

# lard

PUBLIC SCHOOLS



Committee Minutes  
Board of Education  
October 14, 2002

The members of the Board of Education met for a Committee Meeting on Monday, October 14, 2002 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda items a report on insurance coverage, Program Evaluation, and an update on the advertising policy.

PRESENT: Mike Pate, Brad Burwell, Linda Poole Julie Johnson, and Jean Stothert

ABSENT: Sheri Everts Rogers

COMMENTS FROM THE PUBLIC:

Tony Levy, president of the Millard Education Association, encouraged the board to consider teachers being included on the program evaluation committee.

Don Kamins and Bill Johnson, insurance consultants, reviewed the description of the various coverage and possible concerns, as it would relate to property, casualty, and liability insurance. They provided the district with a premium summary listing the expiring premiums, projected premiums for 2002-2003, and what the actual premiums are for 2002-2003. In addition they provided a marketing summary, which lists quotations from various insurance companies. Also included were loss trends and liabilities that may face the field of education.

John Crawford explained the process being developed to identify underutilized and ineffective programs for either revision or elimination. One difficult aspect will be the timing when evaluations are completed and being considered in the budgeting process for the next year. The

  
CHAIRMAN

MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet

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## AGENDA SUMMARY SHEET

**AGENDA ITEM:**

**MEETING DATE:**

**DEPARTMENT:**

**TITLE**

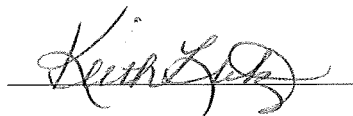
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n/a

n/a

n/a

n/a



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Superintendent's Goal 1 and Evaluation of Programs

**Meeting Date:** 10/14/02

**Department:** Planning and Evaluation

**Title and Brief**

**Description:** In response to strategic parameters, superintendent's goal #1, and restricted funding, we are requesting dialog with the Board about methods for assessing utilization and effectiveness.

**Action Desired:** Approval \_\_\_\_ Discussion  x  Information Only \_\_\_\_

**Background:** An evaluation model will be discussed to indicate the direction proposed to address the superintendent's goal. A broad-based committee will sit as a "review" board and will sign off on evaluation reports. Also included in this packet is a recent article describing the state of the art of cost-benefit analysis in education.

**Options/Alternatives Considered:**

N.A.

**Recommendations:** If the board agrees we are on the right path, we will proceed apace.

**Strategic Plan**

**Reference:** Strategic parameters.

**Implications of Adoption/Rejection:**

N.A.

**Timeline:** Begin implementing in 2002-03.

**Responsible Persons:**

**Superintendent's Signature:**

## Millard Public Schools

Superintendent Goal #1:

- 1. The superintendent will study possible solutions to the challenges presented by the state limitations on expenditures and levies, including, but not limited to, an articulated district process for phasing out underutilized programs and buildings.**

The current focus is on the process for

## Evaluation Model





technique could be used with this large group to identify a list of perhaps as many as 25-30 programs for further analysis.

Then, a group of central office and building administrators would be charged with the task of reducing this list of programs for analysis down to approximately 10 different programs. This group would consider numbers of students and staff impacted, along with any potential savings to the district budget. The recommendations of approximately 10 programs would then go to the superintendent, who would narrow the selections down to 5 to 8 programs, considering likely board reactions, political impacts, and required budget reductions. These 5 to 8 programs would need to be related to significant potential cost savings, so that – if one or more were cut – the district would realize a meaningful gain in budget capacity to fund other higher priority initiatives.

#### Convene "Cost-Benefit Evaluation Committee"

The "Cost-Benefit Evaluation Committee" (CBEC) would be given the charge of analyzing the 5 to 8 programs that resulted from the above-described process. The primary methodology would be program evaluation, using both qualitative and quantitative approaches, and – when possible – making use of comparisons of program students vs. similar students

The Business Office

- Building Principals (1 Elementary, 1 Middle, 1 High)
- Outside/External Evaluators

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least the development of the budgets – the hearings, the superintendent's adjustments, and the board approval run through the

Timelines:

### Recommendations to the Superintendent

If the CBEC reached consensus to recommend dropping a program (or significantly modifying it in such a way as to reduce costs), and if contracts and other considerations permit, it could impact that immediately-upcoming budget. The program budgeting process involves drawing a line that demarcates the available funding in a rank-ordered list of programs. Any cost savings from the dropped program could allow

that line to "move down" the ranked list, thereby funding some program(s) that would otherwise have been below the available resource line. Otherwise, the program could be allowed to operate one more year, and then would drop out of the budget for that subsequent year's budget.

