

**Total School Solutions**  
**CBO Training Proposal**  
**August 1, 2006**

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## **Firm Qualifications and Description of CBO Training**

### **Overview of Total School Solutions**

Total School Solutions (TSS) is a full-service firm promoting the interests of school districts in California. We offer a comprehensive slate of educational, financial, facilities, business, personnel, and legal training services to assist and enhance school districts' performance, productivity, and viability. We help districts identify issues, analyze needs, develop effective sustainable solutions, implement solutions for higher efficiency and productivity, and provide training to help instill processes of change. During the past three years, our clients have quintupled in number, and the California Department of Education recently approved TSS as a School Assistance and Intervention Team to provide support for state-monitored schools.

TSS professionals have direct school district experience as successful superintendents, associate superintendents, directors, and program managers in education, facilities, financial, human resources, and operations management. We understand school management and the pressures and challenges faced by superintendents and their cabinets. We have firsthand knowledge of the many competing needs involved in education and school business. And it is through this firsthand knowledge that we are able to deliver a comprehensive program to train current and prospective CBOs, provide them with resources to succeed in their jobs, and help foster and strengthen their own leadership skills and styles. Our program helps the CBO trainee develop the ability to think globally about solutions and programs for school district issues and provides them with detailed technical skills and access to resources to make their vision a reality.

All of our instructors have in-depth experience in their areas of expertise and experience leading and training employees.

### **Program Description**

TSS's intensive CBO training program provides one year of integrated, hands-on, interactive instruction that (1) gives current and prospective CBOs detailed concrete skill sets and resources to manage areas that fall under their purview; (2) fosters leadership styles and abilities to instill a vision among staff and plan for its implementation; and (3) strengthens student communication skills to promote a "business-side" vision for students and to deal with conflict effectively. As students move through the course, they will be expected to incorporate knowledge from previous sessions, including incorporating leadership and communication skills into their work.

TSS's CBO training program is taught by former, retired, and current school district officials with emphasis in business services and related departments. Our instructors are abreast in current developments in their respective areas of expertise. (See brief biographies at the end of the proposal for individual qualifications.)

### **Key Features of TSS's Training Program for CBOs**

- Each training unit builds on previous training units, integrating what students have learned to build knowledge into competency and skills to be used in the job place.

- Unit instructors are experts in their respective fields and have direct school district experience in their areas of instruction. Many of our instructors provide performance reviews of other school districts in their respective areas of expertise.
- Small groups of 10 – 20 students provide a small classroom instructional setting to allow students to engage and interact with instructors. Tabletop and small group exercises provide students additional simulation time to “practice” what they learn.
- Students will be assigned an advisor to guide them through their forty-hour practica. (TSS has associates throughout the state that make this possible. See detail below on the individualized practical section of the course.)
- Integrated leadership exercises, activities, and discussion in each session develop and reinforce leadership skills covered during class. In particular, these exercises will help students think of implementation aspects of undertaking their own projects and any project/work as a CBO.
- Discussion and refinement of communication and presentation skills throughout the course will help students build effective leadership skills to guide and direct staff, disseminate their vision, and learn how to handle conflict effectively.
- Convenient sessions offered in Northern and Southern California will provide candidates throughout the state easy access to the training program.
- Program will be offered during the weekends (Friday/Saturday) approximately once a month.

### **Instructional Delivery and Methodology**

TSS will instruct 10 – 20 students in a small setting to allow for maximum interaction; the class will frequently break out in small groups to practice what they are learning in the sessions. Students will attend 10 intensive weekend (Friday and Saturday) sessions over the course of year to meet the curriculum requirements (160 total hours) for the CBO training program. (If students miss a session, they will be allowed to make it up the following year. They can do this for up to two weekends.) Students will also receive at least 40 hours of individualized career development support pertaining to their final project. (See below for details. TSS will document this support.) The individualized support can occur during the year of instruction and the following year. Northern California sessions are offered at our headquarters located in Fairfield. Southern California sessions are offered at ABC Unified School District in Cerritos.

TSS’s curriculum meets the requirements of legislation and reflects current and prevailing topics affecting school districts in California. The course of study has been designed to build on the essential skills needed for successful CBOs, beginning with the CBO-specific areas of budget management and fiscal responsibility. (Under the California Department of Education Request for Proposals, this area pertains to section 1, School Finance, Accounting, and Auditing.) From this business and fiscal management perspective, instruction becomes extended to topic-specific departments and/or functions (e.g., food services or technology). Instructors and students will

examine topic-specific areas within the larger fiscal framework to help develop a global and departmental perspective of school district operations. Leadership exercises, presentations, and discussions will be integrated in each of the twenty sessions. (The second weekend includes 16 hours on personal and professional leadership, and two later leadership sessions ensure that minimum time requirements are met and exceeded.)

Instruction takes place approximately monthly, allowing students to apply their learning to their work environment between sessions. Sessions will generally be held the first weekend of every month (unless scheduled differently for holidays or general annual school district planning cycles).

