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A Report of an Internship in Berrien Springs Public Schools Berrien Springs, Michigan

Samuel L. Wright
Western Michigan University

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A REPORT OF AN INTERNSHIP
IN BERRIEN SPRINGS PUBLIC SCHOOLS
BERRIEN SPRINGS, MICHIGAN

by

Samuel L. Wright

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

Western Michigan University
Kalamazoo, Michigan

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A REPORT OF AN INTERNSHIP IN THE BERRIEN
SPRINGS PUBLIC SCHOOLS BERRIEN SPRINGS, MICHIGAN

Samuel L. Wright, Ed.S
Western Michigan University, 1983

The purpose of this paper was to describe a six-week internship completed with the Berrien Springs Public School. The majority of the intern's time was spent observing the functions of the central office and performing tasks related to that office.

Chapter I contains some background information describing the Berrien Springs Public Schools. It contains the intern's prospectus and rationale.

Chapter II describes the leadership process and the Assistant Superintendent's positioning in the school district as to his functions in the central office.

Chapter III describes the specific tasks assigned and completed by the intern.

Chapter IV describes other learning situations experienced by the intern. Some of these experiences had not been planned, therefore, they were not contained in the prospectus.

Chapter V summarizes and evaluates the six-week internship activities performed by the intern.
ACKNOWLEDGEMENTS

I wish to acknowledge the fine instruction I have received from the many professors within the Department of Educational Leadership with special thanks to Dr. Carol Sheffer for her assistance in advising me throughout this program. I am especially grateful to the Berrien Springs School System and to Assistant Superintendent Dr. Robert Fein for allowing me to do my internship in the central office and always lending support and information when I needed the assistance. To my wife and children a special thank you for understanding my commitment and realizing what I am trying to accomplish.

Samuel L. Wright
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CHAPTER I

BACKGROUND INFORMATION OF BERRIEN SPRINGS SCHOOLS

The writer, a student in the Educational Leadership Department, WMU, was required to fulfill a six-week internship as a partial requirement for an Ed.S degree. This internship was served in the Berrien Springs School District, Berrien Springs, Michigan.

The Berrien Springs School System is a unique district nestled in the southwestern Michigan village of Berrien Springs which is positioned on the banks of the St. Joseph river. The village is twenty miles northwest of South Bend, Indiana and twelve miles southeast of St. Joseph, Michigan. The village of Berrien Springs has a population of approximately 2,500 people and has several light manufacturing facilities. In addition, it is the home of Andrews University, a Seventh Day Adventist institution. The rural area is primarily engaged in fruit farming and has a high tax base.

At the time of this internship the educational institutions in the district included the public school system, a Lutheran school and a Seventh Day Adventist elementary and high school. The public school had a K-12 enrollment of 2100 students. This total student population included the regular day resident students, the migrants and the adult education program. The inclusion of the latter two groups off set the effect of declining enrollment due to fewer local school age children in the district. In addition, the school housed the hearing impaired program for Berrien, Cass and Van Buren counties. These students were
mainstreamed into the regular day program whenever their individual instructional programs permitted such experiences.

The district operates on a five million dollar budget and had a fund equity in excess of one million dollars. This fund equity balance gave the district financial stability in meeting its projected fiscal obligations. The operational mill rate was 17 mills. This rate would expire in June 1983 and the amount of renewal needed by the district was unknown at the time of this writing.

Internship Prospectus

The intent of the prospectus was to provide data that illustrated the purpose of the internship experience.

**Sponsoring Organization:** Berrien Springs Public Schools

**Field Supervisor:** Dr. Robert Fein, Assistant Superintendent
Berrien Springs Public Schools

**University Advisor:** Dr. Carol Sheffer
Western Michigan University

**Major Focus of Experience:** To observe, identify and examine the function of the business office and administrator in the educational organization. To complete tasks assigned and be able to assimilate the role of a central administrator.

**Duration:** September 1, 1981 to July 31, 1982

**Rationale:** The central office in a school system is called upon to do many varied tasks efficiently and accurately. The School Board is dependent upon the central office to provide accurate information for guidance in their decision making role in operating the district for the benefit of the students and the community. The many tasks performed by the central office are tedious and time consuming, yet are definable through observation and actual
performance through routine. These tasks/functions must be coordinated and assigned for efficient operation of the central office as well as the school district. The key ingredient of this transaction of tasks lies with the leadership of the Assistant Superintendent of Business. It is through this individual's leadership that the district is able to function financially and avoid the pitfalls of ruin through improper planning and management. It is this concept of leadership and role of the Assistant Superintendent that the intern intends to investigate. The intern will examine this position through observation and actual completion of assigned tasks.

Summary

This chapter presented a description of Berrien Springs Public Schools. A brief summary was given regarding the district's size, community, enrollment and financing. The intern's prospectus and rationale were also included. The next chapter will describe the "Leadership" process as it pertains to the Assistant Superintendent of Business.
CHAPTER II

LEADERSHIP PROCESS

Role of the Assistant Superintendent of Business

The Assistant Superintendent of Business must be an individual with a wide range of knowledge. He/she must be cognizant of the academic disciplines, special education areas and vocational education. In addition, he/she must understand the community, organizational hierarchical framework and school board-administration relations in a working format. He/she, most importantly, must have a strong background in the laws, funding, business, finance and administrative practices of the state to local district in implementing and operating an educational system.

One gains expertise in these areas through the study of business and educational leadership. It is assumed an administrator understands the educational process from prior experiences and education. It is deemed necessary that knowledge of the leadership process also be obtained. The leadership process can be a very complicated field of study as well as one of intrigue. Leadership in the educational field is basically "a process which is a function of group interaction and is an outgrowth of the attempts to bring into focus both institutional and personal goals, as well as the means that could enhance the prospects for the achievement of goals" (Boles and Davenport, 1975, p. 225). Leadership is the basic fundamental to administrative behavior to
enhance the organization and the programs within. To differentiate between leadership and the administrative process one can state that an administrator is "a person who puts into effect policies and rules of an organized system" (Boles and Davenport, 1975, p. 163). To further delineate the leadership-administration processes, one can state that leadership is the vehicle of the organization to move it in the desired directions, whereas administration is the implementation of guidelines to give order to the organization.

To state a person is a "leader" is ambiguous. Leaders are of definite types. According to McGregor as presented in Boles (1975, pp. 23-25) there are two basic types of approaches to leading personnel. These types are explained in the following terms:

Theory X

1. Advocates of bureaucracy adopt this approach.
2. A person dislikes work and will avoid it if he/she can.
3. Most people must be coerced, controlled, directed and threatened with punishment to get adequate effort to achieve organizational objectives.
4. A person wants to be directed, avoids responsibility, has little ambition and wants security above all.

