

Task Force Final Report: Part A

Charge / SWOT and Critical Issues

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| Task Force # 10 | Facilitators: | Date: |
| School District / Other Partnerships | Jim Parker | October 10, 2006 Certified Copy |

Members: Jim Parker, Michele Cramer, Darren Everhart, Jim Haugh, Tim McElheran, Jason Shelton, Cindy Zahn, Sandy Davison, Yvonne O'Shea, Michele Maloney

Charge: To investigate the opportunities for the highly regarded Victor School District to partner with the Town, providing opportunities for our diverse population to enhance their quality of living in Victor. Possibilities include learning and educational programs, cultural events, workshops, recreation, and sporting events,

Examine ways in which services might be shared in a fiscally responsible manner.

Additionally, partnerships with other organized groups should be explored.

| <i>SWOT Analysis Summary:</i> | |
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| Internal (S/W) | External (O/T) |
| <u>Strengths</u> | |
| <p>The Budget of the school district is voted on by the taxpayers annually and always passes by a significant margin.</p> <p>The District Superintendent and the Town Supervisor and Board have demonstrated an ability to collaborate effectively in creating and managing joint projects in a mutually beneficial way.</p> <p>The Superintendent and the Town Supervisor meet quarterly to provide updates on mutual endeavors, and participate in a roundtable to share views with the community on a monthly basis.</p> <p>The school district's Transportation Department already has an informal collaborative relationship with the Highway Departments of the local municipalities concerning parts and equipment.</p> <p>There already is a protocol in place for prioritizing community use of district athletic facilities.</p> <p>The District's Homecoming Weekend has become one of the major annual events</p> | |

that encompass the entire community.

The Town's Historian, the Librarian, and other personnel are currently involved with providing support for students who have academic research needs.

Ganondagan staff are an important resource for District classroom activities

Weaknesses

Many of the collaborations that already exist are informal arrangements and are not widely known in the community.

The protocol for community use of school facilities has not been revisited for several years.

Community and school district offerings for community education are created independently.

The growing home school population is often not included in discussions concerning opportunities for learning in the community

Opportunities

Possibilities exist for mutual use of a grant writer.

Town personnel can be made available to provide mentoring, internships and service-learning opportunities for students.

A more formal relationship between the district and the local fire departments might create an opportunity for volunteering on a long-term basis.

The service organizations in the community view support of the educational goals of the district as an important part of their mission.

Threats

The rapid growth of the community population taxes available facilities and resources.

Our Critical Issues:

- 1. How can the school district utilize community resources?**
- 2. How can the community utilize school resources?**
- 3. Can an internship program be established between the school and local government?**
- 4. Can there be assistance and cooperation in the budgeting process of the**

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| entities? |
| 5. Can there be a sense of community with the school? |
| 6. How can we establish a line of communication between citizens and the school district? |
| 7. How can students become involved with the Town? |
| 8. How can duplication of services be eliminated? |
| 9. What other organizations can partnerships be established with? |

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| <i>Summary of Recommendations/Findings</i> |
| Final statement of support and additional information. |
| <p>The critical issues raised by the Town’s Strategic Planning Core Team concerning a partnership with the School District fell easily into two areas: Financial and Instructional. In both areas, the Task Force identified numerous examples of a collaborative relationship between the school district, the Town, and other community organizations. The current Superintendent and the current Town Supervisor, in particular, appear to have made communication between the entities an important priority, and seem to have developed an effective working relationship that takes into account the numerous mandates both organizations have to operate within. Equally important, the department heads of both organizations appear to have developed a smooth collaborative working relationship that helps both organizations to accomplish what needs to be done to provide quality service to the community.</p> <p>The Task Force did feel that some of the issues raised by the Core Team were already being addressed, particularly in the instructional areas. Government interns, Ganondagan resources, Town Historian and Library, were some of the areas that were identified. The District’s Building and Grounds and Transportation Departments were also positive about the support they received from town departments.</p> <p>The Task Force felt that a true partnership could easily be established by building on the positive areas already established. Because there did not seem to be a single source that could identify all the areas of cooperation that already existed between the district, the Town and other community organizations, the Task Force felt that the accumulation of this information in a systemic way was an important first step.</p> <p>The development and dissemination of a survey to collect this information was seen as a priority. The Task Force felt that sharing this information with the relevant community interests would resolve some of the critical issues raised by the Core Team.</p> <p>The Task Force felt that this information could also be used to bring together the relevant parties to identify additional areas that this relationship to benefit the community, and to develop a process that could maintain this partnership over time, and the inevitable changing of personnel.</p> |

Task Force Final Report: Part B

Strategic Intent/Key Initiatives /Action Plans and Cost Benefit

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Strategic Intent # 1: By 2008, a model will have been established for efficiently and effectively developing shared services between the school district, Town government, community organizations, and businesses, through the creation of a strong partnership alliance.

Key Initiative # 1: By the end of December 2006 information will be collected through the dissemination of a questionnaire designed to comprehensively identify the activities and collaborations that already exist between the District, the Town, other community organizations and businesses.

| P | C/B | # | Action Plan <i>(Indicate Priority (P) with a check. Check Cost / Benefit (C/B) if required)</i> | Who |
|----------|------------|----------|---|------------|
| | | 1 | Create a questionnaire that will identify areas of interaction between the school district, local municipalities, community organizations and businesses. | |
| | | 2 | Identify with the questionnaire the community resource, activity, population served, and frequency. | |
| | | 3 | Produce a database that will allow for dissemination of this questionnaire. | |

Key Initiative # 2: By the end of June, 2007, opportunities will be identified for cooperation in budgeting and sharing resources in a fiscally responsible way that will anticipate changes in the community over the next five years.

| P | C/B | # | Action Plan <i>(Indicate Priority (P) with a check. Check Cost / Benefit (C/B) if required)</i> | Who |
|----------|------------|----------|---|------------|
| | | 1 | Bring together individuals identified as participating in collaborative efforts to share resources in a fiscally responsible way. | |
| | | 2 | Brainstorm additional areas where collaboration can be mutually beneficial. | |
| | | 3 | Create a cost/benefit analysis to identify areas where mutual cooperation can be fiscally rewarding. | |

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| | | 4 | Develop process to formalize the sharing of resources in those areas where a long-term mutual benefit is apparent. | |
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Key Initiative # 3: By September, 2007, opportunities will be identified for the Town and community to support instructional and curricular goals of the district.

| P | C/B | # | Action Plan <i>(Indicate Priority (P) with a check. Check Cost / Benefit (C/B) if required)</i> | Who |
|----------|------------|----------|--|------------|
| | | 1 | Bring together individuals identified as benefiting from collaborative efforts to provide opportunities to support instructional and curricular goals. | |
| | | 2 | Brainstorm additional areas where the community can support the instructional and curricular goals of the district. | |
| | | 3 | Develop a process that will formalize the efforts to provide the support of the instructional and curricular goals of the district. | |
| | | 4 | Develop a schedule for district instructional personnel to meet with community personnel to discuss proactively the areas of collaboration. | |