TSS instructors will provide information and exercises in a variety of formats, including lecture, presentation, and small group discussion and problem solving, and tabletop exercises. Lecture will provide an overview, explanation, and a question/answer session on pertinent topics for the day. The program primarily stresses small-group learning and teamwork to instill knowledge. During class, small groups of four or five students will engage in tabletop exercises around specific topics/problems and will present their solutions/findings to the larger group. (For example, during the session on categorical funds, students might take a particular problem in a hypothetical school district, modify a categorical program budget to address that problem, develop a communication plan for the community to understand the reason for the mega-item transfer, and consider how to address negative reaction from some members of the community.)

Small group discussions and tabletop presentations will also serve as opportunities to improve leadership and communication skills. (See section on homework below.) All students will be required to serve as group facilitator and group reporter on their small-group exercises at different times.

The lecture portion of training will have accompanying PowerPoint presentations. (Handouts will be distributed *after* the lecture portion to help facilitate interactive dialogue between the instructor and the students.) All materials will also be made available on TSS's Web site.

### **Homework Assignments and Classroom Presentations**

For each session (except the first), students will be required to complete two brief homework assignments, as follows:

1. One "journal" entry per session—This one-page to two-page free-write assignment is not an evaluation of the program; rather, it requires students to reflect on how the previous instruction has pertained to their current work or how they envision it affecting their work as a new CBO. Research shows that reflection and metacognitive activity (i.e., thinking about thinking and learning) are critical to mastery of subject matter, and it is expected that this reflective practice will help the student think globally in his role as a CBO. (For example, a student might write about how his or her new awareness of risk management in every-day planning not only helps consider the safety and liability issues involved in business services but also reduces costs over the long run through careful, strategic planning.) Students will be encouraged, as appropriate, to think and respond to the role of leadership in the written

assignment. The program director will read these journal assignments and offer additional thoughts and insight on the topic.

2. **Application of topic and oral report**—As appropriate, students will be required to apply one area of the previous session’s topic to his current work. Examples of application might include discussing improvement plans in hiring practices with the human resources director (if the previous topic was on personnel) or initiating an update to a new purchasing policy. The purpose of this assignment is twofold: (1) to help the student think about and review the previous session’s topics and (2) to put communication and leadership skills in action. Each student will report to the group (1) the change they made or the action they took, (2) how they communicated to the involved stakeholders, and (3) how they viewed their leadership in their action. This brief oral presentation (no more than five minutes) will give students an opportunity to practice and refine their public speaking skills and hone the clarity of their message.

### **Forty-Hour Individualized Support/Practicum**

During the first week of instruction, the program director will review the need for CBO students to have a final project, for which they will receive at least 40 hours of intensive individualized support and professional development. The project can vary widely. Some examples include a feasibility study on opening a new school in light of closing schools elsewhere in a large district, a new training program for new employees, a cost-benefit analysis of a struggling categorical program, or implementation and analysis of an online training program for risk management and food services. TSS will work with the CBO student and the district to identify a project that will have value and applicability to that CBO student’s school district of employment.

TSS will assign a local project mentor who specializes in the topic(s) under consideration. Even though instruction occurs in an intensive format over one year to help ensure a greater pool of qualified CBO candidates, students may contact and work with their mentor during the year of instruction and one year afterward. The mentor will guide the project, help the student define the parameters, review the stages of the project, and—as appropriate—work with other district staff to facilitate the implementation of the project. These projects will reinforce leadership and written communication skills developed over the course of the year’s instruction.

TSS will encourage CBO students to submit their final project—unless other prevailing deadlines determine otherwise—after they complete instruction, providing them with the widest range of tools, consideration, and time to develop a model project and to satisfy the 40 hours of individualized support.

### **Leadership and Communication**

Besides the leadership overview that occurs in the first segment of instruction (see course outline below), TSS instructors will integrate leadership applications into the curriculum and training. One homework assignment per weekend focuses on a leadership component, and in-class presentations of the application exercise will involve a discussion of leadership.

Students will be required to read selected sections from the bibliography below to help develop leadership skills. In addition, one to two chapters from *Crucial Conversations* will be required

each week to help CBO students develop effective communication skills to maintain their standing and facilitate positive communications even in the most troubling times. There will be a twenty- to thirty-minute discussion of this twelve-chapter book during weekend nos. 2 through 10.

### **Bibliography for Leadership**

Allen, David. *Getting Things Done: The Art of Stress-Free Productivity*.

Blanchard, Ken, and Bowles, Sheldon. *Gung Ho!: Turn On the People in Any Organization*.

Collins, Jim. *Good to Great*.

Cramer, Kathryn D. *When Faster Harder Smarter is Not Enough: Six steps for Achieving What You Want in a Rapid-Fire World*.

Heifetz, Ronald, and Linsey, Marty. *Leadership on the Line*.

Osborne, David, and Gaebler, Ted. *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When the Stake Are High*.

### **Outcomes from TSS's CBO Training Program**

TSS's CBO training program will lead to the following results for all students:

- Detailed understanding of CBO functions and responsibilities as the chief fiscal officer of a school district
- More general understanding of different business-related departments and the CBO's relationship with, and oversight of, those departments.
- Leadership and communication skills to improve school district business and operational services.

