

Amherst Public School District
Pelham Elementary School District
Amherst-Pelham Regional School District

Budget Planning Information

Fiscal Year 2010

Section I: Data and Direction
Section II: Budget Assumptions

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SECTION I



Office of the Superintendent
170 Chestnut Street
Amherst, MA 01002

(413) 362-1823
(413) 549-9811 fax

Dear Members of the Amherst, Pelham, Leverett and Shutesbury Communities:

Amherst, Pelham and Amherst-Pelham Regional Schools are actively engaged in an ambitious mission. We are committed to the achievement and success of every student, every day—and in every way. We aspire to student achievement of high-status knowledge and skills, with a curriculum that maintains high academic standards delivered with instructional strategies that are experiential, progressive and research-based. We aspire to high levels of professionalism within the mandates of federal and state regulations. We aspire to guarantee all the standards of safety, management and fiscal responsibility.

We work as a public entity regulated by law, educational codes, School Committee policy and district and school guidelines. We utilize independent audits, external program reviews, and many internal, routine checks and balances of our school system. Our district goals are derived from needs determined by our School Committee in partnership with school site faculties and councils, staff, and administrators, and with public input. Our district goals and school site goals are available at all school offices and are posted on our website, www.arps.org.

While we have worked to become more efficient in our organization and operation, as well as to address our ambitious goals, we find ourselves doing so with a budget that comes no where close to supporting current and future needs. Our efforts in energy management, freezing department expenditures, limiting hiring and program increases, and other measures of cost containment are still not sufficient in addressing the restrictions on our budget. Funding for federal programs has been reduced again this year. State funding has still not returned to levels of previous years. Town funding has been constrained although community expectations for educational services remain high, even as budgets and staffing are reduced.

The next few months will be spent working through the numbers and developing the plans for a budget that best supports our children and our goals. This is not a simple, step-by-step process as we receive information that affects revenues and expenditures throughout the process. We monitor this closely and incorporate the information into our planning and, specifically, into this planning document. As we begin planning for FY2010, we must face fiscal realities. The Commissioner of Education has stated that the Massachusetts Elementary and Secondary Education Department is planning for a possible 8% decrease to their budget in the coming year. Additionally, Chapter 70 funding is likely to be cut for districts throughout the Commonwealth for FY2010, if not in the current fiscal year. If these cuts occur, there will be major implications for programs throughout our three K-12 districts.

Even as we face these fiscal realities, we continue to look toward the future with a strong commitment to our districts' ambitious mission. There is a tremendous amount of energy and expertise in our school community as a whole. Everyday we focus that energy and expertise on providing excellence, equity and opportunity to every student.

Helen Vivian
Co-Superintendent

Al Sprague
Co-Superintendent

II. Three-District Data and Direction

A. Student Demographics as of October 1, 2008—District Student Profile

1. Current Enrollments

AMHERST ELEMENTARY SCHOOLS

Class Size Guidelines for Budgetary Purposes

Grade	Target	Recommended Maximum	Grade	Target	Recommended Maximum
K	20	22	4	22	23
1	20	22	5	22	24
2	21	22	6	22	24
3	22	23			

Preschool	71
K-12 District Summary	
Enrollment a/o 10/1/08	3205
Free/Reduced Price Lunch	736 (23%)
IEPs	617 (19%)
504s	116 (4%)
ELL	193 (6%)

Crocker Farm	K	1	2	3	4	5	6	Total
Enrollment a/o 10/1/08	51 (3)	34 (2)	37 (2)	37 (2)	45 (2)	31 (2)	30 (2)	265 (15)
a.c.s.	17.0	17.0	18.5	18.5	22.5	15.5	15.5	17.7
Free/Reduced Price Lunch	26	18	23	18	24	16	18	143 (54%) +9%
IEPs	10	3	13	7	7	9	8	57 (21.5%) +3%
504s	0	0	0	0	4	0	0	4 (1.5%) -1%
ELL	13	8	6	7	12	3	6	55 (20.8%) +1%
Title 1	0	10	16	11	22	11	10	80 (30.2%) +6%
PRE-SCHOOL								71
Free/Reduced Price Lunch								20 (28%)
IEPs								23 (32%)

Fort River								
Enrollment a/o 10/1/08	53 (3)	51 (3)	59 (3)	62 (3)	74 (4)	73 (3)	82 (4)	454 + 8 =462 (23)
a.c.s.	17.7	17.0	19.7	20.7	18.5	24.3	20.5	19.7
Building Blocks	0	1	1	1	2	2	1	8
Free/Reduced Price Lunch	19	11	21	16	23	16	18	124 (27%) +2%
IEPs	5	7	13	17	13	17	16	88 (19%) +4%
504s	0	0	0	2	1	4	2	9 (2%)
ELL	8	11	13	5	8	6	8	59 (13%)

Mark's Meadow								
Enrollment a/o 10/1/08	22 (1)	33 (2)	22 (1)	20 (1)	25 (1)	34 (2)	35 (2)	191 (10)
a.c.s.	22.0	16.5	22.0	20.0	25.0	17.0	17.5	19.1
Free-Reduced Price Lunch	11	16	7	6	10	8	11	69 (36%)
IEPs	1	4	2	3	5	9	14	38 (20%) +8%
504s	0	0	0	0	0	1	1	2 (1%)
ELL	4	9	4	1	7	4	5	34 (18%)
Title 1	0	0	5	4	9	12	8	38 (20%)

Wildwood								
Enrollment a/o 10/1/08	52 (3)	66 (3)	63 (3)	55 (3)	61 (3)	56 (3)	53 (3)	406 (21)
a.c.s.	17.3	22.0	21.0	18.3	20.3	18.7	17.7	19.3
Free-Reduced Price Lunch	13	19	11	8	12	12	14	89 (22%) +3%
IEPs	4	6	9	9	13	12	10	63 (16%)
504s	0	1	0	1	1	0	2	5 (1%)
ELL	9	7	3	6	6	4	2	37 (9%)

Pelham School								
	K	1	2	3	4	5	6	Total
Enrollment a/o 10/1/08	18	14	16	17	18	15	19	117
Free/Reduced Price Lunch	1	0	1	2	2	1	1	8 (7%)
IEPs	3	4	3	2	7	5	4	28 (24%)
504s	0	0	0	0	0	0	0	0

Regional Schools	7	8	9	10	11	12	Total
Enrollment a/o 10/1/08	241	293	305	311	309	305	1764
Free/Reduced Price Lunch	55	49	68	46	48	37	303 (17%)
IEPs	42	74	60	58	66	43	343 (19%)
504s	21	12	15	9	18	21	96 (5%)
ELL	14	12	19	16	6	1	68 (4%)

2. Student Profile

a. ELL Enrollments and Profile 2008-2009

Distribution of students, by school and proficiency level, as of October 1, 2008.

School	Level 1	Level 2	Level 3	Level 4	Level 5	Total ELL Students
Crocker Farm	3	4	27	17	4	55
Ft. River	4	4	23	18	8	57
Mark's Meadow	4	2	7	19	2	34
Wildwood	5	6	4	15	7	37
District Total	16	16	61	69	21	183/1402 (approx. 13%)

Pelham	0	0	0	0	0	0
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(3 levels based on a combination of testing)

Elementary Levels 1, 2, 3=Level 1 at Middle School "beginner"

Elementary Level 4= Level 2 at Middle School/High School "intermediate"

Elementary Level 5=Level 3 at Middle School/High School "transitional"

	Level 1	Level 2	Level 3	Total ELL Students
Middle School	3	12	10	25
High School	13	11	11	35
District Total	16	23	21	60/1,206 (approx. 3%)

(5 levels based on performance on state mandated testing)

Native Languages Spoken by the Districts' English Language Learners

There are 31 native languages represented in the Amherst-Pelham Schools. Prominent languages are Spanish, Korean, Khmer, Chinese and Japanese. Other languages reported include Vietnamese, Urdu, Yurkish, Tibetan, Thai, Tamil, Tagalog, Swedish, Swahili, Pushtu, Portuguese, Krio, Hindi, Hebrew, Greek, German, French, Dzongkha Tibetan, Crioulo, Crioulo (Haitian), Chinese Mandarin, Chichewa, Basque, Bambara and Arabic.

b. Special Education Students

Amherst-Pelham Preschool

- Of the 68 preschool students, 23 are students with an individualized Educational Program (IEP).
- The preschool program is designed as an integrated setting (both special education and general education) to meet the needs of three to five years with special education needs among their typical peers.

