



FINAL REPORT
August 9, 2010

Executive summary

EXECUTIVE SUMMARY AND RECOMMENDATIONS

The EnVision 20/20+ Commission and community members have been working since the beginning of 2010 on an *“envisioning process to determine the community expectations for financial and programmatic issues for the Brownsburg Community School Corporation”* to:

- Develop financial and programmatic options and explore consequences
- Engage the community in understanding the options and the consequences
- Develop community priorities
- Make recommendations to the Board of School Trustees

As the Commission began its work, it added the definition that its members were NOT being asked to make the tough decisions about who and what to cut or who and what to maintain in times of financial cutbacks.

Conflicting opinions

The Commission acknowledges that some opinions in this report appear to be in conflict with one another, reflecting that the Commission and members of the public may have widely diverging views on particular topics.

What the community values about Brownsburg Community School Corporation (BCSC) now

The community values a quality school system and what BCSC offers now, particularly reasonable class sizes, quality teachers, parent and community involvement, safety, the quality of education, high standards set for the students, arts programs and curriculum choices at the secondary levels.

What the community envisions for the future of the district

The Commission and community’s vision of education in BCSC 10 years from now is not vastly different than it is now, except that everyone seems to acknowledge a need to improve and be flexible as needs change.

The community expressed a need for the district to be vigilant in the expenditure of funds and exercise fiscal responsibility. They would like to see the current student/teacher ratios maintained; a well-rounded education maintained (including the fundamentals and citizenship); high standards for students; arts, sports and other extracurricular opportunities continue to be offered, and continued strong parent and community involvement. Many mentioned the need to prepare students for the changing world of work. Nearly everyone believes that the use of technology will continue to increase in schools.

A financial context

To put the Commission's work in context, their meetings were taking place when the district was dealing with cutbacks in the general fund. The district had already made reductions in the past few years in anticipation of property tax caps and other changes. In January, another immediate cut was required because of reduced state funding. The budget reductions weighed heavily on the Commission's discussions and community conversations.

The district and its employees have made sacrifices to meet the budget conditions, however many in the community have experienced similar losses in the past year and half with declines in investment and real estate value and job losses.

Financial options – saving money

The Commission and community generated 128 unduplicated suggestions for saving money. Some of the ideas had already been implemented by the district, some have more financial impact than others and some do not save money in the general fund. However many participants felt that even small cuts could make a difference when many of them are combined.

Academics, of course, take priority. The community repeatedly selected options for "choosing what is most effective for education," rather than choices that simply save money. However, there was no general call to eliminate arts programs, extra curricular activities and sports. Brownsburg residents realize these activities provide value to a well rounded education, but think more can be done to make these activities self-supporting. People accept the idea that student fees may be instituted or increased for activities, but they have concerns about how much is too much and that fees may keep some students from being able to participate.

Residents realize that some staff reductions may be necessary and may result in increases in class sizes. In general that is acceptable – as long as the sizes are still appropriate by grade level, subject and student ability. People want the district to monitor academic performance and other measures to ensure that increased class size does not affect education quality.

Overall people understand the need to reduce staffing, freeze salaries and reduce benefits, but want this situation to be monitored as well to make sure a) the district doesn't lose good people, b) it remains competitive with surrounding districts and c) salary, benefit and staffing actions at the administrative level are similar to those for teachers and others with direct responsibility for students.

Reducing the level of transportation services, even though it does not assist the general fund, seemed to have support. Similarly, considering alternative

calendars as a way to save money received support from staff, parents and community members. There were quite a few open-ended responses in favor of exploring four-day weeks if additional cuts are necessary.

Financial options – generating revenue

The Commission and community offered many suggestions for generating revenue, including increasing charges for public use of facilities, soliciting corporate sponsors and individual donations, stepping up the district's efforts to apply for grants, and investigating a change in Indiana law to allow school impact fees for new development.

Initiating a referendum for operating funds, which several Indiana school districts have done or are contemplating, was also suggested. When we asked people to prioritize revenue ideas, a referendum for operating funds came up both on the "top" and "bottom" priority lists. In Commission and community discussions, it seemed people don't think the district has yet reached the level of cutbacks where the community is ready for a referendum for additional operating funds, but it is an option they would consider if the need is clearly explained, the financial impact to individuals is communicated and all the reasonable cost reductions have been explored and implemented.

Two major ideas

Two ideas emerged over and over in Commission and community discussions: 1) generating more sponsorships and contributions and 2) engaging the community more broadly as volunteers.

Participants realized these two initiatives will not happen without additional resources.

To raise a meaningful amount of money and sponsorships will require (at least) one staff person dedicated to fund raising. The Commission developed parameters for revenue generation and staffing that are in the parameters section. This position would eventually be self supporting.