Theory Y

1. Advocates more flexibility than a bureaucratic approach.
2. A person views work as natural as play or rest.
3. People will exercise self-direction and self-control in the
service of objectives to which they are committed.

4. A person learns not only to accept but to seek responsibility.

5. Commitment to objectives is a function of the rewards associated with their achievement.

6. A person has the capacity to exercise a relatively high degree of imagination, ingenuity and creativity.

7. The intellectual potentialities of a person are only partially utilized.

Theories X and Y are not leader types but rather are management behaviors. These theoretical approaches illustrate the view a leader holds for the personnel within the organization. They designate the style or manner in which a leader will attempt to work with the people within the organization. In essence, the theory selected by a leader will be a guideline on the type of behavior the leader will use in dealing with his/her personnel.

These two theories, of the differences, are exemplified in the "human resources" approach that a leader may implement for maximization of organizational goals. The human resources approach attempts to utilize the personnel within the organization to their fullest potential. The leader strives to involve the staff in setting goals, formulating procedures and becoming a major part and contributor of the organization. The "human resources leader tends to be associated with a supportive, goal-oriented climate and high performance, satisfaction, and some innovation (Boles and Davenport, 1975, p 96). The human resources approach is consistent with Theory Y in the view of man and his approach to and for work. The human resource Theory Y,
emphasizes the individual's participation and work within the organization. Thus, motivation towards the goals and objectives of the organization will be at a high level. "When human resources supervision is self-consciously exercised within an organizational setting, it can simultaneously increase the effectiveness of the people involved and their job satisfaction and human growth" (Boles and Davenport, 1975, p. 329). A leader emphasizing the human resources approach will provide a climate that will assist in the accomplishment of organizational goals and processes. The de-emphasizing of the bureaucratic (Theory X) approach will allow the leader to work with people rather than direct, control and coerce them. One can only see an enjoyable, productive and efficient climate through the use of human resources as opposed to the traditional bureaucratic leadership style.

So far, this paper has discussed the definition of leadership, administration and human resources. The discussion will now shift to how one becomes a leader. It must be remembered that leadership is being discussed in terms of a process rather than as a personal attribute. Basically, a person arrives in a leadership position through two routes. The first, is that of an emergent leader. The emergent leader is typified as being a person who rises from the group (organization) because of his/her ability to satisfy the needs of the group at that time. This individual is usually considered to have charisma, but mainly he/she leads because no one will or has the ability to lead in that situation. A status leader, on the other hand, has a position in the organizational hierarchy and leads from positional authority. An emergent leader can become a status leader in time. The primary
point in defining the origin of a leader is to delineate that an emergent leader must rely on the situation, timing and his/her abilities to rise within the organization. Whereas a status leader is appointed, elected or is positioned by default. Nevertheless, the leader does become a status leader no matter which route he/she takes to arrive at the position within the hierarchy. Thus, an educational leader may be initially an emergent leader, then progresses to a status leader within the hierarchy. He/she may become a status leader by the traditional methods of appointment, election, etc.

The positioning of the educational business administrator within the organizational hierarchy can best be illustrated by the diagram found in Appendix A. From the diagram it is evident that the administrator, in the Berrien Springs School System, is placed on the supervisory/line position level. It is apparent from this hierarchical chart that the Assistant Superintendent is responsible directly to the Superintendent and Board of Education. Also, he is responsible for the supervision of many directors and their specific programs/functions. The chart does not, however, detail the tasks/functions required of the Assistant Superintendent but does illustrate the position in the organization.

The Assistant Superintendent's position has been identified within the organizational hierarchy, now the role within the organization will be defined. A role is, "the total of expectations held by the members of a social system for an individual within the system" (Boles and Davenport, 1975, p. 426). The main theme of the definition is the term "expectations". The expectations that others have for the position
holder to accomplish or maintain within the organization forms the role. "Each position holder, if living up to expectations, attempts to carry out the tasks of the position, helps to maintain the organization, tries to help achieve institutional functions and agency goals, assists in maintaining morale, and may try to bring about change in the institution or the agency. The individual plays a role, through trying to meet the expectations held for him" (Boles and Davenport, 1975, p. 21). The Assistant Superintendent's role was defined specifically by a job description. (See Appendix B for the complete description). Through the use of the job description the organization lists the expectations/functions and evaluates the individual on the performance of these expectations/functions. Thus, the role of the Assistant Superintendent of Business is not ambiguous but rather precise because of the organizational expectations/functions listed in the job description.

Summary

This chapter has explained the concept of leadership. The discussion of this process was related to the Assistant Superintendent of Business but is applicable to any leader in an organization. The next chapter will explain specific duties/tasks performed by the intern.
CHAPTER III

SPECIFIC TASKS COMPLETED BY THE INTERN

Introduction

The learning experiences listed and planned in the prospectus during this internship are as follows: (a) seminars/conferences, (b) Board of Education meetings, (c) task force, (d) personnel matters, (e) budget formation, and (e) insurance program.

Seminars/conferences

The intern attended seminars and conferences as part of the internship. Specifically, there are four of these activities. The first was the Michigan Association of Secondary School Principals Conference in Mt. Pleasant, Michigan. This conference was held in October and lasted three days. The conference consisted of lectures, small group discussions and panel discussions. The topics varied from substance abuse to motivational lectures. This type of conference can be valuable to any educator because of the applicability of these topics to the educational process at any level.

The second experience was an all day seminar on staff development conducted by the Kalamazoo Intermediate School District. Basically this seminar outlined the need for such an activity because of the increasing age of the teaching staff and the need for retraining. It also stresses and taught the methods to use in operating an effective
staff inservice meeting. This seminar reinforced for the intern the principles taught in the human resources classes at Western Michigan University.

The third experience dealt with "Human Resources in a Declining Economic Environment". This seminar was conducted by a representative from Michigan State University. The main content of the lecture was directed toward the business and industrial sectors of the economy as was the membership of the seminar. There were three individuals from education versus 27 from the other two sectors. The information was interesting and informative but not very applicable to the educational setting. One main theme, however, did impress the intern and that dealt with productivity versus the amount of time the work force does not work because of sick days, holidays, breaks, etc. These time off benefits are staggering in regards to the amount of reimbursement and work performed. The intern believes the educational system, as in business, will eventually require more productivity and less "off work" benefits.

