins, apparatus, and other similar material sent to their respective rooms.

j. Teachers are charged with the responsibility of compliance with the provisions of the Education Code relating to prohibited instruction. (E. C. 3451-3455)

k. Teachers shall send no pupils on errands off grounds. Pupils may be sent on errands in the buildings when such errands pertain to the business of the school and comply with the regulations of the school.

l. Teachers shall maintain hygienic conditions and practices in their classrooms, as they may affect the physical or mental health of children.

m. At least twice a year teachers shall make a careful inspection of textbooks and permanent supplies in use by the pupils. They shall impose fines for all damages resulting from unwarranted usage by pupils; such fines to be in conformity with the established practice of the District.

n. Teachers doing private tutoring with or without remuneration
shall report each case to the assistant superintendent in charge of instruc-
tion. It shall be within the authority of the assistant superintendent
to see that the tutor and the classroom teacher of the pupil work
together in the best interest of the child. A teacher shall not tutor
pupils currently enrolled in his or her class.

o. Teachers are required to obtain written excuses from parents
or guardians for absence of pupils immediately following each absence.

p. Teachers, in their control of pupils, are expected to be
 guided by the following rules and regulations concerning pupils:

1. Absences of pupils shall be classified into the following
types:

(a) **Excused Absence**

(1) One which is occasioned by a legitimate cause for
absence as listed in the Education Code. This type of absence is always
excused; the local school has no option. (E. C. 10951-10956)

(2) One which is occasioned by a cause not listed as a
legitimate cause for absence in the Education Code, but which occurs
with the prior knowledge and approval of the parents and for reasons
acceptable to the principal.

(b) **Unexcused Absence.** One which occurs with the prior
knowledge and approval of the parents but is occasioned by causes which
are not acceptable to the principal of the school.

(c) Truancy. Absence which, in the judgment of the principal, indicates a willful and premeditated violation on the part of the pupils and/or his parents of the State laws governing attendance upon school.

2. Pupils may be suspended by the principal for a period not exceeding two weeks for any of the following acts:

(a) Damage to school property.

(b) Profanity, obscene language, obscene pictures.

(c) Truancy, repeated absence, or tardiness.

(d) Violent opposition to authority.

(e) Use of tobacco, intoxicating liquors, alcoholic beverages, or narcotics on or about school premises.

(f) Impertinent language or conduct toward teachers.

(E. C. 10601-10607)

q. Any teacher failing to attend school shall give timely advance notice thereof to the superintendent and must also give to him timely notice of intention to and day of return.

5. 3. STAFF PERSONNEL

5. 31. General Provisions. It shall be the responsibility of the superintendent of schools with the assistance of other school officers
to provide for the development and maintenance of a competent staff for all services of the school system.

All matters pertaining to eligibility, selection, assignment, salaries, efficiency, retirement, promotion, leaves of absence, resignation, dismissal, and in-service education shall be included in the staff personnel service.

5.32. **Eligibility and Selection**

a. **Eligibility.** Eligibility for teaching in the District shall be determined by the superintendent of schools. He shall take into consideration all legal requirements and special requirements of the positions to be filled in determining eligibility.

b. **Appointment.** Appointment to membership on the school staff shall be made by the Board of Education on recommendation of the superintendent. New employees will be placed at the proper step of the salary schedule in accordance with the provisions of the schedule.

c. **Application.** All applications for positions must be made to the superintendent in writing on a prescribed form, which shall indicate the education and training of the applicant, all experience, and shall give proper reference to persons who know of the applicant's ability to teach.

d. **Credentials.** Each employee is responsible for obtaining proper certification from the State Department of Education and for
filing his credentials in the County Superintendent's office.

e. **Service Period.** Certificated employees are employed to render service as directed by the Board of Education for such time subsequent to their employment as school shall be maintained in the regular school year. Employment is subject to all policies of the Board of Education not inconsistent with the contract and with the laws of the State of California. Certificated employees are classified as either probationary or permanent, according to the provisions of the **Education Code.** *(E. C. 13304 and 13334)*

f. **Re-election.** Probationary certificated employees are re-elected only upon recommendation of the superintendent and ratification by the Board of Education. The superintendent shall base his recommendation upon the principal's appraisal. Certificated employees shall be notified of their status by April 15.

g. **Transfers.** Any teacher who desires a transfer to another building shall submit a written request for such transfer to the superintendent. All such applications shall be given careful consideration.

h. **Chest X-Ray.** School district personnel are required to submit, at two year intervals, evidence that they have had a chest X-ray.

5.33. **Leaves of Absence**

a. **Sick Leave.** Certificated employees shall be allowed ten full
days of sick leave during the school year for personal illness or accident without loss of pay, accumulative without limit. When the employee has used the amount of sick leave to which he is entitled without loss of salary, absence for personal illness or accident may be continued for a period not to exceed five school months in any school year. During this extended period of illness, the employee shall receive his regular salary for each day absent, less the per diem wage paid the substitute. The superintendent of schools shall require a certificate from a regular licensed physician verifying illness of five days or more. (E. C. 13467-13468)

b. Bereavement Leave. Certificated employees are entitled to be absent three days without loss of pay for the death of any member of the immediate family. "Member of the immediate family" as used in this section means mother, father, husband, wife, son, daughter, brother, or sister of the employee, or any relative living in the immediate household of the employee. If it becomes necessary for the employee to be absent in excess of the three days allowed, he may use days to which he is entitled under sick leave. (E. C. 13470)

c. Illness in Immediate Family. Certificated employees are allowed to be absent, under the sick leave provisions, two days in case of illness in the immediate family.
d. **Personal Leave.** Certificated employees who are absent because of personal or business reasons are not entitled to any pay for those days absent from duty.

e. **Maternity Leave.** The Board of Education shall grant a leave of absence without pay to any female certificated employee of the District who becomes pregnant, as follows:

1. Upon discovery of pregnancy, the employee shall notify the superintendent in writing of such fact. Failure to notify the superintendent will result in forfeiture of the privileges afforded under this leave policy.

