

A Shared Municipal Efficiency Study

Of Central Business Office, Shared Human Resource Management, Shared Transportation Supervision and Repair Service, and Regional Food Service Management

For the

Tompkins-Seneca-Tioga BOCES
Dryden Central School District
Groton Central School District
Ithaca City School District
Lansing Central School District
South Seneca Central School District

The Rural School Association of New York State
Lawrence Kiley, Executive Director

In Partnership with
Organizational Leadership Services, LLC

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Mary Applegate, Transportation Supervisor
Suzanne Wixom, School Lunch Specialist
Lisa Stelick, Human Resource Specialist

Groton

Brenda Myers, Superintendent of Schools
Tina Boots, Business Administrator
Lou Mikula, Director of Transportation
Edward Farmer, Food Service Manager

Ithaca

Judith Pastel, Superintendent of Schools
Les McCormick, Acting Business Administrator
Margaret Boice, Assistant Superintendent for Business
Robert Van Keuren, Director of Human Resources
David Bacharach, Director of Transportation
Dale McLean, Food Service Manager
Tammy Podufalski, Human Resource Dept.
Trisha Plunkett, Human Resource Dept.
Kyna Alexander, Human Resource Dept.
Ann Levy, Human Resource Dept.
Kathleen Kueffer, Human Resource Dept.

Lansing

Stephen Grimm, Superintendent of Schools
Mary June King, Business Administrator
Louis Varga, Transportation Supervisor
Edward Farmer, Food Service Director
Karen Harding, Personnel Clerk
Karen Hradisky, Payroll Coordinator
Debbie Todd, Secretary to the Superintendent

South Seneca

Janie Nusser, Superintendent of Schools
Naomi Zuckerman, Business Administrator
Lance Heitmann, Director of Transportation
Deborah Bush, Food Service Manager
Shelley Reynolds, Secretary to the Superintendent of Schools

Tompkins-Seneca-Tioga BOCES

Ellen O'Donnell, District Superintendent of Schools
David Parsons, Director of Administrative Services

Introduction

Background

School Districts in New York State have historically been challenged by substantively competing interests. School board members, elected by the constituent citizens of their school district, and superintendents must balance the educational needs of the district's children against the financial burden that the cost of education places on community residents. The current general financial malaise in the United States, and specifically within New York, has had a direct impact on the financial resources available to our schools. In the coming school year the anticipated reductions in state aid will place extraordinary pressure on local resources. This has intensified the paradoxical challenge of maintaining quality educational programs that the community can realistically support.

The component districts of the TST BOCES have several areas in which they currently share services in an effort to control costs. There is a health insurance consortium, a workers compensation consortium and four districts participate in a shared cafeteria manager service. In addition, the BOCES has started a Central Business Office service that some of the districts in this study have joined, and others plan to participate in beginning with the coming school year.

All the districts in this study are in Tompkins and southern Seneca counties in the southern tier region of New York State. The districts are rural districts, except for Ithaca which is classified as a small city school district. They range in size from about 800 to 5300 students. The student population trends are decreasing like the rest of upstate New York, but at a more moderate rate. The districts are average to below average wealth, and have local effort rates (comparable to tax rate on true) that average about \$19, with Dryden at about \$23 having a somewhat higher rate than the other four districts in the study. They have moderate poverty as reflected by reduced lunch participation averaging about 27%, with Lansing having a lower rate of about 12%.

Against this backdrop, the Dryden Central School District, the Groton Central School District, the Ithaca City School District, the Lansing Central School District, the South Seneca Central School District, and the Tompkins-Seneca-Tioga BOCES decided to take a proactive approach and look for additional ways to share services. This effort was designed to find ways to reduce non-classroom expenses and thus provide the needed additional resources to support the instructional program for students and minimize any impact for the districts' taxpayers.

Efficiency Grant

Recognizing the need to find ways to operate more efficiently, the five school districts and TST BOCES decided to seek outside help to evaluate current programs and to generate suggestions for other areas that might have potential for savings. They also decided to try to find funding to cover the cost of a consultant from a source that would not impact the local property taxpayers or take funds away from

the instructional program for students. To that end, they applied for a **Local Government Efficiency Grant** through the New York State Department of State in January, 2009. The Tompkins-Seneca-Tioga BOCES was selected to act as the Lead Applicant for the grant and Mr. David Parsons, Director of Administrative Services, was designated as the contact person. The grant application was approved by the Department of State.

In the fall of 2009, the BOCES, as the lead agency, released a Request for Proposal (RFP). That RFP focused on finding ways to improve the current Central Business Operation (CBO), and expanding that service to increase districts' savings. It also looked for suggestions for savings in related areas. The Rural Schools Association of New York State (Rural Schools) submitted a proposal and was designated to be the consultant for the project. Rural Schools partnered with Organizational Leadership Services, LLC (OLS) to coordinate the research for the project.

Efficiency Study Focus

Dr. Lawrence Kiley, Executive Director of the Rural Schools Association of New York State, and Dr. James Torrance, an OLS partner and coordinator of the research effort, met with representatives of the participating school districts and BOCES in January, 2010 to discuss the project and develop a focus and expectations for the study. Based on the discussion at that meeting and the resources available, it was decided that the study should center primarily on the CBO service. That section of the study would review the current operation to assess the efficiency and effectiveness of the two current services: accounts payable and payroll. In addition, the study would explore possible expansion of the CBO service into areas such as purchasing, cooperative bidding, and human resource management (HR). In addition to the CBO review, the study would also explore shared transportation management, shared vehicle maintenance, and shared food service management. As the study progressed, the interrelatedness of human resource management and CBO, as well as the significant impact HR has on a district's staffing and operation resulted in the research team identifying HR as a separate area for study. It is presented that way in the body of this study.

Research Methodology

The research team for this study included, in addition to Dr. Torrance who coordinated the effort, Dr. Steven Kalies, CBO analyst, Mrs. Tiffany Philips, human resource management analyst, and Dr. Patrick Curtin, transportation and food services analyst. Resumes for the research team can be found in the last exhibit at the end of this study.

The research team met with key staff members in each district and BOCES to obtain a realistic perspective about the current operation in each area under review and to gather data needed for the study. The people interviewed included the superintendents, business officials, and other key employees who were involved in the areas under study. In addition to in-person interviews, there were

many follow-up telephone conversations with district and BOCES personnel to further clarify data and operations. Information was also gathered from district personnel through the use of survey instruments that were developed and administered by the research team.

In addition to personal contacts, the team conducted an extensive document review that included annual financial reports and similar documents filed with the State Education Department, enrollment trends, organizational charts, and other local documents that added clarity to current practices. Current operation profiles and job function matrixes were developed based on the information gathered.

CBO, HR, Transportation, and Food Service programs operated by different BOCES in New York State were visited and/or reviewed to consider different models for approaching the consolidation of these functions for the districts involved in this study. This review of other BOCES programs also enabled the consultants to identify some of the implementation and operational issues that were experienced in these other locations. The profiles of current operations in the TST BOCES and districts in this study were analyzed and compared to “best practices” in New York State identified by the research team. Those analyses led to the conclusions and recommendations contained in each section of the report.

Extensive time and effort went into developing viable options and recommendations. An effort was made to estimate the costs to implement and operate under these models. Financial projections are always difficult and these were particularly so since so many variables will determine the end results. Many assumptions were made which are identified in the body of the study. During implementation planning, these assumptions should be reconsidered and revised estimates developed.

General Recommendations

CBO

1. The current CBO program is operating efficiently given the time it has been in operation and no major changes are deemed needed
2. All Districts in the study would benefit from participating in the current services
3. The BOCES should develop a plan to systematically add services to become a fully implemented CBO
4. All districts in this study would benefit from participating in the expanded service
5. Efforts should be made to increase participation in the CBO by other component districts to further help cost effectiveness

Human Resource Management

1. BOCES should develop a unified HR service
2. Districts participating in the CBO should contract for the HR service to reduce in-district personnel costs

3. The HR service should be offered to all components, whether they participate in CBO or not, to help improve cost effectiveness

Transportation

1. Plans should be made for the participating districts to move to shared transportation directors through a BOCES service
2. A shared transportation maintenance facility should be considered for the districts in this study and offered as a BOCES shared service
3. Other component districts should be encouraged to participate in the shared maintenance facility operation

Food Service Management

1. The current shared food service management service should be expanded and districts not now participating should develop plans to do so

More detailed recommendations and a discussion of the implications are contained in the body of the report which follows.

Central Business Office

Comparison Study of BOCES Offering CBO

New York State, like many states in the country, is struggling to provide the financial resources to enable schools to maintain educational programs at their current levels. School districts are searching for ways to reduce costs in all program areas, including non-instructional services. This section of the study explores the potential for school districts to share business office functions, Central Business Office (CBO), as an important area for increasing efficiencies and cost savings.

To gain a perspective on the current TST CBO program and to see how it might be expanded to better serve the needs of the districts in this study, it is helpful to review other BOCES CBO programs. The Bureau of School District Organization of the New York State Education Department (SED) provided the researchers of this study with the most current list of BOCES offering a Central Business Office (CBO) program. This SED data also contained the revenue generated by each BOCES CBO program. This information is presented in the chart, **BOCES Central Business Offices and Revenue Generated 2008-2009**, below. It shows that sixteen BOCES in New York State offer a CBO program. Since this list was compiled by SED, Sullivan and TST BOCES have begun Central Business Office programs bringing the total to eighteen BOCES offering the service. This is approximately half of the BOCES in the state.

**BOCES Central Business Offices and Revenue Generated
2008-2009**

BOCES CBO	Revenue	BOCES CBO	Revenue
Broome-Tioga	\$ 2,825,253.00	Oneida-Herkimer	\$ 176,270.00
Cattaraugus	\$ 545,874.00	Onondaga-Madison	\$ 384,375.00
Cayuga	\$ 459,593.00	Ontario-Seneca	\$ 898,971.00
Delaware-Chenango	\$ 877,584.00	Otsego	\$ 637,376.00
Franklin-Essex	\$ 295,184.00	Rensselaer-Columbia	\$ 33,000.00
Hamilton-Fulton	\$ 390,214.00	Schuyler-Chemung	\$ 2,757,631.00
Jeff-Lewis	\$ 158,493.00	St. Lawrence	\$ 1,247,829.00
Madison-Oneida	\$ 531,076.00	Suffolk I	\$ 410,945.00

The total revenue generated by a Central Business Office is an important indicator of the amount of service provided to the component districts. However, that indicator must be viewed in conjunction with the number and size of the component districts within a BOCES. A small BOCES with less total revenue may actually generate more CBO services for the component districts when size is controlled.

Resident Weighted Average Daily Attendance (RWADA) is a good way to account for size. The following chart shows the revenue generated and the size of a BOCES as measured by Resident Weighted Average Daily Attendance (RWADA). The dollars (\$) of CBO service generated for each RWADA is shown in the last column.

BOCES CBO Revenue 2008-2009 Compared to 2006-2007 RWADA

BOCES CBO	Revenue	RWADA	\$
Schuyler-Chemung	\$2,757,631	35,373	\$78
Broome –Tioga	\$2,825,253	39,022	\$72
St. Lawrence	\$1,247,829	17,935	\$70
Otsego	\$637,376	11,420	\$56
Delaware-Chenango	\$877,584	16,701	\$53
Cayuga	\$459,593	15,558	\$30
Franklin-Essex	\$295,184	10,113	\$29
Madison-Oneida	\$531,076	19,192	\$28
Cattaraugus	\$545,874	21,475	\$25
Hamilton-Fulton	\$390,214	18,148	\$22
Ontario-Seneca	\$898,971	44,441	\$20
Oneida-Herkimer	\$176,270	25,920	\$7
Jeff-Lewis	\$158,493	25,956	\$6
Onondaga-Madison	\$384,375	66,154	\$6
Suffolk 1	\$410,945	181,070	\$2
Rensselaer-Columbia	\$33,000	40,632	\$1

Calculating the revenue generated per RWADA illustrates that a small BOCES may actually be providing extensive CBO services for its districts. In the chart above, Otsego is a smaller BOCES with an RWADA of 11,420, but it is in the top four in the amount of revenue generated. The Otsego CBO program generates \$56 of Revenue/RWADA. The component districts in the Otsego BOCES are utilizing that CBO service more than the component districts in many larger BOCES. In order to better understand the levels of CBO service provided by various BOCES, six BOCES were selected for more in depth study: Greater Southern Tier (GST), Broome, Cayuga, Delaware-Chenango, Madison-Oneida, and Oneida-Herkimer. The criteria used to select these six BOCES were the size of program and geographic proximity to the Tompkins-Seneca-Tioga (TST) BOCES. Rather than present a study of each BOCES individually, the CBO programs will be reviewed and compared by the major components of a CBO service, such as the type of services offered, budget and organizational structure.

Advantages and Disadvantages of Shared Services

Superintendents across the state are increasingly examining their school systems and asking if there are cost efficiencies to be found by aggregating services with other districts. The Cayuga BOCES, in an effort to identify such cost saving possibilities, received an efficiency grant in 2009 to explore the development of a regional shared services business model. The University of Buffalo Regional Institute developed a white paper as part of that grant entitled **Organizational Reform and Educational Excellence**. The paper provides a summary of the advantages and disadvantages of centralizing services and an academic perspective on the concept of efficiencies of scale.

That research concluded that not all services are suitable for centralization. A small or localized program often allows for greater control, accountability, and efficiencies not found in large bureaucracies. However, the research shows that combining individual programs into a centralized program can result in increased productivity and savings due to economy of scale. There are a number of BOCES programs that benefit from the economy of scale of a centralized BOCES program. For example, in cooperative purchasing it is usually the case that the greater the quantity of an item purchased the lower the price. Another example of an area where savings can be affected is in the position of business official. By centralizing business functions, two or three business officials can serve a BOCES region, rather than one business official in each district. This leads to larger business operations in which there are more resources, higher levels of service, and the ability to attract talented staff. By pooling their resources the districts sharing a business official can find ways to increased standardization of supplies and equipment, as well as more easily share and implement best business office practices.

Based on discussions with personnel in the BOCES currently offering a CBO program, it is clear that when planning for the implementation of a CBO program, it is most productive if that planning begins with a philosophical discussion of the topic. This can be accomplished through a series of workshops that enable the participating districts to develop a shared vision of what they expected from a centralized business operation. This is a critical step in the process of moving from a district operated business office to a CBO program. During such a process the districts and BOCES begin to have a common understanding of the expectations for the CBO and to develop a level of trust that is necessary for the program to succeed. While data plays a key role in the decision to begin a shared service, there is still apprehension in developing any new service. A series of superintendent meetings in which beliefs are discussed and a common vision for the CBO is developed will help lessen the negative impact such feelings might have.

The formation of any service that is centralized through BOCES requires a very different role for the superintendents. The superintendent's role is no longer one of being responsible for supervision of business office employees. With centralization, the Superintendent assumes the role of administering the service contract with BOCES. This new role of contract manager requires a commitment of time and a unique set of skills. The superintendent, in conjunction with other superintendents, develops the vision, goals, program evaluation and budget of the new service. It is essential that superintendents not see the CBO as a responsibility of BOCES, but as an extension and part of their districts. This oversight and ownership of the program by superintendents assures that the new program remains flexible enough to meet the needs of their respective districts and remains cost effective.

Extent of CBO Services Offered

While the goal of public education is to educate children, it is also a business functioning in much the same way as an enterprise in the private sector. Over time, the functions performed by school business offices have increased and become more complex. Superintendents understand the important role the business office plays in the success of their school districts. The business office is responsible for a wide range of critical functions that include budget preparation and administration, accounting, facilities management and review, transportation, food services, human resources, safety and insurance. Each of these major functions of the business office can be further divided into sub-functions, which increases the complexity of the operation.

The State Education Department defines the functions of a CBO in COSER 7017. The first page of the COSER defines the nature of the CBO service as one "which provides participating school districts with centralized business office operations including the services of a professional business manager and support personnel". This definition of the nature of the service allows a great deal of flexibility in designing a CBO service for the component districts. Generally, a CBO is responsible for the financial functions of the business office. Following is a list of typical financial functions of a school district business office:

Cash Management	Purchasing	General Accounting
Accounts Payable	Accounts Receivable	Inventory
Benefits Administration	Budget Development	Budget Administration
Billing	Capital Projects	Internal Claims
State Reports	Federal Reports	Records Management

After carefully analyzing the components of the CBO programs in the six BOCES selected for study, it was found that CBO services fall into two major categories. The first are CBO programs that provide payroll and accounts payable and some limited cooperative purchasing. Usually, when a new CBO service is formed, payroll and accounts payable are the first services that districts request. As the CBO program matures, a second category of services is added that include accounting, budgeting and cooperative purchasing. TST BOCES currently is in the first category of service. It offers only payroll and accounts payable. Ithaca, Dryden, and Lansing are receiving these services and South Seneca will begin participating in payroll on July 1, 2010.

Most other BOCES with CBO programs are in category I offering only payroll, accounts payable and some level of cooperative purchasing. Payroll and accounts payable responsibilities are usually well defined in a district and more easily transferred to a central service. However, two BOCES, GST and Broome, are category II BOCES offering accounting and budgeting services to their district. This distinction between category I and category II is an important one. Category I schools generally move account clerks to the CBO services. Category II is the result of the business official moving from the district to CBO. Both GST BOCES and Broome BOCES reported that this is where the greatest efficiencies and financial savings can be found.

The vision of a BOCES offering accounting and budgeting is very different from a BOCES that offers payroll and accounts payable. Broome and GST BOCES, category II programs, view their services as meeting all of the business office needs of a school district. These BOCES work closely with the participating superintendents from the beginning of the budgeting process to completion of the entire accounting and reporting of the district finances. Providing this level of service requires a highly competent and dedicated staff. The advantage these BOCES have over the category I programs is the ability to create specialists in various functions of the business operation. They also have the ability to have several staff members reviewing the financial needs of each district. In effect, a superintendent who has five people in the local district business office will have access to the expertise of twenty-five people at the BOCES CBO. This also increases separation of duties and allows CBO employees to develop much greater expertise in their respective areas than a generalist in a school district can. This allows the CBO to provide for greater oversight of school district finances for participating districts, as required by the Comptroller's Five Point Plan. An additional advantage of the GST and Broome programs is that the size of the operation provides the resources to hire highly trained and dedicated administrators whose only responsibility is to oversee the CBO Service.

Moving business functions to BOCES can lead to a reduction of support staff left in the district. For a small district, it is difficult to move the entire business operation to BOCES. Staff in the business office often provide a range of services beyond typical business functions. The most common functions performed by district business office staff are in the areas of human resources. The functions of the business office and human resources are intertwined. The addition of new CBO services must include a discussion of the role human resources plays in the functioning of the new service. The area of HR will be discussed later in this study and should be viewed as an integral part of any discussion of a CBO program.

Growth of Participation in CBO Services

Once the component school districts of a BOCES have developed a clear vision for CBO services and decided on the type and level of service needed, the BOCES can proceed to implement the program. In discussions with CBO administrators, there appear to be two models for districts transitioning from district based business functions to a BOCES Central Business Office.

The first model is for the components to conduct a study of a centralized CBO operation. The costs of the component district's business offices are calculated including salaries, benefits, supplies, equipment and contractual costs. Then, BOCES develops the costs of a centralized service based on the level of services requested. The advantages and disadvantages for each district to become part of a centralized service are analyzed. If this analysis results in acceptable cost savings, districts contract for participation in the new centralized service.

In the second model, CBO services evolve over a period of time. In this model, a study is completed as described above. However, after the study only two or three component districts commit to participate in the new CBO service. Then over a number of years, district's individually select to participate in the CBO service. This model is illustrated in the history of participation in the Broome BOCES:

History of Broome BOCES CBO

- 2/1/95- Efficiency Study- Consolidation of Business Office
- 7/1/95- Central Business Office Start-Up: U-E & Vestal as Separate Operations
- 7/1/96- Coming Together Davis Ave. Site
- 7/1/97- Binghamton Joins
- 7/1/98- Deposit Joins
- 7/1/01- Susquehanna Valley Joins
- 7/1/04- Windsor Joins

- 7/1/05- Owego Joins
- 1/1/08- Newark Valley Joins
- 1/1/09- Chenango Valley Joins

The gradual addition of districts to the CBO service is usually the result of a change in the business operations within the school district. A business official may retire or a key account clerk leaves for another position. When faced with hiring new staff, a school district will often turn to BOCES to assume the responsibilities of the staff members that left a vacancy in the district. The gradual addition of districts also has a major advantage because it allows the staff at BOCES the time to incorporate new districts. It allows time to hire and train qualified staff and also develop CBO procedures and implement new technology. The advantage for the school district is that when the decision is made to participate in CBO, the full resources of the CBO can be mobilized to assure a smooth transition into the service.

The chart below outlines how the districts of the TST BOCES could proceed to move the financial operations of all TST component school districts to the CBO program.

TST CBO Growth Model

Years	Payroll	Accounts Payable	Purchasing	Benefits Management	Accounting	Budgeting
2009	3	3		1		
2010	4	3		1		
2011	5	5	3	2		
2012	7	5	5	4	2	
2013	8	7	9	6	4	2
2014	9	9	10	8	6	3
2015	9	9	12	9	7	4

Three districts, Dryden, Ithaca and Lansing, created a CBO Service to provide payroll and accounts payable in July 2009. South Seneca will participate in Payroll starting July 1, 2010. George Republic has been in Benefit Management for a number of years. This chart shows a potential growth pattern for the TST CBO that would provide sufficient time to smoothly transition districts to CBO. It would also allow each district to account to its own unique economic and political circumstances.

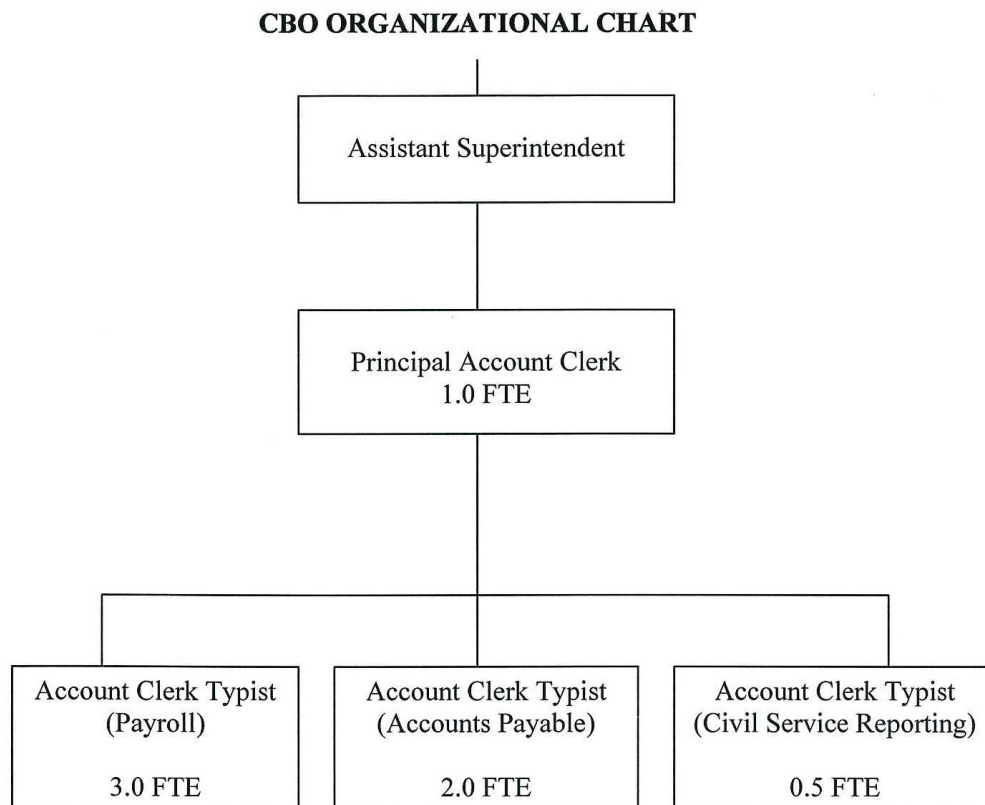
The TST BOCES Director of Administrative Services has been at the BOCES for less than two years and many of the School Business Officials are relatively new to their positions. It takes time for new staff to develop the skill needed to organize and manage a comprehensive CBO program. The gradual growth

model for a CBO Service will allow everyone time to acquire the necessary skills for a successful CBO program implementation.

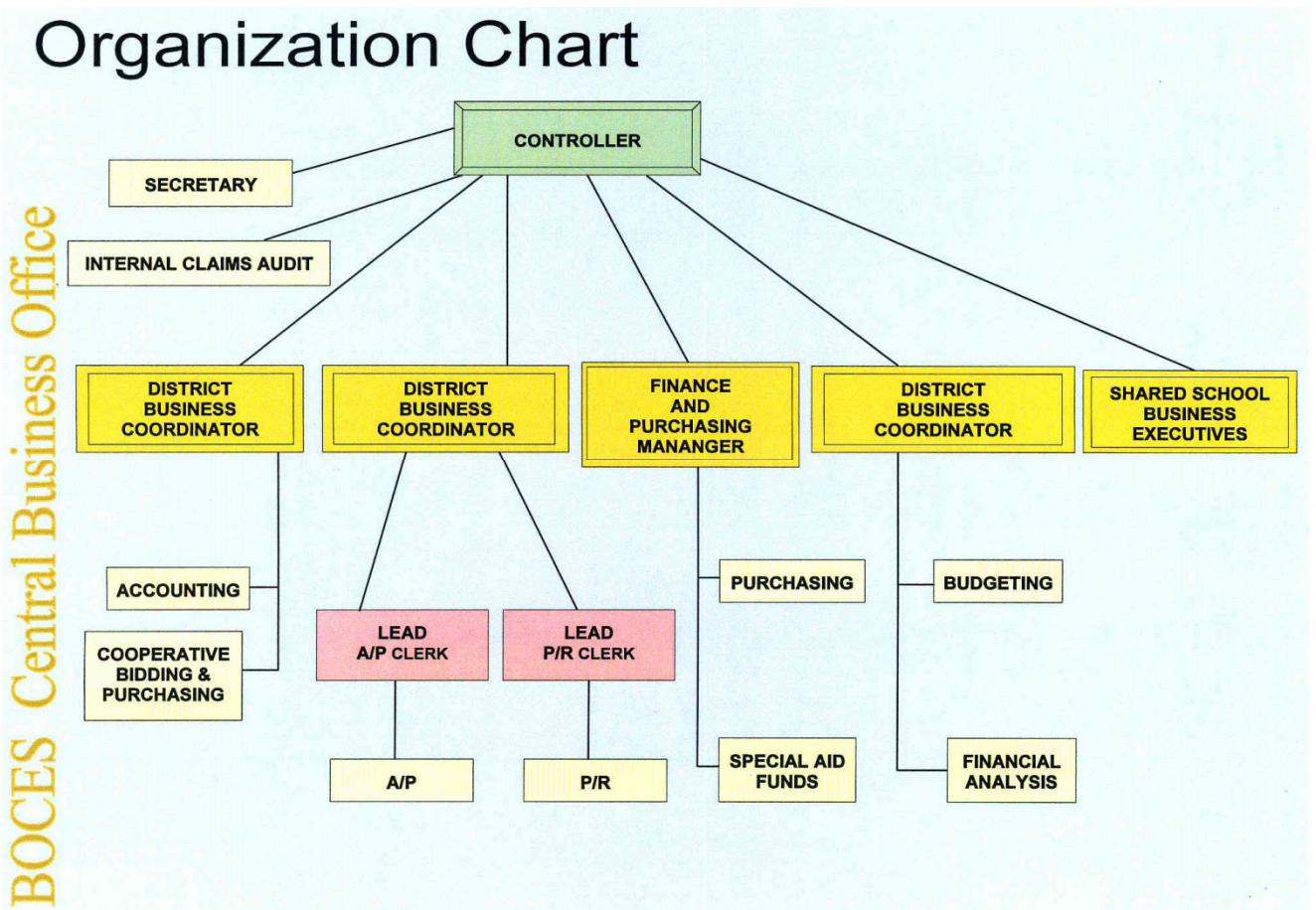
Organizational Structures of CBO Services

There are as many different approaches to organizing staff as there are CBO programs. Each employee of the centralized business office needs to have areas of her/his responsibilities clearly delineated and provided with a detailed job description. This study reviewed the organizational structure and the job duties in both small and large CBO's.

