East Grand Rapids Public School District Major Internship

MacEachran

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EAST GRAND RAPIDS PUBLIC SCHOOL DISTRICT
MAJOR INTERNSHIP

by

Robert G. MacEachran

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

In the course of this internship and during my educational studies at Western Michigan University, I have been appreciative of the encouragement, advice, and constructive criticism of many fine people. I would like to thank Dr. Rodney W. Roth, my advisor, and his staff in the Educational Leadership department for their wisdom and guidance in creating many valuable and stimulating experiences. My deep gratitude must be extended to Dr. George J. Woons and the staff at East Grand Rapids for making my internship a meaningful and rewarding experience. I would like to thank Dr. Richard I. Hendra, Superintendent of Comstock Park Public Schools, for his encouragement and advice as well as his flexibility in allowing me to adjust my work schedule at Comstock Park to fit the time period for the internship. A special appreciation is extended to my wife and family whose support, patience, understanding, and love make all things possible.

Robert G. MacEachran
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MAJOR INTERNSHIP.

Western Michigan University, Ed.S., 1976
Education, administration

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INTRODUCTION

The internship in the East Grand Rapids Public School District was designed to provide a wide variety of informative and administrative experiences during the summer of 1976.

The intern was especially interested in the role of the Assistant Superintendent for Instruction. In the East Grand Rapids system he is responsible for coordinating the instructional program K-12, chairing the Instructional Council, coordinating special teachers, coordinating the A-V and testing programs, overseeing the federal assistance programs, supervising pupil personnel services including school census, child accounting, maintenance and storage of cumulative records and the official membership count. Coordination of the instructional program includes selection of textbooks and other instructional materials and responsibility for in-service training programs. Instructional personnel duties include hiring, firing, transfers, promotions, and demotions in cooperation with the building principals and superintendent.

The intern was exposed in varying degrees to each of the above listed responsibilities. While the six week time period was too short to become an expert in each area, the intern was able to attain a good overview of the position's responsibilities. In addition the intern was able to develop files of materials and forms that will be helpful in his present and future positions. Special Education, elementary reading, and athletic administration were specific areas of improvement.
PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

SPONSORING ORGANIZATION: East Grand Rapids Public Schools

FIELD SUPERVISOR: Dr. George J. Woons, Assistant Superintendent for Curriculum and Instruction

UNIVERSITY ADVISOR: Dr. Rodney Roth, Western Michigan University

DURATION: Six weeks commencing June 14 and terminating July 23

RATIONALE:

For the past year I have been the Assistant High School Principal and Athletic Director for the Comstock Park Public School System. The year has been exciting, challenging, rewarding, and frustrating. There has been so much to learn technically, so much to do physically and so many demands emotionally. I look forward to this summer as a time to pause and reflect on what has happened during the past year and to gear up for a more organized, systematic approach for the coming year. With this in mind, I have chosen the internship over the project because I feel that I can benefit from the multiple experiences available in an internship over the narrower focus of a project.

In a small (Class C) school system each administrator has a wider area of responsibility and is depended upon to have an input in most of the areas of the school system's operation. I have been a junior and senior high math teacher for ten years, a coach, and advisor for numerous clubs and organizations. I have been involved with many aspects of education through committee and community
organizations. Despite an active and varied background, a number of situations would arise in our Management Team meetings where I felt less than adequate in discussing and voting on the topic under consideration. Because of our team concept and consensus decision making approach, I would like to increase my knowledge and awareness in several areas, especially elementary reading and Special Education.

I stepped into this job only two weeks before school began in the fall. There was a lack of organization in many of the areas that I was responsible for. Policies, guidelines, procedures, and forms were lacking. The ensuing year was spent trying to create some organization and develop policies, guidelines, procedures, and forms as the need arose. A top priority for this coming year is to review and evaluate that which was developed and make the necessary adjustments and improvements. During my internship, I want to spend time going over the forms, procedures, guidelines, and policies of East Grand Rapids with a view toward improving those used at Comstock Park this fall.
### PROJECTED NATURE OF INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>CONCEPTUAL</strong></td>
<td>The intern will-</td>
<td>The intern will be able-</td>
</tr>
<tr>
<td>1. To <strong>examine</strong> the central administrative structure in a larger school district.</td>
<td><strong>attend</strong> administrative council meetings;</td>
<td>to <strong>discuss</strong> the central administrative structure of East Grand Rapids;</td>
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<td></td>
<td><strong>attend</strong> board meetings;</td>
<td>to <strong>compare and contrast</strong> the EGR structure with the smaller district of Comstock Park.</td>
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<td></td>
<td><strong>attend</strong> staff meetings;</td>
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<td></td>
<td><strong>interact</strong> with various staff members;</td>
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<td></td>
<td><strong>observe</strong> the daily working relationships.</td>
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<tr>
<td>2. To <strong>acquire</strong> knowledge in the area of Special Education.</td>
<td><strong>read</strong> available materials;</td>
<td>to <strong>discuss</strong> the procedures a district must follow to place a child in a Special Education program;</td>
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<td></td>
<td><strong>attend</strong> available meetings involving Special Education;</td>
<td>to <strong>define</strong> the Special Education classifications;</td>
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<td></td>
<td><strong>discuss</strong> Special Education with knowledgeable individuals.</td>
<td>to <strong>compile</strong> a reference file on Special Education that will be of future value.</td>
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<tr>
<td>3. To <strong>acquire</strong> knowledge in the area of Elementary Reading.</td>
<td><strong>attend</strong> meetings and workshops involved with elementary reading;</td>
<td>to <strong>compile</strong> a file of materials on elementary reading;</td>
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<td><strong>discuss</strong> reading with knowledgeable persons;</td>
<td>to <strong>identify</strong> the main components of a good reading program.</td>
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<td><strong>read</strong> available materials in this area.</td>
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<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
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<td><strong>B. HUMAN</strong></td>
<td>The intern will-</td>
<td>The intern will be able-</td>
</tr>
<tr>
<td>1. To analyze line and staff relations within the school system and to observe the group processes in board, administrative and staff meetings.</td>
<td>attend curriculum council meetings, board meetings, and staff meetings; to discuss the role and expectations of each position in the administrative structure with each member of the administrative team.</td>
<td>to describe the line and staff relations in the EGR system; to discuss the effectiveness of the group processes as observed; to compare and contrast the roles and expectations of each administrator as seen by himself and through the eyes of others.</td>
</tr>
<tr>
<td>2. To observe leadership techniques.</td>
<td>discuss leadership style and techniques with administrative staff.</td>
<td>to discuss leadership style and techniques and evaluate the effectiveness of each.</td>
</tr>
<tr>
<td><strong>C. TECHNICAL</strong></td>
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<td></td>
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<tr>
<td>1. To review the policies, procedures, forms and materials of East Grand Rapids Schools.</td>
<td>examine and analyze the policies, procedures, forms and materials of EGR; discuss the policies, procedures, forms, and materials with administrators and staff.</td>
<td>to compare the policies, procedures, forms and materials of EGR to those of Comstock Park; to construct improved policies, procedures, forms, and materials in both districts where possible; to compile a file of materials that will assist me in the areas of attendance, personnel, athletics, open-</td>
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<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
<td>TERMINAL SKILLS</td>
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<td>C. TECHNICAL (con't)</td>
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<td>ing and closing of school.</td>
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2. To perform
services of
value to the
sponsoring
district,

- prepare reports;
- develop forms and guidelines;
- write articles;
- assist in personnel procurement.

- to produce prepared reports;
- to produce developed forms and guidelines;
- to present written articles;
- to cite instances of assistance given in personnel procurement.
MONDAY, MAY 17

I attended this month's meeting of the East Grand Rapids Instructional Council. This was their final meeting of the year and I wanted to observe its operational format. The Instructional Council consists of four teacher association members, four members appointed by the superintendent, and two members appointed by the P.T.A. president. Almost all curriculum matters are channeled through this organization. The Instructional Council saves valuable board time by reviewing proposals before they get to the board level. Rarely does the school board reject an Instructional Council recommendation. The Instructional Council is an effective group to receive and review the many special requests and concerns of community groups and individuals. This evening's meeting was largely devoted to receiving the final recommendation on a systems management approach for elementary reading. The recommendation was for the Wisconsin Design reading program. Also established at this meeting were the subcommittees of the Instructional Council for the 1976-77 school year. These subcommittees are staffed largely by teachers with usually one administrative representative and student or community members on those subcommittees where their input could be of value.

TUESDAY, MAY 18

An all day inservice program introducing the Wisconsin Design system to representative staff from each building was held. I was able
to attend for the day and I was really fascinated. My son just finished the first grade and it was amazing how fast he learned to read. I had very limited knowledge of what is taught at the early elementary levels and I was very interested in the techniques used and skills taught. The breakdown into various components and skill areas made sense. The inservice resource person brought in by the Wisconsin Design people was a practicing teacher and she did an excellent job introducing the concept of a management system, its philosophy, and many alternative ways of using the system in the classroom. The materials would appear to be a valuable supplement to the existing programs. They would provide an organized way of assuring that the students were attaining the necessary skills without taking a large amount of time out of the normal day. The teachers were generally enthusiastic, especially as the resource person had several games that we played with the actual materials. this reduced the fear of the new materials as we learned how to use them. It was a very interesting day.

