

AN EXPLORATION OF THE COSTS AND BENEFITS OF THE TOWN OF GRANVILLE JOINING THE SOUTHWICK-TOLLAND REGIONAL SCHOOL DISTRICT



Final Report



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Pioneer Valley Planning Commission

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Executive Summary

The Town of Granville and the Southwick-Tolland Regional School District (STRSD) have recently requested a new examination of potential school regionalization. Granville is confronting a combination of decreasing revenue and steadily increasing education costs, as well as declining enrollment and underutilization of its school building. In the meantime, Southwick-Tolland is dealing with overcrowding issues at Woodland Elementary School, increasing costs, and deteriorating facilities. The Pioneer Valley Planning Commission (PVPC) was able to provide technical assistance through the Commonwealth's 2010 District Local Technical Assistance (DLTA) funding through the Department of Housing and Community Development and the Regional Education and Business Alliance (REBA). A consultant team, Paul C. Gagliarducci, Ed.D., and Stephen R. Hemman, Ed.D., was hired to provide a detailed financial analysis and recommendations. The communities have formed a single Regional School District Planning Board, which must study the advisability of Granville joining the Regional School District and submit a report of its findings and recommendations to the Select Boards of the respective towns. In the past couple of years, the Massachusetts State Building Authority (MSBA) has authorized funding for a building project in the Southwick-Tolland District and is encouraging the Town of Granville to join the region, with the incentive of a potential reimbursement increase of six percent.

School District and Community Characteristics

The PVPC conducted a detailed examination of community characteristics, school district data, and enrollment projections for this study. It was found that the resident populations of Southwick, Tolland, and Granville have fairly similar demographics. Though Southwick was significantly more populous than Tolland and Granville in 2000 and continued to be in 2009, the three communities shared similar average family size, median age, and poverty levels. Student populations are also quite similar from a socio-economic standpoint. Neither school district has consistently higher MCAS scores across all grade levels and subjects than the other. Granville has typically seen higher percentages of students scoring proficient and above in third, fourth, and fifth grades than Southwick-Tolland; conversely, Southwick-Tolland has typically seen higher percentages of students scoring proficient and above in sixth, seventh, and eighth grades. Enrollment trends in both districts indicate declines over the next decade.

Review of Current Financial Trends

Although both school districts are hard pressed to maintain programs in the current economic environment, the Town of Granville has experienced particularly difficult circumstances over the past few years. Granville's educational costs have been increasing rapidly at the same time that its revenues have been decreasing, resulting in the need to allocate as much as 85 percent of the town budget to the public school system. Southwick has also experienced revenue losses and budget cuts but not as severely as Granville. Budgets in both school districts have seen stagnation of budget growth with actual decline occurring in FY11.

The consultants, along with the District Administration (shared by both districts), have projected a combined budget that models what would be likely if regionalization were to occur.

Adjustments were made to the Granville budget, such as the accounting for the reduction of the tuition costs for the high school population. In addition, areas of redundancies and efficiencies were identified. The consultants have calculated a new budget total of \$21,318,865. The approved budgets for both communities; STRSD (\$18,841,279) and Granville (\$3,057,258) realize a total potential savings of \$579,672 under this hypothetical scenario. When potential additional efficiencies are calculated, the consultants estimate that there may be further savings of at least \$115,000.

Summary of Alternatives from Analysis

Once it was determined how to best create a combined budget and assessment calculation structure for the potential new regional school district, three alternatives were examined and evaluated. Following is a description of these alternatives.

Alternative 1: No changes are made. Granville remains a separate school district.

The first option is for the status quo to remain and no additional regionalization to occur. If Granville continues to maintain its own public school program, it will likely become more and more difficult to maintain adequate educational standards and to cover the costs. It appears that K-8 enrollment will continue to decline, possibly to as few as 100 students, in the next decade. However, in future decades, it is also quite possible that Granville’s population will increase slightly, with a small influx of new families.

Southwick-Tolland can continue to operate and function normally without Granville as part of the STRSD. However, STRSD will need to provide additional space for its students, most urgently at the elementary school level. STRSD will, of necessity, enter into a building project, possibly major renovations or possibly a new building, at a 56% reimbursement rate from the state. Based on the declining enrollment in Granville, the overcrowding in Southwick-Tolland’s elementary school, and an uncertain economic future that will continue to limit educational programs, particularly in Granville, this option was judged unfavorably.

Under this alternative, the FY11 assessments or payments for each town are as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,109,877	\$358,938	\$1,792,179	\$10,260,994

Alternative 2: Granville joins Southwick-Tolland Regional School District but programming and structure do not change

As described earlier, consultants then formed one single budget from both districts and subsequently processed it through the statutory assessment method. No adjustments or assumptions were made with regard to the use of E&D, duplication of personnel or services, and potential savings that might occur with full utilization of the Granville Village School. In other words, the schools would remain exactly as they are currently except that there would now be only one shared administrative system and the schools would now technically all be under a single school district. Under this scenario, regionalization benefited Granville, but was

not cost effective for Southwick-Tolland’s budget nor for the assessments for the towns of Southwick and Tolland.

Under this alternative, the FY11 assessments or payments for each town are estimated as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,201,269	\$364,972	\$1,516,367	\$10,082,608

Note: These values do not include buy-in costs that would be paid by Granville to Southwick and possibly Tolland. That amount would be determined during negotiation of the regional agreement. An example is discussed below and provided in detail in Appendix E.

Alternative 3: Granville joins Southwick-Tolland Regional School District and additional savings and efficiencies are found

Finally, the consultants did make some assumptions regarding potential budget savings. Given the experience and skill levels of the two district administrators, they felt that there is a potential for substantial savings. Since the current district administrators know the towns and educational programs extremely well, the consultants were comfortable estimating that a minimum of \$115,000 could be saved in the first year.

Under this scenario, all three towns would experience a decrease in their assessments in the first year; and therefore, it appears that regionalization should be given serious consideration.

Under this alternative, the FY11 assessments or payments for each town are estimated as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,106,256	\$360,913	\$1,501,040	\$9,968,209

Note: These values do not include buy-in costs that would be paid by Granville to Southwick and possibly Tolland. That amount would be determined during negotiation of the regional agreement. An example is included in the report and used in the calculations below. The following tables display the projected actual total cost to each community using Alternative three and a building use buy-in.

With buy-in payments distributed only to Southwick residents:

	Southwick	Tolland	Granville	Total Combined Cost
Assessment	\$8,106,256	\$360,913	\$1,501,040	\$9,968,209
Percent of Buy In Received	100.00%	0.00%	-100.00%	
Buy-In	-\$133,852.69	\$0.00	\$133,852.69	
Total Cost	\$7,972,403	\$360,913	\$1,634,893	\$9,968,209

With buy-in payments distributed to Southwick AND Tolland residents:

	Southwick	Tolland	Granville	Total Combined Cost
Assessment	\$8,106,256	\$360,913	\$1,501,040	\$9,968,209
Percent of Buy In Received	96.35%	3.65%	-100.00%	
Buy-In	-\$128,967.07	-\$4,885.62	\$133,852.69	
Total Cost	\$7,977,289	\$356,027	\$1,634,893	\$9,968,209

The following chart indicates the savings that would be found by each community over the first five years. It is recommended by the PVPC that Alternative three with a buy-in agreement that is also shared by Tolland is the most beneficial scenario for all parties.

PROJECTED SAVINGS:	Southwick	Tolland	Granville	Total Combined Savings
Altertative 3 & Buy-In That Includes Tolland	\$132,588	\$2,911	\$157,286	\$292,785
Over 5 years	\$662,940	\$14,553	\$786,432	\$1,463,925
Altertative 3 & Buy-In That Does Not Include Tolland	\$137,474	-\$1,975	\$157,286	\$292,785
Over 5 years	\$687,368	-\$9,875	\$786,432	\$1,463,925

Educational Scenarios if Regionalization Occurs

If Granville were to join the STRSD, there are many possible arrangements that could be considered. The following are some of the potential options.

1) Maximize and Enhance Granville Village School While Expanding Woodland Elementary School

This option would include enhancing the programming at the Granville Village School to serve K-8 Granville students, Tolland students, and any Southwick students living nearby or who are interested in attending. The building could also possibly serve as temporary alternative classroom space during construction at the Southwick site. This would alleviate some degree of crowding at Woodland Elementary School for the next several years, as enrollment eases. Meanwhile, an addition could be built to the elementary school in Southwick to accommodate more students and functions. The Granville school building could also be the site of after-school programs for Granville and Tolland students, as well as evening events such as plays, art shows, science fairs, and other school activities.

In order to provide similar programming, there would be some mobility between the Granville School and the Southwick schools, either enabling certain Southwick teaching staff to spend part of the day or week in Granville and/or sending Granville students on “field trips” to Southwick for special programs such as Spanish and French exposure programs and

media/technology classes. The current librarian or the librarian assistant at Woodland might spend a half day a week in Granville.

2) Repurpose Granville Village School While Maintaining and Expanding Southwick Schools

In this option, the Southwick-Tolland-Granville Regional School District would utilize the Granville school building for a specialized program of alternative curricula, with an emphasis on arts, language, humanities, or a thematic approach. Alternatively, the building could accommodate a special “Innovation School” that would be modeled after similar examples in the United States. In either of these examples, students would benefit from small class sizes, individual attention, and special programs. This might be an option that would actually draw certain students from Southwick voluntarily, those who are interested in a new and innovative approach, a certain subject matter, or other features that Granville may offer.

3) Shift Grades at Granville School and Expand Powder Mill Middle School

The new school district could establish the Granville Village School as a K-5 (or PreK-5) school for Granville, Tolland and some Southwick students (on a voluntary basis), and send all Grades 6-8 students to the Powder Mill Middle School. This would give Granville students access to foreign language and other programs that they have recently lost, as well as increased special education services. An expansion of Woodland Elementary School would be undertaken to accommodate existing and future crowding there, and an expansion of Powder Mill might be necessary, as well. The Granville School could serve as temporary quarters for certain classes or programs during construction.

Next Steps

The Regional School District Planning Board must elect a chairperson and secretary/treasurer. It must review the information and analysis presented here and in the JCJ Architecture report. It must then:

- Develop a Long-Range Plan
- Request a Reorganization Needs Conference with the Department of Elementary and Secondary Education
- Submit a report of its findings and recommendations to the select boards of the respective towns

If the board recommends that Granville should join the Southwick-Tolland Regional School District, the board shall submit a proposed draft regional agreement, file an application with the Dept. of Education, and secure approval of the towns at special or annual town meetings. The Commissioner of Elementary and Secondary Education must approve each regional school district agreement, prior to voter approval.

Introduction: About This Study

In mid-2009, the Granville Select Board expressed an interest in exploring the possibility of joining the Southwick-Tolland Regional School District (STRSD). STRSD applied for a regionalization planning grant from the state Department of Education but was unsuccessful. However, the Pioneer Valley Planning Commission was able to provide technical assistance through the Commonwealth's 2010 District Local Technical Assistance (DLTA) funding and the Regional Education and Business Alliance (REBA). The DLTA funding is for the establishment of municipal partnerships that result in shared services and cost savings, while REBA is a non-profit organization established by PVPC to enable K-12 school districts in the region to work on issues of common interest and concern. The Southwick-Tolland Regional School District and Granville School District requested an objective party to analyze the situation and provide analysis and recommendations in a credible and neutral manner.

Based on regulations laid out by the Commonwealth of Massachusetts about how public school districts may study and work towards forming regional school districts, the Town of Granville voted at a May 10, 2010 Town Meeting to form a Regional School District Planning Committee, and the Southwick-Tolland School Committee voted to create a similar committee representing their District. The two committees together form a Regional School District Planning Board, which must elect a chairperson and secretary-treasurer, study the advisability of Granville joining the Regional School District, develop a Long-Range Plan, request a "Reorganization Needs Conference" with the MA DESE, and submit a report of its findings and recommendations to the selectmen of the respective towns.

Analysis

Background

History of Regionalization Efforts

The communities of Granville, Southwick and Tolland have a long and complex history of interaction and involvement in the provision of pre-K-12 education. As far back as 1902, School Union #39 was created, including Granville, Southwick and Agawam. Tolland later became part of the Union. There have been a number of reconfigurations over time and repeated evaluations of the structure of the education system in these communities. The following timeline illustrates the various efforts that have been undertaken in the last thirty years:

1987 Granville, Southwick, Tolland and Sandisfield were all part of Superintendency Union #39, Berkshire-Hampden Southwest School Union. Granville established a Regional School District Planning Committee to explore regionalization, particularly K-8 with Tolland. A Southwick committee also considered regionalization options, including: 1) K-12 with Tolland and Granville; 2) 9-12 with Granville and Tolland; and 3) K-12 with Tolland.

1988 Southwick and Tolland formed a regional school district at this time, with Tolland pre-K-8 students tuitioned into the Granville Village School.

Granville conducted another regionalization study, which was intended to explore “all other alternatives”, and the committee ultimately recommended against regionalization. The options addressed included: 1) joining the Southwick-Tolland Regional School District; 2) Granville forming a regional school district with Sandisfield; 3) Granville maintaining its school union with Sandisfield; 4) Granville becoming a separate and independent school system. Sandisfield officials indicated that the town was not interested in pursuing a regional system with Granville because of the geographic conditions (i.e. mountainous terrain and extremely steep road conditions). The town opted to continue its school supervisory agreement with Sandisfield and did not consider any of the other options to be sufficiently beneficial.

1990 The Granville Village School was expanded to hold all of the town’s pre-K-8 students, and the West Granville School was closed.

1990-1 Granville conducted another regionalization study. The committee that was established examined four possibilities: 1) Granville, Sandisfield and Otis; 2) Granville, MA and Granby, CT; 3) Granville and Southwick-Tolland; and 4) Granville and Westfield. It was found that only the latter two held any chance of occurring, as Sandisfield and Otis consider the New Boston Hill an insurmountable barrier for winter transportation, and a shared school district across state lines presented too many regulatory, legislative and administrative complications. Regarding Westfield, special legislation would be required for a city and town to regionalize, and Westfield had been affected by significant budget cuts. The planning committee mailed a report and straw ballot to 580 town residents asking for feedback, but only 8% of residents responded. Of

those who responded, 50% were opposed to regionalization. Fewer than 50 people attended the special public meeting held by the planning committee, and meeting attendees were more strongly against regionalization than in favor of it.

1992 The Granville Village School became overcrowded as both Granville and Tolland enrollment increased. Granville requested that Tolland begin sending their K-8 students to the Woodland Elementary School and Powder Mill Middle School in Southwick. Due to this change, Granville lost approximately \$2-300,000 in tuition revenues. However, Tolland students were allowed to attend the Granville Village School on a tuition basis until 1998, when existing tuitioned students were allowed to remain but no new Tolland students were allowed to enter unless they had a sibling already enrolled on a tuition basis.

Granville's Superintendency Union with Sandisfield was dissolved, but since the school continued to need administrative services, the shared arrangement with Southwick-Tolland was continued. Sandisfield and Otis formed the Farmington River Regional School District.

2006 The Granville pre-school program was closed due to lack of sufficient funding. The Southwick-Tolland Regional School District commissioned a facilities needs study from Mount Vernon Group Architects.

2007 Southwick-Tolland's Assistant Superintendent conducted a financial analysis of regionalizing with Granville; the anticipated savings was approximately \$200,000 per year for Granville.

The Southwick-Tolland Regional School District submitted a Statement of Intent (SOI) for a facilities improvement project for the Woodland Elementary School to the Massachusetts School Building Authority (MSBA).

2008 Southwick-Tolland School District received approval from the MSBA for capital improvement funding. The MSBA identified the Woodland Elementary School as a priority project, and it entered the funding pipeline.

2008-10 STRSD formed a Building Committee, completed a Designer Enrollment Agreement, retained an Owner's Project Manager, and secured approval to borrow up to \$700,000 from the member towns of Southwick and Tolland. These funds will pay for costs through the schematic phase of the project, including Project Manager fees and the feasibility study and initial design work. The MSBA will reimburse STRSD in the amount of 56% for these costs.

Since the initial identification of Woodland Elementary School as a priority project, the MSBA agreed to allow the expansion of the scope of work to include the review of structural and programmatic needs at all three Southwick-Tolland Schools: elementary, middle and high school.

2009 Granville expressed interest in exploring regionalization again. The Southwick-Tolland District submitted a request to the MA Department of Elementary and Secondary Education for a regionalization feasibility study, but there was not sufficient funding available.

2010 The Southwick-Tolland School District submitted a request to the Pioneer Valley Planning Commission for District Local Technical Assistance for a regionalization study. The request was approved, and the study began in April. Granville held a Town Meeting vote on May 10th to appoint representatives to a Regional School District Planning Committee, and the Southwick-Tolland School Committee also appointed its own Regional School District Planning Committee. The two committees met as a Regional School District Planning Board on November 9th.

The MSBA has indicated that regionalization is encouraged, and if the Town of Granville were to join the region, the Authority would increase the percentage of reimbursement on the total project cost, somewhere between 1 and 6 percent, with the most recent indications being on the higher end.

In mid-2010, architectural firm JCJ Architecture was hired for feasibility and schematic design of the anticipated Southwick-Tolland District building improvements. The MSBA expressed an interest in including the Granville school in the analysis, and therefore JCJ completed an initial assessment of all four school buildings in Southwick and Granville. The feasibility study will be completed in early to mid-2011.

In summary, Granville has recently requested a new examination of potential regionalization due to a combination of decreasing revenue and steadily increasing education costs, while Southwick-Tolland is dealing with overcrowding issues at Woodland Elementary, increasing costs, and deteriorating facilities. This study begins by examining the community demographics, economic situation, and overall public school data and information.

Community Descriptions

In determining whether the addition of Granville to the Southwick-Tolland Regional School District would be beneficial to all three communities, it is helpful to explore the similarities and differences between the residents in these communities and particularly those of the students within these districts. Populations of the communities need not be the same as each other to be a good match in order to form a viable regional school district; however, examining certain demographic, economic, and educational realities in each community can provide valuable information about what similarities or differences might need to be addressed in the case of regionalization. For example, if one school district had a much higher percentage of students who are not fluent in English, this would be an adjustment and potential cost for the school district that does not need this additional assistance and should be kept in mind when considering combining costs and programming.

Following is a comparison of demographic and socio-economic characteristics of all three towns involved in the study. All real estate data including housing sales prices are from The Warren

Group. Population, demographic, and socio-economic data are from the U.S. Census Bureau. In most cases, data was used from the year 2000 as that is the most recent year that data was available for all three municipalities at the time this report was written.

Community Demographic Information

Table 1: Comparison of Communities by Population and Household

	Granville	Southwick	Tolland	Year of Data
Total Population	1,644	9,689	465	2009
Total Population	1,521	8,835	426	2000
Total Households	556	3,318	169	2000
Average Household Size	2.73	2.66	2.52	2000
Total Families	410	2,419	115	2000
Average Family Size	3.19	3.13	3.06	2000
Median Age	39.0	37.9	41.4	2000

Source: U.S. Census Bureau, 2000 Decennial Census and 2009 Population Estimates

Information from the 2000 Decennial Census indicates that the resident populations of Southwick, Tolland, and Granville have fairly similar demographics. Though Southwick was significantly more populous than Tolland and Granville in 2000 and continues to be in 2009, the three communities shared similar average family size, median age, and poverty levels.

While Granville, Southwick, and Tolland maintained similar demographics, two indicators that varied across the three communities were the median family income and the median price of a single family home. The median family income in 2000 was \$64,456 in Southwick and \$65,417 in Tolland. In Granville, however, the median family income was \$59,219, nearly 10 percent less than in Tolland. On the other hand, a similar indicator, median household income, shows less economic difference between the communities. Household income refers to all people who live in a home, which includes people who are not related to each other, or multiple families in the same home. Family income refers only to people who are related to the main householder. In 2000, the median household income was the lowest in Southwick at \$52,296, while in Tolland it was \$53,125. Again, Granville had the highest median income with a median household income of \$53,148, however this was only 1.6 percent higher than in Southwick. This indicates that there may not be a huge difference of income overall between the communities, however where there are differences, they are more pronounced among families than the population of the communities overall. This may be due, at least partially, to the younger population in Southwick. Recent housing data also shows some economic differences between the three communities. In 2009, the median price of a single family home was \$190,000 in Tolland and \$200,000 in Granville, while in Southwick, it was 10 percent higher at \$220,000.

Southwick

Demographics

Of the three communities, Southwick has the largest population, and the town continues to experience rapid growth. Between 1990 and 2009, the population has increased more than 26

percent, from 7,667 to 9,689. The number of children under age eighteen increased at a slower rate, by 12.42 percent between 1990 and 2000. The average household size in 2000 was 2.66 individuals, and the median age for all Southwick residents was 37.9 years old, the youngest of the three communities. Of the three communities, Southwick saw the lowest percentages of adults 25 years and older with high school diplomas (84.7 percent) and bachelor's degrees (21.4 percent).

Income & Poverty Data

The median household income in 1999 was the lowest of the three communities, at \$52,296, and 2.26 percent of households received public assistance income. The poverty rate in Southwick was the highest of the three communities; 6.1 percent of the total population lived in a household with income below the poverty level. In 2009, the median price of a single family home in Southwick was \$220,000, the highest of the three communities.