A volunteer program may save the district money – or could just help make up for services and programs affected by reduced staffing. Either way, it will require a coordinated effort and a designated staff person. Additional details for a coordinated volunteer program are also in the parameters section.

Continued communication

The Commission sees a need to communicate with the community, particularly on the issues of a) vigilance in the expenditure of funds (what cuts have been made, cost savings, efficiencies), b) any changes in state funding, c) monitoring

the effect of class sizes, d) the need for community support (financially and volunteer resources) and e) any potential changes in offerings or services. Similarly, many people were unaware of the current amounts of student fees, how grant funding supports certain programs, and how school monies are allocated into various funds. The Commission encourages continued outreach to keep residents informed.

Additional information

There is a wealth of additional information in this report: lists of what the community values, what it envisions, ideas for cost savings and revenue generation, and complete results from a telephone survey and an online survey. We encourage you to read the full report.

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The EnVision 20/20+ Process

The EnVision Steering Committee recommended the 80 volunteer community representatives or individuals who served on the EnVision Commission.

The Commission began meetings led by an outside facilitator in early 2010, with a goal of submitting a final report to the BCSC Board of School Trustees in the summer of 2010.

In addition to Commission meetings, the group convened four community conversations to inform the public about the process and allow members of the community to have input.

The Commission and community considered this an *“envisioning process to determine the community expectations for financial and programmatic issues for the Brownsburg Community School Corporation.”*

The stated purpose of the EnVision Commission is to:

- Develop financial and programmatic options and explore consequences
- Engage the community in understanding the options and the consequences
- Develop community priorities
- Make recommendations to the Board of School Trustees

As the Commission began its work, it added the definition that its members were NOT being asked to make the tough decisions about who and what to cut or who and what to maintain in times of financial cutbacks.

The Commission authorized two surveys to collect additional public input: one a telephone survey of a community residents and the other a web-based survey that anyone who wished to participate could take.

The information from the Commission meetings, community conversation and surveys has been compiled into this final report.

A list of Commission members and details about the group’s composition are in the Appendix, pages 35-42.

What the community values about BCSC as it is now

The EnVision Commission, and the Community as a whole, values a quality school system and what BCSC offers now.

The top characteristics valued by Commission and community participants are:

1. Reasonable class sizes
2. Quality teachers
3. Parent and community involvement
4. Safety within the schools
5. Affiliation with Ben Davis for Technical Education
6. Senior Academy
7. Quality of education
8. High standards set for the students
9. Curriculum choices at the secondary levels
10. Arts
11. High ability programs compared to other districts
12. Anti-bullying program

These top items were used to gauge community reaction in both the telephone and online surveys.

The complete list of characteristics the community values about BCSC now follows.

All (unduplicated) items submitted for what the community values about BCSC now:

(Top 12 items are first; remainder are in no particular order)

- Reasonable class sizes
- Quality teachers
- Parent and community involvement
- Safety within the schools
- Affiliation with Ben Davis for technical education
- Senior Academy
- Quality of education
- High standards set for the students
- Curriculum choices at the secondary level
- Arts (classes and programs)
- High ability programs compared to other districts
- Anti-bullying program
- Transparency of operations and community involvement
- Individual attention, especially in special needs
- School district represents the community well, particularly in extra-curricular events
- Academy opportunities
- Flexibility to customize curriculum
- Small community feel
- Technology to keep parents involved (Moodle and PowerSchool), for staff, and for students.
- Reputation of public school system
- Quality of facilities and maintenance
- Using funds correctly in consideration of the future
- Campus concept and location of schools
- Variety of activities that are offered
- Personalized approach
- Differentiated instruction
- Clubs beyond the “usual” programs
- Service learning programs
- Challenger Learning Center
- Harris Academy
- Transportation
- World language offerings
- Employment (the district as a source of employment in the area)
- Incorporation of technology into the program
- Professional development of staff
- Innovation
- Responsive leadership

- Clear connection to and partnership with community
- Special and unique programs (EMS Green Roof, Chinese Programs, Vision Program)
- Connecting with all children
- Well rounded education of students
- Accommodating growth while maintaining educational standards
- Community service
- Good value
- Growing cultural diversity
- Responsive staff
- Character education program
- Reputation of schools
- School and league sports
- High & low ability integrated into general classroom
- ISTEP+ scores
- Small community feel
- Individualized attention - curriculum, helping children
- Anti-bullying program
- Choices of curriculum at secondary level
- Business mindset
- Core values of community
- Embracing diversity, cultural growth
- Special needs programs
- Therapy services (counseling, PT, OT, mental health)
- Bands -- a confidence booster for students

When asked to rate which of the items on an early list of values might be the lowest in priority, participants agreed on the following items:

1. Clubs beyond the “usual” programs
2. The district as a source of employment in the area
3. High & low ability integrated into general classroom
4. World language offerings
5. Club sports, running sports
6. Campus concept and location of schools
7. Flexibility to customize curriculum
8. Small community feel
9. Transportation
10. Special and unique programs (EMS Green Roof, Chinese Programs, Vision Program)

The community's vision of education in BCSC 10 years from now

The Commission and community's vision of education in BCSC 10 years from now is not vastly different than it is now, except that everyone seems to acknowledge a need to improve and to be flexible as needs change.

