

**NATIONAL EXECUTIVE SERVICE CORPS**

**FINAL REPORT**

**FOR**

**TRUMBULL PUBLIC SCHOOLS**

**6254 Main Street  
Trumbull, CT 06611**

***REVIEW OF ADMINISTRATIVE OPERATIONS***

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**December 15, 2004**

**TABLE OF CONTENTS**  
**TRUMBULL PUBLIC SCHOOLS**

<b>OBJECTIVES AND SCOPE.....</b>	<b>1</b>
<b>ADMINISTRATIVE STAFF LEVELS.....</b>	<b>2</b>
<b>PURCHASING.....</b>	<b>4</b>
<b>GROUNDS-KEEPING AND BUILDING MAINTENANCE.....</b>	<b>8</b>
<b>COMPUTER SYSTEMS .....</b>	<b>9</b>
<b>MANAGEMENT INFORMATION .....</b>	<b>10</b>
<b>APPENDICES.....</b>	<b>11</b>
<b>A Interview Notes .....</b>	<b>12</b>
<b>B NESC Description.....</b>	<b>35</b>
<b>C Consultants Biographical Data.....</b>	<b>36</b>

## **OBJECTIVES AND SCOPE**

### **Objective**

The objective of this review was to determine whether the Trumbull School District's administrative operations at Long Hill are carried out cost effectively. The review was initiated by the Board of Education out of concern that funds budgeted for these operations are applied in a productive manner which best meets the needs of the District.

### **Scope**

The scope of this review was limited to administrative operations at Long Hill. The educational process and the operation of individual schools were excluded from this scope.

In carrying out this review, we met with the Superintendent and his department heads, as well as with the heads of selected Town departments. All are aware of the need to avoid unnecessary administrative expense. Everyone was cooperative and helpful in providing us the information we asked for but offered few suggestions on how operations could be improved.

We also met with the Director of Public Works, the Director of Finance and the Purchasing Agent for the Town of Trumbull to obtain an additional perspective.

### **Summary of Findings**

We have reviewed the 47 staff positions at Long Hill. Within our review's defined scope, we conclude that the School District's administrative operations at Long Hill are carried out cost effectively, and we do not see an opportunity for a reduction in administrative staff at this time. There are, however, opportunities for other cost reductions. A number of steps have been identified for better purchasing, maintenance and grounds-keeping, computer systems and management information, and are described in the body of this report.

Our interview notes (see Appendix A) provide a more detailed description of the School System's administrative operations.

## **ADMINISTRATIVE STAFF LEVELS**

The Trumbull School District's 47 administrative positions at Long Hill are listed below. The individuals we interviewed are identified by an X.

### **Superintendent's Office**

- X Dr. Ralph Iassogna, Superintendent
- Mary Konecny, Executive Assistant
- Ellen Gove, Superintendent's Secretary

### **Assistant Superintendent**

- X Dr. Tony Minotti, Assistant Superintendent
- Darlene Mata, Administrative Secretary

### **Personnel Office**

- X Celeste Jardim, Executive Assistant for Certified Staff
- X Ellie Jorhamo, Personnel Support Specialist for Non-Certified Staff
- Arlene Millbauer, Insurance Coordinator
- Debra Kohn, Substitute Teacher Coordinator
- Diane Tantimonico, Secretary

### **Pupil Personnel Office**

- X Brenda McNeal, Director of Special Education
- Ron Benner, Coordinator of Special Education
- Toni Mizzoni, Administrative Secretary -- Scheduling
- Maria Vaz, Administrative Secretary -- Order/Invoice Processing,  
Tuition Reports
- Susan Collins, Secretary -- Data Entry and Reports
- Wendy Haslam, Secretary -- Policy Review Board (part-time)

### **Curriculum Office**

- X Dr. Barbara Kmetz, Director of Curriculum
- Claudia Konopka, Administrative Secretary
- Judy Klein, Staff Development Coordinator
- Mary Santilli, Math Program Leader
- Joanne Kershaw, Reading/Language/Arts Program Leader
- Pat DeCoster, Science Program Leader
- Karen McVeigh, District Facilitator

### **Technology Department**

- X Jeffrey Hackett, Manager of Technology
- Richard Mastroiani, Assistant Manager of Technology
- Sandy Skawinski, Administrative Secretary
- David Nicolett, Technician I
- John Gates, Technician II
- Patrick Guptarak, Technician II
- Dennis Topo, Technician III
- John Virag, Technician IV

### **Information Services**

- X John Denisevich, Manager of Information Services
- Rosalie Hauge, Media Technician -- Star Data Base System

### **Business Office**

- X Al Chiarenzelli, Business Administrator
- X Rosemarie Fedorko, Assistant Business Administrator -- Bus Transportation
- X Debbie Nacano, Payroll Clerk
- Linda Anicelli, Accounts Payable Clerk
- Lynne Helton, Student Accounts/Grants Secretary
- Shirley Mayo, Budget/State Reporting/Bank Accounts
- Dawn Perkins, Transportation Office Clerk
- Carol D'Agostino, Munis Accounting System/Technology Support Training

### **Plant Engineering**

- X Don Walsh, Custodial/Maintenance Supervisor
- X Steve Kennedy, Plant Administrator
- Mary Wild, Accounting Clerk -- Work Orders
- Suellen Rutigliano, Payroll Data Entry Clerk

### **Food Services**

- X Betty Sinko, Food Services Manager
- Jennifer Izzo, Administrative Secretary

Administrative expenses in total are in line with those of other comparable Connecticut School Districts. Each of the positions listed serves a defined, necessary function. There is no evidence that personnel are not fully occupied or that positions could be readily combined, and we see no opportunities for staff reduction at this time.

## **PURCHASING**

After personnel salaries and related payroll benefits, purchased goods and services are the highest cost category in the School District's budget. They include a wide variety of items such as classroom supplies, computer equipment and programs, fuel oil, textbooks, etc.

Purchasing involves two steps: (1) negotiating with potential vendors for quality, price, delivery and post-purchase service and, subsequently, (2) placing purchase requisitions against approved vendor contracts for delivery of a specified quantity to certain locations on certain dates. Most of the potential for cost savings lies in purchasing negotiations.

The purchasing function is not assigned to a single person or position. Rather, it is distributed among several cost center managers. For example, the Director of Curriculum negotiates with textbook publishers, and the Technology Operations Manager buys personal computers and related equipment.

The Town is developing a five-year capital improvement plan that will cover all departments. Presumably, it will provide guidelines for departments' future capital requests.