Tolland

Demographics

Of the three municipalities, Tolland experienced the largest percentage of population growth from 1990 to 2000. In 2000, the town of Tolland had 426 residents, a 47.4 percent increase over its 1990 population of 289. This growth has slowed some between 2000 and 2009 when the population reached 465, however this still represented an increase of nearly 10 percent in nine years. The number of children under age eighteen increased at a slightly more rapid rate than the total population, by 52.2 percent between 1990 and 2000. Again, this was the fastest growth rate of the three municipalities. The average household size in 2000 was 2.52 individuals, and the median age for all Tolland residents was 41.4 years old, the oldest of the three communities. While 87.2 percent of adults 25 years and older were high school graduates in 2000, 29.9 percent held a bachelor's degree or higher.

Income & Poverty Data

The median household income in 1999 was \$53,125, and 1.09 percent of households received income from public assistance programs. Tolland saw a lower poverty rate than Southwick, with 4.23 percent of the total population living in a household with income below the poverty level. In 2009, the median price of a single family home in Tolland was \$190,000, the lowest of the three communities.

Granville

Demographics

Of the three municipalities studied, Granville saw the least population growth from 1990 to 2000. In 2000, the town of Granville had 1,521 residents, an increase of more than eight percent of its 1990 population of 1,403. Between 2000 and 2009, the population saw consistent but slower growth to 1,644 people, an increase of about 8 percent. Overall, the town saw an increase of just over 17 percent between 1990 and 2009. The number of children under age eighteen, however, only increased by 3.7 percent from 1990 to 2000, the least of the three

communities. The average household size in 2000 was 2.73 individuals, and the median age for all Granville residents was 39 years old. Of the three communities, Granville saw the highest percentages of adults 25 years and older with high school diplomas (92.3 percent) and bachelor’s degrees (31.3 percent) in 2000.

Income & Poverty Data

The median household income for Granville in 1999 was the highest of the three communities, at \$53,148, and less than one percent of households received income from public assistance programs. The poverty rate in Granville was the lowest of the three communities; only 3.38 percent of the total population lived in a household with income below the poverty level. In 2009, the median price of a single family home in Granville was \$200,000.

School District Summaries and Trends

Southwick-Tolland Regional School District

The Southwick-Tolland Regional School District is comprised of three schools that students from both Southwick and Tolland attend: Woodland Elementary School, Powder Mill Middle School, and Southwick-Tolland Regional High School. All three schools are located in Southwick. Woodland Elementary serves students in pre-kindergarten through fourth grade, Powder Mill offers grades five through eight, and the Southwick-Tolland Regional High School serves students in ninth through twelfth grade. The total district enrollment during the 2009-10 academic year was 1,796 students.

Students at Southwick-Tolland Regional High School saw a dropout rate during the 2008-09 academic year of 4.5 percent and a district-wide attendance rate of 94.9 percent in 2009-10.

Table 2: Enrollment at Woodland Elementary School, 2009-10 Academic Year
(Southwick-Tolland Regional School District)

	PK	K	1	2	3	4	Total
Enrollment	35	111	107	127	124	140	644

Source: MA Department of Elementary & Secondary Education

Table 3: Enrollment at Powder Mill Middle School, 2009-10 Academic Year
(Southwick-Tolland Regional School District)

	5	6	7	8	Total
Enrollment	141	157	138	145	581

Source: MA Department of Elementary & Secondary Education

Table 4: Enrollment at Southwick-Tolland Regional High School, 2009-10 Academic Year
(Southwick-Tolland Regional School District)

	9	10	11	12	Total
Enrollment	147	145	138	141	571

Source: MA Department of Elementary & Secondary Education

Granville School District

The Granville School District is comprised of one school, Granville Village School, which serves students from kindergarten through eighth grade. The total district enrollment during the 2009-10 academic year was 163 students, with the smallest grade cohort consisting of 13 students and the largest having 21 students. During the 2009-10 school year, Students in the Granville School District had an attendance rate of 95.4 percent.

Table 5: Enrollment at Granville Village School, 2009-10 Academic Year
(Granville School District)

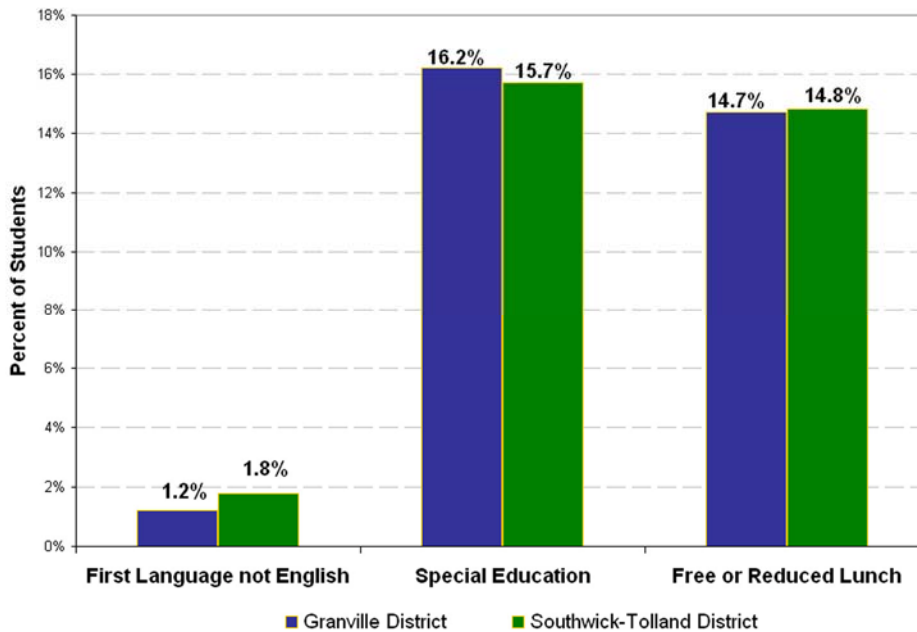
	K	1	2	3	4	5	6	7	8	Total
Enrollment	17	13	14	13	21	15	30	20	20	163

Source: MA Department of Elementary & Secondary Education

Comparisons Between School Districts

Like the three communities of Granville, Southwick, and Tolland, the two school districts serving these towns, Southwick-Tolland Regional School District and Granville School District, serve similar constituencies. Figure 1 illustrates this clearly with a comparison of three key indicators. During the 2009-2010 academic year, 1.8 percent of students at Southwick-Tolland spoke a language other than English as their first language, compared to 1.2 percent of students in Granville. The percentage of students receiving free or reduced price lunch (a common indicator of low income and poverty rates) was 14.8 percent at Southwick-Tolland and 14.7 percent at Granville. 100 percent of classrooms in both Southwick-Tolland and Granville have access to the Internet, with Southwick-Tolland having 3.0 students per “modern” computer and Granville having 2.8.

Figure 1: School District Comparisons of Key Indicators, 2009-10 Academic Year



Source: Massachusetts Department of Early and Secondary Education

MCAS Performance Comparison

Southwick-Tolland serves students in kindergarten through twelfth grade, while Granville offers kindergarten through eighth grade. It is important to note that class enrollment in Granville is significantly less than in the schools in the Southwick-Tolland district. The size of each cohort in Granville’s school district ranges from 10.48 percent to 19.11 percent of the enrolled class size of each cohort in the Southwick-Tolland district. Therefore, a single student in Granville more significantly influences the district’s MCAS scores and other education indicators than an individual student in Southwick-Tolland does. One school district does not have overwhelmingly higher MCAS scores across all grade levels and subjects than the other. Granville typically saw higher percentages of students scoring proficient and above in third, fourth, and fifth grades than Southwick-Tolland. Conversely, Southwick-Tolland typically saw higher percentages of students scoring proficient and above in sixth, seventh, and eighth grades than Granville.

Table 6: Percent of Students Receiving Proficient & Above on MCAS, Spring 2009

Grade & Subject	Proficient & Above		Needs Improvement		Warning/Failing	
	Granville	Southwick -Tolland	Granville	Southwick -Tolland	Granville	Southwick -Tolland
Grade 3 – Reading	75%	66%	25%	32%	0%	3%
Grade 3 – Math	85%	68%	15%	23%	0%	9%
Grade 4 – ELA	47%	60%	41%	36%	12%	4%
Grade 4 – Math	75%	56%	19%	38%	6%	6%
Grade 5 – ELA	76%	69%	23%	25%	0%	6%
Grade 5 – Math	74%	47%	23%	29%	3%	24%
Grade 5 – Science	36%	55%	60%	40%	3%	5%
Grade 6 – ELA	58%	76%	42%	21%	0%	3%
Grade 6 – Math	43%	63%	42%	27%	16%	10%
Grade 7 – ELA	81%	83%	19%	12%	0%	5%
Grade 7 – Math	33%	47%	33%	39%	33%	13%
Grade 8 – ELA	70%	86%	25%	12%	5%	2%
Grade 8 – Math	33%	51%	24%	29%	43%	19%
Grade 8 – Science	33%	50%	52%	34%	14%	17%

Source: MA Department of Elementary & Secondary Education, Spring 2009

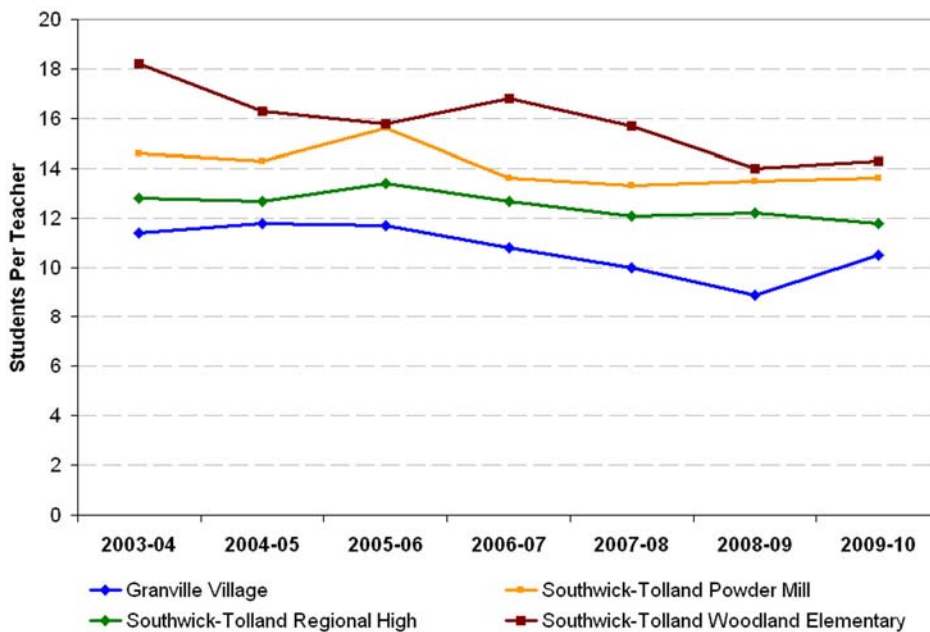
During the 2008-2009 academic year, the attendance rate was 95.4 at Southwick-Tolland and 96.5 at Granville. Similarly, the average number of days a student was absent was 8 in Southwick-Tolland and 6.3 in Granville. It is important to note in this comparison that attendance indicators in Granville do not include high school students, as the Granville School District only offers kindergarten through eighth grade.

Student Teacher Ratios

Student-teacher ratios varied fairly significantly, not only across school districts, but across schools. As Figure 2 shows, the Woodland Elementary school in the STRSD consistently had more students per teacher than the other three schools, with just over 14 in the 2009-2010

school year. The Powder Mill Middle School also had ratios nearly as high in recent years, while the Granville Village School consistently had the lowest student-teacher ratio with just over 10 students per teacher in the 2009-2010 school year. The Southwick-Tolland Regional High School, which is attended by a majority of Granville’s high school students (about 65), consistently had ratios in the middle of this range, with just under 12 students per teacher in 2009-2010. Notably, it is the age group with largest disparities in student-teacher ratio (elementary and middle) which could be affected by regionalization if some redistribution of students were to occur. As mentioned, the Granville school currently serves K-8 students and there appears to be significant interest on the part of Tolland residents to have at least some of the elementary aged students from Tolland move the Granville school. Based on this, if some students who currently attend schools in Southwick were to move to the Granville school, it would likely be in the elementary grades, and possibly some in the middle school grades.

Figure 2: Comparison of Student Teacher Ratios



Source: Massachusetts Department of Early and Secondary Education

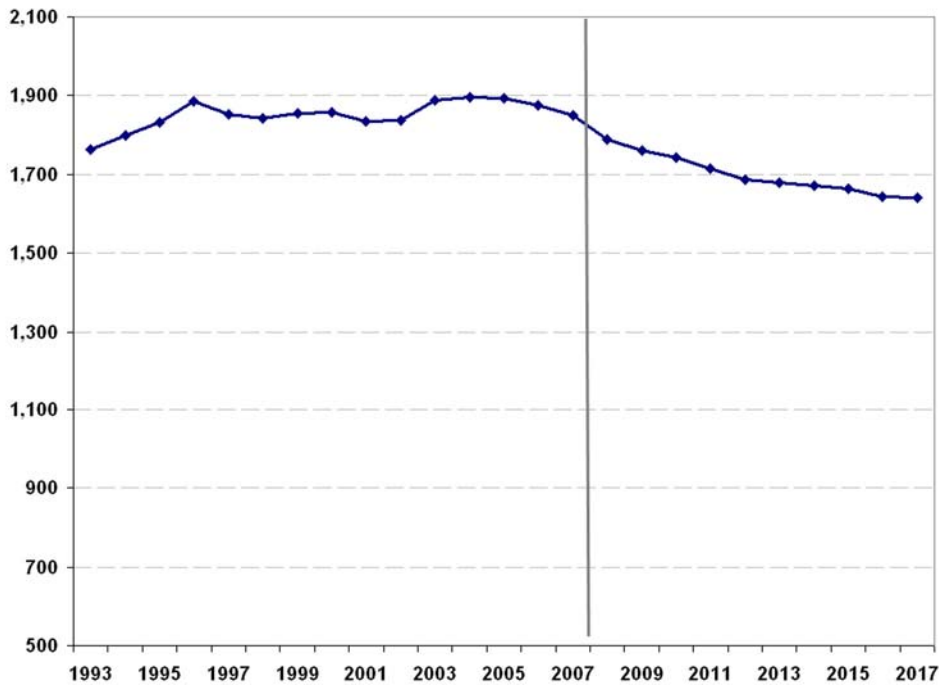
Enrollment Trends and Projections

In order to consider a potential future together, it is important to have an idea what the future may look like for the enrollment of students in each school or district. Following is an analysis of historical enrollment trends and projections for enrollment. Figures 3-6 display historical trends up until the vertical line in the graphs. After this line, projections are displayed.

Southwick-Tolland Regional School District

Over the last fifteen years, the total enrollment in the Southwick-Tolland regional school district has remained relatively stable. In 2004, enrollment reached a high point of 1,896, but has begun to gradually decrease again since that time. However, enrollment projections over the next ten years predict a steadier decline in enrollment with an overall decrease of 101 students expected between 2010 and 2017 (from 1,743 to 1642 respectively). This decrease would represent about 5 percent of the current school district enrollment.

Figure 3: Southwick Tolland Enrollment

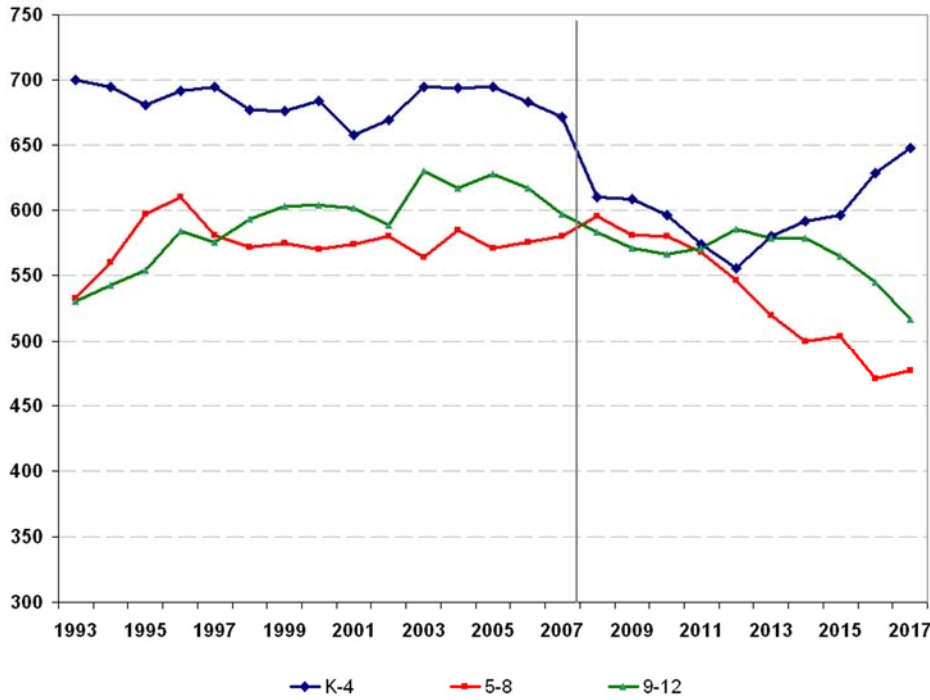


Source: Massachusetts School Building Authority, Enrollment Projection Test

When the enrollment is broken down into grade groups that represent current elementary, middle, and high school grade ranges, some more significant trends develop. As Figure 4 illustrates, the next few years have predicted decline in all grade levels. However, around 2014, enrollment in the elementary grades (K-4) are predicted to start increasing again and continue to increase significantly over the next few years. While projections through 2017 show middle and high school grades to continue to decline, it can be extrapolated that in the years to follow, these grade groups will increase as well as the increased number of elementary school children

get older and enter these higher grade levels. This would suggest that any decrease in enrollment in the Southwick-Tolland regional school district over the next few years is likely to be temporary and the easing of any overcrowding issues within the school buildings may also be temporary.

Figure 4: Southwick-Tolland Enrollment by Grade Group

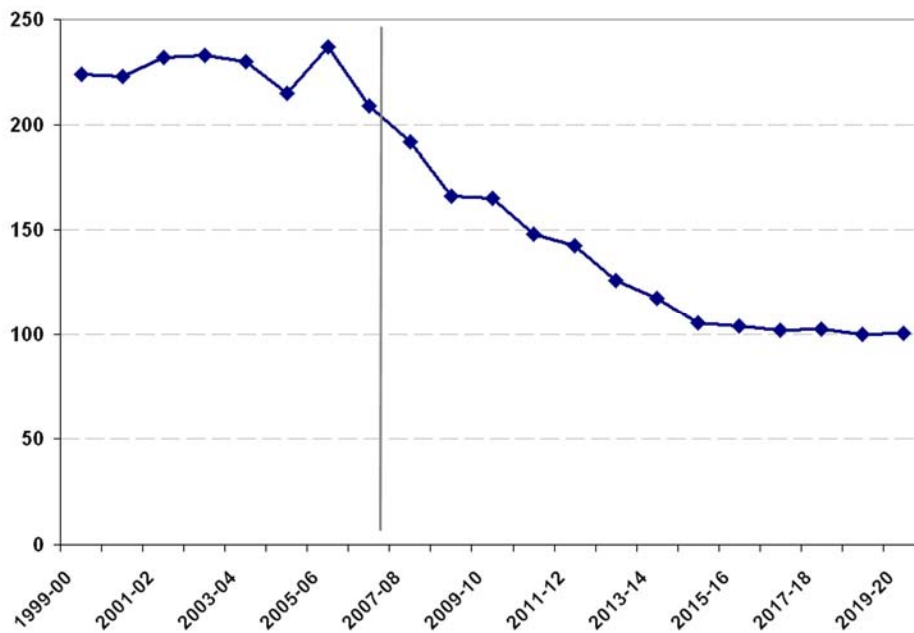


Source: Massachusetts School Building Authority, Enrollment Projection Test

Granville School District

Over the last fifteen years, the total enrollment in the Granville School District has been low, but remained relatively stable until 2008 when it started to decrease significantly. Between 2007 and 2010, enrollment decreased from 192 to 148, representing a decrease of nearly 23 percent in only three years. Enrollment projections over the next ten years do not show this decrease abating but rather predict a steep and steady decline in enrollment through 2014 eventually leveling off around 100 students for the following six years. This decrease would represent about 32 percent of the current school district enrollment.

