

A STUDY OF WRITTEN BOARD POLICIES WITH SPECIAL EMPHASIS  
DIRECTED TO AREA VOCATIONAL-TECHNICAL SCHOOLS IN KANSAS

by

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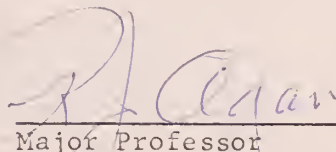
  
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## INTRODUCTION

History Of The Kansas Area Vocational-Technical Schools. A new concept in education in Kansas was implemented with the passage of the Vocational Act in 1963 by the federal Congress, and the Area Vocational-Technical School Act by the Kansas Legislature the same year.<sup>1</sup> For the first time, the nation and this state had faced up to two significant facts:

- (a) four-fifths of our school youth had not finished college.
- (b) most of them received no real vocational training in their school years.<sup>2</sup>

The declaration of purpose for an area vocational-technical school was stated as follows:<sup>3</sup>

"It is the intention of the legislature and the purpose of this act to provide a means whereby the state of Kansas in cooperation with local communities can provide facilities for training and preparation of students for productive employment as technicians and skilled workers, and more nearly equalize educational opportunity."

These schools were designed to train youth and adults in a skill or trade that would enable them to gain employment immediately at the end of the training period.<sup>4</sup> The seven original schools were the Northwest Kansas AVTS, Goodland, the North Central Kansas AVTS, Beloit, the Southwest Kansas AVTS, Dodge City, the Central Kansas AVTS complex at Newton, Hutchinson, and McPherson, the Southeast Kansas AVTS, Coffeyville, the Flint Hills AVTS, Emporia, and the Northeast Kansas AVTS at Topeka. Other area vocational-

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<sup>1</sup>Anna Mary Murphy, "Kansas Area Vo-Tech System: After Two Years, Where Are We." Kansas Teacher, 74:8 24.

<sup>2</sup>Ibid.

<sup>3</sup>Murl Hayden, School Laws of Kansas, (Topeka, Kansas: Kansas State Printing Office, 1964) p. 309.

<sup>4</sup>Murphy, op. cit. p. 25.

technical schools were added later. These included the Manhattan AVTS, the Salina AVTS, and the Wichita AVTS in the fall of 1965 and the Atchison AVTS and the Kansas City AVTS in the fall of 1966.<sup>1</sup> The Liberal AVTS was also to open in the fall of 1966.<sup>2</sup>

This new vocational concept reflected a shift in philosophy from underwriting specific courses - such as homemaking, agriculture and industrial arts - to financing a true vocational and technical-level program with a flexible curriculum based on widely varied job opportunities and preparation standards, and the counsel of community leaders to keep the curriculum current.<sup>3</sup> No longer was it necessary for a boy or girl without adequate finances to be barred from vocational training.

Murphy<sup>4</sup> further explained that old vocational acts.."had been replaced by laws which had adaptability to change built into them, which tagged no one as vocationally uneducable, and recognized job re-tooling as a future fact of life."

The typical area vocational-technical school offered programs in agriculture education, auto mechanics, electricity and electronics, the graphic arts, machine shop, business education, and distributive education. Individual schools offered training in welding, diesel mechanics, heavy equipment operation, building trades, cosmetology, practical nursing, dental assisting, drafting, cooperative industrial training, air conditioning and refrigeration,

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<sup>1</sup>Murphy, op. cit. p. 27.

<sup>2</sup>Statement by W. A. Rawson, Ass't Supervisor, Kansas State Board for Vocational Education, Topeka, Kansas. Personal interview.

<sup>3</sup>Ibid.

<sup>4</sup>Murphy, op. cit. p. 28.

photography, radio-TV, plastics, and food service. The key was the fact that the training produced a skill in a gainful occupation.<sup>1</sup>

These schools were financed by local participating school districts who voted a millage for vocational-technical support. These local funds were matched by state and federal vocational funds. Students from non-participating districts had their local county commissioners pay their tuition or paid the tuition themselves.<sup>2</sup>

Until the enactment of the vocational-technical school plan in Kansas, non-college youth were forced to obtain training for gainful employment by other than tax-supported means. Area vocational-technical schools were part of the answer of providing this vocational training at taxpayer expense.<sup>3</sup>

Purpose. It was the purpose of this study to obtain information relative to the practices of professional and lay administrators in the field of vocational-technical education in developing and using written school board policies, and to develop guidelines relative to the formulation of policies for the Board of Control at the North Central Kansas Area Vocational-Technical School, Beloit, Kansas.

Justification of the Problem. It was assumed by the writer that since the beginning of time, the presence of organization of procedures had led to efficiency of operation regardless of the size of the undertaking. Conversely, lack of organization had led to inefficiency and chaos in the same situations. It was further assumed that this was as true at the time of the

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<sup>1</sup>Murphy, loc. cit.

<sup>2</sup>Hayden, op. cit. p. 311

<sup>3</sup>Murphy, op. cit. p. 33

study as it had ever been in the past.

In the opinion of the writer, public schools had not been an exception to this rule. An efficient school system has had to be well organized if it was to provide the most educational opportunities to its students at the most economical cost to the local taxpayers.

Jardine<sup>1</sup> contended it was the duty of the board of education and its executive officer to implement this organization in the local school district. He further indicated that the relation between the lay board of education and the professionally-trained executive officer had to be the best if an efficient educational program was to be effected.

Barrow<sup>2</sup> felt the basic requirement for successful relations between the school board and the administrator was a thorough understanding concerning their respective responsibilities.

According to O'Fallon,<sup>3</sup> helps that a school board were to receive from written policies included the following:

- 1) Acquainting new members with their job.
- 2) Directing the school's progress.
- 3) Keeping school effort continuous.
- 4) Encouraging general efficiency.
- 5) Promoting public understanding.

It was further indicated by O'Fallon<sup>4</sup> that board policies, after they

<sup>1</sup>Alex Jardine, "School Boards Administer Responsibilities," American School Board Journal, 127:17-18, August, 1953.

<sup>2</sup>Clark L. Barrow, "A Basic Restatement of Duties and Functions of School Boards," American School Board Journal, 111:47-8, December, 1945.

<sup>3</sup>O. Kenneth O'Fallon and Marion A. McGhehey. A Guide To Boardmanship, (Topeka, Kansas:Kansas Ass'n of School Boards, 1962) p. 1-2.

<sup>4</sup>O'Fallon, op. cit. p. 2.

have been written, approved and published, "may give the board legal protection and provide a sound basis for judging the work of the superintendent, principal, teachers and others who are employed by the district."

It was the opinion of the writer that area vocational-technical schools needed this same organization of policies for efficient operation.

Definition of Terms. For purposes of clarity and understanding in this study, the following terms were defined thusly:

1. Area Vocational-Technical School: those vocational or technical schools organized and approved by the state board and officially designated as area vocational-technical schools under the provision of Senate Bill #438.<sup>1</sup>
2. Board of Control: shall mean the governing body of an area vocational-technical school upon which Senate Bill #438 confers powers and imposes duties, and which shall be comprised hereinafter provided. The board of control of any area vocational-technical school may be (1) the board of the school district in which such school is located; or (2) a board consisting of one or more representatives from each of the boards of the cooperating districts subject to the approval by the state superintendent,<sup>2</sup> as to the number of representatives from each such district.
3. North Central Kansas Area Vocational-Technical School: The area vocational-technical school located at Beloit, Kansas.<sup>3</sup>
4. Director: The chief administrator of an area vocational-technical school.<sup>4</sup>

Procedures. In preparing this report the following steps were taken:

1. Consultation was held with the local director and the board of control to gain permission to pursue a determination of guidelines problem relative to

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<sup>1</sup>Hayden, op. cit. p. 310.

<sup>2</sup>Ibid.

<sup>3</sup>Minutes of Board of Control, North Central Kansas Area Vocational-Technical School, May, 1964.

<sup>4</sup>Ibid.



board policy for the North Central Kansas Area Vocation-Technical School, Beloit, Kansas.

2. Selected literature was reviewed in the field of school board policy and in the related fields of school administration and area vocational-technical education. Most of the selected literature reviewed was found in the Kansas State University library.

3. Guidance and direction were secured from Dr. Raymond J. Agan, College of Education, KSU, and Dr. O. Kenneth O'Fallon, College of Education, KSU, concerning procedures for a well organized survey as well as an effective questionnaire.

4. A preliminary questionnaire was sent to selected individuals to gain information concerning its effectiveness as a survey tool in the board policy study. After criticisms were evaluated and the questionnaire analyzed, a new questionnaire was constructed.

5. Questionnaires were then mailed to all Kansas vocational-technical school directors, all chairmen of boards of control for vocational-technical schools in Kansas, and certain other selected individuals associated with vocational-technical education, both in Kansas and in other states to gain information on board of control policy formulation.

Limits of the Study. It was the feeling of the investigator that several areas of information should be considered in obtaining opinions that could be helpful in determining guidelines relative to the formulation of board policies for an area vocational-technical school. The poll of opinion was intended to include a cross section of those persons most closely associated with vocational-technical education in Kansas as well as others associated with vocational-technical education in general.

It was concluded, therefore, that three rather distinct groups should be contacted for the board policy opinions.

The first group included all the directors of the ten area vocational-technical schools in Kansas, hereinafter referred to as "directors". These were the professional men who were the chief administrators in the various area vocational-technical schools. It was assumed by the investigator that the maximum experience as director was two years since vocational-technical schools in Kansas under Senate Bill #438 had been in operation for that length of time at the time of the study.

