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A Report of an Internship in the Central Office of the Vicksburg Community Schools

Raymond C. Staples
Western Michigan University

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A REPORT OF AN INTERNSHIP IN THE
CENTRAL OFFICE OF THE
VICKSBURG COMMUNITY SCHOOLS

by

Raymond C. Staples

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

This internship for the Specialist in Education Degree has been a rich and rewarding experience for me as I gained both needed experiences and self confidence throughout the internship experience.

My thanks go to Dr. Carol Sheffer for her assistance in arranging the internship and for her supervision, assistance and counsel during the internship. In particular, I wish to thank Mr. Larry Cole, Superintendent, who coordinated and facilitated the experiences in the Vicksburg Community Schools, and all those in the Central Administration Offices at Vicksburg who made the experience fulfilling.

Special thanks go to Mr. Cole and Mr. Richard Nielsen, Assistant Superintendent for Business, and his entire staff for their fine cooperation and friendliness throughout the internship. Thanks also go to Horace (Al) J. Allen, Assistant Superintendent for Curriculum, for his cooperation and help, and to the principals with whom I had the privilege of working during this internship.

Raymond C. Staples

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CHAPTER I

PROSPECTUS AND RATIONALE

CHAPTER I

PROSPECTUS AND RATIONALE

Prospectus

Intern: Raymond C. Staples

Sponsoring Organization: Vicksburg Community Schools

Field Supervisor: Mr. Larry Cole, Superintendent of Schools,
Vicksburg Community Schools

University Advisor: Dr. Carol Sheffer
Western Michigan University

Major Focus of Experience: Central Office experiences

Duration: Eight weeks, commencing Monday, May 3, 1976

This internship is concerned with the relationship of the central administrative staff to the total operation of this school system.

An internship taken during the end of the school year should provide experiences that are not apt to be found at the other times of the year. Recruitment, screening, interviewing, selection and hiring of new staff should be observable. Obtaining necessary information on personnel for retirement purposes, summer addresses and other data necessary for proper communication with the staff when required should also be observable.

The internship is to be focused on the observation of the many functions of the central administrative staff. Hopefully I will be accepted as a member, however temporary, of this administrative team.

Evaluation Procedures

Evaluation will be accomplished in the following manner:

1. Continuous self-evaluation of this experience by keeping a daily log.
2. Evaluation of my performance by each supervisor.
3. Western Michigan representative evaluation of my performance via my log and via consultation with Vicksburg Community Schools.
4. Evaluation of the Specialist's Project.

Raymond C. Staples

Projected Nature of Internship Experiences

Objectives	Experiences & Contacts	Terminal Skills
A. CONCEPTUAL	The intern will-	The intern will be able-
1. To <u>acquire</u> an increasing understanding of the operation of the School Board's administration structure.	<u>observe</u> and <u>participate</u> in the day to day working relationships: <u>discuss</u> concerns of operations with various staff members.	to <u>discuss</u> the general administrative structure of the Board: <u>discuss</u> the functions of this relationship.
2. To <u>acquire</u> a knowledge and understanding of the school philosophy and how this may differ from the various building philosophies.	<u>observe</u> the philosophies and <u>attempt</u> an <u>analysis</u> of the operation vs. the philosophies.	<u>point</u> out the differences between the philosophies and operational reality.

Objectives	Experiences & Contacts	Terminal Skills
3. To <u>acquire</u> a knowledge of the organizational structure of the school system.	<u>examine</u> and <u>study</u> the policy and organizational charts.	<u>discuss</u> the operation of each position; <u>discuss</u> the policies pertaining to the positions.
4. To <u>gain an understanding</u> of the functions of the Central Office staff: Superintendent Personnel (Curriculum) Business Transportation Food Services Plant	<u>observe</u> and <u>participate</u> in the operation of each of the personnel in their functions; <u>study</u> the policies pertaining to the positions.	<u>discuss</u> the operation of each position; <u>discuss</u> the policies pertaining to the positions.
5. To <u>gain</u> a knowledge of the political activities of the Central Office staff.	<u>observe</u> the operation of each of the personnel in their functions; <u>study</u> the policies pertaining to the positions.	<u>discuss</u> the operation of each position; <u>discuss</u> the policies pertaining to the positions.
B. HUMAN	The intern will-	The intern will be able-
1. To <u>attend</u> staff meetings.	<u>observe</u> and <u>participate</u> in the communication within the Central staff; <u>observe</u> the development of the agenda building.	to <u>explain</u> the operation of the communication process.
2. To <u>understand</u> the internal decision making process.	<u>observe</u> the leadership functions of each of the components.	<u>discuss</u> the internal decision making process.

Objectives	Experiences & Contacts	Terminal Skills
3. To <u>develop</u> appropriate leadership skills desirable for a Central Office person.	<u>observe</u> how the staff performs in their daily tasks; <u>observe</u> the leadership skills of various persons.	<u>indicate</u> what skills have been developed during the internship.
4. To <u>become familiar</u> with the objectives and interests of the various social agencies which may help the school and students.	<u>arrange</u> appointment with representatives of as many of these agencies as time permits.	<u>indicate</u> the relevance of each of these agencies; <u>outline</u> what these agencies can do.
C. TECHNICAL	The intern will-	The intern will be able-
1. To <u>become familiar</u> with the development of the school budget.	<u>observe</u> and <u>participate</u> in the budget development.	to <u>outline</u> the development of a budget and the determination of income and expenditures.
2. To <u>become aware</u> of the new state budgetary procedures.	<u>read</u> the new guidelines and <u>discuss</u> them with the business office personnel.	<u>cite</u> specific line items and their new code numbers.
3. To <u>become aware</u> of the various records kept on personnel.	<u>study</u> a sample of personnel records.	<u>cite</u> the records kept and <u>discuss</u> their purpose.

Rationale for the Selection of the Vicksburg Community Schools

The administrative internship as a learning experience, intrigued this intern more than a written project as a means of completing the specialist's degree requirements. The internship appealed to the intern's philosophy of learning by doing, as compared to reading and reviewing the experiences and conclusions of others in their roles as administrators.

One reason for the selection of the Vicksburg Community Schools for the internship was that it was different from the Dowagiac Public Schools system in which the intern spent 20 years. It was assumed that the development of additional skills and insights would be facilitated in a different system operating with a different administrative style. The Dowagiac Public Schools is a fourth class district with 4,000 students while the Vicksburg Community Schools is a third class district with 3,000 students.

The administrative structure of the two school systems is basically the same. The biggest difference noted by the intern was the more favorable attitude and friendly cooperation between the administration and the staff. Vicksburg is far more compatible with the intern's philosophy of administrative and staff relationships. To the intern, Vicksburg operates much more openly, fairly and democratically than the Dowagiac system.

A second reason for the selection of the Vicksburg Community Schools for internship was its proximity to the Western Michigan University campus and to the intern's home. Being located conveniently to both, the intern believed that he would be able to utilize

personnel and resources of the University and to minimize time traveling to the internship site. Another factor in the decision was that the Vicksburg Community Schools Superintendent was a former student of the intern and the relationship between them was quite favorable to a desirable experience.