TUESDAY, JUNE 15

One of the biggest projects that I will be dealing with is the compilation of the testing scores for the grades 1 through 8 for the years 1964-1976. The end result should be compact, easy to read and understand, and present an accurate picture of the East Grand Rapids educational program as measured by these tests. The tests used were the Metropolitan Achievement Tests in grades 1 and 2, the Iowa Tests of Basic Skills in grades 3 through 8, and the California Tests of Mental Maturity. I spent most of the day going through the instructor's manuals, the actual tests given, and the reported results.
I attended a meeting during the afternoon with Dr. George J. Woons at the Kent Intermediate offices. The meeting was to set up a several day workshop dealing with the education of gifted children. A great deal of time was spent on technical details of the workshop which could have been better handled in a small committee prior to the meeting of the large committee.

WEDNESDAY, JUNE 16

In the morning Dr. Woons took me down to the curriculum room, explained what materials were kept there and showed me how they could be located. I spent most of the morning familiarizing myself with the files and materials.

I was invited to sit in on the elementary principals' staff meeting in the afternoon. This was a lengthy, rather tedious session, but a necessary one. Subjects covered were the opening of school information letter, assignment of special teachers, review of the Iowa Test scores, and review of the general information booklet for elementary teachers.

THURSDAY, JUNE 17

I spent most of the day beginning to compile and record the test score information mentioned earlier. The information should be reported for the entire system as well as by individual building. The actual paperwork is staggering.

In the afternoon I was saved for a while by attending a Kent Intermediate School District meeting on Special Education with the Assistant Superintendent, James Brouwer. This meeting was quite an emotional one as the individual districts have recently decided to
hire their own Special Education people rather than go through the intermediate district. Spiraling costs, questionable lines of authority and control, and an inordinate amount of time spent by the teachers at the Kent Intermediate office instead of in the assigned districts led to the decision. This meeting was for the purpose of making some decisions on the dispersal of equipment and staff. Many of the terms used and procedures talked about were unfamiliar to me. I wish I knew more about the area of Special Education and I will make a point to do so during this internship.

**FRIDAY, JUNE 18**

All day was spent compiling and recording the test scores. The completed first draft is now ready for typing. I sure am glad I don't have to type all those columns of figures.

**MONDAY, JUNE 21**

Most of today was spent in a negotiation session between the superintendent and the rest of the administrators at Comstock Park. The Comstock Park Board of Education has given the superintendent the task of negotiating the administrative contracts this year. The board's efforts a year ago resulted in a number of negative feelings and a lawsuit that is still pending. The administrators earlier defeated a proposal to form a formal bargaining unit through the Michigan Employment Relations Commission in favor of trying to reach an agreement through an informal consensus approach as a team with the superintendent. This rather unique approach has had its problems but appears to be gaining ground. A basic format involving factors such
as the position title, weeks worked, academic preparation, and a per­formance factor has been established. Some problem still exists as to what the base factor should be. The original proposed base was the maximum teacher step but this was rejected by the board because some of the administrators sit on the board negotiating team and while negotiating for the board would in fact be negotiating for themselves. New proposals center around the use of the average salary figures for elementary principals in Kent County as the base.

TUESDAY, JUNE 22

Most of the morning was taken up with an Administrative Council meeting. This was somewhat of an event as it was the final Administrative Council meeting under the direction of retiring superintendent, George Rumitch. His crisp style and attention to detail is amazing. Nothing escapes his scrutiny. The major items covered were (1) opening of school information and procedures and (2) school board-administration relations. The former item was time consuming and tedious but the latter item was hot and furious. Problems were being perceived by a couple of the administrators because of the involvement of one of the board members in some internal matters that the administrators felt should be handled at the administrative level. From my point of view it appeared to be an overreaction by the administrators and could best be worked out by an open discussion of the perceived problem at a board-administration work session. This approach was the one finally settled on.

In the afternoon I began to work on a second major project. Over
the years textbook changes and material requests had been coming to
the school system's Instructional Council in various forms without
any real standardized procedure other than minor directives that
are lost after a short period of time. My task is to develop a set
of guidelines and procedures to be followed along with some forms
that will be easy to use by the presenters and contain the needed
information for the recipients. I began by reviewing various forms
and directives that East Grand Rapids had used at times in the past.
As I read I jotted down key ideas and concepts.

WEDNESDAY, JUNE 23

Dr. Woons had sent for information and materials on textbook
selection from several schools that he knew had rather complete
guidelines and procedures. The last of these materials arrived
today and I spent considerable time going through them. By adding
to the notes taken from the East Grand Rapids' materials, I began
to put together an outline of what is needed.

THURSDAY, JUNE 24

I completed the outline that was started yesterday and developed
a set of guidelines and instructions for the situation here at East
Grand Rapids. I also completed the forms to be used throughout the
various steps in securing approval. It is quite compact (one page)
but gives all of the main information that will be needed.

In the afternoon I met at some length with Dr. Woons and Mr.
Brouwer regarding personnel matters, Special Education, and Co-op
purchasing.
FRIDAY, JUNE 25

I worked most of the day on the one main uncompleted area of the textbook selection project. That area was the development of a set of forms for persons to use while doing the actual reviewing of the texts. By the end of the day the completed first draft of the entire project was ready for typing.

MONDAY, JUNE 28

I attended a morning meeting with Dr. Woons, the High School Principal, the Director of Guidance, and the High School Assistant Principal regarding a student attitude survey request. Because of the suburban, upper middle class nature of the East Grand Rapids School District, a number of requests are made to survey various aspects of the school program. In the absence of any formal policy this group of administrators was meeting to determine their response to this request.

The survey dealt with student attitudes toward school, home, community, and self with an emphasis on the relationship of these factors to drugs, alcohol and petty theft. The request was to survey 100 ninth graders, 100 tenth graders and 100 eleventh graders. An initial request was returned to the senders for more information including rationale, goals and objectives of the survey, instrument validity, reasons for choosing East Grand Rapids, confidentiality of the resulting report, and the value to the district if it took part. A letter of response was received answering the above questions. The concerns of the administrators were:
(1) the quality of the survey. Some of the questions were ambiguous and included a number of unqualified or undefined terms.

(2) repetition of information. Three other surveys covering most of the same information had been conducted in the system during the past four years.

(3) lack of follow-up value. The survey would be mainly information gathering. There were no plans set forth that would provide the district with any perscriptive programs to address any problem areas that might be identified through the survey.

The group appeared to have little enthusiasm toward taking part in the survey. They will hold on a decision until the new superintendent takes office and then jointly decide whether to make the decision administratively or to make a recommendation to the school board and let the board make the final decision.

I spent several hours reading materials on the development of performance objectives. While I feel that I have made use of this technique on many occasions, I would like to become more proficient in its use so that the process is more automatic than forced.

**TUESDAY, JUNE 29**

As a response to an earlier concern expressed after attending the June 17 Special Education meeting, I have begun looking through Dr. Woons' file on Special Education. As I begin to read through this material, I get a better feeling for the procedures discussed
at the meeting and a better understanding of the categories and initials that were tossed around. To absorb all this information will probably take a while, but at least I now know where I can go to get the information on procedures, programs, qualifications, financing, and planning.

I met with Dr. Woons to go over the first draft of the textbook guidelines and forms. We discussed the various sections, made some small adjustments to bring some of the steps more in line with present procedure, and now have the materials ready to be processed. A copy of the completed guidelines can be found in Appendix A.

I sat in on a meeting with Dr. Woons and the President of the East Grand Rapids Education Association to discuss some minor revisions in the school calendar and to get the president's input regarding any problems that this might entail before presenting the changes for board approval.

The afternoon was taken up with a meeting of all reading teachers, the elementary principal responsible for reading coordination, and Dr. Woons to order materials for the implementation of the Wisconsin Design reading program.

WEDNESDAY, JUNE 30

I had a discussion with the Business Manager regarding a suit filed by three female teachers involving alleged discrimination in the district's procedure of not allowing double insurance coverage if the spouse's policy covers the insured also. We later became involved in a discussion of the need for documentation and action in
cases involving personnel problems.

I continued reading in the area of Special Education. I read a state code book\textsuperscript{1} which defined terms, stated the procedures to be followed, records to be kept, general rules of administering programs and services, describes the programs to be offered, outlines the qualifications of personnel, methods of finance, and Intermediate School District Plan outlines.

I also read through a publication\textsuperscript{2} which outlined step by step the procedures each school district must follow in implementing a Special Education program. Included were sample forms for each step that requires written documentation or notification.

I read a paper\textsuperscript{3} written by M.S. Kaplan, Ph.D. who was the Director of Psychological Services in the Lansing Public Schools. The author described certain types of unacceptable behavior and tried to get the reader to look beyond the outward symptoms to the underlying causes and messages. If the instructor can understand what is behind the external manifestations, then he can respond to the child in a way that is more meaningful and that speaks to


\textsuperscript{3}Kaplan, M.S., Unacceptable Classroom Behavior. Publication distributed by Psychological Services, Lansing Public Schools, Lansing, Michigan, July 1, 1965.
the real problem rather than its symptoms. Special emphasis was placed on "game playing" with well programmed moves developed over time by the child and the instructor. Important to correction of this behavior is the ability of the instructor to recognize these patterns of behavior, to be able to act in a different manner, and to work with the child in discovering and developing alternative ways of behaving.

