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SUMMARY OF AN INTERNSHIP AT
KALAMAZOO CENTRAL HIGH SCHOOL AND
PORTAGE CENTRAL HIGH SCHOOL

by

William James Mieras

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
April 1983

SUMMARY OF AN INTERNSHIP AT
KALAMAZOO CENTRAL HIGH SCHOOL AND
PORTAGE CENTRAL HIGH SCHOOL

William James Mieras, Ed. S.

Western Michigan University, 1983

The intern's goal was to gain leadership experience relative to the position of high school principal. The objectives for meeting the goal were:

1. Acquisition of administrative and technical skills in the development of policy content and procedures for high school students and staff

2. Acquisition of human relations skills in administrative group problem solving activities and public relations techniques

3. Acquisition of conceptual skills in curriculum development

Methods for accomplishing the objectives were active participation, discussions, and observations. Objectives were achieved as demonstrated by summary information and products. The intern was able to conclude from the experience that a high school principal must demonstrate leadership in a variety of technical, human relations, and conceptual skill areas to effectively achieve desired outcomes.

ACKNOWLEDGEMENTS

I wish to extend my appreciation to Mr. Richard Haw, Principal at Kalamazoo Central High School, and Mr. Frank Gawkowski, Principal at Portage Central High School, for the opportunity to share their programs and experiences as administrators. A special thank you to Drs. Carol F. Sheffer and Charles C. Warfield for serving as advisory committee members, and to my wife, Barbara and son Matthew, who felt that I was never too busy to take time out for them.

William James Mieras

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AND PORTAGE CENTRAL HIGH SCHOOL

WESTERN MICHIGAN UNIVERSITY

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CHAPTER I

INTRODUCTION

The internship was arranged by Dr. Charles C. Warfield and approved by the Department of Educational Leadership, Western Michigan University, and Kalamazoo Public Schools. The intern spent a six week, 240-hour experience from June 30 to August 13, 1982, under the primary supervision of Richard Haw, Principal, Kalamazoo Central High School. Kalamazoo Central is a Class A school, with an enrollment of 1,800 students in grades 9-12. The staff consists of five administrators, 93 professionals, and 10 paraprofessionals and clerical personnel.

The background information on the Kalamazoo Public Schools that follows was provided by the Department of Student Accounting:

Enrollment (10/1/82)

K-6	7,155
7-8	1,933
9-12	<u>3,258</u>
Total	12,346

Racial/Ethnic Data (10/1/82)

	K-6	7-8	9-12
American Indian	34	11	13
Black	2,349	559	903
Asian	70	21	29
Hispanic	188	21	50
White	<u>4,449</u>	<u>1,145</u>	<u>2,222</u>
	6,890	1,757	3,217

There are 26 buildings in the Kalamazoo Public School System, and it is located in an urban area with cross district busing.

The goal of this internship was to gain leadership experience relative to the position of high school principal by active participation and observation. Objectives established to achieve this goal were:

1. Acquisition of administrative and technical skills by participating in the development of policy content and procedures for students and staff at the high school level

2. Acquisition of human relations skills by participating in administrative group problem solving activities and becoming familiar with the school system's public relations techniques

3. Acquisition of conceptual skills in curriculum development by becoming familiar with the school system's processes and writing program content.

The internship provided a worthwhile opportunity to understand and participate in the leadership of a high school principal. The extent to which the intern's objectives were achieved is detailed within this report. A log was maintained on a daily basis to provide a reference source for this project.

CHAPTER II

RATIONALE

A critical leadership position receiving considerable attention in school systems is the principalship. McDaniel (1982) states:

The organization and climate in a school reflect a principal's values about education, human potential, professional growth of teachers, and staff relationships. (p. 10)

Recent research on the principalship focuses on managerial traits, power and influence, leadership behavior, and situational theories.

On the subject of managerial traits, Smythe(1980) states:

The principal does not need to have as much specialized academic knowledge as individual teachers, but he or she should be an expert in pedagogical practice, curriculum planning, analysis of learning processes, and program implementation. (p. 56)

Isherwood (1973) researched power and influence and suggests that "Effective principals exercise power in a tactful, understanding, non-manipulative manner, and provide calm, confident, professional leadership" (p. 291). Research in leadership behavior by Blumberg and Greenfield (1980) found that:

Successful principals are able to efficiently satisfy routine organizational demands, and allocate more time and activities directly related to improving organizational performance, such as curriculum planning and teacher development. (p. 40)

Situational theory research (Morris, et. al., 1981, pg. 38) relating to interaction or exposure suggests principals will devote considerable time to monitoring internal activities and handling disturbances

promptly. A summation of these findings indicates the principal is faced with an increasing variety of management and supervisory problems which require, according to Sergiovanni and Starrett (1979):

The necessity of rethinking present strategies for improving the quality of educational services as a result of declining enrollments and related problems such as smaller budgets, demands for accountability, and teacher entrenchment as manifested by low mobility and turnover rates. (p. 112)

I believe an effective principal productively interacting with a complex school environment must demonstrate leadership skills in organizing and managing schedules, budgets, expanding curriculum, staff development and evaluation, communication skills, and legal procedures.

The purpose of this internship was to identify, understand, and acquire useful leadership skills by actively participating in these activities with a high school principal. Therefore, the focus of the internship was:

1. To understand the supervisory duties of a high school principal
2. To acquire skills in public relations methods with the school and community
3. To understand legal procedures related to students and staff
4. To understand and acquire skills in the budget development and management process
5. To understand the plant management responsibilities of a principal

6. To acquire skills in the development of curriculum content

7. To understand communication skills and processes in a school system

CHAPTER III

GOALS AND OBJECTIVES

The objectives of this internship focused on developing competence professionally in administrative content and process specific to the position of building principal. The following objectives were established to assist in achieving the goals.

Administration and Supervision

1. To become familiar with administrative organizational structure in the school system
2. To understand the responsibilities of the principal in the school system
3. To become familiar with operational policy and procedures for students and staff
4. To become familiar with developing a budget for a high school

Human Relations

1. To become familiar with organizational communication in the school system
2. To become familiar with public relations techniques used between the school system and community
3. To become familiar with the leadership style of a principal by participating in meetings and observation

Concept Formation

1. To review the curriculum development process for vocational programs
2. To develop a content format for vocational/industrial arts class
3. To become familiar with principalship responsibilities for curriculum development

CHAPTER IV

EXPERIENCE AND CONTACT

1. The intern participated in discussions with the principal regarding supervisory duties and policy development for students and staff.

2. The intern participated in meetings with the vocational education director and supervisor, high school principal, and staff relating to vocational program offerings, enrollments, and program development.

3. The intern developed a program for 9th and 10th grade students in General Home Maintenance to serve as a cluster introduction to vocational education.

4. The intern participated in discussions with the supervisor of counseling related to computerized class scheduling.

5. The intern participated in meetings with the coordinator of ancillary services concerning shared-time and extended-day programs for out-of-school youth and adults with C.E.T.A. funding.

6. The intern participated in meetings with Denise Johnson, Executive Director, Jobs for Michigan Graduates, relating to program planning and implementation at Kalamazoo Central High School.

7. The intern reviewed student and staff handbooks for the purpose of recommending procedural or content changes.

8. The intern participated in discussions with the Director of

Building Services relating to plant management and structural changes.

9. The intern participated in discussions with Portage Central High School Principal regarding supervisory duties and policy development for students and staff.

