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A Report of an Internship in the Three Rivers Community Schools, Three Rivers, Michigan

Janis Monreau Morton
Western Michigan University

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A REPORT OF AN INTERNSHIP IN THE
THREE RIVERS COMMUNITY SCHOOLS,
THREE RIVERS, MICHIGAN

by

Janis Monreau Morton

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

Western Michigan University
Kalamazoo, Michigan
December 1978
ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to Mr. Ron Reece and Mr. Don Iott for their cooperation and acceptance of me as an intern with the Three Rivers Community Schools. Their help, trust, and support have made this internship educational, practical, and special to me. Dr. Harold Boles, my advisor, also deserves my thanks. I am also indebted to Morris S. Morton for his continuing support. I also wish to acknowledge Edward M. Jacomo for his continuing belief in me as a person, a professional, and an educator; and for encouraging me to take "the road less traveled by." I am grateful to these individuals who have assisted and supported me to yet another beginning.

Janis Monreau Morton
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INTRODUCTION

I have been a counselor in the Department of Student Services, Kalamazoo Public Schools, for the past 2 years. Prior to that I have taught art, worked as a counselor, and worked in a crisis intervention center. These experiences and interests have allowed me to be involved in many diverse situations. Since I received my Master's degree in Counseling and Personnel, I hoped to focus my internship experience in the area of personnel, preferably in public education. It became increasingly clear that this would be a difficult need to meet. After many telephone calls, conferences, and discussions, Dr. Boles and I arranged my internship placement with Mr. Ron Reece, Superintendent of Schools, Three Rivers Community Schools.

The Three Rivers Community Schools was considered an ideal situation because of the proximity to my home and because of the opportunities provided. The Three Rivers School District numbers 3,421 (1977-78) students. It consists of seven elementary schools, a junior high school, and a senior high school, as well as an adult completion program. This size system provided a base large enough for me to be involved with a number of people, yet not "get lost" in the bureaucracy.

Mr. Reece, Superintendent of Schools, Three Rivers Community Schools, and his administrative assistant Mr. Iott
believed I could be involved in the negotiation process in Three Rivers, which would be a rare and appreciated opportunity. My appointment to discuss the details of my internship with Mr. Reece was eagerly anticipated.
Tuesday, May 16, 1978

I met with Mr. Ron Reece, Superintendent of Schools, Three Rivers Community Schools, and with Mr. Don Iott, Administrative Assistant, to discuss my goals and role with the Three Rivers Community Schools and their goals and needs for my summer internship. We talked about the Three Rivers School System in general, and the roles of administrators specifically. We also discussed the internship program and my interests and needs. I shared my résumé and recent letters of recommendation with Mr. Reece and Mr. Iott, that they might have an overall view of my educational, professional, and personal experiences.

Since my major interest is in central office administration, particularly personnel, we decided to emphasize that area. The Three Rivers School Board will be negotiating a contract with the Three Rivers Education Association this summer, and Mr. Reece believed that being involved in the negotiation process would be beneficial to me. Since Mr. Iott is the Chief Negotiator, I will be working with him in this area. We discussed some specific ways I could be involved in the negotiation process. I thought this was a very generous offer and was excited at the possibility of participating in this educational process.
Mr. Iott expressed an interest in having me work on an evaluation instrument for noncertified personnel. This will involve survey, research, and writing activities. Since there has been no work done in this area, I will be "on my own" to develop the evaluation instrument.

Mr. Reece is also interested in having me work in the areas of finance and policy-making if time permits. I mentioned that these would be areas in which I have had little experience, therefore it would be a learning situation for me.

We agreed that I could begin the week of June 26, 1978. Since I will also be taking a class at Western Michigan University on Monday, Wednesday, and Friday mornings, I will plan to work in Three Rivers on Tuesdays and Thursdays and on Monday, Wednesday, and Friday afternoons through August 12, 1978.

**Week of June 26, 1978**

This week was spent attending a Three Rivers Board of Education meeting, getting acquainted with board members and office personnel. I met with Mr. Iott, and I began the organization that will lead to an evaluation instrument for noncertified personnel. Additionally, I began research for negotiations.

**Monday, June 26.** I attended the Three Rivers Community Schools Board of Education meeting. I was surprised at the informality of the meeting, and that only five people were
in the audience. The board set salaries for driver education teachers during unfinished business. The new business was discussion in the area of typewriter replacement in the high school classrooms; it was decided to replace the typewriters. The report on the agenda concerned the results of the Board of Canvassers and the Tax Allocation Board. Additionally, there was much informal interaction regarding Proposition 13, and school maintenance concerns were expressed.

After the board meeting, Mr. Reece introduced me to the board members: Mrs. Kay Davis, Mr. Luther Ash, Mr. Dick Verheul, Mr. Del Estes, Mr. Arvid Norton, and Mr. Bill McDonough; Mr. Jim Gleason was not in attendance. Mr. Reece then invited me to stay in attendance for the closed session which was to set guidelines for negotiations. This was most interesting, as it was my first real experience in the area of negotiations. I learned how the board operates and where they stand on various items of negotiation. Mr. Iott presented several calendar possibilities, salary schedules, insurance information, and proposed changes and deletions in the present contract. (Because of confidentiality, more detail is not reported.)

It was interesting to observe the "hashing-out" of these matters. The board did agree, after about 2 hours, on an initial package and priority of items. The board then, through informal discussion, moved into a personnel/personality area, and I deemed it appropriate that I leave.
Tuesday, June 27. I began research in the Educational Resource Center, as Mr. Iott cannot meet with me until tomorrow.

Wednesday, June 28. I met with Mr. Iott to discuss my participation in the negotiations sessions. Mr. Iott said he would make my participation official during the July 5 package exchange session. We discussed Monday's closed board meeting and how the negotiation process will go forward from here. I also shared my prospectus with Mr. Iott; he responded favorably.

