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A REPORT OF AN INTERNSHIP
IN THE ST. JOSEPH PUBLIC SCHOOLS
ST. JOSEPH, MICHIGAN

by

Dennis David Lundgren

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

Western Michigan University
Kalamazoo, Michigan
August 1982

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A REPORT OF AN INTERNSHIP
IN THE ST. JOSEPH PUBLIC SCHOOLS
ST. JOSEPH, MICHIGAN

Dennis David Lundgren, Ed. S.
Western Michigan University, 1982

The purpose of this report is to describe a six week internship completed in the St. Joseph Public School System. The intern worked in the area of curriculum and personnel and became familiar with the role of Director of Curriculum and Personnel. Several major tasks related to that role were completed during the internship.

Chapter I contains a brief description of St. Joseph Public Schools. The chapter includes the intern's prospectus, including a description of the internship. The chapter also contains the intern's projected nature of internship experience.

Chapter II describes the experiences and major tasks completed during the internship. These tasks included: development of a job vacancy procedure, and recommendations for supervision of Special Education.

Chapter III includes an analysis of the internship experience.

Chapter IV contains conclusions and recommendations relating to this internship and the value of an internship experience in a degree program.
ACKNOWLEDGEMENTS

Appreciation is extended to St. Joseph Public Schools, and especially to Donald Dryden, Assistant Superintendent for Curriculum and Personnel. I thank him for his assistance and guidance during my internship.

I also thank my advisor, Dr. Carol F. Sheffer, and the Department of Educational Leadership staff and faculty for the guidance and support concerning the internship and my studies.

A special thank you is extended to my wife, Colleen, for her assistance and encouragement in this project and in my studies.

Dennis David Lundgren
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CHAPTER I

THE INTERNSHIP PLAN

The purpose of the major internship in the Educational Leadership Department, Educational Specialist degree program is to give the degree candidate practical experience at an administrative level within the career goals of the candidate. This experience is intended to give the candidate insight into the position as well as an opportunity to utilize knowledge and expertise gained in course work and past experience. The internship is a requirement for the degree of Specialist in Education in the Department of Educational Leadership. The site chosen for this internship was the St. Joseph Public School System.

Description of St. Joseph Public Schools

The St. Joseph Public School System is located in Southwestern Michigan adjacent to Lake Michigan at the mouth of the St. Joseph River. The district encompasses all of the city of St. Joseph and portions of St. Joseph Township, Lincoln Township and Royalton Township. The residents of the school district are largely middle class, the vast majority being white. Several industries are located within the school district including the Whirlpool Corporation Laundry Division.

At the time of the internship, St. Joseph Public Schools consisted of five elementary schools, one junior high school, one
high school, and a high school alternative education program located in a former elementary building which also housed the central administration offices. The 1980-81 enrollment was 3017 students. The total teaching staff totaled 172. The district had experienced declining enrollment in the past few years. The 1980-81 operating budget was approximately seven million dollars. The school district was out of formula. An out of formula school district is one that does not receive basic state aid because of a high property valuation. The school district received only $85,450 in state revenue in the 1980-81 school year.

 Internship Prospectus

The Educational Leadership Department requires that an internship prospectus be submitted and approved prior to the start of the internship experience. The prospectus is a brief description of anticipated internship experiences with defined goals and expected outcomes of the experience. The prospectus included in this chapter was written by the intern with the guidance of the intern's advisor, Dr. Carol F. Sheffer, and after a preliminary conference with the Field Supervisor, Donald Dryden. The prospectus is followed by the projected nature of internship experience which contains specific objectives, tasks and expected terminal skills. These experiences were chosen to best meet the needs of the district and the intern. The internship began June 15, 1981 and ended July 24, 1981. The prospectus follows.
MAJOR INTERNSHIP - Dennis D. Lundgren

SPONSORING ORGANIZATION: St. Joseph Public Schools

FIELD SUPERVISOR: Mr. Donald Dryden, Director of Curriculum and Personnel

UNIVERSITY ADVISOR: Dr. Carol F. Sheffer, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: Examine the role of Director of Curriculum and Personnel

DURATION: Six weeks

RATIONAL:

One of the most important functions of a school district is that of curriculum supervision, and personnel matters that effect the execution of the curriculum. Obviously, these functions can best be studied in a district that employs a Director of Curriculum and Personnel. St. Joseph Public Schools is such a district. This is an ideal position in that the person responsible for making decisions regarding curriculum also makes critical decisions concerning the personnel to implement that curriculum.

The overall goal of this internship, then, is to study the role of Director of Curriculum and Personnel and gain various skills related to the position.

The activities of the internship are listed in the goals of the projected nature of the internship. While some tasks, such as, developing a job vacancy procedure, are very specific, flexibility and variety are included so that the entire role can be studied.

The outcomes of this experience should include: entry level skills in the position, an understanding of the role and how that
role is executed, the ability to apply the technical aspects of the position, and an understanding of how the function of the Director supports the entire district.

Table 1
Projected Nature of Internship Experience

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
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<tbody>
<tr>
<td><strong>A. CONCEPTUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To become familiar with role expectations of Director of Curriculum and Personnel.</td>
<td>The intern will - perform various tasks, interact with school personnel, and carry out office functions three mornings a week.</td>
<td>The intern will be able - to perform the role at an entry level.</td>
</tr>
<tr>
<td>2. To acquire knowledge of the role through observation.</td>
<td>work with and observe the Director in this role.</td>
<td>to discuss the role of the Director and how that function is executed and relates to the district.</td>
</tr>
<tr>
<td><strong>B. HUMAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To represent the office to drop-ins and phone calls.</td>
<td>answer phone calls and questions of drop-ins while the Director is out of the office.</td>
<td>to apply the technical aspects of the role to personal relationships.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>2. To discuss and observe inservice planning.</td>
<td>take part in and synthesize information from an inservice planning committee.</td>
<td>to design and/or arrange inservice programs to meet the needs of a professional staff.</td>
</tr>
<tr>
<td>3. To participate in committee work.</td>
<td>observe and participate in various committees.</td>
<td>to utilize group skills in a committee setting.</td>
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<td></td>
<td></td>
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<tr>
<td>C. TECHNICAL</td>
<td>study the Master Agreement, existing policies and other procedures from other districts.</td>
<td>to write a step-by-step procedure to fill job vacancies.</td>
</tr>
<tr>
<td>1. To develop a procedure to fill job vacancies.</td>
<td>examine factors to determine staffing and work with the Director in making recommenda-</td>
<td>to cite the factors affecting staff reassignment and the problems that may be encountered.</td>
</tr>
<tr>
<td></td>
<td>tions.</td>
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<tr>
<td>2. To assist in reassigning staff.</td>
<td>study the alternatives to supervising Special Education.</td>
<td>to cite viable alternatives in supervising Special Education in a Class B District.</td>
</tr>
<tr>
<td>3. To develop a plan for Special Education supervision.</td>
<td></td>
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</table>
CHAPTER II

A REPORT OF INTERN ACTIVITIES

As indicated in the prospectus, the intern anticipated varied and diverse activities in the internship consistent with the intern's understanding of the role of the Assistant Superintendent for Curriculum and Personnel. In this chapter, the experiences of the intern are described. Major tasks assigned to the intern are described including the closing of a fourth grade room, the development of job vacancy procedure, and the formulation of a system of supervision of Special Education. The majority of time spent in the internship dealt with these major tasks, however, a number of other experiences were an integral part of the internship experience.