Amherst

- Of the 1,314 Amherst elementary level students, 234 are students with an (IEP), which is 17.81% of the student population.
- There are two students in out-of-district placements.

Pelham

- Of the 117 students at Pelham Elementary School, 29 are students with an IEP, which is 24.79 % of the student population.
- There are currently no Pelham students in out-of-district placements.

Region

- Of the 1,732 regional level students, 315 are students with an IEP, which is 18.19% of the student population.
- There are currently no students at collaborative placements.
- There are currently 15 regional level students attending out-of-district day or residential placements.

Amherst – Pelham Public Schools – Preschool 2008 / 2009 SE Data				Based on October 1, 2008 Reports			
Grades	Total # Students	Total #/% Students w/IEPs		IEP Placement		DESE (formally DOE) Disability Categories & Corresponding Student Numbers	
				DESE Code	Number of IEPs		
PK	68	23	33.82%	30	21	Intellectual	
				32	1	Sensory/Hard of Hearing or Deaf	
				34	1	Communication	13
						Emotional	
						Health	2
						Specific Learning Disability	
						Autism	1
						Neurological	
						Developmental Delay (ages 3-9 only)	7
						Sensory/Vision Impairment or Blind	
		Physical					
		Multiple Disabilities					

Amherst Public Schools 2008 / 2009 SE Data				Based on October 1, 2008 Reports			
Grades	Total # Students	Total #/% Students w/IEPs		IEP Placement		DESE (formally DOE) Disability Categories & Corresponding Student Numbers	
				DESE Code	Number of IEPs		
K-6	1314	234	17.81%	10	115	Intellectual	6
				20	93	Sensory/Hard of Hearing or Deaf	
				40	10	Communication	52
				30	16	Emotional	16
						Health	16
				Please see DESE Placement Code Key below.		Specific Learning Disability	67
						Autism	24
						Neurological	13
						Developmental Delay (ages 3-9 only)	37
						Sensory/Vision Impairment or Blind	1
		Physical					
		Multiple Disabilities	2				
Pelham Public Schools 2008 / 2009 SE Data				Based on October 1, 2008 Reports			
Grades	Total # Students	Total #/% Students w/IEPs		IEP Placement		DESE (formally DOE) Disability Categories & Corresponding Student Numbers	
				DESE Code	Number of IEPs		
K-6	117	29	24.79%	10	18	Intellectual	
				20	8	Sensory/Hard of Hearing or Deaf	1
				40		Communication	8
				08		Emotional	3
						Health	1
				Please see DESE Placement Code Key below		Specific Learning Disability	2
						Autism	3
						Neurological	6
						Developmental Delay (ages 3-9 only)	4
						Sensory/Vision Impairment or Blind	
		Physical	1				
		Multiple Disabilities					
Amherst Regional Public Schools 2008 / 2009 SE Data				Based on October 1, 2008 Reports			
Grades	Total # Students	Total #/% Students w/IEPs		IEP Placement		DESE (formally DOE) Disability Categories & Corresponding Student Numbers	
				DESE Code	Number of IEPs		
7-12	1732	315	18.19%	10	164	Intellectual	8
				20	76	Sensory/Hard of Hearing or Deaf	3
				40	31	Communication	34
				41	44	Emotional	35
						Health	50
						Specific Learning Disability	103
				Please see DESE Placement Code Key below		Autism	41
						Neurological	36
						Sensory-Deaf—Blindness	1
						Sensory/Vision Impairment or Blind	1
Physical	1						
		Multiple Disabilities	2				

***DESE SPECIAL EDUCATION PLACEMENT KEY ages 3-5**

- 0 Not a Special Education Student, age 3-5
- 1 Not currently a Special Education student age 3-5 but was previously a Special Education student during the current school year
- 5 3-5 year olds, General Education students serving as role models in Pre-K classes
- 30 In the regular early childhood program at least 80% of the time
- 32 In the regular early childhood program 40% to 79% of the time
- 34 In the regular early childhood program less than 40% of the time
- 36 Substantially Separate Class (previously 40)
- 38 Public Separate School (previously 41)
- 42 Private Separate Day (previously 50)
- 44 Residential Facility (previously 60)
- 45 Public Residential Institutional Facilities (previously 90)
- 46 Home (previously 70)
- 48 Service Provider Location (private clinician's offices, clinician's office in school building, hospital facilities)

****DESE SPECIAL EDUCATION PLACEMENT KEY ages 6-21**

- 0 Not a Special Education Student, age 6-21
- 1 Not currently a Special Education Student age 6-21, but was previously a Special Education student during the current school year
- 10 Full Inclusion - special education services outside the general education classroom less than 21% of the time
- 20 Partial Inclusion - special education services outside the general education classroom 21% to 60% of the time
- 40 Substantially Separate Classroom - special education services outside the general education classroom more than 60% of the time
- 41 Public Separate Day School
- 50 Private Separate Day School
- 60 Residential School
- 70 Homebound/Hospital
- 90 Public Residential Institutional Facilities

3. Extended Day and Year Programs 2008-2009

a. Special Education

Given the unique needs of students with disabilities, a variety of services and programs are required to provide these students with a free appropriate public education as required by law. Extended year services (summer programming) and/or extended day services may be provided to students on IEPs from preschool through age 21. Special Education Regulations require IEP teams to consider the need for extended services for each student, and the IEP's for those students who are found eligible by the team reflect the level of support and amount of services that the district is required to provide.

While the number of students accessing extended year services varies annually because IEP teams are required to consider eligibility for services every year, the number of students found eligible and the degree of specialization of services is increasing. Approximately 130 students in preschool through age 21 were recommended for 2008 summer services. These numbers include students from Pelham, Amherst, and Region.

b. Other

Title III grant funds supported identified English Language Learners for extended day/year services based on MCAS performance. Students were provided with after school intervention for a number of weeks prior to the spring MCAS, and a number of students attended nine days of summer instruction.

The Pipeline Scholars Program is an academic support and enrichment program for upper elementary and secondary school students in partnership with Amherst College. Pipeline scholars meet with their Amherst College tutors after school during the fall and spring. During the summer of 2008, the College also hosted a four-week summer program for Pipeline scholars staffed by district teachers and Amherst College tutors. We hope to run the summer program again in 2009.

4. Tuitioned-In Students

One student is currently tuitioned in to a special education program of the Amherst-Pelham Regional Schools. No students are currently tuitioned into Pelham Elementary or any of the Amherst elementary schools.

5. Homeless Students

As part of the No Child Left Behind legislation, the McKinney-Vento Homeless Assistance Act was reauthorized. The purpose of this Act is to ensure educational rights and protections for children and youth experiencing homelessness. McKinney-Vento permits homeless students to remain in their school of origin, despite their residential instability and to receive transportation services that will help provide educational stability. As of October 1, 2008, there were 16 homeless students in grades 1-12. These students were housed in shelters, shared housing and motels/hotels. None were living in unsheltered situations.

School	GR 1	GR 2	GR 3	GR 4	GR 5	GR 7	GR 8	GR 9	GR 10	GR 12	Total
A.R.H.S.								1	2	1	4
A.R.M.S.						1	1				2
Crocker Farm	2		1	1							4
Fort River			1	2	1						4
Wildwood		1		1							2
Total	2	1	2	4	1	1	1	1	2	1	16

Transportation is to be arranged as follows:

1. If the homeless student continues to live in the area served by the district in which the school is located, that district must provide or arrange transportation;
2. If the homeless students moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
3. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

6. Charter Out

Overview of Charter Schools

Charter schools are public schools that are operated independently of local school districts. Each charter school determines what grade levels it will serve and what particular programs it will offer. Charter schools hold a lottery to determine which students will be admitted. Enrollment preference is given to siblings who currently attend the school and to students living in the city or town where the charter

school is located. Transportation is the responsibility of the family/guardian. Once a student is admitted to a charter school they can remain without reapplication. At this time, our students are attending four local charter schools which include Four Rivers Charter School, Hilltown Charter School, Pioneer Valley Performing Arts Charter School and the Pioneer Valley Chinese Immersion Charter School.

Charter School Tuitions ¹

Tuition to Charter Schools is paid by the home district of the student. The state provides tuition reimbursement, also referred to as 100/60/40 or as Chapter 46 aid. The main purpose of the program is to offset the overall increase in tuition at a district. Reimbursement is greatest when there is a large increase in tuition charges to the district over the prior fiscal year. As this usually occurs when there is a significant shift of district pupils into a charter school(s), the aid formula is often misunderstood to be based upon enrollment. It is a function of a change in tuition at any given district, not a change in enrollment.