The nature of an organizational structure is dependent on the number of services provided, the size of the component districts participating, and the financial resources of the region. The larger and more complex the CBO service, the greater the number of staff needed and the greater the specialization of functions. The chart below shows an example of an organizational chart for a small CBO Service.



The organizational chart below shows how a larger CBO program might be organized.



The most important variable in the successful growth of a CBO is the leadership of the program. It was clear from discussions with the BOCES administrators in the sample that the right leadership with the abilities, skills, training and dedication is essential to the success of a CBO. A highly competent school business leader must be in **direct** supervision of the CBO and not have this as one of several areas of responsibility. At the TST BOCES, the position of CBO Director does not exist. Superintendents should plan for the creation of that position at the TST BOCES. To move to the next level of CBO development, highly competent leadership must be hired to assure that the district business operations will be met in the future. This will be difficult because at the present time there is not the number of districts nor the revenue to create this position. However, the sooner the right person can be hired to assume these duties, the sooner the districts will be able to take full advantage of the cost efficiencies of the scale of size of a CBO and move the full responsibility of the business functions to the TST BOCES.

Budget and Cost Allocation of CBO Services

All BOCES use the principles of program budgeting and require individual program to develop their budgets according to those principles. What this means is that all of the costs of a service must be budgeted within that service. For a program such as CBO, all of the costs of personnel, benefits, equipment, copying, heat and lights are prorated to that program. In reviewing the CBO budgets of the other BOCES in the sample, there was a great deal of similarity in the budgeting format among BOCES. The TST BOCES is following budget guidelines consistent with other BOCES Central Business Offices. What is most different among BOCES is not the expenditure side of the accounting equation, but the revenue side.

The information from SED reports indicate that all of the CBO operations in the state are using a combination rate as a basis for charging their districts. This does not provide us with enough information to study how districts are charged for CBO. In reviewing the documents from each of the BOCES, there are three major methods BOCES use to calculate CBO revenue. They are summarized below:

1. RWADA-Total CBO costs are prorated to districts based on the district's RWADA. The larger the districts RWADA, the greater the CBO costs to the district.
2. Unit Pricing- The total cost of the service is divided by the total units of service and a per-unit charge is determined. For example, a CBO could charge \$1 dollar for each payroll check. The more checks a district prints, the more the cost to the district. Costs are based on usage, not the number of students in the district.
3. Flat Fee-The total cost of the service is divided by the number of districts in the service. This method is most often used for cooperative purchasing.

There is no right way to determine how to charge districts for the cost of the CBO service. Each method has advantages and disadvantages. This study recommends the unit pricing method for the TST program. This method encourages districts to be more cost conscious. For example, if a district is charged one dollar for each accounts payable check issued, the school district may examine how many checks are issued and reduce the number of checks written. This would reduce the total cost of CBO to a district. The method of charging districts should be reviewed and the method best meeting the needs of the districts adopted.

Technology Applications for CBO Services

In the past, if one had to repair a radio or television, it was done at the local repair shop in town. Today, if one has problems with a computer, a call to the service center may put you in touch with someone in India. The world has become a global economy and the advances in technology have accelerated this change. Technology and the ability to communicate with people around the world are also impacting the business office in local school districts.

The BOCES that provide the most extensive CBO services to their district are increasingly looking to technology to create the “Virtual Business Office”. Superintendents are accustomed to having the business official down the hall and immediately accessible. The next major step in the evolution of CBO is transitioning to the mind set of developing a working relationship with a Business Official who has traditionally been down the hall, but now is housed miles away at BOCES.

Each year, the software packages for management services are becoming more sophisticated and increase the ability to automate business office functions. Computers are doing work that required many people in the past. The larger the CBO operation, the more resources that are available to purchase more advanced software and train staff. The new management software packages are integrating not only the functions of the business office, but are creating relational data bases to include such systems as human resources, pupil services and transportation. Eventually all school district systems may be tied into one large relational data base. It is difficult for districts alone, especially small districts, to bear the cost of purchasing and maintaining these more sophisticated systems.

Another example of the role of technology is in the way we communicate. GST BOCES has recently launched a web site application called “The School Business Officials On-Line Help Desk” which is designed to provide answers to the questions that the superintendent and district staff may have concerning business operations. A superintendent can go on the website and type in a question. The question immediately goes to the team of BOCES business officials and accounting supervisors, is researched and the superintendent has the answer within twenty-four hours.

The Satisfaction Survey for TST BOCES, administered as part of this study and discussed in the next section of the report, identifies another technology application. It was suggested that the TST BOCES investigate purchasing a document scanning device. Using this technology, any paper documents normally filed would be scanned into a server and be accessible to both the district and CBO. Documents

could then flow electronically through all of the normal processes and signoff signatures affixed electronically. This would greatly speed up the rate of information flow and increase accuracy. The role of technology will play a pivotal role in the future of any CBO program.

District Satisfaction Survey

An important question of this study was to determine the level of satisfaction of the school districts currently participating in the TST Central Business Office. The experiences of the district administrators that developed the CBO service with BOCES provided valuable information on the direction of the new service. A survey was developed by the researchers for this study, **The Component District Satisfaction Survey for the Central Business Office of the TST BOCES**, which is contained in Exhibit B1(p.68). The survey was sent to each of the districts in the CBO service- Dryden, Ithaca and Lansing.

After the surveys were returned, the information was compiled and summarized under each question that comprised the survey. In section I of the survey, the mean and median was calculated for each question of the quantitative portion of the survey. Sections II, III, and IV are the qualitative section of the survey and summarized holistically. This information can be found in detail in Exhibit B2 (p.69).

Generally, the survey shows that the districts are satisfied with the first year of implementation of the new CBO program. The most positive aspect of moving payroll to CBO was the increased internal controls and greater separation of duties within the districts. For accounts payable, most districts viewed moving to a weekly warrant as helping to keep accounts more current. There is good communication among district and BOCES staff members, and the BOCES staff work well as a team to address any problems on a daily basis.

The school districts also provided areas for continued growth for the CBO service. Some districts that joined the new CBO service did not have clear delineation of job functions within their districts. When staff was reduced or transferred to BOCES, it meant fewer people to cover some tasks in the district or to handle emergencies. Districts also suggested that the additional services of benefits coordination, cooperative purchasing and human resources be added as new services.

Program Evaluation

A program evaluation instrument was developed for this study to review CBO programs. This instrument has both generic organization variables and variables specific to the operation of a CBO. Exhibit B3 (p.75) contains the program evaluation instrument. The evaluator met with the staff of the CBO services and the Director of Administrative Services to obtain data on each of the questions in the program evaluation. Exhibit B4 (p. 76) contains the program evaluation instrument with the detailed findings for each section of the instrument.

Given the short period of time that the program has been in operation, the program appears to be operating well. The CBO staff has a good understanding of job responsibilities and is committed to making the CBO program successful. Absenteeism is low and there has been no turnover in staff. The staff is properly supervised.

Of all the variables that influence the growth and success of a program, leadership is one of the most important. The Director of Administrative Services has been in his current position for less than two years and is responsible for supervision of the CBO program. The Director is viewed as knowledgeable, willing to listen, and one who thinks outside the box. He takes a hands on approach to management, and when a problem arises, is able to find appropriate solutions. Staff report that he is there when they need help, and that he follows through to insure that the job is done correctly.

The CBO program has internal controls in place and there is clear segregation of duties. The budget is more than adequate to meet the goals of the program and budget transfers are acceptable at less than 2%. Staff is provided with the necessary supplies and technology to complete their job responsibilities and work space is adequate.

There are a number of areas for growth for the new CBO program. While staff members clearly understand their job responsibilities, the payroll and accounts payable procedures have not been formally documented in a procedures manual. A system of long range planning has not yet begun and additional work needs to be done on an organizational chart. When staff members were integrated into the program, they were not made aware of the evaluation procedures or timeline for evaluations. This needs to be corrected.

The Director is enthusiastic about the future of the CBO program. He is working with districts to explore avenues for expanding the CBO program including purchasing, benefits coordination and human resources. The enthusiasm of the staff and the commitment of the Director to grow the CBO program will have long term benefits to the districts and their students.

Model for Comparison of Costs

Earlier this study reviewed the CBO Services in a selected sample of BOCES in the state. From this review, a model plan was developed to add new financial services to the CBO Service over a period of five years. This section provides a template for a school district to compare its current cost of operating a separate business office to the cost of providing those services through a CBO.

Many efficiency studies of consolidating services focus on the Full-Time Equivalents (FTE) of the staff and the associated fringe benefits. This is because salary and benefits make up the majority of most budgets. However, there are many associated costs that should be considered in a comprehensive cost comparison such as equipment, supplies, contractual expenses, and facilities costs.

The chart that begins on the next page provides a template that schools can use to compare the cost of a locally operated program to CBO costs. The use of this format allows districts to consider all of the costs associated with a service and make a fair comparison. In the first column of figures in the template, the entire CBO costs are shown for all of the districts currently in the CBO service. It is important for districts to have a thorough knowledge of the CBO budget to provide proper oversight of the program. The next column shows the costs for a school considering joining CBO. These costs are based on the RWADA of the district and provided by the TST Director of Management Services. Finally, in the last column, a district would enter its local costs for operating the school district program.

The template provides an example of a hypothetical school district. The total costs and savings are calculated after refunds and BOCES aid. In this example, the district saved \$31,665 with aid. With this analysis, school district officials can make an informed decision regarding the cost effectiveness of the CBO Service for their district.

Comparison of District to BOCES CBO Costs

Code	Code Desc	Information	Total BOCES Costs Amount	School CBO Costs	School District Costs
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Common Costs

150	150	Certified	Dir of Admin Service	\$20,800	\$2,080	\$1,040
160	160	Non Certified			\$0	
200	200	Equipment	Office Equipment	\$2,000	\$200	
300	300		Supplies	\$14,166	\$1,417	
400	400	Contractual	Maintenance	\$25,000	\$2,500	
400	400	Contractual	Prof Development	\$2,000	\$200	
400	413		Telephone	\$6,000	\$600	
400	456		Travel and Conference	\$2,000	\$200	
400	440		Consultant	\$2,000	\$200	
400	460	Fingerprinting		\$400	\$40	
400	473	Postage		\$7,500	\$750	
160	160	Non Certified	Overtime	\$2,000	\$200	
800	810		W/C	\$177	\$18	\$9
800	813		TRS	\$2,288	\$228	\$114
800	813		ERS	\$0	\$0	\$0
800	815		FICA	\$1,591	\$159	\$80
800	819		Unemployment	\$0		
			Total	\$87,922	\$8,792	\$1,243

Payroll Function

160	160	Non Certified	SR PR/AP Acct Clerk	\$ 62,346.00	\$ 6,235.00	\$ 7,482.00
160	160	Non Certified	PR/AP Acct Clerk	\$ 27,040.00	\$ 2,704.00	\$ 3,244.80
160	160	Non Certified	PR/AP Acct Clerk	\$ 49,747.00	\$ 4,975.00	\$ 5,970.00
160	160	Non Certified		\$ 42,000.00	\$ 4,200.00	\$ 5,040.00
800	816		Health Ins	\$ 32,000.00	\$ 3,200.00	\$ 3,840.00
800	817		Dental Ins	\$ 1,500.00	\$ 150.00	\$ 180.00
800	810		W/C	\$ 1,539.63	\$ 154.00	\$ 184.80
800	813		TRS	\$ -	\$ -	\$ -
800	813		ERS	\$ 21,735.96	\$ 2,173.00	\$ 2,607.60
800	815		FICA	\$ 13,856.67	\$ 1,385.00	\$ 1,662.00
800	819		Unemployment	\$ 2,000.00	\$ 200.00	\$ 240.00
			Total	\$ 253,765.27	\$ 25,376.00	\$ 30,451.20

Code	Code Desc	Information	Total BOCES Costs Amount	School CBO Costs	School District Costs
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Accounts Payable Function

160	160	Non Certified	PR/AP Acct Clerk	\$ 28,080.00	\$ 2,808.00	\$ 3,369.60
160	160	Non Certified	PR/AP Acct Clerk	\$ 27,355.00	\$ 2,735.00	\$ 3,282.00
160	160	Non Certified		\$ -	\$ -	\$ -
800	816		Health Ins	\$ 16,000.00	\$ 1,600.00	\$ 1,920.00
800	817		Dental Ins	\$ 750.00	\$ 75.00	\$ 90.00
800	810		W/C	\$ 471.20	\$ 47.00	\$ 56.40
800	813		TRS	\$ -	\$ -	\$ -
800	813		ERS	\$ 6,652.20	\$ 665.00	\$ 798.00
800	815		FICA	\$ 4,240.78	\$ 424.00	\$ 508.80
800	819		Unemployment	\$ 2,000.00	\$ 200.00	\$ 240.00
			Total	\$ 85,549.18	\$ 8,554.00	\$ 10,264.80

Claims Auditor Function

160	160	Non Certified	Claims Auditor	\$ 15,600.00	\$ 1,560.00	\$ 2,314.00
800	816		Health Ins			\$ 231.00
800	817		Dental Ins	\$ 375.00	\$ 38.00	
800	810		W/C	\$ 132.60	\$ 13.00	
800	813		TRS	\$ -		
800	813		ERS	\$ 1,872.00	\$ 187.00	
800	815		FICA	\$ 1,193.40	\$ 119.00	
800	819		Unemployment	\$ 500.00	\$ 50.00	
			Total	\$ 19,673.00	\$ 1,967.00	\$ 2,545.00

Total Cost	\$ 446,909.64	\$ 44,689.00	\$ 44,504.00
Cost after Refund 5%		\$ 42,454.55	\$ 42,278.80
Aided Costs		\$ 35,000.00	\$ -
Aid Rate		\$ 0.75	\$ 0.75
Aid \$		\$ 31,840.91	\$ -
Cost After Aid		\$ 10,613.64	\$ 42,278.80
Savings to District			\$ 31,665.16

CBO Summary

Create a Vision for CBO

Creating a shared vision among superintendents, Boards of Education and the BOCES is essential to maintain, develop and expand shared business office services. A series of workshops, that includes participation by representatives from all nine component districts, should be scheduled to discuss district needs and possible common ground for increased sharing. These workshops should begin with the superintendents, and eventually include the Boards of Education, and other administrative staff. These meetings will provide a vision not only for creating new services, but also for the ongoing assessment of the success of the CBO. The information presented in this study should be used to set the agendas for these meetings.

Conduct the CBO Satisfaction Survey Yearly

The CBO Satisfaction Survey results in Exhibit B2 (p.71) shows that districts are satisfied with the CBO service, and the results are consistent with what one would expect with a new service. However, there is still more work that is needed to reach the highest level of performance, “extremely satisfied”. It is recommended that the survey be given annually to develop a trend analysis of the level of a district’s satisfaction with CBO. If districts feel that the survey is too lengthy to give each year, a shortened version of the survey should be developed.

Evaluate Program

The Program Evaluation for the CBO was developed to provide a framework for determining how effectively and efficiently the program is operating. The program evaluation instrument was administered by an external evaluator, but the instrument can also be used by the CBO staff as a self evaluation. The instrument is usually administered after a program has been in existence for at least a year. However, given even the limited time the program has been in existence, the instrument did provide important data.

The TST Central Business Office Service appears to have had a successful start. The Director has exerted leadership in identifying and solving the problems faced by the new service. Staff is confident that they know their jobs and can meet the expectations of the districts. Morale is high, absenteeism is low and

the staff appears motivated. The facilities are adequate, supplies are available and the computers are current.

The program has a number of areas with growth potential as the CBO program develops. The CBO staff needs to be involved in workshops to have a better understanding of the vision, mission and goals of the program. There needs to be a long range plan for the operation and expansion of the CBO program, and the staff needs to be familiar with that plan. Procedures to describe the processes for payroll and accounts payable are almost complete. Work needs to be done to clearly define job responsibilities and the duties of each member of the team. Once the external audits, which are now underway, have been completed by the component districts' auditors, a meeting should be held to review the auditor's findings. Finally, the most critical factor is to maintain open communication with the component districts so that feedback can continue to maintain the highest level of quality for the CBO Service through regularly scheduled meetings.

Expand the CBO Service

This study reviewed a selected sample of BOCES in New York State to collect information to compare the TST Central Business Office Service to other BOCES in the state. There is a great range in the number and type of CBO services provided to component school districts in the various districts. Broome and GST are two of the largest CBO Services. These large CBO Services go beyond payroll and accounts payable to provide the full range of business services. These services include payroll, accounts payable, accounts receivable, purchasing, benefits coordination, full accounting and budgeting. Districts that participate in the full service have their entire business functions performed by CBO. This results in efficiencies due to the economies of scale of size. There are savings to school districts as they share personnel and related business costs. In addition to these savings, there is significant revenue generated from BOCES aid. These savings are in the range of hundreds of thousands of dollars. The question the TST component districts need to answer is, "If school districts in the GST and Broome BOCES can share their business offices, why can't we do the same?"

It is recommended that a series of meetings be scheduled to develop a plan to incrementally implement a full range of financial services for the component school districts in the TST BOCES. The first two services that should be considered for expansion of the CBO are benefits coordination and cooperative purchasing. The next level of services to be examined should be human resource services. This is particularly important for smaller districts that have the functions of the business office and human

resources intertwined. Districts would then be positioned to implement the plan to centralize all business office functions in the CBO.

Implement New Technologies

It is recommended that CBO investigate and implement the most current technology to increase efficiency and improve communication with the component districts. The creation of a Virtual Business Office will require the effective use of the most advanced and cost effective technologies. When brought on line, the Virtual Business Office will allow districts and BOCES to share common documents and obtain electronic signatures to move information more quickly.

Superintendents Assume the Role of Contract Administration

Having all business office services centralized into a CBO Service will result in a new role for superintendents. The role of superintendent will be redefined since they will no longer have direct oversight of business office staff and services in their own district. The new role will become one of administering the contracted services with the TST BOCES. The CBO Service will not be seen as a separate entity, but as an extension of the component school district. This means increased communications with the BOCES staff including periodic meetings between the superintendents and CBO staff. There needs to be constant two way communication using telephone, fax, and email between the districts and CBO to create a Virtual Business Office.

CBO Recommendations

- Develop a category II program for the TST BOCES
- Develop a plan to gradually move all districts in the study to the category II program
- Actively recruit other TST component districts to participate in the program
- Develop an HR service to offset loss of local district personnel
- Develop clear job descriptions and organizational chart for current and expanded CBO
- Develop an orientation program for new CBO employees
- Hire a person to oversee the CBO program
- Adopt the unit pricing method for funding the program
- Develop a plan to regularly review and upgrade technology and software used in the program
- Administer the District Satisfaction Survey at least annually to insure districts needs are met

Human Resource Management

Background

As noted in the previous section of this report, **Central Business Office**, when districts decide to contract for shared services, there is often an impact on other areas of a school district's operation. This is most often seen in the area of Human Resource Management. Most of these functions taken individually may not require frequent attention. In smaller districts these duties may be assigned in conjunction with a person's primary responsibilities. In larger districts a variety of these functions may be grouped to create a full time position. These functions are very important and if not attended to properly can have serious implications for districts. It is therefore extremely important to identify such areas and insure that they are appropriately provided for whenever the primary responsibilities of a position are transferred from the local district to a shared service. This is particularly true in smaller districts where there are fewer people in other positions to whom such responsibilities can be assigned.

This section of the report identifies and discusses areas of Human Resource Management which should be reviewed whenever a district contracts for the existing CBO service. This will be increasingly the case when the CBO service expands into additional areas. The intent of this portion of the report is to provide data that the districts in this study and the TST BOCES can use in the design and implementation of a shared Human Resource Management Service.

Currently there is not a COSER that covers Human Resource Management services. While the CBO and Employee Benefits Coordination are covered under other COSERS, changes would have to be made at the state level to cover many of the services that could be developed from the **Master List of Human Resource Management Responsibilities** on page 28. Such a service could be offered independently or in conjunction with discussions to expand the CBO service. It should also be noted that if there were such an independent service, it would not have to be limited to participants of the CBO only, but could be made available to other non-participating components. The shared Human Resource Management service might also be made available on a cross contract with other BOCES. Both of these options could reduce the cost of the service. The benefits of such a service include

- Locally developed shared services, as opposed to cross contracting, provide an opportunity for input into the development, implementation and oversight of the service.
- Shared services can bring together the staff with the most expertise in their area. This can provide to the smaller districts an expertise they may not be able to have otherwise due to their limitations in numbers of available staff.
- A shared service can reduce the amount of time a superintendent and his or her secretary spend on Human Resource Management activities.
- Staff members in a shared service are cross-trained which provides continuity and minimizes possible disruptions in services.

- Staff members who are used in a shared service can focus on the tasks limited to that particular service and as a result further develop their level of expertise and accuracy.

As with any new shared service, there will be a period of adjustment. Some records will not be in the file drawer a few feet away; staff will become BOCES employees and moved from the district; changes in the service will require discussion and agreement among the participating districts; old routines will be replaced by “the new system”. In the total scheme of things these are minor given the increased savings and efficiency that can be achieved.

Master List of Human Resource Management Responsibilities

While there are many definitions of HR, for purposes of this study the discussion will be limited to the items identified in the chart, **Master List of Human Resource Management Responsibilities**, on the next page. The study does not address areas that are significant enough to warrant a separate service, such as labor negotiations, or that affect several areas covered by other COSERs such as Records Management. The purpose of the **Master List of Human Resource Management Responsibilities** is to help delineate the assignment of tasks. The intent is to provide each district the information needed to assess the impact of shared services on the existing staff and to appropriately re-organize the remaining staff, if district staff members are re-assigned to Human Resource Management shared services.

This list of Human Resource Management responsibilities was developed in cooperation with all five districts participating in this study. In addition, the TST CBO Payroll Function has a document identifying duties and responsibilities that was reviewed for additional items. The list is organized into categories that are sequenced in the order that the various processes happen from the time a district advertises a position through the end of employment. This includes the categories of recruiting, selection of employee, hiring, recordkeeping, notifications to employees, notifications to the board of education of personnel agenda items, supervision of employees, employee support, employee benefits, and end of employment.

There are also three additional categories that are more general in nature: state/federal reporting, miscellaneous, and substitutes. Substitutes (per diem) are a separate category since they are handled differently than regular employees. Also they are all involved with the TST BOCES Sub Finder Service, which is responsible for maintaining the needed records for that class of employees. Long term substitutes are included with regular staff for the purposes of this study.

Following the chart are observations and interpretations for six categories including: Recruiting, Hiring, Recording, Supervision of Employees, Employee Benefits, and Substitutes. These six categories, out of the thirteen used on the **Master List of Human Resource Management Responsibilities**, were selected for further discussion and recommendations because they would form the core of an HR shared service. Please note that additional information related to those six categories is also contained in the observations and interpretations following the chart, **Existing HR Management Shared Services**, on page 33.

Following is a chart of the **Master List of Human Resource Management Responsibilities**.

Master List of Responsibilities

A. Recruiting

- A.1. Advertisement process
- A.2. Application process
 - A.2.a. Collection of application packets
 - A.2.b. Screening of application packets
- A.3. Interview process
 - A.3.a. Screening of interview materials
 - A.3.b. Establishment/notification of interview schedule
 - A.3.c. Preparation of interview packets
 - A.3.d. Oversight of interview process logistics

B. Selection of Employee

- B.1. Reference checks

C. Hiring

- C.1. Distribution/completion of employment information
 - C.1.a. Health insurance
 - C.1.b. Dental insurance
 - C.1.c. Retirement
 - C.1.d. 403b
 - C.1.e. Tax Shelter Annuities (TSA's)
 - C.1.f. Credit union
 - C.1.g. I-9
 - C.1.h. Tax withholding
 - C.1.j. Budget coding
 - C.1.k. Employee data/emergency information documents
 - C.1.l. Oath of Allegiance
 - C.1.m. ID badges/cards
 - C.1.n. Hepatitis B shot series
 - C.1.o. Salary notice work-up for CBO
 - C.1.p. Physical Exam
- C.2. Orientation
 - C.2.a. Required trainings - orientation
 - C.2.b. Distribution/review of district information - orientation

D. Recordkeeping

- D.1. Individual personnel folders
- D.2. Individual medical folders
- D.3. Individual payroll folders
- D.4. Seniority lists

- D.5. Preferred Eligibility List (PEL)
- D.6. Certification and transcripts
- D.7. Graduate hours (advancement on salary schedule)
- D.8. Required professional development hours
- D.9. Inservice credit/pay
- D.10. Tuition reimbursement
- D.11. Longevity Increases
- D.12. Conference requests
- D.13. My-Learning Plan
- D.14. Record of required trainings
- D.15. Master list of observations and evaluations
- D.16. Leaves of absence
- D.17. Extra-work performed
 - D.17.a. Extra and co-curricular work
 - D.17.b. Overtime work
 - D.17.c. Curriculum development work
- D.18. Personnel data base

E. Notifications to Employees

- E.1. Salary notices
- E.2. Graduate credit notices
- E.3. Inservice credit notices
- E.4. Letters of assurance
- E.5. Annual anticipated school year assignment notices

F. Notifications to BOE of Personnel Agenda Items

G. Supervision of Employees

- G.1. Investigation of claims
 - G.1.a. Sexual harassment claim investigation
 - G.1.b. Title IX violation claim investigation
 - G.1.c. Employee misconduct allegation investigation
- G.2. Interpretation of labor contracts
- G.3. Maintenance /distribution of labor contracts
- G.4. Maintenance of labor documents (grievances, MOU's, etc.)
- G.5. Records related to attendance
- G.6. Supervision of attendance

H. Employee Support

- H.1. Required trainings - on-going
- H.2. Employee Assistance Program (EAP)
- H.3. Employee handbook

I. Employee Benefits

- I.1. Health insurance

- I.2. Dental insurance
- I.3. Sick Bank
- I.4. COBRA
- I.5. Flex benefits
- I.6. Workers' Compensation
- I.7. Family Medical Leave Act (FMLA)
- I.8. Unemployment

J. End of Employment Process

- J.1. Oversight of exit paperwork
- J.2. Exit interview

K. State/Federal Reporting

- K.1. BEDS
- K.2. Qualified Teacher - status
- K.3. Posting of required notices
- K.4. Teacher Retirement System (TRS)
 - K.4.a. TRS Monthly reports
 - K.4.b. TRS Individual reports
- K.5. Employees' Retirement System (ERS)
 - K.5.a. ERS Monthly reports
 - K.5.b. ERS Individual reports

L. Miscellaneous

- L.1. Employment verification
- L.2. Civil Service communications
- L.3. Department of Labor communications
- L.4. School calendar - development
- L.5. Staff directory - development/maintenance

M. Substitutes

- M.1. Substitute Recruitment
- M.2. Substitute Hiring
- M.3. Substitute Assignment
- M.4. Substitute Supervision
- M.5. Substitute Evaluation
- M.6. Substitute Termination
- M.7. Substitute Certification
- M.8. District contact for Sub-Finder service

Comments on Six Core Areas

Recruiting

The interview process is different in each school district. For example, some use interview committees representing different constituencies; others have interview questions focusing on the individual district/building goals, norms and culture; still others use strategies such as teaching a sample lesson. While the advertising and application process, as outlined in Category A on the chart, in each district may be handled by different job titles, there are common elements that can be identified and could be consolidated into a shared service.

Hiring

Category C on the chart is made up of the paperwork items that are distributed to new employees, re-collected and processed. Some of the items are one time only events, such as the completion and filing of the I-9 document. Others, such as health insurance, require continuing oversight by the district throughout employment. This function is often performed by a staff member other than the one doing the initial processing of the new employee.

Each district must go through this process with each new employee. Some districts may do it at a general meeting of new staff, others on a one to one basis. This second approach creates a scheduled interruption in the other job functions for the person responsible for the task. It should be noted that there is a direct connection between many of these items and the payroll function of the CBO, which is responsible for retention of the individual payroll folders.

Recordkeeping

Recordkeeping as identified in Category D on the chart is a significant and very important function in every district. It is time consuming and requires a high level of attention to detail and accuracy.

A notification to employees, noted in Category E on the chart, requires accurate and timely recordkeeping. While some notifications listed are specific to the individual employee, there are notifications that each district sends out to large groups of employees. Some of these reports are generated by the CBO, such as salary notices for new employees and those with salary changes.