The Role of Assistant Superintendent

A vital part of the internship experience was the acquisition of knowledge through observation and discussion of the role of the Assistant Superintendent. In this internship, a great deal of time was spent in conversation and discussion with the Assistant Superintendent for Curriculum and Personnel who also served as the Field Supervisor. The role of Assistant Superintendent was further defined through dealings with other staff members, especially central office staff and building principals. Through these observations and discussions the nature of the role became evident.

Matters related to curriculum for which the intern gained know-
ledge and insight included: budget, curriculum goals, utilization of input from staff, reviewing direction from the Board and Superintendent, and decision making.

Budget

To maintain accountability of the curriculum, the school system maintained a line item called Support Services-Staff Improvement. In the school year 1980-81, this budget item was $176,925. It included salaries of the Assistant Superintendent, Curriculum Consultant, and Secretary. Also included were travel expenses, miscellaneous office supplies and equipment, curriculum development, memberships and other expenses.

School district goals influenced the amount of money allocated to the curriculum part of the budget. The overall commitment by the Board of Education for staff improvement and curriculum development also were reflected in the stated goals. The Assistant Superintendent for Curriculum and Personnel provided the Board of Education with information and identified needs in this area so that it could make sound decisions on financial allocation. This required stated goals in the curriculum area that would best serve the students of the district. In order to establish the goals and to make recommendations to the Board of Education, the Assistant Superintendent sought input from the faculty and other sources.

One vehicle that was utilized by the district to gain representative involvement in decision making was a Vertical Steering Commit-
This committee dealt with a number of concerns in the district and served as a formal process for staff involvement. The committee gave the Assistant Superintendent the necessary input to make decisions concerning curriculum. Also important were informal discussions with School Board members, the Superintendent, parents, principals, and other staff members. This framework gave the Assistant Superintendent the data necessary to make decisions concerning budget and curriculum development.

This framework was evident during the internship as the intern was involved in the process. The budget for curriculum development had been cut from $112,925 for the 1980-81 to $22,550 for the year 1981-82. The cuts had been made in the context of the process outlined above. However, during the summer, because of changes in the finances available to the district, more money became available for curriculum development.

Since some priorities for the curriculum had been established when cuts were made, the Assistant Superintendent recommended areas for reinstatement when the additional funds became available based on the priorities established earlier. The process of consulting with School Board members, Superintendent, and staff was evident in arriving at recommendations for the School Board.

Inservice Planning

An area of staff development in which the intern had direct contact was inservice planning. Two major tasks were involved, one
being a computer workshop during the summer for teachers and the other a teacher inservice for career education.

St. Joseph Public Schools had a growing program in computer education. Computer instruction and the teaching of programming was a part of the curriculum at the elementary and high school levels. The intern gained an understanding of the program through discussions with the Assistant Superintendent, the high school computer teacher, and an elementary principal, as well as, observations of computer instruction in the summer school program.

The high school computer teacher taught a 30 hour computer workshop during the last week in July, 1981 to acquaint teachers with Apple and Heath computers. During the first week of August, a graduate class from Hope College was offered to St. Joseph teachers. This was taught by a faculty member from Hope College. The intern's involvement in this project was in assisting with the physical layout of the classroom, assisting in gathering and preparing equipment, and answering questions of staff members concerning the workshop.

As a result of observation of the summer school program and involvement with the workshops, the intern prepared an article with photographs describing the summer school program and teacher workshops. This article was submitted to Educator Press of Grosse Pointe Farms, Michigan and was published in the May, 1982 issue.

Another area of inservice was in career education. The district had utilized elementary school units on career education developed by the Coloma Community Schools. Because of the reassignment of a
number of staff members since initial training, the Assistant Superintendent believed there might be a need for faculty inservice on the units. An administrator from the Coloma Community Schools provided this inservice. It was the task of the intern to arrange this inservice.

The Coloma administrator was telephoned on July 8th to discuss the inservice. It was decided during the conversation that a one day inservice would be appropriate and that at least ten participants would be needed to justify costs and effort.

An announcement was sent to St. Joseph teachers in a letter that a five hour Career Education Workshop would be offered on August 11th. Those teachers interested were to reply by July 20, 1981. Fewer than ten teachers responded by July 20th and the Coloma administrator was informed by the intern that the inservice was cancelled.

Elimination of One Fourth Grade Room

The master contract with the teachers in St. Joseph Public Schools stated that in grades kindergarten through third, the district-wide ratio of students to teachers should not exceed 25:1. In grades four, five, and six, this ratio could not exceed 28:1. There were eight third grade rooms in the school district during the 1980-81 school year. The expected enrollment in fourth grade for the 1981-82 school year was 189 students. Reducing the eight third grade rooms of the previous year to seven fourth grade rooms in the upcoming school year would yield a ratio of 27:1. This was consis-
tent with School Board policy and the master contract and would result in the most efficient operation of the school district.

The Assistant Superintendent for Curriculum and Personnel was given the task of recommending which school would eliminate a fourth grade room and which students would be moved to other school buildings to accommodate the change. The intern was involved with the process of developing the recommendation.

The Assistant Superintendent and the intern began the process by studying pin maps showing the location of fourth grade students and school attendance areas. The pin maps were road maps of the school district on which each student was represented by placing a pin at the location of the student's residence. Alternatives were discussed that would move the fewest number of students within the confines of available bus routes. Individual students were considered on the basis of previous moves, other children in the family and the school they attended, streets the student would have to cross, and other similar considerations. Building principals also were consulted on the matter. It became apparent that closing a section at one of two elementary schools would move the least number of students.