The characteristics Commission and community participants rated highest for their vision of future education in the district are:

1. Increased fiscal responsibility/vigilant in the expenditure of funds
2. Maintain current student/teacher ratios
3. Maintain a well rounded education, including the fundamentals and citizenship
4. Keep food service within the schools (don't outsource)
5. Electronic text books
6. Continuing current extra-curricular programs (sports, arts)
7. Continue the open and welcome classroom, maintaining partnership between parents and school
8. A different/better way of preparing students for the real world and different careers such as internships
9. Share facilities between schools as district grows
10. Maintain and improve parent involvement
11. Healthier lunches

These top items were used to gauge community reaction in both the telephone and online surveys.

The complete list of characteristics the community envisions for the future of BCSC follows.

Characteristics the community envisions for the future

(Top 11 items are first; remainder are in no particular order)

- Increased fiscal responsibility/vigilant in expenditure of funds
- Maintain current student/teacher ratios
- Maintain a well rounded education, including the fundamentals and citizenship
- Keep food service within the schools (don't outsource)
- Electronic text books
- Continuing current extra-curricular programs (sports, arts)
- Continue the open and welcome classroom, maintaining partnership between parents and school
- A different/better way of preparing students for different careers\
Internships (for students to connect them to career options)
- Share facilities between schools as district grows
- Maintain and improve parent involvement
- Healthier lunches
- Online education
- A new high school/renovate the old high school
- Larger volunteer base
- Increase of walking and biking to school, with neighborhood involvement
- Expanded use of technology
- Meshing technology with “the basics”
- The school must be in step with its community
- Four-day school week with online education
- Efficient use of assets (rent when not in use)
- Fees for sports?
- Year-round education
- Bring all students along
- Alternate funding sources for schools
- Help HS students with finance options for post-secondary education
- LEAN management for schools
- Share costs with other school corporations (utilize common assets)
- Offer an IB (International Baccalaureate) Program
- Turn out knowledgeable students
- Integrate technology
- No Police Force
- Motorsports and technology education
- Scale back in-school counseling
- Increased diversity
- National recognition for student outcomes, employer of choice
- Incorporate technology earlier and more broadly

- Prepared for a demographic shift
- Creative funding
- Increase responsiveness of Board and District
- Improved communication and timing
- Continue to improve safety (anti-bullying program, etc.)
- Prepare children for the “real” world (real life skills for all students)
- Use technology in the classroom
- Increased use of on-line and teleconferencing
- Technology-driven
- Potential loss of small town atmosphere/increased global influence
- All students graduating and productive students regardless of where they started
- There may not be traditional school buildings
- Extra-curricular programs may become more “regional”
- No-year-round schools
- HS graduates able to secure employment without necessarily having to attend college
- Maintain current student/teacher ratio
- Continued use and growth of technology
- Full-day kindergarten options
- Maintain field trips to expose students to those things not possible within the traditional classroom
- Children need to come home happy from school
- Innovative, global classrooms
- Self-sustaining school system, not relying on state funding
- New sources of revenue
- Highly rated at the state and national level
- Improve communication and self-direction of students
- Character development from early age, nurturing common sense
- Identifying individual student strengths and interests at an earlier age
- Paying (fees) for extra-curricular activities
- Fluid curriculum, developing many different skills
- Communication skills (for students) are increasingly emphasized
- On-line books and classes to get rid of backpacks
- Endowed teaching positions
- Bailouts to schools instead of car companies and banks
- Interaction with the parks department (cooperative programs/facilities)
- Don't like automatic 50% on turning in homework assignments to inflate graduate rates
- Good graduation rates
- Child development classes in schools
- Less elaborate schools when they are built (example: no Italian tile)
- Prepare kids for college and to get a job
- Reduce choices in school lunch - there is lots of wasted food

- Students in child development classes help with a day care run at the highschool, community preschoolers
- Don't leave out fundamental basics
- Balanced calendar: 9 on 3 weeks, 9-2
- Better use of school days
- Better use of time, improve value of what occurs in classroom
- Extended hours
- Making sure parents participate
- Increase student teacher ratio
- Adapt learning style and programs to student
- Classrooms set up for children to progress at their own speed
- Online technology
- More opportunities for those "on the edge of greatness" kids
- Day care students should be taken care of by high school students
- Promote independent thinking
- Cut down on a/c and heating
- Attract/retain high performing teachers
- Cross grade differentiate
- Accelerating students
- Increase value of every classroom by: improving quality of teachers by evaluating performance, maximize time in classroom (no movies, games), maximize technology, increase student/teacher ratio, group grades (1-3, 4-5)
- All students need to be encouraged to get involved with current events
- Teach our constitution & how government should work
- More emphasis on fundamental R & R & R (reading, writing and arithmetic) and maybe a little less on the latest technology
- BCSC students need to continue to be challenged, prepare them for real world, no half credit for assignments, make students earn grades

