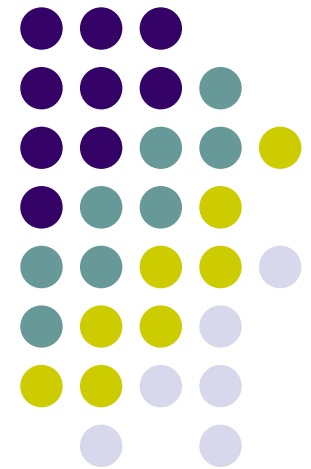


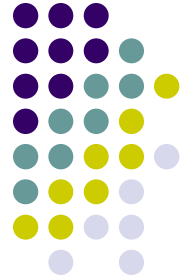
SEA ISLE CITY BOARD OF EDUCATION

SHARED SERVICES AND CONSOLIDATION COMMITTEE

Report Out – January 14, 2009

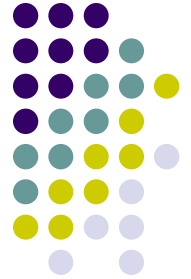
V. Egnasko, chairperson
B. Drew
E. Ramsey





PRESENTATION AGENDA

- **Mission of committee**
- **What are the challenges facing the school**
- **What are elements of a solution we could all agree on**
- **Recommended Strategic Plan (“Partnership” Plan)**
- **Next Steps**



COMMITTEE MISSION STATEMENT

To seek out, investigate, evaluate and recommend strategies and initiatives whereby our school district can work cooperatively with other school districts and/or municipal entities to control costs/and improve the educational opportunities for the students.

(MISSION STATEMENT as presented on June 2, 2008)

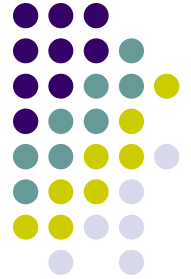


THERE ARE MANY CHALLENGES FACING THE SCHOOL

- Severe decline in enrollment has an impact on the educational environment, especially for grades 5th through 8th
- We are caught in a regulatory Catch-22
- The state legislature is committed to bringing about school consolidation

It's not the same school it was 10 years ago

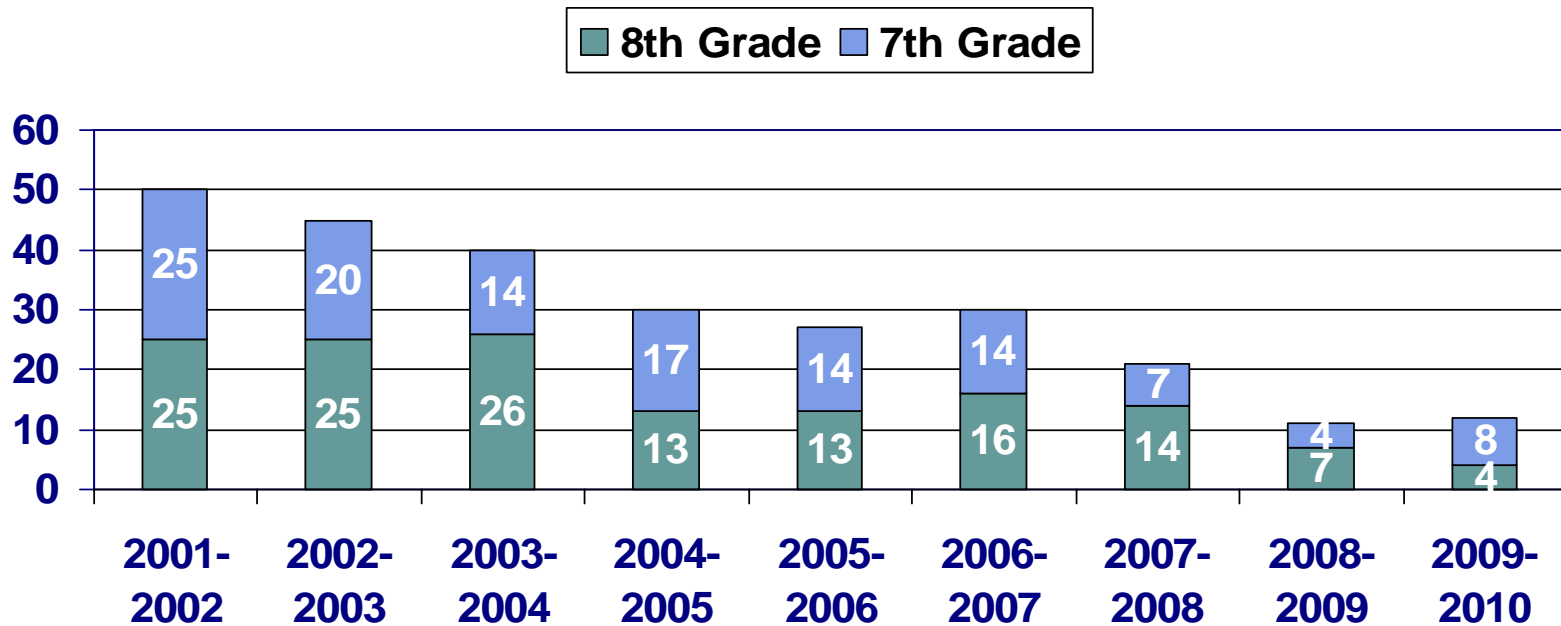
It's not the same regulatory/educational environment it was 10 years ago



