

**Regionalization Concept
For
Reorganization of Kansas
School Districts**

January 2003

Primary Authors:

Dr. Sharol Little, Superintendent, Manhattan-Ogden U.S.D. 383

Mr. Kenneth Kennedy, Superintendent, Pratt U.S.D. 382

Associates:

Dr. Morris L. Reeves, Retired Associate Superintendent for Business Services

Dr. Gary Norris, Superintendent, Salina U.S.D. 305

House Education Committee

Date: 2/6/03

Attachment # 1-1

Introduction and Purpose of the Study

We offer a plan to transform and improve the educational delivery system in Kansas while providing equal opportunities to all students of this state. The plan is further designed to transform a system of 303 school districts, which have unaffordable and duplicated instructional, policy, administrative, and support service costs, into a system of 40 Regional Education Districts (RED's) with those same services efficiently and effectively delivered.

During the late 1990's to 2002, many sessions of the state legislature and the Kansas State Board of Education have proposed or studied consolidating school districts, defining a suitable education, and determining the cost of that suitable education. The years have also been times of worldwide turmoil, rising taxes, legislative chaos, and budget deficits.

Not knowing the answers to defining and funding education led to the Kansas Legislature commissioning of two studies by Augenblick and Myers (A&M):

- "A Comprehensive Study on the Organization of Kansas School Districts," by Dr. John Augenblick, John Myers and Justin Silverstein, January 10, 2001.
- "Calculation of the Cost of a Suitable Education in Kansas in 2000-2001 Using Two Different Analytic Approaches," by John Augenblick, John Myers, Justin Silverstein, and Anne Barkis, May, 2002.

This draft proposal resulted from preliminary studies conducted by Dr. Sharol Little, Superintendent U.S.D. 383 Manhattan-Ogden, Manhattan, Kansas and Mr. Kenneth Kennedy, Superintendent U.S.D. 382, Pratt, Kansas while attending a United School Administrator class in 2000. The plan was further refined following Circle of 19 discussions, other state related workshops, and local presentations and discussions. Dr. Morris Reeves and Dr. Gary Norris joined as associate authors in 2002 and have been instrumental in the final development and cost analysis of the plan. The plan is subject to ongoing revisions as additional relevant research and community input are considered.

The purpose of this study was to apply sound business theories and educational research to appropriate and efficient reorganization of Kansas school districts. This reorganization model proposes possible solutions that may help:

- Determine an education structure which is more cost effective and will continue to provide appropriate and equitable education to all Kansas students,
- and
- Restructure districts, possibly allowing many small communities to retain their school(s), if enrollment and other factors are adequate to make this practical.

History of School Consolidation in Kansas

Consolidation is not new to Kansas. Recent history has seen more movement of population, especially school age, away from rural areas to the metropolitan areas. Small communities argue that closing a school causes a community to die. However, Dr. John Augenblick is quoted as saying "what we have found is, the community would shut down eventually anyway. A school is important, but closing a school won't destroy a community." (Kansas Farmer, Sept. 2002)

The history of Kansas consolidation since 1945:

- In 1945 Kansas had approximately 8,000 school districts.
- By 1960, through consolidation, the number had reduced to 2,600.
- In 1960 the legislature commissioned a landmark study which cited concerns about waste and educational quality. The result of the study suggested reducing the number of school districts to 250. (Hutchinson News, June 10, 2001)
- 1963 House Bill 377 established minimum standards for the structure of districts.
 - > 400 students in grades 1 through 12
 - or
 - > 200 square miles and minimum of \$2,000,000 assessed valuation
- House Bill 377 caused several statute revisions with KSA 72-6744 becoming the main consolidation statute.
- This legislation from the period of 1963 to 1984 caused 2,600 districts to consolidate to 304.
- KSA 76-6744 was repealed in 1984.
- 1999 legislation SB 171 (KSA 72-6445) established incentives to hold harmless school budgets for 2 years who voluntarily consolidate. This legislation (KSA 72-8703) also allowed non-contiguous consolidation. 2002 legislation SB 551 (KSA 72-6445 amended) extended the budget protection to 4 years if consolidation occurs prior to 2004 and 2 years thereafter.
- 1999 legislation commissioned a comprehensive study of school district organization by the firm of Augenblick and Myers, Inc.
 - > Study recommended reconfiguring 56 target districts with 36 neighboring districts
 - > Create 43 new districts for a state total of 255
- Studies, incentives, and voluntary consolidation from 1984 to present has resulted in 304 districts consolidating to 303<-1>.