### **Course Completion Requirements**

Participants are required to do the following:

- Attend all training sessions. (Two may be missed during the year but must be made up the following year.)
- Complete all individual monthly assignments.
- Actively participate in tabletop exercise by playing the role of group facilitator or group reporter at least every other session.

- Complete final project.

### Course Outline and Schedule

TSS has designed a sequential course of study for its CBO training program that builds upon more generalized knowledge of CBO functions and responsibilities (essential CBO functions) toward more specific responsibilities and department-specific functions. The more general CBO functions represent the first five and half weekends of instruction titled “The Essential CBO.” These topics, in general, discuss business and fiscal management, the CBO’s responsibilities, and the role of leadership for CBOs.

The second part, the “Extensive CBO,” details other departments within business services and the CBO’s relationship to those departments. Instruction from the “Essential CBO” will be incorporated into discussions in this section.

The final part of the course’s instructional portion is an advanced seminar on charter schools. The first 12 hours of instruction involve charter school history and legislation. The final 8 hours involve a detailed in-class practicum in which small groups will develop a hypothetical charter school. Small groups will use all the previous weeks’ instruction to develop a charter school and analyze program strengths and weaknesses of their in-class charter school project with respect to the “Essential CBO” and the “Extensive CBO.” During the final two hours, small groups will comment on and critique the different hypothetical models. This final in-class project also emphasizes leadership and teamwork in the development of a project.

Related strategic discussions of leadership will occur throughout the course in addition to the leadership discussion in week 2 and the two leadership practica later in the course. Readings will reinforce the homework assignments, as students report during each week on their assignments.

This sequential approach will allow the CBO student to explore specific topics within a global district business setting. (See the table below for the summary of these learning units.) Detailed topics for the course follow the table. Instructors’ last names appear in parenthesis after the topic; their biographies appear at the end of this proposal.

<b>The Essential CBO</b>	
<b>Course Topics</b>	<b>Curriculum Requirement</b>
<b><i>Weekend 1</i></b>	
Part 1: Overview of CBO functions and history of funding in California (Ahad/Walker)	School Finance, Accounting and Auditing (16 hours)
<b><i>Weekend 2</i></b>	
Part 2: Personal and professional leadership (Ahad/Kilmartin)	Leadership (16 hours)
Part 3: The CBO as a District Leader (Ahad/Kilmartin)	

<b>Course Topics</b>	<b>Curriculum Requirement</b>
<b><i>Weekend 3</i></b>	
<i>District Funding</i>	School Finance, Accounting and Auditing (16 hours)
Part 4: Basic District Funding, including revenue limit (Walker/Ahad)	
Part 5: Average Daily Attendance: Projections and Accounting (Walker/Weber)	
<b><i>Weekend 4</i></b>	
Part 6: Categorical Program Management (Spalding/Costello)	School Finance, Accounting and Auditing (16 hours)
<i>Budget</i>	
Part 7: Development and Monitoring (Ahad/Walker)	
Part 8: Financial Reporting (Walker/Mohindra)	
<b><i>Weekend 5</i></b>	
Special Topics in Budgeting	School Finance, Accounting and Auditing (16 hours)
Part 9: School Business Accounting (Walker/Mohindra)	
Part 10: Cash Management (Walker/Mohindra)	
<b><i>Weekend 6</i></b>	
Part 11: Auditing (Ahad/Boyers)	School Finance, Accounting and Auditing (6 hours)
Small Group Leadership Exercise, including presentation: Problem given related to communicating to the public on budget cuts (Ahad/Wynns/Ackerman)	Leadership (2 hours)
<b>The Extensive CBO</b>	
Part 1: Personnel Administration (Horowitz/Agatep)	School Operations (8 hours)
Part 1a: Overview	
Part 1b: Staff Management	
Part 1c: Relationship to CBO's Duties	
<b><i>Weekend 7</i></b>	
Part 2: Collective Bargaining and Contract Administration (Horowitz/Agatep)	School Operations (16 hours), including one full discussion of AB 1200 under this section
Part 2a: Overview	
Part 2b: Relationship to CBO's Duties	
Part 3: Facilities Planning and Construction (Kilmartin/Petrino)	
Part 3a: Overview	
Part 3b: Specific Topics	

<b>Course Topics</b>	<b>Curriculum Requirement</b>
Part 4: Maintenance & Operations (Petrino/Kilmartin)	
Part 4a: Responsibilities and Roles	
Part 4b: Safety	
Part 4c: Matching Resources to Needs	
<b>Course Topics</b>	<b>Curriculum Requirement</b>
<b><i>Weekend 8</i></b>	
Small Group Leadership Exercise, including presentation: Problem given related to personnel/contact administration and facilities (Ahad)	Leadership (2 hours)
Part 4d: Transportation & Fleet Services (Petrino)	School Operations (14 hours)
Part 5: Food Services (Curva/Cox)	
Part 6: Risk Management (Monson/Ball)	
Part 6a: Overview and Safety Programs	
Part 6b: Insurance Programs	
<b><i>Weekend 9</i></b>	
Part 7: Purchasing and Warehousing (Cox/Reyes)	School Operations (12 hours)
Part 8: Management and Information Systems (Burkhart/Galarza)	
<b>Advanced Seminar on Charter Schools</b>	
Advanced seminar on charter schools: Instruction	Charter schools (4 hours)
<b><i>Weekend 10</i></b>	
Advanced seminar on charter schools: Instruction	Charter schools (8 hours)
Advanced seminar on charter schools: Practicum	Charter schools (8 hours) Leadership exercise (1 hour) as part of exercise