We then discussed the evaluation instrument for non­certified personnel which I will develop. Mr. Iott indicated that he would appreciate some research on the evaluation instrument in addition to the survey I intend to conduct. I will be working on this project independently, and I appreciate the opportunity to do this. I also got acquainted with the office staff in the area where I will be working.

I then went over to Mr. Reece's office to give him a copy of my prospectus. Mr. Reece was out of the office, so I left my prospectus with his secretary. I also obtained a copy of the Master Agreement between the Three Rivers Board of Education and the Three Rivers Education Association.

Thursday, June 29. I spent the morning analyzing the present Master Agreement. I compared this with the notes from the work session of June 26, noting areas of proposed change, deletion, and addition. I also noted questions
which I have.

I spent the remainder of the day preparing to survey various organizations in regard to evaluation instruments of noncertified personnel. This involved drafting and typing letters of inquiry. I am surveying the following school districts: Portage, Kalamazoo, Grand Rapids, Lansing, Grosse Pointe, and Sturgis.

**Friday, June 30.** I did some research in the Educational Resource Center after my class. I returned to my office in Three Rivers to finish and send out the letters of inquiry. I talked with Mr. Iott regarding the proposed calendars for negotiation. We discussed several calendar alternatives and I shared my information from the Kalamazoo area. We noted that the Kalamazoo Public Schools calendar contains 189 days.

**Week of July 3, 1978**

This was a short week, due to the holiday. I spent a great deal of time in reviewing and researching material.

**Wednesday, July 5.** I reviewed negotiation information, particularly in regard to insurance, calendar, and salary schedule. I drafted, typed, and sent out letters to Kalamazoo Valley Community College, Nazareth College, The Upjohn Company, and General Motors to inquire as to the evaluation instruments they use for noncertified personnel. Information from organizations other than public schools may provide additional information.
During the day I made a point of observing interaction among office personnel. I compared this to my own work situation, which provided some contrast.

**Thursday, July 6.** I met with Dr. Boles, Mr. Reece, and Mr. Iott to discuss my internship. The areas of emphasis will be the evaluation instrument, working on negotiations, and the area of policy-making. After some discussion, we decided that I would write a policy proposal on affirmative action for the Three Rivers Board of Education. I will meet with Dr. Boles next week to discuss policy-making, and with Mr. Reece the following week to discuss Three Rivers policies. I spent the remainder of the day reading and researching.

**Friday, July 7.** I discussed negotiation strategy with Mr. Iott. I also noted the schedule for the negotiation sessions through August. I had an opportunity to observe office interaction and leadership style. It is interesting to observe and be a part of the "other side" of the organization and to compare and differentiate between this internship and my real work situation.

**Week of July 10, 1978**

Mr. Reece was out of the office most of the week, as he is the chairperson for the local Water Carnival which is being held this week in Three Rivers. As a result, I worked primarily with Mr. Iott and independently on my projects. I
also had an opportunity to meet with Ms. Lois Carmody, Administrative Assistant, Three Rivers Community Schools.

Monday, July 10. I did research in the Educational Resource Center in regard to negotiations and policy-making. I then met with Dr. Boles to obtain information in the area of policy-making.

I returned to my office in Three Rivers and met with Ms. Carmody to discuss budget, Title IX, and elementary curriculum. We also discussed the importance of public relations and community involvement in regard to administrators. It was most interesting to discuss these issues. Three Rivers is in the process of studying elementary science programs, a report of which will be made at the board meeting this evening. With my experience in elementary education, I look forward to this report.

In the evening I attended the Three Rivers Community Schools Board of Education meeting. This meeting lasted until 10:30 p.m. It was especially lengthy because there were many reports and a great deal of new business. One item was the fact that the plaster had fallen from a large portion of the ceiling in the high school due to last week's storm. The board was faced with an emergency and needed to act immediately. Another piece of new business was the change in the Junior High Discipline Code and Student Handbook. The junior high principal and assistant principal were in attendance to report on this and answer questions from the board.
I have a clearer understanding of how the board works. There were 12 visitors in attendance, several of them administrators. I talked with Mr. Iott briefly to discuss the details of Wednesday's negotiation session. I also talked informally with several other administrators.

Tuesday, July 11. This morning I met with Ms. Carmody to discuss Title IX (she is the Title IX coordinator for the Three Rivers Community Schools) in regard to athletics and the junior and senior high school handbooks. Ms. Carmody gave me 23 pamphlets, documents, and books regarding Title IX and affirmative action. I spent the remainder of the day perusing this material, underlining pertinent sections, copying selected portions, and I also attached memos to each piece which summarized the contents. This will be helpful to Ms. Carmody and to me when I discuss this with her next week.

It was fascinating to note the areas in the Three Rivers material in which the Title IX guidelines had not been complied with. This was also a great learning experience for me, and the information can be used for writing the affirmative action policy.

I also called Dr. David Bartz, Assistant Superintendent for Instruction, Kalamazoo Public Schools, to gain information on Kalamazoo's affirmative action policy. Dr. Bartz said that the Kalamazoo Board of Education had just adopted a new policy and referred me to Mrs. Dorothy Rothrock in the Employee Services Division. Mrs. Rothrock was out of her
office, so I talked to her secretary, related my need, and made an appointment to see Mrs. Rothrock in the morning.

Wednesday, July 12. I met this morning with Mrs. Rothrock to discuss Kalamazoo's affirmative action policy and Title IX. Mrs. Rothrock cited several reasons for Kalamazoo's affirmative action policy. In addition to Policy 4120 (which covers hiring, placement, transfer, upgrading, demotion, recruitment and advertising, treatment during employment, rates of pay or other forms of compensation, selection for training, and layoff or termination), Board Policy 6110 covers affirmative action in the instructional program. These comprise a very thorough policy. Mrs. Rothrock also gave me material on Title IX and the compliance system that Kalamazoo uses in the Instructional Media Department. I also chatted informally with Mrs. Rothrock about her position and personnel in general.

