A Report of an Internship Experience at Three Rivers Community Schools

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A REPORT OF AN INTERNSHIP EXPERIENCE
AT THREE RIVERS COMMUNITY SCHOOLS

by
Robert E. Sickles

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

Western Michigan University
Kalamazoo, Michigan
December 1981
A REPORT OF AN INTERNSHIP EXPERIENCE
AT THREE RIVERS COMMUNITY SCHOOLS

Robert E. Sickles, Ed.S.
Western Michigan University, 1981

This report describes an internship experience completed in the central administrative offices at Three Rivers Community Schools, Three Rivers, Michigan, during the summer of 1981.

The purpose of the internship was to enrich the intern's experience and understanding of the role and responsibilities of an assistant superintendent. To accomplish this, the intern was actively involved in the daily activities of the assistant superintendent. Valuable practical experiences were acquired by placing special emphasis on the areas of negotiations, employer-employee relations; employee selection and evaluation; and preparing a school system to be staffed and physically ready for a new school year. In addition, the intern had numerous opportunities to work with other administrators by observing their methods of operation and discussing with each their leadership philosophies and perceived responsibilities. Many of these experiences reinforced what the intern had learned through completed course work at the university.
ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to the administrative staff at Three Rivers Community Schools for their assistance and support during this internship. Special thanks are extended to Mr. Don Iott, assistant superintendent and on-site supervisor, for his sincere interest, trust, and cooperation during this learning experience. I am also indebted to Mr. Ron Reece, superintendent, and to Ms. Diane Hoyt, secretary, for their varied assistance.

Special appreciation is extended to my advisor, Dr. Richard Munsterman, for his advice in preparing me for this internship.

I am also grateful to my wife, Cheryl, for her encouragement and continuing patience throughout the process of attaining this educational goal.

Robert E. Sickles
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WESTERN MICHIGAN UNIVERSITY, ED.S., 1981
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CHAPTER I

INTRODUCTION

The internship was conducted by working primarily in the central administrative offices at Three Rivers Community Schools in Three Rivers, Michigan. Time for the internship began June 22 and terminated July 31, 1981.

Three Rivers is located approximately twenty miles south of Kalamazoo, Michigan. Although the majority of the residents work at area businesses, farming, small machine shops or the new General Motors plant, many commute to either Kalamazoo, Sturgis or areas in Indiana for employment.

At the time of the internship, the population of the school district totaled 2,947 students. The district offered seven elementary schools, one junior high school and one senior high school. The administrative team included one superintendent, an assistant superintendent, a community school director, a transportation director, a food service manager; nine building principals, two assistant principals, an athletic director and a shared-time vocational education director.

Before the internship could actually begin, it was necessary for the intern to meet with his advisor, Dr. Richard Munsterman. The purpose was to select a school
district and an administrator with whom to carry out the internship. Three Rivers Community Schools was selected because of its proximity to the intern's home and to Western Michigan University. Although these were important considerations, the primary reason for this choice was the intern would have the opportunity to work with Mr. Don Iott, assistant superintendent. Other people had already counseled the intern that Mr. Iott was an administrator "who got things done". The intern was eager for the opportunity to work with this assistant superintendent.

After an initial meeting with Mr. Iott, a design for the internship was completed. Although the intern would be spending a majority of the time with Mr. Iott, considerable experiences would be gained by working with other administrators within the system. Targeted areas of work or experience were as follows: contract negotiations, employee selection and evaluation, leadership styles, school finance, preparing a school system to be staffed and ready for a new school year, elementary education, athletics, transportation, food service, and community education.

To complete the requirements for the Educational Specialist degree, a student must decide between the merits of completing a written research project or participating in an internship. Although the intern has been an assistant principal in a Kalamazoo area high school for
the last two years, seven years prior to this, the intern was a distributive education teacher at both the secondary and post-secondary levels. Central to all vocational educational areas is the emphasis and belief in the value of "hands-on" experiences as an effective learning tool. As a result, because of the intern's background and strong belief in "learning by doing", the administrative internship was chosen as the appropriate learning experience.

By selecting the internship experience, the intern felt confident in his ability to not only become knowledgeable with the role and responsibilities of an assistant superintendent, but also of administrative operations and skills basic to any administrative position. Finally, it also coincided with the intern's career goal of becoming an assistant superintendent or business manager.

The intern was exposed to many valuable experiences during the six weeks. Although the intern cannot claim to be an expert in any of the proposed experience areas, a general understanding of the role and responsibilities of assistant superintendent was attained.
CHAPTER II

PROSPECTUS

To begin the internship, a written prospectus was required. After receiving input and guidance from Dr. Munsterman, university advisor, the following prospectus was submitted:

INTERN: Robert E. Sickles

SPONSORING ORGANIZATION: Three Rivers Community Schools

FIELD SUPERVISOR: Mr. Don Iott, Assistant Superintendent, Three Rivers Community Schools

UNIVERSITY ADVISOR: Dr. Richard Munsterman, Department of Educational Leadership, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: To develop and broaden conceptual, human and technical skills as they relate to the position of assistant superintendent of a public school system

DURATION: Six weeks commencing June 22, 1981

RATIONALE:

For the past eight years, the intern has been employed by Gull Lake Community Schools, Richland, Michigan. During these first six years, he was a distributive education teacher. The intern's responsibilities included teaching marketing skills and coordinating co-op students. Since the fall of 1979, the intern has been the assistant
principal. His responsibilities with this position focus on handling discipline related problems, teacher evaluations and advisor for various groups.

Although the intern has experienced many of the problems today's building principals face, he still feels inadequate in relating these problems to those experienced by central administrators. While the intern often works with discipline matters, parents, teacher problems, athletics, student organizations etc., a central administrator has different daily concerns. As a result, the intern looks forward to this internship as it will provide him with the opportunity to work closely with a central office administrator. The intern also looks forward to this project as it will give him experience working with unfamiliar people in an unfamiliar setting.

In order to gain as much as possible from this internship, the intern sought opinions from administrators both in and out of his school system. Many recommended Mr. Don Iott, assistant superintendent, at Three Rivers Community Schools. As a result, the intern talked with Mr. Iott about this internship and he agreed to work with him.

Other than building principals and assistant principals, the lead administrators at Three Rivers Community Schools are the superintendent, assistant superintendent and community school director. Working with the assistant
superintendent will give the intern an opportunity to become familiar with all three of these positions and how they compliment each other.

As part of the written requirement, a statement of objectives was required to provide a working model or guideline of activities for the intern. After initial development, the following objectives were established for the internship experience:

I. Conceptual Objectives

A. Objectives: To acquire an increased understanding of a central office administrative team with special emphasis on the role of assistant superintendent.

Experiences and contacts: Observe and participate in as many of their roles as possible; attend administrative council meetings; examine organizational charts.

Terminal skills: Be able to discuss the general role of each central office administrator and discuss the relationship to each other.

B. Objective: To review all job descriptions of central office administrators.

Experiences and contacts: Read the job descriptions and review with each administrator.

Terminal skills: Be able to discuss the job responsibilities of central office administrators.

C. Objective: To acquire an increased understanding of the legal environment as it pertains to school administration.

Experiences and contacts: Observe daily operations and interview central office administrators concerning
legal questions.

Terminal skills: Be able to discuss the legal atmosphere as it relates to school administration.

D. Objective: To acquire a thorough understanding of the assistant superintendent's authority and how it's delegated to others.

Experiences and contacts: Observe authority when it's actually delegated to others.

Terminal skills: Be able to discuss when and what types of authority can be delegated by the assistant superintendent.

II. Human Objectives

A. Objective: To observe all central office administrators' leadership styles and techniques.

Experiences and contacts: Review the literature regarding various leadership styles and techniques.