THURSDAY, JULY 1

I spent the morning sitting in on a pair of interviews with candidates for a second grade teaching position. The first young woman was just out of college and at somewhat of a disadvantage as East Grand Rapids usually prefers teachers with some experience because of community desire for well trained staff. However this candidate came highly recommended. She had a very engaging personality that was almost unreal. She has tremendous potential as she is very creative and humanistic. The other candidate had four years experience and was very structured in her approach to teaching. Following the interviews we (an elementary principal, Dr. Woons, and myself) each gave our impressions of the candidates. A need was evident to get further information on the first candidate to see if she measured up to her impression and evaluations. I called four of the people on her list of references and received even better reports from them.

From the experiences of interviewing and checking references, it is very obvious that recommendations written in a candidate's credentials are to be viewed skeptically until verified. If the
recommendation is neutral or gives very little in the way of help, it probably indicates a weak candidate. Strong, straightforward language or unusual enthusiasm is a good indication of a strong candidate.

The printout of the test score data came back for final approval before being sent out to be printed. I met with Dr. Woons to go over the information contained therein. I had made notes indicating places where significant change had taken place. We discussed possible reasons for the changes and prepared for potential questions and concerns.

Most of the scores were quite stable and the percentiles ranged from the high 80's to mid 90's. We considered percentile changes of 4 or more percentile to be worth investigating. Of particular positive notice were the scores of the Woodcliff Elementary School. This school received strong community criticism for several years because of its program. The principal during this time is no longer with the system and a new principal was appointed during the summer of 1975. Woodcliff's test scores for 1975-76 were the best of any of the system's elementary schools. Wealthy Elementary's scores also rose but still have some "weak" areas especially in mathematics. "Weak" in this district means percentiles in the high 50's or 60's. Wealthy's reading scores improved significantly and because of this improvement, some of the emphasis in the Title I program will shift from reading to mathematics.

A very large drop in the mathematics and science scores in
two classrooms are probably due to teacher weaknesses in these areas. Special attention and assistance will be given to improve these teachers. The teachers receiving these students will be alerted to the students' areas of weakness and hopefully will be able to strengthen these areas.

FRIDAY, JULY 2

The testing report needed a cover and as a result I became acquainted with some of the materials in the Graphic Arts and Printing Room. Using rub-on letters and a T-square I made a neat cover that I am proud of. That type of work should be good therapy for administrators when things get hectic.

The reading teachers brought in several tests that can be used to check for the readability of textbooks and materials. The tests are the SMOG, Flesch, and Fry. The SMOG test uses three random samples of ten sentences each. The user counts the number of words having three or more syllables in the thirty sentences, calculates the square root of the total, and adds 3 to the resulting square root to arrive at the readability level. The Flesch and Fry tests both use random samples of 100 words and the total number of syllables in those 100 words. The Flesch test uses the average number of words per sentence from the sample, while the Fry test uses the average number of sentences per 100 words. Both tests then refer the user to a chart where the user plots the number of syllables and the average number of words per sentence, or the average number of sentences (Fry) to determine the level of
readability from the chart.

I reviewed the Board of Education minutes for mistakes or corrections and reviewed the Kent County report on the Distribution of ESEA Title I Eligibles.

A complaint came in from the East Grand Rapids Education Association over job posting procedures during the summer months. Dr. Woons and I discussed the possible alternatives in dealing with the complaint.

The young woman interviewed yesterday was offered a contract and invited in to sign the contract. I was able to sit in on the hiring conference and follow through with the Business Office.

The Athletic Director, M. James Kerwin, stopped in and I had an opportunity to discuss supply and equipment procedures, bids, and relations with suppliers.

**Tuesday, July 6**

Special teacher schedules needed to be prepared listing the teacher, the area of assignment, the building(s), and times they would be working. I didn't realize how complicated these things can get, especially when more than one building is involved.

Several requests for transfer were received from parents wanting their children to attend a different elementary school from the one assigned to them. This is an administrative decision at East Grand Rapids and is usually granted upon request dependent on class sizes at each of the involved schools and the reasonableness of the request. Dr. Woons and I reviewed the requests,
discussed their reasonableness, and checked the enrollments of the classes involved. A letter was then drafted informing the parents of the action taken.

A request was made on behalf of a student residing in another school district to attend East Grand Rapids schools on a tuition basis. This is a school board decision and was placed on the agenda for the next board meeting.

Information was filled out in each school building in the spring regarding the Elementary and Secondary School Civil Rights Survey. I was asked to compile all of the individual reports and fill out the system-wide report. What a frustrating experience! Each building report contained obvious mistakes that could have been easily caught if the building administrator had taken the time to double check his report before sending it over. I had to try to reach each administrator (most were on vacation) to verify or correct information. Seen from opposing viewpoints this problem is a difficult one to handle. The central administrator views such forms as a necessary task that must be done carefully and accurately. If it is not done with care and accuracy, it makes double work for the central office personnel as well as creating a potential legal problem if incorrect information is given. The building administrator views it as another piece of busy work that takes time away from his regular tasks. This could result in the building report being made out by a secretary which is not all bad if it is checked over before being sent back. All too frequently the double check is not made and problems result.
I sat in on another teacher candidate interview and post-interview evaluation session.

An article was requested by the local paper on a pre-school program held by the district during May. I was given the pre-school program file to read through and make a draft of an article for the paper. After reading through the materials and roughing out an outline I talked with Dr. Woons and called the program's chairperson to fill in the missing information.

**WEDNESDAY, JULY 7**

I completed the pre-school program article and finally made the final contacts on the Civil Rights Survey. I then completed the compilation of the survey for the district.

I went on a tour with Dr. Woons to examine the progress being made on improvements to the football field surface and bleachers. The athletic director was there and we discussed the financial costs and procedures that were used in the project.

We next went to one of the elementary playgrounds where improvements were being made largely through the work of parents and community volunteers.

I prepared a letter to be sent to the East Grand Rapids staff in September regarding the ten curriculum committees that were approved for the 1976-77 school year by the Instructional Council. (See Appendix B) It is an important aspect of the East Grand Rapids system that its staff be very involved in the evaluation of its programs and in making recommendations for their improvements. I
was able to go back into the Graphic Arts room for awhile to prepare some new graphs and charts for the textbook readability materials.

THURSDAY, JULY 8

I conducted an interview with a candidate for a teaching and coaching position. A discussion was held following the interview regarding the procedure to be followed in making a series of interlocking changes involving members of the football coaching staff. Questions concerned the 15 day period for posting a position and how to get around the shuffling that could take up to 60 days if each person's advancement needed to be finalized before his previous position could be posted. The best solution appeared to be to have a resignation from each coach so that all positions could be posted at once and then a submission of a letter of application for the newly posted positions. This would mean that all positions could be filled at once following a single 15 day posting period.

I read two articles by Dr. Richard W. Redfearn, a professor with the Department of Biomechanics of the College of Osteopathic Medicine, Michigan State University. The articles dealt with health care and medical aspects of high school athletics


and provided a background for a letter that I subsequently prepared on athletic physicals to be sent out to all students and parents in early August. (See Appendix C).

New materials came in regarding Title IX and I spent considerable time going through them. An interesting inclusion was a series of 70 questions and answers that were submitted during a recent state conference on athletics and Title IX.

FRIDAY, JULY 9

One of the curriculum committees for the coming year will be reviewing the K-12 testing program. I spent several hours sorting materials that will be useful to that committee. I prepared a summary sheet briefly describing each test, the age level(s), whether the test was norm or criteria referenced, time to administer, and whether the test was an aptitude, intelligence, or interest test.

We held an interview for a reading teacher candidate but did not make any follow-up calls as she was rather weak in diagnostic knowledge and skills.

Dr. Woons and I went to a luncheon meeting with Dr. George Jacobs, Region Special Education Director. We discussed the decentralization occurring in the Kent Intermediate School District and the resulting advantages as well as the disadvantages. Most of the disadvantages appear to be short term and of a technical or logistical nature that while a problem now, once worked out will probably not be recurring. These problems center around equipment distribution,
access to materials, office space in local districts, and placement on the salary schedule of the local district.

In the afternoon an interview was held with a School Psychologist candidate. We had made some pre-interview calls which were highly favorable. The candidate was strong in the interview and was hired on the spot following two additional reference verifications.

The job description file for teacher and office aides was rather out of date. I was asked to find out what aide positions East Grand Rapids presently has, review the job descriptions that were there, and make new descriptions for those missing. Not too bad a job, I thought. However, twelve different classifications were discovered but only four job descriptions were found. These four were three years old and in four different formats. I called several area districts and requested examples of their job descriptions for aide positions.

**MONDAY, JULY 12**

I received the requested job descriptions from area districts. I developed a standard format for the twelve positions by putting together that information with input from the building principals and recommendations from the state. I was able to rewrite the outdated four in the new format using the updated information from the building principals. The other eight were more difficult as I have had little contact with the positions. First drafts have now been written and sent to the building principals and other supervisors for review prior to inclusion in the district's file.
Copies of these job descriptions can be found in Appendix D.