### **Purchase Requisitions**

Various managers can issue requisitions. Provided that the cumulative requisitions do not exceed the line-item budget for a particular account, a purchase order is issued. The Assistant Business Administrator for Transportation also acts as an office manager for the Business Administrator and, in such capacity, oversees this routine. A number of restrictions come into play:

- ◆ For purchases under \$1,000 the Assistant Business Administrator watches for abuses such as breaking up large orders into several smaller ones in order to avoid the next restriction.
- ◆ Purchases between \$1,000 and \$10,000 require that three quotations be received from vendors prior to placing an order.
- ◆ Purchases exceeding \$10,000 require an RFP and sealed bid procedure. They are handled by the Town's Purchasing Department.
- ◆ If the item to be purchased is to be used over an extended period, financing it through bonding may be considered. There is no threshold dollar amount at which

bonding must be initiated. The procedure takes about six months, but if the Town authorities approve the purchase, and if sufficient money is on hand, then the requesting department/person can proceed to procure the item. Bonding, per se, does not necessarily delay the purchase.

We believe that these procedures are followed properly.

### **Purchasing Negotiations**

We believe that the opportunities for lower prices are greater than implied in the interviews. The Trumbull School District's 2003-04 budget request for purchased goods and services that could be subject to improved negotiating is approximately \$4,115,000. A relatively small reduction in purchase prices could yield significant cost savings.

The State negotiates with vendors for certain items on behalf of all School Districts. It issues a list of approved vendors, each one for specific items and at specific prices. School District Administrators may sometimes find items at a lower price.

Managers responsible for various categories of equipment, supplies and services can be more aggressive in exploring joint purchasing programs, both with other School Districts and with the Town. We recommend that a committee chaired by the Superintendent be established to review: (a) how negotiations are conducted; (b) Trumbull's leverage for lower prices; (c) possible inter-District combined purchases; (d) coordination with the Town's purchasing agent; and (e) operating changes (see further comments below) that would reduce vendors' costs and induce lower prices.

The School District should pursue a higher level of collaboration with the Town's Purchasing Agent, not just in combining orders, but also in taking advantage of his professional negotiating experience.

With regard to technology, the State requires that each District prepare a five-year technology plan. It provides some guidance on selecting and buying personal computers, although the specifics are not clear. The District collaborates with the Town on equipment selection, but may not on vendor negotiation.

Regarding textbooks, the Director of Curriculum negotiates for new ones, while school principals order replacement books as needed. The publishers risk that their book offerings may not be accepted after investing considerable sums in research, selecting an author(s), book editing and marketing the final product. Typically, there is a large margin between textbook manufacturing costs and price, and a skillful buyer has a good opportunity for negotiating a lower price. Also typically, textbook sales personnel are paid on a commission basis. A skillful buyer takes this psychological atmosphere into account when negotiating price and other terms. Another negotiating ploy can be to make a tentative selection of two texts on the same subject offered by

two different publishers, even though one is preferred, and then play one publisher against the other. Another opportunity may be in negotiating prices for the combined new and replacement textbooks.

The Director of Curriculum believes that there is little opportunity for inter-District collaboration to obtain lower prices through combining Districts' orders because (a) as a result of each District's textbook selection, many are sole-sourced, and (b) publishers resist volume discounts.

Food Services operates within its own budget. Commodity items are available through a Federal Government program(s) but, generally, they are unpopular with students. The Food Services Manager negotiates with various commercial vendors for other food items and supplies, and subsequently places purchase requisitions independently of the District or the Town. She believes that the opportunity for joint purchasing with other Districts is small because of vendors' reluctance to deliver small quantities to numerous locations.

Based on the NESc consultant's experience in the food service industry, we suggest that joint purchasing be pursued more vigorously and that further consideration be given to:

- (a) The trade-off between fewer, larger deliveries at lower prices vs. the cost of equipment and space for a larger inventory of frozen, refrigerated and/or dry goods in the Trumbull Schools.
- (b) Letting one school be a central storage point for the District and then re-distribute to other schools by its own truck.
- (c) Operating a central kitchen for some large-volume items and/or for items where vendors complain about small, frequent deliveries; e.g., soups, salad, some entrées. It would be the central storage point as in (b) above with concomitant price reductions. It would also reduce some personnel at eight other kitchens; but an offset would be the cost to distribute prepared meals to other schools, meal degradation during transportation, etc.

The objective is to help the vendor reduce costs by increasing delivery volume and reducing delivery frequency. When the District finds ways to reduce the manufacturer's and/or local vendor's costs, it can negotiate a reduction from the starting price.

In general, purchasing transactions involve several elements, such as product specification or delivery, each of which needs to be considered separately. For example, another town's School District has negotiated delivery schedules and the mode of transportation to reduce the cost of transporting textbooks from a printing plant.



Some general points on ways in which each element's cost might be reduced with associated price reductions:

- ◆ Product -- are your specifications tighter than need be, thereby creating a higher manufacturing cost?
- ◆ Vendor engineering/design services -- are you too demanding, thereby requiring extensive services whose costs are built into the product price?
- ◆ Manufacturing and delivery, particularly if the School District buys that item in large quantities -- (a) is the manufacturer or local vendor given erratic orders or unreliable orders that are changed frequently, which cause abnormal manufacturing runs and/or delivery schedules; (b) although many Districts inundate suppliers with next year's orders at the end of a school year, can the delivery schedule be smoother throughout the next year, thereby easing the manufacturer's production problems and putting less pressure on the District's storage space?
- ◆ Transportation -- can you receive larger quantities less frequently; does the delivery driver have to wait for a receiving door to be opened, thereby causing delay time; can your personnel help the driver unload the truck; are returned items (e.g., food canisters) ready for the driver to pick up or must he search for them?
- ◆ Post-delivery services -- does Trumbull experience many returned items, regardless of cause; unnecessary visits by the manufacturer's representative to unravel problems that might have been foreseen by better planning?
- ◆ If the District operates warehouse space, can a favored vendor be given the entire business for that category of product if he manages a fenced-off space and inventory in the warehouse?
- ◆ Many that provide outside professional services are not accustomed to having their services managed, but it can be done. For example, more and more corporations are managing their outside law firms' services, with resulting reduced legal fees; e.g., determining in advance what services require the time (and hourly rate) of top-flight attorneys or can be assigned to para-professionals. Trumbull can manage its outside professionals similarly.

## **GROUND-KEEPING AND BUILDING MAINTENANCE**

The Town's Director of Public Works believes that the School District has failed to provide the necessary preventive maintenance for its buildings and that the Town's Board of Finance has failed to provide the needed funds. A preventive maintenance program may increase expenses in the short term but should reduce major maintenance expense over the long run. We suggest that the Director of Public Works, in coordination with the Schools' Plant Coordinator, help the Schools in developing such a program and in estimating its cost.