Terminal skills: Be able to discuss leadership styles and techniques observed.

B. Objective: To attend administrative meetings when possible.

Experiences and contacts: Observe and participate in as many administrative meetings as possible.

Terminal skills: Be able to discuss the operation of a good administrative meeting.

C. Objective: To develop an understanding of how the assistant superintendent handles problems related to personnel.

Experiences and contacts: Discuss with the assistant superintendent his methods of handling personnel problems and observe actual situations when possible.
Terminal skills: Be able to discuss problems often experienced by an assistant superintendent.

D. **Objective:** To acquire a general understanding of the contract negotiation process.

**Experiences and contacts:** If possible, observe the negotiation process.

Terminal skills: Be able to discuss the various activities and bargaining techniques used in the negotiation process.

E. **Objective:** To improve the intern's human relations skills.

**Experiences and contacts:** Observe and discuss human relations techniques used by other administrators.

Terminal skills: Be able to discuss human relations skills that are effective in working with others.

III. Technical Objectives

A. **Objective:** To acquire a better understanding of the interview and employee selection process.

**Experiences and contacts:** If possible, observe the actual interview process.

Terminal skills: Be able to discuss interview techniques and information to know and use during the process.

B. **Objective:** To develop a better understanding of school finances.

**Experiences and contacts:** Review school finances and budget; discuss with the assistant superintendent his role and responsibilities.

Terminal skills: Be able to discuss how a school budget is determined.
C. **Objective:** To develop an understanding of how various bargained contracts compare with one another.

**Experiences and contacts:** Review various bargained contracts and discuss with the assistant superintendent the similarities etc.

**Terminal skills:** Be able to discuss the comparisons of negotiated contracts within the school system.
CHAPTER III

DAILY JOURNAL OF EXPERIENCES

This journal of experiences summarizes the events, discussions, meetings and projects the intern participated in during the six-week internship. In addition, here are presented the names of people with whom the intern had the opportunity to work.

Although the intern worked a normal work day during each week, this was not the extent of the total time spent. It should be noted that many evenings and part of weekends were spent reviewing materials loaned or received during this experience.

Journal Work Dates

Weeks Of Internship

1--June 22 to June 26, 1981
2--June 29 to July 3, 1981
3--July 6 to July 10, 1981
4--July 13 to July 17, 1981
5--July 20 to July 24, 1981
6--July 27 to July 31, 1981

First Week: June 22-26, 1981

10
June 22

A.M. The intern began the day by meeting with Mr. Don Iott, assistant superintendent and internship supervisor. This meeting resulted in orientation and planning for the first week. The intern was given an unoccupied office as a place to work. Mr. Iott offered all of his personal files and materials for reviewing at his discretion. This included materials such as the school district's personnel files, information collected on negotiations, food service, various vendors, millage requests and finances.

A.M. The intern was given a tour of Three Rivers High School and was introduced to several employees including Ms. Diane Hoyt, Mr. Iott's secretary; Mr. Bill Jacobs, building principal; Mr. Jeff Zyonch, athletic director.

A.M. The intern was introduced to Mr. Lee Hawkins, maintenance supervisor for Three Rivers Community Schools. Mr. Iott and Mr. Hawkins discussed problems at Park Elementary School concerning the remodeling of all classrooms in an effort to become more energy efficient. The work to be completed was falling behind the projected time schedule.
P.M. Mr. Iott met with the intern to explain a project he would like to see completed. He wanted the intern to make a formal comparison in the areas of language for the existing bargained contracts within the school system. These included contracts for the teachers, secretaries, and custodians. After receiving copies of the contracts, the intern spent most of the afternoon reading and writing notes from the custodian's contract.

P.M. The day was finished with the intern reviewing past contracts for custodians for further comparison.

June 23

A.M. The intern continued to read and take notes on the existing contract for custodians.

A.M. Later in the morning the intern was introduced to Mr. Ronald Reece, superintendent of Three Rivers Community Schools. Discussion centered on the internship prospectus as it related to objectives and areas of work during the coming six weeks. The intern was also introduced to Ms. Barbara Dâniels, Mr. Reece's secretary.

A.M. Mr. Iott and the intern traveled to Park Elemen-
tary School to check on the progress of its remodeling. They also met with the building custodian in an effort to determine his progress on normal summer maintenance work. Mr. Iott was very disappointed with each.

A.M. Mr. Iott took the intern to lunch where an open discussion resulted concerning individual buildings and administrators within the school system.

P.M. After returning to the central office, the intern reviewed materials on the negotiating process.

P.M. The intern was introduced to Ms. Sue Warner, financial secretary to Mr. Iott. A tour of the office, introductions to other secretaries and a brief explanation of individual responsibilities was provided. An open invitation was extended to the intern to come back.

June 24

A.M. The intern finished reading and taking written notes on the existing contract for custodians.

A.M. Mr. Iott called a meeting with Mr. Dan Ryan, full-time elementary teacher and summer supervisor for C.E.T.A. workers. Discussion focused on the pro-
gress of work and a problem with one of the workers.

A.M. The intern continued to review materials on the negotiating process.

P.M. Mr. Iott and the intern went to the junior high school to meet with a teacher of a summer program. Enrollments were of concern.

P.M. Mr. Iott and the intern went to the central warehousing facility used for the storage of all school equipment and supplies. Here they made a visual inspection of its layout and organization.

P.M. The intern finished the day by reviewing the process of requisitioning materials and supplies by teachers and administrators.

June 25

A.M. The intern spent most of the morning going through Mr. Iott's personal files and reviewing materials on contract negotiations. Mr. Iott wanted the intern to become as knowledgeable as possible as he planned to have the intern involved in bargaining sessions scheduled with the Three Rivers Education Association.
A.M. Just before lunch, the intern was introduced to Ms. Lois Millet, community school director. Plans were made to spend additional time with Ms. Millet in an effort to better understand her duties and responsibilities.

P.M. The afternoon began with a lengthy discussion with Mr. Iott concerning school personnel. Mr. Iott expressed his concern and philosophy of finding good employees. At the time, he was concerned with the system's custodial staff. He was especially concerned with their overall work performance and lack of pride.

P.M. The intern met with Ms. Warner, financial secretary, to discuss the additional cost and work that can occur when changing insurance carriers for a particular employee group.

P.M. The intern attended an afternoon meeting with Mr. Reece, superintendent, and Mr. Iott to discuss administrative salaries for the new school year. Projected raises for individual administrators were discussed.

June 26
A.M. The intern began the day by reviewing individual job descriptions for central office administrators.

A.M. The intern met with Mr. Iott with the purpose of discussing his written job description. Mr. Iott offered a thorough review concerning each of his listed duties and responsibilities.

A.M. Mr. Iott called a meeting with Mr. Zyonch, athletic director. Discussion centered on coaching salaries and possible personnel changes for the next school year.

P.M. The intern finished the day by having an informal discussion with Mr. Iott concerning employee discipline and reprimands.

Second Week: June 29-July 3, 1981

June 29

A.M. The week began with an early morning meeting with Mr. Iott and Mr. Hawkins to discuss a course of action for all maintenance personnel during the coming week. Of particular interest to Mr. Iott was finishing all sanding and varnishing of doors at Lake Section Elementary School and the repairing of plaster damage in the ceilings at Andrews Elementary
School.

A.M. The intern had a discussion with Mr. Iott regarding energy use and conservation within their system. The intern was given copies of energy costs and an explanation of a grant submitted to receive funds for the energy-remodeling work at Park Elementary School.

A.M. The intern reviewed the forms used for annual energy use for each building within the system.

A.M. The intern finished the morning by reviewing materials in Mr. Iott's files.