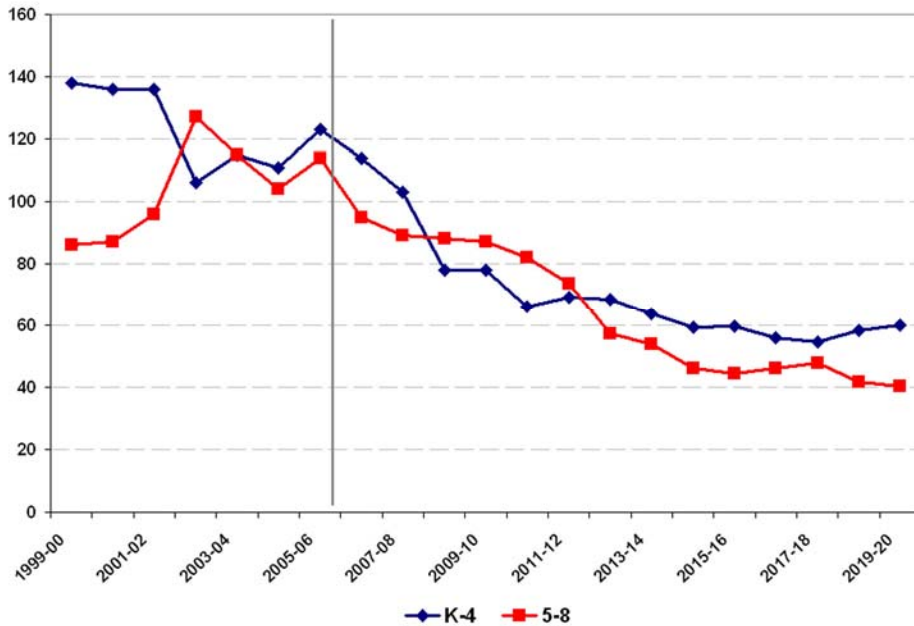
Figure 5: Granville Village School Projected Enrollment Grades K-8



Source: Granville School District Superintendent's Office

When broken down into grade groups, trends remain considerably similar to the overall enrollment trends for the school. Both K-4 and 5-8 grade groups show the same steady decline with a slight leveling off around 2014. There is a slight increase in K-4 enrollment near the end of the 10 year period that is projected, however this is not likely to make up for the majority of the decline from the preceding years.

Figure 6: Granville Village School Projected Enrollment by Grade Group



Source: Granville School District Superintendent’s Office

A note about Granville enrollment trends: Unlike the Southwick-Tolland enrollment data, this enrollment data does not take into account new housing starts, which may increase over the next ten years. In addition, given general population trends in the region, the town of Granville may well grow significantly in the next 20-30 years. Existing and new Pioneer Valley residents continue to seek rural housing locations that are not too far from employment centers such as Springfield, Chicopee and Hartford. Also, as the city of Westfield grows as an employment and retail center, as well as university town, the Route 57 corridor could become a more desirable location for new residents.

Examination of Existing Needs and Conditions

Physical Infrastructure

Southwick-Tolland

The Southwick-Tolland School District includes a campus of three school buildings and a number of playing fields and playgrounds. Total enrollment is 1,796 in 2009-10, with enrollment per school as follows:

Woodland Elementary School (Pre-K-4)	644
Powder Mill Middle School (Grades 5-8)	581
Southwick-Tolland Regional High School (Grades 9-12)	571

Approximately 13-15 Southwick-Tolland high school students attend other high schools, including the Westfield Vocational Technical High School and the Lower Pioneer Valley Educational Collaborative (LPVEC) on a tuition basis. About 65 Granville students attend Southwick-Tolland Regional High School and are included in the figure above.

In 2006, Mount Vernon Group Architects completed a Facilities Needs Study of the Southwick-Tolland School Regional District. None of the three school buildings met the state's most updated criteria for classroom size and equipment. A number of other building elements were also cited as needing upgrades or renovations, including structural and seismic issues, egress, and handicapped accessibility, some of which have been addressed since that time. The Woodland Elementary School is a single-story 1959 building with 1965 and 1990 additions that have resulted in a somewhat disjointed layout. At present, a set of temporary classrooms makes up another wing of the building. The Powder Mill Middle School is a primarily single-story 1954 building with additions from 1960 and 1990. A small second story portion houses 7th and 8th grade classrooms. The high school is a single-story building constructed in 1971, and was found to have an efficient layout.

Mount Vernon Group Architects recommended an ideal scenario of a four-level grade structure in four separate buildings to include:

Pre-K-2	Early Childhood Education Center
Grades 3-5	Elementary School
Grades 6-8	Middle School
Grades 9-12	High School

The report suggested a number of possible scenarios, including building a new Early Education Center or building a new elementary, middle or high school.

With the recent approval by the MSBA of funding for a Southwick-Tolland capital project, owners' project manager Strategic Building Solutions and architects from JCJ are again

investigating the condition of the buildings and the educational structure of STRSD. The Granville Village School is being included in the assessment in order to provide a more complete picture of the available resources.

The Woodland Elementary School is clearly overcrowded and has been for about 10 years. The ideal capacity for the existing school building, without the temporary structures, is 400; yet the school is accommodating 644 students in 2010-11. The three temporary classrooms are providing space for the entire fourth grade, about 140 students, somewhat alleviating the overcrowding. Enrollment is projected to decrease to 550 by 2013 but rise again sharply over the several years following. In 2004-5, the Southwick-Tolland School Committee proposed moving the 4th grade from Woodland to the Powder Mill Middle School, but voters rejected the \$5 million cost, which would not have been reimbursable by the state. Instead, the district added the three portable units.

No regional school buildings are located in Tolland, which has a very small population; instead, Tolland students travel 45 minutes to an hour to attend school in Southwick. In addition, the after-school programs in Southwick are far from home for Tolland students, and the distance may be a barrier if transportation is not available. Tolland students make up 48 of the K-8 students in STRSD; thus if Tolland students were to be shifted to the Granville Village School it would bring Granville enrollment to 196 (still under the building's capacity of 240).

Granville

The Granville Village School is the only remaining school building in Granville, after the West Granville school closed in 1990. There are currently 148 students at the K-8 school and 82 high school students tuitioned out to Southwick-Tolland Regional High School, Westfield Vocational Technical School, or LPVEC. In 2009-10 there were eight special education students attending school out of the district.

The Granville Village School was built in 1933 and had an addition in 1990. The building is in need of roof and window upgrades and other upgrades, but according the architectural firm currently conducting an assessment, it will apparently not require significant improvements to bring the facilities up to MSBA standards.

The Granville Village School is operating significantly under capacity. The school can accommodate 240 students but currently has only 148, with enrollment projections in the low 100s to as low as 100 in the near future. There is only one class per grade, with an average class size of 18 students. The largest class is 6th grade with 30 students. The costs of heating and maintaining the entire building for the use of less than two-thirds of its space are becoming difficult to support.

Educational Programs

The Southwick-Tolland District and the Granville School District do not share a single curriculum, meaning that Granville students entering high school in Southwick have come from a different preparatory environment than Southwick and Tolland students. As costs continue to increase in Granville and revenues decrease, this may become a more significant difference. Over the past several years, Granville has had to eliminate several programs and some staffing, as described below. Southwick-Tolland has also had to reduce some programming and staffing, but not as significantly as Granville.

Granville's pre-school program had to be closed in 2006. Granville has been able to send some of their special needs students on a tuition basis to the Southwick-Tolland integrated pre-school, but spaces are very limited. Most Granville parents now send their pre-schoolers to private programs in nearby towns. The Spanish language exposure program (the only foreign language option) was eliminated from the Granville curriculum in 2009, while Southwick-Tolland maintains a French and Spanish exposure program in the 7th and 8th grades at Powder Mill Middle School.

Granville has had to completely eliminate the school librarian position and the media/technology staffing and curriculum. Southwick-Tolland still offers media/technology education, but has reduced librarian hours since 2009. In Southwick-Tolland, there are now half-time librarians in both the elementary school and the middle school with a single, shared library assistant. The high school maintains a full-time librarian. It is hoped and intended by the school administrators that the Southwick-Tolland positions will be restored as the economy improves, but in Granville there are no expectations of restoring the lost positions.

The oversight of the Granville school has changed since the Granville principal of 22 years retired in 2007, and new principals have since been hired by the superintendent shared with Southwick-Tolland rather than by the Granville school committee. This has meant that the school committee is less involved in decisions about the school and its administration (although school committee and parent representatives are still able to participate in the hiring process). At the same time, there was a period of frequent turnover in superintendents at the STRSD; thus the connection to STRSD has been weakened somewhat as well. When a shared superintendent is hired, Granville representatives cannot actually vote on the final decision, although their participation is invited and welcomed by the STRSD.

Regionalization Committee Interviews

PVPC staff and consultants held individual meetings with the Granville and Southwick-Tolland School Regional School District Planning Committees (on 7/27/10 and 8/30/10 respectively). The purpose of these meetings was to obtain feedback from community representatives about each town's hopes and concerns about Granville joining the Southwick-Tolland Regional School District (STRSD) and to gain information about factors that they considered important to consider. These meetings were structured by a list of pre-determined questions, but allowed for plenty of open conversation on any issues that committee members had a desire to discuss.

Following is a summary of key points of consideration for analysis including what conditions were deemed absolutely necessary for all three communities to consider regionalizing a viable option. Additional details of these discussions have been included in the analysis above and are also outlined in the minutes for each meeting, attached in Appendix A.

Necessary requirements for regionalization:

Granville:

- Granville residents must save a significant amount of money.
- The Granville Village School cannot be closed.

Southwick/Tolland:

- Southwick residents must save money. Tolland residents must break even or save money.
- Families from Southwick must not be forced to send their children to the Granville Village School. If some redistribution of students to the Granville Village School is to occur, it must be voluntary.
- There must be a clear benefit to Southwick residents that can be easily identified. This can not be just a small amount of cost savings. It could be improved programming and/or increased curriculum options offered.

All three communities:

- All students must continue to have education that is equal to or better than the education that they are currently offered.

Financial Analysis

In order to provide a detailed analysis of financial conditions and the implications of potential regionalization, a two person consultant team was hired: Paul C. Gagliarducci, Ed.D., and Stephen R. Hemman, Ed.D. The consultants have extensive experience with the finances and complex needs of regional school districts in Massachusetts, both having served as regional school district superintendents as well as having played supportive roles in assisting other schools with exploring and implementing the regionalization process. Together, both educators have over 45 years in administration at various levels. In addition, they have spent over 26 years in regional school positions. Following is a summary of the analysis and findings conducted by the consultants in conjunction with PVPC staff as well as the shared superintendent and assistant superintendent of Granville and the Southwick-Tolland Regional School District.

Methodology

To determine projected costs and expenses to each community of various regionalization scenarios, the statutory method (described in detail in Appendix B) was used in this analysis. Three potential scenarios were modeled and examined.

- 1) First, as a baseline, the data was analyzed to determine what the costs to each district would be if they did not move forward with regionalization. The currently existing budget for each school district was reviewed, and the current cost to each community was determined.
- 2) After the current scenario was examined, a new set of budget and revenue spreadsheets were calculated based on a model of what would happen if Granville were part of the regional school district. In this scenario, no adjustments or assumptions were made with regard to duplication of personnel or services, any potentially different uses of Excess and Deficiency funds, or potential savings that might occur with full use of the Granville School. Budgets from both districts were reviewed and then simply combined into a single budget document.
- 3) Finally, the third scenario does include some assumptions regarding potential budget savings. The local school committees and administrators know the towns and educational programs extremely well, and it is likely that they would be able to find a certain amount of savings. In this case, \$115,000 was estimated as a minimum amount (see explanation below).

In both scenario #2 and #3, once the new combined budgets were created, the total combined income (revenue) was subtracted from the projected new budget which produced a number that was larger than the calculated income; this amount is referred to as discretionary charges or offsets. That amount was then distributed as a cost to each of the towns by the percent of students as if a full PreK-12 district were in existence. Following are the analyses and findings for each of the three scenarios.

Review of Current Financial Trends

Although both school districts are hard pressed to maintain programs in the current economic environment, the Town of Granville has experienced particularly difficult circumstances over the past few years. Granville's educational costs have been increasing rapidly at the same time as its revenues have been decreasing, resulting in the need to allocate as much as 85% of the town budget to the public school system. Some of the largest cost increases result from the following factors: special education costs and related transportation have increased; the school building has required repairs (and the cost of repairs has increased dramatically); and the Village School has a significant number of experienced teachers who are now at the highest end of the pay scale.

Meanwhile, revenues have decreased, with cutbacks in Chapter 70 and, in fact, all state funding sources, affecting the Town budget, which currently supplements the school budget. Chapter 70 funds have also declined due to declining enrollment. The state formerly paid transportation reimbursement but no longer does so. The town is no longer receiving PILOT (Payment In Lieu Of Taxes) distributions from the state, and over 40% of the land in the town is owned by other communities, diminishing potential tax revenues.

This comprehensive analysis will examine the recent trends in both Granville and Southwick-Tolland to help with decision-making about the regionalization issue.

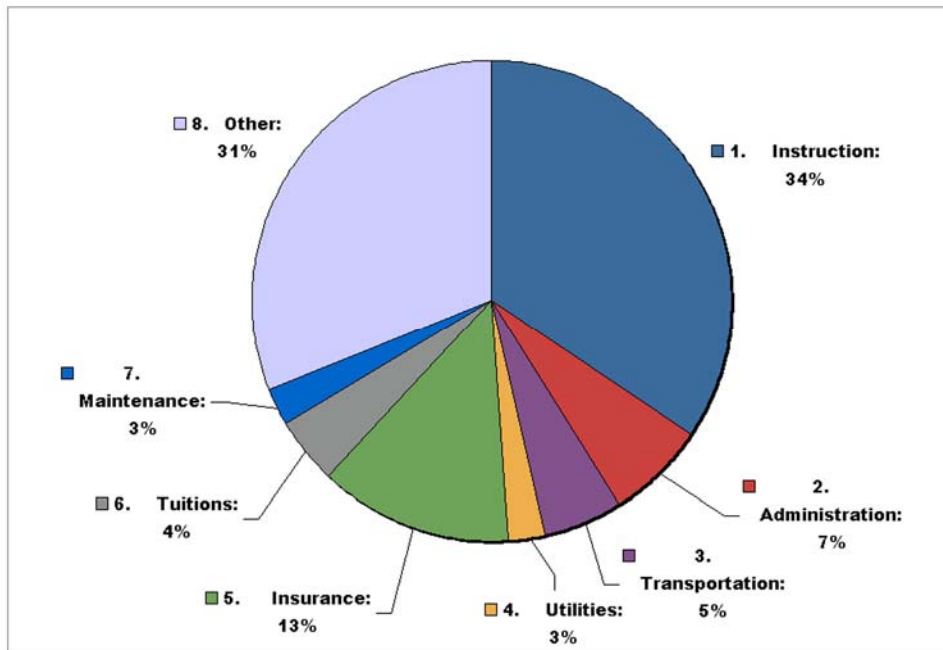
Budget Expenditures by Key Accounts

The budget history numbers represent the entire budget for either school district; however the focus is on some key accounts that are often “hot points” in a school budget. These accounts traditionally represent areas that are either difficult to control due to forces outside the authority of the school’s administration or represent an erratic budget experience. With one exception, the analysis indicates that these accounts represent similar percentage expenditures for both districts. Both school districts are experiencing similar budget ebbs and flows. The single anomaly is tuitions due to Granville’s expense to outsource educational programs for its 9-12 grade students.

Southwick/Tolland Regional School District: FY 2011

1. Instruction:	\$ 6,501,535	5. Insurance:	\$2,465,352
2. Administration:	\$ 1,226,263	6. Tuitions:	\$836,782
3. Transportation:	\$ 979,745	7. Maintenance:	\$486,163
4. Utilities:		8. Other	\$5,835,904
Electricity	\$ 265,000	9. Total	\$12,975,740
Heat(Gas/Oil)	\$ 189,000		
Other	\$ 16,900		

Figure 7: Southwick-Tolland Regional School District FY 2011 Budget

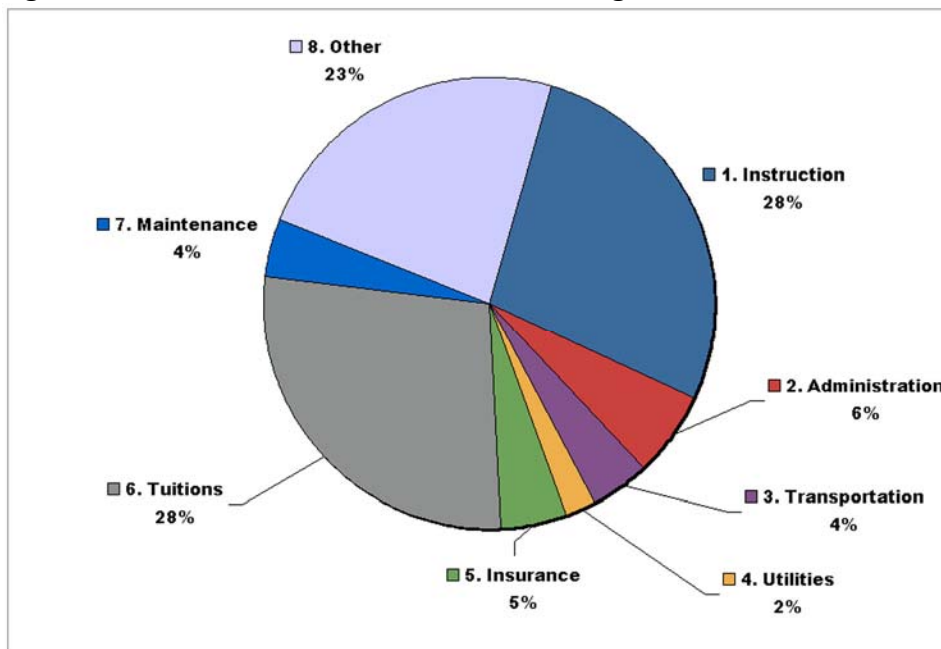


Source: Southwick-Tolland Regional School District FY11 Budget

Granville School District FY 2011

1. Instruction:	\$799,289	5. Insurance:	\$139,451
2. Administration:	\$173,485	(Insurance provided by town, not in school budget)	
3. Transportation:	\$119,350	6. Tuitions:	\$806,363
4. Utilities:		7. Maintenance:	\$117,353
Electricity	\$32,000	8. Other:	\$679,726
Heat(Gas/Oil)	\$30,000	9. Total:	\$2,897,826
Other	\$1,500		

Figure 8: Granville School District FY 2011 Budget



Source: Granville Public School District FY11 Budget

Operational Budget Histories

Both the STRSD and Granville budgets have reflected the difficult times brought on by the extended national recession. Clearly, municipal and school budgets have had to do more with less. While in some cases the assessment to local taxpayers may have increased, budgets have been relatively flat or reduced by School Committees and Boards of Finance. The double impact of loss of revenue and ever-increasing costs for labor, fossil fuels, health insurance, and out-of-district tuitions have had a substantial negative effect on budgets. Programs have been eliminated or reduced in scope. Staffing has been reduced. In general, schools throughout the region have had to learn to live with less. The same has held true for STRSD and Granville.

For small, independent school districts like Granville, it has become increasingly difficult to maintain programs and educational experiences. The prospect of relief is not in sight and,

therefore, tough decisions will need to be made in order to maintain a reasonable school program. Noteworthy is the fact that the Federal Government has provided some relief through stimulus grants. In the future, however, those grants will no longer exist. If the financial relief is short-term, it is appropriate to consider long-term solutions that are often associated with regionalization. Without these funds, beginning in FY12, the projections of more reductions to the Granville budget and program are a real likelihood.

The budget history for both districts is quite similar. Reviewing a five-year trend, prior to 2010, state revenues allowed the districts to increase their budgets without the need for a Proposition 2 ½ override. Both School Committees were able to submit budgets within the guidelines of the financial limits imposed by the local Boards of Finance. As the recession, starting at the end of 2007 and continuing to escalate through the next few years, began to severely impact the ability of the state government to maintain increases in Chapter 70 aid, the local budget had to reflect the difficult decisions and reductions in services, materials, and personnel were made. Since the federal government provided relief both directly and indirectly, through state reimbursements, the decreases in budgets were not felt as dramatically. As Figures 9 and 10 illustrate, between FY09 and FY11, budgets in both school districts have seen stagnation of budget growth with actual decline occurring in FY11.