The second group selected for opinions included all the chairmen of the boards of control for the ten area vocational-technical schools in operation at the time of the study. Those persons, hereinafter referred to as "board chairmen", were the chairmen of the elected lay boards of control that represented the district or districts that supported an area vocational-technical school.

The third group selected for opinions regarding board policy were those persons from Kansas and from out-of-state who were associated with vocational-technical education in Kansas in general but were not associated with any specific area vocational-technical school. This group, hereinafter referred to as the "associated" group, included four state vocational supervisors from the Kansas State Board for Vocational Education, a state director for the Kansas State Board for Vocational Education, the chairman of the Kansas State Board for Vocational Education, the chairman of the Kansas State School Board Association, two out-of-state directors of vocational education, and one member of the vocational education staff of the United States Office of Education, Washington, D.C.

It was the suggestion of Mr. John W. Lacey, former supervisor for area

vocational-technical schools for Kansas, and at the time of the study, an assistant in the United States Office of Education, Washington, D.C., and others that these groups of persons would provide an adequate cross-section of opinion that could be used in a study of board policy as related to an area vocational-technical school.

## REVIEW OF SELECTED LITERATURE

Books and periodicals, which were available in the Kansas State University library, were surveyed for articles which related to school board policy and area vocational-technical schools. Certain items of literature were selected for review as they related to this study.

The review was divided into four sections for clarity. They were (1) purposes and needs of written policies, (2) approaches to policy development, (3) use of written policies and (4) summary.

Purposes and Needs of Written Policies. Hughes wrote that in a general sense, a set of board policies defined in writing the division of responsibility between the governing body of a particular educational unit and its professional administrator, usually referred to in the case of an area vocational-technical school as its director.<sup>1</sup>

Moehlman<sup>2</sup> defined board policies as a "legal definite plan of action in which the general purpose, objectives, authority, and means were stated." He also revealed that a policy was the legal plan, in terms of its orientation into the structure, through which public education operated.

According to Cunningham<sup>3</sup>, a policy was a guide to action, or a referent to which administrators and board members could turn to guide subsequent decision making.

In answer to the question of necessity of a school board policy of rules and regulations for itself, its superintendent, and its other employees, Reeder<sup>4</sup> believed "such rules and regulations would inform the school board and employees of their powers and duties, and responsibility could, therefore, be definitely placed."

Regarding the general effectiveness of written board policy, it was the observation of the writer that both laity and professional educators were

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<sup>1</sup>Pat D. Hughes, "Written Statements of Policy," American School Board Journal, 134:79, February, 1957.

<sup>2</sup>Arthur B. Moehlman, Social Interpretation. (New York:D. Appleton and Company, 1938) p. 119.

<sup>3</sup>L. L. Cunningham, "Decision Making Behavior of School Boards," American School Board Journal, 144:13-6, February, 1962.

<sup>4</sup>Ward G. Reeder, School Boards and Superintendents, (New York:Macmillan Company, 1954).

in rather complete agreement. Sullivan<sup>1</sup> compared board policies to an athletic contest. He stated, "If the rules of the ballgame are known and understood by all the players, it is much easier to play the game." Tuttle<sup>2</sup>, gave the need for a set of policies when he mentioned that "...written policies will produce progress by evolution, rather than by revolution."

The advantages of having a set of policies for school operation in writing have been proven under fire<sup>3</sup>; Miller then proceeded to give some of the advantages of written board policies:

1. Clarifies the position of board members, administrative staff, teachers, and other employees as to the duties, responsibilities, and extent of authority.
2. Helps administrative staff in relations with school personnel, board members and public.
3. Tends to aid in employment of teaching and non-teaching personnel.
4. Acts as an aid in indoctrinating new school board members.
5. Constrains overzealous board members and prevents hasty board decisions.
6. Makes for orderly procedures at board meetings.
7. Improves school staff morale through consistency of action and elimination of favoritism.
8. Saves time for administrative staff and board, making for better efficiency.
9. Permits continuity during changes on boards and administrative staffs.

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<sup>1</sup>George R. Sullivan, "Written Board Policies: From Dream To Reality," American School Board Journal, 149:15, August, 1964

<sup>2</sup>E. M. Tuttle, "Written Policies for Boards of Education," American School Board Journal, 124:5, June, 1952.

<sup>3</sup>Ben Miller, "Boards of Education and Personnel Policies," American School Board Journal, 126:34, April, 1953.

10. Aids public relations through consistency of action.
11. Eliminates confusion by classification of procedures.
12. Adds dignity to the school system.

Other advantages were listed by other proponents of written board policies. Godwin<sup>1</sup> pointed to the fact that adopted policies of a board of education, if carefully prepared and continually revised, represented the condensed wisdom of the previous boards. He called it a "prodigious waste" to fail to preserve the benefits of earlier years and to transmit that experience in the form of adopted policies. Both Eggert<sup>2</sup> and White<sup>3</sup> indicated the saving of time and effort by eliminating the necessity of making a decision each time a recurring situation developed.

It was revealed by N.E.A.<sup>4</sup> that during the same ten year period, one school board gave consideration to the rental of school buildings no less than 161 times, while another board dealt with this subject just four times. The board that had considered rentals only four times had established policies to guide the administrator and his staff in handling the use of school buildings as an administrative matter. The other board had no clear-cut policy.

School boards that had tried to operate a modern school system by methods developed to fit past decades were finding themselves in real

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<sup>1</sup>Wendell R. Godwin, "A Board Adopts and Prints Its Policies," American School Board Journal, 116:22, March, 1948.

<sup>2</sup>C. Lee Eggert, "School Boards Need Written Policy," American School Board Journal, 139:28, September, 1959.

<sup>3</sup>Alpheus L. White, "Local School Board Policy Manuals," School Life, 42:23, November, 1959.

<sup>4</sup>"Better Boards Put It In Writing," National Education Association Journal, 44:520, November, 1955.

difficulty.<sup>1</sup> The use of out-moded practices resulted in waste of valuable time, lack of consistency, and endless confusion and contention.

With so many important matters demanding their attention, school board members could not spend the few available hours of meeting time reviewing official board minutes. Besides, all too frequently, minutes of board meetings were only a record of action taken. They did not include records of the consideration involved in arriving at the decision.<sup>2</sup>

Therefore, the N.E.A.<sup>3</sup> contended that established policies, put into writing, served as guides to consistent, orderly, and efficient action by both the school board and its administrative officers.

Morphet, et al.<sup>4</sup> and White<sup>5</sup> both indicated a further advantage in the importance to the new board member by the use of a policy handbook. Board policies were the source of information and education for citizen advisory committee members, some of which eventually became board members.

However, many dangers became apparant when considering board policies. The most obvious danger was hurried adoption. Godwin<sup>6</sup> was of the opinion that permanent policies needed to be so carefully considered before they were adopted that they did not need to be modified under stress during the

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<sup>1</sup>"Better Boards Put It In Writing," National Education Association Journal, 44:520, November, 1955.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration, (Englewood Cliffs, New Jersey:Prentice-Hall, Inc. 1959) p. 243.

<sup>5</sup>Alpheus L. White, "Local School Board Policy Manuals" School Life, 42:24, November, 1959.

<sup>6</sup>Godwin, op. cit. p. 24.



school year. The policy that would not stand under pressure was worse than no policy at all, because it gave the administration a sense of false security.

Another danger was the failure to revise and re-adopt the entire statement of policies annually.<sup>1</sup> This tended to increase the advisability of a loose-leaf type board policy handbook instead of the completely bound volume type used by some educational institutions. Revision was made periodically with maximum ease.

An added danger in this situation, as pointed out by Godwin,<sup>2</sup> was the policy that fit in one school would not necessarily fit in another school system. Although general headings and division of responsibilities could have been used among many schools, each school still was required to "tailor-make" its own policies. A fourth danger was evident in failing to distinguish between a board's policy and an administrators regulation.

Others in this field shared this philosophy. Hughes<sup>3</sup> warned that a policy could give a false sense of security. It became a rigid structure that was stiffly formal. It became an unbending control into the future reaching a point where less and less could be fostered within it. Board members forgot that a man-made structure could be man-changed.

Miller<sup>4</sup> also pointed to the dangers of set policies and revealed such policies might become static through lack of review or revision. Policies might also lack a certain degree of flexibility which tended to limit their original efficiency. Another danger was the lack of distribution to all

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<sup>1</sup>Godwin, loc. cit.

<sup>2</sup>Ibid.

<sup>3</sup>Hughes, loc. cit.

<sup>4</sup>Miller, loc. cit.

connected with or interested in the school system.

Approaches to Policy Development. In designing school board policies it was well to keep several considerations in mind in order to make them the effective tool for which they were intended. Cunningham<sup>1</sup> insisted that policies were made to meet what in the best judgement of school board members and their administrative advisers were the needs of the school district. These policies should have been formulated with both contemporary and long range district needs in mind. At the same time, board members should have proceeded with the expectation that policies would be changed.

As mentioned by Hughes<sup>2</sup>, concern with written statements of policy was a board responsibility, and the formulation of these statements was a key part of a boards legislative function.

Reeder<sup>3</sup> outlined the chief principles which should have been considered in formulating and using such rules and regulations as follows:

1. They should be formulated by the board of education and the administrator of schools with the cooperation of the representatives of the various types of school employees.
2. They should be meticulous in accord with the laws of the state and with the provisions of any local charter.
3. They should be written. Ideas best project themselves into reality when crystallized in written language. Verbal rules and regulations are not likely to be well formulated; moreover, they are likely to be forgotten both by those who made them and by those for whose guidance they are made. In the larger systems the rules and regulations are usually printed, and in the smaller systems they are usually mimeographed.

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<sup>1</sup>Cunningham, op. cit. p. 15.

<sup>2</sup>Hughes, loc. cit.

<sup>3</sup>Reeder, loc. cit.

4. They should state clearly the general functions of the various employees. However, they should not be so rigid as to make it impossible for employees to exercise their individuality when to do so would result in greater efficiency.
5. They should be amended as the need arises. Any changes affected should be made known to all employees concerned.
6. They should be followed. Rules which are archaic should be repealed. Those which have not been repealed should be enforced. Any other practice breeds disrespect for law.

Lawson<sup>1</sup> was of the opinion that the best course seemed to be for the administrator to have taken the initiative in preparing a full set of policies. However, both Burbank<sup>2</sup> and Koopman et al.<sup>3</sup> were in agreement that policy-making was an essential element in democratic administration. The general feeling was to involve everyone that would have been affected by the policy. It involved widespread participation of administrators, board members, teachers, community members, and learners. Burbank<sup>4</sup> contended the very act of taking part in the preparation of a policy handbook of this kind was good for the people associated with the school system. They learned a great deal about the organization and felt better about being a part of it.

Burbank<sup>5</sup> felt that the person who actually drew the first drafts of the board policy should have been the one who understood school philosophy and practices as well as being familiar with the records of the district. This

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<sup>1</sup>Douglas E. Lawson. School Administration (New York:Odyssey Press, 1953) p. 38.

<sup>2</sup>George R. Koopman, Alice Miel, and Paul J. Misner, Democracy In School Administration. (New York:D. Appleton-Century Co.,1943) p. 50.

<sup>3</sup>Natt B. Burbank, "How To Write A Policy Handbook" Nation's Schools, 68:55, December, 1961.

<sup>4</sup>Burbank, op. cit. p.55.

<sup>5</sup>Burbank, op. cit. p. 56.

could be the secretary of the board of education or some person familiar with these procedures. The writer of these policies should be relieved of his or her duties while drafting this set of written policies. It was important, Burbank<sup>1</sup> concluded, that the original draft was to be prepared by one person, rather than by members of a committee, in order that uniform style could have been maintained.

Extreme care was to have been directed to keeping school board policies separate from rules and regulations. It was defined by Magoulas<sup>2</sup> that the difference between rules and regulations and policy was as follows:

1. Policies are guides, outlines, or principles that:
  - a) determine how problems or cases shall be solved.
  - b) determine plans for future action.
  - c) express the intent of the school board.
  - d) describe in general terms the purpose and organization of a school system.
  
2. Rules and regulations are administrative regulations which grow out of the policies formulated by the school board subject to board approval.

Morphet<sup>3</sup> warned that the development of too detailed a code would result in rigid organization and operation. A rigid organization which failed to recognize that the informal organization was to be as important as the formal one was not likely. Hughes<sup>4</sup> recommended fighting voluminous presentations "like the plague" in order to encourage reading by all concerned.

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<sup>1</sup>Burbank, loc. cit.

<sup>2</sup>Jimmy Magoulas, "Content Of The Board Policy Handbook," American School Board Journal. 142:17, April, 1961.

<sup>3</sup>Morphet, op. cit. p. 243.

<sup>4</sup>Hughes, op. cit. p. 16.

Use Of Written School Policies. The guarantee that the board policies were to have been reviewed and brought up to date periodically laid in their frequent use and understanding by all those who were affected by them. Policies were to have been made available to all employed personnel in easily read handbooks. Hughes<sup>1</sup> advocated use of these handbooks at all board of education meetings, faculty or staff meetings. They were to be used at new teacher orientation, and annual total staff orientation and reorientation each September. This included use and interpretation by administration and supervision as well as by all professional and non-professional staff members members and groups.

Hughes<sup>2</sup> summarized the purpose of board policy when he indicated the past, the present, and the future were all important in the formulation and updating of policy "and...all must be weighed carefully, unhurriedly if each policy is to be a tool serving the best interest of the total district - all the students, residents and taxpayers."

Summary. It was the observation of the writer that the following points were evident from the review of the selected literature.

1. Board policies clarified the position of board members, administrative staff, teachers, and other employees as to the duties, responsibilities and extent of authority.

2. It was necessary that board policies be written. They were also to be used, reviewed and revised periodically if they were to be considered an effective tool in school administration.

3. It was the duty of the chief administrator to implement procedures

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<sup>1</sup>Hughes, loc. cit.

<sup>2</sup>Ibid.

relative to the formulation of school board policy. However, it was necessary that board policies be formulated by those persons who would be affected by them, namely board members, administrators, teachers, students, and other school personnel working together.

4. It was of importance that board policy not be hurriedly adopted. It should be carefully considered in order that it would not need to be modified under stress during the school year.

5. It was observed that board policies should be formulated with both contemporary and long range school district needs in mind.

6. It was the duty of every school system to make its own "tailor-made" board policy. Policies that fit in one school system would not necessarily fit in another school system.

7. It was important that board policies be written in easily understood language and be distributed to all school personnel.

## FINDINGS OF THE STUDY

Introduction. As was pointed out earlier in this report it was the intention of the investigator to review the opinions of those selected individuals in Kansas and out-of-state who were closely associated with vocational-technical education in an attempt to gain certain opinions concerning the formulation of guidelines relative to the subsequent formulation of a board policy for an area vocational technical school. In this study no statistical treatment of data was attempted. The data was placed in simple tables and percentages computed to the nearest whole number in order that clarity and understanding could be enhanced.

The Questionnaire. The questionnaire contained fifty-one (51) different opportunities for opinion that were classified into ten (10) major areas of school board policy consideration. These ten areas included (1) the school board, (2) administrative organization, (3) instructional personnel, (4) non-instructional personnel, (5) instructional program, (6) pupil personnel administration, (7) auxiliary services, (8) financial and business management, (9) school and community relations and (10) rules and regulations. This survey form, along with the accompanying cover letter, are found in the appendix.

The response of the poll of opinion concerning the 51 questions on the survey form was divided into five categories. In expressing opinion the following choices were given relative to the responsibility of function regarding the various areas of school administration.

1. The function was made the responsibility of the board of control which acted independently of reports and recommendations of the director.
2. The function was made the responsibility of the board of control

which acted only after hearing reports and recommendations of the director.

3. The function was made the responsibility of the director who made reports of progress and proposed changes to the board of control for approval.
4. The function was made the responsibility of the director who was not required to make reports to the board of control concerning progress or proposed changes.
5. This was not a function of this school.

Results of the Survey. In reviewing the results of the poll of opinions concerning responsibilities for the administration of duties, the investigator divided the survey into the ten previously mentioned areas of concern. These included (1) the school board, (2) administrative organization, (3) instructional program, (6) pupil personnel administration, (7) auxiliary services, (8) financial and business management, (9) school and community relations and (10) rules and regulations.

Each area of concern was included in a single table to assure continuity of thought for the reader concerning that specific area of concern.

Table 1 indicated the number of responses received. The response by the directors was 100% with the board response being 90%. An 80% response was received from the associated group. The total useable response of 87% of the entire poll of opinion was assumed to be a complete enough coverage for an adequate cross-section of opinion for those persons contacted. As was mentioned in Table 1, one response was unuseable. This was due to the respondent marking two choices in some areas.

The non-respondents were one board chairman for one of the original area vocational-technical schools, one supervisor from the staff of the Kansas State Board for Vocational Education, and one member of the Kansas State Board for Vocational Education. No uniform characteristics of the



TABLE I  
 RESPONSE OF POLL OF OPINION FOR SELECTED INDIVIDUALS  
 IN FIELD OF VOCATIONAL-TECHNICAL EDUCATION

Selected group	Number of question- naires mailed	Response	Per Cent Response	Useable Returns	Per Cent Useable Returns
1. Area vo-tech school directors	10	10	100%	10	100%
2. Area vo-tech board chairmen	10	9	90%	8	80%
3. Associated group -	10	8	80%	8	80%
Totals	30	27	90%	26	87%

non-respondents were noted.

Table 2 indicates the opinions of the surveyed group in determining responsibility concerning the school board.

In determining the objectives and philosophy of the area school, 7 of the 10 (70%) directors felt this responsibility belonged to the board after reviewing the director's recommendations. All eight (100%) of the board chairmen and six of the eight (75%) members of the associated group shared this opinion. Twenty-one of the 26 (81%) members of the total group indicated this responsibility should be delegated to the board after hearing recommendations from the director.

As to the responsibility for preparing the agenda for the board of control meetings, Table 2 indicated 6 of the 10 (60%) directors favored this responsibility to be the duty of the director who reported to the board of control. Four out of 8 (50%) board chairmen and 5 out of 8 (63%) members of the associated group concurred with this opinion. A total of 15 of the total group of 26 (58%) provided the majority opinion in favor of the responsibility being vested in the director with board approval.

Regarding the responsibility for conducting the election of board officers and the board clerk, Table 2 further indicated 6 of the 10 (60%) directors favored this responsibility to be the duty of the board of control only, with 5 of the 8 (63%) board chairmen and 5 of the 8 (63%) members of the associated group sharing the same opinion. A total of 16 of the 26 (62%) total group favored this opinion.

Table 2 showed a difference of opinion regarding the responsibility for determining the organization and duties of the board of control. Eight of the 10 (80%) directors felt this responsibility should belong to the board of control after hearing recommendations from the director. Of the 8 members

TABLE II  
 OPINIONS CONCERNING RESPONSIBILITY  
 FOR SCHOOL BOARD

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
1. Determining the objectives and philosophy of the area school					
a. Board of control only	no.	0	0	1	1
	%	-	-	13	4
b. Board after director's recommendations	no.	7	8	6	21
	%	70	100	75	81
c. Director after reporting to board of control	no.	3	0	1	4
	%	30	-	13	15
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-
2. Preparing the agenda for the board of control meetings					
a. Board of control only	no.	1	1	0	2
	%	10	13	-	8
b. Board after director's recommendations	no.	2	2	1	5
	%	20	25	13	19
c. Director after reporting to board of control	no.	6	4	5	15
	%	60	50	63	58
d. Director's responsibility only	no.	1	1	2	4
	%	10	13	25	15
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE II (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
3. Conducting election of board officers and clerk					
a. Board of control only	no.	6	5	5	16
	%	60	63	63	62
b. Board after director's recommendations	no.	2	3	1	6
	%	20	38	13	23
c. Director after reporting to board of control	no.	0	0	0	0
	%	-	-	-	-
d. Director's responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	2	0	1	3
	%	20	-	13	12
4. Determining organization and duties of board of control					
a. Board of control only	no.	1	4	3	8
	%	10	50	38	31
b. Board after director's recommendations	no.	8	2	4	14
	%	80	25	50	54
c. Director after reporting to board of control	no.	0	1	0	1
	%	-	13	-	4
d. Director's responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	1	1	0	2
	%	10	13	-	8

of the associated group, 4 (50%) agreed with the opinion of the directors. However, 4 of the 8 board chairmen indicated this duty to be a function of the board of control only. In the total poll of opinion 14 out of 26 (54%) gave this responsibility to the board after hearing the recommendations of the director.

Table 3 directed attention to opinions concerning responsibility for administrative organization.

As to the responsibility for preparing the annual report of the board of control to the public, 8 of the 10 (80%) directors felt this responsibility to be the duty of the director who reported to the board of control. Five of the 8 (63%) board chairmen were in agreement with this opinion. Although 4 of the 8 (50%) members of the associated group also agreed with this opinion, 4 of the 8 (50%) members of this same associated group felt this responsibility should be the duty of the board who acted upon recommendations from the director. Of the total group 17 out of 26 (65%) favored this responsibility to be a duty of the director who reported to the board of control.

In determining the qualifications for director for the area school, Table 3 showed that 6 of the 10 (60%) directors indicated this responsibility to be the duty of the board of control only. This opinion was shared by 5 of the 8 (63%) board chairmen and 5 of the 8 (63%) members of the associated group. Sixteen of the 26 (61%) in the total group agreed with this opinion.

Table 3 also indicated the responsibility for determining the administrative organizational chart. Six of the 10 (60%) directors felt this responsibility to be the duty of the board of control after having heard recommendations from the director. Of the 8 board chairmen, five (63%) indicated the same feeling. Although only 3 of the 8 (38%) members of the associated group shared this same opinion, the rest of the group were rather evenly divided

TABLE III  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 ADMINISTRATIVE ORGANIZATION

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
5. Preparing the annual report of the board of control to the public					
a. Board of control only	no.	1	0	0	1
	%	10	-	-	4
b. Board after director's recommendations	no.	1	3	4	8
	%	10	38	50	31
c. Director after reporting to board of control	no.	8	5	4	17
	%	80	63	50	65
d. Director responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-
6. Determining qualifications for director of area school.					
a. Board of control only	no.	6	5	5	16
	%	60	63	63	61
b. Board after director's recommendations	no.	2	3	2	7
	%	20	38	25	27
c. Director after reporting to board of control	no.	0	0	0	0
	%	-	-	-	-
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	2	0	1	3
	%	20	-	13	12

TABLE III (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
7. Determining administrative organizational chart					
a. Board of control only	no.	0	1	2	3
	%	-	13	25	12
b. Board after director's recommendation	no.	6	5	3	14
	%	60	63	38	54
c. Director after reporting to board of control	no.	3	2	1	6
	%	30	25	13	23
d. Director responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	1	0	1	2
	%	10	-	13	8

among the other choices for opinion. In the total group 14 out of 26 (54%) favored this responsibility to be the duty of the board after hearing the director's recommendation.

As indicated by the data in Table 4 concerning the responsibility for instructional personnel, 6 of the 10 (60%) directors felt the responsibility for determining qualifications for each teaching position in the school should be the duty of the director who reported to the board of control. Of the 8 board chairmen, 5 (63%) members agreed with this opinion as did 5 of the 8 (63%) members of the associated group. Of the total group 16 out of 26 (62%) favored this responsibility to be the duty of the director who reported to the board of control.

Regarding the recommending of promotions and demotions for instructors, the directors were evenly divided as to opinion. Five of the 10 (50%) directors felt this to be a responsibility of the board after hearing recommendations from the director. The other 5 of the 10 (50%) directors indicated this to be a duty of the director who reported to the board. Five of the 8 (63%) board chairmen and 7 of the 8 (88%) members of the associated group shared the latter opinion. Seventeen out of 26 (65%) of the total group favored this responsibility to be the duty of the director who reported to the board of control.

In reviewing the opinion concerning the responsibility for making duty assignments and transferring school personnel, 6 of the 10 (60%) directors and 4 of the 8 (50%) board chairmen felt this to be the duty of the director who reported to the board of control. However, 4 of the 8 (50%) members of the associated group felt this to be the director's responsibility only. Of the total group 13 out of 26 (50%) opined this responsibility of the director who reported to the board of control.



TABLE IV  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 INSTRUCTIONAL PERSONNEL

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
8. Determining qualifications for each teaching position in the school					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	3	2	8
	%	30	38	25	31
c. Director after reporting to board of control	no.	6	5	5	16
	%	60	63	63	62
d. Director's responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	1	0	0	1
	%	10	-	-	4
9. Recommending promotions and demotions for instructors					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	5	3	1	9
	%	50	38	13	35
c. Director after reporting to board of control	no.	5	5	7	17
	%	50	63	88	65
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE IV (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
10. Making duty assignments and transferring school personnel					
a. Board of control only	no.	1	0	0	1
	%	10	-	-	4
b. Board after director's recommendations	no.	2	2	1	5
	%	20	25	13	19
c. Director after reporting to board of control	no.	6	4	3	13
	%	60	50	38	50
d. Director's responsibility only	no.	1	2	4	7
	%	10	25	50	27
e. None of these	no.	0	0	0	0
	%	-	-	-	-
11. Administering sick leave regulations					
a. Board of control only	no.	3	1	0	4
	%	30	13	-	15
b. Board after director's recommendations	no.	1	1	0	2
	%	10	13	-	8
c. Director after reporting to board of control	no.	3	4	4	11
	%	30	50	50	42
d. Director's responsibility only	no.	3	1	4	8
	%	30	13	50	31
e. None of these	no.	0	1	0	1
	%	-	13	-	4

TABLE IV (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
12. Selecting teachers and other school employees and recommending candidates for employment					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	4	2	9
	%	30	50	25	35
c. Director after reporting to board of control	no.	6	3	6	15
	%	60	38	75	58
d. Director's responsibility only	no.	1	0	0	1
	%	10	-	-	4
e. None of these	no.	0	1	0	1
	%	-	13	-	4
13. Directing the formulation of salary schedules for teachers					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	6	7	6	19
	%	60	88	75	73
c. Director after reporting to board of control	no.	3	1	2	6
	%	30	13	25	23
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	1	0	0	1
	%	10	-	-	4

TABLE IV (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
14. Accepting complaints from instructional staff					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	0	1	0	1
	%	-	13	-	4
c. Director after reporting to board of control	no.	6	5	3	14
	%	60	63	38	54
d. Director's responsibility only	no.	4	2	5	11
	%	40	25	63	42
e. None of these	no.	0	0	0	0
	%	-	-	-	-
15. Granting leaves of absence, subject to regulations					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	4	3	0	7
	%	40	38	-	27
c. Director after reporting to board of control	no.	3	4	6	13
	%	30	50	75	50
d. Director's responsibility only	no.	1	1	2	4
	%	10	13	25	15
e. None of these	no.	2	0	0	2
	%	20	-	-	8

TABLE IV (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
16. Providing means for inservice training for school employees					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	2	1	5
	%	20	25	13	19
c. Director after reporting to board of control	no.	3	4	3	10
	%	30	50	38	38
d. Director's responsibility only	no.	5	2	4	11
	%	50	25	50	42
e. None of these	no.	0	0	0	0
	%	-	-	-	-
17. Determining procedure concerning substitute teachers					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	4	2	1	7
	%	40	25	13	27
c. Director after reporting to board of control	no.	2	5	6	13
	%	20	63	75	50
d. Director's responsibility only	no.	4	1	1	6
	%	40	13	13	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE IV (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
18. Recommending out-of-school activities for teachers					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	0	0	1	1
	%	-	-	13	4
c. Director after reporting to board of control	no.	5	5	3	13
	%	50	63	38	50
d. Director's responsibility only	no.	3	3	2	8
	%	30	38	25	31
e. None of these	no.	2	0	2	4
	%	20	-	25	15

Table 4 indicated a wide variance regarding the administering of sick leave regulations. Three of the 10 (30%) directors indicated this responsibility to be the duty of the board of control only, 3 of the 10 (30%) directors felt this responsibility to be the duty of the director who reported to the board of control, and 3 of the 10 (30%) directors felt this to be the director's responsibility only. Four of the 8 (50%) board chairmen indicated this responsibility to be the duty of the director who reported to the board of control as did 4 of the 8 (50%) members of the associated group. However, the other 4 of the 8 (50%) members of the associated group felt this to be the director's responsibility only. Of the total group of 26, only 11 (42%) expressed the majority opinion in favor of this responsibility being the duty of the director who reported to the board of control.

