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WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Japanese Relocation Papers
Bancroft Library

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MEMORANDUM NO. I

SUGGESTIONS ON CENTER SCHOOL CLOSING PROCEDURES
Covering Certain Items on Personnel,
Program Planning, Administrative
Planning, and Records

A. Personnel

- 1.
2. Placement of teachers
 - a. Some teachers will wish, after the center schools close, to secure employment in the Indian Service Schools from which some inquiries have already come. Superintendents should prepare one copy of WRA Form 282 for each teacher desiring employment in the Indian Schools and send to Dr. Willard W. Beatty, Director of Education, Department of the Interior, Office of Indian Affairs, Chicago 54, Illinois. This list should be limited to those teachers expressing a desire for such employment and whom you are willing to recommend.
 - b. Other teachers desiring positions should be encouraged to make contacts with prospective employers during the months when teachers are usually employed.

B. Program Planning

1. Elementary and Secondary
 - a. Continue to the end of the term. Revise 1944-45 second semester curricular offering if necessary to adapt to teaching ability available and to the needs of the pupils. Check the records of each pupil and where necessary transfer him to another class that he may leave the WRA schools with a well balanced credit record. If necessary, provide added regular or short courses to fit this need.
2. Nursery school
 - a. Continue to August 31. If necessary, continue beyond that date. Stress English instruction needed to prepare for entrance into other schools.
3. Adult and vocational education
 - a. Combine all post high school education under one supervisor as rapidly as feasible. Continue stress on English and other essential adult and vocational activities until center closes. Organize the program into short courses, conferences, consultation meetings, and group discussions.

C. Administrative Planning

1. Record and report forms.

- a. Make a check of the number of WRA school forms 238, 245, 280, 281, 282, 283, and 393 on hand. Determine the additional number needed and make requisitions for same. These requests, sent through the usual procurement channels, should reach the Washington Office by February 24.

D. Records.

1. Pupil cumulative records

- a. Bring up-to-date. Include health test and other pertinent data. These are WRA records and will be filed in Washington as per Handbook Section 30.31.15D. Each one should be sent in original folder assembled alphabetically by school units and accompanied by typed check list. Cumulative records for relocating or graduating students may be sent with transcript Forms 280 and 281 if desired. If not sent with transcripts, they will be sent later and should be marked now to show that transcripts have already been sent to Washington.

2. Pupil transcript forms 280 and 281.

- a. Complete as early as possible, fill in personal data and back. Note that two copies are to be sent to Washington regardless of whether copies have been sent to other schools. If a copy of transcript has been sent to another school where pupil has relocated, so indicate in proper place on copies sent to Washington. Do not sign in transmittal space unless copy has been sent to another school.
- b. Do not give pupil copy of transcript to take with him. Pupil will have class grade cards, and may be given a statement similar to the following sample to present when entering a new school. Enough copies will be provided that one copy may be given to the pupil if needed and a duplicate filed with the transcript for that pupil.

WRA 393

U. S. DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

School

Date

Address

This is to certify that _____ has completed the prescribed work in Grade _____ of the _____ (secondary - elementary) school. A transcript of record will be transmitted upon request of the receiving school. Until November 1, 1945 requests for pupil records should be sent to this center. After that date requests should be addressed to Department of the Interior, War Relocation Authority, Washington, D. C.

Superintendent

In cases where a pupil knows what school he will attend after relocating it will be possible to send a transcript directly to this school without waiting for a request from the receiving school.

3. Teacher personnel records form 282

- a. Complete for each teacher before she leaves WRA. Send two copies to the Washington office. Other copies may be used in recommending teachers for new positions if desired.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

MEMORANDUM NO. 2

SUGGESTIONS ON CENTER SCHOOL CLOSING PROCEDURES
Covering A Proposed Summary Report
of the School Program

E. Records

1. _____
2. _____
3. _____
4. Records of and from the school program

a. The general and official WRA closing reports, outlined elsewhere, will give attention to historical and statistical data and to administrative problems. In addition to this report, each center school system should prepare a special educational record (here designated as summaries or reports) governing the school program, the plan of work, and the curricular offering with pertinent comments. These summaries should provide bases for program evaluation, for pupil credit interpretation, and for analytical studies. They should be concise but should be planned to cover the whole program. It should be possible to limit the summaries to about 50 pages. They should be completed during the next three months. When completed they will be sent to Washington and filed for future use.

b. The summaries from each center should be similar in style, and form. They should be typed single space, elite type, on 8" x 10 $\frac{1}{2}$ " white paper, with left hand margin of approximately 1 $\frac{1}{2}$ " to permit side stapling or binding. Title and cover pages should be included. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor headings (such as Aims, Offerings, etc.).

c. The completed summary should be a collection of the reports prepared by various teachers. The superintendent and principals should not attempt to write the reports, but should assign portions to selected teachers giving them definite instructions on procedures and style. Each teacher contributor should be requested to plan her report carefully that she may summarize the whole program in a limited amount of space and yet present a coherent readable report. Include only one report for each area, i.e., the subject of English in the high school or grade one in the

May 15

format

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elementary school would each be covered by one report although several teachers might be working in that area. The principal may assign one or a group of teachers the task of preparing the summaries for a specific area or subject matter field. The summaries will vary slightly for the various areas. In general, they should show the aims, time allotments, the offering, and the plan of work, and perhaps the accomplishments. Statements of the difficulties encountered are permissible. However, the major purpose of these summaries is to show the school program (the offering, etc.) provided.

