A Report of an Internship in the Kalamazoo Public Schools Kalamazoo, Michigan

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A REPORT OF AN INTERNSHIP
IN THE KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

by
Barbara J. Wright, ED.S.

A Project Report
Submitted to the
Faculty of The Graduate College
In partial fulfillment
of the
Degree of Specialist in Education

Western Michigan University
Kalamazoo, Michigan
December 1979
This report summarizes a six-weeks internship in the Kalamazoo Public School System served during the summer of 1979.

The purpose of the internship was to introduce the intern to the roles, duties and responsibilities of the Personnel Director of the Employees Services Department of the Central Office.

The primary areas studied were research data, unemployment data, interviewing procedures, planning functions, labor relations and affirmative action.

This report includes a daily journal of activities and experiences, a narrative regarding achievement of specific objectives and additional material pertinent to the internship. The latter includes: A chart of the intern's Selection Research Inc. (SRI) interview progress and some of the reports drawn up or designed by the intern. Many reports were omitted because of the confidentiality of the material.
ACKNOWLEDGEMENTS

I wish to thank Dr. Harold Boles for arranging my internship and working with me in my program. Thanks also to Dr. Carol Sheffer for supervising my internship, and to the Administration of the Kalamazoo Public Schools for allowing me to work with them.

A special thanks to Mr. Mahlon Lantz, Ms. Karen Wise and the staff of the Employees Services Department for making my stay educational as well as enjoyable.

Mr. Richard Wright deserves a big "thanks" for his support and understanding during this internship and the years of classwork. Without his patience and help, I would not have been able to complete my work.

Barbara J. Wright, ED.S.
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INTRODUCTION

This report summarizes a six-weeks internship in the Kalamazoo Public School System served during the summer of 1979.

The purpose of the internship was to introduce the intern to the roles, duties and responsibilities of the Personnel Director of the Employees Services Department of the Central Office.

The primary areas studied were research data, unemployment data, interviewing procedures, planning functions, labor relations and affirmative action.

This report includes a daily journal of activities and experiences, a narrative regarding achievement of specific objectives and additional material pertinent to the internship. The latter includes: A chart of the intern's Selection Research Inc. (SRI) interview progress and some of the reports drawn up or designed by the intern. Many reports were omitted because of the confidentiality of the material.
BACKGROUND OF THE KALAMAZOO PUBLIC SCHOOLS

The service area of the Kalamazoo Public Schools encompasses a multi-cultural/multi-ethnical urban area. The school district employs approximately 2400 employees to operate 23 elementary schools; 5 junior high schools; 2 Class A high schools; 3 Special Education schools; a Skills Center; a Continuing Education program for young women, young parents and their children; an Adult Education program and a Community Learning center. The Kalamazoo Public Library is also under the jurisdiction of the Kalamazoo School Board.

The Kalamazoo Public Schools encompass nine bargaining units representing the Bus Drivers (Teamsters), the Food Service Employees, the Food Service Managers, Office Personnel (K.A.E.O.E.), the Kalamazoo Education Association (K.E.A.), the Teacher Aides (K.A.T.A.), Maintenance (Teamsters), the Kalamazoo Association of Public School Employees (K.A.P.S.E.), and the Media Assistants.

Four of these units were involved in negotiations of new contracts with the Kalamazoo Public Schools at this time; K.A.E.O.E., K.A.T.A., Food Service Employees and the Mainenance Union.

The Employee Services Department which was located in the Central Administration Building was the site of this internship. Mr. Mahlon Lantz is the director of the department. Mr. Jerry Flowers was the assistant director, but he left to accept another position a week after the internship began.
Ms. Karen Wise, Personnel Supervisor, worked her way up to her current position from an office employee. The office staff was just reduced from six to four women. One was moved to another department and the other went from a 12 month employment status to a 10 month status. This left two secretaries and a receptionist working in the office for the summer.

With the reduction of staff in the Employee Services Department, there were many opportunities for my involvement in a wide variety of tasks.

The working relationship between myself and the staff was excellent. Everyone assisted me in feeling welcome and treated me as a member of the staff. The result was a very rewarding and educational internship.
DAILY JOURNAL

June 11th

I met with Mr. Lantz and Dr. Boles to discuss my internship and the general objectives. I presented Mr. Lantz with a personal data sheet to give him some knowledge of my background. We established June 25th as the day that I would begin my internship and made an appointment for June 14th to discuss specific areas of responsibilities for my internship.

June 14th

I met with Mr. Lantz and his associate, Karen Wise, Personnel Specialist. We discussed possible areas of involvement for my internship. These areas included:

1. Research data, including salary projections, and updating desegregation reports.
2. Unemployment benefits and claims.
3. Interviewing, including the SRI method.
4. Planning, including utilization of laid-off teachers.
5. Labor Relations, including observing negotiations and grievance proceedings.

First week

My first week was busy. It was the only week that Jerry Flowers, Assistant Director, was there. I spent a lot of time
with him learning all I could about Affirmative Action and Title IX, as these were his areas of responsibility.

I also became active in the interview process of candidates for the position of Specialist of the Gifted and Talented. This whole process was completed during the week with the exception of obtaining Board approval.

I was able to attend a K.A.E.O.E. negotiation session and started working on a report to assist in the economic package for these negotiations.

June 25th

I reported for my first day. Mrs. Peterson, Mr. Lantz's secretary, gave me a tour of the building and introduced me to the staff. I met with Jerry Flowers, Assistant Personnel Director, and discussed the interview of candidates for the position of Specialist of the Gifted and Talented. They are interviewing five candidates this week and I will be observing these interviews. I observed the first of these interviews conducted by Mr. Flowers and Mrs. Lee Jamison, Coordinator of Instructional Media Services.

I met with Mr. Lantz and Mr. Flowers to discuss my responsibilities as they relate to my objectives. I received some material to review.

I met again with Mr. Flowers and discussed Affirmative Action, Title IX, Student Services, including Bilingual Education, Migrant Services, Student Service Leaders, Native American Programs and the busing situation. He referred me to volumes of files for further reading in these areas.
I attended a board meeting at the Kalamazoo Public Library. The library is controlled by the Kalamazoo Board of Education. The Employee Services Department also serves the library.

**June 26th**

I met with Mr. Lantz and Mr. Flowers and received materials to begin working on a salary projection of the office personnel. I observed an interview of a candidate for the position of Specialist of the Gifted and Talented.

I contacted Upjohn Institute regarding the Consumer Price Index for Mr. Lantz and checked with the Public Library to obtain information for the salary projection.

The remainder of the day, I spent working on the report and reviewing various other reports as background information.

**June 27th**

I met with Mr. Lantz, Mr. Flowers and Mrs. Jamison regarding the progress in our interviewing. I observed two additional interviews of candidates for the Specialist position.

Mr. Lantz recommended that we set weekly meetings to discuss my progress and we agreed to do this each Monday morning. He also received permission for me to sit in on a negotiation session with the K.A.E.O.E., the Kalamazoo Association of Educational Office Employees, this evening.

I registered at Western during my lunch hour at which time I learned that Dr. Sheffer would be my faculty sponsor for the summer. I relayed this information to Mr. Lantz and he is looking forward to meeting her.
I worked on the payroll projection. Mr. Lantz asked me to research an employee's pay record from the time of his employment to date, outlining the pay and benefits that the employee had received.