I returned to the office and discussed negotiations with Mr. Iott. I then reviewed and studied the material from Kalamazoo, copying some information for Mr. Reece and Ms. Carmody. I then went over survey returns which had come in. A "crisis" then arose due to Mr. Reece's chairpersonship of the Water Carnival; several posters were needed immediately for an event and the office staff, including myself, all pitched in to help. When the superintendent is involved in a community project, the entire staff may become involved. This was another example of the public relations part of
public school administration.

I attended the negotiations session from 6:30 to 10:00 p.m. This session was used to share rationale for the packages being proposed by both sides. Because of confidentiality, specifics are not mentioned here. There were many questions from both sides. It was interesting to observe how each team operated, what they did and did not reveal. I also learned how the caucus is used in the negotiation process. Being able to observe this process and take notes was most enlightening and I look forward to future sessions.

Thursday, July 13. I reviewed last night's negotiation session with Mr. Iott. I also reviewed the survey data I have collected to date. I then developed and printed a form to record the survey data. The chart included the organization, types of instruments used, and the applicability of each one. I recorded the material which I have available.

I wrote and typed a memo to Ms. Carmody regarding the Title IX material I perused. I also found time to talk with Ms. Warner in the business office.

Friday, July 14. Both Mr. Reece and Mr. Iott are out of the office today, so I spent my time revising my survey form, reading, and researching which involved much sorting out of survey data. I also had quite a bit of interaction with the office staff. I now know everyone, where things are, and the day-to-day routines.
Week of July 17, 1978

This was a busy week. It included meetings, a negotiations session, and much work on the policy outline.

Monday, July 17. Both Mr. Reece and Mr. Iott were out of the office today, so I reviewed new survey forms which came in and caught up on paper work and record-keeping.

Tuesday, July 18. I met briefly with Ms. Carmody to talk about inservice speakers and to set up a time when we can meet to go over the Title IX material. I wrote, typed, and copied the evaluation form for noncertified personnel, including a rationale, method, and procedure. Mr. Iott and I will meet the week after next to discuss it. I also made an appointment to see Mr. Reece on Thursday to go over the policy material.

Wednesday, July 19. I prepared the material for my meeting tomorrow with Mr. Reece in regard to policy and affirmative action. I have obtained information relating to affirmative action from the Kalamazoo Public Schools, the Michigan Education Association, and the State Department of Education.

I met with Mr. Iott. He has some research for negotiations for me to complete while he is on vacation next week. We will meet the following week to go over the evaluation instrument and the negotiation information I compile.

I was involved in the evening negotiations session
(6:30-10:00 p.m.). This session was a "feeling-out" session. It was spent primarily in discussing the calendar and the evaluation of teachers. I did participate in the caucus session and I am beginning to get the feel of these sessions and feel more a part of the team.

**Thursday, July 20.** I met with Mr. Reece to discuss my internship and the policies of the Three Rivers Community Schools. Mr. Reece gave me a plethora of material to review. We discussed his material and the material I had gathered in relation to policy-making and -writing and to affirmative action. He would like me to outline the Three Rivers District's policies as well as write the affirmative action policy for personnel and instruction.

I spent the remainder of the day going over the material in preparation for outlining it. I also obtained a copy of the Three Rivers Education Association proposed affirmative action policy for comparison purposes.

**Friday, July 21.** I spent the afternoon working on the policy project. I studied outlines from several other school districts and started outlining the policies.

**Week of July 24, 1978**

I continued work on the policy outline. I met with Mr. Reece regarding the policy outline. Mr. Iott is on vacation this week, and he left some work for me to follow up in regard to negotiation.
Monday, July 24. I continued work on the policy outline. I wrote and typed an affirmative action policy for personnel and one for instruction. I also typed and filled out the final survey form for the evaluation instrument for noncertified personnel (see Appendix B).

Tuesday, July 25. I continued work on the policy outline. I met briefly with Ms. Carmody to set up a lunch appointment and a time to meet to go over the Title IX material and recommendations.

I called all the Wolverine Conference schools (Allegan, Otsego, Comstock, Gull Lake, Plainwell, Paw Paw, South Haven, and Vicksburg) to have copies of the lists of coaches' salaries sent to us for negotiation purposes. It was informative to talk with various personnel to obtain this information.

Wednesday, July 26. I finished the policy outline and called Mr. Reece's office to make an appointment to discuss my work. I returned a call to the Comstock Schools to answer a question in regard to coaches' salaries. I finished the day by going over the information I have received from various school districts regarding coaches' salaries.

Thursday, July 27. I prepared for my meeting with Mr. Reece. I met with Mr. Reece to go over the policy outline. I was very pleased that Mr. Reece approved the policy outline and the affirmative action policies I had written. Mr. Reece decided to have the entire policy manual retyped.
to fit into the outline format. I then met with Mrs. Barbara Daniels, Mr. Reece's secretary, to explain how the outline should be typed.

I had lunch with Ms. Carmody, which was a nice break as well as being informative. I believe the more contact I have with administrators, the more I can observe and learn. This type of informal interaction is especially helpful.

I spent the remainder of the day getting together the coaches' salary information for Mr. Iott.

**Friday, July 28.** I met with Ms. Carmody to go over the Title IX material. We met for about 2 hours, discussing the material in relation to the Three Rivers Community Schools. We also set some goals for Ms. Carmody for the year in regard to her position as the Title IX coordinator. These included a newsletter for teachers and the possibility of an inservice.