When asked to rate which of the items on an early list of visions for the future might be the lowest in priority, participants agreed on the following items:

1. Four-day school week with online education (*not currently allowed by DOE*)
2. Year-round education (no year-round schools), balanced calendar of 9 weeks on 3 weeks off
3. A new high school/renovate the old high school
4. No Police Force
5. Online education, virtual classrooms
6. Scale back in-school counseling
7. Motorsports and Technology Education
8. increase student teacher ratio
9. Children need to come home happy from school

Ideas the district could consider to save money

This area generated 128 unduplicated suggestions. Some of the ideas suggested had already been implemented by the district, but those answers were still valuable. Participants were told to include these items if they believed that those cutbacks should continue into the future.

The top items in priority of all ideas suggested for cost savings were:

1. Investigate cost sharing with other school corporations (utilize common assets, facilities), be more "regional" with extra curriculars
2. Bus: reduce purchases, bus washing and reduce route, eliminate summer school transportation, transport fewer kids (encourage walking/bikes)
3. Reduce general fund athletic expenditures, cut \$150,000 from athletics
4. Look for free resources
5. Reduce use of paper, styrofoam, color printing
6. ENERGY: Adjust set points for heat & AC, reduce electricity use, install sensor switches, reset door locks to avoid propping at dismissal, hire someone to evaluate potential energy savings, start school later
7. Develop a group of volunteers to help at schools & tutor; organize it, promote it, ask every parent to volunteer for some commitment
8. Continue to hold the line on benefits
9. Recycle
10. Eliminate "elective" lawn treatments

These top items were used to gauge community reaction in both the telephone and online surveys.

The complete list of ideas for cost savings follows, along with a preliminary analysis of the consequences – positive and negative – of many of them.

It is obvious that some of the cost savings methods suggested have more impact than others and that some do not save money in the general fund, which is the primary issue in the current cutbacks. However many participants felt that even small cuts could make a difference when many of them are combined.

Cost saving idea	Already doing	Possible?	Estimated amount of potential savings?	Impacts general fund?	Positives	Negatives
Reduce administrative benefit package	2009	Yes	\$80,000	Yes	leading the way; benefits are above average for other job, won't lose people; saves \$ short term	lose competitive advantage, short term solution; could limit candidate pool
Restrict professional development to in-state unless paid by non-BCSC resources	2009	Yes	\$35,000	Yes	be selective on conferences; saves \$ short term	utilize resources available to us; not as much exposure to resources available elsewhere
Combine Harris Academy teacher/Novel Stars supervisor	2009	Yes	\$30,000	Yes	saves \$ short-term	
Delay hiring 4th BCSC police officer	2009	Yes	\$50,000	Yes	saves \$ short-term	pay scale too high; potential safety hazard
Transfer background check cost to employment candidates	2009	Yes	\$11,000	Yes	agree with transfer to candidate; DO IT	
Reduce summer school options	2009	Yes	\$125,000	Yes	exclusive to remediation; some classes not taken so cut them and offer limited fee-based classes; saves \$ short-term	not used for electives; poor option

Reduce staff by attrition	2009	Yes	\$150,000	Yes	maintain ratio, saves \$ short-term	just don't let classes get too big; depends on job- could be negative
Reduce hours for instructional assistants	2009	Yes	\$340,000	Yes	agree with reduce hours special needs care; saves \$ short-term	utilize them wisely; if cutting staff, don't cut assistants, class size will get too big, kids fall through cracks especially in elementary; kids lose on instructional support
Reduce Prime time from 7 to 5 hours/day	2009	Yes	\$114,726		agree; saves \$ short-term	utilize them wisely; less hands on with children
Reduce college hires for summer maintenance	2009	Yes	\$3,560		cheaper than others?; saves \$ short-term	Are they active employees?
Adjust hours for administrative assts.	2009	Yes	\$50,000	Yes	saves \$ short-term	
Adjust hours for desktop techs	Yes	Yes		NO - CPF	N/A	N/A
Reduce admin position at central office	2009	Yes				
Reduce two elementary teaching positions through attrition	2009-2010	Yes	\$110,000			depends on license areas needs
Establish team cleaning concept in custodial staff or by attrition	2009	Yes	\$250,000		keep up so long as we maintain environment; continue; makes sense	add student responsibility; could impact cleanliness