It would appear, if you evaluate the history, the only way significant and appropriate consolidation will occur is through legislation.

Recommendations

Regional Education Districts (R.E.D.) should be formed in Kansas over the next five to ten years. Further, it is important to insure financial equity with statewide equalization of all sources of school revenue and local taxes.

The R.E.D. would have governing boards, appropriate attendance centers determined by geographical needs, and curriculum necessary to provide a suitable education. Some communities or areas may have K-5 attendance centers, others may have K-8, and some will have K-12. Without doubt, some communities may lose all or a portion of their attendance centers. However, more importantly, through R.E.D. formation, enhanced efficiency will be brought to the operations of schools in the state thus allowing available resources to be directed to the classroom. Following are some preliminary recommendations for the structuring of the regional education districts (R.E.D.), regional boards (R.E.B.), satellite education centers (S.E.C.), and K-5, K-8, or 6-8 attendance centers:

- Criteria for Regional Education Districts (R.E.D.)
 - Minimum of at least a full county unit in rural areas
 - The center of administrative and operations functions would be located as designated by Regional Education Boards
 - Facilities to be used are determined by age and condition
 - Staffing appropriate to meet adequate education programming needs to include the Board of Regents recommended curriculum and appropriate technical education
 - Provide support services—transportation, food service, special education, and maintenance support
 - Provide incentives to areas and districts which form RED's
- Criteria for Regional Education Boards (R.E.B.)
 - Elected or appointed membership
 - Appointed C.E.O. (superintendent) to manage the R.E.D.
 - Number on R.E.B. to be an uneven number
 - Areas of representation determined by census numbers
 - Areas of responsibility: budget adoption, policy review and development, select C.E.O., strategic planning, and curricular oversight
 - Provide fair and equal representation of the R.E.D. patrons
 - A legislator from the region shall serve as a member of the R.E.B.
- Criteria for Satellite Education Centers (S.E.C.) - K-12
 - One always located at regional district center
 - Principals will provide administration and instructional leadership
 - Enrollment and travel distance determines need for locations
 - Recommended maximum 9-12 student population of 900 per high school attendance center with 500-700 preferred. Some rural areas will be significantly less
 - Allowances made for necessary small schools in sparsely populated areas of Kansas
- Criteria for K-5 or K-8 Attendance Centers
 - Elementary centers recommended being no more than 15 miles from a student's home and never more than 30 miles
 - Located in a town
 - Maintain reasonable class sizes
 - Staff assignments made by R.E.D. sufficient to provide adequate curriculum
 - Allowances made for necessary small schools in sparsely populated areas of Kansas

Implementation Procedures and Related Issues

In order for this plan to be accomplished, there will be several issues to resolve and numerous steps to facilitate. Based on the history of previous consolidations, it is anticipated it may take five to ten years to fully implement this plan. It is essential to note, for this plan to have success it must be reviewed, revised, and carefully coordinated with other state studies, legislative goals, and State Board of Education performance goals.

Following are additional items that will need consideration or action for successful implementation of the plan:

- 1) Form-a special state task force to outline the steps for regionalization of districts
 - Develop Regional Education Districts (RED's) legislation
 - Use an outside team approach to assist with reorganization to promote unbiased, constructive solutions
- 2) Establish a pilot RED
 - Provide incentive funding to promote participation
 - Guarantee appropriate budget protection
- 3) Define suitable education for all students
 - Insure state performance goals are met
 - Meet NCLB federal legislation requirements
 - Regents curriculum and state of the art technical education provided in each RED
 - State communication backbone developed and utilized to provide curriculum delivery and support if needed in rural areas
 - Incorporate relevant state A&M study recommendations
- 4) Plan transition funding to include the key elements of a good fiscal formula
 - Provide a funding formula which will permit an orderly transition to an equitable system of school finance
 - Define necessary small school criteria
 - Develop funding structure for support of necessary small schools
 - Determine the minimum enrollment allowed to maintain a satellite center, or in cases of growth, to open centers
- 5) Consult with the state activities/athletics association
 - Review league reorganization issues
 - Maximize activity participation possibilities for students
- 6) Develop a plan to phase in RED concept over a 5 to 10 year period
 - Year 1 & 2 -- Sharing of services
 - Year 3 & 4 -- Governance changes
 - Year 5 & 10 -- Reduced attendance centers as appropriate and necessary
- 7) Insure appropriate and qualified instructional staffing
 - Increase teacher compensation to the national average
 - Provide affordable health care
- 8) Provide for districts with special circumstances
 - Provisions will be made for large districts to petition the state to separate into smaller districts
 - Geographical isolation or necessary small schools (sparse population density) will be designated as such

Service Concept

Many services could be provided in a cooperative method. This would reduce unnecessary duplication and result in both improved services and reduction in costs. Some service are best met when developed and delivered in the school or attendance center. Both cooperative services and locally provided services are listed.