CHAPTER V

WEEKLY LOG

Summary of an Internship with Richard Haw, Principal: Week of July 5-9, 1982

The intern's time was spent participating in meetings and discussions providing an overview of Kalamazoo Central High School. The superintendent's position had recently been filled by Dr. Frank Rapley. In a discussion with Richard Haw regarding the organizational structure and superintendent's position, it became clear the impact of these two variables at the high school level. A high turnover in superintendents had resulted in a variety of leadership styles, ranging from highly autocratic to indecisive. The outcomes of these leadership styles minimized central communication, creating inconsistencies in building management and supervision. For example, the discipline policies required revision and were enforced differently from building to building.

The organizational structure is flat, with a vertical central office. The superintendent's position is chief executive, subordinate to the school board. The assistant superintendent reports directly to the superintendent, with two subordinate positions reporting to him. The executive directors of administrative affairs and instructional services report to the assistant superintendent. A total of 39 administrative services report to either the executive director of administrative affairs or instructional services.

The impact of this structure on communication creates an atmosphere of frustration. The superintendent meets with an administrative cabinet which does not include building principals. Therefore, all input or feedback from the building level and daily operations must pass through several administrative layers before it reaches the superintendent.

It was apparent that with thirty-odd services, but with only two or three persons with direct access to the superintendent, the type or quantity of information reaching this level is unknown. Without an administrative cabinet reflective of the organizational structure, communication breaks down. The opportunities for communication power structures are enormous, leaving line administrators feeling isolated from the organization. At a minimum, the administrative cabinet should be restructured with a representative organizational sample. Regularly scheduled meetings with building administrators to determine an accurate operational needs assessment should be a priority. The lack of direct communication with key administrative positions apparently created an atmosphere of suspicion and distrust. The administrators formed a collective bargaining unit with the U.A.W.; membership in this unit did not include central office administration. Additionally, a Concerned Citizens Committee was formed during the past school year to develop a list of recommendations for needed changes in the overall school operation.

At Kalamazoo Central High School there were five administrators and a student population of 1,800 in grades 9-12. The principal

served as the primary leadership assignment for staff and building supervision, curriculum and personnel development, scheduling extracurricular activities, and all student affairs. There were three assistant principals whose prime assignments included student supervision, building supervision, staff observations, and attendance. The dean of students role is to supervise a guidance program with six counselors and schedule students. The assistant principals and guidance staff are assigned student caseloads to monitor and supervise. Each assistant principal is assigned to counselors and the same student caseload. The assistant principals and dean of students meet weekly with the principal to discuss, plan, and schedule events. The principal met weekly with support custodial staff to plan and discuss concerns. There is an athletic director and club sponsors who coordinate extracurricular activities and report to the principal. A strong emphasis is placed on communication, with the principal maintaining a very active and participatory leadership role. The principal's duties involve coordinating activities, groups, resources, and services within the high school. For example, under supervision in the principal's job description, are duties including cooperating with the instructional division to plan curriculum, coordinate community agencies, coordinate activities of school personnel, and coordinate school-parent groups. Additional supervision duties were difficult to define by products, such as assures safety and welfare of students, maintains a school climate conducive to learning, builds and maintains high staff morale. Other

major duties do not appear detailed in the job description, such as personnel labor relations and plant management, yet require a significant amount of time and organization. In order to be successful in this position, a principal must be able to effectively plan and organize a number of people, programs, and environments concurrently. Richard Haw has been principal at Kalamazoo Central for nine years, suggesting he has mastered critical leadership skills.

Skills Acquired

1. How to analyze an organizational structure's communication effectiveness by examining management content and process at the building level
2. Learned that a significant amount of a principal's time is spent in management and coordination of processes
3. Learned the importance of team management and became familiar with large organization with each unit interdependent upon another to successfully achieve outcomes

Products Acquired (Appendix A)

1. Organizational Chart
2. Principal's Job Description

Summary of an Internship with Richard Haw, Principal:
Week of July 12-16, 1982

The intern's time was spent meeting with the vocational director and department head discussing possible options for assistance in reviewing and developing industrial and vocational program recommendations. The intern found vocational programming choices were often generated in a random process. There was no attempt to survey or use employment-demand research to determine a need for vocational or industrial art programs. This random program selection process created a large number of offerings in areas where staff interest or certification was high, such as Drawing with 17 course options, while Automotive or Manufacturing had six options (Appendix B).

The intern outlined vocational curriculum offerings from a cluster and grade level perspective. A large number of general drawing/art classes from entry level to advanced were identified. However, the construction, manufacturing, and automotive clusters lacked the variety and prerequisite classes evident in drawing and art. It raised the question of how program numbers are affected by variety of choices and prerequisite classes. Another question concerned whether a prerequisite class is necessary for all vocational programs. It appeared that a good prerequisite program was conducive to improving program enrollment. A final consideration was the instructor and how well curriculum was developed and delivered. The instructor was probably the most significant variable in the

development of a good program.

The organizational structure had several unique aspects impacting on vocational and career education program development. The vocational director's authority is limited with building administrators and staff. The guidance department is a separate unit; therefore, how does career education interface with vocational education? With declining enrollments in vocational programs, the career education effort is integral in developing student awareness and interest. If a vocational director has limited authority over building administrators and staff, who is responsible for program development? There is also a curriculum director, which raises the question as to who is responsible for vocational curriculum development.

My recommendation for effectively dealing with this type of an organizational structure is to develop a multidisciplinary team or committee which meets at least monthly to discuss industrial arts, career and vocational program offerings, content and development, and long-range planning. The make-up of this committee should include the vocational director, department head, high school principals, curriculum director, counseling supervisor, teaching staff, and industry personnel. The first task of this committee should be to review where industrial arts/vocational programs and goals are currently, what direction the programming should take, and the steps necessary to achieve the desired outcomes.

In analyzing the current industrial/vocational course offerings

by grade level (Appendix B), more prevocational or industrial arts classes are necessary to develop student awareness and interest. The discussion centered on industrial arts program which features mini-units related to vocational clusters. The purpose of the mini-units would be to introduce 9th and 10th graders to basic skills directly related to vocational clusters. Therefore, a student is provided a hands-on task-related introduction or exploration into basic electricity as a mini-unit in 9th or 10th grade, with vocational programs in electricity or electronics in the 11th and 12th grades. The intern labeled the introductory class General Home Maintenance.

The General Home Maintenance class would contain five units providing a cluster overview of vocational programs and basic training in a variety of home repair and maintenance areas. The five units would be small and large appliance repair, electrical maintenance, interior maintenance, exterior maintenance, and small engine repair.

The large and small appliance repair objectives include knowledge of basic electricity, use of test equipment, trouble shooting, and appliance repair. The electrical maintenance objectives are basic home wiring and electrical repair and replacement. The interior maintenance objectives are basic woodworking, household safety, household tools, protective and decorative finishes, interior repairs, plumbing, and heating repair. Exterior repair objectives are in security and safety, and energy saving techniques. The small engine repair objectives are tool identification, cleaning, measuring, inspecting, welding, soldering, brazing, four-cycle engines,

two-cycle engines, fuel systems, and fasteners.

Each objective is broken down into a series of tasks required to meet the outcome (Appendix C). The daily lesson is to identify the steps and then perform them in order to complete a task. Each task would have a content resource guide with post tests. A delivery format is provided as a recommendation to the instructor. The delivery emphasizes a review, overview, presentation, exercise, and summary format. The instructor is provided with a final draft and decides if the content and delivery are appropriate. The criteria for evaluation should consider an enrollment follow-up survey before and after completing the General Home Maintenance class.

