A Report of a Project in the Central Administrative Offices of the Grand Rapids Public Schools

Steven J. Golembiewski
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Educational Administration and Supervision Commons

Recommended Citation
https://scholarworks.wmich.edu/masters_theses/2344

This Masters Thesis - Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master’s Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
A REPORT OF A PROJECT
IN THE CENTRAL ADMINISTRATIVE OFFICES
OF
THE GRAND RAPIDS PUBLIC SCHOOLS

by

Steven J. Golembiewski

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

Western Michigan University
Kalamazoo, Michigan
August 1976
ACKNOWLEDGEMENTS

Although I realize that mere words are woefully inadequate, I must somehow try to convey the enormity of the debt that I owe to two individuals: Dr. Harold Boles, Professor of Educational Leadership, Western Michigan University; and Mr. David J. Bailey, Assistant Superintendent of Personnel, Grand Rapids Public Schools. It is safe to state that I would not be receiving this degree without their great personal assistance and encouragement. More significant than their assistance and encouragement, however, has been the example that they have both set for me by their professional dedication to education, and their personal concern for others. Since I am not capable of thanking them in a meaningful way, I can only hope the future justifies their confidence in me.

Steven J. Golembiewski
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MASTERS THESIS

GOLEMBIEWSKI, Steven John
A REPORT OF A PROJECT IN THE CENTRAL ADMINISTRATIVE OFFICES OF THE GRAND RAPIDS PUBLIC SCHOOLS.
Western Michigan University, Ed.S., 1976 Education, administration

Xerox University Microfilms, Ann Arbor, Michigan 48106
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>HEADING</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>LOG OF ACTIVITIES and EXPERIENCES</td>
<td>5</td>
</tr>
<tr>
<td>ACHIEVEMENT OF OBJECTIVES</td>
<td>23</td>
</tr>
<tr>
<td>Conceptual Skills</td>
<td>23</td>
</tr>
<tr>
<td>Human Skills</td>
<td>25</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>28</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>31</td>
</tr>
<tr>
<td>APPENDIX A (INTERNSHIP PROSPECTUS)</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX B (PRECIS OF &quot;PROGRESSIVE EVALUATION PROCESS&quot;)</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIX C (PRECIS OF &quot;IN PURSUIT OF EXCELLENCE&quot;)</td>
<td>46</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
INTRODUCTION

I have taught in an alternative program at Crestwood Middle School in the Kentwood Public Schools for the past two years, and I have been naturally interested in alternatives in education for the nine years that I have been employed as a teacher; additionally, I have served for the past four years as the chairperson of the Research and Development Committee of the Kentwood Public Schools' Curriculum Council. These interests and experiences have had the effect of channelling me toward an internship in which I could investigate the development of many curriculum programs, especially alternative programs, and the many activities of a central administrative staff which hinder or enhance the process of curriculum development.

Because I am a full-time teacher, I found it necessary to complete my internship during the summer months; I was therefore searching for a school system of sufficient size to allow me to become involved in curriculum matters and administrative activities in June, July and August. However, I was very selective in that I was hopeful that I could choose the school system in which I would be doing my interning. The Grand Rapids Public Schools fit in well with my plans because of their close proximity to my home and the size of the school system (64 elementary and secondary schools, various special schools, Grand Rapids Junior College, 46,000 full-time equated students, and a budget of approximately $59,000,000.00 for the 1976-77 school year).
Of course, an overriding concern in my mind was for the quality of curriculum offerings in the school system where I would be interning; again, the Grand Rapids Public Schools offered the optimal situation because of its reputation for many fine alternative programs, a reputation that I was unaware of before I began teaching in an alternative program myself. Because of the convenience involved and the obvious excellence of the curriculum offerings, I determined that an internship in the Grand Rapids Public Schools would ideally match my interests and needs.

A complicating factor arose when I was appointed to teach in a Title I Summer School program in the Kentwood Public Schools; I had applied for the position in March, when the possibility of an internship during the summer seemed extremely remote. The prospect of teaching in the Title I program and also completing an internship appealed to me, but I was not very confident about finding anyone in the Grand Rapids Public Schools who would accept an intern on a half-day basis for much of the summer.

The appointment to a summer teaching position compounded an already difficult problem: I did not know any administrator in the Grand Rapids Public Schools that I could contact, and I had no inkling about how to go about making a contact for the purpose of discussing an internship.

I found myself in late May with no prospects for an internship, and I was desperate enough to call the switchboard of the Grand Rapids Public Schools and ask for help. The woman who spoke to me was very kind, but she did not have any idea about how I could be helped; she
suggested that I call Mr. David Bailey, Assistant to the Superintendent, Grand Rapids Public Schools. With little hope for success, I called Mr. Bailey's office and was informed by his secretary that Mr. Bailey was extremely busy but that he would try to call me back that same day. I did not really expect him to call me back because he was a busy man and I was not known to him at all.

I was pleasantly surprised when Mr. Bailey returned my call that morning and offered to meet me to discuss the possibility of an internship in the Grand Rapids Public Schools, with Mr. Bailey as my supervisor. When I met with Mr. Bailey that afternoon, we not only discussed my interests and needs but also the fact that I intended to teach in the Title I Summer School program in the Kentwood Public Schools. I admitted that this would be rather difficult for him since my summer schedule would require an internship in which I could work full days for two weeks, half days for the next six weeks, and a concluding week of full days. Of course I was not very hopeful that Mr. Bailey would be willing to accommodate me, but I had already made a professional and legal commitment to teach this summer. I felt that, unless my internship and summer school teaching could mesh in a workable schedule, I would have to forego the internship for the summer of 1976.

For the second time in one day, Mr. Bailey gave me a pleasant surprise when he checked his calendar and proceeded to work out a schedule which would enable me to teach mornings and work afternoons in the internship in the Grand Rapids Public Schools.