**The**

*A note to our subscribers:*

The next issue of *Review of Educational Research*  
(vol. 72, no. 2—Summer 2002) is scheduled to mail in the fall.

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*Hummel-Rossi and Ashdown*

those from the original sources and are considered below with a view to their implications for education.

Examining first the Perspective of the economic analysis, the PHS panel recommended that the scope of the analysis should be from the broad societal perspective. An example of the application of this societal perspective is provided by Pinkerton and





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*Hummel-Rossi and Ashdown*

of a cost analysis for their own purposes. Tsang notes that increased training and improved communication will contribute to the greater use of cost analysis in educational decision making; however, these political tensions probably will persist.

*Analysis*

TABLE2  
*Characteristics of four studies*

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Studies	Journal	U.S. Sample	Outcome/measure	Education program or intervention	Cost-effectivenessratio <sup>a</sup>
Denton & Smith (1985)					
Levin, Glass, & Meister (1987)				Computer-assisted	

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leads to improved math and reading achievement may mean students take more advanced course work in the future than they might otherwise have done. This advanced course work might be more costly to provide. This was exactly the situation in the Perry Preschool study (Barnett, 1985), in which the children in the preschool intervention took more advanced schooling than did the children in the control group.

*Hummel-Rossi and Ashdown*

intervention study used children with specific developmental delays from middle-class families and this researcher cautioned that the results could not be general-

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**Note**

*Hummel-Rossi and Ashdown*

- Holtgrave, D. R., & Pinkerton, S. D. (1998). The cost-effectiveness of small group and community-level interventions. In D. R. Holtgrave (Ed.), *Handbook of economic evaluation of HIV prevention programs* (pp. 119–126). New York: Plenum Press.
- Hy, R. J. (2000). Education is an investment: A case study. *Journal of Education Finance*,



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Advertising Update

**MEETING DATE:** October 14,2002

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Advertising Update – An update on matters related to advertising within the District.

**ACTION DESIRED:** Approval \_\_\_\_ Discussion \_\_\_\_ Information Only   x  

**BACKGROUND:** Background information is contained in the procedures attached.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:**

**RESPONSIBLE PERSON:**

# **PUBLIC SCHOOLS**

## **ADVERTISING PROCEDURES**

- **Procedures – Advertising Procedures**
- **Policy 1115 – Advertising**
- **Rule 1115.1 – Advertising**
- **Form – Advertising Agreement**

Issued October, 2002

**MILLARD PUBLIC SCHOOLS**



2.2.5 The availability of advertising opportunities shall be made known to PAYBAC partners. The building principal (or designee) may grant such partners a priority for such advertising if

**Community  
Advertising**

**1115**

The facilities, staff and students shall not be involved in advertising or promoting the interests of any political or commercial interest or interests during school hours or during school functions except as approved by the Board of Education or the Office of the Superintendent as hereinafter provided in Rule 1115.1.

The District may permit advertising in recognition of contributions supporting the District ~~and/or~~

**Community  
Advertising**

**1115.1**

The District may use educational materials bearing identification of

approved contract forms.

1. Building principals or supervisors of facilities without approval of the Superintendent or designee may enter into contracts for commercial advertising for the building or facility under the principal's or supervisor's authority and responsibility if the contract does not require a payment exceeding \$1,000.00.
2. Subject to the prior approval of the Superintendent or designee, building principals or supervisors of facilities may enter into contracts for commercial advertising for the building or facility under the principal's or supervisor's authority and responsibility if the contract requires payment exceeding

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AGREEMENT

(Advertising)

THIS AGREEMENT is entered into by and between the Millard Public

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