### **Course Descriptions**

#### **THE ESSENTIAL CBO**

##### **OVERVIEW AND LEADERSHIP (SCHOOL FINANCING, ACCOUNTING, AND AUDITING & LEADERSHIP)**

*Part 1: Overview of CBO functions and history of funding in California (Ahad/Walker)*

This first section in the School Finance, Accounting, and Auditing situates the CBO in his or her role within the organization, the structure of school districts, and the function of a school district's business division and its impact on the educational program. The CBO's role is discussed in the broad context of public education. Instructors will also focus on the philosophical, sociological, and political forces that bring pressure for change and their

significance for school business officers within the national, state, and local context.

Instructors will also provide an overview of the history, concepts, and legal aspects of financing public schools in California, including Proposition 98 and how the state's economy affects funding on an annual basis. This overview on state funding will serve as an illustrative example of the CBO's importance in ensuring a school district's financial solvency. Legal issues CBOs encounter in day-to-day operations will also be discussed.

### *Part 2: Personal and professional leadership (Ahad/Kilmartin)*

Instruction will revolve around two general themes: (1) visionary leadership and the CBO's role as leader within a school district and (2) individual skills to improve one's leadership within the school district.

The first theme covers major principles of leadership and key components for becoming a visionary leader; the chief school business official's expanding role in all aspects of school business; strategic planning processes to enhance a school district's ability to plan for the future; development and implementation of long-range plans; and leadership strategies and techniques, including organizational dynamics, communication, facilitation, and presentation skills.

The second theme focuses on CBO students' individual skill sets in leadership including the following:

- Methods for demonstrating vision, positive communication, positioning and empowerment;
- Developing a professional support structure with other CBOs;
- Meeting facilitation and leading of groups;
- Identification and engagement of stakeholders in key decisions;
- Conflict resolution strategies; and
- Collaboration skills and techniques.

### *Part 3: The CBO as a District Leader (Ahad/Kilmartin)*

This smaller unit on leadership situates the previous concepts of visionary leadership and individual skills within the organizational structure and governance of the school district. Instructors' discussions will include the school board's role and responsibilities within the area of finance and CBO's role and relationship with the governance team, district staff, parents, and the community. Discussion and small-group sessions will particularly explore the relationship among the CBO, the superintendent, and the local school board.

## **DISTRICT FUNDING**

District funding focuses on the major sources of revenue in the district, organized in three segments, as follows: school district's basic funding; the calculation of average daily attendance, the basis for funding; and categorical funding.

### *Part 4: Basic District Funding, including revenue limit (Walker/Ahad)*

Basic district funding includes an in-depth study of how revenue limit funding works, including a conceptual overview as well as specific formulas; a historical perspective of funding, including *Serrano vs. Priest*, Proposition 13, and the Gann Limit; and the conceptual and practical effects of cost of living adjustments, deficits, equalization, and charter schools on school district funding and budgets.

### *Part 5: Average Daily Attendance: Projections and Accounting (Walker/Weber)*

Instructors will outline the details for creating projections and monitoring attendance for ADA, the major source for district funding. Topics include the following:

- An in-depth focus on student attendance accounting, record-keeping, reporting, and audit requirements mandated for K-12 school districts;
- Average daily attendance (ADA) projections, including:
  - Birth rate data, historical trends, building trends;
  - Ongoing monitoring of ADA;
  - ADA calculations; and
  - Instructional time requirements.

Instructors will also provide special discussions on declining enrollment; highly qualified teacher/credential requirements; review of independent study and other instructional strategies and delivery systems, including legal and compliance issues; and state-required forms.

Charter school credential requirements for claiming ADA and how charter schools affect district attendance will also be discussed in this session and later in the advanced seminar.

Instructors will also lead a discussion on the relationship between income and student attendance and successful techniques, models and methods for increasing student attendance (and revenue as a result).

### *Part 6: Categorical Program Management (Spalding/Costello)*

The third section discusses another major source of funding for school districts, a review of categorical funds. Discussion will include a distinction between restricted and unrestricted funds and managing state and federal categorical funds.

An emphasis will be placed on maximizing categorical program dollars by defining school district goals and aligning categorical dollars with those goals. The instructors will discuss methods of flexibility, including mega-item transfer and Assembly Bill (AB) 825 categorical block transfer.

Instructors will also detail the limitations of categorical flexibility by discussing the difference between supplanting funds and supplemental funds; time accounting requirements for federal program funds; and methods for documenting costs of restricted funds.