Figure 9: Southwick-Tolland Budget History

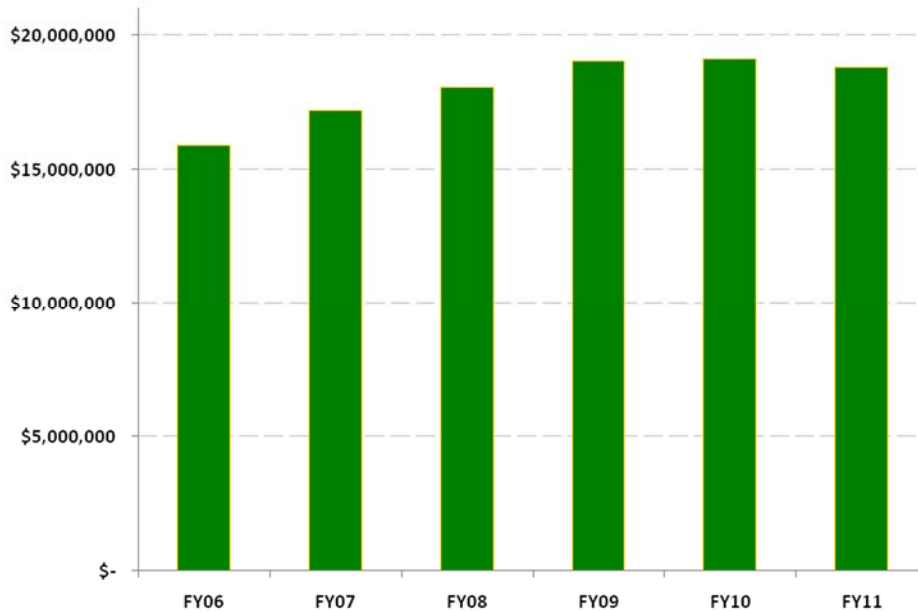
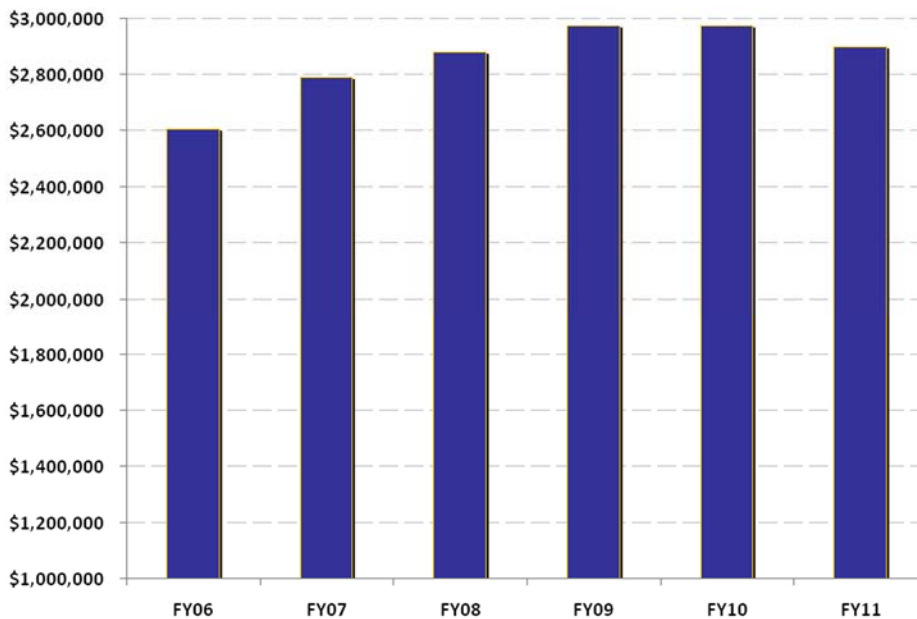


Figure 10: Granville Budget History



Revenue History

The lifeblood of any regional district lies with its revenue. Generally this revenue arrives in two distinct grants: Chapter 70 and Regional Transportation. Since the money emanates from the state budget, the funds that regional school districts, as well as cities and towns, receive are directly related to the economy, even though specific grant formulas are used to determine the amounts of the grants to individual regions or towns. Simply said, in good times the money flows and it is more constant and reliable. In difficult times, the grants are usually reduced, are less constant, and vary from year to year. Of the two, Chapter 70 funds tend to be the more constant while Regional Transportation grants have exhibited a more erratic pattern in the past 10 to 15 years. This makes budget planning very difficult. The revenue history charts (Figures 11 and 12) indicate that both school districts experienced similar increases and then declines in Chapter 70 funding. To predict a funding trend over the next five years would be very difficult. The state is under a mandate to provide adequate funding through the Chapter 70 formula to assist cities and towns. The strength of the economy, however, will dictate the level of the support that will come from the state. At best, it can be expected that future funding will be no less than FY11. If that is the case, as operating expenses increase they will create more demands on the value of the aid. As a result, “level funded aid” will buy less each year. Figures 13 and 14 illustrate the increasing gap between Chapter 70 revenues and school district budgets that results from level funding with simultaneous increased budget costs. This gap is what is left to the communities to pay through discretionary charges.

Figure 11: Southwick-Tolland Revenue (Ch.70) History

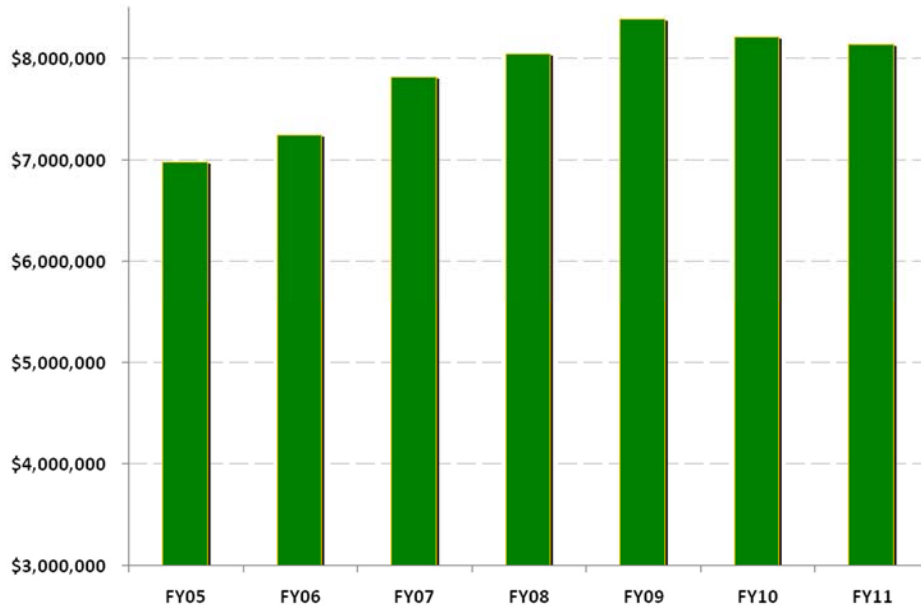


Figure 12: Granville Revenue (Ch.70) History

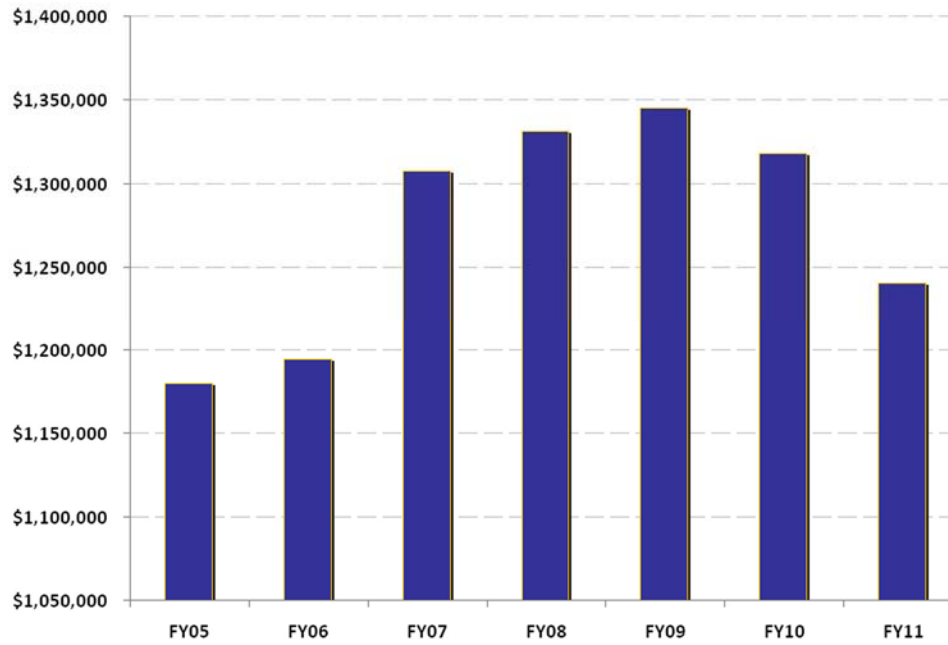


Figure 13: Comparison of Southwick-Tolland Revenue and Expenditures

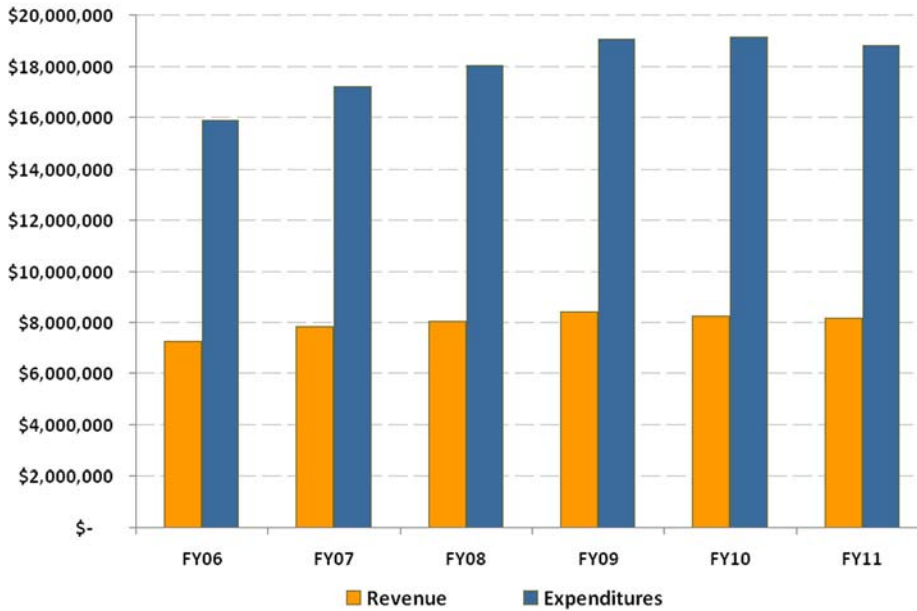
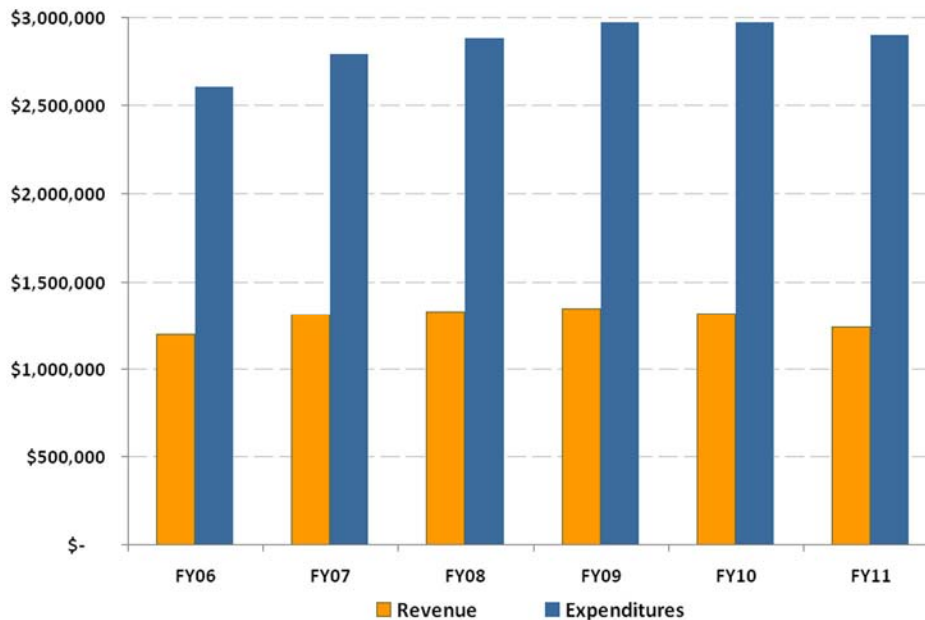


Figure 14: Comparison of Granville Revenue and Expenditures



The FY11 budgets for both STRSD and the Granville School District reflect the economic uncertainties of the second decade of the new millennium. STRSD has had to reduce its budget in order to provide affordable assessments for both member towns. This fiscal year, Southwick experienced a slight assessment decrease (-0.13%) or \$10,319, while Tolland was given an increase of 2.98% or \$10,319. To accomplish this, the Regional FY11 operating budget was reduced by \$310,389 or -1.65%. One of the unique occurrences in a regional budget is that

operational budget increases or reductions do not necessarily correspond to the final assessments requested of the member towns. Such was the case with the STRSD budget for FY11.

Granville, with much more limited resources, also experienced a decline in their operating budget. In fact, the FY10 budget was level funded from the previous year, therefore producing two years of reductions. FY11 now reflects a -2.5% reduction of nearly \$75,000. To reach this goal, there were significant budget reductions in all areas.

Clearly, both districts have joined other Massachusetts districts in cutting costs when possible and reducing programs when necessary and feasible. While the economy shows signs of recovery, it will be several years before this trend ends and district attempt to recapture what they have lost.

Analyzing the Budgets and Creating a Combined Budget and Revenue Model

The consultants, along with the District Administration (shared by both districts), have projected a combined budget that models what would be likely if regionalization were to occur. Adjustments were made to the Granville budget, such as the accounting for the reduction of the tuition costs for the high school population. In addition, areas of redundancies and efficiencies were identified. Although our findings are preliminary, consultants have assumed a new budget total of \$21,318,865. The approved budgets for both communities; STRSD (\$18,841,279) and Granville (\$3,057,258) realize a total potential savings of \$579,672. When potential efficiencies are calculated, the consultants estimate that there may be further savings of at least \$115,000.

State reimbursements will be gained for Granville transportation

If Granville were to join the region, reimbursements for transportation would help to offset costs that are currently borne entirely by the local taxpayer. This would be an advantage and have a positive impact on the district's budget. It is estimated that aid would be between \$55,000 to \$80,000 per year. Two factors affect Regional Transportation: 1.) Expenditures of qualified students, and, 2) State reimbursement rates. Historically, regional school districts were enticed by the transportation reimbursement "carrot" offered by the state. In theory, the reimbursement was to be funded fully or in the minimum above ninety percent. Recent history indicates that, as with Chapter 70, transportation reimbursement rates have varied and in some years have fallen below fifty percent.

The New Regional Assessment

If the three communities decide to move forward with plans to regionalize, there need to be incentives for both districts in terms of programming and finances. The data worksheets in Appendix C illustrate that Granville would clearly benefit financially from a merger (Worksheet #3 and #4). Southwick and Tolland may experience some savings as well, as identified in Worksheet #4, albeit less than Granville. More study by the District Administration and the Regional School District Planning Board will determine what program enhancements might

occur under a new regional agreement and what savings could materialize. The savings on these sheets also do not include the cost of a buy-in to the region that would likely be paid by Granville to Southwick-Tolland. More details of this are described later in this section.

Regional Budget Explanation: Balancing Revenues and Operating Expenditures

The process of developing the Regional Assessment is dramatically different from preparing a school budget for a municipally managed school district. Regional school committees and administrators always consider the delicate balance of revenue and operating expenses. While regional member towns are concerned about how the district develops its budget, what is ultimately the most important aspect of the process is the end result: the assessment. The assessment represents the cost to the communities of operating the district schools on an annual basis and is apportioned to the member towns based upon expenditures, revenues and student population.

Worksheets #1 and #2 in Appendix C focus on the revenue of the STRSD and Granville. The worksheets are prepared in a manner to highlight how revenues are estimated and calculated throughout regional budget process. Revenues used in the process include: Minimal Local Contributions (MLC), which are mandated by the State, Chapter 70 funds, Regional Transportation reimbursements, Excess and Deficiency funds (E&D), Tuitions, Medicaid reimbursements, interest from short-term borrowing, a variety of potential fees, and, in some cases, School Choice funds. [Note that in some cases there may be other funds available such as the recent federal ARRA grants.] In addition, there are usually a number of charges that are included as revenue because they represent non-discretionary charges to the member towns. These charges are often for such items as non-reimbursable transportation costs, capital debt (usually resulting from long-term projects), fixed asset expenditures, and various municipal receipts.

Once the regional District administration has determined revenue estimates, the operating budget is then developed. When the total cost of operations is known, all revenue estimates are applied and the draft assessment is produced. If a gap exists between the revenues and operating budget, the member towns of the region must determine if they wish to contribute additional funds to meet the needs as determined by the School Committee. The difference is then labeled Discretionary Costs. This is typically done at the annual Town Meeting.

As an example, the Southwick/Tolland FY11 budget had the following operating expenses, revenues, and discretionary costs. The combination of the three resulted in the FY 11 assessments.

Proposed Operating:	\$18,841,279
Revenues:	<u>\$18,752,727</u>
Discretionary Costs:	\$88,552 (Apportioned by regional agreement formula to determine the assessment)

Combined Budget and Assessment

Worksheets #3 and #4 detail the Assessment for the proposed three-town regional district. Importantly, the data was analyzed understanding that the numbers extracted from the shared administrative team, Dr. Barry (Superintendent) and Mr. Petit (Assistant Superintendent for Business), were prepared without a three-member district in existence. The consultants believe that the numbers in Worksheet #3 could have been quite different if budget decisions were made with all three communities already combined, because those creating the budget - the administrators and school committee members - would have had intimate knowledge of the district's operations and its vision and mission. The consultants conclude, however, that there is enough evidence to support the notion that Granville taxpayers would benefit from a merger. In order to gain a better perspective on what the FY11 budget might have looked like, assumptions were made regarding redundancies, the loss of tuition payments for Granville, and potential efficiencies that would be available after the merger. While judgments on the priorities of the communities involved cannot be made by the consultants or PVPC, there exist potential savings in staffing, Special Education costs, transportation, insurances, increased cooperative purchasing, vocational tuitions, and some administrative expenses. At a minimum, there is an estimated savings of \$115,000. An estimated Regional Assessment was developed with Worksheet #4 utilizing this assumption. The consultants estimate that all three communities would experience savings as compared to the current approved budgets and that this worksheet would more closely resemble the budget figures that would have been discussed had the district been comprised of three member towns.

It is important to note that Worksheet #3 and Worksheet #4 both involve the use of E&D funds. Excess and Deficiency funds represent monies that were unexpended from previous years. By Massachusetts Statute, a regional school district is allowed to maintain a total up to 5% of the district's total budget in the E&D account. These funds have several purposes but can be used to help offset the district's assessment to the member towns. In FY11, the STRSD School Committee voted to utilize \$600,000 of their E&D fund as an offset. The worksheets reflect this vote but in effect, Granville benefited through our analysis formula. The use of these funds should be a key topic of conversation if negotiations take place to form the new region. An accounting procedure should be implemented to "separate" these current funds because this money belongs to the taxpayers of the two original member towns. In addition to using the E&D in the formula, the current regional debt was also apportioned to Granville. For informational purposes, Appendix D shows the effect of removing E & D funds from the budget. The idea that E&D would not be used at some points in the future is not likely, but the calculation without the funds gives an idea what its impact was in the past fiscal year and why it is important to agree upon a method to deal with how these funds will be apportioned in the future.

Summary of Alternatives from Analysis:

Once it was determined how to best create a combined budget and assessment calculation structure for the potential new regional school district, three alternatives were examined and evaluated. Following is a description of these alternatives.

Alternative 1: No changes are made. Granville remains a separate school district.

Consultants first reviewed the data from a viewpoint where Granville would not become part of the regional school district and the status quo was left untouched. Based on the declining enrollment in Granville, the over crowding in some Southwick-Tolland schools, and an uncertain economic future that will continue to limit educational programs, particularly in Granville this option was judged unfavorably.

Under this alternative, the FY11 assessments or payments for each town are as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,109,877	\$358,938	\$1,792,179	\$10,260,994

Alternative 2: Granville joins Southwick-Tolland Regional School District but programming and structure do not change

As described earlier, consultants then formed one single budget from both districts and subsequently processed it through the statutory assessment method. No adjustments or assumptions were made with regard to the use of E&D, duplication of personnel or services, and potential savings that might occur with full utilization of the Granville Village School. In other words, the schools would remain exactly how they are currently except that there would now be only one shared administrative system and the schools would now technically all be under a single school district. Under this scenario, regionalization benefited Granville, but was not cost effective for Southwick-Tolland’s budget nor the assessments for the towns of Southwick and Tolland.

Under this alternative, the FY11 assessments or payments for each town are estimated as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,201,269	\$364,972	\$1,516,367	\$10,082,608

Note: These values do not include buy-in costs that would be paid by Granville to Southwick and possible Tolland. That amount would be determined during negotiation of the regional agreement. An example is discussed below and provided in detail in Appendix E.

Alternative 3: Granville joins Southwick-Tolland Regional School District and additional savings and efficiencies are found

Finally, the consultants did make some assumptions regarding potential budget savings. Given the experience and skill levels of the two District administrators, they felt that there is a potential for substantial savings. Since the current district administrators know the towns and educational programs extremely well, the consultants were comfortable estimating that a

minimum of \$115,000 could be saved in the first year. The minimum of \$115,000 is based on the following:

- There would be consolidation of services.
Example: Special Education and Health.
- Some services would now fall under the system in place at the region.
Example: Transportation
- Some services will "blend in". That is, the cost will not be absorbed in the budget, but savings will result because the service will not be a stand-alone for Granville.
Example: Attorney fees for Special Education.