I spent the remainder of the day catching up on correspondence and paper work.

**Week of July 31, 1978**

This was an eventful week as it included two negotiation sessions. I became more involved with negotiations and with the general office business.

**Monday, July 31.** I talked with Mr. Iott in regard to negotiations. I shared some information on class size, which is a concern in regard to negotiations. I also set up a time to go over the evaluation instrument I had designed. I also
shared the information I had gathered on coaches' salaries. Mr. Iott mentioned that Mr. Reece was very pleased with the policy outline.

I met with Mrs. Daniels to answer a couple of questions she had regarding the policy outline.

In the evening I attended the negotiation session at the local Education Association office; the meetings alternate between that office and the school office. It is necessary to be brief and general due to the tenuous situation. We are beginning to "bargain" on some proposals. Both teams chose their five most important issues.

**Tuesday, August 1.** I got the evaluation instrument in order for my meeting with Mr. Iott tomorrow. I reviewed the new negotiation material and caught up on paper work.

**Wednesday, August 2.** I met with Mr. Iott to go over the evaluation instrument. He found it very acceptable. We also discussed the survey I did of other instruments. Also, we took time to talk about the internship, at which time he indicated he was very pleased with my work. Mr. Iott asked me to write two counterproposals for negotiations. I spent the remainder of the day writing the counterproposals.

**Thursday, August 3.** I met with Mr. Iott to go over the counterproposals I wrote. I then met with Dr. Boles, Mr. Reece, and Mr. Iott to discuss my internship.

In the afternoon I met with Mr. Iott again to go over the negotiations materials. He also gave me the task of
writing a form to survey students on the addition of an in-car communication system in the driver education cars. This survey will be part of the data for the State Department in relation to a grant we received to install the in-car communication system.

In the evening I attended the negotiation session. The sessions continue to be interesting. Both teams are becoming more aggressive. There were tentative agreements to several small proposals. I was pleased that one of the counterproposals I wrote was presented.

**Friday, August 4.** I discussed negotiations with Mr. Iott. I then worked on the student survey of the in-car communication system and related material for the remainder of the day.

**Week of August 7, 1978**

This was my final week of working in the field on my summer internship, although I intend to be in and out of the office next week to follow negotiations and to finish up a few details.

**Tuesday, August 8.** After recovering from a weekend bout with the flu, I am back on the job today. I met with Mr. Iott to discuss negotiations, which are progressing very well. I finished writing the In-Car Communication System Survey, turned it in to Mr. Iott, and had it typed and copies run off. The survey will be used in the driver education
classes Friday to determine the success of the system.

**Wednesday, August 9.** I spent the afternoon finishing up paper work, cleaning out my file, and generally getting organized as to what I need to turn in, finish up, or take home.

**Thursday, August 10.** I copied and gave the final form of the Employee Appraisal Form, rationale, and procedure to Mr. Iott. I met briefly with Mr. Reece to give him my evaluation form for the internship. Mr. Reece showed me how the policy outline and manual are shaping up, and offered to give me a copy of the finished product. Mr. Reece also invited me to a meeting on August 23 at Spring Lake to meet with Dr. Porter, State Superintendent of Schools, to discuss integration in the schools. I am really looking forward to this meeting.

In the evening I attended another negotiation session. The sessions continue to progress remarkably well. I am surprised at how cooperative both teams are.

**Friday, August 11.** I finished up some odds and ends in my office, turned in material, and started copying my Specialist Project Report for Mr. Reece. I moved my files and other materials from the office, although I will continue to be involved in negotiations and attend the meeting with Mr. Reece on August 23.
ACHIEVEMENT OF OBJECTIVES

During my internship in the Three Rivers Community Schools, I had the opportunity to meet all but one of my objectives. The objectives were in the following skill areas: conceptual, human, and technical. The conceptual skills involve seeing the system as a whole and recognizing the interdependence between the departments and their administrators. The human skills include working with people in the organization. The technical skills involve the understanding and ability to work in specific processes, procedures, or techniques. I had ample opportunity to achieve my objectives in the three skill areas.

From the Log of Activities and Experiences, it is evident that I spent the major portion of my time in the central office. I worked closely with both Superintendent Ron Reece and Assistant Superintendent Don Iott, and I was able to achieve all of my objectives in the conceptual skills area. The majority of the conceptual skills were developed through my involvement in the negotiations sessions and in the day-to-day operation of the administrative structure.

One of my objectives was not achieved in the area of human skills. This objective was to participate in internal transfer requests, but there were no such requests during my internship. I spent a large amount of time meeting the
technical skills objectives; I wrote two policies, developed a policy outline, wrote an evaluation instrument, and developed a survey form. My technical skills were used, and my confidence in this area certainly grew.

Interning in the Three Rivers Community Schools proved to be a profitable experience. I was able to achieve all but one of my objectives. The Log of Activities and Experiences is a detailed day-to-day account of how each of these objectives was approached during my internship experience. The section entitled Achievement of Objectives exemplifies the extent to which each objective was met.

Conceptual skills objectives

Objective A.1. To review the available material and information on the negotiation situation in Three Rivers.

I examined the existing material and information regarding negotiations. I am able to identify all the areas of negotiation discussed during the period of the internship.

Objective A.2. To review the present contract.

I had ample opportunity to do this; I also noted possible changes which may occur during negotiations.

Objective A.3. To determine goal strategies for the board in preparation for negotiations.

I attended the strategy session with the board and all subsequent negotiation sessions. The specific goals were determined jointly with board members and administrators.
I did have the opportunity to observe and participate in the negotiation sessions.

**Objective A.4.** To participate in negotiations.

I was able to attend all the negotiations sessions, caucus groups, and meetings. I also had experience writing counterproposals. I participated informally with administrators and board members in conversation and meetings relative to negotiations.

