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A REPORT OF AN INTERNSHIP
IN THE BUCHANAN COMMUNITY SCHOOLS
BUCHANAN, MICHIGAN

by

Gloria M. Vanderbeck

A Project Report
Submitted to the
Faculty of the Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August, 1981

A REPORT OF AN INTERNSHIP
IN THE BUCHANAN COMMUNITY SCHOOLS
BUCHANAN, MICHIGAN

Gloria M. Vanderbeck, Ed. S.

Western Michigan University, 1981

The purpose of this paper is to describe a six-week internship completed with the Buchanan Community schools during which the intern engaged in a variety of administrative activities.

Chapter I contains the rationale for the selection of the Buchanan Community Schools, a brief description of the school system, background information on the Buchanan Community Schools and the City of Buchanan, and the prospectus which structured the experience.

Chapter II describes the experiences during the internship which involve administrative tasks, budget preparation, and procedures.

Chapter III summarizes and evaluates the six weeks internship and recommendations for future internships.

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CHAPTER I

PROSPECTUS AND RATIONALE

The Buchanan Public Schools were chosen for the internship for two reasons. First, the Buchanan Community Schools had a superintendent with an excellent reputation, who possessed a wide and varied background in the field of education having held various positions in administration, such as principal, assistant superintendent for business, assistant superintendent for personnel, and superintendent. The intern believed she needed a relatively sophisticated experience as she had eleven years experience in central administration as Director of Curriculum and Personnel. In addition to curriculum and personnel, the intern had been directly responsible for (1) pupil accounting, (2) special education, (3) federal and state compensatory programs, (4) Title IX, (5) adult education, and (6) had been a member of the negotiating team. Second, the intern rationalized that when she sought the position of superintendent, that a district of the approximate size of Buchanan Community Schools would be most likely to hire a beginning superintendent. With the cooperation of Dr. Carol F. Sheffer, the intern was able to arrange for an internship with the Buchanan Community Schools and was subsequently accepted by the district to complete the internship during the winter and spring of 1981.

Demographic Information

The Buchanan Community Schools are located in the southwest corner of Michigan in Berrien County. For years Berrien County had been divided educationally into two parts, north county and south county. Buchanan's associations and ties were linked to the southern section with the school districts of Niles and Brandywine.

The City of Buchanan had a population of 4,650. The International Headquarters of Clark Equipment Co. and one of their larger production plants were located in Buchanan. Buchanan had five or six other manufacturing plants which employed approximately 700 people, therefore the city and the schools were not entirely dependent upon the Clark Equipment Co.

The City of Buchanan and the Buchanan Community Schools held a close relationship. The school's athletic facilities (tennis courts, football field, baseball diamond, practice field and adjoining parking lot) were on city property and the maintenance expenses had been shared.

Another tie between the city and school was that the middle school principal was mayor of the city.

Description of the Buchanan Community Schools

The Buchanan Community Schools consisted of three elementary schools, one middle school, one high school and

a community education program. The public day-school student population for 1980-81 was 2110 with a total certificated teaching staff of 105. The student-teacher ratio, including support personnel (librarians, counselors, etc.) was approximately 20 to one. The student-classroom teacher ratio was approximately 22.6 to one. The school district employed eight administrators: superintendent, three elementary principals, one middle school principal, one high school principal and one assistant high school principal. Other supervisory personnel included; (1) a shared time vocational coordinator, (2) a nurse, (3) a community education director and one assistant, (4) a director of building and grounds, (5) a director of food services, and (6) a director of transportation.

The annual operating budget was approximately \$4.11 million. The state equalized valuation (S.E.V.) of the district was \$78,090,587 and for general school operation the citizens of the district have voted to levy 28.776 mills. Therefore, the local taxpayer contributed \$2,247,134 to the education of their children, the remainder came from state and federal sources.

Background Information of the Buchanan Community Schools
Board of Education

At the time of this internship, the Buchanan Community Schools were classified as a Third Class school district as determined by Michigan General School Laws. As such, the Board of Education consisted of seven members.

The president of the board was a doctor of veterinary medicine and had served on the board a total of 12 years, three of which as president.

The vice-president was self-employed as an insurance agent. He had served eight years on the board and had been vice-president for three years.

The secretary of the board was employed by the South Bend Airport as an air traffic controller. He had served on the board since 1979 and had been secretary for three years.

The treasurer was employed by Clark Equipment Co. in a management position in charge of maintenance. He had served a total of five years and had been treasurer for the last two years.

Trustee #1 had served on the board one year and was employed as an automobile salesman for one of the local dealers.

Trustee #2 was first elected in 1978 and was self-employed, being the owner of one of the local dry-cleaning establishments.

Trustee #3 was the newest member of the board having just been elected in June of 1980. Trustee #3 was also employed by Clark Equipment Co. as manager of the insurance division.

All the board members were professional men who took their position on the board of education seriously. The contacts each board member had with the community varied greatly from board member to board member and it appeared that different sections of the community were represented.

Administration

The Buchanan Community Schools' administrative staff consisted of the following instructionally related positions: superintendent, three elementary principals, one middle school principal and one assistant principal, one high school principal and one assistant principal/athletic director, one community education director and one assistant director and one shared-time consortium director.

Since the central administrative staff consisted of only two people, superintendent and business manager, several responsibilities were delegated to the various principals. Elementary principal #1 also served as special education coordinator. Elementary principal #2 served as E.S.E.A. Title I coordinator, elementary child accounting coordinator and curriculum coordinator. Elementary principal #3 had the added responsibilities of out-door ed-

ucation coordinator, pre-school coordinator and home-school coordinator. The middle school principal was also the career education coordinator.

The assigning of multiple roles to many of the administrators eliminated the necessity of having an additional central administrator. It also created the unusual situation, in that the principals had "line" positions in some areas while in other situations they had "staff" positions.

An organizational chart, showing the line and staff relationships of the administration, is shown in Appendix A.

Internship Prospectus

SPONSORING ORGANIZATION: Buchanan Community Schools

FIELD SUPERVISOR: Dr. Mark J. Neveaux, Superintendent
Buchanan Community Schools

UNIVERSITY ADVISOR: Dr. Carol F. Sheffer,
Western Michigan University

MAJOR FOCUS OF EXPERIENCE: To observe and assist the superintendent in the day-to-day operation of a school district.

DURATION: 240 hours commencing January 6, 1981 and ending May 31, 1981.

RATIONALE:

Nationwide, public school systems are faced with similar problems; declining enrollments, millage defeats, teacher surplus, and decreasing state aid. These problems coupled with double-digit inflation, union demands, and federal (and state) mandates provide a continuous challenge to public school systems: the challenge of supplying the best possible education with limited human and financial resources.

This intern is presently employed as an administrator in the central office of a public school district. The purpose of the internship was to observe the operation of another superintendent so as to widen the scope of the intern in methods and means to more effectively provide pos-

itive and constructive change. Therefore, the internship was structured to include experiences in the following administrative areas:

- (1) Superintendent and his relationship with the Board of Education.
- (2) Superintendent and his relationships with central office personnel (in this case the business manager).
- (3) Superintendent and his relationship with his principals and their assistants.
- (4) Superintendent and his relationship with other supervisory personnel (transportation, building and grounds, and food service).

As a result of this internship experience, it is expected that the intern would have a wider range of administrative skills so as to be a more effective educational leader.