Mr. Lantz and I conferred with Mr. Al Flowers, Executive Director of Administrative Affairs and Chief Negotiator, regarding tonight's negotiations. I received materials to review for that session and was asked to take notes during the session.

I attended negotiations and the caucus with the board team for K.A.E.O.E. negotiations. It was very interesting and educational. I kept notes of the meeting for the file.

**June 28th**

I reviewed a file on an arbitration case. I completed the office employee's pay summary and started on the benefit section of the report.

I observed the final interview and met with the committee to discuss the qualifications and to select one candidate to recommend to the board for the Specialist position. This gave me an opportunity to compare my ratings of the candidates interviewed with those of the other interviewers.

**June 29th**

I worked on projection of benefits for the office employees. I went to data records to obtain achievement test scores for the students of the teachers who we selected for the
Specialist position. I compiled these to be used in the board presentation. I did some more reading in background areas.

**Second week**

I moved into Jerry Flowers' office, which I would be able to use for the remaining weeks. This was a short week due to the holiday and my not working Monday morning.

I attended a lot of meetings, including my first grievance hearing. I worked on various reports, reviewed background material and had an opportunity to observe a board meeting.

**July 2nd**

I worked only in the afternoon. I met with Mr. Lantz and Ms. Karen Wise to discuss the past week's progress and the agenda for the weeks to come. Mr. Flowers left to accept another position and Karen returned from vacation, so I moved from her office to his. This office was to be available for my use for the duration of the internship.

I began reviewing background material in the area of unemployment insurance, benefits and claims.

I attended the board meeting this evening. Mr. Lantz presented rationale for our selection of the Specialist of the Gifted and Talented. He fielded the many concerns and questions of the board members and the audience very well. He has, in my opinion, excellent human relations skills.
July 3rd

I met with Mr. Lantz and a committee to discuss a salary schedule for a group of unclassified personnel. I contacted the library concerning information needed to complete a salary projection, and did some more research and reading in the area of unemployment and affirmative action.

I met with Mr. Lantz and Karen to list and organize projects that needed to be completed for the summer.

July 4th

Holiday.

July 5th

I worked on a payroll projection. I met with Karen and Mr. Lantz regarding salaries for the excluded office employees. I reviewed teacher lay-offs and a draft of the office employees' handbook and made suggestions and corrections. I studied the "66 Survey of Wage Rate and Personnel Practices in the Kalamazoo Area" for comparison and background information for the office employees' negotiations.

I met with Karen to discuss the assignments and possible morale problems of unassigned teachers. I did further research in this area.

July 6th

I met with Mr. Lantz, Karen and Ann Rothbrough from the Public Library concerning a job evaluation form for office personnel and a possible grievance from the library.
I attended a grievance hearing conducted by Superintendent Townsend concerning a teacher complaint.

I began looking at a custodian's old evaluation form for possible revisions. I will be involved in these revisions and in the writing of job descriptions.

I presented a list of suggestions for alternate use of unassigned teachers to Karen for her input.

Third week

Another busy week and many long hours. I began training of Selection Research Inc. (SRI) interviewing. The SRI system is set up around 12 themes which are felt to have merit in judging a teacher's ability. A person trained in the SRI method will score an interview the same within 85% as another trained person in this system. I gave and taped a SRI interview to a friend.

The last three days were filled with working on desegregation material. This was tedious work, but I learned a lot from it. I also began a series of meetings to work on the revisions of the custodial evaluation system.

July 9th

I reviewed background material on bus drivers to begin to get ready for interviewing. The school needs to hire a number of drivers by the beginning of the school year.

Mr. Lantz started me on the SRI interviewing training program. I reviewed the first tape of the SRI series and
matched my answers with the rating sheet. I was in 87% agreement with the ratings of the experts. To become registered, a person needs to do 40 interview ratings at 85% or better. To become certified one must attend both the beginning and the final sessions in their training at a company sponsored workshop. I did several more interview tapes. One was 88% and the other isn't scored, as we can't find the key.

July 10th

Mr. Lantz requested that I start summarizing custodial job descriptions. We discussed salary scales for temporary and substitute workers, and decided to call a meeting of people involved in this. Mr. Lantz suggested that I do a SRI interview with a friend on tape, evaluate it and then have him evaluate it and compare scores. I arranged to do this Thursday evening.

I found the key and scored the tape I had completed yesterday, it was 90%. I finished the projection report for the K.A.E.O.E. and gave it to the secretary to type.

I met with Rudy Gant, Custodial Supervisor, to go over custodial job descriptions. We drew up five sets of check list and gave these to the secretary to type rough drafts in preparation for final revisions.

July 11th

I spent the morning working on correcting desegregation reports of administrators for the past six school years. After correcting the reports, I talked with the lawyer in Ann Arbor
on the de-seg team to update the reports with him. He is coming Friday to discuss this and other concerns.

I helped Karen all afternoon to begin similar reports of all teachers for the same six years by building and race. It is a very time-consuming process as the report requires the full-time equivalent calculated. Computer printouts were not used during many of the years, so we had to count by hand.

I corrected two of my interviews. I got a 90% and a poor 77%. I need to find time to learn why my score was so low on the one interview. I received typed material from the secretary and distributed reports to appropriate people for their review and corrections on the custodial evaluations.

July 12th

The whole staff worked all day preparing reports for the de-seg team Friday. The work is tedious and boring, but I'm getting a feel for the amount of work the school was involved in when they wrote the desegregation reports and the follow-ups they had to do for the team. The original reports made a stack of paper seven feet high.

We had a follow-up meeting concerning hourly salaries for extra activities. In the evening, I taped a SRI interview with a friend who is a secondary teacher.

July 13th

Jeff Snyder, from the de-seg team, came and we again spent the whole day working on the reports. We worked until
7 p.m. to finish the materials he needed before returning to Ann Arbor. The team's report is due on Monday, so he will have to work on it over the week-end.

Fourth week

I followed through on the many projects that I had begin the first three weeks. I continued working with the Gifted and Talented program, only switched to teacher ratings and selection.

I attended an unemployment hearing with Karen at MESC. I also attended an arbitration hearing on a local grievance.

July 16th

I summarized the de-seg work we did and wrote a report. I listened to the tape of my interview and scored it before giving it to Mr. Lantz to score. I sat in on a SRI interview conducted by Mr. Lantz and discussed it with him after the candidate left.

Karen gave me some files to read of previous unemployment claims and hearings in preparation for us attending some hearings.

July 17th

I reviewed a couple of unemployment claim files. I met with Mr. Lantz and Karen for SRI training. During the questions I had concerning my low score and why my answers were wrong, I discovered it was my scoring that was incorrect. I really had a 93% rather than a 77%. We listened to about 1/3 of my
interview and discussed it. We will finish it at another
time. Mr. Lantz asked me to look up past material and develop
criteria for teacher selection for the Gifted and Talented
program. This will include a rating sheet and some questions
to be answered by prospective teachers.

July 18th

I presented a suggestion for Criteria for Teachers of
the Gifted and Talented with Mr. Lantz. I will get the
criteria ready to present to the Advisory Committee for the
Gifted and Talented.

I listened to a tape of a past board meeting to obtain
some material for Mr. Lantz. I consulted with the Specialist
of the Gifted and Talented concerning the criteria I had
drawn up and had our presentation placed on the agenda for
the Advisory Committee meeting. I also completed several
more interview tapes.

Each elementary principal had recommended two teachers
to teach in the Gifted and Talented program. I began evaluating
these teachers according to the criteria that I had drawn up
to see how they would apply.