Skills Acquired

1. Reviewing and analyzing curriculum content in vocational classes
2. Developing content and teaching delivery for vocational classes
3. Group problem solving by interacting with committee members to determine mutual goals and outcomes

Information Acquired

1. Information relating to procedures for developing classes in a large, differentially staffed organization
2. Information regarding curriculum content procedures in the school system

3. Information regarding the complexities of organizing an effective communications effort to coordinate program planning, development, implementation, and evaluation

4. Information on an industrial arts/vocational education resource center in the school system

Products Acquired

1. Industrial arts/vocational program analysis by cluster and grade level

2. General Home Maintenance class curriculum, delivery, and resource guide

Summary of an Internship with Richard Haw, Principal:
Week of July 19-23, 1982

The week was spent participating in meetings and becoming familiar with scheduling and ancillary services. I met with the dean of students to discuss how class schedules are developed and computerized. During the second semester, a master list of courses offered for the next school year are tentatively identified. Previous enrollment and budget are two prime considerations for tentative selection. All selected classes are presented to the superintendent and board for approval. A bulletin of courses is developed from this list and provided to all students. Students return scan sheets with a list of their courses in April or May. Scan sheets are run to the computer which provides a list of enrollments for each course. The number of sections allows a determination of how many instructors are necessary to teach each course.

Staffing assignments are tentatively distributed the first of June. If certain courses are high or low in enrollment, students in these sections may change courses the first week of school. The majority of courses and enrollments are stabilized in June, and staffing tentatively assigned. The summer and first week of school allow for shifts in enrollment where it is necessary. The computerized scheduling process provides a prompt and accurate technique for determining course enrollments and staffing requirements. If necessary, several runs may be completed before June, or during the summer to finalize course enrollments.

On July 22, 1982, the intern participated in a Graphic Arts Steering Committee meeting with Dr. Peter Wallus. The training program is a joint venture with C.E.T.A., K.P.S.'s Vocational and Ancillary Services Division, and The Upjohn Institute. The graphic arts program is operated at Central High School in the printing classroom. Due to a decline in enrollment, the high school vocational printing class was dropped last year. Therefore, the C.E.T.A. program utilizes a classroom and equipment, which would otherwise remain idle. The Upjohn Institute screened 25 individuals from 300 applicants for the training program. The vocational division hired the instructor and developed the program content. The ancillary services division coordinated and supervised the program, while The Upjohn Institute was responsible for job placement.

The meeting agenda included a financial report, trainee visitations, status of extended learning component, and a program visit by graphic arts business representatives. The program was well developed and capitalized on a variety of local resources. The obvious benefit to trainees was potential employment. K.P.S. was able to operate a classroom and equipment with sunk and fixed budget costs receiving federal reimbursement. Additionally, K.P.S. received salary reimbursement for instruction and administration. The program demonstrated a fine example of coordinated, inter-related programs of benefit to all participants.

Another meeting the intern participated in was with Denise Johnson, Jobs for Michigan Graduates' Executive Director, to discuss

implementing the program in Kalamazoo Central High School. The discussion concerned selecting a placement specialist, identifying the target population, using office and classroom space, and implementation timelines. Each high school principal participating in the program was asked to select a placement specialist from a group of screened candidates. The placement specialist for each high school was assigned office and classroom space during and after classes to work with targeted students. The process for determining eligibility involved high school guidance staff at each site meeting with the placement specialist and principal to identify students who were not enrolled in vocational, special education, or college preparatory programs. From this list a target population was selected for participating in the program.

Placement specialists were selected before September and met with principals and guidance staff before students arrived. By the end of September, each high school was to have identified the program's target population. All training and services were scheduled to be implemented in October. It was interesting to participate in the meeting and planning session. The Upjohn Institute is the moving force in developing the program. It will be quite interesting to observe the development of the program. It is very similar to existing vocational education area-wide placement programs. Each are assigned placement specialists, employability skills training for job-getting skills, and work experience programs. Given the current job market of high unemployment and M.E.S.C., C.E.T.A.,

vocational and special education job placement programs targeting at employers, competition for placements will be intense. It seems appropriate to coordinate the placement activities in order to provide optimum opportunities for all populations. Employers are more likely to be receptive to a coordinated placement effort than dealing with a variety of placement personnel knocking on their doors.

Skills Acquired

1. Planning a computerized program for scheduling high school students in classes
2. Coordinating ancillary services with regular high school operations
3. Planning and implementing a private agency service into the high school program

Information Acquired

1. Using ancillary programs to generate revenue to defray such sunk and fixed costs as equipment, heating, and electricity
2. The variety of ancillary services available for interfacing with regular high school programs
3. Software programs available for scheduling students

Products Acquired

1. Computerized schedule of classes

Summary of an Internship with Richard Haw, Principal:
Week of July 26-30, 1982

The intern's time was spent with Richard Haw, discussing and reviewing student and staff handbooks, and disciplinary process data. Students at Kalamazoo Central High School are randomly assigned to six guidance counselors. Three assistant principals are assigned two guidance counselors and their student caseloads. Students are referred either to an assistant principal or guidance counselor depending on the nature or severity of the incident. When sent to an assistant principal, the students are issued a referral form which must be presented to a main office secretary. The secretary routes students to the appropriate assistant principal. Students may not return to class until the referral has been signed by an assistant principal.

If a student is suspended, form letters are mailed home and phone contact initiated to the parents or guardian. In addition, a suspension report is sent to central office where it is entered into a data base. Monthly printouts are provided identifying the number of suspensions, frequency, sex, race, grade, time loss, length of suspension, area of occurrence, and category of suspension.

The discipline process seemed to be an orderly and effective procedure. Use of a data base provides significant feedback to assess who, what, and where disciplinary problems occur. No alternative or preventive programs existed for dealing with student discipline; therefore, out-of-school suspension is the consequence for vio-

lating policies. In talking with Richard Haw at length, he felt the need for more options than out-of-school suspension; however, it is an area of policy subject to school board approval. Hopefully, the Concerned Citizens Committee recommendations helped facilitate the development of alternate programs.

Student handbook discipline policies establish a standard of conduct which authorizes official responses and outlines the procedures to be utilized in enforcing standards. Our discussion concerned policies serving as a foundation in the sense that they authorize development of standards of conduct for students. Policies define content and procedures for identifying problems and specific judgments about official responses to the situation.

The remainder of the student handbook content is typical with categories such as activities, curriculum, emergency procedures, school rules, and services. The handbook had a unique feature--its format as a calendar. One side of each page is a monthly calendar with school events listed. The opposite side of the page contains student handbook information. The format requires a great deal of advance schedule planning, but proves useful. The handbook's only missing legal statement is Section 504. There was a need to review the attendance policy which allows for 20 absences in a semester, and according to Richard Haw, is simply too excessive.

In our discussion regarding the staff handbook, a number of needed changes were identified since it had not been updated or

revised in years. The staff handbook is organized by alphabetical content, which occasionally makes location of items difficult. The content combines information regarding day-to-day operations with personnel data such as payroll, insurance, and student attendance. It would seem more appropriate to categorize sections as units, such as personnel, operational procedures, and student procedures. Within each section, units of personnel, deductions/insurance/pay periods could be alphabetized. The handbook lacks an appendix with samples of appropriate forms. There is a need to add recent non-discriminatory statements such as Title IX and Section 504. There are items which could be consolidated, while others are outdated and no longer relevant.

