A Report of a Project in the Central Administrative Offices of the Jenison Public Schools

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A REPORT OF A PROJECT IN THE CENTRAL ADMINISTRATIVE OFFICES OF THE JENISON PUBLIC SCHOOLS

by

Gary W. Allen

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1983
A REPORT OF A PROJECT IN THE CENTRAL ADMINISTRATIVE OFFICES OF THE JENISON PUBLIC SCHOOLS

Gary W. Allen, Ed.S.
Western Michigan University, 1983

The initial part of the manuscript is a log of the author's activities during his internship at Jenison Public Schools. In addition to the daily entries, weekly summaries of the experience are also included. The second section of the manuscript lists the author's objectives for the internship and how these objectives were obtained. The final portion of the manuscript contains three appendices that pertain to the author's internship prospectus, the development of various school calendars for 1982-1983, and a report on job sharing.
ACKNOWLEDGMENTS

I must thank two individuals: Dr. Harold W. Boles, Professor of Educational Leadership, Western Michigan University; and Dr. Joseph Schulze, Director of Instruction, Jenison Public Schools. Dr. Boles not only arranged for the field experience, but also found a school system that gave me the opportunity for great professional growth. Dr. Schulze arranged many varied experiences within Jenison Public Schools that made my professional field experience very rewarding and beneficial. Both men gave me great personal assistance and encouragement; however, their dedication to education and their concern for others' feelings were what left a deeper impression upon me.

In addition to Dr. Boles and Dr. Schulze, I would be remiss if I did not acknowledge the friendliness that the entire central office personnel at Jenison extended to me. Their attitudes made me feel comfortable and at ease during the entire experience.

Gary W. Allen
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INTRODUCTION

I have been involved in public education as an instructor or counselor for the past 12 years. The experiences of the past 12 years have developed my desire to attain a superintendent's position in a public school system. This desire and my past experiences directed me toward an internship in which I would investigate the wide range of experiences that central office administrators encounter.

Because of my personal schedule, it was necessary to complete my internship during the summer term. It was, therefore, necessary to find a school system that would allow me to become involved with central office duties during July and August.

Naturally, a great concern in my mind was the quality of the school system I would be working in and the people that I would be working with. Based on Dr. Boles's recommendation and my two meetings with Dr. Schulze prior to starting my experience, I determined that an internship in the Jenison Public Schools would meet my needs.

Dr. Schulze and I arranged my internship to take advantage of the activities and the professionals available in July and August at Jenison. We decided that I would divide my time in the following manner: (a) one-third of my time in instruction office activities, (b) one-third of my time in personnel office activities, and (c) one-third of my time in business office activities.
LOG OF ACTIVITIES AND EXPERIENCES

Week of July 5, 1982

Tuesday, July 6

The morning was taken up with meetings involving Dr. Schulze, Mr. Kalee, Mr. Huyser, and Dr. Kamstra. All of these men are administrators in the Jenison system. The meeting focused on professional and paraprofessional staffing for the 82-83 school year.

The afternoon was spent at the school attorneys' offices. Mr. Bickford, Mr. Huyser, Mr. Kalee, and I discussed the school's involvement in an upcoming arbitration hearing.

Wednesday, July 7

The entire day was spent on three topics. One portion of the day was spent with Mr. Bickford discussing arbitration cases. Another portion of the day was spent with Dr. Schulze and Mr. Huyser interviewing two individuals for a shared-time teaching assignment. Still another part of the day was spent with Dr. Schulze, Mr. Huyser, and Dr. Kamstra discussing "leaves of absence" for high school staff members.

Thursday, July 8

Three primary concerns comprised the day's activities:

(1) high school staffing discussion with Dr. Schulze, Dr. Kamstra,
and Mr. Huyser; (2) community education program discussion with Dr. Bly, the program director; and (3) district reading policies and teacher contract discussions.

Friday, July 9

The day was spent conducting a telephone survey regarding other school districts' policies on shared-time professional positions. In addition to the survey, I spent the afternoon with Dr. Kamstra discussing high school management of students, staff, and curriculum.

Saturday, July 10, and Sunday, July 11

I spent time reading material regarding Jenison's policies and reading material regarding job sharing.