P.M. The intern was introduced to Mr. Doug Peterson of Kidston-Peterson Law Firm. Mr. Peterson represents the school district in all legal matters. The purpose of the meeting was to discuss the scheduled negotiation meetings with the teachers.

P.M. The intern reviewed completed application forms for employment for the position of driver education instructor. Mr. Iott needed to hire one teacher for the second session of the summer program. As there were no applicants from within the system, Mr. Iott finally decided to hire someone from Galesburg. This person had prior experience teaching driver education.
in the Three Rivers system.

**June 30**

**A.M.** The intern spent the entire morning and lunch with Mr. Mark Bielang, assistant principal at the high school. Since the intern is also a high school assistant principal, notes were compared and shared concerning various responsibilities and school policies. The intern also collected many examples of various forms used that could possibly be used back at his home school.

**P.M.** An afternoon meeting was scheduled with Dr. Richard Munsterman, Western Michigan University advisor and Mr. Iott, internship supervisor. The discussion centered on the purpose of the internship and expected experiences.

**P.M.** The intern was introduced to Mr. Robert Breazton of Bristol-Leiserning Company. Mr. Breazton was in charge of the team to do the annual audit. Ample opportunity was provided for the intern to discuss auditing procedures and ask questions.

**July 1**

**A.M.** The morning began with a meeting with Mr. Iott
and Mr. Ryan, C.E.T.A. workers supervisor, to discuss progress of summer work and additional problems with employees.

A.M. Mr. Iott and the intern visited Barroughs Elementary and the junior high school.

A.M. The intern finished the morning by reviewing and discussing with Mr. Iott the annual report.

P.M. The intern attended a lengthy meeting with Mr. Reece, superintendent, and Mr. Iott. Discussion during the meeting centered on the budget. Specific areas of concern included objectives for negotiations with the teachers, proposed cuts for the coming school year, administrative raises, and a grievance filed by a teacher.

P.M. The intern began to read and take notes over the existing contract for teachers. This was a timely exercise as there was a bargaining session scheduled for tomorrow with the teachers. This was to be the first bargaining session ever for the intern.

July 2

A.M. The intern continued to read and take notes on the existing contract for the teachers.
A.M. The intern attended a meeting with Mr. Iott and Mr. Peterson, attorney, to discuss the scheduled afternoon bargaining session with teachers.

P.M. The intern had the opportunity to attend his first bargaining session. Before he was allowed to attend, Mr. Iott had to secure permission from Ms. Joan Wilson, M.E.A. representative. Others at today's bargaining session included four teachers, two school board members and Mr. Iott's secretary, Ms. Hoyt.

Items discussed at this session included teacher evaluations, recall and layoff procedures, inclusion of adult education teachers into the master agreement, student contact time, class size and leaves of absence. The intern was able, also, to participate in each caucus as called.

July 3

A.M. The intern spent most of the morning with Ms. Hoyt, secretary and Mr. Breazton, auditor, at the central warehouse. The purpose of the visit was to make a physical check on the inventory stored. An inventory had already been taken, but it was the responsibility of the audit team to verify the amounts already indicated.
A.M. The remainder of the morning was spent by going through Mr. Iott's files and reviewing information contained.

P.M. The afternoon began with the intern discussing with Mr. Iott the school system's textbook deposit policy.

P.M. The intern was introduced to Mr. Dave Collins, transportation supervisor. An appointment was scheduled for the intern to return to the transportation office and spend more time with Mr. Collins.

P.M. An afternoon meeting was called by Mr. Iott with all driver education teachers. The primary purpose of the meeting was to discuss the use of the new two-way radios to be installed in all cars. Also, concern was expressed for lack of care being displayed for the cars.

Third Week: July 6-10, 1981

July 6

A.M. The intern met with Ms. Warner, financial secretary, to work in the areas of sick days, leaves of absence, and vacations.
A.M. Mr. Iott and the intern attended a meeting with Mr. Reece, superintendent. The entire meeting focused on teacher negotiations. Mr Reece wanted a report on last Thursday's negotiating session.

A.M. The intern spent the remainder of the morning reviewing and taking notes on the existing contract for the teachers.

P.M. An afternoon meeting was scheduled by Mr. Iott with Mr. Jack Hossink from Professional Burner Service. Mr. Hossink presented a formal bid for work to be done on the air conditioning system at the junior high school.

P.M. A meeting was called with Mr. Hawkins and Mr. Green, maintenance supervisors. Discussion centered on maintenance requests for all eight buildings within the system.

P.M. The intern finished reading and taking notes on the teacher contract.

July 7

A.M. Mr. Iott and the intern visited Park and Andrews Elementary Schools. Our purpose was to select interior colors for the painting of classrooms. It was the
goal to select a color with a 70% light reflection factor.

A.M. The intern began to review and take notes on the existing secretaries' contract.

P.M. Mr. Iott was out of the office this afternoon so the intern spent time reviewing information from personnel files.

July 8

A.M. The intern spent the entire morning with Mr. Collins, transportation supervisor. Our discussion centered on training of bus drivers, compensation for drivers, bus maintenance, the new diesel buses, scheduling of bus routes and the disciplining of students.

P.M. As Mr. Iott was not in the office this afternoon, the intern completed the review and notes for the secretarial contract.

July 9

A.M. The intern reviewed information in the files with Mr. Iott concerning teacher evaluations, plans of assistance and merit pay for administrators.

A.M. As a project, the intern was asked to develop a
letter and mail it to a number of school superinten-
dents requesting evaluation forms used in the evalua-
tion of their administrators. As a result, most of
the morning was spent in selecting the school dis-
tricts, developing a letter, having it typed and pre-
pared for mailing. Twenty letters were mailed to
various school districts. (See Appendix A.)

A.M. A strategy session was called for the afternoon's
bargaining session. Those in attendance were Mr.
Iott; Mr. Peterson, attorney; Mr. Norton and Mr.
Estes, school board members and the intern.

P.M. The bargaining session for today began at 1:15
p.m. This session was lengthy with tempers being
shown by members on both sides of the table. While
a two-hour break was taken for dinner and an informal
caucus, negotiations continued until nearly 1:00 a.m.
the following morning.

July 10

A.M. The morning began with Mr. Iott and the intern
discussing the previous day's negotiation session.

A.M. A morning session was scheduled with Ms. Lois
Millet, community school director. The intern had an
opportunity to examine the role this position fills
within a school system and the benefits accrued. In addition, the intern discussed at length with Ms. Millet her duties and responsibilities as listed in her job description.

P.M. The majority of the afternoon was spent by working with Ms. Millet's summer assistant, Mr. John Messenger. Most of the afternoon was spent touring areas of Three Rivers where summer programs were in session.

P.M. The remainder of the day was spent reading and reviewing materials from Mr. Iott's files.

Fourth Week: July 13-17, 1981

July 13

A.M. The intern spent the morning with Mr. Jeff Zyonch, athletic director. Although part of the morning session included Mr. Iott, the majority of the time was spent alone with Mr. Zyonch. Discussion centered on cutbacks in athletics, vendor representatives, the weight training program installed in the courses of study at the high school, the Wolverine Conference, and the increasing difficulty in finding coaches.
P.M. Mr. Iott and the intern visited Huss' Elementary School to examine the summer school program. The intern was introduced to Mr. Mike Bosma, director of the summer school programs. Finally, the intern had the opportunity to walk into classrooms and visit with students and teachers.

P.M. The intern finished the day by comparing the notes taken on the teachers', secretaries' and custodians' contracts. A start was made to begin writing the formal report Mr. Reece and Mr. Iott had requested.

July 14

A.M. Mr. Iott called an early meeting with Mr. Hawkins to receive a progress report on maintenance work to be completed.

A.M. The intern attended a meeting with Mr. Iott and Mr. William Stofer, president of the Three Rivers Education Association. Mr. Stofer's mission was to file a grievance on behalf of another teacher.

