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Part I - Merrill Area Public Schools, Part II - Schools of Great Britain

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Part I - Merrill Area Public Schools

Part II - Schools of Great Britain

(TITLE)

BY

Lucille A. McJunkin

FIELD STUDY

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1977

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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ADVISER

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ACKNOWLEDGMENTS

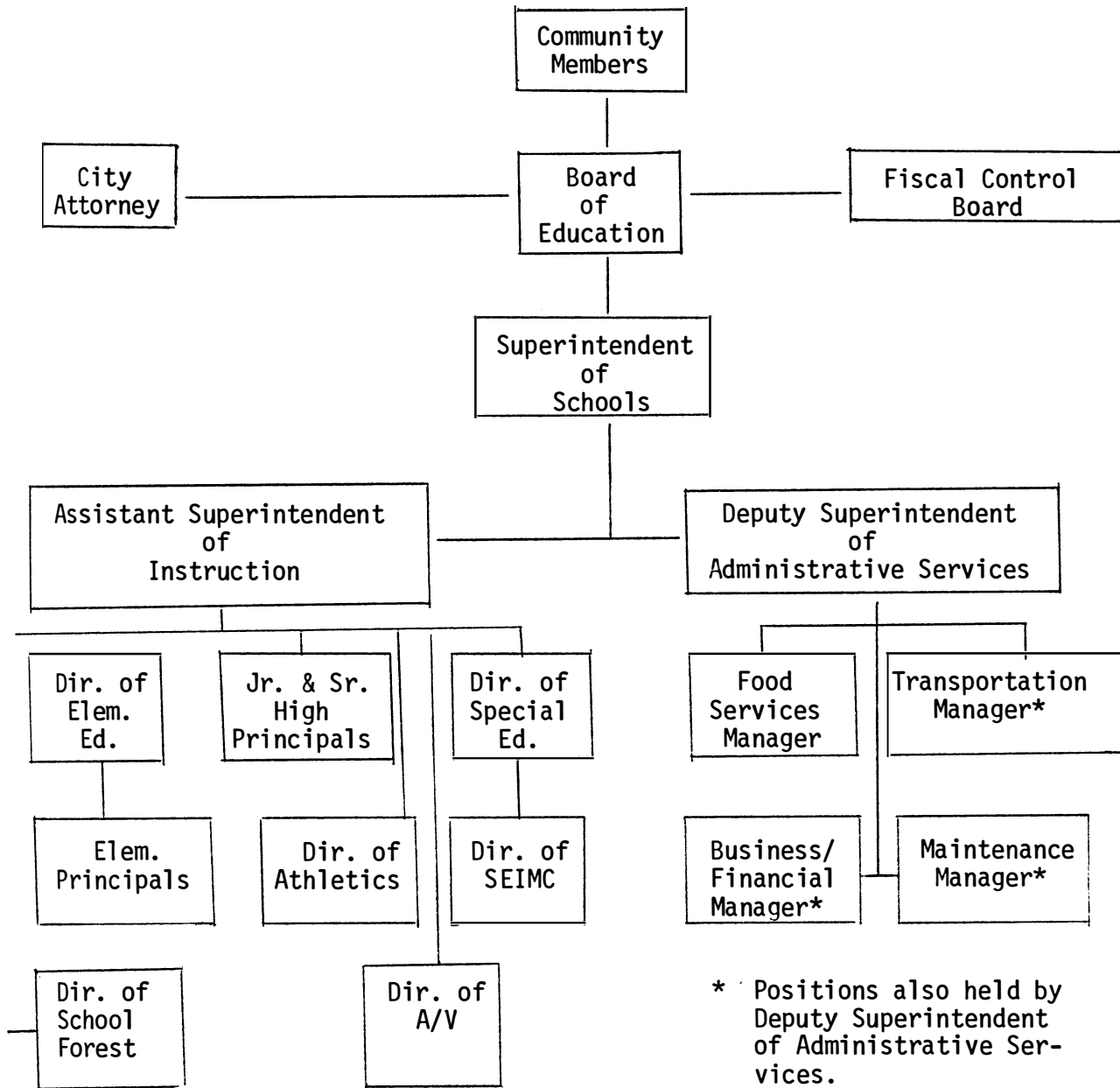
I would like to thank the Merrill Area Public School administrators for giving generously of their time and help in this Field Study. I would also especially like to thank Dr. Robert Shuff who made this study possible.

353405

PREFACE

Merrill Area Public Schools received federal funds (under ESEA Title V - Part C) to develop a management by objectives/results program for administrative staff. The Merrill Area Public Schools Board of Education with consultative assistance from Educational Systems Associates is making an effort to fulfill the grant activities and develop a pilot model of an objectives-based approach to management.

ORGANIZATIONAL STRUCTURE



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Robert Gruling	Principal, Washington/Lincoln Elementary Schools
Gene Bebel	Principal, Jefferson Elementary School
Frank Borg	Assistant Principal, Senior High School
Kenneth Gallenberg	Assistant Principal, Junior High School

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PART I

Merrill Area Public Schools

Chapter 1

INTRODUCTION

Field Study Procedures

Part of the spring semester, 1976, was spent in consultation with Mr. Augusto Munoz, as arranged by Roger Lowney. We discussed Merrill school system's Management by Objectives (MBO) program and how it affects the schools and administrators. I had individual consultations with: Mr. Robert Opsahl, Mr. James Wood, Mr. Frank Roskos, Mr. Jack White, and Mr. James Boettcher, discussing their respective roles in the school organization. I also visited the senior high, junior high, elementary schools and attended board meetings to see the MBO program in action.

Finally, I combined the factual information I received from the administrative offices with my observations of the system at work to make several conclusions about the Merrill school system.

Overview of the Management by Objectives Program

Management by Objectives (MBO) may be defined as any plan or system that involves superiors and subordinates in determining goals, strategies to achieve them, a monitoring apparatus to ascertain the status of goals, the workability of planned activities to realize these goals, and an appraisal process to measure progress according to a specific set of acceptable standards (or predetermined desired goals and objectives).

While MBO involves the three levels of administration, support services, and instructional programs, Merrill's pilot efforts have been directed toward the development of an administrative MBO program as a vehicle for facilitating more effective planning and utilization of resources related to the administration of the Merrill Area Public Schools.

Glossary of Terms

Mission statement. A statement which encompasses the legal and philosophical reasons for the existence, function, and purposes of the organization.

Organizational chart. An illustration with an organization's line and staff authority, providing a means for members of the organization to visualize the established lines of communication.

Goals. Broad, unmeasurable directional statements which are the ends toward which effort is directed. They provide the criteria effecting the formation of organizational policies and objectives.

Objective. A statement which specifies in measurable terms a desired outcome or accomplishment of a specific activity to be performed in the

pursuit of a goal.

Performance objective. (Note: These objectives have not been incorporated as part of the pilot administrative MBO program.) A statement which specifies in measurable terms what learner changes are expected.

Process objective. A statement which specifies in measurable terms what activities are to be accomplished. The elements of a process objective are: person(s), activity, time, and verification.

Task. A piece of work to be done, consisting of one or more specific activities, aimed toward the accomplishment of an objective.

Activity. A specific job or duty normally performed within an assigned time toward the accomplishment of an objective.

Systems document. A statement or illustration reflecting a combination of parts (i.e., activities, persons, outcomes, or dates, etc.) forming an organized or unitary whole. In the MBO sense, these parts are coordinated for the performance of some function or purpose.

Job description. A statement of a person's role within the organization describing performance responsibilities and duties. It is of utmost importance that job descriptions be contemporary to the responsibilities they describe if they are to be of any value to the organization.

Monitor. The process by which the implementation of planned activities may be inspected, reviewed, or observed to determine whether they are being attained or accomplished on schedule. The information collected and analyzed provides an opportunity for relevant decision-making with regard to adherence

to or modification of activities, schedules, or plans.

Individual MBO personnel system. A compilation of an individual's objectives. These objectives may be sub-categorized into tasks and activities which the individual must accomplish in order to complete a given objective. Planned completion dates are stated to provide a deadline and scheduling guide.

Program activity work system. A compilation of several individuals' objectives aimed at completing a complex function which cuts across many levels and lines of responsibility. A program system is designed to increase communication and coordination among different persons sharing related responsibilities. Planned completion dates for various activities are agreed upon by the persons responsible and stated in the system.

Monthly activity planner. A compilation of activities to be conducted during a given month. These may be drawn from the Individual MBO Work System. If an activity needs to be accomplished which is not in the plans, it may be recorded on this sheet (to be incorporated as a planned activity for the next year's period). These planner sheets may be used by personnel during scheduled meetings as a means of monitoring progress toward stated goals and objectives.

Mission Statement

We believe that the Merrill Area Public Schools should provide the best possible education commensurate with our resources so that each student will have an equal opportunity to achieve his maximum potential as a member of our democratic society. We believe that the school should constantly strive to foster in each individual an appreciation of his responsibilities to this society by providing him with the necessary knowledge and skills.

We believe the schools should encourage the development of patriotism, aesthetic appreciation, critical thinking, physical fitness, and creativity. We believe the student should experience respect for the rights of others, awareness of world affairs, and understanding of the inter-relationships of nations.

We believe the schools should encourage the preservation and perfection of our democratic society and promote an attitude of respect and appreciation for our cultural heritage. We believe the schools should meet the demands of a changing world by adopting and applying new knowledge and technology in the improvement of education, interpreting social change, thus helping youth prepare for life and showing leadership in meeting the many challenges of changing times.

School District Process Orientated Goals

The Merrill Area Public Schools shall:

1. Provide a physical environment that is conducive to the attainment of the numerated district learner goals.
2. Conduct in-service programs designed to improve teaching techniques that will affectuate desirable learner outcomes.
3. Promote community awareness of the total educational program through effective dissemination of school district activities.
4. Provide educational opportunities commensurate with the community's fiscal capability.
5. Provide resources for education research, development and comprehensive long range planning and evaluation activities.
6. Establish guidelines delineating duties and responsibilities of all school district employees.

7. Provide an instructional inter-disciplinary program which will encompass the cognitive, affective and psychomotor needs of all students.
8. Provide an environment that will be conducive to a program of individualized instruction which will foster feelings of self-worth in students.

Chapter 2

ADMINISTRATIVE JOB DESCRIPTIONS

NOTE 1: Performance responsibility is listed in chapter 3.

NOTE 2: Included are only those positions related to secondary education.

Superintendent of Schools

Mission statement. The Superintendent of Schools is appointed by, and is responsible to, the Board of Education. He shall act as the chief executive officer of the Board of Education and assume general supervision and leadership for all aspects of the educational program and its personnel. His administrative functions shall be carried out in accord with the policies adopted by the Board of Education. He may delegate various responsibilities to appropriate staff but shall be held accountable for the ultimate operation of the school system.

