



Robbinsdale Area Schools School Board Meeting Agenda

Monday, May 10, 2010 at 5:45 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

5:15 p.m. - 5:45 p.m. - Continuation of May 3 Closed Session for Negotiations Strategy Precedes
Work Session

Continuation of May 3 Closed Session for Negotiations Strategy Follows Work Session

1. Welcome and Review Agenda
2. Discussion Regarding Renaming Sandburg and New Hope as Learning Centers 2
Presenter: Superintendent Sicoli
3. National School Boards Association Conference Report
Presenter: Linda Johnson
4. Superintendent Evaluation Instrument and Process 3
Presenter: Helen Bassett/Linda Johnson/Barb Van Heel
5. Board Evaluation and Board Development Discussion 17
Presenter: Tom Walsh
6. Adjourn

ADMINISTRATION

Policy on Changing Names of District Programs, Schools, or Other Facilities

It is the policy of Independent School District 281, Robbinsdale Area Schools, to encourage staff and community involvement in a process of changing the name of a district program, school, or other facility. To ensure that various stakeholders have the opportunity to share comments when a proposal to change the name of a program, school, or other facility is suggested, the following steps will be followed:

- The staff, parent or community group proposing to change the name of a program, school or other facility will present its proposal in writing to the superintendent.
- Upon receipt of a proposal, the superintendent will outline the process that the group needs to follow to gather input from key stakeholders.
- The group will then provide evidence to the superintendent that the process to gather stakeholder input was followed, and will make a recommendation to change the name of a district program, school, or other facility. The recommendation should be based on the comments obtained from stakeholders.
- Provided that the identified process was followed, the superintendent will then present the group's recommendation to the school board for final approval.

Policy adopted
by the school board: August 21, 2000



**MONITORING
SUPERINTENDENT PERFORMANCE**

5/6/2010

PURPOSE

The Superintendent performance evaluation is intended to develop a positive, cooperative and productive working relationship between the Board and the Superintendent. The Board holds the Superintendent accountable for achieving district priorities and is responsible for evaluating the Superintendent's performance.

PROCEDURE

1. August

The Board and the Superintendent meet to review/revise the superintendent evaluation process.

- a. Board and Superintendent review/revise the previous year's Superintendent Evaluation and set targets for "Opportunities for Action" for the current year.
- b. During the second year of each three year superintendent contract, input from stakeholders, in addition to the Board, will be included in the superintendent's performance evaluation. The Board and Superintendent determine a process to obtain input from additional stakeholders.
- c. Schedule January and June evaluation meeting dates.

2. January

The Board and the Superintendent meet to discuss mid-year progress.

- a. Superintendent provides the Board with a mid-year progress report.
- b. Board and Superintendent discuss the district's progress.
- c. Superintendent and Board consider any significant changes in the district's circumstances and determine whether the targets require adjustment.
- d. Board confirms the Superintendent's direction for the district, making adjustments as appropriate.
- e. New Board members are oriented to the evaluation process and the criteria on which the Superintendent will be evaluated.

3. May

The Superintendent and Board Members prepare the documents for the June Superintendent Evaluation Meeting.

- a. Superintendent provides the Board with indicators of the district's progress.
- b. Individual Board Members complete the evaluation instrument(s).
- c. Board chair, or designee, compiles the individual evaluations into a composite evaluation. Each Board Member and the Superintendent receive a copy of the composite evaluation.

4. June

The Superintendent evaluation meeting* is held in a closed session.

- a. Prior to meeting with the Superintendent, the Board meets to discuss the composite evaluation, clarify individual Board Members' evaluations and come to a general consensus on the Superintendent's performance.
- b. Board meets with the Superintendent to discuss the Board's composite evaluation and identify "Commendations" and "Opportunities for Action."
- c. Board Chair, or designee, prepares a written summary of the evaluation meeting including "each salient point of the evaluation." **
- d. According to Minnesota Statute*, if the Board evaluates the Superintendent in a closed meeting a summary of "the conclusions regarding the evaluation" must be presented at the next open meeting.

