

KNOW YOUR SCHOOLS

**A BOOKLET OF INFORMATION ABOUT THE
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION**

R
370.9772
KNOW

INDIANA



Prepared by Southwest Indiana Area League of Women Voters

Published by League of Women Voters Education Fund

R
370.9772
KNOW

The Evansville-Vanderburgh School Corporation is a vital integral part of the life of this community. It exists because it is all of us - students, parents, teachers, administrators, trustees, support personnel, volunteers, and concerned citizens.

Our schools can continue to grow and improve only as we, the citizens, continue to participate and support the educational effort.

The publication of this book for your use has been made possible by generous contributions and grants from:

SEEDKEM, Inc.

Interested Citizens

Southwest Indiana Area League of Women Voters

VISIT A SCHOOL TODAY - - - because you want to!

CENTRAL LIBRARY
849761

TABLE OF CONTENTS

	PAGE
Know Your Schools	1
Selected Short Subjects	2
Finance - Revenue and Expenditures	3
Students, Buildings, Transportation.	6
Listing of School Buildings and Related Statistics	7
Admission and Attendance	9
Board of Trustees, Administration	10
Personnel	11
Curriculum Development	13
Elementary Program	14
High School Program	14
Reporting	15
Textbook Rental	15
School Lunch	16
Extra-curricular Programs	16
Vocational Education	16
Adult Education	17
Federally Funded Projects	18
Advisory Committees	19
Department of Student Services	
Special Education	20
Testing	20
Student Records	20
Discipline and Due Process	21
Reading List - Student Rights and Responsibilities	22
Guidance and Counseling	22
Health and Nursing	23
Attendance and Transfers	23
Follow-up on Graduates, Drop-outs	23
Satellite Programs	24
Continuing Education	
Education Extension Center	
State Hospital Program	

TABLE OF CONTENTS - continued

	PAGE
Complementary Programs	
In-service Training	25
Reading Center	25
Libraries	26
Summer School	26
Summer TV Programs	26
WPSR-FM Radio	26
What's Exciting! Innovative-Unusual Programs	27
What Is Our Responsibility?	28
What Can We Do?	30
Central Administrative Staff	31
Glossary	32

KNOW YOUR SCHOOLS

Good schools are a necessity not a luxury. The entire community participates in the benefits of its school system. The Evansville-Vanderburgh School Corporation shares with the community at large the same convictions:

That each is interested in the child as an individual

That each is charged with developing every child to his or her fullest potential in the arena of an ever-changing society

That each requests and desires mutual understanding and co-operation in achieving these common ends.

The purpose of the League of Women Voters is to promote political responsibility through informed and active participation of citizens in government. This booklet was prepared to help contribute to your understanding and aid in your effective participation as citizens in promoting the common interests of education and children.

We wish to thank the Evansville-Vanderburgh School Corporation and its Superintendent, Dr. Victor L. Fisher, Jr., for their co-operation and assistance in providing the factual material from which this booklet was drawn. Very special acknowledgment by the Committee is given to Miss Edna Vinson for her expertise, her patience, her abilities, and her willingness to spend innumerable and invaluable hours working with us on this project.

Education Committee

Southwest Indiana Area League of Women Voters

Barbara Blevins

Alice Oldham

Dorothy Heatherington

Mary Lou Shane

Norma Kacen

Sue Woodson, Chairman

Edna Vinson, Special Liaison
Evansville Vanderburgh School Corporation

Barbara McKenna, President

March, 1976

SELECTED SHORT SUBJECTS

DID YOU KNOW:

THAT the Evansville-Vanderburgh School Corporation is one of the one hundred largest in the nation, and fifth largest in Indiana?

THAT we own and maintain approximately \$88,900,000 worth of buildings and their contents and equipment? thirty-one elementary and five high schools?

THAT our operating expenditures for 1975 were approximately \$29,600,000?

THAT over 60% of the support for our school budget is from local taxes?

THAT nearly 32,000 children and adults are served by our schools with a licensed staff of approximately 1550?

THAT the School Board meets regularly twice a month, that the meetings are open to the public, and that any citizen may address the Board without prior notice at any regular Board meeting?

THAT our local school tax rate is among the lowest of the larger school corporations in Indiana?

THAT the Evansville-Vanderburgh School Corporation is the second largest employer in the county?

THAT the Evansville-Vanderburgh School Corporation has a highly effective police liaison program which operates as a state model?

THAT our schools co-operate with the Recreation Commission, the Evansville Museum of Arts and Sciences, and the Evansville Philharmonic Orchestra in sharing services?

THAT the Reading Center in the Administration Building provides - without cost to parents - testing, tutoring, and conferences for students needing additional assistance in reading?

THAT the School Transportation Department regularly receives commendation from the Indiana State Police for the conditions of the school bus fleet? that for two consecutive years not one single flaw has been found in the 45 buses owned by the corporation?

FINANCE

The Indiana Legislature, in its 1973 session, passed a tax package which will shift a larger and larger proportion of school financing to the state.

Schools across the United States have traditionally been financed primarily by local property taxes. Now the levy in Indiana is frozen. In other words, the sum total of property taxes collected by a taxing body in Indiana is frozen at its 1973 level. Any future increase in property value for that taxing unit will make individual tax bills go down. The taxing rate can change, but the total income for the unit will be static.

New monies for local schools now come only from the state. Reduced revenue from property tax is met through a 4 percent sales tax and increased state corporate new income tax. School systems receive a flat per pupil grant. The Evansville-Vanderburgh School Corporation is receiving \$88 per pupil more for 1976. \$60 per pupil "new money" is projected for 1977.

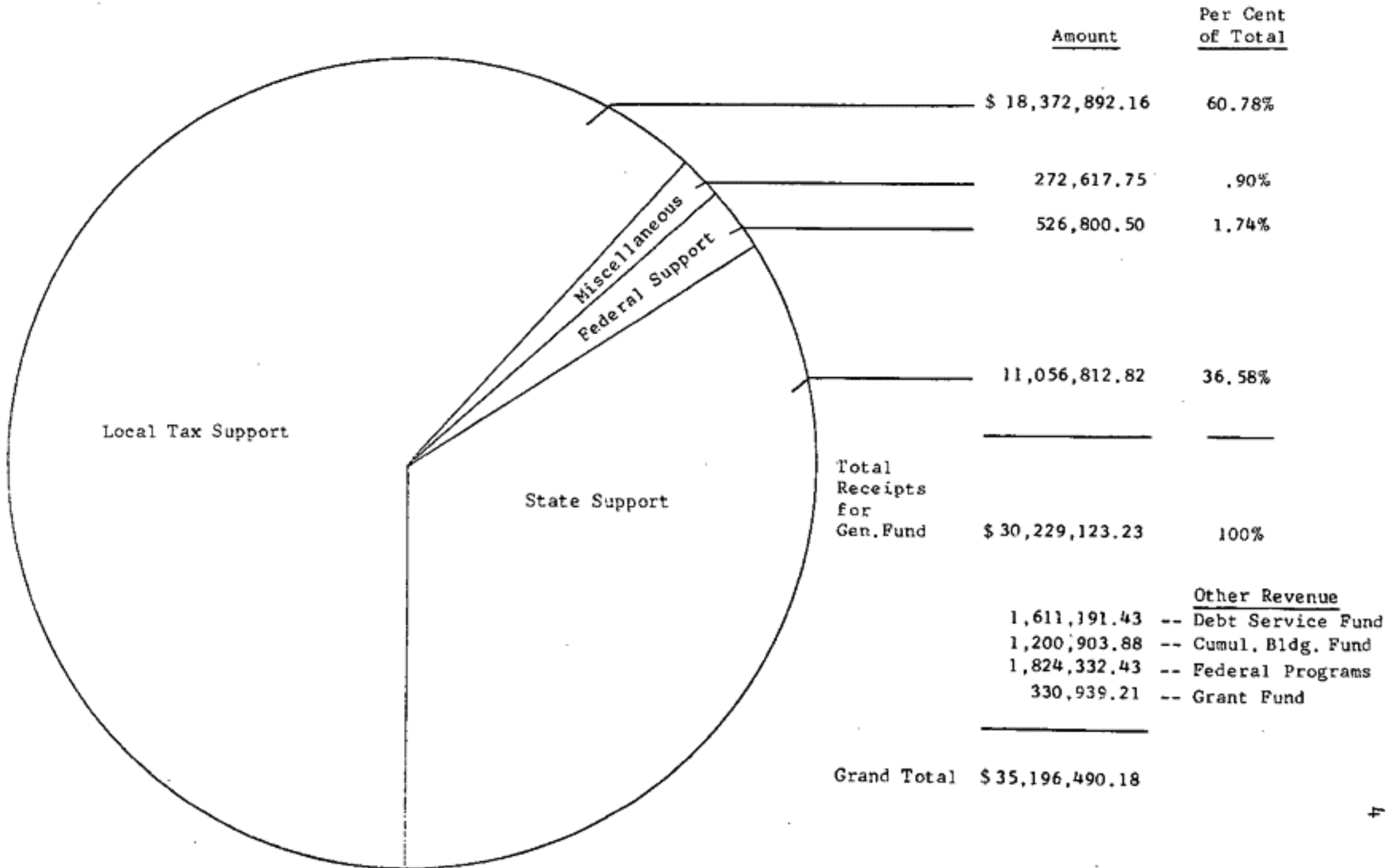
The exhibits on pages 4 and 5 show the source of revenue and the program expenditures in the EVSC for the school year.