Projected Nature of Internship Experiences

OBJECTIVES	EXPERIENCES AND CONTACTS	TERMINAL SKILLS
<p>A. <u>CONCEPTUAL</u></p>	<p>The intern will -</p>	<p>The intern will be able to</p>
<p>1. To <u>acquire</u> an overall view of the leadership style of the superintendent in his relationship with the Board of Education members, business manager, principals, and supervisory personnel.</p>	<p><u>observe and participate</u> in meetings and conferences with members of the Board of Education, business manager, principals, supervisory personnel and others.</p>	<p>to <u>analyze</u> different leadership styles as they relate to different official positions and their effectiveness.</p>
<p>2. To <u>acquire</u> a knowledge of the financial aspects of the public schools.</p>	<p><u>work in the business office to learn</u> how the departments function in relation to the other administrative offices.</p>	<p>to <u>assess</u> the services and relationships between the business office and the other administrative offices.</p>
<p>B. <u>HUMAN RELATIONS</u></p>	<p>The intern will -</p>	<p>The intern will be able to</p>
<p>1. To <u>acquire</u> a working knowledge of procedures and operations of administrative meetings.</p>	<p><u>observe</u> a variety of meetings i.e. Board of Education, central office, administrators, and staff.</p>	<p>to <u>relate</u> the type of procedures and operations to analyze the relationships to those involved.</p>
<p>2. To <u>become</u> familiar with the procedure used in small group meetings or in single person conferences.</p>	<p><u>observe and participate</u> in small group meetings or in single person conferences.</p>	<p>to <u>relate</u> and analyze how small group meetings are conducted.</p>

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OBJECTIVES

EXPERIENCES AND CONTACTS

TERMINAL SKILLS

C. TECHNICAL

The intern will -

The intern will be able to

1. To acquire the skills to perform routine administrative tasks.

assist the superintendent in the performances of routine tasks.

to perform routine tasks of an administrator.

2. To acquire the skills to write administrative type communications.

write reports, memos, agendas, and general correspondence.

to write reports which are functional and clear.

CHAPTER II

INTERNSHIP EXPERIENCES

Introduction

The general purpose of the internship was to provide the intern with a broad scope of administrative experiences which directly effect the operation of the school as a whole. It was hoped that the intern would be better able to understand the different administrative roles and responsibilities as well as their interrelationships.

In order to report the intern's experiences, this chapter is divided into three sections. The first section describes the activities relating to the superintendency and the board of education. The second section describes the activities involving the superintendent and the administrative team. The third section describes the activities between the superintendent, the assistant superintendent/business and other support and non-instructional personnel.

General Routine

The superintendent met with the intern several hours each day during the entire internship. He shared a great deal of information with the intern which ranged from routine procedures to matters of a confidential nature. The superintendent certainly made the intern feel comfort-

able and welcome. He introduced staff members, encouraged participation, personally conducted building tours and allowed active participation in staff meetings as well as in almost all office activities. He also provided office space as well as administrative and secretarial support. A most significant contribution by the superintendent was his granting to the intern equal professional status which provided a unique opportunity to participate in the organization. As a result of this professional acceptance, the intern was able to obtain a clearer understanding of educational leadership.

Board of Education

The intern attended numerous board of education meetings during the internship. Regular meetings were held on the first Tuesday and the third Monday of each month. The meetings were held in the various school buildings throughout the district. The intern unfortunately was not able to attend the board meetings held on the third Monday of the month since that was the regularly scheduled meeting night of her Board of Education. A number of special meetings were called, interviewing business manager candidates, budget hearing, etc., which the intern did attend.

A Board of Education officer, usually the president, presided at each board meeting. (This intern has attended

meetings where the superintendent was the presiding official). The agenda and background information was prepared by the superintendent on Thursday of the week preceding the board meeting. A sample of such an agenda is included as Appendix B. It can be noted in Appendix B, that on the reverse side of the agenda is printed the board policy governing "Rules for Public Participation".

The second item on the agenda, "Adoption of Agenda" was new to this intern and it was standard practice to approve the agenda as presented at each board meeting. At no time during the five months of the internship at Buchanan was the agenda changed.

It was standard practice at each board meeting to have a roll call vote on each and every item requiring action. The intern was aware that a roll call vote is necessary on all financial issues but had never heard of it being done on each and every item. The superintendent prepared all motions in advanced (Appendix C) so that appropriate wording was before the board members, an additional advantage was that it was much easier for the secretary to take the minutes of the meeting. It was noted that the board members apparently were not intimidated by this. If they were so inclined, they readily changed the wording of the proposed motions.

The intern found it extremely interesting to watch the reactions of the board members when it was necessary

to vote on an item. A case in point was the adoption of the 1981-82 budget. The superintendent had had conversations with each member individually during the week preceding the board meeting when action was to be taken. One member was very much concerned about a particular line item in the athletic section of the budget and he indicated to the superintendent that he was going to vote "no" on the entire budget until a more satisfactory explanation was given. On the night of the board meeting there were only four members present, therefore all issues voted upon had to be unanimous. It was interesting to watch this board member react. He was literally squirming in his chair trying to decide if it was worth the extra meeting that would have to be held if he voted "no". He finally voted "yes" but obviously was disturbed with his predicament.

Each board member had a reason for wanting to be on the board of education. In every school district it is hoped that every member's reason is noble and is sincerely interested in the welfare of the district's children. Frequently a person wishes to become a member to satisfy some desire to rectify what s/he considers a gross error. The Buchanan board was no different. It was extremely interesting to watch the attitude of one new board member change over the five months of this internship. The su-

perintendent had done a remarkable job of turning this board member into a strong supporter of the school instead of an adversary. At the beginning of his term he listened to parents and citizens and brought their issues before the total board. As he became more knowledgeable about the total operation of the school, he found a very simple explanation to the concerns they had raised with him.

The superintendent had not had an easy time with the board of education. One example of his difficulties follows. The first Monday in June is the annual election for school board members in the State of Michigan. The Buchanan board president's term was expiring. He did decide to run again and filed his petitions and ran unopposed. Two days after the deadline for filing petitions, Trustee #1 decided to resign his position. Within 20 days of his resignation the board by law, was required to appoint a new member to serve until the June election which was less than two months away. By law, no one can run for election after the filing deadline because it is too late to file petitions and have the names printed on the ballot.

A special meeting was held by the six remaining members for the sole purpose of appointing the new member. Each member came prepared to nominate and did nominate his own candidate for the position which resulted in six names for one position. Two of the candidates did not received

"support" or "seconds" to their nominations and were removed as candidates leaving only four names for the position. The rest of the meeting did not produce an appointee, so the superintendent suggested that the meeting be recessed until noon the following day hoping that the board members would consider the merits of the four candidates and be able to reach a decision.

At noon on the following day they were able to reach a decision. They appointed a woman employed as an executive secretary at Clark Equipment Co.

The problem of how to elect a member at the June annual election remained. Several people became interested and began write-in campaigns but eventually the newly appointed board member was elected.

As if all this wasn't enough, the treasurer of the board was expanding his office staff at Clark Equipment Co. and hired the superintendent's secretary. The salary that industry could pay over what the school district could pay was close to \$4,000. No one could blame the secretary for leaving but it made it very difficult for the superintendent.