We interviewed a candidate for one of the open reading positions. She was a nice lady but definitely not strong technically nor personally. We reviewed the file of applications and I made calls to set up further interviews for that position. I made some preliminary calls on two of the more promising candidates.

I attended two board meetings this evening. I first went to the Comstock Park Board of Education meeting as I had several coaching changes that needed board approval. I came over to the East Grand Rapids Board of Education meeting to help with the test score report and personnel reports. There is quite a contrast in quality and style between the two boards. The East Grand Rapids Board is more formal with a greater degree of knowledge and expertise, and has a better understanding of the division between management and policy. They allow the administration to make most of the management decisions whereas the Comstock Park Board tends to get into areas that they should leave to the administrators.

**TUESDAY, JULY 13**

Three reading teacher candidates were scheduled for today. The two open positions are half-day positions at two different schools - one at Wealthy Elementary where Dr. Marilyn VanValkenburgh is Principal and one at St. Stephan's where Dominic Mattone is Principal. St. Stephan's is a parochial school in East Grand Rapids' attendance area and the system must supply the reading teacher for that school. A pre-interview conference was held with
Dr. Woons, Dr. VanValkenburgh, Mr. Mattone, and myself to explore the possibility of creating a full time position out of two half-time positions. While it could result in a decrease in flexibility, it was agreed that if an outstanding person could be found, the positions could be combined. We then spent most of the day interviewing with mixed results. I made a number of follow-up calls on the most promising candidate and set up a second interview for the next morning with the East Grand Rapids' Reading Coordinator.

At the East Grand Rapids Board meeting last night, a request was made for further information on the testing results. One board member wanted to see a frequency distribution with standard deviations or stanines shown. I began to gather that information.

WEDNESDAY, JULY 11

I prepared the frequency distribution information on the Metropolitan Achievement Tests and began work on the Iowa Test of Basic Skills.

A follow-up interview was held with the most promising reading candidate from Tuesday's interviews. I made several more calls that resulted in positive comments and a verbal offer was made to one candidate for the half-time position at St. Stephan's. The possibility of expansion to a full time position still exists but Dr. VanValkenburgh would like to see if a stronger person could be found for the half-time position at Wealthy.

I attended a monthly Safety Committee meeting. Reports on
all accidents were received from each building detailing how they occurred and how they might have been prevented. Building condition reports were turned in and discussed. Maintenance and transportation supervisors are included on the committee.

An informal discussion developed following the meeting on administrative salaries, negotiations, and evaluations. Pros and cons of forming administrative bargaining units were discussed from different perspectives. The evaluation forms used by East Grand Rapids were brought out and shared with Dr. Jean McGrew, the new East Grand Rapids Superintendent.

THURSDAY, JULY 15

I continued reading in the area of Special Education with an article\(^1\) that gave mandatory and suggested guidelines for E.I. and L.D. classrooms. I also read through a summary\(^2\) of Michigan laws on school curriculum.

A meeting was held to review the vacant teaching positions and see where we stood with the candidates we had interviewed and what was revealed in the follow-up calls that I had made. A discussion ensued dealing with ideas to "renew" teachers. Individuals and groups of teachers were discussed and various proposals were brainstormed on how best to work on renewal with these teachers.


A luncheon work meeting was held with Dr. Woons, Dr. McGrew, and myself. Discussions were held on line and staff organization, complete autonomy versus functional autonomy, Kent Skill Centers, and Special Education.

An interview was held with a Vietnamese woman for an Elementary French teaching position. The program involves after school classes in conversational French designed to stimulate interest in foreign languages on an informal bases. Similar classes are held in Spanish. The Vietnamese woman was interesting, but her English was hard to understand and she would have difficulties communicating with the children.

I spent the remainder of the afternoon reading through the formal plans\(^1\) of the Kent Intermediate School District for the past two years in Special Education.

**FRIDAY, JULY 16**

I finally had a chance to get back to the testing work. I spent most of the day working on frequency distributions, standard deviations and highlighting areas of concern in the results of the Metros and Iowas.

Dr. McGrew, Dr. Woons, and myself met to go over the contract between the East Grand Rapids Board and the East Grand Rapids Education Association.

\(^1\)Deal, Albert L. (Superintendent), Plan for Special Education Services for the Kent Intermediate School District. 1974-75 and 1975-76.
I made six follow-up calls on teacher candidates that we had interviewed. Four of these were related to the half-time reading person to whom we had made the verbal commitment. We received the first negative feedback from an unexpected source. In checking it through we received further verification which could create a problem.

We interviewed two more candidates for the Elementary French position and hired one of them on the spot.

A lengthy discussion was held during the afternoon coffee break with administrative staff and office staff on the effects of divorce on children in school. Several office staff were divorced and contributed significantly during the coffee break extension granted by Dr. McGrew. There appears to be a warmer more informal atmosphere this week since Dr. McGrew has assumed his position.

**MONDAY, JULY 19**

Dr. Woons is on vacation this week and in his absence I have been given increased responsibilities to act in his name. I am not sure I feel all that comfortable in doing so, but I appreciate his and Dr. McGrew's confidence in me.

We still have the reading positions open and I again screened the candidate file and set up two more interviews.

A sticky problem came up regarding our hiring of a teacher candidate. I received a call from the principal of the school where she had been teaching for the past year. He stated that the superintendent had some strong feelings about releasing her from her...
obligations there. I contacted Dr. Woons and discussed the situation with him. Permission was given to follow through on the matter, which I proceeded to do. I contacted the candidate and learned that she had not signed a contract with her district inasmuch as they were still in negotiations. She had been pink slipped at the time we interviewed her although she has since received a letter calling her back. I called the superintendent to find out his objections directly. His concern was over the large turnover (3 of 7 teachers) in this person's building and would like to request that we hold off hiring her this year. I explained our situation and the person's desire to teach at her alma mater along with the fact that she had a drive of an hour one way to their system. Another consideration was that we have a very low turnover of staff here and there may not be an opening a year from now. A productive discussion was held resulting in our probable offer of a contract to the woman and his statement that we would be getting an excellent teacher and there would be no problem of their releasing her. The young woman came in and I went through the paper work and orientation interview with her. This was a neat experience as she was a former mathematics student of mine at East Grand Rapids and was now being signed to a Title I mathematics position.

I held three interviews with candidates for the half-time reading positions in the afternoon and wrote up summaries and recommendations for further action. I was asked to review the board minutes for accuracy, and handled a board member's request
for information. The apprehension felt this morning has quickly disappeared. I could grow to like this job!

TUESDAY, JULY 20

I spent most of the day working with the athletic director, James Kerwin. In the morning we went over his athletic budget. He showed me the rationale for his division of accounts and I explained the way I divided mine at Comstock Park. I think we both will make some changes as a result. I accompanied Jim to a luncheon work meeting he had scheduled with one of the sporting goods salesmen. This company had the second lowest bid on Winter and Spring sports equipment but was chosen over the lowest bidder because of better service. We went over the entire order making additions and deletions based on need and budgetary considerations. When we returned I helped to transfer the order into the books by sport and budget category. We also had to code each item ordered for the business office so the proper accounts could be credited. I think the method I use at Comstock Park of a separate purchase order for each sport is a better method and would save time and effort. It uses up a few more forms but is much clearer and likely to result in fewer errors.

I went back to the office and reviewed the applications that came in today for the reading positions. I called Dr. VanValkenburgh and we met to discuss the more promising candidates and to set up some possible interview plans.
WEDNESDAY, JULY 21

One of the curriculum committees for the coming year is concerned with the Gifted and Talented. Earlier this year Dr. Woons had sent for various materials that might help this committee. Quite a stack of these materials have arrived and been put aside. I spent most of the day sorting and reading most of the material. I have made notations on what the various publications contain and their possible value to the committee.

I feel that an important area of public relations is the "Dear John" notification to applicants that a position is not available or has been filled. Some of the forms used by the system for that purpose did not seem to me to reflect a warmth and appreciation for the time candidates spent in filling out applications and interviewing. I took some time and made out two new forms that were more reflective of that feeling. (See Appendix E).

I reviewed some more reading applications and attached comments and recommendations for Dr. Van Valkenburgh. I met late in the afternoon with her to see where we stood on interviews.

THURSDAY, JULY 22

Today was scavenger day. I went through the files to see what policies, procedures, forms, and other materials I could find that would be of value to me now or in the future. The East Grand Rapids system doesn't leave anything to chance. They have a form, procedure, or policy covering almost everything and now I do too. I did pull some of them for revision and updating. One of the secretaries
guided me through their filing system. Of special interest to me was their student record filing and microfilm system. I have some good ideas for changing ours at Comstock Park.

I got into a lengthy discussion with Dr. McGrew on behavior modification and attitude change. A good exchange of ideas took place.

I worked with the athletic director for a while to develop some type of family plan athletic ticket prices as the league that we are in has raised its prices and the board has asked if some type of family plan could be developed.

Two more reading applications came in and I examined them and made comments and recommendations.

The auditors are examining the books this week and today they took some time to explain their work to me. They gave examples of the various problems they find and discussed how to avoid them.