Skills Acquired

1. Organizaing and developing student and staff policy handbooks
2. Determining what is appropriate legal content for policy handbooks
3. Developing a data base program for analyzing student discipline

Information Acquired

1. Philosophy for developing policies and administering to students and staff
2. The complexity of federal regulations affecting policies,

content, and procedures

3. Suspension letters, recordkeeping, and information use for a data base relating to disciplinary action and preventive programs

4. Without school board and superintendent support, policy development stagnates, forcing building administrators to make their own interpretations of content and process.

Products Acquired

1. Letter of suspension
2. Suspension report form
3. Suspension recordkeeping form
4. Student handbook
5. Staff handbook

Summary of an Internship with Richard Haw, Principal:
Week of August 2-6, 1982

The intern's time was spent discussing and reviewing the principal's responsibilities relating to budgeting, public relations, evaluation of staff, and plant management.

The evaluation process occurs yearly for one-third of the teaching staff. Tenured staff are observed once during the year. Nontenured staff are observed four times each semester. Observations are conducted by either the principal or assistant principals. The evaluation form has not been revised in eight years. According to Richard Haw, the form is outdated and ineffective. The nature of evaluation is summative, with little emphasis on continuing personal and professional growth. If a staff member is not meeting their professional duties, the approach is to target one category for improvement yearly.

Due to staff reductions and little turnover, the more formative evaluation process for nontenured staff has not been necessary for several years. Any movement to update evaluation forms or processes has encountered resistance by the administrators and professional staff unions. The reason for resistance appears to involve arbitration rights for both groups. Central administration wanted to use administrator evaluations as part of the promotion or lay-off procedure. The administrators' union felt acceptance of this procedure would relinquish their right to arbitration. Therefore, with no move-

ment on administrative evaluation changes, all professional staff evaluation has remained summative.

Public relations efforts at the building level are not coordinated with a district-wide strategy. Student schedules, extra curricular programs, etc. are home home-contact formats which update parents and the community as to academic and extra curricular activities afforded students. The honor roll is displayed in a showcase outside of the main office. Bulletins on evening classes, plays, concerts, etc. are mailed home and published in the newspaper. There was no building letter or school letter which provided information to parents or community. The overall public relations effort did not appear coordinated. A good communication rapport exists between the press and school system. However, a consistent effort at developing a strategy for information flow and timing was not evident.

The reason for this lack of public relations coordination appeared to result from an internal communication problem. There was no individual with the primary assignment of public relations. Therefore, no plan existed or formal channel formed for directing a positive flow of information to the general public. With the recent change in superintendency, it seems appropriate that public relations be made a top priority. It is important that a superintendent direct a planned, cohesive information system to the community.

In reviewing printouts of the budget for Kalamazoo Central High School and discussing it with Richard Haw, it was clear that the build-

ing principal's role in budget development was rather limited. Central administration attaches a percentage across all line items which determines budget amounts per category. According to Richard, this process has been repeated annually, with some line items being budgeted for programs or services in the building which no longer exist. Central High School has received no capital-outlay budget for the past six years. Vocational added-cost revenue has provided some funding for equipment in related programs. However, equipment, structural changes, and professional development are budget categories having received minimal or no funding in years. Frequently, all new budget information is not available until December of the current fiscal year.

The lack of input by building administrators into budget development creates a variety of problems. The budget fails to reflect areas of need or provides for the development of new programs. At best, without a budget, building administrators are isolated without any vehicle for planning and developing new programs. Obviously, there was a need for better communication and budget development practices. The new superintendent identified this problem and prepared a two-year budget for board approval, reflecting input from building administrators.

Staff submit requisitions in June by department, requesting supplies and textbooks for the coming fiscal year. Requisitions are totaled and submitted to the curriculum committee for action. The curriculum committee oversees instructional supply budgets and

decides which requisitions are most appropriate within budget limitations. The difficult in this process was that some teaching staff were not aware of final recommendations until they returned to school.

Plant management was another area of responsibility which consumed a great deal of the principal's time. Richard Haw met weekly with the custodial staff to discuss weekly maintenance and repairs. At the conclusion of each school year, assistant principals and custodians are assigned to determine external and internal maintenance/work repair lists. Lists are combined and timelines identified for completing work during the summer. All maintenance repairs are sent to the director of building services who schedules and coordinates work with the building principals.

This process begins on the third floor and in all perimeter units. Once a classroom is cleaned and work order repairs completed, the hallways are stripped, buffed, and waxed. All perimeter and third floor units are completed first, since they receive minimal traffic during the summer. The cleaning process then converges to the first floor central office area. The goal was to have completed all cleaning and repairs before students return. However, even with additional help from students, the custodial staff fell short of their goal. The building is 11 years old and large, requiring greater maintenance each year. There was evidence of student abuse on door panels, registers, walls, and restrooms from kicking and writing. The building size and floor plan made student monitoring a difficult task. With

decreasing funds and staff, building maintenance will continue to be a problem.

Skills Acquired

1. Planning a yearly public relations calendar of school events
2. Organizing requisitions by department and category to determine supply and textbook requests
3. Planning, organizing, and implementing a plant management program

Information Acquired

1. Union entrenchment by professional staff and administrators prohibited a productive approach to formative evaluation, thereby limiting professional, personal, and organizational growth.
2. Knowledge of good public relations ideas and awareness of the need for a systematic approach to school/community communications
3. District financial problems inhibit the development of programs to meet student needs
4. Communication process and organizational plan for scheduling maintenance of a large high school's physical plant

Products Acquired

1. Special events calendar
2. Budget printout
3. Maintenance schedule

Summary of an Internship with Richard Haw, Principal:
Week of August 9-13, 1982

The intern's time was spent with Richard Haw discussing and reviewing his leadership style and visiting Portage Central High School with Principal Frank Gawkowski. The observed leadership style was "interrelating the task with individual needs". Using Reddins' (Sergiovanni & Starratt, 1979, p. 113) basic style behavior indicators, the related and integrated styles were most evident during the internship. The principal's time was spent listening, advising, accepting, encouraging, interacting, integrating, and participating in assigned responsibilities. However, relative to the situational needs, there was evidence of a dedicated style. The specific behaviors exhibited related to the dedicated style were appropriate for the situation such as organizing, initiating, and directing.

<u>Related</u>	<u>Integrated</u>	<u>Separated</u>	<u>Dedicated</u>
* To Listen	* To Interact	* To Examine	* To Organize
* To Accept	* To Motivate	To Measure	* To Initiate
* To Trust	* To Integrate	To Administer	* To Direct
* To Advise	* To Participate	To Control	To Complete
* To Encourage	To Innovate	To Maintain	To Evaluate
<hr/>			
* Observed			

The observations were done in a limited situation with few staff and no students present. The leadership style of the principals seemed

to be effective and appropriate for the situation. Despite the complexity of the high school in a management and task perspective, a high value for individuals was consistently evident. The organization and environment could have easily dictated a very high task-oriented leadership style with little regard for individuals. It was worthwhile to be exposed to a leadership style where task and individuals are integrated values.

While visiting Portage Central High School, the intern spent several days interviewing the high school principal and reviewing curriculum and disciplinary procedures. The organizational chart at Portage Public School was a flat pyramid structure (Appendix D). Communication between the superintendent and administrators was direct. Building administrators were in contact and participated in central office decision making. Each high school had three administrators, a principal and two assistants. The counseling service was staffed by four professionals, with one designated as a department head.