The Assistant Superintendent, at the suggestion of the Superintendent, decided to form a parent committee to study the matter. The committee was comprised of the previous year's third grade room mothers. The room mothers were volunteers who assisted in their children's classroom during the school year.

The intern was given the responsibility of drafting a letter to
all parents of the previous year's third grade parents announcing
the elimination of one fourth grade room. The letter also announced
the formation of the Room Mothers Committee and suggested that any
input be shared with the members of the Committee. The letter in­
cluded a list of room mothers with phone numbers.

The Committee was formed and the Assistant Superintendent met
with them on July 3rd. He explained the problem and that he was
seeking input to make a recommendation to the School Board. The Com­
mittee expressed that it believed the eight sections should be main­
tained, however, if seven sections were created, that the following
be considered:

1. Avoid moving previously displaced students.
2. Move the least number of students.
3. Avoid splitting families.
4. Move to the least number of schools.
5. Relieve overcrowding.
6. Equalize enrollment.
7. Maintain the team teaching concept at Brown School.

The Committee discussed the enrollments of the schools and fo­
cused on Brown School and North Lincoln School. If a class were
closed at Brown School, fourteen students would be reassigned. If a
class were closed at North Lincoln School, twenty students would be
reassigned. The Committee requested that they be notified of the
School Board's decision, that letters be sent to all fourth grade
parents stating the recommendations and guidelines of the Committee,
and that orientation be conducted for new students.
The Assistant Superintendent on July 14th related to the intern that he would recommend the closing of a fourth grade section at Brown School. This was most consistent with the priorities set by the Room Mothers Committee. Committee members telephoned or met with the intern on July 14th to receive the recommendation. The intern also answered questions and spoke to the concerns that the parents had expressed. The School Board later accepted the recommendations.

Job Vacancy Procedures

One of the major tasks of the internship was to update the procedure used to fill teacher job vacancies in St. Joseph Public Schools. This assignment resulted in a recommendation to the Assistant Superintendent for Curriculum and Personnel (see Appendix A for a reproduction of the recommendation).

The recommendation was compiled after a review by the intern of the current procedures, a study of the procedures of other school districts, and after consultations with the Assistant Superintendent. The intern gathered information from four school districts: Berrien Springs, Benton Harbor, South Haven, and Battle Creek-Lakeview.

On June 17, 1981, the intern visited the Superintendent of the Berrien Springs Public Schools. It was learned during the interview that in Berrien Springs, applications were kept on file for two years. Applicants were asked to supply a completed application, transcripts, a copy of the teaching certificate, and credentials. When a vacancy occurred, the Superintendent asked the building principal...
for a description of an ideal candidate. The Superintendent usually selected five candidates and submitted them to the principal. The principal had the final decision and used the selection process of his or her choice.

The Superintendent also shared copies of letters used to inform applicants of their status.

The intern shared this information with the Assistant Superintendent and discussed what aspects might be used in St. Joseph's procedures.

The intern next met with the Director of Instruction of South Haven Public Schools. The Director shared letters to applicants and candidates, a list of procedures used by South Haven, a personnel selection data sheet, and a personnel selection rating sheet. South Haven used a comprehensive process in selecting personnel and informed all applicants of their status by letter.

In South Haven Public Schools, once candidates were selected based on matching job descriptions with qualifications, those selected were to complete a screening process. The first step of the process was an interview. The interviewer used a selection data sheet which included information gained from the candidate's credentials and selected questions for the interview.

The candidate also was required to take a standardized test measuring math and communication skills. The results were noted on the Selection Data Sheet.

The Director of Instruction then completed a Personnel Selection
Rating Sheet. Each area on the sheet was given a value and candidates were ranked by point totals. A decision was based on this ranking. The areas on the rating sheet included professional training, test of basic skills, background experiences, personal qualities, character traits, classroom management skills, self-analysis and concerns, living plans, and summary questions.

After the interview with the Director, the intern analyzed the data and shared it with the Assistant Superintendent in St. Joseph.

The intern next met with the Director of Personnel for Benton Harbor Area Schools. The Director shared that the teacher's contract outlined a number of procedures that must be followed. After these procedures were followed, the Director of Personnel and the principal (should the principal be involved) chose five or six candidates. Those candidates were submitted to the Group Director of Elementary Education, the Group Director of Secondary Education, or Superintendent depending on the vacancy. The Superintendent or Group Director made the final selection.

No form letters were used in Benton Harbor and each candidate was responded to on an individual basis. Due to the difference in the size of the school districts and their procedures, it was difficult for the intern to incorporate aspects of Benton Harbor's procedures.

The final interview was with the Assistant Superintendent for the Lakeview School District in Battle Creek.

In Lakeview applications were kept on file for three years.
When a vacancy occurred, college placement offices were used as a source for candidates. In addition, applications on file were used. The Assistant Superintendent selected six or seven candidates from the applications.

The candidates were then interviewed by the principal using a standard interview sheet. The principal and Assistant Superintendent then conferred to select the teacher. The Assistant Superintendent made a recommendation to the Superintendent and Board.

Again, the intern shared this information with the Assistant Superintendent in St. Joseph. The intern and Assistant Superintendent reviewed all the information gathered and discussed what aspects should be considered in St. Joseph's procedures.

The next step was to write a first draft of step-by-step procedures and to update form letters used by the district. The draft was based on discussion with the Assistant Superintendent, the intern's analysis of procedures, and the four interviews.

This first draft was submitted to the Assistant Superintendent. It was discussed with the intern and corrections were made. The intern then made a final recommendation on July 23rd. The procedure can be summarized in the following steps:

1. Obtain criteria from the principal.
2. Follow contract procedures.
3. Review current applications.
4. Publish vacancy.
5. Select final candidates.
6. Request up-to-date credentials.
7. Interview candidates.
8. Execute telephone calls.
9. Select teacher.
10. Present recommendation to the Superintendent and Board of Education.
11. Notify candidate.
12. Notify those not selected.

The final recommendation also included revised form letters and a selection packet to assist in selecting the final candidate.

Supervision of Special Education

In the 1980-81 school year, Special Education supervision had been the responsibility of a junior high special education teacher. Having few students in her class allowed her to provide coordination of the program. This proved to be an inefficient system and in the next school year the teacher was to have more students assigned to her class. The Assistant Superintendent gave the intern the task of developing a plan for the supervision of Special Education in the district.

The study of the problem began with discussions with the Assistant Superintendent. These discussions included suggestions of how the problem should be considered, how supervision had been provided in the past, and the expectations of the district in this area.