*** Minnesota Statute 13D.05, Subd. 3(a)**

A public body may close a meeting to evaluate the performance of an individual who is subject to its authority. The public body shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the public body shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting.

**** Minnesota Department of Administration Advisory Opinion 02-021**

...How a public body approaches the evaluation will determine exactly which data it should summarize. The public body should carefully review the specific points it established in reaching a conclusion about the performance evaluation. Clearly, the language of the Open Meeting Law indicates that the governing body ought to summarize each salient point of the evaluation so that the public is given the opportunity to get the best possible sense of the performance-good, bad or indifferent-of the public employee.

ROBBINSDALE SCHOOL DISTRICT #281
SUPERINTENDENT EVALUATION INSTRUMENT
Developed 2010

DRAFT

EVALUATOR: _____ DATE: _____

Evaluation Areas

- A. Strategic Plan and Results
- B. Employee Relations
- C. External and Community Relations
- D. Organizational Management
- E. Financial Management
- F. Board Relations

Evaluation Performance Levels – Definitions

Unsatisfactory	Rarely meets the standards of performance and expectations. Improvement needed.
Basic	Meets initial standards for performance and expectations.
Proficient	Consistently demonstrates competence, skill, and expertise. Performance standards meet all expectations.
Distinguished	Consistently exceeds standards for performance and expectations. Work is high quality and worthy of special recognition.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Directions

Indicate the statement that most accurately describes the superintendent's current level of performance. Add comments on "Commendations" and/or "Opportunities for Action" as appropriate for each evaluation question.

Please note: For evaluation areas with no rubric listed, use the evaluation performance level definitions listed above. *The rubric is intended to be a guide not an absolute.*

A. STRATEGIC PLAN AND RESULTS

1. A strategic plan is in place that drives district decisions.

Unsatisfactory	A strategic plan is not in place or the strategic plan is not driving district decisions.
Basic	A strategic plan is in place but not used consistently to drive district decisions.
Proficient	A current strategic plan is in place and is used to drive most district decisions.
Distinguished	A current strategic plan is in place and used to drive district decisions at all levels of the organization.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

2. Action plans have been developed for all district priorities and there is clear evidence that progress and/or results have been achieved.

Unsatisfactory	Action plans have not yet been developed for the district priorities.
Basic	Some action plans have been developed and are in the process of being implemented for some district priorities.
Proficient	Action plans have been developed and are in the process of being implemented for most district priorities.
Distinguished	Action plans have been developed for all district priorities in the strategic plan and there is clear evidence that progress and/or results have been achieved.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

3. Progress on the strategic plan is monitored and reported to the board and community.

Unsatisfactory	Performance measures have not been identified and/or progress on the strategic plan is not yet monitored or reported.
Basic	Performance measures for the strategic plan are identified to monitor progress but a systemic process to monitor and report progress is not in place.
Proficient	Performance measures for the strategic plan are identified to monitor progress and a systemic process to monitor and report progress is in place and implemented.
Distinguished	Performance measures for the strategic plan are identified to monitor progress and a systemic process to monitor and report progress is in place and implemented by using a documented monitoring calendar.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

4. District, schools, and programs are aligned to the strategic plan at all levels of the organization and data used from performance reports are used to make improvement adjustments.

- Unsatisfactory Improvement plans are not in place.
- Basic District, schools, and programs are in the process of being aligned to the strategic plan. Data is not yet used to make improvement adjustments in all areas.
- Proficient Most district, schools and programs are aligned to the strategic plan and data from the performance reports are used to make improvement adjustments in most areas.
- Distinguished District, school and programs are aligned to the strategic plan at all levels of the organizations. Data from the performance reports are used to make improvement adjustments.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

5. District performance results are improving compared to past performance results.

- Unsatisfactory District performance is not yet improving.
- Basic District performance does not show consistent improvement trends, but does show isolated areas of improvement.
- Proficient District performance has improved and goals are being met, but there is not yet a sustained positive trend.
- Distinguished District performance is consistently improving compared to past performance, goals are achieved and performance standards are met. Gaps in performance results between student groups are closing.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

6. The district is positioned for ongoing success and is highly competitive with similar districts in performance, educational programs and schools.