In 1974-75 the per pupil expenditure in the EVSC was \$1,152 while the national average was \$1,235.

Under the state aid formula some monies are ear-marked for specific programs such as special education and vocational education. There is also a special transportation formula. In 1975-76 for the first time some transportation monies have been made available for kindergarten students.

Since new monies for local schools now come only from the state, the concern each year is to win sufficient new money from the legislature to keep pace with inflation and rising costs.

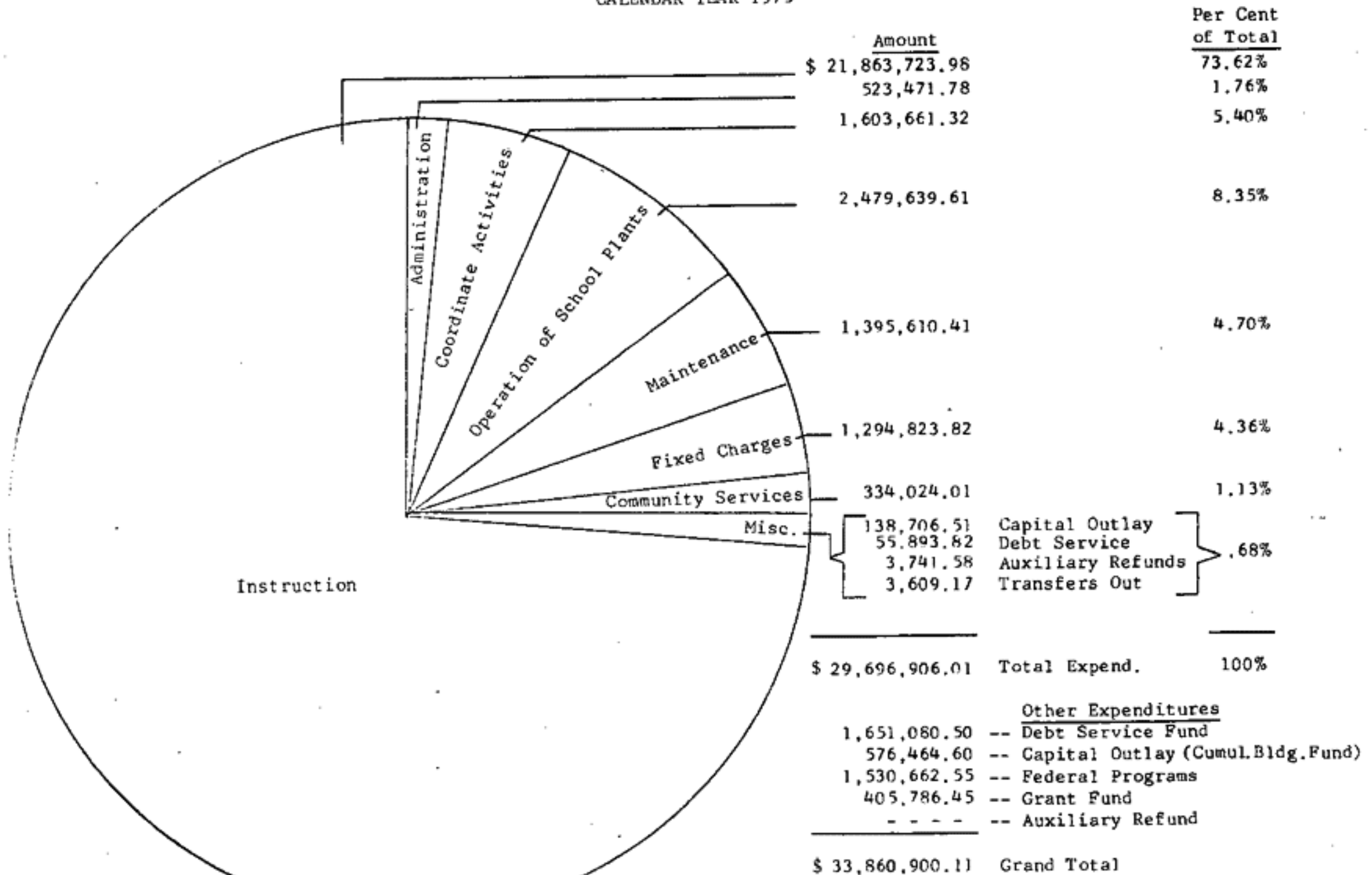
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
 REVENUE FOR BUDGETED OPERATING EXPENDITURES
 GENERAL FUND
 CALENDAR YEAR 1975



EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

BUDGETED OPERATING EXPENDITURES
GENERAL FUND

CALENDAR YEAR 1975



STUDENTS, BUILDINGS, TRANSPORTATION

The Evansville-Vanderburgh School Corporation as it now exists was created in 1962 when school districts all over the state were reorganized in response to a 1959 state law.*

EVSC now includes 31 elementary schools and five high schools in the City of Evansville and Vanderburgh County. A pupil population of over 32,000 students is served by a staff of over 1550 certified personnel.

The Corporation has an ongoing program of renovation and maintenance for its schools, offices and auxiliary buildings. Care of the buildings is supervised by the Director of School Facilities.

Listed on pages 7 and 8 are the schools, their principals, and accompanying statistics.

For those students living approximately 1.2 miles beyond the school in the city and for those beyond the city limits, bus transportation is normally provided. For special education students, buses are provided as needed. For kindergarten students living along existing routes, one-way transportation is provided.

EVSC owns 45 buses and contracts for the rest of the buses required. Drivers and buses must pass frequent, rigid inspections. For two consecutive years not one flaw has been found in the buses owned and maintained by the corporation. The Indiana State Police regularly commend EVSC for the condition of its school bus fleet. Total operation for EVSC is under the supervision of the Manager of Transportation.

*School Corporation Reorganization Act of 1959, Chapter 202, of the Act of the 1959 General Assembly, as amended by the 1961 General Assembly.

<u>SCHOOL</u>	<u>PHONE</u>	<u>PRINCIPAL</u>	<u>GRADE RANGE</u>
Bosse	477-1661	Paul Schmidt	9-12
Central	422-0282	Edgar Katterhenry	9-12
Harrison	477-5596	William Pritchett	9-12
North	425-7276	Harold Buck	9-12
Reitz	423-5874	Dellas Chastain	9-12
Caze	477-5567	Richard Gonterman	K-8
Cedar Hall	423-6428	Noble Pate	K-8
Columbia	423-7875	Robert Patry	K-8
Culver	425-6236	Donald Utley	K-8
Cynthia Heights	963-3366	Kenneth Cheek	K-8
Daniel Wertz	425-4676	Shelby Musgrave	K-6
Delaware	425-8279	Coleridge Churchill	K-8
Dexter	476-1321	Charles Kendall	K-8
Evans	423-7949	Linda Danheiser	K-8
Fairlawn	476-4997	Lester Ewing	K-8
Glenwood	424-2954	William Hendrickson	K-8
Harper	476-1308	James Kerney	K-8
Harwood	423-5409	Robert Bain	K-8
Hebron	477-8915	George Roesch	K-8
Helfrich Park	425-4543	Edgar Schiffer	K-8
Highland	867-6401	Harold Gourley	K-8
Howard Roosa	423-5248	Louise Ingram	K-8
Lincoln	423-3179	Paul Farmer	K-8
Lodge	477-5319	George Nicoson	K-6
McGary	476-3035	Robert Forrester	K-8
Oak Hill	867-6426	James Merchant	K-8
Perry Heights	423-4405	Robert Kraft	K-8
Plaza Park	476-4971	Herbert LeGrand	K-8
Scott	867-2427	Irvin Prusz	K-8
Stockwell	477-5345	Dale Sauer	K-6
Stringtown	423-6426	Ora Madden	K-8
Tekoppel	423-4222	Norbert Woolley	K-8
Thompkins	425-8253	Robert Ahrens	K-8
Vogel	477-6109	Joy Yeager	K-8
Washington	477-8983	Noel McDonald	K-8
West Terrace	985-2215	Elizabeth Ryan	K-8