Freeze administrators' and classified staff pay	yes (08/09 + 09/10)	Yes	\$250,000		see #1	we could lose good staff; see #1
Reduce school-based admin positions	2009	Yes	\$144,000			depends on position
REDUCE, REUSE, RECYCLE						
Look for free resources	2009	Yes				
Use both sides of paper when possible	2009	Yes				
Recycle plastics, glass, aluminum, steel, paper and printer cartridges	2009	Yes				
Eliminate cafeteria use of Styrofoam and many paper products	2009	Yes	\$25,000			
Reduce use of paper for newsletter, notifications, handbooks	2009	Yes	\$120,000		love this - continue	can be a nuisance for student who have to print off own notes
Reduce trash by composting kitchen waste	2009	Yes				
UTILITIES						
Delay heating or AC of buildings by adjusting set points	2009	Yes				need to regulate better, too cold in summer & too hot in winter & varies by day
Remove holiday decorations, incandescent lights, coffee makers, refrigerators and other electrical devices in classrooms	2009	Yes				
Remove selected lamps from fixtures where possible	2009	Yes				
Turn lights off when not in use	2009	Yes				
Reset exterior door locks during arrival and dismissal to avoid propping them open	2009	Yes				
total of above utility items	2009	Yes	\$125,000			

Eliminate two copy machines at central office	2009	Yes	\$8,000			
Shut down computers, etc. when not in use	2009	Yes	\$20,000			
Eliminate color printing except where necessary	2009	Yes	\$25,000		good	
OTHER						
Eliminate "elective" lawn treatments	2009	Yes	\$23,000			
Reduce building supply budgets by 10%	2009	Yes	\$78,000			
Increase fees for Challenger Learning Center	2009	Yes	\$45,000			
Eliminate Victory Field and January Celebrations	2009	Yes	\$15,000			
Charge for mylunchmoney.com	2009	Yes	\$10,000			
Reduce bus purchases	2009	Yes	\$255,000		Why?	watch safety
Reduce bus wash service	2009	Yes	\$5,500			
Reduce bus routes	2009	Yes	\$142,300			safety issues
Eliminate summer school transportation (except special needs)	2009	Yes	\$59,400			
Stimulus package	2009	Yes	\$814,000			
Reduce/eliminate overtime	Sept. 2009	Yes	\$34,800			
Eliminate special ed teacher at BHS	Jan. 2010	Yes	\$50,000			
Eliminate one RN position, relocate Med Asst.	Jan. 2010	Yes	\$31,000			
Eliminate MS part-time aide position	Jan. 2010	Yes	\$7,100			
Eliminate tech and facility summer employment	June 2010	Yes	\$22,000			
Freeze board contribution for administrator benefits	Jan. 2010	Yes	\$12,800			
Not fill 2 media specialist medical leaves	Mar. 2010	Yes	\$14,500			
Eliminate admin asst. in CO	Feb. 2010	Yes	\$33,500			
Eliminate admin asst. in Tech	June 2010	Yes	\$43,000			
Eliminate 9 classroom aide positions	Aug. 2010	Yes	\$128,000			
Eliminate 20 certified positions	Aug. 2010	Yes	\$1,000,000			ratio must be maintained; look at team concept for counselors

Reduce general fund athletic expenditures	July 2010	Yes	\$150,000			
Rehired needed aides at fewer hours	Dec. 2009	Yes	\$16,200			
Saving from rehiring aides at non-benefit eligible hours	Dec. 2009	Yes	\$4,500			
Reduce extended contracts for teachers	Aug. 2010	Yes	\$33,400			
Not replace admin maternity leave	Apr. 2010	Yes	\$10,000			
Freeze supply and professional development budgets	Jan. 2010	Yes	\$65,000			
Close 225 School St. Facility	Feb. 2010	Yes	\$10,000			
Not replace current teacher retirement	Jan. 2010	Yes	\$35,000			
Did not replace 1/6 of contract of BHS Spanish teacher	Jan. 2010	Yes	\$7,800			
Eliminate 403(b) match for Admin & classified staff	July 2010	Yes	\$311,800			
Reduce administrative positions	July 2010	Yes	\$180,550			
RIF Certified positions	Aug. 2010	Yes	\$1,232,000			
Cut \$150,000 from athletics	2010	Yes	\$150,000			
Chinese language teachers covered on Confucius grant	Aug. 2010	Yes	\$120,000			
Share costs with other school corporations (utilize common assets)						
Share facilities between schools as district grows						
No Police Force						
Scale back in-school counseling						
Extra-curricular programs may become more "regional"						
Interaction with the parks department (cooperative programs/facilities)						
Reduce admin resources/staff (top heavy against % of students vs. admin staff @ Avon & Center Grove)						
Tuition-based summer school (for electives)						
Develop a corps to help at schools - ask every parent to volunteer for some commitment						