Biweekly meetings with building and central office administrators provided an open-input system to the superintendent. All policies and procedures were subjected to annual updating and review. All administrative job descriptions, evaluation content, and procedures were current to perceived organizational needs. Organizational communication was open ended, with ongoing input and feedback from central office to building administrators. The leadership style emphasized a team management concept. Administrative committees were

assigned or consisted of interested individuals to review a variety of organizational needs.

Most activity involved final preparation of the building by custodians. The principal met daily with the supervisor of custodians to review needs and update progress. A list of internal and external repairs completed last May served as a review sheet and planning source. All cleaning and repairs met timelines for the opening of school. Contingency plans has been identified in case certain materials arrived late or subcontractors missed their timelines.

In the area of curriculum, James Pellowe was assigned the prime responsibility as Secondary Director of Curriculum. He worked with department heads in each building and various task committees to review, develop, and update curriculum. Departments annually review curriculum and program offerings to update and modify content. The vocational programs are an area of particular concern due to declining enrollments. Most vocational programs were shared between both high schools. The problems impacting on vocational programs included low staff morale, few innovations in programming, and failure to project job market demands. Seniority has protected instructional staff who are not motivated and, therefore, do not motivate students. The administration avoided dealing with this problem by innovating more shared-time programming with industry, updating professional development, and certification requirements for staff. With current technological trends, new programs should be targeted in fabrication, software manufacturing, and data processing to develop student interest.

The discipline process reflected an emphasis on preventive strategies within each classroom. The discipline policies were current, with clear definitions and specific procedures. Teaching staff were required to confer with students, use behavior contracts, and contact parents as preventive measures. An in-house suspension and before-school detention programs were utilized as disciplinary options. In most cases these options were sufficient and very few out-of-school suspensions were required. The significantly low number of out-of-school suspensions would indicate effectiveness for this discipline process; however, the nature of the student population and community is a significant variable of discipline effectiveness.

Skills Acquired

1. Analyzing situational leadership styles

Information Acquired

1. Different leadership style and appropriateness to situation
2. Suburban high schools' organization and environment
3. Plant management, curriculum, and discipline procedures

Products Acquired

1. Organizational chart
2. Principal's Job Description
3. Student handbook

CHAPTER VI

ACHIEVEMENT OF OBJECTIVES

Administrative Organizational Structure

The objective of becoming familiar with the organizational structure was achieved by reviewing, discussing, and participating in activities directly related to structural functions. The intern reviewed the organizational chart and job descriptions, discussed the process roles to determine perceived effectiveness. The organizational structures appeared to be a reflection of a superintendent's and school board's communication philosophy; therefore, the structure and processes of an organization will demonstrate either an open or closed communication format.

Principalship Responsibilities

The objective of understanding the responsibilities of a high school principal was achieved by participating in meetings, discussions, and daily activities. The intern supervised the building, participated in meetings with ancillary services, agencies, custodial and maintenance, professionals, and administrative staff members. A significant amount of a high school principal's responsibilities concerned organizing, managing, and supervising a wide range of people, programs, and environments. A successful high school principal is able to plan and organize effectively, has strong communication skills,

and uses the expertise of others productively on a consistent day-to-day basis.

Operational Policy and Procedures

The intern achieved the objective of becoming familiar with policies and procedures for high school students and staff by participating in a review of related handbooks. The review of handbooks focused on content organization, appropriateness of content to needs, legal implications and general information. A list of recommended handbook changes was compiled by the intern and submitted to the principal. The intern learned that policies and procedures for daily operations serve as standards of conduct, define situational procedures, and authorize official response. In addition to the status of policies and procedures related to their appropriateness for current needs, situations, and overall effectiveness reflect the degree to which input was sought from all levels of the organization.

Budget Development

The intern achieved the objective of budget development for a high school by reviewing line item expenditures of the previous fiscal year and projecting percentage increases for the current year. Under current economic conditions, building-level budgets are based on percentage of funds available to the district. Therefore, building budgets are not developed based on programming needs as the priority,

rather what programs can be maintained at current funding levels. The impact on building and maintenance, capital outlay, and program development categories are progressively negative without new revenues to offset spiraling fixed and equipment costs.

Organizational Communication

The intern achieved the objective of becoming familiar with organizational communication by participating in meetings and daily operational assignments. The intern was assigned supervision which provided an opportunity to review and supervise daily procedural responsibilities. The extent to which procedures were followed, modified, or disregarded, reflected the effectiveness of organizational communication. By participating in meetings, the intern learned the significance of interpersonal and interorganizational communication in determining perceived goals by receiving input and feedback from all members of a committee. The appropriateness of policies, procedures, programs, and organizational morale are clearly affected by whether all its members have a perceived opportunity to participate in the communication process.

Public Relations

The objective of becoming familiar with public relations techniques was met by participating in discussions with administrators and observing the development of a strategy for planning, pay-out, paste-up, and printing. Public relations efforts are a full time job,

requiring a significant amount of planning and coordinating to achieve the desired outcome. Special interest committees, newsletters, informational publications, and school activities are several techniques used to promote positive images of the school system. In a large school system, all members contribute to public relations, yet the prime responsibility should be assumed by one administrator. If public relations efforts are not coordinated and directed to specific outcomes, then how can techniques be determined as effectively meeting the school system's goals?

Leadership Styles

The objective of becoming familiar with the leadership style of a principal was achieved by observation and participation in meetings. The intern observed a positive communication rapport with staff, typified by shared-decision making and clearly defined individual and organizational expectations. It became clear to the intern that leadership style is situational. For example, during emergency procedures such as bomb threats, a more specific and directive leadership style is appropriate. However, when considering curriculum changes, sharing input and decisions allows for organizational goals to be met while providing professional opportunities for growth to the staff.

Vocational Curriculum Development

To achieve the objective of vocational curriculum development, the intern was assigned to review current curricular offerings and

recommend appropriate changes. The intern analyzed vocational/industrial arts class offerings by cluster and grade level. A need was determined for a home basic skills class, offered to 9th and 10th grade students. The class would serve as an introduction to basic vocational skills and their related clusters for advanced training. The intern developed curriculum materials and resources for training 9th grade students in home basic skills (Appendix C). A comprehensive curriculum requires an ongoing process of review and input from a variety of resources such as the instructional staff, principal, vocational director, and curriculum coordinator. However, it was also quite evident that no matter how well curriculum materials are written, the instructor's teaching delivery determines how effectively students are trained.

Content Format--Vocational/Industrial Arts Class

The objective of understanding and using a content format was achieved by writing curriculum for instruction using a modified competency-based education model. The C.B.E. model provided outcome objectives which were compatible with the Kalamazoo Public School's format. The intern modified the objective outcomes to task and skill levels using Carkhuff's mission through skills format. The intern learned that by breaking down objectives into tasks and skills, the vocational content was easier to teach in a systematic delivery. In breaking down outcome objectives, the intern was also able to analyze whether each objective was proportionally equal in tasks necessary to achieve the outcome. This model provided a useful technique for organizing and writing new curriculum.

Curriculum Development Leadership

The objective of becoming familiar with the principal's leadership responsibilities in curriculum development was achieved by participating in meetings regarding vocational curriculum. The principal initiated these meetings, and invited the vocational education director, department head, and instructor to participate. The principal was observed participating in instructional content development by meeting with those involved in the process. The principal suggested a review of present course offerings, where new directions may be necessary, and gathered input as to methods for achieving change and desired outcomes. The intern became familiar with a leadership process which established current goals, assessed needs, and identified the steps necessary to achieve change in a shared-decision making format.