<u>ENROLLMENT *</u>	<u>CONSTRUCTION DATA (Additions)</u>	<u>SIZE OF SITE</u>
1779	1924 (1927, 1958, 1966, 1968)	11.2 acres
2619	1971	60 acres
1944	1962	30 acres
1643	1939 (1956)	20 acres
1968	1918 (1928, 1958, 1964, 1967)	28 acres
611	1926 (1932, 1953, 1957, 1961, 1964)	5.6 acres
444	1917 (1954)	2.5 acres
441	1874 (1895, 1914, 1922)	2.1 acres
602	1905 (1921, 1958)	3 acres
665	1948 (1954, 1955, 1973)	20 acres
265	1886 (1898, 1914, 1924, 1935, 1958, 1967)	2 acres
441	1915 (1929, 1959, 1972)	3.2 acres
600	1949 (1950, 1955)	8 acres
522	1962 (1966, 1968)	11 acres
632	1955 (1958)	15 acres
422	1954	24 acres
497	1951	7.9 acres
534	1938 (1950, 1968, 1974)	7.2 acres
642	1916 (1938, 1953, 1954, 1965)	9.5 acres
542	1965	13 acres
642	1954 (1964)	27 acres
593	1901 (1921, 1927, 1953, 1956)	4.4 acres
417	1928 (1961, 1964, 1975)	5.8 acres
340	1924 (1938, 1961)	9.5 acres
644	1962 (1971)	13 acres
628	1957 (1965)	20 acres
578	1939 (1954, 1971, 1975)	11 acres
646	1955 (1964)	17.8 acres
627	1936 (1955, 1958)	10 acres
283	1971	13 acres
525	1897 (1937, 1955, 1957, 1968)	11.2 acres
575	1909 (1961)	3.84 acres
623	1972	13 acres
517	1945 (1952, 1955)	8 acres
686	1937 (1953, 1959)	15 acres
485	1956 (1959, 1970)	13 acres

*These figures do not include kindergarten enrollment.

ADMISSION AND ATTENDANCE

Admission

Students entering first grade must be six years old before October 1 of that school year and need a valid birth certificate.

It is not required that a child attend kindergarten. Those children entering kindergarten must be five years old on or before October 1 of that school year and must present a valid birth certificate.

Students enrolling for adult classes must be over 16 years of age. Some day school students may attend evening school with special permission from their high school principals.

Students in special education classes and the educational adjustment center are placed through the Department of Student Services. See page 20.

Attendance

Attendance to age 16 is compulsory and in accordance with State law. Habitual truants are subject to the Juvenile Delinquency Code.

With some exceptions all students attend schools in the districts to which they are assigned by residence. Transfers made for these exceptions are handled through the Department of Student Services and are judged on an individual basis. Exceptions might include medical reasons, adjustment transfers, working parents whose child-care is available only in another district, etc. See page 23.

The student attendance zones were established to implement a court ordered desegregation plan.* To implement the plan two-way busing of students was established. The attendance zones, in effect since 1972, are now under review because of shifting student enrollment. It is expected that a request to make changes in the attendance zones will probably be addressed to the court during the 1976-77 school year.

*There are different and independent attendance zones for elementary and senior high schools.

BOARD OF TRUSTEES AND ADMINISTRATION

Board of School Trustees

Democracy places control of the public schools in the hands of the citizens through their representatives who comprise the school board. It is the legal responsibility of these school board members to develop educational policy. The quality of local public schools rests in the development and implementation of this policy.

In the Evansville-Vanderburgh School Corporation the School Trustees consist of seven members, five appointed by the Mayor and two by the Judge of the Circuit Court, all of whom serve four year terms. They may be re-appointed.

Their major duties and powers are:

To establish policies to meet the educational needs of the children of the county.

To set salaries and select an administrative staff including a superintendent who recommends to the Board all other appointments.

To provide necessary schools, buildings, facilities, property, and equipment.

To set tax rates to procure needed income.

To provide transportation, school lunch programs, * and textbook rental and purchase programs * for students.

To raise capital funds for school construction.

The current Board of School Trustees is as follows:

	<u>Appointed By</u>	<u>Term Expires</u>
Kenneth B. Leimgruber - President	Mayor	June 30, 1979
Alfred R. Porter - Vice-President	Mayor	June 30, 1976
Floyd F. Hargis - Secretary	Mayor	June 30, 1976
Mrs. M. L. (Mary Ann) Clayton	Mayor	June 30, 1978
Robert D. Ossenbergl	Circuit Judge	June 30, 1977
Mrs. Otto H. (Luise) Schnakenburg	Circuit Judge	June 30, 1977
Sidney A. Shane	Mayor	June 30, 1979

School Administration

The School Board sets policy and determines programs and directions for the school corporation to follow. These policies and plans then are administered by the Superintendent of Schools and his staff who are in effect the executive/administrative arm of EVSC.

The Principal is the highest authority in any particular school and he (or she) accepts responsibility for the direction of the school. His ability to direct the staff, meet the needs of the students in his building, and act as a liaison with the neighboring community have much to do with the effectiveness of his school.

All administrators are former teachers and many have advanced through the Evansville-Vanderburgh School Corporation, including the present Superintendent. The administrative staff operates from the School Administration Building, 1 Southeast Ninth Street, telephone 426-5053.

Consult page 12 for the Administrative Chart and page 31 for names and phone numbers of current administrative personnel.

* See pages 15 and 16 for information on school lunches and textbook rental.

PERSONNEL

Licensed Personnel

All teachers and other professional personnel in Evansville schools hold Indiana certificates appropriate to their positions. They must have a minimum of a Bachelor's degree from an accredited institution and are required to pursue a Master's degree within five years of joining the School Corporation. By State Law teachers must teach in their major or minor fields.

The Assistant Superintendent (Personnel) is responsible for supervising the recruiting, interviewing, and evaluating of prospective teachers. Factors considered in hiring include:

- College credentials
- Letters of recommendation
- Success of student teaching
- Personality and appearance
- Experience

The school corporation negotiates with the teaching staff as provided by law. The Evansville Teachers Association is the recognized representative of the teacher bargaining unit. PL 217 established mandatory negotiations on money items and "discussion" on other items such as discipline, curriculum and textbooks. The teacher bargaining unit includes classroom teachers, librarians, nurses, counselors, etc. (certified, non-supervisory personnel). The ETA office is located at 1819 Washington Ave., telephone 476-1391.

The school corporation has an affirmative action plan in compliance with the Civil Rights Act of 1964 and Title IX of the Education Amendment Act of 1972.

Salary Ranges - 1975

	<u>Low</u>	<u>High</u>
Superintendent and Assistants	\$27,250	\$30,445
Principals, Asst. Principals	\$18,045	\$23,130
Directors, Supervisors	\$18,550	\$26,745
Teachers - Full Time	\$ 8,200	\$16,000

Teachers salaries are based on a 40 week year. Principals, Assistant Principals and most Supervisors and Directors salaries are based on a 43 week year, while the Superintendent and his Assistants and some Supervisors and Directors are based on a 52 week year. See page 31 for listing of Administrative Staff.

Non-Licensed Personnel

During recent years the use of non-licensed personnel has increased greatly in the EVSC, due in part to federal support. Paraprofessionals, paid or volunteer, participate in many instructional programs in the schools. Students from the universities in the area serve as tutors in the years prior to their student teaching experience. They receive their field experience in student teaching in one or more schools.