2. The leave of absence shall commence approximately four months prior to the expected date of termination of pregnancy, and shall continue until the expiration of three months after the termination of pregnancy.

3. If the employee intends to resume her employment after the expiration of the leave of absence, she shall notify the superintendent in writing thirty days prior to the expiration of the leave of absence. Failure to notify the superintendent will result in a forfeiture of the right to return, granted in this rule, and may be deemed a resignation.

4. If the leave of absence expires after the commencement
of the school term, the employee shall be re-employed only if a vacancy exists for which the employee is qualified. No employment shall be made in any case unless a certificate of good health signed by a physician is presented.

5. Maternity leave of absence may be extended by the Board of Education beyond the period described above, but not to exceed two years, upon request by the employee.

6. No step or class advancement under the salary schedule shall be deemed earned, nor will credit be given for this purpose, for either the year the leave of absence commences or the year the leave of absence terminates, unless 90 school days are served for the year concerned.

7. The employee may be employed during the summer school session if the summer school session begins at a date more than three months after termination of pregnancy. (E. C. 13456)

5.34. Evaluation. The primary purpose of evaluating the work of the teacher is for the improvement of instruction and the determination of fitness for re-employment or for permanent status.

Evaluations covering the professional work of probationary teachers are to be filed by the principal twice during the teacher’s first year in the District, once during the second year if the first year’s
report is satisfactory, and once during the third year if the second year report is satisfactory.

Permanent teachers shall be evaluated by the principal every five years.

5.35. **Salary Schedule**

a. **General Provisions.** All new certificated employees shall be placed at their proper step on the schedule according to their degrees, years of teaching, credential, and units earned beyond the degree:

   Class 1 - Provisional Credential and A. B. Degree

   Class 2 - Regular California Credential

   Class 3 - Regular Credential with A. B. plus twenty units, or Regular Credential plus twenty units

   Class 4 - Regular Credential with A. B. plus forty units or M. A. Degree

b. **Professional Growth Requirements.** Teachers with a Regular California Credential and/or an A. B. Degree will be required to earn six hours of credit every four years, of which two credits may be earned by travel, committee work, conference attendance, research and special projects. Only college credits may be used for horizontal advancement on the salary schedule. Teachers with a Master's Degree and a Regular California Credential will be required to earn four Grad-
C. Growth Credits. One unit of credit shall be given for attendance, verification, and summarization of four full-day conferences, or eight half-day conferences; serving as grade section chairman; and approved committee work, research, and special projects.

D. Credit for Travel. One unit of credit shall be given for approved travel under the following conditions:

1. Persons desiring credit for travel on the professional growth program shall submit the proposed itinerary and program to the superintendent prior to June 1st of the summer in which the travel is to occur. The request must be submitted on the approved forms available in the central office. The maximum amount of travel credit that may be granted during one four year period shall be two units. This shall be to areas not previously reported on by the employee and shall require two separate trips and two reports.

2. Travel for which professional growth is to be granted shall be to areas not previously reported on by the employee and shall require two separate trips and two reports.

b. Employee upon completion of the trip shall submit a report acceptable to the superintendent clearly to the cultural background and professional improvement of the employee. This growth shall be made evident by the employee and shall contribute clearly to the cultural background and professional improvement of the employee. This growth shall be made evident by the employee.

D. Credit for Travel. One unit of credit shall be given for approved travel under the following conditions:

1. Persons desiring credit for travel on the professional growth program shall submit the proposed itinerary and program to the superintendent prior to June 1st of the summer in which the travel is to occur. The request must be submitted on the approved forms available in the central office. The maximum amount of travel credit that may be granted during one four year period shall be two units. This shall be to areas not previously reported on by the employee and shall require two separate trips and two reports.

2. Travel for which professional growth is to be granted shall be to areas not previously reported on by the employee and shall require two separate trips and two reports.

a. Employee upon completion of the trip shall submit a report acceptable to the superintendent clearly to the cultural background and professional improvement of the employee. This growth shall be made evident by the employee.
intendent or delegated authority. No credit will be allowed for travel of less than two weeks duration or 1,000 miles one-way distance.

3. The applicant shall file with the superintendent, not later than October 1, a report on the travel that meets the standards. Evaluation of credits for travel, committee work, or conference attendance shall be made by the superintendent or his delegated authority.

4. Two units may be earned for one foreign trip. Foreign travel must be to countries other than Canada, Mexico, and U. S. possessions.

c. **Credit for Summer School.** Summer school units earned during the summer months will be applied immediately in the placing of a teacher on the salary schedule. This will apply only to those teachers who have accumulated the necessary units to move horizontally across the salary schedule. Upon presentation of proof by September 15 that the required units have been earned a new contract will be issued.