- Unsatisfactory The district is not positioned for ongoing success or competitive with similar districts.
- Basic The district is in the process of being positioned for ongoing success and is competitive with similar districts in some areas, however improvement is needed.
- Proficient The district is positioned for success in many areas and competitive with similar districts in several programs and schools.
- Distinguished The district is positioned for ongoing success and is highly competitive with similar districts in performance, educational programs and schools.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

B. EMPLOYEE RELATIONS

1. Positive and productive relationships exist throughout the organization that encourage collaboration, innovation, empowerment, staff involvement, respect and integrity.

Unsatisfactory	Evidence of positive and productive relationships with district employees is not apparent.
Basic	Evidence of positive and productive relationships with district employees is apparent in some areas. Elements of collaboration, innovation, empowerment, respect and integrity are not consistently apparent throughout the organization.
Proficient	Evidence of positive and productive relationships with district employees is apparent throughout most of the organization. Elements of collaboration, innovation, empowerment, respect and integrity are not consistently apparent across the organization.
Distinguished	Evidence of positive and productive relationships with district employees is apparent throughout the organization. Elements of collaboration, innovation, empowerment, respect and integrity are consistently apparent across the organization.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

2. A culture of recognition and appreciation for district employees is embedded throughout the organization.

Unsatisfactory	A culture that provides recognition and appreciation for district employees is nonexistent.
Basic	Recognition and appreciation for some district employees is apparent, but not yet embedded throughout the organization.
Proficient	A culture of recognition and appreciation for district employees is apparent in most areas of the organization.
Distinguished	A culture of recognition and appreciation for district employees is embedded throughout the organization.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

3. A work environment that enables district staff to be successful in empowered work teams, manage their own systems and promote personal growth is in place throughout the organization.

- Unsatisfactory A work environment does not yet support success through empowered teamwork, management systems and personal growth.
- Basic Some areas of the organization are in the process of creating work environments that promote a team approach, allow district staff to manage their own systems and promote personal growth.
- Proficient Work environments are in place that enable district staff to be successful in empowered work teams, manage their own systems and promote personal growth in most areas of the organization.
- Distinguished A work environment that enables district staff to be successful in empowered work teams, manage their own systems and promote personal growth is in place throughout the organization.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

4. An employee performance evaluation system that holds employees accountable to align their work to support district priorities in the strategic plan is in place.

- Unsatisfactory A performance evaluation system is not in place.
- Basic A performance evaluation system is in place but does not require measures that are aligned to district priorities.
- Proficient An evaluation system aligned to measure performance toward district priorities is in place, but is not yet fully deployed throughout all levels of the organization.
- Distinguished A performance evaluation system aligned to measure performance toward the district priorities is in place and is fully deployed throughout all levels of the organization. Employees are assessed on their use of a systems approach for continual improvement and results.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

5. Leadership is provided to ensure that contracts with employee groups are negotiated in a respectful and professional manner, and the terms of the labor agreements are followed.

- Unsatisfactory
- Basic
- Proficient
- Distinguished
- Not Applicable

Commendations:

Opportunities for Action

C. COMMUNITY AND EXTERNAL RELATIONS

1. The superintendent consistently and effectively builds and maintains positive relationships with key community stakeholders. These relationships provide assistance in meeting district priorities.

Unsatisfactory	The superintendent does not effectively work to build positive relationships with key stakeholders.
Basic	The superintendent occasionally works to build positive relationships with key stakeholders, but the process is not consistent.
Proficient	Positive relationships with key community stakeholders is evident and an effective.
Distinguished	Positive relationships with key community stakeholders is evident, effective and consistent. These relationships provide assistance in meeting district priorities.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

2. The Superintendent serves as an effective spokesperson and works to maintain support and trust for the district.

Unsatisfactory	The superintendent does not communicate clearly and effectively.
Basic	The superintendent communicates clearly and effectively in some situations but needs to continue to improve communication effectiveness.
Proficient	The superintendent communicates clearly and effectively in most situations and works to build trust and support for the district.
Distinguished	The superintendent consistently communicates in a manner that is clear, concise and effective. Support and trust for the district is consistently maintained.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

3. A system is in place to monitor and effectively respond in a timely manner to satisfaction levels of stakeholders, which include students, parents, staff, other community members.