- d. The total report should include about five or six major sections or divisions and should be assembled in the following order before being bound together and sent to Washington. Each section may be signed by the submitting official:

(1) Introduction

- (a) The superintendent should prepare an introduction showing aims of the school program, organization of the school, plan of work, or other data he deems essential. He should prepare a table of contents. He may also provide a final summary statement if he so desires.

(2) The elementary schools

- (a) Preface to be prepared by the principal, who should edit, assemble, and deliver to the superintendent. The nursery school report should be included. One summary report may be prepared for each of the grades--kindergarten through grade six.

(3) The secondary schools

- (a) Preface should be prepared by the principal. He should also include a tabulation showing the total units offered, e.g., English, 5 units; Math, _____; Social Science, _____; etc. He should also interpret the term "unit" and requirement standards or other pertinent information. He should edit reports, summarize if necessary, and deliver to the superintendent. The summary reports should be by subject matter areas. Mathematics, English, commerce, industrial, arts, health, foreign language, social science,

- 3 -

etc. will each represent one area and will be covered by one report for each area. Work experiences and counseling may be handled as special areas.

(4) Vocational education

- (a) The high school vocational activities should be included under the proper subject headings as a part of the high school report outlined above. This section of the report should be devoted wholly to post high school vocational activities. Learnerships, adult trade, state supported, and in-service courses should be described. Special courses also should be covered. The vocational supervisor should prepare this report and submit it to the superintendent. See outline recommended by the Washington Vocational Training Committee.

(5) Adult education

- (a) This report should summarize the adult education offerings, plan, procedures, etc. Teachers may assist in the preparation but the adult education supervisor should be held responsible for the report to be handed to the superintendent.

(6) Closing summary by the superintendent

- (a) The scope should be optional. Recapitulatory in nature, it may be a general summary or may be directed towards some specific phases such as aims and accomplishments.

e. No one outline or plan would be equally applicable to all subjects or grades. In general, it seems desirable that most of the teachers preparing the reports should provide information on a part or all of the following points:

- | | |
|------------------|----------------------------------------|
| (1) Aims | (4) Time Allotments (where applicable) |
| (2) The Offering | (5) Standards (if applicable) |
| (3) Plan of Work | (6) Accomplishments |

It is not possible to set up specific space allotments for each segment of the report. If possible, the whole report should be limited to about 50 pages. If an average of two pages were allotted to each of several areas, the total would be about as follows:

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Superintendent	2 pages
Elementary	
Nursery, kindergarten to grade six, inc. (8 areas)	16 Pages
Secondary	
English, social science, math, agricul- ture, art, music, languages, science, health, industrial arts, commerce, home economics, counseling, work experiences. (14 areas)	28 Pages
Vocational education (Post high school)	6 Pages
Adult education	6 Pages
Summary	2 Pages
Total	62 Pages

The estimate of a 50 page total and the unit or section totals are not offered as absolute maximum or minimum estimates. While the sample breakdown outlined here totals 62 pages, it may be possible to limit the total to fewer than 62 single spaced pages. It is desirable to provide a summary that tells the story in a coherent manner without being prolix.

f. Number of copies, distribution

- (1) It should be possible to prepare all needed copies at one typing. You may wish to deposit one copy with the State Department of Education and/or the State University. At least two copies (preferably three) should be sent to Washington; one to be deposited with the pupil transcripts, one for use by the Education Section, and if a third is available it may be deposited in the U. S. Office of Education or with the National Education Association.

- g. The reports should be side stapled or bound with "Acce" or equal binders.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

February 8, 1945

MEMORANDUM NO. 3

SUGGESTIONS ON CENTER SCHOOL CLOSING PROCEDURES
Covering School Reports of Various Types

The term "reports" as used here includes recurring or special reports of center school activities. Data from these reports will be compiled as a part of the WRA permanent records.

F. Reports

1. Monthly, Forms 238 and 245.
Continue as at present as long as there are enrollees in any school unit.
2. Vocational Forms 354 and 374. Continue as needed.
3. Annual, Form 292.
Complete in July for the 1944-45 school year.
School activities such as the summer, adult or vocational educational activities extending beyond July 1, will be handled in a later report as a fractional part of a year.
4. The closing report.
 - a. Attached are advance sheets of an outline prepared for a section of a proposed handbook on closing reports. Since this is a copy of outline submitted to the Reports Division for use in the handbook, the numbering used in this outline will not correspond with that above.
 - b. For this Final Report, single spaced elite type on 8" x 10 $\frac{1}{2}$ " white paper, with 1 $\frac{1}{2}$ " left-hand margin for side binding or stapling is recommended. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor headings.