I mention this incident because it illustrates the misconception
that I had about a large school system: I assumed that size alone made the Grand Rapids Public Schools what the word "bureaucracy" conjures up in my mind, a cumbersome, uncaring machine that is unconcerned with people, paying attention only to efficiency and removing the impediments to that efficiency. When I remarked that I was stunned by his willingness to help me, Mr. Bailey cautioned me that I should not equate bureaucracy with a lack of concern for the individual in that bureaucracy. However, I felt that his concern for others was a personal characteristic of his, and not necessarily shared by others in the Grand Rapids Public Schools.

Mr. Bailey and I arranged my internship to take advantage of the school system's strong points, and it was determined that I would spend my time in the following manner: (a) one-third of my time in general curriculum writing; (b) one-third of my time in studying and being involved in alternative programs; and (c) one-third of my time in the central offices of the Grand Rapids Public Schools.

It was arranged that I would begin my internship on Monday, June 14, and that I could call Mr. Bailey at any time if he could possibly be of assistance to me.
LOG OF ACTIVITIES AND EXPERIENCES

Week of June 14, 1976 -

Monday, June 14:

I did not meet with Mr. Bailey this morning because he was in a Cabinet meeting; instead, I met with Mr. Richard Carlson, Director of In-Service and Evaluation, Grand Rapids Public Schools. Mr. Bailey had asked Mr. Carlson to meet with me to discuss my interests and needs relative to my internship. Every effort was made to put me at ease. Mr. Carlson's outline of the Grand Rapids Public Schools and the expectations that Mr. Bailey held for what I was going to do, were very exciting to me, so much so that I was disappointed when Mr. Carlson suggested that I start on Tuesday morning. Although I wanted to start this morning, I agreed to start Tuesday morning.

Tuesday, June 15:

I met with Mr. Bailey and Mr. Carlson to discuss my internship further. I was given a tour of the Administrative Offices of the Grand Rapids Public Schools, and I was introduced to a number of staff people, including Jim Gallagher, Assistant Superintendent for Business Affairs; Pat Sandro, Chief Officer, Support Services; Darrell Weller, on Special Assignment to the Superintendent; Sharon Courter, Mr. Bailey's secretary; and Donna Wilson, Mr. Carlson's secretary.
I attended a meeting between Mr. Carlson and Dr. Antonnen of the University Consortium Center, regarding a Summer Reading Workshop for Grand Rapids area teachers and children.

I received a "mountain" of literature about the Grand Rapids Public Schools. I spent some time today going over the material rather quickly. I am fortunate that I have so much material to review, as it will keep me busy when Mr. Bailey and/or Mr. Carlson cannot spend time with me.

I attended a meeting between Mr. Carlson and Mr. Shook, former Board of Education member and presently an official of the Greater Grand Rapids area Chamber of Commerce. The Chamber is sponsoring, with Amway Corporation, an Economic Education Workshop for Grand Rapids area teachers and administrators. In the past, teachers taking classes for credit have had to pay for the credit hours, and then seek reimbursement after completion of the course. This Chamber of Commerce program will underwrite the expenses of approximately thirty-five teachers and administrators, thereby allowing them to be reimbursed immediately for their University tuition.

The Payroll Department of the Grand Rapids Public Schools has the capability to imprint the check stubs of employee groups with messages of up to seventy-five words; I arranged with Payroll to imprint a message concerning the Economic Education Workshop on the check stubs of teachers and administrators, said checks to be received on June 18, 1976.

With Mr. Shook's permission and encouragement, I contacted
central office personnel in the Kentwood Public Schools and the Grandville Public Schools concerning the Workshop and the reimbursement program for teachers and administrators.

I went to Mr. Shook's office in the Federal Square Building to receive pamphlets about the Economic Education Workshop, to be sent to teachers and administrators who call the office and express interest in the program.

I dictated a letter to be sent to Mr. Shook, thanking him for his time and including a copy of the message to be imprinted on teacher and administrator check stubs. I signed the letter with my name after having the letter approved by Mr. Carlson.

I discussed the Administrative Intern program with Mr. Carlson; the program was instituted to identify and help train future administrators for the Grand Rapids Public Schools. The program consisted of several evening workshops per month, at which the interns would get acquainted with central office staff members and learn about their positions and responsibilities. I was invited to sit in on the interviews that would be held soon with the interns to gain their impressions of the program, its strengths and weaknesses, and their perceptions of their own contributions to the program.

I spent the rest of the day reviewing the material that I had received from Mr. Carlson; Mr. Bailey gave me permission to use the copy machine whenever I could not procure an original of some type of literature. I found that most pieces of literature could be procured easily by wandering around looking for the right place to get it. Also, this was a good way to become acquainted with the
people on the "5th floor", as it is often called. I finished the
day with a good feeling about the friendly, warm attitude that
seemed to permeate the entire area.

Wednesday, June 16:

I attended a meeting with Mr. Bailey in which he met with Mr.
Gallagher, Mr. Sandro, and Mr. Boggiano, Manager of Data Service
Operations. Mr. Gallagher was kind enough to take the time to
explain to me that the Grand Rapids Public Schools' Data Service
Operations rents out its services to governmental units and other
school systems. The department not only services the needs of the
Grand Rapids Public Schools, but also makes money for the school
system by selling its services to other units of government and
other school systems.

I was fortunate to meet Mr. Phillip E. Runkel, Superintendent,
Grand Rapids Public Schools. He was kind enough to invite me to
attend a Cabinet meeting, a meeting of the Superintendent, Deputy
Superintendent, Assistant Superintendents, Associate Superintendents,
Assistant to the Superintendent, etc., that is held every Monday
morning.

Attended a meeting of Mr. Bailey, Mr. Gallagher, Mr. Sandro,
and Mr. Lamoreaux, Associate Director of Data Services, concerning
how the Data Services' computers could be put to use in the millage
election to be held in the Spring, 1977. I saw a demonstration of
how the computer can be used to identify the potential "yes" voters
in the school district.
I saw a demonstration of how the computer records and stores information on Grand Rapids Public Schools' employees and residents of the attendance area of the Grand Rapids Public Schools.