Unsatisfactory	The level of stakeholder satisfaction is not yet monitored.
Basic	The level of satisfaction of some stakeholder groups are monitored and a system is in place to provide effective responses.
Proficient	The level of satisfaction of most stakeholder groups is monitored and a system is in place to provide effective responses.
Distinguished	The level of satisfaction of all stakeholder groups is monitored and a system is in place to provide effective responses in a timely manner.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

4. The Superintendent maintains positive relationships and works effectively with a variety of external stakeholder groups including: Superintendents, City Leaders, Legislators, Governmental Leaders, WMEP and Intermediate District 287.

- Unsatisfactory The superintendent does not cultivate positive relationships with external stakeholders.
- Basic The superintendent maintains positive relationships and works effectively with some external stakeholders but at a minimal level.
- Proficient The superintendent maintains positive relationships and works effectively with external stakeholders but is not consistent with all opportunities available.
- Distinguished The superintendent consistently maintains positive relationships and works effectively with a variety of external stakeholder groups.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

D. ORGANIZATIONAL MANAGEMENT

1. The district has a written plan and annual cycle to develop new policies and review/update existing district policies and procedures and it is used consistently.

- Unsatisfactory New policies are created and updates to existing policies are completed on an as need basis.
- Basic The district is in the process of developing a plan and annual cycle to develop new and review/update existing policies and procedures.
- Proficient The district has a written plan and annual cycle to develop new and review/update existing policies and procedures, but it is not yet used consistently.
- Distinguished The district has a written plan and annual cycle to develop new policies and review/update all existing district policies and procedures and it is used consistently.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

2. An effective and systematic approach to promote and measure continuous improvement in all schools and programs is in place.

- Unsatisfactory There is not a systematic approach to promote continuous improvement in the district.
- Basic Elements of systematic approach to promote continuous improvement in the district are in place and implementation is on-going.
- Proficient A systematic approach to promote continuous improvement in the district has been implemented throughout the district. However, revisions are necessary to achieve maximum results.
- Distinguished A systematic approach to promote continuous improvement in the district has been implemented throughout the district. Evidence that the system is leading to improved results is apparent.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

3. An effective structure for decision making throughout the organization is in place and is leading to improved results.

- Unsatisfactory There is no structure for decision making in the district.
- Basic A structured approach for decision making is in the process of being implemented.
- Proficient An effective structure for decision making has been implemented throughout the district.
- Distinguished An effective structure for decision making has been implemented throughout the district. Evidence that the system is leading to improved results is apparent.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

4. An organizational structure is in place that effectively meets the needs of the district.

- Unsatisfactory The organizational structure is ineffective in meeting the needs of the district.
- Basic The organizational structure is somewhat designed to achieve results and operate efficiently, but major adjustments are needed.
- Proficient The organizational structure is effectively designed to achieve results and operate efficiently. However, some minor adjustments may be needed.
- Distinguished The organizational structure is in place that is effectively designed to achieve results and operate efficiently.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

5. *The district is in compliance with board policies and federal, state, and local rules and regulations.*

- Unsatisfactory The district is not in compliance with several board policies and governmental rules and regulations.
- Basic The district is not in compliance with some board policies and governmental rules and regulations.
- Proficient Occasionally the district is not in compliance with board policies and governmental rules and regulations.
- Distinguished The district is rarely out of compliance with board policies and governmental rules and regulations.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

E. FINANCIAL MANAGEMENT

1. *The budget reflects the district's priorities and goals and is communicated effectively to stakeholders.*

- Unsatisfactory The budget does not reflect the district's priorities and goals.
- Basic Efforts are underway to reflect the district's priorities and goals in the budget.
- Proficient The budget reflects the district's priorities and goals.
- Distinguished The budget reflects the priorities and goals of the district and is communicated effectively to stakeholders.
- Not Applicable The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

2. A framework is in place to assess and compare the relative cost-effectiveness and alignment of district programs to the strategic plan. This information is used in budget recommendations to the board where appropriate.