We finished evaluating the tape of my interview and I
was 92% in agreement with Mr. Lantz's evaluation.

July 19th

I attended the Advisory Committee meeting for the Gifted
and Talented and we presented our method for selection of
teachers. It was well accepted. Several useful additions were suggested which we will incorporate.

I attended an arbitration hearing concerning a teacher grievance that was filed in October.

I continued working on ratings of the teachers recommended by principals for work in the Gifted and Talented program. I met with Ernie Gibbs, Union Representative for Custodians, to discuss the check lists I've been developing.

July 20th

I met with a community member from the Gifted and Talented Advisory Committee for her input on our presentation regarding teacher selection procedures. I revised our questionnaire to be sent to the teachers to include some of the suggestions we had received at the Advisory Committee meeting.

Karen and I attended an unemployment hearing at the MESC office. It did not involve the Kalamazoo Public Schools. Since they do not have any hearings pending, we are observing other hearings so that I might have the experience.

I continued to work on the ratings of the teachers recommended for the Gifted and Talented program. I prepared drafts for the custodial check sheets to reflect the input from our meeting yesterday and to get them ready for final approval at a Thursday meeting.

Fifth week

This week I conducted an actual interview and attended various meetings, including an unemployment hearing, a
grievance hearing and another K.A.E.O.E. negotiation session.

I had a lot of exposure to budget problems in preparation for the required budget cuts for the 1979-80 school year.

July 23rd

I met with Mr. Lantz and Karen to discuss progress on our list of summer projects.

Karen and I attended another hearing at MESC on an unemployment appeal. This was a different referee than we saw on my first observation, and it was interesting to note the difference in styles of the two referees.

I finished evaluating the qualifications for the teachers of the Gifted and Talented and prepared a report for Mr. Lantz.

July 24th

I worked on SRI tapes and I am getting fairly consistent scores, in the high 80's and low 90's. I devised an evaluation form for substitute teachers and gave it to Karen for her use.

I called Western to track down an article concerning a study of Teachers of Gifted and Talented. I'll stop at the library after work to fill out a request order form.

I conducted my first interview with a woman who had applied for a custodial job. I also gave her applications for Clerk and Teacher Aide positions. I filled out an interview report for her.
I reviewed a file of the first steps of a grievance hearing that I am going to observe. Our next K.A.E.O.E. negotiation session is scheduled for tomorrow at 4 p.m.

**July 25th**

I observed the grievance hearing at the public library with two K.A.E.O.E. members concerning their evaluations. Mr. Lantz conducted the hearing.

I met with Rudy Gant, Administrator of Operations, to get the custodial evaluations and check lists ready to be approved at Thursday's meeting.

I attended a meeting of administrators to discuss revisions they are working on for their Standards for Discipline.

Mr. Lantz and I reviewed my notes from the last K.A.E.O.E. negotiation session to update ourselves in preparation for the next session.

Negotiations lasted from 4 p.m. to 7:30 p.m. I became involved and asked questions which seemed to have some significance. We caucused after about two and a half hours and then rejoined the other team for a brief time before adjourning. It was a very busy and interesting session. The next session is set for Wednesday at 1:00 p.m.

**July 26th**

Mr. Lantz, Karen and I met to discuss the projects remaining for the remaining week and a half of the internship.
I went with Mr. Lantz to the business office to get some printouts from which to extract the data needed to complete a budget report.

I figured the annual cost of salaries for the office workers, based on their first salary proposal, and compared this to the figures on the salary projection I had completed.

I started working on a summary report of special teachers in elementary schools.

I made a comparison of salaries of administrators in elementary schools by sex and building size in response to a complaint that female principals are underpaid.

I worked on the budget problem with Mr. Lantz and Jerry Hedrick, Business Manager, until about 5:30 p.m. When we left, we were still $18,000 off. I'll start on it in the morning.

**July 27th**

I spent the whole morning balancing the budget for operations. The maintenance budget report went quickly.

I returned to the two reports I started yesterday and worked on these. I finished a salary breakdown for elementary principals by sex. It was interesting and showed that the average female principal's salary was smaller by gross amount, but when figured per pupil or per teacher, it was higher. On the average, women tend to serve as principals in smaller schools.
I reviewed some pre-screening material for a meeting on Monday. This is in regard to the hiring of a new Special Education Director.

I read the final report which was prepared for the superintendent, as a result of our work on the committee, to set salaries for non-classified personnel.

Sixth week

I began my last week and tried to complete all the items I've been working on so they would be useful. New experiences included a press conference, budget meetings, and interviews for the Special Education Director.

July 30th

I updated a report I'd done on elementary principals, due to a change in a principal's assignment that I was unaware of at the time the report was compiled. It did not alter the findings of the report.

I worked on the budget to determine which of several accounts were overspent during the past school year.

I attended a pre-screening meeting for employing a Director of Special Education. We will have two interviews of candidates for this position on Thursday.

I made suggestions on how to update the interview questions to reflect the changes the committee made in the qualifications for this position.
July 31st

I worked on my staffing report for the Elementary Special Teachers. I attended a press conference at which Dr. Croner, Director of Special Education, officially announced his resignation. He is taking a position out-of-state.

I pulled materials from the files of the candidates for his position, to be used in the screening process.

Mr. Lantz and I met with Fletcher Lewis, Director of Athletics, regarding the budget for athletics for the 1979-80 school year.

August 1st

I spent the morning attending a budget meeting called by the superintendent. All administrators were present for instructions as to how budget cuts would affect them.

My afternoon was spent in a long K.A.E.O.E. negotiation session. At first, I didn't think I would enjoy negotiations, but I really do. This is an area I may get involved in next year at my own school. The difference would be that I would be sitting on the other side of the table.

August 2nd

Fletcher came in to check his budget figures, which he was working on. I telephoned as many of the teachers who had been recommended for teaching in the Gifted and Talented program as I could, to answer questions or concerns that had arisen as a result of our developing and mailing the questionnaire.
There was a wide variety of responses to my calls, as I discovered that the principals had all told the teachers different things regarding the program. Tomorrow I'll try to contact those who were not available.

I updated my rating sheet to include those teachers who had just applied for the Gifted and Talented program.

Mr. Lantz asked me to do a chart of benefits for all employee groups. I'll have to do that tomorrow. I called Dr. Sheffer and she is coming in tomorrow afternoon to meet and talk with Mr. Lantz.

I participated in the interviewing and rating of the two candidates for the Director of Special Education position. The interviews lasted until 6:30 p.m.

August 3rd

The beginning of my last day. It doesn't seem like six weeks have passed. I must finish up all my projects to date so that they will be useful.

I completed my report of elementary special teacher assignments, and did my chart of benefits. Mr. Lantz took Karen and me to lunch and we discussed the summer's events.

We met with Dr. Sheffer to discuss my internship. We all felt it was a very worthwhile experience for everyone concerned.

I called more of the recommended teachers of the Gifted and Talented. There were several who were not available.
I turned in all my reports and materials and sadly said my goodbyes.

August 13th

Mr. Lantz called and asked me to come in and discuss some things. He shared my evaluation with me and we went over my ratings of the two Special Education Director candidates as compared to those of the other committee members. Mine were very close to the averages in most areas and the candidate I rated at the top was the one hired. We said goodbyes all around again and I promised to stop in at a later date.
ACHIEVEMENT OF OBJECTIVES

In the course of my internship at Kalamazoo Public Schools, I was able to meet all stated objectives as listed in the prospectus (see Appendix A).