First Week Summary, July 6-11

A great learning experience for me. Not only was I made to feel a part of the staff, but also I was exposed to and involved in a wide variety of activities.

Week of July 12, 1982

Monday, July 12

I met Mr. Dave McKenzie, Superintendent of Jenison Public Schools, for the first time and I got a chance to observe his operating style immediately. Mr. McKenzie called a central office
meeting for 9:00 a.m. I spent the remainder of the regular day working with Mr. John Veltema, district media director, discussing and helping to inventory the Berkeley health materials.

In the evening I observed a meeting of a community and school committee designed to develop a reproductive health program for the district. After the committee meeting, I attended a school board meeting. At the board meeting the district's attorney presented the response to the grievance that had been filed by the Jenison Education Association.

Tuesday, July 13

I observed the summer school program at Sandy Hill Elementary School during the early morning hours. Later in the morning I met with the director of the district's swimming program. The director supplied me with information that enabled me to draft an open letter to the parents of the district's fourth grade students regarding the swimming program.

During the afternoon I met with Andy DeVries, director of the recreation department. It was refreshing to hear Mr. DeVries stress participation and not winning.

Wednesday, July 14

I spent the entire morning observing and discussing the summer school program that was run through the community education department. Mrs. Cora Vogel, director of the high school completion classes, was very helpful.
During the afternoon I spent the time gathering information for the development of a school calendar. After discussing the constraints with Mr. Huyser, I started work on the development of four different calendars each of which met all of the identified constraints.

In the evening I observed the negotiation session between the district and the Jenison Education Association. Mr. Kalee was a very able chief negotiator.

**Thursday, July 15**

I spent more time on calendar development. I also talked with Mr. Veltema again to gather more information on the district's health program and how it was developed.

The major portion of the day was spent with Mr. Bickford and Mr. Huyser interviewing candidates for two special education positions.

**Friday, July 16**

I continued work on calendar development. However, the major portion of the day was spent observing the summer programs that were taking place at the high school. I was lucky enough to have talked to staff members who were involved with drivers' training, swimming, and the athletic program.
Another week that gave me a great deal of variety in the activities in which I was involved. The only thing for which my enthusiasm exceeded the satisfying variety of my experiences was the high quality of all these experiences.

Monday, July 19

The day was composed of two major activities: (1) the central office staff meeting headed by Mr. McKenzie and (2) a meeting with Dr. Schulze, Mr. Huyser, and Dr. Kamstra regarding high school staffing for the 82-83 school year.

Tuesday, July 20

Most of the day was spent with Mr. Bickford and Mr. Huyser interviewing candidates for two special education positions. The remainder of the day was spent preparing the information gathered through the "job-sharing survey."

Wednesday, July 21

I continued summarizing the survey data. However, most of the day was spent observing and taking part in the summer school program at Sandy Hill Elementary School.

The evening was spent at the negotiation table. The movement was slow and centered on contract language.
Thursday, July 22

I made a presentation to Dr. Schulze and Mr. Huyser regarding "job-sharing." The remainder of the day was spent interviewing candidates for the special education positions with Mr. Bickford and Mr. Huyser.

Friday, July 23

The morning hours were spent interviewing candidates for special education positions and meeting with central office staff at Mr. McKenzie's request. During the afternoon I discussed school business management issues with Mr. Kalee.

Week of July 19-23

Interviews for the special education positions took up a large portion of the week. Until one experiences an interview process that involves 15 candidates, one cannot appreciate how draining it can be.

Week of July 26, 1982

Monday, July 26

Two activities required most of my time today: (1) a central office meeting headed by Mr. McKenzie and (2) a meeting between Mr. Huyser, Dr. Schulze, the district's media coordinators, and myself. A small portion of the day was spent with Mr. Kalee discussing energy conservation programs.
Tuesday, July 27

I spent the morning touring Rosewood Elementary School and discussing the school's open classroom concept with the principal, Ross DeHaan. Mr. DeHaan impressed me as an outstanding and creative educational leader. The afternoon was spent with Mr. Huyser and Mr. Bickford interviewing more candidates for the special education positions.