**Objective A.5.** To acquire an increased understanding of the day-to-day operation of the school administrative structure.

I had a great deal of time to observe and participate in the day-to-day operation of the schools. This included working with secretaries, business office personnel, custodial staff, and administrators. This is best exemplified in the Log of Activities and Experiences.

**Human skills objectives**

**Objective B.1.** To become familiar with the objectives and operation of the Three Rivers School Board.

I attended all board meetings for the duration of my internship. This was an enlightening experience, and it was apparent that much planning by Mr. Reece had preceded these meetings. I became familiar with board objectives by working in the area of policy-making.

**Objective B.2.** To participate in internal transfer requests.
This goal was not met; there were no transfer requests. At the start of my internship, transfer requests were anticipated; however, none developed.

**Objective B.3.** To become familiar with the goals and objectives of the superintendent and administrative assistants.

The goals for administrators are implied in the policy handbook. Therefore, through my extensive work with the policies and through interaction with personnel, I am familiar with the duties and the responsibilities of administrators. Goals and objectives, per se, do not exist.

**Technical skills objectives**

**Objective C.1.** To develop an appropriate evaluation instrument for noncertified personnel.

I surveyed several organizations to determine the types of evaluation instruments they use. I then charted the surveys, which are summarized in Appendix B. I then produced the evaluation instrument which appears in Appendix C.

**Objective C.2.** To review appropriate material on personnel administration.

I had an opportunity to do some reading in this area. Most of my experience, however, was on the job.

**Objective C.3.** To develop an increased expertise in the use of and in understanding evaluation instruments.

This goal was accomplished by reviewing the evaluation instruments used by other organizations, discussing this information with Mr. Iott, and in the actual process of
writing the evaluation instrument.

Objective C.4. To write an affirmative action policy for personnel.

I talked with Dr. David Bartz and Mrs. Dorothy Rothrock, Kalamazoo Public Schools, and Mr. Ron Reece regarding an affirmative action policy. I also obtained material on the subject from the State Department of Education. I then wrote the policy which appears in Appendix D.

Objective C.5. To write an affirmative action policy for instruction.

I researched this aspect of affirmative action at the same time I worked on the Affirmative Action Policy for Personnel. This policy appears in Appendix E.

Objective C.6. To develop a policy outline for the Three Rivers Board of Education policies.

I met with Dr. Boles to obtain information in this area. I also had several examples from other school districts which Mr. Reece shared with me. From this information, I produced an outline for the Three Rivers District's policies. This outline was adopted, and a new policy manual was prepared which followed the outline. The outline appears in Appendix F.

Objective C.7. To develop a student survey form to determine the success of the in-car communication system in driver education cars.

I examined the data on the in-car communication system which Mr. Iott shared with me. I then developed the survey design and form, incorporating the specific information and
including two open-ended questions. The report of survey findings was part of the accountability data required by the State Department for the grant which Three Rivers Community Schools received to install the communication system.
APPENDIX A

INTERNSHIP PROSPECTUS
MAJOR INTERNSHIP PROSPECTUS: Janis Monreau Morton

SPONSORING ORGANIZATION: Three Rivers Community Schools

FIELD SUPERVISOR: Mr. Ronald Reece, Superintendent
Three Rivers Community Schools

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

MAJOR FOCUS OF EXPERIENCE

Personnel administration: Participate in, develop strategies for, and notate the contract concerning the Three Rivers Board of Education and the Three Rivers Education Association; and develop an evaluation instrument for noncertified personnel in the Three Rivers Community Schools.

DURATION: Minimum of 240 clock hours from Monday, June 26, through Friday, August 14, 1978.

RATIONALE

In the area of central office administration in public education, one of the main functions is personnel management. The strength and effectiveness of a school system are largely determined by the adequacy and quality of its staff. Recognizing this fact has led the total administrative process to be greatly concerned with personnel policies and practices.

The process of personnel administration has always been present in the public school system. Whether directly performed by the board of education or by the principal or superintendent along with their various other duties, or by
a highly specialized administrator, the function has been present. As school districts have grown in size and complexity and as professional education has obtained stature and specialization, personnel administration as a specialized function has taken an important place in the administrative process.

Personnel administration includes many specific areas, and professional negotiation is a major one. The movement toward professional negotiation has come from a number of social-educational forces: the more aggressive teacher, the more democratic administrator, the more open school system, the more affluent economy, and the more activist and interested society. These forces have brought about the drive for formal negotiation. Without question, state negotiation or bargaining legislation has had and will continue to have a profound effect upon personnel relationships in the public schools. This summer, the Three Rivers Education Association will be negotiating a new contract with the Three Rivers Board of Education.

Recognizing that this situation has extensive educational, professional, and social implications for the school system and the community, the present internship is structured to (1) permit the intern to attend the negotiating sessions, (2) enable the intern to notate and participate in the negotiation sessions, (3) permit the intern to establish goal-setting for negotiations, and (4) develop an evaluation
instrument for noncertified personnel.

In the course of this internship, it is expected that the intern will acquire a general knowledge of personnel management, specifically the negotiation process, evaluation, and finance. The intern will work closely with Mr. Ron Reece, Superintendent, and Mr. Don Iott, Administrative Assistant. Additionally, the intern will come into contact with other school systems in regard to evaluation processes. The intern will also work closely with the Three Rivers Board of Education and specifically with that negotiating team. The intern will also assist the superintendent and administrative assistant, when appropriate, in other areas of public school operation.
## PROJECTED NATURE OF INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experiences/Contacts</th>
<th>Terminal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CONCEPTUAL</td>
<td>Intern will:</td>
<td>Intern will be able to:</td>
</tr>
</tbody>
</table>

1) **To review available material and information on negotiation situation in Three Rivers.**
   - Examine existing records and information.
   - Identify all areas of negotiation.