OUTLINE FOR FINAL REPORT
Community Management Division
Education Section

The Superintendent of Education at the center will be responsible for the preparation of a report covering the complete education program from its inception through the closing procedure. This report should be primarily historical in nature but planned to include sufficient evaluative material to give an overview of the aims, organization, problems, and results of the whole program. It should be comprehensive, but need not be detailed. It should be well outlined. Descriptions and explanations should be given in concise meaningful statements. so planned that continuity is not sacrificed. The report should be narrative in form but pertinent statistical information may be inserted. Although several persons or groups may contribute parts of the report, the final writing and editing should be done by one or two persons designated for this purpose. Unnecessary repetition should be avoided. The problems of obtaining supplies, equipment and teachers may need to be mentioned when discussing the various school units but should not be described in several places. The superintendent should accept final responsibility for the organization, content, continuity, and style of the report.

The following outline provides suggestions of items that may be included and possible organization:

I. Origin and Organization of Program

- A. Show origin, date of opening, major problems encountered such as obtaining physical facilities, orienting pupils, obtaining and retaining teachers, or others.
- B. Outline organization of the school system, administrative and supervisory plan, relation to center organization, scope of program, and segregation into units.

II. Personnel

- A. Appointed faculty, duties and responsibilities, recruitment, certification, orientation, morale, turnover.
- B. Evacuee employees, selection, training, supervision, turnover, and use as teachers, assistants, and other workers.

III. Physical facilities--describe briefly plan facilities, including office space, library, shop, and laboratory units, auditorium and recreation space, capacities and limitations, equipment and supplies procurement.

IV. The school program. Discuss purposes, curricular planning, offering, operating procedures, pupil induction and evaluation of entrance credits, pupil records, testing, morale, program procedures, and/or other items applicable to the various units.

(abstract - Lamber)

- A. Nursery school--enrollment, plans, etc.
 - B. The elementary unit, enrollment, curricular and extra-curricular activities.
 - C. The secondary unit, offering, graduation requirements, pupil organizations, regulations.
 - D. Adult education, offering, enrollment, plan, relation to relocation.
 - E. Adult vocational education, offering, enrollment, plan of offering, relation to relocation.
- V. Extra-class Activities
- A. Library service.
 - B. The summer program.
 - C. Pupil organizations.
 - D. The part-time school-work program. (Work experience).
- VI. Public Relations
- A. School-community relationships, including participation in drives, Americanization and relocation programs, parent-teacher associations, school assistance in project work operations, teacher assistance in project activities, and relation with other divisions and sections.
 - B. Relations with neighboring schools.
 - C. Relations with state and federal educational offices and associations. Stress relations with state colleges and the state department of education with stress on state accreditation.
- VII. Closing Procedures, Date.
- A. Completion and disposition of records and reports.
 - B. Placement of personnel.
 - C. Closing financial and property records.
- VIII. Miscellaneous--include here briefly statements of various factors that affected the program, program evaluations, or program highlights. These might cover such points as:
- A. Effect of segregation.
 - B. Pupil morale.

C. Pupil relocation and reception in other schools.

IX. Appendix. Show by tables, charts, tabulations, graphs or statements data which may be of value in supplementing narrative reports and as a basis for a future analysis of the program. Some suggested items are:

A. Pupil data.

1. Enrollments by units.
2. High school graduates.
3. Graduates entering college.
4. Enrollment in part-time school-work programs.
5. Production records of pupils released from school for harvest or other special work programs.

B. School and related organizations.

1. Membership (number) in clubs and extra-class pupil organizations.
2. PTA membership, officers.
3. Membership of local school boards, and state board of consultants.

C. Record of inter-school activities.

D. Curricular offering tables.

E. Records of school accreditation with supporting correspondence.

F. Cost of operation, including such items as salaries, supplies, equipment, etc.

Note: The Appendix (IX) and the body of the closing report should be bound separately. Each should have title page and table of contents.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Japanese Relocation Papers
Bancroft Library

February 22, 1945

MEMORANDUM NO. 4

SUGGESTIONS ON CENTER SCHOOL CLOSING PROCEDURES
Covering Supplies and Equipment Purchases,
Check-in and Inventories

D. Administrative Planning

1. Record and report forms

- a. WRA Form 283 will not be used after teacher have filed copies for a record and can be discarded. All data will be included on Form 282.
- b. See Memorandum No. 1
- c. Center school forms which do not constitute essential parts of WRA records will not be needed in Washington.

