

## An Analysis of Recent Reports as They Relate to Indiana

VOLUME 4, NUMBER 1, WINTER 2010

### Summary of State Surveys on Consolidated Purchasing and Shared Service Arrangements among School Corporations, Charter Schools, and Education Service Centers

IDOE Report "Summary of Consolidated Purchasing Arrangements, Shared Service Arrangements and the Efforts of School Corporations to Explore Cooperatives, Common Management, or Consolidations as Reported by Education Service Centers and School Corporations for the 2008-2009 School Year"  
Released November 2, 2009

#### INTRODUCTION

By state law (IC 20-42.5-3-3), the Indiana State Board of Education must submit a report concerning the consolidated purchasing agreements and the shared service arrangements used by school corporations with other school corporations or through the Education Service Centers (ESCs) and on the efforts of school corporations to explore continuation and expansion of such activities. This report is submitted annually to the state superintendent, governor, and the Indiana General Assembly on or before November 1. To prepare this report, the Indiana Department of Education (IDOE) gathers information and data from school corporations and the ESCs through a survey (Indiana Department of Education, 2009).

In this report, data from the IDOE report are summarized in two sections: 1) summary of the school corporation survey, and 2) summary of the ESC survey. When available, data from the IDOE report are also compared to data from previous surveys, as summarized and analyzed in the Center for Evaluation and Education Policy (CEEP) Special Report, "An Analysis of Purchasing and Cooperative Agreements Among School Corporations, Charter Schools, and Education Service Centers," published December 2007.

#### SUMMARY OF SCHOOL CORPORATION SURVEY

This survey was directed at school corporations and charter schools, and asked about their use of cooperative purchasing, shared

services, and efforts to further explore cooperative purchasing. Questions in this survey asked school corporations and charters to exclude any activities conducted through the ESCs. The response rate for this survey was lower than in 2007-08, with only 170, or 58%, of school corporations and 5.4% of charter schools responding (IDOE, 2009).

Question 1 of the survey gathered information on school corporations' or charter schools' memberships in special education cooperatives, vocational education cooperatives, purchasing cooperatives or education service centers, insurance trusts, fuel consortiums, and/or energy consortiums. Table 1 summarizes respondents' memberships.

#### SCHOOL CORPORATION INDEPENDENT PURCHASING

Question 2 asked school corporations and charter schools if they had independently purchased goods or services that were available through an organization for which they were a member. Of all respondents, 143 indicated that they did not purchase cooperatively on certain occasions (IDOE, 2009). This represents an increase from 2008, from 78% of respondents to 84%. Overall, the percentage of survey respondents who said they did not purchase cooperatively has increased 21 percentage points since the 2007 survey which saw only 63% (n=128) of respondents not purchasing cooperatively (Hiller & Spradlin, 2007).

Question 3 asked respondents to explain why they did not use cooperative purchasing and was non-specific about the product or service. Table 2 summarizes seven answer choices that school corporations and charter

schools were provided with when answering this question. The percentage of respondents who purchased independently because it achieved a better price increased from 66% of respondents in 2007-08 to 99% in the current survey. Of the choices, local vendor allegiance also increased significantly from 34% of respondents in 2007-08 to 55% in 2008-09 (IDOE, 2009).

Responses from the 17 school corporations or charter schools who chose "Other" include: "free and reduced shipping costs offset the cheaper unit prices; other purchasing contracts for office supplies; bulk discounts with sponsoring corporation (Goodwill); special price programs for government entities; user-friendly purchase prices; hospital purchasing services through a Michigan-based food cooperative buying group; availability of discounts through a corporate sponsor; food commodity consortium; existing contracts for office supplies; U.S. Communities, a non-profit, no membership, national government purchasing alliance available to schools and all other units of government; and convenience, delivery terms or timing, and better quality and pricing available than ESCs" (IDOE, 2009).

#### SCHOOL CORPORATIONS' OTHER COOPERATIVE PURCHASING ARRANGEMENTS

Question 4 inquired about cooperative purchasing or shared service agreements that were not conducted either through an ESC or another organization from Question 1. Of the survey respondents, 82 indicated that they had other purchasing or service agreements (IDOE, 2009).