A.M. The remainder of the morning was used by working on the written contract comparison.

P.M. The intern attended a meeting with Mr. Iott and
Mr. James Snow, a sales representative from Shed-Brown company. Mr. Snow gave a presentation concerning high quality certificates Mr. Iott wanted to purchase as part of an incentive program for employees.

P.M. Another afternoon meeting was scheduled with Mr. Howard Kasdorf of Frank Casselman Inc. This was a very lengthy meeting with discussion focusing on a written proposal for $4,240.00 for a new boiler and $1,557.00 for a new commercial water heater; both to be installed at Park Elementary School.

P.M. The intern examined an organizational chart for Three Rivers Community Schools. In addition, a comparison was also made with two other local school systems.

July 15

A.M. Mr. Iott had a meeting with Mr. Bill Jacobs, principal, to discuss the need to fill a teaching vacancy within the high school. Plans were made to begin interviewing candidates. In addition, plans were made for the intern to spend some time with Mr. Jacobs and participate in the interviewing process.

A.M. The intern met with Mr. Iott to discuss the
system's hot lunch program. Discussion centered on income statements, quarterly reports, general expenses and indirect costs, and personnel. A telephone call by Mr. Iott produced an appointment for the intern to meet with Mr. Jack Newby, food service manager.

A.M. The remainder of the morning was used by working on the written contract comparisons.

P.M. The intern attended a meeting with Ms. Arlene Wills, director of libraries. This was a tense meeting as Mr. Iott had to present and explain a 50% across-the-board cut for all library expenses.

July 16

A.M. The intern spent the morning with Mr. Bill Jacobs, principal at the high school. Mr. Jacobs was well prepared for the meeting as he had plenty of material to give to the intern. Discussion centered on the calendar, curriculum, curriculum council, role of the assistant principal, field trips, teacher evaluations, advance placement courses, clubs and fund raising activities. This was an especially interesting time as Mr. Jacobs is a very enthusiastic building principal.
P.M. Mr. Iott held a quick meeting with a sales representative to receive a bid for custodial supplies.

P.M. The intern completed the written comparison of the existing contracts. Efforts were made to complete the typing.

July 17

A.M. Mr. Iott and the intern met to discuss the importance of employee selection and interviewing techniques. Mr. Iott shared what he looks for in a teaching candidate, the use of background checks and the importance he places on college grades. Also, discussion focused on the interview itself with Mr. Iott listing favorite questions he likes to ask.

A.M. The intern reviewed the applications received for the existing opening in the high school. Already most of the applicants had been eliminated by Mr. Jacobs for various personal reasons.

P.M. The afternoon presented an opportunity for the intern to observe two actual interviews for the high school teaching position.

P.M. After each interview, the intern discussed with Mr. Jacobs his evaluation of each applicant.
Fifth Week: July 20-24, 1981

July 20

A.M. Mr. Iott called an early morning meeting with all driver education instructors. Since Mr. Iott is directly involved in this summer program, he wanted to personally discuss any problems the teachers might be having and to distribute a new type of certificate to be issued to students upon completion of the course.

A.M. Mr. Iott and the intern visited Hoppin and Johnny-cake Elementary Schools. The purpose was to check on the progress of installation of new shelving and cupboards in specific classrooms.

A.M. Upon returning to the office, the intern began to review the administrative evaluation forms he had begun to receive as a result of the written request mailed to various superintendents.

P.M. The intern had an early afternoon meeting with Mr. Iott to review and discuss the examples of administrative evaluations received.

P.M. As Mr. Iott was leaving the office early today, the intern reviewed absenteeism reports for both cer...
tified and noncertified personnel.

July 21

A.M. The intern spent the morning with Mr. Bernie Stancwietz, vocational director. Time was spent in discussing and making visual inspections for various programs.

P.M. The intern and Mr. Iott began the afternoon with a discussion regarding absenteeism of personnel. Mr. Iott placed a great deal of emphasis on trying to improve the attendance records of employees. In addition, he shared an example of an annual attendance report he presents to the board of education for both certified and noncertified personnel.

P.M. Mr. Iott and the intern attended a meeting with Mr. Reece, superintendent. Discussion focused on negotiations with the teachers and the board of education meeting scheduled for July 27, 1981.

P.M. Mr. Iott and the intern met with Mr. Doug Krueger of Krueger Services to receive a bid for replacement of fencing at Andrews Elementary School. We all made an on-site inspection to show Mr. Krueger the amount of work needed.
P.M. The intern finished the day by reviewing information from Mr. Iott's files.

July 22

A.M. The intern began the morning by reviewing information from Mr. Iott's personnel files.

A.M. Mr. Iott and the intern met with Mr. Dale Fuelling, principal at Andrews Elementary School. The purpose of the meeting was to discuss making changes in the handbook for elementary students.

A.M. The intern met with Mr. Iott to share the completed report concerning the comparisons between the teacher, secretarial, and custodial contracts. Mr. Iott was pleased with the results. (See Appendix B.)

P.M. The entire afternoon was spent with Mr. Jack Newby, food service manager for the school system. During the meeting, discussion focused on vendors, commodities, menues, satelite programs, milk programs, equipment and personnel.

July 23

A.M. The intern had a lengthy meeting with Mr. Jacobs, principal at the high school. Since the intern was a
past distributive education teacher, Mr. Jacobs wanted information on organizing and running a profitable school store.

A.M. The intern attended a meeting with Mr. Iott and a salesperson presenting information on athletic equipment.

P.M. The afternoon began with an initial meeting with Mr. Iott. Upon completion, he and the intern attended a meeting with Mr. Reece, superintendent and Mr. Jacobs, high school principal. The meeting centered on financial cuts and possible personnel changes in the high school.

P.M. The intern finished the day by reviewing the high school student handbook.

July 24

A.M. The intern shared with Mr. Iott the additional administrative evaluation forms received from superintendents. Discussion again centered on merit pay for administrators. During this informal meeting, topics of discussion also included the importance of letters of praise for employees and salary comparisons of other administrators within the Wolverine
Conference.

A.M. Mr. Iott and the intern traveled to Park Elementary to check on the progress of the remodeling work.

P.M. Mr. Iott was not in the office this afternoon. As a result, the intern listened to a motivational tape and reviewed material from Mr. Iott's office.

July 27

A.M. An early morning meeting was scheduled with Mr. Iott and Mr. Hawkins to discuss maintenance work progress and targeted work areas for the coming week.

A.M. Mr. Iott met with the intern to share the initial financial proposal received from the Three Rivers Education Association. The proposal was received as expected over the weekend by Mr. Peterson, school attorney.

A.M. The intern attended a meeting with Mr. Reece, superintendent; Mr. Iott, assistant superintendent; and Ms. Millet, community school director. Discussion focused on the progress of negotiations, what to do if coaches withhold services, tentative first day of school and the board of education meeting scheduled for that evening.
P.M.  Afternoon meeting with Mr. Iott and Mr. Ryan, supervisor of C.E.T.A. workers. Discussion centered on work completed and laying people off at predetermined times.

P.M.  The intern attended an evening board of education meeting. The intern was given an opportunity to present his report on contract comparisons. Mr. Jacobs, high school principal, presented a special report on grade distribution for the 1981 graduating senior class. Some concern had been recently expressed regarding grade inflation. After discussing all regular business, the board went into executive session to discuss the progress of negotiations.

July 28

A.M.  The intern met with Mr. Iott to compute a salary package at 6% to present as a counter-offer to the initial salary proposal received from the teachers.

A.M.  The intern attended a lengthy meeting called by Mr. Iott for all elementary building principals. The purpose of the meeting was to discuss the elementary student handbook, summer maintenance work, and possible personnel transfers.
P.M. Mr. Iott and the intern traveled to Mr. Peterson's office to discuss the initial salary proposal of the teachers and the next negotiating session scheduled for tomorrow.