2. Equipment and supplies needed.

- a. As indicated in Administrative Notice No. 217, Washington approval will be required for all 08 and 09 purchases. The general tendency will be to limit operating supplies to need for the remaining school program. In general, equipment, other than replacement parts, and text and library book purchases should not be necessary. Requests for purchase authority should be accompanied by justification.
- b. Some time ago requests were made for project inventories and an estimate of the consumption rate for supplies. This was supposed to serve two general purposes to avoid excess surpluses when the centers close and to permit transfer between centers. To be of maximum value:
 - (1) This inventory should show total supply available in stock room and elsewhere on the project.
 - (2) The consumption rate should show the quantity needed for completion of the program as now outlined.
 - (3) Transfers between centers, as outlined in Administrative Notice No. 217, cannot be effected until inventories and consumption needs are established.

3. Checking in assigned materials and equipment

At the close of school arrange to check in text books, library books, and other materials charged to pupils. Arrangements should also be made to check in WRA property now assigned to the schools. In some cases this property is assigned to the superintendent or principal and in some cases to a teacher. General check-in plans are outlined in Handbook Section 20.4.1 to .9. In order to stress the importance of the check-in and to offer some additional information we are offering the following procedures and suggestions:

a. Importance of property check

- (1) Confer with property officer to determine what property is charged to the school or to anyone in the schools, and on procedures to be followed.
- (2) Teachers, principals, and supervisors should understand that all government property is accountable, that it has been charged to someone, and that the person responsible may sometime be called upon to pay for unexplained and unapproved losses.

b. Procedure suggestions

When school property was issued to the schools some memorandum or record should have been made. It may have been charged to the superintendent who in turn charged it to the unit or individual using same. The property should be checked in so that each one responsible may have a clear record before leaving the project. Insofar as possible this should be done before the teachers leave. Some one person in the school should be selected to supervise this program. He should confer with the property officer and should develop a plan of operation. Some suggestions are:

- (I) Textbooks - collect textbooks, compare turn in with number issued, give teacher receipt, stack like books together, indicate number, etc.
- (II) Furniture or equipment - arrange with property officer for storage, collect preferably by rooms or subjects, assemble, check against issue, give receipt.
- (III) Periodically, quantities should be turned to the property officer and are receipt-favor of person (or position represented) signing original issuing order--obtained.

- (IV) Major equipment should have been issued and charged on Form OEM 188 and return should be noted on the same form.
- (V) Minor equipment should have been issued to the schools (or teacher) on WRA Form 96 and returns should be recorded on OEM Form 61 or on WRA-96 marked "credit." The minor equipment includes many hand tools, shop, kitchen, laboratory, etc. items not designated by WRA serial property numbers. However, it is government property and the schools must account for that which has been assigned to them.
- (VI) Lost, stolen, or damaged property should be reported through proper channels to the survey board, in writing, as soon as loss occurs. Keep copy of report and if no action in reasonable time follow up on report 20.4.9D(5).
- (VII) Worn out equipment or property may be accounted for as per the plan set up in the Property Control Handbook 20.4.9D for disposal of un-serviceable property through action of the survey board. Evidence of lack of serviceability should be shown by the section or unit responsible. This problem will arise in the disposition of worn out or obsolete books.

...c. The program should be so planned that all property may be accounted for, that it be assembled for and turned over to the property officer in a proper manner, and that both the school employee and the WRA records may be cleared.

4. Final inventory.

- a. In addition to the continuing Inventory Handbook Section 20.41.8B requires a complete physical inventory at the end of the fiscal year and when a center is closed. If possible the taking of the closing inventory should be combined with the check-in outlined in No. 3 above. Other instructions will outline procedures to be followed and the disposition of the inventory. For school accounting purposes the inventory totals by object classification for each school unit; adult, post high school vocational, library, secondary, elementary, and nursery--are desirable. An Emergency Instruction of January 20, 1945, gives coding symbols and depreciation rates for property.

- a. However, values for re-sale may not be the same as for governmental transfer. Hence, it will be desirable to confer with the property officer on values to be established.
- b. As inventories are completed the totals can be taken off for each group of items such as chairs, etc. for the high school, and similarly for OS supply items. The same procedure can be followed for the other school units. The totals can be deducted from total costs to date for each unit to determine net operating cost for that unit from beginning to closing. A copy of this summary giving group listings with values should be sent to Washington as soon as completed.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

E2.63

SUGGESTIONS FOR CENTER SCHOOL CLOSING PROCEDURES

The WRA has developed and maintained an unusual federal school program. Now, when the closing days are in sight, we should make plans to complete this program in a creditable manner. It is anticipated that many procedure decisions must be made at the project. However, Washington unification is essential and this task can be simplified if the centers will follow the same general pattern of procedures. The following suggestions cover spring semester procedures, steps in closing, reports, and documentation.