The internship provided me opportunity to meet my objectives by displaying my anticipated terminal skills to the satisfaction of my field supervisor and university supervisor. The extent to which I successfully met these objectives was indicated by the positive responses I received to the products I presented to the field supervisor and in my evaluation.

These objectives are stated below, followed by a narrative of the extent to which each objective was met.

A. Conceptual Skills Objectives

Objective A. 1. To review the available information for personnel data reports.

Review of data from past years provided me with the necessary information relating to personnel data reports. Completing a salary projection for the office personnel, including all the benefits and the percentage of increase figured over last year's salary, was a valuable experience since it allowed us to quickly estimate the cost of any monetary proposal offered in negotiations.

Working with the lawyer from the de-seg team afforded me an opportunity to gain much insight into the amount of work that the Kalamazoo Schools was involved in in the desegregation reports.
Objective A. 2. To review all the current staffing materials.

Kalamazoo schools deal with nine different bargaining groups, as outlined previously in the background information. Reviewing the materials pertinent to each group provided a basis for working with these groups and for updating a chart of all of the benefits of each group.

Objective A. 3. To review the content for secretarial, food service personnel and teacher's aides.

The old contracts for all three bargaining units provided a broad background of information for this objective. I became actively involved with the Kalamazoo Association of Educational Office Workers (K.A.E.O.E.). The payroll projection and the chart of employees' level with increments both will be used in negotiations when they discuss the economic issues of the contract. Using these will allow the effects of any economic proposal to be easily determined.

Objective A. 4. To review affirmative action and title IX legislation.

Jerry Flowers provided me with most of the information for this objective. I spent several hours with him discussing the cases they have had and the ways the law affects the school district. He referred me to the files and pointed out items of interest for further study. Throughout my internship I reviewed various files in relation to this area.

B. Human Skills Objectives

Objective B. 1. To acquire an understanding of the unemployment processes.
Karen Wise worked with me on this objective. She gave me copies of the laws to review as well as files on many of the cases that she has processed. We spent considerable time discussing these cases. Since Kalamazoo didn't have any cases pending, we attended two hearings from other companies. Both were with different referees, thus we had an opportunity to compare the styles of the two. We also had opportunities to interview the referees after each hearing.

**Objective B. 2.** To acquire an increased understanding of the negotiation process.

I entered into this area with rather negative feelings toward the process, but after sitting in and observing the first session of K.A.E.O.E. negotiations, my feelings changed. I really enjoyed it and had a hard time observing without participating. I looked forward to the next sessions and was able to participate by asking questions and stating opinions during the caucuses. The question I raised at the table was significant and drew a complaint from the opposing side. The negotiator for the K.A.E.O.E. supported my right to ask questions and I was thus considered a temporary member of the board team. This is an area I feel I may involve myself in in future years.

**Objective B. 3.** To acquire an increased understanding of the grievance process.

Review of the contracts for the various groups provided a basis for the grievance procedures. I also reviewed files of grievances which had previously been filed. Observations in this area included three hearings at various levels in the process.
One was at the second step with Mr. Lantz, the second was at
the superintendent level and the third was an arbitration
hearing. This is an area in which good human relation skills
are a must and I was impressed by the way in which they were
handled.

C. **Technical Skills Objectives**

**Objective C. 1.** To become familiar with the SRI
interviewing process.

This is the area in which I had the greatest involvement
and that I really enjoyed. I did extensive work with the
SRI system (see Appendix B). I would have liked to have had
the time to do 40 interviews and become certified.

I was also involved in the complete screening, interview­
ing and actual hiring of persons for two positions. This
included obtaining material for the committees, participating
as a group member of the interview team and participating in
meetings to evaluate the candidates.

**Objective C. 2.** To analyze the qualifications of
laid-off teachers and teaching needs.

Karen again assisted me in this objective. We reviewed
the list of teachers and possible openings for fall. The
result was a list of recommendations concerning the use of these
teachers (see Appendix E).

**Objective C. 3.** To determine the needs of schools
for special teachers and teacher's aides.

Because of budget cuts, the status of teachers' aides
was not yet known. My work in this area dealt with the
utilization of special teachers for the elementary schools. These included Special Education Teachers, Student Service workers, P.E., Art and Music teachers, and Skills Improvement teachers. Various departments cooperated with me in gathering information for these assignments, which were presented in chart form.
APPENDIX A

Internship Prospectus
MAJOR INTERNSHIP

SPONSORIZING ORGANIZATION: Kalamazoo Public Schools

FIELD SUPERVISOR: Mr. Mahlon L. Lantz, Employee Relations Director

UNIVERSITY ADVISOR: Dr. Harold W. Boles, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: To obtain practical experience in the area of personnel management

DURATION: Six weeks: commencing Monday, June 25, 1979

RATIONALE:

During the various courses in the Educational Leadership Department, personnel work has become a major focus of this intern. People are a key factor in the success or failures of any business including schools. The personnel department has an important role in the acquisition and management of the personnel in the system, including the professionals, paraprofessionals, hourly employees and staff.

During the classroom experiences, students read about the personnel functions, leadership styles and motivation studies. They interviewed and listened to personnel directors describe their work. During this internship, the intern will have a chance to put this knowledge into practice and get a feeling for the way many of the personnel functions are handled.

In the course of this internship experience it is expected that the intern will come into contact with and acquire a general knowledge of a range of personnel functions.
Working with the people in the Employee Relations Division of the Kalamazoo Public Schools will provide this intern invaluable learning experiences and an exposure to a wealth of practical experiences.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cognitive</td>
<td>The intern will:</td>
<td>The intern will be able to:</td>
</tr>
<tr>
<td>1. To review the available information for personnel data reports</td>
<td>Examine &amp; collate existing reports to personnel data reports</td>
<td>Make salary projections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update desegregation reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do computer data reports</td>
</tr>
<tr>
<td>2. Review all the current staffing materials</td>
<td>Examine materials on hand &amp; collate with current needs</td>
<td>Organize all staffing materials for the system</td>
</tr>
<tr>
<td>3. Review contents of old contracts for secretarial, food service personnel &amp; teacher aides</td>
<td>Prepare materials and reports necessary for negotiations of contracts</td>
<td>Prepare materials used in contract negotiations</td>
</tr>
<tr>
<td>4. Review affirmative action and title IX legislation</td>
<td>Observe &amp; discuss how these legislative acts affect the school's personnel policies &amp; practices</td>
<td>Have a better understanding of affirmative action and title IX legislation.</td>
</tr>
</tbody>
</table>

B. Human

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. To acquire an understanding of unemployment processing</td>
<td>Work with Karen Wise and the MESC office</td>
</tr>
<tr>
<td>2. To acquire an increased understanding of the negotiation process (if possible)</td>
<td>Observe the negotiation process</td>
</tr>
<tr>
<td></td>
<td>Have a better understanding of the process of negotiations</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To acquire an increased understanding of the grievance process</td>
<td>Observe &amp; prepare materials for the grievance procedures</td>
<td>Have a better understanding of the grievance process</td>
</tr>
<tr>
<td>C. Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To become familiar with the SRI interviewing process</td>
<td>Discuss &amp; review the interviewing process used by the Kalamazoo Public School system</td>
<td>Be involved in the interviewing process of substitutes, clerical, &amp; custodial staff</td>
</tr>
<tr>
<td>2. Analyze the qualifications of laid-off teachers &amp; teaching needs</td>
<td>Examine &amp; collate information pertinent to utilization of laid-off teachers</td>
<td>Present possible alternative uses of laid-off teachers</td>
</tr>
<tr>
<td>3. Determine the needs of schools for special teachers &amp; teacher's aides</td>
<td>Survey past schedules of special teachers &amp; collate with next year's needs</td>
<td>Compile schedules of special teachers and teacher's aides</td>
</tr>
</tbody>
</table>
APPENDIX B