The suggestion has been made that the Town's Departments of Public Works and of Parks be made responsible for the grounds-keeping and maintenance functions of the School District's buildings and athletic areas as well; and conversely, that the School District take over the responsibility for custodial work for the Town. (The Department of Public Works handles maintenance work for Town roads and for other Town buildings, and the Department of Parks handles the lawn mowing, snow-removal and maintenance work for other public areas.) Union agreements and policies and procedures for setting priorities between the Town and the schools would need to be worked out. It is not clear, however, that this would result in reduced expenses, and it is not our recommendation to implement it.

If the Town were to assume responsibility for the School District's maintenance operations, the role of the Schools' Director of Operations would take on added importance. He or she would (a) be responsible for custodial work -- now for the Town as well as the School District, (b) review repair work orders submitted by School personnel, (c) determine which should go to School custodial personnel and which to Town maintenance personnel, (d) establish and monitor priorities in coordination with the responsible Town personnel, and (e) expedite maintenance work where necessary.

## **COMPUTER SYSTEMS**

The School District's Technology Operations Cost Center oversees the purchase, maintenance and upgrading of approximately 2,000 PCs, 700 printers/scanners, six file servers, seven application servers, all A-V equipment, wide area network and servers for Web, VPN and Exchange. The Director of Technology supervises five technicians and one senior network engineer/systems analyst. The budget for this department covers Windows XP, Microsoft Office and anti-viral software. The department follows computer technology guidelines prepared by the State and submits a five-year technology plan to the State, as required.

The Town's Director of Technology has one assistant and services about 60 PCs. The Town's and the School District's Directors do collaborate. However, the Town's position is presently unfilled, and replacement has been deferred until the First Selectman's Technology Committee completes its review of all departments' needs and plans for computers, systems and programs. The Town Library and the Police Department have, or are requesting, their own computer systems personnel.

The School District also has a Manager of Information Services as a separate position. His role is focused on the schools' information needs. He has been creative in solving classroom-related information problems and in devising ways to meet special information needs. There is at present little coordination between the Information Services Manager and any counterpart in Town departments.

The First Selectman's Technology Committee is currently reviewing Information Technology needs. We believe that the School District's Manager of Information Services should be more actively involved in this effort and could be of greater help to other Town departments. To the extent he does so, some part of his budget may be absorbed by the Town.

Within the School District, the Director of Information Services' primary function is the analysis of student data. There also is, we believe, a need for similar analysis of administrative data as further described below.

## **MANAGEMENT INFORMATION**

The fact that the School District's administrative expenses in total are in line with those of other comparable Connecticut School Districts does not mean, of course, that administrative operations could not be made more cost-effective. Management at all levels must continue to look actively for opportunities for improvement.

At present, statistical data, which would provide management information for further analysis in a number of areas, are not routinely recorded. We believe that there is an opportunity for a more systematic effort to develop and monitor cost-oriented measures of administrative performance.

For example, teacher turnover is an area of growing concern. Individual resignations are, of course, discussed in management meetings on an anecdotal basis. It is important to also review trends statistically over a period of time.

Another example: It would be useful to prepare a statistical report on the number of requests for substitute teachers and the reasons for these requests.

Similarly, in the area of Special Education, comprehensive reports are prepared for submission to State and Federal agencies. These do not however, provide statistical information (which would not identify individual pupils) on, for example, types of special assistance provided or their cost or effectiveness.

In the area of Curriculum, little statistical information is available on the number or extent of changes required year by year, or the time required to make changes effective.

We believe that the Director of Information Services could be given greater responsibility for assisting the Directors of Personnel, of Special Services and of Curriculum in developing a more comprehensive program of administrative data collection, periodic reporting, analysis and management review.

## **APPENDICES**

## INTERVIEW NOTES

	<u>Page</u>
<u>Long Hill Administrative Office</u>	
Dr. Tony Minotti, Assistant Superintendent.....	13
Celeste Jardim, Executive Assistant for Certified Staff.....	14
Ellie Jorhamo, Personnel Support Specialist for Non-Certified Staff .....	14
Debbie Nacano, Payroll Clerk .....	14
Brenda McNeal, Director of Special Education and Pupil Services.....	15
Dr. Barbara Kmetz, Director of Curriculum .....	17
Jeffrey Hackett, Manager of Technology .....	19
John Denisevich, Manager of Information Services.....	21
Al Chiarenzelli, Business Administrator .....	23
Rosemarie Fedorko, Assistant Business Administrator -- Bus Transportation.....	25
Steve Kennedy, Plant Administrator .....	28
Don Walsh, Custodial/Maintenance Supervisor.....	28
Betty Sinko, Food Services Manager .....	29
<u>Town of Trumbull</u>	
Lynn Heim, Director of Finance .....	32
Robert Chimini, Purchasing Agent.....	32
Paul Kallmeyer, Director of Public Works.....	34

## **Office of the Assistant Superintendent**

**Cost Center #40 -- 2005 Budget: \$475,094**

**Dr. Tony Minotti**

**By Bill Burke, Robert Havemeyer and John Toner -- September 8, 2004**

The budget for Cost Center #40 covers English as a Second Language, substitute teachers for homebound students, tutorial and expulsions, and tuition paid to other School Districts, in addition to the salaries for the Assistant's office. However, the Assistant Superintendent has reporting to him the Director of Curriculum, Information Services and, more recently, the Director of Pupil Personnel and Special Services.

Up until fairly recently, there were two Assistant Superintendents. With the reduction to one, he has almost everything reporting into him. A solid plan now exists for professional development, with all of these units reporting to him, according to Dr. Minotti.

Information Services is now linked directly into the schools. A technology advisory committee consisting of the school principals assures that everyone is aware of what is available. He sees consistency across the District with this approach.

Asked about Dr. Kmetz's statement that there needs to be greater coordination on curriculum from K to 12, he replied that Dr. Kmetz is now working with program leaders and instructional chairs on a monthly basis to assure that everyone is on the same page. Now the Elementary Schools are aware of what the High School needs as a result of the CMATs. Dr. Kmetz meets with the middle managers every other month in addition to her monthly meetings on curriculum. This assures a comprehensive approach to curriculum, communication and planning.

Dr. Minotti has also instituted meetings between the K-to-12 principals this year to further assure continuity and consistency. The goal is for the central office to be seen as a support unit. Program leaders in the elementary grades supervise teachers and coach them at the same time.

The Trumbull District subscribes to the Tri-State Consortium and uses its 15-point best practice indicators to measure continuous improvement. Every school has an improvement plan that Dr. Minotti reviews with the principals each time he visits with them. This has gotten off to a slow start, but he hopes to have the momentum going for the program within three years. During the past year teachers have been introduced to the program.

Class sizes are 25 in High School, 20 in K to 3 and 20+ in the middle grades.

Eight percent of the students in Trumbull are learning-disabled.