Position Goals. To administer the development and improvement of a positive educational program designed to meet the needs of the community.

To establish, recommend and interpret policies and programs for all segments of the school system.

To develop and implement an organizational plan which will increase staff participation and improve the operation of the administrative, supportive, and instructional processes.

Preferred Qualifications. Masters Degree.

A minimum of ten years of school experience, including at least five years in an administrative capacity.

Valid Wisconsin Certification.

Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Deputy Superintendent of Administrative Services

Mission statement. The Deputy Superintendent of Administrative Services shall work directly under the supervision, direction and confirmation of the Superintendent of Schools. He shall be responsible to him for the operation, maintenance, and service functions of the school system, for coordinating matters concerning finance and for the administrative activities of school district personnel. He shall also establish and supervise a management system for the performance of school district business and service operations.

Position goals. To assist the Superintendent in the area of the business administration of the school system.

To assist the Superintendent in the recruitment, training and evaluation of non-instructional staff and those members of the instructional staff as designated by the Superintendent.

To assist the Superintendent in the maintenance and operation of the physical facilities of the school system.

To assist the Superintendent in the area of labor management negotiations.

Preferred qualifications. Masters Degree.

Five years of successful school experience, including two years of

administrative and graduate business courses or related work in administration.

Valid Wisconsin Certification.

Such alternatives to the above qualifications as the Superintendent and School Board may find acceptable and appropriate.

Assistant Superintendent of Instruction

Mission statement. The Assistant Superintendent of Instruction shall work directly under the supervision, direction and confirmation of the Superintendent of Schools. He shall be responsible to him for coordinating, developing and improving all aspects of the district's instructional program. He shall also establish and supervise a management system for the performance of school instructional support programs and activities.

Position goals. To assist and advise the Superintendent in planning, coordinating, directing, staffing, and evaluating the instructional programs at the district.

To supervise the functions and activities of the principals, directors, and supervisors.

To provide overall coordination (with principals and teacher committees) in organizing and coordinating grade level and departmental meetings in order to effect horizontal and vertical continuity and articulation of the instructional program throughout the district.

Preferred qualifications. Master Degree.

Five years of successful school experience, including two years of work experience or training in administration of instructional programs.

Valid Wisconsin Certification.

Such alternatives to the above qualifications as the Superintendent and School Board may find acceptable and appropriate.

Director of Special Education

Mission statement. The Director of Special Education shall work directly under the supervision of the Assistant Superintendent of Instruction. He shall be responsible to him for supervising all special education programs for children with exceptional educational needs who cannot sufficiently benefit from regular classroom programs.

Position goals. To supervise all special education services staff who are reimbursable by Division for Handicapped Children Funds.

To coordinate all special education programs in the district.

Preferred qualifications. Masters Degree.

Licensure as Level A Supervisor of Special Education.

Certification (or degree) in one area of exceptionality.

Three years of teaching in special education.

Such alternatives to the above qualifications as the Superintendent and School Board may find appropriate and acceptable.

High School Principal

Mission statement. The High School Principal shall work directly under the supervision of the Assistant Superintendent of Instruction. He shall be responsible to him for supervising all staff attached to the school and all other resource and service personnel functioning in the assigned school.

Position goals. To take active leadership in planning, initiating, refining

and evaluating the instructional and operational programs.

To adopt the general program of education approved by the School Board to meet the peculiar needs of the community served.

To implement School Board policies and regulations relating to the school.

Preferred qualifications. Masters Degree.

Valid Wisconsin Certification

Three years of successful secondary teaching and two years of experience in public school administration and supervision.

Such alternatives to the above qualifications as the Superintendent and School Board may find appropriate and acceptable.

Assistant Principal, Senior High School

Mission statement. The Assistant Principal, Senior High School shall work directly under the supervision of the Principal. He shall assist and relieve the principal of such duties that prevent him from fulfilling his primary responsibility of promoting the educational well being of each student in the high school. He shall also establish and supervise a management system for the performance of the high school administrative operations.

Position goals. To serve as principal in the absence of the principal.

To assist the principal in the overall administration of the school.

To supervise the student activities in the building, including student accounting, discipline, and extracurricular activities.

Preferred qualifications. A Masters Degree in Educational Administration.

Valid certificate from the State Department of Public Instruction.

A minimum of three years experience in the field of public education.

Such alternatives to the above qualifications as the Superintendent and School Board may find appropriate and acceptable.

Chapter 3

INDIVIDUAL MANAGEMENT BY OBJECTIVES PERSONNEL SYSTEM

Superintendent of Schools

Performance responsibility 1. To supervise the operation of the district's personnel services.

Task 1. Recommend the number and types of personnel positions in the school system.

Activity 1. Review the compiled lists of new positions from the Assistant Superintendent of Instruction and Deputy Superintendent of Administrative Services.
Completion date is the second week (Wednesday) of January.
Verification documented justification on file.

Activity 2. Meet with appropriate administrators for justification of recommended new positions.
Completion date is the third week (Monday) of January.
Verification, minutes of meeting on file.

Activity 3. Approve justification of new positions for inclusion as a recommended budget item.
Completion date is the first week (Monday) of February.
Verification documentation on file.

Activity 4. Present recommendations for new positions to Board of Education.
Completion date is the second week (Monday) of February.
Verification, minutes of Board meeting.

Task 2. Nominate candidates for appointment and assign all personnel.

Activity 1. Recommend all personnel appointments for Board of Education ratification.
Completion date is the fourth week (Monday) of February.
Verification, minutes of Board meeting.

Task 3. Suspend or recommend personnel for non-renewal of contract following due process procedures.

Activity 1. Review justification for suspension or non-renewal of contracts and invoke non-renewal procedures to comply with statutes and/or due process.
Completion date is the first week (Monday) of February.
Verification as documented by meeting minutes and/or other justification documentation.

Task 4. Supervise the personnel program.

Activity 1. Review evaluation processes for all school district personnel.
Completion date is the third week (Friday) of August.
Verification, evaluation instruments on file.

Activity 2. Review administrator evaluations of their subordinate personnel.
Completion date is as circumstances dictate.
Verification on file.

Performance responsibility 2. To supervise the operation of the district's business and financial affairs.

Task 1. Supervise the preparation of the annual budget.

Activity 1. Meet with all administrators to coordinate procedures of budget preparation.
Completion date is the second week (Wednesday) of January.
Verification, meeting minutes on file.

Activity 2. Monitor budget preparation as indicated in budget procedure format.
Completion date is on-going.
Verification, reports on file.

Activity 3. Submit budgetary items for Board approval as budget process develops.
Completion date is during preparation.
Verification, Board of Education minutes.

Activity 4. Review preliminary budget figures with Deputy Superintendent and Administrative Council.
Completion date is the first week (Monday) of April.
Verification is documentation of preliminary budget on file.

- Activity 5. Present preliminary budget figures for Board of Education review.
Completion date is the second week (Wednesday) of April.
Verification is Board of Education minutes.
- Activity 6. Modify budget as per Board decisions.
Completion date is the third week (Friday) of April.
Verification is documented modifications on file.
- Activity 7. Submit budget modified to Board of Education Budget Committee.
Completion date is the fourth week (Friday) of June.
Verification is minutes on file.
- Activity 8. Submit budget recommendation to Board for final approval.
Completion date is the second week (Friday) of July.
Verification is Board minutes on file.
- Activity 9. Printing of budget document for Fiscal Control Board meeting presentation.
Completion date is the second week (Friday) of August.
Verification is document on file.
- Activity 10. Submit final budget to Board of Education for review and action.
Completion date is the next Board meeting.
Verification is document on file.

Task 2. Supervise the administration of the budget.

- Activity 1. Meet with appropriate administrators to review and discuss budget implementation.
Completion date is as needed.
Verification is document on file.

Performance responsibility 3. To supervise the operation of the district's instructional programs.

Task 1. Supervise the operation of the instructional program.

- Activity 1. Review reports in instructional programs from Assistant Superintendent of Instruction.
Completion date is monthly.
Verification is document on file.
- Activity 2. Meet with Curriculum Council to discuss instructional programs.

Completion date is the first Thursday each month.
Verification is minutes of meeting on file.

Activity 3. Apprise the Board of status of instructional programs in schools.
Completion date is monthly.
Verification is Board minutes on file.

Activity 4. Submit to Board instructional program modifications.
Completion date is the first week (Monday) of March.
Verification is Board minutes on file.

Performance responsibility 4. To supervise the administration of a communication program designed to adequately inform the public of the school system.

Task 1. Supervise the total communication programs of the school district.

Activity 1. Meet with Administrative Council to discuss school district communications program.
Completion date is the third week (Wednesday) of August.
Verification is meeting minutes on file.

Activity 2. Identify all school district public communications programs and schedule dates for release.
Completion date is the third week (Wednesday) in August.
Verification is meeting minutes on file.

Activity 3. Conduct conferences with professional and lay groups for dialogue on school district policies and programs.
Completion date is periodically and as requested.
Verification is meeting minutes on file.

Performance responsibility 5. To advise, make recommendations to and carry out the policies of the Board of Education pertaining to the progress and condition of the educational program.

Task 1. Advise, recommend and execute all Board policies.

Activity 1. Meet with appropriate administrative personnel to discuss changes in Board policy for purposes of effective implementation.
Completion date is the second week (Wednesday) in May.
Verification is meeting minutes on file.

Activity 2. Attend all Board meetings.
Completion date is as scheduled.
Verification is meeting minutes on file.

Activity 3. Submit annual report to Board on the "state of the school district".
Completion date is the first week (Wednesday) in July.
Verification is report on file.

Performance responsibility 6. To supervise the operation of the district's support services program.

Task 1. Supervise support services programs (transportation, food services, maintenance, etc.)

Activity 1. Meet with Deputy Superintendent of Administrative Services for review of school district support services programs.
Completion date is the first week (Monday) in July.
Verification is meeting minutes on file.

Activity 2. Review supportive services reports.
Completion date is monthly.
Verification is report on file.

Activity 3. Submit supportive services recommendations to Board for review and approval.
Completion date is the first week (Monday) in February.
Verification is meeting minutes on file.

Performance responsibility 7. To direct staff negotiations with professional and non-professional personnel.

Task 1. Direct all school district wage and benefit negotiations.

Activity 1. Direct Deputy Superintendent to collect pertinent data for negotiations purposes.
Completion date is the first week (Friday) in December.
Verification is data on file.

Activity 2. Review negotiation data with Deputy Superintendent and other appropriate personnel.
Completion date is the second week (Friday) in December.
Verification is meeting minutes on file.