July 29

A.M. The intern did not report during the morning as P.M. negotiations with the teachers were to begin at 1:00 p.m. and go into the evening. As it turned out, the session lasted until 11:30 p.m.

July 30

A.M. Mr. Iott and the intern met with Mr. Reece to discuss the progress of last evenings negotiations. Mr. Iott and Mr. Reece were both disappointed in the progress thus far.

A.M. The intern was introduced to Ms. Karen Lukeman, the new distributive education teacher at the high school. Ms. Lukeman was a high school student of the intern's while attending Gull Lake High School. Time was spent sharing ideas for the program, the D.E.C.A. chapter and the school store.

P.M. The intern was introduced to Ms. Lois Seamen, director and teacher for the alternative education
program at the high school. A slide presentation was shown concerning the program and an opportunity was available to ask questions concerning its daily operation and merits.

July 31

A.M. The intern spent the last day cleaning out his temporary office and sorting materials needed to be returned to Mr. Iott. In addition, sincere thanks were expressed to those who helped the intern make this experience a success.
CHAPTER IV

ACHIEVEMENT OF THE OBJECTIVES

The internship provided the intern with opportunities to fulfill all stated objectives. Shortly after the start of the experience, it became evident that most of the objectives would be readily completed. This was a result of good preplanning after the intern's initial meeting with Mr. Iott, assistant superintendent and field supervisor. However, because of the nature of two of the stated objectives, they were more difficult to achieve. The degree to which the intern successfully achieved the objectives is summarized in the following evaluation.

Conceptual Objectives

Objective I.A.

To acquire an increased understanding of a central office administrative team with special emphasis on the role of assistant superintendent.

The intern became acutely aware that regardless of the administrative position held, to be effective in individual roles and responsibilities, all administrators are dependent upon each other. This becomes increasingly true as one reaches higher levels in leadership positions. To be as effective as possible, a leader must have the help
and cooperation from subordinates. With the number of teachers, parents, school board members etc., that central office administrators are responsible to, the ability to work together and recognize the value of others is critical.

The intern participated in many administrative meetings. Often, these meetings were between other central office administrative personnel. Other times, the meetings were with faculty members, building administrators or board of education members. These members provided the intern an opportunity to examine how individuals would act or react under certain circumstances. On occasion, actions or reactions would depend on who was present at the meeting.

The intern also had the opportunity to examine an organizational chart for the school district of Three Rivers Community Schools. By quickly reviewing one of these charts, one can quickly determine the administrative positions available and lines of authority. In addition, the intern had a chance to do a comparison between Three Rivers' organizational charts and two other local districts.

Objective I.B.

To review all job descriptions of central office
administrators.

This was a valuable exercise for the intern as it provided an opportunity to examine written job duties and responsibilities for all central office administrative personnel. The three job descriptions reviewed were for the superintendent, assistant superintendent and community school director.

After reviewing each job description, the intern had subsequent meetings with each of the administrators to discuss their normal day-to-day duties and responsibilities as they actually related to their written job description. In finishing these reviews, Mr. Iott directed the intern to various files and information he had on the importance of having written job descriptions for all job placements.

Objective I. C.

To acquire an increased understanding of the legal environment as it pertains to school administration.

It seems possible legal consequences of decisions are constantly on the minds of central office administrators. This was evident in the many meetings held where the intern was able to listen to discussion concerning administrative choices or decisions to be made. These administrators were constantly aware of possible reactions to a decision. Typical concerns encompassed teacher lay-
offs and transfers, Title IX guidelines, disciplinary procedures involving both students and employees and contract negotiations.

In addition, the intern had several opportunities to meet with Mr. Doug Peterson, attorney at law, of Kids-тон-Peterson Law Firm in Kalamazoo. Mr. Peterson represents Three Rivers Community Schools in all legal matters including teacher negotiations. Because of the many discussions the intern had with the superintendent, assistant superintendent and school attorney regarding legal matters, he believes this objective was fully achieved.

Objective I. D.

To acquire a thorough understanding of the assistant superintendent's authority and how it's delegated to others.

After reviewing the assistant superintendent's job description, it was apparent the areas for which he was responsible. However, our discussions indicated that he had "unwritten" areas of responsibility and authority also. Some of these were typically thought to be fulfilled by the superintendent but over time had been unofficially assumed by the assistant superintendent.

In order to be an effective leader, it is believed by the intern that one must be able to delegate responsibility. One cannot be an effective leader if he or she is
always shouldering the burden of getting each and every task done. With this in mind, the intern believed Mr. Iott to be a very effective leader. He was not hesitant to delegate responsibility as long as he had confidence in another's abilities and past performance in seeing that tasks were completed. During our conversations, the point was made clear that regardless of how many jobs, responsibilities etc. are delegated, if the results are not what were expected, the delegator is still going to be held responsible.

Human Objectives

Objective II. A.

To observe all central office administrators' leadership styles and techniques.

The intern spent the majority of time working directly with the assistant superintendent. As a result, he had ample opportunity to observe his leadership style and techniques. However, it should be noted that because of time limitations, it was difficult to adequately observe and assess the superintendent's and community school director's leadership styles. In spite of this disadvantage, the intern was able to draw general conclusions based upon attending meetings in which they were participants; talking to each of them on a one-to-one basis; and by inter-
viewing other administrators within the system.

As a result, the intern believed Mr. Reece, the superintendent, to be an administrator who paid close attention to details, was good at delegating responsibilities and one who was most aware of good public relations. His concern for public relations was reflected by the amount of time and effort he spend with various community activities.

Mr. Iott, assistant superintendent, believed in the delegation of responsibilities and duties. This was not to avoid work, but he realized that to be effective, one must be able to have competent people assisting whenever possible. In addition, Mr. Iott was most definitely a "take-charge" administrator. This was apparent in his handling of people and events. Finally, because of Mr. Iott's high energy level, the intern believed this positive characteristic tended to "rub off" on others around him. Everyone knew his expectations were high and shortcuts which resulted in inferior work were not acceptable.

Ms. Lois Millet, community school director, was also believed to be an effective administrator. She was not as forceful in her approach as Mr. Iott, but still was effective as evidenced by her overall program growth and by what others had to say about her.

Objective II. B.

To attend administrative meetings when possible.
Because this internship was conducted during the summer, few of the administrative meetings involved building principals, assistant principals etc. All of these administrators were on vacation during this time and consequently were not available unless summoned. There were individual cases when certain building administrators were requested to come to the central office for a meeting with the superintendent or assistant superintendent. On one occasion, there was a group meeting of elementary building principals. However, the vast majority of administrative meetings included central office staff, occasional individual school board members or Mr. Doug Peterson, attorney.

Regardless of why a meeting was called or who it was called by, it was evident there was usually good preplanning. The meetings were never called on the spur of the moment. Advance notice was always provided with some type of agenda presented.

On several occasions, the intern was able to participate in the meetings. Most often he was asked for personal opinions or if he knew how a certain matter was generally handled in his home school district. This was beneficial to the intern as it provided him with opportunity to express himself and to feel a more welcome part of the discussion group.
Objective II. C.

To develop an understanding of how the assistant superintendent handles problems related to personnel.

Again, because of the timing of the internship, it was difficult for the intern to observe much in this area. On two occasions, the intern was able to see problems resolved. One concerned the transfer of a faculty member who did not wish to be transferred and the other with a custodian. To make these decisions, the assistant superintendent made an effort to get as much information as possible. He accomplished this by talking with building principals and to the individual employees.

Objective II. D.

To acquire a general understanding of the contract negotiation process.