## **Personnel and Human Resources**

**Cost Center #80 -- 2005 Budget: \$1,013,936**

**Celeste Jardim  
Ellie Jordhamo  
Debbie Nacano**

**Certified personnel  
Non-certified personnel  
Payroll**

The School District employs about 570 certified teachers and administrators. There is an annual turnover of about 10%. Candidates may apply directly or may contact the School District at an annual job fair.

About 50 new certified applicants are hired each year. After screening their paperwork, they are invited for an interview with a committee which usually includes the principal of the school where they will teach.

The Personnel Department enters (registers) each prospective employee in the payroll data base system, and subsequently tracks their completion of progressive certification or graduate school requirements.

The Department similarly processes non-certified personnel (secretaries, para-professionals, custodians, therapists, adult education teachers). All are required to join a union.

It also processes (sets up for payment) Special Education students.

The Payroll Department processes 250 weekly and 1,000 bi-weekly payroll checks (mostly by direct deposit). It tracks employee status (active/inactive, terminated, recall). About 200 employees (custodians, maintenance) report time on time clocks.

The Substitute Coordinator handles daily requests for substitute teachers. There are instances when a substitute teacher is not effectively utilized -- for example, when a teacher who expects to be absent and requests a substitute then shows up for work without informing the Coordinator in advance. There is no record of these occurrences.



## **Director of Special Education and Pupil Services**

**Cost Centers#01-#39 -- 2005 Budget: \$7,361,053**

**Brenda McNeal**

**By Michael Abel and Kurt Schaffir -- August 26 and September 9, 2004**

The Special Education Department handles approximately 500 students. The Department operates in accordance with Federal IDEA (Individual Disability Education Act) regulations, which provide clear and strict guides on how children are to be identified and evaluated, how individual programs for each child are to be prepared and executed, and how progress is to be measured and reported.

Requests for special education may be initiated by parents, by teachers, or in some instances by the student. A request for each pupil is submitted -- at the beginning of the school year or at any time during the year -- to a Pupil Services representative. Each request is reviewed and evaluated by a TBC team, based on tests and evaluations prepared by the Department with participation of parents and physicians.

Based on this evaluation pupils are identified for participation, and a program is prepared for each pupil. Programs specify the support to be provided and may involve outplacement.

The Special Education Coordinator, who reports to the Director, is responsible for the Special Education budget and funding, represents the School District in Due Process hearings, and monitors and supervises teachers and programs which are overseen by:

Chairmen -- Elementary School  
Middle School  
High School  
Specialized Programs (Preschool, Summer School)  
Alternate School Programs

Other related staff services report directly to the Director:

Health Services  
Psychological Services  
Social Workers  
Speech, Hearing and Language Services  
Outplacement in the Public School system and in Private Schools

There is an active parent group, and individual parents play a strong and active role in the evaluation of and program development for their children.

The Department is aware of the need to both meet the needs of the pupil and contain costs.

Efforts are made to improve in-school programs so that costly outplacements can be minimized.

Efforts to reduce or limit in-school programs are resisted by parents. Disputes between school and parents regarding admission to Special Education, or regarding program content, may be ultimately resolved through legal Due Process hearings. These are costly to both parties and therefore kept to a minimum. The best balance between cost and service is hard to define and questions tend to be resolved in favor of better service to the student and the community.

The school reports in detail to the Connecticut State Department of Education, which prepares an annual report comparing Special Education operations among comparable schools (according to ERG groups). Trumbull rates above average in this report.

The report deals with program content and program costs only in the aggregate. It would be useful to have more information on the per-student costs of programs for different disability categories, and for levels of disability. These could be compared from year to year and could help in looking for opportunities for cost improvement.

## **Director of Curriculum**

**Cost Center #41 -- 2005 Budget: \$905,116**

**Dr. Barbara Kmetz**

**By Robert Havemeyer and John Toner -- August 23, 2004**

The Curriculum Director is responsible for the development of a new curriculum, the improvement of existing curricula, testing and staff development. She made the comment that in general it is easy to develop the curriculum as the need arises. The difficulty is in the implementation. To assure that students in the six primary schools all experience the same content in preparation for the CMATs in language arts and math prepared by the State, she chairs four committees, some as official chairperson and others on a pro tem basis. (In the near term the State will be adding a CMAT for the sciences.) These committees are charged with seeing that everyone is on the same page in teaching content and using methods. Dr. Kmetz has been the Director for the past 10 years and will be retiring in June.

Curriculum development for the Middle and High Schools takes place in those schools. Asked if she thought the process in Trumbull was effective and efficient, she said that it could be more so if there was coordination of curriculum from K to 12<sup>th</sup> grades.

About 70-75% of the Curriculum budget is devoted to salaries.

Three program leaders (Science, Language Arts and Math), who are all certified, move from school to school to make sure each teacher understands the curricula through team teaching, lesson plan developing, and modeling in addition to developing various curricula.

The Talented and Gifted Student Program is included in her budget. Each Elementary School has ½ teacher assigned to it. The District works closely with the Commissioner of Education on this. Parents are very vocal when it comes to TAG.

Other Non-Certified Staff covers one associate (who is certified). This individual is responsible for testing and professional development. She also coordinates the activities among the various schools from Elementary to High School (i.e., concerts etc.).

Teachers' Curriculum Writing takes place during the summer when teams of teachers work together in developing the curriculum.

About ¼ of the Curriculum Budget is comprised of Textbooks/Workbooks and Testing Materials. When the Curriculum Department develops new curricula, it supplies the new texts for the schools. The schools are responsible for replacing existing texts. This budget number can vary depending on the need to develop new curricula. Dr. Kmetz tries to use grant money available to her for the purchase of texts when possible.

Asked if she thought joint purchasing of textbooks by several School Districts would be cost-effective, she replied that she could not see it happening. While Trumbull collaborates with other Districts and discusses different approaches to the CMATs, each District develops its own

curriculum depending on its needs, parents' interests, etc. Unlike Texas and California, Connecticut does not have a State curriculum. It influences the curriculum through the standards it tests for in the CMATs. Also, she did not think the publishers would offer a discount if several Districts were to get together.

Asked to identify one area she would like to see change, she identified the lack of assistant principals in all the elementary schools. In the past each of the schools had ½ of an assistant principal. This year two will share an assistant principal. These two schools are the ones with the greatest number of special needs students. She also stressed the need for a Social Studies Coordinator.

In her opinion, the Board of Education budget is a highly politicized topic in Trumbull. In her long career from teacher to director, it has always been this way. In recent years, she said, it has become more so.