2) **To review present contract.**
   - Examine contract.
   - Be familiar with entire contract.

3) **To determine goal strategies for board in preparation for negotiations.**
   - Attend prenegotiation, negotiation meetings; confer with team.
   - Produce specific goals for negotiation.

4) **To participate in negotiations.**
   - Attend and notate all meetings.
   - Discuss or write with authority on this subject.

5) **To acquire an increased understanding of day-to-day operation of school administrative structure.**
   - Observe day-to-day working relationships.
   - Discuss general administrative structure and relationships.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experiences/Contacts</th>
<th>Terminal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. HUMAN</td>
<td>Intern will:</td>
<td>Intern will be able to:</td>
</tr>
<tr>
<td>1) To become familiar with objectives and operation of Three Rivers School Board.</td>
<td>attend all Three Rivers Board of Education meetings through duration of internship.</td>
<td>discuss objectives and procedures of board.</td>
</tr>
<tr>
<td>2) To participate in internal transfer requests.</td>
<td>consult with superintendent, administrative assistant regarding transfer requests.</td>
<td>identify appropriate transfers and placements of personnel.</td>
</tr>
<tr>
<td>3) To become familiar with goals and objectives of superintendent and administrative assistant.</td>
<td>review and discuss these with appropriate personnel.</td>
<td>cite goals and objectives.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Experiences/Contacts</td>
<td>Terminal Skills</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>C. TECHNICAL</strong></td>
<td><strong>Intern will:</strong></td>
<td>Intern will be able to:</td>
</tr>
<tr>
<td>1) To develop an appropriate evaluation instrument for noncertified personnel.</td>
<td>survey various school districts for comparable instruments; informally survey Three Rivers personnel to determine local needs.</td>
<td>produce an evaluation instrument.</td>
</tr>
<tr>
<td>2) To review appropriate material on personnel administration.</td>
<td>research and read appropriate selections.</td>
<td>demonstrate increased knowledge in area of personnel administration.</td>
</tr>
<tr>
<td>3) To develop an increased expertise in use and understanding of evaluation instruments.</td>
<td>discuss possible uses with appropriate personnel; research uses of evaluation instruments.</td>
<td>demonstrate increased level of proficiency in use of evaluation instruments.</td>
</tr>
<tr>
<td>4) To write an affirmative action policy for personnel.</td>
<td>review existing material and laws.</td>
<td>write policy.</td>
</tr>
<tr>
<td>5) To write an affirmative action policy for instruction.</td>
<td>review existing material and laws.</td>
<td>write policy.</td>
</tr>
<tr>
<td>6) To develop a policy outline for Three Rivers Board of Education policies.</td>
<td>examine several policy outlines.</td>
<td>write a policy outline.</td>
</tr>
<tr>
<td>7) To develop student survey form to determine success of in-car communication system in driver education cars.</td>
<td>examine material and discuss it with appropriate personnel.</td>
<td>write a survey form.</td>
</tr>
</tbody>
</table>
APPENDIX B

SUMMARY OF RESPONSES RECEIVED FROM REQUEST FOR INFORMATION REGARDING EVALUATION OF NONCERTIFIED PERSONNEL
<table>
<thead>
<tr>
<th>Organization to Which Request Was Sent</th>
<th>Position(s) Evaluated With Form Received</th>
<th>Applicability of Form for Use By Three Rivers</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Motors Company</td>
<td></td>
<td></td>
<td>No reply</td>
</tr>
<tr>
<td>Grand Rapids Public Schools</td>
<td>X X</td>
<td>X</td>
<td>Only secretarial and aide forms</td>
</tr>
<tr>
<td>Grosse Pointe Schools</td>
<td>X X</td>
<td>X</td>
<td>Possibly difficult language</td>
</tr>
<tr>
<td>Kalamazoo Public Schools</td>
<td>X X X X X X</td>
<td></td>
<td>Aide form not as applicable</td>
</tr>
<tr>
<td>Kalamazoo Valley Community College</td>
<td>X X X</td>
<td>X</td>
<td>Possibly difficult language</td>
</tr>
<tr>
<td>Lansing Public Schools</td>
<td>X X X X X X X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Nazareth College</td>
<td>X X</td>
<td></td>
<td>No form</td>
</tr>
<tr>
<td>Portage Public Schools</td>
<td>X X</td>
<td></td>
<td>Very general form</td>
</tr>
<tr>
<td>Sturgis Public Schools</td>
<td>X X</td>
<td></td>
<td>No form</td>
</tr>
<tr>
<td>The Upjohn Company</td>
<td>X X</td>
<td></td>
<td>No reply</td>
</tr>
</tbody>
</table>

Note.  A = Aide; S = Secretary; C = Custodian; CF = Combined Form; O = Other. VA = Very Applicable; A = Applicable; LA = Less Applicable; NA = Not applicable.

\(^a\)Security staff. \(^b\)Coach.
Rationale

Evaluation of personnel must be a positive endeavor if it is to ever serve a constructive purpose. We must consider what we, as administrators and supervisors, can do to assist each staff person to perform in their assigned function to the best of their capability. It is important that employees are fully aware and knowledgeable of their duties and responsibilities and what level of performance is expected in the accomplishment of those tasks. Employees must be aware of, and provided with, a vast array of resources for personal and professional growth and development.