A letter of intent, by the employee concerned, must be sent to the Central Office by April 1 notifying the superintendent of plans for summer school that will qualify the employee for a horizontal move on the salary schedule.

f. **Failure to Meet Growth Requirements.** If any certificated
personnel fails to meet the growth requirements, his/her salary shall not be increased until all requirements are met.

g. **Payment of Salary.** All certificated personnel will be paid in twelve equal installments beginning October 1. Only those employees whose services will be terminated at the close of the school year (approximately the middle of June) may request their remaining salary paid in full upon leaving the Merced City School District.

h. **Credit for Experience Outside the District.** New teachers entering the school system will be allowed a maximum of four years of teaching experience providing experience has been within ten years prior to placement. No credit will be granted for fractional part of a year served outside the District. One-half or more of a school year in the District, under contract, will be counted as one full year. One hundred (100) days or more of a school year for substituting in the District will be counted as one year. Credit for service on non-comparable experience shall be evaluated by the superintendent.

i. **Salaries of Administrative Personnel.** Administrative personnel, except the superintendent and the assistant superintendents, will be placed on the teachers' salary schedule plus an additional amount set forth as follows:
## Principals' Ratio Factors

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<tr>
<th>School</th>
<th>Class</th>
<th>Ratio Factor</th>
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<tbody>
<tr>
<td>LeConte</td>
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<tr>
<td>Burbank</td>
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<td>Franklin</td>
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<td>Hoover</td>
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</table>

## Consultants' Ratio Factors

Primary Coordinator and Reading Consultant 1.4

Director of Child Welfare,

Attendance and Guidance 1.3

Art and Music Consultants 1.2

Speech Therapist 1.2

Director of Instrumental Music 1.15
j. Salaries of Special Personnel

Nurses will be placed on the teachers' salary schedule.

Home teachers will be paid $4.00 per hour.

Substitute teachers shall be paid at the rate of $17.00 per day, except that teachers teaching ten consecutive days or more shall be paid $20.00 per day. Pay for any portion of the school day shall be $3.00 per hour.

k. Salary Committee. The Salary Committee shall be composed of six members: an assistant superintendent, a principal, a Board member, and three tenure teachers (to be elected by the faculty).

Salary Committee members, other than the teachers, will be appointed by the Board of Education at the beginning of the school year. The Committee will make its final report to the Board not later than the following March 1st.

1. Summer School Salary. Teachers' salary for work in the summer school program is $400.00 for five weeks summer school session.

5. 36. Retirement. Every certificated employee shall be automatically retired from service at the close of the school year in which the age of sixty-five years is reached.
5.37. **In-Service Education Program.** A program of in-service education for all certificated employees shall be provided for and made effective.

   a. **Planning and Approval.** Such programs shall take account of the special needs of the individuals currently employed in the school system. It shall be planned in advance by teachers, principals, and the assistant superintendent in charge of instruction, and be approved by the superintendent.

   b. **Conventions.** In-service growth for all personnel within the District is very important if improvements in methods and service to the community are to be accomplished. Attendance at conventions and conferences contributes to this growth. Interchange of ideas with personnel of other systems, hearing outstanding educators and authorities, evaluating exhibits and displays, aids personnel in keeping abreast with the trends of education, and tends to improve the quality of the local educational program.

   To best accomplish these objectives the following is hereby established.

   1. Administrators, consultants, and directors will be permitted to attend one major conference per year at the expense of the District.
2. Each year four individuals from this group shall be encouraged to select their conference or convention from some area other than within their own special field or association.

3. Selection of other personnel for attendance at other conferences or educational meetings is to be at the discretion of the superintendent.

4. Expenses will be allowed for meals, $6.00 per day; lodging, if necessary, $8.00 per day; registration fee; and incidentals at $1.00 per day.

5. Travel will be compensated for as follows: Individuals will be allowed round trip railroad fare. When groups approved by the superintendent are sent, mileage will be allowed at the prevailing rate providing there are at least five persons per car.
ARTICLE VI. BUSINESS SERVICES

6.1. FUNCTIONS AND ORGANIZATION

6.11. Introduction. The functions comprised in the business service of the schools shall include all matters pertaining to the development, construction, operation, maintenance, and disposition of school properties; the purchase, storage, and distribution of supplies, materials, and equipment; financial and budget planning; the maintenance of financial accounts; the safeguarding of funds; the preparation, checking, and care of contracts or other business papers; the preparation of studies, reports, and recommendations for the superintendent of schools; and the handling of such other business matters as may be required in the business management of the schools.

6.12. Service Department. The business department shall be regarded as a service department in the school system, the principle purpose of which is to facilitate the work of the instructional department through expeditious and proper performance of the above functions.

6.13. Organization. As an administrative unit of service, school business shall be organized and conducted under the direction of the assistant superintendent of schools in charge of business, who shall be responsible directly to the superintendent.
6.2. ASSISTANT SUPERINTENDENT IN CHARGE OF BUSINESS

6.21. Duties and Responsibilities. It shall be the duty of the assistant superintendent in charge of business to:

a. Be responsible to the superintendent for the conduct of his office in accordance with laws and with policies and plans established by the Board of Education.

b. Be responsible for the supervision and direction of all departments within his division; namely, purchasing, budgeting and accounting, maintenance and operation, transportation, and cafeterias.

c. Provide bond for himself and all employees handling public moneys, the premium to be paid from District funds.

d. Be responsible for the execution of all business contracts.

e. To set up a complete system of accounts, with adequate controls over any and all moneys, for the handling of social, educational, and cafeteria services, and set up a plan among all principals which will enable them to be responsible for all moneys received from various sources.

f. Establish, maintain, and revise periodically standard specifications of all supplies and equipment that because of their nature can be so standardized.

g. Be responsible for all advertising for bids in connection with
the purchase or sale of goods or property.

h. Assist the superintendent of schools in the preparation of the budget, maintain a continuous control of school expenditures as prescribed by the budget, render monthly financial statements to the Board of Education and the superintendent, and be responsible for the annual financial and properties report.

i. Be responsible for the execution of the policy of the Board of Education regarding all school insurance.

1. Be responsible for identifying the insurable risk of the District in cooperation with the Insurance Advisory Committee, and secure insurance which will reduce these risks to a minimum.

2. The Insurance Advisory Committee is appointed by the Board of Education from the local insurance agents' association to serve as advisors regarding the total insurance program of the District.