The consultants estimated the following savings areas:

Area of Savings	Estimated Amount Saved	Comments
a. School Committee:	\$4,800	One school committee instead of two
b. Administration:	\$30,000 (blend)	The full amount in the budget (\$46,559) will now become part of the total budget but it will now be shared by the three communities so Granville will save some money.
c. Health Service:	\$35,000	Only one RN is required per District, as a "lead nurse"; the others may be LPNs
d. Transportation:	\$30,000 (blend)	Combine and reduce staffing and maintenance costs
e. Special Ed Admin:	\$73,000 (blend)	(Administration (including Director, Consultant, Attorney)); this could include consolidation of positions and/or reduction of some positions to part-time.
Total	\$172,800	

Based on this preliminary total of \$172,800 that could likely be found through consolidation, the consultants felt comfortable estimating a minimum of \$115,000 in savings. Clearly there is the potential for even more than \$115,000 in savings, meaning that the savings to all three communities involved would be higher than estimated in this report.

Under this scenario, all three towns would experience a decrease in their assessment in the first year; and therefore, it appears that regionalization should be given serious consideration.

Under this alternative, the FY11 assessments or payments for each town are estimated as follows:

Southwick	Tolland	Granville	Total Combined Cost
\$8,106,256	\$360,913	\$1,501,040	\$9,968,209

Note: These values do not include buy-in costs that would be paid by Granville to Southwick

and possible Tolland. That amount would be determined during negotiation of the regional agreement. An example is discussed below and provided in detail in Appendix E.

Additional considerations

Comparison of Salary Schedules

The attached charts exhibit the salary schedules in detail for both school districts (See Appendix F. The schedules indicate some differences in how the schedules have evolved over time. The major difference lies in the steps and maximum levels at the Bachelor levels. For example, the STRSD teachers maximize their step levels after twelve (12) years for those who hold only a Bachelor's degree. Granville teachers, on the other hand, can continue to a maximum level up to fifteen (15) years of service for the same degree. To mesh the schedules together will require some grandfathering or other adjustments, but the schedules do not present an insurmountable problem. The analysis indicates that the best approach will likely be to add Granville teachers to the Southwick-Tolland salary schedule, with some adjustments for grandfathering in existing teachers in a few cases where necessary. There may be some minor costs when a new salary schedule is negotiated. In short, the collective bargaining agreements should not be considered an impediment to regionalization, albeit subject to negotiations. See salary schedules and comparison charts in Appendix F.

Southwick-Tolland's Capital Improvement History

From the inception of the STRSD on July 1, 1988 through the present time, capital expenditures have totaled about \$10.4 million. This represents an average expenditure of approximately \$450,000 per year. The last time any significant additions or renovations were constructed were in 1990 to Woodland and Powder Mill Schools (A total project cost of \$7.3 million with MSBA reimbursement of \$5.9 million). One other major one-time capital improvement was an energy conversion at the high school (project cost \$736,873 less MSBA funds \$498,495).

Beyond this, the largest categories of capital improvement costs have been: educational technology (including computer labs and workstations, computers, smart boards, and software), replacement of hallway lockers, replacement of gym bleachers, building component replacements (ceiling tiles and lights, floor tiles and carpeting, boilers, and HVAC), and infrastructure such as telephones/intercom, security systems, and ADA improvements. Some outdoor paving and sidewalk upgrades have been completed, as well. The STRSD has also replaced a maintenance truck, purchased a maintenance van, and purchased a tractor in the last five years. In FY10 and FY11 about \$550,000 was designated for feasibility and schematic design of the new building project (these funds are included in the total figure).

Under recurring capital needs, the largest expenditures (in order of cost) appear to be for the purchase of school buses, special needs vans, classroom furniture, copier machines, computers, and musical instruments.

Buy-In Agreement

An assumption was made that there needs to be a “buy-in” clause developed during negotiations because Granville will now have shared use of all buildings that are owned by the STRSD, just as the STRSD will have use of the Granville Village School. In this case, the buy-in could be considered a building use buy-in. This issue will be left to the School District Regional Planning Board to iron out the exact agreement; however, it must be decided during the process.

To provide a general idea of how a buy-in would be calculated and how much money it might require Granville to pay Southwick-Tolland, the consultants researched other regionalization buy-ins that have occurred in other school districts. A potentially useful model was found from the Old Colony Regional Vocational Technical High School in Rochester, MA when Lakeville joined the district. Using this model as a template, the following is a possible approach to calculating buy-in for Granville and Southwick-Tolland. The actual worksheet with these calculations for Southwick-Tolland and Granville is in Appendix E.

The template model for the building use buy-in begins with establishing the value of the current buildings. The most current number could be the insurance company’s stated value on the district’s policy. Once the value is established for both the region and the Town of Granville, the model would then calculate the net value by taking the total value of the Southwick buildings and subtracting the value of Granville’s school. The net amount would then be multiplied by the current state building project reimbursement rate to separate out the portion of the net value that would be paid for by the state versus the amount that the local communities would have paid into the building. (Granville shouldn’t have to pay a portion of the building costs that Southwick and Tolland didn’t pay for because they were covered by the state). This would establish the net amount of the buy-in.

The next step is to establish the percentage of the region that Granville will represent based on the number of students, currently 12 percent. The buy-in amount for Granville is found by multiplying the percent by the net amount. Once this total amount to be paid by Granville is determined, the communities can negotiate a 10 year or 15 year pay period over which Granville would have an annual buy-in amount. That amount would be added to the assessment for Granville and the same amount subtracted from Southwick’s assessment.

Questions to be addressed on this topic while negotiating the regional agreement include:

- Do buy-in payments go to Tolland as well, or just Southwick? Tolland has been buying into capital costs and improvements for many years, however the buildings are owned specifically by Southwick.
- Currently Granville owns the Granville Village School and Southwick owns the Southwick-Tolland school buildings. Will there be any shift to shared ownership through regionalization and this buy-in, or is the buy-in simply to have shared use of all spaces by all parties? It is the recommendation of the consultants that there be no actual change

in ownership, but instead for each town to continue to own their own buildings but put in writing what their agreement is about shared use.

Based on this model, a rough calculation estimates that Granville would pay a total of \$2,007,790 for building use buy-in. Spread out over a 15 year period, that would result in 15 annual payments of \$133,852. This type of buy-in arrangement could significantly balance out the incentives for each community to benefit from Granville joining STRSD and show a much more significant financial benefit for Southwick. The tables below display the assessments AND buy in costs or benefits to each town with this model buy-in agreement and regionalization alternative three. These tables are based on the payments calculated to be distributed over a 15 year period. After the 15 year period expired, Granville would no longer make these extra payments to the other member(s) of the regional school district.

With buy-in payments distributed only to Southwick residents:

	Southwick	Tolland	Granville	Total Combined Cost
Assessment	\$8,106,256	\$360,913	\$1,501,040	\$9,968,209
Percent of Buy In Received	100.00%	0.00%	-100.00%	
Buy-In	-\$133,852.69	\$0.00	\$133,852.69	
Total Cost	\$7,972,403	\$360,913	\$1,634,893	\$9,968,209

With buy-in payments distributed to Southwick AND Tolland residents:

	Southwick	Tolland	Granville	Total Combined Cost
Assessment	\$8,106,256	\$360,913	\$1,501,040	\$9,968,209
Percent of Buy In Received	96.35%	3.65%	-100.00%	
Buy-In	-\$128,967.07	-\$4,885.62	\$133,852.69	
Total Cost	\$7,977,289	\$356,027	\$1,634,893	\$9,968,209

Potential Savings with Alternative Three and Building Use Buy-In

The following chart indicates the savings that would be found by each community over the first five years if Alternative Three and a building use buy-in were implemented. It is recommended by the PVPC Alternative Three with a buy-in agreement that is also shared by Tolland is the most beneficial scenario to all parties.

PROJECTED SAVINGS:	Southwick	Tolland	Granville	Total Combined Savings
Alternative 3 & Buy-In That Includes Tolland	\$132,588	\$2,911	\$157,286	\$292,785
Over 5 years	\$662,940	\$14,553	\$786,432	\$1,463,925
Alternative 3 & Buy-In That Does Not Include Tolland	\$137,474	-\$1,975	\$157,286	\$292,785
Over 5 years	\$687,368	-\$9,875	\$786,432	\$1,463,925

Summary and Recommendations

The three towns of Southwick, Granville and Tolland must take into consideration many factors in the decision at hand. Granville must ask whether it can continue to support a K-8 program that reflects similar programs made available to other students in surrounding communities. All three towns must ask whether Granville's entrance as a full partner will have a positive long-term impact on the district and how Granville's resources can become an integral part of the STRSD, resulting in an improved system for all concerned.

Continuation of Current Scenario

If Granville continues to maintain its own public school program, it will likely become more and more difficult to maintain adequate educational standards and to cover the costs. It appears that K-8 enrollment will continue to decline, possibly to as few as 100 students, in the next decade. However, in future decades, it is also quite possible that Granville's population will increase slightly, with a small influx of new families.

Southwick-Tolland can continue to operate and function normally without Granville as part of the STRSD. However, STRSD will need to provide additional space for its students, most urgently at the elementary school level. STRSD will, of necessity, enter into a building project, possibly major renovations or possibly a new building, at a 56% reimbursement rate from the state.

Possible Regionalization Scenarios

Based on the comprehensive financial analysis in this study, there appears to be sufficient evidence to continue the regionalization process. Over the long term, including the assumption of a building use buy-in paid by Granville to Southwick and Tolland, it appears that Granville would save more than \$750,000 within the first five years of the new district as compared to their current fiscal trends. It is expected that Southwick would also see significant financial savings of more than \$650,000 in the first five years. Tolland would not see financial benefits as large, but would still likely save close to \$15,000 over five years. Additionally, including the Granville School in the district will provide the regional district opportunities for more flexibility in assigning students from Tolland and/or accommodating students from certain areas of Southwick to the Granville School. This will result in some savings and reduce the length of the students' day vis-à-vis time in transport. Southwick and Tolland also stand to benefit from incentives from the Massachusetts School Building Authority as they approach a potential building project. The incentives will be provided only to the new regional district. Depending on the size of the project, the towns could realize several million dollars more in state reimbursement. These two examples are not all inclusive. The consultants estimate that other savings for Southwick and Tolland are certainly possible. They believe that the district's administrative team, the Regional School District Planning Board or School Committee, can identify these potential savings.

It would probably not be ideal for Granville and Southwick-Tolland to attempt a further degree of "partial" regionalization, e.g. special needs only or middle school only. The subject of

regionalization has been considered and reconsidered on so many occasions that to avoid a full regionalization will likely only precipitate its consideration again in the near future. In addition, Tolland residents feel strongly that they need a “consistent place” to send their kids to school, and prolonged uncertainty would not be desirable.

If Granville were to join the STRSD, there are many possible arrangements that could be considered. The following are some of the potential options.

Maximize and Enhance Granville Village School While Expanding Woodland Elementary School

A new regional school district that includes Southwick, Tolland and Granville could expand and enhance the programming at the Granville Village School to serve K-8 Granville students, Tolland students, and any Southwick students living nearby or who are interested in attending. The building could also possibly serve as temporary alternative classroom space during construction at the Southwick site. This would alleviate some degree of crowding at Woodland Elementary School for the next several years, as enrollment eases. Meanwhile, an addition could be built to the elementary school in Southwick to accommodate more students and functions.

The Granville school building could also be the site of after-school programs for Granville and Tolland students, as well as evening events such as plays, art shows, science fairs, and other school activities.

In order to provide similar programming, there would be some mobility between the Granville School and the Southwick schools, either enabling certain Southwick teaching staff to spend part of the day or week in Granville and/or sending Granville students on “field trips” to Southwick for special programs. In this way, Spanish and French exposure programs would be offered in Granville as well as at Powder Mill, using the existing staff and materials. Field trips would be made to Woodland and Powder Mill for special classes in media/technology. The current librarian or the librarian assistant at Woodland would spend one half day a week in Granville.

Repurpose Granville Village School While Maintaining and Expanding Southwick Schools

In this option, the Southwick-Tolland-Granville Regional School District would utilize the Granville school building for a specialized program of alternative curricula, with an emphasis on arts, language, humanities, or a thematic approach. Alternatively, the building could accommodate a special “Innovation School” that would be modeled after similar examples in the United States. In either of these examples, students would benefit from small class sizes, individual attention, and special programs. This might be an option that would actually draw certain students from Southwick voluntarily, those who are interested in a new and innovative approach, a certain subject matter, or other features that Granville may offer.

Shift Grades at Granville School and Expand Powder Mill Middle School

The new school district could establish the Granville Village School as a K-5 (or PreK-5) school for Granville, Tolland and some Southwick students (on a voluntary basis), and send all Grades 6-8 students to the Powder Mill Middle School. This would give Granville students access to foreign language and other programs that they have recently lost, as well as increased special education services. An expansion of Woodland Elementary School would be undertaken to accommodate existing and future crowding there, and an expansion of Powder Mill might be necessary, as well. The Granville School could serve as temporary quarters for certain classes or programs during construction.

Next Steps

The Regional School District Planning Board must elect a chairperson and secretary/treasurer. It must review the information and analysis presented here and in the JCJ Architecture report. It must then:

- Develop a Long-Range Plan
- Request a Reorganization Needs Conference with the Department of Elementary and Secondary Education
- Submit a report of its findings and recommendations to the select boards of the respective towns

If the board recommends that Granville should join the Southwick-Tolland Regional School District, the board shall submit a proposed draft regional agreement, file an application with the Dept. of Education, and secure approval of the towns at special or annual town meetings. The Commissioner of Elementary and Secondary Education must approve each regional school district agreement, prior to voter approval.

Appendices

Appendix A: Minutes from Committee Meetings

Granville

PUBLIC MEETING MINUTES

THE PIONEER VALLEY PLANNING COMMISSION AND THE TOWN OF GRANVILLE REGIONAL SCHOOL DISTRICT PLANNING COMMITTEE

A meeting of the Pioneer Valley Planning Commission and the Town of Granville Regional School District Planning Committee was held on Tuesday, July 27, 2010 at 6:30 p.m. at the Granville Town Hall.

Attendees

Theresa Drenen, Granville Regional School District Planning Committee
Pamela Petschke, Granville Regional School District Planning Committee
Molly Goren-Watts, PVPC
Paul Gagliarducci, Consultant to PVPC
Kathy Martin, Granville Town Administrative Assistant
Lori Tanner, PVPC

1. Call to Order and Introductions
Introductions were made.
2. Overview of Current Regionalization Planning Study
Molly Goren-Watts discussed the background and status of the regionalization study that the Pioneer Valley Planning Commission (PVPC) is conducting for the towns of Southwick, Granville, and Tolland. The Town of Granville has established a Regional School District Planning Committee, and the Southwick-Tolland School Committee has created its own Regional School District Planning Committee. This meeting is the first meeting of the Granville committee. PVPC will also meet with the Southwick-Tolland committee separately, and then the two committees will join to form a Regional School District Planning Board. The steps to forming a regional school district are outlined in a document distributed at the meeting, called "Steps to Forming a Regional School District", distributed by the state Department of Education and attached to these minutes.
3. Discussion of the Town of Granville's Goals, Concerns, and Questions Regarding the Possibility of Joining the Southwick-Tolland Regional School District
PVPC representatives and their consultant posed a number of questions to the Granville committee and Town Administrative Assistant, including:
 - 1) Why are you considering regionalization at this point in time?
 - 2) What do you hope the community members of Granville would gain from regionalizing with the Southwick-Tolland regional school district?
 - 3) What are the fears that you and your community have about regionalizing?

- 4) What is absolutely necessary for the Granville community to make it worth regionalizing?
- 5) What would make it absolutely impossible for the Granville community to decide to regionalize?
- 6) What is different now from the last time that Granville considered regionalizing with Southwick and Tolland?
- 7) Clearly we have a long list of issues and numbers we plan to consider in this analysis. What factors do you think are important to take into consideration when making this decision?
- 8) What would be the ideal scenario for the community of Granville if this regionalization were to move forward?
- 9) What else do you think is important for us and our consultants to know?

Granville representatives provided responses to these questions. The school budget is taking up more and more of the town budget (up to 80%) and the school committee is forced to continually make more cuts in services. The class sizes are becoming extremely small, as fewer families are moving into the community, and the population is aging. Costs have been increasing rapidly, as well.

The Town of Granville would like their school children to have more and better services than the Town can afford to provide. A streamlined curriculum would be beneficial, but the community would want the ability to provide input and fair representation on the school committee. Granville is concerned about losing control over the education that their children are getting. Newer residents already seem to consider the school to be part of the Southwick-Tolland District; it is less considered to be “our school” than in the past. The school committee does not hire the principal; the shared Southwick-Tolland superintendent does.

Granville does not want to lose their school building or their elementary school services. They want to continue to serve at least the younger grades (K-5 or 6) in the Granville Village School. They are open to Tolland grade schoolers attending, as well. Tolland children used to go to Granville but were asked to go to Southwick-Tolland in 1992 when Granville became overcrowded. Now there is room for Tolland children again.

Ideally, Granville would like to be able to provide an excellent education to their school children for a more modest share of their town budget. They would like to reinstate pre-school, regain their librarian, provide Spanish language instruction, and offer better Special Education services. They would like a media/technical specialist. They wonder whether Southwick-Tolland has these services at the K-8 level, either, or whether they would also be cut in a few years, as well.

There are a number of scenarios to consider. There could be partial regionalization: Granville school could go to K-5 or K-6, with older grades regionalized; the transportation could be regionalized; and/or the special education component could be regionalized. There

could be full regionalization, with the Granville school remaining in service for lower grades for Granville students and potentially Tolland students. The consultants, both former school superintendents with long histories in the MA school system, will consider many options in the process of reviewing the town's concerns.

4. Public Question and Answer Session

All questions were discussed and answered in the above discussion.

Meeting adjourned at 8:30 p.m.

For more information, please contact Lori Tanner, Pioneer Valley Planning Commission, at 413-781-6045 or Kathryn Martin, Town of Granville Administrative Assistant, at 413-357-8585.

Southwick-Tolland

PUBLIC MEETING MINUTES

THE PIONEER VALLEY PLANNING COMMISSION AND THE TOWN OF GRANVILLE REGIONAL SCHOOL DISTRICT PLANNING COMMITTEE

Monday, August 30, 2010 at 7:00 p.m.

Southwick-Tolland Regional School District central offices.

Attendees

Jay Barry, Southwick-Tolland and Granville Superintendent

Paul Smith, Town of Southwick

Jean McGivney-Burelle, Town of Southwick

Ted Locke, Town of Tolland

Jeff Houle, Town of Southwick

Molly Goren-Watts, PVPC

Lori Tanner, PVPC

Paul Gagliarducci, Consultant to PVPC

Steve Hemmen, Consultant to PVPC

1. Call to Order and Introductions
Introductions were made.
2. Overview of Current Regionalization Planning Study

Molly Goren-Watts discussed the background and status of the regionalization study that the Pioneer Valley Planning Commission (PVPC) is conducting for the towns of Southwick, Granville, and Tolland. The Town of Granville has established a Regional School District Planning Committee, and the Southwick-Tolland School Committee has created its own Regional School District Planning Committee. This meeting is the first meeting of the Southwick-Tolland committee. PVPC will also meet with the two committees when they are joined to form a Regional School District Planning Board. The steps to forming a regional school district are outlined in a document distributed at the meeting, called "Steps to Forming a Regional School District", distributed by the state Department of Education and attached to these minutes.

3. Discussion of Goals, Concerns, and Questions Regarding the Possibility of Granville Joining the Southwick-Tolland Regional School District

PVPC representatives and their consultants posed a number of questions to the Planning Committee, including:

- 1) Please describe why you think it is worth considering regionalization at this point in time? What is the overall feeling you and your community have about the possibility of Granville joining the regional school district?

- 2) What do you hope the community members of Southwick and Tolland would gain from regionalizing with the Granville school district?
- 3) What are the fears that you and your community have about regionalizing?
- 4) What is absolutely necessary for the communities of Southwick and Tolland to make it worth having Granville join the regional school district?
- 5) What would make it absolutely impossible for the communities of Southwick and Tolland to decide to regionalize with Granville?
- 6) What is different now (if anything) from the last time that there was consideration of Granville becoming part of the regional school district with Southwick and Tolland?
- 7) Clearly we have a long list of issues and numbers we plan to consider in this analysis. What factors do you think are important to take into consideration when making this decision?
- 8) What would be the ideal scenario for the communities of Southwick and Tolland if this regionalization were to move forward?
- 9) What else do you think is important for PVPC staff and our consultants to know?

Southwick and Tolland representatives provided responses to these questions:

Advantages of Regionalization

Committee members said that there are many gray areas that come up in dealing with specific cases in the schools; i.e. a problem in the Granville school ends up being solved by the Southwick-Tolland district, because they share a superintendent and central office and have the resources to handle it (for instance, a SPED placement or supplies/services procurement), and therefore it is the most expedient thing to do. Regionalization could eliminate these gray areas.

Southwick-Tolland residents feel that Granville is already getting many benefits from the arrangement that they don't have to pay for outright but that aren't always evident – such as collaborative purchasing power, facilities, staffing, and services. It was suggested that Granville doesn't realize how much money they're already saving.