Funnel teachers needs through a coordinator to get volunteers where needed						
HS kids to help @ elementary/Harris						
Offer split sessions in high school to max usage of facilities instead of bldg more facilities						
For staff reductions, we would like to max class size of 28 in elementary						
Enlarge class size @ high school for some classes to help transition to college & save cost and offer free tutoring by community leaders						
Limit buses						
Look at what we are charging for field trips, athletics... should it increase?						
All extracurricular activities should pay some fee for participation						
Do building repairs as soon as it happens						
Suggestion from 2 foreign-born staff cafeteria workers: look at shortening days (Canadian model)						
Having more aides in classroom if class size continues to grow and not rehiring teachers						
Combine special needs children to a central location						
Increase volunteerism						
Combine responsibilities (get rid of vice principals at every school)						
Look at land usage and building capacity						
Plans for Lincoln Elem?						
Start school later to decrease air conditioning costs						
Cut custodial clean time by cleaning classrooms once a week						
More parent volunteers to replace administration						

Use Fuel Cell technology to power small buildings						
Sick and vacation days should not carry over and restriction on sick days						
Senior center - reduce costs by not providing/requiring tablets, laptops						
Less testing; NWEA						
Streamline administrators at central office						
Renegotiate loans that are existing in corporation for lower interest rates						
Can a company come in and assess utility costs						
Reduce salaries across all staff						
Reduce computer use in Elementariness, return to basics						
Expand technology at elementary level						
How necessary are the media centers						
Use aides in place of media specialists						
Install motion sensors in rooms not frequently used to when there is no activity, the lights are turned off						
Give info on how we can or who to contact at state level, state reps						
Utilize schools as community college, lease out to an "ivy tech" or other business school						
Uniforms, later start time for schools, mandatory school until 5						
Everyone would have extra activity						
I often see grounds crews mowing when the grass isn't very tall, athletic fields being watered - even in their off-season and the grass being treated... I think there are plenty of places the corp. could find money.						
Allow students to serve as student assistants.						

Install skylights or solar tube lighting to save on energy bills. Install on-demand water heaters. Install solar-panels on all school buildings.						
Advance publication of textbook requirements for the coming terms which might allow parents to purchase texts elsewhere, reducing the rental inventory requirements.						
Make the retirement plans contributory						
Limit choices of curriculum in secondary, extracurricular-do we need as many?						
Parents are turned away by the term "year round" school. Refer to it as an alternate calendar and have a calendar available for parents to preview. This is easily implemented, is cost saving, and improves standardized test scores.						
Reduce the number of superintendents we have in the school--we can have a dean of education in place of a superintendent with one other administrator not a whole group						
I would be willing to volunteer to do a special science lecture occasionally. I'm sure some other parents would be willing to do special lectures in their areas of expertise occasionally, as well. It's a free resource.						
More outsourcing of noncore jobs						
Work with other school districts on curriculum, technology. Have one overall director who could work with several school districts -- cost savings \$100,000 just for Brownsburg.						

Teachers should be encouraged to allow parent volunteers to help out. Even though the offer was made by myself and other parents that I have spoken to the teachers do not seem to want help.						
Have students bring their own lunches						
Offering on-line courses/classes - teachers would do all lectures, demonstrations, seminars, etc. electronically...students would submit class work electronically...students and teachers would "meet" electronically.						

The list of cost savings measures that participants would prioritize as the least important were:

1. Continue to reduce staff by attrition, cut back hours, reduce overtime, RIF if needed (administration, teachers, support staff)
2. Continue to freeze salaries or limit increases
3. Combine special needs children to a central location
4. Less testing; NWEA
5. Custodial: Team cleaning, clean less often
6. Buy fewer books and use online books
7. Use Fuel Cell technology to power small buildings
8. Sick and vacation days should not carry over; restriction on sick days
9. Are media centers necessary?

Ideas the district could consider to increase or generate revenue

This topic generated 58 unduplicated suggestions. Some of the revenue generation methods are already in use, but some may have potential to be increased.

The top items in priority of all ideas suggested for revenue generation were:

1. Charge for public use of facilities, rent to colleges, computer labs
2. Solicit corporate sponsors for teams, advertising, auction items, etc.
3. Charge fees for sports and extra-curricular activities
4. Rent space for cell phone towers*
5. Generate fees from full-day kindergarten and preschool programs
6. Apply for grants
7. Generate income from farm land*
8. Investigate school impact fees (for new development)*
9. Charge St. Malachy & daycares for bus services (Indiana state law requires school districts to provide transportation for non-public schools if requested as long as the pickups and deliveries are on the district's way. Transportation to daycares is done routinely for families whose children attend BCSC.)*
10. Sell old books to Amazon etc.*
11. Referendum for operating funds

Several of these ideas (designated by *) have limitations. For example on items 4 and 7 (generating revenue from cell towers and farm land), it is not likely that the district could increase its current revenue from these items, except for general increases in market rates. School impact fees are not currently permissible by Indiana law, but perhaps a change in legislation could be pursued. The idea of charging for bus services to non-public schools was removed from the list. The district does currently sell old books, but that money is currently returned to the book rental fund, not the general fund.