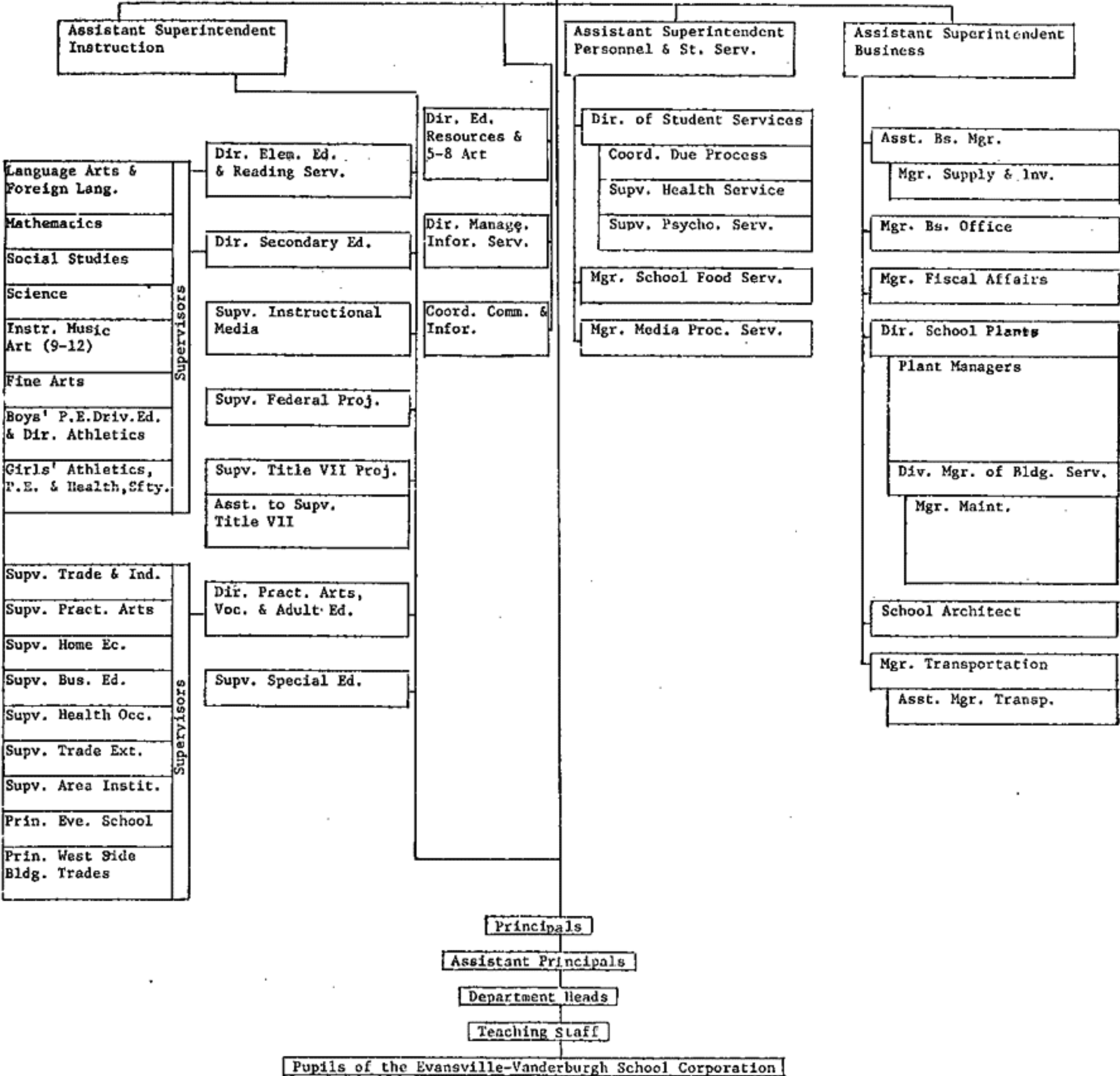
Competent, well-trained secretaries, aides, cafeteria workers, maintenance and custodial staffs support the instructional program.

Citizens of Vanderburgh County, Indiana

Board of School Trustees

School Attorney

Superintendent of Schools



CURRICULUM DEVELOPMENT

The curriculum for the Evansville-Vanderburgh School corporation is developed through the combined efforts of teachers and administrators. A five-year plan of evaluation for each subject area based on the textbook selection sequence moves through a five-phase program. Each subject area is always in one phase of the plan: Pre-Planning, Planning, Developing, Implementing, Enriching.

The five-year evaluation schedule by subject areas is:

- Language Arts, Foreign Language
- Social Studies
- Mathematics, Science
- Physical Education, Health and Safety
- Practical Arts and Fine Arts

This schedule for the five-year sequence is determined by the State Department of Public Instruction. Beginning with the Science adoption in 1976, state law mandates that at least 40% of the adoption committee be parents. However, EVSC goes beyond that and uses parents on the committee for the year before and the year after adoption as well.

The curriculum in the Evansville high schools is reviewed annually by the area supervisors and directors under the direction of the Director of Secondary Education. Concentrated efforts to evaluate the current offerings and propose any changes this evaluation indicates should be made are started in each area in October and culminate in recommendations being made to the Board of School Trustees in December. The laws of the State of Indiana establish the principal as the curriculum leader in his building; consequently, all program must first be approved by the principals before being recommended for board approval.

There are four sources for curriculum innovation or revision.

The first must be to establish compliance with state regulations; i.e., name changes, required courses, minimum standards, etc. The local corporation has no option on these.

The second source is the needs of the students in the community or perhaps in one school. Many of the current curricular experiments originate because of this need.

The third source is the need of the community. Most of the vocational programs reflect this need and are expanded, created, or eliminated by this assessment.

The fourth source is the interest of a teacher. The corporation is able to respond to such requests when the proposal serves the educational interests of the students.

All proposals, regardless of reason for origin, move through the same sequence until the printed program appears in late January.

ELEMENTARY PROGRAM

Of the 31 elementary schools in the Evansville-Vanderburgh School Corporation, 28 have a K-8 organization while the other three are K-6 schools. Some of the larger schools have a half-time assistant to the principal who handles part of the administrative duties ordinarily assigned to the principal.

Each elementary school has at least one faculty member who is a counselor at least part of a day and one who serves as a part-time librarian.

Elementary schools are organized into units of primary, intermediate, and upper elementary grades. Many programs of continuous progress, interdisciplinary subject arrangements, and outlets for individual student interests are included. Most schools have a special pursuit program in which students are given the opportunity to study materials not usually found in the elementary curriculum. These subjects are the outgrowth of the academic program and may include typing, debate, foreign languages, pre-algebra, astronomy, etc.

Itinerant teachers visit the schools to work with handicapped students who have been placed in regular classrooms, an interpreter is available to work with the Vietnamese children, and special teachers and paraprofessionals work with students in the areas of reading and mathematics. Volunteers from the ranks of university students and parents of the community contribute much to the elementary program.

Many innovative and experimental programs are underway in the elementary schools. These range from experiments with schedules and subject groupings to the use of special individualized or computer managed programs. See page 27.

Evaluation reports are sent to the home at the end of each nine-week marking period. In addition to these reports, which include progress statements as well as letter grades, most elementary schools have parent-teacher conferences on a scheduled basis. Parents are advised to contact the teacher or principal with any questions or concerns.

See page 7 for a listing of schools, principals and telephone numbers.

HIGH SCHOOL PROGRAM

Philosophy

The curriculum for the Evansville public high schools is organized and administered toward the realization of the goals of general education as defined and clarified in "Learning Is Living," the statement of philosophy of the Evansville schools. The curriculum is set up as a guide to meet the needs of the students by offering a wide selection of learning experiences.

Graduation Requirements

A student must complete a minimum of 32 credits in various areas of learning in order to graduate. Two majors and two minors in different fields are required. A major represents 6 credits of work in the same instructional area; a minor consists of 4 credits. (One credit is equivalent to one semester's study.)

All students are expected to carry a normal daily load of five periods including lunch; however, if it is necessary, a lighter load may be scheduled with the principal's approval.

Seven semesters of high school attendance are required.

The high school principal has the authority to evaluate credits of transcripts for graduation requirements. Since some schools offer special programs, each handles requirements differently.

Required Subjects (20 credits)

A student must complete 20 credits in the following subjects:

ENGLISH - 6 credits (may include only 1 reading credit)

SOCIAL STUDIES - 6 credits (2 credits in Citizenship, social studies, or world history; 2 credits in U. S. history or American Problems in the 11th grade; and 2 credits in Economics and Government or American Problems in the 12th grade.)