The process is approximately as follows:

- (a) In September of the year preceding the subject school year, she meets with program directors, principals and others concerning the curricula needs. By October, she aggregates the estimates in gross dollars.
- (b) Review with the Superintendent.
- (c) Forwarded to and reviewed by the Board of Education.
- (d) Reviewed by the First Selectman in discussions with the Superintendent.
- (e) Reviewed by the Town Finance Board.
- (f) Reviewed by the Finance Committee of the Town Council.
- (g) Reviewed and approved by the Town Council.
- (h) Final approval comes back to the Superintendent for reallocation.

In the process, reductions are expected from the original request.

Connecticut ranks Trumbull "high" on its ability to pay for education, based on total assessments for property in town, but "low" on its willingness to pay for education. Despite this, Dr. Kmetz believes that parents are attracted to Trumbull because of its well-regarded education system.

A major question for consideration, which may be pursued in future discussions with Town officials and, possibly, with the State Education Department: How much influence does the State have on the need for new curricula? While curriculum preparation is relatively easy, its implementation is time-consuming and costly. When a new curriculum is needed (whether State imposed or District judgment), the District bears the cost for the development, implementation and accompanying new textbooks and testing materials.

## **Technology Operations**

**Cost Center #42 -- 2005 Budget: \$930,736**

**Jeffrey Hackett**

**By Robert Havemeyer and John Toner -- August 26, 2004**

It should be noted that the budget sheet we received is not the latest one. \$1,375,136 was reduced to \$930,736; the principal difference being in account #57301 (Hardware/Computers - Equipment) because the Town Council or Finance Committee required that about \$260,000 of requested budgeted equipment be re-submitted through the bonding procedure. Other interviewers should be certain of the correct 2005 budget request in their respective interviews.

The manager of this cost center reports directly to the Business Administrator. He collaborates with the following:

- (a) Curriculum Department -- needs, future plans and issues
- (b) School Administrators -- resolve outstanding issues and discuss future needs
- (c) Committees -- Tech Foundation, Channel 21, TAC Committee Attendance Committee and IT Leader Mentoring
- (d) Pupil Personnel Service -- needs, future plans and issues
- (e) Maintenance Department -- needs, future plans and issues
- (f) The Town's technical guru
- (g) Other Town offices

A chart shows 14 items in the Department's function. They can be summarized as follows:

- (a) Responsible for equipment selection criteria and identifying specific equipment to purchase: telephone systems, audiovisual equipment and PC systems and equipment in 11 buildings and for school nurses. Responsible for the District's e-mail. Equipment upgrading is his sole responsibility. New-equipment decisions are made collaboratively with Curriculum and school principals.
- (b) Services equipment in-house if possible, or decides about outside service or scrapping.
- (c) Acts as the District's technologist on systems and equipment.
- (d) Determines if upgrades or new systems/equipment is needed to meet curriculum needs.
- (e) Special Education requires heavy technological support, along with pre-school.

- (f) The above responsibilities cover approximately 2000 PCs, 700 printers/scanners, six file servers, seven application servers, all A/V equipment, wide area network, and servers for Web, VPN and Exchange.
- (g) Provides training to some of the staff, basically at the front end of a new system. Curriculum and the Business Office provide most of the training. Connecticut Education Services also provides some training to the teaching staff.

Mr. Hackett oversees six other people: three technicians at Level 2, one technician at Level 3, one technician at Level 4 and one senior network engineer/systems analyst. The technicians are on-site at each elementary school at least once a week to show visible support. He would like to add another technician.

His budget pays for Windows XP, Microsoft Office package and anti-viral software. Dr. Kmetz in Curriculum pays for specialty software and new application software

As mentioned above, Mr. Hackett coordinates with the Town on its equipment purchases. The Town has a technical guru plus one assistant and services an additional 60 PCs.

Sixteen towns are members of CEN, a State-sponsored educational network in Hartford. They meet regularly to discuss issues and to bring in vendors for demos. He collaborated with other Districts in the bulk purchase of Palm Pilots. Generally speaking, however, he follows the Town's bonding procedure on purchases exceeding either \$8K or \$10K.

Budget process vs. bonding is an important issue. Purchases exceeding \$5K (recently raised to \$8K or \$10K) should be funded through the Town's bonding procedure. If the total package is less than the threshold value of either \$8K or \$10K, he buys directly after first getting three quotes from vendors. In either case, he prepares the bid package, which goes to the Town's purchasing agent. Hackett attends the bid opening. While the budget vs. bonding procedure is not his decision, he prefers the former for three reasons: (a) he has more control, (b) the time between decision to acquire and receipt of equipment is shorter in the budget process, and (c) equipment acquisition coordination with the three-year technology assessment required by the State is much easier under the budget process (see next paragraph).

The State is taking more of a lead on computer technology. It has prepared an approved vendors' list which Hackett uses to buy one or two items. The State has required a three-year technology plan showing what the department wants to do in the future.

The Selectman's Committee on Technology is looking into joint opportunities for the District and the Town.

In his judgment, in a 1-10 rating, Trumbull ranks about 7-8 on computer equipment and applications.

## **Information Services**

**Cost Center #92 -- 2005 Budget: \$210,200**

**John Denisevich**

**By Robert Havemeyer and John Toner -- August 25, 2004**

Information Services is a two-person operation consisting of Mr. Denisevich and an assistant who has recently joined him. It had been reporting to the Director of Curriculum until fairly recently. It now reports directly to the Assistant Superintendent of Schools.

Mr. Denisevich described his function as anything to do with student data and functional software as opposed to the basic software that comes with the hardware provided by Technology Operations. Some data is handled through the Business Administrator's Office (I believe this is the planning and maintenance of bus routes).

In the mainframe era, Mr. Denisevich managed the two functions that, today, are known as "Technology Operations" and "Information Services." Once conversion was made to PCs and networks, the functions were separated. Technology reports to the Business Administrator.

The biggest database in the District is that dealing with Student Records. Trumbull uses Star\_Base to capture this information. It is, according to him, well designed and comprehensive. It is used extensively in Fairfield County. It tracks scheduling, attendance, college applications, grade reporting and discipline. Ninety percent of student data is maintained here. The licensing cost associated with Star\_Base is \$23,500 in the latest budget.

Trumbull participates in a cooperative data warehousing project with other Districts. It is called AES and is budgeted at \$22,500 in the coming year. Information from Star\_Base is fed into the data warehouse as well as the Elementary Assessment Database, the Middle School End-of-Year Assessments, High School Assessments, practice CAPTs, midterms, finals and CMTs, CAPTs and OLSATs.

The reason for the data warehouse is that Star\_Base does not capture assessments. Theoretically, once the information is in the data warehouse, anyone, even a non-technological person, can go into the database and get the information on students that he needs. A disadvantage of warehousing is the time spent in organizing and reformatting data before it is sent to the warehouse. Another disadvantage is the time lag until the requested report or data analysis is available. The information is not available for inquiry for 30 days. The warehouse imposes a monthly deadline for the receipt of data. If an input deadline is missed, the lag time increases.