In reviewing the process for notification to the Board of Education of personnel items (Category F) it was found that the source for the specific information required for personnel items placed on a Board of Education agenda varied by district and by the type of item. Personnel items include such actions as: hiring, tenure, retirement, resignation, termination, reduction in force (RIF), leaves of absence, sabbatical, summer employment, extra and co-curricular supervisors, movement on salary schedules. This process can be made more uniform, and can even be generated by the computer software currently being used by the CBO. To take advantage of this resource would not be a significant change and could expedite the work of agenda preparation, as well as make the personnel recordkeeping more efficient.

Supervision of Employees (not performance reviews)

Staff members with different job titles are used to conduct various required investigations of employees. The amount of time spent on investigating allegations of sexual harassment, discrimination, and misconduct can be debilitating when it comes to that staff member's ability to continue to effectively execute the rest of his/her duties. In addition, it takes expertise to know the laws and regulations related to the investigation, conduct a proper interview, and generate and maintain the proper paperwork. Category G identifies the type of investigations that are commonly done in school districts and which would be better handled by a person trained and experienced in conducting such investigations, rather than by someone who has this as an additional responsibility.

Also under Supervision of Employees is "Records Related to Attendance". The staff member responsible for generating and maintaining records related to attendance also varies from district to district. Currently supervision of attendance relies heavily on the immediate supervisors. This is effective as long as the supervisors have readily available to them up to date attendance records to review and are familiar with requirements for such record keeping. With a shared HR Management service there would be trained personnel to work with those supervisors to insure that the recordkeeping is done in accordance with law, regulation and Board policy.

Employee Benefits

Category I on the chart identifies a variety of employee benefits that are currently handled by either Human Resource Management or business office personnel depending on the district. Employee benefits are important to every employee. Experience shows that proper attention to this area can have a pronounced effect on employee morale and thus on improving job efficiency.

Substitutes

Due to the uniqueness of substitutes as a group of employees, they have been separated from the rest of the district employees and put into Category M for the purposes of this report. The assignment of substitutes is addressed later in this report. In addition to the assignment of substitutes, the other actions connected to their employment warrant a review. They include: recruitment, hiring, supervision, evaluation, termination and certification. This is an area where the immediate supervisors in most of the districts in this study have direct responsibilities. Only in the largest district, Ithaca, is there a Human Resource Management Department staff member assigned to oversee most of the responsibilities.

Current Shared Human Resource Management Services

The five districts in the HR Consortium have a history of participation in shared services offered by the TST BOCES. The following chart, **Existing HR Management Shared Services**, identifies the shared services related to the **Master List of Human Resource Management Responsibilities** and the level of

participation for each district. Following the chart is a discussion of the eleven services covered by the chart.

The first two rows on the chart identify two of the agencies where the five school districts receive regulatory guidance on Human Resource Management practices: the SED Regional Certification Office and the respective Civil Service Commissions. The remaining rows show the nine shared services. Six of those services are offered through TST BOCES, one is through the Regional Information Center (RIC) and the other two are through cross-contracts with other BOCES. The X's in the columns identify participation. It is also noted where a district is "phasing in" a service.

Existing HR Management Shared Services

	Dryden	Groton	Ithaca	Lansing	S.Seneca
Certification					
NYS Regional Office @ TST BOCES	X	X	X	X	X
Civil Service					
Tompkins County Civil Service	X	X	Ithaca City	X	Seneca Co.
Employment					
On-line Application Service(OLAS) - NWP BOCES			X	X	
Employee Screening					
Finger Printing Service - TST BOCES		X	X	X	
Employee Benefits					
Co-ordination Service - TST BOCES			phasing in		
Employee Recruitment					
Recruitment Service - TST BOCES					
Advertising	X	X			
Collection of Applications					
Labor Management					
Employer/Employee Relations Service-Cayuga Onondaga BOCES	X	X		phasing in	X
Payroll Services					
Central Business Office(CBO) - TST BOCES	X		X	X	phasing in
Staff Development					
MY Learning Plan Service - TST BOCES	X	X	X	X	
Substitutes					
SubFinder Service - TST BOCES	X	X	X	X	X
Technology Support					
WIN CAP Software - OCM BOCES					
Financial Modules	X	phasing in	X	X	phasing in
Human Resources Modules			phasing in	phasing in	

Discussion of Services

Certification: All school districts in this study use the NYS Regional Certification Office at the TST BOCES. The certification officer has the most up-to-date information on the regulations and

requirements that govern teacher and teaching assistant certification. The implementation of **TEACH** on the internet has provided teachers and teaching assistants significantly improved access to their personal information regarding their certification status. Districts have a vested interest in their certificated staff meeting state requirements, especially now with the implementation of the “Highly Qualified Teacher” requirements. With the wide variety of demands on the district level Human Resource Management staff and the implications of having uncertified staff, it is critical to have a local system in place to monitor progress toward certification and to hold staff accountable for their certification responsibilities. This could become an extension of the existing service and thus relieve local districts from having to dedicate staff to learn and attend to this function.

Civil Service: The HR Consortium members are under the jurisdiction of three different Civil Service Commissions with Tompkins County covering Dryden, Groton and Lansing. Ithaca covered by Ithaca City and Seneca County covering South Seneca. In a shared service, all employees would become employees of BOCES and fall under the Civil Service rules governing all other BOCES employees. This would need to be carefully reviewed when setting up a shared service.

Employment: Two of the Consortium members are currently using the On-line Application System (OLAS) which is supported through a cross-contract with the Putnam-Northern Westchester BOCES. This is a system that includes such capabilities as advertising positions on the internet, accepting on-line application packets, sorting applications according to the parameters established by the district, providing electronic storage of materials and providing a way for districts to have employers and interview committee members electronically review application materials. In a new HR service offered by the TST BOCES, these services could continue to be offered on a cross contract basis for the current users and any other components wishing to contract for it. Or, as an alternative, the TST BOCES could develop its own similar service.

Employee Screening: Three of the Consortium members use the TST BOCES Fingerprinting Service. This service currently includes the physical taking of the fingerprints. If TST BOCES develops a uniform HR service, this could be incorporated as a part of that service.

Employee Benefits: The TST BOCES has an established Employee Benefits Coordination Service. The benefits that are currently included in this service are health insurance, dental insurance and workers compensation. Districts should look to using this service and making it a part of the HR shared service. That service should expand to include similar benefits currently being offered by districts that choose to participate.

Employee Recruitment: Two districts currently participate in the TST BOCES Recruitment Service. They take advantage of the advertising portion of the service. This could form the basis of an expanded service that could replace the need to cross contract with the Northern Putnam Westchester BOCES.

Labor Management: Three of the five districts currently cross contract with the Cayuga-Onondaga BOCES for their Employee Relations Service. A fourth district is phasing in the service. Because this is such a specialized field, it should not be considered for inclusion in the new HR service.

Payroll Services: The previous section of this study dealt with the TST BOCES Central Business Office (CBO). There is a direct relationship between the CBO and several of the responsibilities on the **Master List of Human Resource Management Responsibilities**. As part of the implementation process of the CBO in the spring of 2009, there were several discussions and resulting decisions made regarding the responsibilities that would be designated to the CBO and those that would be done back in the participating districts either by the remaining business office staff or the Human Resource Management staff. Through the implementation process of the CBO it became more clear that there is a direct relationship between the Human Resource Management processes and those of payroll. The delineation of responsibilities and a smooth flow of processing information between the two are critical for the success of each service.

Staff Development: Four of the five districts use **My-Learning Plan** to support their professional development record keeping. Staff Development is offered in a variety of ways by the districts, but all districts have an obligation to track the staff development for employees. A unified system for such record keeping should be adopted and included in this service.

Substitutes: The TST BOCES has a Substitute Calling Service which uses **SubFinder Software**. All five districts participate in the service. At the end of the 2008-09 school year the BOCES conducted a review of the software with the vendor in order to make improvements in the service. Representatives from different districts and different users served on the committee which did the review. The review process also served as a means to improve the users' understanding of the scope and capabilities of the software in an effort to maximize its effective use.

Technology Support: When the TST BOCES initiated the CBO, it was required that all participating districts use **WinCap** as their financial software package. Three districts are using the software and the other two are phasing it in. **WinCap** also has a Human Resource Management module that is integrated with the financial module. Two of the districts are phasing in this Human Resource Management module. This should be utilized by all districts in the service and made a part of the service.

Human Resource Management Shared Services State-wide

Research was done for this study to identify services offered by the various BOCES in the state that fall into the area of Human Resource Management. The chart that begins on the following page lists the thirty seven BOCES in the state. Row one shows eight common shared services related to the **Master List of Human Resource Management Responsibilities** that are offered in many of the BOCES. The key to those services is at the bottom of the chart.

The services on the chart that are already available through the TST BOCES are the services of Fingerprinting (which is the most common among all of the BOCES), Substitute Co-ordination, and Teacher Recruitment. Among the BOCES, it was found that the Teacher Recruitment Service could range from a minimum of hosting a Teacher Recruitment Fair to a wide range of services including advertising, attending a variety of recruitment fairs, offering a locally developed application system, collecting

application packets, and screening application materials. TST currently does advertising and collects application materials for districts. The TST BOCES also allows districts to cross contract for the Online Application System (OLAS) offered at the Putnam- Northern Westchester BOCES and the Employee Assistance Program offered at the Onondaga-Cortland-Madison BOCES.

It was found that the term Employee Benefits Management meant different things to different BOCES. In one BOCES it meant that an employee oversaw the co-operative plans such as the self-funded health insurance plan and the local districts still handled their own employees in the plan whereas in other districts the BOCES service actually handled the individual members of the plan.

In addition to the common services that are offered, there are a variety of services that only one or two BOCES offer. The Putman-Northern Westchester BOCES offers a Private Investigation Service. The service provides investigations into Workers Compensation claims, internal theft allegations, criminal defense information for the district, and background checks. Questar III BOCES offers a Hearing Officer Service for Section 75 Hearings. The Monroe 2-Orleans BOCES offers a Human Resource Management Audit Service. The Oneida-Madison BOCES offers a Recruiting and Training Service for Substitutes.

HR Management Services by BOCES

BOCES	Ads	EAP	EBM	Fgrpt	OLAS	RC	Subs	TeRec
Broome-Delaware-Tioga			X	X		X	X	X
Capitol Region	X	X	X	X	X-cc	X	X	X
Cattaraugus-Allegany-Erie-Wyoming		X				X	X	
Cayuga-Onondaga		X-cc	X			X	X	
Clinton-Essex-Warren-Washington	X			X		X		
Delaware-Chenango-Madison-Otsego		X				X	X	X
Dutchess		X				X	X	X
Erie 1						X	X	
Erie 2-Chautauqua-Cattaraugus						X		
Franklin-Essex-Hamilton	X					X	X	X
Genesee Valley		X				X	X	X
Hamilton-Fulton-Montgomery				X		X	X	
Herkimer-Fulton-Hamilton-Otsego						X		
Jefferson-Lewis-Hamilton-Herkimer-Oneida					X-cc	X		X
Madison-Oneida			X	X	X-cc	X	X	
Monroe 1	X-cc			X-cc		X		
Monroe 2-Orleans	X			X				X
Nassau	X	X		X	X-cc	X	X	X
Oneida-Herkimer-Madison		X				X		X
Onondaga-Cortland-Madison	X	X				X	X	
Orange-Ulster				X		X		X
Orleans-Niagara						X	X	

Oswego				X		X	X	
Otsego-Delaware-Schoharie-Greene		X		X	X-cc	X	X	X
Putnam-Northern Westchester	X	X		X	X		X	
Questar III					X-cc	X	X	
Rockland				X	X-cc		X	
St Lawrence-Lewis						X		
Schuyler-Steuben-Chemung-Tioga-Allegany		X				X	X	
Suffolk 1 (Eastern)		X			X-cc	X	X	
Suffolk 2 (Western)		X			X-cc	X	X	
Sullivan					X-cc	X		X
Tompkins-Seneca-Tioga			X	X		X	X	X
Ulster		X					X	X
Washington-Saratoga-Warren-Hamilton-Essex		X		X	X-cc	X	X	
Wayne Fingerlakes	X	X					X	
Westchester		X			X-cc	X	X	

Key

- X = Participation
- X-cc = Cross Contract
- Ads = Advertising
- EAP = Employee Assistance Program
- EBM = Employee Benefits Management
- Fgrpt = Fingerprinting
- OLAS = Online Application Service
- RC = Regional Certification Office
- Subs = Substitute Co-ordination
- TeRec = Teacher Recruitment

Current Staffing for Human Resource Management

The chart on the following page shows the current district office staff members by district who are assigned the responsibilities identified in the **Master List of Human Resource Management Responsibilities**. It is organized by district and includes the job titles (Civil Service where applicable) and abbreviation for each job title used on succeeding documents. It also identifies whether the position has only Human Resource Management (HR) responsibilities or a combination of HR and business office (BO) responsibilities.

The only school district where there is staff in a department that is fully assigned to Human Resource Management responsibilities is Ithaca. Three of the districts, Dryden, Groton and Lansing each have a full time staff member assigned to Human Resource Management responsibilities. They all also have support, in each of those three districts, from other staff members. In Dryden, Lansing and South Seneca there is a staff member who has both Human Resource Management and business office responsibilities. Also, in all districts, except Ithaca, the Secretary to the Superintendent has Human Resource Management responsibilities.

HR Management Staffing by District

District	Title	Key	*
Dryden **	Superintendent	Supt	HR
	Business Administrator	BA	BO/HR
	Secretary to the Superintendent	SS	HR
	District Clerk	DC	
	Human Resource Specialist	HRS	HR
	Treasurer	Tr	BO/HR
Groton	Superintendent	Supt	HR
	Administrative Assistant	AA	HR
	District Clerk	DC	
	Employee Benefits Manager	EBM	HR
	Business Manager/Treasurer	BM/Tr	BO/HR
Ithaca City * *	Superintendent	Supt	HR
	Director of Human Resource Management	DHR	HR
	Senior Typist - inc.Certified Staff	STX	HR
	Senior Typist - inc.Civil Service,TA's	STY	HR
	Senior Typist - inc.Substitutes	STZ	HR
	Typist	Ty	HR
	Senior Clerk	SC	HR
	Assist. Supt. For Business Services	ASBS	BO/HR
Lansing **	Superintendent	Supt	HR
	Business Administrator	BA	BO/HR
	Secretary to the Superintendent	SS	HR
	District Clerk	DC	
	Personnel Clerk	PeC	HR
	Payroll Co-ordinator	PRC	BO/HR
South Seneca * **	Superintendent	Supt	HR
	Secretary to the Superintendent	SS	HR
	District Clerk	DC	
	Typist (.5) (.5 in Elem School)	Ty	HR
	Business Administrator	BA	BO/HR
	Payroll Clerk	PaC	BO/HR

All Districts	Supervisors/Building Administrators	Supv	HR
	District Staff Development/Curriculum Dept	SD/C	HR
	CBO, Fingerprinting, SubFinder or My-Learning Plan Responsibilities	BOCES	HR
	Not Applicable	N/A	

* **HR:** Responsibilities as per HR Master List of responsibilities **BO:** Business Office Responsibilities

** Participates in Central Business Office (CBO) Service at TST BOCES

***Joining the Central Business Office (CBO) Service at TST BOCES effective July 1, 2010 (Payroll only)

Master List of Human Resource Management with Job Titles

In Exhibit HR-1 (p.81) the **Master List of Human Resource Responsibilities** has been expanded to identify, by each district, all of the staff members (by the abbreviation for the job title) who have or share the various responsibilities. The abbreviations for the job titles are identified in the **HR Management Staffing by District** chart starting on page 38. The Exhibit HR 2 (p.86) shows a breakdown for each of the individual districts.

Where “BOCES” is listed on the chart, the district participates in the shared service that is connected with that responsibility. For example, under “fingerprinting”, while the district has a staff member responsible for the fingerprinting paperwork, the BOCES shared service does the actual fingerprinting and is, therefore, listed on the chart. Also note that “other” is listed for a few responsibilities. This indicates that someone in a job title other than those listed on the chart **HR Management Staffing by District** performs the responsibility.

In the five school districts, in nearly every area, staff members with different job titles perform the same responsibility. The few exceptions are: reference checks, interpretation of labor contracts, substitute assignment, substitute supervision, and substitute evaluation.

Human Resource Management Responsibilities by Job Title

The Exhibit HR-3 (p. 101) shows a chart for each specific school district. It is a breakdown by job title showing the Human Resource Management responsibilities that are assigned. The thirteen major categories from the **Master List of Human Resource Management Responsibilities** are at the beginning of each chart. The individual responsibilities are identified, for cross-referencing, by the corresponding letters and numbers on the **Master List of Human Resource Management Responsibilities**.

In Ithaca, it is important to note that the three Senior Typists each serve three different employee populations: certified staff, non-certified staff, and substitutes, therefore they are listed for many of the same responsibilities. Also, due to the size of the district, there is not only a Human Resource

Management department but also a Director of Human Resource Management position which alleviates the Human Resource Management work from the superintendent's office. The superintendent becomes involved with the most serious issues that then can often require board of education attention.

In Dryden, Groton and Lansing, where each district has a full time staff member with a civil service job title related to Human Resource Management, it is clear that they do the majority of the Human Resource Management work. In Groton, the Administrative Assistant, and in Lansing, the Secretary to the Superintendent, both do a significant amount of Human Resource Management work. In South Seneca, the Superintendent and the Secretary to the Superintendent, combined, do the majority of Human Resource Management work.

Considerations for Implementation

Based upon conversations with Superintendents, district office staff members involved in Human Resource Management, the TST BOCES Director of Administrative Services, and the TST BOCES District Superintendent as well as the experiences of this researcher, recommendations are being made for areas that should be investigated as possible new shared BOCES services or expansions of current shared services. These recommendations are not meant to be a singular thought about what could be done but are meant to be "thought provoking" for the participating districts.

If, in the future, any of the districts decide to move into either additional shared services for Human Resource Management or business functions, a careful analysis should be done, prior to that move, of the impact on the responsibilities of all of the staff members in the respective and affiliated offices. For example, if a staff member has both Human Resource Management and business office responsibilities and is moved into a Human Resource Management shared service at the BOCES, the district needs to clearly understand how that staff member's in-district business responsibilities will be covered. Also, if a district decides to participate in a shared service they clearly need to understand how the services of the staff member who used to perform those responsibilities will then be used.

Please note that these recommendations do not include the detailed steps that are needed to complete each responsibility selected from the **Master List of Human Resource Management Responsibilities** In order to fully understand the complexity of a responsibility, that analysis must be done.

Districts should use both the expanded **Master List of Human Resource Management Responsibilities** in Exhibit HR 1 (p.81) and their individual charts in Exhibits HR 2 (p.86) to analyze how they might re-align the assignment of Human Resource Management responsibilities. They can consult with their consortium partners to get ideas on how different configurations work. Each district should review the information and make judgments about the balance of work within each position. Based on the size of the district and resources available, adjustments should be made where needed. When doing the analysis, where more than one staff member is listed for a responsibility, there should be determinations made as follows: 1) do the staff members evenly share the responsibility; 2) is there

one person responsible and the other(s) cross-trained; and 3) are there certain steps within the responsibility that are assigned to different staff members.

One of the purposes of this Human Resource Management study is to provide detailed information that will identify the full range of responsibilities related to Human Resource Management. With this information in hand it is hoped that districts will better understand the impact of the CBO on the work of the in-district Human Resource Management staff. When district business office members were sent to work in the CBO, the impact on the remaining Human Resource Management staff members was not fully understood until after the service was underway. It is recommended that the TST BOCES and appropriate district level staff revisit the CBO responsibilities with regards to the connection to the Human Resource Management responsibilities identified in this report and make the appropriate adjustments in responsibilities

Construct of Human Resource Management Service

The following six groupings of recommendations should be the basis for developing the initial shared Human Resource Management Service: Recruiting, Hiring, Recordkeeping, Supervision of Employees, Employee Benefits, and Substitutes. They are discussed first. Additional areas that should be considered for addition once the service is in place follow.

Recruiting

The participating districts should have representatives from OLAS meet with them to present the full range of resources that the OLAS system can provide. It would be critical to have representatives from the already participating schools attend for a “reality check” on the implementation and operation of the system at the local level. An alternative to the use of OLAS for all members of the consortium would be the use of an on-line application system that is regionally developed through a shared service.

Depending upon the results of the investigation into participation in the OLAS Service, Consortium members who do not already use OLAS should minimally consider joining the TST BOCES Recruitment Service. Also, the Recruiting Service should investigate expanding to include collecting, organizing, and screening (based on district identified criteria) of the applications.

In addition, consideration should be given to expanding the current service to include facilitating the development of the candidate selection criteria, and developing the interview packets based on the application materials. The interview process itself should be left to the individual districts.

Hiring

The districts should consider moving the distribution, completion and re-collection of hiring paperwork (as identified in Category C) to the TST BOCES site as part of a shared service. With the payroll function

housed there and the employee benefits for Ithaca moving there beginning the 2010-11 school year, it would make logistical sense. It would also be a more efficient use of staff both in the districts and at the BOCES.

The orientation to the district of the new employee should remain in the district, but there may be initial trainings that are done in the district that could be done as a shared service and integrated into the time when the initial paperwork is being processed with the employees.

The concept of the BOCES Fingerprinting Service expanding to include all activities and paperwork responsibilities related to fingerprinting should be investigated. The two districts not in the service should look at participating.

Recordkeeping

The full implementation of the Human Resource Management Module of WinCap, would help alleviate the workload through reduction in the redundancy in the input of data. In addition, the participating districts should investigate the Local Efficiency Grant Program for the possibility of receiving funds to further convert current hard copy documents to electronic documents and to implement the continued use of electronic documentation in the future.

Districts that are currently using the *WinCap* software package should complete the full implementation of the Human Resource Management module. If, as a result of this study, there are any combinations of Human Resource Management shared services created, it should be considered to use part of the money from an implementation grant to support the data input and training needed to implement the Human Resource Management module.

Where salary notices, including an annual salary notice, are sent out by the district, the practice should be revisited and consideration given to having them issued from the CBO. Letters of Assurance, which should have all standard language in them, could also be issued through a shared process.

Supervision of Employees

The HR consortium should contact the Putman-Northern Westchester BOCES about their Private Investigation Service to receive information regarding investigations. In addition, a shared service where an independent person would be trained to conduct interviews and be responsible for the related paperwork should be developed.

There should also be an exploration into whether it would be feasible to centralize the recordkeeping related to attendance for all employees into a shared service. Since attendance impacts the pay of hourly workers there may be a way to integrate all attendance into the CBO Service.

Employee Benefits

The three remaining districts of the four that are currently in the TST BOCES Central Business Office (CBO) Service should investigate joining the Employee Benefits Coordination Service. There is a direct

connection between the two services. Between the CBO and the Employee Benefits Coordination Services all of the benefits in Category I should be included in a shared service.

Substitutes

The HR Consortium has identified that they have over 800 teacher substitutes. Given that many of the same people are subbing in more than one school district, there is clearly a duplication of effort and this is not taking into consideration the over 400 substitutes for support staff positions. The HR Consortium would be well served to explore the possible expansion of services related to substitutes.

It should explore ways in which they could share more of the responsibilities associated with their employment. This would be a significant departure from the traditional competition among districts for finding substitutes. The use of **SubFinder** has already set a pattern for a collective approach to the on-going problem of the “substitute shortage”. Since many of the substitutes are used in more than one school district it would make sense to explore the idea of having a centralized, shared service for the application process including a common application form, certification verification, fingerprinting and reference checking.

One thing that should be done at the end of each school year is a review of the use of **SubFinder** for the purpose of acknowledging its successes and identifying where improvements can still be made. This should be done by a committee made up of representatives from each user group and a representative from the vendor. As previously noted, this was the process used at the end of the 2008-09 school year when consideration was being given to changing the software from **SubFinder** to another vendor.

The consortium should increase its efforts to recruit and train substitutes. A model that should be reviewed has been used at the Cayuga-Onondaga Teacher Center over the past several years. A 2-3 day training for potential substitutes is offered with volunteer administrators and teachers, from participating districts providing the training. There has also been the opportunity provided for the participants to spend a day in a district observing classes and working with a mentor. The training has been offered in the fall after school gets started and before the need increases for substitutes. The training program is widely advertised.

It is also recommended to investigate the use of electronic submission for substitute time sheets to the CBO Payroll Function. This would reduce the turn around time for payment, reduce significantly the use of paper and reduce the amount of time supervisors and clerical staff would spend handling the paperwork.

SHARED SERVICES FOR FUTURE CONSIDERATION

The following recommendations are suggested for future consideration and are listed in the order in which they appear on the **Master List of Human Resource Management Responsibilities**:

Employee Selection

In order to “do diligence” regarding the protection of their students, districts now need to go beyond the traditional administrator to administrator reference calls regarding potential employees. The Putnam-Westchester BOCES Private Investigation Service model should be investigated for this purpose.

Recordkeeping – Certification

The HR Consortium should investigate whether there are ways in which the expertise and services of the staff in the NYS Regional Certification Office could be maximized/increased in order to support the Consortium’s certification oversight. They should look at whether the staff could be shared between a BOCES shared service for certification issues and the Regional Office responsibilities. A single “point of contact” for all issues related to certification would relieve some of the time demands on the district staff. The timely monitoring and notification of progress to staff members, as well as the district, would minimize the “last minute” rush that can put significant pressure on the time of districts’ staff, prevent the “threats” of 3020a hearings to remove non-certified teachers and support the districts in meeting the “Highly Qualified Teacher” requirements. This recommendation is not intended to minimize the level of responsibility a staff member must take in monitoring their own attainment of certification.

Notifications to BOE of Personnel Agenda Items

WinCap has the capability to generate the personnel portion of the board of education agenda. When the appropriate components of the Human Resource Management module are fully implemented, the use of the personnel agenda feature should be reviewed and implemented.

Employee Support

For those districts that do not already have a procedure handbook in place for Human Resource Management there should be a cooperative effort to develop a model that could be adapted for use in the individual districts. There would also need to be one handbook created to cover any HR services that would be developed into a shared service.

End of Employment Process

All districts appear to have an established practice in place for the oversight of exit paperwork. For those in the CBO and Employee Benefits Services there is already limited involvement with a shared service for some aspects of that process. For example, the benefits coordinator would go over the COBRA information with the exiting employee.

An exit interview/survey process is not used consistently by all districts. Consideration should be given as to whether a shared process for exit interviews would be beneficial to the districts. There is certainly that “personal touch” and an opportunity to hear directly from the exiting employee if it is done in-house. If an independent person conducts the process, it provides impartiality and neutrality for the employee.

State/Federal Reporting

Districts and the CBO should explore whether there is a way to have all retirement system reports done by the CBO.

Civil Service Communications

Given the complicated nature of Civil Service and the Department of Labor laws and regulations it would be worth exploring the feasibility of having a service where there was a centralization of expertise that school districts could call upon.

Any staff member employed by BOCES in a Human Resource Management shared service that relates to district Civil Service staff will need to be knowledgeable in not only state Civil Service laws, but also, the local regulations in the three jurisdictions. Depending on which Human Resource Management services districts retain within their district, a centralized Civil Service consultant/liaison could be a great resource and support system.

BUDGET MODEL

In developing a budget model for a Human Resources Management Shared Service the following factors had to be taken into consideration:

- The number of schools to be involved is not yet known
- The human resource functions to be included in the actual service will need to be determined
- The timeline for phasing the various functions into the service will be set when the service is established
- The employee job titles and responsibilities of the staff in each district who are responsible for the human resources functions varies
- The relationship between human resource functions and the CBO functions needs to be enumerated

A budget model had to, therefore, be created that was flexible in order to account for the variables identified above and certain assumptions had to be made in order to proceed. The assumptions were as follows:

- All five schools in the study would be participating in the service
- There would be six fulltime staff members providing services
- An arbitrary salary was identified since job titles could not be determined until staff from the participating districts were designated for the services
- The human resources function would be part of the CBO service
- The method for determining the cost to each district for the services was RWADA since it is currently used for the CBO service
- Any district participating in the human resources function of the CBO would pay their share of the Common Costs identified for the CBO

The sample budget model that is shown on the following pages was developed by David Parsons, Directors of Administrative Services at the TST BOCES. He currently uses the budget model for the existing CBO Service, and modified it to include HR.

The chart that starts on the next page, **HR Budget Costs Without Aid**, shows the breakdown of estimated costs for the Common Costs and the functions of Payroll, Accounts Payable, and Human Resources. The first section of the sample model shows the RWADA for each of the five districts, as well as the percent that each district's RWADA represents of the total service. At the end of the chart, the total estimated costs of all the services for each school district are shown. Also included are the aid rate, the estimated aid dollars that each district would receive, the estimated net cost to the districts, and the estimated amount of unaided costs including the percent it represents.