FRIDAY, JULY 23

Most of the morning was spent reading through the Wisconsin Design materials. This was one of my early goals but time just has not been available until now.

In the afternoon I met with the athletic director to go over coaching salary scales and how they are determined, especially women's compared to men's. We reviewed the system's athletic code and newly developed athletic handbook. He showed me his filing system and gave me copies of the various forms he uses in evaluating, scheduling, inventory, ordering, and reporting.
ACHIEVEMENT OF GOALS

A. CONCEPTUAL

1. Goal: To examine the central administrative structure in a larger school district.

Achievement: I have worked for six weeks in the central office of the East Grand Rapids Public School System under the direction of the Assistant Superintendent for Instruction. I have attended administrative council meetings, board meetings, and staff meetings. I have had numerous opportunities to interact with various staff members and observe their daily working relationships.

2. Goal: To acquire knowledge in the area of Special Education.

Achievement: I have read rather extensively in the area as it was an area that I have had limited previous experience. I was able to attend several meetings on Special Education and talked with members of the East Grand Rapids Special Education staff as well as the Regional Director of Special Education. I was also involved with screening applicants for a school psychologist position, participated in the interview, and made some follow-up reference checks. While I still do not consider myself an expert in the Special Education area, I know what information is available and where I can go to look up answers to the technical aspects of the program. I have started a file of materials on the subject and have several bibliographical lists.
3. Goal: To acquire knowledge in the area of elementary reading.

Achievement: I have attended meetings and workshops that involved elementary reading. Most of these have centered around the implementation of the Wisconsin Design reading program in East Grand Rapids. I have discussed the elementary reading program with administrators and teachers. I have been actively involved in screening applicants, assisting in interviews, and conducting reference checks on candidates for two special reading support positions. I have started to do some reading in the area and have three lists of books and materials that will be helpful. I have a file started on the subject of reading and I have become familiar with three tests of material readability.

B. HUMAN

1. Goal: To analyze line and staff relations within the school system and to observe the group processes in board, administrative and staff meetings.

Achievement: I have attended curriculum council meetings, board meetings, and staff meetings. I have discussed at length the roles and expectations of each position in the administrative structure with most of the members of the administrative team. I was treated very professionally and very considerately by the East Grand Rapids administrative team. They went out of their way on numerous occasions to
assist me during this six weeks. They invited me to any meetings that they were attending and included me in many discussions on sensitive school matters. They took extra time to explain what they were doing and why they were acting in that way. The experience was very rewarding.

2. Goal: To observe leadership techniques.

Achievement: I have attended numerous meetings, observed the leadership style in each and have discussed leadership style and techniques with the administrative staff.

C. TECHNICAL

1. Goal: To review the policies, procedures, forms, and materials of the East Grand Rapids Public Schools.

Achievement: I have examined and analyzed the policies, procedures, forms, and materials of the East Grand Rapids Public Schools. I have discussed them with various administrators and staff. I have helped to construct improved procedures and forms at East Grand Rapids. I have a file of materials that will assist me in the areas of attendance, personnel, athletics, curriculum, and administrative detail.

2. Goal: To perform services of value to the sponsoring district.

Achievement: I have prepared reports, developed forms and guidelines, written articles, and assisted in personnel procurement as detailed in the log of my internship.
712 SUPERVISOR'S EVALUATION, FORM A

Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student Robert MacEachran Semester Summer 1976
Interning Organization East Grand Rapids Public Schools

1. Description of student's job activities and training.

Bob was with us for a six week period during which he worked on various special projects such as compiling test scores for an annual testing report, preparation of forms and guidelines for textbook and materials selection, compiled information for a Civil Rights survey, preparation of job descriptions for twelve aide classifications, compiled special teacher assignments, assisted in numerous teacher candidate interviews and follow-up, and wrote an article for the local paper on a preschool program. Bob attended various activities such as staff and administrative council meetings, Instructional Council meetings, Board of Education meetings, Kent Intermediate Special Education meetings, and a Wisconsin Design Inservice program. He met with members of the East Grand Rapids staff and discussed the areas of athletics, discipline, attendance, personnel, and business. Bob also did some reading in the areas of Special Education, Title IX, Wisconsin Design, performance objectives, as well as reviewing policies, philosophy, guidelines and forms of the district.

2. Evaluation of the student's performance on the job and training activities.

Bob did a fine job for me. He is very punctual, conscientious, and alert, a young man with a bright future in public school administration. It was a pleasure to work with him. His performance was excellent.

3. Performance:

Satisfactory X Unsatisfactory __

George J. Woons
Organization Supervisor's Signature

DATE: July 16, 1976
DATE: July 16, 1976

712 STUDENT'S EVALUATION, FORM B

Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student Robert G. MacEachran Semester Summer 1976

Interning Organization East Grand Rapids Public Schools

Organizational Supervisor Dr. George J. Woons

1. Evaluation of the 712 experience. (Positive and Negative)

The internship was an excellent experience. The manner in which the administrative staff at East Grand Rapids treated me as a fellow professional was outstanding. I was given responsibilities beyond those usually given an intern and included in sensitive discussions as if I was a regular staff member. I was exposed in meaningful ways to each aspect of the position of Assistant Superintendent for Instruction. The changing of the guard through the retirement of East's long-term superintendent, George Ruwitch, the transition two weeks during which Dr. Woons was Acting Superintendent, and the final arrival of the new superintendent, Dr. Jean McGrew, was an interesting study.

2. Suggestions for the improvement of the 712 experience.

I believe that an experience of this type should be incorporated into the Master's Degree program also. This would allow future administrators to have first-hand exposure earlier in their careers and give them increased motivation for their course work.

Robert G. MacEachran
Student's Signature

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Appendix A

Guidelines for Textbook Review and Adoption

INTRODUCTION

This pamphlet has been prepared to aid staff members in the selection of textual materials. It is not intended to be limiting in scope, but rather provides a basic outline of techniques and procedures that should be helpful.

Any questions you may have should be directed to the Instruction Office. Building Principals have a supply of the enclosed forms for your use.

My sincere thanks to Bob MacEachran, my administrative intern who did an excellent job in helping to prepare these guidelines.

George J. Woons
Assistant Superintendent for Instruction

GJW/wp
7/20/76
GUIDELINES FOR TEXTBOOK REVIEW AND ADOPTION

DEFINITION OF TEXTBOOK

A textbook is a book which forms a basic part of the course of study for a subject, is used by successive students, and is a printed, bound, copyrighted volume. A textbook may be a paperback or a hardcover book. A textbook may be the only textbook in an area or it may be one of several "multiple" texts. In general, books issued in class size quantities are defined as textbooks.

Textbook Selection Procedures:

1. Establish the need

Recognition of the need for changing textbooks can come from a number of different sources: Dissatisfaction or out-datedness of present textbooks; discussions in subject area, grade level, building, departmental or curriculum council meetings; availability of newly published materials; and the deliberations of curriculum committees which are concerned with revising courses of study.

2. Proposal for a textbook study

A proposal that a textbook study be undertaken should be submitted in writing on Proposal for Textbook Study form, to the Assistant Superintendent. The proposal should include the reasons for a change or addition and state the number of pupils and teachers affected by the change. (See Form A) The proposal should be submitted by October 30 for the 2nd semester and by February 30 for the fall semester. If the proposal for study is not approved by the administration, an answer shall be given in writing stating why a study should not be made at this time.

3. Textbook Selection Committee

After approval of the proposal for study by the administration, a committee will study the proposed need.

4. Determining the criteria

The first duty of a textbook selection committee is to determine the criteria which will be used in selecting
the textbook. The criteria should be related to the goals and objectives of the course and the age and ability levels of the pupils.

5. Review of available textbooks

A letter should be sent to publishers who have been approved by the state of Michigan. (A list of approved vendors is available in each principal's office.) This letter should list the areas of study, the names and addresses of the committee chairpersons, the manner in which the brochures, samples, teachers' guides, and coordinated audio-visual aids are to be provided, and the manner in which the publishers' representatives will be invited for presentations. The textbook selection committee should apply its criteria to all available textbooks. Provision should be made for all teachers who will use the textbook to review and evaluate the textbooks which most closely meet the criteria.

6. Report of the textbook selection committee

By the third Monday in December or May, the final report of the committee should be submitted to the Instructional Council after having successfully passed any lower level reviews as required by building level procedures. The final report should include:

- Textbook and Supplemental Materials Request Form
- Textbook and Supplemental Materials Evaluation Form
- Readability Formula Worksheet

If the report is not approved by the Instructional Council, a statement shall be given in writing by the Instructional Council Chairperson stating why the report was not approved and outline the alternatives open to the textbook selection committee.

7. Adoption

If the Instructional Council approves the final report of the textbook selection committee, the Instructional Council Chairperson and textbook selection committee representatives will present the report to the Board of Education at the board meeting immediately following the Instructional Council Meeting.