## **BUDGET**

The two-part budget section emphasizes the development and monitoring of budgets to ensure fiscal solvency and the accountability measures associated with financial reporting. Instructors will approach the budget within a comprehensive framework, providing practice exercises that highlight the importance of viewing development and reporting together.

### *Part 7: Development and Monitoring (Ahad/Walker)*

Topics include techniques and strategies for developing, monitoring, and evaluating all budgets systematically—district, department, and site budgets. Instructors will emphasize the need to budget annually but plan across multiple years, including multiyear projections; creating budget assumptions and reassessing them annually; trend analysis; revenue projections; and monitoring results against projections.

Instructors will provide CBO students with critical foundation budget development tools and methods of monitoring. Development tools include use of staff projections and historical data in projecting operational costs, evaluating the state's economy and budget (including Proposition 98), and applying implications for schools and districts along a master annual budget calendar. Accountability tools for monitoring include position control, training and working with directors who manage budgets, and SACS technical checklists and standards and criteria for self-monitoring.

An emphasis will be placed on understanding the impacts of local district philosophy and state requirements on the budget development process, as well as strategies and techniques to increase and maximize revenues, increase efficiencies, and reduce budgets across the board (through efficiencies).

Budget development will include leadership and communication exercises to improve community buy-in and transparency on budget development, including collaborative development approaches; increased accountability; use of zero-based budgeting versus maintenance budgeting; and the managerial skills necessary to prepare, administer, and communicate the district budget to different audiences.

### *Part 8: Financial Reporting (Walker/Mohindra)*

In the second part of the budget unit, instructors will provide more detail in budget compliance

and transparency. Topics include financial reporting process; the necessary information gathering; budget, interim reports, unaudited actuals, indirect cost rate, audit reports, payroll and retirement reports, collective bargaining reports; budget and financial reporting calendar and timelines; the statewide SACS; year-end closing; continual budget reports to the board and the community; and understanding how fiscal data are used.

Financial reporting will provide CBO students with a system of checks and balances in the budget development process.

### **SPECIAL TOPICS IN BUDGETING**

The three special topics in budgeting provide additional instruction in specific detailed areas of budgeting.

#### *Part 9: School Business Accounting (Walker/Mohindra)*

Topics include school district financial and managerial accounting; accounting system components; more detailed explanation of the standardized account code structure (SACS); modified accrual accounting; relevant Governmental Accounting Standards Board (GASB) statements and their applicability to school districts; and a review of different software systems and their effects on fiscal management.

Instructors will also discuss special funds and accounting requirements, including student body organization funds, state and federal projects, certificated and classified payroll as it relates to school district accounting, and retirement system reporting and payroll tax reporting.

Year-end closing procedures will be reviewed, as well as the legal requirements and the reporting functions that affect the organization and management of accounting processes in school systems.

Instructors will also talk about the need for effective internal controls among different staff members as a proactive measure to minimize audit findings and to ensure smooth accounting throughout the fiscal year.

#### *Part 10: Cash Management (Walker/Mohindra)*

Instructors will discuss different aspects related to school district cash management, including treasury operations, bank relations, debt issuance and management of investments; reconciliation, imprest and student body accounts, electronic funds transfer, positive pay, check printing, armored car pick up; preparing and monitoring a meaningful cash flow; understanding the relationship between cash and fund balance, and district-wide versus general fund cash; operational cash flows and project-based cash flows; the state apportionment schedule, taxes, borrowing strategies, such as Tax and Revenue Anticipation Notes (TRANs), or from other funds, or the county.

Instructors will also provide a review of the AB 1200 process, as enhanced by AB 2756,

including how to identify potential fiscal solvency issues and strategies to address those issues. Instructors will also review audits and collective bargaining agreements and their effects on cash flow and district budgets.

### *Part 11: Auditing (Ahad/Boyars)*

Auditing will be addressed by a tandem of instructors—one of whom is a CBO and CPA, the other as an auditor—to provide a full spectrum of the auditing function as it relates to school districts.

Topics under auditing and auditing processes will be framed within budget and interim report processes and timelines. The instructors will discuss the criteria of qualified and negative certifications; the definition of financially troubled districts; the options available to the county and the state to ensure fiscal solvency; and the legal requirements and specific reporting functions affecting the organization and management of auditing processes in school systems.

The annual audit will be broken down into audit preparation, critical internal audit functions, importance of good internal controls, use of audit reports as a management tool, and understanding and posting audit adjustments. Instructors will also discuss writing effective Management Discussions and Analyses; managing auditing procedures that comply with federal, state, and local requirements; and implementing procedures and processes to address audit findings, including the audit appeal process.

## **THE EXTENSIVE CBO**

### *Personnel Administration (Horowitz/Agatep)*

Personnel administration is broken into three major areas, as detailed below.

#### *Part 1a: Overview*

The instructors will provide a general overview of personnel regulations, laws, and court cases related to personnel administration in school districts, including workforce increase and reduction, salary calculations and salary schedules, and contingency formulas for salary negotiations.

#### *Part 1b: Staff Management*

In the staff management class, instructors will discuss how to increase highly qualified teachers and to monitor credentials and teacher assignments; the importance of position control from a human resources' perspective; and effective personnel management and hiring practices.