Business Managers Office-Problems-Solutions

The first major activity that the intern attended was the January 6, 1981 board of education meeting. The intern was introduced to all the board members and was warmly received.

The intern was the only visitor at this meeting, other than the press. It was not uncommon for the intern to be the only person present who was not part of the agenda.

The first item on the agenda, other than roll call and approval of the minutes of the last meeting, was the resignation of the Assistant Superintendent/Business. The business manager had been with the Buchanan Schools for a number of years and had kept the district in excellent financial condition. The intern was soon to find that Buchanan was the only district in south-western Michigan that did not have a cash flow problem and had enough cash on hand (in investments) to meet the school's expenses until tax collection time. They did not have to borrow money against anticipated state aid or anticipated taxes.

The resignation of the business manager had been discussed by the superintendent and the business manager and it was agreed that his last day with Buchanan would be the end of January. The district that had hired the business manager was not far away and a calander was worked out so that he could begin his services to the other district immediately as long as the missed days were made up at Buchanan.

The business manager met with the superintendent and the intern near the end of January to discuss the general

state of affairs. He informed the superintendent where all the files and forms were kept and asked if there were any questions. The superintendent stated that he thought he could find everything but since the business manager wasn't going to be too far away, he could be contacted if the need arose. The superintendent then asked how many days were owed the district. (The business manager had been spending several days of Buchanan's time at the other district.) The response was, "well, I don't really owe Buchanan any time since I was using my unused vacation time over there." The superintendent did not appreciate this.

The superintendent then wanted to discuss the 1981-82 budget. "I know that you have been working on the budget, at what stage is the budget, and where is your back-up data?"

"Well, I really haven't much done on the budget. You've seen the one sheet that summarizes the expenditures, that's it. I've just taken the broad categories and increased them by percentages that I think are appropriate."

"Well, Mr. Business Manager I think we can handle it from here. If we need you, we will give you a call. Good luck in your new position and we will be seeing you from time-to-time at the Berrien-Cass administrators meeting."

The superintendent and the intern returned to the superintendent's office where the superintendent let off a little steam. The intern believes the superintendent

exhibited remarkable control. The business manager had left the superintendent with a tremendous added responsibility which increased his already busy schedule.

Replacement

The pressing issue now became to find a replacement. The position was posted in the various building as prescribed by the teachers' master agreement and also in several universities in Michigan. At the deadline for submitting applications only ten were received, one of which was elementary principal #2.

The superintendent decided that it would be best to have a committee of administrators review the applications. Elementary principal #2 had support from some of his fellow administrators. The superintendent was not impressed with the credentials of the elementary principal and he believed that if the other administrators evaluated all candidates they would agree with him. So a committee of four was formed: superintendent, high school principal, middle school principal, and elementary principal #3. The intern was an unofficial member.

The committee met and selected five applicants to interview, one of which was elementary principal #2, (Board policy required that in-house applicants be interviewed). Three candidates were selected to be interviewed by the board of education. The three candidates were: (1) elem-

entary principal #2, (2) a middle school principal from the middle of the state, and (3) a C.P.A. from one of the local accounting firms.

The superintendent was not enthusiastic about any of the candidates. The board had previously stated they wanted someone with some accounting background as well as some experience in education. None of the candidates met both requirements.

The elementary principal had applied for the business manager's position the previous go-around. He was not appointed then because of little preparation in the accounting area. Since that time, he had voiced his disappointment and had reiterated his desire for a central office position. But when this intern reviewed his credentials, he had not taken any course work to prepare himself for the business manager's position. He hadn't even taken "School Business Management".

The middle school principal had more to offer in that he had additional school responsibilities that involved funding of special projects but he didn't have the accounting background desired.

The third candidate, the C.P.A., had the accounting background but he didn't have any school experience.

A special board meeting was called to interview the three candidates. The accountant was selected and offered the position. One of the conditions of employment was res-

idency in the district. The candidate was aware of the requirement but it hadn't become an issue with his family until he was selected. The family wouldn't move! Back to square one!

Since the superintendent wasn't interested in the other candidates, it was decided to advertise with the professional employment agencies.

Another set of credentials was reviewed and another set of candidates was selected. This group of candidates better fit the requirements established by the board. One of the final candidates was a superintendent from a neighboring district. One was a C.P.A. from the same firm as the previous C.P.A. candidate. One was a high school principal who owned and operated a small lumber company on the side. This intern considered applying but her present salary exceeded what the district was willing to pay by several thousand dollars.

The C.P.A. was again the selection made by the board of education. He accepted the position, agreeing to move, but had to give his present employer time to find a replacement. All of this took time and it was April before he was completely installed in the position.

Obviously this selection of a business manager took time but at the same time other activities were taking place. In the meantime the business office personnel were

doing an excellent job of taking care of the routine duties and needed little supervision.

Completing the 1981-82 Budget Proposal

Meanwhile the superintendent was left with the problem of what to do about the 1981-82 budget. Fortunately the intern had had experience in putting together a budget for her district when their business manager was on medical leave for open-heart surgery. Therefore the major portion of the remaining time of the internship at the Buchanan Community Schools was used in building the 1981-82 budget.

The intern first researched enrollment data and number of teaching staff employed over the previous four years. (Appendix D). It was determined that the teaching staff could be reduced while maintaining the present "pupil/teacher" ratio.

The intern believed that taking the total number of students and dividing by the total teaching staff (music teachers, librarians, counselors, classroom teachers) was misleading. This ratio is usually about 20/1 and teachers know that they have many more students than twenty. Also, parents know that their child is in a class of more than twenty. Therefore, the intern believed that a more realistic picture would be a ratio of "student/classroom teacher" for K-5, 6-7-8, and 9-10-11-12. To accomplish

this, all support personnel, i.e. special education teachers, librarians, elementary music teachers, elementary physical education teachers, elementary art teachers, Title I teachers and guidance counselors were omitted from the calculations. When this information was presented to the principals they agreed that some reductions could take place. When the principals began scheduling in March enough resignations had been submitted that teachers did not fear "pink-slipping" or lay-off, so the necessary adjustments were easily made.

Since the reductions were minimal and the 1981-82 salary for teachers had already been negotiated it was quite easy to calculate the total teacher salary package, which amounted to approximately 50% of a school district's budget.

To facilitate the calculations of other line items a form (Appendix E) was submitted to each principal and supervisor (food service, building and grounds, and transportation). They were to list their needs for each account they were responsible for on a separate sheet. For all other line items, projections were made using the Consumer Price Index. The developed budget was \$260,000 over income. An adjustment had to be made. There was some fund equity (liquid assets, such as: cash, inventory, buses, etc.) but the state aid formula had not been finalized, making it risky to use such funds. By this time, the new

business manager was about to report for work and his input was used in making final adjustments (Appendix F).

Transportation Problems

Late in the 1979-80 school year the superintendent was invited to the home of a parent to discuss a problem that the parent had regarding bus transportation. The superintendent wondered why the parent was so insistent that he come to her home but he soon found out when he arrived to find some twenty parents in attendance.

The complaint was about the bus driver who drove their children to school. The parents stated their case and the superintendent agreed to investigate and have the driver changed to another route the next year if warranted. After investigating, he instructed the supervisor of transportation to reassign the driver to another run in the fall of 1980-81 and put the issue out of his mind.