Wednesday, July 28

I was interviewed by a local newspaper reporter regarding my internship. Many of the schools' staff members warned me that this reporter looks for controversial information to print. As the interview and subsequent article turned out, the warnings were not needed.

The remainder of the day involved special education interviews in the morning, discussing self-insurance programs with Mr. Kalee during the afternoon, and negotiations in the evening.

Thursday, July 29

The entire morning was spent at the summer school program at Sandy Hill Elementary School. The afternoon was spent with Mr. Kalee and his bookkeepers examining the department's methods of operation.
Friday, July 30

The primary activities of the day involved: (a) a discussion of kindergarten and prekindergarten boundaries with Mr. Huyser, (b) a discussion with Dr. Schulze regarding "precision teaching," and (c) a visit to a private summer school that utilized the "precision teaching" method.

The staff members of the private summer school were employed by the Jenison system during the regular school year. The three instructors were very helpful in broadening my knowledge of this concept of "precision teaching."

Saturday, July 31

Reading professional journals and newsletters from the central office files was my weekend activity.

Week of July 26-31

Working in the business office during the week was a new experience that allowed me to examine Jenison's system of record keeping and to see how the office personnel examine the advantages and disadvantages of new programs. The new programs ranged from energy saving measures to health insurance programs for employees.
Monday, August 2

During the morning I spent my time reading professional newsletters and gathering information on the tuition rates for area colleges and universities. The information on tuition rates was used by Mr. Huyser to reimburse staff members for their tuition fees.

In the afternoon I discussed Jenison's special education program with Mr. Bickford, the program's director. The day was completed with an evening board meeting.

Tuesday, August 3

I continued my discussion of the special education program with Mr. Bickford in the afternoon. Prior to my session with Mr. Bickford I was conducting a telephone survey of 25 state school districts regarding their staffing of elementary media centers.

Wednesday, August 4

During the morning I spent time discussing a grievance filed by the secretarial association with Mr. Kalee and Mr. Bickford. I also continued contacting Michigan school districts to gather information on elementary school media center staffing.

During the late afternoon a central office meeting took place to discuss the evening's scheduled negotiations session. The evening negotiating session was less than friendly. The Jenison Education Association had sent a letter to Mr. McKenzie suggesting
regional bargaining. The suggestion did not set well with Mr. Kalee, the chief negotiator.

Thursday, August 5

I completed the survey on elementary media center staffing. The report was presented to Dr. Schulze that afternoon.

Friday, August 6

I spent the morning talking with Mr. Dick Wagemaker, Jenison Junior High School principal. We discussed the curriculum and the junior high staff and facility in detail. I toured Maplewood and Bursley Elementary Schools during the afternoon with each building's maintenance person to see the energy savings measures that have been put to use in the past 3 years.

Week of August 2-6

The survey I conducted and my discussions with Mr. Bickford took up a large portion of the week. With no contract between the school district and the district's teachers, questions regarding negotiations are coming up more frequently.

Week of August 9, 1982

Monday, August 9

The morning central office meeting lasted until noon. Much of the meeting was devoted to a discussion of negotiations. I spent
the afternoon hours in the community education and recreation department offices. Community education was in the process of recruiting students for the fall semester.

Tuesday, August 10

I traveled with community education staff members as they visited area businesses and trailer parks on the department's recruitment drive.

Wednesday, August 11

I visited Bauerwood Elementary School in the morning. Following the Bauerwood visit I took part in a lengthy central office meeting that focused on the issue of negotiations.

Neither side had any new proposals to place on the table during the evening negotiating session. The negotiation process seems to be at an impasse.

Thursday, August 12

I toured Pinewood Elementary School with the building's maintenance person in the morning. The purpose of the visit was to observe new energy conservation measures that have been put to use in the past 3 years. During the afternoon I read materials regarding federal grants for special programs and in-services.
Friday, August 13

Cleared my desk and went around the district saying my "good-byes." Central office staff gave me a small farewell party to complete the day.

