A Report of an Internship in Gull Lake Community Schools, Gull Lake, Michigan

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A REPORT OF AN INTERNSHIP IN
GULL LAKE COMMUNITY SCHOOLS,
GULL LAKE, MICHIGAN

by

Gary J. Jackson

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 1975
The Gull Lake Community Schools, a class B school with an enrollment of 3000 students, 145 teachers, and 12 administrative staff, provided an intern experience for me from June 24, 1974 to August 14, 1974.

The intern experience was related to the role of the school superintendent. The role of the superintendent varies from district to district but generally playing the role requires a great deal of human, conceptual, and technical skills that when utilized properly result in a healthy, productive educational institution.

As a result of the internship, this intern believes that he has a very broad knowledge of the role of the school superintendent.
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INTRODUCTION

The Gull Lake Community Schools, a Class B school with an enrollment of 3000 students, 145 teachers and 12 administrative staff, provided an intern experience for me from June 24, 1974 to August 14, 1974.

The internship experience was principally supervised by Mr. Tom Ryan, Superintendent, Gull Lake Community Schools. A great deal of guidance was received from Mr. Schoneboom, Assistant Superintendent, and Mr. Bob Schinderle, Administrative Assistant.

Most of the intern experience was related to the role of the Superintendent. To gather as much first hand information as possible. Dr. Wayne Vasher, Superintendent of the Comstock Public Schools and Mr. John Prevost, Superintendent of the Otsego Public Schools were also interviewed.

As a result of the internship and the research that was done, this intern believes that he has an adequate understanding of the role of the superintendent. Although the superintendent experiences daily pressures unknown to me, he performs daily tasks that require conceptual, human, and technical skills that this intern can now recognize.
PROSPECTUS

SUPERVISING ORGANIZATION: Gull Lake Community Schools

FIELD SUPERVISOR: Mr. Tom Ryan, Superintendent, Gull Lake Community Schools

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

MAJOR FOCUS OF EXPERIENCE: The position of the Superintendent

DURATION: 7½ weeks commencing Monday, June 24, 1974

RATIONALE:

As one of my personal goals, in the not too distant future, I hope to occupy the position of school Superintendent in a school system of between 3,000 and 4,000 students. When the opportunity arises I intend to be ready and capable of doing a job that does justice to the position and to the system that employs me.

To be capable of doing justice to the position of Superintendent one must be familiar with numerous areas in school administration as well as possess numerous skills in the area of leadership. Perhaps the best method of familiarizing one's self with any given area is to put himself into a situation that resembles, as much as possible, the real thing. Although this administrative internship provides little experience in some areas of leadership, it
provides invaluable experience in the area of school administration from the administrator's viewpoint.

For an individual to gain as much knowledge as possible in an administration internship, within a given amount of time, he must exert 100% effort and receive guidance from a very capable individual. In discussions concerning the selection of a person under whom, the name of Mr. Tom Ryan, Superintendent of Gull Lake Community Schools was repeatedly suggested. Mr. Ryan is a very capable Superintendent and I appreciated the opportunity to work under him. Under his guidance and leadership I should have a thorough knowledge of the position of Superintendent by summer's end.

GOALS OF INTERNSHIP EXPERIENCE

I GOALS:

A. Conceptual

1. To gain a basic understanding of the role of the Superintendent.

2. To understand the Superintendents relationship to the board of education.

3. To understand what types of authority the
Superintendent delegates to his subordinates.

4. To understand how, when, and why school policy is formulated.

B. Human

1. To examine the Superintendent's methods of getting the community involved in his school system.

2. To gain insight into how an administrative team works together to accomplish the goals of the school system.

3. To understand how the Superintendent deals with problems related to auxiliary personnel.

4. To gain a broad knowledge into different approaches to millage campaigns.

C. Technical

1. To gain a better understanding of the Superintendent's input into the preparation of the budget.

2. To gain a better understanding of curriculum development.

3. To examine the Superintendent's role regard-
ing collective bargaining and professional negotiations.

4. To better understand the Superintendent's role in the staff personnel function.

5. To gain an understanding of the Superintendent's input into the preparation of the budget.

II OBJECTIVES:

A. Conceptual

1. Examine current literature related to the position of the Superintendent.

2. Talk to several Superintendents about their relationships to their boards.

3. Discuss with administrative team members and Superintendents the types of authority that are delegated.

4. Review available literature dealing with school policy.

B. Human

1. Discuss with the Superintendent the methods he uses.

2. Review the goals of the school system
and discuss with the administrative team the means by which they were accomplished.