The chart on page 50, **Estimated Aid Per Estimated Costs**, uses the same format as **HR Budget Costs Without Aid**, but in place of the estimated costs, shows how much of each cost would qualify for aid. Districts can then look at the budget and determine how much the service would cost them with and without aid. In the past BOCES aid has been taken as a "given". With today's difficult state finances this assumption can no longer be taken for granted. To be prudent, calculations for the anticipated cost of human resources services should be done with and without BOCES aid included.

These spreadsheets are set up with formulas that allow the number of schools, number of employees and/or the salaries to be changed with the totals then automatically reflecting the changes made.

In order to generate a savings, it is clear that a major factor will be how participation in the service will impact on the in-district staffing. For maximum savings, a staff member would have to be eliminated and no additional staff added to the existing BOCES service when a district decides to participate. If a district staff member is moved to the BOCES, currently, BOCES aid would be calculated on the first \$30,000 of the salary. This additional aid would generate a savings. Additional savings may occur once the service is up and running for a period of time and the efficiencies of the service are realized.

It is important that the New York State Education Department realize the importance of supporting the work of school districts to maximize their existing resources so that they can support student programs. Finding ways to reduce the costs of auxiliary services and re-allocate the money to student programs is critical in these times of financial difficulties. To that end, it would be very beneficial if the SED would either allow the human resources function to be included in the CBO COSER or create a COSER specifically for human resources.

HR Budget Costs Without Aid

RWADA and % of Use

CBO Service		Dryden	Groton	Ithaca	Lansing	South Seneca	Total
Common	RWADA	2,001	1,059	5,532	1,397	899	10,888
	% use	18.38%	9.73%	50.81%	12.83%	8.26%	
Payroll	RWADA	2,001		5,532	1,397	899	9,829
	% use	20.36%		56.28%	14.21%	9.15%	
Accounts Payable	RWADA	2,001		5,532	1,397		8,930
	% use	22.41%		61.95%	15.64%		
Human Resources	RWADA	2,001	1,059	5,532	1,397	899	10,888
	% use	18.38%	9.73%	50.81%	12.83%	8.26%	

Costs by Program Area

Common

	Code	Code Desc	Information	Amount	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
150	150	Certified	Dir of Admin Service	20,800	3,823	2,023	10,568	2,669	1,717	20,800
160	160	Non Certified			0	0	0	0	0	
200	200	Equipment	Office Equipment	2,000	368	195	1,016	257	165	2,000
300	300		Supplies	14,166	2,603	1,378	7,197	1,818	1,170	14,166
400	400	Contractual	Maintenance	25,000	4,595	2,432	12,702	3,208	2,064	25,000
400	400	Contractual	Prof Development	2,000	368	195	1,016	257	165	2,000
400	413		Telephone	6,000	1,103	584	3,048	770	495	6,000
400	456		Travel and Conference	2,000	368	195	1,016	257	165	2,000
400	440		Consultant	2,000	368	195	1,016	257	165	2,000
400	460	FingerPrinting		400	74	39	203	51	33	400
400	473	Postage		7,500	1,378	729	3,811	962	619	7,500
160	160	Non Certified	Overtime	2,000	368	195	1,016	257	165	2,000
800	810		W/C	177	32	17	90	23	15	177
800	813		TRS	2,288	420	223	1,162	294	189	2,288
800	813		ERS	0	0	0	0	0	0	0
800	815		FICA	1,591	292	155	808	204	131	1,591
800	819		Unemployment	0	0	0	0	0	0	0

Payroll Function

	Code	Code Desc	Information	Amount	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
160	160	Non Certified	SR PR/AP Acct Clerk	62,346	12,692		35,090	8,861	5,702	62,346
160	160	Non Certified	PR/AP Acct Clerk	27,040	5,505		15,219	3,843	2,473	27,040
160	160	Non Certified	PR/AP Acct Clerk	49,747	10,128		27,999	7,071	4,550	49,747
160	160	Non Certified		42,000	8,550		23,639	5,969	3,841	42,000
800	816		Health Ins	32,000	6,515		18,010	4,548	2,927	32,000
800	817		Dental Ins	1,500	305		844	213	137	1,500
800	810		W/C	1,540	313		867	219	141	1,540
800	813		TRS	0	0		0	0	0	0
800	813		ERS	21,736	4,425		12,234	3,089	1,988	21,736
800	815		FICA	13,857	2,821		7,799	1,969	1,267	13,857
800	819		Unemployment	2,000	407		1,126	284	183	2,000
					51,662	0	142,825	36,068	23,210	253,765

Accounts Payable Function

	Code	Code Desc	Information	Amount	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
160	160	Non Certified	PR/AP Acct Clerk	28,080	6,292		17,395	4,393		28,080
160	160	Non Certified	PR/AP Acct Clerk	27,355	6,130		16,946	4,279		27,355
160	160	Non Certified		0	0		0	0		0
800	816		Health Ins	16,000	3,585		9,912	2,503		16,000
800	817		Dental Ins	750	168		465	117		750
800	810		W/C	471	106		292	74		471
800	813		TRS	0	0		0	0		0
800	813		ERS	6,652	1,491		4,121	1,041		6,652
800	815		FICA	4,241	950		2,627	663		4,241
800	819		Unemployment	2,000	448		1,239	313		2,000
					19,169	0	52,996	13,383	0	85,549

HR Function

	Code	Code Desc	Information	Amount	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
160	160	Non Certified	Civil Service Title-TBD	33,000	6,065	3,210	16,767	4,234	2,725	33,000
800	810		W/C	1,683	309	164	855	216	139	1,683
800	813		TRS	0	0	0	0	0	0	0
800	813		ERS	23,760	4,367	2,311	12,072	3,049	1,962	23,760
800	815		FICA	15,147	2,784	1,473	7,696	1,943	1,251	15,147
800	819		Unemployment	2,000	368	195	1,016	257	165	2,000
					44,216	23,401	122,240	30,869	19,865	240,590

Total Cost	667,826	131,205	31,952	362,733	91,601	50,335	667,826
Aid Rate		0.773	0.833	0.614	0.618	0.713	
Aid \$		86,653	23,945	190,284	48,366	29,768	379,015
Net District Cost	44,553	8,007	172,448	43,235	20,567	288,811	

Estimated Aid Per Estimated Costs

RWADA and % of Use

CBO Service		Dryden	Groton	Ithaca	Lansing	South Seneca	Total
Common	RWADA	2,001	1,059	5,532	1,397	899	10,888
	% use	18.38%	9.73%	50.81%	12.83%	8.26%	
Payroll	RWADA	2,001		5,532	1,397	899	9,829
	% use	20.36%		56.28%	14.21%	9.15%	
Accounts Payable	RWADA	2,001		5,532	1,397		8,930
	% use	22.41%		61.95%	15.64%		
Human Resources	RWADA	2,001	1,059	5,532	1,397	899	10,888
	% use	18.38%	9.73%	50.81%	12.83%	8.26%	

Aidable Amount by Program Area

Common

	Code	Code Desc	Information	Amount Aidable	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
150	150	Certified	Dir of Admin Service	5831.78	1071.77	567.22	2963.02	748.25	481.52	5831.78
160	160	Non Certified			0.00	0.00	0.00	0.00	0.00	
200	200	Equipment	Office Equipment	2000.00	367.56	194.53	1016.16	256.61	165.14	2000.00
300	300		Supplies	14166.00	2603.43	1377.83	7197.49	1817.59	1169.66	14166.00
400	400	Contractual	Maintenance	25000.00	4594.51	2431.58	12702.06	3207.66	2064.20	25000.00
400	400	Contractual	Prof Development	2000.00	367.56	194.53	1016.16	256.61	165.14	2000.00
400	413		Telephone	6000.00	1102.68	583.58	3048.49	769.84	495.41	6000.00
400	456		Travel and Conference	2000.00	367.56	194.53	1016.16	256.61	165.14	2000.00
400	440		Consultant	2000.00	367.56	194.53	1016.16	256.61	165.14	2000.00
400	460	FingerPrinting		400.00	73.51	38.91	203.23	51.32	33.03	400.00
400	473	Postage		7500.00	1378.35	729.47	3810.62	962.30	619.26	7500.00
160	160	Non Certified	Overtime	2000.00	367.56	194.53	1016.16	256.61	165.14	2000.00
800	810		W/C	176.80	32.49	17.20	89.83	22.68	14.60	176.80
800	813		TRS	2288.00	420.49	222.54	1162.49	293.57	188.92	2288.00
800	813		ERS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
800	815		FICA	1591.20	292.43	154.76	808.46	204.16	131.38	1591.20
800	819		Unemployment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
				Total	13407.47	7095.71	37066.52	9360.44	6023.64	72953.78

Payroll Function

160	160	Non Certified	SR PR/AP Acct Clerk	30,000	6,107		16,885	4,264	2,744	30,000
160	160	Non Certified	PR/AP Acct Clerk	27,040	5,505		15,219	3,843	2,473	27,040
160	160	Non Certified	PR/AP Acct Clerk	30,000	6,107		16,885	4,264	2,744	30,000
160	160	Non Certified		30,000	6,107		16,885	4,264	2,744	30,000
800	816		Health Ins	32,000	6,515		18,010	4,548	2,927	32,000
800	817		Dental Ins	1,500	305		844	213	137	1,500
800	810		W/C	1,540	313		867	219	141	1,540
800	813		TRS	0	0		0	0	0	0
800	813		ERS	21,736	4,425		12,234	3,089	1,988	21,736
800	815		FICA	13,857	2,821		7,799	1,969	1,267	13,857
800	819		Unemployment	2,000	407		1,126	284	183	2,000
			Total		38,614	0	106,752	26,958	17,348	189,672

Accounts Payable Function

160	160	Non Certified	PR/AP Acct Clerk	28,080	6,292		17,395	4,393		28,080
160	160	Non Certified	PR/AP Acct Clerk	27,355	6,130		16,946	4,279		27,355
160	160	Non Certified		0	0		0	0		0
800	816		Health Ins	16,000	3,585		9,912	2,503		16,000
800	817		Dental Ins	750	168		465	117		750
800	810		W/C	471	106		292	74		471
800	813		TRS	0	0		0	0		0
800	813		ERS	6,652	1,491		4,121	1,041		6,652
800	815		FICA	4,241	950		2,627	663		4,241
800	819		Unemployment	2,000	448		1,239	313		2,000
			Total		19,169	0	52,996	13,383	0	85,549

HR Function

160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
160	160	Non Certified	Civil Service Title-TBD	30,000	5,513	2,918	15,242	3,849	2,477	30,000
800	810		W/C	1,683	309	164	855	216	139	1,683
800	813		TRS	0	0	0	0	0	0	0
800	813		ERS	23,760	4,367	2,311	12,072	3,049	1,962	23,760
800	815		FICA	15,147	2,784	1,473	7,696	1,943	1,251	15,147
800	819		Unemployment	2,000	368	195	1,016	257	165	2,000
			Total		40,908	21,650	113,094	28,560	18,379	222,590

	Amount Aidable	Dryden	Groton	Ithaca	Lansing	South Seneca	Total
Total Aidable Cost	570,765	112,098	28,745	309,909	78,262	41,751	570,765

Recommendations

- The TST BOCES should work with SED to establish a unified Human Resource Management Service
- Districts participating in the CBO should contract for the HR service
- The HR service should be made available to all components even if they do participate in the CBO
- TST BOCES should consider offering the HR service as a cross contract with neighboring BOCES
- Currently used technology and software should be more completely used for HR services
- Technology and software should be regularly reviewed to insure that it meets the needs of the HR service

Transportation

Shared Transportation Supervisor

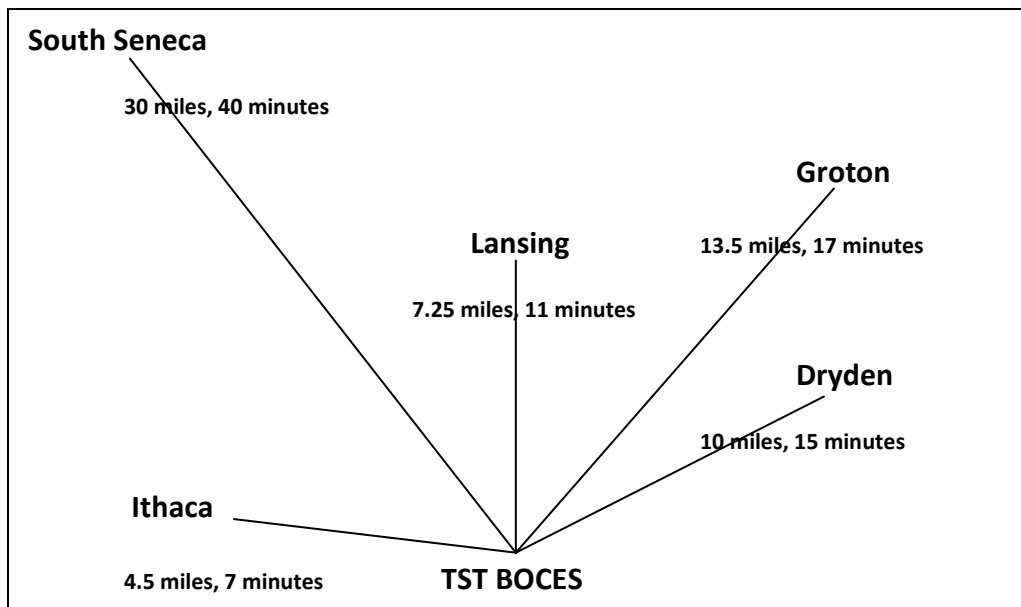
Historically, school districts have not found it financially advantageous to develop shared transportation services through BOCES because state transportation aid has covered a significant part of the transportation costs. In today's difficult financial environment, districts need to explore all ways of achieving any cost savings in support areas to help protect the instructional program for their students.

A shared transportation supervisor is an area that should be explored. In other states with county school systems, it is common for there to be one transportation system. There are several school districts in New York with large student populations and complex transportation needs that are managed by one transportation supervisor. The main duties of these transportation supervisors include recruitment, training and evaluation of transportation staff, reviewing bus and other equipment needs, developing and managing the transportation budget, developing bus routing, coordinating district transportation with appropriate law and municipal authorities, and providing information needed for district communication with parents and public. (A more thorough list of responsibilities can be found in Exhibit T1 on p. 118).

Each school district in this study currently operates its own transportation system. At this time there are no plans under consideration to change the current model of transportation supervision. We would encourage the districts to begin the discussion of a shared transportation supervisor model.

As seen on the following chart, **Distance and Time to BOCES**, four districts, Dryden, Groton, Lansing, and Ithaca are located in close proximity within Tompkins County. South Seneca is approximately 30 miles north of Ithaca in Seneca County and shares services with both the Tompkins and Cayuga BOCES.

Distance and Time to BOCES



Dryden, Groton, and Lansing are located relatively close to each other geographically and have a combined student population of approximately 4100 (See chart **Demographics – Transportation and BOCES Aid** below). Ithaca is also close, but with a student population of about 5275 is about 20% larger than the combined population of the other three and employs about 20% more drivers than the other three combined. South Seneca while consistent in size and number of employees with the first three, as noted above, is more distant from the others. As a beginning, based on the factors of proximity and size, it would be advantageous for Dryden, Groton and Lansing to explore sharing a transportation supervisor.

The shared transportation supervisor could be employed by BOCES or by one of the participating districts with the others contracting with that district. Based on BOCES historical successful experience with providing shared services, having the Transportation Supervisor be part of a BOCES shared service is the preferred way to proceed. BOCES is set up to implement and oversee shared services. There are already in place equitable ways to handle the distribution of costs through a BOCES service. As a BOCES employee, the shared transportation supervisor will be in a position to more easily coordinate with other BOCES services for support such as shared HR and CBO. And, as a BOCES service it will be easier to allow for expansion in the future. When such expansion occurs, it may be necessary to reevaluate the clusters of districts sharing a specific supervisor based on criteria such as location and district size. That process can be much more easily facilitated by BOCES than by individual districts trying to renegotiate every time there is a change.

Demographics, Trans Aid, and BOCES Aid

	Dryden	Groton	Ithaca	Lansing	S. Seneca
Area-Square Miles	110	59	161	64	131
Trans Aid %	90	90	53.9	64.4	87.8
Student Enrollment	1853	999	5273	1257	809
Number of schools	3 Elem 1 HS/MS	1 Elem 1 HS/MS	8 Elem 2 MS 1Alternative 1 HS	1 Elem 1 HS/MS	1 Elem 1 HS/MS
BOCES Aid %	0.773	0.833	0.51	0.584	0.713

Current Staffing and Related Costs

Position	Dryden	Groton	Ithaca	Lansing	S. Seneca
Transportation Supervisor	1	1	1	1	1
Transportation Assistant	1				
Route Coordinator			1		
Dispatcher			1	0.56	
Inventory Safety Clerk	1				
Account Clerk			1		
Full-Time Drivers	19	10	84	15	18
Part-Time Drivers	6.03	15		3	3
Full-Time Bus Attendant	4	3	19		5
Part-Time Bus Attendant	4.86				
Secretarial		0.05			
Salaries	\$ 832,081.00	\$ 459,086.00	\$ 1,960,749.00	\$ 440,390.00	\$ 562,474.00
Benefits*	\$ 249,624.00	\$ 143,726.00	\$ 588,225.00	\$ 132,117.00	\$ 168,742.00
Total Salaries	\$ 1,081,705.00	\$ 622,812.00	\$ 254,897.00	\$ 572,507.00	\$ 731,216.00

* Benefits were estimated at 30% of salary

School districts historically have been reluctant to share transportation supervisors, drivers, and attendants. Regardless of the size of the district, these employees play an important role in each district's success. Transportation systems are complex operations with a significant number of employees and budget (See chart **Current Staffing and Related Costs** above). Districts owe it to their students, parents, and residents to insure that their respective transportation systems are well managed by a knowledgeable, skilled transportation supervisor.

The impetus for exploring the possibility of sharing a transportation supervisor is not due to the possibility of increased aid. The cost of a shared transportation supervisor would be eligible for transportation aid, not BOCES aid. This is no different than if there was no sharing, as can be seen in the chart, **Demographics, Trans Aid, and BOCES Aid**, on page 54. As can be seen in that same chart, this is more beneficial to districts since transportation aid is higher than BOCES aid. Sharing a transportation

supervisor would save money among the participating districts through the sharing of the salary and benefits cost of one transportation supervisor, rather than each district having its own transportation supervisor as is currently the case. An example of the possible cost savings if Dryden, Groton and Lansing were to share a transportation supervisor is shown in the chart below.

Shared Transportation Supervisor Savings

	Dryden	Groton	Lansing
Current TS Salary Costs	\$ 90,000.00	\$ 75,000.00	\$ 70,000.00
Trans Aid Ratio	90%	90%	64%
Current Local Cost (Est.)	\$ 9,000.00	\$ 7,500.00	\$ 24,920.00
% of Combined Student Population	45%	24%	31%
Shared TS Salary Costs (Est.)	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
Share of Shared TS Salary Costs	\$ 54,000.00	\$ 28,800.00	\$ 37,200.00
Local Cost (Est.)	\$ 5,400.00	\$ 2,880.00	\$ 13,243.20
\$ Savings	\$ 3,600.00	\$ 4,620.00	\$ 11,676.80
% Savings	40%	62%	47%

Even though the percentage of savings is significant, districts often do not view the actual dollar savings of a shared transportation supervisor as enough to warrant the work to establish such an arrangement. Having a shared transportation supervisor can facilitate other sharing and cooperation that can also result in cost savings. Standardization of bus fleets among districts could allow for larger scale purchasing of parts that would reduce those costs. It can also allow for sharing of buses between districts that might result in the need for reduced fleets or purchasing of buses. A shared transportation supervisor can also arrange for better and more convenient required bus driver training, and for a larger pool of potential substitute drivers. S/he could also coordinate the use of vans and other specialized vehicles, as well as field trips and other non-daily runs. These additional savings and improved services will increase the value of a shared transportation supervisor.

Another concern expressed by administrators centers around the availability of the transportation supervisor in case of emergency situations. Cell phones, pagers, email, and similar technology should always make the shared supervisor available in such situations. This need may also be resolved by assigning another responsible transportation employee to fill in during the Transportation Supervisor's

absence. Dryden currently has a transportation assistant and Lansing has a part-time dispatcher, both of whom could handle local situations such as a disabled vehicle, the need for a last minute driver substitute, and other unexpected situations. Groton could create a senior driver position to fill the need.

The districts in the study should review their needs to see if sharing a transportation supervisor is possible. This is particularly true if there is the potential for the need to hire a person in any of the districts in the foreseeable future. Transportation supervisors with the skill and personality to do this difficult job are scarce.

Districts need to think how they might organize a K-12 transportation network for any number of districts as if they were starting fresh. New York spends \$2.8 billion on school transportation. Approximately \$1.5 billion comes from transportation aid. Any reduction in this aid will seriously impact how districts are able to provide this mandated service.

Shared Maintenance

Conversations about areas of sharing among school districts often include the potential for sharing vehicle maintenance functions. Ideally, a centralized facility would maintain buses and other vehicles for several districts at less expense than each district could achieve on its own. This study explores this option to see if there is potential for the participating districts to achieve efficiencies by implementing such a program.

In order for a school maintenance facility to be successful, there needs to be a strong top-down commitment for change. The “way we have always done it” attitude will no longer be an acceptable operating protocol. The District and SED officials must be willing to facilitate this type of strategic planning and remove or eliminate all unnecessary roadblocks. Every district’s goal should be to maintain its fleet in the safest and most cost effective manner.

Current Transportation Maintenance Staffing And Personnel Costs

Position	Dryden	Groton	Ithaca	Lansing	S. Seneca
Maintenance Supervisor *	0.5	0.5	0.5	0.5	0.5
Mechanics	1	1.75	6	1	1***
Mechanic Helper	2				
Salaries	\$ 152,375.00	\$ 115,910.00	\$ 378,091.00	\$103,454.00	\$ 71,253.00
Benefits **	\$ 45,713.00	\$ 34,773.00	\$ 113,427.00	\$ 31,036.00	\$ 21,376.00
Total Salary and Benefits	\$ 198,088.00	\$ 150,683.00	\$ 491,518.00	\$134,480.00	\$ 92,692.00

* Estimated half of transportation supervisor time

** Estimated at 30% of Salaries

*** Estimated FTE based on discussion of work performed

A review of the current maintenance operations in the districts in this study suggests that those five districts begin a small partnership by sharing a common maintenance facility and equipment. This effort may be expanded to include standardization of buses, parts, tires and supplies. The current labor costs for each district in this study are summarized in the chart above. Based on the initial success of this effort, others may join and form a regional bus maintenance facility. Change in the way districts maintain and repair their buses are only limited by the realities of time, distance, available facilities, garage equipment, leadership and highly qualified mechanics.

Related Bus Maintenance Information

	Dryden	Groton	Ithaca	Lansing	S. Seneca
Area-Square Miles	110	59	161	64	131
Number of Buses	33	20	83	225	19
Number of Vans		4	15	3	3
Cars			6		
Maintenance Equipment					15
Annual Total Miles	230,000	484,081	1,200,000	328,000	374,512
Trans Aid %	90	90	53.9	64.4	87.8
Student Enrollment PreK-12	1853	999	5273	1257	809

A review of successful shared maintenance services reveals that they are based on a total commitment to quality service to the participating districts and a focus on student safety. Anything less is unacceptable and will over time result in abandoning the program. To achieve this end requires hiring only highly skilled and committed mechanics with excellent skills in all aspects of repair such as mechanical repair, painting, body work, fabrication, transmission work and engine rebuilding.

If those mechanics are to deliver quality service, the program must establish and maintain a commercial quality maintenance facility. That facility must be equipped with the latest tools and diagnostic equipment, which are readily available to the mechanics. Another essential component is insuring that ongoing training is provided for the mechanics on the equipment and buses in use, as well as DOT requirements.

Successful programs track all maintenance performed using state of the art software that generates reports for each vehicle. These reports allow districts to track bus reliability, identify high cost vehicles, and tire wear. Districts can utilize this very useful data to make more informed decisions regarding vehicle replacement and annual transportation budgets. The program managers can use the data to more accurately predict parts and other inventory needs, as well as make plans for facility use and staffing needs.

Good program leadership is essential to have a successful shared maintenance program. A highly skilled maintenance supervisor is needed to coordinate the internal operation of a complex operation, as well as coordinate with local district transportation personnel. Such a person must be skilled at managing people, be knowledgeable about the rules and regulations of the NYS DOT, be aware of all aspects of school bus maintenance, have the organizational skills needed to manage a large purchasing program

and budget, have interpersonal skills to work successfully with a variety of publics, and possess the cool headedness to work under pressure and in emergency situations.

As noted, an important aspect of the job of maintenance supervisor is interfacing with the local districts. This could be positively impacted if the participating districts also had a shared transportation supervisor(s) who is part of a coordinated BOCES transportation service. The districts in this study are encouraged to view both components as they make plans for a shared vehicle maintenance program. The position of shared transportation supervisor was discussed earlier in this section.

Selection of an appropriate site for the maintenance facility is vital to the program’s success. Ideally, a site can be found that is centrally located and along the route to the TST BOCES. An expense that must be taken into account includes the miles and driver time to and from the maintenance facility. Many times these can be coordinated by taking one bus to the center while returning home with a repaired vehicle. At this point in time, suggestion of a specific site is premature. If the districts in this study decide to share, there may be favorable repair centers available for lease. Perhaps one of the participating districts could upgrade its bus garage to serve as a shared facility and lease it to the program.

To begin the program, some of the current district mechanics and other employees would become BOCES employees to fill positions in the newly created program. This will require careful review of BOCES’ and each districts’ labor contracts. Based on that review, all seniority questions, longevity and fringe benefit and similar issues will be examined, compared and alignment issues resolved.

Based on the number of vehicles reported by the districts as needing to be serviced (see chart, **Related Bus Maintenance Information**, page 59), it is estimated that the program will need to employ seven mechanics and one maintenance supervisor. The proposed staffing and labor costs for a shared maintenance facility to serve all the districts in this study is summarized in the following chart, **Shared Maintenance Staffing and Labor Costs**.

Shared Maintenance Staffing and Labor Costs

Position	Number	Estimated Cost
Maintenance Supervisor	1	\$ 75,000.00
Mechanics*	7	\$ 300,000.00
Total	8	\$ 375,000.00
Benefits		\$ 123,750.00
Total Salary and Benefits		\$ 498,750.00

* Based on an average annual salary of \$40,000 plus overtime

NB – Calculations do not take into account any contractual requirements

BOCES shared programs are funded using a variety of calculations. It is recommended that a shared maintenance facility service be funded using an hourly rate for the time actually spent on each vehicle. That rate should be computed to include supervisory costs, labor costs and facilities costs. Parts should be billed separately based on use and accounted for separately to the districts. It is estimated that the probable cost of operating a facility will be approximately \$55 per hour based on the proposed staffing and an annual operating budget of \$200,000. This cost can be dramatically affected, plus or minus, depending upon the actual labor costs arrived at in setting up the program and the cost of leasing or building a facility.

A comparison of current and projected before aid labor costs for each district in the study can be found in the following chart, **Estimated Maintenance Salary Cost Savings**. The labor savings are significant. However, these savings will be affected by the specific arrangements made to lease or build a repair facility. Some or all of those facility costs will be offset by a reduction in each district’s cost for maintaining its current maintenance facility. To accurately decide if a shared program will result in savings for a district, each district will need to accurately identify *all* of the costs associated with operating its current facility, and compare those costs with the actual BOCES charge for the new service.

Estimated Maintenance Salary Cost Savings

District	Current Cost	% of Fleet*	Est. shared Cost**	Before Aid Savings
Dryden	\$ 198,088.00	15%	\$ 74,812.50	\$ 123,275.50
Groton	\$ 150,683.00	11%	\$ 54,862.50	\$ 95,820.50
Ithaca	\$ 491,518.00	46%	\$ 229,425.00	\$ 262,093.00
Lansing	\$ 134,480.00	12%	\$ 59,850.00	\$ 74,630.00
South Seneca	\$ 92,692.00	16%	\$ 79,800.00	\$ 12,892.00

* Based on % of Total Vehicles, see chart on page 59

** % of Fleet X Estimated Cost from Previous Chart

A good example of a successful shared transportation maintenance program can be found at the Madison Oneida BOCES. That program began in 1980. Initially it served 4 districts with a total of 80 buses. Today the program serves 11 districts with 300 buses and 120 other district vehicles. The program operates 2 maintenance facilities, a main facility and a satellite center, making service convenient for all participating districts. All districts are located within a 25 mile radius of one of the repair facilities. The program provides all major and minor repairs for the vehicles. Given the potential for savings, the districts in this study should explore setting up a similar program for their vehicle maintenance.