Areas of Cooperative Services

Test Coordination
Curriculum Development
Staff Inservice
Special Education
Title I
English Language Learners
Budget Preparation and Administration
Transportation - Staff Commercial
Transportation - Student
Central Administration
Food Service Programming
Custodial Services
Maintenance Support - Specialty Areas
Payroll Processing
Grant Application Preparation and Administration
Charter and Diploma Completion School Operations
Staffing for Areas of Limited Enrollment
Equipment Sharing
Technical Education Support
State Reports
Legislative Lobbying
Vocational Program Administration and Reporting

Areas of Local Autonomy

Instructional Delivery
Sports and Activity Structure and Competition
Community Events
Staffing in all Areas where Assistance is not Needed
Building Administration
Day to Day Operations
Parent Teacher Organizations
Parent, Student, Teacher Conferences
Building Budget Management
Activity Fee Management
Routine Building Maintenance

Financial Advantage to Reorganization

It is estimated that with the proper reorganization of school districts and the sharing of services as outlined in the service concept section of this document, the state could realize a reduction in cost. This savings could be used by school districts in Kansas to enhance the educational opportunities for all Kansas students.

It is proposed the dollars saved could be used as follows:

- Meeting NCLB/QPA performance goals
- Increase teacher salaries to national average
- Provide quality affordable health care for employees
- Provide uniform and reasonable class sizes
- Enhance classroom supplies and materials
- Expand activity offerings
- Provide adequate maintenance and enhancement of facilities
- Provide for increased support from the Kansas State Dept. of Education to regional districts

Financial Incentive Package (School Loss)

Communities that lose their schools should be provided some financial compensation to help the community with development following the loss. This package may help facilitate better feelings on the part of patrons who have vested interests in the community school. This package is based in part on similar initiatives enacted by the South Dakota Legislature in 2001. (Argus Leader, Sioux Falls, SD, Oct. 2001)

1. Each community would receive \$1,000 per student the first year not to exceed \$100,000 to be used to convert site to
 - a. Community Center
 - b. Senior Center
 - c. Other community use
 - d. For maintenance and upkeep of the site
 - e. To raze the site and invest money elsewhere
2. 2nd year to 5th year – the community would receive 20%/year of the first payment
3. 6th year to 10th year – the community would receive 10%/year of the first payment

Rationale for Regional Education Districts (Fiscal Issues)

Regional Education Districts (R.E.D.)'s will be of sufficient size to take advantage of cost savings and educational enhancements based upon organizational decisions made by their governing boards. This will occur as the decision-makers strive for the expansion of educational opportunities for the students they serve. With the continued decline in enrollment in many of our school districts it is obvious that without restructuring educational opportunities will degrade. This is critical in small school districts at the secondary level.

It is time for the citizens of Kansas to set aside the emotional aspects of school consolidation and school closures. The need is to focus upon what is best for the students and for the state as a whole from both the fiscal and educational view. The state can no longer afford to fund the education of some of the students at 2+ times the rate of the statewide average funding. The financial considerations coupled with the difficulty of small high schools to provide a comprehensive educational program are sufficient reason to seriously consider regionalization and consolidation of K-12 education in Kansas.

The argument that the proposed reorganization will not save money cannot be sustained when examined even in light of the current finance structure. For example the four districts in one Kansas County during the 2001-2002 school year reported budgets for their general fund and supplemental general fund (LOB) that show a composite per pupil expenditure of \$8,907 based upon their FTE enrollment. The smallest district reported a cost of \$13,164 per pupil while the largest reported costs of \$6,924. If these districts were consolidated in FY 02, the state would have saved \$810,757. Comparing these expenditures with other school districts of like size and circumstance you will find that other districts have found the means and methods of delivering educational services at a lower cost.

For example, the Scott County School District reported an FTE enrollment of 964.7 with costs of \$6,825 per pupil. Riley County with 606 reported FTE provided their services at a cost of \$7,041 per pupil. Stanton County Schools with 543 FTE came in with a low cost of \$6,976. These data suggest that with the proper reorganization over time the State would realize savings of \$1,500 to \$2,000 per student in these districts. See below for data on additional districts.