The fourth seminar was conducted at Southwestern Michigan College by a psychologist from South Bend, Indiana. This presentation was entertaining and stressed philosophy, human kindness and concern for others. The intern believes this presentation was exceptional and beneficial for educators to renew their commitment and examine the reasons they are in education today.

In summary, the intern had attended various seminars/conferences. These experiences were valuable in application to the educational process. The intern believes that seminars/staff development activities
are grossly overlooked in the educational organizations. However, through proper promotion of seminars/staff development a school system's personnel can be more productive for the students and community.

Board of Education meetings

The objective of attending Board of Education meetings, in the internship, was to observe the relationship between the Board and the Assistant Superintendent. The intern's primary focus was on the communication process and the reliance of the Board on the Assistant Superintendent. The transactions of the meetings were of secondary importance for the intern.

The reliance of the Board on the Assistant Superintendent was evident at every meeting. The Board did not have the expertise in finance or the thorough understanding of the business operations of the school system. The Board admitted this lack of knowledge readily and would qualify many questions with this admission. They were questioning the operations of the business office not on if the transactions were correct or incorrect but rather as an exercise in being educated about the functions taking place. The Assistant Superintendent appeared to be aware of the Board's lack of knowledge and in any presentation would make great effort to explain the specific topic in terms easy to understand by the "lay" individual.

Another apparent element that existed in terms of the Board's and Assistant Superintendent's relationship concerned the volume of dollars spent for operating the district and the Board's inability to understand the amount necessary for operation. Most members, it
seemed, failed to grasp that the district was operating in excess of a five million dollar budget. Also, there were Board members who were concerned with cutting costs because of the voters they represented. These two members, with their approach to cutting costs and the inability to realize the magnitude of costs in operating the district, would occasionally delay the meetings with their many questions. When this happened, all parties were professional in their working relations with each other. The results of these discussions were not always unanimous by the members involved but were workable for the district.

In summary, the relationship between the Board and Assistant Superintendent was one of dependence by the Board on the latter. The Board needed accurate information and assistance in understanding what and how information pertained to the operations of the district. The intern observed the Board and Assistant Superintendent to be very professional throughout the course of conducting the district's business.

**Personnel Matters**

The intern was involved in three classifications of personnel matters. The first was minor infractions of policies/procedures that were dealt with by the Assistant Superintendent's office. The second type involved a labor hearing with a former employee. The third involved a meeting with the central office staff to clarify existing procedures concerning sick time, snow days, etc. The intern was allowed input in this meeting as compared to being an observer in the first two.
The minor infractions of policies/procedures were handled by the Assistant Superintendent. First he interviewed the supervisor involved. Then he called in the employee and listened to the individual's statement regarding the problem. The final step consisted of a meeting with the Assistant Superintendent, the supervisor and the employee. The Assistant Superintendent reviewed the specific policy/procedure in question and then made the corrections necessary verbally to the employee. This correction was recorded in writing and delivered to the employee and supervisor at a later date. The employee was given ample opportunity, as was the supervisor, to air concerns/reasons for such behavior. This type of format appeared to "clear the air" of any possible disagreements as well as dealing with the specific complaint.

The labor hearing involved a custodian who had been fired and was attempting to collect unemployment benefits. In fact, this former employee had collected unemployment benefits for a short period of time until the Assistant Superintendent halted the issuing of such benefits. Thus, the hearing was scheduled and held to determine if the employee was fired justly and if he should collect said benefits. The former employee was represented by a lawyer as was the school district. The M.E.S.C. arbitrator issued set rules to operate for each party. He then began to interview the former employee and his (former employee) lawyer had the opportunity to intercede as he felt necessary. At the conclusion of this process the arbitrator interviewed the Assistant Superintendent concerning the case. Again legal counsel had the opportunity to intercede in the best interests of the party being interviewed. Also, each lawyer cross-examined the other party at the
conclusion of the arbitrator's interview. At this writing, there
had not been a decision rendered by the arbitrator. The opportunity
to witness and experience such a procedure was invaluable for the inter­
tern and was one of the highlights of the internship.

The last category of personnel issues concerned the clarifica­
tion of sick time, snow days, etc. procedures. This meeting lasted
all day with lengthy discussion sessions to clarify and alter the pro­
cedures. The intern was allowed to participate and render his views
of the issues discussed. The procedures appeared to be simple but
when discussed really were complex. Thus, there had to be understanding
by all so that confusion would be minimal and efficiency would be
maximized. At the conclusion of this meeting the decisions regarding
the procedures were passed on to all administrators in the district.

Task Force

The assignment to direct a task force gave the intern the oppor­
tunity to apply some past work and educational experiences. This task
force was directed at forming a competency based driver education
program. The participants involved were the intern, the director of
driver education and a driver education instructor. The easiest part
of the task was identifying the traditional programs in which we all
had experience. The difficulty of the task was determining what was
to be accomplished. The first step was to analyze the district's pre­
sent program strengths and weaknesses. The next step was to study the
State of Michigan's competency based program to determine how it
worked. The task force then compared the district's and State's
programs. The district's program weaknesses were eliminated by implementing the State's basic format. The only concern with this new program was the possible hazards and liabilities involved because of less instruction. The majority of these concerns were eliminated in one two hour session. This program was then submitted to the Superintendent who in turn took it to the Board for approval (See Appendix C for the complete report).

The task force assignment was successful because the members all had experience in working in driver education and all had the same concerns about safety. Each member had specific assignments to complete and bring back to the general meetings and these were always completed accurately. This type of participation was enjoyable because of everyone's dedication toward the assignment.

Budget Formation

The intern was fortunate to be able to go through the budget formation/update during the summer of 1982. This formation/update was necessary because of the impending Board meeting to discuss the "truth in taxation" law and its implications for the district financially.

The Assistant Superintendent explained to the intern the school aid formula, the Headlee Rollback and the Truth in Taxation law. With this information the intern participated in updating the budget of July, 1982 for the August board meeting. This process took three full working days to complete and was exceedingly interesting.

The formation/update included calculation of numbers to coincide
with revenue so the expenditures would not exceed these revenues. Again, as in any activity that requires computation of numbers, this task was time consuming. It was difficult for the intern to explain a step by step analysis of the budget procedure. The outcomes of this procedure are illustrated in worksheet form (See Appendix E for the sample budget worksheets).