I talked with Darrell Weller, on Special Assignment to the Superintendent, about the office arrangement. The 5th floor is divided into cubicles with six foot high walls, rather than the traditional office spaces. Not only does this allow for more efficient use of space and add flexibility to the plan, but it also enhances communication among people on the floor. Whether or not enhanced communication has anything to do with it, the people on the 5th floor seem to have very high morale, and are eager to be of service to each other. The lack of privacy is compensated for by the use of conference rooms, which are abundant on the 5th floor, and are available to everyone on a reservation basis.

I was given a task by Mr. Carlson to proofread the P.E.P. (Progressive Evaluation Process) Manual and purge it of typographical errors, grammatical and spelling mistakes, and sexist references (he, his, etc.), and send it to the Reprographics Department of the Grand Rapids Public Schools. (Appendix B deals quite extensively with the Progressive Evaluation Process). The printing facility is kept busy twenty-four hours per day; not only does this facility control the quality of its printed material, but it also allows a communication to be prepared and disseminated literally in minutes to the entire staff of the central office.

I checked with the Reprographics Department concerning the possibility of a cover for the P.E.P. Manual with Bicentennial theme
and colors, but this would necessitate a delay of several weeks in printing; therefore, Mr. Carlson decided to use the same type of cover as last year, changing only the color and adding a revision date of September, 1976.

I spent the rest of the day reviewing the material which I had already received.

**Thursday, June 17:**

I attended several exit interviews between Mr. Carlson and participants in the Administrative Intern program. Mr. Carlson sometimes asked me for my impression of the people who had been interviewed. I was impressed with the way Mr. Carlson could put the person at ease.

I discussed the preparation of the Board agenda with Mr. Bailey; the agenda is one of Mr. Bailey's many responsibilities.

**Friday, June 18:**

Continued to attend interviews with Mr. Carlson and the participants in the Administrative Intern program.

Talked with Jim Gallagher to ask him about any literature he might have which would help me to better understand finances in the Grand Rapids Public Schools; I was pleasantly surprised when Mr. Gallagher invited me into his office for an hour long discussion of the financial situation in Grand Rapids. I found the discussion very timely, since the Grand Rapids Board of Education is expected to approve the budget for 1976-77 at its July 7 meeting. Mr.
Gallagher also gave me a copy of the proposed budget for 1976-77.

Met with Mr. Bailey and Mr. Carlson to discuss my duties next week, as both men will be at Michigan State University for the entire week. They left me with the responsibility to help Donna Wilson, Mr. Carlson's secretary, in sending questionnaires to participants in Summer workshop and in-service activities; in contacting Mr. Shook at the Grand Rapids Area Chamber of Commerce concerning response to the Economic Education Workshop; and in calling the Administrative Interns to schedule appointments with Mr. Carlson for the week of June 28.

Week of June 21, 1976:

The entire week of June 21 through June 25 probably provided the best learning experience of my professional career. I feel this way because both Mr. Bailey and Mr. Carlson were gone for the week and I had to fulfill certain tasks for them; I could do so only if I found the necessary resources and personnel to help me do the things expected of me. It was a real learning experience for me to find out who did what, and how to contact people who could help me.

Monday, June 21:

Worked with Donna Wilson, Mr. Carlson's secretary, to send out evaluation questionnaires to participants of Summer workshop and in-service activities. Compiled lists of workshops and in-service activities to determine how many sets of questionnaires must be
sent to each organizer.

Called Interns to arrange interview appointments with Mr. Carlson for the week of June 28.

Attended evening meeting of the Grand Rapids Board of Education. After the meeting, informed Mr. Bailey and Mr. Carlson of the events of the day. Mr. Bailey and Mr. Carlson had returned to Grand Rapids to attend the evening meeting of the Board of Education.

Tuesday, June 22:

Asked by Yvonne Sims, Mr. Carlson's assistant, to graph dates and places of Summer workshop and in-service activities to determine overlap and possible duplication of effort.

Took paper from Supply Building to Huff School, so that Ms. Sims' secretary could duplicate the number of questionnaires needed for all workshop and in-service participants.

Prepared bundles of questionnaires for participants of activities.

In long distance conversation with Mr. Bailey, I was given assignment to prepare Career Education proposal for Grand Rapids Junior College, with the able assistance of Dr. Andre van Niekerk, Director of Career Planning and Placement, Grand Rapids Junior College. Unfortunately, Dr. van Niekerk had loaned his material to a colleague at another school. However, he indicated that a lot of the same material could be procured at Kalamazoo Valley Community College. I made an appointment to meet Dr. van Niekerk again after I could procure the material in question. I drove to KVCC the following morning and met Ms. Nancy Woods of the Counseling Department; I was
fortunate that KVCC had a grant to disseminate Career Education information, and so Ms. Woods provided me with the materials that I needed.

Met with Mr. Shook to bring him up to date on the number of registrants for the Economic Education Workshop, and to check our lists to make sure that his office did not have some of the same names that our office did.

Wednesday, June 23:

Met with Dr. van Niekerk regarding the Career Education Proposal.

Spent the rest of day working on proposal, and also ten hours at night, as Mr. Bailey wished to see a tentative copy of the proposal Thursday afternoon.

Thursday, June 24:

Checked Career Education Proposal with Dr. van Niekerk, who expressed an opinion that it was very well done.

Made a copy of the Career Education Proposal for Mr. Bailey, who would be coming to Grand Rapids for the afternoon (realizing, of course, that Mr. Bailey certainly might modify the proposal to some extent).

Discussed the Career Education Proposal with Mr. Bailey for a short time. Mr. Bailey indicated that he would like the proposal changed to some extent.

Sent letter to Ms. Nancy Woods at KVCC to thank her for the
material she had supplied.

Discussed with Mr. Bailey the arrangement of two rooms for a Board of Education budget session for the following Monday afternoon.