The more significant savings realized by these school districts are found in their ability to offer reasonably sized classes at the elementary level and to reduce the number of very small high schools in the area. At the secondary level it should be noted that the four districts in the sample reported on their 2002-2003 staffing reports that they had 28.7 certified staff at the senior high level and 28.6 at the elementary level, which would imply that if there was one high school in the county considerable savings could be realized.

Other cost savings will include reductions in the extracurricular, athletic, food service, maintenance, and operations budgets if fewer facilities are used. The reduction in the number of administrators and support staff for central offices along with fewer boards of education will save additional funds.

The R.E.D. organizational plan will realize the greatest level of cost savings with the consolidation of small schools and school districts that are small by choice rather than necessity caused by excessive distances or some natural or manmade barrier. The schools that are small by necessity must have some provision in the funding formula to provide additional funds.

To accomplish the consolidation of school districts there must be a fiscal incentive to consolidate, as opposed to the current school finance formula, which has a built-in fiscal penalty for consolidation.

In addition to the elements introduced above the ideal fiscal formula for school districts will have the following elements: 1) It must provide for all school districts regardless of size or location; 2) Upon implementation, it cannot destroy the fiscal integrity of existing districts; 3) There must be some provision in the formula to provide for regression to the mean. Low funded school districts should receive more annual increase than high funded districts; 4) It must provide for the funding of necessary small and isolated schools; 5) It must accommodate supplemental funding to address unique needs of students such as poverty and language barriers; 6) It must address transportation needs of both rural and urban school districts; 7) It should be fiscally neutral for the state in funding of interdistrict transfer students; 8) Special education funding should be structured in a manner to discourage over identification of special education students.

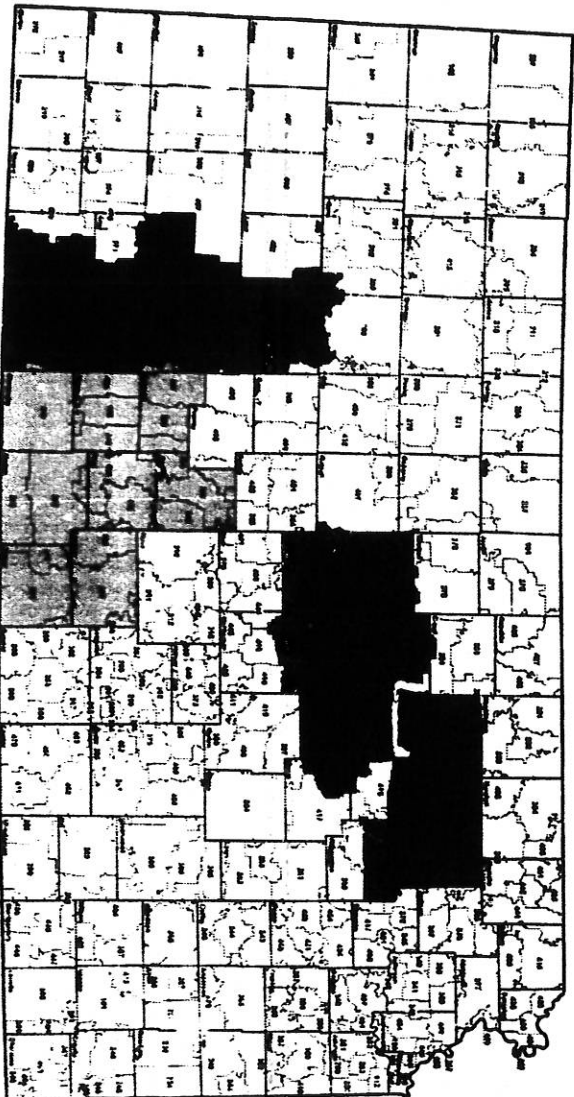
COMPARISON OF FOUR DISTRICTS IN ONE KANSAS COUNTY TO DISTRICTS OF SIMILAR CONDITIONS, 2001-2002 DATA