MATHEMATICS - 3 credits

HEALTH EDUCATION - 1 credit

PHYSICAL EDUCATION - 4 semesters of $\frac{1}{2}$ credit each

Elective Subjects (12 credits)

A wide variety of elective subjects is offered in all subject areas in all five high schools.

A student should, by working with his parents, advisors, and counselors, assess his educational and vocational plans and choose his courses accordingly.

Special Programs

Many exciting programs are offered in some of the high schools which allow for flexibility of scheduling and alternative course selection. Courses included in some of the schools are Phase-Selective English and Social Studies (nine week courses based on high interest subject matter), American Studies (a two year course including history, government, and economics), Computer Math, Systems Approach Biology (SAB, a highly individualized program), Oral-Aural-Visual English (OAV), and Core Programs for selected students.

For more specific information concerning the special programs offered by EVSC see page 27. Also, contact the school principal about specific programs in the individual schools. See page 7 for a listing of schools and phone numbers.

Reporting

Computer print-outs of grades are mailed to the home of every student once every nine weeks. Midway in the first marking period warning notices are given to students whose progress is not satisfactory.

Parents are invited to visit with teachers, counselors, or principals to review these reports and to share in planning the most appropriate educational experience for each student.

Textbook Rental

In Indiana textbooks are not furnished by the school or the state. Books are rented at both elementary and secondary levels. Students do have the option of purchasing texts at the high school level.

Elementary students rent books from the classroom teacher while high school students pay their rental at the bookstore.

Students needing financial assistance should contact building counselors.

School Lunch

Each school serves nutritious meals every day. Students may buy lunch and breakfast for nominal amounts. Students from families whose incomes are below certain levels on an established scale are eligible for free meals or reduced-price meals. Others, with special problems, may qualify.

The school lunch program is self-supporting with reimbursement from federal funds. Food is prepared on-site in each of the schools. Menus are announced daily on radio stations and are printed in Sunday's paper for the coming week. Cafeterias in the school corporation employ more than 300 people. School meals are under the direction of the Manager of School Food Services.

Extra-curricular Programs

Extra-curricular programs vary from school to school, but, in all cases, are outgrowths of the curriculum, the needs of the student body, and the special expertise of that faculty.

Music, drama, speech, debate, the club programs are all phases of this extra-curricular program and combine with curricular efforts in all school productions, exhibits, etc.

Athletics

The Evansville-Vanderburgh School Corporation conducts an extensive program of interscholastic athletics for boys and girls in the high schools. The program (equipment, uniforms, travel, clean-up, security) is financed by gate receipts. Only the coaches' pay for extra duties and the cost of housing the activity are taken from tax money. An intramural program for boys and girls is provided in each high school.

The school corporation conducts an extensive intramural program in the elementary schools. A limited number of interscholastic athletics is provided also.

Vocational Education

The Vocational Education program of EVSC is based on the premise that vocational courses are not only for those students who are not planning to attend college but should be available to any student.

Prescriptive vocational training for trainable, handicapped students; distributive education in selling; work study programs in business and office education; and a comprehensive health occupations program are phases of vocational education.

Special programs provide training in agriculture, data processing, home economics, and trade and industrial courses.

First semester 1975-76 - Enrollment 2140

Adult Education

A wide offering of high school subjects and other courses for personal improvement is available at the Central Evening School. There is no fee for county residents who are taking classes to meet high school graduation requirements. Other students are charged a small fee.

More than twenty classes in sewing and tailoring are scheduled each year in three locations throughout the city. Adult Homemaking classes are offered in any phase of homemaking; however, a minimum enrollment of 12 is required.

The North Evening School provides preparatory or extension courses for adults to acquire skills needed to enter or advance in a trade. The corporation cooperates with employers and labor representatives to determine course offerings. Apprenticeship training in twenty-one trades and special technical classes are available at low cost to the student.

The Area Industrial Institute prepares individuals to enter the world of work by giving them basic skills in welding, the machine trades, clerical and stenographic areas, the building trades, etc.

For those adults who have not completed the eighth grade, the Adult Basic Education Program offers work in the basic communication skills. After finishing this program, a student may enter one of the vocational education programs.

For additional information on Vocational or Adult Education, contact the Director of Practical Arts, Vocational and Adult Education. See page 31.

First semester 1975-76 - Enrollment 2450

FEDERALLY FUNDED PROJECTS

Additional programs designed to meet special needs are made possible to EVSC through federal funds. They vary from year to year, dependent upon current federal programs and legislation, reflecting national educational priorities, and the success of the school corporation in applying for the funds. Most are awarded on a competitive grant application system.

Title I of the ESEA (Elementary and Secondary Education Act) is aimed at remedial programs for the educationally 'disadvantaged' from low income families. Schools which have a given percentage of students from low income population areas are designated as 'target schools' making them eligible for Title I funds. There is an active PAC (Parent Advisory Council).

Title III of the ESEA is for exemplary (innovative) educational programming.

Title VII of the ESAA (Elementary and Secondary Assistance Act) is for those school corporations which have a desegregation plan and includes inservice training in human relations. It shares some of the Title I, ESEA, goals. There is an active Advisory Committee composed of parents, high school students, and representatives of community organizations, teachers and administrators.

Federal Programs - EVSC - 1975

<u>Program</u>	<u>Amount</u>
Title I, ESEA, for educationally disadvantaged	Fiscal Year 1975 \$564,708
Carry over-	Fiscal Year 1974 291,983
Title I, Special Grant, part "C", 24 math aides	32,272
Title IV, ESEA, personnel at Library Service Center and books, equipment, etc.	Fiscal Year 1974 37,458
Special Grant - West Terrace School	Fiscal Year 1975 9,500
Title III, ESEA, Computer Awareness program in 3 high schools	33,469
Title III, ESEA, Second grade Individualized Spelling program -Vogel	7,163
Title IV, ESEA, Special auditory equipment, and materials and supplies for instructional media center at U. of E.	10,000 1,500
Title VII, ESAA, Desegregation effort, inservice training, guidance aides, math aides, and reading aides	533,609
Title I, ICJPA (Criminal Justice Planning Agency), Extension Center, two half-time counselors, two itinerant counselors	60,293.33
CETA (Comprehensive Employment Training Act), Training, retraining unemployed or underemployed adults. Area Industrial Institute.	190,143
Title III, Adult Basic Education. Adult Learners Laboratory, North and Glenwood schools	31,349

<u>Program</u>	<u>Amount</u>
Vocational Education - 5 high schools, evening schools, North Annex, and West Heights building	531,582
Title III, ESEA, Gifted and talented students	31,664
Title I, ICJPA, Summer Counselor In Correctional Institutions Program (through DPI, Pupil Personnel Division)	738
School Lunch Program, 1973-74 reimbursement	558,148
PL 92-318, Metric conversion, drug education. Math supplies, materials	15,501
Work Study - Business and Office Education	8,116
Handicapped Vocational Training	8,866
Counseling Research Project, four counties, vocational education	26,950
Health Occupations, North Annex, adult education	18,300
TOTAL	<u>\$2,994,312.33</u>

EVSC has eleven target schools (1975) and the corporation provides the same Title I programs in 3 schools of the Catholic School system.

These federally funded programs are granted on an annual basis. Each requires extensive writing of grant proposals to show the need of the EVSC and how each program would help our schools serve these special needs more effectively. Through the office of the Supervisor of Federal Projects, the EVSC is made aware of new legislation and possible funding sources, and the grants are written and submitted. Many of the pilot projects in our schools are funded in their initial stages through this process.

ADVISORY COMMITTEES

Use of parent-community advisory committees has been accelerated in recent years within the school corporation. Previous committees have included vocational and adult education and advisory councils for various federally funded programs.

Use of advisory committees has been expanded to include evaluation of curriculum, textbook selection, implementation of textbooks, study of school calendar, and the drop-out study committee.

In addition to these city-wide committees, many schools have individual parent-teacher advisory committees which function within the specific buildings.

STUDENT SERVICES

The major areas of responsibility for the Department of Student Services are:

- A. Special Education
- B. Testing
- C. Student Records
- D. Discipline and Due Process
- E. Guidance and Counseling
- F. Health and Nursing
- G. Attendance and Transfers
- H. Follow-up on dropouts, graduates

A. Special Education

The Mandatory Special Education Act of 1973 insures all handicapped children an appropriate public education and the local school corporation must provide for children ages 6-18 either within its own district or by contract with other districts or in or out-of-state private institutions if no other exists.