A. Personnel

1. Availability of funds for 1946 salaries will depend on budget approvals and on appropriations. In order that you may better plan your school closing programs and the clean-up work to follow, we are listing here the education positions requested in the proposed 1946 budget for the relocation centers:
 - a. All appointed school employees to August 31.
 - b. Superintendent, High School Principal, Elementary Principal, 1 Head, 1 Regular High School Teacher, 1 Senior Elementary Teacher, Counselor, Adult-Vocational Supervisor to December 31.
 - c. Superintendent, High School Principal, Counselor to about March 15, 1946.

These requests do not guarantee or fix exact limits of tenure but should, if appropriations are granted, provide a basis on which project officials can plan for the retention of needed personnel.

2. Placement of teachers

- a. Prepare copies of Form 282 for teachers desiring employment in the Indian Service to be sent to Dr. Willard Beatty, Director of Education, Department of the Interior, Office of Indian Affairs, Chicago 54, Illinois; for teachers wishing to teach in Hawaii send information to Mr. Earl L. McTaggart, Director of Personnel, Territory of Hawaii, Department of Public Instruction, Honolulu, 4, Hawaii.
- b. Encourage other teachers desiring positions to make contacts this spring.

3. Make a check of evacuee school employees to determine probable number available for adult education or other essential closing activities.

C. Program Planning

1. Elementary and secondary

- a. Continue to the end of the term. Revise second semester curricular offering if necessary to adapt to teaching abilities available and to the needs of the pupils. Check the records of each pupil and where necessary transfer him to another class that he may leave the WRA schools with a well balanced credit record. If necessary provide added regular or short courses to fit this need.

2. Nursery school

- a. Continue to August 31. If necessary, continue beyond that date. Stress English instruction needed to prepare for entrance into other schools.

3. Adult and vocational education

- a. Combine all post high school education under one supervisor as rapidly as feasible. Continue stress on English and other essential adult and vocational activities until center closes. Organize the program into short courses, conferences, consultation meetings, and group discussions.

D. Administrative Planning

1. Record and report forms

- a. Make a check of the number of WRA school forms 238, 245, 280, 281, 282, 283, and 393 on hand. Determine the additional number needed and make requisitions for same. These requests, sent through the usual procurement channels, should reach the Washington Office by February 24.
- b. WRA Form 283 will not be used after teachers have filed copies for a record and can be discarded. All data will be included on Form 282.
- c. Center school forms which do not constitute essential parts of WRA records will not be needed in Washington.

2. Equipment and supplies needed

- a. As indicated in Administrative Notice No. 217, Washington approval will be required for all 08 and 09 purchases. The general tendency will be to limit operating supplies to need for the remaining school program. In general, equipment

other than replacement parts, and text and library book purchases should not be necessary. Requests for purchase authority should be accompanied by justification.

- b. Some time ago requests were made for project inventories and an estimate of the consumption rate for supplies. This was supposed to serve two general purposes to avoid excess surpluses when the centers close and to permit transfer between centers. To be of maximum value:

- (1) This inventory should show total supply available in stock room and elsewhere on the project
- (2) The consumption rate should show the quantity needed for completion of the program as now outlined.
- (3) Transfers between centers, as outlined in Administrative Notice No. 217 cannot be affected until inventories and consumption needs are established.

3. Checking in assigned materials and equipment

At the close of school arrange to check in text books, library books, and other materials charged to pupils. Arrangements should also be made to check in WRA property now assigned to the schools. In some cases this property is assigned to the superintendent or principal and in some cases to a teacher. General check-in plans are outlined in Handbook Section 20.4.1 to .9. In order to stress the importance of the check-in and to offer some additional information we are offering the following procedures and suggestions:

a. Importance of property check

- (1) Confer with property officer to determine what property is charged to the school or to anyone in the schools, and on procedures to be followed.
- (2) Teachers, principals, and supervisors should understand that all government property is accountable, that it has been charged to someone, and that the person responsible may sometime be called upon to pay for unexplained and unapproved losses.

b. Procedure suggestions

When school property was issued to the schools some memorandum or record should have been made. It may

have been charged to the superintendent who in turn charged it to the unit or individual using same. The property should be checked in so that each one responsible may have a clear record before leaving the project. Insofar as possible this should be done before the teachers leave. Some one person in the school should be selected to supervise this program. He should confer with the property officer and should develop a plan of operation. Some suggestions are:

- (1) Textbooks - collect textbooks, compare turn in with number issued, give teacher receipt, stack like books together, indicate number, etc.
- (2) Furniture or equipment - arrange with property officer for storage, collect preferably by rooms or subjects, assemble, check against issue, give receipt.
- (3) Periodically, quantities should be turned to the property officer and a receipt--favor of person (or position represented) signing original issuing order--obtained.
- (4) Major equipment should have been issued and charged on Form OEM 188 and return should be noted on the same form.
- (5) Minor equipment should have been issued to the schools (or teacher) on WRA Form 96 and returns should be recorded on OEM Form 61 or on WRA-96 marked "credit." The minor equipment includes many hand tools, shop, kitchen, laboratory, etc. items not designated by WRA serial property numbers. However, it is government property and the schools must account for that which has been assigned to them.
- (6) Lost, stolen, or damaged property should be reported through proper channels to the survey board, in writing, as soon as loss occurs. Keep copy of report and if no action in reasonable time follow up on report 20.4.9D (5).
- (7) Worn out equipment or property may be accounted for as per the plan set up in the Property Control Handbook 20.4.9D for disposal of un-serviceable property through action of the survey board. Evidence of lack of serviceability should be shown by the section or unit responsible. This problem will arise in the disposition of worn out or obsolete books.