Week of August 9-13

A tremendous experience. I cannot believe the 6-week period has come to an end. The people I have met in Jenison will leave a lasting impression upon me.
ACHIEVEMENT OF OBJECTIVES

Input

Objective A.1, Input, Become familiar with job descriptions of staff members: I first read the job descriptions for the various administrative positions. These descriptions were contained in a section of the policy book for the Jenison system. Although these descriptions made me aware of the board's expectations, it was not until I discussed the demands of one's job with the appropriate individuals that I received an idea of the amount of time that the various tasks required.

Objective A.2, Input, Acquire knowledge of areas and methods used to budget time: After observations and discussions with central office staff, I discovered that one must plan long range in order to effectively budget time. Since so many issues occur that must be dealt with immediately, daily time lines are often disrupted. In addition, resources and the people who are available will dictate one's actions.

Objective A.3, Input, Gain knowledge of plans and rationale for plant management: A record of scheduled maintenance is developed and then followed. Regular inexpensive maintenance saves money in the long run by eliminating major breakdowns. Energy use within each building is recorded every month and compared to past records of consumption. These comparisons enable the district to detect troubles before getting out of hand. The district's staff generally
will add energy conservation devices if the initial expense is saved during the first 3 years of use.

Objective A.4, Input, Expand knowledge and understanding of the roles of central office administrators: All of the central office administrators were very generous with their time. Not only was I allowed to discuss with the staff their perceptions of their roles, I was also allowed to take part in the actual processes that occurred. This gave me insight into the roles of central office personnel that was very meaningful.

Objective A.5, Input, Gain awareness of my own leader style: My own leader style was reinforced because of its similarities to that of Dr. Schulze. Dr. Schulze and I both believe that changes that are going to be implemented must be accepted at the grass roots level. In order for this to happen, mandates cannot be handed down. Instead, ideas must be planted with the people who are going to implement the changes.

Objective A.6, Input, Compare organizational policies of the district with other districts: In comparing Jenison's policies to those of the system I am presently employed in, no major differences were found to exist. However, Jenison's organization of their policies was inferior to that of my employing district. In addition, the surveys I conducted to gain information on various topics provided insight for me into the policies of the surveyed districts.
Process

Objective B.1, Process, Determine measures for evaluation of staff, students, curriculum, and administration: I examined the evaluation forms used in the Jenison district. More important than the forms was the discussion I had with central office staff regarding evaluation. The major intent of the evaluation was not to grade the staff on the curriculum, but to help in discovering areas of concern and then in improving upon them.

Objective B.2, Process, Ascertain personal abilities in decision making: The Jenison central office staff involved me in many situations. My thoughts and opinions were asked for on all of those situations. Since school was not in session during the summer months, I had the luxury of not needing to make decisions immediately. In fact, that luxury was one of the major differences I saw between central office decisions and some of a building principal's decisions. My decisions were made after considerable study, thought, and discussion with other central office personnel. The longer I spent at Jenison the more I became aware of the thought and teamwork that must be parts of the decision-making process.

Objective B.3, Process, Analyze behaviors which facilitate positive interaction between central office administrators and individuals: The most effective and positive interaction was a result of treating people as equals and not looking down on them. Before decisions are made that affect individuals directly, those individuals should be consulted (when possible) for their opinions. After
the decision is reached, those individuals affected should be notified. I learned that when people are directly affected by decisions that they see as negative, those people will allow emotions to enter into a discussion of the issue. A good central office person must be aware of and sensitive to this.

Objective B.4, Process, Understand the role of central office administration as initiators: Since central office staff are usually removed from the district implementation of a program, it is imperative that those who implement the program believe in it. Since implementors must believe in a program, it is necessary to allow them to design the programs. Good central office administrators must plant seeds and express their opinions, feelings, and beliefs and then let their professional staff develop their own program within the limits set by the school board.

Objective B.5, Process, Learn skills needed in negotiations with the educational association: I took part in the negotiation sessions during July and August. Both sides conducted their discussions without allowing emotions or personal attacks on individuals to enter into the talks. This was a positive feature of negotiations. However, a process that impeded the talks was the failure on the part of some to have done their homework before coming to the table.