The Instructional Council Chairperson will list recommendations in order of priority as well as plans to carry out adoptions over more than one year if this is necessary. The Board of Education will take final action on the
recommendations as it is legally responsible for all matters relating to the operation of the school district including the adoption of new textbooks and related materials. Principals will budget for and requisition new selections on the basis of Board of Education action.
FORM A

EAST GRAND RAPIDS PUBLIC SCHOOLS
Kent County, Michigan

PROPOSAL FOR TEXTBOOK STUDY

I. This request is being made by:

Name of person(s)__________________________________________
Building_____________________________________________________
Department/Grade Level________________________________________
For use in ___________________________________________________

II. Present materials in use:

Title _________________________________________________________
Authors ________________________________________________________
Publisher _______________________________________________________
Copyright _______________________________________________________
Length of time materials been used _______________________________

III. Purpose of Study/Reasons for change:

________________________________________________________________
________________________________________________________________
________________________________________________________________

IV. Study Committee Members (if available):

________________________________________________________________
________________________________________________________________
________________________________________________________________

V. The approximate number of pupils affected by the change:

________________________________________________________________

VI. Anticipated dates of study:
From __________________ To _________________________

VII. Request approved:______
Request denied:________

______________________________________________
Building Principal

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VIII. Request approved: 

Request denied: 

Assistant Superintendent of Instruction
EAST GRAND RAPIDS PUBLIC SCHOOLS
Textbook and Supplemental Materials Request Form

I. This request is being made by: Name of person(s) ________
   Building ______________________
   Department/Grade Level ________
   For use in ____________

II. Present materials in use: Title ____________________________
    Authors ________________________
    Publisher ________________________
    Copyright ________________________
    Time materials have been used ______

III. Purpose of Study/Reasons for change: ______________________

IV. Study Committee Members:

V. Materials studied other than those recommended for approval:

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<th>Title</th>
<th>Authors</th>
<th>Publisher</th>
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VI. Recommended materials:

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Supplemental materials (Workbooks, teaching editions, A-V materials, equipment, or in-service)

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VII. Is the Textbook and Supplemental Materials Evaluation Form Attached?

Does this material appear on the approved list of vendors? ______

Have you included samples of the text and supplemental materials? ______

VIII. Summarize why these materials are being recommended. ______________________________________________________

IX. Total Cost of Proposed materials

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<th>Building</th>
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<th>Sub Total</th>
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X. Approval Schedule: Date Submitted Approved Rejected Returned

Building level approval: __________________________

Instructional Council: ____________________________

Board of Education: ______________________________
### EAST GRAND RAPIDS PUBLIC SCHOOLS
Textbook and Supplemental Materials Evaluation Form

**Book Title:** ____________________  **Author(s):** ____________________  
**Publishing Company:** ____________________  **Copyright:** ____________________  
**Subject Area & Grade Level:** ____________________

#### I. Physical Features

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<th>Feature</th>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. General attractiveness</td>
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<tr>
<td>2. Size of book</td>
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<tr>
<td>3. Paper - Clarity of print</td>
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<td>4. Type size - adequate spacing, legibility</td>
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<tr>
<td>5. Binding; Durability</td>
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<td>6. Page arrangement</td>
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<td>7. Illustrations: Color Design</td>
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<td>8. Comments:</td>
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#### II. Organization

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<th>Excellent</th>
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<td>1. How clear and logical is the organization of the book?</td>
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<td>2. How helpful is the table of contents?</td>
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<td>3. How helpful is the index?</td>
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<td>4. Are there appendices of useful information?</td>
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<td>5. How extensive is the bibliography to aid outside reading?</td>
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<tr>
<td>6. Is there a glossary of important terms with explanations that are understandable to students?</td>
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<tr>
<td>7. Do the units and chapters have introductory overviews and concluding summaries?</td>
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<tr>
<td>8. How helpful are the headings and titles in pointing our key ideas?</td>
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<tr>
<td>9. Do the paragraphs lend themselves to finding the main ideas and supporting details?</td>
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<tr>
<td>10. Do the materials clearly identify major points of understanding?</td>
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</tbody>
</table>

#### III. Readability and Content

<table>
<thead>
<tr>
<th>Feature</th>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the number of new terms introduced appropriate for the students who will use the book?</td>
<td></td>
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<tr>
<td>2. Are there sufficient textual vocabulary aids (context clues, italics, bold print, colored print)?</td>
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<tr>
<td>3. Does the book have varied exercises for teaching and reinforcing new terms?</td>
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</tr>
</tbody>
</table>
III. Readability and Content (continued)

<table>
<thead>
<tr>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

4. Are the concepts well developed, sequentially presented and introduced at a rate manageable by the students? 

5. How appropriate is the level of abstraction for the student who will use the book? 

6. Are the skills sequenced appropriately, introduced carefully, and reviewed periodically? 

7. Are the directions stated in language understandable to the students who will use the book? 

8. Are the pictures, illustrations, and other audiovisual elements integrated, compatible and reinforcing? 

9. Does the book make provisions for individual differences? 
   - Gifted students 
   - Above average students 
   - Average students 
   - Below average students 

10. Will the content of these materials stimulate and challenge students without frustrating them? 

11. Does the material present all sides of controversial issues fairly so that students can form their own viewpoint based on correct information? 

12. The readability level of this material is according to the attached Modified Flesch Scale of Readability. (Form D) 

IV. Teacher's Edition

<table>
<thead>
<tr>
<th>Weak</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

1. Are adequate teacher manuals or guides provided? 

2. Do the materials provide for appropriate teacher-student interaction? (Suggested activities or varied approaches) 

3. How clear, concise and practical are teaching suggestions? 

4. Are specific suggestions and instructions for differentiating instruction to meet the needs of students of varying abilities included? 

5. Are provisions made for expansion of related concepts through the suggestion of supplementary materials and enrichment activities?
IV. Teacher's Edition (continued)

6. How fully are the purposes of and rationale behind the materials explained?

7. How clearly are the goals and objectives defined?

8. Is the content of the materials directed to the achievement of the stated goals and objectives?

9. Are procedures for helping the teacher decide when students are ready to use the materials included?

10. Are assessment techniques that measure student achievement of the goals and objectives included and also directions on how to interpret the results of the assessments?

V. Validity

1. Do the authors of the materials appear to be qualified?

2. Are publisher service and/or consultant service available?

3. Have these materials been successfully field-tested with learners similar to those in our school district?

4. Are the materials compatible with the goals and objectives of the school district and with other school programs?

VI. Criteria for evaluating the treatment of minority groups & males and females

1. Reveal on the part of writers, artists and editors a sensitivity to prejudice, to stereotypes, to the use of materials which would be offensive to any minority group?

2. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of minority groups?

3. Present many instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relationships?

4. Reflect both in pictorial and written content, the pluralistic and multi-ethnic nature of our society, both past and present?

5. Present males and females respectfully, stressing their equal worth as human beings?

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
VI. Criteria for evaluating the treatment of minority groups & males and females (con't.)

6. Avoid assignment of abilities, traits, interests and activities and occupations on the basis of male or female stereotyping?

7. Portray males and females as participating equally in physical and intellectual activities?

8. Avoid stereotyping of females in examples that portray them only in connection with cooking, sewing, shopping and similar activities?

9. Portray the same options for boys and girls in their choice of recreation activities, careers and lifestyles?

10. Treat praiseworthy traits-strength, compassion, initiative, warmth, courage - as human rather than "masculine" or "feminine"?

11. Portray single-parent families, families with working mothers?

12. Replace sexist language by more humanistic language?
   
   **Sexist**
   - Man/he............People, they, one
   - Man's achievement.Human Achievement
   - Woman doctor/.....Doctor, lawyer
   - Woman lawyer
   - The Pioneers & Pioneer men & women
   - their wives......Pioneer families

   **Humanistic**

VII. Student Supplementary Materials

1. What supplementary materials are available e.g. filmstrips, cassettes, workbooks, etc.? _________________

2. How essential are these materials to the effective use of the basal text?

3. How meaningfully do they reinforce the content of the basal text? ____________________________________________

4. Physical Features
   
   a. Quality of print or sound ____________
   b. General attractiveness ____________
   c. Illustrations (Color, design) ____________
   d. Other: __________________

5. To what degree do the supplementary materials provide for a wide range of student abilities (less able, gifted, etc)? ________________
VIII. Summary Rating (Numerical)
1. Physical Features ________
2. Organization ______
3. Readability and Content ____
4. Teacher's Edition _________
5. Validity __________
6. Minority Groups and Males/Females_________
7. Supplementary Material ___________

IX. Average Numerical Rating ________
(VIII 1-7 x 7)

________________________
Teacher
Appendix B
Curriculum Committees 1976-77

TO: All Professional Staff
FROM: George Woons, Assistant Superintendent of Instruction
DATE: September 1, 1976
RE: Curriculum Committees 1976-77

The following Curriculum Committees have been approved by the Instruction Council (formerly I.P.C.) and will be active for the 1976-77 school year. I encourage each of you to become actively involved on a committee. Each committee generally meets one day per month after school, with additional meetings, or sub-committee meetings, held at the discretion of the people involved. The following provides you with a list of the committees, possible tasks, and the person who will act as liaison with my office. The liaison person may be selected by the committee as chairperson. We would prefer to have teachers chair each committee. It will be necessary to elect a chairperson and secretary at the first committee meeting.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>LIAISON</th>
<th>POSSIBLE TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Math Metrics (K-12)</td>
<td>Robert Alguire</td>
<td>Review current metric practice and recommend supplemental material and/or in-service if and where needed.</td>
</tr>
<tr>
<td>II. Reporting to Parents (K-6)</td>
<td>Paul Claesson</td>
<td>Consider revision and standardization of report cards in use at the elementary level.</td>
</tr>
<tr>
<td>III. Testing Program (K-12)</td>
<td>Evelyn Yeagle</td>
<td>To review existing testing programs K-12 and make appropriate recommendations.</td>
</tr>
<tr>
<td></td>
<td>Bert Bleke</td>
<td></td>
</tr>
<tr>
<td>IV. Elementary English (K-6)</td>
<td>Joe Imrick</td>
<td>Review and recommend materials for use in elementary English.</td>
</tr>
</tbody>
</table>

52
V. Career Education  
(K-12)  
Mildred Fry  
To implement the Career Education for 1976-77 and to develop future goals and programs.