The 100/60/40 label refers to the three tiers or formulas which determine the aid. The first tier of the formula is the reimbursement to districts of 100% of the increase in tuition in the current year over the prior fiscal year. The second tier of the formula reimburses 60% of the 100% reimbursement in the prior fiscal year. The third tier of the program reimburses 40% of the 100% reimbursement two fiscal years prior.

The table below contains a 10 year simulation of how aid changes when enrollment increases dramatically, when it decreases significantly and also when it levels off. When there is a significant change in charter enrollment at a district and a rapid increase in tuition, as in Year 2 and Year 5, the formula shifts the burden away from the district by generating a reimbursement equal to the increase in tuition. In Year 2 the 100% reimbursement of the increase in tuition means there is no net cost to the district in the first year they send pupils to a charter school. 100% of the tuition is offset by aid. In Year 5 the near doubling of enrollment results in 54% of the district tuition being offset by aid. The cost of the new pupils is covered 100% and is augmented by the district receiving 60% of the 100% increase from the prior year.

Example of District Tuition and Chapter 46 Aid

	Enroll- ment	Tuition Rate	Tuition	Chapter 46 Aid Detail			Total Chapter 46 Aid	Net Tuition Payment	% of Tuition Offset by Aid
				100	60	40			
Year 1	0	9,500	0	0	0	0	0	0.0	
Year 2	10	10,000	100,000	100,000	0	0	100,000	0	100.0
Year 3	5	10,500	52,500	0	60,000	0	60,000	-7,500	114.2
Year 4	6	11,000	66,000	13,500	0	40,000	53,500	12,500	81.0
Year 5	11	11,500	126,500	60,500	8,100	0	68,600	57,900	54.2
Year 6	10	12,000	120,000	0	36,300	5,400	41,700	78,300	34.8
Year 7	10	12,500	125,000	5,000	0	24,200	29,200	95,800	23.4
Year 8	10	13,000	130,000	5,000	3,000	0	8,000	122,000	6.2
Year 9	10	13,500	135,000	5,000	3,000	2,000	10,000	125,000	7.4
Year 10	10	14,000	140,000	5,000	3,000	2,000	10,000	130,000	7.1

If there is a drop in enrollment, as in Year 3, aid may exceed tuition. In Year 3 there is no increase in tuition over the prior year, so the 100% reimbursement is zero. However, the district is still eligible for the 60% of the 100% of reimbursement from the prior fiscal year, or \$60,000. As this amount exceeds the current year tuition cost, the aid will be 114 percent of the tuition and result in a net gain to the district of \$7,500.

As enrollment stabilizes in Year 6 through 10, the aid diminishes as the increases in tuition level off. Over this time the percentage of tuition for which the district is responsible increases.

¹ *Excerpted from School Finance: Understanding Charter School Tuition Reimbursements*

Charter Enrollments

	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Pioneer Valley Chinese Immersion	12	4	7											23
Hilltown						1	1							2
Four Rivers								1	1					2
Pioneer Valley Performing Arts								14	6	7	10	8	6	51
TOTALS	12	4	7			1	1	15	7	7	10	8	6	78

The Department of Elementary and Secondary Education projects the full tuition rates for our students for the 2008-2009 academic year as follows:

Pioneer Valley Chinese Immersion (Amherst Elementary students)	\$13,346
Four Rivers School (Amherst-Pelham Regional students)	\$14,513
Pioneer Valley Performing Arts (Amherst-Pelham Regional students)	\$13,501

7. Choice In-District

Overview of School Choice

The school choice program allows parents/guardians to enroll their child in a school district that is not the child's home district. Not all school districts participate in the school choice program. Every year the School Committee in each school district votes on whether to participate and at what grades and how many seats to open. At this point the Amherst Elementary Schools do not participate in school choice, while the Regional Schools do.

Districts hold a lottery to determine which students will be accepted to the school. Once a child is accepted into a district under school choice the student is able to attend school in the district until high school completion. Students do not have to reapply each year. Transportation is the responsibility of the parent/guardians.

School choice tuition charges are assessed against the sending districts, and paid to receiving districts, in December, March and June. Payments are handled automatically through adjustments to the quarterly local aid distribution. Tuition assessments are deducted from the distribution and tuition revenues are added to the distribution. For choice students living in towns that belong to a regional district, the choice tuition is assessed to the district in which the student would otherwise be attending public school. The tuition charge is based on the number of full time equivalents (FTE) students multiplied by the per pupil tuition rate. (A student who enrolled in February, for example, would be counted in the range for four-tenths FTE for being enrolled for four months out of the ten months of the school year) Information on enrolled choice Students is obtained from the receiving districts SIMS submission of October 1. Per

pupil tuition rates are based on the receiving districts per pupil costs for the prior fiscal year up to a limit of \$5,000 dollars.¹

School choice special education pupil’s tuition are intended to reflect the actual costs of their specific services. These “sped increments” are added to a receiving districts base regular educational rate, to determine any special education pupil’s total school choice tuition. The sending district pays the full cost.² If transportation services are mandated by a student’s Individualized Educational Program (IEP) the sending district must pay this expense as well.

¹ *School Finance: School Choice Advisory Memorandum on Financial Administration of the School Choice Program*

² *School Finance: School Choice—How Special Education Costs are Factored Into School Choice Tuition*

Trend in School Choice FY99 through FY08

	Pelham			Amherst			Regional	
	receiving	sending		receiving	sending		receiving	sending
FY '99	0.0	0.0		0.0	0.5		0.0	3.1
FY '00	0.0	0.0		0.0	2.8		61.5	7.3
FY '01	0.0	0.0		0.0	7.0		82.8	10.2
FY '02	0.0	0.0		0.0	15.1		95.3	10.0
FY '03	0.0	0.0		0.0	11.0		106.6	16.3
FY '04	4.0	0.0		0.0	18.3		108.3	14.2
FY '05	13.0	2.0		0.0	15.2		100.4	18.3
FY '06	18.1	1.0		0.0	14.8		100.4	17.8
FY '07	29.0	0.0		0.0	24.4		108.4	12.7
FY '08	34.0	0.0		0.0	26.5		92.3	15.4

Pelham Current School Choice In

There are currently 37 School Choice students at the Pelham Elementary School. Of these, 11 are from Amherst, 14 are from Belchertown, one from Easthampton, four from Hadley, one from South Deerfield, one from South Hadley, three from Sunderland and one from Ware.

Grade Level	K	1	2	3	4	5	6
Number of School Choice Students in Grade	6	4	7	3	7	7	3

Amherst Regional Middle School Current School Choice In

There are currently 10 School Choice students at the Amherst Middle School. Of these, one is from Ashfield, one is from Belchertown, two are from Conway, one is from Easthampton, two are from Hadley, two are from Montague and one is from New Salem.

Grade Level	7	8
Number of School Choice Students in Grade	4	6

Amherst Regional High School Current School Choice In

There are currently 61 School Choice students at the Amherst-Pelham Regional High School. Of these, three are from Ashfield, 16 are from Belchertown, one from Deerfield, one is from Easthampton, two are from Erving, one is from Florence, one from Granby, nine are from Hadley, two from Hatfield, one from Millers Falls, four from Montague, five from New Salem, one from Northampton, one from South Deerfield, one from South Hadley, two from Sunderland, eight from Wendell, one from Westhampton and one from Williamsburg.

Grade Level	9	10	11	12
Number of School Choice Students in Grade	13	18	16	14

8. Choice Out-of-District

Based on the March 2008 School Attending Report there were 26 students electing to participate in the School Choice program. There are 15 students at the elementary level and 11 students at the Regional level. There were no students from Pelham Elementary participating in School Choice.

These students are attending public schools in Deerfield, Erving School Union 28, Frontier Regional Schools, Gill-Montague, Belchertown, Hadley, Hopkins Academy and Sunderland.

The numbers of students opting for School Choice has remained relatively consistent since the 2004-2005 school year.

9. Vocational Tuition Out

Overview of Vocational Schools

In grades 9-12, students may choose to participate in vocational technical education programs, such as automotive technology, culinary arts or design and visual communications in preparation for a future career. Students in these programs take academic courses in addition to their technical courses and must meet the same requirements for high school graduation that all high school students must meet, including passing the MCAS. These schools have admission criteria and may have enrollment limits. Thirty-four of our students attend vocational school at either Smith Vocational School or Franklin Technical School.

Vocational Enrollments

Thirty-four of our students attend vocational school at either Smith Vocational School or Franklin Technical School.