The second week of the 1980-81 school year the superintendent was questioned by a parent as to why the driver had not been transferred. He replied that he thought the transfer had been made and would again look into it. He immediately called the supervisor of transportation and upon learning that the driver had not been transferred, "ordered" the transfer to be made the following Monday.

Several months went by and the bus drivers were negotiating their new contract for the 1981-82 school year.

Since the new business manager was still learning the details of his new position, the superintendent served as the chief negotiator for the board. During the negotiating session, the drivers expressed concern regarding when Mrs. X's bus run would be filled by a permanent driver instead of just substitutes. The superintendent asked, "What subs? Why isn't Mrs. X driving?"

It was revealed that Mrs. X had not driven a bus since the second week of school. Her back had been giving her problems and she had been on Worker Compensation for 30 weeks drawing \$150.00 per week.

The superintendent was more than a little upset and perhaps rightly so when one is aware that Mrs. X was the wife of the supervisor of transportation and that Mrs. X was also the driver whose run he had ordered changed. The superintendent was upset also that the last business manager had not only allowed this to continue but had not submitted a report to the superintendent.

The board of education chose not to give the director of transportation a pay increase for the 1981-82 school year and on July 20, 1981 his resignation was submitted and accepted by the board.

Principal's Resignation

Beginning about March 1981 the superintendent began to receive anonymous notes. The notes did not have U.S.

postage, so it was assumed that they were being delivered through the school mail.

The notes covered a variety of topics but some of the contents were known only to the school administrators. Eventually the author of the notes was determined. They were being written by elementary principal #2. Losing the business manager's position apparently had made him somewhat disgruntled. He also was dissatisfied with a board policy which prohibited the hiring of his wife as an elementary teacher. (No member of a family can be in a supervisory position over another member of the family). All-in-all this principal had not had a satisfactory year and decided to resign his position and go into private business. The superintendent requested that he take a leave of absence for a year to think it over but he declined. The board of education accepted his resignation on June 22, 1981.

Vehicle Insurance

Another fiasco took place in the business and transportation departments. The school had a transportation fleet of twenty vehicles, including buses, cars and trucks. Vehicle #19 was a car used by the Auto Shop for students to tear-down and put-together as part of their classroom activities. Vehicle #20 was the superintendent's car.

Earlier in the year when the superintendent was in Lansing attending the legislative session his car was hit

broadside causing \$2100.00 damage. When the intern checked with the insurance company it was discovered that car #19 had full and complete coverage, while car #20 was not covered at all.

After negotiating with the insurance company, they agreed to interchange the coverage on the two cars and to make it retroactive to the beginning date of the policy.

Building Administration

The intern attended a few administrative meetings during the internship. An air of informality set their tone, whether the content was specific or general. The working style of the administrators was relatively easy going when dealing with each other.

Status and authority differences were minimized through the use of first names when in the closed group. The superintendent did believe that there was too much familiarity between the teaching staff and the high school students. Since he didn't want to issue a direct order to become more formal in student/teacher relationships, it was agreed that administrators would always address each other and teachers by their proper titles, Miss, Mr., Mrs. Ms. Dr., when teachers and students were near. The practice had been initiated early during the internship and it was too soon to identify any significant change in teacher/student relationships.

Administrative meetings were held every two weeks on a regular basis. Usually they were scheduled for Thursday morning after a board meeting. The first such meeting was held on January 29, 1981 during the first week of the internship. The superintendent had been coming down with a cold all week and by Wednesday he was incapacitated. The intern was then given the responsibility of preparing the agenda and conducting the meeting. The intern had been given some direction by the superintendent. There seemed to be three major topics that needed to be discussed and the meeting was not to be postponed: (1) the "fine arts week" was approaching and plans needed to be finalized, (2) the Niles, Brandywine, and Buchanan communities were sponsoring "Toma" and activities which had to be coordinated among the Buchanan staff as well as with the staffs of Niles and Brandywine, and (3) it was budget preparation time and guidelines for the preparation needed to be established. Several decisions were made and are included in the minutes (Appendix G).

As described in the previous section, the intern's attention was turned to the business aspects of the school and as a result all of the administrative council meetings were not attended.

During the entire internship all the administrators displayed a cooperative attitude and quickly responded when the intern was in need of any special information. They

apparently sensed the urgency since the intern would be available for such a short time.

Other Intern Experiences

There were a variety of experiences that were observed that had just been finalized. Listed below are a few of the more significant events.

The school districts of Buchanan, Niles and Brandywine worked together very closely. The combined communities sponsored "Toma" as guest speaker for an assembly program at each of the three high schools and one evening session for parents. "Toma" was the New York undercover policeman who was instrumental in apprehending and convicting drug pushers. The intern attended the meetings of the three superintendents that finalized the arrangements for this program.

The three school districts had a combined radio program once each month. The intern attended the broadcasting session on which the three superintendents spoke on budget projections for the 1981-82 school year.

The intern was permitted by her school district to attend the AASA convention in Atlanta, GA. Both her superintendent and the superintendent from Buchanan attended.

The intern was reminded that if she became a superintendent attendance to the AASA convention should be written into her contract as a fringe benefit.

The intern was present when all grievances were presented to the superintendent: (1) a grievance filed by a custodian regarding his vacation pay, (2) a grievance filed by two custodians concerning the changing of working hours, (This grievance was ready to go before an arbitrator), and (3) a civil rights case regarding the dismissal of a custodian. The intern was often asked to read the master agreements and present an interpretation.

The intern was asked to respond in writing to parents that were concerned about the safety of their children on foggy and snowy days after one bus had been involved in an accident.

Chapter III

CONCLUSIONS AND RECOMMENDATIONS FOR THE INTERNSHIP PROGRAM

Internship Objectives

This chapter describes the accomplishment of the internship objectives. The objectives are restated, and referenced by number to coincide with their presentation in the prospectus. The activities which accomplish each objective are stated, with reference to the pages of the report where a discussion of the activity may be found. Supporting documents are referenced in the Appendix.

Two conceptual objectives were specified. The first (A-1) was to acquire an overview of the leadership style of the superintendent in his day-to-day contacts with members of the board of education (pp. 12-16), the business manager (pp. 16-19, 24), the principals (pp. 27, 28), and supervisory personnel (pp. 24, 31). The second conceptual objective (A-2) was to acquire a knowledge of the financial aspects of the public schools (Appendix F).

Two human relations objectives were specified. The first (B-1) was to acquire a working knowledge of procedures and operations of administrative meetings. The objective was accomplished on a number of different occasions (pp. 19-23 and 27). The second objective (B-2) was to be-

come familiar with the procedure used in small group meetings. The objective was once again accomplished on a number of different occasions throughout the internship when the intern met with the business manager, principals, supervisors, and committees (pp. 16, 19, 22, 24, 27, and 29).

Two technical objectives were specified. The first (C-1) was to acquire the skills to perform routine administrative tasks. The objective was met throughout all phases of the internship, especially while preparing the preliminary school budget (pp. 22, 23, 28 and Appendix F). The second technical objective (C-2) was to acquire the skills to write administrative type communications. The objective was met in preparing Appendix G and in correspondence with parents (p. 30).