6.3. PURCHASING

6.31. General Provisions. The purchasing policy of the Merced City Schools shall be based upon the objective of securing for the District its requirements of services, materials, supplies, and equipment at the lowest possible cost consistent with satisfactory standards for quality and service.

a. Procurement of Materials and Services. In furtherance of
this policy it shall be the function of the Business Office to procure materials and services of the most appropriate quality for the particular purpose, at as low a cost as is consistent with sound policy, and to have the required quantity on hand at the time and place needed.

b. **Goods Manufactured in the U.S.A.** In accordance with Government Code Section 4303 all contracts shall be let only to persons who agree to use or supply only such unmanufactured materials as have been produced in the United States, and only such manufactured materials as have been manufactured in the United States, substantially all from materials produced in the United States.

c. **Goods Manufactured in California.** In accordance with the Government Code Section 4331, price, fitness, and quality being equal, the District shall always prefer supplies grown, manufactured, or produced in the State of California and shall next prefer supplies partially manufactured, grown, or produced in the State of California.

d. **Local Purchases.** Price, fitness, and quality being equal, purchases shall be made from local concerns in preference to out of town concerns.

e. **Cash Discount.** The cash discount for prompt payment may be considered in determining which firm will be awarded bids.

6.32. **Bids and Quotations.** Bids and quotations shall be
obtained in accordance with the provisions of Sections 15951 and
15958 of the Education Code.

a. **Written Bids.** Requirements for materials or services in
excess of $2,000 shall be advertised in a notice to bidders, and written
bids secured for furnishing the materials or services.

b. **Written Quotations.** Every attempt shall be made to secure
quotations from all interested eligible bidders and at least a minimum
of three written quotations shall be secured for items amounting to
over $200 but less than $2,000, except where an emergency is deter-
mined to exist as herein set forth.

c. **Telephone Quotations.** Three telephone quotations shall be
secured for items of the value of over $100 but less than $200. Pur-
chases under $100 may be made by securing one telephone quotation.
It will be the policy to secure competitive quotations on all items as
may be necessary to make certain that lowest possible prices are ob-
tained. Where telephone quotations are taken, a written, signed
memorandum shall be filed showing the name of the firms contacted,
prices quoted, and the name of the person giving the quotations.

d. **Emergency Purchases.** In case of emergency, purchase
orders may be written for items costing less than $25 without approval
of the assistant superintendent in charge of business. However,
notification of such expenditures must be made to the Business Office within 24 hours.

e. **Exceptions.** Exception to the procedures described above shall be made only in the case of extreme emergency requiring immediate action, or of inability to obtain competitive quotations upon an item of unique manufacture or a unique service, or repairs to equipment or rolling stock, or in case of maintenance work because the nature or extent of the repair work necessary cannot be ascertained until the actual work is in process. In these cases a report will be made to the assistant superintendent in charge of business services as soon as possible.

f. **County Bids.** Whenever it is to the advantage of the District it will be permissible to contract certain expenditures with a firm that has been awarded a county bid, at the same bid price. This can be done without seeking additional bids or quotations.

6.33. **Procedures.** The following procedures shall be used in purchasing goods and services.

a. **Certification of Purchase.** Every purchase exceeding $100 shall be supported by information in a bid and quotation file consisting of original copies of actual bids or a record of telephone quotations obtained.

b. **Unacceptable Bids.** A full explanation shall be made in
writing and placed in the bid file in instances where the low bid is not accepted, or a deviation from this policy is required. When low bid is not accepted, for reasons other than the product obviously not meeting specifications, the bid or quotation shall be brought to the attention of the Board of Education in the form of a report or agenda item with recommendation for suitable action.

c. **Purchase Order.** All purchases of supplies or services must be made on the presentation of a written purchase order signed by authorized personnel of the business office. Purchase orders may be issued on items under $100 upon approval of the assistant superintendent in charge of business services. Such approval may be oral or written.

d. **Authorization for Purchase Orders.** Those individuals of the Merced City School District authorized to write purchase orders shall be the bookkeeper and the supervisor of transportation and maintenance. The auto mechanic may issue purchase orders under $100 for auto maintenance only.

e. **Forms.** Purchase order forms shall be printed in triplicate (on 8 1/2 by 5 1/2 paper) and consecutively numbered.

6.4. **CLASSIFIED PERSONNEL**

6.41. **General Provisions.** All employees not in positions re-
requiring certification are subject to the provisions of the Education Code of the State of California and to this Guide to District Policies where applicable. (E. C. 13581-13654)

6.42. Employment. Applications for positions as classified personnel shall be made to the assistant superintendent in charge of business service who will fill all positions subject to the approval of the superintendent and the Board of Education.

6.43. Classification. New employees shall be classified, assigned, and paid in accordance with the policy set forth and the general provisions of the salary schedule as established by the Board of Education.

6.44. Sick Leave. All classified employees employed on a twelve month basis shall be given twelve days a year sick leave with pay, accumulative indefinitely. Absence without loss of salary will be allowed for three days upon the death of husband, wife, child, father, mother, sister, brother, or any other relative living within the employee's immediate household.

6.45. Vacation. All classified employees, employed on a twelve month basis, shall receive two weeks' vacation with pay. If service has been less than a year, but more than six months prior to July 1 of the next fiscal year, employees shall receive such proportion
of vacation as length of service bears to a year of service. An employee leaving the employment of the school system of his own volition shall forfeit his right to a vacation.

6.46. **Holidays.** The following days are established as legal holidays when classified employees are not required to work: New Year's Day, Lincoln's Birthday, Washington's Birthday, Good Friday (afternoon), Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day together with the afternoon of the day before Christmas Day.

6.47. **Salary Schedule.** All classified employees will be paid in accordance with the appropriate salary schedule in force.

6.48. **Overtime.** Custodians shall be expected to render service at their building during one evening per month for any regular school function, P.T.A. meetings included, without additional pay. Pay for approved service beyond the one night a month and beyond the regularly expected forty hours per week will be determined on the basis of the hourly wage for the position.