- c. The program should be so planned that all property may be accounted for, that it be assembled for and turned over to the property officer in a proper manner, and that both the school employee and the WRA records may be cleared.

4. Final inventory

- a. In addition to the continuing Inventory Handbook Section 20.4.8B requires a complete physical inventory at the end of the fiscal year and when a center is closed. If possible the taking of the closing inventory should be combined with the check-in outlined in No. 3 above. Other instructions will outline procedures to be followed and the disposition of the inventory. For school accounting purposes the inventory totals by object classification for each school unit: adult, post high school vocational, library, secondary, elementary, and nursery, are desirable. An Emergency Instruction of January 20, 1945, gives coding symbols and depreciation rates for property. However, values for re-sale may not be the same as for governmental transfer. Hence, it will be desirable to confer with the property officer on values to be established.
- b. As inventories are completed the totals can be taken off for each group of items such as chairs, etc. for the high school, and similarly for OS supply items. The same procedure can be followed for the other school units. The totals can be deducted from total costs to date for each unit to determine net operating cost for that unit from beginning to closing. A copy of this summary giving group listing with values should be sent to Washington as soon as completed.

E. Records (Referring here primarily to permanent records or non-recurring reports.)

1. Pupil cumulative records

- a. Bring up-to-date. Include health test and other pertinent data. These are WRA records and will be filed in Washington as per Handbook Section 30.3.15D. Each one should be sent in original folder assembled alphabetically by school units and accompanied by typed check list. Cumulative records for relocating or graduating students may be sent with transcript Forms 280 and 281 if desired. If not sent with transcripts, they will be sent later and should be marked now to show that transcripts have already been sent to Washington.

2. Pupil transcript forms 280 and 281

- a. Complete as early as possible, fill in personal data and back. Note that two copies are to be sent to Washington regardless of whether copies have been sent to other schools. If a copy of transcript has been sent to another school where pupil has relocated, so indicate in proper place on copies sent to Washington. Do not sign in transmittal space unless copy has been sent to another school.
- b. Do not give pupil copy of transcript to take with him. Pupil will have class grade cards, and may be given a statement similar to the following sample to present when entering a new school. Enough copies will be provided that one copy may be given to the pupil if needed and a duplicate filed with the transcript for that pupil.

WRA 393

U. S. DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

_____ School

_____ Date	_____ Address
This is to certify that _____ has completed the prescribed work in Grade _____ of the _____ (secondary - elementary) school. A transcript of record will be transmitted upon request of the receiving school. Until November 1, 1945 requests for pupil records should be sent to this center. After that date requests should be addressed to Department of the Interior, War Relocation Authority, Washington, D. C.	

Superintendent

In cases where a pupil knows what school he will attend after relocation it will be possible to send a transcript directly to this school without waiting for a request from the receiving school.

3. Teacher personnel records form 282

- a. Complete for each teacher before she leaves WRA. Send two copies to the Washington office. Other copies may be used in recommending teachers for new positions if desired.

4. Records of and from the school program

- a. The general and official WRA closing reports, outlined elsewhere, will give attention to historical and statistical data and to administrative problems. In addition to this report, each center school system should prepare a special educational record (here designated as summaries or reports) covering the school program, the plan of work, and the curricular offering with pertinent comments. These summaries should provide basis for program evaluation, for pupil credit interpretation, and for analytical studies. They should be concise but should be planned to cover the whole program. It should be possible to limit the summaries to about 50 pages. They should be completed during the next three months. When completed they will be sent to Washington and filed for future use.
- b. The summaries from each center should be similar in style and form. They should be typed single space, elite type, on 8" x 10 $\frac{1}{2}$ " white paper, with left hand margin of approximately 1 $\frac{1}{2}$ " to permit side stapling or binding. Title and cover pages should be included. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor headings (such as Aims, Offerings, etc.).
- c. The completed summary should be a collection of the reports prepared by various teachers. The superintendent and principals should not attempt to write the reports, but should assign portions to selected teachers giving them definite instructions on procedures and style. Each teacher contributor should be requested to plan her report carefully that she may summarize the whole program in a limited amount of space and yet present a coherent readable report. Include only one report for each area, i.e., the subject of English in the high school or grade one in the elementary school would each be covered by one report although several teachers might be working in that area. The principal may assign one or a group of teachers the task of preparing the summaries for a specific area or subject matter field. The summaries will vary slightly for the various areas. In general, they should show the aims, time allotments, the offering, and the plan of work, and perhaps the accomplishments. Statements of the difficulties encountered are permissible. However, the major purpose of these summaries is to show the school program (the offering, etc.) provided.
- d. The total report should include about five or six major sections or divisions and should be assembled in the following order before being bound together and sent to