Demographic data

The following demographic data is presented to provide the reader background information regarding the setting and environment of the community and the school district in which the internship was completed. The data is significant only as it pertains to information about the Vicksburg Schools.

The village of Vicksburg is located in southwestern Michigan just southeast of the cities of Kalamazoo and Portage in Kalamazoo County. The village of Vicksburg has a population of 2,139, while the population of the school district is 12,000 and is approximately 110 square miles in size. It is an all-white community. Eighty (80) percent of its students are bused.

The Vicksburg Community Schools is a third class district, composed of five elementary schools, one junior high school (grades 7 and 8) and one senior high school (grades 9-12). The system-wide enrollment for 1975-76 was 3,033. The high school enrollment for 1975-76 was 1,023. The high school has been accredited by the University of Michigan since 1903 and by the North Central Association since 1956.

There are 143 faculty members, including teachers and counselors, eight building administrators, four elementary principals, two secondary principals, two secondary assistants, three central office administrators, a superintendent, an assistant superintendent for curriculum, and an assistant superintendent for business. The teacher/pupil ratio for the current year is 1/21. The school employs 126 supportive staff persons; i.e., secretaries, custodians, bus drivers, etc.

The following figures show some of the financial aspects of the school system and are for the 1975-76 fiscal year. The state equalized valuation for the district was \$57,420,000, with \$18,932 as the state equalized valuation behind each student. Local taxes are the sources of 41% of the district's total income, state sources provide 55% and 4% comes from Federal government and other sources. The amount spent per student is \$1,015. This is below the state average. The total voted and allocated millage for Vicksburg Community Schools is 27.53 mills (27 mills for operation and 0.53 mills for debt retirement). The community has defeated one millage and two bond issue votes for a high school in the last 20 years. The renewal issue passed on the second vote. As in the case of many schools, financial problems have resulted in reduction of some academic programs and the "pink slipping" of some members of the staff and the reduction of other school efforts in order to remain within budgetary limitations.

Exhibits

In the course of the internship 200 exhibits were obtained by the intern. Many of these will be quite suitable for reference in filling

the responsibilities of a future administrative position. Policies for both the Dowagiac and Vicksburg schools, a number of curricular guides, disciplinary forms, newsletters, business forms, budgetary numbers, master contracts and many others have been added to the intern's collection.

CHAPTER II

EXPERIENCES WITH THE
CENTRAL OFFICE ADMINISTRATORS

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EXPERIENCES WITH CENTRAL OFFICE ADMINISTRATORS

The intern's primary assignment was in the central administrative office with direct responsibility to Superintendent Larry J. Cole. The first section describes the intern's experiences while working directly with Mr. Cole. The next two sections will identify and describe experiences with each of the two assistant superintendents.

Experiences with the Superintendent

While attending weekly administrative staff meetings the intern observed the inter-action between administrative staff members. The decision-making process was democratic, businesslike, open and friendly. Previously the intern observed an agenda building process. While there was a prepared agenda, additions were welcome. The items on the agenda included typical last-minute year-end details, such as book inventories, requisitions and summer maintenance requests. The role of the intern in these meetings was primarily as an observer. However, in matters in which the intern had some expertise on the topic he became involved in the discussion.

The intern attended a number of meetings of the Kalamazoo County Superintendents Association and the Kalamazoo County Superintendents Special Education Advisory Committee. The former meetings were luncheons and dealt with problems of a common nature, such as reports on the state aid reductions. These meetings were similar to

coordinating meetings the intern has experienced elsewhere. In the latter, the intern gained knowledge pertaining to the political relationship and between the intermediate school district (ISD) and the superintendents and the local school districts. It appeared to this intern that efforts should be made to improve this relationship through better communication between the superintendents and the ISD superintendent. One of the areas of concern was the ISD superintendent's changing of his position or promises to the group and what happened at the ISD Board of Education meetings. The intern did gain knowledge that would be helpful to a superintendent in the area of special education and the interrelationship between the ISD and local district in the operation of, and funding of, special education programs. The coordinating and financial roles of the ISD were explained to the intern by the Vicksburg administrators.

The intern exchanged a copy of the Dowagiac Schools' policies and procedures manual series for a copy from the Vicksburg Schools. The Dowagiac policies and procedures were much more extensive and numerous as they have been writing them over a longer period of time. These two sets of policies and procedures could prove to be a very valuable guide to policy and procedure development to the intern in the future.

The superintendent, two architects, and the intern examined plans drawn by the high school mechanical drawing teachers for an addition to include locker rooms and lavatories. The school architect presented ideas, plans were examined and the Gull Lake Schools were visited to observe vocational shops and library facilities.

An expanded high school library for Vicksburg is being planned. There will also be an addition to include locker rooms and lavatories. It is planned that the new building trades classes are to do the major part of the building of the annex. This will save money for the school district while providing opportunity for the development of marketable skills to the students in the program.

The intern observed the interview of the new building trades program teacher who was not yet vocationally certified to teach building trades, but undoubtedly would meet current state certification requirements because of his on-the-job experiences as a contractor. During this interview, which involved the superintendent, both assistant superintendents, the high school principal, and the candidate, there was a considerable amount of planning for the next school year with a number of alternatives discussed. The intern suggested contacting Marcellus and Dowagiac about the purchasing of building trade tools they had as a result of their programs being dropped. The suggestion was accepted. The intern gained some knowledge of a new program development process as a result of observing the activities during the discussion with the building trades person.

Due to the promotion of the band director to an elementary principalship, the band position was open. The intern was an observer of three interviews. The intern suggested that he also fill out an interview report on the candidates. This was done by the intern. As a result, he gained some knowledge of the interview process.

The intern was assigned the responsibility of writing or rewriting a number of job descriptions for various positions. The intern was

able to utilize a number of model job descriptions developed by the National Association of School Boards. The intern submitted 26 completed job descriptions, such as the high school principal, athletic director, teacher aide, etc. Additional job descriptions were partially developed. The intern gained skills in writing job descriptions. The knowledge of what was included in a written job description was gained by the intern.

The intern compared the high school and the junior high philosophy with the School Board policy on purposes. Through the intern's background and the experiences of the intern with the North Central evaluations, the philosophies as written seemed weak in that they were written in generalized terms of indeterminable meaning.

Approximately one dozen of the permanent personnel records of teachers who are no longer employed were examined by the intern for content. The intern noticed no consistency in what was to be found in the files. No two personnel files contained the same basic information. As a matter of fact, none of the 10 items listed below were found in all folders. Castetter indicates that these items should be included in all personnel files. Items found included:

1. Evaluations
2. Reprimands (It should be safe to say not all would have these.)
3. Sick leave records
4. Assignments
5. Credentials
6. Letters of praise
7. Teaching certificate

8. Letter of application
9. Letter of resignation
10. Miscellaneous information

An executive session of the Board of Education and three regular sessions of the Board were attended by the intern. The executive session dealt with contract negotiations with the VEA. The openness and relaxed atmosphere impressed the intern. The intern previously had similar experiences.

A number of other important minor activities involving the internship are summarized here. The intern examined a number of the monthly newsletters from the superintendent which were regularly mailed to all district residents and thereby gained possible ideas for his own future newsletters. Through observing a teacher being warned that performance objectives would be established for the program, the intern gained some insight into the reprimand process. The intern saw how the process of shifting teaching assignments for 1976-77 in a partial effort to reinstate "pink-slipped" colleagues could reduce "pink-slipping."