Unsatisfactory	Programs are not assessed and compared for relative cost-effectiveness and alignment to the strategic plan.
Basic	Some programs are assessed for cost-effectiveness and are aligned to the strategic plan, but a framework is not in place.
Proficient	A framework is in place to assess and compare the relative cost-effectiveness and alignment of district programs to the strategic plan.
Distinguished	A framework is in place to assess and compare the relative cost-effectiveness and alignment of district programs to the strategic plan. This information is used in budget recommendations to the board where appropriate.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

3. Plans are in place to address short and long term funding projections, which include innovative plans for generating revenue and reducing expenditures, and the district is in proactive position to respond to budget fluctuations.

Unsatisfactory	The district is not prepared to effectively respond to budget fluctuations.
Basic	Plans are in place to address only the short term budget fluctuations.
Proficient	Plans are in the process of being developed to position the district to proactively respond to short and long term budget fluctuations.
Distinguished	Plans are in place to address short and long term funding projections, which include innovative plans for generating revenue and reducing expenditures, and the district is in proactive position to respond to budget fluctuations.
Not Applicable	The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action

F. BOARD RELATIONS

- 1. *The superintendent works with the board in a climate of professionalism and mutual respect. He/she is accessible to and communicates effectively with all board members.***

Unsatisfactory

Basic

Proficient

Distinguished

Not Applicable

Commendations:

Opportunities for Action

- 2. *The superintendent ensures that materials, reports and recommendations to the board are carefully prepared, concise, accurate and timely.***

Unsatisfactory

Basic

Proficient

Distinguished

Not Applicable

Commendations:

Opportunities for Action

- 3. *The superintendent fully informs and advises the board about the educational needs of the students, instructional best practices, important issues, and unforeseen situations in the district in a timely way.***

Unsatisfactory

Basic

Proficient

Distinguished

Not Applicable

Commendations:

Opportunities for Action

G. OTHER COMMENTS YOU WOULD LIKE TO ADD

Commendations:

Opportunities for Action

Adopted: December 12, 2005

*MSBA/MASA Model Policy 214
Orig. 2005*

Approved: February 20, 2007

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board members, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members.

Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. ~~Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.~~

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

VII. ANNUAL REVIEW

This policy must be annually reviewed by the school board.

Legal References: **Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)**
 Minn. Stat. § 471.661 (Out-of-State Travel)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: **MSBA/MASA Model Policy 212 (School Board Member Development)**
 MSBA/MASA Model Policy 412 (Expense Reimbursement)

Board Development – Budgets/Actuals 2004-2010

Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Local Travel	Budget	Budget	Budget	Budget	Budget	Budget
	Actual \$349.00	Actual \$303.00	Actual \$547.00	Actual \$223.00	Actual \$2,267.00	Actual to date 4/15 \$1,545.00
Travel/Conference	Budget	Budget	Budget	Budget	Budget	Budget
	Actual \$2,298.00	Actual \$4,650.00	Actual \$7,733.00	Actual \$4,000.00 Actual \$2,162.00	Actual \$4,000.00 Actual \$2,901.00	Actual to date 4/15 \$4,000 Actual to date 4/15 \$2,333.00

Local Travel includes mileage reimbursement, parking.

Travel/Conference includes: Alliance for Student Achievement, Minnesota Council for Quality, MSBA Phase Training, Early Birds, Recognition Luncheon, Summer Seminar, Leadership Conference, Board In-Service Training; TwinWest Legislative Breakfasts, Minnesota Community Education Conference, Association of Metropolitan School Districts' Winter Conference, MNSPRA Conference, and NSBA Phoenix and San Francisco, CUBE Conference registration/hotels/meals/airline tickets. 2005-2006 and 2006-2007 expenses were higher due to greater participation in MSBA training and TwinWest . Breakfasts.