**TABLE 1.**

School Corporation and Charter School Memberships		
Membership	Number of Respondents as Members	Percentage of All Respondents
Special Education Cooperative	149	88%
Vocational Education Cooperative	142	84%
Purchasing Cooperative or ESC	155	91%
Insurance Trust	79	46%
Fuel Consortium	26	15%
Energy Consortium	75	44%

Source: Indiana Department of Education, 2009.

**TABLE 2.**

Summary of Reasons for Independent Purchasing		
Reason for Independent Purchasing	Number of Respondents	Percentage of All Respondents
Independent buying achieved better price	169	99%
Negotiated vendor pricing using ESC pricing	115	68%
Availability of brand preference	102	60%
Local vendor allegiance	94	55%
State QPA	82	48%
Contractual obligations	31	18%
Availability of teacher packaging service at no additional charge	24	14%
Other	17	10%

Source: Indiana Department of Education, 2009.

Of those respondents answering that they had arrangements outside ESCs or the other listed organizations, 34 indicated they had cooperative purchasing or shared service agreements with other government organizations, and 48 indicated they had such agreements with other school corporations (IDOE, 2009). Such agreements were made using the technology directors, service companies, and bus repair services of other school corporations; the Southwest Indiana Chamber of Commerce; computer consulting firm; U.S. Commodities Food Pricing; Goodwill Industry of Central Indiana; food purchasing cooperatives; Office Depot ASBO; and U.S. Commodities Purchasing Program (IDOE, 2009).

### EDUCATION SERVICE CENTERS (ESCs)

ESCs serve Indiana school corporations through a nine-region system. Currently, 269 school corporations, 10 charter schools, and various other associate members (Special Education Cooperatives, etc.) are provided services such as commodity buying, media and technology services, professional development, educational planning, and project piloting (IDOE, 2009). ESCs are also authorized to coordinate cooperative purchasing agreements and shared service arrangements between members.

ESCs are funded through the Department of Education and are allowed to charge a membership fee (membership is voluntary) and set other fees for its services. Membership fees can vary between \$3.25 per ADM (average

daily membership) and \$5.75 per ADM, with a minimum set at \$3.00 per ADM, as determined by the Indiana General Assembly as part of the state biennial budget (IDOE, 2009).

### CONSOLIDATED PURCHASING VIA ESCs

Question 1 of the survey of the ESCs asked whether they had entered into consolidated purchasing agreements on behalf of multiple schools (regular or charter). All ESCs had entered into such purchasing agreements on behalf of their members.

Question 2 inquired about the details of the consolidated purchasing agreements, and asked ESCs to provide such data as the item purchased, participating schools/corporations, the volume/cost of the item, and the estimated savings realized.

In the 2008-09 school year, a combined total of \$177,163,492 was purchased by all ESCs, showing a 7.7% increase from the prior year total of \$164,380,972 in 2007-08 (Indiana Department of Education, 2009), and an approximate 130% increase from the combined reported total of \$77.1 million in the 2007 survey (Hiller & Spradlin, 2007). Table 4 shows the top five ESCs in terms of the volume of purchases and the percentage change from the 2007-08 school year. While not in the top five, the Southern Indiana ESC had the largest percentage increase from the previous year, 67.7%, which brought their total purchases in 2008-09 to \$6.1 million (IDOE, 2009). The only ESC to see a decrease in pur-

chase volume was the Wilson ESC, which decreased 17.7% from \$10,125,793 to \$8,435,192 in 2008-09 (IDOE, 2009).

A summary of the majority of purchases, categorized by general purchasing area, is listed in Table 5. In addition to these categories, all ESCs reported purchases in these additional areas: office, custodial, lamps-ballasts, copy paper, carpeting, and audio-visual (IDOE, 2009). While these areas have high participation among ESCs, some areas such as classroom supplies, commodity food, fire safety, waste disposal, and cellular phones have minimal participation (IDOE, 2009).

Table 6 shows the amount of purchases in a given area per ADM (only the ADM of participating school corporations is included). The highest amount per ADM was in the Central Indiana ESC with \$407.29, 79.4% higher than the statewide amount of purchases per ADM. The ESC with the lowest amount per ADM was Southern Indiana with \$117.96, 48.0% lower than the statewide amount per ADM.