Received a call from Mr. Carlson asking me to prepare an agenda for the C.E.T.A. meeting to be held at South Middle School on Monday, June 28; he gave me the names of the persons involved in the meeting; Mr. Runkel, Superintendent of Schools; Mr. Roland Lubbinge, Assistant Superintendent for Employee Relations; Mr. LeRoy Davis, Director of C.E.T.A. Youth Programs; Mr. James Burress, Director of the Incentive to Learn Program; and Ms. Mary Merrill, Supervisor of Payroll. I called each person's office to determine what they would be doing.

Friday, June 25:

Wrote the agenda for the C.E.T.A. meeting at South Middle School, after getting information from each participant.

Arranged the rooms for the Board session, after meeting with Darrell Weller to determine what the arrangement should be. Made sure that the rooms would not be disturbed over the weekend, and that the custodian would leave the room furniture as it was arranged after cleaning the room.

Typed a memo to Mr. Bailey to indicate that the room was arranged as he wanted it. Memo was necessary, since I was to begin teaching in a Title I Summer School Program on Monday, June 28, and therefore would not see Mr. Bailey until Monday afternoon.
Week of June 28, 1976:

On Monday, June 28, I began teaching half days in a Title I Summer School Program in the Kentwood Public Schools. From now until August 6 I will be working in the internship afternoons only. Of course, this was discussed with and approved by Mr. Bailey before I ever began the internship.

Monday, June 28:

Met with Mr. Bailey, Mr. Carlson and Dr. Christopher Sower, Professor of Sociology, Michigan State University, concerning class that Mr. Bailey and Mr. Carlson might offer to Grand Rapids area teachers and administrators for nine hours of credit through the University Consortium Center. I attended the meeting to take notes and to type a summary of the meeting for Mr. Carlson. The class would deal with solving a problem confronting Grand Rapids Public Schools personnel.

Talked with Dr. Sower about the outline of the class.

Called an intern on Mr. Carlson's behalf to cancel the intern's interview.

Spent rest of afternoon reviewing material left by Dr. Sower.

Tuesday, June 29:

Attended a meeting of the Community Relations Committee of the Grand Rapids Board of Education. Meeting dealt with Affirmative Action and Articulation between other area school systems and the Grand Rapids Public Schools on the subject of Career Education.
Attended a meeting in which Mr. Runkel addressed those administrators who had been "pink-slipped" indicating to them that every effort would be made to find them positions in the Grand Rapids Public Schools. Also, administrators were asked to remain patient, as their plight was understood.

Reserved conference rooms on Mr. Carlson's behalf for interviews with interns.

Continued to call interns to schedule interviews with Mr. Carlson.

Wednesday, June 30:

Using personnel file, wrote resumes for staff members who were being recommended by the Superintendent of Schools for promotion or reappointment.

Attended interview with an intern.

Reviewed the material left by Dr. Dower, and began outline of class for Dr. Sower's inspection.

Thursday, July 1:

Spent the entire afternoon reviewing the P.E.P. Manual and the material left by Dr. Sower.

Friday, July 2:

Helped compile list of personnel recommendations for the Board of Education meeting on July 7.

Procured a copy of the Job Descriptions for the Grand Rapids...
Public Schools, and spent several hours reviewing it.

**Week of July 5, 1976:**

Administrative offices of the Grand Rapids Public Schools were closed Monday, July 5 and Tuesday, July 6 for holiday.

**Wednesday, July 7:**

Attended Board of Education meeting. Arrived one hour after meeting had begun, and Board had approved $59,000,000.00 budget and twenty-one personnel recommendations in that hour! This is an indication of the work that the staff does to inform Board members of the status of matters pending before the Board.

Talked with Darrell Weller about cost of transportation of students in the Grand Rapids Public Schools, and how the determination is made concerning as to who gets transportation and who does not.

Continued to review Dr. Sower's material.

**Thursday, July 8:**

Had long discussion with Mr. Carlson concerning the possibility of an administrative position in the Grand Rapids Public Schools in the near future.

**Friday, July 9:**

Had a long discussion with Mr. Bailey in which he indicated that I might have an opportunity for an administrative position in
the Grand Rapids Schools in the next few years.

Met former intern, Jerry Berg; had discussion concerning those activities that he thought were most valuable to him.

Proofread Career Education Proposal before sending it to Reprographics Department.

Week of July 12, 1976:

At the July 7 meeting of the Board of Education, Mr. Bailey was promoted to Assistant Superintendent of Personnel; consequently, he is busier than ever, attempting to carry out the duties of two important positions. Therefore, I did not have the opportunity to talk with him very much during this week.

Monday, July 12:

Worked on the graph of Summer workshop and in-service activities for Yvonne Sims, Mr. Carlson's assistant.

Tuesday, July 13:

Met Linda Powell, Director of City High School, a very fine alternative secondary program. I arranged to work with her soon, and to attend an Open House at the School on Wednesday, July 21.

Wednesday, July 14:

Continued to work on graph of Summer activities for Yvonne Sims.

Framed a letter of reply to a Grand Rapids resident who re-
quested the use of school facilities free of charge for the use of his community group.

Discussed with Mr. Bailey my teaching position in Kentwood, and what my future plans were. Mr. Bailey surprised me by suggesting that I apply for several principalships which were going to be filled soon.

Met with Mr. Bailey and Dr. Weller to discuss the redesign of the office floor plan because of the organizational changes which had been made.

Given copy of an address on Urban Education presented by Dr. Paul W. Briggs, Superintendent, Cleveland Public Schools. I found it significant because it stressed the need for urban school systems to prepare their students more fully for all aspects of their life careers

Thursday, July 15:

Discussed with Mr. Carlson the compilation of lists of staff members to be evaluated, by school and in alphabetical order, and the preparation of the forms (five) for each staff member so evaluated.

Friday, July 16:

Spent the day compiling lists of names of staff members to be evaluated this school year.