Topics also include effective supervision practices and techniques; evaluation of subordinates; staff development; and progressive discipline. Instructors will approach this staff development section with an emphasis on positive employee relations, including a discussion on leadership and communication skills to promote positive morale.

### *Part 1c: Relationship to CBO's Duties*

This final area of personnel management concerns specific personnel issues that affect the district, particularly business services, and the interaction and relationship between personnel and business services. Attention will also be given to how different school districts have different relationships between the two departments.

### *Part 2: Collective Bargaining and Contract Administration (Horowitz/Agatep)*

TSS provides a two-pronged discussion of collective bargaining and contract administration, as described below.

#### *Part 2a: Overview*

Instructors will cover an overview of California's public school collective bargaining and contract administration principles and processes, including a history of public school collective bargaining; approaches for developing and presenting contract language and determining strategies for handling grievances, impasse, fact finding, mediation, and arbitration; the types of negotiations, including interest-based bargaining, and their advantages and disadvantages; and equity considerations for bargaining units.

#### *Part 2b: Relationship to CBO's Duties*

After the general overview, instructors will focus on the CBO's role in classified and certificated collective bargaining. Topics will focus specifically on budget-related issues, including impacts of budget committees on collective bargaining and impacts of collective bargaining on the budget; CBO involvement in the negotiation process; understanding conflicting demands and fiscal aspects; and costing out proposals, including unit and resource, step and column, full-time equivalent (FTE), and other personnel-related costs; and public disclosure documents. Students will engage in an in-class practice on collective bargaining strategies for up and down year budgets.

### *Part 3: Facilities Planning and Construction (Kilmartin/Petrino)*

Instructors will provide a broad overview of facilities planning and construction from inception to construction/closeout, followed by special current topics.

#### *Part 3a: Overview*

The overview includes at least the following areas of discussion:

- An overview of the construction process from planning to culmination;
- The interaction of school boards, superintendents, architects, maintenance staff, purchasing, accounting, local agencies/contractors and facilities planning staff, as well as their respective traditional roles;

- Enrollment projections;
- Educational specifications related to school construction, financing strategies and debt issuance process;
- Development of a facilities master plan, including school site selection, planning of construction projects, construction of capital facility projects, and assessment of completed projects;
- Facilities funding and associated requirements;
- General obligation bonds, developer fees, and alternate sources of funding;
- Master planning and property management;
- The regulatory and funding differences among site acquisition, new construction, and modernization;
- The interrelationships and functions of the Office of the State Architect, California Department of Education, State Allocation Board, county and city agencies, and building inspection requirements, CEQA processes, The Department of Fish and Game; and the Department of Toxic Substance Control; and,
- Labor Compliance Programs and Project Management Agreements.

*Part 3b: Specific Topics*

Other current topics on facilities will also be covered, including redevelopment agency-built schools and accessing RDA funds; negotiations of purchase or lease of a facility; asset management of existing site revenue generation; charter schools and their impacts on school facilities and funding; Proposition 39; facilities performance audits; bond elections; and citizens' oversight committees.

*Part 4: Maintenance & Operations (Petrino/Kilmartin)*

*Part 4a: Responsibilities and Roles*

Instructors will discuss the maintenance and operations responsibilities and services necessary in a school district and how to determine those general services; bidding processes and requirements; and legal restrictions on contracting out and requirements against contracting out (i.e., when it is legal or illegal to use school district employees for maintenance/facilities work).

*Part 4b: Safety*

Instructors will discuss safety as one of the principal efforts of maintenance departments,

including an overview of the importance of maintaining a district's buildings and grounds and the *Williams Settlement* and its provisions. Safety standards will also be broadly discussed with respect to employee workloads and work assignments. (Risk management will also discuss safety issues.)

#### *Part 4c: Matching Resources to Needs*

Instructors will review various funding sources in maintenance and operations as an effort to optimize maintenance resources and capital equipment life. (Energy conservation measures will also be discussed.) Funding sources discussed include routine repair and maintenance account and the Deferred Maintenance Program, including the five-year plan, eligible projects.

Topics also include determining adequate custodial, maintenance, and grounds staff based on square footage and use needs; leasing vs. purchase; capitalization plan; replacement of equipment; and preventive and deferred maintenance.

#### *Part 4d: Transportation & Fleet Services (Petrino)*

The instructor will provide an overview of laws and regulations for school district transportation, including Special Education transportation needs; the effective delivery systems for pupil transportation, including field trips; and alternative methods of financing and operating a pupil transportation system.

Specific topics within the general framework include establishing/recommending service criteria (walking distances, parent fees, athletic/field trip); transportation schedules and cost effectiveness and services that provide these detailed analyses; school bus replacement for small districts; evaluating costs, managing liability, protecting assets, and ensuring student/staff safety; and transportation service providers.

The instructor will provide students with sets of best practices regarding fleet maintenance and repairs and state funding, which will serve as the basis of an in-class exercise.