Transportation Recommendations

Develop a plan to move to shared transportation directors

- Identify districts that are similar in student population and close geographically
- Decide if this will be a BOCES service
- Determine how costs will be distributed
- Set a timeline for implementation but take advantage of any retirements, or resignations should they come before planned timeline

Develop a BOCES shared maintenance service

- Start with two or three districts that travel similar routes to BOCES
- Review existing facilities to see if any are appropriate for new service
- If no current facilities are appropriate, work with SED Offices of Facilities Management and Transportation to determine the most cost effective way to construct a suitable facility
- Review labor contracts with counsel to determine how best to transfer employees from districts to BOCES
- Decide how labor, facilities, and parts costs will be distributed
- Visit successful operations to assess best practices
- Recruit and hire a well-qualified manager

Regional Food Service Management

Background

Food service for schools is a simple mandate: prepare healthy, nutritious, attractive and affordable meals for the students, which enable them to go about the business of learning. However, operating a school district food service is anything but simple. Even in small districts, food service operations are businesses that must comply with many more rules than those in the private sector. School food service departments must operate as non-profits, yet they need to make enough money to be self-sufficient. There are federal and state guidelines to follow, and the meals have to be attractive to hard-to-please consumers.

Several of the five districts operate at a deficit. They are subsidized by each district's General Fund. New York SED regulations require that school food service programs be self sufficient. This could put these programs in jeopardy if the districts are required to operate under an austerity budget. Subsidies vary depending on the needs of the specific district. This reality, combined with the necessity to be self-sustaining, provides ample reason for a review of current operations to explore if an alternative management structure may be more cost effective and beneficial.

The impetus for centralizing or expanding the management of food service operations is often financial. Three of the schools in this study already have shared food service managers. This service could be expanded to include all five of the districts in a TST BOCES Food Service Management Program. An economy of scale, combined with BOCES aid, makes this alternative worthy of consideration as districts deal with increasing financial challenges.

Revised health and nutrition standards, the mission to combat obesity, healthy choices, buy-locally initiatives and extremely scarce resources make this a challenging environment. Schools cannot do less with less; districts need to explore every opportunity. The public sector is forced to find the best way of doing business. This provides additional reason to explore expanding the service into a more regional one.

Current Costs

The chart on the next page provides an overview of the current staffing and related personnel costs for the five districts in this study.

Current Food Service Staffing and Related Personnel Costs

Position	Dryden	Groton	Ithaca	Lansing	S. Seneca
Food Service Manager	1	0.35	2	0.64	0.4
Cook Manager	1	2	0.8		
Cooks			4		2
Senior Food Service Helper	10			2	
Food Service Helper Full-time*		4	24.8	6	7
Food Service Helper Part-time	6	7		3	3
Drivers	0.5	0.5	1.9		
Secretarial	0.5	10	84	15	18
Salaries	\$ 263,212.00	\$ 147,852.00	\$ 1,018,739.00	\$ 159,021.00	\$ 206,545.00
Benefits**	\$ 78,964.00	\$ 44,356.00	\$ 305,621.00	\$ 47,106.00	\$ 61,964.00
Total Salaries	\$ 324,176.00	\$ 192,208.00	\$ 1,324,360.00	\$ 206,127.00	\$ 268,509.00

* 900 Hrs. or more per school year

** Benefits were estimated at 30% of salary

Program Organization

Under the regional Food Service Director model, the Food Service director would manage the food service program in each district. S/he would plan and analyze menus ensuring that all USDA Meal Plan nutritional requirements are met. This would include planning menu adaptations for children with special dietary needs. The Director would coordinate food purchasing for the districts consistent with USDA, NY State, BOCES and local guidelines. The person would also maintain all records and complete all reports necessary to fulfill national and state reporting, as well as prepare reports and records for relevant audits. The Director would work closely with each school district's business administrator in the preparation and managing of the food service budget, including maximizing revenue from all revenue sources. A more complete job description for the position of Regional Food Service Director is contained in Exhibit FS1 (p.119).

Initially, the positions of Regional Food Service Director, two secretaries, and the local Cook-Managers would be BOCES employees with the other positions needed for each district’s food service program remaining local employees. Over time, however, all food service employees should become BOCES employees to maximize the aid potential. The following chart summarizes an initial regional food service program structure.

Regional Food Service Staffing

Food Service Manager and 2 secretaries (BOCES)

Position	Dryden	Groton	Ithaca	Lansing	S. Seneca
Cook Manager	1	1	8	1	1
Cooks			4		
Senior Food Service Helper	10			2	
Food Service Handler Full-time		4	25	6	7
Food Service Handler Part-time	6	7		3	3
Drivers	0.5				

Program Costs

For purposes of this study, it was assumed that the cost of operating each district’s food service program – the cost of food, facilities operation, and other similar expenses – would all remain the same. However, experience suggests that with a regional food service manager, districts can anticipate additional savings resulting from larger scale purchasing, unified maintenance contracts, more efficient menu planning, and similar areas.

The different BOCES have a variety of ways to distribute costs to participating districts. For this service we suggest that the first 20% of salary costs be distributed equally among the participating districts and that the remaining 80% be distributed proportionally based on student population. The chart on the following page summarizes the possible personnel savings from the model outlined above.

**Regional Food Service Management
Personnel Cost Savings**

Position	Dryden	Groton	Ithaca	Lansing	S. Seneca
Food Service Manager*	\$ 23,000.00	\$ 15,000.00	\$ 57,000.00	\$ 17,000.00	\$ 13,000.00
Cook Manager*	\$ 21,973.00	\$ 25,840.00	\$ 249,616.00	\$ 25,000.00	\$ 25,000.00
Cooks			\$ 124,612.00		\$ 26,610.00
Senior Food Service Helper				\$ 13,601.00	
Food Service Helper Full-time	\$ 136,031.00	\$ 41,375.00	\$ 527,450.00	\$ 54,602.00	\$ 102,762.00
Food Service Helper Part-time	\$ 47,722.00	\$ 45,150.00		\$ 14,459.00	\$ 22,288.00
Drivers	\$ 9,546.00				
Secretarial*	\$ 12,773.00	\$ 8,330.00	\$ 31,653.00	\$ 9,441.00	\$ 7,219.00
Salaries	\$ 251,045.00	\$ 135,695.00	\$ 990,331.00	\$ 134,103.00	\$ 196,879.00
Benefits**	\$ 75,313.50	\$ 40,708.50	\$ 297,099.30	\$ 40,230.90	\$ 59,063.70
Gross Cost	\$ 326,358.50	\$ 176,403.50	\$ 1,287,430.30	\$ 174,333.90	\$ 255,942.70
Savings Before Aid	\$ (2,182.50)	\$ 15,804.50	\$ 36,929.70	\$ 31,793.10	\$ 12,566.30
BOCES Aid (Est.)	\$ 36,250.61	\$ 34,086.36	\$ 161,348.19	\$ 24,843.94	\$ 26,822.35
Net Cost	\$ 290,107.89	\$ 49,890.86	\$ 198,277.89	\$ 56,637.04	\$ 39,388.65
Current Cost	\$ 324,176.00	\$ 192,208.00	\$ 1,324,360.00	\$ 206,127.00	\$ 268,509.00

* BOCES Employee

** Estimated at 30% of Salaries

An expansion of the Regional Shared Food Service Management program should be undertaken to take advantage of the economics of scale, capture BOCES aid, and reduce cafeteria costs regionally. Ideally the expanded service would include all the districts in this study. Ithaca, a large and effective operation, could become a valuable leader for developing this concept. As the program gains success, it can be expanded to include other TST BOCES component districts or other districts in the region. An expanded

program would require adding Food Service Directors and realigning districts under those managers based on geographical location and size.

Initially, only the food service director and cook-managers would be BOCES employees. Over time, all employees of district food services should be migrated to BOCES employees to maximize the aid potential

Change presents difficult challenges. Any model which causes change will require insightful and thorough communication at the BOCES, District, School and cafeteria levels. As plans develop for the implementation of this program, close attention must be paid to the New York State Education Department guidelines. Additionally, BOCES and District policies must be examined and decisions made with full knowledge of local labor contracts.

Recommendations

Expand the existing BOCES cafeteria management program into a regional program by

- Recruit and hire a highly qualified program manager with experience supervising a multiple site food service program
- Visit successful programs to assess best practices
- Review existing contracts with counsel to determine the most appropriate way to transfer employees from districts to BOCES
- Phase in starting with two districts that are currently in program and add two or three per year until all components that wish to participate are operating under the program
- After program is operating for two years with all components that choose participating, consider offering as a regional cross contract service

EXHIBITS

**Component District Satisfaction Survey
For the Central Business Office of the TST BOCES**

Directions: As you know, Organizational Leadership Services, LLC is working with the Rural Schools Association to evaluate the current TST CBO service and to recommend ways to improve and enhance that program. We are asking for your help in that effort.

The goal of the Central Business Office service is to provide the most effective, efficient and comprehensive business services for the component districts. This anonymous survey is designed to obtain information from the component districts on the strengths and potential areas of growth of the CBO program. Please complete the survey and return to Dr. Steven Kalies by April 5. Thank you for your time in completing this survey, which will aid CBO in improving the quality of service to the component districts.

I. Overall satisfaction

A. Underline the number that best describes how successful the transition has been moving the functions currently offered by the CBO program from your district to the BOCES CBO?

1	2	3	4	5	6	7	8
	Not Successful		Limited Success		Somewhat Successful		Very Successful

B. Underline the number that best describes how satisfied you are overall with the payroll service of the Central Business Offices service of the TST BOCES?

1	2	3	4	5	6	7	8
	Not Satisfied		Somewhat Satisfied		Very Satisfied		Extremely Satisfied

C. Underline the number that best describes how satisfied you are overall with the accounts payable service of the Central Business service of the TST BOCES?

1	2	3	4	5	6	7	8
	Not Satisfied		Somewhat Satisfied		Very Satisfied		Extremely Satisfied

II. Payroll

- A. What is the most positive aspect of moving the district's payroll to CBO? What is working the best for the district?**
- B. What is the least positive aspect of moving the district's payroll to CBO? What are the biggest drawbacks?**
- C. What changes need to be made in the CBO payroll service to better meet the needs of the district?**
- D. The school district originally calculated the cost benefits of moving the district's payroll to CBO. In your view have these savings materialized?**

III. Accounts Payable

- A. What is the most positive aspect of moving the district's accounts payable to CBO? What is working the best for the district?**
- B. What is the least positive aspect of moving the district's accounts payable to CBO? What are the biggest drawbacks?**
- C. What changes need to be made in the CBO accounts payable service to better meet the needs of the district?**
- D. The school district originally calculated the cost benefits of moving the district's accounts payable to CBO. In your view have these savings materialized?**

IV. Enhanced Services

- A. What components could be added to the BOCES CBO service that would result in better service to your districts? Which of the new services do you anticipate would result in a cost savings for your districts?**

Component District Satisfaction Survey for the Central Business Office of the TST BOCES

V. Overall satisfaction

A. Underline the number that best describes how successful the transition has been moving the functions currently offered by the CBO program from your district to the BOCES CBO?

1	2	3	4	5	<u>6</u>	7	8
	Not Successful		Limited Success		Somewhat Successful		Very Successful

Response- Districts overall viewed the transition to CBO as somewhat successful with a range of scores from 5-6, a mean of 5.5 and a mode of 6.

B. Underline the number that best describes how satisfied you are overall with the payroll service of the Central Business Offices service of the TST BOCES?

1	2	3	4	5	<u>6</u>	7	8
	Not Satisfied		Somewhat Satisfied		Very Satisfied		Extremely Satisfied

Response- Districts overall were very satisfied with the transition of payroll to CBO with a range of scores from 5-6, a mean of 5.5 and a mode of 6.

C. Underline the number that best describes how satisfied you are overall with the accounts payable service of the Central Business service of the TST BOCES?

1	2	3	4	5	<u>6</u>	7	8
	Not Satisfied		Somewhat Satisfied		Very Satisfied		Extremely Satisfied

Response- Districts overall were very satisfied with the transition of accounts payable to CBO with a range of scores from 6-7, a mean of 6 and a mode of 6.

VI. Payroll

A. What is the most positive aspect of moving the district's payroll to CBO? What is working the best for the district?

Response- For some districts, moving payroll increased internal controls and resulted in a greater separation of duties. There is good communication and cooperation with the BOCES. Within the district, the move has freed up employees and resulted in cost savings.

B. What is the least positive aspect of moving the district's payroll to CBO? What are the biggest drawbacks?

Response- Generally, one of the biggest drawbacks is the lag time in obtaining information. People are no longer down the hall. Also, the payroll office was performing more duties than just payroll, such as employee attendance and benefits coordination. The payroll office also "covered" for people who did not properly complete their paperwork. As a result, incorrect payroll information was sent to BOCES.

C. What changes need to be made in the CBO payroll service to better meet the needs of the district?

Response- Generally, districts felt the process has been sufficiently flexible to facilitate needed changes. It was suggested that benefits coordination be added as a CBO service and possibly a shared server to facilitate paper flow.

D. The school district originally calculated the cost benefits of moving the district's payroll to CBO. In your view have these savings materialized?

Response- For one district, they felt that there has been costs savings. Other districts felt that it was too soon to determine if there were current costs savings, but were confident that there will be long term savings.

VII. Accounts Payable

A. What is the most positive aspect of moving the district's accounts payable to CBO? What is working the best for the district?

Response- For most districts moving to a weekly warrant has kept accounts more current. There is good communication and a team approach to solving problems. In some districts, it has freed people up to assume other responsibilities.

B. What is the least positive aspect of moving the district's accounts payable to CBO? What are the biggest drawbacks?

Response- There is a number of issues that still need to be addressed. For some districts, departments within the school districts are still transitioning to the new system. When departments do not know or follow the new procedures, this can result in late payments to vendors. Also, vendor's receipts do not accompany checks and this creates issues with vendors.

Districts also have less people in the schools due to the reduction or transfer of staff to BOCES. Less staff in the district reduces the number of people to fill in when there are emergencies. Before the transfer to CBO, the staff in the school districts did not have a clear delineation of job functions. When a district staff member left, there was no one to complete these tasks.

The final issue is the additional time required for follow-up within the district. If BOCES does not completely research a problem, it often falls back on the district. It is expected that this issue will improve with time as corrections to in-house procedures are made and there is refinements in CBO processes.

C. What changes need to be made in the CBO accounts payable service to better meet the needs of the district?

Response- Some districts feel that there needs to better attention paid to details and scanning support documentation to the purchase order. Installing a shared server to scan documents may help solve this problem.

D. The school district originally calculated the cost benefits of moving the district's accounts payable to CBO. In your view have these savings materialized?

Response- Two districts felt they had cost savings, but one district felt the savings were not as extensive as they had initially thought. Since the program is new, it will take time to determine the real costs savings.

VIII. Enhanced Services

A. What components could be added to the BOCES CBO service that would result in better service to your districts? Which of the new services do you anticipate would result in a cost savings for your districts?

Response- Districts would like to add benefits management, purchasing, and human resources to the CBO Service.

**Central Business Office
Program Evaluation**

1. Planning is a program priority.
 - A. Short and long range goals and objectives are established and plans implemented to achieve these goals.
 - B. A long range plan is established and strategies to achieve the plan.
 - C. The leadership ensures that the mission of the program is accomplished.
2. An organizational chart is developed defining roles and lines of responsibilities.
3. Job descriptions and responsibilities of staff are clearly defined.
4. Recruitment and hiring procedures are documented and followed.
5. Compensation of staff is adequate and equitable with appropriate use of overtime.
6. General purchasing procedures are followed in all acquisitions
7. Employees are properly supervised.
 - A. Staff understands and actively supports the vision of the program.
 - B. Absenteeism and turnover rates are low.
 - C. Staff evaluations are completed for each employee and on file.
 - D. Work is properly and fairly assigned to staff.
 - E. There is a positive work environment.
 - F. Planning is in place for future staffing needs.
8. The finances of the program are properly managed.
 - A. The budget accurately reflects program revenues and expenditures.
 - B. The COSER is approved and fully aided by SED.
 - C. Budget transfers are kept to a minimum.
 - D. Internal controls are in place
 - E. Final expenditure reports are submitted in a timely manner.
 - F. There is a clear segregation of duties.
 - G. Refunds are properly allocated
 - H. District auditors have conducted audits of the CBO program.
 - I. Financial trend analyses are completed.
9. There is efficient use of the facilities and staff has adequate work space.
10. Office equipment has been updated with the most current technology.
11. Systems are in place for effective communications.
 - A. Mechanisms are in place for component districts to provide feedback to CBO.
 - B. Systems are in place to assure effective internal communications.
12. CBO is entrepreneurial in partnering with component districts to develop new services.

Central Business Office

Program Evaluation

1. Planning is a program priority.

A. Short and long range goals and objectives are established and plans implemented to achieve these goals.

Findings: Since the program only began July 1, 2009, there has not been an opportunity for the CBO staff to cooperatively hold workshops to develop goals and objectives. It is recommended that time be allocated this summer for the CBO team to reach consensus on a documented set of goals and objectives.

B. A long range plan is established and strategies to achieve the plan.

Findings: The CBO staff has a good understanding of the importance of the CBO program to the component districts and what they need to do to make the CBO program successful. They are committed to growing the program. A clear mission statement and documented long range plan would help guide the program.

C. The leadership ensures that the mission of the program is accomplished.

Findings: Of all the variables that influence the growth and success of a program, leadership is one of the most important. The Director of Administrative Services has been in his current position for less than two years. He is responsible for supervision of the CBO program. The Director is seen as knowledgeable, listens and thinks outside the box. He is hands on and when given a problem comes up with good ideas. Staff report that he is there when they need help and then he follows through to get the job done.

2. An organizational chart is developed defining roles and lines of responsibilities.

Findings: While staff has a good understanding of their job responsibilities, there is no formal organizational chart.

3. Job descriptions and responsibilities of staff are clearly defined.

Findings: Job responsibilities are understood, but there are no documented job descriptions. The only job descriptions are civil service job descriptions which are too general. CBO is in the process of developing detailed procedures for processing payroll and accounts payable. Once this process is completed, job descriptions and an organizational chart should be completed.

4. Recruitment and hiring procedures are documented and followed.

Findings: All of the present staff has transferred into the CBO program. For future hires, the established BOCES hiring procedures will be used. It is recommended that in the future, interview questions be developed that are unique to the job responsibilities of the CBO Service.

5. Compensation of staff is adequate and equitable with appropriate use of overtime.

Findings: Each clerk was assimilated to CBO with all pay, rights and seniority from their district. The staff reports no problems with compensation at this time and there has not been any paid overtime. Some employees take work home.

6. General purchasing procedures are followed in all acquisitions

Findings: The CBO follows the general guidelines of the BOCES. The staff did not report any concerns with purchasing procedures. The findings of the districts external auditors will review purchasing procedures in more detail.

7. Employees are properly supervised.

- A. Staff understands and actively supports the vision of the program.

Findings: CBO was fortunate to have experienced staff transfer from the school districts. Initially, some of the staff was not sure if the CBO concept would work. However, as people in their districts said that CBO would not work, they became committed to the success of the program.

- B. Absenteeism and turnover rates are low.

Findings: There has been no staff turnover. Absenteeism is low because, as staff reports, everyone feels a responsibility to get the job done.

- C. Staff evaluations are completed for each employee and on file.

Findings: Staff evaluations will be completed in May or June. Employees are not aware of the evaluation procedures or forms. It is recommended that employees be made aware of the evaluation procedures and a copy of the evaluation document be given to each employee.

- D. Work is properly and fairly assigned to staff.

Findings: While generally staff report that work is fairly assigned, there is no consensus on this issue. A staff meeting should be held to discuss this issue with follow-up questioning of each staff member.

- E. There is a positive work environment.

Findings: After leadership, the work environment is one of the most important factors in the success of an organization. It is a reflection of the leadership style. Employees were unanimous in stating that they were busy, but that there was a positive work environment.

- F. Planning is in place for future staffing needs.

Findings: The CBO program is still in the developmental stages. A new district will be starting payroll July 1, 2010. It appears that during this study more discussions needed to take place for the transition of the district program to BOCES. Plans including a transition time schedule should be developed for all new districts participating in CBO Services.

- 8. The finances of the program are properly managed.

- A. The budget accurately reflects program revenues and expenditures.

Findings: Staff did not report any problems with the budget. A review of the budget shows that revenue and expenditures are balanced and program expenditures appear to reflect the needs of the program. This area will be reviewed in detail as part of the district's external audit and will provide additional data.

- B. The COSER is approved and fully aided by SED.

Findings: The State Education Department did not report any concerns with the TST Central Business Office Program. The COSER has been approved and is fully aided.

- C. Budget transfers are kept to a minimum.

Findings: As of May, transfers are 2% of budget which is within acceptable limits, especially considering this is the first year of the program. The largest transfer was to postage. The real test will be at the end of the fiscal year when transfers often take place. Refining the budget in future years should result in fewer budget transfers.

- D. Internal controls are in place

Findings: Staff reports that internal controls are in place to assure that employees are properly paid and supplies and materials are correctly purchased. In some cases, the internal controls exceed what previously took place in the districts.

- E. Final expenditure reports are submitted in a timely manner.

Findings: Final expenditure reports will be issued after the close of the fiscal year.

F. There is a clear segregation of duties.

Findings: One of the major advantages of a CBO is to have sufficient staff for proper segregation of duties. Staff reports, in their view, duties have been segregated. While duties are segregated, one of the major concerns of staff is the lack of cross training. This needs to become one of the highest priorities of the CBO. If a staff member should be out, there needs to be someone who knows and can perform those job duties.

G. Refunds are properly allocated.

Findings: Refunds will not be distributed until the end of the fiscal year. It is estimated that as of May, the refund will be approximately 22%. The refund is higher than expected because this is the first year of the program. Future budgets should be built with a projected refund of between a 5-10%.

H. District auditors have conducted audits of the CBO program.

Findings: School district auditors will not complete their audits until the end of the fiscal year. These findings will provide the districts with an in-depth analysis to determine if CBO is consistent with general accounting procedures. It is recommended that superintendents of the districts schedule a meeting to review and discuss the findings from all of the individual school audits.

I. Financial trend analyses are completed.

Findings: The CBO service is too new to develop financial trend analysis data. These reports should be developed at the end of the next school year.

9. There is efficient use of the facilities and staff has adequate work space.

Findings: The work space provided for staff is sufficient to accomplish the work that needs to be done. The staff has cubicles set up in an open area. The staff rates the facilities as good and there appears to be enough space for additional growth of the program.

10. Office equipment has been updated with the most current technology.

Findings: All of the equipment has been recently purchased and is scheduled to be replaced on a three year rotation.

11. Systems are in place for effective communications.

A. Mechanisms are in place for component districts to provide feedback to CBO.

Findings: When the CBO service began there were monthly meeting to address problem and assure open communication. More recently these meetings have been modified to be district specific, more focused meetings. One of the critical factors in a successful program is feedback from the component districts. It is recommended that a formal meeting be held next year to maintain open lines of communication.

B. Systems are in place to assure effective internal communications.

Findings: Staff describes internal communications as very good within the CBO service. If people have concerns or need to have a problem solved, someone is there to hear the concern.

12. CBO is entrepreneurial in partnering with component districts to develop new services.

Findings: The Director is enthusiastic about improving and expanding the services offered by CBO. Districts also shared a willingness to develop new shared financial services in purchasing, benefit coordination and human resources. The commitment to pursue this efficiency study is another indication of the interest of BOCES and the component districts to share additional services. It is recommended that planning work shops be scheduled to review and identify priority areas for sharing.

Master List of Human Resource Responsibilities

Responsibilities	Dryden	Groton	Ithaca	Lansing	South Seneca
A. Recruiting					
A.1. Advertisement process	HRS	AA	STX	SS	SS
	BOCES		STY		BOCES
A.2. Application process					
A.2.a. Collection of application packets	HRS	AA	STZ	PRC	SS
			Ty		BOCES
A.2.b. Screening of application packets	HRS	AA	STZ	Supv	SS
			Ty		BOCES
A.3. Interview process					
A.3.a. Screening of interview materials	HRS	Supv	STZ	Supv	Supt
	Supv		Ty		SS
A.3.b. Establishment/notification of interview schedule	HRS	Supv	STZ	Supv	Supt
	Supv		Ty		SS
A.3.c. Preparation of interview packets	HRS	Supv	STZ	Supv	Supt
	Supv		Ty		SS
A.3.d. Oversight of interview process logistics	HRS	Supv	STZ	Supv	Supt
			Ty		SS
B. Selection of Employee					
B.1. Reference checks	Supv	Supv	Supv	Supv	Supt
					Supv
C. Hiring					
C.1. Distribution/completion of employment information					
C.1.a. Health insurance	HRS	EBM	STX	PeC	SS
			STY		
C.1.b. Dental insurance	HRS	EBM	STX	PeC	SS
			STY		
C.1.c. Retirement	HRS	EBM	STX-Y-Z-Ty	PeC	PaC
C.1.d. 403b	HRS	EBM	STX-Y-Z-Ty	PeC	PaC
C.1.e. Tax Shelter Annuities (TSA's)	HRS	EBM	STX-Y-Z-Ty	PRC	PaC
				BA	
C.1.f. Credit union	HRS	EBM	STX-Y-Z-Ty	PeC	PaC
C.1.g. I-9	HRS	EBM	STX-Y-Z-Ty	PeC	SS
C.1.h. Tax withholding	HRS	EBM	STX-Y-Z-Ty	PeC	PaC
C.1.i. Fingerprinting	HRS	AA	STX-Y-Z-Ty	PeC	SS
		BOCES	BOCES	BOCES	
C.1.j. Budget coding	BA	BM/Tr	ASBS	PeC	PaC

	HRS				
C.1.k.Employee data/emergency information documents	HRS	EBM	STX-Y-Z-Ty	PeC	SS
C.1.l.Oath of Allegiance	HRS	AA	STX-Y-Z-Ty	PeC	SS
C.1.m.ID badges/cards	HRS	AA	Ty	PeC	other
			STY		
C.1.n. Hepatitis B shot series	HRS	EBM	STX	PeC	NA
			STY		
C.1.o. Salary notice work-up for CBO	HRS	N/A	DHR	PRC	N/A
			STX		
			STY		
C.1.p. Physical Exam	HRS	other	STX	N/A	N/A
			STY		
C.2. Orientation					
C.2.a. Required trainings - orientation	Supv	Supv	SD/C	Supv	Supt
C.2.b. Distribution/review of district information - orientation	HRS	SD/C	STX	PeC	Supt
	Supt		STY		
D. Recordkeeping					
D.1. Individual personnel folders	HRS	AA	STX-Y-Z-Ty	SS	SS
D.2. Individual medical folders	HRS	EBM	STX	PeC	SS
			STY		
			Ty		
D.3. Individual payroll folders	HRS	EBM	BOCES	BOCES	PaC
	BOCES				
D.4. Seniority lists	HRS	AA	STX	SS	Supt
		EBM	STY	PRC	SS
D.5. Preferred Eligibility List (PEL)	HRS	AA	STX	SS	Supt
			STY	PRC	SS
D.6. Certification and transcripts	HRS	AA	STX	SS	Supt
			STY		SS
D.7. Graduate hours (advancement on salary schedule)	HRS	EBM	STX	SS	SS
			STY		
D.8. Required professional development hours	HRS	SD/C	SD/C	SS	other
D.9. Inservice credit/pay	HRS	SD/C	STX	SS	SS
			SD/C	PRC	
D.10. Tuition reimbursement	Supt	N/A	STX	N/A	BA
D.11. Longevity Increases	HRS	EBM	STX	PRC	SS
			STY	BOCES	
D.12. Conference requests	Supt	SD/C	SD/C	SS	Supt
	Supv				
D.13. My-Learning Plan	HRS	SD/C	SD/C	Supt	N/A
	Supv	BOCES	BOCES		
	BOCES				
D.14. Record of required trainings	HRS	Supv	SD/C	SS	SS
	Supv			Supv	
D.15. Master list of observations and evaluations	HRS	Supv	STX	SS	Supv
	Supv				
D.16.Leaves of absence	HRS	EBM	STX	PeC	Supv
			STY		
D.17.Extra-work performed					