Told by Mr. Bailey to prepare an application for an administrative position in the Grand Rapids Public Schools.
Week of July 19, 1976:

Monday, July 19 and Tuesday, July 20:

Spent both days compiling lists of staff members to be evaluated, and preparing packets of forms for each staff member to be evaluated.

Wednesday, July 21:

Attended Open House at City High School.

Spent rest of day attending interviews held by Mr. Bailey with applicants for the position of Director of School Security and the position of Director of Career Education. These interviews were also attended by Dr. Burtley, Director of Personnel; Kathleen Cashen, Director of Head Start and Pre-Kindergarten Programs; and Mr. Richard Carlson. The interviews for Director of School Security were also attended by Mr. Romulus Romani, Director of Secondary Schools. These interviews lasted until 10:00 p.m.

Thursday, July 22:

Attended interviews with applicants for the position of Assistant Director of Personnel.

Friday, July 23:

Attended one interview with an applicant for position of Assistant Director of Personnel.
Spent the rest of day preparing forms for Progressive Evaluation Process for the 1976-77 school year.

Week of July 26, 1976:

Monday, July 26 and Tuesday, July 27:

I spent the entire afternoon on both days working on salary recommendations with Sharon Courter, Mr. Bailey's secretary. My work consisted of checking the recommendations of the Directors for pay increases for their subordinates, and calculating that amount for Sharon to record.

Wednesday, July 28:

I spent the afternoon working on salary recommendations again, but I also interviewed for the position of elementary principal in the Grand Rapids Public Schools.

Thursday, July 29 and Friday, July 30:

As Mr. Bailey and Mr. Carlson are extremely busy with personnel recommendations, I spent these two days working on P.E.P.; Appendix B gives a detailed account of the responsibilities I had concerning the P.E.P. material.

Week of August 2, 1976:

This week was spent working almost entirely on P.E.P. because both Mr. Bailey and Mr. Carlson are attending morning sessions of
graduate classes at Michigan State University; although I am not working on my internship in the mornings, I still see very little of them because their work accumulates while they are gone mornings, and they have no choice but to do that work when they return in the afternoons.

Week of August 9, 1976:

Monday, August 9:

Although I have begun to work full days now that my summer school program is finished, I will not be seeing Mr. Bailey and Mr. Carlson very much because they are both on campus at Michigan State University every morning this week; as during last week, they must spend the afternoons doing the work that accumulates during the mornings while they are gone. I spent the entire day attending to the P.E.P. material; I sometimes consider the work very menial, but someone has to do it, and it has to be done correctly. It gives me some pride that Mr. Carlson is not at all concerned about how it is coming; I assume that means he trusts me to get the work done properly.

Tuesday, August 10:

I spent the day on a curriculum writing exercise, developing objectives and activities to accomplish goals identified by Mr. Bailey as being vital to the Grand Rapids Public Schools.
ACHIEVEMENT OF OBJECTIVES

Objective A.1, Conceptual, To review available information about the alternatives offered in the Grand Rapids Public Schools: My summary of the booklet "In Pursuit of Excellence" details the information I gained during my internship in the Grand Rapids Public Schools. I found that each alternative program was geared toward a type of child that might not be getting his or her general or specific needs met in a traditional class or school.

Objective A.2, Conceptual, To compare alternative programs in the Grand Rapids Public Schools with those in other school systems in the area: The Grand Rapids Public Schools is proud of the number and diversity of alternative programs that it offers to its students; however, these alternatives did not develop in a vacuum, but in a climate where the personnel of the Grand Rapids Public Schools perceived a diversity of populations that does not exist in other school systems in the area. Given this
same diversity, other school systems might well have duplicated the many fine alternatives that the Grand Rapids Public School system has; however, the fact is that Grand Rapids does have these fine alternatives, and other school systems in the area do not.

Objective A.3, Conceptual. To acquire an understanding of the effect of central administrative staff behavior on curriculum development: The Grand Rapids Public Schools puts a premium on the fine curriculum offerings that it has developed. The system stresses this orientation by the large number of people who are paid to work on curriculum evaluation and revision during the summer, and of course all year long. Any teacher may request in-service funds to develop a program, or change an existing one. The feeling in the central office seems to be that it is better to spend the money on locally-developed material and ideas whenever that is possible.

Objective A.4, Conceptual. To acquire an understanding of how people
in a large bureaucracy demonstrate concern for educational excellence.

One method devised by the Grand Rapids Public Schools, aside from its stress on in-service programs, is the Professional Growth Credit program. In this program, a teacher or other staff member can receive a raise in pay for classes taken if they directly bear on the assignment that the person has. As an example, attendance at a seminar might add up to a number of points if the seminar can be shown to have an effect on the performance of the individual in his or her assignment.

Objective B.1, Human, To become familiar with the various alternatives, and how they serve their own students:

The alternatives in the Grand Rapids Public Schools all are distinctive in the ways in which their student bodies are perceived and in how they serve those students. I have been fortunate to talk to many people who are involved in alternatives, and their thoughts are well summarized in the booklet, "In
Pursuit of Excellence", summarized in Appendix C. Each of the alternatives is generally aimed toward a certain type of student, from the alienated student of Street Academy, to the highly motivated, talented student of City High School.

**Objective B.2, Human, To analyze the way in which administrative staff in the central office perceive the alternatives:** My first contact with the Grand Rapids Public Schools, Mr. David Bailey, stressed the concern for the individual that can exist even in a large bureaucracy; this concern was echoed many times during the summer, as many persons indicated their pride in working in a school system which tried to meet the needs of so many diverse students, and succeeded quite often in meeting those needs. The Director of one alternative felt that the program was a real source of pride to the school system, and she felt that she was given all the support that anyone could want.
Objective B.3, Human, To become familiar with techniques for inter­viewing people of various backgrounds:

I was extremely fortunate to be invited to attend interviews conducted by both Mr. Carlson and Mr. Bailey. The interviews conducted by Mr. Carlson were much more informal, since they were interviews of staff members who had been Administrative Interns, and they were not under the pressure of applying for positions, but rather were recounting their experiences and impressions of the Administrative Intern program. The interviews conducted by Mr. Bailey, on the other hand, were more formal and less comfortable; that was not the fault of anyone, but simply an outgrowth of the fact that the interviews were for administrative positions, and therefore the interviewees were under some pressure, even if that pressure was self-imposed. However, one common aspect of both sets of interviews was the complete respect that each person interviewed was given. Although both Mr. Bailey and Mr. Carlson were honest with the interviewees regarding their ability and/or prospects,
all were handled with dignity and concern for the individual.