3. Discuss with the Superintendent his relationship with his auxiliary personnel.

4. Collate information from schools involved in millage proposals relating to their approach to millage.

C. Technical

1. Discuss with area Superintendents the subject of budget preparation.

2. Examine many approaches to the development of curriculum.

3. Discuss with the Superintendent what his role is regarding collective bargaining and professional negotiations.

4. Observe the Superintendent in the area of staff personnel recruitment, selection, and induction.

5. Discuss with area Superintendents the subject of budget preparation.

III SKILLS:

A. Conceptual
1. To be able to identify basic responsibilities to be performed by the Superintendent.

2. To be able to discuss in general the Superintendent's relationship to his board.

3. To be able to know when and what types of authority should be delegated by the Superintendent.

4. To be able to distinguish the difference between policy and school rules.

B. Humans

1. To be able to get community involvement in a given school system.

2. To be able to form a group of administrators into an effective team that is capable of accomplishing its goals.

3. To be able to promote and maintain a high level of morale among auxiliary personnel.

4. To be able to plan, organize, and implement various types of millage campaigns.

C. Technical
1. To be able to accurately prepare a budget for a given school system of comparable size to Gull Lake.

2. To be able to effectively lead a committee in developing a curriculum.

3. To be able to more effectively understand the administrative point of view regarding collective bargaining and professional negotiations.

4. To be able to deal with personnel matters in certain areas without monopolizing them.

5. To be able to accurately prepare a budget for a given school system of size comparable to Gull Lake.
ACKNOWLEDGEMENTS

It is with sincere appreciation that I thank all of the wonderful people in the Gull Lake Community School system for their assistance in this project. I especially want to thank Mr. Tom Ryan, Superintendent, Gull Lake Community Schools, for allowing me to participate as an intern under his direct supervision.

For his counsel, I express my appreciation to Dr. Harold Boles, adviser, for guiding me into the internship experience. I also wish to express my thank's to the other members of the specialist committee for their help and their willingness to serve in this capacity.

Lastly, to my wife and family, I gratefully express my appreciation for their understanding, patience, thoughtfulness and reinforcement, for without their help this project would never have come to pass.

Gary J. Jackson
CHAPTER I

GOAL A-1  TO GAIN A BASIC UNDERSTANDING OF THE ROLE OF THE SUPERINTENDENT.

To accomplish this goal three superintendents, Mr. Tom Ryan, superintendent of the Gull Lake Community Schools; Dr. Wayne Vasher, superintendent of the Comstock Public Schools; and Mr. John Prevost, superintendent of the Otsego Public Schools were interviewed.

Generally speaking the superintendent has many functions, but all are focused on a single goal: to provide the best possible education for the children in his community. It means creating the conditions in which other people can get things done and above all in which the classroom teacher can perform to the best of his ability. To fulfill his role demands that he performs many tasks.

First and foremost the superintendent must consider the instructional program of the schools. To provide the best possible program for his schools he gets involvement from his board, community, and staff. He continuously capitalizes on conditions in which the climate for learning and the work of teachers may be improved. He encourages creativity so as to improve the school program.
The school budget is prepared under the superintendent's supervision. In order for the budget to be prepared accurately and equitably, the superintendent must assemble a great deal of information and study many factors. The school budget must rank high in priority in relationship to the superintendent's role.

Planning is another area of importance in the role of the superintendent. The superintendent should encourage a permanent re-examination of the purposes of the schools in the light of changing conditions and values. He must write goals, both long range and short range, so as to view where the schools are bound and how they can get there.

Another important role related to the superintendent is that of human relations. The morale of his staff is one of his continuing concerns. As a leader he must search for teamwork and general agreement. He sees himself as the stimulator and a co-operator, not a commander.

To summarize, the superintendent wears many hats in his day-to-day role. He is a teacher, politician, philosopher, student of life, public relations counselor, and business man. All of these aspects are involved in his central role of leadership.
GOAL A-2  TO UNDERSTAND THE SUPERINTENDENT'S RELATIONSHIP TO THE BOARD OF EDUCATION.

In general, the superintendent's relationship to the board of education varies, depending on the composition of the board and the size of the district. In a healthy superintendent-board relationship, the superintendent provides guidance and leadership for his board of education. He provides the data necessary for the board to make rational decisions concerning all of the facets of school operation including, among others, curriculum, budget and personnel.

The superintendent-board relationship is that of trust. Although, under law, only the board of education has the authority to set policy, the superintendent or his designees writes the policy and submits it to the board for approval. The board that places their trust in the superintendent almost always accepts the superintendents recommendation without question.