In summary, the district could operate without the additional $62,000 that the Truth in Taxation law would provide. However, it was discussed that the school district should take all the local revenue available because of the State's forecasted financial inability to meet its obligations. Thus, the Assistant Superintendent advised the Board to accept the money. The intern, through this activity, has discovered a keen interest in the budgetary processes/matters and because of this exposure will pursue additional study to be able to function in a position that warrants these skills.

Insurance Program

The intern was assigned to review manuals specifying a typical school district's insurance needs and compare the district's actual insurance coverage. This assignment was a very tedious task and one of the least enjoyable. The intern spent many hours studying the manuals to determine what types of insurance a school should carry. In addition, the intern had to spend many more hours studying the insurance policies the school had and the amount insured for. This task, however, did serve the basic purpose of making the intern well aware of the types and amounts of insurance a school needs. Also, the intern was
required to recommend changes or additions to the school's insurance programs (See Appendix F for this summary). In summary, the task was tedious but valuable in gaining the knowledge of a school's fundamental insurance program.

Summary

This chapter described the specific tasks assigned and completed by the intern. The wide range of experiences gave the intern the opportunity to view the Assistant Superintendent in the many functions of his role. The intern was involved in experiencing some of these functions and had the opportunity to observe and discuss with the Assistant Superintendent these operations. The next chapter describes the tasks that were not planned but assigned in this internship experience.
CHAPTER IV

OTHER INTERNSHIP EXPERIENCES

Introduction

The learning situations experienced but not anticipated in the prospectus were as follows: (a) asbestos study, (b) tracking of tax anticipation notes, (c) computer seminar, (d) observing business meetings and transactions.

Asbestos Study

The intern was required to review federal manuals regarding the asbestos contents in the district's school buildings. The intern learned about the hazards of certain installations of asbestos and what procedures must be taken in reporting these conditions. Through hours of studying the manuals and searching files the intern found that the district complied with the regulations at an earlier date and was within the time limits of the regulations. A report was filed with the Assistant Superintendent (See Appendix G for the complete report).

Tracking Tax Anticipation Notes

The intern followed sales of tax anticipation notes of school districts. Tax anticipation notes are instruments sold to financial institutions for the purpose of borrowing money against future revenue
(local taxes). The pertinent information recorded was the amount of the notes, the period of time and the interest rates. The purpose of this exercise was to determine if the trend of the prime rate was reflected in the bids for tax anticipation notes. What the intern found was that there was a lowering of interest rates as the prime fell and that the solvency of a district was reflected in the amount of interest paid. Those districts with a stable financial base paid less interest and had more bids whereas those districts who were financially unstable paid higher interest and had fewer bids for their notes. Also, Berrien Springs Schools used this information to estimate what rate of interest would have to be paid when their notes were available for sale.

**Computer Seminar**

The intern attended a computer meeting at the intermediate school district that pertained to computer usage by the member schools for payroll, personnel files and bus routing services. For this meeting arose the need for a seminar on computer hardware available and how this hardware could be adapted for use at the intermediate school district by member schools. The director of computer service scheduled a seminar where vendors could come and display their products to member representatives of the school districts in the intermediate. This meeting was informative for the observers but questionable as far as profits for the vendors. The intern gathered information as well as knowledge regarding what the different brand computer's capabilities were.
Business Meetings and Transactions

Throughout the internship there were many scheduled and informal business meetings and transactions in the Assistant Superintendent's office. The intern had observed these transactions but has selected to report on only a few.

The first transaction dealt with the purchasing of computer and word processing equipment. The representative from a South Bend, Indiana company was persistent with her sales delivery and follow up. The terms of the sale and the type of equipment seemed to be reasonable and would have been accepted except that the computer committee had to make recommendations and rankings of the equipment viewed. The committee, after much deliberation, decided on a partial order from this representative and to purchase the other balance of equipment from another company. The reason for mentioning this transaction was that the intern was mildly amused by the sales representative's tactics from bold to childish to subservient. None of these approaches, however, was the basis for purchasing a partial order of equipment for the district's needs.

An area bank made an appointment to present their program on servicing the school district's direct deposit payroll program. The two officials that made the proposal were well versed in sales techniques and were service oriented. They represented their organization with the intent that the district was a very important client and they desired the school's business. After the meeting the Assistant Superintendent and intern discussed this presentation. It was explained,
by this bank having the district's payroll account, they would provide service as well as profit by doing so. Since most banks afford the same service it was desirable to stay with a local community bank.

The intern observed a meeting involving the Vocational Director and the Assistant Superintendent. The purpose of this meeting was for the Vocational Director to review for the Assistant Superintendent the federal and state laws that pertained to financing and reimbursement to the local school district. The intern, being a former vocational teacher, found this meeting valuable in updating the present laws and financing of vocational programs.

The intern was assigned the task of analyzing and graphing expenditures by the month from the preceding year's budget. This was a time consuming venture but the skill of how to read the computer printouts as per function and apply this information was learned.

Summary

This chapter described the other tasks experienced by the intern that were unplanned and not in the prospectus. These tasks were varied and interesting in that the intern was able to view the school district through people interaction as well as paper assignments. Again, the intern had exclusive access to the Assistant Superintendent for information, education and assistance in completing these unplanned tasks.
CHAPTER V

SUMMARY AND EVALUATION

The internship provided for many varied experiences ranging from observations to actual hands on involvement. The intern observed the Assistant Superintendent in his role as the key administrator in planning, assigning and supervising the central office's tasks and personnel. This role was analyzed in terms of leadership theory and applicable when dealing with the Board of Education in guiding them in their decision making duties.

The intern was afforded the opportunity to gain hands on experience with planned and unplanned tasks assigned by the Assistant Superintendent. These assigned tasks allowed the intern to experience some very interesting duties as well as to realize some very boring and tedious tasks. The important aspect of these assignments allowed the intern to assimilate a role in the central office and to gain first hand experience in formulating solutions to the problems.

The intern also was involved in observing business meetings and transactions. Through these observations, the intern was able to determine some of the procedures used in dealing with money and people. The Assistant Superintendent, after each meeting, would discuss fully with the intern the purpose, his intent and district's direction regarding these matters.

The majority of objectives stated in the prospectus were achieved. However, there was one objective not completed. This objective was to
investigate the public relations program of the school district. Because of the many assigned tasks, planned and unplanned, the intern was unable to find time to view this program.