Although many individuals proposed the idea of charging BCSC families for bus transportation, the Indiana Attorney General issued an opinion in June that "the legislature has not provided the governing body of a school corporation with the specific authority to assess, charge, or collect a school bus rider fee from the students of the school corporation." The issue may not be entirely settled if legislative or court action follows, but at least for now, the possibility of generating revenue from student bus fees seems unlikely.

As mentioned in the executive summary, initiating a referendum was one of the revenue generation ideas where people seem to have widely diverging opinions. The idea ended up both on the "top" and "bottom" priority lists. When we attempted to clarify public opinion by asking as a survey question, "Would you

support asking taxpayers to vote on a referendum for operating funds?” under specific conditions, 48% of the telephone survey participants and 57% of the online survey participants said “yes.”

A complete list of the ideas suggested for revenue generation follows.

	Already doing
Revenue generation idea	
Charge for public use of facilities	Yes
Rent space for cell phone towers	Yes
Apply for grants	Yes
Generate income from farm land	Yes
Sell property we don't need right now	
Initiate a fund raising project that includes students and/or former students	
Investigate school impact fees (for new development)	
Charge fees for sports	Some
Paying (fees) for extra-curricular activities	Some
Endowed teaching positions	
Summer school – charge a fee to take limited summer school classes	
Corporate sponsors for teams to defray costs	
Every organization/ club/ activity/ program/ team present plan to school board for consideration	
No funds received from tax base used for extracurricular activity	
Recommended activities include: gate fees, programs, limited fundraisers, sponsorships, work details, individual participant fees	
Apply for additional grants as park/public lands	
Target members to directly solicit school funding	
Solicit businesses to donate items for auction	
Parents: volunteer to work or pay \$	
Sell property and lease back from buyers	
Expand all-day kindergarten to include all day preschools (high school students in child development classes, parents can volunteer, school club FCCLD, psych students)	
Sports: if you pay to play, can athletes solicit sponsors instead of paying	
Raise admission prices	
ATMs (Automated Teller Machines) : if not at school, in perimeter locations	(Lafayette Jeff has bank in HS)
Wind turbines, solar panels	Not allowed in city limits

Market rental of school facilities	
Any way to benefit from Super Bowl?	
Charge facility fees/booth space fees for craft fairs, health fairs	
Business sponsorships for everything like fields, uniforms	
Increase book fees	
Charge St. Malachi & Day cares for bus services	
Pay for enrichment classes, only "core" are free	
Pay for busing	
Scripts program	
Impact fee - subdivisions, new developments help fund schools	
School website funding	
Laptops with online books (have books only for kids)	
Sell old books to Amazon etc.	
Rent out computer lab to public like library	
Use bus fleet after hours as charter	
Share resources among all schools	
More community/parent volunteers (better organization, list of needs, utilize website for sign up, if you can't volunteer then supply materials)	
Grant monies are available for bike/walk to work programs and it would be nice to see neighborhoods get together to initiate bike/walk trains to school with volunteers to escort groups of children into school in the morning and home in the afternoon.	
Sharing library resources (a centralized library) provided there are enough books to minimize long waiting lists	
Businesses in Brownsburg be required to give 0.25% of revenue toward school	
Opening up school facilities to trade-type schools or adult continuing ed classes during evenings, summers.	
Fundraisers like garage sales, run/walk, to benefit different areas of school funding	
I'd be willing to pay more for lunches if there was good food offered	
Full-day kindergarten	
Tuition-based preschool	
Take over YMCA before & after care	
Sell ad space	
Corporate sponsorships/donations/naming rights	
Voluntary tax relief for school district	
Annual fund raising campaign	
Seriously consider renting out school facilities to generate revenue. It's a shame taxpayers pay for state of the art gyms and can't use them.	

Companies such as Nike, Coca-Cola and PepsiCo have developed marketing arrangements with school districts to give them visibility on sports uniforms, scoreboards and in lunch rooms. Burger King, PepsiCo and Rainbow Bread have granted thousands of dollars to put ads and logos on school buses, school calendars, newspapers and banners. Other companies, such as Apple Computer, Hewlett-Packard, IBM and Microsoft, provide donated computers and software. Many high-tech companies will support distance learning programs, computer labs, or educational Internet programs such as those that teach students Spanish or connect them with children in other countries.	
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Increase student parking fees	
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The potential revenue generation ideas that participants would prioritize as the least important were:

1. Sell property and lease back from buyers
2. Use bus fleet after hours as charter
3. Sell property we don't need right now
4. ATMs: if not at school, in perimeter locations
5. Parents: volunteer to work or pay \$
6. Inform us what government officials we need to talk to (regarding school funding)
7. Every organization/club/activity/program/team present plan to school board for consideration
8. Raise admission prices
9. Any way to benefit from Super Bowl?
10. Increase book fees
11. Pay for busing*
12. Referendum for operating funds

You will note that a referendum for operating funds came up on both the most and least popular lists.