Method

In designing this evaluation instrument for noncertified personnel, I surveyed 10 organizations, researched material on the topic, and consulted with school personnel. My goal was to produce a workable, easily understandable form. I started by studying evaluation forms used by other organizations. The organizations from which I requested information were: General Motors Company, Grand Rapids Public Schools, Grosse Pointe Public Schools, Kalamazoo Public Schools, Kalamazoo Valley Community College, Lansing Public Schools, Nazareth College, Portage Public Schools, Sturgis Public Schools,
and The Upjohn Company. I used the basic format of the Kalamazoo Public Schools because of its relative simplicity of form. I used the areas to be covered by combining and adding to data from Lansing Public Schools, Portage Public Schools, and Kalamazoo Valley Community College. Most of the surveyed organizations used several separate forms (aides, secretarial, custodial, etc.). I designed a single multipurpose form for the Three Rivers Community Schools. Hopefully, this will serve their needs and meet my goal.

Procedure

1. At least three persons will be involved in the evaluation process of each staff person: (a) the individual being evaluated, (b) that person's immediate supervisor, and (c) the central office person in charge of personnel.

2. Both the person being evaluated and the immediate supervisor will complete Sections I, II, and III of the Employee Appraisal Form.

3. The person being evaluated and the immediate supervisor will discuss the forms and jointly complete a composite copy. Each will sign and date the form at the end of the interview.

4. The final signed copy will be forwarded to the central office. One copy will be retained by the person being evaluated, and one copy will be left with the immediate supervisor for future reference and review.

5. Each staff person will be evaluated in this manner at least once (twice, if probationary) per year prior to May 1.
THREE RIVERS COMMUNITY SCHOOLS
EMPLOYEE APPRAISAL FORM

Name _________________________ Classification _____________

Present position ___________________________________________

Based on performance from ______________ to ______________

Rating scale defined:

- BELOW SATISFACTORY = Does not meet performance requirements
- SATISFACTORY = Meets performance requirements
- ABOVE SATISFACTORY = Exceeds performance requirements
- NOT APPLICABLE = Criterion not observed

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

<table>
<thead>
<tr>
<th>SPECIFIC EVALUATION CRITERIA</th>
<th>BELOW SAT</th>
<th>SAT</th>
<th>ABOVE SAT</th>
<th>NOT APPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ATTENDANCE (Is this person's attendance pattern acceptable; seldom absent or tardy?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) ATTITUDE (Does this person show interest and enthusiasm toward his/her work?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) APPEARANCE (Are this person's grooming and attire acceptable?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) DEPENDABILITY (Is this person prompt, reliable, and trustworthy in following policy and directives?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) JOB KNOWLEDGE (Does this person have a thorough knowledge of his/her job?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BELOW SAT</td>
<td>SAT</td>
<td>ABOVE SAT</td>
<td>NOT APPL</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>-----</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>6) INITIATIVE (Does this person have the persistence, energy, and drive to do his/her job effectively?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7) QUALITY OF WORK (Does this person consistently produce the quality of work necessary to meet job requirements?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8) QUANTITY OF WORK (Does this person consistently produce the quantity of work necessary to meet job requirements?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9) VERSATILITY (To what extent does this person react positively to change, training, and new situations?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10) CONSIDERATION OF OTHERS (Is this person patient, understanding, considerate, and courteous?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11) SELF-CONTROL (Does this person use his/her emotions to good advantage?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>12) SENSE OF HUMOR (Does this person demonstrate a sense of humor at appropriate times?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>13) SUPPORTIVENESS (Does this person support the school system and his/her department?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>14) OPENNESS (Is this person considerate of divergent views?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>15) PUNCTUALITY (Is this person punctual?)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
II. Explain those areas rated below satisfactory:

III. Specific suggestions for improvement:

IV. Disposition recommended:
   ____ Continue employment
   ____ Extend probation
   ____ Terminate
   ____ Other

My signature indicates acknowledgement of having reviewed this evaluation.

Employee's signature _________________________________
Date __________________________

Evaluator's signature _________________________________
Date __________________________
APPENDIX D

AFFIRMATIVE ACTION POLICY FOR PERSONNEL
AFFIRMATIVE ACTION POLICY FOR PERSONNEL

Three Rivers Community Schools

It is the policy of the Board of Education of the Three Rivers School District to continue to implement affirmatively equal employment opportunities to all qualified employees and applicants without regard to race, creed, color, age, sex, handicap, or national origin, and positive action shall continue to be taken to ensure the fulfillment of this policy.

Positive action shall continue to be taken to implement this policy in all aspects of the employment process and in all areas of employee relations to include:

--Hiring, placement, upgrading, transfer, or demotion.
--Recruitment, advertising, or solicitation for employment.
--Treatment during employment.
--Rates of pay or other forms of compensation.
--Selection for training.
--Layoff or termination.

The objective of the Board of Education is to hire the most highly qualified and/or trainable person available for the position based on education, training, experience, personal qualifications, and proper state certification as required for a particular position.

After the approval of this plan by the Board of Education, ultimate responsibility for the implementation of this plan shall remain with the Superintendent of Schools or his designate.
APPENDIX E

AFFIRMATIVE ACTION POLICY FOR INSTRUCTION
AFFIRMATIVE ACTION POLICY FOR INSTRUCTION

Three Rivers Community Schools

It is the policy of the Board of Education of the School District of the City of Three Rivers to continue to implement affirmatively equal educational opportunities for all students without regard to race, creed, color, age, sex, handicap, or national origin, and positive action shall continue to be taken to ensure the fulfillment of this policy.

Positive action shall continue to be taken to implement this policy in all aspects of the instructional program and in all areas of student relations. Specifically, this obligation includes the elimination of, to the degree that it exists, discrimination and stereotyping in:

--Basic instructional programs.
--Enrichment programs.
--Sports programs.
--Extracurricular activities.
--Counseling.
--Areas of student contact.
--Materials and supplies.
--Media center materials.

The objective of the Board of Education is to provide a quality educational program for all students.