CHAPTER VII

SUMMARY

The purpose of this internship was to identify, understand, and acquire useful leadership skills through active participation in the activities of a high school principal. The intern participated in a six week, 240-hour experience with Richard Haw and Frank Gawkowski, principals at Kalamazoo Central and Portage Central High Schools. The intern developed an understanding and acquired skills in supervision, curriculum development, legal procedures, budget development and management, plant management, and internal and external communication processes utilized by a high school principal.

The most important functions performed by principals appeared to be the following:

1. Develop unit goals, enforce policies, and provide direction
2. Organize the school and design programs to accomplish the goals
3. Monitor progress, solve problems, and maintain order
4. Manage resources
5. Create a climate for personal and professional growth and development
6. Represent the school to the outside community.

In order to be effective, the principal must develop unit goals and objectives which reflect a commitment to organizational philosophy,

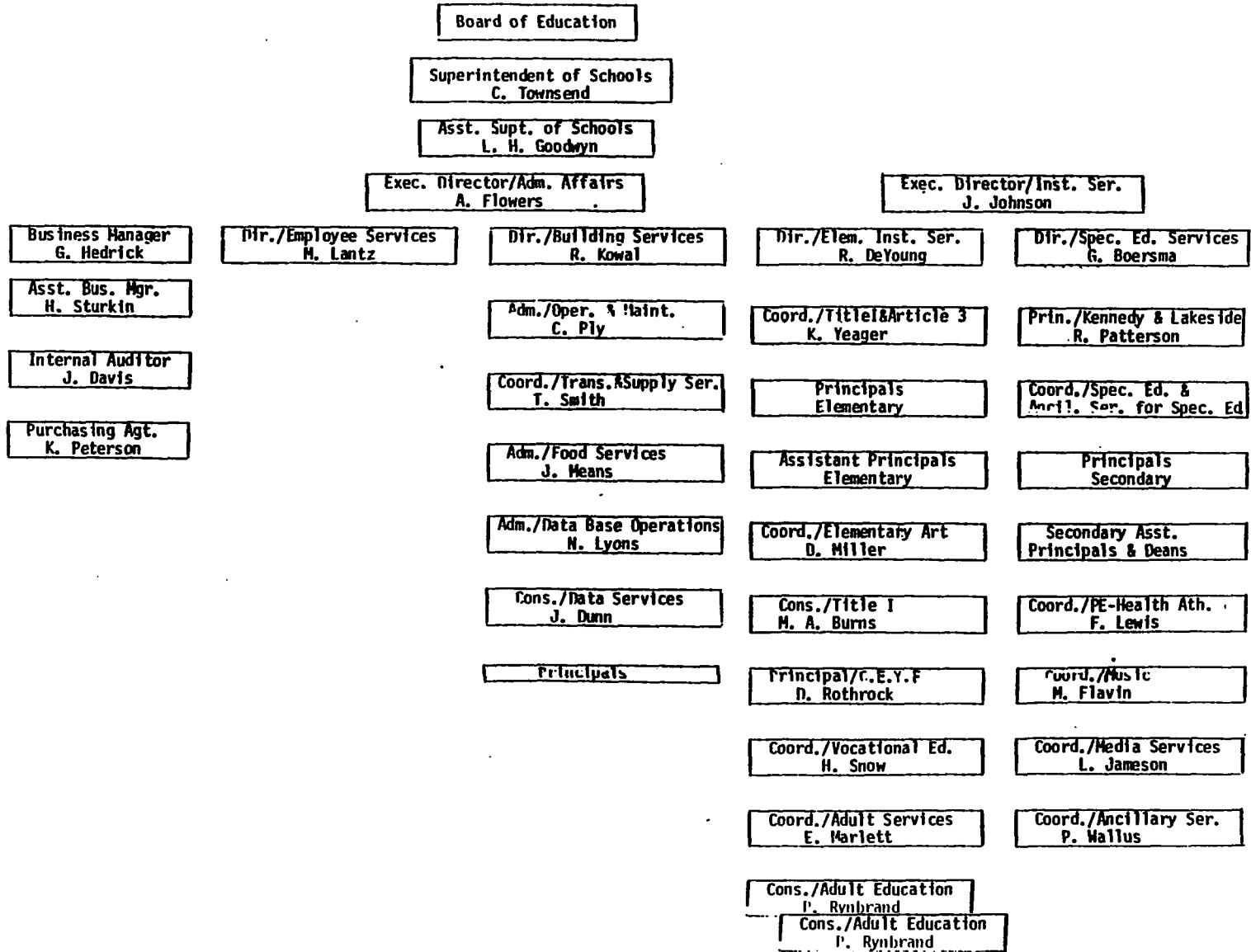
policies, and goals. The principal should have a clear vision and direction for achieving long-term goals in all facets of school operation. The organization of daily operations and program development are systematic processes with direct involvement by a variety of people resources. A principal serves as a facilitator of other people's actions either by minimizing factors that may disrupt the learning process or by obtaining support and materials. A key feature of the discipline in a school is that expectations are clear and perceived as fair by students and teachers. An effective principal is responsive to teacher and student input and shares decisions with them. The climate of a school should emphasize positive reinforcement and achievement for students and teachers. The principal must promote school achievement and coordinate community involvement and participation throughout the process.

This internship provided an opportunity to focus on the leadership position of principal, review the literature and research, and actively participate and experience the situational realities. There is no one best way to be an effective principal. However, there are a number of behaviors which, if used consistently, can certainly increase effectiveness. The effective principal must successfully confront a variety of demands by knowing and using the best alternatives in each situation.

APPENDIX A

KALAMAZOO PUBLIC SCHOOLS' ORGANIZATIONAL CHART
AND PRINCIPAL'S JOB DESCRIPTION

KALAMAZOO PUBLIC SCHOOLS
Administrative Organizational Chart
 1981-82



KALAMAZOO PUBLIC SCHOOLS

Job Description
Secondary Principal

Secondary principals are lead school administrators in high schools, junior high schools, and the Continuing Education for Young Families Program. The Secondary Principal reports to the Executive Director of Instructional Services and supervises the activities of all personnel assigned to the building.

MAJOR DUTIES

Supervision

1. Works cooperatively with the Instructional Division to plan curriculum.
2. Implements the District curriculum. Provides experiences to meet unique needs of students.
3. Evaluates the effectiveness of the curriculum for his/her school in cooperation with the Instructional Division.
4. Supervises the work of counselors, media specialists, classroom teachers, secondary student services leaders, substitutes, and classified employees.
5. Maintains a school climate conducive to learning.
6. Plans and supervises extra-curricular activities.
7. Administers District policies concerning discipline and attendance.
8. Maintains accreditation of the school.
9. Assures safety and welfare of students.
10. Coordinates community agencies with the school service agencies.
11. Coordinates the activities of all school personnel under his/her supervision.
12. Utilizes input from faculty and central office staff in making wise decisions for his/her school.
13. Builds and maintains high staff morale.

14. Organizes and coordinates school parent groups and activities.
15. Administers support programs such as food services, bus loading, lunch supervision, and transportation.

Personnel--Labor Relations

1. Implements the terms and conditions of the master agreements between the Board of Education and various employee groups.
2. Hears and responds to grievances in cooperation with the Employee Services Division.
3. Interviews candidates for positions in the School System when requested by the Employee Services Division. Recommends new employees (completes ERD-2 form).
4. Observes and evaluates staff members.