Grade Level	9	10	11	12	Totals
Smith Vocational	12	2	1	4	19
Franklin Technical	3	1	5	6	15
Totals	15	3	6	10	34

The regular education tuitions for the 2008-2009 academic year as follows:

Smith Vocational \$13,365
Franklin County Technical \$14,300

Projected Student Demographics for 2009-2010

a/o OCTOBER 1, 2008 FOR 2009-2010

AMHERST ELEMENTARY SCHOOLS

Class Size Guidelines for Budgetary Purposes

Grade	Target	Recommended Maximum	Grade	Target	Recommended Maximum
K	22	23	4	23	25
1	22	23	5	24	27
2	22	23	6	24	27
3	23	25			

Crocker Farm	K	1	2	3	4	5	6	Total
Projected FY10	47 (3)	46 (3)	30 (2)	35 (2)	36 (2)	43 (2)	31 (2)	267 (16)
a.c.s.	15.7	15.3	15.0	17.5	18.0	21.5	15.5	16.7
	2 more students than 08-09 One additional classroom projected							
Fort River								
Projected FY10	57 (3)	51 (3)	55 (3)	64 (3)	61 (3)	75 (4)	78 (4)	441 + 9 = 450 (23)
a.c.s.	19.0	17.0	18.3	21.3	20.3	18.8	19.5	19.6
Building Blocks	0	1	1	0	2	3	2	9
	12 fewer students than 08-09 Same number of classrooms projected							
Mark's Meadow								
Projected FY10	24 (1)	23 (1)	34 (2)	21 (1)	19 (1)	25 (1)	34 (2)	180 (9)
a.c.s.	24.0	23.0	17.0	21.0	19.0	25.0	17.0	20.0
	11 fewer students than 08-09 One less classroom than 08-09							
Wildwood								
Projected FY10	58 (3)	52 (3)	69 (4)	64 (3)	55 (3)	59 (3)	56 (3)	413 (22)
a.c.s.	19.3	17.3	17.3	21.3	18.3	19.7	18.7	18.8
	7 more students than 08-09 One additional classroom projected							

Total Amherst Classrooms 08-09	69
Total Projected Classrooms 09-10	70

Pelham	K	1	2	3	4	5	6	
Projected FY10	10	17	14	18	17	18	16	111

Region	7	8	9	10	11	12	
Projected FY10	261	242	315	299	312	305	1733

2. Charter Out-of-District Projections

There are 25 Amherst elementary aged students in Charter Schools. These schools include the Hilltown Cooperative and the Pioneer Valley Chinese Immersion School. There has been a marked increase in the number of students enrolled in charter schools at the elementary level since the opening of the Pioneer Valley Chinese Immersion School.

There are 51 regional level students attending the Pioneer Valley Performing Arts Charter School and two attending Four Rivers Charter School. Of these students, six are members of the senior class, and it can be anticipated that they will graduate at the end of the 08-09 school year.

3. Choice In-District Projections

Pelham Elementary School

For the 2008-2009 school year, the Pelham School Committee voted to continue to be a school of choice. There are now 37 School Choice students attending Pelham Elementary School. Three of these students are members of the sixth grade and it can be anticipated that they will transition to Amherst Middle School with their peers.

Amherst Regional Middle School

There are 10 School Choice students at Amherst Regional Middle School. Six of these students are eighth graders and it can be anticipated that they will transition to Amherst-Pelham Regional High School.

Amherst-Pelham Regional High School

There are 61 School Choice students at Amherst-Pelham Regional High School. Fourteen of these students are members of the senior class and it can be anticipated that they will graduate at the end of the current school year.

Please Note: As required annually, each School Committee will vote during the Spring of 2009 to determine if they will participate in School Choice for the 2009-2010 school year. Once this is determined, the number of new seats to open at each grade level is determined. Any student already enrolled under the school choice program will remain in the district regardless of the School Committee vote. In the past all open seats have been filled.

4. Choice Out-of-District Projections

It is difficult to project the number of students who will elect to attend other district schools through School Choice. As the chart on page 11 reflects, the numbers have remained similar over time at the Regional level.

5. Vocational Tuition Out-of-District Projections

There are currently 34 students attending vocational school. Ten of these students are members of the senior class and anticipate graduating at the end of the current school year.

It is difficult to project the number of incoming freshmen who will elect to attend vocational school. FY2008 had a low of 5 ninth graders enter and FY2009 saw 14 ninth graders enter, the largest class since FY2005 with 15. Based on the experience of the past five years our projections will roll forward

the current enrollment, graduate all twelfth graders, and assume an entering ninth grade class of 12. Some students choose to leave the vocational programs and return to the Amherst-Pelham Regional High School, which impacts the ability to project enrollments.

SECTION II

III. Revenue Assumptions for 2009-2010

A. Town Parameters

Amherst

The Town of Amherst Finance Committee has issued budget development guidelines to not exceed a 2.0% increase over last year's budget for the Amherst Elementary Schools.

Pelham

The Town of Pelham Finance Committee has not issued budget development guidelines as of this writing but has stated that much depends on State money and other income.

Region

In FY2006 the member towns of the Regional District agreed to adopt the Regional Agreement as the allocation method for determining appropriations to member towns. The Agreement specifies that the basis of apportionment shall be a five year moving average pupil membership, often referred to as the "per-pupil method". As of FY2008 the per-pupil method was fully implemented.

The Town of Amherst Finance Committee has issued budget development guidelines to not exceed a 3.5% increase in their assessment for the Regional School District.

B. Anticipated Revenue

1. Chapter 70

There has been widespread reporting that there will most likely be budget cuts in State Aid for FY2010. The percents have ranged from 5%, 10% to 15%. However, it is important to understand that the cuts will happen differently to each type of aid.

As of the end of December there has been no decision yet on Chapter 70. The total level of Chapter 70 support to schools could be cut, but there can be significant variances to individual districts based on the formula for calculating the aid that the individual district receives. In building an initial budget we have assumed a zero percent change to the level of Chapter 70 aid for FY2010. The proposed budget may change as the legislative process unfolds and proposed appropriation levels change. According to the State Constitution the Governor must present his FY10 budget proposal (House 1) by the third Wednesday in January. This year that deadline falls on January 21.

2. Transportation Reimbursement

Various statutes address the reimbursement of school transportation costs (Regional, Regular Day, SPED, Vocational, etc.) but all are "subject to appropriation" by the legislature. The actual reimbursement percentages are based upon the prior fiscal years DOE approved costs and the legislature's current fiscal year appropriation. Even though a figure appears on a Cherry Sheet, the actual reimbursement amount usually is not known until the tail end of a fiscal year – again a reimbursement for prior year costs.

Currently only Regional and Vocational transportation costs are reimbursable. Reimbursement for elementary transportation is not currently funded. While the statute for Regional Transportation reimbursement specifies 100%, the actual percent has ranged from 100% down to a low of 47.5% for FY2004. The rate for FY2007 was 90.7% and the rate for FY2008 was 89.9%. While the DOE has not

yet released the FY2009 reimbursement percentages or figures, we will be pursuing update information from them. In building an initial budget for the Regional School District we have assumed a zero percent change to the level of Transportation Reimbursement for FY2010.

Note: Through the end of FY2008 the Regional agreement stipulated that “the district shall provide transportation for pupils attending the regional district schools as well as the pupils attending the elementary schools of member towns... The costs of providing transportation shall be included in the district operating costs.” The cost for all transportation was part of the Regional budget and assessed accordingly. The Department of Education (DOE) directed that the member towns be assessed for their share of the cost for the elementary runs so that each elementary district (4 in this case) would reflect the cost of transporting their own students in their End of Year Report.

In order to come into compliance with this requirement from DOE, the Regional Agreement was amended to read “*The costs of providing transportation for pupils attending the elementary schools of member towns shall be billed to member towns annually*”. This amendment went into effect for FY2009.

3. Medicaid revenue

The Medicare Catastrophic Coverage Act of 1988 clarified Medicaid’s responsibility to pay for health-related services provided for disabled children pursuant to an Individualized Education Plan.

Amherst

As a department of the town, the Amherst Medicaid revenues are deposited directly to the Town’s General Fund and are not directly available to support current expenses. The Town of Amherst’s net receipt has ranged from \$116,000 in FY2005 to a high of \$193,300 in FY2008, with a five-year average of \$135,800. FY2010 projections remain constant.