In Gull Lake, Comstock, and Otsego the superintendent-board relationship was that of trust. Although each board and superintendent operated a little differently, there was a great deal of evidence of the trust relationship.
GOAL A-3  TO UNDERSTAND WHAT TYPES OF AUTHORITY THE
SUPERINTENDENT DELEGATES TO HIS SUBORDINATES.

In every school system, the superintendent is primarily
responsible for everything that goes on in the day-to-day
operation. The responsibility is so large that it would
be impossible for one man to effectively, efficiently, and
personally perform all the required duties. Therefore,
there are key personnel that the superintendent delegates
authority to and depends on to insure a smooth running
operation. Some responsibilities are much greater than
others and if not done efficiently could create a great
deal of chaos within the operation of a school district.

Generally speaking, the following responsibilities
rank high in priority in an efficient day-to-day school
operation: Budget, Federal Programs, Transportation,
Lunch Program, Personnel, School Attendance, Maintenance,
Curriculum, and Collective Bargaining.

Many superintendents, as part of their daily respons-
ibilities, perform one or more of the above. The size of
the system is the determining factor as to what jobs they
perform. In the Gull Lake school system the superintendent
delegates many of these duties to his subordinates although
he still is primarily responsible.
The budget is first and foremost the most important function in the operation of a school. Its preparation must be as accurate as possible. The superintendent delegates this responsibility to a business manager. More about budget preparation is dealt with in goal C-1.

Federal and state programs are another important source of income to a school district. There are a host of federal and state programs that any given school system could qualify for but the program must be written up at the local level. The superintendent must depend on a key individual to insure proper reimbursement for such programs.

Transportation is an area that requires a great deal of time. A superintendent saddled with transportation problems could very well neglect other important duties. Therefore, it is necessary to delegate this responsibility to a key individual within the district.

Many superintendents play an active role in personnel matters; selection, recruitment, etc. However, the actual personnel operation; setting up maintaining files, correspondence and setting up appointments is usually delegated to another individual. This person usually is in a clerical position. This function plays an important part in the
staffing of a district and cannot be taken lightly.

Another important role usually delegated to by the superintendent is that of curriculum. The curriculum area needs constant attention and requires a great deal of time.

Although, the superintendent is responsible for everything that occurs within his district he must know how to delegate his authority and who to delegate it to. He could very easily get bogged down with a host of minor but important duties if he didn't perform this function properly.

GOAL A-4 TO UNDERSTAND HOW, WHEN, AND WHY SCHOOL POLICY IS FORMULATED.

The approach used to realize this goal dealt with talking to three school superintendents in the greater Kalamazoo area; Comstock, Gull Lake, and Otsego. The goal was to investigate how, when and why school policy is formulated.

The process in developing school policy was similar in all three cases. Normally, policy is developed by the superintendent and/or his administrative staff. To insure that the policy is within certain guidelines of the law it is reviewed by the school attorney, amended in some cases, and returned to the superintendent. The final step in the development stage is presentation to the board of education.
It is either adopted, amended or rejected by the board. In the event the policy is adopted it formally becomes school policy. It must be read at two public meetings in order for it to legally become school policy.

The three superintendents also agreed that policy should be formulated only when there is a definite need. The alert superintendent proposes a policy statement when he anticipates a problem. When policy is formulated in this manner it prevents many problems from occurring and also provides instant solutions to problems that occur throughout the school year. In some school systems policies are duplicated in many different instruments. For example, the master teaching contract may contain a clause dealing with professional personnel. The same statement was also found in the school policy manual. Policy is also formulated as the result of state and federal regulations. The school code dictates that any child entering kindergarten in Michigan must be 5 years old on or before December 1st of the year he is enrolling. Many school district policy manuals also include this clause in a policy statement.

Policy is also formulated as the result of a crisis occurring within the district. An example of this would be
a policy regarding the school dress code. Policies of this nature probably would never have been formulated if students, teachers, administrators and board members had the same value systems.

In conclusion this intern discovered that in the three school districts that were observed, the process of developing policies was similar and that policies are formulated as a result of need. However, the number of policies formulated by one district was far in excess of the others.

GOAL B-1 TO EXAMINE THE SUPERINTENDENT'S METHODS OF GETTING THE COMMUNITY INVOLVED IN HIS SCHOOL SYSTEM.

The majority of superintendents feel that community involvement in the school system is very important. The methods they use are quite different and their motives for getting the community involved are quite different.