The intern attended a "tea" for a retiring elementary principal and an end-of-the-year breakfast for the entire school staff sponsored by the VEA and was impressed by both because of the large attendance, the program and the way the food was prepared and served. It indicated to the intern the friendly cooperative nature of the Vicksburg staff.

Prospectus Goals Completed with the Superintendent

The intern feels the following prospectus goals were satisfactorily completed:

- A-1. To acquire an increasing understanding of the operation of the School Board's administration structure.
- A-2. To acquire a knowledge of the school philosophy and how this may differ from the various building philosophies.
- A-3. To acquire a knowledge of the organizational structure of the schools' system.
- A-4. To gain an understanding of the functions of the Central Office.
Superintendent
- A-5. To gain a knowledge of the political activities of the Central Office staff.
- B-1. To attend staff meetings.
- B-2. To understand the internal decision making process.
- C-3. To become aware of the various records kept on personnel.

The intern feels additional skills were gained in this experience which were not included in the prospectus:

- 1. To gain knowledge of the interrelationship of the local school district and the intermediate school district.
- 2. To gain knowledge of how to develop an agenda.
- 3. To gain additional knowledge on improving public relations.
- 4. To be able to develop job descriptions.

Experiences with the Assistant Superintendent for Business

The business operation of a school and the general area of school business management are areas in which the intern feels the greatest need for additional knowledge and skills. The experiences in the

business office and the subordinate offices were the most rewarding and valuable of the intern's experiences. The intern feels somewhat more secure in this area as a result of the excellent cooperation and sharing of knowledge of Mr. Richard Nielsen, Assistant Superintendent for Business, and his entire staff.

Accounting and budgeting

A considerable amount of time was spent by the intern with Mr. Nielsen and the head accountant in the development of a new numerical system for computerization of financial data as required by the new state guidelines for 1976-77 budgetary line items. As a result of a number of questions by the intern as to why an item was placed in a certain category, a number of line item numbers were changed. The experience of helping to develop the system was such that the intern feels he would be able to follow a line item budget and be able to explain why those items were placed as they were.

The intern was made aware of some of the significant changes that will appear in the new budgets; for example: principals' salaries and office expenses were formerly included in the instructional budget, but now they will be included in the administrative budget; administrative budgets formerly included only the expenses of the Board of Education and expenses of the central office, plus their salaries, but now they include the principals' salaries and expenses of the principals' offices not directly related to instruction; other changes will more clearly show the strictly instructional costs, which includes teacher salaries, books, etc., reducing that

percentage of the budget while increasing the percentage of the budget called administrative expenses. There are also changes in the category of capital outlay which now require three expenditure categories where only one was used in the old system. The intern believes the new changes should bring about a more accurate accounting of educational costs comparison both internally and between schools in that the budgets should now be more uniform.

An in-service meeting was held with the secretaries in which the new numerical system was explained to them. A question and answer period was included regarding the line items and the secretaries' responsibility towards placing the building expenditures in the proper categories.

The intern spent time with the assistant accountant to learn how various accounts are managed. The role of the accountant in the business department and to the school system as a whole was explained to the intern.

Purchasing

The purchasing agent for the Vicksburg Community Schools explained the procedures for requisitioning, bid taking and ordering. The purchasing agent makes all purchases with the exception of food services and transportation purchases. In conjunction with the person making the requisition, specifications may be established for bidding purposes.

Maintenance

The maintenance specialist is in charge of the custodians and the maintenance staff for the school system. The maintenance specialist, assistant superintendent for business, and the intern toured each of the elementary buildings with the building principal regarding summer work to be done by the central maintenance program and/or the building custodial staff. A three-year maintenance program has been established for each building, including what is to be done each year and a priority rating for each item. This list is subject to revision as the need arises.

It is the intern's observation that the buildings are well maintained by custodians who take pride in their building and through their efforts, the buildings are kept neat, clean and attractive.

Transportation

The transportation director supervises 35 employees through 20 elementary, 19 secondary, and two special education bus runs. There are also four station wagons used for transporting special education students. The two full-time mechanics do nearly all of the repair work on the buses, automobiles, trucks, and tractors operated by the district.

The director's role, as well as that of the bus drivers, has been strengthened recently in the area of discipline of bus riders. A policy, along with the procedures, was recently passed by the Board of Education which expanded the drivers' disciplinary role and authority over the bus riders while maintaining the involvement of the principal.

There is an inventory of commonly used items such as various light bulbs, oil filters, oil and grease and other common inventory products. Major items and those used only on occasion are being phased out of the inventory and not being replaced. With four spare buses available for an emergency, the major items are ordered on an as-needed basis. This has resulted in a less costly inventory.

Food services

Each of the seven schools operates its own kitchen with individual staffs. The food supervisor prepares the menus, purchases and allocates the food supplies, does the hiring and firing of the staff, and keeps up-to-date on the latest changes in government regulations regarding the food services area.

Vicksburg belongs to the Kalamazoo County Food Service Association and the Kalamazoo County Cooperative Purchasing Commission. The former is a "professional" organization while the latter obtains bids for a number of food and food service items to help reduce costs for the schools and other governmental units.

Employee Contract Negotiations

The assistant superintendent for business affairs has the responsibility of representing the School Board in each contract negotiated with the various divisions of school employees. There are five contracts he is responsible for negotiating:

1. Vicksburg Education Association (VEA)
2. Vicksburg Food Service Association (VFSA)

3. Vicksburg Custodial and Maintenance Association (VCMA)
4. Vicksburg Bus Drivers Association (VBDA)
5. Vicksburg Education Association of Office Personnel (VEAOP)

The assistant superintendent for business affairs serves as the chief spokesman, with the administrator of that group as a resource person. Each principal is assigned to be a team member of the VEA contract negotiations and one other contract. A lawyer is utilized in the VEA negotiations as a resource person and is at times the spokesman for the Board of Education. The contracts expire at different times, which is advantageous in that it spreads the work of negotiations over the years.

The intern was involved as an observer in the negotiations process for the VEA and VFSA contracts. The intern has had a considerable amount of experience as a negotiator for his local education association. As a result, there was some fear by the administration that he would be too labor (teacher) oriented. The intern feels such fears were unwarranted as he is able to "wear the hat" of whatever role he must assume at the time.

The intern attended meetings with the attorney, Mr. Cole and Mr. Nielsen regarding the VEA contract and other matters pertaining to legal problems and procedures. He was able to observe the "behind the scenes" activity associated with the negotiations procedures.

Prospectus Goals Completed in the Business Department

The intern feels the following prospectus goals were satisfactorily completed:

- A-4. To gain an understanding of the functions of the Central Office staff:

- Business
 - Transportation
 - Food Service
 - Plant

- C-1. To become familiar with the development of the school budget.
- C-2. To become aware of the new state budgetary procedure.

The intern feels additional skills were gained in this department which were not included in the prospectus.

- 1. To gain an understanding of accounting procedures.
- 2. To gain an understanding of purchasing procedures.
- 3. To gain the perspective of management in the negotiations process and philosophy.

