Now is time to launch summer job search

Continued from Page 1

clothes," she said. Boys are advised to wear dress pants, a dress shirt and a tie.

"If they have a sports jacket, it looks nice," Wissman said.

JOB APPLICATION forms should be filled out neatly and completely. Good interviewing skills are also important for students seeking jobs.

"Be attentive and enthusiastic," Wissman advises. "That's what they're looking for, someone who is going to be enthusiastic about the position."

Sweaty palms and butterflies in the stomach can be a problem when teenagers go looking for jobs. It's important, however, to overcome that fear and to present a good image.

"You're actually trying to sell yourself to the interviewer," Wissman said.

Questions asked in interviews may include "Tell me about yourself," and "What are your strengths and weaknesses?"

"One that's asked quite often is 'Why do you want to work here?,'" Wissman said. Students should give some advance thought to their answers.

"After they've thought about it a little bit, they can come up with good answers." Practicing interviewing with friends and family can be helpful, too.

Reliability and punctuality are important traits for teen-age employees, and for older ones.

"I think honesty is important, too," Wissman said. "They really need people with a positive attitude."

Just as there is a right way to start a summer job, there's also a right way to end one. Giving sufficient notice is important.

"YOU SHOULD give a two-week notice," she said. "You want to leave in a positive manner."

Teen-agers who are upset with their job supervisors should nevertheless try to leave with a minimum of bad feelings.

"Leave on as positive a note as possible," Wissman advises. "Try to work things out, and don't leave in a huff."

In addition to helping high school students find summer jobs, the placement office also helps college students.

"Most of them are trying to get something that would help them in their future occupation," Wissman said. The majority of the college students she sees are those who hold diplomas from one of the Farmington high schools, and who have just finished their freshman or sophomore year at college.

"I think they're looking for something that might possibly help them in the field they're in. It's very competitive today, and the better prepared you are, the better off you'll be."

Registering with the college placement office is a good idea, she said. Placement offices can also offer help in putting together resumes and working on interviewing skills.

"I've had good experience with the college students that come here," she said. "They have good attitudes."

How special-ed changes will affect the system

Continued from Page 1

dents do not spend their school day only in the resource room but take time from the regular classroom, Ankele said.

Even after the state rules were revised in 1980, districts' resource rooms were still not acknowledged as a means of helping special education students even though most districts used this concept, Ankele said.

While glad the state is proposing recognition of resource rooms, local educators claim state education officials have gone far beyond what they would have liked.

The proposed changes would designate what type of service a resource room teacher can and cannot provide students.

The proposed changes also call for the addition of educational consultants to work with the resource room teachers.

Resource room teachers have provided students with a spectrum of services including evaluations, referrals, counseling and interaction with other staff members.

"They have a very varied role in trying to coordinate services," Ankele said.

UNDER THE proposed changes, however, an educational consultant would compensate for what the teacher would be unable to do, such as providing evaluations and working with social workers and psychologists. That would restrict the resource room teacher to the classroom, Ankele said.

"Their ability to support general education teachers would be severely curtailed," Ankele said. "Teachers feel it inhibits their role to comprehensively deal with students.

"Our teachers work extraordinarily hard and yet they don't want to give up their roles."

The proposed changes also call for limiting an educational consultant's caseload to 25 students.

"You reach 25 very quickly in a district this size," Ankele said. The Farmington district serves approximately 1,600 special education students.

With a proposed 25 caseload limit, the Farmington district would need about six educational consultants, Ankele estimated.

"I think the state intended to be fiscally responsible," Ankele said. But the proposed addition of educational consultants would cost the district money, she added.

State education officials are also proposing the use of teachers' aides in resource rooms with more than 18 students, Ankele said.

AS WITH having to hire educational consultants, the use of aides, although a positive move, also would be costly, she added.

On another front, the proposed changes would also require a resource room teacher to have a minimum of two special education endorsements. Most teachers, Ankele said, have one endorsement.

"The teacher feels the state is not recognizing the level of experience they have right now," Ankele said.

Baldwin said that while "yes, the teachers would probably have to go back to school to meet the additional requirements," some changes will probably be seen in the proposed rule changes regarding this issue.

Other proposed changes include:

- Increasing the number of students allowed in the self-contained special education classrooms (for students who need a "more protective and structured environment") from 10 to 15.
- Increasing the number of students in classes of emotionally impaired from 10 to 15.
- Reducing a speech pathologist's student caseload from 75 students to 60.
- Allowing the combining of severely mentally and severely multiply handicapped in one class if it's appropriate.

"There are a lot of other rules (changes) but they will not impact the classroom or instructors," Ankele said.

Based on testimony taken at the six hearings in February, some of the proposed rule changes will be revised, Baldwin said. A complete revision, he said, is expected in a month or two.

But Baldwin said that the testimony taken indicates "there's a lot of confusion out there because there's been a lot of different comments."

Although acknowledging some of the changes will cost money, Baldwin indicated that most of the financial complaints came out of Oakland County.

"There's such a wide variety of input we're geting," he said. "It's mostly from Oakland County though that we're getting those costs (estimates)."

BESIDES THE anticipated increased costs of the proposed changes, as well as the expected affect on classrooms and instructors, Ankele is also concerned about the speed at which the state seems to be trying to implement the changes.

"It will be August, late August, before they (the proposed changes) go through the legislative process," she said, adding the changes would be in effect by September.

"So that means no district will be in compliance," Ankele said.

District officials will then have to petition the state for "deviations" to ask for permission to operate the special education program in non-compliance of the new rules, Ankele said.

"That's more paper work."

Small business needs discussed

A seminar designed to help owners of small businesses learn about financing will be held in Detroit on Friday, March 15.

Called "Obtaining Financing for Your Business," the seminar is sponsored by the National Association of Black Accountants, National Bank of Detroit and the Urban Bankers Forum, and is funded by NBD Bancorp.

The seminar will be at the Engineering Society of Detroit from 7:30 a.m. to 2 p.m. A $25 registration fee includes lunch and all materials, and will be donated to the NABA and UBF scholarship funds.

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