D.17.a. Extra and co-curricular work	HRS	AA	STX	PeC	PaC
		EBM		PRC	
		Supv			
D.17.b. Overtime work	Supv	AA	STY	Supv	PaC
		EBM			
		Supv			
D.17.c. Curriculum development work	Supv	SD/C	SD/C	PRC	SS
D.18. Personnel data base	HRS	AA	STX-Y-Z-Ty	SS	SS
		EBM			
E. Notifications to Employees					
E.1. Salary notices	HRS	EBM	STX	PRC	SS
			STY		
E.2. Graduate credit notices	HRS	EBM	Supv	SS	SS
E.3. Inservice credit notices	N/A	EBM	SD/C	SS	SS
E.4. Letters of assurance	HRS	EBM	STX	PeC	SS
E.5. Annual anticipated school year assignment notices	HRS	Supv	DHR	Supv	SS
	Supv				
F. Notifications to BOE of Personnel Agenda Items					
	HRS	AA	STX	SS	Supt
	SS	EBM			SS
		Supv			
G. Supervision of Employees					
G.1. Investigation of claims					
G.1.a. Sexual harassment claim investigation	other	Supt	DHR	BA	Supv
G.1.b. Title IX violation claim investigation	other	Supt	DHR	BA	BA
G.1.c. Employee misconduct allegation investigation	Supt	Supt	DHR	BA	Supt
	HRS				
	Supv				
G.2. Interpretation of labor contracts	Supt	Supt	DHR	Supt	Supt
				BA	
G.3. Maintenance /distribution of labor contracts	HRS	Supt	STX	BA	SS
		BM/Tr			
G.4. Maintenance of labor documents	HRS	Supt	STX	BA	Supt
		BM/Tr	STY	SS	
G.5.. Records related to attendance	Tr	EBM	Ty	Supv	SS
	Supv	Supv			
G.6. Supervision of attendance	Supv	Supv	DHR	Supv	Supt
H. Employee Support					
H.1. Required trainings - on-going	HRS	SD/C	SD/C	BA	Supt
	Supv				
H.2. Employee Assistance Program (EAP)	HRS	AA	STX	PeC	N/A
	Supv				
H.3. Employee handbook	HRS	Supt	DHR	BA	Supv
	Supv				
I. Employee Benefits					
I.1. Health insurance	Tr	EBM	SC	PeC	SS
					BA
I.2. Dental insurance	Tr	EBM	SC	PeC	SS
I.3. Sick Bank	Supt	EBM	STX	PeC	Supv
	HRS		STY		
I.4. COBRA	Tr	EBM	SC	PeC	SS
I.5. Flex benefits	Tr	EBM	SC	PeC	SS

I.6. Workers' Compensation	Tr	EBM	SC	PeC	SS
I.7. Family Medical Leave Act (FMLA)	HRS	EBM	STX	PeC	SS
			STY		
I.8. Unemployment	HRS	EBM	STX	PeC	PaC
	BA		STY		
			STZ		
J. End of Employment Process					
J.1. Oversight of exit paperwork	HRS	EBM	STX	PeC	SS
		Supv	STY		
J.2. Exit interview	Supv	Supv	DHR	BA	N/A
K. State/Federal Reporting					
K.1. BEDS	HRS	SD/C	STX	SS	BA
	Supv	Supv			
K.2. Qualified Teacher - status	HRS	Supv	STX	SS	Supt
K.3. Posting of required notices	HRS	EBM	DHR	PeC	Supt
		AA	SC		PaC
K.4. Teacher Retirement System (TRS)					
K.4.a. TRS Monthly reports	BOCES	EBM	BOCES	BOCES	PaC
K.4.b. TRS Individual reports	HRS	EBM	STX	PRC	PaC
			STY		
K.5. Employees' Retirement System (ERS)					
K.5.a. ERS Monthly reports	BOCES	EBM	BOCES	BOCES	PaC
K.5.b. ERS Individual reports	HRS	EBM	STX	PRC	PaC
			STY		
L. Miscellaneous					
L.1. Employment verification	HRS	EBM	STX	PRC	SS
			STY	PeC	PaC
			STZ		
L.2. Civil Service communications	HRS	EBM	STY	PRC	SS
				PeC	
				BA	
L.3. Department of Labor communications	HRS	EBM	STX	PeC	PaC
			STY	PRC	
			STZ		
L.4. School calendar - development	HRS	AA	Supt	SS	SS
		Supt			
		BM/Tr			
L.5. Staff directory - development/maintenance	HRS	AA	Ty	SS	SS
M. Substitutes					
M.1. Substitute Recruitment	HRS	Supv	STZ	N/A	BOCES
		AA	Ty		
			DHR		
M.2. Substitute Hiring	Supv	Supv	STZ	Supv	Supv
		AA	Ty		
M.3. Substitute Assignment	Supv	Supv	BOCES	Supv	Supv
	BOCES	BOCES		BOCES	
M.4. Substitute Supervision	Supv	Supv	Supv	Supv	Supv
M.5. Substitute Evaluation	Supv	Supv	N/A	Supv	Supv
	HRS				
M.6. Substitute Termination	Supv	Supv	DHR	Supt	Supv
	HRS				

M.7. Substitute Certification	HRS	AA	STZ	N/A	SS
			Ty		
M.8. District contact for Sub-Finder service	HRS	AA	STZ	SS	Supv
			Ty		

Human Resource Assignments by District

Dryden

TITLE	KEY	INCUMBENT	
Superintendent	Supt	Sandra Sherwood	
Business Administrator	BA	Teresa Carnrike	
Secretary to the Superintendent	SS	Linda Carr	
District Clerk	DC	Linda Carr	
Human Resources Specialist	HRS	Lisa Stelick	
Treasurer	Tr	Tina Hollenbeck	
Supervisors/Building Administrators	Supv		
District Staff Development/Curriculum Dept	SD/C		
CBO,Fingerprinting,SubFinder or	BOCES		
My-Learning Plan Responsibilities			
Not Applicable	N/A		
RESPONSIBILITIES	STAFF MEMBER		
A. Recruiting			
A.1. Advertisement process	HRS	BOCES	
A.2. Application process			
A.2.a. Collection of application packets	HRS		
A.2.b. Screening of application packets	HRS		
A.3. Interview process			
A.3.a. Screening of interview materials	HRS	Supv	
A.3.b. Establishment/notification of interview schedule	HRS	Supv	
A.3.c. Preparation of interview packets	HRS	Supv	
A.3.d. Oversight of interview process logistics	HRS		
B. Selection of Employee			
B.1. Reference checks	Supv		
C. Hiring			
C.1. Distribution/completion of employment information			
C.1.a. Health insurance	HRS		
C.1.b. Dental insurance	HRS		
C.1.c. Retirement	HRS		
C.1.d. 403b	HRS		
C.1.e. Tax Shelter Annuities (TSA's)	HRS		
C.1.f. Credit union	HRS		
C.1.g. I-9	HRS		
C.1.h. Tax withholding	HRS		
C.1.i. Fingerprinting	HRS		
C.1.j. Budget coding	BA	HRS	

C.1.k.Employee data/emergency information documents	HRS		
C.1.l.Oath of Allegiance	HRS		
C.1.m.ID badges/cards	HRS		
C.1.n. Hepatitis B shot series	HRS		
C.1.o. Salary notice work-up for CBO	HRS		
C.1.p. Physical Exam	HRS		
C.2. Orientation			
C.2.a. Required trainings - orientation	Supv		
C.2.b. Distribution/review of district information - orientation	HRS	Supt	
D. Recordkeeping			
D.1. Individual personnel folders	HRS		
D.2. Individual medical folders	HRS		
D.3. Individual payroll folders	HRS	BOCES	
D.4. Seniority lists	HRS		
RESPONSIBILITIES	STAFF MEMBER		
D.5. Preferred Eligibility List (PEL)	HRS		
D.6. Certification and transcripts	HRS		
D.7. Graduate hours (advancement on salary schedule)	HRS		
D.8. Required professional development hours	HRS		
D.9. Inservice credit/pay	HRS		
D.10. Tuition reimbursement	Supt		
D.11. Longevity Increases	HRS		
D.12. Conference requests	Supt	Supv	
D.13. My-Learning Plan	HRS	Supv	BOCES
D.14. Record of required trainings	HRS	Supv	
D.15. Master list of observations and evaluations	HRS	Supv	
D.16. Leaves of absence	HRS		
D.17.Extra-work performed			
D.17.a. Extra and co-curricular work	HRS		
D.17.b. Overtime work	Supv		
D.17.c. Curriculum development work	Supv		
D.18. Personnel data base	HRS		
E. Notifications to Employees			
E.1. Salary notices	HRS		
E.2. Graduate credit notices	HRS		
E.3. Inservice credit notices	N/A		
E.4. Letters of assurance	HRS		
E.5. Annual anticipated school year assignment notices	HRS	Supv	
F. Notifications to BOE of Personnel Agenda Items	HRS	SS	
G. Supervision of Employees			
G.1. Investigation of claims			
G.1.a. Sexual harassment claim investigation	other		
G.1.b. Title IX violation claim investigation	other		
G.1.c. Employee misconduct allegation investigation	Supt	HRS	Supv
G.2. Interpretation of labor contracts	Supt		
G.3. Maintenance /distribution of labor contracts	HRS		
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	HRS		

G.5.. Records related to attendance	Tr	Supv	
G.6. Supervision of attendance	Supv		
H. Employee Support			
H.1. Required trainings - on-going	HRS	Supv	
H.2. Employee Assistance Program (EAP)	HRS	Supv	
H.3. Employee handbook	HRS	Supv	
I. Employee Benefits			
I.1. Health insurance	Tr		
I.2. Dental insurance	Tr		
I.3. Sick Bank	Supt	HRS	
I.4. COBRA	Tr		
I.5. Flex benefits	Tr		
I.6. Workers' Compensation	Tr		
I.7. Family Medical Leave Act (FMLA)	HRS		
I.8. Unemployment	HRS	BA	
J. End of Employment Process			
J.1. Oversight of exit paperwork	HRS		
J.2. Exit interview	Supv		
K. State/Federal Reporting			
RESPONSIBILITIES	STAFF MEMBER		
K.1. BEDS	HRS	Supv	
K.2. Qualified Teacher - status	HRS		
K.3. Posting of required notices	HRS		
K.4. Teacher Retirement System (TRS)			
K.4.a. TRS Monthly reports	BOCES		
K.4.b. TRS Individual reports	HRS		
K.5. Employees' Retirement System (ERS)			
K.5.a. ERS Monthly reports	BOCES		
K.5.b. ERS Individual reports	HRS		
L. Miscellaneous			
L.1. Employment verification	HRS		
L.2. Civil Service communications	HRS		
L.3. Department of Labor communications	HRS		
L.4. School calendar - development	HRS		
L.5. Staff directory - development/maintenance	HRS		
M. Substitutes			
M.1. Substitute Recruitment	HRS		
M.2. Substitute Hiring	Supv		
M.3. Substitute Assignment	Supv	BOCES	
M.4. Substitute Supervision	Supv		
M.5. Substitute Evaluation	Supv	HRS	
M.6. Substitute Termination	Supv	HRS	
M.7. Substitute Certification	HRS		
M.8. District contact for Sub-Finder service	HRS		

Groton

TITLE	KEY	INCUMBENT	
Superintendent	Supt	Brenda Myers	
Administrative Assistant	AA	Mary Walker	
District Clerk	DC	Mary Walker	
Employee Benefits Manager	EBM	Heather Ferris	
Business Manager/Treasurer	BM/Tr	Tina Boots	
Supervisors/Building Administrators	Supv		
District Staff Development/Curriculum Dept	SD/C		
CBO,Fingerprinting,SubFinder or	BOCES		
My-Learning Plan Responsibilities			
Not Applicable	N/A		
RESPONSIBILITIES	STAFF MEMBER		
A. Recruiting			
A.1. Advertisement process	AA		
A.2. Application process			
A.2.a.Collection of application packets	AA		
A.2.b.Screening of application packets	AA		
A.3. Interview process			
A.3.a. Screening of interview materials	Supv		
A.3.b. Establishment/notification of interview schedule	Supv		
A.3.c. Preparation of interview packets	Supv		
A.3.d. Oversight of interview process logistics	Supv		
B. Selection of Employee			
B.1. Reference checks	Supv		
C. Hiring			
C.1. Distribution/completion of employment information			
C.1.a. Health insurance	EBM		
C.1.b. Dental insurance	EBM		
C.1.c. Retirement	EBM		
C.1.d. 403b	EBM		
C.1.e. Tax Shelter Annuities (TSA's)	EBM		
C.1.f. Credit union	EBM		
C.1.g. I-9	EBM		
C.1.h.Tax withholding	EBM		
C.1.i. Fingerprinting	AA	BOCES	
C.1.j. Budget coding	BM/Tr		
C.1.k.Employee data/emergency information documents	EBM		
C.1.l.Oath of Allegiance	AA		
C.1.m.ID badges/cards	AA		
C.1.n. Hepatitis B shot series	EBM		
C.1.o. Salary notice work-up for CBO	N/A		
C.1.p. Physical Exam	other		
C.2. Orientation			
C.2.a. Required trainings - orientation	Supv		

C.2.b. Distribution/review of district information - orientation	SD/C		
D. Recordkeeping			
D.1. Individual personnel folders	AA		
D.2. Individual medical folders	EBM		
D.3. Individual payroll folders	EBM		
D.4. Seniority lists	AA	EBM	
D.5. Preferred Eligibility List (PEL)	AA		
RESPONSIBILITIES			
D.6. Certification and transcripts	AA		
D.7. Graduate hours (advancement on salary schedule)	EBM		
D.8. Required professional development hours	SD/C		
D.9. Inservice credit/pay	SD/C		
D.10. Tuition reimbursement	SD/C		
D.11. Longevity Increases	SD/C		
D.12. Conference requests	SD/C		
D.13. My-Learning Plan	SD/C	BOCES	
D.14. Record of required trainings	Supv		
D.15. Master list of observations and evaluations	Supv		
D.16. Leaves of absence	EBM		
D.17. Extra-work performed			
D.17.a. Extra and co-curricular work	AA	EBM	Supv
D.17.b. Overtime work	AA	EBM	Supv
D.17.c. Curriculum development work	SD/C		
D.18. Personnel data base	AA	EBM	
E. Notifications to Employees			
E.1. Salary notices	EBM		
E.2. Graduate credit notices	EBM		
E.3. Inservice credit notices	EBM		
E.4. Letters of assurance	EBM		
E.5. Annual anticipated school year assignment notices	Supv		
F. Notifications to BOE of Personnel Agenda Items			
	AA	EBM	Supv
G. Supervision of Employees			
G.1. Investigation of claims			
G.1.a. Sexual harassment claim investigation	Supt		
G.1.b. Title IX violation claim investigation	Supt		
G.1.c. Employee misconduct allegation investigation	Supt		
G.2. Interpretation of labor contracts	Supt		
G.3. Maintenance /distribution of labor contracts	Supt	BM/Tr	
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	Supt	BM/Tr	
G.5.. Records related to attendance	EBM	Supv	
G.6. Supervision of attendance	Supv		
H. Employee Support			
H.1. Required trainings - on-going	SD/C		
H.2. Employee Assistance Program (EAP)	AA		
H.3. Employee handbook	Supt		
I. Employee Benefits			
I.1. Health insurance	EBM		

I.2. Dental insurance	EBM		
I.3. Sick Bank	EBM		
I.4. COBRA	EBM		
I.5. Flex benefits	EBM		
I.6. Workers' Compensation	EBM		
I.7. Family Medical Leave Act (FMLA)	EBM		
I.8. Unemployment	EBM		
J. End of Employment Process			
J.1. Oversight of exit paperwork	EBM	Supv	
J.2. Exit interview	Supv		
K. State/Federal Reporting			
K.1. BEDS	SD/C	Supv	
RESPONSIBILITIES	STAFF MEMBER		
K.2. Qualified Teacher - status	Supv		
K.3. Posting of required notices	EBM	AA	
K.4. Teacher Retirement System (TRS)			
K.4.a. TRS Monthly reports	EBM		
K.4.b. TRS Individual reports	EBM		
K.5. Employees' Retirement System (ERS)			
K.5.a. ERS Monthly reports	EBM		
K.5.b. ERS Individual reports	EBM		
L. Miscellaneous			
L.1. Employment verification	EBM		
L.2. Civil Service communications	EBM		
L.3. Department of Labor communications	EBM		
L.4. School calendar - development	AA	Supt	BM/Tr
L.5. Staff directory - development/maintenance	AA		
M. Substitutes			
M.1. Substitute Recruitment	Supv	AA	
M.2. Substitute Hiring	Supv	AA	
M.3. Substitute Assignment	Supv	BOCES	
M.4. Substitute Supervision	Supv		
M.5. Substitute Evaluation	Supv		
M.6. Substitute Termination	Supv		
M.7. Substitute Certification	AA		
M.8. District contact for Sub-Finder service	AA		

Ithaca

TITLE	KEY	INCUMBEN T			
Superintendent	Supt	Judith Pastel			
Director of Human Resources	DHR	Robert VanKeuren			
Senior Typist - inc.Certified Staff	STX	Tammy Podufalski			
Senior Typist - inc.Civil Service,TA's	STY	Trisha Plunkett			
Senior Typist - inc.Substitutes	STZ	Ann Levy			
Typist	Ty	Kyna Alexander			
Senior Clerk	SC	Kathleen Kueffer			
Assist. Supt. For Business Services	ASBS	Margaret Boice			
Supervisors/Building Administrators	Supv				
District Staff Development/Curriculum Dept	SD/C				
CBO,Fingerprinting,SubFinder or	BOCES				
My-Learning Plan Responsibilities					
Not Applicable	N/A				
RESPONSIBILITIES	STAFF MEMBERS				
A. Recruiting					
A.1. Advertisement process	STX	STY			
A.2. Application process					
A.2.a.Collection of application packets	STZ	Ty			
A.2.b.Screening of application packets	STZ	Ty			
A.3. Interview process					
A.3.a. Screening of interview materials	STZ	Ty			
A.3.b. Establishment/notification of interview schedule	STZ	Ty			
A.3.c. Preparation of interview packets	STZ	Ty			
A.3.d. Oversight of interview process logistics	STZ	Ty			
B. Selection of Employee					
B.1. Reference checks	Supv				
C. Hiring					
C.1. Distribution/completion of employment information					
C.1.a. Health insurance	STX	STY			
C.1.b. Dental insurance	STX	STY			
C.1.c. Retirement	STX	STY	STZ	Ty	
C.1.d. 403b	STX	STY	STZ	Ty	
C.1.e. Tax Shelter Annuities (TSA's)	STX	STY	STZ	Ty	
C.1.f. Credit union	STX	STY	STZ	Ty	
C.1.g. I-9	STX	STY	STZ	Ty	
C.1.h.Tax withholding	STX	STY	STZ	Ty	
C.1.i. Fingerprinting	STX	STY	STZ	Ty	BOCES

C.1.j. Budget coding	ASBS				
C.1.k. Employee data/emergency information documents	STX	STY	STZ	Ty	
C.1.l. Oath of Allegiance	STX	STY	STZ	Ty	
C.1.m. ID badges/cards	Ty	STY			
C.1.n. Hepatitis B shot series	STX	STY			
C.1.o. Salary notice work-up for CBO	DHR	STX	STY		
C.1.p. Physical Exam	STX	STY			
C.2. Orientation					
C.2.a. Required trainings - orientation	SD/C				
C.2.b. Distribution/review of district information - orientation	STX	STY			
D. Recordkeeping					
D.1. Individual personnel folders	STX	STY	STZ	Ty	
D.2. Individual medical folders	STX	STY	Ty		
RESPONSIBILITIES	STAFF MEMBERS				
D.3. Individual payroll folders	BOCES				
D.4. Seniority lists	STX	STY			
D.5. Preferred Eligibility List (PEL)	STX	STY			
D.6. Certification and transcripts	STX	STY			
D.7. Graduate hours (advancement on salary schedule)	STX	STY			
D.8. Required professional development hours	SD/C				
D.9. Inservice credit/pay	STX	SD/C			
D.10. Tuition reimbursement	STX				
D.11. Longevity Increases	STX	STY			
D.12. Conference requests	SD/C				
D.13. My-Learning Plan	SD/C	BOCES			
D.14. Record of required trainings	SD/C				
D.15. Master list of observations and evaluations	STX				
D.16. Leaves of absence	STX	STY			
D.17. Extra-work performed					
D.17.a. Extra and co-curricular work	STX				
D.17.b. Overtime work	STY				
D.17.c. Curriculum development work	SD/C				
D.18. Personnel data base	STX	STY	STZ	Ty	
E. Notifications to Employees					
E.1. Salary notices	STX	STY			
E.2. Graduate credit notices	Supv				
E.3. Inservice credit notices	SD/C				
E.4. Letters of assurance	STX	STY	STZ	Ty	
E.5. Annual anticipated school year assignment notices	DHR				
F. Notifications to BOE of Personnel Agenda Items	STX	STY	STZ	Ty	
G. Supervision of Employees					
G.1. Investigation of claims					
G.1.a. Sexual harassment claim investigation	DHR				
G.1.b. Title IX violation claim investigation	DHR				
G.1.c. Employee misconduct allegation investigation	DHR				

G.2. Interpretation of labor contracts	DHR				
G.3. Maintenance /distribution of labor contracts	STX	STY	STZ	Ty	
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	STX	STY			
G.5.. Records related to attendance	Ty				
G.6. Supervision of attendance	DHR				
H. Employee Support					
H.1. Required trainings - on-going	SD/C				
H.2. Employee Assistance Program (EAP)	STX				
H.3. Employee handbook	DHR				
I. Employee Benefits					
I.1. Health insurance	SC				
I.2. Dental insurance	SC				
I.3. Sick Bank	STX	STY			
I.4. COBRA	SC				
I.5. Flex benefits	SC				
I.6. Workers' Compensation	SC				
I.7. Family Medical Leave Act (FMLA)	STX	STY			
I.8. Unemployment	STX	STY	STZ		
J. End of Employment Process					
J.1. Oversight of exit paperwork	STX	STY			
RESPONSIBILITIES	STAFF MEMBERS				
J.2. Exit interview	DHR				
K. State/Federal Reporting					
K.1. BEDS	STX				
K.2. Qualified Teacher - status	STX				
K.3. Posting of required notices	DHR	SC			
K.4. Teacher Retirement System (TRS)					
K.4.a. TRS Monthly reports	BOCES				
K.4.b. TRS Individual reports	STX	STY			
K.5. Employees' Retirement System (ERS)					
K.5.a. ERS Monthly reports	BOCES				
K.5.b. ERS Individual reports	STX	STY			
L. Miscellaneous					
L.1. Employment verification	STX	STY	STZ		
L.2. Civil Service communications	STY				
L.3. Department of Labor communications	STX	STY	STZ		
L.4. School calendar - development	Supt				
L.5. Staff directory - development/maintenance	Ty				
M. Substitutes					
M.1. Substitute Recruitment	STZ	Ty	DH R		
M.2. Substitute Hiring	STZ	Ty			
M.3. Substitute Assignment	BOCES				
M.4. Substitute Supervision	Supv				
M.5. Substitute Evaluation	N/A				
M.6. Substitute Termination	DHR				
M.7. Substitute Certification	STZ	Ty			

M.8. District contact for Sub-Finder service	STZ	Ty			

Lansing

TITLE	KEY	INCUMBENT	
Superintendent	Supt	Stephen Grimm	
Business Administrator	BA	Mary June King	
Secretary to the Superintendent	SS	Debbie Todd	
District Clerk	DC	Debbie Todd	
Personnel Clerk	PeC	Karen Harding	
Payroll Coordinator	PRC	Karen Hradisky	
Supervisors/Building Administrators	Supv		
District Staff Development/Curriculum Dept	SD/C		
CBO, Fingerprinting, SubFinder or My-Learning Plan Responsibilities	BOCES		
Not Applicable	N/A		
RESPONSIBILITIES	STAFF MEMBERS		
A. Recruiting			
A.1. Advertisement process	SS		
A.2. Application process			
A.2.a. Collection of application packets	PRC		
A.2.b. Screening of application packets	Supv		
A.3. Interview process			
A.3.a. Screening of interview materials	Supv		
A.3.b. Establishment/notification of interview schedule	Supv		
A.3.c. Preparation of interview packets	Supv		
A.3.d. Oversight of interview process logistics	Supv		
B. Selection of Employee			
B.1. Reference checks	Supv		
C. Hiring			
C.1. Distribution/completion of employment information			
C.1.a. Health insurance	PeC		
C.1.b. Dental insurance	PeC		
C.1.c. Retirement	PeC		
C.1.d. 403b	PeC		
C.1.e. Tax Shelter Annuities (TSA's)	PRC	BA	
C.1.f. Credit union	PeC		
C.1.g. I-9	PeC		
C.1.h. Tax withholding	PeC		
C.1.i. Fingerprinting	PeC	BOCES	

C.1.j. Budget coding	PeC		
C.1.k. Employee data/emergency information documents	PeC		
C.1.l. Oath of Allegiance	PeC		
C.1.m. ID badges/cards	PeC		
C.1.n. Hepatitis B shot series	PeC		
C.1.o. Salary notice work-up for CBO	PRC		
C.1.p. Physical Exam	N/A		
C.2. Orientation			
C.2.a. Required trainings - orientation	Supv		
C.2.b. Distribution/review of district information - orientation	PeC		
D. Recordkeeping			
D.1. Individual personnel folders	SS		
D.2. Individual medical folders	PeC		
D.3. Individual payroll folders	BOCES		
D.4. Seniority lists	SS	PRC	
D.5. Preferred Eligibility List (PEL)	SS	PRC	
D.6. Certification and transcripts	SS		
RESPONSIBILITIES	STAFF MEMBERS		
D.7. Graduate hours (advancement on salary schedule)	SS		
D.8. Required professional development hours	SS		
D.9. Inservice credit/pay	SS	PRC	
D.10. Tuition reimbursement	N/A		
D.11. Longevity Increases	PRC	BOCES	
D.12. Conference requests	SS		
D.13. My-Learning Plan	Supt		
D.14. Record of required trainings	SS	Supv	
D.15. Master list of observations and evaluations	SS		
D.16. Leaves of absence	PeC		
D.17. Extra-work performed			
D.17.a. Extra and co-curricular work	PeC	PRC	
D.17.b. Overtime work	Supv		
D.17.c. Curriculum development work	PRC		
D.18. Personnel data base	SS		
E. Notifications to Employees			
E.1. Salary notices	PRC		
E.2. Graduate credit notices	SS		
E.3. Inservice credit notices	SS		
E.4. Letters of assurance	PeC		
E.5. Annual anticipated school year assignment notices	Supv		
F. Notifications to BOE of Personnel Agenda Items	SS		
G. Supervision of Employees			
G.1. Investigation of claims			
G.1.a. Sexual harassment claim investigation	BA		
G.1.b. Title IX violation claim investigation	BA		
G.1.c. Employee misconduct allegation investigation	BA		
G.2. Interpretation of labor contracts	Supt	BA	
G.3. Maintenance /distribution of labor contracts	BA		
G.4. Maintenance of labor documents (grievances, MOU's, etc.)	BA	SS	
G.5. Records related to attendance	Supv		

G.6. Supervision of attendance	Supv		
H. Employee Support			
H.1. Required trainings - on-going	BA		
H.2. Employee Assistance Program (EAP)	PeC		
H.3. Employee handbook	BA		
I. Employee Benefits			
I.1. Health insurance	PeC		
I.2. Dental insurance	PeC		
I.3. Sick Bank	PeC		
I.4. COBRA	PeC		
I.5. Flex benefits	PeC		
I.6. Workers' Compensation	PeC		
I.7. Family Medical Leave Act (FMLA)	PeC		
I.8. Unemployment	PeC		
J. End of Employment Process			
J.1. Oversight of exit paperwork	PeC		
J.2. Exit interview	BA		
K. State/Federal Reporting			
K.1. BEDS	SS		
K.2. Qualified Teacher - status	SS		
K.3. Posting of required notices	PeC		
K.4. Teacher Retirement System (TRS)			
K.4.a. TRS Monthly reports	BOCES		
RESPONSIBILITIES	STAFF MEMBERS		
K.4.b. TRS Individual reports	PRC		
K.5. Employees' Retirement System (ERS)			
K.5.a. ERS Monthly reports	BOCES		
K.5.b. ERS Individual reports	PRC		
L. Miscellaneous			
L.1. Employment verification	PRC	PeC	
L.2. Civil Service communications	PRC	PeC	BA
L.3. Department of Labor communications	PeC	PRC	
L.4. School calendar - development	SS		
L.5. Staff directory - development/maintenance	SS		
M. Substitutes			
M.1. Substitute Recruitment	N/A		
M.2. Substitute Hiring	Supv		
M.3. Substitute Assignment	Supv	BOCES	
M.4. Substitute Supervision	Supv		
M.5. Substitute Evaluation	Supv		
M.6. Substitute Termination	Supt		
M.7. Substitute Certification	N/A		
M.8. District contact for Sub-Finder service	SS		