Although several Districts use the warehouse, a District does not have information for any District other than its own. This is due to privacy concerns.

Mr. Denisevich would like to move away from the cooperative data warehouse and build one of his own. He believes that this would be more efficient and allow for the timely access of information. He said that he was trying to convince others of the benefit.

Mr. Denisevich prepares a series of reports and evaluations throughout the year for the District, the School Board and the State of Connecticut. One report that he prepares for the Board shows college acceptances by student and the college chosen by the student. He maintained that if Trumbull had its own data warehouse, he would be better able to respond to requests of this kind.

As might be expected, Information Services budget reflects salaries and licensing agreements.

Mr. Denisevich comes across as technically proficient, although the interviewers were not sufficiently knowledgeable on the technical aspects of PC systems and data manipulation to make a sound judgment. Others described him as a free thinker who gets bored with the mundane and routine, but creative and enthusiastic with new approaches and questions on how to use data.

Questions to be considered for further steps:

1. Investigate the benefit to be derived from Trumbull having its own data warehouse and see if the \$22,500 is cost-justified.
2. See if there is any value in joining Information Services and Technology Operations and placing it under either the Deputy Superintendent or the Business Administrator.
3. See if the expertise in Information Services could replace the two- or three-person technical guru section in the Town's organization.



## **Business Administration**

**Cost Center #91 - 2005 Budget \$11,074,200**

**Al Chiarenzelli**

**By Bill Burke, Robert Havemeyer and John Toner -- September 8, 2004**

### **Budgeting**

He is installing zero-based budgeting. About 80% of the District's total budget is salaries and fringes, which is determined by student population, education requirements and union contracts. Utilities, fuel and other items over which the District has little control amount to about 5% of the budget. Given his goal of having 97% zero-based, leaves him with about 12% of the budget (i.e., 97-80-5) that he and others can really work on for zero-based.

Dr. Kmetz reviews book replacements.

The District has an unusual arrangement for paying retiring teachers a flat amount of \$40K. It was not clear if this is traditional, and therefore a de facto commitment, or if it is contractual.

The general budgeting schedule is as follows:

1. Templates (historical budget information and space for entering budget request) are issued in August/September and should be returned by October 31.
2. He and others review and aggregate the information into a requested budget which goes to the Board of Education before Thanksgiving.
3. About mid-December, the Board responds.
4. Various meetings take place to revise.
5. The recommended budget goes to the First Selectman in January.
6. Various meetings take place to revise.
7. The Board receives an approved budget from the Town.
8. The District then re-allocates the approved budget to do its job.
9. By May, he has an approved budget.

The Board of Finance can raise or lower the budget. The Town Council can only lower it. The School District's budget is about 70% of the Town's total budget.

There is line-item control in applying the budget. A cost center head or school principal has to request approval to transfer money from one account to another. This control is completely within the District's purview.

Trumbull spends about \$10K per student. It ranks about midway among other Connecticut towns in this expenditure.

### **Bonding**

Expenditures over either \$8K or 10K must go out to bid. There is no clear-cut definition of how large an expenditure must be to go through the bonding process. Obviously, it must be a large amount, and any requests by the Board of Education would be aggregated with other Town departments' requests, in order to justify the expense of the bonding process.

Bonding draws out the entire acquisition process. From an operations standpoint, he would prefer that requests for large expenditures not go through the bonding process, but he has no control on that decision.

### **Purchasing**

Purchases under \$1K do not require formal procedures, except that aggregated expenditures must stay within the budgeted line-item amount. Up to either \$8K or 10K, three quotes are necessary. Beyond that limit, it must go to bid. He works through the Town's Purchasing Director if it might have to be bonded. Al does not abuse the process.

The State has a list of approved vendors and prices for equipment and expendable supplies.

Region 5 has a buying consortium. Region 15 meets annually to discuss purchasing. The regional definitions or names of members in those regions were not clear.

He would like to collaborate more with the Town on various procedures, especially on purchasing. This might occur soon.

The Business Office cannot arbitrarily take the Food Services surplus. To attempt to do that would be a difficult process.

## **Assistant Business Administrator -- Bus Transportation**

**Cost Center #88 -- 2005 Budget: \$3,299,750**  
**Rosemarie Fedorko**

**By Robert Havemeyer -- September 3, 2004**

Ms. Fedorko reports to the Business Administrator.

About 10-15% of her time is devoted to the "assistant business administrator" function and the rest to "bus transportation." She is president of the CIL union, which includes supervisors and support personnel.

As "assistant business administrator," she acts as an office manager for the detailed paperwork functions that fall under Business Administrator. She has one secretary and one part-time person.

She took over the minutiae from the former Business Administrator. Al has relieved her of a small amount of that in order to give her adequate time for bus management. The "minutiae" are:

1. Supervising student activity business matters.
2. Grants payments.
3. Checking purchase requisitions against authorized budgets, made by all other cost centers and schools; e.g., does the request exceed the budget, have enough bids been secured, has the State's bid list been used for furniture and other small items?

Item #3 is particularly important because there is a decentralized purchasing function in the District.

I have had considerable past consulting experience in laying out delivery routes, but this is as complex as any I've seen. The two principal aspects are:

1. Laying out the routes, and fine-tuning them, in advance of the new school year — this is complex. To illustrate, bus re-districting started in 2003-04; it took a year to plan for it.
2. Managing them against problems and parents' complaints that arise during the year — this is more demanding than in the business world of delivering goods to customers.

At one time, the District owned and operated its bus transportation system. The following were reasons for contracting out this function:

1. The process for bonding or budgeting for equipment became onerous.
2. The union wanted 10 consecutive hours of work for the drivers, which created many kinds of problems.

3. The drivers wanted the same benefits as other Districts' employees.

4. Cost reduction.

The District had contracted with Ryder, but it was sold to First Student which it continues to use. This company is adequate.

Many petty problems with the union (Amalgamated) take up much unnecessary (in her opinion) time. Most frequent and time-consuming is driver seniority vs. the District's rights. She believes that many of the union's demands and grievance filings should be taken to First Student rather than the District. However, once it files a grievance, the District must respond, attend meetings with a State representative, retain an attorney, etc. In the next contract renewal with First Student, she will try to tighten its language.

Another routing software may have been used in the past, but Trapeze has been used for three-four years. It is not perfect, which is technically inherent in any software for this function, but it is adequate. Other Districts have similar problems with their software packages, so all Districts keep searching for better packages. The Trapeze fee is \$4,500 annually.