While equal access to instructional programs and services is required by the Board of Education, it is not the intent to institute specific racial or sexual quota requirements on any aspect of the above areas within this system.
POLICY OUTLINE

Chapter 1  PHILOSOPHY OF PUBLIC EDUCATION

1.1  General Statement

1.2  Objectives of the School
1.21  Development
1.22  Recognition
1.23  Provision
   1.231  A Command of Fundamental Processes
   1.232  Health
   1.234  Vocational Efficiency
   1.235  Citizenship
   1.236  Creative Use of Leisure
   1.237  Aesthetic Values
   1.238  Ethical and Moral Values

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2.1  Legal Status

2.2  Type of School District

2.3  Election
   2.31  When
   2.32  Precincts

2.4  Powers of the Board
   2.41  Legislative
   2.42  Executive
   2.43  Appraisal
2.5 Functions of the Board

2.6 Office

2.7 Meetings
   2.71 Regular Meetings
   2.72 Special Meetings
   2.73 Posting of Notices
   2.74 Time for Posting
   2.75 Official Newspaper

2.8 Organization of the Board

2.9 Delegation of Responsibility

2.10 Meetings—Conduct of Business
   2.101 Organizational Meeting
   2.102 Regular Meeting
   2.103 Special Meeting
   2.104 Closed Sessions
   2.105 Authorization of Closed Sessions

2.11 Committees

2.12 Voting

2.13 Minutes, Records, Material

2.14 Compensation and Expenses of Board Members

2.15 Miscellaneous Provisions
   2.151 Complaints
   2.152 Publicity
   2.153 Communication
   2.154 Board Policies

2.16 Code of Ethics
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3.1  School Board-School Management Relationship

3.2  All Personnel—Employment and Working Conditions

3.3  Suspension

3.4  The Superintendent of Schools
    3.41  Qualifications
    3.42  Appointment
    3.43  Reappointment
    3.44  Responsibilities
    3.45  Duties
    3.46  Salary and Expenses

3.5  Assistant Superintendent(s)
    3.51  Qualifications
    3.52  Appointment
    3.53  Reappointment
    3.54  Responsibilities
    3.55  Salary and Expenses

3.6  Building Principals and Assistant Principals
    3.61  Qualifications
    3.62  Appointment
    3.63  Reappointment
    3.64  Responsibilities

Chapter 4  INSTRUCTIONAL STAFF

4.1  School Board-Teaching Personnel Relationship

4.2  Teachers
    4.21  Qualifications
4.22 Recruitment and Selection
4.23 Appointment
4.24 Tenure and Contracts
4.25 Responsibilities and Duties
4.26 Leaves and Absence
4.27 Resignation
4.28 Dismissal
4.29 Temporary Personnel

Chapter 5 STUDENTS
  5.1 Statement of Educational Philosophy
  5.2 Attendance
  5.3 School Schedules
  5.4 Discipline and Behavior
  5.5 Promotion and Progress
  5.6 Activities
  5.7 Lunch Program
  5.8 Health and Safety
  5.9 Personal Expenditures—Personal Property
  5.10 Exceptional Children
  5.11 Miscellaneous Policies Relating to Students
  5.12 Child Protection
  5.13 Protection of the Privacy and Rights of Parents and Students

Chapter 6 INSTRUCTIONAL PROGRAMS
  6.1 Curriculum
    6.11 Elementary School Curriculum

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6.12 Junior High School Curriculum
6.13 Senior High School Curriculum

6.2 Homework Policy
6.3 Progress Reports
6.4 Classroom Organization
6.5 Special Services
6.6 Instructional Aides
6.7 Guidelines for Assembly Programs
6.8 Affirmative Action Policy

Chapter 7  SCHOOL-COMMUNITY RELATIONS

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7.2 Use of Buildings and Properties
  7.21 Legal
  7.22 General Policies
  7.23 Application for Use
  7.24 Requirements and Restrictions
  7.25 Equipment Use
  7.26 Grounds
  7.27 Use Charges

Chapter 8  THE NON-INSTRUCTIONAL STAFF

8.1 General Policies: Secretarial, Custodial, Bus Drivers

8.2 Secretarial-Clerical
  8.21 Supervision
  8.22 Duties
  8.23 Responsibilities
8.3  Operational-Maintenance
  8.31  Supervision
  8.32  Duties

8.4  Bus Drivers
  8.41  Supervision
  8.42  Duties and Responsibilities

Chapter 9  BUSINESS AND OPERATIONAL PROCEDURES

  9.1  Budget
       9.11  Planning and Preparation
       9.12  Preliminary Budget
       9.13  Public Hearing of Budget
       9.14  Adoption of Budget
       9.15  System of Accounts

  9.2  Sources of Revenue

  9.3  Annual Audit

  9.4  Financial Reports

  9.5  Borrowing and Debt Service

  9.6  Tuition Students

  9.7  Travel Allowance

Chapter 10  SEX DISCRIMINATION AND AFFIRMATIVE ACTION

  10.1  Sex Discrimination Policy

  10.2  Affirmative Action Policy
APPENDIX G

IN-CAR COMMUNICATION SYSTEM SURVEY
# IN-CAR COMMUNICATION SYSTEM SURVEY

Three Rivers Community Schools

<table>
<thead>
<tr>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Do you feel the teaching was more effective with the in-car communication system?

2. Do you feel that having the in-car communication system decreased the danger of mishaps or collision on the range?

3. Do you feel that during inclement weather, having the communication system was helpful?

4. Overall, do you feel having the in-car communication system was helpful?

5. Did you receive more instructional time on the range with the in-car communication system?

6. Do you feel that more range time develops safer drivers?

7. Do you feel that services were increased with the in-car communication system?

8. Do you feel that the in-car communication system should be continued?

9. List one specific instance in which the in-car communication system helped you during the past two weeks.

10. Do you have any comments regarding your experience with and without the in-car communication system? Please list: