

OSU survey team reports:

Schools need organizational structure

(EDITOR'S NOTE: This is the thirteenth 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.)

Some form of organizational structure is essential in all group endeavors in order that group objectives be achieved.

An organizational structure which does not allow for and encourage the developmental process . . . will not meet the needs of the Dover-New Philadelphia school population in the years ahead.

Such a structure will call for the services of many specialists, specialists not currently available in either the Dover or New Philadelphia school systems.

It is recommended that the Dover and New Philadelphia school systems become a single school system.

While there is evidence of some development activities going on in both systems currently, the personnel and resource base of either system is too small to provide the kinds of specialized services necessary to accomplish this end.

A development-oriented structure will demand diversified services. Education viewed as a classroom with 25 to 30 students and a teacher is not sufficient for today's dynamic society.

Many resources are necessary to support the traditional student-teacher interaction. This does not imply extravagance on the part of the school. In fact, it implies more efficient use of resources, including teacher time.

While some of these new and additional services, might involve additional costs, they should not be added unless there is some assurance that the product of the system will be improved.

Within some of the present

school systems, providing some of the specialized services would be impossible because of financial constraints.

Other survey team recommendations were:

(1) — That a development-oriented organization be created in the new combined district.

(2) — That an office of planning, evaluation, and information be established.

(3) — That an office of assistant superintendent for development be created.

(4) — That an office of assistant superintendent for administration be created.

(5) — That school principals play a new and more responsible role in program development.

(6) — That three mechanisms be set up to facilitate development and communication and to complement administrative offices. These mechanisms include a program council, admin-

istrative council and ad hoc problem solving teams.

The program council, advisory in nature, would deal with system-wide program matters. It would be chaired by the assistant superintendent for development and consist of 12 to 15 persons, including students, teachers, parents, principals, central office personnel and representatives of the board of education or community.

The administrative council, to be chaired by the superintendent, would be a sub-unit of the total administrative staff. While there is great need for convening all of the central office and building-level administrators regularly, the council would be comprised of key central office administrators and representation of the elementary, middle and secondary school principals.

Ad hoc solving teams should be set up as necessary. The composition of such teams will

be dependent on the problem to be solved, but effort should be made to include other than just the professional staff members.

It is expected that some of the existing mechanisms for coordinating program development would be continued. For example, to insure articulation across all levels in the system, it may be necessary to have a standing program committee in such areas as mathematics. Any such committee should be encouraged to focus on development, however, not just routine program maintenance.

(NEXT: Improving the educational facilities.)