Scores of SRI Training Interviews
## SCORES OF SRI TRAINING INTERVIEWS

<table>
<thead>
<tr>
<th>Interview</th>
<th>My Score</th>
<th>PA score</th>
<th>Percent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Kae</td>
<td>48</td>
<td>47</td>
<td>90</td>
</tr>
<tr>
<td>A. Craft</td>
<td>47</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td>S. City</td>
<td>29</td>
<td>25/30</td>
<td>88</td>
</tr>
<tr>
<td>K. Longpaws</td>
<td>40</td>
<td>37</td>
<td>90</td>
</tr>
<tr>
<td>Pam</td>
<td>38</td>
<td>39/45</td>
<td>93</td>
</tr>
<tr>
<td>Pam (repeat)</td>
<td>48</td>
<td>39/45</td>
<td>95</td>
</tr>
<tr>
<td>Donna</td>
<td>38</td>
<td>44</td>
<td>88</td>
</tr>
<tr>
<td>Michael</td>
<td>45</td>
<td>40</td>
<td>87</td>
</tr>
<tr>
<td>Shelia</td>
<td>29</td>
<td>31</td>
<td>92</td>
</tr>
<tr>
<td>L. Haas</td>
<td>32</td>
<td>31</td>
<td>92</td>
</tr>
<tr>
<td>Sylvia</td>
<td>43</td>
<td>40/43</td>
<td>87</td>
</tr>
<tr>
<td>*Judy</td>
<td>29</td>
<td>28</td>
<td>92</td>
</tr>
</tbody>
</table>

*Actual taped interview*
APPENDIX C

Selection Criteria Rating Form
KALAMAZOO PUBLIC SCHOOLS

Teachers of the Gifted & Talented Selection Criteria

Rating Form

Teacher ___________________________ Date ____________

Qualifications Rating

1. Successful teaching experience
   a. Outstanding knowledge of subject matter
      c-1 Demonstrates knowledge of subject matter * ___
   b. Enthusiasm for subject matter
      e-1 Shows enthusiasm and interest * ___
   c. Skills in presenting subject matter
      c-2 Demonstrates skills in applying knowledge* ___
      d-7 Uses a variety of learning experiences * ___
      d-8 Uses a variety of instructional material * ___
   d. Good organizational skills
      a-3 Demonstrates effective daily preparation * ___
      a-6 Exhibits flexibility in meeting change * ___
      a-7 Displays promptness & dependability * ___
      d-10 Identifies learning opportunities * ___
      d-11 Involves pupils in planning * ___
   e. Effective student relationships
      b-1 Shows interest in pupils * ___
      b-3 Secures cooperation of pupils * ___
      d-14 Evaluates pupil progress effectively * ___
   f. Successful classroom management
      d-5 Demonstrates skill in directing supervised study * ___
      d-1 Exhibits classroom contract and management * ___
      d-2 Handles problems of discipline effectively * ___
      d-9 Displays an awareness of emotional classroom atmosphere * ___

2. Record of successful teaching experience (including at least three years in a multi-racial setting) ___

3. Philosophy toward the gifted
   a. A preference for working with gifted children ___
   b. An understanding of gifted children & their needs
      d-3 Adapts materials to needs & interests * ___
      d-12 Provides for individual differences * ___
   c. Values needs of gifted students
      d-13 Diagnosis pupil's needs accurately * ___

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4. Maturity and Professionalism
   a-4 Reacts rationally to constructive criticism
   e-2 Demonstrates emotional stability
   e-3 Exhibits poise and self confidence
   e-5 Exhibits a willingness to seek help when needed

5. Other Criteria
   a. Educational leadership
   b. Curiosity
      a-5 Demonstrates initiative and resourcefulness
   c. Diverse interests

*ratings taken from teacher evaluation forms
5 = excellent, 4 = good, 3 = satisfactory, 2 = fair, 1 = poor
APPENDIX D

Prospective Teacher Questionnaire
QUESTIONNAIRE FOR PROSPECTIVE TEACHERS OF THE GIFTED & TALENTED

In order that we may better understand your qualifications for teaching the gifted and talented, please respond to the following: (Use extra paper if necessary)

1. Comment on your preference for working with gifted children.

2. Identify and comment on some of the most important cognitive/intellectual needs of gifted children.

3. Identify and comment on some of the most important social/emotional needs of gifted children.

4. Describe in general terms how you as a teacher might meet these needs in the classroom.

5. What special aptitudes or abilities do you have which would prepare you to teach the gifted and talented?

6. List any experiences, course work or workshops dealing with gifted and talented that you have taken or in which you have participated.

7. List any leadership roles, professional, educational, and others that you have held. Please state where and when.

8. In what professional and community organizations are you active?

9. List any special interests or avocations you pursue. (Frequently or occasionally)

10. Have you ever published in a professional journal: If yes, please identify.
11. What professional, technical, scientific, or literary journals do you receive/read frequently?

12. Would you be willing to transfer to another building if necessary?

Name____________________________
APPENDIX E

Substitute’s Evaluation Form
SUBSTITUTE'S EVALUATION FORM

Name_______________________ Date___________________________

Teacher's name you substituted for___________________________

1. Were the physical conditions of the room satisfactory? (If no, please explain)

2. Was the grade book available?

3. Was a seating chart available for each class?

4. Were lesson plans available for each class?

5. Were the lesson plans very good, good, fair, or poor.

6. Was the student's behavior very good, good, fair, or poor.

7. Please list the names of those students who caused you problems.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

8. Did you receive the necessary information and support from the principal's office? (If no, please explain)

Comments:
APPENDIX F

Suggested Plan for Laid-off Teachers
**SUGGESTED PLAN FOR UNASSIGNED AND LAID-OFF TEACHERS**

**Group I - Reserve Teachers**

Reserve teachers will be composed of the teachers who do not have assignments for 1979-80. The following procedures will be utilized.

1. Reserve teachers shall be placed at a base school where they will be assigned substituting assignments for certified personnel.

2. Whenever possible, reserve teachers will be notified in advance of their assignments.

3. If a substitute is not required or if the teacher prefers not to accept assignments out of his/her certified subject areas, the base school will notify the Community Answering Service immediately and the teacher will be given an assignment at another school for that day.

4. Reserve teachers shall receive full benefits and pay. Regular procedures for sick leave and personal business leave will be followed. The base school will be responsible for reporting the information on an A & S Report.

Reserve teachers can be utilized in the following areas:

- In-house Suspension
- Team Teaching
- Crisis Center
- Gifted & Talented Work
- Alternative Education
- Adv. Placement Coordinators
- Tutoring Services
- Objectives
- Career Exploration/work
- Curriculum Dev. K-12
- North Central

**Group II - Preferred Substitutes**

This group will be composed of the teachers who are laid-off. The following procedures will be utilized.

1. Preferred substitutes will be placed in substitutes assignments before anyone else except reserve teachers.

2. Preferred substitutes will receive the same rate of pay as regular substitutes.

3. There will be no benefits.

4. There will be no seniority accrual.

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5. If a sufficient number of days is accumulated, the teacher may receive a step increase when recalled.