South Seneca

TITLE	KEY	INCUMBENT	
Superintendent	Supt	Janie Nusser	
Secretary to the Superintendent	SS	Shelley Reynolds	
District Clerk	DC	Shelley Reynolds	
Business Administrator	BA	Naomi Zuckerman	
Payroll Clerk	PaC	Beverly Hancox	
Supervisors/Building Administrators	Supv		
District Staff Development/Curriculum Dept	SD/C		
CBO, Fingerprinting, SubFinder or My-Learning Plan Responsibilities	BOCES		
Not Applicable	N/A		
RESPONSIBILITIES	STAFF MEMBERS		
A. Recruiting			
A.1. Advertisement process	SS	BOCES	
A.2. Application process			
A.2.a. Collection of application packets	SS	BOCES	
A.2.b. Screening of application packets	SS	BOCES	
A.3. Interview process			
A.3.a. Screening of interview materials	Supt	SS	
A.3.b. Establishment/notification of interview schedule	Supt	SS	
A.3.c. Preparation of interview packets	Supt	SS	
A.3.d. Oversight of interview process logistics	Supt	SS	
B. Selection of Employee			
B.1. Reference checks	Supt	Supv	
C. Hiring			
C.1. Distribution/completion of employment information			
C.1.a. Health insurance	SS		
C.1.b. Dental insurance	SS		
C.1.c. Retirement	PaC		
C.1.d. 403b	PaC		
C.1.e. Tax Shelter Annuities (TSA's)	PaC		
C.1.f. Credit union	PaC		
C.1.g. I-9	SS		
C.1.h. Tax withholding	PaC		
C.1.i. Fingerprinting	SS		
C.1.j. Budget coding	PaC		
C.1.k. Employee data/emergency information documents	SS		
C.1.l. Oath of Allegiance	SS		
C.1.m. ID badges/cards	other		
C.1.n. Hepatitis B shot series	N/A		
C.1.o. Salary notice work-up for CBO	N/A		
C.1.p. Physical Exam	N/A		
C.2. Orientation			
C.2.a. Required trainings - orientation	Supt		

C.2.b. Distribution/review of district information - orientation	Supt		
D. Recordkeeping			
D.1. Individual personnel folders	SS		
D.2. Individual medical folders	SS		
D.3. Individual payroll folders	PaC		
D.4. Seniority lists	Supt	SS	
D.5. Preferred Eligibility List (PEL)	Supt	SS	
D.6. Certification and transcripts	Supt	SS	
D.7. Graduate hours (advancement on salary schedule)	SS		
RESPONSIBILITIES	STAFF MEMBERS		
D.8. Required professional development hours	other		
D.9. Inservice credit/pay	SS		
D.10. Tuition reimbursement	BA		
D.11. Longevity Increases	SS		
D.12. Conference requests	Supt		
D.13. My-Learning Plan	N/A		
D.14. Record of required trainings	SS		
D.15. Master list of observations and evaluations	Supv		
D.16. Leaves of absence	Supv		
D.17. Extra-work performed			
D.17.a. Extra and co-curricular work	PaC		
D.17.b. Overtime work	PaC		
D.17.c. Curriculum development work	SS		
D.18. Personnel data base	SS		
E. Notifications to Employees			
E.1. Salary notices	SS		
E.2. Graduate credit notices	SS		
E.3. Inservice credit notices	SS		
E.4. Letters of assurance	SS		
E.5. Annual anticipated school year assignment notices	Supv		
F. Notifications to BOE of Personnel Agenda Items	Supt	SS	
G. Supervision of Employees			
G.1. Investigation of claims			
G.1.a. Sexual harassment claim investigation	Supv		
G.1.b. Title IX violation claim investigation	BA		
G.1.c. Employee misconduct allegation investigation	Supt		
G.2. Interpretation of labor contracts	Supt		
G.3. Maintenance /distribution of labor contracts	SS		
G.4. Maintenance of labor documents (grievances, MOU's, etc.)	Supt		
G.5. Records related to attendance	SS		
G.6. Supervision of attendance	Supt		
H. Employee Support			
H.1. Required trainings - on-going	Supt		
H.2. Employee Assistance Program (EAP)	N/A		
H.3. Employee handbook	Supv		
I. Employee Benefits			
I.1. Health insurance	SS	BA	
I.2. Dental insurance	SS		
I.3. Sick Bank	Supv		

I.4. COBRA	SS		
I.5. Flex benefits	SS		
I.6. Workers' Compensation	SS		
I.7. Family Medical Leave Act (FMLA)	SS		
I.8. Unemployment	PaC		
J. End of Employment Process			
J.1. Oversight of exit paperwork	SS		
J.2. Exit interview	N/A		
K. State/Federal Reporting			
K.1. BEDS	BA		
K.2. Qualified Teacher - status	Supt		
K.3. Posting of required notices	Supt	PaC	
K.4. Teacher Retirement System (TRS)			
K.4.a. TRS Monthly reports	PaC		
K.4.b. TRS Individual reports	PaC		
	STAFF MEMBERS		
RESPONSIBILITIES			
K.5. Employees' Retirement System (ERS)			
K.5.a. ERS Monthly reports	PaC		
K.5.b. ERS Individual reports	PaC		
L. Miscellaneous			
L.1. Employment verification	SS	PaC	
L.2. Civil Service communications	SS		
L.3. Department of Labor communications	PaC		
L.4. School calendar - development	SS		
L.5. Staff directory - development/maintenance	SS		
M. Substitutes			
M.1. Substitute Recruitment	BOCES		
M.2. Substitute Hiring	Supv		
M.3. Substitute Assignment	Supv		
M.4. Substitute Supervision	Supv		
M.5. Substitute Evaluation	Supv		
M.6. Substitute Termination	Supv		
M.7. Substitute Certification	SS		
M.8. District contact for Sub-Finder service	Supv		

Human Resource Responsibilities by Job Title

Dryden

TITLE	KEY	INCUMBENT
Superintendent	Supt	Sandra Sherwood
Business Administrator	BA	Teresa Carnrike
Secretary to the Superintendent	SS	Linda Carr
District Clerk	DC	Linda Carr
Human Resources Specialist	HRS	Lisa Stelick
Treasurer	Tr	Tina Hollenbeck
Supervisors/Building Administrators	Supv	
District Staff Development/Curriculum Dept	SD/C	
CBO,Fingerprinting,SubFinder or		
My-Learning Plan Responsibilities	BOCES	
Not Applicable	N/A	

CATEGORIES
A. Recruiting
B. Selection of Employee
C. Hiring
D. Recordkeeping
E. Notifications to Employees
F. Notifications to BOE of Personnel Agenda Items
G. Supervision of Employees
H. Employee Support
I. Employee Benefits
J. End of Employment Process
K. State/Federal Reporting
L. Miscellaneous
J. Substitutes

RESPONSIBILITIES	JOB TITLE
C.1.j. Budget coding	BA
I.8. Unemployment	BA
A.1. Advertisement process	BOCES
D.3. Individual payroll folders	BOCES
D.13. My-Learning Plan	BOCES
K.4.a. TRS Monthly reports	BOCES
K.5.a. ERS Monthly reports	BOCES
M.3. Substitute Assignment	BOCES
A.1. Advertisement process	HRS

A.2.a.Collection of application packets	HRS
A.2.b.Screening of application packets	HRS
A.3.a. Screening of interview materials	HRS
A.3.b. Establishment/notification of interview schedule	HRS
A.3.c. Preparation of interview packets	HRS
A.3.d. Oversight of interview process logistics	HRS
C.1.a. Health insurance	HRS
C.1.b. Dental insurance	HRS
C.1.c. Retirement	HRS
C.1.d. 403b	HRS
C.1.e. Tax Shelter Annuities (TSA's)	HRS
C.1.f. Credit union	HRS
C.1.g. I-9	HRS
C.1.h.Tax withholding	HRS
C.1.i. Fingerprinting	HRS
C.1.j. Budget coding	HRS
C.1.k.Employee data/emergency information documents	HRS
C.1.l.Oath of Allegiance	HRS
C.1.m.ID badges/cards	HRS
C.1.n. Hepatitis B shot series	HRS
C.1.o. Salary notice work-up for CBO	HRS
C.1.p. Physical Exam	HRS
C.2.b. Distribution/review of district information - orientation	HRS
D.1. Individual personnel folders	HRS
D.2. Individual medical folders	HRS
D.3. Individual payroll folders	HRS
D.4. Seniority lists	HRS
D.5. Preferred Eligibility List (PEL)	HRS
D.6. Certification and transcripts	HRS
D.7. Graduate hours (advancement on salary schedule)	HRS
D.8. Required professional development hours	HRS
D.9. Inservice credit/pay	HRS
D.11. Longevity Increases	HRS
D.13. My-Learning Plan	HRS
D.14. Record of required trainings	HRS
D.15. Master list of observations and evaluations	HRS
D.16.Leaves of absence	HRS
D.17.a. Extra and co-curricular work	HRS
D.18. Personnel data base	HRS
E.1. Salary notices	HRS
E.2. Graduate credit notices	HRS
E.4. Letters of assurance	HRS
E.5. Annual anticipated school year assignment notices	HRS
F. Notifications to BOE of personnel agenda items	HRS
G.1.c. Employee misconduct allegation investigation	HRS
G.3. Maintenance /distribution of labor contracts	HRS
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	HRS
H.1. Required trainings - on-going	HRS

H.2. Employee Assistance Program (EAP)	HRS
H.3. Employee handbook	HRS
I.3. Sick Bank	HRS
I.7. Family Medical Leave Act (FMLA)	HRS
I.8. Unemployment	HRS
J.1. Oversight of exit paperwork	HRS
K.1. BEDS	HRS
K.2. Qualified Teacher - status	HRS
K.3. Posting of required notices	HRS
K.4.b. TRS Individual reports	HRS
K.5.b. ERS Individual reports	HRS
L.1. Employment verification	HRS
L.2. Civil Service communications	HRS
L.3. Department of Labor communications	HRS
L.4. School calendar - development	HRS
L.5. Staff directory - development/maintenance	HRS
M.1. Substitute Recruitment	HRS
M.5. Substitute Evaluation	HRS
M.6. Substitute Termination	HRS
M.7. Substitute Certification	HRS
M.8. District contact for Sub-Finder service	HRS
E.3. Inservice credit notices	N/A
G.1.a. Sexual harassment claim investigation	other
G.1.b. Title IX violation claim investigation	other
F. Notifications to BOE of personnel agenda items	SS
C.2.b. Distribution/review of district information - orientation	Supt
D.10. Tuition reimbursement	Supt
D.12. Conference requests	Supt
G.1.c. Employee misconduct allegation investigation	Supt
G.2. Interpretation of labor contracts	Supt
I.3. Sick Bank	Supt
A.3.a. Screening of interview materials	Supv
A.3.b. Establishment/notification of interview schedule	Supv
A.3.c. Preparation of interview packets	Supv
B.1. Reference checks	Supv
C.2.a. Required trainings - orientation	Supv
D.12. Conference requests	Supv
D.13. My-Learning Plan	Supv
D.14. Record of required trainings	Supv
D.15. Master list of observations and evaluations	Supv
D.17.b. Overtime work	Supv
D.17.c. Curriculum development work	Supv
E.5. Annual anticipated school year assignment notices	Supv

G.1.c. Employee misconduct allegation investigation	Supv
G.5. Records related to attendance	Supv
G.6. Supervision of attendance	Supv
H.1. Required trainings - on-going	Supv
H.2. Employee Assistance Program (EAP)	Supv
H.3. Employee handbook	Supv
J.2. Exit interview	Supv
K.1. BEDS	Supv
M.2. Substitute Hiring	Supv
M.3. Substitute Assignment	Supv
M.4. Substitute Supervision	Supv
M.5. Substitute Evaluation	Supv
M.6. Substitute Termination	Supv
G.5. Records related to attendance	Tr
I.1. Health insurance	Tr
I.2. Dental insurance	Tr
I.4. COBRA	Tr
I.5. Flex benefits	Tr
I.6. Workers' Compensation	Tr

Groton

TITLE	KEY	INCUMBENT
Superintendent	Supt	Brenda Myers
Administrative Assistant	AA	Mary Walker
District Clerk	DC	Mary Walker
Employee Benefits Manager	EBM	Heather Ferris
Business Manger/Treasurer	BM/TR	Tina Boots
Supervisors/Building Administrators	Supv	
District Staff Development/Curriculum Dept	SD/C	
CBO,Fingerprinting,SubFinder or	BOCES	
My-Learning Plan Responsibilities		
Not Applicable	N/A	

CATEGORIES

- A. Recruiting
- B. Selection of Employee
- C. Hiring
- D. Recordkeeping
- E. Notifications to Employees
- F. Notifications to BOE of Personnel Agenda Items
- G. Supervision of Employees
- H. Employee Support
- I. Employee Benefits
- J. End of Employment Process

- K. State/Federal Reporting
- L. Miscellaneous
- J. Substitutes

RESPONSIBILITIES

JOB TITLE

A.1. Advertisement process	AA
A.2.a.Collection of application packets	AA
A.2.b.Screening of application packets	AA
C.1.i. Fingerprinting	AA
C.1.l.Oath of Allegiance	AA
C.1.m.ID badges/cards	AA
D.1. Individual personnel folders	AA
D.4. Seniority lists	AA
D.5. Preferred Eligibility List (PEL)	AA
D.6. Certification and transcripts	AA
D.17.a. Extra and co-curricular work	AA
D.17.b. Overtime work	AA
D.18. Personnel data base	AA
F. Notifications to BOE of personnel agenda items	AA
H.2. Employee Assistance Program (EAP)	AA
K.3. Posting of required notices	AA
L.4. School calendar - development	AA
L.5. Staff directory - development/maintenance	AA
M.1. Substitute Recruitment	AA
M.2. Substitute Hiring	AA
M.7. Substitute Certification	AA
M.8. District contact for Sub-Finder service	AA
C.1.j. Budget coding	BM/Tr
G.3. Maintenance /distribution of labor contracts	BM/Tr
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	BM/Tr
L.4. School calendar - development	BM/Tr
C.1.i. Fingerprinting	BOCES
D.13. My-Learning Plan	BOCES
M.3. Substitute Assignment	BOCES
C.1.a. Health insurance	EBM
C.1.b. Dental insurance	EBM
C.1.c. Retirement	EBM
C.1.d. 403b	EBM
C.1.e. Tax Shelter Annuities (TSA's)	EBM
C.1.f. Credit union	EBM
C.1.g. I-9	EBM
C.1.h.Tax withholding	EBM
C.1.k.Employee data/emergency information documents	EBM
C.1.n. Hepatitis B shot series	EBM
D.2. Individual medical folders	EBM
D.3. Individual payroll folders	EBM
D.4. Seniority lists	EBM

D.7. Graduate hours (advancement on salary schedule)	EBM
D.16. Leaves of absence	EBM
D.17.a. Extra and co-curricular work	EBM
D.17.b. Overtime work	EBM
D.18. Personnel data base	EBM
E.1. Salary notices	EBM
E.2. Graduate credit notices	EBM
E.3. Inservice credit notices	EBM
E.4. Letters of assurance	EBM
F. Notifications to BOE of personnel agenda items	EBM
G.5. Records related to attendance	EBM
I.1. Health insurance	EBM
I.2. Dental insurance	EBM
I.3. Sick Bank	EBM
I.4. COBRA	EBM
I.5. Flex benefits	EBM
I.6. Workers' Compensation	EBM
I.7. Family Medical Leave Act (FMLA)	EBM
I.8. Unemployment	EBM
J.1. Oversight of exit paperwork	EBM
K.3. Posting of required notices	EBM
K.4.a. TRS Monthly reports	EBM
K.4.b. TRS Individual reports	EBM
K.5.a. ERS Monthly reports	EBM
K.5.b. ERS Individual reports	EBM
L.1. Employment verification	EBM
L.2. Civil Service communications	EBM
L.3. Department of Labor communications	EBM
C.1.o. Salary notice work-up for CBO	N/A
C.1.p. Physical Exam	other
C.2.b. Distribution/review of district information - orientation	SD/C
D.8. Required professional development hours	SD/C
D.9. Inservice credit/pay	SD/C
D.10. Tuition reimbursement	SD/C
D.11. Longevity Increases	SD/C
D.12. Conference requests	SD/C
D.13. My-Learning Plan	SD/C
D.17.c. Curriculum development work	SD/C
H.1. Required trainings - on-going	SD/C
K.1. BEDS	SD/C
G.1.a. Sexual harassment claim investigation	Supt
G.1.b. Title IX violation claim investigation	Supt
G.1.c. Employee misconduct allegation investigation	Supt
G.2. Interpretation of labor contracts	Supt
G.3. Maintenance /distribution of labor contracts	Supt
G.4. Maintenance of labor documents (grievances, MOU's, etc.)	Supt

H.3. Employee handbook	Supt
L.4. School calendar - development	Supt
A.3.a. Screening of interview materials	Supv
A.3.b. Establishment/notification of interview schedule	Supv
A.3.c. Preparation of interview packets	Supv
A.3.d. Oversight of interview process logistics	Supv
B.1. Reference checks	Supv
C.2.a. Required trainings - orientation	Supv
D.14. Record of required trainings	Supv
D.15. Master list of observations and evaluations	Supv
D.17.a. Extra and co-curricular work	Supv
D.17.b. Overtime work	Supv
E.5. Annual anticipated school year assignment notices	Supv
F. Notifications to BOE of personnel agenda items	Supv
G.5. Records related to attendance	Supv
G.6. Supervision of attendance	Supv
J.1. Oversight of exit paperwork	Supv
J.2. Exit interview	Supv
K.1. BEDS	Supv
K.2. Qualified Teacher - status	Supv
M.1. Substitute Recruitment	Supv
M.2. Substitute Hiring	Supv
M.3. Substitute Assignment	Supv
	0 Supv
M.5. Substitute Evaluation	Supv
M.6. Substitute Termination	Supv

Ithaca

TITLE	KEY	INCUMBENT
Superintendent	Supt	Judith Pastel
Director of Human Resources	DHR	Robert VanKeuren
Senior Typist - inc.Certified Staff	STX	Tammy Podufalski
Senior Typist - inc.Civil Service,TA's	STY	Trisha Plunkett
Senior Typist - inc.Substitutes	STZ	Ann Levy
Typist	Ty	Kyna Alexander
Senior Clerk	SC	Kathleen Kueffer
Assist. Supt. For Business Services	ASBS	Margaret Boice
Supervisors/Building Administrators	Supv	
District Staff Development/Curriculum Dept	SD/C	
CBO,Fingerprinting,SubFinder or My-Learning Plan Responsibilities	BOCES	
Not Applicable	N/A	

CATEGORIES

A. Recruiting

- B. Selection of Employee
- C. Hiring
- D. Recordkeeping
- E. Notifications to Employees
- F. Notifications to BOE of Personnel Agenda Items
- G. Supervision of Employees
- H. Employee Support
- I. Employee Benefits
- J. End of Employment Process
- K. State/Federal Reporting
- L. Miscellaneous
- J. Substitutes

RESPONSIBILITIES

JOB TITLE

C.1.j. Budget coding	ASBS
C.1.i. Fingerprinting	BOCES
D.3. Individual payroll folders	BOCES
D.13. My-Learning Plan	BOCES
K.4.a. TRS Monthly reports	BOCES
K.5.a. ERS Monthly reports	BOCES
M.3. Substitute Assignment	BOCES
C.1.o. Salary notice work-up for CBO	DHR
E.5. Annual anticipated school year assignment notices	DHR
G.1.a. Sexual harassment claim investigation	DHR
G.1.b. Title IX violation claim investigation	DHR
G.1.c. Employee misconduct allegation investigation	DHR
G.2. Interpretation of labor contracts	DHR
G.6. Supervision of attendance	DHR
H.3. Employee handbook	DHR
J.2. Exit interview	DHR
K.3. Posting of required notices	DHR
M.1. Substitute Recruitment	DHR
M.6. Substitute Termination	DHR
M.5. Substitute Evaluation	N/A
I.1. Health insurance	SC
I.2. Dental insurance	SC
I.4. COBRA	SC
I.5. Flex benefits	SC
I.6. Workers' Compensation	SC
K.3. Posting of required notices	SC
C.2.a. Required trainings - orientation	SD/C
D.8. Required professional development hours	SD/C
D.9. Inservice credit/pay	SD/C
D.12. Conference requests	SD/C
D.13. My-Learning Plan	SD/C

D.14. Record of required trainings	SD/C
D.17.c. Curriculum development work	SD/C
E.3. Inservice credit notices	SD/C
H.1. Required trainings - on-going	SD/C
A.1. Advertisement process	STX
C.1.a. Health insurance	STX
C.1.b. Dental insurance	STX
C.1.c. Retirement	STX
C.1.d. 403b	STX
C.1.e. Tax Shelter Annuities (TSA's)	STX
C.1.f. Credit union	STX
C.1.g. I-9	STX
C.1.h. Tax withholding	STX
C.1.i. Fingerprinting	STX
C.1.k. Employee data/emergency information documents	STX
C.1.l. Oath of Allegiance	STX
C.1.n. Hepatitis B shot series	STX
C.1.o. Salary notice work-up for CBO	STX
C.1.p. Physical Exam	STX
C.2.b. Distribution/review of district information - orientation	STX
D.1. Individual personnel folders	STX
D.2. Individual medical folders	STX
D.4. Seniority lists	STX
D.5. Preferred Eligibility List (PEL)	STX
D.6. Certification and transcripts	STX
D.7. Graduate hours (advancement on salary schedule)	STX
D.9. Inservice credit/pay	STX
D.10. Tuition reimbursement	STX
D.11. Longevity Increases	STX
D.15. Master list of observations and evaluations	STX
D.16. Leaves of absence	STX
D.17.a. Extra and co-curricular work	STX
D.18. Personnel data base	STX
E.1. Salary notices	STX
E.4. Letters of assurance	STX
F. Notifications to BOE of personnel agenda items	STX
G.3. Maintenance /distribution of labor contracts	STX
G.4. Maintenance of labor documents (grievances, MOU's, etc.)	STX
H.2. Employee Assistance Program (EAP)	STX
I.3. Sick Bank	STX
I.7. Family Medical Leave Act (FMLA)	STX
I.8. Unemployment	STX
J.1. Oversight of exit paperwork	STX
K.1. BEDS	STX
K.2. Qualified Teacher - status	STX
K.4.b. TRS Individual reports	STX
K.5.b. ERS Individual reports	STX
L.1. Employment verification	STX
L.3. Department of Labor communications	STX

A.1. Advertisement process	STY
C.1.a. Health insurance	STY
C.1.b. Dental insurance	STY
C.1.c. Retirement	STY
C.1.d. 403b	STY
C.1.e. Tax Shelter Annuities (TSA's)	STY
C.1.f. Credit union	STY
C.1.g. I-9	STY
C.1.h. Tax withholding	STY
C.1.i. Fingerprinting	STY
C.1.k. Employee data/emergency information documents	STY
C.1.l. Oath of Allegiance	STY
C.1.m. ID badges/cards	STY
C.1.n. Hepatitis B shot series	STY
C.1.o. Salary notice work-up for CBO	STY
C.1.p. Physical Exam	STY
C.2.b. Distribution/review of district information - orientation	STY
D.1. Individual personnel folders	STY
D.2. Individual medical folders	STY
D.4. Seniority lists	STY
D.5. Preferred Eligibility List (PEL)	STY
D.6. Certification and transcripts	STY
D.7. Graduate hours (advancement on salary schedule)	STY
D.11. Longevity Increases	STY
D.16. Leaves of absence	STY
D.17.b. Overtime work	STY
D.18. Personnel data base	STY
E.1. Salary notices	STY
E.4. Letters of assurance	STY
F. Notifications to BOE of personnel agenda items	STY
G.3. Maintenance /distribution of labor contracts	STY
G.4. Maintenance of labor documents (grievances, MOU's, etc.)	STY
I.3. Sick Bank	STY
I.7. Family Medical Leave Act (FMLA)	STY
I.8. Unemployment	STY
J.1. Oversight of exit paperwork	STY
K.4.b. TRS Individual reports	STY
K.5.b. ERS Individual reports	STY
L.1. Employment verification	STY
L.2. Civil Service communications	STY
L.3. Department of Labor communications	STY
A.2.a. Collection of application packets	STZ
A.2.b. Screening of application packets	STZ
A.3.a. Screening of interview materials	STZ
A.3.b. Establishment/notification of interview schedule	STZ
A.3.c. Preparation of interview packets	STZ
A.3.d. Oversight of interview process logistics	STZ
C.1.c. Retirement	STZ

C.1.d. 403b	STZ
C.1.e. Tax Shelter Annuities (TSA's)	STZ
C.1.f. Credit union	STZ
C.1.g. I-9	STZ
C.1.h. Tax withholding	STZ
C.1.i. Fingerprinting	STZ
C.1.k. Employee data/emergency information documents	STZ
C.1.l. Oath of Allegiance	STZ
D.1. Individual personnel folders	STZ
D.18. Personnel data base	STZ
E.4. Letters of assurance	STZ
F. Notifications to BOE of personnel agenda items	STZ
G.3. Maintenance /distribution of labor contracts	STZ
I.8. Unemployment	STZ
L.1. Employment verification	STZ
L.3. Department of Labor communications	STZ
M.1. Substitute Recruitment	STZ
M.2. Substitute Hiring	STZ
M.7. Substitute Certification	STZ
M.8. District contact for Sub-Finder service	STZ
L.4. School calendar - development	Supt
B.1. Reference checks	Supv
E.2. Graduate credit notices	Supv
M.4. Substitute Supervision	Supv
A.2.a. Collection of application packets	Ty
A.2.b. Screening of application packets	Ty
A.3.a. Screening of interview materials	Ty
A.3.b. Establishment/notification of interview schedule	Ty
A.3.c. Preparation of interview packets	Ty
A.3.d. Oversight of interview process logistics	Ty
D.2. Individual medical folders	Ty
C.1.c. Retirement	Ty
C.1.d. 403b	Ty
C.1.e. Tax Shelter Annuities (TSA's)	Ty
C.1.f. Credit union	Ty
C.1.g. I-9	Ty
C.1.h. Tax withholding	Ty
C.1.i. Fingerprinting	Ty
C.1.k. Employee data/emergency information documents	Ty
C.1.l. Oath of Allegiance	Ty
C.1.m. ID badges/cards	Ty
D.1. Individual personnel folders	Ty
D.18. Personnel data base	Ty
E.4. Letters of assurance	Ty
F. Notifications to BOE of personnel agenda items	Ty
G.3. Maintenance /distribution of labor contracts	Ty
G.5. Records related to attendance	Ty
L.5. Staff directory - development/maintenance	Ty

M.1. Substitute Recruitment	Ty
M.2. Substitute Hiring	Ty
M.7. Substitute Certification	Ty
M.8. District contact for Sub-Finder service	Ty

Lansing

TITLE	KEY	INCUMBENT
Superintendent	Supt	Stephen Grimm
Business Administrator	BA	Mary June King
Secretary to the Superintendent	SS	Debbie Todd
District Clerk	DC	Debbie Todd
Personnel Clerk	PeC	Karen Harding
Payroll Co-ordinator	PRC	Karen Hradisky
Supervisors/Building Administrators	Supv	
District Staff Development/Curriculum Dept	SD/C	
CBO,Fingerprinting,SubFinder or My-Learning Plan Responsibilities	BOCES	
Not Applicable	N/A	