To fulfill this requirement, programs are offered in many areas dealing with handicapped students. Special classroom and itinerant programs are housed in most schools of the corporation. Some home-bound students are taught by a teacher who comes to the home daily for one hour per day. Some students are taught by telephone.

At this time there are 2,200 students and 78 teachers in special classrooms and itinerant programs.

B. Testing

Readiness, ability, and achievement tests are given throughout the school corporation at regular intervals. The current pattern is:

- All students take the Short Form Test of Academic Aptitude and the California Achievement Tests in grades 4, 6, and 8. The Aptitude Test is also given to 9th grade students.
- Most schools give the Metropolitan Readiness Test near the end of the Kindergarten year.
- Other tests are administered when requested by teachers or administrators.

The Data Processing Department scores the tests and provides information to both administrative and instructional staff for guidance, instructional, and administrative purposes.

Test results are used in several ways:

- Instructional - to assist the teachers in assessing the range of ability of the class, grouping students, etc.
- Guidance - to help students set career and life goals and to determine their high school course of study;
to assist students and their parents in understanding their interests, achievements, and aptitudes.

The Department of Student Services employs a psychologist and psychometrists to administer and interpret special tests.

Parents who would like more information about Testing should call the Department of Student Services. See page 31 for listing and phone number.

C. Student Records

Records are kept in a central location in each school. In accordance with the Federal Family Education Rights and Privacy Act of 1974 a student or his parents have the right to see his records. Schools must have written consent to release information contained in these records.

Permanent Records contain name, birth date, family and employment addresses, academic records, tests, health, activities, and attendance. Anecdotal notes and descriptions are not a part of the Permanent Record. Only Permanent Records go with the student when he changes schools.

Complete information on how to view records and consent forms are sent to parents at the beginning of the school year.

D. Discipline and Due Process

The philosophy of education of the Evansville-Vanderburgh School Corporation centers around the conviction that the public school exists for the welfare of the individual as a member of an ever-changing society. Working with the home, the church, and other institutions, it is a responsibility of the school to develop useful citizens. The school should help each child to discover his own aptitudes, challenge him to reach the limit of his ability in developing them, and inspire him to feel pride in his achievements at every stage of his growth.

The successful implementation of this philosophy of education depends on the basic concept of self-discipline which will allow all individuals to exist in a world of change and with the personal and legal rights as stated in our Federal and State Constitutions.

Indiana Public Law 162 provides that school corporations may make written rules and regulations and establish written standards governing student conduct, and take any action which is reasonably necessary to carry out, or to prevent interference with carrying out, any educational function.

Various degrees of serious disciplinary action include:

SUSPENSION - that disciplinary action whereby a student is suspended from school attendance for less than five school days.

EXPULSION - that disciplinary action which suspends a student from school attendance for more than five school days, or for the balance of the current semester or year, or which prevents completion of the regular course of study within the normal time.

EXCLUSION - separation of a student from school because of communicable disease, mentally or physically unfit for school purposes, or immediate removal necessary to restore order to protect persons on school property.

The due process procedure may be instituted by either the parents or the school personnel.

PL 162 provides that any student or parent who believes that the student is being improperly denied participation in an educational function, or being subjected to an illegal school rule, if unsuccessful in working with the school principal, may initiate a hearing with the hearing examiner at the building level. An appeal procedure is provided.

The rules and procedures for handling suspensions and expulsions are explicit.

A student and his parents should know that his rights include:

-written notice at all stages of his case; charges against him; the details of a hearing, if any, including a statement of his rights; the outcome of the hearing.

-a hearing within five days of notification to the student's parents.

-the right to be represented by anyone of his choice.

-the right to appeal.

Full information about the due process procedure is available in the office of each school as well as at the Department of Student Services.

READING LIST ON STUDENT RIGHTS AND RESPONSIBILITIES

Legal References:

- Board Policy 3645, EVSC: School Behavior - Rights, Responsibilities and Regulations: October 25, 1972, revised August, 1973.
- Public Law 162: Burns Indiana Statutes 28-5354 -- 28-5369.

Books:

- Ackerly, Robert L. The Reasonable Exercise of Authority.
NASSP (National Association of Secondary School Principals),
Washington, D. C. 1969.
- Elberger, Ronald E. The Rights of Public High School Students in Indiana.
Indiana University Student Association, Bloomington, Indiana - for Indiana
Civil Liberties Union. 1974. (Paperback. 25¢)
- LaMorte, Robert et al. Student Rights and Responsibilities. W. H. Anderson Co.,
Cincinnati, Ohio. 1971.
- Levine, Alan H. with Eve Cary and Diane Divoky. The Rights of Students:
The Basic ACLU Guide To A Student's Rights. Avon Books, N. Y. 1973.
(Paperback. 95¢)
- Strahan, Ricard Dobbs. The Courts and the Schools. Professional Educators
Publications, Inc. Lincoln, Nebraska, 1973.
- Strouse, Jean. Up Against the Law: The Legal Rights of People Under 21.
Signet/New American Library.

Articles/Pamphlets:

- Hentoff, Nat. Why Students Want Their Constitutional Rights.
Saturday Review. May 22, 1971. pp. 60-73
- Herr, William A. A Parent's Guide To Student Rights.
The PTA Magazine. March, 1974. pp. 13-15.
- Hollister, C. A. et al. Rights of Children. American School
Board Journal. 156. pp. 8-16.
- Klapmuts, Nora. Children's Rights: The Legal Rights of Minors in Conflict
with Law or Social Custom. Manuscript reprint from Crime and
Delinquency Literature, Vol. 4, No. 3. September, 1972. by NCCD
(National Council on Crime and Delinquency). (Available in Pamphlet).
- Indiana Department of Public Instruction, Dr. Harold Negley, Superintendent.
Crisis Prevention Division, Marvin Hershenson, Director.
Student Discipline and Due Process. (Pamphlet).

E. Guidance and Counseling

The EVSC sees the counselor's function as concern for all students not just problem students and emergency services.

Every elementary school has at least a part-time counselor and each high school has the number of counselors sufficient to meet the requirements of the North Central Association of Secondary Schools.

All counselors offer personal and academic guidance. Responsibilities of individual counselors may vary but can include career counseling, college guidance, assistance to freshmen, testing, scholarship applications, etc.

F. Health and Nursing

Nurses are assigned to all schools.

In addition to emergency treatment duties, they administer screening tests for eyes, ears, lungs, and heart at appropriate intervals as required by State law.

The school nurses have responsibility for assisting in health education as well as maintaining and analyzing health data and records.

G. Attendance and Transfers

The Department of Student Services maintains attendance records and decides on special cases.

Voluntary Transfer Plan

- 1) Elementary students may transfer from a school in which total enrollment includes 15% or more students of the same race as that of the student to any other school in the corporation which has room and no more than 15% students of the same race.
- 2) The student may then attend the high school within the district in which he resides or the high school of the district in which he finished eighth grade.
- 3) Transportation allowance of 35¢ per day is paid, except in those cases where the distance between the home and the school to which the student is transferring is less than the distance from the home to the school normally attended; or less than the distance between the home and school of any student enrolled in the transfer school.

For additional information on Attendance, see page 9.

H. Follow-up on Drop-outs, Graduates

The Department of Student Services conducts surveys of recent graduates and does profiles on students who have dropped-out of high school prior to graduation.

The results provide guidelines for EVSC in modifying curriculum and developing alternative programs.

SATELLITE PROGRAMS

In addition to the programs offered by EVSC in the elementary and secondary school buildings, there are three satellite programs in special facilities, assigned to a regular school and administrator for credit certification.

CONTINUING EDUCATION at North Annex

This is a voluntary program for pregnant girls which is offered through North High School. The program is funded through Vocational funds so the students enroll through the Evening School.

Academic requirements for high school graduation are offered and also a course in Home Nursing and Child Development. Students attend for 3 or 4 hours daily, depending on their subject requirements. Present enrollment is 17.

EDUCATIONAL EXTENSION CENTER at Stanley Hall

This is a satellite to Bosse High School. It is staffed by a lead teacher-counselor, a counselor-teacher, 2 full-time teachers, a guidance aide, and a part-time clerical assistant. There are also 2 full time Special Concerns counselors operating out of the Center, serving as liaisons between the Center and the students' home schools.