Experiences with the Assistant Superintendent for Curriculum

The Assistant Superintendent for Curriculum, Mr. Allen, has responsibilities and authority over the teaching staff and building administrators which is limited to curricular activities. The personnel function usually associated with similar positions is delegated to either the building administrators or is kept by the superintendent. These are not the typical procedures and practices for similar positions, according to Castetter.

The intern was given the responsibility for completing the Title IX compliance report due to the Federal government in July.

Title IX deals with student and adult sex discrimination. Those aspects dealing with the elementary schools were answered in an elementary principals meeting chaired by the intern. A similar meeting was held with the secondary administrators. The form was then reviewed in a discussion between the assistant superintendent and the intern. A few items and exhibits on policy and procedures obligating the district to non-discrimination needed to be completed by the superintendent's office. The intern felt that the school was in very favorable compliance with the Title IX guidelines.

The intern was involved in completing a Title I program survey form with the persons responsible for the remedial reading program: the assistant superintendent, the K-12 reading coordinator, and the high school practical training coordinator. In the opinion of this group, many of the questions on the federal form were too non-specific with too many open-ended educational jargon phrases and should be clarified in future reports. The intern felt that the school was in compliance with the goals of the report.

The intern was assigned to tabulate a four question survey on the teacher responses regarding their compliance and feelings towards the system-wide performance objectives. The survey was tabulated, completed, and delivered to the assistant superintendent on the last day of the internship. The intern feels that, based upon his experience and the guidelines developed by the State Board of Education, Vicksburg has some well written performance objectives by grade and subject level. Teachers were generally favorable towards the P.O.'s; however, a few teachers expressed some of the common "anti" responses.

While assigned to the assistant superintendent for curriculum the intern spent a day with each elementary principal. The superintendent felt that the intern had sufficient background in secondary matters to eliminate that part of the internship; however, both agreed that experiences were desirable on the elementary level.

Through these experiences in observing the elementary situation, and especially in talking to elementary staff, the intern gained information on differences in the elementary routine as compared with the secondary routine. This should prove valuable to the intern when he assumes a central office position. Some empathy and an understanding of the problems peculiar to the elementary level was gained as a result of this experience.

In each of the elementary buildings there was a different discussion with the principal about the principal's job experiences, philosophies of education, operational style and role perception. The intern toured each building with the principal and met both the professional and non-professional staff members. The intern will highlight the unique experiences he had with each principal.

Sunset Lake Elementary School. The intern observed a conference between two teachers and the principal on placement of students for the next year. He also observed a conference summarizing this year's career education program. The intern spent some time in a "bridging" room, a full year program designed to help the immature kindergarten youngster. While the program is being phased out, the teachers the intern talked to felt it did help the child's self-concept definitely, but did not appear to help much academically.

Vicksburg Elementary School. The principal is also the audio-visual director. He took the intern with him to attend a Regional Educational Media Center meeting in Battle Creek for acceptance of bids for A-V equipment. Calhoun, Van Buren, Kalamazoo, St. Joseph, Cass and Berrien ISD's were represented. The intern was surprised to find out that the markup on AV equipment was as much as 500%. The intern also worked with the principal in preparing and balancing class loads for numbers between VES and Sunset Lake and between his classes. The avoidance of student/student and student/teacher conflicts was also considered.

Tobey Elementary School. The intern observed independent study in the third grade in language arts. Students have various assignment sheets posted around the room. They can complete them as rapidly as they want and pick up a new assignment. The intern also observed a kindergarten class and outside physical education activities. There was a pre-school "tea" for mothers of kindergarten enrollees held during school hours. The intern also visited a first grade room.

Fulton Elementary School and Indian Lake Elementary School. One principal serves as an administrator for both buildings. She is retiring this year. Of all the principals the intern met, the principal of Fulton and Indian Lake was the person with whom he had the best rapport and best general discussion on educational philosophy, discipline, parents, community and the students. Much of the day was spent in an exchange of viewpoints which tended to reinforce the intern's viewpoints. A number of the classrooms were visited. At the close of the school day a "tea" was held for her.

Prospectus Goals Completed in the Curriculum Department

The intern feels the following prospectus goals were satisfactorily completed:

- A-4. To gain an understanding of the functions of the Central Office staff:
Personnel (changed to Curriculum)
- B-3. To develop appropriate leadership skills desirable for a Central Office person. (Gained through all three.)

Additional skills were gained in this department which are not included in the prospectus.

- 1. To gain knowledge of the operation of elementary schools.
- 2. To observe elementary school teaching and techniques.
- 3. To become familiar with the Title IX guidelines.
- 4. To chair a group of administrators in accomplishing a goal.

The following goal was not accomplished since there was no opportunity to do so during the course of the internship:

- B-4. To become familiar with the objectives of the various social agencies which may help the school and students.

CHAPTER III

BASIC SCHOOL LAW FOR ADMINISTRATORS

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The school administrator, whether he serves as the superintendent of schools or in some other capacity, must become familiar with those aspects of the school code of the state that pertain to his functions. Consequently, in view of the intern's career goal, some of the basic laws relating to the school administrator's position were reviewed and selected portions are included here for future reference.

Basic School Law for Business Administrators

Without a basic understanding of the school business management and accounting phase of school administration, the new superintendent of schools and/or school business administrator is apt to be courting failure. As a result of the intern's previous experience, and as a result of the internship, it is felt that this chapter should be included for the information of the reader and for possible future use of the intern.

Classifications of school districts

According to the General School Laws (1973), school districts in the state of Michigan are classified into five general types of school districts based on student number and age as follows:

1. Primary Districts--K-8 districts with 1 - 75 students.
2. Fourth Class Districts--K-8 and K-12 districts with 76 - 2,400 students between the ages of 5 and 20.

3. **Third Class Districts--K-12 districts with 2,401 - 30,000 students between the ages of 5 and 20.**
4. **Second Class Districts--K-12 districts with 30,001 - 119,999 students between the ages of 5 and 20.**
5. **First Class Districts--K-12 districts with 120,000 or more students between the ages of 5 and 20.**

When a school district wishes to transfer from one of the above classifications to another, the local Board of Education must approve the petition for status transfer and then have a successful vote of the electors.

Fourth class vs. third class districts

Since the internship was served in a third class district and the intern has been employed in a fourth class district, it is appropriate to review the General School Laws showing a basic comparison between the two classifications as charted below.

<u>Category</u>	<u>Fourth Class</u>	<u>Third Class</u>
340.44 Board Election and Terms	7 members, 4 year term.	340.107 Same
340.55a School Meeting vs. School Elections	A School Board may hold a school meeting instead of an election if they have 600 or fewer students.	Not applicable. Must have an election.
340.57 Board Organi- zation	Must meet on the second Monday in July to reorganize. The president, secretary, and treasurer must come from their own Board.	340.111 Same Required to elect a president from their own Board. Other officers may be appointed from outside the Board.