The data in Table 4 concerning the selection of teachers and other school employees and recommendation of candidates for employment indicated 6 of the 10 (60%) directors favored this responsibility to be the duty of the director who reported to the board of control. This opinion was shared by 6 of the 8 (75%) members of the associated group. However, 4 of the 8 (50%) board chairmen indicated this responsibility to be a board responsibility after receiving recommendations from the director. The total opinion showed 15 of the 26 (58%) favored this responsibility to be the duty of the director who reported to the board of control.

In directing the formulation of salary schedules for teachers, 6 of the 10 (60%) directors as well as 7 of the 8 (88%) board chairmen, and 6 of the 8 (75%) members of the associated group indicated this responsibility to be the duty of the board after receiving the recommendations of the director. Nineteen of the 26 (73%) total members of the group shared this opinion as revealed in Table 4.

Table 4 also indicated divergence of opinion concerning accepting complaints from instructional staff. Six of the 10 (60%) directors as well as 5 of the 8 (63%) board chairmen felt this responsibility to be the duty of the director after reporting to the board of control. It was indicated by 5 of the 8 (63%) associated group that this should be the director's responsibility only. Although 14 of the 26 (54%) of the total group agreed with the former opinion, 11 out of 26 (42%) concurred with the latter opinion.

The responsibility for granting leaves of absence, subject to regulations, showed wide range of opinion. Although 4 of the 10 (40%) directors indicated this responsibility to be the duty of the board after receiving the director's recommendations, 4 of the 8 (50%) board chairmen and 6 of the 8 (75%) members of the associated group favored the director who reported to the board of control for this responsibility. Thirteen of the 26 (50%) members of the total group favored the latter opinion.

Table 4 indicated a divergence of opinion regarding the providing of means for inservice training for school employees. Five of the 10 (50%) directors and 4 of the 8 (50%) members of the associated group felt this to be the director's responsibility only. Four of the 8 (50%) board chairmen were of the opinion this should be the director's responsibility who reported to the board of control. Of the total group 11 of the 26 (42%) were in favor of this being the director's responsibility while 10 of the 26 (38%) indicated this responsibility to be the duty of the director who reported to the board of control.

In determining the procedure concerning substitute teachers, Table 4 indicated 5 of the 8 (63%) board chairmen and 6 of the 8 (75%) members of the associated group to be of the opinion that his responsibility was the duty of the director who reported to the board of control. Four of the 10 (40%)



directors felt this to be the director's responsibility only while 4 of the 10 (40%) directors indicated this responsibility to be the duty of the board after receiving the director's recommendations. Thirteen of the 26 (50%) in the total group indicated this responsibility to be the duty of the director who reported to the board of control.

Considering the responsibility of recommending out-of-school activities for teachers, Table 4 showed 5 of the 10 (50%) directors indicating this responsibility to be the duty of the director who reported to the board of control. This opinion was shared by 5 of the 8 (63%) board chairmen and 3 of the 8 (38%) members of the associated group. Thirteen of the 26 (50%) members of the total group also shared this opinion.

Table 5 presents data relative to opinions concerning the responsibility for non-instructional personnel.

In determining the responsibility for recommending continuance of employment or dismissal of non-instructional employees 4 of the 10 (40%) directors felt this to be the duty of the director who reported to the board of control. Six of the 8 (75%) board chairmen and 5 of the 8 (63%) members of the associated group agreed with this opinion. Fifteen of the 26 (58%) members of the total group indicated this same choice.

Table 5 indicated the responsibility for determining the length of the working day for non-instructional personnel by showing 5 of the 10 (50%) directors, 4 of the 8 (50%) board chairmen, and 4 of the 8 (50%) members of the associated group favoring this duty to be that of the director who reported to the board of control. Thirteen of the 26 (50%) respondents shared this opinion.

The data in Table 5 regarding the process of determining the qualifications for building custodians showed a wide range of opinion. Although 4

TABLE V  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 NON-INSTRUCTIONAL PERSONNEL

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
19. Recommending continuance of employment or dismissal of non-instructional employees					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	1	2	6
	%	30	13	25	23
c. Director after reporting to board of control	no.	4	6	5	15
	%	40	75	63	58
d. Director's responsibility only	no.	3	1	1	5
	%	30	13	13	19
e. None of these	no.	0	0	0	0
	%	-	-	-	-
20. Determining length of working day for non-instructional personnel					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	2	3	7
	%	20	25	38	27
c. Director after reporting to board of control	no.	5	4	4	13
	%	50	50	50	50
d. Director's responsibility only	no.	3	2	1	6
	%	30	25	13	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE V (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
21. Determining qualifications for building custodians					
a. Board of control only	no.	1	0	0	1
	%	10	-	-	4
b. Board after director's recommendations	no.	4	2	1	7
	%	40	25	13	27
c. Director after reporting to board of control	no.	3	4	4	11
	%	30	50	50	42
d. Director's responsibility only	no.	2	2	3	7
	%	20	25	38	27
e. None of these	no.	0	0	0	0
	%	-	-	-	-

of the 8 (50%) board chairmen and 4 of the 8 (50%) members of the associated group favored this to be the responsibility of the director who reported to the board of control. Only 11 of 26 (42%) of the total group shared this opinion.

Table 6 presented opinions concerning responsibility for instructional program.

In selecting the instructional equipment and supplies 6 of the 10 (60%) directors, 6 of the 8 (75%) board chairmen and 6 of the 8 (75%) members of the associated group felt this responsibility to be the duty of the director who reported to the board of control. Eighteen of the 26 (69%) members of the total group concurred with this thinking.

In defining the responsibility for recommending textbooks for adoption, Table 6 shows 5 of the 10 (50%) directors, 5 of the 8 (63%) board chairmen, 6 of the 8 (75%) members of the associated group and 16 of the 26 (62%) members of the total group to be in favor of the responsibility being delegated to the director who reported to the board of control. However, 9 of the 26 (35%) members of the total group indicated this to be the director's responsibility only.

The data found in Table 6 indicated some difference of opinion regarding the responsibility for determining school calendar. Four of the 10 (40%) directors, 4 of the 8 (50%) board chairmen, 4 of the 8 (50%) members of the associated group and 12 of the 26 (46%) members of the total group felt this responsibility belonged to the board after receiving recommendations from the director. However, 8 of the 26 (31%) of the total group felt this to be the responsibility of the director who reported to the board of control while 4 of the 26 (15%) members of the total group favored the responsibility to be the responsibility of the board of control only.

TABLE VI  
 OPINIONS CONCERNING RESPONSIBILITY  
 FOR INSTRUCTIONAL PROGRAM

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
22. Selecting the instructional equipment and supplies					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	0	0	1
	%	10	-	-	4
c. Director after reporting to board of control	no.	6	6	6	18
	%	60	75	75	69
d. Director's responsibility only	no.	3	2	2	7
	%	30	25	25	27
e. None of these	no.	0	0	0	0
	%	-	-	-	-
23. Recommending textbooks for adoption					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	0	0	1
	%	10	-	-	4
c. Director after reporting to board of control	no.	5	5	6	16
	%	50	63	75	62
d. Director's responsibility only	no.	4	3	2	9
	%	40	38	25	35
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE VI (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
24. Determining school calendar					
a. Board of control only	no.	1	1	2	4
	%	10	13	25	15
b. Board after director's recommendations	no.	4	4	4	12
	%	40	50	50	46
c. Director after reporting to board of control	no.	3	3	2	8
	%	30	38	25	31
d. Director's responsibility only	no.	2	0	0	2
	%	20	-	-	8
e. None of these	no.	0	0	0	0
	%	-	-	-	-
25. Determining length of teaching periods					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	4	2	9
	%	30	50	25	35
c. Director after reporting to board of control	no.	5	3	4	12
	%	50	38	50	46
d. Director's responsibility only	no.	2	0	2	4
	%	20	-	25	15
e. None of these	no.	0	1	0	1
	%	-	13	-	4

TABLE VI (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
26. Determining length of school year					
a. Board of control only	no.	1	1	0	2
	%	10	13	-	8
b. Board after director's recommendations	no.	3	4	4	11
	%	30	50	50	42
c. Director after reporting to board of control	no.	4	2	3	9
	%	40	25	38	35
d. Director's responsibility only	no.	1	0	1	2
	%	10	-	13	8
e. None of these	no.	1	1	0	2
	%	10	13	-	8
27. Developing, organizing, and reorganizing the instructional program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	2	0	4
	%	20	25	-	15
c. Director after reporting to board of control	no.	5	5	7	17
	%	50	63	88	65
d. Director's responsibility only	no.	3	1	1	5
	%	30	13	13	19
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE VI (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
28. Developing and directing the guidance and counseling program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	2	0	5
	%	30	25	-	19
c. Director after reporting to board of control	no.	5	5	5	15
	%	50	63	63	58
d. Director's responsibility only	no.	2	1	3	6
	%	20	13	38	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-



Regarding the responsibility for determining the length of the teaching periods, the data in Table 6 indicated 5 of the 10 (50%) directors, 4 of the 8 (50%) members of the associated group and 12 of the 26 (46%) members of the total group assigning this responsibility to the director who reported to the board of control. However, 4 of the 8 (50%) board chairmen and 9 of the 26 (35%) members of the total group felt this responsibility was the duty of the board who received recommendations from the director.