- Activity 3. Prepare position papers on potential negotiable items.
Completion date is the second week (Friday) in January.
Verification is report on file.
- Activity 4. Present position papers to Board.
Completion date is third week (Monday) in January.
Verification is meeting minutes on file.
- Activity 5. Identify initial negotiation meeting dates with appropriate groups.
Completion date is the first week (Friday) in January.
Verification is schedule on file.
- Activity 6. Recommend approval of negotiated agreements to Board of Education.
Completion date is upon completion of negotiation.
Verification is document on file.

Performance responsibility 8. Develop plans to comply with state and federal laws on educational programs.

Task 1. Develop plans to comply with state and federal laws on educational programs.

- Activity 1. Review state and federal laws governing educational requirements.
Completion date is the first week (Monday) in July.
Verification is State/Federal laws on file.
- Activity 2. Review school district compliance with state and federal laws in regard to educational programs.
Completion date is the second week (Friday) in July.
Verification is report on file.
- Activity 3. Discuss with appropriate school district personnel implications of state and federal laws and solicit suggestions to effectively comply with state and federal laws.
Completion date is the first week (Monday) in September.
Verification is meeting minutes on file.
- Activity 4. Apprise the Board of proposed plans for compliance with state and federal laws.
Completion date is the first week (Wednesday) in October.
Verification is meeting minutes on file.

Activity 5. Submit to Board recommendations on final plans for compliance with state and federal laws.
Completion date is the first week (Monday) in December.
Verification is meeting minutes on file.

Activity 6. Prepare all annual Department of Public Instruction reports.
Completion date is as required.
Verification is reports on file.

Performance responsibility 9. To promote intellectual and professional growth of all personnel for the enhancement of effective educational programs.

Task 1. Promote intellectual and professional growth of all personnel.

Activity 1. Plan inservice training seminars and workshops for understanding of MBO principles and concepts.
Completion date is on-going.
Verification is attendance records.

Activity 2. Attend state and national conferences on current educational topics.
Completion date is as scheduled.
Verification is travel records.

Performance responsibility 10. Perform other duties that are self-initiated or that may be assigned by the Board.

Task 1. Develop approaches and procedures aimed at increased effectiveness and utilization of resources for administrative and instructional programs.

Activity 1. Develop a MBO program for all administrators.
Completion date is the fourth week (Friday) in June.
Verification is document on file.

Activity 2. Submit MBO model to Board of Education for information purposes.
Completion date is the first week (Friday) in June.
Verification is document on file.

Deputy Superintendent of Administrative Services

Performance Responsibility 1. To supervise all non-instructional staff.

Task 1. To supervise all non-instructional staff.

- Activity 1. Conduct briefings with lead men pertaining to custodial and maintenance operations.
Completion date is daily at 8:00 a.m.
Verification is daily agenda on file.
- Activity 2. Conduct on-site inspections.
Completion date is the fifteenth of each month.
Verification is in inspection reports on file.
- Activity 3. Review written custodial evaluations from building principals.
Completion dates are January 15, and May 15.
Verification is in reports on file.
- Activity 4. Conduct meetings with Food Service Manager on staff supervision.
Completion date is the first Tuesday of each month.
Verification is in reports on file.
- Activity 5. Conduct meetings with lead men on custodial/maintenance supervision.
Completion date is the second Tuesday each month.
Verification is in reports on file.
- Activity 6. Schedule supervisory sessions with district accountant.
Completion date is the third Tuesday of each month.
Verification is in reports on file.
- Activity 7. Schedule supervisory sessions with plumbing, electrical and heating supervisor.
Completion date is the fourth Tuesday each month.
Verification is in reports on file.
- Activity 8. Schedule supervisory sessions with supervisor of buildings, grounds, and rolling stock.
Completion date is the fourth Tuesday of each month.
Verification is in reports on file.
- Activity 9. Request all evaluation on non-instructional personnel.
Completion date is the first week in March.
Verification is in reports on file.

Performance responsibility 2. To supervise the management of the transportation system of the school district.

Task 1. To supervise the management of the transportation system of the school district.

- Activity 1. Request from building principals names and addresses of all students new to the district.
Completion date is the second week (Friday) in July.
Verification is in report on file.
- Activity 2. Review, revise, and plan all bus routing in the district with bus contractors, building principals, district bus dispatcher and special teachers.
Completion date is the second week (Friday) in August.
Verification is in the report on file.
- Activity 3. Revise district transportation handbook for contractors, operators, students and parents.
Completion date is the second week (Friday) in August.
Verification is the handbook printed.
- Activity 4. Issue Code of Conduct to all contractors, operators, and students.
Completion date is the first week (Friday) in September.
Verification is in printed version on file.
- Activity 5. Complete all district and state required motor vehicle reports.
Completion date is as required by Agency.
Verification is in reports on file.
- Activity 6. Substantiate all fuel estimates and pay all fuel bills for contractors.
Completion date is as required.
Verification is in reports on file.
- Activity 7. Arrange to provide transportation on request for all approved extra-curricular activity, and after school hours sponsored programs.
Completion date is as requested.
Verification is requisitions on file.
- Activity 8. Maintain daily communication with all bus drivers and contractors via radio and telephone for the purpose of discussing problems pertaining to transportation.
Completion date is daily.
Verification is recorded in radio log.
- Activity 9. Inspect and verify all routes and mileage records submitted by contractors via utilization of district radio dispatcher.
Completion date is the second week (Friday) in January.
Verification is in report on file.

- Activity 10. Conduct bus contractor negotiations for unit and mileage payment rates.
Completion date is as directed by Superintendent.
Verification is reports on file.
- Activity 11. Request from contractors a vehicle model inventory to insure compliance with Board vehicle replacement policy.
Completion date is the second week (Friday) in April.
Verification is inventory on file.
- Activity 12. Schedule in-service meeting with all new bus drivers and all contractors. Review district policy and operational handbook.
Completion date is the first week (Monday) in September.
Verification is agenda on file.
- Activity 13. Schedule first aid training for all drivers not meeting first aid certification.
Completion date is the fourth week (Friday) in October.
Verification is names of participants on file.

Performance responsibility 3. To supervise the management of the school food services program in accordance with policies set forth by the state agency and the Board of Education.

Task 1. To supervise the management of the school food services program in accordance with policies set forth by the state agency and the Board of Education.

- Activity 1. Review with Food Service Manager all budgeting needs for the up-coming school year.
Completion date is the fourth week (Friday) of March.
Verification is preliminary budget submitted.
- Activity 2. Request from Food Service Manager a report on inventory and purchasing operations relative to food service program.
- Activity 3. Apply for participation in the state and federal school lunch and milk programs.
Completion date is the fourth (Friday) in July.
Verification is application on file.
- Activity 4. Review and approve such applications for: reduced price meals, free meals, free milk.
Completion date is as received.
Verification is copy on file.

- Activity 5. Monitor the district food service program.
Completion date is daily.
- Activity 6. Prepare specifications and bid all yearly milk and meat needs.
Completion date is the first week (Monday) in August.
Verification is copy of specifications on file.
- Activity 7. Final selection and hiring of all food service personnel.
Completion date is as needed.
Verification is employment letter on file.
- Activity 8. Make random observations of all food service activities.
Completion date is monthly visit to schools.
Verification is visitation record.

Performance responsibility 4. To supervise the accounting and reporting procedures related to the financial operations of the school district.

Task 1. Review and submit recommended changes in business procedures.

- Activity 1. Solicit recommended procedural changes from the district accountant.
Completion date is the second week (Monday) in June.
Verification is report on file.

- Activity 2. Review the submitted procedural changes and submit recommendations to Superintendent.
Completion date is the first week (Monday) in July.
Verification is report to Superintendent.

Task 2. Supervise the financial accounting system for the school district.

- Activity 1. Expedite the preparation and submission of all necessary financial reports.
Completion date is the first Wednesday monthly.
Verification is reports to Superintendent.

Task 3. Verify all accounts payable.

- Activity 1. Review all vouchers payable.
Completion date is the first Wednesday monthly.
Verification is approved voucher listing.

Performance responsibility 5. To supervise the maintenance and construction of the school district.

Task 1. To supervise the school district maintenance program.

- Activity 1. Conduct random observations of the maintenance and preventive maintenance program activities.
Completion date is daily.
Verification is scheduled maintenance agendas.
- Activity 2. Schedule and expedite entire summer major maintenance program for all district buildings.
Completion date is the fourth week (Friday) in August.
Verification is scheduled activities completed.

Task 2. Supervise all construction or renovation.

- Activity 1. Approve and submit final recommended plans and specifications to Superintendent.
Completion date is as required.
Verification is report on file.
- Activity 2. Authorize construction and remodeling bids to be released.
Completion date is after Superintendent's approval.
Verification is specifications on file.
- Activity 3. Supervise and inspect construction and remodeling activities.
Completion date is throughout construction/remodeling period.
Verification is final payment and acceptance.

Performance responsibility 6. To develop and manage the district's insurance program.

Task 1. Review the district's insurance, fire, theft, liability.

- Activity 1. Confer and secure advisement via insurance consultants.
Completion date is the first week (Friday) in February.
Verification is report submitted to Superintendent.

Task 2. Process insurance claims and bills.

- Activity 1. Review and process through insurance consultants.
Completion date is as required.
Verification is on file.

Performance responsibility 7. To supervise the preparation and operation of the district's budget activities.

Task 1. To supervise the preparation of the district's budget activities.

- Activity 1. Review and submit budget forms to Superintendent.
Make any changes.
Completion date is the second week (Wednesday) of December.
Verification is revised forms on file.
- Activity 2. Prepare budget books and procedure for all schools, supervisors, and special areas.
Completion date is the third week (Wednesday) in January.
Verification is books and procedure ready.
- Activity 3. Schedule orientation meeting with all principals, supervisors, and secretarial staff.
Completion date is the first week (Wednesday) in February.
Verification is meeting procedure on file.
- Activity 4. Request completion of all special budget categories.
Completion date is the first week (Wednesday) in April.
Verification is budgets received.
- Activity 5. Submit proposed buildings and grounds, maintenance and repair, and all remodeling proposals to Superintendent.
Completion date is the fourth week (Thursday) in April.
Verification is report on file.
- Activity 6. Submit proposed equipment needs to Superintendent.
Completion date is the fourth week (Thursday) in April.
Verification is report on file.
- Activity 7. Process textbook orders.
Completion date is the first week in May.
Verification is requisitions logged.
- Activity 8. Submit first preliminary budget draft to Superintendent for review and modification.
Completion date is the first week (Thursday) in May.
Verification is report on file.
- Activity 9. Submit budgetary needs to Board.
Completion date is the first Board meeting in May.
Verification is report on file.
- Activity 10. In concert with Superintendent, prepare final budget.
Completion date is July 1.
Verification is Budget on file.