Objective B.6, Process, Compare various educational processes with those used in other districts: I was assigned the task of surveying school districts across the lower peninsula of Michigan regarding job sharing and elementary media center staffing.
Objective B.7, Process, To become familiar with techniques for interviewing candidates for employment: While at Jenison, I took part in 20 different interviews; I was able to observe Dr. Schulze, Mr. Huyser, and Mr. Bickford using their techniques as well as practice my own. Setting the applicant at ease as much as possible seemed a good way to start an interview. The more probing questions were asked later.

Output

Objective C.1, Output, Realize types of decisions which affect maintenance of individual schools and the total organization: It is important to have the appropriate rationale for any decision. At times a decision that was best for the district seemed not to be the best thing for an individual building. It is at such times that it is extremely important for one to have done his/her homework and have the facts and rationale to support a decision. The rationale should always be based on what is best for the total educational program.

Objective C.2, Output, Determine responses in crisis: The closest thing that approached a crisis while I was working at Jenison was a breakdown in communications between the two bargaining units. It was extremely interesting to be a part of the administrative team that discussed negotiations. During these discussion sessions, I was asked for my reaction, both as an administrator and as a member of the teacher's association. The administrative team appreciated my insight regarding the other side's point of view.

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Objective C.3, Output, Draft informational letter for appropriate group: Dr. Schulze asked me to research information regarding the swimming program for the fourth grade students. Afterwards, the research was used to draft a letter that explained the values and time lines of the program to parents.

Objective C.4, Output, Become familiar with the summer school program: On three different mornings I visited and observed several different summer school classes. Through interviews with instructors, classroom observation, and reading course objectives, I became aware of the program goals and objectives.

Objective C.5, Output, Become aware of factors that influence school calendar development: At Mr. Huyser's request, I gathered information regarding holidays, school conferences, and schedules of other schools and agencies that serve the district. Then I developed four different calendars for the negotiating team (see Appendix B).

Objective C.6, Output, Become aware of district health materials: I spent a day helping the district media director inventory the health education materials. In addition, I observed one of the district health committee sessions in which members reviewed materials intended for class presentation. I expressed my opinions on the health materials to Dr. Schulze, to the media director, and to members of the health committee.
SUMMARY

I consider my time spent in the Jenison system to be the best learning experience I have received through Western Michigan University. I gained a great deal of practical experience. I also had the opportunity to meet and work with many individuals who were not only dedicated educators, but fine people.

This experience enabled me to grow in many ways. The human skills that the Jenison administrative team demonstrated left the greatest impression on me. Dr. Schulze, Mr. Huyser, Mr. Bickford, and Mr. Kalee all were great role models who were primarily responsible for my growth as an individual.
Appendix A

Internship Prospectus
SPECIALIST INTERNSHIP

INTERN: Gary W. Allen

SPONSORING ORGANIZATION: Jenison Public Schools

FIELD SUPERVISOR: Dr. Joseph Schulze, Director of Instruction

UNIVERSITY SUPERVISOR: Dr. Harold W. Boles

MAJOR FOCUS OF EXPERIENCE: The roles and responsibilities of central office administrators.

DURATION: Six weeks commencing July 5, 1982.

Purpose and Rationale

The purpose of this prospectus is to identify objectives that will provide the intern with direction in his internship, at the same time ultimately provide a rewarding educational experience, and allow me to make a contribution to Jenison Public Schools. This prospectus will not stop with objectives, however. For each objective, a means to achieve the objective will be listed, along with criterion to be used for determining the success of the experience.

Leadership involves a recognized leader and a group working toward agreed upon goals. Effective leadership requires a knowledge of and working ability with conceptual, human, and technical skills. In other words, effective managers know that they have to manage: (a) their relationships with their people, (b) the basic tasks of the job, and (c) themselves.

An intern placed with an effective central office administration team could examine the above mentioned abilities that individuals of the team possess, and profit from an analysis of the efforts
toward and attainment of organizational goals. It is believed that a focus on the procedures and rationale for management of both human and material resources regarding the perceived goals of the school district will provide the intern with insight and skills relevant to central administrators' roles.

This and the following pages list objectives, experiences, and criteria that should provide a solid foundation for this internship.