The intern evaluated this major internship highly. The intern, with the completion of this experience, gained a great deal of insight and knowledge in the business aspects of running a school. It was found that the leadership process was a very viable tool in dealing with the various people and transactions in the central office. The Assistant Superintendent must be skilled in so many areas of business, leadership and people oriented to insure the school district is run properly. The intern observed these traits and expertise in Dr. Robert Fein and is cognizant of these skills if and when a similar position is assumed.
Position Description: CA-2

TITLE
Assistant Superintendent

QUALIFICATIONS
Master's degree + 15 hours in educational administration, business administration, or accounting; three (3) years of successful public school administrative experience; a permanent teaching certificate or equivalent.

REPORTS TO
The Superintendent of Schools

SUPERVISION RESPONSIBILITIES
1) Supervisor of Building & Grounds
2) Supervisor of Food Service
3) Supervisor of Transportation

POSITION GOAL
To administer the business affairs of the District in such a manner as to provide the best possible educational services with the financial resources available.

PERFORMANCE RESPONSIBILITIES
1) Supervise the financial affairs of the District including the disposition of all funds; the implementation of accounting and reporting procedures; the development of long-range financial plans

2) Prepare and administer an annual budget including the supervision of data processing procedures instituted to provide management information, evaluation techniques, and long-range forecasting.

3) Prepare financial reports as directed by the Board and/or as required by state and federal agencies having jurisdiction over public funds.

4) Develop written procedures for the recruitment, screening, hiring, assignment, supervision, and evaluation of all support personnel.
Position Description: CA-2
(page 2)

5) Supervise all supporting services operations and personnel, including: transportation, custodial maintenance and grounds, food service, and clerical.

6) Develop regular and extra-ordinary programs of in-service training for all support personnel.

7) Develop and administer programs for purchasing and procedures for the safeguarding and maintenance of Board property.

8) Manage the District's real estate and insurance programs.

9) Supervise future planning and construction programs.

10) Participate in the development of public relations programs relating to the interpretation of financial matters to the community.

11) Prepare for and execute all regular and special elections.

12) Advise the Superintendent on all business and financial matters.

13) Perform other functions as are assigned by the Superintendent.

TERMS OF EMPLOYMENT

The Assistant Superintendent is employed on a multi-year basis in accordance with those stipulations agreed to with the Board. A formal contract stipulates the particulars of employment.

EVALUATION

Performance will be evaluated on or before March 30th of each year.
ASSISTANT SUPERINTENDENT

An Assistant Superintendent, directly responsible to the Super­
tendent, shall be employed.

The Assistant Superintendent shall be employed in accordance
with applicable state statutes and in accordance with a written
Position Guide approved by the Board.
I. Present Driver Education Program.
   a) All students are required to attend 30 hours of Classroom instruction.
   b) All students are required to drive six (6) hours.
   c) Each session taught requires one (1) instructor and one (1) vehicle. The instructors share the teaching and driving load equally. (may require two vehicles during the summer)

II. Projections.
   a) Students: The average class size may decrease slightly because of the declining enrollment phase.
   b) Teachers: The number of teachers (2) will hold constant, unless a drastic decline in enrollment occurs.
   c) Vehicles: The number of vehicles (2) will be the same to render adequate instruction and service.

III. Proposed Program.
   a) Require all students to receive ten (10) hours of classroom instruction and two (2) hours of driving.
   b) Any student, after completing (a), can request a written exam and a driving test. The student must achieve a 90% proficiency on the written exam and pass the driving test as prescribed by the instructor and the outlined objectives.
   c) Those students who pass both tests then "comp out" and are given their permit.
   d) Those students who fail the driving test but pass the written exam may elect to:
      1. Stay in the class for driving instruction only.
      2. Have their parents come in and set up a program, outlined by the instructor, in which they (parent/student) will be issued a permit to allow the student to practice their driving.
   e) Those students who fail the written exam but pass the driving test may:
      1. Study individually those areas he/she needs to correct.
      2. Continue with the class for another ten (10) hours.
In both (1 and 2) the student can take the written exam at the conclusion of ten (10) additional hours of study.

f) Any student who fails both the written exam and the driving test must do as follows:

1. Attend class for ten (10) additional hours.

2. Drive for two (2) more hours.

At the conclusion of twenty (20) hours of class and four (4) hours driving the student can take both exams again. If a student fails either exam they can select an option in points (e) or (f) above - that is applicable to their situation. If the student fails both exams again then he/she will complete another ten (10) hours of class instruction and two (2) hours of driving instruction. At the conclusion of this additional time a student would have gone through the traditional thirty (30) and six (6) hours drivers education program.

IV. Positive Aspects of the Proposed Program.

a) It will give the student the opportunity to "comp out" of the program because of skills or knowledge they already have.

b) It will require less instructional driving time by the teacher.

c) It should reduce the length of the entire class considerably. May save money on teachers hourly wages.

V. Other Considerations of the Proposed Program.

a) The program still need two teachers and vehicles.

b) More testing required by the teacher on an individual basis versus group basis.

c) Need the cooperation from parents, in practicing with their children the skills outlined by the teachers (point III,D,2) to ensure attainment of driving skills.

VI. Recommendation.

The committee recommends the proposed driver education program be instituted. We believe the aspects of:

a) Flexibility for students - "comp out" when skills attained.

b) Reduction in teaching hours (primarily driving) - savings in wages.
c) Shorter in-car instructional time - possible savings in vehicle costs.

All outweigh any negative aspects of the proposed or present program.

Table 2

<table>
<thead>
<tr>
<th>Period</th>
<th>Number of Students</th>
<th>Total Program Costs</th>
<th>Cost/Student</th>
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<td>7/1/73 - 6/30/74</td>
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<tr>
<td>7/1/71 - 6/30/72</td>
<td>183</td>
<td>$ 7,086.70</td>
<td>$38.73</td>
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</table>

State Reimbursement:
- 81-82 $45.00 per pupil
- 80-81 $30.00 per pupil

Note:
1. Enrollment fluctuates yearly with a trend of decline for the last four years recorded.
2. Costs are rising per pupil each year - note the last two years recorded.
3. The state reimbursement falls extremely short in funding the program.
1. The student will identify and understand the parts and characteristics of the highway system.

2. The student will identify and understand the purpose of information gauges, starting and control devices, safety devices, and comfort and convenience devices.

3. The student will identify and understand the reasons for wearing safety belts.

4. The student will identify the basic predriving checks and procedures and will explain their importance.

5. The student will identify the proper procedure for starting the engine, putting the vehicle in motion, stopping the vehicle, securing the vehicle and leaving the vehicle.

6. The student will identify and understand good tracking and braking skills and will identify common tracking and braking errors.

7. The student will identify and understand the proper sequence of steps for right and left turns.

8. The student will identify and understand proper backing procedures.

9. The student will identify and understand techniques for maintaining proper speed control in various traffic situations.

10. The student will identify and understand proper procedures for lane changing and passing.

11. The student will identify and understand the purpose for and the correct drive actions associated with traffic signs, traffic signals, pavement markings and traffic control persons.

12. The student will identify and understand weight, speed, and vehicle profile as they relate to directional control.

13. The student will identify and understand vehicle and environmental factors that determine good speed selection.

14. The student will identify and understand proper procedures for negotiating intersections and freeways.
15. The student will identify and understand the correct procedure for parking a vehicle - parallel, perpendicular and diagonal.

16. The student will identify ways to deal with system failures that might be encountered in driving.

17. The student will identify proper responses to take in emergency driving situations.

18. The student will identify and understand factors that will minimize risks in driving.

19. The student will identify and understand the effects of weather conditions on driving, the suitable means of compensation for these hazards, and the hazards associated with night-time driving.

20. The student will identify and understand the way drivers should gather, analyze and evaluate information as it relates to the driving situations.

21. The student will identify and understand the reasons as to why decision-making is such an important part of good driving.

22. The student will identify and understand the rules of the road as they relate to good driving.

23. The student will identify and understand the factors that determine performance capabilities of other vehicles on the roadway.

24. The student will identify and understand the effects of drugs/alcohol on the human functions involved in driving.

25. The student will identify and appraise motivations that prompt young people to use drugs/alcohol.

26. The student will identify the nature and effects of emotions and attitudes on motor vehicle operators.

27. The student will identify personal guidelines for anticipating and handling situation likely to induce strong emotions and unsafe behavior.

28. The student will identify and predict the effects of other factors - fatigue, carbon monoxide, etc - on operator fitness in operating a vehicle.

29. The student will identify and understand the human functions - identify, predict, decide, and execute - involved in operating a motor vehicle.

30. The student will identify and understand the effects nonmotorized highway users - pedestrians, bicyclists, animals, children etc. -
can have on the traffic scene.

31. The student will identify and understand the role of traction and friction in maintaining vehicle control and will identify the general conditions that determine the amount of tractions a vehicle will have.

32. The student will identify and understand the importance of frequent vehicle checks and maintenance.

33. The student will identify and understand the natural laws that affect driving.

34. The student will identify and understand signs of vehicle failure and wear.

35. The student will identify and understand reasons for properly maintaining a vehicle.

36. The student will, given a list of vehicle components, identify the periodic checks that should be made in order to maintain efficient and economical operation.

37. The student will identify the types of insurance required and available for a motor vehicle.

38. The student will identify and understand the state laws pertaining to highway users as these laws are set forth in *What Every Driver Must Know*.
I. The student will identify and understand the following devices on the vehicle:

   A. Information gauges
      1. Fuel gauge
      2. Ampmeter
      3. Oil pressure gauge
      4. Engine temperature gauge
      5. Odometer
      6. Speedometer
      7. Beam indicator
   
   B. Starting devices
      1. Ignition switch
      2. Choke
   
   C. Control devices
      1. Accelerator pedal
      2. Steering wheel
      3. Brakes
      4. Clutch pedal (standard)
      5. Gearshift level
   
   D. Safety devices
      1. Light switch
      2. Turn indicator
      3. Horn
      4. Windshield wipers and washers
      5. Defrosters
      6. Visors
      7. Seat belts
      8. Head restraints
      9. Warning flashers
   
   E. Comfort system
      1. Seat adjustment
      2. Heater and air conditioner
      3. Air vents

II. The student will perform pre-driving procedures

   A. Prior to entering car
      1. Check tires
      2. Check behind car
      3. Check under car
      4. Check general condition of car

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B. After entering car
1. Adjust seat
2. Adjust head restraint
3. Adjust mirrors
4. Fasten lap belt and shoulder harness
C. Starting the engine (automatic transmission)
1. Foot on brake
2. Check for neutral
3. Start engine
4. Shift into desired gear
5. Release parking brake
D. Putting car in motion
1. Check view to rear (rear-view mirror)
2. Check blind spot
3. Signal
4. Foot off brake
5. Accelerate down slightly

III. The student will drive the vehicle in an area with limited traffic volume.
A. Hands should be in the 9-3 position
B. Turns should be made with the hand-over-hand motion.
C. Hands should remain on rim of steering wheel, NOT on spokes
D. Proper lane and vehicle position must be observed

IV. The student will demonstrate the correct procedure for performing left and right turns in an area of limited traffic volume.

V. The student will demonstrate the proper procedure for land changing.

VI. The student will demonstrate correct passing procedure.

VII. The student will demonstrate the turning procedures for turning from a:
A. Two-way street to a one-way street
B. One-way street to a two-way street
C. One-way street to a one-way street

VIII The student will demonstrate the proper procedure for parking the vehicle
A. Parallel parking
B. Diagonal parking
C. Perpendicular parking

IX. The student will demonstrate compliance with the Michigan Vehicle Code when encountering traffic signs, traffic signals, pavement markings, traffic control persons, emergency vehicles and any
other situations stated in the Code.

X. The student will demonstrate the proper procedure for entering and exiting from a freeway.

XI. The student will demonstrate the proper search procedure by looking systematically toward possible sources of information that will relate to the traffic situation.

XII. The student will demonstrate proper directional control by the coordination of steering and turning maneuvers with speed and timing adjusted to the driving task requirements.

XIII In a situation in which the vehicle runs off the road, the student will control the vehicle and regain the road surface without crossing a lane of traffic or without being a hazard to other traffic.
PERSONNEL MEETING
(Concerns/Revisions)
7/28/82

I. Snow day procedure (problem - define who is eligible - noncertifed)

A. Have director who comes in (noncertifed).
B. Adult education - no class/snow day - no pay.
C. Calling snow days:
   1. If school is called in advance/or dismissed early - no adult education, co-ed programs etc.
   2. If school is in session and weather is getting worse - but no early dismissal - cancellation of night activities left to director/principals of programs.
   3. Decision if a bus to to travel to an away extracurricular event is left to the bus driver and transportation director (jointly) not the coach.
   4. Classified employees will be paid if off (snow day) as well as those who work. Those who do not work will be given a day off at a later time (comp. day).
D. Gateway teachers - no comp. days will follow contract of regular Berrien Springs teachers.