- Activity 11. Submit final budget to Board subcommittee.
Completion date is the second week (Wednesday) in July.
Verification is report on file.
- Activity 12. In concert with Superintendent, review final budget with Board for approval and presentation to Fiscal Control Board.
Completion date is the third week (Wednesday) in July.
Verification is budget on file.
- Activity 13. Schedule final budget approval with Fiscal Control Board.
Completion date is the second week (Wednesday) in October.
Verification is approved.

Performance responsibility 8. To coordinate building use schedules which permit maximum community use of school facilities.

Task 1. To coordinate building use schedules which permit maximum community use of school facilities.

- Activity 1. Schedule and keep records of activities conducted after school hours and weekends in or on district facility.
Completion date is as required and available.
Verification is record on file.
- Activity 2. Coordinate community activities with city recreation department.
Completion date is as requested and availability of facilities.
Verification is record on file.
- Activity 3. Notify building principal and custodial staff of events scheduled in appropriate building.
Completion date is as required.
Verification is notification on file.

Performance responsibility 9. To supervise the bidding and purchasing activities of the district including supplies, equipment, and services.

Task 1. To supervise the bidding and purchasing activities of the district including supplies and equipment and services.

- Activity 1. Review all bids for purchase. Make recommendation to Superintendent.
Completion date is during budget formulation.
Verification is bid on file and letter of acceptance or rejection.

Activity 2. Sign and execute all purchase orders.
Completion date is as required.
Verification is purchase order log.

Activity 3. Supervise and cause to be logged by account number
and building all purchase orders.
Completion date is as forwarded to this office.
Verification is purchase order log.

Performance responsibility 10. To perform other duties that may be self-
initiated or assigned by the Superintendent.

Assistant Superintendent of Instruction

Performance responsibility 1. Assist the development, implementation, and
evaluation of the curricula.

Task 1. Assist in the development of the curricula.

Activity 1. Meet with Superintendent to discuss Curriculum
Development Committee activities.
Completion date is the first week in October.
Verification is notes of meeting.

Activity 2. Request names of staff from appropriate administrators
to be on Curriculum Development Committee.
Completion date is the third week of October.
Verification is names of Committee members submitted
to Superintendent.

Activity 3. Meet with members of Committee to explain their
duties and responsibilities and projected completion
date of their assignment.
Completion date is the fourth week in October.
Verification is copy of agenda on file.

Activity 4. Monitor the work of Curriculum Development Committees
through attendance at meetings with Committee chairmen.
Completion date is November to February.
Verification is log on file.

Activity 5. Meet with Superintendent to discuss curriculum
proposals.
Completion date is the second week in February.
Verification is suggestions on file.

Activity 6. Submit to Curriculum Council final proposals for
adoption.

Completion date is the second week (Monday)
of March.
Verification is copies of proposals submitted to
Curriculum Council.

Activity 7. Assist Superintendent in presenting Curriculum
proposals to Board of Education.
Completion date is the third week in March.
Verification is Board of Education agenda.

Task 3. Assist in the evaluation of the Curriculum.

Activity 1. Conduct meeting with appropriate administrators to
discuss plans and instruments to evaluate the program.
Completion date is the second week in April.
Verification is agenda on file.

Performance responsibility 2. Assist in the supervision and evaluation of
the instructional staff, Junior High Principal, Senior High Principal,
Elementary Coordinator, Director of Special Education, and Director of
Audio-Visual Program.

Task 1. Assist in the supervision and evaluation of instructional staff.

Activity 1. Meet with appropriate administrators and make plans
to help them in the supervision and evaluation of staff.
Completion date is the last week in September.
Verification is a copy of results of meeting submitted
to Superintendent.

Activity 2. Conduct conferences and observations on staff being
evaluated by the principal.
Completion date is as requested by principal.
Verification is record of visitation.

Task 2. Assist in supervision and evaluation of Junior High Principal,
Senior High Principal, Director of Elementary Education, and
Director of Special Education.

Activity 1. Meet with Senior High School Principal, Junior High
School Principal, Director of Elementary Education, and
Director of Special Education to help them write their
Performance Responsibilities and Task Analysis.
Completion date is the third week in September.
Verification is report filed.

Activity 2. Evaluate the performance of the High School Prin-
cipal, Junior High School Principal, Director of
Special Education and submit same to Superintendent.
Completion date is the third week in January.
Verification is evaluation reports on file.

Performance responsibility 3. Assist in the screening, recruitment, and appointment of instructional staff.

Task 1. Assist in the screening and recruitment of candidates for appointment.

Activity 1. Assistant Superintendent of Instruction's office, upon official confirmation of teacher vacancies, will notify teacher placement offices of vacancies in the Merrill Area Public Schools.
Completion date is as notified.
Verification is notification record on file.

Activity 2. Answer letters of inquiry with respect to all vacancies.
Completion date is as required.
Verification is copies of letters on file.

Activity 3. Establish preliminary screening and interview schedule and request credentials for all candidates on interview schedule.
Completion date is as applications are received.
Verification is interview schedule on file.

Activity 4. Conduct preliminary interviews of all candidates.
Completion date is as candidates are received.
Verification is documented record on file.

Activity 5. Submit list of candidates to principals or Director of Elementary Education.
Completion date is after preliminary interviews.
Verification is candidate list on file.

Activity 6. Review recommendations from principals and Directors.
Verification is record of approval/disapproval.

Activity 7. Submit recommendations to Superintendent.
Verification is recommendations on file.

Task 2. Assist in the appointment of all candidates.

Activity 1. Prepare appointment recommendation for the Superintendent.
Completion date is as approved.
Verification is document on file.

Performance responsibility 4. Assist in the formulation of the instructional budget for the elementary and secondary schools.

Task 1. Assist in the formulation of instructional budget.

- Activity 1. Attend Deputy Superintendent of Administrative Services' meeting on budget.
- Activity 2. Meet with Director of Elementary Education, Secondary Principals, Audio-Visual Director, and Director of Special Education to discuss coordination procedure of budget formulation with Assistant Superintendent of Instruction's office. Completion date is two days after Deputy Superintendent of Administrative Services' meeting.
- Activity 3. Meet with Director of Elementary Education, Secondary Principals, Audio-Visual Director, and Director of Special Education to review final budget prior to presentation to Deputy Superintendent of Administrative Services and Superintendent.
- Activity 4. Meet with Director of Administrative Services and Superintendent to review and approve final budget.

Performance responsibility 5. Assist in the formulation and implementation of in-service program for the instructional staff.

Task 1. Assist in the formulation and implementation of in-service programs for the instructional staff.

- Activity 1. Meet with Superintendent to discuss following year's district-wide in-service program. Completion date is the second week of May. Verification is notes of meeting.
- Activity 2. Meet with Director of Elementary Education and Building Principals to discuss district-wide in-service programs and implementation plans for the following year.
- Activity 3. Submit specific plan to Superintendent for implementation of district-wide in-service program. Completion date is the fourth week of May. Verification is copy of plan on file.

Performance responsibility 6. Serve as Chairman of an appointed and faculty-selected Curriculum Council that serves as a forum and advisory group.

Task 1. Serve as Chairman of Curriculum Council.

- Activity 1. Prepare agenda and conduct meetings of the Curriculum Council. Completion date is the first Thursday each month. Verification is copy of minutes on file.

- Activity 2. Meet with new members and student representatives to discuss their roles and responsibilities.
Completion date is one week prior to the first meeting of Council.
- Activity 3. Make arrangements with Committee Chairmen to present Curriculum proposal and textbook selection to the Council.
Completion date is the first week (Monday) of March.
Verification is copies of proposal on file.
- Activity 4. Meet with Superintendent to discuss implication and approval of proposal.
Completion date is the first week (Friday) of March.
Verification is copies of proposal on file.

Task 2. Serve as Chairman of Curriculum Council.

- Activity 1. Meet with all Committee Chairmen to discuss requests for summer curriculum development projects.
Completion date is the second week (Monday) of February.
Verification is reports on file.
- Activity 2. Supervise all summer curriculum development projects and submit final reports to Superintendent and Curriculum Council.
Completion date is the second week (Friday) in August.
Verification is reports on file.

Performance responsibility 7. Recommend adoption of new instructional materials, methods, and programs.

Task 1. Recommend adoption of new instructional materials, methods, and programs.

- Activity 1. Meet with Elementary Coordinator, Secondary Principals, and Director of Special Education to discuss adoption of new instructional materials, methods, and programs.
Completion date is the third week (Friday) in March.
Verification is reports on file.
- Activity 2. Request from said personnel specific plans from each area to carry out new instructional materials, methods, and programs.
Completion date is the second week (Wednesday) in May.
Verification is reports on file.

Performance responsibility 8. Assist in the coordination and implementation of programs requiring support from the federal government.

Task 1. Assist in the coordination and implementation of federally supported programs.

Activity 1. Meet with Senior High Principal, Junior High Principal, Director of Elementary Education, Audio-Visual Director, and Director of Special Education to coordinate the writing of proposals requiring federal monies.

Completion date is in accordance with dates specified by each program.

Verification is reports on file.

Activity 2. Request from said personnel final copies of the proposal and plans for implementation and evaluation of federal programs.

Completion date is as dictated by the program.

Verification is proposals on file.

Task 2. Assist in the coordination of Headstart Program.

Activity 1. Meet with members of the Headstart Parents Advisory Council to discuss program for the next year.

Completion date is the third week (Wednesday) of October.

Verification is agenda on file.

Activity 2. Meet with Superintendent to discuss Headstart proposal for Board Approval.

Completion date is the third week (Friday) in October.

Verification is report on file.

Activity 3. Submit Headstart Program proposal for 1975 to Region V, Chicago, Illinois.

Completion date is upon local approval of proposal.

Verification is copy of proposal on file.

Activity 4. Inform community of Headstart Program and distribute applicant forms for participants.

Completion date is upon federal approval of proposal.

Activity 5. Submit Headstart audit reports to Chicago office.

Completion date is quarterly basis as dictated by Region V.

Verification is copies of report on file.

Performance responsibility 9. Coordinate and supervise summer school program.

Task 1. Coordinate and supervise summer school program.

Activity 1. Meet with Director of Elementary Education, Secondary School Principals, and Director of Special Education to discuss plans for summer school programs.

Completion date is the second week (Friday) in March.

Verification is agenda of meeting on file.

- Activity 2. Submit to Superintendent for Board approval plans for summer school.
Completion date is the third week (Friday) in March.
Verification is report on file.
- Activity 3. Submit to Department of Public Instruction summer school plans.
Completion date is the second week (Friday) in April.
Verification is copy on file.
- Activity 4. Submit a written report to Superintendent on the summer school program.
Completion date is one week after completion of the program.
Verification is report filed in Superintendent's office.