VI. Wisconsin Design-Implementation Committee  
(K-12 Closed)  
Monica Carter  
Implementation of program - members have already been selected by building staffs.

VII. Learning Disabilities Rooms  
(K-12)  
Marilyn VanValkenburgh  
Consider future needs for the Learning Disabilities program in the district.

VIII. Social Studies  
(K-12)  
Jim Chalmers  
Review Social Studies program K-12.

IX. Handwriting  
(K-12)  
Paul Claesson  
Consider adoption of handwriting program being piloted in 1975-76.

X. Science  
(K-12)  
Joe Wisz  
Examine and review science program K-12.

XI. Gifted and Talented  
(K-12)  
C.E. Cleven  
Determine if there is a need for programs for gifted and talented students and make appropriate recommendations.

Our school programs have grown in quality in relation to the time, talent and energy expended by you, the staff. Your efforts have made East Grand Rapids what it is today and hold the key to what it will become. It is through the work of committees such as those listed above that improvements in program design, material usage, and quality of life are made.

Curriculum committees will meet approximately once a month at 3:45 p.m. generally on the following days:

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Program K-12</td>
<td>Math Metric</td>
</tr>
<tr>
<td>Career Education</td>
<td>Elementary English</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Reporting to Parents</td>
<td>Wisconsin Design</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>Learning Disabilities Rooms</td>
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<tr>
<td></td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Handwriting</td>
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<tr>
<td></td>
<td>Science</td>
</tr>
</tbody>
</table>

Please use the tear-off sheet below and submit it to your building principal by September 10th.

<table>
<thead>
<tr>
<th>NAME ___________________________</th>
<th>BUILDING ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Choice 1. _________</td>
<td></td>
</tr>
<tr>
<td>Priority Choice 2. ____________</td>
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<tr>
<td>Priority Choice 3. ____________</td>
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</tbody>
</table>

(We will attempt to honor your 1st choice. People that desire to serve on more than one committee should indicate both as priority choice 1.)
Appendix C

Letter Concerning Athletic Physicals

TO: All Senior High and Middle School Students

RE: Athletic Physicals

FROM: Athletic Director

DATE: July 29, 1976

The State of Michigan requires that each high school athlete must pass an annual physical prior to his or her participation in an athletic activity. Students, therefore, will not be allowed to try out for or practice with a team until a physical card properly filled out and signed is on file in the athletic director's office.

We believe that the best physical is usually one given by the student’s own physician who has the individual's medical history and thusly has a better knowledge of potential danger areas. Physical forms are available at the senior high office for this purpose. Upon completion of the physical examination the card should be returned to the high school office for filing. If a child has had a recent physical, please pick up a form, take it to the examining physician for filling out, and return the completed form to the high school office.

For individuals who cannot or prefer not to have their own physician perform this physical, several opportunities will be offered during the school year to have the physical from a doctor brought in by the school district. A minimal cost of $2.00 per child will be charged payable at the time of the examination. A mouthpiece for those going out for Varsity, JV, or 9th grade football will be provided without cost.

The physical examination schedule for the year will be as follows:

For Fall Sports: 7:00-9:00PM Monday, August 9 for students whose last name begins with A - M.
7:00-9:00PM Tuesday, August 10 for students whose last name begins with N - Z.

For Winter Sports: Early in November (Exact date to be determined)

For Spring Sports: Early in March (Exact date to be determined)

Inasmuch as the state requires an annual physical, an examination at any of the above times will meet the minimal requirements for any sport during the remainder of the year. We would, however, recommend that individuals out for more than one sport strongly consider taking advantage of the opportunity each time as the adolescent body undergoes...
many changes during a year's time. Of special concern to us is that an athlete injured significantly during a season receives a doctor's approval before participation is resumed.
Aide Job Description

TITLE: Wisconsin Design Elementary Reading Aide

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with elementary students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level.
4. Aptitude for and willingness to learn those specific skills essential to assignment.

RESPONSIBLE TO: Building Principal

PRIMARY OBJECTIVE: Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional duties.

PRIMARY DUTIES:
1. Maintain student progress records.
2. Maintain evaluation data records.
3. Assist in administering and correcting tests.
4. Prepare games and instructional materials.
5. Maintain test and resource files.
6. Work with individuals or small groups of children for reinforcement of skills.
TITLE: Elementary Library Aide

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with elementary school students.
2. Likes working with books and A-V materials and is interested in helping teachers and students locate such media.
3. Ability to type accurately, aptitude for and proficiency in filing.
4. Willingness to cooperate with all school staff members.
5. Ability to work well with or without immediate supervision.

RESPONSIBLE TO: Building Principal

PRIMARY OBJECTIVE: Facilitate the total use of supplementary library and audio-visual media in the elementary school.

PRIMARY DUTIES:
1. Prepare books so they are ready for the shelves (excluding the cataloging of materials).
2. Type catalog cards for books that have no Wilson cards available.
3. File catalog cards and maintain the card catalog and inventory files.
4. Circulate books and other library materials to students and teachers.
5. Perform library housekeeping tasks; putting books on the shelves in their proper places, keeping the books in order, taking care of periodicals, and generally keeping the library neat and attractive.
6. Types and processes orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards, and the like.
7. Prepare special displays, make attractive bulletin boards, and decorate for special occasions.
8. Keep an author notebook.
10. Tell or read stories and talk about library books with students.
11. Explain the use of the library and the care of books to students.
12. Catalog and distribute audio-visual materials.
13. Inventory materials.
14. Take requests for needed materials, find gaps in the collections or replacements and refer them to the Librarian.
15. Prepares materials for reserve on teachers' request and maintains the reserve collection.
16. Makes simple repairs on damaged books and materials and processes more severely damaged items for repair at the appropriate places.
TITLE: Library Clerk - Senior High School

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with teenage students.
2. Have general interest in and some knowledge of educational media - books, periodicals, A-V materials.
3. Ability to assist with basic media center tasks (i.e. typing, filing, processing of book and non-book materials, circulating materials) under direction of library/media professionals.
4. Willingness to cooperate with total school staff members.

RESPONSIBLE TO: High School Principal
                High School Librarian

PRIMARY DUTIES:
1. Be responsible for the attendance procedures of checking study hall lists with the library lists.
2. Will receive passes from students from classes and give passes to those leaving library.
3. Maintain necessary records for circulating books and materials.
4. Moves around the room and maintains a favorable learning environment for students and teachers.
5. Assists students in locating materials.
6. Reads shelves and maintains them in good order.
7. Shifts materials and adjusts location labels as required.
8. Removes from shelves and files books and other materials which need to be repaired, remarked, rebound, or discarded.
9. Assist in supervising noon hour.
10. Performs any other related task as requested by head librarian such as: filing card catalog cards or removing card catalog cards for those books and materials discarded or lost, helping with inventory, etc.
TITLE: Library Aide - Senior High School

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with teenage students.
2. Have general interest in and some knowledge of educational media - books, periodicals, A-V materials.
3. Ability to assist with basic media center tasks (i.e. typing, filing, processing of book and non-book materials, circulating materials) under direction of library/media professionals.
4. Willingness to cooperate with total school staff members.

RESPONSIBLE TO: High School Principal
                High School Librarian

PRIMARY DUTIES:
1. Be responsible for the maintenance of the operation of the library and its favorable learning environment under the supervision of the head librarian.
2. Oversee the emptying of bookdrops, checking in of books, magazines, and A-V materials.
3. Oversee the preparation of overdue lists and collection of monies for lost or damaged books.
4. Help students in locating materials.
5. Schedule conference room for student or faculty meetings or classes.
6. Clip magazines and newspapers and label for vertical file.
7. File card catalog cards and remove from card catalog cards for items withdrawn from collection.
8. Sort, open and distribute mail.
10. Oversee shelving of books and filing of vertical file materials.
11. Develop and maintain attractive bulletin boards and display cases.
12. Note subject of material being requested and whether our collection meets these needs and report to head librarian.
13. Read selection aids and make out request cards for material for purchase.
14. Oversee library noon hour.
15. Assist in taking inventory of equipment, furnishings, books, and A-V materials.
16. Assist students with the use of copy machine, micro-film reader-printer, record players, etc.
17. Do minor repair of books and magazines.
TITLE: Title I Aide - Elementary Reading and Math

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with elementary school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level.
4. Aptitude for and willingness to learn those specific skills essential to assignment.