Unified School District Name	2001-02 FTE Enrollment	General Fund	Local Option Budget	General Fund Per Pupil	LOB per pupil	Total Revenue Per FTE
District A	49.0	\$517,032	\$128,000	\$10,552	\$2,612	\$13,164
District B	92.5	\$825,858	\$186,200	\$8,928	\$2,013	\$10,941
District C	126.0	\$1,154,777	\$170,000	\$9,165	\$1,349	\$10,514
District D	302.3	\$1,933,092	\$160,000	\$6,395	\$529	\$6,924
Composite	599.8	\$4,430,759	\$644,200	\$7,776	\$1,131	\$8,907
Unified District*	599.8	\$ 3,620,002	\$ 644,200	\$6,353	\$1,131	\$7,484
Riley County	606.0	\$3,791,407	\$475,490	\$6,256	\$785	\$7,041
Oskaloosa	666.0	\$4,282,361	\$685,890	\$6,430	\$1,030	\$7,460
Stanton County	543.0	\$3,537,892	\$222,983	\$6,515	\$411	\$6,926
Moundridge	564.6	\$3,390,478	\$690,000	\$6,005	\$1,222	\$7,227
Cherryvale	576.0	\$3,830,913	\$577,702	\$6,651	\$1,003	\$7,654
Syracuse	514.0	\$3,349,970	\$546,095	\$6,517	\$1,062	\$7,580
Chase County	474.2	\$3,111,500	\$299,816	\$6,562	\$632	\$7,193
Leoti	475.3	\$3,088,260	\$345,754	\$6,497	\$727	\$7,225
Scott County	964.7	\$5,572,881	\$1,010,781	\$5,777	\$1,048	\$6,825

*Assumes the same LOB amount plus same transportation, vocational and at risk weighting for unified district

Draft Four Kansas REDs

(Regional Educational Districts)



Kansas could be divided into 40 REDs.

The four shown here are examples that include
a total of 56 USDs.

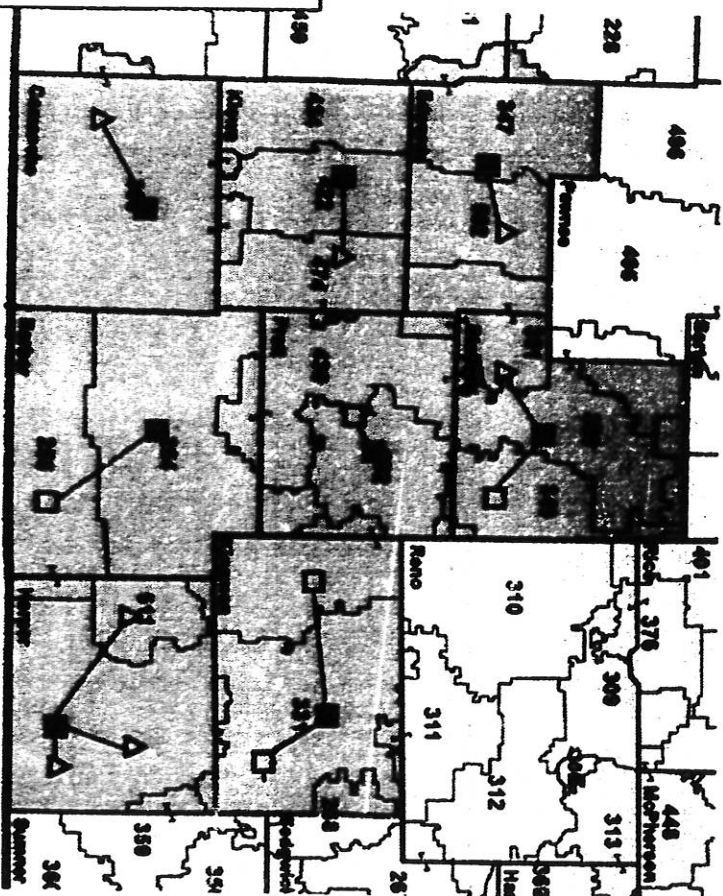
KK/SL: Sharoll@manhattan.k12.ks.us

South Central RED

(Regional Educational District)

- 10 -

Regionalization Efficiencies		
	Present	Proposed
Districts	17	1
Attendance Centers	36	30
Admin Support Serv	17	1
Boards of Education	17	1
Salary Schedules/Payrolls	17	1
Negotiated Agreements	17	1