The curriculum offered is for academic requirements for high school graduation, with a shortened school day. Maximum enrollment is 30.

Students are assigned to the Center by due process procedures after they have been counseled and evaluated by the Criminal Justice Counseling Team. This team is funded through ICJPA (Indiana Criminal Justice Planning Agency) and consists of 2 special concerns counselors for the elementary and high school levels, a counselor at the Extension Center, and a certified psychometrist located in the Student Services Department. Individual and group counseling and continued evaluation are offered.

Special emphasis is given to making home visits and getting the parents involved in the students' school life. After returning to their home schools, follow-up counseling services are provided for these students.

STATE HOSPITAL PROGRAM - Stockwell School

The Evansville State Hospital and the EVSC have signed an agreement making it possible to provide special education classes for students under state adopted rule S-1 covering special education in Indiana.

Prior to this fall the State Hospital provided its own educational program. With the beginning of the 1975-76 school year, classes were opened in the Superintendent's old residence on the State Hospital grounds.

Two full-time Special Education teachers are presently working with twelve students ranging in age from 13 to 16 as a satellite to Stockwell School. Each of the twelve students currently enrolled has an individual class schedule.

When the Adolescent Treatment Team feels a patient can be benefitted by attending public school, arrangements can be made.

COMPLEMENTARY PROGRAMS

1. In-service Training

The 'knowledge explosion' has made programs to add to and keep current the professional skills of the school staff especially important. A variety of such professional growth programs, sometimes called in-service training programs, are available through the EVSC and include:

An Annual Fall Conference on Instruction - a co-operative effort of the teaching profession (ISTA/ETA) and the EVSC. A wide variety of seminars and workshops are offered for two days during which time students are released from school.

Pre-school Conference Days: Seminars and workshops are offered during the days immediately prior to the opening of the school year.

Production Workshops: Audio-visual materials are prepared.

Professional Meetings: (e.g. Learning Disability Symposiums)

Title VII Workshops: (e.g. Reading Skills Strategies)

Special Programs for Individual Schools: (e.g. programs for gifted children).

These programs are coordinated through the Assistant Superintendent - Instruction:

Title VII/ISUE Institute of Human Relations: Available to all personnel, these programs are held on Saturdays and compensation is provided through Title VII. College credits can be arranged.

National and State Level Conferences and On-site Visitations: EVSC personnel are sent to such meetings where the programs are applicable to local programs.

Indiana Department of Public Instruction (DPI) Services: DPI provides Curriculum Specialists and Consultants with no charge to the local corporation.

Participants in the various programs share their skills with the staff in the individual schools.

2. Reading Center

The EVSC provides a fully equipped and well staffed Reading Center in the School Administration Building at 1 S. E. Ninth Street. The purpose of the Reading Center is to provide enriching experiences for referred students. Students are received by teacher referral or parent request.

The services - available at no additional cost to parents - include:

Diagnostic testing, Conferences with students, parents and teachers, Recommendations for corrective instruction, Individual tutoring.

3. Libraries

In each school building there is a curriculum-oriented library which contains books, filmstrips, tapes, recordings, and many other non-book materials. Elementary schools maintain 11 books per pupil, served by teacher-librarians, offering 3-6 periods daily.

High schools maintain 9.2 books per pupil, served by two librarians and a clerk.

New materials are selected by the librarian based upon student and teacher interests, suggestions, and needs.

The Evansville-Vanderburgh County Public Library system co-operates with the EVSC in the following ways:

One public library branch at Harper School;

The Board of School Trustees appoints a representative to the Library Board;

Setting borrowing policies for reinforcement of curriculum areas.

4. Summer School

In at least 16 of the elementary schools, summer programs are offered for students in grades 3-8 in reading and mathematics with concentration on strengthening skills. A student may attend any school in which the course he desires is available; there are no attendance districts for summer school. A special program which combines mathematics and reading readiness is available for students who have completed kindergarten, grade 1, or grade 2.

A comprehensive secondary program is offered determined by the students' needs and desires. This program is housed in one of the more centrally located high schools and is available - tuition-free - to any secondary school student in the corporation. Courses for enrichment or remediation are available in most academic areas and some business or practical arts areas.

5. Summer TV Programs

Elementary students may study reading and mathematics courses by television on WNIN-TV Channel 9 during the summer. These courses were developed and are taught by local teachers. As a Title III validation project, they are used by television stations outside of Evansville.

Descriptions of individual programs and order blanks for textual materials are distributed to each elementary school student in the spring. Parents may request additional information from the Reading Center.

6. WPSR-FM Radio Programming

WPSR, broadcasting on an FM wave length of 90.7 megahertz, is operated by the school corporation with daily programming from 8:15 to 3:00, Monday through Friday. Programs include storytelling, music, and lessons from history and mathematics.

Fine Arts music is broadcast each evening between 6:30 and 10:30, sponsored by the Evansville Arts and Education Council with the co-operation of WNIN, the University of Evansville, and the EVSC. These programs are made possible by a grant from the Indiana Arts Commission.

WHAT'S EXCITING! INNOVATIVE-UNUSUAL PROGRAMS

The EVSC has many ways of devising and implementing innovative, experimental, and unusual programs. Many are tried; some are abandoned; many are implemented as a part of the regular program as materials and funds become available. Students, teachers, principals, and supervisors are actively involved in this process.

It is impossible to list all such programs. Some of particular interest include:

H. I. L. S. - High Intensity Learning System - mathematics at Tekoppel - reading at Harwood - laboratory approach - individualized pace - makes use of a large variety of books and materials.

Focus on Students - West Terrace - high potential students - exploratory opportunities in Spanish, typing, careers, sports, etc.

PLAN - mathematics - grades 4 and 5 at Cynthia Heights - individualized, based on present adoption and many manipulative materials - individual prescriptions are managed by computer analysis of performance.

Swimming - for fourth grade students - at Russell Lloyd Pool - two week units.

Individualized Spelling Packets - Vogel - second grade - activities and related exercises packaged so students may move at individualized pace.

S. W. I. S. - School With In a School - for reluctant learners - shorter periods of 40 minutes each for social studies, reading, and mathematics - team teaching - a group of 60 students in a self-contained unit - started at Bosse High School - students and parents agree to participate in the program.

Phase Elective subjects - mini-courses (9 weeks) - English at Central and Bosse - Social Studies at Central and Reitz - subjects range from "Drama's Other Side" to "Survival English" to "The British Are Coming!"

CAIM - Computer Assisted Instruction in Mathematics - all high school mathematics subjects - video display terminals connected to EVSC computer - course writer III language.

SAB - Systems Approach to Biology - individualized - varied media - Harrison and Central. (Reitz, September, 1976)

O-A-V - Oral-Aural-Visual English - selected ninth grade students - Harrison - composition after recording voice and listening to recording.

American Studies - Harrison - grades 11 and 12 - required social studies - integrated two year course of history, government, and economics.

Students and parents desiring further information about particular programs are invited to consult with building Principals. See page 7 for listing.

WHAT IS OUR RESPONSIBILITY?
How Can We Evaluate Our Schools?

What do we mean by "good schools"?

There are many ways in which schools can be "good", and a school system may well be doing a superior job in one program and a less than adequate job in another area. Over-all judgements can be misleading. We might ask if our schools:

- prepare young people for college?
- train young people for jobs?
- prepare students to exercise their rights of citizenship?
- serve the gifted and handicapped students as well as the average student?
- respect the individuality of each student?

Community Setting for Our Schools

A school system cannot be fairly evaluated without taking into consideration the attitudes, motivation and values of the community it serves.

What are the potentials of the children whom the schools are asked to educate?

Is there any general community agreement, either explicit or unspoken, about the type and quality of education expected in the public schools?

Does the community involve itself in the school corporation's budgetary process?

Do School Board members and professional educators provide information and leadership when changes in educational programs may be needed?

What is the cultural atmosphere of the community?

How much does this community contribute to out-of-school education through community facilities and activities?

If we are to evaluate our schools, we must decide what it is we expect them to do. Good education should provide a setting in which the individual student may achieve the greatest possible development of his potential.

Attempting to define "greatest possible development" leads us into judgements regarding the proper balance in an adult among intellectual, vocational and social skills -- questions to which each family may well have a different answer.

What questions do we need to ask?