One of the major means of getting the community involved in the school is through the Community School concept. The Community School concept, developed in Flint, Michigan, stresses use of the school by all community members. The school is used for regular education programs during the day and for a variety of different programs in the evening. The curriculum could include the following: knitting, card play-
ing, upholstering, woodshop and a program for adult high school completion. Most of the large school systems in Michigan offer this program and many of the smaller districts are in the process of adopting it.

Another method that superintendent's use to get community involvement is through a **Superintendent's Advisory Council**. This council consists of many members from the various civic groups in the community and employee groups in the school system. The function of the council is that of a steering committee and listening post for the school system. It appears to be a very useful tool for the superintendent to have around.

There are many functions that school systems need to perform that are time consuming and require a great deal of manpower. Therefore, in many instances, many things are not done. Any community has a great deal of resources available to it. Many clubs and civic groups rack their brains for meaningful projects that will help the community. A resourceful superintendent will utilize these resources. He can accomplish a great deal for the school system as well as get community involvement from it.

Citizens who know their schools, physically get into their schools, and are coaxed a little by school authorities,
normally will take pride and support their schools.

In the Gull Lake school system a group of citizens got involved in a project relating to environmental education. The school system had purchased 80 acres of land many years ago for the purpose of building a high school. The high school was developed on another site, therefore leaving the land vacant.

A citizens group called the *Gull Lake Environmental Education Park* group, presented a proposal to the board of education asking that the site be developed for environmental use. The citizen's group developed the site for the school system by utilizing donated funds and the school system hired an environmental educational coordinator. Today the Gull Lake school system has one of the best outdoor educational facilities and curriculum in the state of Michigan.

Many superintendents get their communities involved in the school and use its resources in the most practical and useful manner.

**GOAL B-2 TO GAIN INSIGHT INTO HOW AN ADMINISTRATIVE TEAM WORKS TOGETHER TO ACCOMPLISH THE GOALS OF THE SCHOOL SYSTEM.**

Working as a team to accomplish the goals of an organ-
ization provides a strong foundation, a trusting relationship and a healthy environment for all team members. In the Gull Lake school system there was a great deal of evidence of administrative teamwork.

Every effective team has to have a leader, and in Gull Lake, Mr. Ryan plays that role. Under his direction and guidance the Gull Lake administrators work closely together to determine the path that they travel to accomplish the goals that they want to accomplish. Each member of the team has input into the decisions that are made. Each member of the team feels that he is important to the other team members and therefore feels his input is important and weighed relative to the decision. Each member of the team also recognizes that the ultimate decision rests with the superintendent and can openmindedly accept that fact.

Because most decisions of the Gull Lake school system are made as a team the communication between the team members is excellent. All administrators, because of team involvement, are informed most of the time about the various decisions that occur from day to day. All administrators also have respect for one another and for another's opinion.
GOAL B-3  TO UNDERSTAND HOW THE SUPERINTENDENT DEALS WITH PROBLEMS RELATED TO AUXILIARY PERSONNEL.

In every school system there are key personnel who perform very important roles in the school system. Most of these roles are not regarded as to important to the general public. However, without these people, the day to day operation of the school system could become a total disaster. The roles to which I am alluding are classified as auxiliary personnel; secretaries, custodians, food service personnel, and bus drivers. Many of these auxiliary groups are often forgotten when discussing the total educational program.

The superintendents that I talked to concerning auxiliary personnel felt that these people play a very important role in the school system not only operationally but in the area of public relations as well. In terms of operations the auxiliary personnel usually work directly for a director of some sort; transportation director, maintenance director, food service director, etc. In terms of public relations auxiliary personnel have a very close and direct relationship with the members of the community. Most auxiliary personnel are residents of the community, have children in school, and speak the language that can be understood by community members. Normally, the school custodian or
secretary is asked more questions about the school system by members of the community than the superintendent or the board of education.

Most of the problems that occur with auxiliary personnel result for the lack of communication or misinterpretation. Many superintendents make a point of visiting these people when they visit the school building to insure good communication with them. Although the superintendent doesn't make decisions for his directors he sometimes acts as a buffer or listening post. As a result of this style of leadership many potential problems are resolved in the initial stage and the morale of the staff remains high.

GOAL B-4 APPROACHES TO MILLAGE CAMPAIGNS.

In dealing with the question of approaches to millage campaigns this intern discovered that the Gull Lake school system has been very fortunate. They have had very little trouble in passing operation millage proposals in recent years. Generally there are two types of millage proposals in which the public vote; the school operating millage and the school bond issue. The operating millage provides funds for the school system to operate on in any give fiscal year. It is the common practice that school systems renew or in-
crease the operating millage annually or bi-annually in order to maintain the programs that now exist or increase the quality of education that is necessary to any given community.