By utilizing a Preferred Substitute List, the District could save approximately $29,300 in unemployment compensation benefits.

July 6, 1979
APPENDIX G

Evaluation Forms for Custodial Staff
Secondary Level
KALAMAZOO PUBLIC SCHOOLS
TYPICAL NIGHT HEAD CUSTODIAL DUTIES
Secondary
EVALUATION FORM

Name_________________________ Classification_________________

School Location______________ Date Employed__________________

Appraisal Number/Typed_______ Date of Appraisal_______________

Rate scale defined: BELOW SATISFACTORY - does not meet perform­
mance requirements
SATISFACTORY - meets performance requirements
NOT APPLICABLE - criterion not observed

A. Based on your appraisal of this employee's performance, check the appropriate response.

<table>
<thead>
<tr>
<th></th>
<th>BELOW SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: (Is this person's attendance pattern acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appearance: (Are this person's grooming and attire acceptable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attitude: (Does this person show interest and enthusiasm toward her/his work?)</td>
<td></td>
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<td></td>
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</tbody>
</table>

Interior

<p>| | | | |</p>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4. Relay cleaning instructions to night custodians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identify problem areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communicate supply needs and repairs needed to Day Head Custodian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cleaning of assigned area</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Building security--security of all doors and windows prior to leaving building. Also, activate security systems where installed</td>
<td></td>
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</tr>
</tbody>
</table>
TYPICAL NIGHT HEAD CUSTODIAL DUTIES - Secondary - Evaluation Form

**Interior (Cont.)**

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<thead>
<tr>
<th></th>
<th>BELOW</th>
<th>SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Complete check list for night custodian every two weeks.</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10.</td>
<td>Arrange coverage for absent custodian</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11.</td>
<td>Set up for night activities (scouts, recreation, rental, P.T.A., etc.)</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Exterior**

1. Sweeping and snow removal | ___ | ___ | ___ |
2. Daily pick-up of paper and other debris | ___ | ___ | ___ |
3. Grass mowing, watering, etc. | ___ | ___ | ___ |

**B. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY.** (Be specific - if necessary, attach another page.)
TYPICAL NIGHT HEAD CUSTODIAL DUTIES - SECONDARY - Evaluation Form

C. SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

D. WORK ENVIRONMENT IS: _____________Adequate__________Inadequate

E. DISPOSITION RECOMMENDED:
   a. Continue Employment ____ c. Extend Probation____
   b. Terminate ____ d. Other_______________

A conference regarding this appraisal must be held with the employee. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The employee may attach a memo explaining his/her disagreement regarding any aspects of this evaluation.

_________________________________  ________________________
Employee's Signature              Evaluator's Signature

Department of Employee Services
6/79
KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY HEAD CUSTODIAL DUTIES
Secondary

EVALUATION FORM

Name ___________________ Classification_________________
School Location_______________ Date Employed_______________
Appraisal Number/Typed______ Date of Appraisal_______________

Rate scale defined: BELOW SATISFACTORY - does not meet performance requirements
SATISFACTORY - meets performance requirements
NOT APPLICABLE - criterion not observed

A. Based on your appraisal of this employee's performance, check the appropriate response.

<table>
<thead>
<tr>
<th>Item</th>
<th>BELOW SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: (Is this person's attendance pattern acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appearance: (Are this person's grooming and attire acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attitude: (Does this person show interest and enthusiasm toward her/his work?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interior

4. Open building and check for vandalism. Deactivate security systems, when installed.

5. Routine daily boiler care and operation, changing of air filters. (Includes yearly tear-down and clean up)

6. Service school cafeteria, lunchroom during lunch periods (empty waste containers, sweep and damp mop).

7. Report to Building Services needed building emergency repairs, windows, mechanical, door hardware, etc.
### TYPICAL DAY HEAD CUSTODIAL DUTIES - Secondary - Evaluation Form

#### Interior (cont.)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.</strong> Ordering of custodial supplies needed for building—-with principal's authorization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> Checking of rooms for cleanliness, proper heating, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> Distribution of supplies to classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> Checking in of building deliveries</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>12.</strong> Clean interior windows of entrances, routine wet mopping of entrance floors</td>
<td></td>
<td></td>
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<tr>
<td><strong>13.</strong> Handle emergency situations which may develop</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>14.</strong> Routine checking of kitchen mechanical equipment---freezer, refrigerators, etc. for proper operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> Direct night custodians in special set-ups, activities or areas needing special attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong> Filling out of various forms—boiler logs, overtime slips, absence slips, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong> Locker room cleaning---dust mop gyms</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>18.</strong> Broken glass replacement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19.</strong> Handle emergency clean-up situations during school day. (Marks on walls, etc.) Remove graffiti from walls, windows, doors, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>20.</strong> Arrange for night man when off.</td>
<td></td>
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</tr>
<tr>
<td><strong>21.</strong> Complete check list for day custodian every two weeks</td>
<td></td>
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</tr>
<tr>
<td><strong>22.</strong> Replace and clean filters in air handling units twice yearly</td>
<td></td>
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</tr>
</tbody>
</table>
**TYPICAL DAY HEAD CUSTODIAL DUTIES - Secondary - Evaluation Form**

<table>
<thead>
<tr>
<th>Exterior</th>
<th>BELOW</th>
<th>SAT.</th>
<th>SAT.</th>
<th>NOT</th>
<th>APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mowing of grass, raking of leaves, watering of grass</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Sweeping of building walkways, entrances, etc.</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>3. Graffiti removal from building, doors, windows, etc.</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>4. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. **EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY.** (Be specific - if necessary, attach another page.)
TYPICAL DAY HEAD CUSTODIAL DUTIES - Secondary - Evaluation Form

C. SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

D. WORK ENVIRONMENT IS: ____________ Adequate _______ Inadequate

E. DISPOSITION RECOMMENDED:
   a. Continue Employment  
   b. Terminate
   c. Extend Probation
   d. Other

A conference regarding this appraisal must be held with the employee. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The employee may attach a memo explaining his/her disagreement regarding any aspects of this evaluation.

_____________________________  ______________________________
Employee's Signature           Evaluator's Signature

Department of Employee Services
6/79
APPENDIX H

Evaluation Forms for Custodial Staff
Elementary Level
KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY HEAD CUSTODIAL DUTIES

Elementary

Evaluation Form

Name________________________ Classification____________________

School Location____________ Date Employed______________________

Appraisal Number/Typed____ Date of Appraisal____________________

Rate scale defined: BELOW SATISFACTORY - does not meet performance requirements
SATISFACTORY - meets performance requirements
NOT APPLICABLE - criterion not observed

A. Based on your appraisal of this employee's performance, check the appropriate response.

<table>
<thead>
<tr>
<th></th>
<th>BELOW SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: (Is this person's attendance pattern acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appearance: (Are this person's grooming and attire acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attitude: (Does this person show interest and enthusiasm toward her/his work?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interior

4. Open building and check for vandalism. Deactivate security systems, when installed. | | | |
5. Daily routine boiler care and operation, changing of air filters. (Includes yearly tear down & clean up.) | | | |
6. Service school cafeteria, lunchroom during lunch periods (empty waste containers, sweep and damp mop.) | | | |
7. Report to Building Services needed building emergency repairs, windows, mechanical, door hardware, etc. | | | |