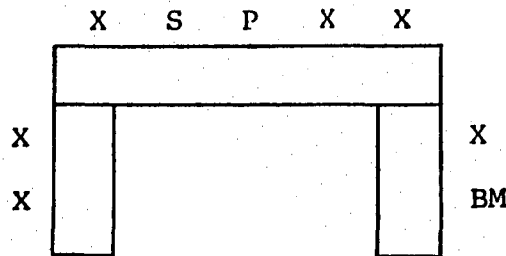
Leadership

Boles and Davenport (1975) noted that leadership was a process in which an individual takes initiative to assist a group to move toward production goals that are acceptable, to maintain the group, and to dispose of these needs of individuals within the group that impelled them to join it. According to this definition, leadership was exercised the Buchanan Community Schools by the superintendent.

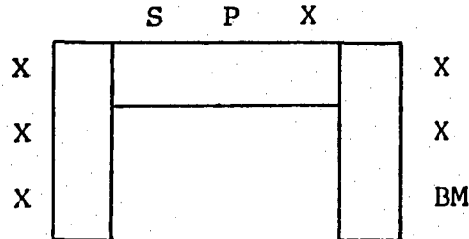
Board of Education. The superintendent had analyzed board members to the extent that he knew fairly well in advance what position each member was likely to take on upcoming issues. It was not unusual for the superintendent

to have lunch with one or two board members when a particularly controversial topic was going to be presented at a board meeting. The superintendent knew that an ego needs to be fed from time to time and he provided them with name plates, as an example, for each board member although this seems unnecessary when one observes how many visitors attend a board meeting.

During the past year the seating arrangement had been thus:



In discussing this with the superintendent, he was contemplating changing the arrangement to:



According to Molloy (1981), the superintendent should sit on the right side, the power side, of the president of the board. The superintendent should be within easy reach of the president in case the meeting takes an unforeseeable course.

Also with each board member having a name plate, the superintendent can arrange the seating of the board members to his advantage, putting two members together who are likely to support him on an issue while keeping members apart if they are likely to be in opposition to an issue.

Administration. The superintendent kept his building administrators and supervisory personnel well informed about all issues. (Unfortunately, this intern did not have the impression that the administrators or supervisors kept him informed as well, (i.e. the Worker's Comp. case). He encouraged them to evaluate the situations in their respective buildings, to review board policy, and to act accordingly. All except one of the administrators seemed able to handle such tasks. The high school principal followed board policy completely with absolutely no deviations or exceptions for unusual circumstances. When a board policy didn't cover the situation, he wanted the board to make such a policy. The high school principal had been offered a superintendency two years before but elected to remain in his present position. It seems to have been a wise decision for him given his apparent inability to be flexible.

As stated earlier leadership was a process whereby one individual assists a group to move toward productive goals. Each person on the administrative team had their

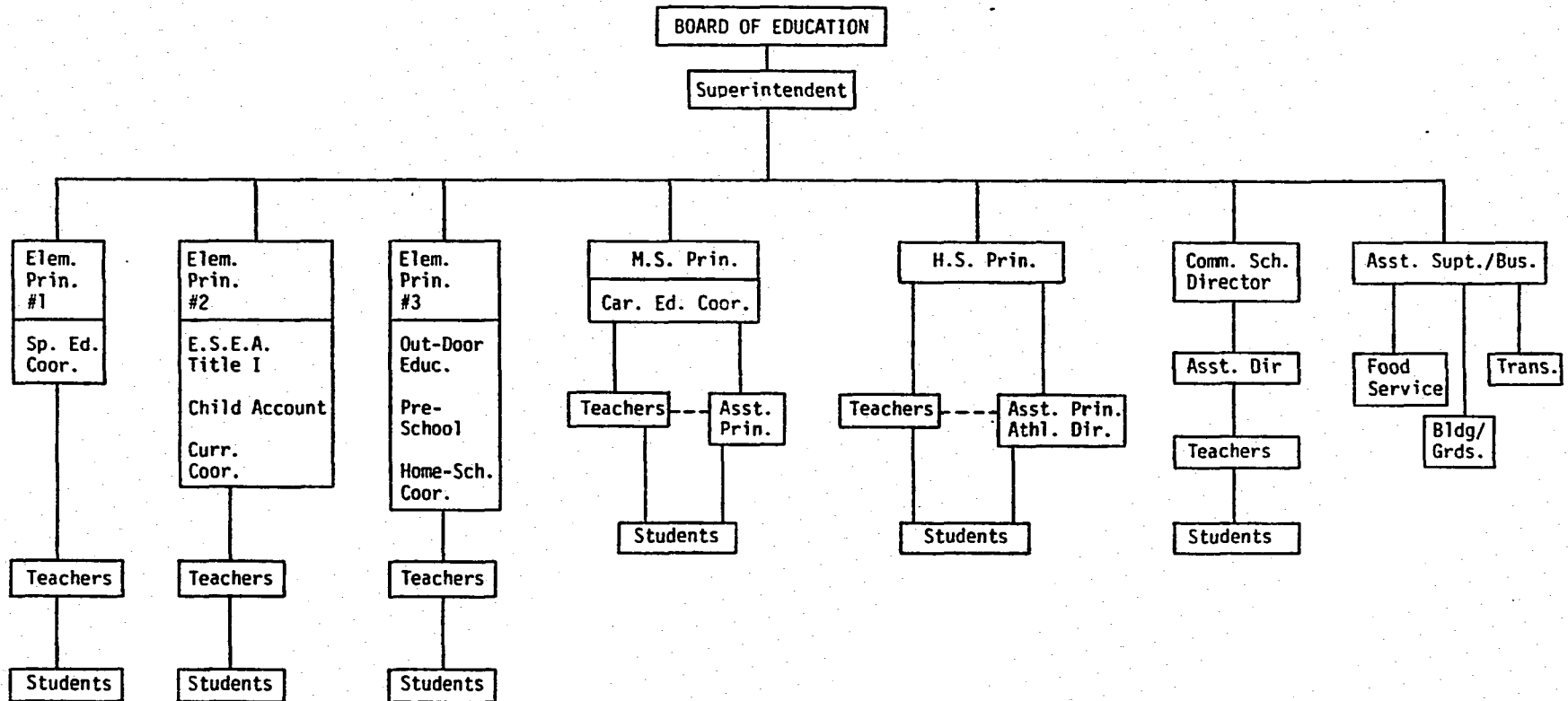
own method for accomplishing her/her goals. The superintendent molded these different methods into a cohesive group that worked well together for the benefit of the total school district.

Recommendations

The intern believes that greater care should be taken in placing an intern in a given school district. The intern rationalized that when she sought the position of superintendent, that a district the size of Buchanan Community Schools would be most likely to hire a beginning superintendent. Therefore, the intern deliberately selected a school district of this size. But this intern's regular employment was part of a three member administrative team. In selecting a school with a two member administrative staff, the intern simply became the third member of a new team. Therefore, the two situations, regular employment and internship, did not differ greatly. In retrospect, this intern recommends that if the prospective intern has a central administrative position, that a much larger school district be selected so that the intern has the opportunity to work with several different administrators. This would enable the intern to participate in a broader scope of administrative activities and gain a better perception of administrative styles and methods.

APPENDIX A

**BUCHANAN COMMUNITY SCHOOLS
ORGANIZATIONAL CHART**



----- Staff Relation
 _____ Line Relation

APPENDIX B

In order to insure the public the right to orderly participation at Board meetings, the Board has adopted a bylaw that deals specifically with this subject. So that you can be informed of this clearly, the bylaw is being printed in its entirety.