The school bond issue is normally voted on when it is necessary to secure funds for the purpose of building new facilities or to remodel existing structures. It is generally classified as building and site money and can be used only for that purpose unless all that was intended for is complete and there is money left over. Then it can be transferred in the general fund. However, this is not a common practice.

There are many different approaches to a millage campaign. Three different approaches are discussed in the following paragraphs.

(1) The high keyed campaign. It is a general procedure to ask for operating money only when it is needed to maintain an existing school program or upgrade it. In a high keyed campaign considerable research has been done by the administration to determine just how much money is necessary for the next school year. Considerable thought is also given to cutting existing programs in the event that the millage doesn't pass. The public plays an important part in any
campaign and therefore the first step to a successful high keyed millage campaign is to hold a public meeting about 90 days prior to the election. At this meeting all the information regarding the millage should be available to the public; the amount of millage requested, facts and figures justifying the need, and programs that will cut should the millage fail. Committees should be formed immediately to begin work on the campaign. The committees should include; parents, administrators, teachers and auxiliary personnel. The types of committees to be formed should include; voter registration, publicity, fund raising, social, endorsement, transportation, and telephone. All of the committees have specific goals and the sum of the goals is the passage of the millage. The high keyed millage campaign is aimed at identifying the "yes" voters in the community and getting them out to vote. Many people contend that this type of millage campaign is underhanded and sneaky. However in many instances it is necessary to do and the outcome is generally a successful millage vote.

(2) The low keyed campaign. This type of millage campaign is directed to all voters in the community. It also includes the setting up of committees similar to the high keyed campaign. There are two basic differences in
the low keyed campaign and the high keyed campaign. The first is the administration says nothing about program cuts throughout the entire campaign and the second deals with informing all community members rather than just the "yes" voters. In many communities this is a successful approach to a successful millage vote.

(3) The third type of millage approach is the do nothing approach. Simply ask the public to vote on the proposal and say as little as possible.

All three millage approaches have proved to be successful. The successful approach in one district may be unsuccessful in another.

GOAL C-1 TO GAIN A BETTER UNDERSTANDING OF THE SUPERINTENDENT'S INPUT INTO THE PREPARATION OF THE BUDGET.

Discussion regarding budget preparation involved Mr. Ryan and Mr. Schoneboom. Mr. Ryan explained that there are several items that he needs to project in preparing a budget for the following year.

First and foremost he has to project how much money he feels will be necessary to settle the negotiated contracts with the various employee groups. About 80% of the budget deals with salaries.
Secondly, he must get an accurate estimation of projected pupil enrollment from the building principals. This is very important because the bulk of the state aid reimbursement is allocated to each school district on a per pupil allotment.

Thirdly, he must compile accurate information on anticipated expenditures for such things as supplies, and capital outlay.

There are many factors that one has to look at while preparing a budget. The one that has the greatest impact on schools today is that of inflation. As an example the Gull Lake School System anticipated paying 14.3 cents per gallon of gasoline this school year. The projection was based on current price trends. At the end of the school year the price of gasoline had skyrocketed to .41 cents a gallon.

After the preliminary budget has been prepared, it is presented to the board of education for approval and at a public hearing it is approved.

**GOAL C-2 **TO GAIN A BETTER UNDERSTANDING OF CURRICULUM DEVELOPMENT.

Mr. Bob Schinderle, administrative assistant for Gull
Lake; and Dr. Robert Halle, assistant superintendent of Comstock, were interviewed regarding curriculum development.

There were many similarities in their approaches to curriculum development. Normally in developing a curriculum there are five areas that one gets into; Input, Goals, Objectives, Strategies, and Evaluation. Input is concerned with data collection from several different sources in the school district. A curriculum council composed of parents, teachers, and administrators could be the group that analyzes the data which would establish a need for curriculum study.

Once the need for a new curriculum or revising an existing one is determined, a curriculum study committee is formed and follows through with the study. The curriculum study committee should also include parents, teachers, and administrators. Initially the committee would write goals that they want the curriculum to accomplish. To go along with the goals, objectives or steps in which the goals can be reached are also determined. Strategies would include methods to be used in order to make the goals more attainable. The final stage in the curriculum development process would be methods by which the curriculum could be evaluated effectively.
In many instances from the initial stage of determining the need of the curriculum to the final stage of adoption of the curriculum the process would take two to three years.