6.49. **Retirement.** All classified employees who have been regularly employed by the District for six months are subject to the terms of the State Employees Retirement Act.

   a. Classified employees, in accordance with the District contract with the State Employees Retirement Board, will automatically
6.5. TRANSPORTATION

6.51. Pupil Transportation. Adequate district-owned pupil transportation facilities shall be provided. Such facilities will be administered in accordance with the Education Code, Administrative Code, Title 5, Vehicle Code, and rules and regulations of the State Highway Patrol. (E. C. 16801)

6.52. General Provisions. Transportation shall be provided as follows:

a. Pupils attending kindergarten or grades 1, 2, or 3 will be transported if the distance from home to school is three-fourths mile or more. The minimum distance for all other pupils shall be one mile. (Title 5, California Administrative Code, Section 1280)

b. Transportation under the minimum mileage requirements may be furnished only in cases of extremely hazardous traffic conditions as determined by the superintendent.

c. In cases where the District maintains special classes for exceptional children, including the physically handicapped, the District provides transportation or pays transportation costs not to exceed the cost of actual and necessary travel incurred in transporting such pupils.
d. Pupils attending parochial or private schools will not be transported on the established bus routes.

e. Parents and other concerned persons shall be kept adequately informed regarding pupil transportation policies and regulations.

6.53. **Qualifications of Bus Drivers.** School busses shall be operated by persons possessing the qualifications required by the State Board of Education and the Department of Motor Vehicles. Only licensed bus drivers will be employed. (E. G. 16851-16852; Title 5, California Administrative Code, Section 1078; Vehicle Code, Section 250)

6.54. **Supervision.** Principals shall be responsible for supervising all off-campus activities involving pupil transportation by assigning adequate teacher personnel.

Teachers must secure the written approval of each child's parents before children are taken on education trips.

If any pupil fails to conduct himself in an orderly manner while riding the bus, the driver is authorized to report each such case to the school principal.

6.55. **Special Transportation.** Special transportation shall be allowed as follows:
6.6. USE OF SCHOOL FACILITIES

6.6.1. Eligibility. Use of the buildings, grounds, and equipment for non-school purposes shall be strictly in accord with Education Code Sections 16551-16563. Use under the Civic Center Act is available only to parent-teacher associations, farmer's organizations, character building organizations, and groups or clubs of citizens formed for recreational, educational, political, economic, artistic, or moral activities.

a. Subversive Organizations. Use of buildings shall be denied any organization listed as subversive, or which advocates the overthrow of the government by force. (E. C. 16564)

b. Priority. The Merced City School District shall maintain an absolute priority for the use of any or all buildings and facilities by any of its several schools at any and all times. Use of school buildings shall be scheduled in advance and the following priorities shall be followed in assigning permission for such usage.
1. Scheduled activities of the school concerned, including activities of the P.T.A. and other organizations peculiar to the school concerned.

2. Activities of other schools not including organizations peculiar to those schools.

3. Activities of other legitimate organizations or groups.
   
   c. Adult Sponsorship. All juvenile organizations or groups seeking use of school premises must have adult sponsorship.
   
   d. Religious Purposes. Use of school facilities for religious or sectarian purposes shall not be permitted. Such use violates the restrictions found in Section 30, Article IV, California State Constitution.

6.62. Availability and Applications. School premises shall not be available on occasions or during hours that interfere with the regular functions of the school. Nor will school premises be available on such occasions or during such hours as have been scheduled in advance by the school principals for school exercises or functions.

a. Applications. Applications for the use of school facilities shall be made in writing at the Administration Building or at the school concerned at least two weeks prior to the proposed date of meeting. These applications must be signed by the person authorized to represent the group or organization concerned, and must state hour, date of use,
and if the permit is to cover one meeting or a series of meetings.

With the approval of the application, a permit will be issued.

b. **Permits.** No permit will be issued for a longer period than the school year. At the expiration of all permits, written application must be made for any renewal. Special application must be made for the use of facilities during the summer vacation.

c. **Opening of Facilities.** The school custodian shall open the building only upon presentation of a permit properly issued and signed.

d. **Denials.** All requests for the use of school premises shall be denied where the proposed use is inconsistent with the proper and regular use of the facilities as follows.

1. The Clark and Muir auditoriums are to be used as auditoriums for all purposes except athletics.

2. The Hoover multi-use building is to be used during daytime as an auditorium and gymnasium for pupils. At night it is to be used as an auditorium and for such sports as volleyball, badminton, and youth basketball.

3. Other multi-use buildings are to be used during daytime as school cafeterias and auditoriums. At night they are to be used as auditoriums for adult meetings only.

e. **Responsibility of Applicant.** All permits will be issued for specific rooms and for specific hours. It shall be the responsibility of
the organization to see that the unauthorized portions of the building are not molested and that the premises are vacated as scheduled. No permit will be issued to extend later than 11:00 p.m.

1. Use Not Covered by Civic Center Act. Applications for uses or by users not covered in the Civic Center Act shall be approved only upon specific authorization of the Board of Education acting in accord with Education Code Section 19401 et sequa.

6.63. Supervision. Use of school property shall be under the supervision and control of a duly authorized representative of the Board of Education. It shall be his duty to see that these rules and regulations are enforced and report any violations or attempted violations to the superintendent of schools.

a. Protection of School Property. School property must be protected from damage and mistreatment and ordinary precautions for cleanliness must be maintained. Groups shall be responsible for the condition in which they leave the school building. In cases where school property has been damaged or abused beyond normal wear, the same shall be paid for by the organization involved.

b. Furniture and Equipment. Persons or organizations using school premises which include a stage and stage equipment shall not be permitted to move or change furniture or equipment including lights,
curtains, and the like. No personnel other than the custodian in charge and/or a technician for operating the electrical system shall be furnished by the Board of Education.

c. Prohibitions. There shall be no smoking in or about school buildings, and premises, nor shall intoxicants or narcotics be used, nor shall profane language, quarreling, fighting, or gambling be permitted.