Pelham

Pelham began to participate in the Medicaid reimbursement program in FY07. Revenues are deposited directly to the Town’s General Fund and are not directly available to support current expenses. The town has determined that it will make any revenues generated available for the support of the school budget. Revenues generated in one year will be available for school budget support the following year above and beyond the appropriated budget support.

Region

The Region’s net Medicaid revenue has ranged from \$159,800 in FY2007 to a low of \$97,700 in FY2008, with a five-year average of \$134,400.

Net Medicaid revenue is shown as a revenue offset in the assessment computation, and supports a contingency expense line in the Special Education budget.

For FY2010 Medicaid revenue is projected to be \$95,000. This projection is lower than in past years due to three factors: 1) last year’s experience, 2) uncertainty generated by continued federal discussions of discontinuing some Medicaid funding, and 3) new regulations implemented in 2007 require that funds must be used in the same year they are received and not carried over to the following year, introducing greater uncertainty about how much revenue can be expected.

4. Charter Reimbursement

The State reimburses any given year’s charter tuition assessment increase to the district. The reimbursement amount is equal to 100% of the increase in the year in which the increase occurs; 60% of that amount in the first year following; and 40% of that amount in the second year following.

Region

In building an initial budget for FY2010 we have assumed \$80,000 in Charter Reimbursement.

5. Choice Revenues (Projected)

School Choice students are enrolled in the Pelham Elementary School and both the Middle and High Schools. The revenue that accompanies each student is approximately \$5,000.00. Any additional costs associated with a School Choice Student, such as special educational services, are reimbursed in full to the district. School Choice revenues are placed into a special revolving fund for use in subsequent years so that budgets can be built on funds-on-hand rather than hoped for receipts. The number of school choice “seats” for FY2010 is yet to be determined.

Amherst

Amherst elementary schools have not accepted School Choice students in the past and consequently have no budget support from this source. The School Committee may want to approve opening some seats to School Choice students in FY2010.

Pelham

In building an initial budget for FY2010 we have assumed \$330,000 in budget support from Choice revenue

Region

In building an initial budget for FY2010 we have assumed \$650,000 in budget support from Choice revenue

6. Indirect Cost Reimbursement from Grants

As the chart indicates, anticipated grant amounts (as of January 2009) are expected to be less than this year, largely due to the recent 9c cuts. Entitlement grant funding amounts has remained steady in recent years and is expected to continue. The competitive foreign language/Chinese (FLAP) grant is currently in its final year (FY 09). Other new grant initiatives will continue to be explored as "RFPs" (request for proposals) are announced by governmental and non-governmental agencies.

			<u>FY 09</u> <u>Funding</u>	<u>FY 10</u> <u>Anticipated</u> <u>Funding</u>	<u>FY 10 Anticipated</u> <u>Award</u>
AMH	Kindergarten Enhancement Program	State	\$156,500	Yes	\$149,000
AMH	Community Partnerships	State	\$201,503	Yes	\$162,998
AMH	MA Early Literacy Intervention	State	\$16,950	Possible/9c cuts	\$16,000
AMH	CPC Accreditation Grant	State	\$6,452	No	9c cuts
AMH	Universal Pre/K Assessment Planning Grant	State	\$15,188	No	Competitive
AMH	SPED Early Childhood	Federal	\$17,287	Yes	\$17,000
AMH	Title III ~ LEP SUPPORT	Federal	\$39,264	Yes	\$39,000

AMH	Five College Center for East Asian Studies	Private	\$600	No	Competitive
AMH	Chinese After School Wildwood	Private	\$1,000	N/A	Revolving
PEL	Title IIA Teacher Quality	Federal	\$2,815	Yes	\$2,800
PEL	SPEC EDUCATION Program Improvement	Federal	\$2,000	No	9c cuts
PEL	Rural Reap Carryforward from FY 08	Federal	\$2,920	No	Will be used up.
PEL	Rural Reap	Federal	\$23,087	Yes	\$22,000
PEL	MA Early Literacy Intervention	State	\$8,000	Possible/9c cuts	\$8,000
REG	Amherst College ~ Pipeline Project	Private	\$2,000	Yes	Revolving
REG	Commonwealth Corp	Private	\$13,000	No	9c Cut
REG	Hampshire Educational Collaborative	Private	\$38,990	No	Agreement Ending/9c cut
REG	NEEF (National Environmental Education Foundation)	Private	\$5,000	No	Competitive
REG	Mass Cultural Council ~ Creative Schools Grant	Private	\$17,950	Yes	\$17,950
REG	Summer Academic Support	State	\$18,800	Yes	\$17,000
REG	Safe and Supportive Learning Environments	State	\$18,000	Yes	\$14,400
REG	EOHHS ~ Schools Initiative	State	\$33,000	Yes	\$33,000
REG	SPEC EDUCATION Program Improvement	Federal	\$10,230	No	9c cut
REG	SPEC EDUCATION 94-142 (I.D.E.A)	Federal	\$860,812	Yes	\$858,000
REG	Perkins	Federal	\$10,000	Yes	\$10,000
REG	Foreign Language Assistance FLAP	Federal	\$149,963	No	Final Year
REG	FLAP Carryforward from FY 08	Federal	\$32,900	No	Final Year
REG	COPS Grant #2 ~ (Amherst Police Department)	Federal	\$14,260	No	Final Year
CON	Title I Distribution	Federal	\$377,557	Yes	\$377,000
CON	Title IIA, Improving Teacher Quality	Federal	\$135,751	Yes	\$135,000
CON	Title IID Enhancing Educ Technology	Federal	\$4,204	Yes	\$4,000
CON	Title IV Safe & Drug Free Schools	Federal	\$12,323	Yes	\$12,000

FY 09 District Totals (30 grants):

Private	\$78,540
State	\$474,393
Federal	\$1,695,373
Total:	\$2,248,306

FY 10 Anticipated grant awards:

Private	\$20,950
State	\$400,398
Federal	\$1,476,800
Total:	\$1,898,148

7. Interest Revenues

The Regional School District holds its cash in interest bearing accounts. Interest revenue is available for general budget support.

In building an initial FY2010 budget for the Regional School District we have assumed interest revenue of \$120,000. This is lower than the \$220,000 budgeted for FY2009 due to lower interest rates.

8. E & D

Amherst

The School Department has no reserves of its own. Should unforeseen expenses exceed the capacity of the approved budget, a special town meeting would have to approve the use of the town's free cash or reserves.

Pelham

The School Department has no reserves of its own. Should unforeseen expenses exceed the capacity of the approved budget, a special town meeting would have to approve the use of the town's free cash or reserves

Region

The Regional District's unreserved and undesignated fund balance (E&D), or the "surplus revenue" account, is the amount by which cash, accounts receivable, and other assets exceed a regional school district's liabilities and reserves as certified by the Director of Accounts. A healthy E&D balance provides a cushion against events such as a sudden loss of revenue after the annual budget has been approved and appropriated, as well as emergency or other unanticipated expenditures. A robust E&D balance is a measure of good financial standing and a key factor in obtaining a favorable bond rating. State statutes restrict the balance to 5% of a subsequent year's budget. The district's Regional Agreement had been more restrictive in that the balance could not exceed 3.5%, however all four member towns voted to amend the Regional Agreement to align the restriction with state statute effective FY2009. As the district's reserve account it is important to maintain adequate balances and a multi year perspective.

At this early point in the development of the budget we plan to apply \$100,000 from reserves to offset the FY2010 operating budget assessment calculation, with the intent of allowing the amount to be replenished in subsequent years.

C. Other Revenue

1. Circuit Breaker Parameters and Expectations

State law is designed to reimburse school districts for a percentage of the costs associated with special education students whose programs are high cost (those whose costs are in excess of four times the statewide per pupil costs). The Governor's budget reduction in special education reimbursements under the Circuit Breaker program mid-cycle for the current year makes it difficult to project anticipated reimbursements.

Circuit Breaker revenues are placed into a special revolving fund to be expended for special education expenses in the following year so that budgets can be built on funds-on-hand rather than hoped for receipts. Both special education students and IEPs change throughout the year and from year to year, so there are significant fluctuations in annual receipts.

2. Capital Planning

Amherst

The Amherst School Department participates in the town's process for allocating capital funding to the various town departments, but has no direct control over capital expenditures for the schools. The Amherst Joint Capital Planning Committee will begin its work for the new budget season in January.

The primary benefit to the Amherst Schools' budget is the plan's inclusion of equipment, technology, and building renovations

Pelham

The Pelham School Department has no control over capital expenditures for the school.

Region

The Regional School District is developing a cycle matrix to plan for projected capital needs including replacement and upgrades.