Performance responsibility 10. To perform other duties that may be self-initiated or assigned.

Director of Special Education

Performance responsibility 1. To direct procedures for identification, placement, transfer, and termination of students with exceptional educational needs (EEN) in special education programs.

Task 1. Identification of students with EEN.

- Activity 1. Review, record, and assign student referrals for evaluation.
Completion date is as referred.
Verification is copy on file.
- Activity 2. Establish and maintain student identification records.
Completion date is within 20 days of referral.
Verification is copy on file.
- Activity 3. Complete Annual Report - Handicapped Children - Department of Public Instruction.
Completion is December 1.
Verification is copy on file.
- Activity 4. Provide forms for reports and criterion for referrals related to pre-school screening.
Completion date is the first Monday in May.
Verification is reports on file.

Task 2. Placement-transfer-termination of students with EEN.

- Activity 1. Initial orientation of staff.
Completion date is the first week in September.
Verification is copies of forms distributed.
- Activity 2. Report student assignment to Department of Public Instruction.
Completion date is as required.
Verification is copy on file.
- Activity 3. Establish and maintain student placement records.
Completion date is, as required.
Verification is copy on file.
- Activity 4. Submit Annual Enrollment Form to Department of Public Instruction.
Completion date is the first week in October.
Verification is copy on file.

Performance responsibility 2. To implement pre-service and in-service training for teachers of the program.

Task 1. Conduct pre-service and in-service planning.

- Activity 1. Meet with Assistant Superintendent of Instruction to discuss in-service program for Learning Disabilities staff.
Completion date is the first week in August.
Verification is meeting date recorded.
- Activity 2. Meet with Assistant Superintendent of Instruction, secondary principals, elementary principals, and guidance personnel to outline requirements of Chapter 89.
Completion date is the fourth week in August.
Verification is meeting date recorded.

Task 2. Conduct pre-service and in-service training.

- Activity 1. Conduct in-service workshop for teachers of learning disabilities, speech clinicians, psychologists, and elementary guidance personnel.
Completion date is the third week in August.
Verification is agenda on file.
- Activity 2. Conduct pre-service program for regular teachers of Learning Disability Program. Conduct in-service program for regular teachers regarding special education screening, referral, and placement procedures.
Completion date is as required.
Verification meeting dates recorded.

Performance responsibility 3. To develop budget recommendations and provide expenditure control on established budgets for special education.

Task 1. Budget preparation of all special education programs.

- Activity 1. Review preliminary school budget.
Completion date is the second week in March.
Verification is budget on file.
- Activity 2. Review with Assistant Superintendent of Instruction final budgets prior to presentation to Deputy Superintendent of Administrative Services.
Completion date is the last week in March.
Verification is budget on file.
- Activity 3. Submit final budgets to Deputy Superintendent of Administrative Services.
Completion date is last week in March.
Verification is budget on file.

Task 2. Budget Control: Life Tasks Center, Psychologists, Speech Clinician, and office of Director of Special Education.

- Activity 1. Inform Assistant Superintendent of Instruction of budget review summary.
Completion date is the tenth of each month.
Verification is budget on file.
- Activity 2. Compile budget review summary and submit to Deputy Superintendent of Administrative Service.
Completion date is the tenth of each month.
Verification is summary on file.
- Activity 3. Approve purchase orders for uncommitted funds and submit to Deputy Superintendent of Administrative Services.
Completion date is as required.
Verification is purchase order on file.

Performance responsibility 4. To evaluate special education programs, including facilities, curriculum, learning activities, and materials.

Task 1. Prepare all handicapped reports for the Department of Public Instruction.

- Activity 1. Prepare and submit enrollment reports to Department of Public Instruction.
Completion date is the first week in October.
Verification is report on file.

- Activity 2. Prepare and submit Homebound Instruction Enrollment Report to Department of Public Instruction.
Completion date is the third week in November.
Verification is report on file.
- Activity 3. Inform Assistant Superintendent of Instruction of all handicapped reports submitted to the Department of Public Instruction.
Completion date is as required.
Verification is reports on file.

Task 2. Prepare financial reports.

- Activity 1. Prepare and submit Annual Financial Report for each of the Exceptional Education Areas to the Department of Public Instruction.
Completion date is the third week in July.
Verification is reports on file.
- Activity 2. Inform Assistant Superintendent of Instruction of all financial reports submitted to Department of Public Instruction.
Completion date is the third week in July.
Verification is reports on file.

Performance responsibility 5. To conduct planning and curriculum development activities, including the development of the comprehensive school district plan.

Task 1. Determine need for special program.

- Activity 1. Determine needs through use of national handicapped incidence figures and actual MAPS census reports.
Completion date is the first week in August.
Verification is report on file.
- Activity 2. Discuss needs with Assistant Superintendent of Instruction.
Completion date is the first week in August.
Verification is report on file.

Task 2. Prepare State Department Plans.

- Activity 1. Prepare and submit Annual Plan of Service for each of the Exceptional Educational areas to the Department of Public Instruction.
Completion date is the first week in August.
Verification is plan on file.

Activity 2. Discuss with Assistant Superintendent of Instruction, Director of Elementary Education, and secondary principals the plan for special education. Completion date is the second week in August. Verification is meeting date recorded.

Task 3. Develop district handbook for special education services.

Activity 1. Assemble district documents relating to special education. Completion date is the third week in January. Verification is documents on file.

Activity 2. Secure staff for one week summer session. Completion date is the first week in May. Verification is contracts on file.

Activity 3. Supervise the development of a district handbook. Completion date is the first week in July. Verification is handbook on file.

Performance responsibility 6. To propose, direct and evaluate Title VI federal programs.

Task 1. Develop proposal for the Title VI project.

Activity 1. Submit Letter of Intent to Superintendent for new Title VI projects. Completion date is the third week in November. Verification is letter on file.

Activity 2. Submit Final Project Proposal to Superintendent and Assistant Superintendent of Instruction. Completion date is the first week in April. Verification is proposal on file.

Activity 3. Submit Final Project Proposal to Department of Public Instruction. Completion date is the third week in April. Verification is proposal on file.

Task 2. Direct Title VI projects.

Activity 1. Submit financial reports to Department of Public Instruction. Completion date is as required. Verification is report on file.

Activity 2. Supervise program as outlined in project abstract. Completion date is as required. Verification is report on file.

Activity 3. Meet with advisory committee.
Completion date is December 1, and March 1.
Verification is meeting date recorded.

Task 3. Evaluate Title VI projects.

Activity 1. Submit Final Financial Claim to Department of Public Instruction.
Completion date is the first week in July.
Verification is claim on file.

Activity 2. Submit End-of-Project Evaluative Report to Superintendent.
Completion date is the third week in August.
Verification is report on file.

Activity 3. Submit Inventory and Annual Report to Superintendent.
Completion date is the third week in August.
Verification is report on file.

Performance responsibility 7. To assist in recruitment, selection, placement and evaluation of special education program staff.

Task 1. Select new special education personnel.

Activity 1. Provide assistance in recruitment selection, and placement of special education staff.
Completion date is as positions arise.
Verification is documented record on file.

Task 2. Supervise special education staff.

Activity 1. Conduct meetings of special education staff.
Completion date is monthly.
Verification is meeting date recorded.

Activity 2. Conduct individual teacher conferences.
Completion date is as required.
Verification is meeting date recorded.

Activity 3. Conduct classroom visitations.
Completion date is at least once weekly.
Verification is visitation dates recorded.

Activity 4. Conduct special education personnel evaluations.
Completion date is the first week in February.
Verification is evaluation on file.

Performance responsibility 8. To assist in the development and supervision of special education summer programs.

Task 1. Plan handicapped summer program.

Activity 1. Meet with School Forest Director, Director of Elementary Education, Assistant Superintendent of Instruction, and special teachers to outline summer program at school forest.

Completion date is the fourth week in September.
Verification is meeting date recorded.

Activity 2. Meet with Assistant Superintendent of Instruction, Elementary Coordinator, and Life Task teachers to outline summer program at Life Task Center.

Completion date is the fourth week in September.
Verification is plan on file.

Task 2. Plan handicapped summer school reports.

Activity 1. Prepare and submit Summer School Financial report to Department of Public Instruction.

Completion date is the first week in August.
Verification is reports on file.

Performance responsibility 9. To develop communication channels for the interface between special and regular education, parents, community and liaison with other agencies.

Task 1. Interface between special and regular education.

Activity 1. Attend general staff and principals' meetings.

Completion date is as called.
Verification is agenda on file.

Activity 2. Conduct joint in-service sessions for special and regular teachers.

Completion dates are August 19, and 27.
Verification is agenda on file.

Task 2. Interface between school and parents.

Activity 1. Attend parent conferences.

Completion date is as required.
Verification is meeting dates recorded.

Activity 2. Participate as a member of parent organizations.

Completion date is continuously.
Verification is membership fee paid.

Task 3. Interface between school and community.

Activity 1. Prepare articles for school newsletter.
Completion date is as required.
Verification is articles printed.

Activity 2. Prepare programs for local radio station.
Completion date is as required.
Verification is programs aired.

Task 4. Interface between school and community agencies.

Activity 1. Attend meetings and conferences.
Completion date is as called.
Verification is meeting dates recorded.

Performance responsibility 10. To perform other duties that are self-initiated or that may be assigned.

High School Principal

Performance responsibility 1. To manage the in-service Teacher Education Program activities in the building.

Task 1. Establish an In-service Program for the staff.

Activity 1. Plan for in-service with the Assistant Superintendent of Instruction.
Completion date is the second week in October.
Verification is copy of results to be filed.

Activity 2. Meet with Department Chairmen to plan.
Completion date is the fourth week in October.
Verification is meeting recorded.

Activity 3. Meet with the entire staff to discuss in-service projects.
Completion date is the first week in November.
Verification is copy of results to be filed.

Activity 4. Report to the Assistant Superintendent of Instruction the in-service plan.
Completion date is the second week in November.
Verification is copy of results to be filed.

Performance responsibility 2. To supervise the school plant and facilities.

Task 1. Supervise school plant.

Activity 1. Conduct building tours with Assistant Principal and Head Custodian.
Completion date is weekly.
Verification is report on file.

Task 2. Responsibility for building use schedule.

Activity 1. Daytime schedule, room use, classes, etc.
Completion date is the last week in June.
Verification is report on file.

Task 3. Supervise inventory.

Activity 1. Complete inventory of each Department and each room.
Completion date is the fourth week in May.
Verification is report on file.

Activity 2. Submit inventory report to Deputy Superintendent.
Completion date is the first week in June.
Verification is report on file.

Task 4. Future plant repairs and facility needs.

Activity 1. Review plant and facility needs.
Completion date is the end of school year.
Verification is report on file.