Regionalization could result in shorter bus trips for Tolland children if they were to attend the Granville school. Many in Tolland are in favor of shifting their younger kids from Southwick to the Granville school in order to cut their bus trip in half. Currently, Tolland residents do a fair amount of home schooling and send their kids to other locations, including Farmington River Elementary School in Otis, and even into CT. They have sometimes considered pulling out of the current district and joining with a district to the west. The Woodland Elementary School is packed, and they would prefer smaller class sizes and more adequate facilities for their kids.

Granville would share the debt load with the other towns. The regional school district would get a higher reimbursement from the State on new building projects.

Fears and Concerns about Granville Joining the Region

Southwick fears that Granville is not really serious about considering this option and may be just looking for a “quick fix” to their tax revenue problems. (However, Paul Gagliarducci pointed out that it is very difficult for communities both to get into and to get out of regional school agreements, and therefore it would be nearly impossible for Granville to pull out of the agreement in the near to mid-term future.)

Southwick members pointed out that Granville has more town involvement in the Granville school, whereas the Southwick-Tolland school committee is the primary decision-maker for the regional schools. The towns’ selectmen generally don’t get involved. Granville has limited the number of new building permits, and this may be contributing to their problem of too few students.

Southwick fears that all Special Ed students would be diverted to the Southwick-Tolland facilities, thus burdening the regional school district with those services while removing the responsibility from Granville. Jay Barry has requested that the SPED Director be part of the superintendency union, but this has been put off.

Committee members are concerned that their towns (especially Southwick) don’t see any benefit to Granville joining.

Community members are afraid that some Southwick students may be required to attend the Granville school if it becomes part of the region. Residents of Southwick came there partly because of the schools and the school campus and don’t wish to send their kids “up the hill”.

Key Considerations (“Deal-Makers”)

Financial benefits must accrue to all parties. There must be a degree of choice for parents, as to where to send their children to school. There must be a strong sense of collaboration among the three communities. The benefits to Southwick residents must be clearly evident to the voters.

Key Considerations (“Deal-Breakers”)

Southwick students can’t be “forced” to attend Granville school. Granville must accept limited vote on School Committee, but should realize that their vote does count and that the opinions expressed by their representative will be taken seriously, as Ted Locke feels has been true for his representation of Tolland. Although Tolland would like to have access to the Granville school, the town does not want to see any expansion of the Granville Schools to accommodate Granville and Tolland residents.

The Ideal Scenario

Committee members had difficulty coming up with an ideal scenario. They pointed out that although the educational system in the district was good, the buildings are deteriorating

and inadequate. They would like to get rid of the portable units, alleviate overcrowding at Woodland Elementary, and fix building problems in all three Southwick-Tolland schools.

Granville School – Creative Solutions

Steve Hemmen pointed out that the Granville School is an asset, and asked how it could be used effectively. Jay Barry added that the Granville building has building envelope issues, including the roof and windows, and needs upgrading.

The Granville school is too big, even for both Granville and Tolland students. It might be possible to have some Southwick residents choose to send their kids there, even if it were only a mini-bus full. It would be critical for this to be the parents' choice. It was noted that if class sizes were very large in Southwick, this may not be a hard sell for certain families, especially if they live closer to Granville.

If there were some kind of “compelling design” for the Granville school, that would be beneficial. The Granville school could house some kind of alternative program or innovation school. Molly Goren-Watts said that multi-age programs or some other type of specialized curriculum can be very effective. The Mt. Vernon study suggested that it be used for a Pre-K to 1 or 2 school.

Other Discussion

Jay Barry said that the SBA feasibility study is being done on all four school buildings. There will be a March decision on a preferred option – as to which building to focus on.

The consultants, both former school superintendents with long histories in the MA school system, will consider many options in the process of reviewing the situation in Granville, Tolland and Southwick

Granville would have limited representation on the regional school committee. Right now Tolland has one member with a 1/3 vote. However, Ted says he is recorded as one vote and feels that Tolland is equally represented on the current Southwick-Tolland school committee.

Committee members feel there is no animosity between the communities, perhaps only some mistrust, but not much interaction or involvement. Tolland and Granville are more connected than Southwick. It was felt that there was definitely potential for collaboration, though.

4. Public Question and Answer Session

All questions were discussed and answered in the above discussion.

Meeting adjourned at 8:40 p.m.

Minutes submitted by Lori Tanner, PVPC

Appendix B: Detailed Description of the Statutory Method

The Massachusetts Department of Elementary and Secondary Education has issued Guidance for Regional School Districts as it pertains to assessment methodologies. There is the Statutory Assessment Methodology and the Alternate Assessment Method. For this study, the statutory method was used, and is described below:

Statutory Assessment Method: The calculation of members' assessments pursuant to the provisions of M.G.L. c. 70 S6. Each such assessment shall be the sum of the following amounts (i) the member's required local contribution to the regional school district as determined by the Commissioner; (ii) the member's share of that portion of the regional school district's net school spending, as defined by M.G.L. c. 70 s. 2, that exceeds the total required local contribution for all members, this share to be allocated pursuant to the assessment provisions of the regional agreement; and (iii) the member's share of costs for transportation, capital project debt service, other capital costs, and all other expenditures not included in the regional school district's net school spending, this share to be allocated pursuant to the assessment provisions of the regional agreement.

Statutory Language – Chapter 70, Section 6

Notwithstanding the provisions of any regional school district agreement, each member municipality shall increase its contribution to the regional district each fiscal year by the amount indicated in that district's share of the municipality's minimum regional contribution in that fiscal year. The district shall appropriate the sum of the minimum regional contributions of its member districts as well as all state school aid received on behalf of member municipalities. The district may choose to spend additional amounts; such decisions shall be made and such amounts charged to members according to the district's required agreement.

Key points:

The Regional school district prepares its assessment to each member municipality in a *multi step process*, as follows:

- 1) The member's required local contribution as determined by the Commissioner of Education in accordance with Chapter 70.
- 2) Any additional share of the region's net school spending that exceeds the total required contribution, this share to be allocated to each member pursuant to the assessment provisions of the regional school district agreement.
- 3) Transportation and other non-net school spending costs allocated to each member pursuant to the assessment provisions of the regional school district agreement.
- 4) Capital cost allocated to each member pursuant to the assessment provisions of the regional school district agreement.

Appendix C: Worksheets# 1-4, Revenue and Budget Worksheets And Complete School District Budgets

**Worksheet #1:
Southwick Tolland Regional School District
FY2011 Regional Revenue**

<u>1.Reform Mandated Revenues</u>	<u>Southwick</u>	<u>Tolland</u>	<u>Total</u>	Comments/ Explanations
1) Minimum Local Contribution.....	6,751,337	305,174	7,056,511	<u>DESE School Finance</u> <u>June 30,2010</u>
2) State Base Aid-Cherry Sheet.....			8,299,513	<u>DESE School Finance</u> <u>June 30,2010</u>
3) Additional State Aid for FY2011.....	-	-	116,122	<u>AARA Funds</u>
4) Total Net School Spending.....	6,751,337	305,174	15,472,146	
<u>2. Other Revenues</u>				
5) Transportation Aid (State)..			530,000	
6)Stabilization Account.....			-	
7) Applications of Tuitions.....			716,829	
8) Applications of Medicaid reimbursements			80,000	
9) Appropriated E&D.....			600,000	
10) Fee Charges			30,000	
11) School Choice Revenue.....			-	
12) Special Needs Circuit Breaker Reimbursement.....			-	-
12)Total Other Revenues.....			1,956,829	
13)TOTAL REVENUES (1.& 2.).....			17,428,975	
<u>3. Non-Discretionary Charges To Towns</u>				
14) Transportation-Net State Aid (1,224,792 - 530,000).....	\$ 669,432	\$25,360	\$694,792	
15) Fixed Assets.....	0	0	0	
16) Capital.....	0	0	0	
17) Debt (Net State & Local Aid).....	\$591,788	\$25,172	\$616,960	
18) District Services to Town.....	\$12,000	\$-	\$12,000	-
19) Total Non-Discretionary Charges(3.)...	\$1,273,220	\$50,532	\$1,323,752	
20) TOTAL REVENUES			\$18,752,727	Total of lines 19 and 13

WORKSHEET #2: Granville Public School District
FY2011 Revenue Calculations

1.Reform Mandated Revenues	Granville	Comments/Explanation
1) Minimum Local Contribution.....	\$1,266,515	DESE School Finance June 30,2010
2) State Base Aid-Cherry Sheet.....	\$1,265,079	DESE School Finance June 30,2010
3) Total Mandated Revenue	\$2,531,594	
3 a) Additional State Aid for FY2011 (AARA)	\$19,981	DESE School Finance June 30,2010
4) Total	\$2,551,575	
2. Other Revenues		
5) Transportation Aid (State)..	0	
6)Stabilization Account.....	0	
7) Applications of Tuitions.....	0	
8) Applications of Medicaid reimbursements	0	
9) Appropriated E&D.....	0	
10) Fee Charges	0	
11) School Choice Revenue.....	0	
12) Special Needs Circuit Breaker Reimbursement....	0	
13)Total Other Revenues.....	0	
TOTAL ALL REVENUES (1.& 2.).....	\$2,551,575	
3. Non-Discretionary Charges To Towns		
14) Transportation-Net State Aid	\$0	
15) Fixed Assets.....	\$0	
16) Capital.....	\$0	
17) Debt (Net State & Local Aid).....	\$0	
18) District Services to Town.....	\$0	
19) Town Benefit Funding	\$139,451	Source- Granville Town Budget
Total Non-Discretionary Charges(3.)...	\$139,451	
20) TOTAL REVENUES	\$2,691,026	

Worksheet #3: Southwick Tolland Granville Regional School District

Assumes current budget as is without reductions

Based On FY2011 Budgets And DESE August 2010 Revised Fy11 Chapter 70 Aid

1.Reform Mandated Revenues	Southwick	Tolland	Granville	Total	Comments/Explanation
1) Minimum Local Contribution.....	\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026	
2) State Base Aid-Cherry Sheet.....	\$ 8,360,000		\$ 1,265,079	\$ 9,625,079	
3) Additional State Aid for FY2011.....(Chapter 70 + SFSF Grant)	\$ 116,122		\$ 19,981	\$ 136,103	
4) Total Net School Spending.....				\$ 18,084,208	
2. Other Revenues					
5) Transportation Aid (State)..(STRSD \$530,000 + GRV.\$52,656)				\$ 582,656	Granville students over 1 1/2 qualify for Regionaol Transportation Reimb.
6)Stabilization Account.....					
7) Applications of Tuitions ? (\$716,829 - \$548,010) = \$168,819				\$ 168,819	Granville 9-12 and LPVEC tuitions removed
8) Applications of Medicaid reimbursements				\$ 93,000	
9) Appropriated E&D.....				\$ 600,000	
10) Fee Charges				\$ 30,000	
11)Total Other Revenues.....				\$ 1,474,475	
12)TOTAL ALL REVENUES (1.& 2.).....				\$ 19,558,683	
3. Non-Discretionary Charges To Towns					
13) Transportation-Net State Aid (1,420,556 - 582,656))....	\$ 692,273	\$ 29,578	\$ 116,049	\$ 837,900	
14) Fixed Assets.....	0	0		0	
15) Capital.....	0	0		0	
16) Debt (Net State & Local Aid).....	\$ 503,316	\$ 19,866	\$ 93,778	\$ 616,960	Granville paying their debt ratio
17) District Services to Town.....	\$ 12,000	\$ -	\$ -	\$ 12,000	
18) Total Non-Discretionary Charges (3.).....	\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860	
19) TOTAL REVENUES				\$ 21,025,543	

Calculations for Amount above Requirement

4. FY2008 TOTAL GROSS BUDGET:				\$ 21,318,865	
21) Discretionary Charges or Offsets..(Diff. of Gross					
Budget to Total					
Revenues & Charges)				\$ 293,322	
5. Assessments					
Line 1) Minimum Local Contribution.....					
\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026		3,057,258
Line 18) Non-Discretionary Charges.....					-579,672
\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860		18,841,279
Line 21) Discretionary Charges or Offsets.....					2,477,586
\$ 242,343	\$ 10,354	\$ 40,625	\$ 293,322		21,318,865
TOTAL EST. FY2011 REGIONAL ASSESSMENTS.....					
\$ 8,201,269	\$ 364,972	\$ 1,516,967	\$ 10,083,208		Total Budget
ACTUAL REGIONAL ASSESSMENTS FY2011					
FY2011Regional Assessments for					
STRSD.....	\$ 8,109,877	\$ 358,938	\$ 1,792,179	\$ 10,260,994	
Difference together					\$ 3,057,258 G - Revenue
\$ 91,392	\$ 6,034	\$ (275,212)			(\$1,265,079) G - Chapter 70
					\$ 1,792,179 G - Local Money
EST. Regional Agreement Formula For Cost Distribution					
Operational.....	82.62%	3.53%	13.85%	100.00%	
Capital.....	81.58%	3.22%	15.20%	100.00%	
Southwick and Tolland only	96.35%	3.65%			

Worksheet #4: Southwick Tolland Granville Regional School District

Assumes \$694,672 of Total Savings (\$579,672 from duplicate costs and an additional \$115,000 to find)
Based On FY2011 Budgets And DESE August 2010 Revised Fy11 Chapter 70 Aid

1.Reform Mandated Revenues	Southwick	Tolland	Granville	Total	Comments/Explanation
1) Minimum Local Contribution.....	\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026	DESE School Finance June 30,2010
2) State Base Aid-Cherry Sheet.....	\$ 8,360,000		\$ 1,265,079	\$ 9,625,079	DESE School Finance June 30,2010
3) Additional State Aid for FY2011.....(Chapter 70 + SFSE Grant)	\$ 116,122		\$ 19,981	\$ 136,103	DESE School Finance June 30,2010
4) Total Net School Spending.....				\$ 18,084,208	DESE School Finance June 30,2010
2. Other Revenues					
5) Transportation Aid (State)..(STRSD \$530,000 + GRV.\$52,656)				\$ 582,656	Granville students over 1 1/2 qualify for Regional Transportation Reimb.
6) Stabilization Account.....				\$ 168,819	Granville 9-12 and LPVEC tuitions removed
7) Applications of Tuitions ? (\$716,829 - \$548,010) = \$168,819				\$ 93,000	
8) Applications of Medicaid reimbursements				\$ 600,000	
9) Appropriated E&D.....				\$ 30,000	
10) Fee Charges				\$ 1,474,475	
11) Total Other Revenues.....				\$ 1,474,475	
12) TOTAL ALL REVENUES (1 & 2.).....				\$ 19,558,683	
3. Non-Discretionary Charges To Towns					
13) Transportation-Net State Aid (1,420,556 - 582,656).....	\$ 692,273	\$ 29,578	\$ 116,049	\$ 837,900	
14) Fixed Assets.....	0	0		0	
15) Capital.....	0	0		0	
16) Debt (Net State & Local Aid).....	\$ 503,316	\$ 19,866	\$ 93,778	\$ 616,960	Granville paying their debt ratio
17) District Services to Town.....	\$ 12,000	\$ -	\$ -	\$ 12,000	
18) Total Non-Discretionary Charges (3.).....	\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860	
19) TOTAL REVENUES				\$ 21,025,543	

Calculations for Amount above Requirement

4. FY2008 TOTAL GROSS BUDGET:					\$ 21,203,865		
21) Discretionary Charges or Offsets..(Diff. of Gross Budget to Total Revenues & Charges)				\$ 178,322			
5. Assessments							
Line 1) Minimum Local Contribution.....	\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026	18,841,279	2,362,586	
Line 18) Non-Discretionary Charges.....	\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860			
Line 21) Discretionary Charges or Offsets.....	\$ 147,330	\$ 6,295	\$ 24,698	\$ 178,322	21,203,865		
TOTAL EST. FY2011 REGIONAL ASSESSMENTS.....	\$ 8,106,256	\$ 360,913	\$ 1,501,040	\$ 9,968,208	Total Budget		
ACTUAL REGIONAL ASSESSMENTS FY2011							
FY2011 Regional Assessments for STRSD.....	\$ 8,109,877	\$ 358,938	\$ 1,792,179	\$ 10,260,994	\$ 3,057,258	G -Revenue	
Difference together	\$ (3,621)	\$ 1,975	\$ (291,139)		\$ (\$1,265,079)	G -Chapter 70	
					\$ 1,792,179	G -Local Money	
EST. Regional Agreement Formula For Cost Distribution							
Operational.....	82.62%	3.53%	13.85%	100.00%			
Capital.....	81.58%	3.22%	15.20%	100.00%			
Southwick and Tolland only	96.35%	3.65%					

Granville School Department Budget

		Actual Expenditures FY2009	Budgeted FY2010	Proposed Budget FY2011	
	GENERAL ADMINISTRATION				Adjustments
School Committee Expenses					
	Sal. School Committee	1,500	1,500	1,500	
	Miscellaneous	6	500	500	
	Advertising	1,469	2,800	1,500	
	MASC Membership	2,714	2,800	2,800	
	TOTALS	5,689	7,600	6,300	-3,950
General Administrative Expenses					
	Supt. Of Schools Salary	15,355	13,973	14,755	
	Asst. to Supt. Salary	12,891	11,400	12,535	
	Administrative Salaries	13,853	14,168	14,766	
	Supt. Travel	270	238	244	
	Asst. Supt./Bus.Trav.	0	0	146	
	Fringe Benefits	3,121	3,248	4,503	
	Staff Training	150	150	0	
	Service Contracts	1,011	1,672	1,898	
	Office Repairs	0	167	159	
	Postage	427	476	488	
	Telephone	608	453	488	
	Office Printing	40	191	195	
	Legal Ads/Job Post	0	24	24	
	Supplies	616	322	329	
	Staff Travel	0	36	37	
	Office Publications	0	48	49	
	Supt. Conference	95	238	244	
	Supt. Membership	76	286	244	
	Asst. Supt./Bus. Conf.	314	120	110	
	Asst. Supt/. Bus. Mem.	0	90	110	
	TOTALS	48,826	47,300	51,324	
Administration					
	Princ.	80,000	84,872	84,872	
	Princ. Secretary	24,327	24,439	24,439	
	Equip. Maint. Gen.	0	300	300	
	Equip. Maint. Copier	1,007	1,800	2,375	
	Equip. Maint. Computers	4,190	0	4,200	
	Postage	422	1,000	1,000	
	Telephone	1,983	3,300	2,100	
	Misc. Expense	608	650	650	
	Princ. Travel	125	250	250	
	Princ. Prof. Improv.	284	1,000	1,000	
	Graduation	100	100	100	
	Student Handbooks	310	875	875	
	TOTALS	113,356	118,586	122,161	

English Program					
Teach Supplies - Eng		592	500	500	
	TOTALS	592	500	500	
Math Program					
Teach Supplies - Math		712	675	675	
	TOTALS	712	675	675	
Science Program					
Teach Supplies - Science		20	800	800	
	TOTALS	20	800	800	
Social Studies Program					
Teaching Supplies-Soc. Studies		644	0	300	
	TOTALS	644	0	300	
Art Program					
Educ. Supplies - Art		950	500	500	
	TOTALS	950	500	500	
Music Program					
Music Supplies		647	500	500	
	TOTALS	647	500	500	
Physical Education Program					
Teach Supplies - Phy Ed		346	350	350	
Capital - Phy Ed		0	175	0	
	TOTALS	346	525	350	
Reading Program					
Teach Supplies - Reading		800	860	860	
Textbooks - Reading		1,035	1,100	1,100	
	TOTALS	1,836	1,960	1,960	
Capital					
		0	0	0	
	TOTALS	0	0	0	

General Instruction					
Teachers Salaries		853,291	826,444	799,298	
Aide Salaries		8,000	0	0	
Teaching Subs		16,372	15,500	17,000	
Sal. Athletics		0	0	0	
Sal. Advisors		4,350	3,800	3,800	
Equip. Maint-General		0	200	200	
Equip. Maint.-Copier		507	2,000	2,619	
Equip. Maint. - Computers		13,364	1,700	1,700	
Equip. Maint.-AV Equip.		299	500	500	
Ed. Supplies - Copier Supplies		5,635	5,000	5,000	
Ed. Supplies -Consumable		766	2,800	2,800	
Ed. Supplies -General Supplies		892	2,000	2,000	
Textbooks-Replacement Mat		1,645	1,784	1,784	
Textbooks - General		3,913	4,000	4,000	
Travel/Conf. Teachers		343	0	0	
Sal.-Computer Technician		0	0	0	
	TOTALS	909,377	865,728	840,701	
Equip.-Adj. Couns.		0	250	250	
	TOTALS	0	250	250	
Tuition					
Vocational Tuition		133,537	250,879	301,766	-43,413
Sec. Tuition-STRHS		485,350	496,553	504,597	-504,597
	TOTALS	618,887	747,432	806,363	
Nurse					
Sal.-Nurse		51,006	60,112	64,082	
Sal.-Doctor		0	600	600	
Med. Supplies		176	300	300	
Travel-Health		0	200	200	
	TOTALS	51,182	61,212	65,182	
Professional Develop.		3,071	3,300	2,300	
	TOTALS	3,071	3,300	2,300	
Library					
Sal.-Library Coord		57,988	61,818	0	
Lib. Supplies		798	975	975	
New Equip. & Book		0	175	175	
	TOTALS	58,786	62,968	1,150	
Custodial					
Salaries		64,848	61,453	61,453	
Custodial Subs		3,191	5,300	3,000	
Supplies		1,071	7,500	7,500	
	TOTALS	69,110	74,253	71,953	