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<th>Objective</th>
<th>Experience</th>
<th>Criterion</th>
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<tbody>
<tr>
<td>A.1 Become familiar with job descriptions of staff members.</td>
<td>Read statements of job descriptions.</td>
<td>Be able to discuss appropriate tasks with the proper persons.</td>
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<tr>
<td>A.2 Acquire knowledge of areas and methods used to budget time.</td>
<td>Observe ways staff members spend time. Discuss time management.</td>
<td>Be able to point out ways and areas time is budgeted.</td>
</tr>
<tr>
<td>A.3 Gain knowledge of plans and rationale for plant management.</td>
<td>Observe procedures, read plans, and discuss rationale.</td>
<td>Prepare a summary of measures used to manage building and grounds.</td>
</tr>
<tr>
<td>A.4 Expand knowledge and understanding of the roles of central office administrators.</td>
<td>Discuss and observe their performances on their jobs.</td>
<td>Discuss others' topics and concepts of concern.</td>
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<tr>
<td>A.5 Gain awareness of my own leader style.</td>
<td>Participate in planning activities with groups.</td>
<td>Analyze interactions to determine personal style.</td>
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<td>A.6 Compare organizational policies of district with other districts.</td>
<td>Read policies of Jenison and at least one other district.</td>
<td>Be able to identify major differences between policies.</td>
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<tr>
<td>Objective</td>
<td>Experience</td>
<td>Criterion</td>
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<td><strong>B.1</strong> Determine measures for evaluation of staff, students, curriculum, and administration.</td>
<td>Review written statements and forms. Collect information regarding informal methods.</td>
<td>Acquire samples of appropriate measures.</td>
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<td><strong>B.2</strong> Ascertain personal abilities in decision making.</td>
<td>Take part in decision making.</td>
<td>Keep records of types of decisions made and of their outcomes.</td>
</tr>
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<td><strong>B.3</strong> Analyze behaviors which facilitate positive interaction between central office administrators and individuals.</td>
<td>Observe verbal and nonverbal interactions.</td>
<td>Note communications channels used and the resulting outcome.</td>
</tr>
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<td><strong>B.4</strong> Understand the role of central office administration as initiators.</td>
<td>Observe interactions to discover the method of initiation.</td>
<td>Outline ways to initiate change.</td>
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<td><strong>B.5</strong> Learn skills needed in negotiations with the educational association.</td>
<td>Sit in on negotiation sessions that occur during the summer.</td>
<td>Cite instances which support or impede negotiations.</td>
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<td><strong>B.6</strong> Compare various educational processes with those used in other districts.</td>
<td>Conduct phone survey of other school districts.</td>
<td>Compile results of the survey.</td>
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<td><strong>B.7</strong> Become familiar with techniques for interviewing candidates for employment.</td>
<td>Observe and take part in the process of interviewing qualified candidates.</td>
<td>Cite techniques which seem best suited to various situations.</td>
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<tr>
<td>Objective</td>
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<td>C.1 Realize types of decisions which affect maintenance of individual schools and the total organization.</td>
<td>Follow up on outcomes of decisions made formally or informally.</td>
<td>Be able to cite appropriate rationale for decisions made.</td>
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<tr>
<td>C.2 Determine responses in crisis.</td>
<td>Discuss with central office administrators.</td>
<td>Record situations and note responses.</td>
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<td>C.3 Draft informational letters for appropriate groups.</td>
<td>Acquire information and create letter.</td>
<td>Present final draft to appropriate central office administrators.</td>
</tr>
<tr>
<td>C.4 Become familiar with the summer school program.</td>
<td>Observe the summer school in progress.</td>
<td>Be able to state objectives of the summer school program.</td>
</tr>
<tr>
<td>C.5 Become aware of factors that influence school calendar development.</td>
<td>Acquire information regarding calendar development.</td>
<td>Develop several calendars for the 82-83 school year.</td>
</tr>
<tr>
<td>C.6 Become aware of district health materials.</td>
<td>Read district health policies and materials.</td>
<td>Inventory and make recommendations on the health materials.</td>
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</table>
Appendix B

Development of School Calendars
Mr. Huyser asked me to develop at least two different school calendars that would satisfy the requirements of various groups, schools, governmental departments, and certain individuals. Information was gathered from:

1. The Director of Personnel.
2. The Director of Instruction.
3. The building principals.
5. The State Department of Education