Activity 2. Submit requests for space, repair, and equipment.
Completion date is the first week in June.
Verification is copy on file.

Activity 3. Meet with central administration to discuss following year's requirements.
Completion date is the second week in June.
Verification is meeting date recorded.

Performance responsibility 3. Assist in recruitment, selection, and assignment of teaching and non-certified personnel.

Task 1. Participate in the selection of professional and non-professional staff.

Activity 1. Inform Assistant Superintendent of Instruction of vacancies.
Completion date is as needed.
Verification is documental record on file.

Activity 2. Interview candidates - receive input from department chairmen.
Completion date is as needed.
Verification is documental record on file.

- Activity 3. Discuss interviews with the Assistant Superintendent of Instruction and make recommendations.
Completion date is as needed.
Verification is documental record on file.

Performance responsibility 4. To assume responsibility for planning and administering the school budget.

Task 1. Take responsibility for budget preparation of Senior High.

- Activity 1. Meet with Department Chairmen to discuss budget needs.
Completion date is before end of the first semester.
Verification is report on file.
- Activity 2. Discuss with the Assistant Superintendent of Instruction the preliminary budget needs.
Completion date is the first semester.
Verification is report on file.
- Activity 3. Submit final budget to Deputy Superintendent of Administrative Services.
Completion date is the last week in March.
Verification is report on file.
- Activity 4. Approve purchase orders for uncommitted funds.
Completion date is as needed.
Verification is report on file.

Performance responsibility 5. To establish and maintain public relations and community involvement.

Task 1. To maintain public relations and community involvement.

- Activity 1. Conduct monthly meeting with teachers to receive input on proposed public relations programs.
Completion date is monthly.
Verification is document on file.
- Activity 2. Submit to the Assistant Superintendent of Instruction monthly reports on the progress of public relations and community involvement.
Completion date is monthly.
Verification is document on file.
- Activity 3. Submit information to central administrator for inclusion into newsletter.
Completion date is as published.
Verification is the newsletter.

Performance responsibility 6. Supervise the preparation of all reporting, including those required by the District Control Office and the Department of Public Instruction (State).

Task 1. To supervise the preparation of all reports for the Central and State offices.

Activity 1. Submit enrollment reports to Central Office and Community agencies.
Completion date is beginning of each month.
Verification is reports on file.

Activity 2. Submit Inventory reports to the Central office.
Completion date is as required.
Verification is reports on file.

Activity 3. Submit all state office reports.
Completion date is as required.
Verification is reports on file.

Performance responsibility 7. Conduct evaluation of all personnel in the school.

Task 1. To conduct evaluation of all instructional personnel.

Activity 1. Supervise and evaluate all teachers.
Completion date is on-going.
Verification is document on file.

Activity 2. Use evaluation instrument and submit final supervision and evaluation reports to the Assistant Superintendent of Instruction and the Superintendent.
Completion dates are the second week in February and the second week in May.
Verification is document on file.

Performance responsibility 8. To supervise the instructional staff in the development and implementation of curricula.

Task 1. Supervise instructional staff in development and implementation of curricula.

Activity 1. Conduct monthly meetings with the Department Chairmen to review status of the instructional program.
Completion date is the second Monday of each month.
Verification is report on file.

Activity 2. All staff teachers meetings with the principal - curricula.
Completion date is the third Monday of each month.
Verification is report on file.

Activity 3. Report to the Assistant Superintendent of Instruction on the status of the Instructional Program.
Completion date is monthly.
Verification is report on file.

Performance responsibility 9. To supervise the school's guidance program to enhance individual educational and social development.

Task 1. To supervise the school guidance program.

Activity 1. Meet with Guidance staff to discuss program goals and objectives.
Completion date is the second week in October.
Verification is copy of results on file.

Activity 2. Meet with Assistant Superintendent of Instruction to go over goals and objectives of Guidance Program.
Completion date is the third week in October.
Verification is date of meeting recorded.

Activity 3. Develop instrument that will record the Guidance services that the student receives in educational and social development.
Completion date is the last week in October.
Verification is copy on file.

Activity 4. Submit Guidance Program report to Central Office.
Completion date is as specified.
Verification is report on file.

Performance responsibility 10. To perform other duties that may be self-initiated or that are assigned.

High School Assistant Principal

Performance responsibility 1. To assist the principal with the supervision and evaluation of instructional staff, non-certified employees, and the instructional program.

Task 1. Assignment and supervision of staff.

Activity 1. Hall duty supervision, lunch room supervision, bus duty, detention duty.
Completion date is daily.
Verification is listing of duties on file.

Activity 2. Extra-curricular bus trip.
Completion date is as scheduled.

Task 2. Assist in Preparation of Teacher Handbook.

Activity 1. Review old handbooks and policies.
Completion date is September.
Verification is handbook on file.

Activity 2. Print updated one through print shop.
Completion date is October.
Verification is handbook on file.

Task 3. Assist with evaluation of staff.

Activity 1. Assist in evaluation and submit reports to Assistant Superintendent of Instruction.
Completion date is non-renewal due February 15.
Verification is copy of report on file.

Activity 2. Classroom observations.
Completion date is continuous.

Activity 3. Conduct follow-up conference with teachers.

Activity 4. Confer with principal on results of evaluation.
Completion date is the first week in May.

Performance responsibility 2. Assist the principal in the supervision and recommendation of needed facility and maintenance requirements at the Senior High School.

Task 1. Assist in the supervision of facility and plant.

Activity 1. Make periodic building check.
Completion date is as required.
Verification is a copy of check list on file.

Activity 2. Refer any needed maintenance jobs to principal.
Completion date is as required.

Task 2. Expanding and remodeling of facilities.

Activity 1. Submit recommendation for remodeling of facilities to principal.
Completion date is on-going.
Verification is periodic reports to principal.

Performance responsibility 3. Implement and supervise student attendance and accounting procedures and work with secretary for investigative follow-up actions.

Task 1. Implement attendance procedures.

Activity 1. Work with Principal, guidance, and staff on proper procedures of reporting attendance.
Completion date is as required.

Activity 2. Coordinate data processing cards and completion of each.
Completion date is per quarter.

Activity 3. Prepare and file all state reports on attendance as required by law, to proper state office.
Completion date is the fourth week in May.

Task 2. Supervise attendance procedures.

Activity 1. Coordinate attendance procedures in high school office.

Activity 2. Assign proper personnel to call, clarify, and confirm absences.
Completion date is as required.

Activity 3. Assign detention to truant students.

Activity 4. Organize and implement deer hunting program.
Completion date is November.

Task 3. Follow-up individual attendance problems.

Activity 1. Refer truant students to proper authorities.
Completion date is as required.

Activity 2. Refer students with problems to specific areas.
Completion date is as required.

Performance responsibility 4. Direct and supervise student activities - specifically Student Council Advisor.

Task 1. Direct and advise Student Council.

Activity 1. Coordinate meetings.
Completion date is bi-monthly.
Verification is minutes of meeting.

Activity 2. Set up officers election procedure with past Council Election committee.
Completion date is the first week in May.

Activity 3. Coordinate and direct Student Council Activities.
Completion date is as required.

Activity 4. Attend workshops and conferences.
Completion date is as required.

Activity 5. Coordinate and up-date Student Extra-Curricular Handbook.
Completion date is the fourth week in May.

Activity 6. School assemblies - organize and supervise.

Task 2. Coordinate and implement AFS and Homecoming activities.

Activity 1. Meet with Student Council to outline activities and dates for implementation.
Verification is outline on file.

Activity 2. Coordinate with principal for approval

Performance responsibility 5. Discipline, supervision, and control of students within the school and oversee all disciplinary procedures, keeping record of same.

Task 1. Discipline and keeping of student records.

Activity 1. Handle and discipline classroom disruptions. Hold conference with student and teacher.
Completion date is as required.
Verification is student report filed.

Activity 2. Patrol campus.
Completion date is daily.

Activity 3. Suspend students for policy offenses.

Activity 4. Conduct parent, student, and teacher conferences.
Completion date is as required.

Activity 5. Maintain records of student offenses.
Completion date is as required.

Task 2. Assist the principal with Student Policy Handbook.

Activity 1. Review Student Handbook and policies.
Completion date is early spring.
Verification is copy in the principal's office.

- Activity 2. Up-date or re-write subject to principal's approval.
Completion date is early spring.

Performance responsibility 6. Assist the principal and department chairmen with the preparation and administration of the senior high budget.

Task 1. Assist principal in budget preparation.

- Activity 1. Attend Budget Meeting held by Central Office.
Completion date is as scheduled.

- Activity 2. Assist budget categories delegated by principal.

- Activity 3. Assist individual faculty with budget.
Completion date is as requested.

Task 2. Administration of budget.

- Activity 1. Check on furniture orders with custodians.

- Activity 2. New equipment placements in building.
Completion date is as required.

Performance responsibility 7. Supervise the health and safety of students within the building and campus area.

Task 1. Supervision of health and safety of students.

- Activity 1. Assign staff to supervise various areas.
Completion date is daily.

- Activity 2. Attend conferences and workshops.
Completion date is as required.

- Activity 3. Prepare emergency evacuation procedures.
Completion date is the first week in September.

- Activity 4. Orient staff in evaluation procedures.
Completion date is the second week in September.

Performance responsibility 8. Assist the principal in the scheduling of teachers, students, and facilities through the use of Data Processing.

Task 1. Assist principal with scheduling of teachers.

- Activity 1. Meet and confer with Department Chairmen on teacher loads.

Activity 2. Homerooms assigned.

Activity 3. Extra-curricular advisors appointed.

Task 2. Assist principal with student matters.

Activity 1. Review teachers' short course introduction.

Activity 2. Supervise implementation of religious instruction courses.

Activity 3. Hand out Distributive Handbook and schedule sheet to students.

Task 3. Schedule facilities.

Activity 1. Number of specialized rooms needed, sections; as number of students per class.
Completion date is the fourth week in January.

Task 4. Coordinate with Guidance department.

Activity 1. Up-date student conflicts and free-time.

Task 5. Master Schedule to CESA

Activity 1. Student information recorded.
Completion date is as required.
Verification is CESA material on file.

Task 6. Rooms, number of students, sections, etc.

Activity 1. First run from CESA.
Completion date is April 30.

Activity 2. Second trial run from CESA.
Completion date is May 31.

Activity 3. Final run and student programs.
Completion date is June 12.

Performance responsibility 9. Supervise and administer the Data Processing grading system.

Task 1. Supervision and coordination of CESA grading system.

Activity 1. Distribute CESA cards, pencils and information sheets.

Activity 2. Review data returned.
Completion date is one week following quarter.