### SHARED SERVICES VIA ESCs

Question 3 asked respondents if they entered into any shared service arrangements on behalf of their members. Question 4 followed up on this question by asking for a list of such arrangements, including information such as: kind of service shared, the school corporations/charter schools involved, and an estimated savings realized.

**TABLE 3.**

Education Service Center Membership by Region		
Region	School Corporations	Charters
Region 1: Southern Indiana	34	0
Region 2: Wilson	27	1
Region 3: West Central	23	1
Region 4: East Central	45	0
Region 5: Wabash Valley	35	1
Region 6: Northwest Indiana	23	6
Region 7: Northern Indiana	31	1
Region 8: Northeast Indiana	33	0
Region 9: Central Indiana	18	0
<b>Total Membership</b>	<b>269</b>	<b>10</b>



Source: Indiana Department of Education, 2009.

**TABLE 4.**

Top Five Reported Purchase Amounts by ESC and Percentage Change from 2007-08 to 2008-09		
Service Center	Amount of Purchases	Percentage Change from 2007-08
Central Indiana ESC	\$70,595,631	8.4%
Northwest Indiana ESC	\$26,099,710	8.1%
Wabash Valley ESC	\$23,515,908	23.0%
Region 8 ESC	\$13,894,646	3.7%
West Central Indiana ESC	\$11,443,045	16.4%

Source: Indiana Department of Education, 2009.

**TABLE 5.**

Amount Spent in Major Purchasing Areas Statewide	
Purchase Area	Amount Spent
Liability Insurance	\$55,865,275
Food Services <sup>1</sup>	\$27,038,298
School Bus Purchases	\$25,167,887
Information Technology	\$22,491,318
Dairy	\$11,449,529

Source: Indiana Department of Education, 2009.

<sup>1</sup> Food services serves as the category which covers purchases made for commercial bid food items. Commodity food covers purchases made using USDA School Commodity dollars distributed through the IDOE where schools use these dollars to pay for and divert raw commodities (meat, cheese, etc.) to approved processors and pay only for their processing for consumption, thereby bypassing price markups which occur in commercial items.

**TABLE 6.**

Amount of Purchases per ADM			
Area	Amount of Purchases	ADM	Purchases per ADM
Statewide	\$177,163,492	780,395	\$227.02
Central Indiana ESC (Highest)	\$70,595,631	173,329	\$407.29
Southern Indiana ESC (Lowest)	\$6,180,509	52,393.76	\$117.96

Source: Indiana Department of Education, 2009.

The latest survey of 2008-09 activities changed from the dollar amount of previous surveys to a raw number which includes the number of contracts or opportunities for a particular service (IDOE, 2009). The raw number which ESCs reported in the survey depended on the type of service; they could report the number of staff involved, students involved, meetings, videos, purchase orders, or school corporations related to the shared service provided. The change is due to the fact that in previous years when dollar amounts were reported, values could have varied by ESC

(IDOE, 2009). The change in reporting procedure does not allow for comparison to previous year's data for shared services.

One area of comparison with the previous year is in the number of categories of shared service reported. In 2009, ESCs reported activities in 40 shared service categories, the same number of categories reported for the 2007-08 school year. For the 2008-09 school year, a total of 151,027 shared service activities or opportunities were reported by all nine ESCs (IDOE, 2009). See Table 7 for a com-

parison of the statewide total of shared service activities to the ESCs with the two highest reported shared service activities.

Media services was one category that was commonly reported as having a high level of activity. In this category there were reported 35,901 requests for classroom materials; a high use of Starlab (969 times), and a high use of the interlibrary loan system with the State Library (used by 93 schools) (IDOE, 2009).

TABLE 7.

Shared Service Activities/ Opportunities	
Area	Activities/ Opportunities
Statewide	151,027
Wabash Valley ESC (Highest)	37,177
Wilson ESC (2nd)	21,108

Source: Indiana Department of Education, 2009.

TABLE 8.