3. Food Service

Program revenue is comprised of Sales (Adult, Full and Reduced Pupil) as well as Vending. Effective FY2009 students pay \$2.50 (a \$0.25 increase) and adults pay \$3.50 (a \$0.50 increase) for lunch.

Vending prices are set by the contracted vending company and are consistent for all schools serviced by that company. A percentage of sales is returned to support the Food Service Program. The amount of revenue generated is mostly a function of the mix of items offered.

4. Tuitioned-In Students

a. Foreign Exchange Students

While a benefit to our students and families, our international population certainly accomplishes many of our aspirations for students to work and learn with others from around the world.

b. Special Education

On occasion, neighboring school districts request to tuition-in a student to the Amherst or Amherst-Pelham Regional Schools. These requests are often made when a student requires specialized programming/services which the resident district is unable to provide in-house. After careful review of a referral packet and of our current program status, a determination is made as to whether the student's needs could be met in our schools. If it is determined that the needs of the student could be met, a tuition agreement is created based on actual costs of programming and services. There is currently a single student at the high school level, enrolled in the 11th grade, who is tuitioned-in. Over the past summer there was a student enrolled at the elementary level solely for the summer services. Currently there are no students enrolled solely for special education services at Pelham or at the elementary level.

5. Fees

Currently, fees are collected in the Amherst Pelham Regional School District for athletics, student activities, college-admission materials, parking at the High School, and for summer programs. The pre-school program at the High School and the pre-school program at Crocker Farm also charge fees.

a. Athletics

Fees range from \$32 to \$190 per season of participation. There is a reduced fee program for students on free and reduced lunch. In addition, there is an individual and family cap. Participation in athletics continues to be high; no recent fee increases have resulted in a decline in participation. No fee increases are planned for FY2010 at this point.

b. High School Student Activities

During the FY2008 school year, the High School piloted a voluntary student activities fee program. The expectation was that the fees would offset \$20,000 cut from the Activities budget for FY2008, providing funding for stipends for club advisors.

c. College-Admission Materials

A fee is charged for processing transcripts and applications for college admissions. These fees cover some of the costs associated with preparing college admissions packets. In FY07 the fees were increased to \$30 for the first six applications and \$10 for each additional application. There is no fee for low-income students. No fee increases are planned for FY2010.

d. Student Parking

Students are charged \$25 per trimester for a parking permit for the High School lots. There is a fee reduction provision for low-income students. The Regional School Committee voted to set up a dedicated revolving account to receive these fees. The revenue accumulated in this account can be used to pay for the support of the parking facility. No fee increases are planned for FY2010.

e. Summer Programs

In years past, summer schools for academic skills support and remediation were offered through regular education at both the elementary and secondary levels through a combination of state grant funding and district allocations. Summer school courses were offered to the maximum degree possible to any student who was in danger of failing MCAS, starting in grade four. These students were able to enroll in summer school at no cost, because of our commitment to provide extended year academic services to any students in need of that support. For the past three years, no district funds were allocated for summer school at either the elementary or secondary levels. State grant funding in FY07 and FY08 was earmarked only for high school students in danger of failing 10th grade MCAS in ELA and/or mathematics. As a result, we no longer offer a regular education summer school program at the elementary level.

At the secondary level, we have been able to run a program similar to the ones in years in the past (with MCAS-related classes in ELA and math offered at no cost to students in danger of failing these tests). The FY2009 summer school program included courses for high school students (entering grades 9-12). Students are charged a fee to offset that portion of the total summer school program costs which are not covered by the appropriation and grant funding. In FY2009, tuition for the Middle School and High School Summer School program was \$100 per course for district students (for courses other than the “MCAS courses”) and \$200 per course for students from outside the district. Those other course offerings fall into academic areas outside of English and mathematics (e.g., American history, etc.) Course charges for a district student who qualifies for a free lunch is \$25 and for a district student who qualifies for a reduced lunch is \$50.

Since we are not anticipating any district funding for summer school programs and since we have significantly depleted our summer school revolving fund account, and given the limited funding from the state in FY2009 (\$18,800), we may not be able to support as many students in need of this academic program with this extended year option. We may also have to increase fees to cover specific course offerings as well as administrative and facilities costs.

In July 2008, new summer programming under the auspices of the “Pipeline Scholars Program” partnership with Amherst College afforded students entering grades 7 through 10 a combined academic support and enrichment program for four weeks located on the Amherst College campus. This program was funded entirely through competitive grants secured by the regional school district plus facility, trainings (e.g., literacy training for teachers and tutors) and resource support provided by Amherst College (e.g., classrooms, breakfast and lunch every day for students and staff, some

supplies). The securing of new competitive grant funding as well as the substantial on-going support from Amherst College will be needed to run this program in July 2009.

f. Pre-School Programs

Amherst

Because admission at the Crocker Farm Pre-School is need blind, we are never sure what our tuition fees will bring in from year to year. No changes are anticipated in policies as the mandate for integrated preschool classrooms remain the same according to special education regulations.) The fees for the preschool program at Crocker Farm range from free tuition to \$4.50/hour, based on a sliding fee scale. (The only families who pay are the families with children with regular education needs as we are mandated to provide services for children with special needs.)

Crocker Farm pre-school fees will not be increased for FY10.

Pelham

Pelham School does not currently offer a Pre-school program.

Region

The High School Pre-School Program fees are based on the number of days per week for which the child is enrolled. (Three days per week = \$410 per month. Four days per week = \$547 per month. Five days per week = \$684 per month.) Reduced rates are available for qualified families. Fees will not be increased for FY2010.

g. Facilities Use

A fee structure for use of school facilities by outside groups was implemented for the FY2007 school year. A portion of the funds generated cover associated custodial overtime, with the remainder used for capital expenditures specific to the needs of the highest-use facilities (e.g., HS and MS auditoriums and locker/gymnasiums spaces).

h. Swimming Pool

The Middle School swimming pool has been made available for use by the community through the auspices of the Town of Amherst's LSSE (Leisure Services). The school district's assumption has been that the schools will not incur any additional costs for non-school use. Leisure Services provides swimming lessons, adult lap swim, and open swim opportunities. Leisure Services reimburses the school for the additional cost of heating and lighting the pool area for community use. For several years the Town of Amherst and the Regional School District have reached an agreement as to how overhead costs for the pool are to be allocated to reach a "break-even" balance.

Unfortunately, new Federal regulations resulted in the pool being closed on December 19, 2008. Due to the high cost of bringing the pool into compliance, it is not certain at this point if the pool will reopen in FY2010.

i. Transportation

The Transportation Department, in cooperation with Information Systems, utilizes a software product (Versa Trans) which maps and optimizes bus routes. The database is updated annually with student data, new streets and new housing information. Because Versa Trans allows the user to modify parameters, the department is able to run many simulations and scenarios to determine the best routes for the schools. The Transportation Department continues to evaluate cost savings and is continuing to work with the State and Hampshire Educational Collaborative to evaluate opportunities to pool out-of-district transportation. Factors to consider in all transportation decisions

include safety and the availability of sidewalks. It is important to note that Regional buses take students from both the middle school and high school at the same time, which often gives the appearance that a bus is half- or less than half-full when arriving at a school.

j. Kindergarten Fees

The question of returning to a mandatory ½ day kindergarten program and charging fees for the second ½ day has been raised many times. For the purposes of budget planning for FY2008, the business manager projected the net revenue estimate if we went to such a program, charging tuition for a ½ day on a sliding fee scale. That revenue estimate was \$135,839. However, if our kindergarten program was only mandated as ½ day, we would lose our kindergarten enhancement grant funding (which we have been receiving every year). In FY2008, this state funding was \$149,100. For FY2009 this funding was \$156,500 and we are anticipating an award of \$156,500 in FY2010. Charging fees for ½ day kindergarten could result in a net loss of revenue.

6. Gifts

Gifts are donations made to one of the school districts by outside individuals or groups. These funds may or may not be earmarked for specific purposes. Each year the school committees receive and accept gifts from generous donors. (For example, in FY08, the Amherst School Committee accepted a \$41,000 gift from the Amherst Education Foundation earmarked for library books, art supplies, musical instruments, and science materials.) However, there can be no estimate from year to year to build gifts/donations into income and expense assumptions. Gifts can enhance educational opportunities for students but cannot be used for budget planning.

IV. Expense Assumptions

A. Classroom Staffing Projections per Enrollment Projections

1. Current Staffing

The Amherst-Pelham Regional School District serves 3,276 regular education and special education students and contracts with a total of 700 regular and special education professional and support staff. All student enrollments are based on October 1, 2008 data. The totals by school in the chart below include school administrators.