Objective C.1, Technical, To determine when the use of a computer is appropriate for the task at hand: The computer was used in many ways while I was interning in the Grand Rapids Public Schools. Of course, the computer lends itself most readily to situations where the recall of information is necessary on notice. The most common uses made of the computer during my internship were for the storage and retrieval of information on personnel and for budgetary information. An interesting use of the computer is the identification of the potential "yes" voter for millage elections. This identification of voters allows the use of sophisticated techniques to contact the positive voters in the school system.

Objective C.2, Technical, To develop a graph of activities to eliminate waste and overlap: Mr. Carlson gave me the task of graphing the summer workshop and in-service activities for
the Grand Rapids Public Schools, to determine if any particular periods of days or particular buildings, were being over or under utilized. The graph indicated that many activities were related to other activities, and both might have been facilitated by being conducted at the same time, but were not co-ordinated and therefore were less effective than they might otherwise have been.

Objective C.3, Technical, To communicate with total staff when needed: The opportunity to communicate with all the teachers and administrators in the Grand Rapids Public Schools arose when the Economic Education Workshop was offered to Grand Rapids area teachers and administrators. I communicated with them through the paycheck message system, whereby a message of up to seventy-five words can be imprinted on the paycheck stubs of any or all employee groups.

Objective C.5, Technical, To collect information from the correct source for a given assignment: I was extremely fortunate that my supervisor, Mr. Bailey, was on the Michigan State
University campus for a week, starting June 21; the experience of doing things which Mr. Bailey wanted done, without his guidance, helped me to get organized quickly and able to determine what was done by whom. I'm sure that I learned as much the week that Mr. Bailey was gone as I learned during any other week of my internship.
SUMMARY

I consider my internship to be the most valuable professional experience of my life. I not only spent the summer immersed in activities that encouraged me to grow in professional ability, but I also had the opportunity to meet and work with many individuals who are deeply committed to the education of the boys and girls of the Grand Rapids Public Schools.

I have grown in many ways, but I consider that I have made the greatest strides in the area of human skills; whatever the positions I may hold in the future, the human skills that I have developed this summer will be the most significant to me. Whatever growth that I have achieved, I owe more to the association with Mr. David Bailey, Assistant Superintendent of Personnel, Grand Rapids Public Schools, than to any insight or ability on my part.
SPECIALIST INTERNSHIP

INTERN: Steven J. Golembiewski, 385-46-2196

SPONSORING ORGANIZATION: Grand Rapids Public Schools

FIELD SUPERVISOR: Mr. David J. Bailey, Assistant Superintendent of Personnel, Grand Rapids Public Schools

UNIVERSITY ADVISOR: Dr. Harold Boles, Department of Educational Leadership, Western Michigan University

MAJOR FOCUS OF EXPERIENCE: Experiential project dealing with development, evaluation, and revision of school curriculum; the development and evaluation of alternatives offered in the Grand Rapids Public Schools; and recognition of the effects of central administrative actions and decisions on the quality of education that is offered in the Grand Rapids Public Schools.

DURATION: Nine weeks, commencing June 14, 1976

RATIONALE:

Three aspects of education which are, or should be, of concern to all educators in the public school setting are:

1. the need for a program of ongoing development, evaluation, and revision of curriculum offerings;
2. the need for a program of development and evaluation of alternative programs within the traditional school setting for those with general and specific needs which are not being met elsewhere; and
3. recognition of the effects that a large central administration, by its actions and decisions, has on the quality of education offered in that system.

The first aspect, the development, evaluation, and revision
curriculum offerings, is generally a matter left in limbo; school systems too often resist curriculum changes because the schools are tradition-bound to the point of failing to question what is being done, simply because things have always been done this way in the past. Just as lamentable, of course, is the practice of changing curriculum (books, practices, methods, hardware, programs, etc.) for the sake of change. In this way, the school system is established as being progressive because of the implementation of new ideas, whether or not these ideas make any difference in the ways that children in the school system learn or feel about themselves and others (and the question of how the idea will make a difference in the ways that children learn or feel about themselves and others, is the most important question that should be asked when new ideas are considered). School systems must become more concerned with assessing the present situation, making a determination as to the changes which will be most likely to improve the present situation, and, most importantly in curriculum change, evaluating whether or not the curriculum change has indeed had a beneficial effect on the educational climate of the school system. Much too often, the school system makes a curriculum change and then there is no follow-up to determine if the change has indeed accomplished what it was designed to do. This is true because a change which is ill-conceived can be both a financial disaster and an embarrassment to the school system. No wonder that curriculum changes are seldom evaluated after implementation. It is often taken for granted that the change has been a beneficial one. Also, school systems are sometimes handicapped
by the lack of instruments which could test the results of a curriculum change.

The second aspect of education with which all educators in the public school setting should be concerned, is the development and evaluation of alternative programs within the traditional school setting. This is an aspect that does not always manifest itself in the schools because of the many and varied environmental factors which impact on the schools, some of which are:

1. a cry from many for a return to "basics";
2. a general feeling that alternatives are a frill that cannot be tolerated under the present financial situation that confronts many school systems;
3. the traditional orientation of many decision makers that predisposes them to reject alternatives as being untried and untrue;
4. a general feeling that the traditional schools are doing well - "They were good enough for me!"; and
5. the great amount of publicity that accompanies the decline of an alternative program, in direct opposition to the shortage of information about alternatives that have proven their worth, thereby adding to the burden of those who would develop new programs.