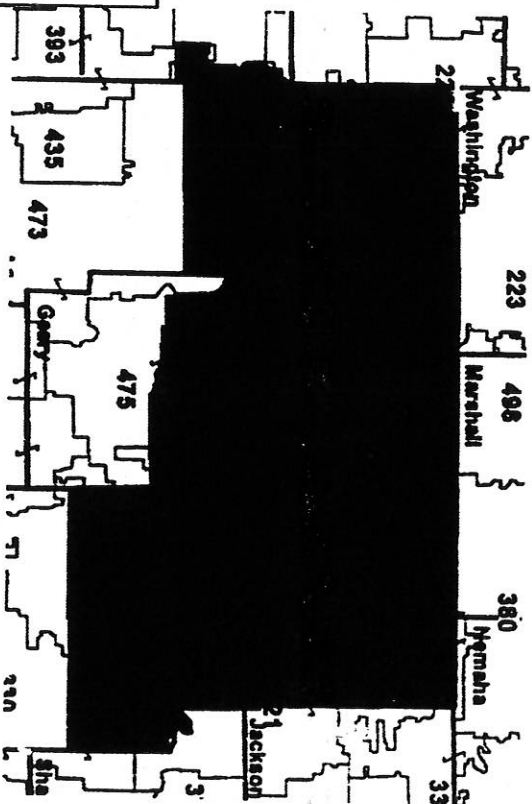
KK/SL: Sharoll.manhattan.k12.k5.us

1-1

South Central Regional Area Statistics

Chart: BBB			
School	Elem/Staff	MS/Staff	HS/Staff
USD 347 Kinsey-Oliffe	140-12		178-17
Kinsey-Oliffe Jr./Sr High			178-17
Kinsey-Oliffe Elementary	140-12		
USD 351 Macksville	202-17		86-14
Macksville High			86-14
Macksville Elementary	202-17		
USD 502 Lewis	88-10		88-11
Lewis High			88-11
Lewis Elementary	88-10		
USD 350 St. John-Hudson	210-19		215-22
St. John High			215-22
Hudson Elementary	64-6		
St. John Elementary	146-13		
USD 348 Stafford	144-13		198-19
Stafford MS/HS			198-19
Stafford Elementary	144-13		
USD 254 Barber County North	233-19	223-17	212-24
Medicine Lodge High			212-24
Medicine Lodge MS		223-17	
Medicine Lodge Prim. Elem.	233-19		
USD 255 South Barber	116-12	81-7	129-14
South Barber High			129-14
South Barber Middle		81-7	
South Barber Elementary	116-12		
USD 511 Altice	75-8		38-12
Altice High			38-12
Puls Elementary	75-8		
USD 361 Anthony-Harper	624-51		369-30
Chesam High Anthony			369-30
Anthony Elementary	332-25		
Harper Elementary	292-26		
USD 331 Kingman-Nonwich	792-63		437-36
Kingman High			437-36
Nonwich High			331-27
Kingman Elementary	564-47		
Nonwich Elementary	198-16		108-11
USD 300 Comanche County	142-16	77-9	102-13
South Central High School			102-13
South Central Middle School		77-9	
South Central Elementary School	142-16		
USD 332 Cunningham	207-22		94-12
Cunningham High			94-12
Cunningham Elementary	152-12		
Zende Elementary	55-10		
USD 382 Pratt	496-41	296-22	419-36
Pratt Sr. High			419-36
Liberty Middle School		296-22	
Mattie O Heekins Elementary	198-17		
Southwest Elementary	288-22		
USD 438 Skyline	233-23		119-14
Skyline High			119-14
Skyline Elementary	233-23		
USD 474 Hewland	116-10		65-7
Hewland High			65-7
Hewland Elementary	116-10		
USD 422 Greensburg	221-24		112-14
Greensburg High			112-14
Darmer Day Elem/Middle School	221-24		
USD 424 Mulvane	45-6	31-3	
Mulvane Junior High		31-3	
Mulvane Elementary	45-6		
Totals:	4886-388	788-88	2878-287
Grand Total: 17 districts 7633 students 721 staff			
Area Associations: 6.6% average ratios			
Elementary Schools	22		
Middle Schools	5		
High Schools	17		

Regionalization Efficiencies		
	Present	Proposed
Districts	9	1
Attendance Centers	45	30
Admin Support Serv	9	1
Boards of Education	9	1
Salary Schedules/Payrolls	9	1
Negotiated Agreements	9	1