Maintenance					
Equip. Maint-Boiler & Heat		17,514	6,000	8,000	
Bldg. Maint-Plumbing		2,632	5,000	5,000	
Bldg. Maint-Elec		3,170	4,000	4,000	
Bldg. Maint-Asbestos		0	0	0	
Bldg. Maint.-Misc. Cont		6,251	15,000	15,000	
Bldg. Maint.-Roof		1,486	2,000	2,000	
Equip. Maint-Ground Equip.		888	500	500	
Maint. Equip.-General		1,588	500	500	
Trash Removal		2,535	2,300	2,700	
Pest Control		1,257	1,500	1,500	
Bldg. Maint-Well & Water		3,270	3,000	3,000	
Bldg. Maint-Supplies		2,293	1,900	2,200	
Ground Maint-Gen		952	500	500	
Ground Maint-parking Lot		0	0	0	
Glass		0	500	500	
	TOTALS	43,837	42,700	45,400	
Utilities					
Heating		49,359	30,470	30,000	
Electricity		31,806	35,000	32,800	
Propane		1,189	1,500	1,500	
	TOTALS	82,354	66,970	64,300	
Bus Operations					
Salaries-Mechanic		3,514	3,000	3,500	
Salaries - Drivers		63,247	61,300	61,300	
Subs		1,683	4,800	4,800	
Field Trips		0	250	250	
Training		0	1,600	1,000	
Repairs		13,162	20,000	20,000	
Trans. Physicals		246	500	500	
Trans.-Fuel		21,777	24,000	24,000	
Tires		2,876	2,000	2,000	
Supplies/Auto		1,373	2,000	2,000	
	TOTALS	107,877	119,450	119,350	
Insurance					
		868	12,500	12,500	
	TOTALS	868	12,500	12,500	
Salary Reserve					
Salary Reserve		0	187	17,300	
FY2010 Reduction Reserve		0	44,965	0	
	TOTALS	0	45,152	17,300	
GRAND TOTALS:		2,118,966	2,280,861	2,232,119	

SPECIAL NEEDS SERVICES				
Administration				
Director's Salary		64,746	51,500	53,040
Equip. Maint.-Computer		34	1,000	1,000
Postage		452	450	450
SN Advertising		0	150	150
Office Supplies		127	250	250
SN Director - Travel		0	250	250
SN Director - Conferences		125	500	300
SN Director - Memberships		111	0	0
	TOTAL	65,594	54,100	55,440
Instructional				
Sal.-Teachers		125,065	117,506	89,804
Sal. -Aides		129,459	113,819	122,264
SN Preschool		0	0	15,000
Sal. - Subs		0	0	1,000
Sal.-Tutors		3,351	5,000	5,000
Tuition-Vocational		0	0	0
Tuition-Out of Dist.		234,871	250,806	216,685
Tuition- STRHS		3,776	4,300	5,000
Supplies		4,253	2,000	5,000
Equip.-Educ.		173	700	700
	TOTAL	500,948	494,131	460,453
Speech Therapist				
Sal-Therapist		34,000	38,390	45,000
SN Equip.		85	250	250
	TOTAL	34,085	38,640	45,250
Other Services				
Physical Therapy		2,209	2,000	5,000
SPED Consultant		2,870	-1,997	10,000
Other Therapeutic Serv		4,788	500	1,500
Independent Evaluation		744	1,500	1,500
Attorney		2,880	9,270	10,000
SN Equip.- Psychologist		0	150	150
	TOTAL	13,491	11,423	28,150
Transportation				
Sal-Van Drivers		12,092	14,028	13,614
Van Repairs		0	1,000	500
Contracted Trans.		76,827	76,855	60,800
Subs		1,266	1,500	1,500
	TOTAL	90,186	93,383	76,414
GRAND TOTALS:		704,303.68	691,677.00	665,707.00

TOTAL COMBINED BUDGET						
			2,823,270.08	2,972,538.00	2,897,826.00	-579,672
						Adjustments
		Plus Employee Medical Benefits	=	\$	92,690	
		Plus Employee Dental Benefits ?	=	\$	5,644	
		Plus Employee Payroll Medicare M	=	\$	17,928	
		Plus School Liability & Property Ins	=	\$	15,384	
		Plus School Worker's Compensatio	=	\$	7,805	
		Granville's IDEA ARRA FY2011 Fu	=	\$	19,981	
				\$	159,432	
		Total Budget			3,057,258.00	

Southwick Tolland Regional School Budget

	Actual Expenditures FY2009	Budgeted FY2010	Proposed Budget FY2011
GENERAL ADMINISTRATION			
School Committee Expenses			
Negotiator	5,550	5,800	5,800
Legal /Law	11,501	40,000	30,000
Auditor	22,000	24,000	23,000
Fin. Adv./Bond Fees	3,100	3,200	6,000
Auditing Services	8,500	7,000	7,500
State Conf. Expense	970	1,750	1,500
Swk Member's Expenses	2,400	2,400	2,400
Tolland Member Expenses	700	700	700
Unemployment Tax Consult.	2,500	2,750	2,500
Medicaid Proc. Expense	3,763	4,000	4,500
Miscellaneous	994	1,600	1,600
TSA Compliance	9,238	1,600	1,600
Public Affairs Expenses	0	1,500	1,500
Avertising	6,918	8,000	8,000
MASC Membership	4,252	4,300	4,500
MARS Membership	750	750	750
Gen Fee Refunds	0	0	0
	TOTALS	83,137	109,350
General Administrative Expenses			
Supt. Of Schools Salary	100,726	103,447	105,462
Asst. to Supt. Salary	83,610	84,396	88,011
Administrative Salaries	225,792	230,732	235,542
Supt. Travel	1,742	1,762	1,762
Equip. Maint.-General	1,299	1,300	1,300
Equip. Maint.-Copier	684	1,750	1,537
Equip.Maint.-Computer	10,872	12,300	13,800
Purchase Fees	1,160	1,500	1,500
Checking Charges	978	2,400	1,500
Postage	3,769	4,000	4,000
Telephone	3,787	3,800	4,000
Office Printing	1,149	1,600	1,600
Legal Ads/Job Post	0	200	200
Supplies	2,964	2,700	2,700
Copier Supplies	960	2,158	1,844
Staff Training	40	340	300
Staff Travel	1	300	300
Treasurer Travel	0	300	300
Office Publications	123	400	400
Supt. Conference	642	1,762	2,000
Supt. Membership	2,122	2,400	2,000
Asst. Supt./Bus. Conf.	2,119	900	878
Asst. Supt/. Bus. Mem.	899	725	878
Treasurer Conf.	0	250	250
Asst. Supt./Bus. Trav.	0	0	1,054
	TOTALS	445,438	461,422

General					
Adm. Computer Coord.			8,500	8,500	7,500
Gen Adm Cur., Inst. & Grant Writer			101,044	104,210	63,403
Maint. Info Network			21,352	27,400	20,400
Gen Admin Teacher Supplies			359	3,000	3,000
		TOTALS	131,256	143,110	94,303
Tuitions					
Gr.1-8			15,435	16,905	0
Vocational			200,815	268,992	198,380
Collaborative			441,356	596,934	638,402
		TOTALS	657,606	882,831	836,782
General Salaries					
Gen Sub Caller Telephone			0	300	400
Substitute Caller			4,532	4,532	4,646
		TOTALS	4,532	4,832	5,046
Health Services					
Computer Maint.			1,145	1,500	1,500
Doctor Salary			1,973	3,000	3,000
Dental Survey			0	100	100
Health Supplies			5,867	4,835	5,000
Nurse Leader Travel			110	0	0
		TOTALS	9,094	9,435	9,600
Staff Development					
Curr. Director			0	0	0
Prof. Dev. Subs			17,339	14,000	13,000
Summer Workshop			10,849	3,750	3,750
Curr. Coordinator			2,774	4,161	4,161
Prof. Dev. Prog.			15,964	0	13,000
Curr. Develop.			63	800	800
Curr. Mat/Supplies			2,571	4,731	4,731
New Curr. Textbooks			76,871	0	0
Testing Assessment			2,010	5,000	5,000
Tuition Reimb.			7,179	10,000	10,000
Educ. Improv/Trav Staff Ad			6,068	9,000	5,000
Gen. Curr. Dir. Prog & Instruct			14,728	12,000	6,000
Educ.LPVEC Prof. Dev.			3,750	4,250	4,250
Gen. Summer Workshops			1,357	1,500	0
Curr. Dev. Non P/R			2,000	2,500	2,500
		TOTALS	163,521	71,692	72,192

General Maintenance			
Salaries		164,538	170,051
Part-Time Salaries		5,258	3,000
Gen Maintenance Subs		350	2,500
Overtime		5,485	2,000
Grounds Equip.-Rep. Tractor		1,027	1,500
Grounds Equip.-Rep. Lnmr.		784	500
Grounds Equip.-Rep. Sm. Tool		0	500
Glass		2,259	3,000
Burner/Boiler		2,900	3,000
Plub./Steam Traps		5,583	8,000
Electrical		17,722	20,000
Heating Controls		3,580	8,000
EMS Maint. Contract		13,430	13,200
Truck/Van Maint.		0	500
Asbestos Removal		1,400	4,000
Fire Alarm & Security		3,343	5,000
Kitchen Equip. Maint.		537	1,000
Hazardous Waste Removal		0	3,700
IPM Pest Control		4,031	4,500
Serv./Rent. Maint.		3,884	5,500
Septic Tank Cleaning		4,200	4,000
Painting		1,055	3,000
Sup/Maint. Gen		15,156	16,000
Gds Gen. Sup.		8,990	8,000
Fertilizer		8,200	13,000
Fencing		1,186	1,000
Hardtpg/Sealing Rep.		889	5,000
Snow plg/Sanding		23,879	25,000
Reseeding		0	1,000
Sweeping		2,750	2,750
Catch Basin Cleaning		0	700
	TOTALS	302,417	338,901
Bus Operations			
Metco Trans P/R Offset		-26,018	-40,000
Salaries		425,030	444,018
Subs		50,797	41,000
Field Trips		4,220	4,000
Athletic Trips/HS/MS		12,619	15,000
Training		6,007	5,000
Overtime		3,232	4,600
Repairs		2,659	10,000
Gen. Trans. Granville		-21,210	0
DOT Drug Testing		3,798	3,000
Trans. Contracted		19,375	18,600
Trans. Utilities		21,658	21,000
Trans. Gar & Grounds Maint.		25,529	25,000
Gasoline		91,463	117,000
Oil & Grease		4,098	3,000
Tires		9,263	10,000
Supplies/Auto		37,763	40,000
Training Supplies		907	750
Sup. & Serv. Secondary		11,546	12,000
Travel/Tolls		1,061	1,200
Auto Insurance		30,000	33,000
METCO Trans. Offset		-54,980	-40,000
	TOTALS	658,817	728,168

Insurance					
Hampden County Ret.			419,458	558,591	575,777
Health Insurance			725,212	1,210,000	1,398,000
Life Insurance			4,612	8,500	6,000
Medicare			96,685	178,000	198,000
Unemployment Insurance			24,653	30,000	50,000
Workman's Comp			46,851	63,000	68,597
Dental Insurance			70,320	105,000	112,000
Treasurer/Emp. Bonding			435	500	500
Fire/Bldg/Liab/Boil/Catas			39,797	68,200	56,478
		TOTALS	1,428,023	2,221,791	2,465,352
Debt Service					
Prin. CIP FY10			0	0	60,000
Prin HS Heat Conv.			459,000	0	0
Prin. FY09			67,000	120,000	120,000
Prin. CIP FY08			120,000	120,000	120,000
Prin. CIP FY05			120,000	120,000	0
Prin. CIP FY06			120,000	120,000	120,000
Prin. CIP FY07			120,000	120,000	120,000
Int. CIP FY05			9,960	4,980	0
Int. CIP FY06			15,120	10,080	5,040
Int. CIP FY08			22,140	17,220	12,300
Int. CIP FY09			12,300	22,140	17,220
Int. CIP FY10			0	12,000	10,800
Int. HS MSBA BAN			8,537	0	6,000
Int. CIP FY11			1,977	0	12,000
Int. Sh. Term Amt.			624	600	2,800
Int. CIP FY07			21,600	16,200	10,800
		TOTALS	1,098,258	683,220	616,960
Salary Reserve					
Salary Reserve			0	313,622	350,610
FY10 Reduc. Reserve			0	161,049	0
FY10 ARRA Stimulus Res.			0	156,633	0.00
		TOTALS	0	631,304	350,610

GENERAL ADMINISTRATION				
	GRAND TOTALS:		4,982,098	6,286,056
				6,071,453
			WOODLAND SCHOOL	
Administration				
	Princ/V. Prin. Sal		167,340	169,935
	Clerical Salaries		78,947	70,276
	Clerical Subs		5,118	1,000
	Equip. Maint. Gen.		542	600
	Equip. Maint. Copier		1,526	2,500
	Equip. Maint. Computers		1,625	1,800
	Postage		1,470	1,800
	Telephone		2,137	2,700
	Printing		2,393	3,200
	Office Supplies		279	800
	Copier Supplies		2,413	3,500
	Princ. Travel		1,774	2,670
	Asst. Princ. Travel		881	1,525
	Office Pub		0	300
	NAESP Mem		445	445
		TOTALS	266,891	263,051
				266,628
Kindergarten Program				
	Teachers Salaries		0	265,872
	Kindergarten Aides		0	87,356
	Utilities		888	0
	Rent		2,500	0
	Equipment		0	700
	Consumable Supplies		0	840
	Educ. Materials		0	840
	Supplies		0	2,400
		TOTALS	3,388	358,008
				317,145
Math Program				
	Teaching Supplies		12,394	15,000
		TOTALS	12,394	15,000
				15,000
Science Program				
	Teaching Supplies		1,832	2,000
	Textbooks		0	0
		TOTALS	1,832	2,000
				2,000
Social Studies Program				
	Supplies		1,474	1,500
		TOTALS	1,474	1,500
				1,500
Art Program				
	Supplies		1,607	1,700
		TOTALS	1,607	1,700
				1,700
Music Program				
	Supplies		0	1,400
		TOTALS	0	1,400
				1,400
Physical Education				
	Supplies		1,296	1,300
		TOTALS	1,296	1,300
				1,300
Reading Program				
	Supplies		492	500
	RR Cont. Contact		0	4,000
		TOTALS	492	4,500
				4,500

Computer Lab				
Supplies		1,374	1,500	1,500
Comp. Software		3,349	3,600	3,600
	TOTALS	4,723	5,100	5,100
General Instruction				
Kindergarten Salaries		166,876	0	0
Elementary Salaries		1,686,805	1,488,951	1,575,318
Kdg/Elem. Aide Salaries		55,658	0	0
Elem. Aide Salaries		45,235	46,999	42,193
Kind. Teaching Subs		3,593	0	0
Elem Teaching Subs		24,608	25,000	25,000
Kind. Aides Subs		7,125	0	0
Elem. Aide Subs		2,235	3,000	3,000
Coordinators		7,621	7,621	7,621
Computer Technician		21,538	21,538	22,629
Equip. Maint.-Copier		15,447	22,800	22,800
Equip.Maint.-Computers		3,143	6,000	6,000
Teaching Supplies-Gen.		11,553	15,000	15,000
Volunteer Prog. Supplies		188	500	500
Textbooks-Gen.		0	500	500
	TOTALS	2,051,625	1,637,909	1,720,561
Writing Program				
Teaching Supplies		2,333	2,900	2,900
	TOTALS	2,333	2,900	2,900
Lang. Arts/Literature				
Supplies		6,083	12,900	12,900
Textbooks		3,787	4,000	4,000
	TOTALS	9,869	16,900	16,900
Guidance				
Salaries		40,573	43,073	44,150
Test & Assess. K-4		0	100	100
Supplies K-4		0	500	500
	TOTALS	40,573	43,673	44,750
Health Services				
School Nurse		76,769	79,732	67,209
Health Subs		0	1,700	1,700
	TOTALS	76,769	81,432	68,909
504 Accomodations				
P/R		2,035	2,035	2,035
504 ACCOMODATIONS		2,169	3,500	3,500
	TOTALS	4,204	5,535	5,535
Staff Development				
WES Prof. Develop		4,000	2,500	3,445
	TOTALS	4,000	2,500	3,445

Math Program				
Supplies			4,396	2,500
				2,500
	Total		4,396	2,500
Science Program				
Supplies			3,888	2,500
				2,500
	Total		3,888	2,500
Social Studies				
Textbooks			1,964	4,500
				4,500
	Total		1,964	4,500
Health Program				
Supplies			444	500
				500
	Total		444	500
Art Program				
Supplies			2,382	2,000
				2,000
	Total		2,382	2,000
Music Program				
Supplies			250	250
				250
	Total		250	250
Phy Educ.				
Supplies			983	1,000
				1,000
	Total		983	1,000
Reading				
Text Remedial Reading			0	0
Supplies			1442	0
				0
	Total		1442	0
World Language Program				
Supplies			978	1,000
				0
	Total		978	1,000
Science/Tech/Engineering				
Supplies			2,227	2,000
Equip. Maint			0	1,000
				1,000
	Total		2,227	3,000
Computer Lab				
Supplies			525	3,500
				0
	Total		525	3,500
General Instruction				
Teaching Salaries			1,799,199	1,780,053
Aides Salaries			62,036	47,033
				21,942
Teaching Subs			23,545	32,600
				31,000
Computer Technician			21,538	21,538
				22,629
Aide Subs			57	800
				0
Coordinators			5,539	6,234
				1,387
Team Leaders			12,896	12,696
				12,696
Advisors			1,502	1,604
				1,604
Clubs			411	894
				894
Educ. Equip. Maint.-Gen.			376	0
				0
Educ. Equip Maint. - Copr			7,458	10,600
				10,000
Educ. Equip.Maint.-Comp			1,311	3,800
				3,800
General Supplies			5,129	5,500
				5,500
Textbooks-Gen.			3,264	5,000
				5,000
	Total		1,944,261	1,928,352
				2,036,839

World Language				
Supplies		0	0	1,000
	Total	0	0	1,000
Grade 5				
Supplies		1,635	2,100	2,100
	Total	1,635	2,100	2,100
Grade 6				
Supplies		1,076	2,450	2,100
	Total	1,076	2,450	2,100
Grade 7				
Supplies		868	1,400	1,750
	Total	868	1,400	1,750
Grade 8				
Supplies		577	1,400	1,400
	Total	577	1,400	1,400
Construction				
Supplies		208	1,400	0
	Total	208	1,400	0
Language Arts				
Supplies		12,972	13,000	13,000
	Total	12,972	13,000	13,000
Study Skills Program				
Textbooks		2,865	3,000	3,000
	Total	2,865	3,000	3,000
Guidance				
Clerical Salaries		17,215	17,809	18,340
Guid. Salaries		171,900	174,149	178,503
Summer Guidance		4,130	5,678	5,820
Supplies		1,006	1,000	1,000
Testing Gr.5-8		1,503	2,500	2,500
	Total	195,754	201,136	206,163
Nurse				
Nurses Salaries		39,866	39,866	40,651
Health Subs		1,415	0	0
	Total	41,282	39,866	40,651
Athletic Program				
Intram. Ath. Sal.		465	647	647
Referee Salaries		1,428	0	0
Intramural Activities		0	1,500	1,500
	Total	2,075	2,147	2,147
Student Activities				
Stud. Activity Coord.		953	647	647
Student Activities		3,366	0	1,400
Band Equip. Maint.		3,000	3,000	3,000
Band & Chorus		3,000	3,000	3,000
	TOTAL	10,319	6,647	8,047
At Risk/Beh. Mgmt.				
Beh. Mgmt./At Risk		0	0	0
	TOTAL	0	0	0

SOUTHWICK-TOLLAND REGIONAL					
HIGH SCHOOL					
Administration					
Princ./V. Princ. Salaries			174,275	176,994	179,085
Clerical Salaries			78,187	81,355	83,793
Clerical Subs			1,613	1,000	1,000
Clerk - Overtime			65	500	500
Equip. Maint. Office Mach.			1,480	2,000	2,000
Equip. Maint. -Copier			1,415	3,000	4,000
Equip. Maint.-Computer			4,280	3,500	3,500
Student Office Help			440	750	750
Accreditation			0	200	200
School Council Exp			0	400	400
Restructuring			0	500	500
Postage			4,157	6,000	4,000
Telephone			2,459	2,700	2,700
Printing			2,592	4,000	4,000
Office Supplies			2,473	3,200	3,200
Computer Supplies			702	3,000	3,000
Princ. Trav./Conf.			1,484	1,550	1,550
Asst. Princ. Trav.			400	1,525	1,525
Prin. Prof. Memebership			209	500	500
N.E. Assoc. Sch & Col.			2,750	2,780	2,850
MSSPA/MIAA Membership			510	1,000	1,000
NASSP Membership			421	500	500
ASCD Membership			134	300	300
		TOTAL	280,047	297,254	300,853
English Program					
Supplies			956	1,026	726
Textbooks			9,581	9,680	9,850
		TOTAL	10,536	10,706	10,576
Math Program					
Supplies			1,057	1,100	1,100
Textbooks			1,980	2,000	2,000
		TOTAL	3,037	3,100	3,100
Science Program					
Equip. Maint.-Sci Lab			1,799	1,800	1,800
Supplies			27,163	17,000	17,000
Textbooks			5,853	5,000	5,000
Supplies - Life Science			2,798	2,800	2,800
		TOTAL	37,613	26,600	26,600
Social Studies Program					
Supplies			2,067	1,870	1,870
Textbooks			1,031	0	5,000
		TOTAL	3,098	1,870	6,870
Health Education					
Supplies			0	443	443
		TOTAL	0	443	443
Art Program					
Equip. Maint.-Art Kilns			212	300	300
Supplies			8,546	8,716	8,716
Textbooks			1,136	1,153	1,153
		TOTAL	9,895	10,169	10,169