<u>Category</u>	<u>Fourth Class</u>	<u>Third Class</u>
340.59 Treasurer	Must be bonded within 30 days of the appointment except if he is not handling money or signing checks.	340.112 Shall bond those handling money (treasurer and business manager).
340.63 Board Meetings	Must hold one regular meeting per month. No notice is necessary if the hour and place has been fixed by resolution.	340.111 Must hold regular meetings on second Monday of the month or as otherwise set by resolution at the annual meeting.
340.64 Special Meetings	May be called by the president or any two members by serving others with written notice of time and place, 24 hours before meeting if delivered in person, and 72 hours if mailed.	340.113 May be set by by-laws or resolution.
340.66 Superintendent's Contract	Three year maximum; other administrators also have a three year maximum. A 90 day non-renewal notice is mandatory prior to termination. If no notice is given, there is an automatic one year renewal of the contract.	340.119 Five year maximum; other administrators have a three year maximum. Same
340.72 Annual Election	Second Monday in June. May only elect Board members at the annual election.	340.108 Same
340.73 Special Election	May be called by the Board, or upon request of 5% or more of the school electors, but not less than 25 electors.	340.109 May be called by the Board, or by not less than 10% of the registered voters.

<u>Category</u>	<u>Fourth Class</u>	<u>Third Class</u>
340.77a Borrowing Power	Allows borrowing for temporary purposes in the form of notes.	340.115 Same
	Allows for long-term loans which are called bonds. There is a 30 year limitation on the bonds. The bonds cannot exceed 5% of the assessed valuation of the district without a vote of the people.	Same
Business Manager	There is no provision in the statutes to (or not to) employ a business manager.	340.118 Statutes allow for the employment of a business manager.

The reader will note that the last law listed allows a third class district the necessary language to legally employ a business manager. It has not yet been tested in the courts whether a business manager can legally be hired by a fourth class district. There are, however, a number of fourth class districts which do employ a person in such a position.

Laws applicable to all districts

There are certain laws listed in the General School Laws with which the school business administrator should become familiar.

The laws applicable to both are summarized here.

340.564 - Stipulates that the Board of Education must certify the tax roll to each city and township clerk on or before September 1 of each year or within 10 days after the annual meeting if held in September. (However, there has been some flexibility allowed here.)

340.566 - Stipulates that tax money shall only be used for the purpose for which it was raised and can only be changed by a majority vote of the school tax electors; i.e., Building and Site, General Fund, etc.

340.567a - Authorizes a school district to borrow money and issue notes for general school operations from state aid revenues, and shall be payable from tax levies in the event sufficient state funds are not available. The interest rate shall not exceed 6% per annum.

340.568 - Authorizes, by resolution of the Board, that they may invest debt retirement funds, building and site funds, building and site sinking funds, or general fund monies of the district. Monies in the several funds shall not be commingled for the purpose of making any investment and all earnings on any such investments shall become a part of that fund for which such investment was made.

340.610 - Authorizes School Boards to determine a depository or depositories in which the funds of the district shall be deposited. Also authorizes the treasurer to deposit all funds of the district in a manner provided by the Board.

340.612 - Makes law, the submission of an annual report to the superintendent of public instruction. This date has been set by the superintendent of public instruction as September 1 of each year. Said annual report shall be made public to the residents of the school district by November 1 of each year.

340.641a - Allows school districts to collect their taxes in the same manner as cities, upon approval of the governing body of the city. (Generally, however, they are collected by the treasurers of those units within the school districts; i.e., townships and cities.)

340.643a - Allows school districts to authorize additional millage so voted to be levied and collected not before June 1 or after September 1 each year.

340.681 - Allows school districts to bond their school districts for buildings, equipment, athletic fields, playgrounds, other facilities, buses and urban renewal programs. Districts may not bond their district for more than 15% of the total assessed valuation of the district, and extend the bond for more than 30 years.

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340.788 - Authorizes School Boards the right to provide medical care, including costs of hospitalization, and the right to expend school funds for insurance programs, as well as requiring a fee from participants for all or part of the cost of medical care, providing that no student shall be barred from participation in interscholastic athletic activities because of inability to pay the fee.

340.871 - Allows school tax electors the power to vote a tax as they shall deem sufficient to purchase or lease a site or sites, and build, hire or purchase a home for the use of the superintendent of schools, the teachers, or both, employed in the district, and to vote a tax necessary to furnish said home or homes.

340.901 - Allows for the establishment of libraries in a township or school district by a vote of the people.

340.909 - Allows a vote of the people to set the tax levy for library support.

340.914 - Allows a Board to donate or sell any book or books belonging to said school district library.

388.644 - Stipulates that not more than 5% of a school district's state aid may be expended for capital costs or debt service for debts and requires audits by certified public accountants at least once every three years.

The following are public laws (P.L.) which are also applicable to the function of the business office. These laws should be more closely examined for specifics if the need should arise.

P.L. 43, 1963 - Provides rules and regulations for public hearings on budgets to be held each year and the notice of the hearing that must be published in a newspaper of general circulation at least 6 days prior to such hearing and shall include the time and place of the hearing and state where a copy of the budget is available for inspection. Changes made in the budget subsequent to such public hearing shall not affect the validity of such budget.

P.L. 52, 1929 - Authorizes the attorney general to institute an investigation, examination and/or audit of the books, records and accounts of the school district or any public officer, and to provide penalties for the violation of this act.

P.L. 108, 1961 - Provides for school bond loans.

P.L. 112, 1961 - Provides funds for making loans to school districts for payment of principal and interest on certain school bonds; and to provide for use of monies repaid to the state by school districts.

P.L. 136, 1945 - Provides for retirement systems for Michigan public school employees.

P.L. 202, 1943 - Provides for the borrowing of money by a municipality (including schools), and the issuance of bonds, notes and certificates of indebtedness, and provides for tax levies and sinking funds.

Sec. 134.1 - Allows school districts to borrow money in anticipation of the current year's taxes or the next fiscal year's taxes.

Sec. 134.3 - Allows school districts to borrow money in anticipation of the current year's taxes or the next fiscal year's taxes for operation, debt service and capital improvements.

P.L. 223, 1941 - Authorizes a Board of Education to create a sinking fund for the purpose of purchasing real estate for the sites for, and the construction and repair of, new or existing school buildings, and authorizes Boards to submit the question of levying a tax to create such sinking fund to the electors of the school district.

P.L. 317, 1968 - Allows guidelines relating to the conduct of public servants in respect to the conflicts of interest of these servants with the body they are serving.

As already indicated, the above list is not complete. Those that are listed are those the intern found most useful for the school business management operation. Those who wish more detailed information on the above laws may obtain this information from the General School Laws, in either the bound or loose-leaf form. The intern credits the Specialist's Project "Guidelines for the School Business Manager" by Larry J. Cole for much of the above information.

Basic School Laws for Curriculum Administrators

A basic understanding of the laws pertaining to required curricular studies as mandated by the state legislature to the local school district, through the Intermediate School District, through the State Department of Education, or by court action, is necessary for those responsible for curriculum development. Significant statutes and administrative rules are presented here to provide easy references and clarification of state curriculum requirements.

A bulletin, "Summary of Michigan Educational Laws Related to the School Curriculum," was compiled through the office of John W. Porter, Michigan Superintendent of Public Instruction. Laws related to the school curriculum included those in effect as of December, 1975, and are used extensively in this and the next section. According to Porter in the preface of this bulletin, "The term curriculum is used as interpreted in the broad sense, meaning curriculum and school activities experienced by the student. Included are statutes that are clearly related to the basic school curriculum, and those that are extra-curricular in nature." All quotes attributed to Dr. Porter are from the above bulletin.