1. Persons are welcome to speak at places on the agenda titled "Recognition of Vistors", "Hearing of Citizens Present", and prior to the Board's voting on agenda items.
2. Speakers should state their name and address and, if representing a group, the name of that body.
3. Speaking time prior to the Board's voting on agenda items will be limited to one minute for each person, with a maximum of five people per agenda item. Floor time under "Recognition of Visitors" will be no more than five minutes. The number of speakers on a given topic may be limited by the presiding officer.
4. Persons wishing to make presentations which may take more than five minutes are requested to notify the Superintendent in writing seven days prior to the Board meeting so that a place may be provided on the agenda under item K. Presentations under this item will not exceed ten minutes in total unless an extension is granted by the presiding officer.
5. The Board will listen to speakers but usually will not attempt to comment or give answers at the meeting. It will be the usual practice to refer the matter to the Superintendent who will investigate or give consideration to the matter and report to the person or group making inquiry and to the Board of Education. If Board action is necessary, it will usually be taken at the next regular meeting.
6. The agend outline shall be in conformity with Board Bylaw 1200.3

(Ratified by the Board of Education, August 15, 1977).

(First revision adopted by the Board June 19, 1978).

(Revision approved by Board of Education November 20, 1978).

APPENDIX C

AGENDA ITEM B

RE: AGENDA

MOTION BY _____, SECONDED BY _____,

THAT THE AGENDA FOR THE JANUARY 6, 1981 BOARD MEETING BE
ADOPTED AS WRITTEN.

ROLL CALL VOTE:

Vice-president	_____	Trustee #2	_____
Secretary	_____	Trustee #3	_____
Treasurer	_____	President	_____
Trustee #1	_____		

AYES: _____ NAYS: _____

MOTION ADOPTED _____

NOT ADOPTED _____

APPENDIX D

BUCHANAN COMMUNITY SCHOOLS
ENROLLEMT DATA

	Preceding Years					% Increase/ Decrease	Projections	
	1977-78	1978-79	1979-80	1980-81	1981-82			
K	176	181	152	167	156			
1	170	161	158	130	150	88.09%		
2	183	170	177	152	146	102.03%		
3	169	168	179	174	162	98.46%		
4	156	168	163	179	176	98.81%		
5	167	151	161	162	180	97.33%		
K-5 Total	1021	999	990	964	970			
6	158	175	147	149	159	98.23%		
7	184	150	177	140	154	96.34%		
8	199	187	163	162	146	100.60%		
6-8 Total	541	512	487	451	459			
9	185	232	202	158	163	107.17%		
10	175	161	198	182	134	87.48%		
11	167	154	129	188	163	87.68%		
12	145	139	131	118	175	86.58%		
9-12 Total	672	686	660	646	635			
K-12 Total	2234	2197	2137	2061	2064			

BUCHANAN COMMUNITY SCHOOLS
K-5 Grades
ENROLLMENT/SECTION/PUPIL-TEACHER RATIO

	1977-78	Actual students and teachers			4 yr Totals & Averages	Projections	
		1978-79	1979-80	1980-81		1981-82	
K	176 7 25.14	181 7 25.85	152 6 25.33	167 7 23.85	676 27 25.03	156 6	156 7
1st	170 7 24.28	161 7 23.00	158 7 22.57	130 5 26.00	619 26 23.80	150 6	22.28
2nd	183 8 22.87	170 7 24.28	177 7 25.28	152 8 19.00	682 30 22.74	146 6	24.33
3rd	169 7 24.14	168 7 24.00	179 7 25.57	174 6 29.00	690 27 25.55	162 6	27.00
4th	156 7 22.28	168 7 24.00	163 7 23.28	179 7 25.57	666 28 23.78	176 7	25.14
5th	167 6 27.83	151 6 25.16	161 6 26.83	162 6 27.00	641 24 26.70	180 7	25.71
K-5 Totals	1021 42	999 41	990 40	964 39	3974 162	970 38	970 38
Per Section	24.30	24.36	24.75	24.71	24.53	25.52	24.87
FTE Classroom Teachers	38.5	37.5	37.0	35.5		35.0	
Support Staff							
Spec. Ed.	5.6	5.6	5.6	5.6		4.6	
Library	1.0	1.0	1.0	1.0		1.0	
Music	1.0	1.0	1.0	1.0		1.0	
Phy. Ed.	1.0	1.0	1.0	1.0		1.0	
Art	1.0	1.0	1.0	1.0		1.0	
Title I	1.0	1.0	1.0	1.0		1.0	
Total	10.6	10.6	10.6	10.6		9.6	

BUCHANAN COMMUNITY SCHOOLS

6th, 7th, and 8th Grades

ENROLLMENT/SECTION/PUPIL-TEACHER RATIO

	Actual Students				4 yr Totals & Averages	Projections	
	1977-78	1978-79	1979-80	1980-81		1981-82	1981-82
6, 7, & 8th Grades	541	512	487	451	1991	459	458
Sections	135	110	123	133		133*	127#
F.T.E. Teachers Sections ÷ 5 or 6	27 (5)	22 (5)	20.5 (6)	22.17 (6)		22.17	21.17
P/T Ratio	24.04	23.27	23.75	20.34		20.70	21.68
Support Staff							
Spec. Ed.	.2	4.2	4.2	4.2		3.2	
Guidance	1.0	1.0	1.0	1.0		1.0	
Library	1.0	1.0	1.0	1.0		1.0	
Totals	2.2	6.2	6.2	6.2		5.2	

* Keep the same number of sections as in 1980-81

Reduce teachers by 1.0 F.T.E.

BUCHANAN COMMUNITY SCHOOLS
9th, 10th, 11th & 12th Grades
 ENROLLMENT/SECTION/PUPIL-TEACHER RATIO

	1977-78	1978-79	1979-80	1980-81	4 yr Totals & Averages	1981-82	1981-82	1981-82
9-10-11-12 Grade	672	686	660	646	2664	635	635	635
Sections	137	142	147	150	576	150*	147	137
F.T.E. Teachers Sections/5	27.4	28.4	29.4	30.0	115.2	30	29.40	27.5
P.T. Ratio	24.52	24.15	22.45	21.53	23.12	21.16	21.53@	23.12#
Support Staff								
Spec. Ed.	4.2	4.2	4.2	4.2		3.2		
Guidance	2.0	2.0	2.0	2.0		2.0		
Library	1.0	1.0	1.0	1.0		1.0		
Totals	7.2	7.2	7.2	7.2		6.2		

* Keep same number of sections as in 1980-81
 @ Keep P/T Ratio the same as 1980-81 (reduce staff by .6 teachers)
 # Keep P/T Ratio the same as 4 yr average (reduce staff by 2.6 teachers)

APPENDIX E

ACCOUNT NUMBER: _____

ACCOUNT TITLE: _____

CONTENT:

BUDGET DETAIL

<u>DESCRIPTION</u>	<u>AMOUNT</u>
_____	\$ _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL	\$ _____

(ATTACH ANY ADDITIONAL DETAIL AS REQUIRED)

COMMENTS:

APPENDIX F

BUCHANAN COMMUNITY SCHOOLS

1981-82 BUDGET

6-3-81

BUCHANAN COMMUNITY SCHOOLS
1981-82 GENERAL FUND BUDGET

REVENUE

	<u>ACTUAL</u> 1979 -80	<u>ESTIMATE</u> 1980 -81	<u>BUDGET</u> 1981 -82
<u>LOCAL SOURCES</u>			
Current tax levy	\$2,064,709	\$2,240,415	\$2,498,061
Interest on del. taxes	13,562	11,000	5,000
Interest on investments	99,768	100,000	80,000
Other local revenues	<u>34,393</u>	<u>25,000</u>	<u>20,000</u>
Total Local Revenue	\$2,212,432	\$2,376,415	\$2,603,061
<u>STATE SOURCES</u>			
State aid	\$1,380,567	\$1,338,560	\$1,247,329
Categoricals:			
Driver education	4,745	9,000	9,000
Special education	58,247	32,178	29,200
Vocational education	24,647	18,550	18,200
Community education	8,179	5,445	5,100
Transportation	97,666	76,593	82,300
Other	<u>10,332</u>	<u>9,993</u>	<u>9,700</u>
Total State Sources	\$1,584,383	\$1,490,319	\$1,400,829
<u>FEDERAL SOURCES</u>			
ESEA Title I	49,789	48,000	60,000
ESEA Title IV	2,849	3,000	3,000
C.E.T.A. and Y.E.T.P.	23,154	15,000	6,000
Other	<u>2,584</u>	<u>2,000</u>	<u>2,000</u>
Total Federal Sources	\$ 78,376	\$ 68,000	\$ 71,000
COUNTY SPECIAL EDUCATION	<u>\$ 52,762</u>	<u>\$ 32,500</u>	<u>\$ 35,000</u>
 TOTAL REVENUE	 <u>\$3,927,953</u>	 <u>\$3,967,234</u>	 <u>\$4,109,890</u>

6-3-81

BUCHANAN COMMUNITY SCHOOLS
1981-82 GENERAL FUND BUDGET

EXPENDITURES

	<u>ACTUAL</u> <u>1979 -80</u>	<u>ESTIMATE</u> <u>1980 -81</u>	<u>BUDGET</u> <u>1981 -82</u>
<u>INSTRUCTION</u>			
Elementary	\$ 674,077	\$ 693,785	\$ 725,780
Middle School	339,546	379,245	414,721
High School	428,291	465,576	533,422
Special Education	217,105	234,847	241,703
Compensatory Education	37,896	39,568	42,400
Vocational Education	105,523	68,600	75,601
Adult Education	10,708	12,112	14,200
Employee Benefits	<u>169,576</u>	<u>197,750</u>	<u>225,000</u>
Total Instruction	\$1,982,722	\$2,091,483	\$2,272,827
<u>SUPPORT SERVICES</u>			
Guidance	\$ 60,021	\$ 62,115	\$ 65,037
Health	11,395	11,924	12,822
Other Pupil Services	37,439	48,026	53,865
Library & Audio-Visual	76,363	83,418	93,060
Executive	61,978	72,759	86,295
Building Administration	222,011	235,323	253,890
Business	131,878	146,275	171,810
Operations	459,132	464,273	518,385
Transportation	220,707	240,967	280,977
Employee Benefits	110,387	108,150	119,000
Taxes Abated	<u>69,632</u>	<u>0</u>	<u>0</u>
Total Support Services	\$1,460,943	\$1,473,230	\$1,655,141
<u>COMMUNITY SERVICES</u>	\$ 58,773	\$ 74,814	80,325
<u>CAPITAL OUTLAY</u>			
Instruction	\$ 26,922	\$ 14,586	\$ 23,649
Supporting Services	52,132	127,197	172,075
Community Services	<u>1,450</u>	<u>533</u>	<u>500</u>
Total Capital Outlay	\$ 80,504	\$ 142,316	\$ 196,224
<u>TRANSFERS</u>	<u>\$ 75,491</u>	<u>\$ 94,220</u>	<u>\$ 111,900</u>
TOTAL EXPENDITURES	<u>\$3,658,433</u>	<u>\$3,876,063</u>	<u>\$4,316,417</u>

6-3-81

BUCHANAN COMMUNITY SCHOOLS
ESTIMATED 1981-82

EXPENDITURES

<u>Acct. No.</u>	<u>Instruction</u>	<u>Salaries</u>	<u>Services</u>	<u>Supplies & Others</u>	<u>Total</u>
111	Elementary	\$692,233	\$ 1,590	\$31,957	\$ 725,780
112	Middle School	386,810	3,470	24,441	414,721
113	High School	496,695	10,885	25,842	533,422
122	Special Educ.	219,878	17,625	4,200	241,703
125-129	Compensatory Ed.	40,740	110	1,550	42,400
127	Vocational Ed.	61,651	5,900	8,050	75,601
130-137	Adult Educ.	10,650	1,500	2,050	14,200
199	Employee Benefits		<u>225,000</u>		<u>225,000</u>
100	Total	\$1,908,657	\$266,080	\$98,090	\$2,272,827
	<u>Support Services</u>				
212	Guidance	63,487	680	870	65,037
213	Health	11,472	550	800	12,822
219-221-293	Other Pupil Ser.	44,000	5,615	4,250	53,865
222-223	Library & A.V.	75,770	5,765	11,525	93,060
230	Executive	54,200	23,900	8,195	86,295
241	Building Admin.	231,375	10,820	11,695	253,890
252-257-259	Business	77,635	89,250	4,925	171,810
254	Operations	257,485	208,300	52,600	518,385
255	Transportation	128,977	28,000	124,000	280,977
299	Employee Benefits		<u>119,000</u>		<u>119,000</u>
	Total	944,401	491,880	218,860	1,655,141
310-320	<u>Community Educ.</u>	58,505	15,390	6,430	80,325
	<u>Transfers</u>		111,900		111,900
	<u>Capital</u>			196,224	196,224
Total Gen. Fund Exp.		\$2,911,563	\$885,250	\$519,604	\$4,316,417
	Est. Revenues				4,109,890
	Est. Excess Expenditures				<u>(206,527)</u>

6-3-81

BUCHANAN COMMUNITY SCHOOLS

DEBT RETIREMENT FUND

1981-82 BUDGET

	<u>ACTUAL</u> 1979 -80	<u>ESTIMATED</u> 1980 -81	<u>BUDGET</u> 1981 -82
<u>REVENUE</u>			
Current Tax Levy	\$ 212,581	\$ 203,035	\$ 225,700
Interest	4,858	6,000	6,000
Section 27-State Aid	14,323	0	0
Other	<u>2,038</u>	<u>2,000</u>	<u>2,000</u>
Total Revenue	\$ 233,800	\$ 211,035	\$ 233,700
<u>EXPENDITURES</u>			
Bonds Retired	\$ 105,000	\$ 110,000	\$ 110,000
Interest on Bonded Debt	108,450	102,300	96,225
Taxes Abated	5,748	0	0
Miscellaneous	<u>290</u>	<u>300</u>	<u>325</u>
Total Expenditures	\$ 219,488	\$ 212,600	\$ 206,550
EXCESS OF REVENUE OVER (UNDER) EXPENDITURES	\$ 14,312	\$ (1,565)	\$ 27,150
FUND BALANCE - JULY 1	\$ <u>73,026</u>	\$ <u>87,338</u>	\$ <u>85,773</u>
FUND BALANCE - JUNE 30	\$ <u><u>87,338</u></u>	\$ <u><u>85,773</u></u>	\$ <u><u>112,923</u></u>