#### *Part 5: Food Services (Curva/Cox)*

This part of operations will cover an overview of the operation of food and nutritional services in public schools; methods for ensuring compliance with state and federal regulations, cost and accounting controls and ways to contribute to the educational goals by providing nutritional meals and services to students; legal requirements for food preparation; proper menu planning; state and federal law related to food service; the development of Standard Operating Procedures; and legal requirements, organization, mission and staffing of food services.

Student-centered topics will include the environment of service areas for student feeding and "offered vs. served" in food services delivery. Instructors will also discuss revenue streams and how to run a cost-effective food services program.

### *Part 6: Risk Management (Monson/Ball)*

Instructors in risk management will overview the basics of an integrated safety program and its costs, insurance, and risk financing program options.

#### *Part 6a: Overview and Safety Programs*

Topics include basic processes, goals, and strategies associated with risk management principles, including legal aspects, and the historical role of risk management in an organization and common risks, including how to mitigate accidents and losses. Risk control efforts, with a special emphasis on risk reduction and prediction of safety and insurance risks, are also covered.

Instructors will also provide an overview of different external risk management options and partners and their interrelationships and functions. Included in this discussion will be OSHA and its requirement (e.g., training and appropriate safety plans), Joint Powers Authority, other third-party administrators, brokers/consultants, and insurance companies. Their relationship to district stakeholders is also discussed.

#### *Part 6b: Insurance Programs*

Topics include the three major insurance programs: workers' compensation, property and liability. Employee benefit programs are discussed, too.

Instructors will provide an overview of alternative risk financing strategies typically found in school districts, including self-insurance, excess liability and liability reinsurance programs, and strategies for analyzing and responding to the insurance marketplace.

### *Part 7: Purchasing and Warehousing (Cox/Reyes)*

Topics include the legal requirements, organization, mission, and staffing of purchasing and warehousing; separation of duties; adequate oversight of function and process for expenditure control; best practices for developing legal contracts; gift of public funds rules; bidding procedures, contracting, and inventory control; fundamental concepts associated with purchasing processes and supply chain managements; and just-in-time purchasing. In particular, instructors will provide students with methodologies and legal requirements for developing bid specifications and contracts.

Instructors will provide a flowchart and outline of the standards of purchasing practice, bonding requirements, and legal aspects of purchasing, including appropriate sections from the California *Public Contract Code* and the California *Commercial Code*. Instructors will also outline two best practice models with centralized and decentralized purchasing to provide CBO students with two possible models of purchasing administration.

### *Part 8: Management and Information Systems (Burkhart/Galarza)*

Instructors will provide an overview of information and technology systems used in school

finance, business and educational operations and the role of information systems in school business. This overview includes network management and methods of delivery of network systems.

Topics also include selection of data processing equipment, business and instructional information systems, integration of network applications, management of data for planning future technology needs, and the structure and organization of a management information system for both district and site operations.

Instructors will also review the role and importance of student information systems and student-related issues, including e-rate, CIPA, security issues, and protecting private information records. There will also be a discussion of using data for data-driven educational decisions.

### **ADVANCED SEMINAR ON CHARTER SCHOOLS**

#### *Advanced seminar on charter schools: Instruction*

The advanced seminar on charter schools, as described above, includes the history of charter schools in California; the impact on and interaction with school districts; charter school financing; privately-issued debt instruments; unique funding formulas; nonclassroom-based funding determinations, audit standards, financial reporting, corporate nonprofit accounting rules and practices; facilities needs and funding; analysis and assessment of charter school petitions; and monitoring the fiscal solvency of charter schools. Instruction is provided by Pam Wall, a CBO of one of California's charter districts.

#### *Advanced seminar on charter schools: Practicum*

See discussion on practicum above on page 7.

### **Training Experience and Instructor Biographical Sketches**

Our instructors have decades of experience in their respective areas of expertise. Many of our instructors have presented at CASBO's area and statewide conferences on current developments in different school district business areas. Other instructors have provided in-district training and have been hired as outside consultants in topics ranging from personnel administration to facilities performance audits. The biographies for instructors and the program manager follow below.

**Tahir Ahad** – Mr. Ahad, President of Total School Solutions, serves as the program manager of TSS's CBO Training Program. Mr. Ahad has had a distinguished career in public education, serving as chief business official in five school districts. He had the opportunity to manage and implement facilities programs in each of these districts, three of which exceeded well over \$100 million in construction. Besides managing the training program, Mr. Ahad will provide the overview on the CBO, direct the first leadership session, and instruct the course in revenue limits, budget development, and monitoring.

**Doug Agatep** – Mr. Agatep has had a distinguished career in public education for the past forty years, including the past twenty-one in school district administration. He has held positions as high school assistant principal, middle school principal, high school principal, and assistant superintendent of human resources in two different districts. He will co-lead instruction in personnel administration, collective bargaining, and contract administration.

**Lori Ball** – Ms. Ball has ten years of experiences in risk management for the ABC Unified School District. In ABC Unified School District, Ms. Ball administers workers' compensation, property, and liability insurance programs. She oversees and implements all safety and disaster training for the district and administers the district's employee health benefits program. Ms. Ball will instruct CBO students in risk management.