Top Areas of Explorative Requests		
Area of Exploration Requested	Number of Corporations Requesting	Percentage of All Requests
Substitute Provider Services	96	6.82%
Supplemental Education Services	89	6.32%
Emergency Notification Systems	85	6.04%
Streaming Video	78	5.54%
Risk Management	76	5.40%
Video Conference Training	76	5.40%
Natural Gas	60	4.26%
Background Checks	46	3.27%
National School Leaders Academy	45	3.20%
National Instruction Coaches Association	45	3.20%

Source: Indiana Department of Education, 2009.

A second area of high activity was professional development. All nine ESCs were represented in reporting a total of 22,785 individuals who attended training opportunities (IDOE, 2009). Attendance for professional development meetings conducted specifically through members' ESCs was reported as 1,866 individuals. Also of note, ESCs reported that a total of 2,964 students participated in online courses (IDOE, 2009).

#### EXPLORATION OF CONSOLIDATED PURCHASING AND SHARED SERVICES BY ESCs

Question 5 of the survey inquired about ESCs efforts to explore cooperative purchasing, shared management services, or consolidations on behalf of their members. All ESCs

reported that they had explored these areas; however, there were no areas in which all schools participated in its exploration (IDOE, 2009). Statewide, 1,408 areas were explored; Southern Indiana ESC and Wabash Valley ESC participated in the majority of these explorations, 21.8% and 26.8%, respectively (IDOE, 2009).

Questions 6 asked respondents to provide a list of all areas explored pertaining to cooperative purchasing, shared management, or consolidations, as well as the school corporations or charter schools involved. Table 8 shows the top 10 areas that members wanted to explore and the number of corporations or charters that requested it. Statewide, 51 areas were explored; substitute provider services were the most requested with 6.82% of requests, and off-site backup and custodial maintenance and audits were the least

requested, each with 0.07% of all requests (IDOE, 2009).

— *Compiled by Stephen Hiller, undergraduate research assistant.*

#### REFERENCES

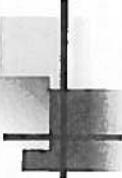
- Hiller, S.C., & Spradlin, T.E. (2007). *An analysis of purchasing and cooperative agreements among school corporations, charter schools, and Education Service Centers*. Bloomington, IN: Center for Evaluation & Education Policy.
- Indiana Department of Education (IDOE). (2009). *Summary of consolidated purchasing arrangements, shared service arrangements, and the efforts of school corporations to explore cooperatives, common management, or consolidations as reported by the Education Service Centers and school corporations for the 2008-09 school year*. Indianapolis, IN: Indiana Department of Education.

### Focus on Indiana is published by the Center for Evaluation & Education Policy

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1900 East Tenth Street  
Bloomington, IN 47406-7512  
812-855-4438

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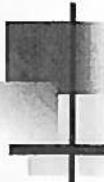
# S.F. 10 – Second Engrossment

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- Revised to Address Stakeholder Concerns

Subdivision 1. **Purchasing requirement.** For fiscal years 2010, 2011, and 2012, a school district or charter school is required to purchase goods and **business services, when price competitive,** from state contracts available through the cooperative purchasing venture under section 16C.10

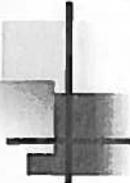
"Business services" means both professional and technical services and service performed under a service contract for school district business management. It **does not** mean custodial, food, or transportation services.



# Shared Services and Cooperative Purchasing in Minnesota

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Senator Terri E. Bonoff  
District 43  
Minnesota State Senate



# S.F. 10 – Second Engrossment

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- Revised to Address Stakeholder Concerns

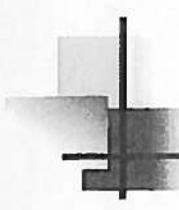
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"Business services" means both professional and technical services and service performed under a service contract for school district business management. It **does not** mean custodial, food, or transportation services.

# S.F. 10 – Second Engrossment

Subd. 2. **Exemption.** Notwithstanding subdivision 1, a school district or charter school is not required to purchase a good or business service according to subdivision 1 if the school district or charter school can document that:

- (1) a lower price for comparable goods or business services is available from another vendor;
- (2) the available goods or business services fail to meet acceptable quality standards;
- (3) the proximity of another vendor materially affects the delivery of a particular good or business service;
- (4) an urgent need justifies a purchase from another vendor; or
- (5) a reasonable regional need justifies a purchase from another vendor. If a school district or charter school purchases a particular good or business service according to this subdivision, the district or charter school rationale must be documented.