It has been the intern's experience that some educators seem to assume that certain common curriculum offerings are required by state law when as a matter of fact they are not, but rather have been included in many school curriculums over the years simply as a matter of tradition. It appears also that there are some state requirements that are not widely known. Some requirements in the

Michigan General School Laws compilation are generally known, but the specifics of the mandates are poorly understood.

It was noted by Dr. Porter that the influence by accreditation agencies over curriculum offerings, such as the University of Michigan and the North Central Association of Colleges and Secondary Schools, required for accreditation purposes should not be confused with state mandates.

The specific language of the statutory provisions summarized in this paper may be found in the compilation of education laws entitled Michigan General School Laws. The latest reprint was in 1973 and copies are distributed at a cost of \$4 by the Department of Management and Budget, General Service Section, 7461 Crowser Drive, Lansing, Michigan 48913.

Reading through these curriculum requirements, the reader may be surprised to learn that there are so few state-required courses. According to Dr. Porter, "The State Board of Education has consistently taken the position that it should be the responsibility of the local districts, not the state, to decide what courses should be offered to youngsters. When legislation is proposed that would require particular curriculum requirements to be placed in the General School Laws for all school districts, the State Board of Education rather consistently does not support these bills, no matter how justifiable the course requirement may appear to be."

It should be noted that the statutes and administrative rules (R) summarized in this chapter are those that relate to the school curriculum, either directly or indirectly. There are a large

number of education laws and administrative rules (R) that have not been included.

Statutes that Relate Directly to School Curriculum

340.583 - The authority of local Boards of Education is to establish and carry on grades, schools and departments as deemed necessary or desirable for the maintenance and improvement of the schools, determine the courses of study to be pursued and cause the pupils attending school in the district to be taught in those schools or departments that it deems appropriate.

340.360 & 340.390-394 - English shall be the basic language of instruction in all public, private and parochial schools. However, courses of instruction may be given in foreign languages, and there shall be provided bilingual instruction to assist children of limited English-speaking ability to achieve reasonable efficiency in the English language in those schools where there is a specified concentration of such children.

340.361-362 - Government courses shall include regular courses of instruction in the constitution of the United States and the State of Michigan, and in the history and present form of government of the United States, of Michigan, and of political subdivisions of the state. This course is required in all schools. Instruction shall begin no later than the opening of the 8th grade, except in schools maintaining a junior high school, in which case it may begin in the 9th grade and continue in the high school.

388.371-373 - All high schools, offering 12 grades, shall provide a one-semester course of five recitation periods per week in civics. The course shall cover the form and functions of federal, state, county, city, township and village governments, with special emphasis on the rights and responsibilities of citizens. Completion of this course of instruction is a prerequisite to graduation from high school.

340.363-364 - Communicable diseases and effects of alcohol and drugs and the best methods of their restriction and prevention shall be taught in every public school. Instructions shall be given in physiology and hygiene with a special reference to the nature of tobacco, alcohol and narcotics and their effects upon the human system.

340.781-789 - Health and physical education shall be provided for all school membership so far as they are physically fit and able to participate. School districts with a population over 3,000 shall engage competent instructors in health and physical education. School districts may employ instructors and provide necessary facilities for teaching sex education, including emotional, physical, psychological, physiological, hygienic, economic and social aspects of family life and sexual relations. Socially deviant sexual behavior may be covered. Sex education shall provide educational opportunities to help students develop understanding, acceptance, respect and trust for themselves and others. Instructions on birth control is prohibited in Michigan schools. Any program of instruction in sex hygiene shall be supervised by a registered physician, a registered nurse or a certified teacher qualified in this field. Upon written request of a parent or guardian, a child must be excused from attending classes in sex hygiene or the symptoms of disease. The State Department of Education has established a library of motion pictures, tapes, literature and other materials relating to sex education which is available for use in school programs.

388.391-394 & R340.1121-1124 - Education for pregnant students shall be provided and they may not be expelled or excluded from a public school involuntarily. School districts shall provide an accredited alternative education program for pregnant students or may contract with the nearest intermediate school district or with another local school district.

340.771a & R340.1701-1837 - Special education programs and services designed to develop the maximum potential of all handicapped persons in the school districts shall be provided. These programs shall be provided by individual local school districts, or under contract with an intermediate school district or with another local school district.

340.365 - The humane treatment of birds and animals shall have a portion of time in every public school program devoted to teaching kindness and justice to them and the humane treatment and protection of animals and birds, and the important part they have in the economy of nature.

257.811 & 388.301 - Driver education courses shall be conducted by Michigan public schools with enrollment

open to children in the high school grades of public, parochial and private schools as well as resident out-of-school youth. Courses shall include classroom instruction plus behind-the-wheel instruction and observation in an automobile, and shall be under the supervision of a qualified teacher or licensed instructor.

340.622 & R340.291-295 - Auxiliary services provided to any of its resident children shall be provided on the same equal basis to school children in attendance at non-public schools. Those include health and nursing services and examinations; street crossing guards services; national defense education act testing services; speech correction services; national teacher services for delinquent and disturbed children; school diagnostician services for all mentally handicapped children; teacher counselor services for physically handicapped children; remedial reading, and such other services as may be determined by the legislature.

340.390-396 - Bilingual instruction shall be provided for in every school district with an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12. Bilingual instruction programs may be operated also in districts with fewer than 20 children of limited English-speaking ability. A school district may pay tuition and transportation for resident children of limited English-speaking ability to enroll in a program in another school district.

388.1311-1319 - Career education shall begin with the 1975-76 school year, and each local educational agency shall have a comprehensive career education plan and performance objectives.

340.365a - The superintendent of public instruction shall cause to be made an annual random survey of textbooks to determine the degree to which they fairly include recognition of the achievements and accomplishments of the ethnic and racial groups. School authorities, in selecting textbooks which cover the social studies, shall give special attention and consideration to the degree to which they include such achievement and accomplishments.

340.252 - The superintendent of public instruction shall have prepared and published instructional and informational materials relative to the physical, psychological and sociological effects of alcohol and the benefits of temperance.

340.362a - The State Department of Education shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in the teaching of consumer economics as a separate course or as a part of other courses.

388.383 & R388.271-275 - The superintendent of public instruction is authorized to promote, support and conduct programs in critical health problems education. Programs shall include the establishment of guidelines to assist local school districts develop comprehensive health education programs; establishment of special in-service programs to provide professional preparation in health education for teachers; provision of leadership for institutions of higher education in the development and extension of curricula in health education; development of cooperative programs between school districts and higher education institutions; and assistance in the development of plans and procedures for the evaluation of health education curricula.

340.395-396 - The State Board of Education shall cooperate with the intermediate and local school districts in the development and administration of a program of in-service training for bilingual instruction programs. They shall promulgate rules governing the endorsement of teachers qualified as bilingual instructors and approve an examination in English language skills of children of limited English-speaking ability. They shall study, review and evaluate textbooks and instructional programs and encourage experimentation and innovation in bilingual education.