Washington. Each section may be signed by the submitting official:

(1) Introduction

- (a) The superintendent should prepare an introduction showing aims of the school program, organization of the school, plan of work, or other data he deems essential. He should prepare a table of contents. He may also provide a final summary statement if he so desires.

(2) The elementary schools

- (a) Preface to be prepared by the principal, who should edit, assemble, and deliver to the superintendent. The nursery school report should be included. One summary report may be prepared for each of the grades--kindergarten through grade six.

(3) The secondary schools

- (a) Preface should be prepared by the principal. He should also include a tabulation showing the total units offered, e.g., English, 5 units; Math, _____; Social Science, _____; etc. He should also interpret the term "unit" and requirement standards or other pertinent information. He should edit reports, summarize if necessary, and deliver to the superintendent. The summary reports should be by subject matter areas. Mathematics, English, commerce, industrial arts, health, foreign language, social science, etc. will each represent one area and will be covered by one report for each area. Work experiences and counseling may be handled as special areas.

(4) Vocational education

- (a) The high school vocational activities should be included under the proper subject headings as a part of the high school report outlined above. This section of the report should be devoted wholly to post high school vocational activities. Learnerships, adult trade, state supported, and in-service courses should be described. Special courses also should be covered. The vocational supervisor should prepare this report and submit it to the superintendent. See outline recommended by the

Washington Vocational Training Committee.

(5) Adult education

- (a) This report should summarize the adult education offerings, plan, procedures, etc. Teachers may assist in the preparation but the adult education supervisor should be held responsible for the report to be handed to the superintendent.

(6) Closing summary by the superintendent

- (a) The scope should be optional, Recapitulatory in nature, it may be a general summary or may ~~assist in the preparation but the adult education~~ be directed towards some specific phases such as aims and accomplishments.

- e. No one outline or plan would be equally applicable to all subjects or grades. In general, it seems desirable that most of the teachers preparing the reports should provide information on a part or all of the following points:

- | | |
|------------------|----------------------------------------|
| (1) Aims | (4) Time Allotments (where applicable) |
| (2) The Offering | (5) Standards (if applicable) |
| (3) Plan of Work | (6) Accomplishments |

It is not possible to set up specific space allotments for each segment of the report. If possible, the whole report should be limited to about 50 pages. If an average of two pages were allotted to each of several areas, the total would be about as follows:

Superintendent	6 Pages
Elementary	
Nursery, kindergarten to grade six, inc. (8 areas)	16 Pages
Secondary	
English, social science, math, agricul- ture, art, music, languages, science, health, industrial arts, commerce, home economics, counseling, work experiences. (14 areas)	28 Pages
Vocational education (Post high school)	6 Pages
Adult education	6 Pages
Summary	2 Pages
	<u>62 Pages</u>

The estimate of a 50 page total and the unit or section totals are not offered as absolute maximum or minimum estimates. While the sample breakdown outlined here totals 62 pages, it may be possible to limit the total

to fewer than 62 single spaced pages. It is desirable to provide a summary that tells the story in a coherent manner without being prolix.

f. Number of copies, distribution

- (1) It should be possible to prepare all needed copies at one typing. You may wish to deposit one copy with the State Department of Education and/or the State University. At least two copies (preferably three) should be sent to Washington; one to be deposited with the pupil transcripts, one for use by the Education Section, and if a third is available it may be deposited in the U. S. Office of Education or with the National Education Association.

- g. The reports should be side stapled or bound with "Acqo" or equal binders.

F. Reports

1. Monthly forms 238 and 245

- a. Continue as at present as long as there are enrollees in any school unit.

2. Vocational forms 254 and 374

- a. Continue as needed

3. Annual form 292

- a. Complete in July for the 1944-45 school year. School activities such as the summer, adult or vocational educational activities extending beyond July 1, will be handled in a later report as a fractional year.

4. The closing report

- a. Attached are advance sheets of an outline prepared for a section of a proposed handbook on closing reports. Since this is a copy of outline submitted to the Reports Division for use in the handbook, the numbering used in this outline will not correspond with that above.
- b. For this Final Report, single spaced elite type on 8" x 10 $\frac{1}{2}$ " white paper, with 1 $\frac{1}{2}$ " left-hand margin for side binding or stapling is recommended. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor headings.

