

Introduction

School business officials are known for their innovative, meaningful contributions to the improvement of their profession and the efficiency of school entities. The ASBO International Pinnacle Awards were established to recognize outstanding practices and new ideas that result in significant contributions to school entities. Successful applications have focused on areas such as budgeting, construction, cost savings, energy conservation, resource reallocation, safety, transportation and technology.

The profiles of Pinnacle Award applications in this book are intended to provide school business officials with specific ideas to save money or improve processes in a variety of areas related to the day-to-day operation of schools. The money and time saved by implementing these ideas can then be applied where it is needed most, whether for classroom instruction, additional teacher preparation, or other human resources needs, to guarantee that all students are taught by highly qualified professionals, to balance budgets in maintenance or other areas, or to replenish a rainy day fund. As one of the applicants said, utilizing ideas here may help school business officials to do “what is best for the children.”

Several tables are provided to help you find solutions for your needs. Table 1.1 organizes the profiles in this book by areas for which school business officials are generally responsible. The areas include transportation management, technology and technological innovations, internal operations, facilities management (including maintenance and construction/renovation management), energy management and energy efficiency, human resources management, purchasing, safety, and food service. Profiles in each area are marked with an “x.”

Table 1.2 uses information from the National Center for Education Statistics (NCES) Common Core of Data (CCD), which includes number of students, size of budget, etc. Each profile in this book contains information from the CCD, including number of schools in the district, number of students, “locale/code” (there are eight codes, ranging from large central city to rural), total staff, “other staff” (staff excluding classroom teachers), and total 2001-2002 expenditures. Thus you can learn about the characteristics of the school districts that have implemented the innovations described and compare your own school district to the profiles. Note that Canadian districts and the BOCES profile included here do not have CCD data available.

School business officials and others involved with educational administration are encouraged to apply for ASBO’s Pinnacle Awards to be recognized for programs or innovations which have improved their school districts’ effectiveness or efficiency. For additional information and an application form, visit ASBO’s website at www.asbointl.org or call (703) 995-4955.