Another problem that is not faced by many developers of alternative programs (but should be), is the concern for objective and valid evaluation of the programs involved. On a strictly professional
level, the children and parents served by the program have every right to know if the program is indeed doing what it is supposed to be doing and what the children and parents expect that it is doing; from a purely personal standpoint, the people involved in a successful alternative program are best served by an evaluation device that demonstrates that success.

The third aspect, recognition of the effects that a large central administration, by its actions and decisions, has on the quality of education that is offered in that school system, is one that is seldom considered, and very seldom acted upon. By its very nature, the central administrative staff of a large school system seems to be cold, formal, and imposing. The people in the central administration must be aware of this aspect of their image, and attempt to counteract it by overt actions that indicate concern for the setting in which children are educated in the school system, rather than simply seeming to be concerned for the efficiency of the school system, completely divorced from the effect that this policy has on the education that is offered in the school system. Thus, it becomes necessary for the central administrative staff members to actively cultivate a climate in which the development of curriculum is strongly encouraged.

With the three aspects of concern to public education in mind, the intern made attempts to structure the internship so that these three aspects would be dealt with in the depth that time would allow. As now envisioned, the internship will deal with all three concerns in basically an overview, except in the cases where opportunities
arise which accord the intern deeper and more meaningful insight into the specific areas of concern. As the internship is presently an embryo, many activities may occur which, though of great value to the intern, will not have been listed as expected activities.

The intern expects to come into contact with those persons in the Grand Rapids Public Schools charged with the development, evaluation, and revision of curriculum; the development and evaluation of alternative programs; and the central administrative staff members who affect the quality of education offered in the Grand Rapids Public Schools.
# PROJECTED NATURE OF INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCE &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CONCEPTUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To review available information about the alternatives offered in the Grand Rapids Public Schools.</td>
<td>The intern will examine and classify information according to type of program.</td>
<td>The intern will be able to distinguish between and among programs to differentiate them according to intent, type of student served, etc.</td>
</tr>
<tr>
<td>2. To compare alternative programs in the Grand Rapids Public Schools with those in school systems in the area.</td>
<td>examine literature and compile lists of programs from Grand Rapids and from schools in the area.</td>
<td>point to the ways in which alternative schools or programs differ from Grand Rapids Public Schools, and from the Grand Rapids area.</td>
</tr>
<tr>
<td>3. To acquire an understanding of the effect of central administrative staff behavior on curriculum development.</td>
<td>observe the day-to-day relationship between central staff and curriculum development staff, if staffs are different.</td>
<td>discuss demonstrated effect of afore-mentioned relationship.</td>
</tr>
<tr>
<td>4. To acquire an understanding of how people in a large bureaucracy demonstrate concern for educational excellence.</td>
<td>observe the way in which people in the central administration encourage innovation.</td>
<td>discuss specific actions on the part of central staff which have lead to curriculum improvement.</td>
</tr>
<tr>
<td>5. To compare curriculum interest level of Grand Rapids staff with people of area school districts.</td>
<td>discuss with curriculum staff feelings they have concerning their task.</td>
<td>distinguish these feelings from the feelings of people from other school districts with which intern is familiar.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>B. HUMAN</strong></td>
<td>The intern will -</td>
<td>The intern will be able to -</td>
</tr>
<tr>
<td>1. To become familiar with the various alternatives, and how they serve their own students.</td>
<td>discuss with personnel from each alternative, philosophy and policy of that program.</td>
<td>cite examples of how the programs differ in philosophy and practice.</td>
</tr>
<tr>
<td>2. To analyze the way in which administrative staff in the central office perceive the alternatives.</td>
<td>determine feelings of central staff toward alternatives.</td>
<td>demonstrate cause and effect between feelings toward alternatives, and number of alternatives in school system</td>
</tr>
<tr>
<td>3. To become familiar with techniques for interviewing people of various backgrounds.</td>
<td>observe the process of central staff people interviewing other staff members for various reasons.</td>
<td>point to a technique which seems best suited to different situations and contexts.</td>
</tr>
<tr>
<td>4. To observe the process of working well with a secretary; that is, to communicate.</td>
<td>analyze the behavior of staff people in relations with the secretarial staff.</td>
<td>list the ways to work most effectively with a secretary.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>C. TECHNICAL</td>
<td>The intern will -</td>
<td>The intern will be able to -</td>
</tr>
<tr>
<td>1. To determine when the use of a computer is appropriate for the task at hand.</td>
<td>observe the utilization of the computer in various situations and contexts.</td>
<td>list activities which are facilitated by utilization of a computer.</td>
</tr>
<tr>
<td>2. To develop graph of activities to eliminate waste and overlap.</td>
<td>observe use of such graphs to chart activities.</td>
<td>develop a graph which is appropriate for a given situation.</td>
</tr>
<tr>
<td>3. To communicate with total staff when needed.</td>
<td>observe Grand Rapids Public Schools' communication channels.</td>
<td>demonstrate communication with staff members.</td>
</tr>
<tr>
<td>4. To determine &quot;best&quot; evaluation tool in a given situation.</td>
<td>analyze evaluation tools as used in curriculum design in Grand Rapids Public Schools.</td>
<td>point to an appropriate evaluation tool to be used in a given situation.</td>
</tr>
<tr>
<td>5. To collect information from the correct source for a given assignment.</td>
<td>determine the sources to be used to acquire particular information.</td>
<td>list the people who are resources for particular types of situations.</td>
</tr>
</tbody>
</table>
APPENDIX B

PRECIS OF "PROGRESSIVE EVALUATION PROCESS"
"PROGRESSIVE EVALUATION PROCESS"

The Progressive Evaluation Process (P.E.P.) is an evaluation device designed and used by the Grand Rapids Public Schools to evaluate the teaching performance of all first year, second year, and third year probationary teachers, and first year tenure teachers. Also, tenure teachers must be evaluated at least once every three years.