Since the intern was scheduled to visit other districts to
discuss job vacancy procedures, it was decided that an effort should be made to gather information on Special Education supervision in each district as well. The intern discovered that each of the school districts took a different approach. There was little standardization between the districts. In addition to the interviews previously mentioned, the Director of Special Education for the Berrien County Intermediate School District, also was consulted.

It became apparent that a single recommendation would not be appropriate. The intern decided, in consultation with the Assistant Superintendent, that it would prove better to recommend several alternatives. The administration could then make the most appropriate choice.

After a study of State of Michigan administration rules for Special Education, the intern listed tasks required of each district sponsoring Special Education programs. These included such tasks as student assignment, parent consent hearings, performance objectives, and record maintenance. The intern also listed terms used in the rules and defined the terms.

Based on discussions with the Assistant Superintendent, the intern listed those positions that could provide some or all of the supervision required. This list included: the Assistant Superintendent, Special Education Coordinator(s), building principal(s), Special Education teacher, and counselor(s). This list was matched with the list of tasks and a judgement was made as to who could best perform each task.
Based on this analysis, the intern formulated nine recommendations (see Appendix B for complete recommendations). Each recommendation was presented with a chart showing how tasks would be assigned to the individual mentioned earlier, an explanation of how the recommendation would operate, and a list of advantages and disadvantages.

The first recommendation gave responsibility to a part-time coordinator. This alternative would give the district a well qualified individual, would improve delivery of the program, and, should the individual meet State guidelines, result in a reimbursement from the State of approximately 33.5% of the cost of the coordinator's salary.

The district's requirements for supervision in the Special Education program did not justify a fulltime coordinator. It was speculated that it would be difficult to employ a qualified individual in a part-time position. Also, while there was a provision for reimbursement, there would be significant added cost to the district.

A similar recommendation would have utilized a counselor as a part-time coordinator. This alternative would have used present staff, utilized central coordination, and retained some counseling service. There would not have been a reimbursement for salary. Problems would have arisen in qualifications, a teacher administrator conflict in the job description, and increased costs.

Two of the recommendations divided responsibility among teachers or counselors and building principals. Coordination would have been assigned by grade levels and some coordination would have been re-
quired of the Assistant Superintendent. These alternatives would have utilized present staff, had no added cost, and offered flexibility. However, a number of disadvantages appeared. Disadvantages included: increased load on staff, communication problems, decline in program delivery, duplication of efforts and questionable qualifications.

Another recommendation assigned primary responsibility at the secondary school level to the Assistant Superintendent and at the elementary school level to a building principal. It was determined that this alternative would have used existing personnel and provided coordination at an administrative level. This recommendation, though, would have limited the program and placed excessive increased load on the administrators involved.

A recommendation similar to the one above included a part-time secretary to perform tasks, such as, scheduling evaluations, and record maintenance. This would have resulted in minimal addition of personnel and would have limited the load on administration. There would have been however, increased costs and an increased load on the administrator involved.

Another method of coordination would have been to place responsibility with each building principal with district-wide tasks addressed by the Assistant Superintendent. This would have used existing staff but would have resulted in an increased load on principals, lack of coordination between buildings, and in the completeness of the program.
The final recommendation placed primary responsibility with the Assistant Superintendent with many tasks being handled by the individual teacher. This would have used existing staff but would have created a number of problems including a negative effect on instruction.

The recommendations were submitted and the administration chose a system of giving the Assistant Superintendent the primary responsibility with the addition of a part-time secretary.

Summary

This chapter has described the activities of the intern. The intern became familiar with the role of the Assistant Superintendent for Curriculum and Personnel in the St. Joseph Public Schools. Discussed were the tasks involved in providing teacher inservice, the process of eliminating a fourth grade room, the development of job vacancy procedures, and the development of recommendations for Special Education. The next chapter will discuss to what degree the objectives of the internship were met.
CHAPTER III
AN ANALYSIS OF INTERNSHIP EXPERIENCE

The internship can be analyzed in terms of the degree to which the objectives of the internship were achieved. The goals of the internship were presented in the prospectus, that is, to study the role of Director of Curriculum and Personnel and gain various skills related to the position. In the St. Joseph Public Schools, the position of director was filled by an Assistant Superintendent for Curriculum and Personnel. The projected nature of internship experience stated more specific conceptual, human, and technical objectives. The acquisition or lack of acquisition of expected terminal skills can help measure the degree to which specific objectives were met.

The conceptual objectives dealt with becoming familiar with the role of the Assistant Superintendent and acquiring knowledge of the role through observation. As stated in the previous chapter, a great deal of time was spent in discussion and observation to become familiar with the role. At the end of the internship the intern could discuss the role of the Director of Curriculum and Personnel, how the function was executed, and how it related to the district. This was demonstrated in the previous chapter. However, there remained some question as to the ability of the intern to perform another terminal skill identified in the prospectus, that is, to perform the role at an entry level. The intern found that more administrative experience at other levels, such as building principal, would be helpful and that a six week
internship was not enough time to learn a role such as Assistant Su-
perintendent. Further, the major tasks of the internship limited the
intern's involvement in the day-to-day activities of the position.
Confidential areas also limited some contact with activities related
to the position of Director of Curriculum and Personnel, such as,
school board meetings closed to the public.

The human objectives stated in the prospectus were met to a
large degree and the terminal skills were achieved. The intern did
represent the office of the Assistant Superintendent to drop-ins and
in phone calls, and was able to discuss and observe inservice planning,
and to participate in committee work.

The intern experienced some difficulty at the beginning of the
internship in applying the technical aspects of the role to personal
relationships. However, as the intern gained experience and began to
feel part of the administrative team, interaction with other staff
members became more meaningful. Once this experience was gained, the
intern could deal effectively with inquiries from staff members, par-
ents and others.

The intern not only discussed and observed inservice planning,
but also met the stated terminal skills of designing and arranging
inservice programs. This was demonstrated in the participation in
computer workshops and the arranging of a career education inservice.

The involvement of the intern with the Room Mothers Committee
gave the intern the opportunity to participate in committee work.
The intern was able to utilize group skills learned in other course
work and seminars. This committee work developed these skills in an actual working situation.

The technical objectives stated in the prospectus were met through specific tasks. These tasks were arranged before the internship began through discussions with the Assistant Superintendent for Curriculum and Personnel. Those tasks were: to develop a procedure to fill job vacancies, to assist in reassigning staff, and to develop a plan for Special Education supervision.

The development of a procedure to fill job vacancies was related to teaching vacancies. The terminal skill, to write a step-by-step procedure, was achieved as part of the task. Further, the intern developed letters, selection sheets, and other materials to complete the procedure.

The objective of assisting in reassigning staff was not met. When this task was planned, the district anticipated an additional layoff as a result of loss of funds. Funding remained stable and the reassignment was not necessary.

A different but similar need, however, became a task in which the intern did assist. It became necessary for the district to close one fourth grade section. The intern was involved in the decision of which section would be closed and which students would be reassigned. The intern became familiar with the factors and problems involved in such an action.

The intern did develop a plan for Special Education supervision. The stated terminal skill was to cite viable alternatives in the
supervision of Special Education. This was demonstrated in the intern's nine recommendations for Special Education supervision in St. Joseph Public Schools.

The overall goal, to study the role and gain various skills, was met to a great degree. This is demonstrated by the fulfillment of specific objectives in conceptual, human and technical areas. Further, expected outcomes were realized, demonstrated by the achievement of most of the terminal skills.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The intern must conclude that the internship was a valuable part of the course of study. The role that was studied is part of the career goals of the intern. The St. Joseph Public Schools provided a good model for the intern to study. The district was large enough to provide worthwhile experiences and small enough to get an overall view of the function of curriculum and personnel. The staff was quite willing to afford the intern meaningful responsibility and to support him in reaching his objectives.

The area of inservice planning was one in which the intern had little previous experience. It was learned that this type of planning requires a comprehension of many factors, such as, need and funding, in order to arrange an effective inservice. The planning, then, requires the input of a number of people to be successful.

The process of eliminating a fourth grade room gave the intern an opportunity to interact with staff, parents, and community members. This proved to be a very valuable experience. When a district makes a major change that effects students, it is good policy to involve parents in the decision. Due to this involvement, the Assistant Superintendent had parent support in making his recommendation. While there were some phone calls expressing dissatisfaction, the fact that parents helped make the decision resulted in a decision that was easier to defend.

26
The intern was given an appropriate role in the process of closing a fourth grade section. He gave input into discussions with the Assistant Superintendent and the Room Mothers Committee. The intern also dealt with parents in expressing the final decision.

The task of developing a job vacancy procedure gave the intern an opportunity to work in an area of interest and to visit other districts in conjunction with the project. Not only did the intern gain some material for the project, but he also was able to deal with other districts at a professional level. School districts share common concerns and problems, and it would seem beneficial if districts would share problems and solutions.

The intern had no previous experience in Special Education. The study of supervision of Special Education gave the intern a problem that required the intern to become familiar with state guidelines and rules, the district's problems in supervising Special Education, and limitations in providing supervision. The intern had to develop an approach to the problems and supply recommendations, one of which would be implemented. This kind of responsibility was very rewarding for the intern and gave valuable service to the school district.

Overall, the internship was quite successful in achieving the objectives. It was a valuable and worthwhile experience for the district and the intern. The intern found a great deal of satisfaction in that his recommendations were implemented, that he was accepted as part of the administrative team, and that the district benefited from the internship.
The intern would recommend that the internship be a part of any graduate program in Educational Leadership. Its value is similar to that of student teaching. It gives the student experience and the opportunity to apply skills gained in other course work. The duration and nature of the internship could be adjusted to the needs of the degree program.
APPENDIX A

Part I

Part II

Part III
A Recommendation For Job Vacancy Procedures
In
St. Joseph Public Schools

by
Dennis D. Lundgren
Administrative Intern
Western Michigan University
This recommendation is presented to suggest procedures and forms to be used in hiring teachers, summer school teachers, principals and other professional staff in which the hiring requires a systematic approach. It is not intended as an approach for hiring classified personnel, extra-duty personnel, or superintendents. The job vacancy procedure guide and forms to follow should be altered or adapted to meet the particular vacancy to be filled. For example, the interview process to hire a principal would be possibly more complex and certainly at a higher level than the process that would be used to interview an elementary teacher.

The recommendation is in three parts. First is the Job Vacancy Procedure Guide. This is a step-by-step procedure that outlines the actions to be taken in filling a vacancy. A time line is not specified as each vacancy is unique in the availability of candidates, responses from placement offices and candidates, and the immediate needs of the district.

It is suggested that applications be kept on file for two years. This is to maintain a current pool of candidates and to keep a reasonable number on file.

The second part consists of letters to be used to respond to candidates in various situations. There are form letters to: announce vacancies to staff, to acknowledge inquiries and send an application, to acknowledge inquiries and not send an application, and to respond to an inquiry regarding an advertised position. Should a candidate be interviewed and not hired, elements of a personal letter are suggested.

The last part consists of a Selection Packet. The first page is a guide dealing with critical areas to be considered along with the
source of the data and ratings for excellent, good, or poor. The purpose of this page is to show a synthesis of the information gathered about the candidate. The inside of the packet provides forms for telephone checks of references and the last page is the Record of Interview.

The application, credentials, transcripts, letters of recommendation, and other information can be included in the Packet to present a complete profile of the candidate beginning with a summary on the Personnel Rating Sheet.

This recommendation should present a consistent method of hiring personnel, yet allows for variations as the situation requires. These procedures should result in hiring the most qualified and best person for vacancies that may arise.
Part I

Job Vacancy Procedure Guide
1. Determine job description. Obtain criteria from the building principal or supervisor as to the ideal candidate.

2. Follow posting and recall provisions of the Master agreement.

3. Review current applications.

4. Publish vacancy. Include deadline and request credentials and transcripts. Common Placement Offices: Albion, Bowling Green, Central Michigan, Eastern Michigan, Grand Valley State, Indiana, Michigan State, Ohio State, Olivet, University of Michigan, Western Michigan University, etc. (Notify by phone or letter.)

5. Assistant Superintendent will match criteria with qualification and select final candidates. If the job was advertised, send a letter to those who responded but were not selected.

6. Request up-to-date applications, credentials and transcripts from final candidates. Arrange interviews.

7. Assistant Superintendent and Principal (or significant others) will interview candidates.

8. Assistant Superintendent and/or Principal will execute telephone checks of references.

9. Assistant Superintendent and Principal will select the teacher by consensus.

10. Assistant Superintendent will present the selection to the Superintendent and Board of Education for approval.

11. Notify the candidate that he/she has been selected.

12. Notify the other final candidates that they were not selected.
Part II
Letters
The following vacancy is announced. Letters of application will be accepted through _____.

Please send letters of application to:
This is to acknowledge your inquiry regarding employment opportunities in the St. Joseph Public Schools.

At the present time, we have no openings in your field of specialization. If you wish to have your application on file, please complete the enclosed form and return it to us along with credentials and transcripts.

Thank you for your letter indicating interest in St. Joseph.

Sincerely,

Donald A. Dryden
Assistant Superintendent
for Curriculum & Personnel

Enclosure
This is to acknowledge your inquiry regarding employment opportunities in St. Joseph Public Schools. We do not now have a vacancy for which you are certified nor do we anticipate such a vacancy in the near future.

Although we are not accepting applications at this time, we appreciate your interest in St. Joseph Public Schools.

Sincerely,

Donald A. Dryden
Assistant Superintendent
for Curriculum & Personnel
Pursuant to your application regarding a teaching position in our school system, screening of applications has been completed, and interviews scheduled for a limited number of candidates.

Although we cannot interview you at this time, your application will be kept on file for future reference.

Thank you for your interest in St. Joseph Public Schools.

Sincerely,

Donald A. Dryden
Assistant Superintendent
for Curriculum & Personnel
Letters to final candidates not hired should include:

- Interview received serious consideration.
- As other vacancies develop their application will be on file.
- A thank you for interest.
Part III
Selection Packet
The selection packet to follow is intended to be a single 11" x 17" form folded in half. The Personnel Selection Rating Sheet becomes the front cover, the Record of Interview as the back cover, and the Telephone Checks become the inside.
### Personnel Selection Rating Sheet

<table>
<thead>
<tr>
<th>AREA</th>
<th>SOURCE OF DATA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Professional Training</td>
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<tr>
<td>Course Content</td>
<td>Credentials</td>
<td></td>
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<tr>
<td>Grade Average</td>
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<tr>
<td>Student Teaching Record</td>
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<tr>
<td>II. Background Experience</td>
<td></td>
<td>References</td>
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<tr>
<td>Previous Employment</td>
<td>Telephone Check</td>
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<td></td>
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<tr>
<td>Teaching Experience</td>
<td>Interview</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Application</td>
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<tr>
<td>III. Personal Qualities</td>
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<tr>
<td>Ability to get along</td>
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<tr>
<td>Appearance</td>
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<td>Dependability</td>
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<tr>
<td>Goals</td>
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<td>Health</td>
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<tr>
<td>Maturity</td>
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<tr>
<td>Personality</td>
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<td>Responsiveness</td>
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<td>Self-confidence</td>
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<tr>
<td>Speech</td>
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<tr>
<td>Stability</td>
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</tr>
</tbody>
</table>

IV. Highest Degree Earned (circle) BA MA EdS Ed.D or Ph.D

Comments:

Reject_______  Hire_______

Rating by_____________________

Date_____________________

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Telephone Check

Name of applicant

Former Supervisor: ___________ Title: ___________
Company: ___________ Telephone No.: ___________

1. Verification of employment from 19__ to 19__
2. Attendance of punctuality: ___________
3. Health factors: ___________
4. Strong points: ___________
5. Weak points: ___________
6. Would you rehire? ___________
7. Comments: ___________

Former Supervisor: ___________ Title: ___________
Company: ___________ Telephone No.: ___________

1. Verification of employment from 19__ to 19__
2. Attendance of punctuality: ___________
3. Health factors: ___________
4. Strong points: ___________
5. Weak points: ___________
6. Would you rehire? ___________
7. Comments: ___________
Telephone Check

Former Supervisor: _________________________ Title: _________________
Company: _______________________________ Telephone No. ____________

1. Verification of employment from 19__ to 19__
2. Attendance of punctuality: _________________________________________
3. Health factors: _____________________________________________________
4. Strong points: ______________________________________________________
5. Weak points: _______________________________________________________
6. Would you rehire? ___________________________________________________
7. Comments: _________________________________________________________

Former Supervisor: _________________________ Title: _________________
Company: _______________________________ Telephone No. ____________

1. Verification of employment from 19__ to 19__
2. Attendance of punctuality: _________________________________________
3. Health factors: _____________________________________________________
4. Strong points: ______________________________________________________
5. Weak points: _______________________________________________________
6. Would you rehire? ___________________________________________________
7. Comments: _________________________________________________________

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Recommendation: Reject __________ Hire Now __________

Office of the Superintendent
St. Joseph Public Schools
2214 South State Street
St. Joseph, Michigan 49085

RECORD OF INTERVIEW

NAME OF APPLICANT ___________________ ___________________ ___________________

Last First Middle

MAILING ADDRESS ___________________ ___________________ ___________________ ___________________

Street City State Zip

INTERVIEWED FOR WHAT POSITION? ___________________

grade level (elementary; subject(s) (secondary)

SPECIFIC INFORMATION: ___________________

graduation date, university grades, specific preparation for the position, health, goals and aspirations, previous employment, number of semester hours in field, if secondary position; extra-curricular activities; number of years of full-time teaching in area of application; other specific information.

GENERAL IMPRESSIONS: ___________________

responsiveness, physical appearance, appropriate dress, voice, use of English, personality impressions (pleasing, quiet, alert, extrovert, introvert, confident, mature, stable, uncertain, and similar observations)

Signature of Interviewer ___________________ Signature of Interviewer ___________________

Date of Interview: _____________ 19 19

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Recommendations for Special Education Coordination in St. Joseph Public Schools

Dennis D. Lundgren
Administrative Intern
Western Michigan University
This report is in several parts, beginning with nine recommendations for Special Education Supervision in somewhat of a prioritized order.

These recommendations are followed by a list of terms and definitions. These terms are used in the charts and descriptions that follow.

Next is a chart that lists those tasks prescribed by the Michigan Special Education Rules. The chart also indicates who may best perform those tasks, again, in a priority manner. This chart is followed by a listing of the most time consuming tasks.

Beginning with Chart B, each recommendation is analyzed in terms of who performs various tasks under that particular supervisory arrangement. This is followed by a brief description and some advantages and disadvantages of the recommendation.
Recommendations

1. Part-time Coordinator (Director or Supervisor) - Chart B.

2. Teacher/Supervisor (Part-time Supervisor/ Part-time Teacher or Clinician) - Chart B.

3. Counselor/Coordinator - Chart C.

4. Special Education Teacher or Building Counselor 7-8, 9-12, Principal(s) K-6 - Chart D.

5. Divide Grades: Principals K-3, 4-6, (or K-2, 3-4, 5-6), Teacher or Counselor 7-8, 9-12 - Chart E.

6. Principal, K-6 and Assistant Superintendent, 7-12 - Chart F.

7. Recommendation 6 with a part-time secretary - Chart G.

8. Building Principals with coordination of the Assistant Superintendent - Chart H.

9. Individual Special Education Teachers - Chart I.
Administrative Appeal - Parents may appeal the due process hearing to the State Board of Education.