In order for us as parents and taxpayers to make an informed evaluation about the effectiveness and quality of our schools, we must continue to ask relevant questions. Here are a few of the many questions we may need to consider:

Student Attitudes and Achievement

1. Does a student's school experience tend to cultivate in him a positive attitude toward learning?
2. Are students stimulated to do further learning on their own?
3. Do students learn to read well in elementary grades?
4. Do students win a fair share of college scholarships? Do they perform capably in college?
5. Are non-college bound students prepared to hold jobs?
6. Are students encouraged to determine career objectives? Are they assisted in preparing for those objectives?

Teacher Effectiveness

1. Do teachers teach only in fields for which they are primarily trained?
2. Is the total work load of each teacher small enough to leave time for creative preparation of class materials?
3. Does the pay scale in our community encourage first-rate teachers to seek employment here?
4. Are teachers consulted about ways to improve the school program?
5. Do teachers value and encourage original ideas, creative endeavor and independent thought in their students?
6. Are teachers sensitive to the needs of minority students?

Administrative Policy

1. Are the goals of the school system clear enough so that progress toward them is measurable?
2. Are there effective evaluation procedures at all levels of the educational system?
3. Are new ideas and educational innovations visible in our school system?
4. Does the school system maintain good communication with its consumers and the community at large?
5. Do the School Board and the Administration encourage community interest in education?
6. Is the community aware of how the local tax rate is set? How is the school corporation budget affected by the currently frozen tax levy?

WHAT CAN WE DO?

We can be informed. We have both the right and the responsibility to know what is happening in our schools.

- The School Corporation provides several sources of information for the public:
 - The Teacher's Handbook - contains School Board policies pertaining to teachers. Available in each building of EVSC and at the public library.
 - The Student Handbook - contains School Board policies pertaining to students. Available in each building of EVSC.
 - Basics and Beyond - contains much general information about EVSC. Available at the public library and Chamber of Commerce Office. Publication Date: Spring, 1976.
 - Kaleidoscope - twice monthly newsletter sent to all employees of EVSC and selected interested citizens.
- Semi-monthly School Board meetings are open to the public.
- Our schools welcome visitors; our teachers welcome the interest of parents.

We can make our views known.

- Any citizen may address the Board at any regular School Board meeting without prior notice.
- We can build lines of communication between the home and the school, and we can make sure that communication is a two-way process. We have a responsibility to bring our ideas, problems, questions, and points of view to the attention of teachers and administrators.

We can join with other interested citizens to act effectively. Some of the groups currently working in Evansville include:

- American Association of University Women (AAUW) Education Study Groups
- Area Council of TAs
- Evansville Area Council of Churches
- League of Women Voters Education Committee
- National Association for the Advancement of Colored People (NAACP) Education Committee
- Parent-Teacher associations and other home-school organizations
- Regional Reading Aid
- Tri-State Association for Children with Learning Disabilities (TSACLD)
- YWCA Education Committee
- Citizen -teacher advisory committees working with EVSC. (Consult the Superintendent of Schools for placement on these committees.)

Non-EVSC local publications of interest:

- ETA Hotline - weekly news sheet published by Evansville Teachers Association.
- Idea Exchange - update of community educational activities published bimonthly by YWCA Education Committee.

The schools belong to the community; the community must concern itself with the schools.

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
 Evansville, Indiana
 1975-1976 School Year

ADMINISTRATIVE PERSONNEL	TITLE	OFFICE	PHONE
Dr. Victor L. Fisher, Jr.	Superintendent	Superintendent's Office	426-5053
Dr. Bob Morgan	Assistant Superintendent of Instruction	Instruction	426-5030
Mr. Walter Riggs	Assistant Superintendent of Business	Business	426-5007
Mr. Hubert Scott	Assistant Superintendent of Personnel	Personnel	426-5020
Mr. Ray Billingsley	Director Management Information Service	Data Processing	426-5071
Mr. Harry C. Friley	Director of Educational Resources	Instruction	426-5044
Mr. James W. Graham	Director of Athletics	Instruction	426-5051
Mr. Patrick Henry	Director of Student Services	Student Services	426-5068
Dr. Jack Humphrey	Director of Elem. Ed./Reading Serv.	Instruction	426-5374
Mr. Russel J. Rowen	Director of Pract. Arts, Voc. & Adult Ed.	Instruction	426-5028
Mr. Charles Schuerger	Director of Secondary Education	Instruction	426-5028
Mr. Gary Staley	Director of School Facilities	School Plants	426-5026
Mr. Lewis Browning	Supervisor of Special Education	Instruction	426-5066
Mrs. Sarah Butts	Supervisor of Home Economics 7-12	Instruction	426-5056
Mr. George Chester	Supervisor of Area Industrial Institute	2000 N. Sixth Ave.	422-5777
Mr. John Clerk	Supervisor of Trade and Industry	North High School	425-1781
Mr. Herschel Dassal	Supervisor of Science K-12	Instruction	426-5081
Mr. Robert Falls	Supervisor of Psychological Services	Student Services	426-5072
Mr. Harry Friley	Supervisor of Art Education 5-8	Instruction	426-5044
Mr. James Graham	Supervisor of Boys' Phys. Ed. & Driver Ed.	Instruction	426-5051
Mr. Wilford Jarboe	Supervisor of Instructional Media	Professional Materials Cntr.	426-5070
Mr. Paul Jones	Supervisor of Instrumental Music, Art 9-12	Instruction	426-5041
Miss Doris Julian	Supervisor of Safety, Girls' Phys. Ed., Health & Safety, & Girls' Athletics	Instruction	426-5050
Mr. William Lyles	Supervisor of Social Studies	Instruction	426-5067
Mr. Edward Marlin	Supervisor of Business Education	Instruction	426-5375
Mr. Ira Neal	Supervisor of Title VII Project	Instruction	426-5049
Mrs. Maria Person	Supervisor of Health Services	Student Services	426-5065
Miss Ruth Shireman	Supervisor of Fine Arts & Art K-4	Instruction	426-5045
Miss Joyce Stevens	Supervisor of School of Health Occupations	North Annex	422-3279
Mr. Edmund Sullivan	Supervisor of Lang. Arts & Foreign Lang.	Instruction	426-5099
Miss Edna Vinson	Supervisor of Mathematics	Instruction	426-5027
Mr. Melvin Wambach	Supervisor of Federal Projects	Instruction	426-5031
Mr. John Wolford	Supervisor of Practical Arts	Instruction	426-5039
Mrs. Helen Cumbee	Manager of School Food Service	Cafeteria	426-5021
Mr. Bill Mace	Manager of Media Processing Services	Instructional Media Center	426-5094
Mrs. Ramona Olberding	Manager of Fiscal Affairs	Business	426-5008
Mr. James Rode	Manager of Bus Transportation	Walnut Building	425-3128
Mr. Joseph Webb	Manager of Business Office	Business	426-5058
Mr. Alfred Rose	Assistant Business Manager	Business	426-5006
Mrs. Alice Jackson	Coordinator of Communications and Infor.	Instruction	426-5056

GLOSSARY

- AAUW- American Association of University Women
- ACLU- American Civil Liberties Union
- CETA- Comprehensive Employment Training Act
- DPI- (State) Department of Public Instruction
- ESAA- Elementary and Secondary Assistance Act
- ESEA- Elementary and Secondary Education Act
- ETA- Evansville Teachers Association
- EVSC- Evansville-Vanderburgh School Corporation
- ICJPA- Indiana Criminal Justice and Planning Agency
- ISTA- Indiana State Teachers Association
- ISUE- Indiana State University - Evansville
- K-6, K-8-Kindergarten through grade 6, kindergarten through grade 8
- LW- League of Women Voters
- NAACP- National Association for the Advancement of Colored People
- NASSP- National Association of Secondary School Principals
- NCCD- National Council on Crime and Delinquency
- PAC- Parent Advisory Council
- PL- Public Law
- PTA- Parent-Teacher Association
- TSACLD- Tri-State Association for Children with Learning Disabilities
- U of E- University of Evansville
- WNIN- WNIN-TV, Channel 9 - Public Education Television station in Evansville
- WPSR- WPSR-FM radio - educational radio station in Evansville
- YWCA- Young Women's Christian Association

MEMPHIS COLLECTION

MAR 19 '02

REFERENCE
MATERIAL
DOES NOT
CIRCULATE

CENTRAL LIBRARY

EVANSVILLE VANDERBURGH PUBLIC LIBRARY



3 9201 02260428 3