GOAL C-3 TO EXAMINE THE SUPERINTENDENT'S ROLE REGARDING COLLECTIVE BARGAINING.

Many textbooks concur that the superintendent and the board of education should not participate in the actual process of negotiating with the teachers. The common reason for this is that it could damage their image among the employee groups and they cannot objectively review the employees demands. The texts, however, do not take into consideration unique situations dealing with the personnel found on school boards and the individual superintendent.

This intern has discovered that more and more the superintendent is taking an active role in the bargaining process. Although he is not the chief spokesman, in most instances, he does sit at the table gathering first hand information. Many superintendents feel that they get much greater insight into the teachers demands by sitting at the table and none of them feel that their immage was damaged as a result of it. They have a vested interest in the
outcome of the bargaining agreement and making certain that the contract language at the initial stage of bargaining meets the school district's need.

Prior to the investigation into the collective bargaining arena this writer had mixed feelings about what the superintendent's role should be. As a result of the discussions with the various superintendents there is no doubt in my mind that he should play a first hand role in contract negotiations. He should be the chief spokesman for the group! Many people would argue the point with me and say "hire an attorney". My reply to them is that an attorney has no vested interest in the school system, creates ill feeling among the bargaining group, and is very, very expensive.

Of the three superintendents that were interviewed the following information was obtained: (1) All three were directly involved with bargaining: (2) One was chief spokesman and has been since public act 379 became law; (3) One had an attorney act as spokesman but sat side by side with him; (4) One had the assistant superintendent as spokesman but sat next to him.

Another interesting aspect about the collective
bargaining process is the superintendent's personal feeling about the finished bargaining agreement. The superintendent's first concern is the total educational program that his district provides to the students of the district. He also wants to deliver the best possible program at the lowest economical cost. However, he is very aware that in order to maintain this kind of program he must be realistic about the salaries and benefits that the district provides to the teachers. He does not want his district to be the trend setter in the area of bargaining yet he doesn't want his district to be far below the trend setter. Although there is a surplus of teachers in education today, the superintendent wants to maintain a continuity of instruction in his school district. Therefore, he must be competitive and fair in the area of contract negotiations and collective bargaining.

GOAL C-4 TO BETTER UNDERSTAND THE SUPERINTENDENT'S ROLE IN THE STAFF PERSONNEL FUNCTION.

Generally speaking the superintendent plays an active role in the personnel area. One factor that determines how active his role is in personnel administration is the size of the district. In a small district the superintendent
would be primarily responsible for personnel selection and recruitment. In a medium sized district it could be delegated to another administrator, and in a large district personnel would probably be handled by a personnel administrator.

Regardless of how large or small a district is the organization of the personnel area is very important. A well organized personnel file should be maintained and updated. For professional staff categorical files set up; categorized according to early elementary, later elementary, and secondary and broken down by grade level. If an opening should arise.

An efficient means of screening candidates applications would be at your fingertips.

A very effective means of building a competent staff in any organization is that of recruitment. Many superintendents today tend to believe that recruiting personnel is not necessary because of the overabundance of teachers. School personnel files are loaded with teacher applicants full of enthusiasm and energy and quite capable of adding strength to any staff. However, some districts still maintain attractive brochures about the district and occasionally take trips to University placement offices for the purpose of recruiting personnel, especially in critical subject areas where a shortage of teachers still exists.
In districts of comparable size to that of Gull Lake the superintendent plays quite an active role in the selection of professional personnel. The steps in the selection process are as follows:

1. Application screening - usually includes the superintendent and the building principal.
2. Interviewing - individual or group.
3. Employer reference - contact by phone.
4. Second interview with two or three candidates.
5. Appointment - recommended by superintendent and appointed by board.

Some districts may be a bit more sophisticated than this but generally speaking most districts would follow a pattern that is similar.

A great deal of the orientation process is left up to the building principal. In many instances it consists of a tour of the district and a day or two conference with the building administrators consisting of policies, procedures, and location of materials. Some districts conduct a week long orientation for new teachers which covers in detail policies and operating procedures.

Normally the job of selecting cooks, custodians, clerks, secretaries and other service personnel is delegated to someone in the district other than the superintendent. The
selection process is similar, but not as lengthy or detailed.
Monday, June 24, 1974 - Introduction to the office staff by Fred Shoneboom, Business Manager. Mr. Ryan was out of town. As a long term project I was assigned the task of doing a detailed study of the Gull Lake School System's transportation routes. My charge was to determine if the transporting of students is done in the most efficient and economical manner. I visited the Kalamazoo Valley Intermediate School District's business office to pick up the Gull Lake School System's bus route maps.