Amendment of Records - Parents may request that records be amended.

Assistant Superintendent - Assistant Superintendent for Curriculum and Personnel.

Building Principal - The principal of the school in which the student effected attends.

Civil Action - The parent may appeal SBE decisions to a court of competent jurisdiction.

Confidentiality Safeguards - One official at each agency will assume responsibility for the safeguarding of confidential material.

Coordinating Principal - Principal with responsibility for directing the Special Education Program.

Coordinator - The coordinator or supervisor of Special Education.

Counselor - Secondary School Counselor.

Department - State Department of Education.

Deviations - Deviations from the rules. Requires approval from SBE.

Due Process Hearing - Parents may contest procedures of notification.

Hearing On Records - The agency will provide an opportunity for a hearing to challenge records.

Hearing (Parent Consent) - Hearings may be conducted to determine if the agency may or may not evaluate students.

IEPC - Requires procedures dealing with referrals, ISD participation, contacting involved individuals, preparing the meeting and other related tasks. Annual reviews, including an IEPC, are necessary for each student.

Independent Evaluation - Parents may seek an independent evaluation of the student. The agency must provide information on where an independent evaluation may be obtained.

ISD - Intermediate School District.

List of Records - Each agency will provide parents on request a list of types and locations of records.
Parental Review of Records - Parents may inspect records without unnecessary delay and within 45 calendar days.

Parent Notification - Written notice to parents seven days before the initiation or change in the identification evaluation or placement of a student.

Performance Objectives - Objectives, based on IEPC goals and written by staff, are used and are available to parents.

Processing Complaints - Procedures relating to allegations of violations of state and federal regulations.

Record Maintenance - All the storage and retrieval of records and related procedures.

Record of Access - Each agency must keep a record of parties obtaining access to educational records.

SBE - State Board of Education.

Special Education Teacher - The effected student's Special Education Teacher.

Student Assignment - Assigning students based on IEPC's. Requires coordination with principals and special education teachers.

Student's Rights - There must be assurance that students under 18 are represented by a legal guardian.

Teacher/Counselor - A building special education teacher or counselor with responsibility for directing the special education program.

Three-year Evaluation - A comprehensive evaluation by a multidisciplinary team. These results contribute to an IEPC. Parental consent is not necessary unless medical or personality testing is required.

Work Study Plans - On the job training as part of the students program.
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Assistant Superintendent(s)</th>
<th>Building Principal(s)</th>
<th>Special Education Teacher(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.1722 Student Assignment</td>
<td>2</td>
<td>1</td>
<td></td>
<td>Superintendent has legal responsibility</td>
</tr>
<tr>
<td>340.1722c IEPC (annual review)</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>340.1722d Three-year Evaluation</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>340.1723a Parent Notification</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2 Counselors</td>
</tr>
<tr>
<td>340.1723a3 Hearings (parent consent)</td>
<td>1</td>
<td>2</td>
<td></td>
<td>Impartial hearings office</td>
</tr>
<tr>
<td>340.1723c Independent Evaluation</td>
<td>1</td>
<td>2</td>
<td></td>
<td>Parent's request</td>
</tr>
<tr>
<td>340.1724 Due Process Hearings</td>
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<td>2</td>
<td></td>
<td>Impartial hearings officer</td>
</tr>
<tr>
<td>340.1725 Administrative Appeal</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>340.1725a Civil Action</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>340.1725d Student's Rights (assurance of legal guardian)</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>340.1733e Performance Objectives</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>340.1733n Work Study Plans</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>340.1734 Deviations</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Part 9 Record Maintenance</td>
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<td>340.1853 Processing Complaints</td>
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<td></td>
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<td>340.1723 Parental Review of Records</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>340.1862</td>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
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<tr>
<td>340.1863 Record of Access</td>
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<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>340.1865 List of Records</td>
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<td>2</td>
<td>1</td>
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<td>340.1867 Amendment of Records</td>
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</tr>
<tr>
<td>340.1868 Hearing on Records</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>340.1872 Confidentiality Safeguards</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Most frequent and/or time consuming tasks:

- Update SBE Information
- Referral Processing
- Coordination of functions (meetings, ISD staff, etc.)
- Student Assignment
- IEPC
- Performance Objectives
- Record Maintenance
- Three Year Evaluation
- Supervisory tasks related to any program
## Chart B
### Primary Responsibility With Part-Time Coordinator

<table>
<thead>
<tr>
<th>Item</th>
<th>Assistant Superintendent</th>
<th>Coordinator</th>
<th>Building Principal</th>
<th>Counselor</th>
<th>Special Education Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Assignment</td>
<td>X</td>
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<td></td>
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<tr>
<td>IEPC</td>
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<tr>
<td>Parent Notification</td>
<td></td>
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<td>X</td>
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<tr>
<td>Hearings</td>
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<tr>
<td>Independent Evaluation</td>
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<tr>
<td>Due Process Hearing</td>
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<tr>
<td>Administrative Appeal</td>
<td>X</td>
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<tr>
<td>Civil Action</td>
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<tr>
<td>Student's Rights</td>
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<td>X</td>
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<tr>
<td>Performance Objectives</td>
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<td>X</td>
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<tr>
<td>Work Study Plans</td>
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<td>X</td>
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<td>Deviations</td>
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<td>Three-Year Evaluations</td>
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<td>Record Maintenance</td>
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<td>Processing Complaints</td>
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<td>Parental Review</td>
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<td>Record of Access</td>
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<td>List of Records</td>
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<tr>
<td>Amendment of Records</td>
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<tr>
<td>Hearing of Records</td>
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</table>
St. Joseph Public Schools could efficiently coordinate Special Education through the hiring of a part-time Director or Supervisor. The employment of a qualified person would also generate some income for the district. This payback would include approximately 17% from the State and then the ISD would pay 20% of the balance. The total payback would be about 33.5%.

As Chart A indicates, all of the normal coordination functions would be handled by this one person. This would help insure that all applicable laws and rules would be adhered to and the district's compliance would be assured. Someone with a handle on all of the functions would contribute to the assurance of compliance.

The Director would be responsible for the most time consuming tasks, and yet, work only when the demand necessitates.

A qualified Director could also add to the quality of instruction through the supervision of the program. Since all functions would be controlled by the Director, the delivery of instruction would also be more efficient. A qualified Director or Supervisor would bring added expertise to the program.