6.64. Fees. If an admission fee is charged or contributions or dues are solicited and the net receipts are not used entirely for pupil welfare or charitable purposes a fee shall be assessed for the use of school property.

6.65. Schedule of Rental Rates for School Premises. Where a rental charge is made it shall be in conformance with the schedule adopted by the Board of Education. This schedule is subject to change at the will of the Board. All fees shall be paid in advance. The schedule of rental rates is as follows.

a. All Schools - classroom $ 5.00

b. John Muir and Galen Clark

1. Auditorium 10.00

2. Cafeteria, without kitchen 10.00

c. Hoover School
1. Multi-purpose room $20.00
   (a) Plus 5% of net receipts (commercial)
   (b) $1.50 per hour for lighting technicians
   (c) No food service allowed

d. Wright School
   1. Multi-purpose room (without kitchen) 15.00
   2. When kitchen is used a regular employee of the cafeteria must be present, to be paid by applicant, the prevailing rate per hour for kitchen supervisor.

e. Le Conte Kindergarten 10.00

f. Administration Building 10.00

g. All schools - Rehearsals will be charged at rate of $1.50 per hour.

6.7. CAFETERIA SERVICES

6.71. Authorisation. The Board of Education will cooperate with the Federal and State Agencies in operating a lunch program in all schools where facilities are available and the need justifies it. (E. C. 17002)

6.72. Supervision. The operation of the school cafeteria shall be under the general direction of the assistant superintendent in charge
of business. The principal of each school is directly in charge of the cafeteria in his school.

a. A cafeteria supervisor shall be appointed to operate the cafeterias and to be responsible for the hiring of cafeteria employees. The supervisor shall do the planning of meals and make all purchases in accordance with the policies of the District.

6.73. Accounts and Audits. The cafeteria account shall be kept at the Central Office by the bookkeeper. The accounts shall be audited annually.

6.74. Purchase of Equipment. The Board of Education will provide the initial equipment for school cafeterias. The Board may replace such equipment if funds are available.

6.75. Use of Cafeteria Reserve. The cafeteria reserve shall consist of the surplus from cafeteria operations. This reserve must be used for the purpose of reducing prices, improving service, replacing old equipment, purchasing additional equipment needed, and the like.

6.8. STUDENT BODY FUNDS

6.81. Supervision. The principal of the school, or other official designated by the Board, shall be responsible for the proper supervision of the financial activities of the student organization.
6.82. Accounts and Audits. There shall be one general account for the student body funds of each school. Separate accounts shall be kept on the school books for the different activities.

a. Practical Training. In order that student body activities may provide the highest type of practical training for students, all student body finances and operations shall be conducted in accordance with the highest standards of business ethics.

b. Audit. Each student account shall be audited at the end of each fiscal year to determine the following.

1. That the funds of the student body have been properly accounted for, including a verification of cash receipts, disbursements, and balances.

2. That the student body is in a solvent or satisfactory condition.

3. That efficient methods and procedures are used in accounting and controlling cash transactions.
ARTICLE VII. PUPIL PERSONNEL SERVICE

7.1. NATURE OF SERVICES

7.11. Introduction. Pupil personnel service covers services essential to the proper protection, education, and care of children. These services shall deal with the organization, administration, and supervision of all services designated as child welfare services and shall be under the general supervision of the superintendent and the direct supervision of the assistant superintendent in charge of instruction.

The pupil personnel services shall be concerned with attendance, guidance, counseling, psychology, and health.

7.2. STAFF PERSONNEL

7.21. Director of Child Welfare, Attendance, and Guidance. It shall be the duty of the director of child welfare, attendance, and guidance to:

a. Maintain a complete system of records covering attendance.

b. Enforce the compulsory attendance laws within the District.

c. Supervise the attendance boundaries for the schools within the District.

d. Make home visits and counsel with parents and children as
requested by principals in regards to problems of attendance and tardiness.

e. Inform the principal and school nurse of situations encountered which are health rather than attendance problems.

f. Provide a system of transferring in-coming and out-going pupils.

g. Provide for the proper maintenance of a system of cumulative records.

h. Issue work permits to pupils and confer with the assistant superintendent in charge of instruction on any instance of possible exploitation by employers of elementary school pupils.

i. Cooperate with the school nurse as requested in verification of need for clothing and lunches.

j. Serve as liaison between the District and other social agencies such as: police, Welfare Department, District Attorney, and Probation Department.

k. Coordinate and direct activities regarding testing for special education classes with the aid and advice of the school psychologist.

l. Make such studies, reports, or investigations as may be requested by the superintendent or assistant superintendent.

7.22. **School Psychologist.** It shall be the duty of the school
psychologist to:

a. Administer and interpret psychological examinations and to certify pupils for admission to the classes for the mentally retarded.
b. Work with pupils who are emotionally, socially, and educationally maladjusted.
c. Serve as consultant to parents, principals, and teachers on behavior problems of pupils resulting from apparent maladjustments.
d. Cooperate in the placement of students in the special school for cerebral palsied children.