After lunch I began a detailed study of each bus route. I discovered that the Gull Lake bus fleet travels 1,597.6 miles per day, 287,568 miles per year; based on a 180 day school year, and transport 3,001 students on a daily basis. I then began to plot each bus route on a huge county map.

Tuesday, June 25, 1974 - Continued studying the individual bus routes which totaled 50. Plotted several more routes on the county map. I found two buses that appeared to be going extra miles and reported this to Mr. Shoneboom.

After lunch I talked to Mrs. Stumpfer, Mr. Ryan's secretary, and gathered general information about the Gull
Lake school system, such as numbers of students, teachers, and administrators. For the remainder of the day I read a booklet of school policies, the Gull Lake school system's collective bargaining agreement with the Gull Lake Education Association, and the 1973-'74 budget.

**Wednesday, June 26, 1974** - In the morning I completed a careful examination of the Gull Lake school system's transportation maps. Based on the data that I have compiled I conclude that the bus routes have been carefully studied and are being run with maximum effectiveness with a couple of exceptions.

After lunch I discussed millage campaigns with Mrs. Stumpfer and Mr. Shoneboom. I read a couple of newsletters relating to Gull Lake's approach to the millage issue. I concluded the remainder of the day reading *The Kalamazoo Valley Intermediate School District Plan for the Delivery of Special Education Programs and Services 1973-'74*.

**Thursday, June 27, 1974** - I visited the Gull Lake School system's Title I summer program at Kellogg Elementary School with Bob Schinderle. I discussed the
program with Dick Deviomen, the director. He explained the program to me and escorted me on a tour of the building.

I returned to the central office and discussed curriculum development with Bob Schinderle. He gave me a recent curriculum development program, developed by the Gull Lake staff. I completed the remainder of the day reading the curriculum development policy and parts of the K-12 curriculum program.

**Friday, June 28, 1974** - I visited with Betty Gunatt, the bookkeeper and Norma Hastings, the purchasing secretary. I asked several questions about the purchasing process in the Gull Lake school system.

I also interviewed Mr. Schoneboom regarding the role of the school business manager. We talked about school funding, federal programs, and bond issues. He loaned me three books on school finance and accounting. I completed my day by beginning to read the books.

**Monday, July 1, 1974** - Was informed that Mr. Ryan would not be back until July 8. I talked with Mr. Schinderle about some of the special programs that Gull Lake is involved in.
I also finished reading the books that Mr. Shoneboom gave me on Friday.

**Tuesday, July 2, 1974** - Mr. Shinderle and I visited the Kellogg and Bedford elementary schools. We discussed the administrative staffing in the Gull Lake school system. Came back to the central office after lunch and began reading parts of the school code.

**Wednesday, July 3, 1974** - I visited with the bookkeeper, Betty Gunatt and learned about bookkeeping process of the Gull Lake school system. I looked at the General Journal and a host of separate accounts.

After lunch I begun to work on a federal program report for reimbursement of funds that Mr. Schinderle gave to me. It included going through a number of invoices and totaling up certain criteria.

**Monday, July 8, 1974** - Mr. Ryan returned today. We talked briefly about what I had done for the past two weeks. He instructed me to complete the transportation study, write it up and give it to him. The remainder of the day I completed the transportation study and the federal program report.
Tuesday, July 9, 1974 - I visited the Title I summer school at Kellogg elementary school and worked with Mr. Richard Deviomen, the director. He discovered that I had a teaching machine in my building in Comstock and asked if I would demonstrate it to his staff. We set the date for July 16.

I interviewed Mr. Ryan in the areas of personnel and collective bargaining. I spent the remainder of the day researching the personnel area.

Wednesday, July 10, 1974 - I visited the Otsego Public Schools in Otsego, Michigan. I talked to the superintendent about his role relating to his position. He explained to me many of his duties and accompanied me as I visited three of the schools in the district, and introduced me to several staff members.

After lunch I returned to Gull Lake and proceeded to work on the areas of personnel and collective bargaining.

Thursday, July 11, 1974 - I was assigned the task of filing a report with the federal government dealing with reimbursement of funds to the school district.
Friday, July 12, 1974 - I discussed Mr. Schinderle's role relating to secondary education. He informed me that he coordinates the curriculum for the entire K-12 program but has little responsibility regarding the K-12 program.

He guided me on a tour of the High School facilities and I visited with Mr. Pete Sangalie, the principal. Mr. Schinderle and I then visited the Gull Lake Environmental Education Park (GLEEP).