II. Vacation days

A. Administrators
   1. Stated amount of days plus holidays are allowed.
   2. Reporting of vacation days need to be emphasized.
   3. Holidays are considered anytime the central office is closed.
B. Classified
   1. Same as administrators.
   2. Vacation days are accumulated from July 1 to June 30 and must be taken in June, July or August unless arrangements are made.
   3. Vacation days/compensatory days can not be carried over beyond the start of the school year.

III. Leave of absence

A. Certified - policy presently established as per contract.
B. Classified
   1. Each case handled individually and documented. Request will be in writing and made to the Assistant Superintendent.
IV. Probation

A. Classified
   1. Board policy established
   2. Establish a procedure
      a) Letter informing employer of status - before they
         start work.
      b) 90 day period must be covered and notification of
         expiration of said time be given to employee.
      c) Evaluation must be made before expiration of probation.
         Notification will be made to onform of removal from
         probation.

V. Definition of classification of employees

A. Students (co-op) in hearing impaired program.
   1. Based upon work experience in regards to evaluation and
      pertinent application of to work situation.

   B. Maintenance (level 1, 2, 3)
      1. Co-op/high school students
      2. Part time
      3. Full time

VI. "Pro-rated" Interpretation

A. Clarification:
   1. Absent after three hours charge a half day sick leave.
   2. Half time employee absent three hours consists of a full
      day.
   3. An accumulated sick day is one work day no matter what
      the length of the work day as long as it coincides with
      the employee's regular schedule.

VII. Other days absent.

A. Personal days counted against sick leave accumulated.
B. Compassionate days should be charged against sick time unless
   a death in the immediate family or over extension of sick
   time accumulated.

VIII Payroll procedure.

A. Substitutes
   1. Pay by check rather than by direct deposit.

IX. Benefits

A. Discontinuation
   1. Leave district and accept another position before
      September 1.
   2. Terminate employment (resign) - benefits discontinued
30 days after said date.

X. Money returned to accounts.

A. Items sold must be replaced into a revenue account. Example: high school supplies account charged for gym shorts order - these suits are sold at later date and money is put into a revenue account.
CASH FLOW PROJECTION  
Fiscal Year 82-83  
7/21/82  

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* payment late for 81-82
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<td>$522,333</td>
<td>$538,607</td>
<td>$1,139,791</td>
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*Tax Anticipation Notes set aside.*
## Totals

**Estimated Receipts:**
- Collection of taxes: $2,479,658
- Collection of state aid: $1,107,205
- Collection of other grants: $288,344
- Proceeds from loans/interest: $700,000
- Other revenue/receipts: $810,078

**Total Available Funds:** $5,385,285

**Less Estimated Expenditures:**
- Salaries and benefits: $4,096,209
- Services/supplies/materials: $1,088,866
- Payments of debt: $730,967
- Interest expense: $22,519
- Other expenditures

**Estimated Ending Balance:** $5,938,561

**Note:**
1. This budget was based on the 81-82 State Aid Formula.
2. Projected - $530,000 must come out of the fund equity.
BUDGET FORMATION EXPLANATION

I. Budget Information

A. Factors needed to know to build budget.
   1. S.E.V.
   2. Millage rate
   3. State Aid Formula
   4. Enrollment
   5. Approved federal and state programs - how much money allowed to spend for migrant education, special education, etc.

B. Comments
   1. Only factor known is S.E.V. - the rest is guessing.
   2. Budget is based upon last years formula - most stable way to figure the budget - no formula had been past at this time.
   3. Millage rate unknown until the Board takes action on the Truth in Taxation.

Cash Flow Projection

I. Tax Revenue

A. Months: January, February, March - majority of tax revenue bearing months.
B. Delinquent Taxes: May or June
C. State Aid Formula:
   S.E.V. X Levied Mills
   $98,601,752 25.1482 = $2,479,657

   Students: $2,472,657
   2000/ $1,240 per student
   360 + $50.55/mill/student

   $50.55 x 25.1482 = $1,631 per student
   - 1,240
   $1240 local revenue per student and $391 state aid per student

D. Based on last years collection of taxes - will project that all $2,479,657 will be collected and paid in January, February, March and June.

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Projected tax revenue per month:

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>$458,737</td>
</tr>
<tr>
<td>February</td>
<td>$428,981</td>
</tr>
<tr>
<td>March</td>
<td>$1,386,182</td>
</tr>
<tr>
<td>June</td>
<td>$205,812</td>
</tr>
</tbody>
</table>

II. State Aid

A. After determining total amount of state aid, percentages are as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>20%</td>
</tr>
<tr>
<td>December</td>
<td>19%</td>
</tr>
<tr>
<td>February</td>
<td>17%</td>
</tr>
<tr>
<td>April</td>
<td>16%</td>
</tr>
<tr>
<td>June</td>
<td>15%</td>
</tr>
<tr>
<td>August</td>
<td>13%</td>
</tr>
</tbody>
</table>

B. Using last year's formula - predict $782,826 = gross membership allowance from the state.

C. In July enter $118,158 - from last year's state aid (June payment). Because state's fiscal years starts in September. Thus, 82-83 state aid will start in October.

D. To determine total state aid = add membership and categoricals.

E. Categoricals

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>State placed children</td>
</tr>
<tr>
<td>20,000</td>
<td>Bilingual</td>
</tr>
<tr>
<td>80,000</td>
<td>Special Education</td>
</tr>
<tr>
<td>6,000</td>
<td>Vocational Education/added cost</td>
</tr>
<tr>
<td>2,500</td>
<td>Vocational Education/administration</td>
</tr>
<tr>
<td>70,000</td>
<td>Transportation</td>
</tr>
<tr>
<td>4,000</td>
<td>Community schools</td>
</tr>
<tr>
<td>6,000</td>
<td>Driver education</td>
</tr>
<tr>
<td>782,826</td>
<td>Membership allowance</td>
</tr>
</tbody>
</table>

$976,326 TOTAL

F. To Find payments

\[
\begin{align*}
$976,326 \times .20 &= \$195,265 & \text{October} \\
" \times .19 &= 185,502 & \text{December} \\
" \times .17 &= 165,975 & \text{February} \\
" \times .16 &= 156,212 & \text{April} \\
" \times .15 &= 146,449 & \text{June} \\
" \times .13 &= \text{Next fiscal year}
\end{align*}
\]

G. Split October and April payments - leave December, February and June payments whole - because past practice in the way the state has been paying - based on the economy.
IV. Other Revenue