Personnel Skills Development

1. Works with the Instructional Division to provide continuing personnel skills development.
2. Orients new employees.
3. Keeps abreast of developments, innovations, and changes in the field of education.

Business

1. Manages the school office.
2. Assists with the budgeting process.
3. Plans within the allocated monies to supply materials and equipment to the building.
4. Solicits funds from the Federal or State governments or other funding agencies.
5. Manages categorical funds within the constraints of the funding guidelines.
6. Prepares requisitions of books, supplies, and materials which are approved for the secondary program.

7. Manages rental and use of building.
8. Utilizes accepted business procedure to manage and account for funds, including the building budget.

Plant Management

1. Approves and supervises the work schedule for custodians.
2. Prepares requisitions necessary for repairs, replacements, etc., of all school facilities and equipment.
3. Promotes proper use and care of all school facilities, equipment, and materials.

Student Affairs

1. Recommends for graduation those students who have met all requirements.
2. Implements a terminal interview procedure for early school leavers and reports information to appropriate school officers.
3. Assists with systematic follow-up studies related to graduates in cooperation with the Instructional Division.

Responsibilities to the Public

1. Interprets and implements the school philosophy and the school policies, including Board Policies and Administrative Procedures, to his/her staff and to his/her school community.
2. Provides leadership and guidance for school-related parent groups.
3. Coordinates student teacher assignments with appropriate central office personnel.
4. Provides for appropriate publicity for activities related to the school.

OTHER DUTIES

1. Performs other duties as assigned

APPENDIX B

VOCATIONAL/INDUSTRIAL ARTS CLASSES

Electrical Power
Cluster

1. Appl. Repair
2. Electricity/Electronics I & II
3. Electricity/Electronics Trades
I & II

Construction
Cluster

1. Woodworking I & II
2. Construction Trades I, II,
III, IV

Automotive & Power
Cluster

1. Auto Mech. I & II

Drawing/Art

- *1. Gen. Drawing I & II
2. Techn. Drawing I & II
3. Graphic Arts I
4. Graphic Arts Trades I, II
5. Architectural Drawing I, II
6. Engineering Drawing Trades I, II

Manufacturing
Cluster

1. Welding I
2. Welding Trades II & II
3. Machine Shop I
4. Machine Shop Trades
I & II

				Sm. Eng.		
9th	Gen. Drawing I	Woods I	Sm. Apl. Repair I			
10th	Gen. Dr. I & II Tech. Dr. I Graphic Arts I (4)	Woodworking I & II (2)	Appl. Repair I Elect./Electron. I (2)	Auto Mech. I (1)	Welding I	Machine Shop
11th	Gen. Dr. I, II Tech. Dr. I, II Graphic Arts I Trades I Arch. Drawing I Engineering Drawing Trades I (8)	Woodworking I & II Construction Trades I (3)	Appl. Repair Electr./Electron. I Electr./Elect. Trades I (3)	Auto Mech. I&II (2)	Welding I & II (2)	M. Shop I M. Shop Trades (2)
12th	Graphic Arts Trades II, III, IV Arch. Drawing II, III, IV Engineering Drawing Trades II, III, IV (17)	Woodworking I & II Construction Trades I, II, III, IV (6)				

1. How are numbers in Auto Weld..
2. Consider feeder prog. Sm. Eng. for Auto. Mech., Welding & Mach.
3. Eliminate Appl. Repair completely.
4. Offer prevoc. exploration, with mini units intro. elect., small eng., welding, machines.

APPENDIX C

GENERAL HOME MAINTENANCE

General Home
Maintenance

Unit

Large and Small Appliance Repair

Electrical Maintenance

Small Engine Maintenance

Interior Maintenance

Exterior Maintenance

<u>Unit/Goal</u>	<u>Objective</u>	<u>Tasks</u>
		Safety Tool Identification Atoms
	Basic Electricity	Electricity Electrical Units Electrical Components Direct Current Alternating Current Magnetism/Induced Voltage
	Test Equipment	V-O-M Meter Ammeters Watt Meters Volt Meters Manometer
Lg. & Sm. Appliance Maintenance		Common electrical components Lg. & Sm. Appliance Reading electrical diagrams Install washer, dryer, range Splicing, soldering, & brazing techniques
	Troubleshooting	Identify function of switches on automatic washer, dryer, range Appliance repair procedures Ground Test Heating elements Thermostats Timers
	Repair	Irons Toasters Hair dryers Cooking Appl. Portable heaters Switches on washer, dryer, range Garbage disposals Dishwashers Compactors

<u>Unit/Goal</u>	<u>Objective</u>	<u>Tasks</u>
Electrical Maintenance	Home Wiring	Home light circuitry Locating defective circuit part Fuses & circuit breakers Reading electric meters Wiring a lamp Extension cords Wire strippers
	Home electrical Repair & Replacement	Replacing a wall switch Replacing a three way switch Replacing a receptacle Replacing a plug & cord Replacing a light fixture Replacing flourescent lights

<u>Unit/Goal</u>	<u>Objective</u>	<u>Tasks</u>
Sm. Eng. Maintenance	Tool Identification	Safety Hand Tools Pneumatic Tools Grinder Electric Drills Drill Press Impact Wrench Hydraulic Jack Hydraulic Hoist
	Clean, Measure, Inspect	Scrapers Wire brushes Hot Tank Cold Tank Visual Inspection Locating Cracks Vernier Calipers Micrometer; Parts Identification Gaskets Gasket Sealants Oil Seals Winter Storage
	Welding, soldering, Brazing	Safety Identify Equipment Oxy-Acetylene Mobile Unit Set Up Testing for Leaks Torch Tip Selection Tip Cleaning Regulator Adjustment Flame Adjustment Welding Unit Shut down Welding Materials Brazing Materials Brazing Techniques Electric Gun Soldering Propane Torch Soldering

<u>Unit/Goal</u>	<u>Objective</u>	<u>Tasks</u>
Sm. Eng. Maintenance	Fasteners	Thread Pitch Bolt Diameter Bolt Length & Head Size Nuts Washers Taps Dies
	Four Cycle Engines	Identify 4 cycles of Engine Intake, Compression, Ignition, Exhaust Remove Flywheel Adjust Points Adjust Timing Clean Magnets Adjust Idle Speed Adjust Mixture Setting Choke
	Two Cycle Engines	Identify 2 cycles of Engine Compression, Ignition, Power, Exhaust
	Fuel Systems	Fuel Fuel Tank Fuel Filter Fuel Line Carburetor Air Cleaner

<u>Unit/Goal</u>	<u>Objectives</u>	<u>Tasks</u>
Interior Maintenance	Basic Woodworking	Three basic wood joints Fasteners Wood identification Veneers
	Household Safety	Ladders Lifting Work attire Solvents & Chemicals Fastening brackets to walls Locating wall studs Door locks
	Household Tools	Claw hammer Abrasives Carpenter Sq. Smooth & block plane Screwdriver Cross cut saw Rip saw Hack saw Coping saw Back saw Hand drill Slip joint pliers Pipe wrench Adj. end wrench Wood chisel "C" clamps Files
	Protective & decorative finishes	Paints Stains Varnishing Clean up Refinishing Paintbrushes
	Interior Repairs	Repairing wallpaper Repairing drywall Replacing asphalt & ceramic tile Installing & repairing drapery rods Installing wood doors