- Activity 3. Send cards to CESA.
Completion date is each quarter.
- Activity 4. Return cards to students. Report cards mailed home.
Completion date is quarterly.
- Activity 5. Send teachers class lists.
Completion date following each quarter.
- Activity 6. Up-date grade changes.
- Activity 7. Return up-dated class lists to CESA.

Performance responsibility 10. To perform other duties that are self-initiated, or that may be assigned by the principal.

Task 1. Radio program.

- Activity 1. Coordinate and supervise high school radio program on Thursdays.
Completion date is Thursday of each school week.
Verification is radio show.
- Activity 2. Contact people to give program.

Chapter 4

BUDGET PREPARATION

The budget preparation process, as established by Merrill Area Public Schools, provides for a "grass roots" approach to the entire process. Accordingly, the district budget preparation system is based upon the premise that to be meaningful, budget input should be initiated at the instructional level.

Initial budget information is generated from teachers, special program staffs, and supervisors. The next review is that of principals and directors, with department heads or unit leaders providing a first interim level and the Director of Elementary Education providing input. A final review of the instructional budget is conducted by the Assistant Superintendent of Instruction. The Deputy Superintendent of Administrative Services consolidates all budget information and, in session with the Superintendent, prepares the preliminary and final budgets for review and approval by the School Board and the Fiscal Control Board.

Chapter 5

BOARD OF EDUCATION MEETING

On February 11, 1976, the addition of an urban agriculture course within the 1976-77 curriculum of the senior high school vocational agriculture department was approved by the Merrill Area Board of Education. Robert Syth, agriculture instructor, said the one semester course will be offered as an elective to juniors and seniors. Enrollment in the department's four-year agriculture production program is not needed. Units to be covered in the course include agriculture and the Future Farmers of America, horticulture and turf management, horses and horse management, dogs and small pet care and possibly a unit on types of meat cuts, carcasses and an explanation of the meat industry.

The school board also granted approval for changes within the present curriculum of the German foreign language department of junior and senior high schools. One semester courses aimed at oral German proficiency, development of a unit using the school forest as a foreign language learning experience and better course coordination from 8th through 12th grade German were approved by the board. The changes will require purchase of 50 to 60 textbooks for junior and senior high students, according to William Storm, German instructor.

The board also accepted the low base bid of \$6,268 submitted by Lang Well Drilling, Wausau, for installation of a well at the Maple Grove School site. The bid includes general labor, electrical and plumbing work on a new well.

Superintendent Lowney informed the board the Internal Revenue Service has requested verification of the use of gasoline purchased by the school

district from 1969-75. The school district purchases gasoline used by the bus operators on a contractual basis. By purchasing the gasoline for the contractors, the school district is exempt from a four cents per gallon federal tax on gasoline.

The board also approved nine summer curriculum workshop requests involving 33 district teachers at a cost of about \$5,000 paid to the teachers. A 10th workshop, law-related education, involving 12 teachers for about \$2,800, will be considered by the board next month.

Legal fees necessary to acquire a 20-acre parcel of land by the Maple Grove School expected to be deeded to the school district by the National Audubon Society were granted by the board.

Formal congratulations were offered by the board to the district's wrestling team for its past performance with hopes for continued success this year.

Chapter 6

CONCLUDING REMARKS

The Merrill school system proved to be a fairly progressive one which seems to have a good reputation for quality education in the state of Wisconsin. It has several elementary schools which are "open" schools in structure. Walls are moveable and removable. In these schools however, many teachers have left their walls intact, moving them only occasionally to merge several classes for special lessons.

I observed one intern guidance counsellor at work in one school. He works with each class thirty minutes each week, one day per week. He was attempting to improve behavior by rearranging seats according to a social seating chart that he had made from a questionnaire the students had filled out regarding their choice of people they would like to sit next to.

I found that the principal's tasks include much parent contact. Whether it is elementary school children's parents not wanting to force their sons to sing in a school assembly, or high school student's parents complaining about paying for a stolen gym suit, there are constant opportunities to improve or destroy school public relations.

The Management by Objectives (MBO) system seems to work quite well for the administrators, however, the teachers appeared fearful that they too would have to begin working in such a system. The administrators had tried to assure them that this system was for administrators only. The teachers were still concerned. Then, just recently, an article appeared in the local newspaper showing that the teachers will after all, be starting on a system that looks to me very much like MBO. This indicates to me that

the administrators do not have open communications with the teaching personnel. This, I am afraid, will cut into what appears now to be a very cheerful atmosphere and good morale in the individual Merrill Area Public Schools.

One in-service program that seem worthwhile was scheduling teachers to visit various industries throughout Merrill. This is not only good for public relations, but helps the teachers to see exactly where many of their students will be working and what skills they will need. The teachers can then make their class goals more relevant to the student's needs.

Merrill's Board of Education appears to approve everything that the Superintendent recommends. They look over each proposal but obviously trust the Superintendent's suggestions. Although individual teachers had to appear before the board to ask for and justify new textbooks for their classes, their requests were all granted. I was surprised to find how few people attend Board meetings.

I feel that the Merrill Area Public School system could use a better public relations program. The Board meetings were extremely ill-attended, and many parents appear poorly informed about their schools. There is a very good public relations program related to sports. For example, the basketball games were well publicized and they were well attended by enthusiastic crowds. I feel that similar interest should be shown by the community for the rest of the school's program if they are to remain truly public schools.

PART II
Schools of Great Britain

Chapter 1

INTRODUCTION

While spending five weeks in Great Britain in the Spring of 1976, I visited the British schools, talked to the administrators, teachers, students, and parents. From these visits I learned about the operation of the British schools. I saw the system in action. I saw the new schools and old, the open and the traditional. I concentrated on the secondary schools which are now called "comprehensive" schools.

The following paper is what I learned from my visitations and my reading. I cannot say that the information I gathered is typical of all of Great Britain or even one part of it. I travelled throughout Great Britain and visited the secondary schools in various geographic areas of the country. The information that I compiled gives an overall view of my findings from that sampling of schools.

Chapter 2

HISTORY

At the end of the 18th century instruction was privately supplied to the working class in three kinds of schools. There were profit making schools which charged fees (called common day schools and dame schools). Often teachers were those who could not make a living any other way and often very little was learned by the students. There were also schools supported by private contributions to which parents might or might not contribute. The Bible was used as a text and reading, writing, and arithmetic were taught. The monitor system was used here. The information for each lesson was given by the teacher to various boys called monitors. Each monitor then conveyed to the best of his ability the information to his appointed group of schoolfellows. The monitors then tested the group by asking questions to which the class replied in chorus. The system failed. The third type of school was the charity and Sunday schools. These were mostly free and taught the children of the poor to keep their stations. They were originally designed for the poor and children working in the factories whose labor prevented their attendance at school on weekdays.¹

In 1800, Robert Owen began the Infant School where children could enter at age three. Moral instruction was prominent. By 1814, his school had become famous and the idea took root.²

Grammar schools were founded by endowment as free schools for poor boys to learn Greek and Latin grammar. However, as prices rose, greater stress was put on paying students. Tradesmen could not afford to send their boys to school. By the 19th century, these schools became famous as public schools of England, whose students were sons of the ruling class.

These schools are not equivalent to American public schools, for they are endowed and privately managed. Sports and physical activities were used to develop sportsmanship and the ability to "take it."³

Less prestigious than the public schools were grammar schools, some of which tried to include non-classical subjects. Arithmetic, science, history, music, and drawing were added. These middle class schools became numerous. They were private, proprietary and endowed. For the poor, the British still depended on those who could afford it and who wanted to do so, to give them a free education.⁴

Both the public schools and grammar schools were termed secondary schools. Above these stood the universities. The wealthy had private tutors and treated the university as a club. In the 19th century ruling class attitudes changed. Now they felt ignorance might be a more dangerous threat to public order than carefully managed enlightenment. In 1833, the Government made its first grant towards education, £20,000 for buildings only. The schools had to raise 50% of the cost of the building and therefore the poorer districts suffered.⁵

In 1839, a government body was appointed to organize the distribution of public money for education. It increased the government grant in education and proposed fairer distribution of it. In 1850, there were 21 government inspectors of schools but still the development of education for the people was slow.⁶

In 1857, a Conference on Elementary Education presided over by the Prince Consort encouraged improvement in education. A Newcastle Commission was formed to consider extending sound instruction to all classes of people. It initiated a "payment by results" method of grants. This system was replaced in 1900 by inspection by government inspectors.⁷

In 1870, an Education Bill divided the country into school districts each of which should have schools adequate to its population. School boards were set up to manage schools in areas not covered by voluntary schools. The board schools were to be aided by grants from local rates. Voluntary schools could continue with no local assistance.⁸

In 1880, school attendance became compulsory for all children under thirteen. Enforcement was unsatisfactory. In 1887, reading, writing, and arithmetic were compulsory subjects. Girls had to take needlework.⁹

School boards were abolished in 1902 and county boroughs and county councils became local education authorities. Each was responsible for both elementary and secondary education within its area.¹⁰

The local education authority had the duty of training teachers. Training colleges for intending teachers were instituted by 1860. These pupil teachers could only study evenings because of teaching duties. In 1890, day training colleges were attached to King's College, London, Cambridge, etc. Teachers organizations began to form.¹¹

In the late 1800's the liberalization of colleges began. In 1871, several universities opened their doors to women. (Oxford did not until 1920 and Cambridge not until 1948.)¹²

The Education Act of 1944, began compulsory free education for all, from ages 5 to 15. It divided the educational process into three stages - primary, secondary, and further education. The primary stage was for children from 5 to 11. No child was to be failed in primary school. They would be advanced by chronological age only. At age 11, the children would take an exam to determine the type of secondary school each should attend.¹³ The secondary stage was divided into three types - grammar, modern and technical schools. The grammar schools continued traditionally, the modern

schools were more general and followed more closely the interests of the pupils, and the technical schools combined general education with teaching industry, agriculture, or commerce. There were no fees charged. The act also provided a Ministry of Education to direct and control the country's¹⁴ education services.

In the 1960's, comprehensive schools began to grow bridging the gap¹⁵ between the bright and the slow. The 11 year exam was abolished. The leaving age was raised to 16 in the 1970's. There was dissatisfaction with the high degree of specialization and thus broader educational programs were being recommended.

Chapter 3

ORGANIZATIONAL STRUCTURE TODAY

The British schools are generally under the same structure initiated in the Education Act of 1944. However, either the comprehensive schools are developing to combine the grammar, technical and modern schools, or the grammar, technical and modern schools are themselves broadening and becoming comprehensive schools. The comprehensive school is similar to the American high school and its course offerings are much the same.