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**TYPICAL DAY HEAD CUSTODIAL DUTIES - Elementary - Evaluation Form**

<table>
<thead>
<tr>
<th>Interior (cont.)</th>
<th>BELOW</th>
<th>SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Ordering of custodial supplies needed for building - with principal's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>authorization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Checking of rooms for cleanliness, proper heating, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Routine maintenance of ventilation fans (oiling, greasing, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Distribution of supplies to classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Checking in of building deliveries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Clean interior windows of entrances, routine wet mopping of entrance floors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Handle emergency situations which may develop.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Direct night custodians in special set-up, activities or areas needing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>special attention. Set-up and monitor schedules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Dust mopping of corridors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Filling out of various forms; boiler logs, overtime slips, absence slips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Cleaning of drinking fountains</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Locker room cleaning--dust mop gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Teacher lounge cleaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Routine dusting of horizontal surfaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Clean kindergarten and first grade rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Deliver milk to rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Arrange for night man when off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Interior (cont.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25.</strong> Handle emergency clean-up situations during school day (marks on walls, etc.) Remove graffiti from walls, windows, doors, etc</td>
<td>SAT.</td>
<td>SAT.</td>
</tr>
<tr>
<td><strong>26.</strong> Complete check list for day and night custodians every two weeks</td>
<td>SAT.</td>
<td>SAT.</td>
</tr>
<tr>
<td><strong>27.</strong> Replace and clean filters in air handling unit twice yearly</td>
<td>SAT.</td>
<td>SAT.</td>
</tr>
</tbody>
</table>

### Exterior

1. Mowing of grass, raking of leaves, watering of grass
   - SAT. SAT. SAT.
2. Sweeping of building walkways, entrances, etc.
   - SAT. SAT. SAT.
3. Trimming of hedges and shrubs
   - SAT. SAT. SAT.
4. Daily pick-up of paper, trash and other debris around building
   - SAT. SAT. SAT.
5. Clean entrance windows. (exterior)
   - SAT. SAT. SAT.
6. Graffiti removal from building, doors, windows, etc.
   - SAT. SAT. SAT.
7. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)
   - SAT. SAT. SAT.

### B. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY. (Be specific - if necessary, attach another page.)
C. SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

D. WORK ENVIRONMENT IS: ______________ Adequate _________ Inadequate

E. DISPOSITION RECOMMENDED:
   a. Continue Employment ____  c. Extend Probation____
   b. Terminate ____  d. Other___________

A conference regarding this appraisal must be held with the employee. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The employee may attach a memo explaining his/her disagreement regarding any aspects of this evaluation.

_________________________  _______________________
Employee's Signature       Evaluator's Signature

Department of Employee Services
6/79
APPENDIX I

Evaluation Forms for Custodial Staff
All Levels
KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY CUSTODIAL DUTIES

All Levels

EVALUATION FORM

Name_________________________ Classification______________________

Appraisal Number/Type______ Date of Appraisal_______________________

School/Location_____________ Date Employed________________________

Rating scale defined:  BELOW SATISFACTORY - does not meet perfor-

mance requirements

SATISFACTORY - meets performance requirements

NOT APPLICABLE - criterion not observed

A. Based on your appraisal of this employee's performance, check the appropriate response.

<table>
<thead>
<tr>
<th></th>
<th>BELOW SAT.</th>
<th>SAT.</th>
<th>NOT APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attendance: (Is this person's attendance pattern acceptable?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Appearance: (Are this person's grooming and attire acceptable?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Attitude: (Does this person show interest and enthusiasm toward her/his work?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interior

4. Service school cafeteria, lunchroom during lunch periods (empty waste containers, sweep and damp mop.) |      |           |
5. Distribution of supplies to classrooms |      |           |
6. Clean interior windows of entrances, routine wet mopping of entrance floors |      |           |
7. Dust mopping of corridors. |      |           |
8. Cleaning of drinking fountains. |      |           |
9. Locker room cleaning--dust mop gyms |      |           |
10. Handle emergency clean-up situations during school day (marks on walls, etc.) Remove graffiti from walls, windows, doors, etc. |      |           |
TYPICAL DAY CUSTODIAL DUTIES - All Levels - Evaluation Form

**Interior** (cont.)

<table>
<thead>
<tr>
<th></th>
<th>BELOW</th>
<th>SAT.</th>
<th>SAT.</th>
<th>NOT</th>
<th>APPL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Assist day head custodian when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exterior**

1. Mowing of grass, raking of leaves, watering of grass
   |      |      |      |

2. Sweeping and snow removal of building walkways, entrances, etc.
   |      |      |      |

3. Daily pick-up of paper, trash and other debris around building
   |      |      |      |

4. Graffiti removal from buildings, doors, windows, etc.
   |      |      |      |

B. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY. (Be specific - if necessary, attach another page.)
TYPICAL DAY CUSTODIAL DUTIES - All Levels - Evaluation Form

C. SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

D. WORK ENVIRONMENT IS: ________ Adequate ________ Inadequate

E. DISPOSITION RECOMMENDED:
   a. Continue Employment___     c. Extend Probation___
   b. Terminate___               d. Other____________

A conference regarding this appraisal must be held with the employee. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The employee may attach a memo explaining his/her disagreement regarding any aspects of this evaluation.

_________________________  __________________________
Employee's Signature       Evaluator's Signature

Department of Employee Services
6/79

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APPENDIX J

Check Lists for Custodial Staff
Secondary Level
KALAMAZOO PUBLIC SCHOOLS

TYPICAL NIGHT HEAD CUSTODIAL DUTIES

Secondary

CHECK LIST
(Completed Monthly)

Name:_______________________ Location:___________

<table>
<thead>
<tr>
<th>Interior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relay cleaning instructions to night custodians</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. Identify problem areas</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. Communicate supply needs and repairs to Day Head Custodian.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>4. Cleaning of assigned areas.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>5. Building security--security of all doors and windows prior to leaving building. Also, activate security system where installed.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>6. Complete check list for night custodians every two weeks.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>7. Arrange coverage for absent custodian.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>8. Set up for night activities (scouts, recreation, rental, P.T.A. etc.)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>9. Check heating plant controls for night setting.</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exterior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sweeping and snow removal.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. Daily pick-up of paper and other debris.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. Grass mowing, watering, etc.</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

COMMENTS:

_________________ Employee __________ Date ___________________ Principal __________ Date

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KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY HEAD CUSTODIAL DUTIES
Secondary

CHECK LISTS
(Completed Monthly)

Name: _____________________ Location: _____________________

<table>
<thead>
<tr>
<th>Interior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open building and check for vandalism. Deactivate security systems, when installed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Boiler care and operation, changing of air filters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Service school cafeteria, lunchroom during lunch periods (empty waste-baskets, sweep and damp mop)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Report to Building Services needed building emergency repairs, windows, mechanical, door hardware, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ordering of custodial supplies needed for building--with principal's authorization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Checking of rooms for cleanliness, proper heating, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Distribution of supplies to classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Checking in of building deliveries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Clean interior windows of entrances routine mopping of entrance floors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Handle emergency situations which may develop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Routine checking of kitchen mechanical equipment--freezer, refrigerators, etc., for proper operation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Direct night custodians in special set-ups, activities or areas needing special attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Filling out of various forms--boiler logs, overtime slips, absence slips, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TYPICAL DAY HEAD CUSTODIAL DUTIES - Secondary - Check Lists