<u>Unit/Goal</u>	<u>Objectives</u>	<u>Tasks</u>
Interior Maintenance	Plumbing & Heating	Using a drain auger Cleaning & replacing furnace filters Air conditioner maintenance Cutting & soldering copper pipe Repair leaks faucets & toilets Common plumbing fittings Household plumbing systems Install a thermostat Insulating pipes
	Security & Safety	Replacing aluminum screens Pointing up brick & concrete block Patching concrete Maintaining & repairing asphalt surfaces Installing asphalt shingles Locating & repairing roof leaks
Exterior Maintenance	Energy saving	Installing a storm door Installing a storm window Weatherstripping a door Caulking Installing roll insulation

RESOURCE GUIDE

Unit

Large and Small Appliance Repair

Resources: The Repair & Servicing of Small
Appliances--Drake*

Chap. 1-5

Electrical Maintenance

Resources: Singer Career Systems*

Obj. Home Wiring	55-152
	55-021*
	55-158
	55-022*
	Readers Digest Home Repair Manual
	Readers Digest Home Repair Manual
	55-027*

Obj. Home Electrical
Repair

55-024*
55-029*
55-026*
55-028*
55-025*
55-023*

*Materials on Hand

Unit

Small Engine Maintenance

Resources: Snap-on-Tool Catalogues
Briggs & Stratton Repair Manual

Interior Maintenance

Resources: Readers Digest Home Repair Manual
Singer Career Systems*

Obj. Basic Woodwork - Readers Digest

Obj. Household Safety - Readers Digest Ladders - Solvent

55-042*

55-041*

55-034*

Obj. Household Tools - Readers Digest

Obj. Protective and decorative Finishes - Readers Digest

Obj. Interior Repairs - 55-051*
55-043*
55-053 and 054*
55-055*
55-135

Obj. Plumbing and Heating - 55-011*
55-012*
55-015*
55-113
55-013 & 014*
55-116
55-115
55-181
55-183

*Materials on Hand

Unit

Exterior Maintenance

Resources: Singer Career Systems*

Obj. Security & Safety - 55-061*
55-062*
55-063*
55-064*
55-132
55-074*

Obj. Energy Saving - 55-071*
55-072*
55-073*
Readers Digest Home
Repair Manual
55-182

VAN BUREN SKILLS CENTER

STUDENT PROGRESS CHART
Tasks/Skills

Section _____
Year _____

Program:	<i>Student Names</i>											
Tasks/Skills												
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APPENDIX D

PORTAGE PUBLIC SCHOOLS' ORGANIZATIONAL CHART
AND PRINCIPAL'S JOB DESCRIPTION

ADMINISTRATIVE FLOW CHART
 PORTAGE PUBLIC SCHOOLS
 PORTAGE, MICHIGAN
 JULY, 1982

BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS
 (Dr. George L. Conti)

DIRECTOR OF ELEMENTARY
 EDUCATION
 (Allan Garlick)

DIRECTOR OF SECONDARY
 EDUCATION
 (James Pellowe)

DIRECTOR OF A-V &
 LIBRARY SERVICES
 (Fred Nichols)

EMPLOYEE RELATIONS
 DIRECTOR
 (Charles Hammond)

ADMINISTRATIVE
 ASSISTANT
 (Ted Vliek)

BUSINESS
 MANAGER
 (Paul Wartner)

SUPERVISOR OF
 TRANSPORTATION
 (Herbert Coates)

ELEMENTARY
 PRINCIPALS

James Garlick, Amberly
 Leonard Holmes, Angling Rd.
 Charles Whitmore, Central El.
 Richard Kienbaum, Haverhill
 Mary Laing, Lake Center
 Frances Winegar, Waylee
 Robert Downing, Woodland

SECONDARY
 PRINCIPALS

Frank Gawkowski,
 Central High School
 Richard Tyler,
 Central Middle School
 Charles Evans,
 Northern High School
 Henry Visser,
 North Middle School
 John Schreur,
 West Middle School

DIRECTOR OF
 SPECIAL EDUCATION
 (Larry Coin)

DIRECTOR OF
 VOCATIONAL EDUCATION
 (Melvin Francis)

COMMUNITY
 SCHOOL
 COORDINATOR
 (Henry Houseman)

SUPERVISOR OF
 FOOD SERVICES
 (Irene Geller)

BOARD OF EDUCATION MEMBERS
 James Ellinger, President
 Patricia Doan, Vice-President
 Louis Boyer, Treasurer
 Ted Vliek, Secretary
 Joe Atkinson, Trustee
 Barbara Baker, Trustee
 Timothy Liggett, Trustee
 Philip Sheldon, Trustee

POSITION DESCRIPTION

Written by: J. Pellowe, C. Evans, Title: High School Principal
F. Russell

Date: December, 1977 Incumbent: Frank Gawkowski & Charles Evans

Approved: George L. Conti Department: Instruction

Reclassified to: Reports to:

A. ACCOUNTABILITY OBJECTIVE

Under the direction of the Director of Secondary Education the responsibility of the high school principal is to organize and administer the school so that the entire organization operates at a maximum effectiveness for the development and growth of its students and personnel.

B. NATURE OF POSITION

To organize classroom and supporting services into an effective organization involves the creation of a master schedule which includes all classes, room assignments, class loads and teaching assignments. It also includes the supervision and direction of supporting staff such as guidance, special education, library, audio visual, health and safety, food service, custodial and secretarial personnel. The principal shall direct the supervision of extra curricular activities including the athletic program.

To administer the program effectively, the principal must be cognizant of good educational practices as they relate to staff, curriculum, facilities, public relations and budget. Is responsible to evaluate

these areas according to the policies and resources of the school district and the objectives of the total program. These evaluations and recommendations are to be forwarded for action through the appropriate channel. Is expected to maintain liaison with the various professional, community and accrediting agencies to provide information about the role of the school in its service to youth.

C. DIMENSIONS

The principal contributes to the control of expenditures related to his building including staff, capital outlay, supplies, replacement, internal accounts and ancillary expenditures. This control is within specified budgetary limitations and represents a total in excess of \$1,400,000.

D. PRINCIPLE ACTIVITIES

The responsibilities and duties are included in, but not limited to, the following:

1. Supervise and evaluate classroom instruction.
2. Encourage new methods and evaluate new programs and materials.
3. Participate in system wide curriculum planning.
4. Plan and schedule programs which provide for effective progress in areas of student learning and personal conduct.
5. Interview, recommend, assign and dismiss staff members for an effective instructional program.
6. Maintain official administrative records, reports and supporting documentation.
7. Counsel with students, teachers and parents.
8. Maintain liaison between school, community, and various professional and accrediting agencies.
9. Supervise and evaluate the work of the non-teaching staff.
10. Plan meetings involving staff, students, and community.
11. Administer the ordering of supplies, textbooks and equipment within the approved budget.
12. Make provisions for the maintenance of the plant.
13. Develop programs implementing acceptable health and safety standards.
14. Supervise the planning of extra-curricular activity.
15. Develop building regulations and procedures.

16. Recommend the development and improvement of facilities and grounds.
17. Coordinate the use and maintenance of high school facilities and grounds with the other inter-school activities.
18. Represent the high school in meetings with Central Office personnel.
19. Implement the master contracts of employee groups.
20. Make provisions for the release of information to the public.
21. Administer the use of school facilities with the intra-school programs.
22. Develop a budget which reflects the needs of the program.
23. Control the expenditures within the approved budget.
24. Direct the training of assistant high school principals.
25. Perform other duties as assigned by the Director of Secondary Education.

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