RESPONSIBLE TO: Building Principal

PRIMARY DUTIES:
1. Work with individual children and small groups of children in reinforcement activities such as drills, games, etc. per teacher's directive.
2. Listen to children read aloud.
3. Secure or make classroom materials per teacher's directive.
4. Correct objective papers and workbooks.
5. Assist teacher in maintaining positive classroom climate.
6. Perform needed clerical tasks.
7. Assist in putting up and taking down bulletin board displays.
8. Supervise classroom for short periods of time when teacher is called from room.
TITLE: Elementary Classroom Aide

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with elementary school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level(s).
4. Aptitude for and willingness to learn those specific skills essential to assignment (i.e. operation of A-V equipment, implementation of materials and format of a specific reading program, etc.)

RESPONSIBLE TO: Building Principal
 Assigned Teacher

PRIMARY OBJECTIVES: Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties.

Work directly with students as an additional adult-child relationship.

PRIMARY DUTIES:
1. Work with individual children and small groups of students in reinforcement activities, such as flashcard drills, lotto, games, etc., per teacher's directive.
2. Listen to children read aloud.
3. Secure or make instructional materials per teacher's directive.
4. Prepare materials (paints, paper, etc.) for art and special activities.
5. Correct objective papers and workbooks.
6. Secure supplies for classroom; pencils, crayons, paper, etc.
7. Secure, set up, and operate audio-visual equipment.
8. Perform clerical tasks, such as taking attendance, marking summary, collecting monies, weighing and measuring children, etc.
9. Assist in putting up and taking down bulletin board displays.
10. Assist teacher in maintaining positive classroom climate.
11. Supervise classroom for short periods of time when teacher is called from the room.
13. Accompany teacher and class on field trips.
TITLE: Junior High Classroom Aide

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with junior high school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with junior high children at assigned level(s).
4. Aptitude for and willingness to learn those specific skills essential to assignment.

RESPONSIBLE TO: Building Principal

PRIMARY OBJECTIVES: Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties.

Work directly with students as an additional adult-child relationship.

PRIMARY DUTIES:
1. Work with individual students or small groups of students in subject area reinforcement activities per teacher's directives.
2. Prepare instructional materials per teacher's directives.
3. Assist teacher in maintaining positive classroom climate.
4. Supervise classroom for short periods of time if teacher is called away.
5. Assist in preparing displays of student work.
6. Secure, set up, and operate audio-visual materials and equipment.
7. Perform clerical tasks, such as taking attendance, filling out requisition forms, inventorying materials, recording daily work in grade book, etc.
8. Correct objective papers and workbooks.
TITLE: Primary Learning Disability Aide

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with students with primary learning disabilities.
2. Ability to learn the uses of a variety of instructional materials.
3. Ability to adjust to a variety of children's behavior patterns.
4. Possess basic academic skills to work effectively at assigned levels.
5. Ability for and willingness to perform specific tasks assigned to this position.
6. Ability and willingness to assist students with special personal needs.

RESPONSIBLE TO: Building Principal

PRIMARY OBJECTIVES: Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties. Work directly with students as an additional adult-child relationship.

PRIMARY DUTIES:
1. Work with individual children and small groups of students in reinforcement activities per teacher's directive.
2. Secure or make instructional materials per teacher's directive.
3. Prepare materials (paints, paper, etc.) for art and special activities.
4. Secure, set up, and operate audio-visual equipment.
5. Secure supplies for classroom; pencils, crayons, paper, etc.
6. Perform clerical tasks, such as taking attendance, marking summary, collecting monies, weighing and measuring children, etc.
7. Assisting in putting up and taking down bulletin board displays.
8. Assist teacher in maintaining positive classroom climate.
9. Supervise classroom for short periods of time when teacher is called from room.
10. Assist children with putting on and taking off wraps.
11. Accompany teacher and class on field trips.
13. Assume recess duty under the direction of the building principal.
14. Correct objective papers and workbooks.
TITLE: Emotionally Impaired Room Aide - Junior High and Elementary

QUALIFICATIONS:
1. An understanding of children and the ability to relate to and feel comfortable with students who exhibit aggressive and erratic behavior patterns.
2. Possess basic academic skills to work effectively at this level.
3. Aptitude for and willingness to learn specific skills essential to assignment as social and adjustment aide.

RESPONSIBLE TO: Building Principal

PRIMARY OBJECTIVES: Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties.

Work directly with students as an additional adult-child relationship.

PRIMARY DUTIES:
1. Work with individual students or small groups of students in reinforcement activities per teacher's directives.
2. Prepare instructional materials per teacher's directives.
3. Assist teacher in maintaining positive classroom climate.
4. Supervise classroom for short periods of time if teacher is called away.
5. Assist in preparing displays of student work.
6. Secure, set up, and operate audio-visual materials and equipment.
7. Perform clerical tasks, such as taking attendance, filling out requisition forms, inventorying materials, recording daily work in grade book, etc.
8. Correct objective papers and workbooks.
9. Assist teacher in maintaining positive classroom climate.
TITLE: Study Hall Supervisor

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with teenage students.
2. Ability to work cooperatively with administrators and total staff.
3. Possess basic skills to work effectively in assignment. (i.e. record keeping, classroom control)

RESPONSIBLE TO: High School Principal

PRIMARY DUTIES:
1. Organize study hall lists.
2. Take attendance.
3. Issue passes to:
   a. Library.
   b. Rest Rooms.
   c. Teacher rooms (with approval)
   d. Counseling office.
4. Supervise the study behavior and presence of the students.
5. Check out absences as time permits.
7. Report attendance problems or major discipline problems to the administration.
8. Be responsible for the physical welfare of the study area and equipment.

OTHER INVOLVEMENTS:
1. Helping students with homework.
2. Acting as a sounding board for some students with problems.
3. Checking out restrooms at administrative requests.
TITLE: Counseling Office Aide - Senior High School

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with teenage students.
2. Possess basic skills to effectively work in assignment (i.e. good telephone public relations, typing, and filing).
3. Ability to work cooperatively with administrators, office personnel and total staff.

RESPONSIBLE TO: Building Principal
Head of Guidance Department

PRIMARY OBJECTIVE: To assist the Director of Guidance and counselors with the functions of the Guidance Department.

PRIMARY DUTIES:
1. Receptionist:
   a. Make appointments for all counselors.
   b. Accounting for all students in the Guidance Office, checking to be sure they have cleared with their classroom teacher.
   c. Directing any visitors, teachers, or parents to the right counselor.
2. Clerical and secretarial duties:
   a. Type all correspondence for counselors.
   b. Type, duplicate and assemble weekly Guid-O-Gram.
   c. Type and distribute minutes of various meetings.
   d. Prepare various forms used by counselors.
   e. Processing various memos to teachers, counselors, students.
   f. Processing all papers for counselors on referral cases.
   g. Registering and processing college applications directly from students.
   h. Up-dating college catalogue file and ordering new-handling library check out and in procedures for Guidance materials.
   i. Change the Guidance Bulletin Board weekly.
   j. Preparing student interview slips (passes to and from the Guidance Office) for counselors.
   k. Distribution of various information form the Guidance Department.
   l. Locating students for various school personnel.
4. Assisting Co-op co-ordinators with their needs (this entails typing, work records, contacting students).
5. Filing, up-dating vocational and career files:
   a. Up-dating all records.
   b. Processing confidential material for files.
6. Assisting college representatives and other visiting personnel (contact students, preparing lists).
7. Maintaining various records of accountability.
8. Preparation and processing 3-week teacher comment sheets to parents and counselors.
TITLE: Attendance Clerk

QUALIFICATIONS:
1. Ability to relate to, understand, and feel comfortable with teenage students.
2. Possess basic skills to effectively work in assignment (i.e. telephone public relations, record keeping)
3. Ability to work cooperatively with administrators, office personnel, and total staff.

RESPONSIBLE TO: High School Principal

PRIMARY DUTIES:
1. Supervise student attendance aides.
2. Keep up State attendance records by:
   a. Recording attendance.
   b. Adding and dropping students as necessary.
   c. Turning in necessary reports.
3. Co-ordinate attendance procedures by:
   a. Making sure that attendance cards are picked up, processed, and returned to teachers daily.
   b. Checking on the legitimate absences of students by:
      1) Calling parents.
      2) Giving out excused slips.
      3) Checking with teachers as necessary.
      4) Notifying the Assistant Principal of the students considered unexcused.
      5) Sending out attendance letters as requested by the Assistant Principal.
4. On days when one of the secretaries is absent, the Attendance Clerk also will help in taking phone calls and acting as a receptionist.
Appendix E

Position Filled Notice to Applicants

Dear ______________;

This is to inform you that the position of ______ for which you applied has been filled. We will be pleased to have your application on file in the event of another opening in your field of preparation.

Thank you very much for the interest which you expressed by making application.

Sincerely,
Position Filled Letter to Candidates Interviewed

Dear ____________;

We regret to inform you that the position of ____________ for which you applied has been filled. We had an outstanding list of applicants to select from and your candidacy was a strong one. We will be pleased to have your application on file in the event of another opening in your field of preparation.

Thank you very much for the interest in our system and best wishes in the pursuit of your educational goals.

Sincerely,
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