7.23. **The School Nurses.** The nurses are staff members who are qualified to render specific health services and to advise on health problems. They are responsible to the assistant superintendent in charge of instruction. It shall be the duty of the school nurses to:

a. Give leadership in the coordination of the school program with the total health program of the school and community.
b. Give guidance and leadership in the development of a total school health program.
c. Acquaint the superintendent and other school personnel with health problems in the school, home, and community.
d. Assist, when requested, in planning and conducting in-service health education for school personnel.
e. Participate, when requested, in faculty and parents meetings.

f. Interpret the results of health appraisals to school personnel and parents.

g. Advise parents to obtain needed corrective care for pupils.

h. Provide for vision screening and audiometer testing of the pupils of the District.

i. Render first aid to seriously injured or ill pupils.

j. Provide first aid supplies and written instructions for the care of sick or injured pupils.

k. Confer with teachers regarding health problems of pupils.

l. Assist in case finding and referral for special education.

m. Keep records on all physically handicapped children who are attending the schools of the District.

n. Keep accurate health records of pupils.

o. Help teachers to interpret data recorded on health records.

p. Serve as contact between home and school on health problems.

q. Counsel with parents and teachers about the health of children and their adjustments to the school program.

r. Assist in procuring extra health materials for teachers and to give supplementary instructions at the request of the teacher.

s. Cooperate with school personnel and students in maintaining
a safe, clean, and healthful school environment.

1. Serve as liaison with related county, state, and federal organizations such as County Health Department and County Hospital.

7.24. **Speech Therapist.** It shall be the duty of the speech therapist to:

a. Stimulate interest in the speech program and develop cooperation on the part of the administrators, teachers, and parents.

b. Examine all speech cases.

c. Determine the nature of the defects found.

d. Give remedial instruction to the children who have speech defects.

e. Inform the teacher of the status of each case in her room, and of the clinical procedures being applied.

f. Confer with teachers about the progress of her pupils and follow-up training in the classroom.

g. Confer with parents.

h. Provide materials for teachers for speech stimulation in the classroom.

i. Conduct classroom demonstrations through the media of stories and games in which the children participate orally, and work indirectly on sounds.
ARTICLE VIII. PUPILS

8.1. ATTENDANCE AND ENROLLMENT

8.11. Compulsory Attendance. Every child between eight and sixteen years of age, unless exempt under State law, must attend school full time. (E. C. 12101)

All pupils are expected to attend the full day of school except as provided for in Article V of these rules and regulations.

8.12. Kindergarten Enrollment. Pupils may be admitted to kindergarten who are four years nine months old on or before September first. (E. C. 5254)

a. Pupils shall be enrolled in kindergarten on the first day of the school term in accordance with their age. The oldest children shall be given preference. (E. C. 10502)

b. When each kindergarten class has reached the maximum of thirty-two children all other children shall be put on a waiting list.

c. Pupils admitted to kindergarten from the waiting list shall be admitted in the order of application for enrollment. Pupils shall be admitted to kindergarten any time after the first month of the school term up to the end of the third quarter of the school term.

d. Transfers of kindergarten pupils from one school to another within the Merced City School District as well as those who move into
the District shall be admitted ahead of those on the waiting list.

8.13. **First Grade Enrollment.** Pupils may be admitted to first grade who are five years nine months old on or before September first. These children may enroll at any time during the year. (E. C. 5301)

8.14. **Attendance Zones.** A pupil must attend school in the attendance area in which he resides. Request for permission to attend a school other than the school of residence shall be granted upon meeting any one of the conditions listed.

   a. If the address of the child's sitter is in the zone of requested attendance.

   b. If it is an emotional adjustment problem approved by the psychologist.

   c. If it is a welfare care approved by the nurse and director of guidance.

   d. If a pupil moves out of the attendance zone during the last quarter of the school year.

8.15. **Inter-District Attendance.** Children residing in other school districts may, when authorized by inter-district agreement, attend classes in the Merced City Schools providing sufficient seating space is available. (E. C. 10801)
a. **Placement.** All out of district children, seeking admittance to the Merced City Schools, shall be referred to the superintendent for placement.

b. **Transportation.** Transportation shall not be provided except in cases where District busses go directly into a neighboring district as part of their regular routes. Where there is no such bus route parents shall be responsible for providing transportation.

c. **District Pupils.** The Merced City School District will, when authorized by inter-district agreement, permit pupils living within the District to attend classes in a neighboring school district. *(E. C. 10801)*

d. **Apportionments.** All State apportionments for children attending regular classes outside their district shall go to the district of attendance and no further remuneration shall be allowed for excess costs.

e. **Excess Cost.** Districts having children attending the special education class for cerebral palsied children in the Merced schools are required to pay the District the excess costs of educating such pupils. *(E. C. 6806 and 6815)*

### 3.2. RIGHTS AND DUTIES OF PUPILS

3.21. **General Provisions.** All pupils are expected to comply
with school regulations, to pursue the required course of study, and
to accept authority of principal and teachers.

a. Pupils who have, by absence, or who, for any cause, have
failed to do their work completely and satisfactorily may be required
to remain after school to complete their work.

b. Pupils shall not leave the classroom without permission from
the teacher. They shall not leave the school grounds at intermission
without the permission of the principal.

c. Pupils are required to lunch at the school cafeterias, to
bring their lunches, or to file written request from the parent that the
pupil be permitted to lunch at home. Exceptions may be made at the
discretion of the principal.

d. All school buildings shall be opened for the admission of
pupils at least twenty minutes before the beginning of school each morn-
ing, but during inclement weather pupils may be allowed to enter their
rooms at an earlier hour in the morning and to remain during inter-
missions.

e. Pupils must leave the school premises and go directly home
at the end of the supervised play or activity period that follows the
close of the afternoon session of school.

f. Pupils shall not ride bicycles on the grounds or walks of any
school while school is in session or while supervised play periods are being conducted.

g. Pupils are forbidden to throw stones or missiles of any kind, paper, waste, or lunch upon grounds, or in the streets in the immediate vicinity of the school grounds.

h. Pupils shall not be excused from school for any purpose before the regular closing hour, except upon the request of the parent and upon approval of the principal.

i. Pupils who attend school without proper attention having been given to personal cleanliness or neatness of dress may be sent home by the principal.