	Total FTE Staff	Total Students
Central Office Administration & Support (Includes Superintendent's Office, Student Services, Human Resources, Business Office and Information Systems)	36.91	
Central Maintenance/Transp	24.38	
District (Shared School Personnel)	17.46	
RNs/LPNs	9.0	
All Schools Secretaries/Custodial/Food Service	61.28	
Crocker Farm School	72.33	336
Fort River School	74.69	462
Mark's Meadow School	35.59	191
Wildwood School	80.3	406
Pelham School	24.19	117
Regional Middle School	85.05	534
Regional High School	179.44	1230

The following district programs provide special education support for students. Please note that these students and staff are reflected in the per-building staffing reported above.

SPECIALIZED PROGRAMS	Total FTE Staff	Total # Students
Elementary & Pre-School		
AIMS Program (WW)	1.3/3.0	5
Building Blocks (FR)	4.8/5.0	12
Intensive Learning Center (WW)	2.6/13.0	13
LLD Program (FR)	.60/0	2
Preschool (CF)	4.79/9.89	71
Secondary		
South Amherst Campus	5.0/6.0	29
East Street Alternative School	5.0/2.0	17
AIMS (MS)	1.0/8.0	13
Bridges (MS)	2.0/2.0	8
Essential Skills Program (MS)	1.0/4.5	5
Intensive Learning Center (MS)	1.0/3.0	9
CDL (HS)	1.0/10.0	12
AIMS (HS)	1.0/5.0	14
SSP (HS)	1.0/5.0	16
ILP (HS)	1.0/3.0	21

*does not include related service providers.

Salary Projections

In 2009-2010, the district will enter the second year of three-year negotiated contracts with all units. This second year provides for cost-of-living increases of 3.5%.

Preliminary Class Size Targets

FY10 allocation of staff uses several approaches. Elementary classroom teacher staffing has been and is based on class size targets with recognition of space restrictions. Middle school and high school staffing is based on desirable class size (and team size) and based upon student enrollment in electives. Additional instructional and support staffing is based on efforts to reach equity across schools based on student enrollment or caseloads (librarians, library paraprofessionals, counseling, nurse staff, and others). Some staff is allocated based on a student's individual need driven by an Individual Education Plan (special education), health plan, or English Language Learner's level of development.

Preliminary Non-Classroom Staffing Model and Allocation

The premise that drives non-classroom staffing of paraprofessionals, intervention teachers, counselors, librarians, reading teachers, and other staff is one of equity. We review these numbers using a student-staff ratio in total and by group. For example, we look at intervention/reading/math support teachers on a ratio basis compared to the entire school population, but also in relation to non-special education and non-ELL students. Students with special education and ELL needs have staff support specific to their needs, so equity for the other staff should be based on students served.

The federal government allocates Title I funding to schools and districts identified as in need of additional programs and services due to high poverty rates. Because these are additional funds provided outside of the district budget and allocated to specific schools based on demographics, these staff are not included in the ratio. Logically, these staff are the members of our faculty who complement the differentiation and individualization that occurs in the classroom.

B. Retirement / Staff Turnover

There are 7 retirements of teachers that will be effective at the end of the 08-09 school year: 1 in Amherst and 6 at Region. In addition, there is 1 Central Office administrator retiring in August 2010. Anticipated teaching positions will be posted on School Spring after the December break. There is a deadline of April 1 for the receipt of requests for leaves of absence, and there are typically several granted each year.

While there are some categories of employee groups that experience little or no annual turnover, the district averages an 8% turnover in its teaching staff and a 15% turnover in its paraprofessional staff.

Special Education Staffing

Special Education staffing at the building level is assigned to meet the needs of the individual students as determined by the Special Education Team. Given the unique needs of students with disabilities, a variety of services and programs are required to provide these students with a free and appropriate public education. Special education regulations require that students are educated in the least restrictive environment based on the individual needs of the student, thus mandating schools to provide a continuum of services. In addition, Special education regulations require specific staff to student ratios for service delivery.

School Schedules

Elementary school schedules and budgets are mutually dependent and take into account an expectation of a minimum length of time on core academic subjects and subjects such as art, music, physical

education and computer. In addition, students may participate in music groups, ensembles, and lessons. Contractual agreements with professional and support staff are another component in planning daily schedules, as are arrangements for transportation of students. At the secondary level, scheduling for students commences in the winter of the prior year when students begin to be assigned to required courses – per State and local graduation requirements – and to elective coursework, enabling them to receive a comprehensive education. As in the case of elementary schedules and staffing, schedules take budget constraints into consideration, along with agreements tied to negotiated contracts.

C. Regular Education

1. Texts, Materials and Supplies

By FY2007 all program budget lines had been reduced to ¼ of what they were in FY2005. For the FY2008 budget these lines were increased by 50% in the Regional Schools, half way to restoring the FY2006 level of funding, but still only at 38% the FY2005 level of funding. The Amherst and Pelham schools were not able to restore any of these budget cuts in FY2008. The FY2008 budgets for texts, materials and supplies were level funded for FY2009.

In building an initial budget for FY2010 we have assumed that these budget lines will again be level funded.

2. AYP/MCAS Focus

Adequate Yearly Progress (AYP) is a measure of the extent to which a student group demonstrates proficiency in English language arts and mathematics. AYP Reports are issued each year and show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014. AYP determinations are made separately for English language arts/reading and for mathematics. For each subject there are multiple AYP determinations - for all students ("the aggregate") and for student subgroups. Student groups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students. Students are counted in each student group to which they belong. Schools and districts that do not make AYP for two or more consecutive years must follow a required course of action to improve school performance. A school or district's "Accountability status" defines that course of action. Although we performed very well with the aggregate group in most tests across our districts, a couple of our schools received an AYP status in the spring administration of the MCAS tests. Each of these schools is currently developing an action plan with the goal of improving students' scores by the next academic year. It is hard to predict what the specific need, in terms of additional allocations, will be without having these plans, but the district MCAS focus must include providing the necessary support through academic coaching in order to ensure that all students pass these high stakes tests so they are able to receive their high school diploma. This academic coaching may take a variety of forms, but we can anticipate the need for additional staffing, specialized materials, as well as other resources (e.g., technological support).

3. Technology

Information Systems established the final computer replacement/refresh plan for the districts. This ongoing, five-year plan places most computers and technology infrastructure on a fixed-cost replacement plan. At the Region this has been accomplished via a leasing program. For the Amherst elementary schools it is a budget through the town's Joint Capital Planning Committee (JCPC). In the Region, computer replacement continues on track and this will continue in FY10.

There are two critical servers that need replacement in FY10. Additionally, there are many other servers or storage devices that will need extended warranties. The most critical item under this category is the Storage Area Network (SAN) equipment (fiber switches and storage array itself) located at the Middle School. The SAN provides all network and email storage for the Region and Amherst. It is the most critical component of our system. It was purchased almost six years ago during the numerous renovation projects. It came with a three year warranty. The storage processors were upgraded in 2007 which included an additional three year warranty. The existing warranty expires on 8/3/2010. Though this occurs in FY11, it is such a critical item this needs to be addressed well in advance of the warranty expiration.

Another issue that may require additional funding and resources is the question of email archiving. While the law may be unclear as to the district's responsibility, there are numerous precedents for the need to archive all staff email. This would require an additional server and storage as well as archive software.

The Pelham School's technology equipment, purchased through the renovation project, continues to age. The computer lab was recently upgraded with new computers. Other computers were donated which resulted in an upgrade from existing equipment, though they are still out of warranty. Plans for phased replacements and upgrades will need to be implemented within the next two years. I.S. will be requesting contingency funds for replacing/repairing non-warranty items.

The internet continues to play a vital role in the curriculum. The increased bandwidth implemented this past year has resulted in increased use, as has the use of internet based offerings for items such as SPED case management and MCAS remediation. The firewall/content filter required to handle the increased usage and provide CIPA compliance requires annual maintenance and update contracts.

D. Special Education

Special Education Contracted Services

Contracted services for special education students include specialist services such as vision specialist, psychiatric consultation & evaluation, psychological evaluation and consult, and vocational consultation. Given the unique needs of students with disabilities, a variety of services and programs are required to provide these students with a Free and Appropriate Public Education. These services are provided in circumstances where a student with a disability requires specialized services to meet his or her individualized needs. Decisions regarding services are based on special education law and corresponding regulations and are determined by the Special Education Team.