CATEGORIES

- A. Recruiting
- B. Selection of Employee
- C. Hiring
- D. Recordkeeping
- E. Notifications to Employees
- F. Notifications to BOE of Personnel Agenda Items
- G. Supervision of Employees
- H. Employee Support
- I. Employee Benefits
- J. End of Employment Process
- K. State/Federal Reporting
- L. Miscellaneous
- J. Substitutes

RESPONSIBILITIES

- C.1.e. Tax Shelter Annuities (TSA's)-at hire
- G.1.a. Sexual harassment claim investigation
- G.1.b. Title IX violation claim investigation
- G.1.c. Employee misconduct allegation investigation
- G.2. Interpretation of labor contracts
- G.3. Maintenance /distribution of labor contracts
- G.4. Maintenance of labor documents (grievances,MOU's,etc.)
- H.1. Required trainings - on-going
- H.3. Employee handbook
- J.2. Exit interview
- L.2. Civil Service communications

- C.1.i. Fingerprinting-at hire
- D.3. Individual payroll folders

JOB TITLE

- BA
- BA
- BA
- BA
- BA
- BA
- BA
- BA
- BA
- BA
- BA

- BOCES
- BOCES

D.11. Longevity Increases	BOCES
K.4.a. TRS Monthly reports	BOCES
K.5.a. ERS Monthly reports	BOCES
M.3. Substitute Assignment	BOCES
C.1.p. Physical Exam-at hire	N/A
D.10. Tuition reimbursement	N/A
M.1. Substitute Recruitment	N/A
M.7. Substitute Certification	N/A
C.1.a. Health insurance-at hire	PeC
C.1.b. Dental insurance-at hire	PeC
C.1.c. Retirement-at hire	PeC
C.1.d. 403b-at hire	PeC
C.1.f. Credit union-at hire	PeC
C.1.g. I-9-at hire	PeC
C.1.h. Tax withholding-at hire	PeC
C.1.i. Fingerprinting-at hire	PeC
C.1.j. Budget coding-at hire	PeC
C.1.k. Employee data/emergency information documents-at hire	PeC
C.1.l. Oath of Allegiance-at hire	PeC
C.1.m. ID badges/cards-at hire	PeC
C.1.n. Hepatitis B shot series-at hire	PeC
C.2.b. Distribution/review of district information - orientation	PeC
D.2. Individual medical folders	PeC
D.16. Leaves of absence	PeC
D.17.a. Extra and co-curricular work	PeC
E.4. Letters of assurance	PeC
H.2. Employee Assistance Program (EAP)	PeC
I.1. Health insurance	PeC
I.2. Dental insurance	PeC
I.3. Sick Bank	PeC
I.4. COBRA	PeC
I.5. Flex benefits	PeC
I.6. Workers' Compensation	PeC
I.7. Family Medical Leave Act (FMLA)	PeC
I.8. Unemployment	PeC
J.1. Oversight of exit paperwork	PeC
K.3. Posting of required notices	PeC
L.1. Employment verification	PeC
L.2. Civil Service communications	PeC
L.3. Department of Labor communications	PeC
A.2.a. Collection of application packets	PRC
C.1.e. Tax Shelter Annuities (TSA's)-at hire	PRC
C.1.o. Salary notice work-up for CBO-at hire	PRC
D.4. Seniority lists	PRC
D.5. Preferred Eligibility List (PEL)	PRC
D.9. Inservice credit/pay	PRC
D.11. Longevity Increases	PRC
D.17.a. Extra and co-curricular work	PRC
D.17.c. Curriculum development work	PRC
E.1. Salary notices	PRC
K.4.b. TRS Individual reports	PRC
K.5.b. ERS Individual reports	PRC

L.1. Employment verification	PRC
L.2. Civil Service communications	PRC
L.3. Department of Labor communications	PRC
A.1. Advertisement process	SS
D.1. Individual personnel folders	SS
D.4. Seniority lists	SS
D.5. Preferred Eligibility List (PEL)	SS
D.6. Certification and transcripts	SS
D.7. Graduate hours(advancement on salary schedule)	SS
D.8. Required professional development hours	SS
D.9. Inservice credit/pay	SS
D.12. Conference requests	SS
D.14. Record of required trainings	SS
D.15. Master list of observations and evaluations	SS
D.18. Personnel data base	SS
E.2. Graduate credit notices	SS
E.3. Inservice credit notices	SS
F. Notifications to BOE of personnel agenda items	SS
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	SS
K.1. BEDS	SS
K.2. Qualified Teacher - status	SS
L.4. School calendar - development	SS
L.5. Staff directory - development/maintenance	SS
M.8. District contact for Sub-Finder service	SS
D.13. My-Learning Plan	Supt
G.2. Interpretation of labor contracts	Supt
M.6. Substitute Termination	Supt
A.2.b.Screening of application packets	Supv
A.3.a. Screening of interview materials	Supv
A.3.b. Establishment/notification of interview schedule	Supv
A.3.c. Preparation of interview packets	Supv
A.3.d. Oversight of interview process logistics	Supv
B.1. Reference checks	Supv
C.2.a. Required trainings - orientation	Supv
D.14. Record of required trainings	Supv
D.17.b. Overtime work	Supv
E.5. Annual anticipated school year assignment notices	Supv
G.5. Records related to attendance	Supv
G.6. Supervision of attendance	Supv
M.2. Substitute Hiring	Supv
M.3. Substitute Assignment	Supv
M.4. Substitute Supervision	Supv
M.5. Substitute Evaluation	Supv

South Seneca

TITLE	KEY	INCUMBENT
Superintendent	Supt	Janie Nusser
Secretary to the Superintendent	SS	Shelley Reynolds
District Clerk	DC	Shelley Reynolds
Business Administrator	BA	Naomi Zuckerman
Payroll Clerk	PaC	Beverly Hancox
Supervisors/Building Administrators	Supv	
District Staff Development/Curriculum Dept	SD/C	
CBO, Fingerprinting, SubFinder or My-Learning Plan Responsibilities	BOCES	
Not Applicable	N/A	

CATEGORIES

- A. Recruiting
- B. Selection of Employee
- C. Hiring
- D. Recordkeeping
- E. Notifications to Employees
- F. Notifications to BOE of Personnel Agenda Items
- G. Supervision of Employees
- H. Employee Support
- I. Employee Benefits
- J. End of Employment Process
- K. State/Federal Reporting
- L. Miscellaneous
- M. Substitutes

RESPONSIBILITIES

- D.10. Tuition reimbursement
- G.1.b. Title IX violation claim investigation
- I.1. Health insurance
- K.1. BEDS

- A.1. Advertisement process
- A.2.a. Collection of application packets
- A.2.b. Screening of application packets
- M.1. Substitute Recruitment

- C.1.n. Hepatitis B shot series
- C.1.o. Salary notice work-up for CBO
- C.1.p. Physical Exam
- D.13. My-Learning Plan
- H.2. Employee Assistance Program (EAP)
- J.2. Exit interview

- C.1.m. ID badges/cards
- D.8. Required professional development hours

- C.1.c. Retirement

JOB TITLE

- BA
- BA
- BA
- BA

- BOCES
- BOCES
- BOCES
- BOCES

- N/A
- N/A
- N/A
- N/A
- N/A
- N/A

- other
- other

- PaC

C.1.d. 403b	PaC
C.1.e. Tax Shelter Annuities (TSA's)	PaC
C.1.f. Credit union	PaC
C.1.h. Tax withholding	PaC
C.1.j. Budget coding	PaC
D.3. Individual payroll folders	PaC
D.17.a. Extra and co-curricular work	PaC
D.17.b. Overtime work	PaC
I.8. Unemployment	PaC
K.3. Posting of required notices	PaC
K.4.a. TRS Monthly reports	PaC
K.4.b. TRS Individual reports	PaC
K.5.a. ERS Monthly reports	PaC
K.5.b. ERS Individual reports	PaC
L.1. Employment verification	PaC
L.3. Department of Labor communications	PaC
A.1. Advertisement process	SS
A.2.a. Collection of application packets	SS
A.2.b. Screening of application packets	SS
A.3.a. Screening of interview materials	SS
A.3.b. Establishment/notification of interview schedule	SS
A.3.c. Preparation of interview packets	SS
A.3.d. Oversight of interview process logistics	SS
C.1.a. Health insurance	SS
C.1.b. Dental insurance	SS
C.1.g. I-9	SS
C.1.i. Fingerprinting	SS
C.1.k. Employee data/emergency information documents	SS
C.1.l. Oath of Allegiance	SS
D.1. Individual personnel folders	SS
D.2. Individual medical folders	SS
D.4. Seniority lists	SS
D.5. Preferred Eligibility List (PEL)	SS
D.6. Certification and transcripts	SS
D.7. Graduate hours (advancement on salary schedule)	SS
D.9. Inservice credit/pay	SS
D.11. Longevity Increases	SS
D.14. Record of required trainings	SS
D.17.c. Curriculum development work	SS
D.18. Personnel data base	SS
E.1. Salary notices	SS
E.2. Graduate credit notices	SS
E.3. Inservice credit notices	SS
E.4. Letters of assurance	SS
G.3. Maintenance /distribution of labor contracts	SS
G.5. Records related to attendance	SS
F. Notifications to BOE of personnel agenda items	SS
I.1. Health insurance	SS
I.2. Dental insurance	SS
I.4. COBRA	SS
I.5. Flex benefits	SS
I.6. Workers' Compensation	SS
I.7. Family Medical Leave Act (FMLA)	SS

J.1. Oversight of exit paperwork	SS
L.1. Employment verification	SS
L.2. Civil Service communications	SS
L.4. School calendar - development	SS
L.5. Staff directory - development/maintenance	SS
M.7. Substitute Certification	SS
A.3.a. Screening of interview materials	Supt
A.3.b. Establishment/notification of interview schedule	Supt
A.3.c. Preparation of interview packets	Supt
A.3.d. Oversight of interview process logistics	Supt
B.1. Reference checks	Supt
C.2.a. Required trainings - orientation	Supt
C.2.b. Distribution/review of district information - orientation	Supt
D.4. Seniority lists	Supt
D.5. Preferred Eligibility List (PEL)	Supt
D.6. Certification and transcripts	Supt
D.12. Conference requests	Supt
F. Notifications to BOE of personnel agenda items	Supt
G.1.c. Employee misconduct allegation investigation	Supt
G.2. Interpretation of labor contracts	Supt
G.4. Maintenance of labor documents (grievances,MOU's,etc.)	Supt
G.6. Supervision of attendance	Supt
H.1. Required trainings - on-going	Supt
K.2. Qualified Teacher - status	Supt
K.3. Posting of required notices	Supt
B.1. Reference checks	
D.15. Master list of observations and evaluations	Supv
D.16. Leaves of absence	Supv
E.5. Annual anticipated school year assignment notices	Supv
G.1.a. Sexual harassment claim investigation	Supv
H.3. Employee handbook	Supv
I.3. Sick Bank	Supv
M.2. Substitute Hiring	Supv
M.3. Substitute Assignment	Supv
M.4. Substitute Supervision	Supv
M.5. Substitute Evaluation	Supv
M.6. Substitute Termination	Supv
M.8. District contact for Sub-Finder service	Supv

Transportation Supervisor Duties

- Recruitment and recommendation for hiring all transportation personnel (local policy)
- The development and coordination of all routes in cooperation with administrators, counselors, BOCES, Private Schools and other outside educational providers
- Training all drivers and mechanics (on going)
- Insure compliance with all safety requirements; SED, EPA, DOT, DEC and local Policy
- 19a compliance
- Insure compliance with drug testing protocols
- Constantly promote safety on the highway and on school property
- Initiate and lead the investigation of all school bus accidents. Coordinate this information with law enforcement and file the required reports
- Recommend bus purchases based on safety, need, affordability and/or local policy (cooperative and/or state bids)
- Provide an on-going public relations/communication program for the Districts through the Superintendents
- Evaluate transportation personnel. Work within local labor agreements
- Coordinate and cooperate with DOT inspections on all items pertaining to bus safety
- Direct the maintenance and repair of all school buses and related equipment
- Provide information regarding road and travel safety during winter's inclement weather or during times of other emergencies as directed by the Superintendent
- Supervise all safety drills as required by law. Coordinate this schedule with administrators
- Promote student discipline as an aide to safe student transport
- Work closely with the District School Business Administrator regarding the purchase of insurance, fuel, tires, lubricants, parts etc. Facilitate regular reporting to the Board of Education as directed by the Superintendent.

Sample Job Description School Food Service Director

Summary of Work:

Administers the food service program for multiple districts according to policies, procedures and federal/state and local requirements. Supervises and trains food service personnel. Develops and maintains high standards of food preparation and service with emphasis on menu appeal and nutritional value. Maintains high standards of sanitation and safety. Maintains records of income and expenditures, food, supplies, personnel and equipment. Facilitates cooperation with education partners, administrators, teachers, parents, students and the public.

Responsibilities:

- Plans and analyzes menus for all districts to ensure that USDA Meal Pattern and nutritional requirements are met.
- Plans menu adaptations for children with special needs.
- Maintains a purchasing system consistent with USDA, NY State, BOCES and local guidelines.
- Enforces federal and state regulations regarding nutritional standards, reports and records. Prepares and maintains all records for required audits and reviews.
- Oversees the administration of the district's free and reduced price meals program according to federal regulations.
- Prepares, monitors and administers the food service budget. Monitors and analyzes all revenue sources. Reviews and authorizes all program expenditures. Works closely with each school business administrator.
- Assesses customer preference, industry trends and current research to develop a long range plan that facilitates continuous program improvement.
- Maintains an efficient food service operation and a high quality food service staff.
- Coordinates all equipment maintenance and building repairs with the appropriate school district personnel or a private service provider.
- Ensures that established sanitation and safety standards are maintained.
- Develops a marketing plan that promotes the school nutrition services to students, parents, other school personnel and the community.
- Develops and implements a catering plan that is consistent with school board policies.

Minimum Qualifications:

- A) Graduation from a New York State registered or regionally accredited college or university with a Bachelors degree in Food and Nutrition, Dietetics, Food Service Management or a closely related field and two years of supervisory experience in the dietetic service of a health related care institution; or
- B) The equivalent combination of training and experience as they may apply to this position as they may apply as defined by the limits of A) above.

Experience:

- A minimum of two years successful experience as a supervisor or manager in a large food service or comparable setting.
- Demonstrated ability to work as an effective team leader.
- Ability to work with other groups in the integration of nutrition into the core subject areas.
- Ability to be an effective communicator.

General Knowledge, Skills and Abilities:

- Skill in motivating and supervising food service personnel.
- Knowledge of food service program requirements.
- Proficient computer skills that facilitate the demands of this position.
- Ability to interpret a nutrient analysis spreadsheet.
- Ability to maintain records and complete reports, including web-based reporting.
- Written and oral communication skills.
- Considerable knowledge of quantity food production and serving techniques, food safety/sanitation requirements and procedures.
- An understanding of food service program and school district finances.
- Skill in using public relations techniques to promote the food service program to children, school personnel and the public.
- Communication skills to work with the media and stake holders to publicize the nutrition integrity of school meals.

Lawrence Kiley

Project Assignment: Project Manager

Professional Experience

2004-Present	Executive Director New York State Rural Schools Association Cornell University
1988-2004	District Superintendent of Schools Broome-Tioga BOCES Binghamton, New York
1978 - 1988	Superintendent of Schools Union-Springs Central Schools
1972-1978	Building Administrator Oswego City School District
1963-1970	Secondary School Teacher Johnson City School District

Education:

PhD	Cornell University--- Educational Administration (1972)
MS	S.U.N.Y. at Albany---Secondary Education (1965)
BS	SUNY Cortland---American History (1962)

Narrative

Lawrence Kiley has spent nearly forty-five years in public education teaching, administering, and leading our schools. From the beginning of his career as a secondary school classroom teacher until his retirement from public service as a District Superintendent, Dr. Kiley has demonstrated a capacity of achievement only few attain. His perspective is unique in that he understands learning in the classroom as well as inter-school district relationships at the regional level.

During his tenure as District Superintendent, Dr. Kiley led an effort to regionalize the schools within Broome County. The study he had commissioned became a landmark review of regional education in that State of New York. It was also during his tenure that one of the first Centralized Business Offices (CBO) was created. Both of these efforts come from a long-held view that financial resources for education should be used as productively and as judiciously as possible.

Upon his retirement from public service, Dr. Kiley accepted the position of Executive Director on one of the largest advocacy groups for rural education in the nation. Using his skills honed as an educator, he has become one of the most recognized not-for-profit executives in New York. Seizing upon his understanding as an executive leader, under his direction the Rural Schools Association has dramatically expanded its membership and scope of services. Most recently Dr. Kiley forged a partnership with the Magellan Foundation to provide to all schools in New York a web-based delivery system providing data vis-à-vis student dropout prevention. Several other states have recognized and emulated this work.

As a frequent speaker and lecturer, Dr. Kiley has expanded in sphere of influence throughout New York. Actively advocating for his membership, he is well known to legislators and staff in Albany. He has served on numerous commissions and committees examining various public policy issues facing our schools. Through his diligent efforts, many rural schools enjoy new and substantial benefits.

In addition to his professional work, Dr. Kiley spends time serving his community. His community work includes serving as a member of the board of directors for NPR (WSKG)---Binghamton and as an officer of the Binghamton Forum, a public interest group of civic leaders in the Tri-City area.

Larry and his wife have two daughters both of whom reside in New York. Larry was born and raised in Little Falls, New York where he excelled in basketball. Still active today, Larry is an avid golfer and distance runner.

James B. Torrance

Project Assignment: Research Coordinator

Professional Experience

- 2002-Present **Partner, Organizational Leadership Services, LLC**
- 2001-2008 **Executive Vice President, Magellan Foundation**
- 1984-2001 **Superintendent of Schools**
Clinton Central School District: Clinton, NY
- 1977-1984 **Deputy Superintendent**
Auburn Enlarged City School District: Auburn, NY
- 1971-1977 **Assistant (House) High School Principal**
Auburn Enlarged City School District: Auburn, NY
- 1967-1971 **High School English and Social Studies Teacher**
Auburn Enlarged City School District: Auburn, NY

Education

- PhD Syracuse University, Syracuse, NY – Educational Administration (1989)
- M.S. Syracuse University, Syracuse, NY – Educational Administration (1975)
- B.A. University of Rochester, Rochester, NY – History (1966)

Narrative

Dr. Torrance has over 30 years of experience in public education as a teacher, high school administrator, deputy superintendent, and superintendent of schools. His career includes experiences in small urban and rural/suburban districts. Under his leadership, all of the schools in his last district were recognized for excellence as part of the national Blue Ribbon Schools of Excellence program. Most Recently, Jim was the chief operating officer of the Magellan Foundation, developing and administering school leadership programs for students and administrators, such as the New York Bill and Melinda Gates Foundation State Challenge Grant, NYTALKS.

Dr. Torrance's school leadership experiences and expertise include managing district construction projects, including facilities planning and community facilitation. As Superintendent and Assistant Superintendent, he was involved in approximately ten building and renovation projects. Dr. Torrance also was responsible for overseeing curriculum development, enrollment projections and redistricting, as well as responsible for managing the personnel operations and negotiations. He was actively involved in the establishment of a regional health insurance consortium, developing a shared cafeteria service, shared transportation management, shared Advanced Placement courses, as well as the development of shared cutting edge technology initiatives.

Jim was a founding member of the MidState Finance consortium (now called the Statewide Finance Consortium), an organization dedicated to reforming educational funding. From his work with the MidState Consortium, COPE, and several other leadership organizations, Jim has an extensive background in politics, school policy, financial research, and educational finance reform.

Jim has served on many regional and statewide committees focused on educational improvement. He currently serves as the Chairman of the Board of the First Source Federal Credit Union and serves on the advisory board of Nelson Associates Architectural Engineers. He has been an adjunct faculty member at Syracuse University and an instructor for the New York State Council of School Superintendents Leadership Academy.

Dr. Torrance is married with four children who reside in Texas, California, Massachusetts and Connecticut. His interests are visiting his children, landscaping, woodworking and hiking.

Steven Kalies

Project Assignment: Finance and Business Operations

Professional Experience

- 2009-Present **Educational Consultant in Leadership Development and Planning**
- 2004-2009 **Associate Professor and Department Chair, Educational Administration**
Utica College: Utica, NY
- 1999-2004 **District Superintendent (BOCES)**
Oneida-Herkimer-Madison BOCES: New Hartford, NY
- 1985-1999 **Assistant Superintendent for Administrative Services and Finance**
Oneida-Herkimer-Madison BOCES: New Hartford, NY
- 1979-1985 **Assistant Superintendent**
Union Springs Central School District: Union Springs, NY
- 1976-1979 **Superintendent**
Edinburg Common School District: Northville, NY
- 1975-1976 **Consultant: NY State Education Department**
Bureau of Urban and Community Programs: Albany, NY
- 1974-1975 **Acting Elementary Principal**
South Colonie School District: South Colonie, NY
- 1972-1974 **Doctoral Fellowship**
SUNY Albany: Albany, NY
- 1969-1970 **Seventh Grade Math Teacher**
Huntington Beach Central School: Huntington Beach, CA
- 1969 **Ninth Grade Earth Science Teacher**
North Syracuse Central School: Cicero, NY

Education

Ed.D SUNY Albany, Albany, NY – Curriculum, Instruction, and Supervision (1977)

M.S. SUNY Albany, Albany, NY – Curriculum and Instruction (1972)

B.S. SUNY Oswego, Oswego, NY – Physical Sciences (1969)

Narrative

Steven Kalies has been in the field of education for 40 years serving in the capacities of teacher, administrator, college professor and consultant. After teaching mathematics in California, Dr. Kalies attended full time the State University of New York at Albany and received his Doctorate in Curriculum Instruction. His first administrative job was at the South Colonie School District where he was responsible for developing curriculum guides and worked with principals on personnel. His first superintendency was at the Edinburg School District which is small common school in the Adirondacks. This experience allowed him to be involved in all facets of the organization including the business functions and State Aid. The skills developed in Edinburg were expanded in Union Springs where he was responsible for all aspects of school business operations. In addition to his business functions, he was also responsible for the math and science curriculum K-12.

As the Assistant Superintendent for Administrative Services at the Oneida BOCES, his responsibilities were expanded to include providing shared services to 12 component school districts. As an assistant superintendent, Dr. Kalies developed new services in food services, transportation, grounds maintenance, health insurance consortium, liability and casualty insurance, shared business office, shared business office, State Aid and school safety. As District Superintendent he worked at the state, county and regional levels to develop efficiencies through the sharing of services and resources. Also, Dr. Kalies worked with Boards of Education in hiring chief school officers.

Upon retiring, Dr. Kalies became an Associate Professor of Education developing a new Leadership Program at Utica College which combined theory with practical solutions to difficult challenges facing leaders. Now as a consultant to school districts, Dr. Kalies works with districts to develop processes for becoming more efficient and effective through leadership training, data analysis and sharing services among school districts.

Dr. Kalies is married with three children who reside in Arizona, California and China. His interests are visiting his children, landscaping, woodworking and hiking.

Patrick J. Curtin

Project Assignment: Transportation and Food Service

Professional Experience

2006-2009	School Business Manager Hamilton Central School District: Hamilton, NY
2005-2006	Interim Superintendent Morrisville-Eaton Central School District: Morrisville, NY
Fall 2004	Interim Elementary Principal Sauquoit Central School District: Sauquoit, NY
May-July 2004	Interim Superintendent Oriskany Central School District: Oriskany, NY
January-April 2004	Interim Superintendent Oneida-Herkimer-Madison BOCES: New Hartford, NY
Fall 2003	Interim Assistant Superintendent for Business Rome City School District: Rome, NY
2002	Interim Superintendent Sauquoit Central School District: Sauquoit, NY
2001	Interim Superintendent Clinton Central School District: Clinton, NY
1998-2000	Interim Superintendent Madison Central School District: Madison, NY
1991-1998	Superintendent Vernon-Verona-Sherrill Central School: Verona, NY

- 1981-1991 **Assistant Superintendent for Business**
Vernon-Verona-Sherrill Central School: Verona, NY
- 1978-1981 **Elementary Principal**
Vernon-Verona-Sherrill Central School: Verona, NY
- 1975-1978 **Elementary Principal**
Canastota Central School District: Canastota, NY
- 1968-1975 **Assistant Elementary Principal**
Vernon-Verona-Sherrill Central School: Verona, NY
- 1967-1968 **Elementary Supervisor – Secondary Teacher**
Cortland County BOCES: Cortland, NY
- 1963-1967 **Elementary and Middle Level Teacher**
Oneida City School District: Oneida, NY

Education

- PhD Syracuse University, Syracuse, NY – Educational Administration (1976)
- MS State University of New York, Cortland – History (1966)
- BA State University of New York, Cortland – Elementary and Secondary Education (1963)

Narrative

Dr. Patrick J. Curtin has worked in the field of public education for 46 years as a teacher, administrator, consultant, mentor and interim administrator. His career began in Oneida, New York. Graduate studies continued during his initial years as a teacher and administrator. These studies eventually culminated in earning a PhD degree from Syracuse University.

Dr. Curtin has experienced nearly all academic and business facets of Pre-K through Grade 12 education. These experiences greatly broadened this leader’s expertise. Emphasis has always been child-centered and scarce resources were always used in the most effective way. Teaching, learning, evaluation, alternate programs and effective communication were the cornerstone of Dr. Curtin’s tenure. His

knowledge of negotiations, personnel management, BOCES services, policy development, budget development, self-funded insurance, state aid, grants and technology utilization has allowed every district he has served to benefit and prosper under his leadership.

Since his retirement from Vernon-Verona-Sherrill Central School in 1998, Dr. Curtin has completed nine interim assignments. Schools have appreciated his experience and leadership during critical transition periods. In nearly every district which he served, a Capital/EXCEL project was underway.

He currently serves on the Board of Directors for Cornell University Cooperative Extension for Oneida County as well as being a member of the Executive Board for the Regional Boy Scout Council.

Pat is married and the father of four grown children. He is very much involved in the lives of his seven grandchildren and whenever time permits, he enjoys hunting, fishing, participating in the activities of a large family-owned dairy farm, reading and Syracuse University basketball and football.

Tiffany Phillips

Project Assignment:

Professional Experience

- 2001-Present **Interim Positions as Superintendent Schools**
Lansing (3 times), Sodus, Penn Yan, and LaFayette Central School Districts
Ithaca City School District (2 times as assistant superintendent),
- 1994-2001 **Superintendent of Schools**
Bloomfield Central School District, Bloomfield, NY
- 1990-1994 **Superintendent of Schools**
DeRuyter Central School District, DeRuyter, NY
- 1984-1990 **Middle School Principal**
Skaneateles Central School District, Skaneateles, NY
- 1981-1984 **Assistant Middle School Principal**
Fayetteville-Manlius Central School District, Manlius, NY
- 1978-1981 **Elementary Classroom Teacher**
Jordan-Elbridge Central School District, Jordan, NY
- 1970-1978 **Physical Education Teacher**
Jordan-Elbridge Central School District, Jordan, NY

Education

M.Ed. SUNY Oswego, Oswego, NY – Elementary Education and Administrative Certification

B.S. Ithaca College, Ithaca, NY – Physical Education

Narrative

Mrs. Phillips' career in public education has spanned a total of 38 years. They have included experiences as a teacher, building level administrator, assistant superintendent and superintendent of schools. She has served in a wide variety of school districts with characteristics ranging from small rural to small city designation, poor to high performance, high to low poverty levels, and 600 to 5500 students in size.

Drawing upon the leadership skills she has demonstrated throughout her career as well as the wealth of knowledge garnered from the variety of experiences, Mrs. Phillips has now moved into the newest phase of her career which includes eight interim positions. In her interim positions, she has been able to share with five different districts her expertise in the following areas: staff development, curriculum development, management of student services such as special education and academic intervention services, personnel management, labor relations, budget development and oversight, capital project development and oversight, technology, and cooperative services reviews and implementation.

Most notable during her career has been her leadership in: organizing a staff development consortium of four school districts; initiating and chairing a study group for regional school districts that ultimately led to the implementation of the International Baccalaureate Program in four different school districts; organizing and chairing a study group resulting in a \$1.3 million multi-year Reading First Grant; implementing a multi-year K-12 Literacy Initiative; initiating an Issues Based Bargaining process which resulted in the first contract in over 30 years to be signed prior to expiration ; receiving the NYSC&TE 1998 Outstanding Superintendent (Technology) Award.

Mrs. Phillips enjoys family oriented activities that include traveling, water sports, and motorcycling.