Free Textbooks - On July 17, 1970, the Michigan Supreme Court ruled in Bond et al. vs. the Public Schools of Ann Arbor, that the provisions of Article VIII, Section 2 of the 1963 Michigan Constitution, commanding the Legislature to ". . . maintain and support a system of free public elementary and secondary schools including free textbooks and school supplies." STATE BOARD OF EDUCATION POSITION STATEMENT OF FREE TEXTBOOKS, MATERIALS AND THE CHARGING OF FEES, March, 1972. This basically states that there shall be no fees and/or charges for anything required in the completion of course requirements, required or elective, except that if the student desires to keep or sell a project made in school a fair charge may be made for materials used.

Statutes that Relate to Extra-Curricular Activities

Included here are those statutes and laws that pertain to those activities of students that are above and beyond the normal classroom situation. These are condensed from Michigan General School Laws.

340.379 & R340.81-164 - A school district may join any organization for the conduct of athletic, oratorical, musical, dramatic or other contests between school children if the organization provides that the superintendent of public instruction, or his representative, shall be an ex-officio member of its governing body. The association shall be an official association of the state for conducting athletic events, contests and tournaments. Female pupils shall be permitted to participate in all non-contact inter-scholastic athletic activities, including but not limited to archery, badmitton, bowling, fencing, golf, gymnastics, riflery, shuffleboard, skiing, swimming, diving, table tennis, track and field and tennis. Even if the school has a girls' team in any of these activities, the female shall be permitted to compete for a position on the boys' team.

430.788 - Boards may provide medical care, including costs of hospitalization, for students injured during participation in an inter-scholastic athletic activity. Funds of the district may be expended for the employment of qualified persons to provide medical care, or for payment for all or part of the costs of participation in mutual benefits or insurance programs. A fee may be imposed upon participants in inter-scholastic athletic programs for all or part of the cost of medical care, or for insurance protection, providing that no student shall be barred from participation in such an athletic activity because of inability to pay the fees.

340.921-924 - The organization or operation of a high school fraternity, sorority or other secret society is prohibited in public schools. Membership or pledges to memberships shall be cause for suspension or expulsion from school. A public school fraternity, sorority or secret society is defined to be any organization whose active membership is composed of wholly or in part of pupils of the public

schools and sustains itself by taking in additional members from pupils enrolled in the public schools on the basis of the decision of its membership, rather than upon the right of any pupil who is qualified by the rules of the school to be a member of and take part in any class or group exercise, or program of school activities fostered and promoted by the Board of Education, and superintendent.

340.368 - The following "Holidays" shall be observed by proper and appropriate commemorative exercises, or by arranging the school work to teach their significance: Feb. 12--Lincoln's birthday; third Monday of Feb.--Washington's birthday; Sept. 17--adoption of Federal Constitution; second Monday of Oct.--Columbus Day; Oct. 21--Carleton's birthday; Oct. 27--Roosevelt's birthday; Nov. 11--Veteran's Day.

340.591a & R340.241-243 - A school district transporting students to non-credited school events, to and from non-mandatory events sponsored by the school districts may collect a fee from the students to cover expenses for the trip. School districts shall subscribe to liability insurance if fees are charged.

Statutes that Relate to Health and Safety Standards

Generally speaking, there are a number of laws pertaining to health and safety standards with which many building administrators do not appear to be sufficiently familiar. They are presented here as a guide for both central office and building administrators. The intern's experience tends to indicate that school personnel are not sufficiently aware of the current laws.

The following laws and rules are condensed from Michigan General School Laws (1973) as revised and are included here primarily for the purpose of easy convenient reference and as a general guide.

340.563 - The Board shall vote to levy taxes necessary for all school operating purposes, which shall include

but not be limited to school furnishings, the care of school property, and alterations necessary to place the school facilities in a safe and sanitary condition.

340.614 - A Board shall have authority to make reasonable rules and regulations for the establishment, maintenance, management and carrying on of the schools of the district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school.

340.378 - An administrator or teacher may administer medication to a student in the presence of another adult pursuant to written permission of the student's parents or guardian and in compliance with the instructions of a physician without being liable for any criminal action or any civil damages except for acts or omissions amounting to gross negligence or which were a willful and a wanton misconduct.

340.782 - Does not authorize a compulsory physical examination or compulsory medical treatment of school children.

340.376 - A child enrolling in a public or non-public school for the first time shall submit either a statement signed by a physician that the child has been immunized for and guarded or protected against diseases specified by the Department of Public Health; a statement signed by a parent or guardian that a child has not been immunized because of religious or other objections; or a request by a parent or guardian that the local Health Department give the needed protective injections.

The parent or guardian of each child enrolling for the first time shall submit a statement signed by a district, county or city Health Department director stating that the child has passed the Department of Health pre-school vision screening test; or a statement signed by a physician or optometrist indicating that he has had his eyes examined during the pre-school years after age three and prior to initial school entrance. A vision test is not required if there is a statement signed by a parent or guardian objecting to such tests because of religious convictions.

Prior to November 1 of each year every school shall report to the director of the department of public health relative to immunization and vision tests of each child entering a Michigan school for the first time.

329.521-526 - Persons responsible for group residence, care, education or camping experience of children shall have on file for each child a statement signed by a physician that the child has been immunized against smallpox, diphtheria, tetanus, pertussis, measles, and polio and tuberculin tested, or a request signed by a parent or guardian that the local Health Department give the needed protection injections and diagnostic test. A child whose parents have religious convictions against immunizations shall be excused from immunization.

329.401-402 R325.898 - Local Boards or other governing bodies of public, private, parochial or nursery schools or day care centers shall require evidence of freedom of communicable tuberculosis as a condition of employment of any persons whose work could constitute a health hazard if infected with tuberculosis. A statement of freedom from tuberculosis shall be required annually for all personnel, including day-to-day substitutes employed by the Board. Tests shall be made within nine months preceding commencement of work.

325.601-609 R325.2111-2199 - The Department of Public Health has responsibility for setting constructive and operation standards for public swimming pools. Rules have been promulgated establishing health and safety standards for swimming pools.

722.621-636 - Persons responsible for the care of children (including teachers, school principals, counselors, and administrators) shall report any physical injuries to or evidence of physical neglect of any child under 18 years of age which they believe were intentionally inflicted or due to negligent treatment by any person responsible for the child's health and welfare. Reports shall be made to the Department of Social Services or to a law enforcement agency. The identity of the reporting person will be confidential and subject to disclosure only by consent or by judicial process. An oral report shall be made immediately to the State Department of Social Services within 72 hours containing information specified by the Department. School persons shall notify the administrator in charge that the report has been made and provide a copy thereof.

Any person who has reasonable cause to suspect child abuse or neglect is authorized to make a report to the appropriate law enforcement officials or to the

probate court. A person required to report an instance of suspected child abuse or neglect who fails to do so shall be civilly liable for the damages proximately caused by the failure. A parent or guardian legitimately practicing a religious belief who does not provide specified medical treatment for a child for that reason shall not be considered negligent.