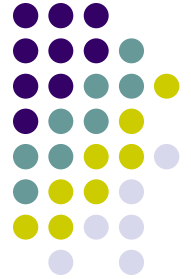
THE CHALLENGES ARE MANY

Enrollment in the intermediate grades is too small to provide the opportunities available in most schools

Sea Isle School Enrollment

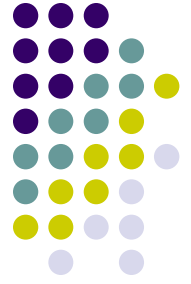


Any strength taken to excess becomes a weakness
Small class sizes are a strength...until they are too small



THE CHALLENGES ARE MANY

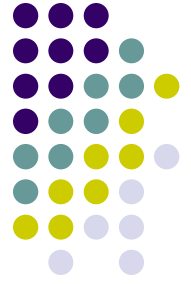
- 1) Regulatory constraints on administration
- 2) Regulations regarding efficiency standards expanding to other areas
- 3) Regulatory pressure for consolidation



THE CHALLENGES ARE MANY

- 1) Regulatory constraints on administration (State Regulation 1701)
 - Restricted from funding full-time, long-term administration
 - Cap on Administrative Expenditure per pupil
 - Administrators largely limited to retirees (no benefits) but with 2 year max term

The Catch-22: State Regulations (1701) limit administrative resources for small districts...but when it comes to satisfying regulatory requirements, no concessions are made for size. (see Early Childhood Expansion example)



EXAMPLE

EARLY CHILDHOOD EXPANSION REGULATIONS

Current Sea Isle City Pre-K (4 year olds) is 6 children....

Expected enrollment of 3 and 4 year olds next year...12 or fewer

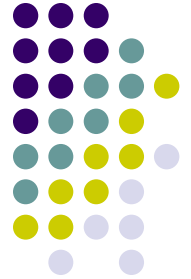
- Early Childhood Administrator
 - Can use current administrator, but he has to be trained in new preschool curriculum, complete the department's preschool leadership track and complete coursework on early childhood education
- Master Teacher
 - Can't be the preschool teacher or supervisor of preschool teacher
 - Can be shared across districts
- Teacher and Teachers Aide for each class regardless of size (max size 15)
- PIRT (Preschool Intervention and Referral Team)
 - PIRT social worker must have a masters of social work
 - The Intervention and Referral Services Team (I&RS) can function as PIRT but must be able to fill all functions of PIRT
- CPIS (Community Parent and Involvement Specialist)
 - Masters or Bachelor in Social Work, Psychology Sociology or education
 - In small districts can be combined with another position
 - Coordinates advisory council
- Family Worker or Social Worker
- Community Advisory Council



THE CHALLENGES ARE MANY

- 2) Regulations regarding efficiency standards expanding to other areas
 - Support Services (aides) cost per pupil
 - Operations and Maintenance (custodians) cost per pupil
 - Ratio of Students to educational support personnel

Any standard which is based on cost per pupil will be a problem for SIC.