- K-12 in county seat
- K-12
- △ K-5 or K-8

Northeast Regional Area Statistics

Chart 222

School	Elem/Staff	MS/Staff	HS/Staff
USD 383 Manhattan-Central	2719-238	894-88	188-142
MS (K-8 grade center & 10-12)			188-142
Blenheim MS		488-37	
Anthony MS		428-48	
A Arnold	324-32		
F Bergman	409-31		
Lee	238-18		
Marlett	488-27		
Northview	370-27		
Ogden	188-22		
T/Facecroft	238-30		
VFWAcon	228-27		
USD 328 Mill Creek (Alma)	282-25	78-10	184-22
Viduacon HS			184-22
Mill Creek MS		78-10	
Alma EI	181-12		
Maple Hill EI	32-5		
Pawnee EI	88-8		
USD 378 Riley	388-35		275-22
Riley HS			225-22
Riley EI (K-4, 5-8)	388-35		
USD 384 Blue Valley (Randolph)	97-8	98-8	78-11
BVHS			78-11
BVMS		98-8	
Osburg EI	97-8		
USD 323 Rock Creek	385-33		388-33
Rock Cr MS-HS			388-33
St. George EI	233-19		
Westmoreland	182-14		
USD 320 Wamego	880-47	333-30	482-44
Wamego HS			482-44
Wamego MS		333-30	
Central EI	311-25		
West EI	278-22		
USD 321 Kew Valley	788-82		375-40
Roseville HS (7-12)			178-20
St. Marys HS (7-12)			198-20
Della EI	88-8		
Emmett EI	81-7		
Roseville EI	345-26		
St. Marys EI	245-21		
USD 322 Onaga-Havenville-Wheaton	254-28		130-18
Onaga HS			130-18
Onaga EI	230-22		
USD 379 Clay Center	732-74	288-25	522-48
Clay Com HS			428-38
Wahfield HS			94-8
Clay MS		288-25	
Garfield EI	153-15		
Green EI	31-5		
Lincoln EI	228-25		
Longford EI	33-4		
Morgantown EI	67-8		
Wahfield EI	182-16		
Totals:	8223-838	1838-188	4223-378

Grand Total: 9 districts 12,675 students 1,942 staff

Area Administrators 2,888 persons fulltime

Elementary Schools 28
Middle Schools 6
High Schools 12

Southwest RED

(Regional Educational District)

Regionalization Efficiencies

	Present	Proposed
Districts	17	1
Attendance Centers	36	30
Admin Support Serv	17	1
Boards of Education	17	1
Salary Schedules/Payrolls	17	1
Negotiated Agreements	17	1



- K-12 in county seat
- K-12
- △ K-5 or K-8
- Necessary Small School

Southwest Regional Area Statistics

Chart: 888

School	Stem/Staff	MS/Staff	HS/Staff
USD 443 Dodge City	3398-212	782-85	1,385-113
Dodge City High School			1,385-113
Dodge City Middle School		782-85	
Bessen Elementary	417-28		
Central Elementary	470-22		
Lynn Elementary	513-35		
Miller Elementary	388-29		
Northwest Elementary	543-32		
Soule 6 th Grade Center	436-27		
Sunnyside Elementary	437-30		
Wilrods Elementary	144-8		
USD 102 Cimarron Region	357-27		321-28
Cimarron High School			321-28
Cimarron Elementary	357-27		
USD 219 Minnola	176-16		88-15
Minnola High School			88-15
Minnola Elementary	176-16		
USD 220 Ashland	142-11	32-3	84-12
Ashland High School			84-12
Ashland Upper		32-3	
Ashland Elementary	142-11		
USD 225 Fowler	91-10		101-12
Fowler High School			101-12
Fowler Elementary	91-10		
USD 226 Meade	338-30		176-15
Meade High School			176-15
Meade Elementary	338-30		
USD 227 Jelmore	239-20		102-15
Jelmore High School			102-15
Jelmore Elementary	239-20		
USD 301 Ness Tri Le Go	32-6		
Uica Elementary	32-6		
USD 302 Smoky Hill	63-6		89-10
Ransom Jr/Sr High School			89-10
Ransom Elementary	63-6		
USD 303 Ness City	212-15		112-14
Ness City High School			112-14
Ness City Elementary	212-15		
USD 304 Bazine	43-7		52-7
Bazine High School			52-7
Bazine Elementary	43-7		
USD 328 Hanston	47-6		82-9
Hanston High School			82-9
Hanston Elementary	47-6		
USD 381 Spearville	162-13		180-19
Spearville Jr/Sr High School			180-19
Spearville Elementary	162-13		
USD 459 Bucklin	207-15		121-13
Bucklin High School			121-13
Bucklin Elementary	207-15		
USD 477 Ingalls	151-11		127-14
Ingalls Jr/Sr High School			127-14
Ingalls Elementary	151-11		
Totals:	8688-585	824-98	3188-238