The intern felt genuinely fortunate as he was able to observe the negotiation process between the Three Rivers Education Association and representatives of the Three Rivers Community Schools' Board of Education. Before the intern was able to be present at the bargaining sessions, special permission had to be secured from the local Michigan Education Association representative. After this was accomplished, the intern attended every bargaining session that occurred during the internship time frame. Some of these sessions lasted for only two to three hours.

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while others lasted for several hours.

Of particular interest to the intern was attending the strategy sessions before each bargaining session. These meetings always included the assistant superintendent, the school attorney (who did most of the actual bargaining) and two or three school board members. The superintendent never attended these sessions. On one occasion, however, the superintendent and the intern quickly developed payroll projections based on certain proposals. The intern believes this was certainly the most interesting and valuable experience during the internship.

Objective II. E.

To improve the intern's human relations skills.

Just by the nature of this objective, it was difficult to measure achievement. The intern believed this objective was met by being able to attend many meetings, having the opportunity to observe others handling themselves in certain circumstances and through several private discussions with Mr. Iott, assistant superintendent. Probably the most important point made by the intern's supervisor was the importance of making others feel the contribution they are making is important. The intern believed this was one of the supervisor's strongest qualities as a leader. He was especially good at making people feel
important and what they were doing was good and worthwhile.

Technical Objectives

Objective III. A.

To acquire a better understanding of the interview and employee selection process.

For the coming 1981-82 school year, Three Rivers Community Schools needed to replace only one teacher (unless subsequent openings occurred later in the summer). The opening was at the high school level and in the Business Education Department. As no one within the system was qualified, the position had to be filled from outside.

The intern had opportunity to discuss with both the assistant superintendent and high school principal their philosophies and objectives during the selection process. In addition, interview techniques were discussed including methods and specific favorite questions to be asked.

The intern was afforded the opportunity to sit in on two actual interviews for the high school position. Although he did not participate in any actual questioning, it was regarded as a valuable learning experience.

Objective III. B.

To develop a better understanding of school finances.

Although the intern can say he has a "better under-
standing" of school finances, he cannot declare himself an expert in this area. Experiences included working with the assistant superintendent on the annual school budget, being with and asking questions of the team conducting the annual audit, and working with the financial secretary.

Objective III. C.

To develop an understanding of how various bargained contracts compare with one another.

This goal was instituted late as the superintendent wanted a comparison of the language in all bargained contracts within the system. It is their goal to eventually get the language in all contracts the same except for compensation. They believe it is too difficult to constantly be responsible for three completely different labor agreements.

The intern's assignment was to take all contracts and make comparisons between each in the following areas: leaves of absence, reinstatement rights after a leave, seniority and grievance procedures. After completing the comparisons, the intern presented a copy to the board of education at an open meeting.

Summary

This internship was a rich and rewarding experience.
It provided the intern with the unique opportunity to work with central office administrators in a school system other than his own. This gave the intern the chance to not only examine, but to also experience some of the problems central office administrators face. In addition, it provided the intern with many ideas, forms, procedures etc., to possibly use back in his home school district.

By completing this educational program, the intern developed a more thorough understanding of the functions and activities involved at the central office level of a school system. In addition, some of these functions and activities were experienced by the intern.

As stated earlier in this chapter, all the written objectives were met. Most of the objectives were easily accomplished. This was the result of Mr. Iott, internship supervisor, playing an active role in the development of the objectives.

The intern was grateful to all of the administrators with whom he worked for their understanding of the importance of this learning experience. Without them, the internship would not have been possible.

The intern was especially indebted to Mr. Don Iott, assistant superintendent and internship supervisor. He was the key to success for this learning experience. From the very beginning, he was genuinely interested in finding
valuable activities and experiences in which to involve the intern. Further, he spent a great deal of personal
time with the intern and provided an office and secretarial help whenever needed.

Based upon the experience with this program, the intern would highly recommend it to anyone wanting to become an administrator. The internship process has been valuable in the professional growth of the intern.
APPENDIX A

ADMINISTRATIVE EVALUATION REQUESTS
Dear Mr. Superintendent,

I am working this summer on an internship through Western Michigan University. During this internship, I am to work six full weeks with an assistant superintendent. Part of this project is to secure examples of procedures and guidelines used in the evaluation of school administrators. These would normally be the guidelines a superintendent of schools would use in the evaluation of job performance, etc. of the principals or other administrators.

Would you please help me with this and send any copies of procedures, guidelines and forms you may use within your system.

Sincerely,

Robert E. Sickles
The request letters were mailed to the following school districts and superintendents:

Albion
Michael Bitar

Allegan
Elmer Russell

Ann Arbor Pioneer
Harry Howard

Battle Creek Lakeview
Paul Williams

Cassopolis
Gilbert Dunn

Coldwater
J. Warren Adair

Comstock
Robert Hamet

East Lansing
Robert Docking

Fennville
Henry Gudith

Galesburg-Augusta
John Wagar

Grosse Pointe
William Coates

Hastings
Richard Guenther

Howell
Dave Johnson

Kalamazoo
Charles Townsend

Marcellus
Thomas Lamb

Marshall
Nick Timmer

Niles
William Fairman

Parchment
George Kingsmore

Paw Paw
Robert Hansen

Sturgis
Lawrence McConnell
APPENDIX B

CONTRACTUAL LANGUAGE COMPARISONS
### THREE RIVERS COMMUNITY SCHOOLS
#### CONTRACT COMPARISONS

<table>
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<tr>
<th>TEACHERS</th>
<th>SECRETARIES</th>
<th>CUSTODIANS</th>
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<tr>
<td><strong>Leave:</strong></td>
<td><strong>Leave:</strong></td>
<td><strong>Leave:</strong></td>
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<tr>
<td><strong>A. Sick Leave</strong> - each teacher credited beginning of school year with ten (10) days sick leave with pay. Can accumulate to ninety (90) days. Unused sick leave to be credited each twelve (12) months.</td>
<td><strong>A. Sick Leave</strong> - each secretary to accumulate sick leave at the rate of one (1) day per month (ten-month employees - ten (10) days per year; twelve-month employees - twelve (12) days per year.)</td>
<td><strong>A. Sick Leave</strong> - twelve-month employees - twelve (12) days sick leave with pay. Can accumulate to total of one-hundred-twenty (120) days. Two (2) days sick leave with pay for illness to member of the household family. Bus driver entitled to ten (10) sick days leave per year. Can also accumulate to one-hundred-twenty (120) days. Sick leave to be credited end of each month.</td>
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<tr>
<td><strong>1. Used Days</strong> - sick leave to be allocated in half-day increments and charged against work days only. Cannot be used during authorized leave of absence, lay-off, or otherwise not regularly providing service.</td>
<td><strong>1. Unused Days</strong> - unused sick leave will be compensated according to specific schedule.</td>
<td><strong>1. Unused Days</strong> - unused sick leave to be compensated as described in Schedule &quot;B&quot;.</td>
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<td>TEACHERS</td>
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<td><strong>B. Personal Business Leave</strong> - provided at the rate of two (2) days per year. Second day used deducted from unused accumulated sick leave.</td>
<td><strong>B. Personal Business Leave</strong> - will be granted two (2) days per year. Second day used deducted from unused accumulated sick leave. These do not accumulate.</td>
<td><strong>B. Personal Business Leave</strong> - granted two (2) days without loss of pay. Leave to be deducted from unused sick leave. These do not accumulate.</td>
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<tr>
<td>1. Used only in situations of urgency, when business cannot be completed on weekend or after school hours.</td>
<td>1. Used only in situations for conducting P/B which is impossible to complete on weekend or after school hours.</td>
<td>1. Used only for business which cannot be scheduled outside regular work day.</td>
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<tr>
<td>2. Shall submit written notice to supt. at least five (5) days in advance.</td>
<td>2. Shall submit written notice to supt. at least five (5) days in advance. It shall be mandatory to state the nature of the business.</td>
<td>2. Not to be used for seeking other employment, social, recreational, vacation, etc.</td>
</tr>
<tr>
<td>3. If emergency, notice to be submitted as early as possible.</td>
<td>3. If emergency, notice to be submitted as early as possible.</td>
<td>3. Except in cases of emergency request to be made not less than five (5) working days prior to day requested.</td>
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<td>4. P.B.L. may not be used prior to, or directly following vacation except with written approval from supt.</td>
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<td><strong>C. Funeral Leave</strong> - granted up to three (3) days for death in im-</td>
<td><strong>C. Funeral Leave</strong> - granted up to three (3) days for death in im-</td>
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TEACHERS

mediate family without loss of pay. With approval of supt., three (3) additional days may be granted. These are to be deducted from unused sick leave. Up to two (2) days may be granted for relatives or persons close to the employee. These are to be deducted from unused sick leave.

D. Leave of Absence - employee shall be entitled to leave, without pay, for up to one year for:

1. serving in any elected or appointed position

2. prolonged illness of a member of the immediate family

E. Disability Leave - employee shall be granted a leave within the guidelines of:

1. foreseeable disability
2. unforeseeable disability

F. Family Leave - the Board, on its motion, or written request of teacher, shall grant leave

SECRETARIES

mediate family without loss of pay. With supt. approval, up to three (3) additional days may be granted. These are to be deducted from unused sick leave.

CUSTODIANS

mediate family without loss of pay. With supt. approval, up to three (3) additional days may be granted. These are to be deducted from unused sick leave.

E. Disability Leave - employee shall be granted leave within the guidelines of:

1. foreseeable disability
2. unforeseeable disability
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<td>for pregnancy or adoption. If the leave is granted for less than ninety (90) days, teacher shall be guaranteed his/her position or equivalent position upon return.</td>
<td><strong>G. Meritorious Leave</strong> - may be granted up to one (1) year for reasons not otherwise provided in contract. Such leave may be extended for an additional year upon approval.</td>
<td><strong>G. Meritorious Leave</strong> - may be granted for reasons not otherwise provided in contract. Determination will be made upon purpose and the employee.</td>
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<td><strong>G. Meritorious Leave</strong> - Board may grant to any teacher for meritorious reasons not otherwise provided in contract.</td>
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<td><strong>H. Hardship Leave</strong> - leave without pay shall be granted for one (1) year to any tenure teacher who gives information concerning personal or family hardship. This leave can be extended for up to one (1) year</td>
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<tr>
<td><strong>I. Returning From Leaves of Absence</strong> - a teacher returning from a leave is guaranteed the first vacancy for which he/she is certified and qualified.</td>
<td><strong>I. Reinstatement Rights</strong> - on termination of leave, employee shall be returned the job held prior to leave, or if job has been eliminated, to a similar job, provided he/she is qualified.</td>
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<tr>
<td></td>
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<td><strong>I. Reinstatement Rights</strong> - on termination of leave, employee shall be returned to job held prior to leave, or if job has been eliminated, to a similar job provided he/she is qualified.</td>
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### TEACHERS

**Starting Wages:**

A. Regular Compensation - basic compensation described in Schedule "A" and is paid in twenty-six (26) equal install­ments beginning in September.

B. Professional Experience
Board may place new teacher on step as result of education, work related experience, military/ vocational experience and past professional performance, not to exceed education and/or years of experience.

**CUSTODIANS**

**Starting Wages:**

A. Regular Compensation - basic compensation described in Schedule "A" of contract. Advancement is based upon yearly steps. Anniversary dates concerning salary schedule occur on July 1 and January 1. Pay day is every other Friday. Compensation range is one-eight years in 1980 - 81 contract.

A. Section 1 - salaries are described in Schedule "A" of contract. Advancement is based upon yearly steps. Anniversary dates concerning salary schedule occur on July 1 and January 1. Pay day is every other Friday. Compensation range is one-eight years in 1980 - 81 contract.

A. Section 5 - salary deduction for time lost computed by hourly rate times working hours lost.

**Starting Wages:**

A. Regular Compensation - basic compensation described in Schedule "A"

Compensation rate determined by:
1. first 90 days
2. after 90 days
3. after 1st year

Employer may pay wages in excess of amount described in Schedule "A" for performance of additional duties, position, unusual skill, superior knowledge, length of service, or other factors deemed appropriate.

B. Overtime Compensation - to receive overtime compensation rate of one and one-half (1½) times regular rate for work in excess of forty (40) hours during the work week. Double time paid for scheduled hours on Sundays or holidays. Overtime to be assigned according...
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<td><strong>Discipline:</strong></td>
<td><strong>Discipline:</strong></td>
<td><strong>Discipline:</strong></td>
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<tr>
<td>A. Representation - teacher shall be entitled to have present representative of the association (if one is available) when being reprimanded, warned or disciplined for infraction of rules, delinquency, etc.</td>
<td>A. An employee failing to maintain proper standards of conduct or to responsibilities is subject to disciplinary action by the supt. including, but not confined to oral &amp; written reprimand, forfeiture of compensation, demotion or discharge. Discipline normally shall be applied progressively. Union shall be notified in writing of any dismissal or suspension.</td>
<td>A. Probationary employees - anyone employed for less than ninety (90) days may be discharged for reasons satisfactory to the employer.</td>
</tr>
<tr>
<td>B. Professional Conduct - Board may adopt rules/regulations not in conflict with the contract concerning the discipline of teachers. Teacher shall not be disciplined, reprimanded, suspended with or without pay, reduced in rank/compensation, demoted, discharged nor deprived of any professional advantage without reasonable and just cause. Any such examples of discipline shall be subject to the grievance procedure.</td>
<td></td>
<td>B. Regular Employees - after probationary period, employee shall not be discharged or suspended without just cause. Discipline may include oral or written reprimand, suspension, demotion or discharge. Employee shall not be suspended or discharged unless he has received within preceding six (6) months at least one (1) written warning. Discharge, suspension or demotion for disorderly conduct, drunkenness, insubordination, improper safety practices, dishonesty or immoral conduct is</td>
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<td>C. Student Activities - teachers can earn additional compensation by being an advisor/coach for certain student activities. Compensation is described on Schedule &quot;B&quot; and &quot;C&quot;. An activity not included on these schedules shall receive compensation upon board approval.</td>
<td>C. Hours of Employment &amp; Overtime</td>
<td></td>
</tr>
<tr>
<td>1. Normal work-day - 8 hours</td>
<td>1. Normal work-day - 8 hours</td>
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<tr>
<td>2. Normal work-week - 40 hours (Mon. - Fr.)</td>
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<tr>
<td>3. With permission of supervisor - overtime pay. This is paid one and one-half times hourly rate. (15-30 min. = ½ hour, 31-60 min. = 1 hour)</td>
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</tr>
<tr>
<td>4. Paid lunch of not less than one half-hour.</td>
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<tr>
<td>5. Any day school closed because of weather, secretaries are paid for the day. If teachers are required to report, secretaries must also report or will not be paid.</td>
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</tr>
</tbody>
</table>

C. Class I & II - employees entitled to day off with pay after second consecutive school closing day in a school week. Total number of days in any year shall not exceed three (3).
D. Advancement - credit for academic or certification advancement shall be made at the beginning of first semester following successful completion.

Fringe Benefits:

A. Insurance - Board will pay one-hundred percent (100%) for Super-Med. with established cap. Should rates exceed cap, teacher will pay the difference. Teachers employed less than full time will be offered Super Med. ins. premium benefits on pro-rated basis. Board will pay full premiums for Delta Plan C for all teachers (full or part-time.)

Options:
(1) income protection
(2) term life ins.
### TEACHERS

**B. Holidays - 52 week employees**

- 1. New Year's Day & one day prior
- 2. Good Friday when school not in session
- 3. Memorial Day
- 4. Independence Day
- 5. Labor Day
- 6. Thanksgiving Day & following Friday
- 7. Christmas Day & one day prior
- 8. County Fair Day (one half day)

**Other employees (not 52 weeks)**

Paid for the following except when asked to work additional time which may involve another paid holiday:

- 1. New Year's Day
- 2. Good Friday when school not in session
- 3. Memorial Day
- 4. Labor Day
- 5. Thanksgiving Day & following Friday
- 6. Christmas Day
- 7. County Fair Day (one half day)

### SECRETARIES

**B. Holidays - class I & II employees**

Following days are paid holidays:

- 1. Fair Day - afternoon
- 2. Christmas Day & day prior
- 3. New Year's Day & day prior
- 4. Memorial Day
- 5. Independence Day
- 6. Labor Day
- 7. Thanksgiving Day & following Friday
- 8. Good Friday afternoon

### CUSTODIANS

Class III employees receive paid holidays as follows:

- 1. Thanksgiving Day & following Friday
- 2. Christmas Day
- 3. New Year's Day
- 4. Memorial Day
## TEACHERS

<table>
<thead>
<tr>
<th>C. Vacations - 52 week employees paid vacation accordingly:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) one week - after one year's service</td>
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<tr>
<td>(2) two weeks - after two year's service</td>
</tr>
<tr>
<td>(3) three weeks - after eight year's service</td>
</tr>
<tr>
<td>(4) four weeks - after fifteen year's service</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Less than 52-week employees paid vacation accordingly:</th>
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</thead>
<tbody>
<tr>
<td>(1) after two (2) years of continuous service - one half (½) day vacation for each month worked not to exceed five (5) days.</td>
</tr>
<tr>
<td>(2) after eight (8) years of continuous service - one (1) day vacation for each month worked not to exceed ten (10) days.</td>
</tr>
</tbody>
</table>

## SECRETARIES

<table>
<thead>
<tr>
<th>C. Vacations - general rule, employees take vacations between July 1 and August 31. All employees with one (1) week must take time then. All vacations should be scheduled by June 1. In granting time for vacations, seniority will prevail.</th>
</tr>
</thead>
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<thead>
<tr>
<th>Vacations during 1980-83 contract:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) one week after one year's service</td>
</tr>
<tr>
<td>(2) two weeks after two year's service</td>
</tr>
<tr>
<td>(3) three weeks after eight year's service</td>
</tr>
<tr>
<td>(4) four weeks after fifteen year's service</td>
</tr>
</tbody>
</table>

## CUSTODIANS

<table>
<thead>
<tr>
<th>Bus drivers are not eligible for vacation pay.</th>
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<tr>
<td>TEACHERS</td>
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</tr>
<tr>
<td><strong>Seniority:</strong></td>
</tr>
<tr>
<td>A. Layoff Procedure - one seniority list on a district wide basis. Seniority begins on the day which the teacher's employment was approved by the Board. If two (2) or more teachers have exact length of Service, seniority will go to the teacher with most experience outside the district. Should this service be equal, the greater number of graduate hours will be granted seniority.</td>
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<tr>
<th>SECRETARIES</th>
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<tbody>
<tr>
<td><strong>Seniority:</strong></td>
</tr>
<tr>
<td>A. Probationary Period - newly hired employee - probationary status for ninety (90) calendar days provided employees having contact with students serve min. of thirty (30) days of probation while school is in session. Leave and insurance benefits become effective after thirty (30) days of employment.</td>
</tr>
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</table>

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<tr>
<th>CUSTODIANS</th>
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<tbody>
<tr>
<td><strong>D. Separation Benefits - all employees completed three (3) consecutive years of service upon voluntary termination, to be reimbursed for sick leave days unused per schedule max. benefit not to exceed $1,200.</strong></td>
</tr>
</tbody>
</table>

**D. Separation Benefits - all accrued vacations & other benefits to be paid when employment is severed for any reasons other than disciplinary. Also, unused sick leave will be paid per schedule. Max. benefit is $1,200.**
Grievance:

A. Level One - if teacher feels there is basis for a grievance, he shall first discuss problem with principal. Grievance must be filed within fifteen (15) school days of violation, misapplication or within fifteen (15) school days of discovery thereof.

B. Level Two - if grievance still exists after meeting with principal, teacher may within three (3) school days start formal grievance procedure. Copy of grievance shall be delivered to principal.

C. Level Three - within two (2) days of receipt of grievance, principal shall meet with the employee in length of service shall be last laid off and first rehired.

Grievance:

A. Informal Adjustment - effort (not in writing) whereby the grievant shall meet with employer's representative for the purpose of adjusting the grievance. Request of the meeting is to be within five (5) days of the event or time the grievant reasonably should have known of the event.

B. Written Grievance - if satisfaction has not been reached, grievant has five (5) days in which to file written grievance to include specific items as listed in the contract. A reply is to be provided within five (5) days of written grievance.

C. Formal Conference - if satisfaction has not been reached and request is made by grievant with-

Grievance:

A. Application - employee having grievance which has not been resolved within four (4) working days through normal procedure may file a written grievance.

B. Step One - grievance shall be filed with five (5) work days of the event or administrative decision. A written reply shall be filed within five (5) work days from receipt.

C. Step Two - if satisfaction has not been reached, grievant may within five (5) work days of
TEACHERS

Association in effort to resolve the grievance. Principal shall then indicate his disposition in writing within three (3) school days of such meeting and provide copy to the Association.

D. Level Four - if settlement has not been reached, grievance shall be given to supt. within five (5) days. Supt. or designee shall meet with the Association and indicate his disposition within three (3) days of the meeting and provide a copy to the Association.

E. Level Five - if satisfaction has not been reached, grievance shall be given to the Board by filing copy with the secretary or designee. The Board, no later than next regular meeting,

SECRETARIES

in five (5) days of reply, a formal conference shall be held within ten (10) days from receipt. If grievance is not settled, conference to be adjourned and reconvened with a state mediator if requested by both parties, if not settled, employer shall file reply within ten (10) days after completion of formal conference.

D. Hearing Officer - if satisfaction not reached at formal conference, grievance may be submitted to a hearing officer if request made within ten (10) days from receipt of formal conference reply. Hearing to be conducted within specific stated rules.

CUSTODIANS

receipt, request a conference. This conference will be held within five (5) work days and a representation of both parties shall be present. Party against who grievance is filed shall provide written reply for each party at the conference within five (5) days of completion of the conference.

D. Step Three - if satisfaction has not been reached, grievant may request mediation by State Mediation Service, provided such request is made within five (5) work days of receipt. The cost of mediation shall be shared equally by the parties, except as the mediator shall otherwise recommend.

E. Step Four - if satisfaction is not reached by mediation, grievant may request arbitration provided such request is made within five (5) days from end of mediation proceedings. Within
or two calendar weeks, shall meet with the Association. Disposition shall be made no later than seven (7) school days thereafter. Copy to be provided to the Association.

F. Level Six - if satisfaction has not been reached, grievance may be submitted to arbitration. Introduction to arbitration must be within twenty (20) school days after receipt of Board's disposition. During arbitration, both parties agree to be bound by the award of the arbitrator.

G. General Procedure - fees & expenses of arbitration shall be shared equally.

F. Costs - any fees paid for the services of a hearing officer shall be shared equally by both parties, except as the arbitrator shall otherwise decide.

twenty (20) days conclusion of hearing, arbitrator shall give a written opinion.
BIBLIOGRAPHY