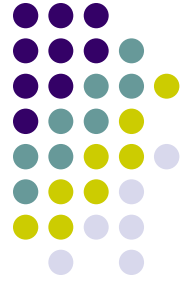


THE CHALLENGES ARE MANY

3) Regulatory pressure for consolidation

- The State Law requires the Executive County Superintendent to present a plan to consolidate all K-8 districts with a K-12 district.
- NJSBA at an Oct 2008 workshop on small school districts advise ...

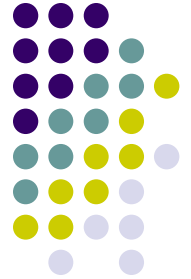
That the best strategy for a K-8 district is to share services with a K-12 district, to get the advantages of regionalization, while remaining a separate district.



WE HAVE MORE TO GAIN BY WORKING TOGETHER

ELEMENTS WE CAN ALL AGREE ON

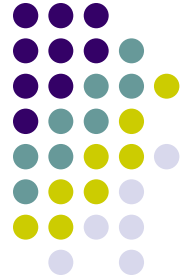
- Partner with a larger district to get the benefits of regionalization while remaining a separate district
- Adopt a Strategic Plan that is flexible and promotes stability



WE HAVE MORE TO GAIN BY WORKING TOGETHER



A shared service strategy with a “partner” school makes sense for SIC ...no matter which view is favored



CHALLENGES AT EITHER END OF THE SPECTRUM

The Spectrum of Views



Limited Opportunities for Grades 5-8

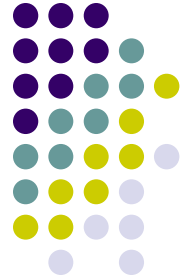
Lack of Administrative Continuity

Continued Regulatory Pressure

“Common Ground”

Tenured Teacher Rule

Non-Operating District Issue



SEA ISLE CITY STRATEGIC PLAN CONCEPT SHARED WITH EXECUTIVE COUNTY SUPERINTENDENT on Sept 16, 2008

- Identify our “Partner” for the future
- Agree on a “Plan of Partnership”
- Complete Feasibility Study

Handouts:

- Plan of Entanglement example - Stockton and Delaware Township schools
- Limited Consolidation example - Toms River and Seaside Heights schools

SIC BOE Shared Services and Consolidation Committee January 14, 2009 Presentation



SEA ISLE CITY STRATEGIC PLAN — DRAFT SEP 16, 2008 (TIMELINES TO BE DETERMINED)

Goal: To continuously improve the learning climate of the school while laying the groundwork for consolidation with Ocean City or another district for which there is broad community support.

EVERY STRENGTH TAKEN TO EXCESS BECOMES A WEAKNESS....SMALL CLASSES ARE A STRENGTH ...UNTIL THEY ARE TOO SMALL.

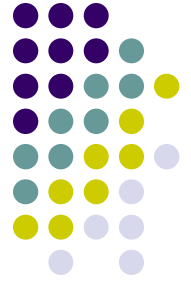
Our plan is to

- Identify our “partner” for the future
- Agree a “plan of entanglement” with that future partner
- Complete feasibility study

Characteristics for the “plan of entanglement”