In this situation, the Director would be responsible to the Assistant Superintendent for Curriculum and Personnel. Hearings and appeals would involve the Assistant Superintendent.

A similar arrangement would involve a full-time person working part-time as a Director or Supervisor and part-time as a teacher or clinician. The percentage income for the Director portions of salary would be the same as a part-time Director discussed previously.
Advantages:
- Qualified Coordinator
- Compliance
- Improved delivery of program
- Reduces load of other administrators and teachers
- State and ISO payback
- Centralize records and procedures

Disadvantages:
- Hiring and keeping a part-time person
- Added cost
<table>
<thead>
<tr>
<th>Item</th>
<th>Assistant Superintendent</th>
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<th>Counselor</th>
<th>Special Education Teacher</th>
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</table>
This recommendation is based on the assumption that as the student load declines in secondary counseling, one of the counselors would have time to coordinate the Special Education Program. Unless the counselor is qualified, which is unlikely, the district would receive no added income.

The counselor/coordinator would be responsible for the same tasks as the Director discussed previously. The counselor would require some training and would need to become familiar with the rules and regulations.

As with the Director, the counselor/coordinator would be responsible to the Assistant Superintendent.
Advantages:
- Counselors have some familiarity with Special Education
- Uses present staff
- Utilizes central coordination
- Retains some counseling service

Disadvantages:
- Increases cost (in lieu of layoff)
- Teacher/Administrator conflict in job description
- Qualifications
Chart D

Primary Responsibility by Dividing: Teachers or Counselors
7-8, 9-12, Principal(s) K-6

<table>
<thead>
<tr>
<th>Student Assignment</th>
<th>Assistant Superintendent</th>
<th>Teacher/Counselor</th>
<th>Coordinating Principal(s)</th>
<th>Building Principal</th>
<th>Special Education Teacher</th>
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</table>
### Chart E

**Primary Responsibility by Dividing Grades:**
Principals K-3, 4-6, (or with K-2, 3-4, 5-6)
Teacher or Counselor

<table>
<thead>
<tr>
<th>Assistant Superintendent</th>
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<th>Coordinating Principals</th>
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<th>Special Education Teacher</th>
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The coordination of Special Education could be divided among the three basic grade levels. A Special Education teacher or counselor at the high school, a teacher or counselor at the junior high school, and an elementary principal would handle most of the tasks related to coordinators. The elementary level could be further divided, such as, one principal for K-3 and another for 4-6 as indicated by Chart E.

This arrangement would add tasks to the Assistant Superintendent, in addition to those discussed previously, in that more coordination by the Assistant Superintendent would be needed.
Advantages:
- Coordination with present staff
- No added cost
- Coordinator familiar with the grade level
- Flexibility in Supervision

Disadvantages:
- Increased load on principals, teachers and counselors
- Communication between coordinators
- Decline in program delivery
- Lack of consistency in supervision
- Increased potential to violate rules
- Duplication of efforts
- Increased responsibility for Assistant Superintendent
- Qualifications
# Chart F

Primary Responsibility by Dividing Secondary and Primary. Assistant Superintendent 7-12, One Principal K-6.

<table>
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<tr>
<th></th>
<th>Assistant Superintendent</th>
<th>Coordinating Principal</th>
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<th>Building Principal</th>
<th>Special Education Teacher</th>
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This arrangement would place most of the responsibility for secondary Special Education with the Assistant Superintendent and most of the responsibility for elementary Special Education with a building principal. The Assistant Superintendent would be responsible for overall coordination.
Advantages:
  - Coordination with Administrative Personnel
  - Effective communication with Coordinators
  - Assistant Superintendent has control of program
  - Use of existing Personnel

Disadvantages:
  - Excessive increased load on Assistant Superintendent and Principal
  - Qualifications
  - Completeness of program (limitations)
  - Increased possibility of violations
Primary responsibility with the Assistant Superintendent and K-6 Principal with a part-time secretary involved in recordkeeping and other basic tasks.

<table>
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<th>Activity</th>
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A part-time secretary would dramatically reduce the load of the coordinator(s) of Special Education. Among the tasks that a secretary could perform include: scheduling and organizing IEPC's, scheduling and organizing three-year evaluations, record maintenance, parental reviews, maintaining a list of records and assuring confidentiality.

An arrangement suggested in Chart I should be quite effective. That is, the Assistant Superintendent working with 7-12, a principal with K-6 and a secretary as outlined.
Advantages:
- Effective communication with coordinators
- Minimum addition of personnel
- Limits additional load on administration

Disadvantages:
- Increased cost
- Increased load on Assistant Superintendent and Principal
- Qualifications
Chart H

Primary responsibility is with Building Principals with overall coordinator with the Assistant Superintendent.

<table>
<thead>
<tr>
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<th>Special Education Teacher</th>
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Another method of coordination would be to place the responsibility of the program on the shoulders of the building principals (or a counselor at the secondary level). Each principal would be responsible for the tasks related to students in the principal's building. The time consuming tasks of record maintenance, parent notification, and meetings would fall on the principal.

There would be added responsibility for the Assistant Superintendent as district-wide tasks still must be addressed. Beyond hearings and appeals, the Assistant Superintendent would be involved with student assignment, some record maintenance, and other district wide concerns.
Advantages:
- Uses existing staff
- Principal has control of program in their building
- Coordination with administrative personnel

Disadvantages:
- Increased load on building principals and Assistant Superintendent
- Qualifications
- Increased possibility of violations
- Lack of consistency from building to building
- Completeness of program
- Lack of communication between coordinators
- Lack of coordination of recordkeeping
Chart I
Primary responsibility with the Assistant Superintendent and many tasks with the teacher

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Under this plan, a Special Education teacher in each building would be responsible for much of the coordination in that building such as, arranging and executing IEPC's, record maintenance and three-year evaluations. The Assistant Superintendent would be responsible for overall coordination.

This is the least desirable option because three would be a significant negative effect on instruction. Further, this would overload the teacher and create a conflict between teaching and administrative roles.
Advantages:
- Uses existing staff
- Does not add to the principal's load
- Teacher control of the program

Disadvantages:
- Teacher has less time for instruction and planning
- Increased possibility of violations
- Excessive increased load on the Assistant Superintendent
- Teacher/Administrator role conflict
- Negative effect on instruction
- Lack of consistency from building to building
- Lack of communication between coordinators
- Lack of coordination of recordkeeping
BIBLIOGRAPHY