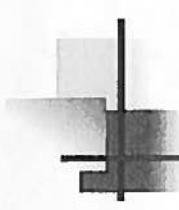


# S.F. 10 – Second Engrossment

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## **Sec. 2. SHARED SERVICES CONSULTATION SERVICES.**

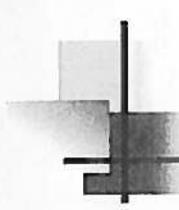
The commissioner of education shall enter into a three-year contract with a consultant to study specific services or activities across school districts and charter schools to make recommendations about combining services and activities in order to promote improved service delivery, efficiency, and economy of operation. The commissioner of education shall require the consultant to develop an implementation plan for all school districts to participate in shared services. The consultant must work cooperatively with school districts, charter schools, and their employees to develop and implement this plan. The department must contract with a consultant that agrees to receive payment as a percentage of shared services savings as measured under section 3, subdivision 2, of this act. This percentage must not exceed five percent of the savings computed according to section 3, subdivision 2, of this act in fiscal years 2010, 2011, and 2012.



# Conference Committee

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- Included House website
- Directed consultant to give first priority to districts that show greatest potential for cost savings
- Included reporting requirement for consultant to education finance committees

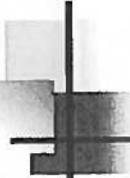


# S.F. 1459 - Local Government Cooperative Purchasing

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Subd. 15. **Cooperative purchasing.** (a) For fiscal years 2010, 2011, and 2012, whenever determined to be practicable and cost-effective by a municipality, the municipality must contract for the purchase of supplies, materials, or equipment by utilizing contracts that are available through the state's cooperative purchasing venture authorized by section 16C.11.

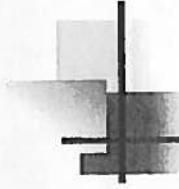
**-Municipalities includes cities, counties, townships and school districts.**



# Outcomes

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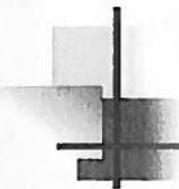
- S.F. 10 passed in Senate
- S.F. 1459 passed into law
- Shared Facilities Bonding
- Local and Regional Shared Services/Cooperative Purchasing Efforts



# Multi-State Cooperative Purchasing and Sharing

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- March 31, 2009 – Governor Pawlenty and Governor Doyle announce first joint Minnesota-Wisconsin efforts.
  
- Five Categories
  - Joint Procurement and Best Practices
  - Cross Border Collaboration
  - IT Systems
  - Reciprocity
  - Shared Resources



# Multi-State Cooperative Purchasing and Sharing

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- **Joint Procurement & Best Practices**: Shipping service contracts could lower related shipping costs 30-55%; Joint Unemployment Debit Card System could save Wisconsin over \$1 million; Agencies are directed to contact counterparts before initiating major procurements to identify possible savings.
- **Cross Border Collaboration**: Electronic state-to-state case reporting for Disease Surveillance Systems eliminates need for health providers to make multiple reports to both states.
- **IT Systems**: Residency data sharing will improve data collection and reduce fraud
- **Shared Resources**: Communication Tower Sites; Purchasing from Dept. of Corrections Dairy Farm in Wisconsin could save MN \$250,000 and bring in \$250,000 to support Wisconsin operations.

**Oklahoma Statutes Citationized****Title 70. Schools****Chapter 1 - School Code of 1971****Empowered Schools and School Districts Act****Section 3-129.3 - Empowerment Plans - Discrimination - Exercise of Rights**

Cite as: 70 O.S. § 3-129.3 (OSCN 2012), Empowered Schools and School Districts Act

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- A. 1. A public school, zone, or district may submit to its school district board of education an empowerment plan as described in subsection C of this section.
2. A school district board of education shall receive and review each empowerment plan submitted pursuant to paragraph 1 of this subsection. The school district board of education shall either approve or disapprove the empowerment plan within sixty (60) days after receiving the plan.
3. If the school district board of education rejects the plan, it shall provide to the public school, zone, or district that submitted the plan a written explanation of the basis for its decision. A public school, zone, or district may resubmit an amended empowerment plan at any time after denial.
4. If the school district board of education approves the plan, it shall proceed to seek approval of the school, zone, or district as an empowered school, zone, or district pursuant to Section 6 of this act.
- B. A school district board of education may initiate and collaborate with one or more public schools of the school district to create one or more empowerment plans, as described in subsection C of this section. In creating an empowerment plan the school district board of education shall ensure that each public school that would be affected by the plan has the opportunity to participate in the creation of the plan.
- C. Each empowerment plan shall include the following information:
1. A statement of the mission of the school, zone, or district and why designation as an empowered school, zone, or district would enhance the ability of the school, zone, or district to achieve its mission;
  2. A description of the innovations the school, zone, or district would implement, which may include, but not be limited to, innovations in school staffing, curriculum and assessment, class scheduling, use of financial and other resources, and faculty recruitment, employment, evaluation, and compensation;
  3. A listing of the programs, policies, or operational documents within the school, zone, or district that would be affected by the innovations identified by the school, zone, or district and the manner in which they would be affected. The programs, policies, or operational documents may include, but not be limited to:
    - a. the research-based educational program to be implemented,
    - b. the length of school day and school year,
    - c. the student promotion and graduation policies to be implemented,
    - d. the assessment plan,
    - e. the proposed budget, and
    - f. the proposed staffing plan;
  4. A description of any statutory, regulatory, or district policy requirements that would need to be waived for the school, zone, or district to implement the identified innovations;

5. A description of any provision of the collective bargaining agreement in effect for the personnel at the school, zone, or district that would need to be waived for the school, zone, or district to implement its identified innovation;
6. An identification of the improvements in academic performance that the school, zone, or district expects to achieve in implementing the innovations;
7. An estimate of the cost savings and increased efficiencies, if any, the school, zone, or district expects to achieve in implementing the identified innovations;
8. Evidence that both a majority of the administrators and a majority of the teachers employed at the school, zone, or district approve the empowerment plan and consent to the designation as an empowered school, zone, or district. The determination of approval and consent of the plan shall be obtained by means of a secret ballot vote;
9. A statement of the level of support for designation as an empowered school, zone, or district demonstrated by the other persons employed at the school, zone, or district, the students and parents of students enrolled in the school, zone, or district, and the community surrounding the school, zone, or district; and
10. Any additional information required by the school district board of education of the school district in which the empowerment plan would be implemented.

D. Each plan for creating an empowered school zone or district whether submitted by a group of public schools or created by a school district board of education through collaboration with a group of public schools, shall also include the following additional information:

1. A description of how innovations in the schools in the empowered school zone or district would be integrated to achieve results that would be less likely to be accomplished by each school working alone; and
2. An estimate of any economies of scale that would be achieved by innovations implemented jointly by the schools within the empowered school zone or district.

E. No employee of a school, zone, or district shall be discriminated against by the school district board of education, the superintendent of the school district, or any other administrative officer of the school district or by any employee organization, an officer of the organization, or a member of the organization for exercising or not exercising the rights provided for under the Empowered Schools and School Districts Act. An employee of a school district or an officer or member of an employee organization shall be prohibited from impeding, restraining or coercing an employee of a school, zone or district from exercising the rights provided for under the act or causing an employer to impede, restrain or coerce an employee from exercising the rights provided for under the act.

#### ***Historical Data***

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Added by Laws 2010, SB 2330, c. 353, § 3.