After the Star\_Base student information is downloaded to Trapeze, it develops the routes. However, Ms. Fedorko then spends much time fine-tuning it for specific situations. She has lived in Trumbull all of her adult life and knows the Town's geography and streets well. She is widowed, has no children and few outside interests. Consequently, she is willing to spend much time on this job. She has been with the District for 24 years. Question: will a successor be able to do this as well?

As mentioned, parents' demands regarding pick-up and drop-off places take up much of her time. When demands cannot be met, the parent can appeal to the Transportation Appeals Committee of six people. It makes the final decision. However, the parent can then appeal to the State, which imposes another level of time and expense.

Fortunately, the small racial and ethnic composition of Trumbull's population has little impact on school assignments and bus routes.

The Star\_Base system (see interviews with Technology and Information Services) downloads student age and location to Trapeze.

There are 56 bus routes, which include 17-20 kindergarten routes. Because there are two sessions for kindergarteners, it breaks up the busing day. The morning kindergarten kids go to school on a regular bus route but return, at 11:45 AM, on a kindergarten-only route. The afternoon kids go to school on a kindergarten-only route and return home on a regular bus route. There are an additional 12 Special Education buses. Under Federal regulations, any Special Education student must be taken anywhere within or without the District to meet his/her particular educational needs.

To get an idea of the impact of Special Education busing, the 2004-05 budget can be broken down as follows:

Regular buses	\$2,056,225	=	62% of total budget
Special Education buses	1,054,000	=	32% of total budget
All other (admin., supplies, etc.)		=	6% of total budget

There is little opportunity to collaborate operationally with other Districts, although there is an informal association among them.

## **Plant Administrator**

<b>Cost Center #82 Plant Administration -- 2005 Budget:</b>	<b>\$ 239,080</b>
<b>Cost Center #84 Custodial Services</b>	<b>\$4,481,825</b>
<b>Cost Center #85 Maintenance Services</b>	<b>\$2,369,378</b>

**Steve Kennedy and Don Walsh**

**By Kurt Schaffir -- August 19, 2004**

**By Mike Abel and Kurt Schaffir -- September 9, 2004**

The Plant Operations Department is responsible for maintaining 12 buildings and barns over 290 acres of property. It operates under the direction of:

The Plant Administrator -- responsible for the recruiting, training and supervision of 55 Custodians, and handles administrative functions and compliance programs related to air quality, asbestos abatement, etc.

The Supervisor of Maintenance Services -- oversees and directs the work of 13 skilled trades personnel and contractors, including painting, grounds-keeping and automobile maintenance, and provides field supervision.

They work in close coordination with each other, under the overall supervision of the Plant Coordinator.

They are supported by two secretaries. One handles primarily personnel and payroll matters; the other handles primarily the processing of work orders, procurement and payment. The Department has requested, and is about to install, a new work-order processing system which is expected to improve communication with school principals and the expediting of work orders.

There is an informal understanding between the School District and the Town to help each other on minor maintenance projects, depending on urgency and availability of personnel at a given time. There appear to be other opportunities with respect to grounds-keeping, garbage pickup, road maintenance, etc. However, it is difficult to coordinate the work of two groups of people, each with its own union, with different priorities and reporting responsibilities.

**Food Services**  
**No Cost Center Number -- No Cost Center Budget**  
**Betty Sinko**

**By Robert Havemeyer and John Toner -- August 26, 2004**

Food Services reports to the Business Administrator. It is not funded through the District's budgeting process. Instead, it operates from a separate fund.

There does not seem to be a high degree of oversight on Food Services, probably because of the funding arrangement and its profitable operation. However, complaints about food quality or increased meal prices would result in more attention.

Betty Sinko has a secretary and manages nine in-school supervisors who, in turn, manage a total of 40 food service people at their respective schools. The entire department works full-time during the school year, but not during summer vacation.

The Trumbull School Board provides, and charges for, maintenance/repair services. She is not charged for space, utilities or custodial services.

During 2003-04, about 371,000 hot lunches were provided at the six elementary schools, two middle schools and one high school. Student participation in the hot lunch program was 18% at the high school, 30-35% at the middle schools, and 50-60% at the elementary schools. However, she has a popular à la carte breakfast program at the high school, and vending machines that sell fruit drinks and "good" snacks. This brought in about 25% more sales than all of the hot lunch sales and reimbursements.

The high school has a 10-year contract with Coca-Cola, which she hopes will not be renewed.

Trumbull participates in the National School Lunch Program. As such, it receives reimbursement from the Federal and State governments for every reimbursable meal served. Strict guidelines dictate what is to go into those meals; i.e., calories, saturated fat, etc. The program is audited against those criteria.

A three-week menu cycle is prepared, with several different entrées available each day.

The daily attendance count and the historical participation level (see above) at elementary schools give her a good guide on how many meals to prepare daily. There is no such count at the middle and high schools. However, because of experience in anticipating who will buy hot lunches, there are few leftovers.

The SNAP program is used to record and monitor students' meal purchases. Funds from parents are credited to cards that are debited at the registers. PINs act as a security feature on the cards. As funds get low on a student's card, a note is sent home. When a new payment is made, the card is updated. While this might seem labor-intensive, Ms. Sinko said that it works quite well. An annual statement is prepared with the Business Administrator and presented to

the Board of Education. The balance sheet at 6/30/04 shows the following:

Assets	\$637K, of which \$584K is cash
Liabilities	\$ 98K, of which 60% is a bond payable
Surplus	\$539K, which reflects an operating loss of \$45K for the year

The operating statement shows the following:

Sales	\$1,610K
State & Fed. Reimburse.	\$ 141K
Cost of food sold	\$ 649K
Gross profit on sales	\$1,103K
Operating expenses:	
Wages & FICA	\$ 714K
All other	\$ 433K, which includes \$150K for equipment *
Net profit/loss	\$ (45K)

- \* There was a significant upgrade and replacement of freezers during this year, which is not a usual annual item. Absent that expenditure, there would have been a profit of approximately \$105K for the year.

Details of revenue and expense for lunches are approximately as follows:

Students pay, per meal, \$1.75 in grade school, \$1.90 in middle school, \$2.00 in high school. These prices have not been changed in 12 years. About 3% of the students are on a reduced-price basis, depending on family income level.

Commodity items are available through a Federal surplus food program, but she does not use it. Much of what is offered would not be popular in Trumbull.

Reimbursements are about \$.21 and \$.05 per meal = \$.26

Total income: about \$2.00 per meal at elementary schools

Food costs: about \$1.00 per meal

Profit: about \$1.00 per meal. The higher quantity of food per meal at the upper schools and the higher prices per student might change the per-meal profit there.

At about 371,000 meals, that would provide a profit of about \$371,000 at the elementary school price level. Add to that the significant income from the à la carte high school breakfast and vending machine sales, and Food Services is a self-sufficient operation.