*See the note earlier in this section about the Indiana Attorney General's opinion on student bus fees.

Suggested parameters

Regarding saving money

The Commission recognized that some of the budget cuts or ideas suggested for the future of the school should only be undertaken under specific circumstances. The Commission developed a set a parameters to recommend to the BCSC Board of School Commissioners to use in their decision making. The suggested parameters follow:

- BCSC should explore and implement all other reasonable cuts before making cuts in academic programs that are in high demand and that are highly beneficial to the students involved.
- To reduce operating costs as necessary, class sizes can increase only until reasonable limits in class size have been reached as determined by the characteristics of the students (age, etc.), the capabilities of the teaching staff, and the nature of the subject.
- Continued staff reductions are acceptable only as long as educational quality is maintained as determined by test results (NWEA, ISTEP+, etc.) and other critical indicators.
- General fund revenues should be concentrated in academic areas; extra-curricular activities should be funded in other ways as much as possible.
- Extra-curricular programs should become self-supporting or evaluated for their cost vs. value to students. However, the district must still meet legal conditions for extra-curricular activities.
- Because BCSC has frozen some salaries and reduced benefits, the district should annually evaluate the competitiveness of BCSC employee compensation and benefits against surrounding (Marion and Hendricks County) school districts.
- BCSC should add new academic programs only if there were:
 1. Available funds, and,
 2. A specific need (including maintaining academic competitiveness) or
 3. A state or federal mandate.
- BCSC should add new extra-curricular programs only if there were:
 1. Available funds or a method of being self-sustaining
 2. A specific need or a state or federal mandate (Title IX).

Regarding generating revenue

- It is acceptable to institute or increase student fees and outside funding opportunities for extra-curricular activities as long as there are provisions for all students to be able to participate.
- BCSC should not consider initiating a referendum for operating funds unless there is clear communication and an explanation of the financial need and the true financial impact to individuals in the community.
- BCSC should not consider initiating a referendum for operating funds unless all other reasonable cost reductions have been explored and implemented to the satisfaction of the Board of School Trustees.
- BCSC would only adopt a new method of revenue generation if:
 - a) The safety of students and staff is not placed in jeopardy;
 - b) The method is legal;
 - c) The method does not distract from the district's mission;
 - d) The method does not generate additional uncompensated work load for existing staff;
 - e) The method generates sufficient additional revenues, and/or provides additional educational opportunities.
- If we expect BCSC to generate additional outside income, significant additional staffing resources may be required. Alternative revenue generation staff should be compensated on a percentage of the total funds generated, with the potential for an upper limit, cap or sliding scale.
- BCSC has an interest in activities that benefit K-12 students, and its facilities have been financially supported by district taxpayers. District administrators should have some flexibility in setting facilities use charges, whether that's free, covering operating expenses or generating additional revenue.

Parameters regarding establishing a volunteer program

- 1) There needs to be a single point of contact and coordination, both internally and externally.
- 2) There should be a database of volunteer needs and available volunteers.
 - a) The database should include the skills and characteristics that a volunteer may bring to the school and community.
 - b) The skills sought should include more than “extras”.
 - c) The volunteer corps must be reliable.
 - d) The database needs to include a list of what needs exist within the school.
 - e) Volunteers must be capable and qualified to conduct the efforts for which they are volunteering.
- 3) All volunteers need to be reviewed and approved, including background checks, etc.
 - a) Cost for the review process?
 - b) Renewal process (annual, semi-annual, etc.)?
 - c) Whatever the process is, it should be consistent throughout the district and in all buildings.
- 4) A grant should be pursued to cover the costs of the volunteer program (including background checks for those that are not able to cover the cost).
- 5) Any new volunteer program should be coordinated with existing volunteer programs.
 - a) Brownsburg Dad’s club is an example of an existing volunteer organization.
 - b) Any existing classroom or building volunteer efforts (classroom volunteers, PSGs, ___-boosters, etc.) should not be supplanted by a district volunteer coordination effort.
 - c) Senior Projects/PLTW mentor volunteers.
- 6) Any overall volunteer coordinator or organization should receive training in how to attract and work with volunteers.
 - a) Recognition of volunteer effort should be considered.
 - b) Training must be offered to volunteers (in proportion to the volunteer task and effort).
 - c) The reward of volunteering must be considered.
 - d) The volunteer process should be formalized, including a fixed period of time for which the volunteer is committing.

- 7) There should be benchmark information provided in establishing volunteer participation and activity goals.