Monday, July 15, 1974 - Mr. Ryan and I discussed his role relating to the budget and community involvement. Mr. Ryan accompanied me on a tour of the district and Wildermuth elementary school.

Tuesday, July 16, 1974 - Mr. Dick Deviomen, Title I summer principal, asked me to present an in-service relating to the teaching machine, Systems 80. I presented the pre-school programs in Math and Science to the staff of Kellogg elementary and answered many questions.

Wednesday, July 17, 1974 - I completed my research on community involvement and budget preparation. I began to write up what I had discovered.
Thursday, July 18, 1974 - I visited the Educational Resource Center at Western Michigan University. I began to research the role of the superintendent from the textbook point of view.

Friday, July 19, 1974 - I returned to the Gull Lake administration building. Mr. Ryan was gone for the day. I read over my goal statements again. There are six more goals to deal with. I returned to the ERC to search for more material related to the role of the superintendent.

Monday, July 22, 1974 - I began working on Goal A-4 relating to delegation of authority. In talking with Mr. Ryan, other school district administrators, and from observation I begun to write up my findings. There are so many duties of a district that the superintendent is responsible for that his techique in delegating authority is very important.

Tuesday, July 23, 1974 - I completed my study of Goal A-4. I discussed with Mr. Ryan the subject of school policy. He explained to me how, when, and why school policy is developed. I also made appointments to discuss school policy
with Wayne Vasher, Superintendent of Comstock, and John Prevost, Superintendent of Otsego. I began to write up my finding dealing with Mr. Ryan's input on school policy.

Wednesday, July 24, 1974 - I met with Wayne Vasher, Superintendent of Comstock, and discussed the how, when and why of policy making. He concurred with many of the same things Mr. Ryan did. He gave me some literature to review relating to school policy. I also briefly looked over the Comstock Public School's policy manual.

I returned to Gull Lake and began to assemble my data relating to policy making.

Thursday, July 25, 1974 - I began to write up my findings on school policy based on the data I received from the superintendents. I also discussed curriculum again with Bob Schinderle. He showed me a recent social studies curriculum adopted by the Gull Lake Community Schools.

Friday, July 26, 1974 - Completed Goal A-4. Began to investigate Goal A-1. Discussed the role of the superintendent with Mr. Ryan. Visited the ERC at Western and began to read various books and articles dealing with the role of the school superintendent.
Monday, July 29, 1974 - I continued my investigation of the role of the superintendent. I began to organize the data that I collected. I began to write up my findings.

Tuesday, July 30, 1974 - Mr. Ryan had scheduled three teachers candidates for interviews. He asked me to take part in the interviews. Each candidate had filled out an application and forwarded their credentials. I previewed each candidates credentials prior to the interview. We interviewed each candidate for approximately 45 minutes and discussed their strengths and weaknesses immediately after the interview.

Wednesday, July 31, 1974 - I visited Kellogg elementary school for the last time. I observed many teachers testing the children whose scores were to be used as data by the State of Michigan. Under the Title I program each school that participates must have a measurement tool to show growth.

After leaving Kellogg, I returned the Systems 80 equipment to Comstock.

Thursday, August 1, 1974 - Mr. Ryan and I reviewed credentials of a candidate for a teaching position. After
a thorough examination we interviewed the candidate. Upon completion of the interview we discussed our feelings about the candidate. We both agreed that she was the best out of four.

I also began to deal with Goal A-2. I jotted down some questions to ask superintendents about their relationships to their boards of education.

Friday, August 2, 1974 - Read some literature dealing with boards of education. Visited and discussed Goal A-2 with Wayne Vasher, Superintendent of Comstock.

Monday, August 5, 1974 - Began investigating Goal B-2, concerning administrative teaming. Mr. Ryan informed me that his administrative team had been involved in an administrative team extern program the year previous. He discussed that program with me and explained his concept of team management.

Tuesday, August 6, 1974 - I talked with Wayne Vasher, John Prevost, and Tom Ryan concerning the problem of auxiliary personnel.

Wednesday, August 7, 1974 - Began my investigation dealing with collective bargaining. Discovered some very
interesting things about superintendents and bargaining. See Goal C-3.

**Thursday, August 8, 1974** - Completed my investigation of collective bargaining and began to write up my experiences.

**Friday, August 9, 1974** - Began to assemble all of the dates that I have collected.

**Monday, August 12-14, 1974** - Began to put my specialist project together. Said good-by to all of the people who helped me for the past 7½ weeks.
BIBLIOGRAPHY