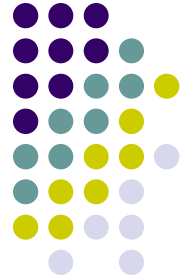
- Ongoing migration of Administrative services to “partner”
- Ongoing migration of Operational/Maintenance services to “partner” or municipality
- Ongoing migration of Informational Technology, Telecommunication, Internet and Web services with “partner” or municipality
- Collaboration with “partner” on curriculum coordination, textbook purchasing, testing, student policies, professional development, grant work, etc.
- Migration of current shared services to “partner” as appropriate; maintain existing shared services with other districts as appropriate until transition is completed
- Enhance intermediate grade experience by
 - Cooperative Sports and Extracurricular Activity with “partner”
 - Shared Gifted & Talented and other Programs with “partner”
 - Joint Class Trips with “partner”
 - Distance Learning with “partner” or others
- Develop Pre-K plan in conjunction with “partner”
 - Maintain a Pre-K presence in SIC after transition is completed
- Phased Absorption of Staff
 - Expand Send-Receive by grade level over multiple years
 - Incentivize Staff to obtain additional Highly Qualified certifications to facilitate schedule compression and staff migration
 - Address attrition as opportunity to purchase services or share services with “partner” or others
 - Examine excess capacity in SIC schedule for opportunity to provide services to “partner” (or other district) until transition is completed
 - Consider early separation initiatives if appropriate
 - Standardize any contractual anomalies
- Migrate school property to municipality, as elements of the facility are released and as allowed by law
 - Clarify future use of building (legal issues and use through transition period)
 - Develop roof repair plan consistent with consensus on future use of building
 - Roof Bond Referendum
 -

Keep in Mind — We cannot enter into a send-receive, voluntarily, without a feasibility study....no one should get surprised.



CHARACTERISTICS OF THE “PARTNERSHIP” PLAN

- 1) Phased expansion of send-receive by grades, starting with grades 5-8
- 2) Phased absorption of staff
- 3) Manage staffing levels through purchased services and sale of services
- 4) Transfer use of facility to the city as allowed by law
- 5) Shared administrative services with “Partner” through interlocal agreement
- 6) Collaboration with “Partner” on curriculum coordination, testing, professional development, textbook purchasing, student policies, etc
- 7) Enhance student experience by cooperative extra-curricular programs, shared gifted & talented program, joint class trips, distance learning, etc
- 8) Maintain Pre-K presence in Sea Isle City via “Partner” or private provider



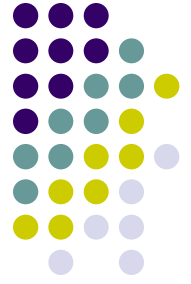
ARE THERE EDUCATIONAL BENEFITS?

- Provide more educational opportunities for students in Grade 5-8
- And then,
- Provide individual classes for Grades 1-4
 - Provide stability and continuity of administration through long-term relationship with “Partner” school



ARE THERE FINANCIAL BENEFITS?

- Cost savings are realized when grades K-8 are sent to partner school
- During the transition period costs can be kept neutral by
 - Managing staffing levels while complying with tenured teacher regulations
 - Engaging in purchase and sale of services
 - Finding efficiencies through shared services with “Partner” school
 - Sharing facilities and operation/maintenance costs with city



Advantages of Partnership Plan are clear

- More Responsive to Regulatory Pressure
- More Educational Opportunities
- More Consistency and Continuity
- More Flexibility

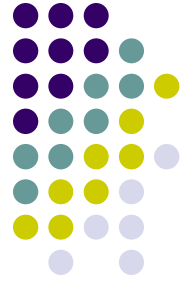
Partnership with a larger school
will give us more stability &
depth of resources



The reality...we are not the only small district facing these problems...but many of the smaller districts are moving towards a solution.

The “Cooperative Partnership” with a larger school could provide the benefits of regionalization without the issues that accompany regionalization.

SIC BOE Shared Services and Consolidation Committee
January 14, 2009 Presentation



Next Steps for the Board:

- Make a statement of our intent to pursue a partnership with a selected district, so that we can begin to undertake serious negotiations
- Agree on the characteristics of a partnership we would like to pursue
- Agree to enter a send-receive for 5th through 8th grades for 2009-2010, contingent on satisfactory feasibility study
- Agree to separate the combined 1st & 2nd and the 3rd & 4th grades for 2009-2010, contingent on space availability
- Complete Feasibility Study