OUTLINE FOR FINAL REPORT
Community Management Division
Education Section

The Superintendent of Education at the center will be responsible for the preparation of a report covering the complete education program from its inception through the closing procedure. This report should be primarily historical in nature but planned to include sufficient evaluative material to give an overview of the aims, organization, problems, and results of the whole program. It should be comprehensive, but need not be detailed. It should be well outlined. Descriptions and explanations should be given in concise meaningful statements, so planned that continuity is not sacrificed. The report should be narrative in form but pertinent statistical information may be inserted. Although several persons or groups may contribute parts of the report, the final writing and editing should be done by one or two persons designated for this purpose. Unnecessary repetition should be avoided. The problems of obtaining supplies, equipment, and teachers may need to be mentioned when discussing the various school units but should not be described in several places. The superintendent should accept final responsibility for the organization, content, continuity, and style of the report.

The following outline provides suggestions of items that may be included and possible organization:

- I. Origin and Organization of Program
 - A. Show origin, date of opening, major problems encountered such as obtaining physical facilities, orienting pupils, obtaining and retaining teachers, or others.
 - B. Outline organization of the school system, administrative and supervisory plan, relation to center organization, scope of program, and segregation into units.
- II. Personnel
 - A. Appointed faculty, duties and responsibilities, recruitment, certification, orientation, morale, turnover.
 - B. Evacuee employees, selection, training, supervision, turnover, and use as teachers, assistants, and other workers.
- III. Physical facilities--describe briefly plan facilities, including office space, library, shop, and laboratory units, auditorium and recreation space, capacities and limitations, equipment and supplies procurement.
- IV. The school program. Discuss purposes, curricular planning offering, operating procedures, pupil induction and evaluation of entrance credits, pupil records, testing, morale, program procedures, and/or other items applicable to the various units.

- A. Nursery school--enrollment, plans, etc.
- B. The elementary unit, enrollment, curricular and extra-curricular activities.
- C. The secondary unit, offering, graduation requirements, pupil organizations, regulations.
- D. Adult education, offering, enrollment, plan, relation to relocation.
- E. Adult vocational education, offering, enrollment, plan of offering, relation to relocation.

V. Extra-class activities.

- A. Library service.
- B. The summer program.
- C. Pupil organizations.
- D. The part-time school-work program. (Work experience.)

VI. Public Relations

- A. School-community relationships, including participation in drives, Americanization and relocation programs, parent-teacher associations, school assistance in project work operations, teacher assistance in project activities, and relation with other divisions and sections.
- B. Relations with neighboring schools.
- C. Relations with state and federal educational offices and associations. Stress relations with state colleges and the state department of education with stress on state accreditation.

VII. Closing Procedure, Date

- A. Completion and disposition of records and reports.
- B. Placement of personnel.
- C. Closing financial and property records.

VIII. Miscellaneous--include here brief statements of various factors that affected the program, program evaluations, or program highlights. These might cover such points as:

- A. Effect of segregation
- B. Pupil morale.

C. Pupil relocation and reception in other schools.

IX. Appendix. Show by tables, charts, tabulations, graphs or statements data which may be of value in supplementing narrative reports and as a basis for a future analysis of the program. Some suggested items are:

A. Pupil Data

1. Enrollments by units.
2. High School graduates
3. Graduates entering college.
4. Enrollment in part-time school-work programs.
5. Production records of pupils released from school for harvest or other special work programs.

B. School and related organizations.

1. Membership (number) in clubs and extra-class pupil organizations.
2. PTA membership, officers.
3. Membership of local school board, and state board of consultants.

C. Record of inter-school activities.

D. Curricular offering tables.

E. Records of school accreditation with supporting correspondence.

F. Cost of operation, including such items as salaries, supplies, equipment, etc.

Note: The Appendix (IX) and the body of the closing report should be bound separately. Each should have title page and table of contents.

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WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

February 8, 1945

MEMORANDUM NO. 3

SUGGESTIONS ON CENTER SCHOOL CLOSING PROCEDURES
Covering School Reports of Various Types

The term "reports" as used here includes recurring or special reports of center school activities. Data from these reports will be compiled as a part of the WRA permanent records.

F. Reports

1. Monthly, Forms 238 and 245.
Continue as at present as long as there are enrollees in any school unit.
2. Vocational Forms 354 and 374. Continue as needed.
3. Annual, Form 292.
Complete in July for the 1944-45 school year.
School activities such as the summer, adult or vocational educational activities extending beyond July 1, will be handled in a later report as a fractional part of a year.
4. The closing report.
 - a. Attached are advance sheets of an outline prepared for a section of a proposed handbook on closing reports. Since this is a copy of outline submitted to the Reports Division for use in the handbook, the numbering used in this outline will not correspond with that above.
 - b. For this Final Report, single spaced elite type on 8" x 10 1/2" white paper, with 1 1/2" left-hand margin for side binding or stapling is recommended. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor Headings.