The P.E.P. material consists of a manual explaining the process, and appendices A through D. The appendices are: (a) A., Initial Teacher Performance Objectives; (b) B., Classroom Visitation Form; (c) C., Evaluation of Teaching Performance "Interim Report"; and (d) D., Evaluation of Teaching Performance. The heart of the process is the stress put on the setting of Performance Objectives in at least five areas of "weakness"; it is hoped that these areas of "weakness" will be determined by mutual agreement between teacher and evaluator.

The Performance Objectives must be stated in reasonable, objective terms that can be realized. One of twelve areas in which a teacher might wish to write a P.O. is "Demonstrates effective planning and preparation." The teacher and evaluator strive to come to agreement as to the areas of "weakness", and the wording of the P.O. The P.O.'s must be agreed upon and written by the end of October of the school year in which the teacher is evaluated.

The process involves two classroom visits, recorded on Appendix B, and this process allows the evaluation of teachers on a more objective basis than is true in many other school systems.
The teacher is judged satisfactory or unsatisfactory on the basis of the agreed upon Performance Objectives. The strength of the P.E.P. is the close communication between teacher and evaluator that is necessary in order for the evaluation to be completed; a possible weakness is the great amount of time required for the evaluator (usually the principal) to complete the evaluation of a number of teachers each year. However, the process is well received in the school system, and has been a positive factor in the morale of the teaching staff.

There is little reason for confusion about P.E.P., because the Director of In-Service and Evaluation, Mr. Carlson, takes great care to guarantee that all staff members to be evaluated understand the process; all new staff members are given in-service in P.E.P. and writing P.O.'s and the school system has P.E.P. consultants who are on call to teachers to help them with the P.E.P.

Each teacher to be evaluated receives a packet of P.E.P. Manual and Appendices, to be discussed with the evaluator; I have been given the task of preparing these P.E.P. packets, and the task is quite lengthy because the number of packets needed is about six hundred. I am also responsible for making sure that each principal receives a correct list of the teachers to be evaluated for the 1976-77 school year. This requires moving teachers from a list of first year probationary to second year probationary, second year probationary to first year tenure, and so on. This list must also take into account the last year that each teacher was evaluated; teachers last evaluated in 1973-1974 must again
be evaluated, along with any other teachers that the principal or other evaluator wishes to evaluate, since the principal has the right to evaluate a teacher every year if he or she so desires.

After the lists are complete for second year probationary and tenure teachers, I must check with personnel to determine how many staff members in each building have transferred, resigned, taken a leave of absence, etc., and how many new teachers have been hired. As I stated before, the job is quite tiring and repetitious, but it must be done, and done correctly.
APPENDIX C

PRECIS OF "IN PURSUIT OF EXCELLENCE"
"In Pursuit of Excellence" is the title of a booklet prepared by the Grand Rapids Public Schools to list the many and varied alternative programs which exist within the school system. The booklet deals with programs which are federally and state mandated and/or financed, and also those programs developed by the Grand Rapids Public Schools to meet the needs of those who were not being well-served by the traditional curriculum. The following paragraphs will list the alternative programs generated within the school system, not because of federal or state guidelines, but because school personnel had the wisdom to perceive shortcomings in the educational program, and the concern for others to develop programs to alleviate the shortcomings.

Sweet Street Academy is an elementary school program that was designed to help students experiencing difficulty in the traditional school setting. The instructional program is highly individualized, and stresses the development of self concept.

The Performing Arts program is designed to enable fifth and sixth grade students to explore such roles as writer, producer, set designer, actor, and dancer. Students spend half of one day per week at the Oakleigh Community Arts Center.

The Sixth Grade Environmental Studies program is housed at C. A. Frost Elementary School and at John Ball Park, and serves approximately one hundred twenty-five talented students. Aside from the traditional subject matter, these students learn about the
many environmental problems confronting our world, and alternative strategies to combat these problems.

Street Academy is a secondary program for students who are alienated from the traditional school setting, and subjects are taught on an individual basis. The program leads to high school graduation, and stresses helping the students to exhibit socially acceptable behavior. The program, of course, is voluntary.

City High School is designed for the responsible, well-motivated student, and includes all subject matter which is taught in traditional high schools in the school system; City High School is unusual in that students are encouraged and expected to utilize the surrounding community as a learning resource. Students are involved in internships, in which they may work for as much as two years, in an area of work identified as being worthwhile to the student or the community, and hopefully to both.

Educational Park is designed to serve public and non-public school students, elementary and secondary, with classes which would be unavailable at individual schools because of the small number of students indicating interest or the cost of materials and equipment for such classes. Interested students are transported to sites in the Grand Rapids area where the classes are taught. Two of the more interesting classes are: (a) Study With a Master program, in which talented musical students have the opportunity to study their specialty, voice or instrument, on an individual or small group basis; and (b) Middle-Junior School Enrichment program, in which about four hundred fifty selected seventh and eighth grade students study ad-
vanced areas of science, mathematics, and humanities.

Walbridge Academy is designed for students in grades six through twelve who elect to attend the school. All instruction is individualized and students work on material which is appropriate for them. Walbridge Academy is a fully functioning high school and each year graduates students who have completed the graduation requirements of the Grand Rapids Public Schools.

The Center for World Studies is for motivated tenth, eleventh, and twelfth grade students from the high schools in the school system. The students spend one hour per day at the school, and learn to resolve international conflicts and disagreements in ways other than military confrontation. Some students may also elect to spend an additional hour per day in the program, in a discussion-oriented class which focuses on current global problems and issues.

Park School is designed for pregnant students through grade twelve, and serves the needs of eighteen school districts in Kent County. Aside from the stress put on completing the requirements for graduation, the students are also given instructional and service opportunities related to their pregnancies.

The Juvenile Ombudsman program is designed to help students referred by school personnel and the juvenile court, as well as students who feel they need help in order to solve personal, family, or school problems.

The programs listed above, as well as those found in most other school districts, indicate a sensitivity of the school system personnel to the needs of the students of the school system, and a
commitment to answer these needs with special programs.