### Interior (cont.)

<table>
<thead>
<tr>
<th></th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Locker room cleaning—dust mop gym.</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>15. Broken glass replacement.</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>16. Handle emergency clean-up situations during school day. (Marks on walls, etc.) Remove graffiti from walls, windows, doors, etc.</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>17. Arrange for night man when off</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>18. Complete check list for day custodians every two weeks.</td>
<td>│</td>
<td></td>
</tr>
</tbody>
</table>

### Exterior

<table>
<thead>
<tr>
<th></th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1. Mowing of grass, raking of leaves, watering of grass</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>*2. Sweeping of building walkways, entrances, etc.</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>*3. Graffiti removal from building, doors, windows, etc.</td>
<td>│</td>
<td></td>
</tr>
<tr>
<td>*4. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)</td>
<td>│</td>
<td></td>
</tr>
</tbody>
</table>

*Except South Junior High and High Schools

**COMMENTS:**

---

Employee ___________ Date ___________ Principal ___________ Date ___________
APPENDIX K

Check Lists for Custodial Staff
Elementary Level

67
KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY HEAD CUSTODIAL DUTIES
Elementary

CHECK LIST
(Completed Monthly)

Name: _________________________  Location: _________________________

<table>
<thead>
<tr>
<th>Interior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open building and check for vandalism. Deactivate security systems, when installed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Routine daily boiler care and operations, changing of air filters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Service school cafeteria, lunchrooms during lunch periods (empty waste containers, sweep and damp mop)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Report to building services needed building emergency reparis, windows door hardware, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ordering of custodial supplies needed for building--with principal's authorization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Checking of rooms for cleanliness, proper heating, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Routine maintenance of ventilation fans (oiling, greasing, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Distribution of supplies to classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Checking interior windows of entrances, wet mopping of entrance floors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Checking in of building deliveries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Handle emergency situations which may develop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Direct night custodians in special set-ups, activities or areas needing special attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior (cont.)</td>
<td>COMPLETED</td>
<td>INCOMPLETE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>13. Dust mopping of corridors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Filling out of various forms--boiler logs, overtime slips etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Cleaning of drinking fountains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Locker room cleaning--dust gyms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Teacher lounge cleaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Routine dusting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Clean kindergarten and first grade rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Deliver milk to rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Handle emergency clean-up situations during school day. Remove graffiti from walls, doors, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Arrange for night man when off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Complete check list for day and night custodians every two weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exterior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mowing of grass, raking of leaves watering of grass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sweeping of building walkways entrances, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Trimming of hedges and shrubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Daily pick-up of paper and trash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Clean entrance windows, exterior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Graffiti removal from building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TYPICAL DAY HEAD CUSTODIAL DUTIES - Elementary - Check Lists

Exterior (cont.)

7. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)

COMMENTS:

_________________________  __________________
Employee date Principal date
APPENDIX L

Check Lists for Custodial Staff
All Levels
KALAMAZOO PUBLIC SCHOOLS

TYPICAL DAY CUSTODIAL DUTIES
All Levels

CHECK LISTS
(Completed every two weeks)

Name:_______________________ Location:____________________

<table>
<thead>
<tr>
<th>Interior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Service school cafeteria, lunchrooms during lunch periods (empty waste containers, sweep and damp mop.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Distribution of supplies to classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clean interior windows of entrances, routine wet mopping of entrance floors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dust mopping of corridors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cleaning of drinking fountains.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Locker room cleaning—dust mop gym.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Handle emergency clean-up situations during school day (marks on walls, etc.) Remove graffiti from walls, windows, doors, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Assist day head custodian when needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exterior</th>
<th>COMPLETED</th>
<th>INCOMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mowing of grass, raking of leaves, watering of grass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sweeping and snow removal of building walkways, entrances, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Daily pick-up of paper, trash and other debris around building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graffiti removal from building, doors, windows, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

_________________________  Date  ______________________  ______________________  Date

Employee                                Head Custodian
APPENDIX M

Evaluation Form for Operational Staff
KALAMAZOO PUBLIC SCHOOLS

TYPICAL BOILER ROOM OPERATORS

and

ASSISTANT OPERATORS/GROUNDSEEKERS

EVALUATION FORM

<table>
<thead>
<tr>
<th>Name_____________________</th>
<th>Classification______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Location___________</td>
<td>Date Employed______________</td>
</tr>
<tr>
<td>Appraisal Number/Type_______</td>
<td>Date of Appraisal__________</td>
</tr>
</tbody>
</table>

Rate scale:  
- BELOW SATISFACTORY - does not meet performance requirements
- SATISFACTORY - meets performance requirements
- NOT APPLICABLE - criterion not observed.

A. Based on your appraisal of this employee's performance, check the appropriate response.

<table>
<thead>
<tr>
<th>Item</th>
<th>Below SAT</th>
<th>SAT</th>
<th>Not APPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: (Is this person's attendance patterns acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appearance: (Are this person's grooming and attire acceptable?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attitude: (Does this person show interest and enthusiasm toward his/her work?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interior

4. Boiler care and operation | | |
5. Report to Building Services needed building emergency repairs, windows, mechanical, door hardware, etc. | | |
6. Routine maintenance of ventilation fans, (oiling, greasing, etc.) (Elementary) | | |
7. Handle emergency situations which may develop | | |
8. Turn in alteration request | | |
**TYPICAL BOILER ROOM OPERATORS - Evaluation Form**

**Interior (cont.)**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Routine checking of kitchen mechanical equipment--freezer, refrigerators, etc. for proper operation. (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Filling out of various forms--boiler logs, overtime slips, absence slips, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Broken glass replacement (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Daily swim pool care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Routine maintenance of Central Air Conditioning units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Replacing and cleaning filters in air handling units twice a year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exterior**

<p>| | | |</p>
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<td>*1. Mowing grass, raking of leaves, watering of grass</td>
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<td></td>
</tr>
<tr>
<td>*2. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)</td>
<td></td>
<td></td>
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</table>

*Assistant Operator/groundskeeper only

B. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY. (Be specific, if necessary, attach another page.)
TYPICAL BOILER ROOM OPERATORS - Evaluation Form

C. SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

D. WORK ENVIRONMENT IS: __________ Adequate _______ Inadequate

E. DISPOSITION RECOMMENDED:
   a. Continue Employment____  c. Extend Probation____
   b. Terminate____  d. Other____________

A conference regarding this appraisal must be held with the employee. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The employee may attach a memo explaining his/her disagreement regarding any aspects of this evaluation.

_________________________  ______________________
Employee's Signature       Evaluator's Signature

Department of Employee Services
6.79
APPENDIX N

Check List for Operational Staff
## TYPICAL BOILER ROOM OPERATORS

and

ASSISTANT OPERATORS/GROUNDSKEEPERS

### CHECK LIST

(Completed Monthly)

<table>
<thead>
<tr>
<th>Name:________________________</th>
<th>LOCATION:____________________</th>
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</thead>
</table>

### Interior

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<tbody>
<tr>
<td>1. Mowing of grass, raking of leaves, watering of grass. (Elementary &amp; Senior High)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TYPICAL BOILER ROOM OPERATORS - Evaluation Form

Exterior (cont.)

*2. Periodically check roof sumps (drains) for accumulation of debris (leaves, sticks, etc.)

*Assistant Operator/Groundskeeper only.

COMMENTS:

_________________________  __________________  __________________  __________________
Employee              Date              Principal             Date