Foreign Language				
Supplies		804	942	1,072
Textbooks		3,432	3,366	3,200
	TOTAL	4,236	4,308	4,272
Music Program				
Equip. Maint.-Piano		90	300	300
Equip. Maint.-Band Instrum.		763	1,000	1,000
Textbooks		1,027	1,150	1,150
Supplies-Vocal Music		1,133	1,650	1,650
Music Equipment		2,144	2,200	2,200
Musical Storage		720	800	800
Music & Theater		4,000	5,000	5,000
	TOTAL	9,877	12,100	12,100
Physical Education				
Supplies		1,511	1,828	1,760
PE Curtains		0	100	100
	TOTAL	1,511	1,928	1,860
Business Education				
Equip. Maint.-Bus Dept. Mach.		1,026	4,147	4,147
Supplies		2,621	3,520	3,520
Textbooks		1,544	0	0
	TOTAL	5,191	7,667	7,667
Home Ec Program				
Equip. Maint.		0	200	200
Supplies		3,936	4,500	4,500
	TOTAL	3,936	4,700	4,700
Science/Tech/Engineering				
Equip. Maint.		2,762	5,200	5,200
Textbooks		0	589	589
	TOTAL	2,762	5,789	5,789
General				
Computer Technician		23,892	22,852	23,424
Teaching Salaries		2,310,535	2,386,894	2,419,612
SAT School Detention		3,793	4,200	4,200
Aide Salaries		46,246	52,742	52,591
Teaching Subs		42,405	30,000	36,500
Aide subs		0	1,500	1,500
Athletic Salaries		74,811	83,714	83,714
Advisors		23,499	23,268	23,268
Clubs		2,700	5,357	5,357
Dept. Chairmen		33,920	35,444	35,444
Specialists		10,139	10,225	10,225
Equip. Maint.-Copier		13,074	15,000	14,050
Equip. Maint. - Computers		500	500	500
Equip. Maint.-TV Systems		0	500	500
Computer Supplies		995	2,250	2,250
General Supplies		9,399	20,000	20,000
General Textbooks		1,395	5,000	5,000
Dist. Teacher/Fac. Travel		16	500	500
Virtual High School		5,000	5,000	5,500
	TOTAL	2,602,318	2,704,946	2,744,135
Writing Program				
Equip. Maint.-Writing Lab		1,313	1,498	1,498
Supplies		4,953	5,351	5,351
	TOTAL	6,267	6,849	6,849

Construction Program					
Supplies			4,218	5,511	5,511
		TOTAL	4,218	5,511	5,511
Shop Program					
Supplies			2,598	0	2,000
		TOTAL	2,598	0	2,000
Graphics Program					
Equip. Maint.-Computer			0	4,400	4,400
Equip. Maint.-Print Press			1,421	2,500	2,500
Supplies			3,324	7,367	7,367
		TOTAL	4,745	14,267	14,267
Technical Communications					
Home Maint./Construct.			678	1,000	1,000
Supplies			1,610	1,980	1,980
Princ. Of Tech			0	561	561
Tech. Activities			2,048	2,178	2,178
		TOTAL	4,336	5,719	5,719
Drawing & Painting					
Drama Supplies			1,092	1,452	1,452
Dance supplies			0	0	0
Drama Text			967	1,140	1,140
		TOTAL	2,058	2,592	2,592
Child Study					
Supplies			3,044	3,300	3,300
		TOTAL	3,044	3,300	3,300
Computer Science					
Supplies			3,461	5,005	5,005
Textbooks			5,794	5,930	5,522
		TOTAL	9,256	10,935	10,527
Peer Leadership					
Text			0	0	0
		TOTAL	0	0	0
Alternative Program					
Teacher Salary			63,059	63,059	64,635
Teacher Asst. Salary			20,629	20,475	21,842
Supplies			357	1,400	1,400
		TOTAL	84,045	84,934	87,877

Guidance				
Clerical			34,649	34,737
Guidance Salaries			251,294	267,396
Summer Salaries			10,579	11,995
Supplies			810	1,000
Equip. Maint.-Off. Mach.			603	650
Equip. Maint.-Copier			572	1,056
Computer Upgrade			0	2,625
Follow-up Profile			467	500
Test Follow-up			260	255
SAT Scoring Serv.			0	450
Postage			2,100	2,350
College/Career Software			0	200
Reference Mat.			519	850
Coll. Prep Night			277	450
Career Dev. Mat.			0	750
Travel			0	300
Memberships			100	495
		TOTAL	302,229	326,059
				334,924
Health Services				
School Nurse			41,066	41,066
Health Subs			0	0
	TOTAL		41,066	41,875
Athletics				
P/R Custodial Overtime			0	500
P/R Official Fees			299	0
Police			2,475	4,263
Ath. Trainer Coverage			30,000	11,000
Official Fees			19,869	25,425
Clean & Recond.			0	1,780
Medical Supplies			562	900
Awards			1,139	2,010
Supplies			17,391	11,500
Tournament Entry Fees			1,636	1,930
League Dues, Misc.			3,611	4,361
	TOTAL		76,983	63,669
				81,260
Student Activities				
Band			5,431	5,000
Student Body-Supplies			0	500
Grad. Prog/Announc			1,120	1,300
Graduation Diplomas			1,550	2,800
Graduation Music			0	100
Awards-Senior Academic			890	1,000
Awards-Serv. Cert/Letters			500	1,000
Awards-Emerald Shield			379	500
Agenda bks/Princ. Awards			4,824	7,000
Student Body Act-Travel			248	300
MA Assoc. Stud Councils			0	125
Student Body Workshop			0	125
A.I.C. Model Congress			655	1,300
Debate Team Exp.			75	1,000
Student Body-Dues			561	500
	TOTAL		16,234	22,550
				22,550

Career Center					
Office Supplies			558	450	450
Equip. Repair			160	400	400
Copier Maint.			66	240	240
Telephone			355	450	450
Soft. License			1,195	1,200	1,200
Printing			1,000	1,000	1,000
Travel			769	1,700	1,500
	TOTAL		4,103	5,440	5,240
At Risk/Behavior Mgt.					
At Risk/Behavior Mgt.			1,575	5,000	5,000
	TOTAL		1,575	5,000	5,000
504 Accomodations					
"504" Coordinator			2,035	2,035	2,035
"504" Accomodations			2,484	4,000	4,000
	TOTAL		4,519	6,035	6,035
Professional Development					
HS Professional Development			2364.54	2500	2500
	TOTAL		2364.54	2500	2500
Library					
Librarian Salary			66,504	65,604	67,244
Media Aide Salary			18,117	19,982	20,555
Equip. Maint.-Lib. Soft/Hard			1,581	2,260	2,260
Automation Supplies			4,735	5,086	5,086
Books, Ref., Software			15,483	14,909	14,909
Supplies			622	745	745
Periodicals			3,597	3,784	3,784
	TOTAL		110,638	112,370	114,583
Audio Visual					
A. V. Equip.			7,054	7,054	7,054
Postage			0	60	60
Tapes & Supplies			2,215	2,250	2,250
New/Replace Equip.			7,972	8,000	8,000
		TOTAL	17,241	17,364	17,364
Custodial					
Salaries			106,052	106,266	111,425
Partime Salaries			23,912	18,020	15,246
Subs			379	2,200	1,500
Overtime			3,722	3,800	3,800
Differentials			824	1,000	1,000
Equip. Maint.			0	750	750
Supplies			16,062	18,000	18,000
		TOTAL	150,950	150,036	151,721
Maintenance					
Equip. Maint.-HVAC			7,412	5,000	5,000
Bldg. Maint.-Gen.			15,145	15,000	15,000
Equip. Maint.-PASys/Clocks			0	500	500
Equip. Maint.-Telephone			0	500	500
		TOTAL	22,557	21,000	21,000

Instructional-Woodland Preschool				
Preschool Teacher Sal.		30,873	36,782	37,702
Preschool Aide Salaries		48,803	50,830	33,908
Preschool Teaching Subs		0	0	0
Preschool Aide Subs		2,532	1,500	1,500
Supplies		205	400	400
Elementary				
Elem. Teaching Salaries		247,835	237,229	237,515
Elem. Aide Salaries		201,923	208,971	201,143
Elem. Teaching Subs		3,910	6,000	5,000
Elem. Aide Subs		22,310	18,000	20,000
SN Coordinator		2,442	2,442	2,442
Supplies		995	1,500	1,500
	TOTAL	561,828	563,654	541,110
Instructional-Powder Mill				
Teaching Salaries		286,797	291,105	283,820
Aide Salaries		149,546	146,836	173,623
Teaching Subs		4,665	5,800	5,600
Aide Subs		4,847	1,000	2,000
Coordinator		2,035	2,035	2,035
Teaching Supplies		252	1,500	1,500
	TOTAL	448,142	448,276	468,578
Instructional-High School				
Teaching Salaries		303,371	303,446	239,687
Aide Salaries		102,099	104,990	108,388
Summer Scheduling		0	500	500
Teaching Subs		6,350	4,000	4,500
Aide Subs		57	250	250
Coordinator		2,035	2,035	2,035
Supplies		393	1,250	1,250
Summer Plan Time		0	2,000	0
	TOTAL	414,305	418,471	356,610
Psychological				
Psychologist		123,136	125,298	128,430
Testing Materials		684	1,500	1,500
Travel		0	80	80
	TOTAL	123,820	126,878	130,010
Speech Hearing				
Speech Teach/Path		183,000	184,723	159,341
Supplies		691	600	600
	TOTAL	183,691	185,323	159,941
Administration				
P/R Dist. Wide Teachers		58,953	58,953	60,427
P/R Tutoring		5,496	10,000	5,000
P/R Preschool Screening		205	750	750
P/R Preschool Summer		13,103	13,500	13,500
Cont. Serv.-Ther/Adpt PE Summ		20,390	28,000	28,000
Tutoring		0	2,000	2,000
Preschool Screening		0	500	500
Preschool Summer		0	750	750
	TOTAL	98,148	114,453	110,927

Appendix D: Regional Worksheet without Excess and Deficiency Funds

SOUTHWICK TOLLAND GRANVILLE RSD WORKSHEET

BASED ON FY2011 BUDGETS AND DESE AUGUST 2010 REVISED FY11 CHAPTER 70 AID

1.Reform Mandated Revenues	Southwick	Tolland	Granville	Total	
1) Minimum Local Contribution.....	\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026	DESE School Finance June 30,2010
2) State Base Aid-Cherry Sheet.....	\$ 8,360,000		\$ 1,265,079	\$ 9,625,079	DESE School Finance June 30,2010
3) Additional State Aid for FY2011.....(Chapter 70 + SFSF Grant)	\$ 116,122		\$ 19,981	\$ 136,103	DESE School Finance June 30,2010
4) Total Net School Spending.....				\$ 18,084,208	
2. Other Revenues					
5) Transportation Aid (State)..(STRSD \$530,000 + GRV.\$52,656)				\$ 582,656	Granville students over 1 1/2 qualify for Regionaol Transportation Reimb.
6)Stabilization Account.....					
7) Applications of Tuitions ? (\$716,829 - \$548,010) = \$168,819				\$ 168,819	Granville 9-12 and LPVEC tuitions removed
8) Applications of Medicaid reimbursements				\$ 93,000	
9) Appropriated E&D.....				\$ -	
10) Fee Charges				\$ 30,000	
11)Total Other Revenues.....				\$ 874,475	
12)TOTAL ALL REVENUES (1 & 2.).....				\$ 18,958,683	
3. Non-Discretionary Charges To Towns					
13) Transportation-Net State Aid (1,420,556 - 582,656)).....	\$ 692,273	\$ 29,578	\$ 116,049	\$ 837,900	
14) Fixed Assets.....	0	0		0	
15) Capital.....	0	0		0	
16) Debt (Net State & Local Aid).....	\$ 503,316	\$ 19,866	\$ 93,778	\$ 616,960	Granville paying their debt ratio
17) District Services to Town.....	\$ 12,000	\$ -	\$ -	\$ 12,000	
18) Total Non-Discretionary Charges (3.).....	\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860	
19) TOTAL REVENUES				\$ 20,425,543	

Calculations for Amount above Requirement

4. FY2008 TOTAL GROSS BUDGET: \$ 21,208,865

21) Discretionary Charges or Offsets..(Diff. of Gross

Budget to Total Revenues &

Charges) \$ 783,322

5. Assessments

Line 1) Minimum Local Contribution.....	\$ 6,751,337	\$ 305,174	\$ 1,266,515	\$ 8,323,026	
Line 18) Non-Discretionary Charges.....	\$ 1,207,589	\$ 49,444	\$ 209,827	\$ 1,466,860	
Line 21) Discretionary Charges or Offsets.....	\$ 647,181	\$ 27,651	\$ 108,490	\$ 783,322	

TOTAL EST. FY2011 REGIONAL ASSESSMENTS..... \$ 8,606,107 \$ 382,269 \$ 1,584,832 \$ 10,573,208

	SWT	Granville
		3,057,258
		-689,672
	18,841,279	2,367,586
	21,208,865	

Total Budget

ACTUAL REGIONAL ASSESSMENTS FY2011

FY2011Regional Assessments for STRSD.....	\$ 8,109,877	\$ 358,938	\$ 1,792,179	\$ 10,260,994	
Difference together	\$ 496,230	\$ 23,331	\$ (207,347)		

	3,057,258	G-Revenue
	(\$1,265,079)	G -Chapter 70
	1,792,179	G-Local Money

EST. Regional Agreement Formula For Cost Distribution

Operational.....	82.62%	3.53%	13.85%	100.00%
Capital.....	81.58%	3.22%	15.20%	100.00%
Southwick and Tolland only	96.35%	3.65%		

Appendix E: Building Use Buy-In

District Building Use Buy-In

	Southwick-Tolland	Granville	Net Amount	Notes
Total Appraised Value	\$45,051,667	\$6,141,000	\$38,910,667	(STRSD - Granville)
State Reimbursement Rate			0.57	
State Share			22,179,080.19	(Net Appraised Value * Reimbursement Rate)
Local Amount			16,731,586.81	(Net Appraised Value - State Share)
Percent of Granville			12.00%	(Percentage of students in all three towns that are from Granville)
Buy-In Cost			2,007,790.42	(Local Amount * Percent of Granville)
Amount per year over 10 year period			\$200,779.04	(Buy-in cost / 10)
Amount per year over 15 year period			\$133,852.69	(Buy-in cost / 15)

Appendix F: Salary Comparison Charts

Note: Salary charts utilize a grid with two axes that are labeled by the number of years and the diploma achievement develops teacher salary schedules. In the following charts, BA indicates Bachelors degree, MA a Masters degree, and CAGS for Certificate of Advanced Graduate Study. The Masters and CAGS often equate to 30 to 36 additional credits above a Bachelors degree. Some contracts will provide credit for achieving two masters. In addition, mid-way points are also selected in increments of 15, 30, or 45 credits. For example; Bachelors plus 15 indicates 15 credits of advanced study above a Bachelors. The columns that delineate years of service usually have a maximum amount of 15 years. Some contracts will use increments starting above 10 years as the STRSD salary does with 12 years in the Bachelors' column.

1.) Granville Salary Scale and Current Teacher Placement

	BA	B+30	M	M+30	CAGS		BA	B+30	M	M+30		CAGS
1	35,811	41,312	42,484	43,371	44,255	1						
2	37,064	42,592	43,801	44,716	45,628	2						
3	38,361	43,913	45,159	46,102	47,042	3						
4	39,704	45,274	46,559	47,531	48,501	4			1			
5	41,094	46,677	48,003	49,005	50,003	5						
6	42,532	48,124	49,491	50,524	51,553	6						
7	44,021	49,616	51,025	52,090	53,152	7		1				
8	45,561	51,154	52,607	53,705	54,799	8						
9	47,156	52,740	54,237	55,370	56,498	9						
10	48,806	54,375	55,919	57,086	58,250	10	0					
11	50,515	56,061	57,652	58,856	60,055	11						
12	52,283	57,799	59,439	60,681	61,917	12	1					
13	54,112	59,821	61,520	62,804	64,084	13		1	1			
14	56,006	61,915	63,373	65,003	66,327	14						
15	57,967	64,082	65,092	67,278	68,650	15	1	3.6		3.8		
						Total	2	5.6	2	3.8	0	0
											FTEs	13.2

2.) Salary Costs per Step Placement: Granville

	BA	B+30	M	M+30		CAGS	
1	0	0	0	0	0	0	
2	0	0	0	0	0	0	
3	0	0	0	0	0	0	
4	0	0	46,559.00	0	0	0	
5	0	0	0	0	0	0	
6	0	0	0	0	0	0	
7	0	49,616.00	0	0	0	0	
8	0	0	0	0	0	0	
9	0	0	0	0	0	0	
10	14,641.80	0	0	0	0	0	
11	0	0	0	0	0	0	
12	52,283.00	0	0	0	0	0	
13	0	59,821.00	61,520.00	0	0	0	
14	0	0	0	0	0	0	
15	28,983.50	230,695.20	0	255,656.40	0	0	
Total	95,908.30	340,132	108,079	255,656	0	0	
					Total \$		799,776

3.) Southwick/Tolland Salary Schedule and Current Teacher Placement

	BA	BA+15	M	M+30	M+45	2M/CAGS		BA	B+15	M	M+30	M+45	2M/CAGS	
1	35,311	36,279	37,198	38,239	39,802	40,573	1							
2	36,194	37,186	38,128	39,195	40,797	41,587	2	1	1	3.5				
3	37,702	38,738	39,719	40,827	42,498	44,150	3	4		3			1	
4	39,438	40,352	41,373	42,525	44,270	45,127	4	3	3					
5	40,911	42,030	43,094	44,299	46,113	47,007	5	4	3	4				
6	42,614	43,783	44,894	46,144	48,038	48,965	6	2	4	2				
7	44,390	45,613	46,764	48,065	50,037	51,006	7	4		3	1			
8	46,566	47,673	48,713	50,071	52,121	53,132	8			3	1			
9	48,657	50,141	50,741	52,147	54,293	55,344	9		1	1			2	
10	50,500	51,874	52,855	54,330	56,554	57,649	10					1	1	
11	52,484	53,914	55,388	56,594	58,911	60,054	11			4				
12	55,420	56,912	57,564	59,279	61,693	62,564	12	7	15	4			1	
13			60,729	61,612	64,121	65,492	13			29.6			1	
14				64,958	67,580	68,067	14				6	17		
15						71,707	15						10.8	
							Total						16.8	
							Total	25	27	57.1	8	18		151.9

4.) Southwick/Tolland Teachers Placed on Salary Schedule Step

	BA	B+15	M	M+30	M+45	1M/CAGS	
1	0	0	0	0	0	0	
2	36,194	37,186	133,448	0	0	0	
3	150,808	0	119,157	0	0	44,150	
4	118,314	121,056	0	0	0	0	
5	163,644	126,090	172,376	0	0	0	
6	85,228	175,132	89,788	0	0	0	
7	177,560	0	140,292	48,065	0	0	
8	0	0	146,139	50,071	0	0	
9	0	50,141	50,741	0	0	110,688	
10	0	0	0	0	56,554	57,649	
11	0	0	221,552	0	0	0	
12	387,940	853,680	230,256	0	0	62,564	
13	0	0	1,797,578	0	0	65,492	
14	0	0	0	389,748	1,148,860	0	
15	0	0	0	0	0	774,436	
Total	1,119,688	1,363,285	3,101,327	487,884	1,205,414	1,114,979	
					Total \$		8,392,577

**5.) Granville Teachers Placed On
Southwick-Tolland Regional School District Salary Schedule**

	BA	B+15	M	M+30	M+45	1M/CAGS
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	41,373	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	46,764	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	15,150	0	0	0	0	0
11	0	0	0	0	0	0
12	55,420	0	0	0	0	0
13	0	0	121,458	0	0	0
14	0	0	0	0	0	0
15	289,83.5	0	234,331.2	255,656.4	0	0
Total	99,554	0	443,926	255,656	0	0
Total						\$799,136

(Note the cost of the current staff of Granville is \$799,776)