## Oklahoma Statutes Citationized

### Title 70. Schools

#### Chapter 1 - School Code of 1971

#### Empowered Schools and School Districts Act

#### Section 3-129.7 - Waiver of Statutes or Rules - Effect of Designation on State Aid Funding - Waivers

#### After Empowerment Plan Revisions

Cite as: 70 O.S. § 3-129.7 (OSCN 2012), Empowered Schools and School Districts Act

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A. Upon approval of an empowerment plan for a school, zone, or district, the State Board of Education shall waive any statutes or rules specified in the approved empowerment plan as they pertain to the empowered school, zone, or district; except that the State Board shall not waive requirements for the following:

1. School district employee participation in the Teachers' Retirement System of Oklahoma;
2. The Oklahoma School Testing Program Act;
3. The requirement for students enrolled in the school district to demonstrate mastery of the state academic content standards as set forth in Section 1210.523 of Title 70 of the Oklahoma Statutes;
4. The accountability system as set forth in Section 1210.541 of Title 70 of the Oklahoma Statutes; and
5. The federal "No Child Left Behind Act of 2001", 20 U.S.C., Section 6301 et seq.

B. Except as otherwise provided in this subsection, the State Board of Education shall not waive any statute or rules specified in the approved empowerment plan for an empowered school, zone or district if the statute or rule relates to the implementation of or requirements for any program or grant for which the school district is receiving funds appropriated for the support of public school activities. The State Board of Education may waive any statute or rule that relates to the implementation of or requirements for any program or grant only if the funding for the program or grant is no longer allocated to the school district.

C. Designation as an empowered school, zone, or district shall not affect the allocation of State Aid funding for the school district as calculated pursuant to Section 18-200.1 of Title 70 of the Oklahoma Statutes.

D. 1. If the school district board of education for an empowered school, zone, or district revises an empowerment plan as provided in Section 9 of this act, the school district board of education may request, and the State Board shall grant, additional waivers or changes to existing waivers as necessary to accommodate the revisions to the empowerment plan unless the State Board concludes that the waivers or changes to existing waivers would:

- a. be likely to result in a decrease in academic achievement in the empowered school, zone, or district, or
- b. not be fiscally feasible.

In requesting a new waiver or a change to an existing waiver, the school district board of education shall demonstrate the consent of a majority of the teachers and a majority of the administrators employed at each school that is affected by the new or changed waiver.

2. Except as otherwise provided in paragraph 1 of this subsection, a waiver that is granted pursuant to this section shall continue to apply to a school, zone, or district as long as the school, zone, or district continues to be designated as an empowered school, zone, or district.

#### **Historical Data**

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## MEMORANDUM

**TO:** The Honorable Members of the State Board of Education  
**FROM:** Janet C. Barresi  
**DATE:** August 23, 2012  
**SUBJECT:** Approval for Shared Superintendent Salary Assistance Applications

State Board approval is requested for the four Shared Superintendent Salary Assistance applications submitted by June 30, 2012, pursuant to 70 O.S. § 7-203. This is the first year of assistance to the districts which have entered into a mutual contract with a superintendent. The funding for approved applications will be from the School Consolidation Assistance fund, paid in four (4) quarterly instalments.

Co/Dist	District Name	Total Shared Superintendent State Paid Benefit	Congressional District
46C043	Osage	\$43,197	2
46C021	Spavinaw	\$17,500	2
01C024	Rocky Mountain	\$25,000	2
01I030	Cave Springs	\$25,000	2
40I049	Wister	\$32,983	2
40C039	Fanshawe	\$10,994	2
47C004	Byars	\$10,000	4
47I010	Wayne	\$41,827	4

rm

Attachments

**Matt Singleton**

**CIO For Education and Natural Resources**

**We've executed three statewide technology procurement contracts for all education agencies and their affiliates - Apple, Microsoft and Symantec (Client Security).**

**We are actively pursuing three others and have another half dozen waiting in the wings. These have all been at the suggestion of our Education agencies or their affiliates.**

**When we talk about shared IT services for Education, we've rolled out statewide procurement vehicles as referenced above. We've also stood up the Early Warning Indicators, My Data, Online Benchmark Assessments and School Bus Inspection applications (among others).**

**We have several new offerings in the works (statewide longitudinal data systems, network connectivity, TLE, etc.) and will be publishing our services roadmap prior to the end of this calendar year.**

**We are also pulling together our Education Technology Advisory Council (E-TAC) to advise on new service opportunities, pilot new offerings and assist with communications. Membership is comprised of volunteers from districts, tech centers and universities. The first meeting is scheduled for Nov 15th.**