According to 4 of the 8 (50%) board chairmen, 4 of the 8 (50%) members of the associated group, and 11 of the 26 (42%) members of the total group, the responsibility for determining the length of school year was directed to the board after receiving the director's recommendations. Table 6 further indicated that 4 of the 10 (40%) directors, 3 of the 8 (38%) members of the associated group and 9 of the 26 (35%) members of the total group felt this responsibility should be assigned to the director who reported to the board of control.

In developing, organizing, and reorganizing the instructional program, 5 of the 10 (50%) directors, 5 of the 8 (63%) board chairmen, 7 of the 8 (80%) members of the associated group assigned this responsibility to the director who reported to the board of control. Seventeen of the 26 (65%) members of the total group shared with this opinion.

In the concluding data of Table 6 regarding the developing and directing of the guidance and counseling program, 15 of the 26 (58%) members of the total group assigned this responsibility to the director who reported to the board of control. Six of the 26 (23%) of the same group opined this to be the director's responsibility only.

Table 7 presented data associated with opinions concerning responsibility for pupil personnel administration.

TABLE VII  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 PUPIL PERSONNEL ADMINISTRATION

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
29. Determining housing regulations for students					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	2	2	5
	%	10	25	25	19
c. Director after reporting to board of control	no.	4	4	3	11
	%	40	50	38	42
d. Director's responsibility only	no.	0	1	3	4
	%	-	13	38	15
e. None of these	no.	5	1	0	6
	%	50	13	-	23
30. Responsibility for school's co-curricular activities					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	3	0	5
	%	20	38	-	19
c. Director after reporting to board of control	no.	2	4	3	9
	%	20	50	38	35
d. Director's responsibility only	no.	3	1	5	9
	%	30	13	63	35
e. None of these	no.	2	0	0	2
	%	20	-	-	8

TABLE VII (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
31. Determining standards for admission of students					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	4	6	4	14
	%	40	75	50	54
c. Director after reporting to board of control	no.	4	1	3	8
	%	40	13	38	31
d. Director's responsibility only	no.	2	0	1	3
	%	20	-	13	12
e. None of these	no.	0	1	0	1
	%	-	13	-	4
32. Recommending suspension and expulsion of pupils					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	0	0	1
	%	10	-	-	4
c. Director after reporting to board of control	no.	6	6	5	17
	%	60	75	63	65
d. Director's responsibility only	no.	3	2	3	8
	%	30	25	38	31
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE VII (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
33. Defining standards for student body code of ethics					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	2	1	4
	%	10	25	13	15
c. Director after reporting to board of control	no.	6	5	5	16
	%	60	63	63	62
d. Director's responsibility only	no.	3	1	2	6
	%	30	13	25	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-

A difference of opinion was indicated concerning the responsibility for determining housing regulations for students. Eleven of the 26 (42%) members of the total group felt this responsibility belonged to the director who in turn reported to the board of control. However, 6 of the 26 (23%) members of this same group felt this responsibility did not belong to either the board of control or the director.

In determining the responsibility for the school's co-curricular activities, 9 of the 26 (35%) members of the total group felt this responsibility to belong to the director who reported to the school board. Nine of the 26 (35%) members of this same total group considered this as a director's responsibility only.

In the data in Table 7 concerning the responsibility for determining standards for admission of students 14 of the 26 (54%) members of the total group assigned this responsibility to the board after hearing the director's recommendations. Eight of the 26 (31%) members of the total group felt this responsibility belonged to the director who reported to the board of control.

Considering the recommendation for suspension and expulsion of pupils, Table 7 shows 6 of the 10 (60%) directors, 6 of the 8 (75%) board chairmen and 5 of the 8 (63%) members of the associated group giving this responsibility to the director who reported to the board of control. It was noted, however, that 8 of the 26 (31%) members of the total group felt this was the director's responsibility only.

In defining the standards for a student body code of ethics, Table 7 indicated 6 of the 10 (60%) directors, 5 of the 8 (63%) board chairmen and 5 of the 8 (63%) members of the associated group preferred this responsibility be given to the director who reported to the board of control. Sixteen of the 26 (62%) total members of the group shared this view.

Table 8 was concerned with the opinions regarding auxiliary services.

In assigning the responsibility for directing the school health program, 5 of the 8 (63%) board chairmen and 6 of the 8 (75%) members of the associated group assigned this responsibility to the director who reported to the board of control. Thirteen of the 26 (50%) members of the total group agreed with this opinion.

It was noted concerning the responsibility for implementing and maintaining the school lunch program that 7 of the 10 (70%) directors and 3 of the 8 (38%) board chairmen felt this responsibility did not belong to the board of control or the director. Ten of the 26 (38%) members of the total group agreed with this opinion.

The concluding data on Table 8 defined the responsibility for supervising the transportation program. Nine of the 26 (35%) members of the total group indicated the responsibility to be assigned to the director who reported to the board of control. Eight of the 26 (31%) members of the total group felt this was the director's responsibility only, while 6 of the 26 (23%) of the same group indicated neither the board nor the director had any responsibility in this area.

The data found in Table 9 concerned the responsibility for financial and business management.

In designating the responsibility for planning the physical plant construction program, 7 of the 10 (70%) directors, 7 of the 8 (88%) board chairmen and 4 of the 8 (50%) members of the associated group deemed this responsibility to belong to the board after hearing recommendations from the director. Eighteen of the 26 (69%) members of the total group shared this view. It was noted that 8 of the 26 (31%) members of the same group felt this should be the responsibility of the director who reported to the board

TABLE VIII  
 OPINIONS CONCERNING RESPONSIBILITY  
 FOR AUXILIARY SERVICES

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
34. Directing the school health program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	0	0	1
	%	10	-	-	4
c. Director after reporting to board of control	no.	2	5	6	13
	%	20	63	75	50
d. Director's responsibility only	no.	3	2	2	7
	%	30	25	25	25
e. None of these	no.	3	1	0	4
	%	30	13	-	15
35. Implementing and maintaining school lunch program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	0	1	3
	%	20	-	13	12
c. Director after reporting to board of control	no.	0	2	6	8
	%	-	25	75	31
d. Director's responsibility only	no.	1	3	1	5
	%	10	38	13	19
e. None of these	no.	7	3	0	10
	%	70	38	-	38

TABLE VIII (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
36. Supervising the transportation program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	0	1	2
	%	10	-	13	8
c. Director after reporting to board of control	no.	3	2	4	9
	%	30	25	50	35
d. Director's responsibility only	no.	2	3	3	8
	%	20	38	38	31
e. None of these	no.	3	3	0	6
	%	30	38	-	23



of control.

In the data in Table 9 regarding the responsibility for reporting on the condition of school plant and property, 21 of the 26 (81%) members of the total group assigned this responsibility to the director who reported to the board of control. Four of the 26 (15%) members of the total group felt this responsibility belonged to the board after hearing recommendations from the director.

In recommending school sites and building types, the data in Table 9 showed 5 of the 10 (50%) directors, 6 of the 8 (75%) board chairmen and 3 of the 8 (38%) members of the associated group assigning this responsibility to the board after receiving the director's recommendations. A total of 14 of the 26 (54%) members of the entire group shared this opinion. It was noted, however, that 10 of the 26 (38%) members of the entire group felt this responsibility should be assigned to the director who reported to the board.

In assigning the responsibility for providing supervision of plant operation and maintenance, 4 of the 10 (40%) directors, 5 of the 8 (63%) board chairmen and 5 of the 8 (63%) members of the associated group delegated this responsibility to the director who reported to the board of control. A total of 14 of the 26 (54%) members of the total group concurred with this view. Six of the 26 (23%) members of the total group indicated this should be the director's responsibility only.

The data in Table 9 indicated the delegation of responsibility for directing the purchase of equipment and supplies. Five of the 10 (50%) directors, 5 of the 8 (63%) board chairmen and 7 of the 8 (88%) members of the associated group would delegate this responsibility to the director who reported to the board of control. Seventeen of the 26 (65%) members of the total group agreed with this opinion. Six of the 26 (23%) members of the total group felt this

TABLE IX  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 FINANCIAL AND BUSINESS MANAGEMENT

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
37. Planning the physical plant construction program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	7	7	4	18
	%	70	88	50	69
c. Director after reporting to board of control	no.	3	1	4	8
	%	30	13	50	31
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-
38. Reporting on condition of school plant and property					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	1	1	4
	%	20	13	13	15
c. Director after reporting to board of control	no.	8	7	6	21
	%	80	88	75	81
d. Director's responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE IX (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
39. Recommending school sites and building types					
a. Board of control only	no.	1	0	1	2
	%	10	-	13	8
b. Board after director's recommendations	no.	5	6	3	14
	%	50	75	38	54
c. Director after reporting to board of control	no.	4	2	4	10
	%	40	25	50	38
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-
40. Providing supervision of plant operation and maintenance					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	2	0	5
	%	30	25	-	19
c. Director after reporting to board of control	no.	4	5	5	14
	%	40	63	63	54
d. Director's responsibility only	no.	2	1	3	6
	%	20	13	38	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE IX (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
41. Directing the purchase of equipment and supplies					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	1	0	2
	%	10	13	-	8
c. Director after reporting to board of control	no.	5	5	7	17
	%	50	63	88	65
d. Director's responsibility only	no.	4	1	1	6
	%	40	13	13	23
e. None of these	no.	0	1	0	1
	%	-	13	-	4
42. Preparing the annual budget					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	0	4	1	5
	%	-	50	13	19
c. Director after reporting to board of control	no.	10	2	6	18
	%	100	25	75	69
d. Director's responsibility only	no.	0	1	1	2
	%	-	13	13	8
e. None of these	no.	0	1	0	1
	%	-	13	-	4