The following four plans were developed.
Plan 1--2 Weeks at Christmas

Jenison Public Schools
Tentative Calendar
1982-83

- August 30: Teacher orientation
- August 31: First day for students (1/2 day/Elementary--Full day/Secondary)
- September 3: No school
- September 6: Labor Day
- November 16: 1/2 day Elementary and Jr. High--P/T conferences
- November 18: No school--P/T conferences
- November 25-26: Thanksgiving Vacation
- December 18-January 2: Christmas Vacation
- January 26-27: 1/2 day Secondary--Exams
- January 28: 1/2 day--"All Students" (Records Day)
- March 8: 1/2 day Elementary--Night P/T conferences
- March 10: 1/2 day Senior High--Night P/T conferences
- April 4-8: Spring Break
- May 30: Memorial Day
- June 8-9: 1/2 day Secondary--Exams
- June 10: 1/2 day for "All Students"--Last Day

**Days for students**

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<th>Sr. high</th>
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| 1st Sem. | 92½ | 92 | 92½ |
| 2nd Sem. | 88 | 87½ | 87 |
Plan 1—Continued

Days Each Month

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Plan 2—Early Out

Jenison Public Schools
Tentative Calendar
1982-83

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<td>1/2 day Senior High--Night P/T conferences</td>
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### Days for Students

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Plan 2—Continued

Days Each Month

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</table>
Plan 3--Good Friday

Jenison Public Schools
Tentative Calendar
1982-83

August 30 Teacher orientation
August 31 First day for students (1/2 day/Elementary--
Full day/Secondary)
September 3 No school
September 6 Labor Day
November 16 1/2 day Elementary and Jr. High--P/T conferences
November 18 No school--P/T conferences
November 25-26 Thanksgiving Vacation
December 22-January 3 Christmas Vacation
January 26-27 1/2 day Secondary--Exams
January 28 1/2 day--"All Students" (Records Day)
March 8 1/2 day Elementary--Night P/T conferences
March 10 1/2 day Senior High--Night P/T conferences
April 1-8 Spring Break
May 30 Memorial Day
June 8-9 1/2 day Secondary--Exams
June 10 1/2 day for "All Students"--Last Day

Days for students

<table>
<thead>
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<th>9 weeks ending dates</th>
<th>9 weeks</th>
<th>Elementary</th>
<th>Jr. high</th>
<th>Sr. high</th>
</tr>
</thead>
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### Plan 3—Continued

#### Days Each Month

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Plan 4—Late Start

Jenison Public Schools
Tentative Calendar
1982-83

September 2 Teacher orientation
September 6 Labor Day
September 7 First day for students (1/2 day/Elementary--Full day/Secondary)
November 16 1/2 day Elementary and Jr. High--P/T conferences
November 18 No school--P/T conferences
November 25-26 Thanksgiving Vacation
December 23-January 2 Christmas Vacation
January 26-27 1/2 day Secondary--Exams
January 28 1/2 day--"All Students"--Records Day
March 8 1/2 day Elementary--Night P/T conferences
March 10 1/2 day Senior High--Night P/T conferences
May 30 Memorial Day
June 8-9 1/2 day Secondary--Exams
June 10 1/2 day for "All Students"--Last Day

Days for students

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Plan 4—Continued

Days Each Month

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Appendix C

Compilation of Job Sharing Information Gathered
Dr. Schulze asked me to informally conduct a telephone survey regarding job sharing. In addition to the survey I gathered information from Educational Research Services to supplement the survey responses.¹

1. Reasons that attract people to job sharing positions

A. Desire or need to work while raising children.
B. Desire or need to contribute financially to the support of the family.
C. Desire to reenter the labor force gradually after a prolonged absence.
D. Desire or need to avoid the cost of after-school child care.
E. Desire or need to develop a sense of professional accomplishment.
F. Retirees who want to continue working.
G. Individuals who desire additional schooling.
H. Individuals seeking a career change.
I. Adults whose leisure interests are hampered by full-time employment.
J. Poor or declining health.