A. Collection of grants (federal programs)
   budgeted x amount to spend
   $244,344 x .95 = $232,126

B. Assume the payments as follows:
   60% x $237,126 = $139,276 January
   35% x " = 81,244 April

C. Interest income ($100,000) receipts as follows:
   8 months of $8,000
   4 months of 9,000

D. Local Revenue: $2,741,579
E. State Revenue: 977,831
F. Federal Revenue: 288,344
G. Incoming transfer (tuition from Hearing Impaired, Vocational Education programs - charged to other districts) 667,000

V. Expenditures

A. Bus payment June $26,652. Also, interest on load paid quarterly. October $2,399 - because loan taken out on August 10 - 40 days total. $5,397 charged for 90 days (each quarter).
B. Note (T.A.N.)
C. Salaries and benefits
D. Services/supplies
INSURANCE REPORT

I. Recommended Coverage

A. Special Multi Peril (package)
B. Property (package)
   1. property - fire and related perils
   2. special institutional or public and institutional property forms
   3. property coverage on "replacement cost basis"
   4. property - business interruption
   5. property - burglary and theft
   6. property - inland marine
   7. general or public liability
      a) first aid coverage - student accident policy
      b) teacher liability
      c) personal injury liability
   8. crime coverage
   9. boiler and machinery
C. Automobile Liability and PHYSICAL Damage.
D. Worker Compensation
E. rella Liability

II. Present Coverage

See Chart

III. Considerations

A. Eliminate or raise amount of deductible on some vehicls (buses)

"A deductible should be chosen which maximizes savings in relation to the amount of loss retained."

B. Addition of First Aid - Student Insurance Coverage.

"This is basically a goodwill coverage. It provides immediate medical payments for students injured at school. It pays without regard to liability, which is why it is referred to as goodwill coverage. It is felt that providing first aid reduces the number of injuries that result in legal action against the school by parents. That is, as immediate treatment is paid for, parents are less likely to seek legal recourse against the school. In addition, the coverage may encourage early treatment of injuries. This would be
expected to reduce the chance of complications resulting from comparatively minor ailments."

---

<table>
<thead>
<tr>
<th>POLICY</th>
<th>AMOUNT OF POLICY</th>
<th>PREMIUM</th>
<th>POLICY #</th>
<th>EXPIRATION DATE</th>
<th>AGENT</th>
<th>INSURANCE COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Liability (endorsement-audiologist)</td>
<td>$2,800,000</td>
<td>280,000</td>
<td>SP DO 0880085</td>
<td>2/15/83</td>
<td>DeVries</td>
<td>Pacific Employe Ins. Co.</td>
</tr>
<tr>
<td>Workmen's Compensation &amp; Employer Liability</td>
<td>$15,300</td>
<td>402.39</td>
<td>SA91-0-E47520</td>
<td>2/15/83</td>
<td>E. Smith</td>
<td>Assoc. General</td>
</tr>
<tr>
<td>Misc. Property Floater (motorola FM radio &amp; base units)</td>
<td>$45.00</td>
<td>1,000</td>
<td>776001 06292368</td>
<td>2/25/83</td>
<td>E. Smith</td>
<td>Auto-Owners</td>
</tr>
<tr>
<td>Business Auto</td>
<td>mostly $250</td>
<td>$10,211.00</td>
<td>81 AB 651739</td>
<td>2/15/83</td>
<td>Burnham/Flower</td>
<td>The Hartford</td>
</tr>
<tr>
<td>Umbrella Liability</td>
<td>$50,000.00</td>
<td></td>
<td>81 HU 641472</td>
<td>2/15/83</td>
<td>Burnham/Flower</td>
<td>Hartford Accident &amp; Indemnity Co.</td>
</tr>
<tr>
<td>General Liab.</td>
<td>$500,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto</td>
<td>$1,000,000.00/</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Employer</td>
<td>$300,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>$100,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Liability</td>
<td>$500,000 per</td>
<td></td>
<td>SPD000880085</td>
<td>2/15/83</td>
<td>DeVries</td>
<td>Pacific Employe Ins. Co.</td>
</tr>
<tr>
<td>personal injury</td>
<td>$500,000 aggregate</td>
<td>$18,031.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>property damage</td>
<td>$1,000 per person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>premises medical payments</td>
<td>$10,000 per accident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear School Administrator:

On May 27, 1982, the Environmental Protection Agency (EPA) published a rule in the Federal Register (47 FR 23360-23389) requiring all public and private elementary and secondary schools in the United States to identify friable asbestos-containing materials, maintain records, and notify employees of the location of the friable materials which contain asbestos. When friable asbestos-containing materials are found, schools must provide the employees with instructions on reducing exposure to asbestos, and notify the school's parent-teacher association.

Since 1979, EPA has operated a Technical Assistance Program (TAP) to help schools identify and correct potential hazards due to asbestos in schools. However, many schools did not respond to EPA's effort under the TAP. EPA is now requiring all schools to identify friable asbestos-containing materials and notify employees and parent-teacher organizations of their presence. These actions must be completed by June 28, 1983.

To assist schools in complying with the rule, we are enclosing a copy of the rule along with copies of "Asbestos-Containing Materials in School Buildings: A Guidance Document, Parts 1 and 2." Should you need a copy of any forms for this rule or other general information, please contact the Industry Assistance Office (TS-799), Office of Toxic Substances, Environmental Protection Agency, Rm. E-511, 401 M Streets, S.W., Washington, D.C. 20460. Phone: Toll free, 800-424-9065. In Washington, D.C., call 544-1404. Outside the Continental U.S., call Operator-202-554-1404. If you need technical assistance, please contact the appropriate Regional Asbestos Coordinator listed in the rule on page 23361.

Sincerely,

Douglas G. Bannerman
Acting Director,
Industry Assistance Office

Enclosers
E.P.A. Ruling:

1. The school must inspect the buildings for friable asbestos effective June 28, 1982.

   Definition: Friable Asbestos - All materials that when dry may be crumpled, pulverized, or reduced to powder by hand pressure.


3. Schools that determined that they contain no friable asbestos-containing materials prior to the effective date of this rule, need only certify these results and retain the certification statement in their files. Schools need not repeat sampling and analysis under any circumstances.

4. However, if friable asbestos is found the school must:

   A. Inform all employees of the location of these materials and to provide each custodial or maintenance employee with a copy of "A Guide For Reducing Asbestos Exposure".

   B. Inform the parent-teacher groups of the schools where there is a potential problem from the release of friable asbestos.

   C. Correct the problem as best as possible.

Conclusion

Since our school system has filed an inspection report (April 7, 1981) our obligation consists of filling out the attached form and placing it in our files.
BIBLIOGRAPHY