TABLE IX (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
43. Directing financial accounting of all school funds					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	4	5	1	10
	%	40	63	13	38
c. Director after reporting to board of control	no.	4	1	6	11
	%	40	13	75	42
d. Director's responsibility only	no.	2	1	1	4
	%	20	13	13	15
e. None of these	no.	0	1	0	1
	%	-	13	-	4
44. Directing pupil accounting					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	2	0	3
	%	10	25	-	12
c. Director after reporting to board of control	no.	6	3	4	13
	%	60	38	50	50
d. Director's responsibility only	no.	3	3	4	10
	%	30	38	50	38
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE IX (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
45. Determining tuition for out-of-district students					
a. Board of control only	no.	1	1	0	2
	%	10	13	-	8
b. Board after director's recommendations	no.	8	7	5	20
	%	80	88	63	77
c. Director after reporting to board of control	no.	1	0	2	3
	%	10	-	25	12
d. Director's responsibility only	no.	0	0	1	1
	%	-	-	13	4
e. None of these	no.	0	0	0	0
	%	-	-	-	-
46. Determining class fees					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	5	5	4	14
	%	50	63	50	54
c. Director after reporting to board of control	no.	4	1	4	9
	%	40	13	50	35
d. Director's responsibility only	no.	1	1	0	2
	%	10	13	-	8
e. None of these	no.	0	1	0	1
	%	-	13	-	4

was the director's responsibility only.

Table 9 indicated 10 of the 10 (100%) directors, 2 of the 8 (25%) board chairmen and 6 of the 8 (75%) members of the associated group assigned the responsibility of preparing the annual budget to the director who reported to the board of control. Eighteen of the 26 (69%) members of the total group agreed with this decision.

In determining the responsibility for directing the financial accounting of all school funds, 11 of the 26 (42%) members of the total group delegated this authority to the director who reported to the board of control. However, 10 of the 26 (38%) members of the total group assigned this responsibility to the board after receiving recommendations from the director.

The data in Table 9 showed 6 of the 10 (60%) directors, 3 of the 8 (38%) board chairmen and 4 of the 8 (50%) members of the associated group assigning the responsibility of directing pupil accounting to the director who reported to the board of control. Thirteen of the 26 (50%) members of the total group concurred with this view. It was noted, however, that 10 of the 26 (38%) members of the total group deemed this to be the director's responsibility only.

The responsibility for determining tuition for out-of-district students, as pointed out in Table 9, was considered to be the responsibility of the board after receiving recommendations from the director, according to 8 of the 10 (80%) directors, 7 of the 8 (88%) board chairmen and 5 of the 8 (63%) members of the associated group. Twenty of the 26 (77%) members of the total group were in agreement as to this responsibility.

The data in Table 9 indicates 14 of the 26 (54%) members of the total group assigning the responsibility of determining class fees to the board after receiving recommendations from the director. It was noted, however,

that 9 of the 26 (35%) members of the total group felt this responsibility should belong to the director who reported to the board.

Table 10 indicated the opinions concerning the responsibility for school community relations.

Although a wide range of opinion was noted concerning the responsibility for accepting complaints from school patrons, 15 of the 26 (58%) members of the total group felt this responsibility belonged to the director who reported to the board of control.

In recommending a public relations program, the data in Table 10 indicated 7 of the 10 (70%) directors, 6 of the 8 (75%) board chairmen and 6 of the 8 (75%) members of the associated group assigning this responsibility to the director who reported to the board of control. Nineteen of the 26 (73%) members of the total group shared this opinion.

In assigning the responsibility for supervising community use of school facilities, 6 of the 10 (60%) directors, 4 of the 8 (50%) board chairmen and 5 of the 8 (63%) members of the associated group delegated this responsibility to the director who reported to the board. Fifteen of the 26 (58%) members of the total group concurred with this view.

Table 11 indicated opinions concerning responsibility of rules and regulations.

In assigning the responsibility for the developing and formulating of rules and regulations, the data in Table 11 showed an even division of opinion regarding this assignment. Thirteen of the 26 (50%) members of the total group felt this should be the responsibility of the board after receiving recommendations from the director while a like number felt this to be the responsibility of the director who reported to the board.

In the concluding data of Table 11 regarding the responsibility for



TABLE X  
 OPINIONS CONCERNING RESPONSIBILITY FOR  
 SCHOOL-COMMUNITY RELATIONS

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
47. Accepting complaints from school patrons					
a. Board of control only	no.	0	0	1	1
	%	-	-	13	4
b. Board after director's recommendations	no.	2	1	1	4
	%	20	13	13	15
c. Director after reporting to board of control	no.	6	5	4	15
	%	60	63	50	58
d. Director's responsibility only	no.	1	2	2	5
	%	10	25	25	19
e. None of these	no.	1	0	0	1
	%	10	-	-	4
48. Recommending public relations program					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	1	2	1	4
	%	10	25	13	15
c. Director after reporting to board of control	no.	7	6	6	19
	%	70	75	75	73
d. Director's responsibility only	no.	2	0	1	3
	%	20	-	13	12
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE X (continued)

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
49. Supervising community use of school facilities					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	2	4	1	7
	%	20	50	13	27
c. Director after reporting to board of control	no.	6	4	5	15
	%	60	50	63	58
d. Director's responsibility only	no.	2	0	2	4
	%	20	-	25	15
e. None of these	no.	0	0	0	0
	%	-	-	-	-

TABLE XI  
 OPINIONS CONCERNING RESPONSIBILITY  
 OF RULES AND REGULATIONS

		DIR.	BOARD CHR.	ASSOC. GROUP	TOTAL
50. Developing and formulating rules and regulations					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	4	6	3	13
	%	40	75	38	50
c. Director after reporting to board of control	no.	6	2	5	13
	%	60	25	63	50
d. Director's responsibility only	no.	0	0	0	0
	%	-	-	-	-
e. None of these	no.	0	0	0	0
	%	-	-	-	-
51. Determining applicability of rules and regulations					
a. Board of control only	no.	0	0	0	0
	%	-	-	-	-
b. Board after director's recommendations	no.	3	3	0	6
	%	30	38	-	23
c. Director after reporting to board of control	no.	3	4	7	14
	%	30	50	88	54
d. Director's responsibility only	no.	4	1	1	6
	%	40	13	13	23
e. None of these	no.	0	0	0	0
	%	-	-	-	-

determining the applicability of rules and regulations, 14 of the 26 (54%) members of the total group delegated this responsibility to the director who reported to the board of control. It was noted that 6 of the 26 (23%) members of the total group felt this to be a responsibility of the board after receiving recommendations from the director while 6 of the 26 (23%) members of the total group felt this was the director's responsibility only.

## SUMMARY

The purpose of this study was to obtain information relative to the practices of professional and lay administrators in the field of vocational-technical education in developing and using written board policies and to develop guidelines relative to the formulation of policies for an area vocational-technical school.

Data for this study was obtained through the review of selected literature and the use of a survey of selected individuals closely associated with area vocational-technical education from Kansas and from out-of-state.

Questions on the survey were designed to gather opinions relative to the assignment of responsibility in the various areas of concern in the administration of an area vocational-technical school.

It was found by the investigator in the selected literature that the primary purpose of having board policy was the clarification of the position of the board members, administrative staff, teachers, and other employees as to the duties, responsibilities and extent of authority. It was further revealed by the review of the selected literature that board policies must be written, used, reviewed, and revised frequently in order for them to be the effective tool in administration that they were intended to be.

Although the chief school administrator in a given school district was considered to be the person to implement the pursuit of the formulation of a board policy for that district, it was noted by the investigator that all persons who would be affected by the board policy should have a hand in its formulation. These persons would include board members, administrators, teachers, students, and other school personnel working together.

It was further revealed in the selected literature that each school district

must "tailor-make" its own board policy. The policy that would be effective in one particular district would not necessarily be effective in another district.

Data compiled from the survey of selected individuals associated with vocational-technical education in Kansas and from out of state revealed that 81% of the respondents felt the responsibility for determining the objectives and philosophy of the area vocational-technical school should rest with the board of control after receiving recommendations from its director. However, it was felt by 61% of this group that the responsibility for determining the qualifications for the director should belong to the board of control only.

The survey data further revealed that, according to 65% of the respondents, it should be the responsibility of the director who reported to the board of control to recommend promotions and demotions of school instructors. Fifty-eight percent of the respondents would assign the responsibility for recommending continuance of employment or dismissal of non-instructional employees to the director who reported his action to the board of control.

The results of the survey of selected individuals revealed that 62% of the respondents assigned the responsibility for defining the standards for student body code of ethics to the director who reported to the board of control. Yet, the respondents felt the responsibility for determining standards of admission of students was the responsibility of the board of control after receiving recommendations from the director.

In defining the responsibility for preparation of the annual budget, 69% of the selected group would delegate this responsibility to the director who reported to the board of control. It was noted that 38% of the respondents felt the responsibility for implementing and maintaining the school lunch program was not the responsibility of either the board of control or the director.

In essence, the study revealed the means whereby a school district, more specifically a vocational-technical school, could establish lines of responsibility in order that optimum efficiency of operation might be achieved.

DEVELOPMENT OF GUIDELINES FOR NORTH CENTRAL KANSAS  
AREA VOCATIONAL-TECHNICAL SCHOOL

The following guidelines for development of school board policy were implicated from the findings of the study and were believed by the investigator to have applicability to the development of a board policy for the North Central Kansas Area Vocational-Technical School, Beloit, Kansas.

