

## OSU survey team reports:

# Needs of New Phila, Dover school districts are identified

**(EDITOR'S NOTE: This is the twelfth in a series of articles detailing the findings of an Ohio State University survey team which led it to the conclusion that the Dover and New Philadelphia school districts should merge.)**

The Dover and New Philadelphia school systems each have a small number of administrators because of their size.

These few administrators attend to the multitude of complex problems that face school districts today in a rapidly changing society.

Problems as diverse as early childhood, educational programs, vocational-technical training and school facilities planning all make claims on the

administrators' time and knowledge. School systems must be able to respond adequately because the needs are great.

School districts the size of Dover and New Philadelphia cannot employ specialists to work on every possible problem facing the district, nor do they need to do this.

However, many of the administrators, particularly those in the central office, must be responsible for several areas. One person may be required to handle such diverse tasks as teacher recruitment, curriculum, business management and planning.

It is unreasonable to think that one person will have equal training, competence and inter-

est in so many areas. Naturally, the degree of emphasis and leadership will vary with the incumbent of the position.

The survey team identified a number of needs in the Dover and New Philadelphia school systems: The degree to which these needs are being made varies between the systems. The following needs are applicable to both systems.

**Curriculum planning** capability should be strengthened. The pace of change is accelerating today, requiring constant attention to the updating of curriculum offerings.

While Dover has made very good progress in elementary education in recent years, both districts face major tasks in

replanning and modernizing their secondary school curricula.

Facilities planning may become a major task in the future. As new facilities are planned, expert internal planning capability should be available.

Facilities are a major investment in the future and they should reflect both the creative program planning and creative use of space.

**Staff development** and utilization should be upgraded. Plans for upgrading both the professional and non-professional staff as individuals, within departments, within buildings and across the total system should be developed.

Planning for this kind of growth will require the best use of personnel from internal sources, community, professional associations and higher education.

There is need for added participation in the program development process. Teachers, students, parents and citizens should be involved.

The professional staff within buildings should be involved in

the process of staff selection, a function now carried out almost exclusively by the central administrative staff.

**Decision-making** by the administrative staff can be strengthened by adding to the administrative team concept. It appears that the Dover administration has achieved this to a considerable degree.

Coordinating the maintenance

and developmental activities is an ongoing need of the school districts. Coordination in the traditional areas of transportation, food services and physical maintenance have received attention and the methods are understood.

The ongoing need of school systems is supporting the professional staff and program development. Support can be in many forms: financial, released

time, extended work year, clerical assistance, and consultant services to cite a few.

There is a need for keeping the administrative and professional staff well informed and for providing better information to parents and students. Specialized communications should be directed to teachers and more generalized information could be developed for parents.

(NEST: Recommendations)