She goes out to bid to purchase food items locally with consideration given to a vendor's flexibility in such things as delivering small amounts to each school rather than to a central location. Ms. Sinko does all of the ordering. There is little coordination with other Districts for food purchases because no one has the space needed to warehouse the quantities involved.



Grocery vendors do not want to drop off small quantities at many different locations, even though deliveries are only once per week.

Overall conclusion:

1. Food Services is self-sustaining. It pays for equipment, food, personnel, repairs and some renovation.
2. The à la carte and vending machine programs at the high school are significant income producers.
3. Apparently, she meets the Federal nutrition guides and provides tasty meals.
4. The prices charged to students have not created adverse parent reaction. However, one would expect operating profits to decline as future food and labor costs increase.

## **Town Director of Finance and Purchasing Agent**

**Lynn Heim (Director of Finance) and Robert Chimini (Purchasing Agent)**

**By Bill Burke and Robert Havemeyer -- October 20, 2004**

Both the Purchasing Agent and the Technology Manager report to the Director of Finance. Although the latter is not new to the Town, she has been in this position only six weeks. The Technology Manager position is empty. She has been asked to defer a replacement temporarily because the First Selectman's Technology Committee is examining this function across all Town Departments.

### **Technology**

The Director of Finance believes that there has been some degree of cooperation/coordination between the technology directors for the Town administration and the School District. However, she does not know the extent, either in degree or in what technology subjects.

There are also technology functions in other departments; i.e., Police and, perhaps, the Library. As a result of the complexity of the general subject, special needs in various departments, and possible under-utilization of technology incumbents, a First Selectman's Technology Committee has been formed to review overall needs and current resources. She does not know the timetable for the Committee's report.

### **Purchasing: Rules and Guidelines**

- ◆ <\$1,000 -- no further approval or review required, other than not to exceed the appropriate line item budget.
- ◆ \$1,001 - \$10,000 — must obtain three bids.
- ◆ >\$10,000 — an RFP and sealed-bid procedure must be followed.
- ◆ If there is a useful life to intended purchase, then the bonding process will be considered. There is no threshold dollar amount at which bonding kicks in. The bond process takes about six months, but if the Town authorities approve of a purchase, and if sufficient money is on hand, then the requesting department/person can actually proceed with the purchase. The essential point is that bonding, per se, does not necessarily delay the purchase of something that is needed.

The Town is developing a five-year capital improvement plan that covers all departments. Presumably, it will provide guidelines for departments' future capital requests.

It is her observation that prior to Mr. Charles Nicholson's retirement from the School District, it had a higher level of centralized purchasing. In her opinion it is now more de-centralized.

The School District seems to buy everything at once, then warehouses and dispenses material as needed.

All bids exceeding \$10,000 are bid and administered through the Town's Purchasing Department.

Mr. Chimini commented that the State's price list does not always represent the best prices that local administrators can find.

**Director of Public Works**  
**Town of Trumbull**

**Paul Kallmeyer**

**By Kurt Schaffir -- October 19, 2004**

The Director of Public Works oversees 85 employees, with a budget of \$13 million. Major operations include Sewers (\$ 4-5 million), Solid Waste Disposal (regional), Highways (snow plowing and paving -- \$ 3 million), and Engineering (consulting).

Mr. Kallmeyer believes that the School District has failed to provide the necessary preventive maintenance for its buildings. The Town's Board of Finance has failed to provide the needed funds for maintenance because it fears that the money may be diverted by the Board of Education to other uses. As a result, the School maintenance budget has declined over a number of years and, at the same time, major maintenance projects have increased. These major maintenance projects are funded through bonding and do not appear in the budget.

It would be quite possible for the Town to take over the School District's maintenance operations, including the maintenance of playing fields by the Parks Department, and it would probably do a better, more professional job. This has been proposed on several occasions, but never approved. It is not clear, however, that this would result in overall cost savings. There may be some concern on the part of the School District that Town personnel would not always respond to its needs as promptly.

Conversely, the School District, which handles most of the custodial work, could assume responsibility for Town custodial services. Here again, it is not clear that there would be cost savings.

While the reorganization would raise issues with the unions, these could be resolved through negotiation. Basically, it would be necessary to assure union members that there will be no lay-offs of workers currently on the payroll, and they would continue to receive a comparable rate of pay.

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## CONSULTANTS' BIOGRAPHICAL DATA

### Director, Management Consulting:

*Kurt H. Schaffir*, a former partner of Arthur Andersen & Co., has completed a variety of consultancies for the National Executive Service Corps including: Archdiocese of New York Building Commission, Anti-Defamation League of B'nai B'rith, Town of Westport School District, Town of Monroe Assessor's Office, Grace Church and Grace Church School in the City of New York, YWCA of Greenwich, New York City and Westchester Divisions of American Cancer Society Alcoholism Council of New York and New Canaan Public Schools.

Mr. Schaffir's areas of experience and expertise include financial management, systems and information management, human resources and organization. He is a graduate of Case Western Reserve University and Columbia University.

A resident of Greenwich, Connecticut, Mr. Schaffir's volunteer work includes service as financial secretary for Temple Sholom in Greenwich.

### Consultants:

*William J. Burke* served in marketing management assignments for the Industrial Division of Texaco USA. He was Vice President of Marketing for Texas US Chemical Worldwide, a major Petro-Chemical subsidiary of Texaco.

Mr. Burke was Vice President and Regional Manager for NESC after serving as a Director of Management Consulting.

He is a graduate of Loyola University in Chicago, completed engineering studies at North Carolina State College, and completed the management development program at Cornell University. Mr. Burke served four years in the U.S. Navy, as an engineering officer, aboard ship, in the Pacific Theatre.

*Robert G. Havemeyer* has been a professional management consultant since 1953. During that period he participated in and/or managed over 300 projects, while affiliated with three consulting firms: Case and Company, Inc.; Stevenson, Jordan & Harrison; and the Havemeyer Group.

Mr. Havemeyer's past volunteer experience has included: President of Zion Lutheran Church, Vice President of Institute of Management Consultants, Chairman and Treasurer of CNS Productions and Chairman of Stamford Coliseum Authority.

He holds both a BS and an MS in Industrial Engineering from Columbia University.

*John F. Toner* was with Chase Manhattan Bank for 26 years, reaching the position of Vice President, during which time he held a variety of responsible positions. With his considerable skill in relationship management, he developed immediate and long-term training programs to teach this skill to managers throughout Chase Manhattan.

Mr. Toner has been a member of the Peace Corps and has been active in communities where he has resided: Boards of Education in Scarsdale and Greenwich, Representative Town Meeting in Greenwich, and Greenwich Hospital Auxiliary.

He holds a BA degree from Fairfield University and an MA from Manhattanville College.