1. Board policies shall be put in writing.
2. Board policies shall be used, reviewed, and revised periodically in order that they may become an effective tool in school administration.
3. Board policies must be formulated by those persons who will be most directly affected by them. These persons include school board members, administrators, teachers, students and other school personnel.
4. Board policy should not be rigid and formal in content. It should be brief and understandable so that it will be used by all school personnel for which it was intended.
5. Although a general outline may be used by many school districts, each unit must formulate its board policy to meet the needs of that specific unit.
6. Board policy should clearly define the responsibility for each area of concern in the administration of the total school program.
7. Board policy should be given careful consideration before adoption. Policies that will not stand up under test give both board of control and the administration a sense of false security.
8. Although many school personnel should be involved in the formulation of board policy, the decision for its acceptance or rejection still rests with the board of control.



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As a result of their efforts, this writer is richer and taller in his total outlook concerning the education of our youth.

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APPENDIX

NORTH CENTRAL KANSAS AREA  
VOCATIONAL-TECHNICAL SCHOOL

PHONE PE 8-2276  
AREA CODE 913

P. O. BOX 626  
BELOIT, KANSAS 67420

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AREAS IN • AGRIBUSINESS • BUSINESS EDUCATION • HEALTH OCCUPATIONS • TRADE AND INDUSTRIAL EDUCATION

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Beloit, Kansas  
June 25, 1966

Dear Sir:

As public information director for the North Central Kansas Area Vocational-Technical School, I am interested in contacting those qualified persons whose opinions could be used in the formulation of board of control policies for an area vocational-technical school.

Since you are one of the present(directors) of an area school in Kansas, it is felt that your experiences and opinions would be extremely important in such a venture.

It is unnecessary to remind you of the importance of board policies for an area school. Policies established by a board of education tend to make the administration of any educational institution much more efficient. However, due to the newness of this concept in area vocational-technical education, policy establishment has been slow in development at this date in Kansas.

Enclosed is a questionnaire concerning some of the possibilities for delegation of authority which would be necessary in a board of control policy handbook. The directions on the questionnaire are self-explanatory. A self-addressed stamped envelope is also enclosed for your mailing convenience. I would appreciate hearing from you at your earliest convenience. The results will be available approximately two weeks after the last questionnaire is returned.

Thank you for your time on my behalf. Area vocational-technical education in Kansas can move forward with certainty and assurance with dedicated men, such as yourself as leaders.

Sincerely,

Bob Severance  
Public Information

Return to: Bob Severance  
Scottsville, Kansas

QUESTIONNAIRE FOR OPINIONS CONCERNING BOARD OF CONTROL POLICY  
HANDBOOK FOR AN AREA VOCATIONAL-TECHNICAL SCHOOL

The following is a list of some functions which are common to the establishment, maintenance, and operation of an area vocational-technical school. For each function, please place a check mark (X) in the column at the right which indicates the most appropriate description of the procedure you would advocate for an area vocational-technical school in Kansas. Check only one column for each question.

Column A - The function is made the responsibility of the board of control which acts independently of reports and recommendations of the director.

Column B - The function is made the responsibility of the board of control which acts only after hearing reports and recommendations of the director.

Column C - The function is made the responsibility of the director who must make reports of progress and proposed changes to the board of control for approval.

Column D - The function is made the responsibility of the director who is not required to make reports to the board of control concerning progress or proposed changes.

Column E - This is not a function of this school.

I. SCHOOL BOARD

1. Determining the objectives and philosophy of the area school.....
2. Preparing the agenda for the board of control meetings.....
3. Conducting election of board officers and clerk .....
4. Determining organization and duties of Board of Control.....

II. ADMINISTRATIVE ORGANIZATION

5. Preparing the annual report of the board of control to the public.....

	A	B	C	D	E
1. Determining the objectives and philosophy of the area school.....					
2. Preparing the agenda for the board of control meetings.....					
3. Conducting election of board officers and clerk .....					
4. Determining organization and duties of Board of Control.....					
5. Preparing the annual report of the board of control to the public.....					



	A	B	C	D	E
6. Determining qualifications for director of area school .....					
7. Determining administrative organizational chart .....					
<b>III. INSTRUCTIONAL PERSONNEL</b>					
8. Determining qualifications for each teaching position in the school.....					
9. Recommending promotions and demotions for instructors .....					
10. Making duty assignments and transferring school personnel .....					
11. Administering sick leave regulations.....					
12. Selecting teachers and other school employees and recommending candidates for employment.....					
13. Directing the formulation of salary schedules for teachers.....					
14. Accepting complaints from instructional staff.....					
15. Granting leaves of absence, subject to regulations.....					
16. Providing means for inservice training for school employees.....					
17. Determining procedure concerning substitute teachers.....					
18. Recommending out-of-school activities for teachers.....					
<b>IV. NON-INSTRUCTIONAL PERSONNEL</b>					
19. Recommending continuance of employment or dismissal of non-instructional employees.....					
20. Determining length of working day for non-instructional personnel.....					

	A	B	C	D	E
21. Determining qualifications for building custodians.....					
<b>V. INSTRUCTIONAL PROGRAM</b>					
22. Selecting the instructional equipment and supplies.....					
23. Recommending textbooks for adoption .....					
24. Determining school calendar .....					
25. Determining length of teaching periods .....					
26. Determining length of school year.....					
27. Developing organizing, and re-organizing the instructional program.....					
28. Developing and directing the guidance and counseling program.....					
<b>VI. PUPIL PERSONNEL ADMINISTRATION</b>					
29. Determining housing regulations for students.....					
30. Responsibility for school's co-curricular activities.....					
31. Determining standards for admission of students.....					
32. Recommending suspension and expulsion of pupils.....					
33. Defining standards for student body code of ethics.....					
<b>VII. AUXILIARY SERVICES</b>					
34. Directing the school health program.....					
35. Implementing and maintaining school lunch program.....					
36. Supervising the transportation program.....					

## VIII. FINANCIAL AND BUSINESS MANAGEMENT

	A	B	C	D	E
37. Planning the physical plant construction program.....					
38. Reporting on condition of school plant and property.....					
39. Recommending school sites and building types .....					
40. Providing supervision of plant operation and maintenance .....					
41. Directing the purchase of equipment and supplies .....					
42. Preparing the annual budget.....					
43. Directing financial accounting of all school funds.....					
44. Directing pupil accounting.....					
45. Determining tuition for out-of- district students.....					
46. Determining class fees.....					
IX. SCHOOL-COMMUNITY RELATIONS					
47. Accepting complaints from school patrons.....					
48. Recommending public relations program.....					
49. Supervising community use of school facilities.....					
X. RULES AND REGULATIONS					
50. Developing and formulating rules and regulations.....					
51. Determining applicability of rules and regulations.....					

A STUDY OF WRITTEN BOARD POLICIES WITH SPECIAL EMPHASIS  
DIRECTED TO AREA VOCATIONAL-TECHNICAL SCHOOLS IN KANSAS

by

ROBERT JAMES SEVERANCE, JR.

B. S., Kansas State University, 1951

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1966

It was the purpose of this study to obtain information relative to the practices of professional and lay administrators in the field of vocational-technical education in developing and using written school board policies, and to develop guidelines relative to the formulation of policies for the Board of Control at the North Central Kansas Area Vocational-Technical School, Beloit, Kansas.

The problem was justified to the investigator on the basis that organization and designation of responsibility was necessary to the efficient operation of any school system. It was further felt by the investigator that area vocational-technical schools were no exception to this situation.

Data for this study was obtained through selected literature in the field of school board policy and vocational-technical education found in the Kansas State University library. Additional data was obtained through a survey of selected individuals from Kansas and from out-of-state to gain opinions relative to board policy. Those individuals included all the directors of area vocational-technical schools in Kansas, all the chairmen of the boards of control for vocational-technical schools in Kansas, and other individuals who were connected with area vocational-technical education in general. A total of 30 questionnaires were sent to those selected individuals with 27 (90%) being returned. Twenty-six (87%) useable returns were employed in the study.

It was found by the investigator in the selected literature that the primary purpose of having board policy was the clarification of the position of the board members, administrative staff, teachers, and other employees as to the duties, responsibilities and extent of authority. The selected literature revealed it was the duty of the chief administrator to implement the formulation procedure for a board policy for a given school unit.

In order for the board policy to be an effective tool in administration, it was found that they must be written, used, reviewed and revised frequently. The investigator found that all persons who would be affected by the board policy must have a part in the process of formulation. These persons included board members, administrators, teachers, students, and other school personnel.

Information secured from the selected literature revealed the importance of keeping the board policy brief and understandable in order that all school personnel would read it. It was pointed out that hastily adopted board policies that would not stand up under stress would give both the board and the administrator a false sense of security.

Data from selected individuals in Kansas and out-of-state indicated opinions concerning delegation of responsibility for the various areas of concern in school administration.

In assigning the responsibility for developing, organizing and reorganizing the instructional program 17 of the 26 (65%) total respondents felt this was the duty of the director who reported to the board of control. Regarding the providing of means for inservice training for school employees 11 of the 26 (42%) total respondents deemed this to be the director's responsibility only. Fourteen of the 26 (54%) total respondents assigned the responsibility of determining organization and duties of the board of control to the board after receiving recommendations from the director. In determining the responsibility for conducting the election of the board officers and clerk, 16 of the 26 (62%) total respondents assigned this responsibility to the board of control only.

In essence, the study revealed the means whereby a school district, more specifically a vocational-technical school, could establish lines of responsibility in order that optimum efficiency of operation might be achieved.