II. Advantages to job sharers

A. Reduced fatigue.
B. Improved morale.
C. Higher energy level.
D. Reduced tedium and frustration from menial jobs.
E. Allows one to pursue broader and less pressured lives.
F. Share responsibilities of raising a family with their spouse.
G. One might choose to job share with experienced employees in an apprenticeship arrangement.
H. Reduced income places a person within a lower tax bracket.
I. Manner in which teaching schedules are split can result in specific advantages for job sharers.
J. The arrival of a new teacher during the middle of the day stimulates students.

K. Ability to teach those subjects that one feels most comfortable and adept.

L. Means to combating teacher burn out.

III. Advantages to employers

A. Job sharing promotes an increase in productivity.

B. Enlarges the talent pool from which employers select their personnel.

C. Ability to place a full-time position in the hands of two individuals whose abilities complement one another.

D. Incorporate a broader range of expertise within a single position.

E. Increase the opportunity to comply with affirmative action goals.

F. Arrange employees' schedules so that a disproportionately large number of hours are worked during periods of high demand.

G. Interaction between two job sharers can lead to a stimulation of ideas which would not have been formulated otherwise.

H. Paired attention towards work can help employees catch mistakes.

I. Job sharing can serve as an alternative to layoffs.

J. Reduce cost to school systems resulting from job sharing by teachers at the upper end of the salary scale.

K. Greater rapport between teachers and administrators resulting from the perception that the school system is attending to employee needs.

IV. Disadvantages to job sharers

A. Diminished salary.

B. Usual reduction in fringe benefits.

C. Career advancement might be retarded.
D. Must guard against being unfairly manipulated by others in the organization.

E. Requires constant and consistent communication among partners.

F. Job sharers must sometimes attend meetings and workshops, etc., when they are not scheduled to work.

G. Personality conflicts and scheduling arrangements may occur between partners.

H. Handling "discipline carryovers" between teachers.

I. Intermittent contact with staff.

J. Tendency on the part of some schools to schedule "heavier" subjects during a particular segment of the day could create a disparity in workloads between partners.

V. Disadvantages to employer

A. Employers may have more people eligible for unemployment.

B. Depending on the collective bargaining agreement, compensatory and supplementary benefits may be higher.

C. Administrative costs (e.g., increased paperwork) can increase since more workers are on the payroll.

D. Initial training costs could increase with increased personnel.

E. Perceived disruption of job continuity due to interorganizational communications.

F. Hard to fix accountability for actions to a particular individual in a particular situation.

G. Dilemma if one of the job sharers resigns in midyear.

H. Reducing employees' hours may result in a lowering of professional stature in the eyes of the public.

I. Puts more of extra-duty load on full-time employees.

VI. Association's reactions

A. Authority may become diffused.
B. Proliferation of part-time positions may deny some individuals the opportunity to work full time.

C. Must have a criterion for layoffs which does not discriminate against part-time workers.

D. Preservation of base salary scales and fringe benefits for part-time workers is needed.

E. Association believes that a weakening of its bargain position may occur with part-time staffing.

VII. Five key components the job sharer should evaluate

A. Prior relationship between job partners needs to be assessed in order to ascertain its impact on the partners' compatibility and classroom instruction.

B. Job sharers should determine the best method of handling classroom responsibilities and splitting up the curriculum.

C. Job sharers should estimate the relative advantages and disadvantages of various part-time schedules.

D. Partners should establish a consistent and agreed-upon classroom philosophy.

E. Partners should examine the components involved in the structuring of an adequate communication system between each other.

VIII. Comments and suggestions from other districts

A. Of crucial importance at time of setting up the partnership is the support of the building principal.

B. Both teachers need to agree on a common philosophy and discipline. They must be consistent on expectations.

C. Some districts have found that after a couple of years teachers start to feel they are doing the district a favor and they start to ask for more benefits.

D. If the program does not work out, the board reserves the right to terminate the program.

E. The pilot program should have strong good teachers to set the tone for community acceptance.

F. Many districts felt it worked better at the upper elementary level, but the teachers involved are the main key.
G. Spread out teams so that not all of the teams will be in one building.

H. Guidelines and expectations should be developed and agreed upon by teachers and administrators prior to the start of the school year.
BIBLIOGRAPHY