8.3. RECREATION

8.31. General Provisions. A program of after school recreational activities may be carried on at the various schools in cooperation with the Merced County Parks and Recreation Department.

a. The program shall be open to all pupils attending the schools of the District.

b. The recreation program shall be under the immediate supervision of the principal or his delegated representative.

8.4. SAFETY PROVISIONS FOR PUPILS

8.41. General Provisions. All reasonable precautions to safe-
guard the health and general well-being of the pupils shall be taken.

a. The rules, regulations, and laws governing health and safety of pupils shall be enforced.

8.42. **First Aid.** A first aid kit shall be kept in each classroom. Teachers shall administer first aid in the absence of the school nurse. [E. C. 11951]

a. **Major Accidents.** In cases of major accidents, first aid shall be administered and the parents shall be notified immediately. If the parents cannot be reached, the instructions given by them on the enrollment blanks are to be followed.

b. **Accident Reports.** All accident cases shall be reported to the superintendent of schools by the principal.

c. **Insurance.** Accident insurance is available for pupils through the Royal Indemnity Insurance Company by payment of the required fee to the company.

8.43. **Safety Drills.** Fire drills are to be conducted at least once a month under the supervision of the principal. (Title 5, California Administrative Code, Section 17)

a. In lieu of a fire drill the school principal may, in the second month of each semester, conduct a disaster drill. (Title 5, California Administrative Code, Section 17)
b. Drills are to be scheduled at various times of the day to give diversity of practice.

8.44. **Protection of Pupils.** School personnel are to be constantly on the lookout for suspicious strangers loitering in or near school buildings or parked in automobiles nearby. The principal should notify the police if circumstances seem to warrant it.

a. **Suspicious Strangers.** Pupils should be instructed not to accept gifts from strangers, not to accept automobile rides, and to tell their teacher, parents, or policeman of any suspicious strangers.

b. **Authorized Release.** A pupil is to be released from school during school hours only to a parent or other adult person whom the principal knows to be bonafide.

c. **Legal Custody.** In cases where legal custody resides with only one parent and that parent has requested that his child not be permitted to leave with the other parent, the request is to be enforced.

d. **Precautions.** 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.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The problem that was the basis for this thesis was to develop a policy guide for the effective operation of the Merced City School District and to make it available, in written form, to all persons directly or indirectly concerned with the school system.

The specific purposes of the study were to (1) provide a means of handling procedures, recommendations, and various problems, (2) provide a reference source for the Board and the staff, and (3) up-date and codify the existing policies.

At the time this study was undertaken the policies of the Board of Education were contained in the minute book or the teachers' handbook. This led to misunderstandings as to the responsibilities of staff members. The Board of Education was unanimous in recognizing the need for such an instrument and authorized this investigator to develop the Guide.

The data for the study were based on a review of the related literature, an analysis of policy guides of eleven California school districts, an examination of the minutes of the Board of Education, and an examination of the administrative bulletins and district publications.
It was evident that there is an increasing amount of literature relating to school district policy guides and to the development of such guides. Several texts on school administration contained a section about district policy. There are several texts devoted entirely to the need for and the development of written policies. Articles in periodical literature expressed the need and importance of policy guides. The literature presented the need for written policies and proposed guiding principles to be used in their development.

Twenty California school districts were requested to furnish their policy guide for analysis. Eleven policy manuals were submitted. An examination of these manuals revealed no common pattern of internal arrangement.

Eight manuals were 8 1/2 by 11 inches in size; three were 6 by 9 inches. Four were printed, six mimeographed, and one hectographed. Two manuals were organized around functions and services, six according to positions and personnel, and three lacked organization.

In developing the Guide for the Merced City School District an attempt was made to answer questions relative to its scope, format, and organization.

An outline in terms of the number and content of each section was prepared. The most suitable organization was determined to be
one that centered on the functions and services that the school district offered.

The outline was used to develop a working draft of the Guide. The minute book was carefully examined as was the teachers' handbook, the current literature, and manuals from eleven California school districts.

Staff members were requested to submit written statements on what they considered to be their responsibilities. The Personnel Policies Committee and the Board of Education were invited to review the working draft and to make their recommendations. The final draft was then prepared for adoption by the Board of Education.

Conclusions. The findings of this study lead to the following conclusions.

1. There is an increasing awareness of the value of a written guide to district policies on the part of superintendents and governing boards.

2. The objective of a policy statement is to pull together and clarify existing school board rules and regulations; to develop uniform controls in areas where none exist; and to give administrators the essential bases and support for effective operation.
3. A policy statement should be so worded that there can be drawn from it a clear definition of the educational program, the organizational structure of the district, and the duties and responsibilities of all persons.

4. A policy guide book properly developed can do much to establish a common educational philosophy and right attitudes toward educational planning.

5. The policy guide should result from a cooperative effort of all affected by the results. Superintendents should take the responsibility for the development of the guide and seek final approval of the guide from the governing board.

6. Policies must be in accord with statutes.

7. The policy guide should be reviewed annually and revisions made when necessary. Policies should be amended or repealed whenever the governing board decides amendment or repeal is necessary or desirable.

8. The guide should be in loose-leaf form to provide ease in insertion of amendments and revisions.

9. The policy guide should be published either in printed form or otherwise duplicated form for placement in the hands of board members, certificated and classified employees, and interested persons.
of the community.

**Recommendations.** It is recognized that there were limitations to this study. Since the problem was confined to the development of a policy guide for the Merced City School District, there is no doubt that other areas dealing with the control and operation of public education need study. It is recommended that:

1. A study should be made to present a clear-cut distinction between board policies and rules and regulations. There appears to be confusion on what is policy and what are rules and regulations.

2. A study should be made to determine the extent to which written administrative instructions are used in supplementing the policies of the school board.

3. A study should be made on the relative merits of organizing the policy guide around functions and services or around positions and personnel. This should include the manner in which the various topics are arranged in a policy document.
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