6-3-81

BUCHANAN COMMUNITY SCHOOLS

1981-82 BUDGET

CAPITAL DETAIL

INSTRUCTION

Elementary	\$ 4,180
Middle School	4,044
High School	9,525
Special Education	400
Compensatory Education	2,500
Vocational Education	<u>3,000</u>
Total Instruction	\$ 23,649

SUPPORTING SERVICES

Other Pupil Services	\$ 300
Library and Audio-Visual	5,000
Executive	1,000
Building Administration	6,325
Business	1,200
Operations	30,100
Capital Planning Committee	115,000
Transportation	<u>13,150</u>
Total Supporting Services	\$172,075

COMMUNITY EDUCATION	\$ <u>500</u>
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Total Capital	<u>\$196,224</u>
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6-3-81

BUCHANAN COMMUNITY SCHOOLS
1981-82 GENERAL FUND BUDGET
ESTIMATED STATEMENT OF FUND BALANCE

	<u>ACTUAL</u> <u>1979 -80</u>	<u>ESTIMATED</u> <u>1980 -81</u>	<u>BUDGET</u> <u>1981 -82</u>
REVENUES	\$3,927,953	\$3,967,234	\$4,109,890
EXPENDITURES	<u>3,658,433</u>	<u>3,876,063</u>	<u>4,316,417</u>
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	269,520	91,171	(206,527)
FUND BALANCE - JULY 1	<u>987,871</u>	<u>1,257,391</u>	<u>1,348,562</u>
FUND BALANCE - JUNE 30	<u>\$1,257,391</u>	<u>\$1,348,562</u>	<u>\$1,142,035</u>

6-3-81

BUCHANAN COMMUNITY SCHOOLS
1981-82 ATHLETIC BUDGET

	<u>Salaries</u>	<u>Services</u>	<u>Supplies & Others</u>	<u>Total</u>
Athletic Director (.3 Asst.Princ., .5 Secy.)	\$11,040	\$1,050	\$2,743	\$14,833
Football	9,942	2,950	9,450	22,342
Basketball	4,412	3,100	1,571	9,083
Cross Country	1,119	100	393	1,612
Track	3,357	300	1,364	5,021
Girls Basketball	2,734	1,000	538	4,272
Golf	746	200	255	1,201
Baseball	2,113	800	1,351	4,264
Wrestling	2,175	500	6,412	9,087
Tennis	808	150	900	1,858
Softball	1,864	650	715	3,229
Volleyball	<u>2,237</u>	<u>690</u>	<u>350</u>	<u>3,277</u>
Sub Total	\$42,547	\$11,490	\$26,042	\$80,079
Retirement	2,625			2,625
Maintenance & Custodial	3,500	750	750	5,000
Transportation	6,500	500		7,000
Utilities	<u> </u>	<u>900</u>	<u> </u>	<u>900</u>
Total Expenditures	\$55,172	\$13,640	\$26,792	\$95,604
REVENUES:				
Football				\$ 9,000
Basketball				8,000
Wrestling & Volleyball				400
Tournaments & Other				<u>600</u>
Total Revenue				\$18,000
Needed Transfer Budget from General Fund				<u>\$77,604</u>

APPENDIX G

BUCHANAN COMMUNITY SCHOOLS

ADMINISTRATIVE COUNCIL MEETING
Thursday - January 29, 1981 - 9:30 A.M.
Room 109 - High School Building

A G E N D A

1. SOC COMMITTEE - TOMA
2. BLACK HISTORY WEEK (reminder)
3. BUS ACCIDENT - INSURANCE CLAIMS
4. CONFERENCE - MASA
5. RECOMMENDATION TO DROP ELEMENTARY SING
FROM FINE ARTS WEEK
6. OTHER

GV/as

BUCHANAN COMMUNITY SCHOOLS

ADMINISTRATIVE COUNCIL MEETING

Thursday - January 29, 1981 - 9:30 A.M.

Room 109 - High School Building

IN ATTENDANCE: High School Principal, Middle School Principal, Elementary School Principal #1, Elementary School Principal #2, Elementary School Principal #3, Adult Education Director, Business Manager, and Administrative Intern.

ABSENT: M.J. Neveaux, Ed.D.

1. SOC COMMITTEE - TOMA

The High School Principal gave some background on the SOC Committee and detailed some of the difficulties that were taking place between the committee members and the school administration.

It was suggested that a joint meeting of Lynn Rigby, Mary Rossow, Judy Bowers, Jane Leiter, Clyde Weaver, Linda McCarty and the Administrative Council be held. It was felt that unfair accusations were being made and needed to be cleared up. It is felt that this joint meeting is necessary before the principals could name representatives to the SOC Committee, as requested by Dr. Neveaux.

The High School Principal discussed the progress of the plans for Toma's visit. He discussed the concerns that the principals from Niles, Brandywine and he have.

2. BLACK HISTORY WEEK

The principals were reminded to have some type of program in each building. Black History week is the second week of February, or the week of February 9th.

Some suggestions were:

1. Reading biographies over public address system
2. Movie
3. Speaker
4. Musical program

3. BUS ACCIDENT - INSURANCE CLAIMS

The Business Manager stated that the fleet insurance carrier had written letters to each family involved in the bus accident, indicating they should submit

their medical bills to their own insurance carrier and that the fleet insurance would pick up any unpaid portion.

The driver is recovering and there is presently no indication that she will not be able to return to driving after recovery from surgery.

4. MSAS CONFERENCE

Pass

5. RECOMMENDATION TO DROP ELEMENTARY SING FROM FINE ARTS WEEK

All principals jumped at the chance to have his section dropped.

The Business Manager suggested that perhaps a new format for the program activities could be devised. Perhaps a Friday evening and all day Saturday program to include:

1. Art displays
2. Choral
3. Instrument (band & ensemble)
4. Variety show acts
5. Short plays (Elementary - Middle - Senior)
6. Square dancing
7. Modern dance (cheerleaders, etc.)

The Elementary Principal #1 and the Adult Education Director were to get together with some members of the Fine Arts Committee to come up with more definitive plans or suggestions.

6. TUESDAY - BOARD OF EDUCATION MEETING

Principals were reminded that the media people should be reminded about their part in the Tuesday evening board meeting.

7. BUDGET

The Business Manager distributed a budget summary sheet and discussed the various entries and possible suggestions for reduction. The budget's expenditures are approximately \$250,000 over expected income. The Business Manager suggested each principal begin thinking of ways to trim between \$100,000 to \$150,000 from the expenditures.

8. OTHER

The Elementary Principal #3 reminded everyone that the REMC cost per student will be increased next year, and be sure to include it in budget expense. Please have requests for REMC catalogues returned. The necessity for each teacher to have a catalogue was questioned.

The middle school principal asked that everyone return the in-service survey to him by Wednesday, February 4th.

The middle school principal questioned the use of the school gyms. He feels that a local person arranges for the use of the gym, but in the final analysis it is being used by outside people. Any suggestions to curb this facility abuse?

Meeting adjourned at 12:00 Noon.

GV/as

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