Grand Total: 18 districts 9,583 students 729 staff

Area Approximately 5,000 square miles

Elementary Schools 22
Middle Schools 2
High Schools 14

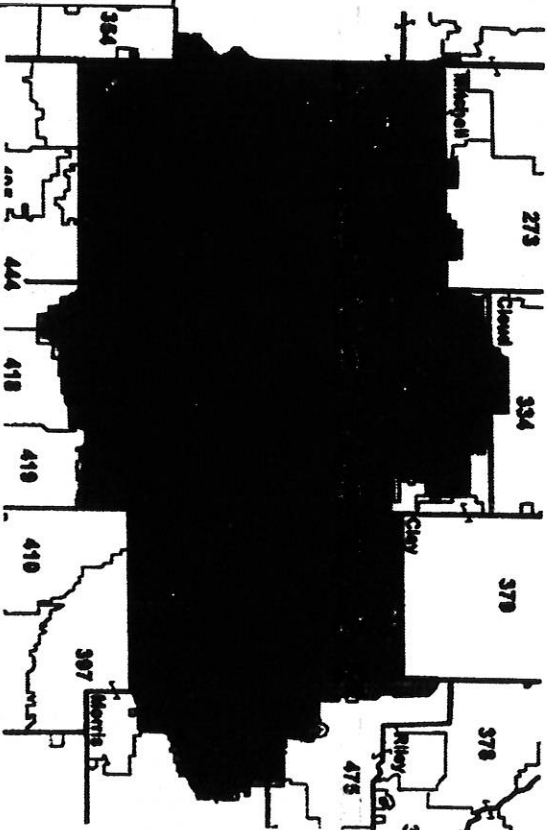
Central RED

(Regional Educational District)

-6-

Regionalization Efficiencies:

	Present	Proposed
Districts	15	1
Attendance Centers	59	40
Admin Support Serv	15	1
Boards of Education	15	1
Salary Schedules/Payrolls	15	1
Negotiated Agreements	15	1



- K-12 in county seat
- K-12
- △ K-5 or K-8

Central Regional Area Statistics

Chart: 2002

School	Elementary	Middle	High
USD 200 North Ogemaw County	438-38		341-33
Manassas High			341-33
Delphos Elementary	167-10		
Manassas Elementary	268-10		
USD 205 Twin Valley	448-38		208-32
Barnington High			148-13
Tecost High			74-10
Barnington Elementary	318-21		
Tecost Elementary	130-14		
USD 208 Lincoln	288-19		184-18
Lincoln Jr/Hr High			184-18
Lincoln Elementary	288-19		
USD 209 Sylva Green	88-8		83-13
Sylvan United High			83-13
Sylvan United Elementary	88-8		
USD 206 Salina	3088-308	1181-181	2374-184
Salina High Central			1288-85
Salina High South			1174-81
Lakewood Middle		887-88	
South Middle		884-81	
Coronado Elementary	362-34		
Columbus Elementary	473-38		
Franklin/Lewis Elementary	347-32		
Hagman Elementary	358-38		
Hausner Elementary	473-38		
Meadowbrook Elementary	388-34		
Oakdale Elementary	488-38		
Schilling Elementary	334-34		
Seward Elementary	444-38		
Sunset Elementary	488-33		
USD 208 Southeast of Salina	288-34		353-32
Southeast of Salina High			353-32
Southeast of Salina Elementary	288-34		
USD 307 El-Salva	222-38	72-8	148-18
El-Salva High			148-18
El-Salva Elementary	222-38		
El-Salva Middle		72-8	
USD 327 Elworth	225-23	218-38	234-38
Elworth High			234-38
Kanopolis Middle		218-38	
Elworth Elementary	225-23		
USD 328 Lorraine	288-38		238-38
Quivira Heights High			188-12
Wilson Jr/Hr High			138-17
Quivira Heights Elementary/Jr High	178-16		
Wilson Elementary	181-12		
USD 383 Solomon	228-18		211-21
Solomon High			211-21
Solomon Elementary	228-18		
USD 408 Smoky Valley	388-34	253-18	388-27
Smoky Valley High			388-27
Lindberg Middle		253-18	
Marquette Elementary	128-14		
Soderstrom Elementary	272-38		
USD 435 Abilene	618-45	347-38	488-37
Abilene High			488-37
Abilene Middle		347-38	
Garfield Elementary	214-15		
Kennedy Elementary	288-15		
McKinley Elementary	188-15		
USD 473 Chapman	418-37	288-22	424-34
Chapman High			424-34
Chapman Middle		288-22	
Blue Ridge Elementary	67-8		
Chapman Elementary	191-14		
Enterprise elementary	188-8		
Rural Center Elementary	47-8		
USD 481 Rural Vale	282-38		138-22
Hape High			88-18
White City High			88-12
Hape Elementary	137-13		
White City Elementary	145-13		
USD 482 Harrison	222-38	118-13	171-38
Harrison High			171-38
Harrison Middle		118-13	
Harrison Elementary	222-38		
Totals:	8,188-681	2,428-288	6,864-627

Grand Total: 16 districts 18,636 students 1,414 staff

Ann Arbor district 4,088 persons within

Elementary Schools 34
Middle Schools 8
High Schools 19