**Tina Burkhart** – Ms. Burkhart is currently Director of Technological Support for the Davis Joint Unified School District, a position she has held in Davis and in the Vallejo City Unified School District for the past ten years. As a former teacher at the elementary and secondary levels, she is well-versed in curriculum development, professional development, and teaching learning. Her experience includes teaching a K-3 combination class, special day classes, and ten years as a high school instructor of English and science for hearing-impaired students. Ms. Burkhart's instruction in management information systems will provide CBO students with detailed information on effective technology departments and issues related to the integration of technology into curriculum and instruction.

**Ann Costello** – As a certificated teacher, Ms. Costello has managed special and categorical programs for the Davis Joint Unified School District for 15 years. Ms. Costello will provide instruction in categorical program management.

**Joshie Cox** – Ms. Cox has 18 years of experience in managing facilities, purchasing, and food services departments of several California school districts. Ms. Cox is an active member in the California Association of School Business Officials (CASBO) and the Coalition of Adequate School Housing (CASH). She is known and respected for her creativity and problem-solving abilities. She will provide instruction in food services, purchasing, and warehousing.

**Rafaelita Curva** – Ms. Curva is currently the Director of Student Nutrition Services in the Davis Joint Unified School District and has over 20 years of experience in school district food services programs, experience she will use to instruct CBO students.

**Oswaldo Galarza** – Mr. Galarza has 19 years in information and technology services in school districts. He is currently the Information Systems and Technology Services Manager of the ABC Unified School District, overseeing all aspects of information technology in the district, including network and budget management, future planning, and student information systems. Mr. Galarza will provide instruction in Management Information Systems.

**Sefton Boyars** – Mr. Boyars has thirty-five years of experience as a CPA auditor. He is an experienced trainer and has provided training to federal, state and local governments as well as professional associations such as the Association of Government Accountants, the Institute of Internal Auditors and state CPA societies. Mr. Boyars will provide instruction in auditing from a CPA's perspective.

**Steve Horowitz** – Dr. Horowitz has thirty-four years of demonstrated leadership in California public education, including twenty-six years in administration in unified school districts. Dr. Horowitz has an established reputation in organizational development centered on student and staff performance. He has served at multiple educational levels—as principal of elementary and secondary schools; as director/principal of specialized programs, including preschool programs; as associate superintendent for educational services in two districts; and as assistant superintendent for human resources, with successful results in employer-employee relations and the development of efficient, effective human resource practices. Dr. Horowitz will provide instruction in personnel administration, collective bargaining, and contract administration.

**Vince Kilmartin** – Mr. Kilmartin’s career in public education includes work in facilities planning, construction, and management. As the Associate Superintendent of Operations of the West Contra Costa Unified School District, he was instrumental in the planning and successful passage of three school construction bonds totaling \$850 million, the second largest in California history. Mr. Kilmartin will provide instruction in facilities planning, construction, and maintenance & operations.

**Ajay Mohindra** – Mr. Mohindra has over two decades of management experience in accounting and finance, with ten years as the business manager and director of fiscal services for school districts in California. Mr. Mohindra will provide instruction in financial reporting, school business accounting, and cash management.

**Solveig Monson** – Ms. Monson is currently Director of Business Manager and Risk Manager of the Davis Joint Unified School District. She has ten years of direct experience in risk management in the public and nonprofit sector and 15 years of management experience. Ms. Monson will provide instruction in school district risk management.

**Henry Petrino** – Mr. Petrino has more than 20 years’ experience as the director of facilities in public school districts, maintenance and operations, and transportation. He has led new construction and modernization projects in numerous school districts and has managed substantial new construction and modernization programs. Mr. Petrino will provide instruction on facilities planning, construction, maintenance and operations, and transportation.

**Rey Reyes** – Mr. Reyes has more than 25 years’ experience in purchasing, warehousing, risk management, and maintenance & operations in several school districts. He will provide instruction in warehousing and purchasing for TSS’s CBO Training Program.

**William Spalding** – Mr. Spalding has been an educational leader, instructional innovator, and school reformer in six school districts for the past two decades. He has served in rural and urban settings, in large and small schools, and in broadly diverse communities. Throughout his career, Mr. Spalding has had a distinctive record of leadership in the development of high performing, reflective teachers and passionate advocacy on behalf of students and families. Mr. Spalding will provide instruction in categorical program management, an area in which he has years of planning.

**Nancy Walker** – Ms. Walker is an experienced former director of fiscal services. As Director of Administration for Total School Solutions, Ms. Walker coordinates fiscal services, including

budget development and management, position control, internal controls, accounting, interim and annual reports, year-end closing, and special programs. Ms. Walker will provide instruction in revenue limits, ADA projections and accounting, budget development and monitoring, financial reporting, school business accounting, and cash management.

**Vern Weber** – Mr. Weber has 36 years of experience in school facilities planning, demographic analysis, enrollment projections, site acquisition processes, developer fees justification studies, business and facilities, budget financial analysis, and related areas of expertise. He has also been a chief business official of a large California school district. Mr. Weber will provide instruction in average daily attendance (ADA) Projections and accounting.