Although the National Government pays over half of the schools' finances, there are local taxes which also contribute. These taxes are based on size of household, value of property, etc. The schools this year have been severely cut back on funds because of all around economic difficulties. There has been as much as a 40% cut back in some of the budgets. However, I found that schools are still being built, especially on the western coast of Great Britain where oil has been found. This discovery brought in foreigners (many American) which made more schools necessary. These new secondary schools are open and comprehensive.

The people elect a council which takes care of schools, roads, sewers, etc. This council appoints an Education Committee whose sole task is education. This committee appoints the principal. The principal may also have a deputy who is comparable to the American assistant principal. The principal is therefore accountable to the committee, which is in turn, accountable to the people.

Chapter 4

STUDENTS IN COMPREHENSIVE SCHOOLS

Most of the students in the comprehensive schools are from 12 to 16 years of age. Some may enter at 11 years and some may remain at 17. Their school day lasts from 9 a.m. to to p.m. In the first two years, all students take the same subjects. By the third year, courses are selected according to the students' desires and abilities. In the fourth year an exam is taken to determine qualifications for university work. A student that does not do well on the exam may take it again the next year after spending another year at the comprehensive school.

Letter grades are not given to the students but rather, their work is "assessed." Each student is assessed according to the amount of effort he puts in at his ability level. This assessment might consist of a check list of various categories of progress and effort along with a written assessment. Materials used are often written by the faculty members of each particular school. These types of materials are preferred over the commercially written ones, although both are used.

During the students first two years in comprehensive school, they take many different courses for short periods. This insures that the student is receiving a broad education and can better select the path he wishes to take later. During his third and fourth years he can specialize into the fields that he qualifies for and that he desires. He may choose a college preparatory or a technical path such as suto mechanics, hair stylist, carpentry, etc. His qualification into these fields depends on his achievement on a standard general exam that all students must take. The student has been introduced to many of these various subjects in his first two years. For example, both boys and girls must take one hour per

week of home economics and one hour per week of technical training along with the basic mathematics, literature, history, science, and language classes. Each student also has one hour of physical education per week for all four years in comprehensive school. During his last two years in comprehensive school, he may take several sessions of auto shop or whatever speciality he desires. The technical classes give the training needed for actual employment in those fields. For example, in beauty class, the students take customers and for ten pence will give them a haircut and set.

Since there is a great variety of classes for the students totake, with varying lengths of class time necessary, a modular system of scheduling is used. In this way a student will have a different schedule each day. Some classes meet three times a week, some meet one time a week, and so forth. There are free mods for study or socializing and double mods for laboratory classes.

If disciplinary action becomes necessary, the student will find himself losing some privilege such as the use of a "social area" set aside for students' free time use. When any problem occurs, parents are immediately notified. If problems continue, the strap is still used by the teacher to discipline. As a near final step, suspension will occur. When the student returns, if he still is a discipline problem, he is put out of school and the Director of Education is called. At this point, the parents could be prosecuted for the student's lack of attendance, or the student could be transferred to another school at the parents' expense. There are special "D schools" for these students with continuous problems.

The role of the D school is to provide necessary security and guidance which will enable the pupil to find his own solutions. Children entering can be placed in one of at least five different types of training.

1) They may be placed in comparatively small house units. 2) There is hostel accomodation usually for the more deprived children. 3) Some form of intermediate treatment can be arranged if considered necessary and the child can attend on a daily basis and live in the school only when there is trouble in the home. 4) There is also a secure unit for highly disturbed children. 5) Some pupils over sixteen go to work from the school before their release. A combination of the five can be arranged. Also, remedial, therapeutic and academic classroom activities are offered within a varied curriculum and there are several vocational courses.

Chapter 5

STAFF IN COMPREHENSIVE SCHOOLS

In the new comprehensive schools various teaching methods are employed. One method is the integrated studies method, or what would be called team teaching in the United States. There are units with four teachers in each. The teachers integrate such subjects as geography, English, history, etc. into one program. The program is generally divided into eight-week sections and the students are assessed by the teachers throughout the program. Since the students work at their own speed, the teachers must assess them according to their effort related to their ability. Teachers also work together to produce the learning materials for the students whenever possible. The teachers and students seem to prefer these over commercially printed materials.

There are usually several counsellors for each level in the comprehensive school. These counsellors also work as a team. For example, the twelve year old students will have one group of counsellors working together for them as will the thirteen year old students, etc. The counsellors and the teachers meet once a month to discuss complaints, possible improvements and anything else related to the school that might arise. The general feeling among the teachers, counsellors and administrators seems to be that derogatory comments about students should not be kept on record because students are kept in school involuntarily and may not behave in a way that they would in an ordinary situation.

Teachers' salaries are set nationally one time each year. Allowances are given for schools with larger enrollments. The maximum basic salary is reached after ten years service. The first year teacher has gone through

eleven years of school and receives a minimum salary of about L2500. However, most teachers become promoted to some position of responsibility with additional pay, such as head teacher, and therefore only beginning teachers usually are on the basic salary schedule. The additional pay is in proportion to the amount of added responsibility. Benefits for teachers include two personal business days with pay, given at the principal's discretion; sick leave depends on the number of years of service with approximately ten sick days given per year. Every teacher also has about one hour per day to himself for class preparation or student consultations.

There are grievance procedures that a teacher can follow if he feels that there is a problem. The first step is to see the principal to discuss the situation. The principal will give a verbal ruling with given reasons for his ruling. If the teacher does not agree with the response, he can go to the Director of Education. Everything from this point on must now be in writing. The Director of Education will arbitrate at the school and will make a decision. The teacher, if still dissatisfied with the decision, can go to the Education Committee and then his teacher's union. The teachers in Great Britain have three different unions. The union can then work for a favorable solution for the teacher.

All teachers are on probation the first two years. The head teacher writes a report on them every month, and the principal watches their work twice a year. Once a year a report is sent to the National Education Bureau. If the teacher is having difficulties at the end of the first or second year, the principal can say that he will not recommend extending the teacher's registration. Once the teacher is not on probation, it is difficult to remove him from his position. There must be frequent consultations among teachers, head teachers and principal before removing a

non-probation teacher could even be considered, The actual removal is a lengthy procedure.

The teachers have a major responsibility for setting up the curriculum at their schools through their school councils. The local education authorities are presently questioning this right. They wonder if the teachers could be said to have a "vested interest". In theory the right to set curriculum belongs to the local education authorities, but in practice it belongs to the teachers. A House of Commons subcommittee is presently checking into the situation.

Chapter 6

ADMINISTRATORS

As mentioned before, the local council which is responsible for streets, schools, sewers, lights, etc., is elected by the people. This council appoints an Education Committee consisting usually of about thirty members. These members are paid only for expenses and do not receive a salary. They meet once each month but also have subcommittees which meet as necessary. The Education Committee appoints a Director of Education who is responsible for selecting a principal. The Director of Education usually keeps his position until retirement. He is not removed as readily as the American schools' superintendents. No special degree is required for the principal's position. He usually comes up through the school starting as a teacher.

Actually, very few teachers remain at a basic salary schedule as they acquire positions of some responsibility and along with that, extra pay. A teacher may become an assistant head teacher, then a head teacher and then a principal. The head teacher (no longer called "headmaster" due to the Women's Liberation movement) is responsible for the curriculum for that department. A principal may also have a deputy who is similar to the American assistant principal. The deputy may also have his own assistants. The deputy or assistants may be in charge of curriculum for the whole school, or discipline or other such areas.

Chapter 7

BUILDINGS

Before constructing a new school building, a national grant is given at a certain amount of money. The type of building to be built depends upon the amount of the grant. The new buildings tend to be the open type of school usually because they are less expensive to build than the traditional. The walls are non-load bearing which makes it possible to remove them if so desired at a later date.

The design team for the new school consists of the building principal, Director of Education, an architect and Her Majesty's inspector for schools. Information is continuously fed back to the staff and usually each subject department will have a special advisor who communicates with the construction team.

An open, comprehensive school may consist of a large area where four or five classes can work together, surrounded by individual classrooms. Similarly, individual science laboratories may surround one general service area where there are loose tables available for writing away from the lab tables. One such school had a separate mini-lab available for senior students who were about to go to a university. Here they could do special projects undisturbed.

Some areas have dual purposes such as a dining area that also has a stage which can be open or shut off. Drama classes can use this for their performances.

Individual practice rooms with pianos are often available in these newer schools. Shop classes tend to be very large and accommodate about 60 to 70 students. However, a team of teachers is in the room at all times working together with the students. A lecture center seating about 100

students is used as a lead lesson before breaking down into smaller groups,

Of course, all schools are not new, The older schools are more traditionally designed into individual classrooms, but even here an attempt is made at flexibility. The flexibility can be seen in the scheduling and in the teamwork demonstrated by the teaching and administrative staff.

Chapter 8

CONCLUSION

The British secondary schools, the students and staff, their successes and problems, are more similar to those found in the United States than I would have thought possible. Their comprehensive schools now make their secondary school education similar in organization to the American high school. Although they tend to have more of an open approach to secondary education than we do, I think we are headed in that direction.

Although I mentioned the facilities of the newer buildings that I saw, there are also old outdated structures in need of improvement just as there are here. The facilities that do exist are not being used as fully as possible. There is an attempt in some communities for local evening use of facilities, but I feel more could be done. There could be evening classes for local use.

The D schools for problem students do not appear to be as successful as one would hope. There is much stress among the staff members and there is a large gap between student and teacher. The D school is seen more as a place of control than an attempt at rehabilitation.

I also feel there should be a higher standard of requirement for administrators in the schools. To be able to advance step by step from teacher to principal without any additional administrative training, does not seem an effective way to acquire competent administrators. Some leadership training should be required.

The process followed in the construction of a new building seems admirable. There is much communication between staff and architect which is surely needed if a practical construction is to be built.

In general, I was impressed by the teamwork that apparently goes on in the British schools. The staff and administrators appear to be working toward common goals. Through what may be Universal problems of finances and need for more facilities, I can see a great interest in the improvement of education. The open system of education in the secondary schools seems to be working well for the students, teachers and administrators.

FOOTNOTES

1. Pauline Gregg, Modern Britain A Social and Economic History Since 1760, (New York, 1967), pp. 229-230.
2. Ellwood P. Cubberley, A History of Education, (Massachusetts, 1948), pp. 630-631.
3. Carroll Atkinson and Eugene T. Maleska, The Story of Education, (Philadelphia, 1965), p. 162.
4. Ibid., p. 163
5. Gregg, p. 242.
6. Ibid.
7. Ibid.
8. Atkinson, p. 164.
9. Gregg, p. 516.
10. Atkinson, p. 165.
11. Gregg, p. 519.
12. Ibid., p. 520.
13. Atkinson, p. 169.
14. Robert Ulich. The Education of Nations, (Massachusetts, 1961), pp. 122-123.
15. Atkinson, p. 166.

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