340.585a R 340.1301-1305 - Every pupil and teacher participating in a course when exposure to eye danger exists, such as vocational or industrial arts shops involving the use or working with hot molten metals, milling, sawing, turning, shaping, grinding, cutting or stamping of any solid materials, heat treatment, tampering or welding, or in chemical laboratory work involving acid, caustic or explosive materials, shall wear industrial quality eye protection devices which meet standards of the American Safety Code and which are sanitized prior to use.

340.623 - A Board may employ qualified registered nurses necessary to provide professional nursing services. Certification requirements for school nurses shall be as set by the State Department of Education.

257.628 - If a superintendent of a local school district determines that the speed of vehicular traffic on a state truck line or county highway which is within 1,000 feet of a school in the school district is not reasonable or safe, the officials shall include the superintendent in action jointly to determine and declare a reasonable and safe maximum or minimum speed limit in the area of concern.

29.19 - In all grades of public and non-public schools, there shall be conducted monthly fire drills. A minimum of 10 drills shall be conducted each school year.

340.621 - A Board may purchase, construct or lease pedestrian overpasses for the safe conduct of school children en route to and from school. Prior approval must be obtained from the highway authority having jurisdiction.

340.252 - The superintendent of public instruction shall require all school districts to maintain school and provide educational facilities . . . and require School Boards to carry out his recommendations relative to the safety of school buildings, equipment and appurtenances, including conditions that may endanger the health or life of the school children.

388.851-855a - Approval of school building plans and specifications for the construction, reconstruction and remodeling of school buildings, or additions thereof, is regulated by state law which requires that all plans and specifications for new buildings must be approved in writing by the superintendent of public instruction after receipt of written approval of the state fire marshal relative to factors concerning safety and of the State Health Department, or health department having jurisdiction, relative to factors affecting water supply, sanitation and food handling. (An informative bulletin is published which sets forth good school building planning procedures and interprets the provision of the "School Building Code.")

School buses

257.305a - School bus drivers of a public or non-public school bus shall possess a certificate stating that he is enrolled in or has completed a course in school bus safety education conducted during or not more than two years prior to the school year in which he drives a school bus. These courses shall be approved by the superintendent of public instruction and provided by an intermediate school district or a state university. Costs are reimbursable by the state.

257.682-713 & 340.594b-598 R 340.1201-1232 - School bus safety specifications are rather strict as imposed by the Michigan Vehicle Code and the Michigan School Code. They include the color, the use of signs and flashing lights, mirrors, safety glass, gasoline tank location, flares, lanterns and other warning equipment. Further, the law regulates the stopping of traffic when overtaking or meeting any school bus which has stopped and is displaying two alternately flashing red lights. The law sets the procedure to be followed in the discharge of bus passengers and regulation of students crossing the road in front of the bus.

340.594c - School buses shall be inspected annually by the State Police to determine if they are meeting the statutory specifications.

340.973 - Violation of school bus safety regulations by School Board members, employees, or any other person is guilty of a misdemeanor, punishable by fine not to exceed \$100 or imprisonment in the county jail for not more than 30 days, or both.

Statutes that Relate to Attendance Requirements

Generally speaking, there are a number of laws pertaining to attendance with which many building administrators do not appear to be sufficiently familiar. They are presented here as a guide for both central office and building administrators. The intern's experiences tend to indicate that school personnel are not sufficiently aware of the current laws in the area of attendance.

The following laws and rules are condensed from Michigan General School Laws (1973) as revised and are included here primarily for purposes of easy, convenient reference and as a general guide.

340.355-356 - If a child is 5 years of age when school starts he can attend, if kindergarten is available by December 1; March 1 if semi-annual promotion is allowed.

340.731-732 - Any child 6 years old by December 1 must attend the public school for the entire school year (3 of 4 quarters and not off for two consecutive quarters) continuously and consecutively until age 16. Exceptions: attendance at a private, parochial or denominational school meeting state requirements; if employed as a page messenger of the legislature; if under 9 and over 2 1/2 miles from school and transportation; if 12 to 14 and attending confirmation classes less than 5 months long; or is attending religious instruction classes of less than 2 hours weekly.

340.739-743 - If a child is repeatedly absent without valid excuse or gives evidence of behavior problems parents are to be contacted by registered mail to come and discuss the problem. Any person, parent or other individual in parental relation who does not keep the child in school is subject to a \$5 to \$50 fine and/or 2 to 90 days in jail. It is the parents' responsibility to keep the child in school except in the above (731-732) exceptions. Attendance officers may be employed.

340.754-757 - Ungraded schools or classes may be established to take care of problem children, turbulent, disobedient and insubordinate, or vicious and immoral in conduct; habitually frequents streets and other public

places, having no lawful business, employment or occupation. See also 340.205.

340.754-757 - Any teacher or superintendent (principal) may use such force as is necessary to take from any pupil a dangerous weapon and for maintaining proper discipline; and shall not be liable for such physical force or civil action except in gross abuse and disregard for the health and safety of the pupil. The penalty to the parent is in 340.739-743.

The intern, while an assistant principal responsible for attendance, had cause to discover the meaning of "without valid excuse." Legally, a valid excuse includes: sickness, death in the family, or other circumstances which physically prevent his attendance. Invalid excuses include: shopping, "skip" days, working any place, and family vacations.

Many schools overlook one or more of the above invalid excuses. Both Dowagiac and Vicksburg have instituted attendance policies which grant 10-12 absences per semester with automatic failure thereafter in classes missed over the maximum. A number of schools seem to be taking this approach on attendance problems. There is a right of appeal under certain circumstances. So far as the intern can determine, these policies have not been overturned in the courts.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

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The internship experience was basically a good one for me and hopefully for the supervisors involved. Other interns placed in this school system should find the experience even more rewarding as the experience gained by the Vicksburg staff during my internship should aid in an improved program for the next intern. I did gain more insight into the management/administrative point of view in many different areas. My 24 years in the educational profession provided me with a background of experience and training that is greater than that of most persons in this type of an experience.

My experiences in this program lead me to recommend this approach to all who aspire to become effective administrators. Learning by doing should be the prime consideration in any educational program; however, this should be in addition to learning by reading about it. I do not believe that candidates can learn best the human skills desirable for the proper functioning as an administrator totally within the confines of a college classroom. It appears to me that the internship should be to the prospective administrator what student teaching is to the prospective teacher.

I have had a number of student teachers and have allowed them to assume as much responsibility as early in the experience as they wished. I have also encouraged my student teachers to become involved in those activities of interest to them. As a classroom

teacher, my inner security was such that the opinions and expertise of the student teacher were fostered and discussed, with constructive criticism encouraged. On this basis, I would recommend that the internship experience should be similar to the above method of supervising student teachers. Such was not the case in this internship. Whether this basic assumption of the purpose of internships was faulty at the onset or was because of inadequate or incomplete preparation with the parties involved or for some other reason, I do not care to speculate further.

It is my recommendation, based on my experiences, that an internship should be strongly recommended for all educators enrolled in the Educational Specialist Degree program who wish to become an administrator at any level. Consideration of this recommendation should also be made for the Master's Degree program.

I do believe very strongly that there should be a written policy statement of the difference in the expectations for 712 and 720, especially in relation to the written report. It would clarify the now hazy differences between the two.

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Note: I and III above were used for the ideas they might present to the intern for the completion of this paper. The two bulletins listed in II were used in this report especially in Chapter III.