E. English Learner Education

The English Learner Education section of the budget includes funds for supplies, texts, and required testing for students whose first language is not English. As in other program areas, by FY07 these budget lines had been reduced to ¼ of what they were in FY05. We are going into the FY10 budget with the assumption that these budget lines will not be increased this year.

F. Other Student Services In-District

The lines in this section of the budget support the work of the Student Services Office. Funds are included for expenses such as maintenance of equipment, legal expenses, postage, professional dues, office supplies, and travel. As in other areas, by FY07 many of these budget lines have been reduced to ¼ of what they were in FY05. We are going into the FY10 budget with the assumption that these budget lines will not be increased this year.

G. Other Program Expense for Student Services—Out-of-District

1. Charter Out-of-District

The annual per pupil tuition cost is set by the Commonwealth. Families are responsible for transportation to and from a Charter School.

There are currently 12 Amherst Elementary level students enrolled in Charter Schools. They are attending either the Pioneer Valley Chinese Immersion Charter School or the Hilltown Cooperative Charter School.

There are 35 Regional level students enrolled at the Pioneer Valley Performing Arts Charter School.

2. Choice Out-of-District

Students have the opportunity to enroll in other districts that accept School Choice students. The number of students electing to use this option has remained consistent at the Regional level; however, there has been an increase at the Amherst Elementary level since FY'07. There are no students participating in this option from the Pelham Elementary School. Our students are attending the public schools of Deerfield, Erving School Union #28, Frontier Regional Schools, Gill-Montague, Belchertown, Hadley, Hopkins Academy and Sunderland.

3. Tuitioned Out-of-District

a. Vocational Settings

Students in grades 9 – 12 have the opportunity to attend either Smith Vocational School or Franklin county Technical School. For a breakdown of the current enrollment please see chart in section II A 9. The Amherst-Pelham Regional Schools provides transportation for these students.

Smith Vocational School

We currently have 19 students enrolled at the Smith Vocational School. Four of these students are members of the senior class and it can be assumed that they will graduate at the end of the current school year. The base annual tuition for FY2009 is \$13,365, with an additional cost of \$4,190 added to the base rate for each student with an Individualized Educational Program (I.E.P.).

It should be noted that there was a significant increase in the enrollment at Smith for this year. While we plan for 5 students to enter in 9th grade, this year we had 12 begin the program.

Franklin County Technical School

We currently have 15 students enrolled at the Franklin County Technical School. Six of these are members of the senior class and it can be assumed that they will graduate at the end of the current school year. The base annual tuition for FY2009 is \$14,300 (a significant increase over the FY2008 tuition of \$13,600) with an additional cost of \$3,000 added to the base rater for each student with an I.E.P.

In building an initial budget for FY2010 we have assumed a 7% increase in the base tuition rates.

b. Special Education Settings

It is appropriate to anticipate the number of students in out of district placements will remain somewhat consistent next year. However, the dollar amount associated with these placements is

difficult to anticipate given the potential increase in tuition costs of the current placements as well as the fact that placements change based on the individual need of the students.

H. Program Development and Staff Development

Program Evaluation of Curriculum and Instruction:

In FY10, we will continue with the cyclical approach to curriculum and program evaluation. Math, English, and Science are currently in the implementation stage. Expenses during this stage include materials and on-going professional development. We anticipate that we will begin a program review for either English or Science in FY10. Social Studies is currently in a program review and will continue to be in FY10. The costs for a program review are professional time, research, travel, materials, and any consultant work required. The Social Studies program review will result in an action plan which will include recommendations for materials and professional development (K-12) for FY11 and FY12.

I. Central & Building Administration

The Central Administration section of the budget includes all district-level departments such as the Superintendent's Office, Business Office, Human Resources, Information Systems, etc. Funds are included for expenses such as maintenance of equipment, legal expenses, recruiting, postage, professional dues, office supplies, travel, lease of equipment, and School Committee expenses. We are going into the FY2010 budget with the assumption that these budget lines will not be increased.

In the Building Administration section of the budget, funds are included for things such as maintenance of equipment, printing, postage, professional dues, office supplies, travel, lease of equipment, and graduation expenses (ARHS). We are going into the FY2010 budget with the assumption that these budget lines will not be increased.

J. Information Systems

Increases in the quantity of computers in recent years have resulted in an increase in yearly licensing applied to those computers (operating software and applications).

We have seen, or will see, major upgrades and additions to Central Office software and procedures for such areas as SIF, State Reporting (EPIMS and SIMS), HR (KRONOS), Data Warehouse (COGNOS), formative assessment software (Study Island, and in the future a program like Galileo), AYP, custom reporting, transportation (VersaTrans), health service (SNAP) and emergency communications (Connect-ED). Many of these programs and responsibilities have recurring annual costs that are expected to increase for FY10. A new Point-of-Sales software program used by Food Service will require an annual support contract. We are investigating bulk purchasing arrangements with other western Massachusetts school districts (through membership in local organizations) to reduce our software and hardware costs, though we may already be at the lowest pricing level.

With approximately 1,500 computers in ten buildings the ability of I.S. staff to address problems in a timely fashion remains challenging. I.S. has also seen an incredible growth in the demand for data and custom reports. The Applications support staff continues to provide support to all users on a wide range of administrative software. Increased demand for state and federal reports has also added to the work handled by the staff. The PowerSchool Parent portal and WebGrade initiatives have required I.S. staff to increase the number of trainings offered to the professional staff. These training sessions will only increase as the middle and elementary schools continue implementation. With a computer to technician ratio of 500:1 we greatly exceed the state's recommended benchmark of

150:1. The incredible array of technology supported by the I.S. staff includes, but is not limited to, the network infrastructure, printing, wireless, IP phones, classroom intercoms, AV technology, desktop software and applications, email, web servers, network servers and storage, backups and disaster recovery, digital multimedia and various other peripherals has placed additional burdens on the staff. A network analyst position remains unfilled. An increase in both A/V and Information Systems support staff is needed.

When our Internet Service Provider (ISP) discontinued free SPAM filtering this past year, we purchased and installed our own SPAM filter. Updates and support were purchased for three years at the time of purchase which run until May 2011. We are seeing that, on average, 93% of the email received is classified as SPAM. It would be advantageous for the system if we were able to co-locate the SPAM filter at our ISP's facility in Springfield. This would reduce the amount of bandwidth wasted by SPAM traffic as it would be filtered before it enters our system. This would require a monthly fee.

Distance learning and the demand for an increased profile on the internet also place demands on resources and personnel. At a minimum, no further cuts in department personnel, and preferably some increase in personnel or funds for contracted services, are needed to support all the initiatives and demands placed upon the I.S. department.

K. Facilities

1. Facilities Projects and Use Assumptions

a. Anticipated Projects

- Energy conservation initiatives that are in the planning stage with the Massachusetts Division of Energy Resources (DOER). As a result of surveys being conducted a plan between the state and the school will be developed and implemented where best to save energy.
- Security systems upgrades to increase security in all schools.
- Repair of the storm water drainage system in the district will be done over the summer months.
- There is a five year plan for capital improvements based on funding will drive the improvements to the district.
- Pool rework to comply with new federal laws.
- Asbestos three year review of all facilities due late FY2010.

b. Building Use

A number of utilities cost-savings measures have been implemented in the school districts. The utilities for all school buildings are controlled by an energy management software program called AEM. With this system, the Maintenance Department controls all the heating, air conditioning and the majority of outside lights in all district buildings. The district also has occupied and unoccupied utilities schedules in place for all of the buildings. In addition, district administration supported efforts to convert lighting and other devices to energy efficient units. Four oil fired burners have been converted to natural gas which will result in a cost savings as well as less emissions. A lighting retro fit was performed as will this past year reducing the amount of electricity the schools use. Additional software has been added to the energy management system allowing more control over the heating system, which will result in more comfort and save on energy. The district is currently evaluating the potential savings benefits of

blacking out entire school buildings and allowing the use of only one elementary school building and one regional school building for summer and evening programs.

Fees collected for facility use will be incorporated into budget planning for repair/replacement or facility improvement needs as identified by the maintenance department.

2. Facilities, Equipment, and Other Contracts and Known Expenses

The figures listed below represent the expenditures for equipment, security, electrical, mechanical, heating and lighting contractors. Fixed contract costs are those annual expenses required by law. The variable contract costs are anticipated electrical and mechanical repairs performed by outside contractors rather than by district staff. It is anticipated that contracted costs will increase in FY10. As buildings and equipment age and contractors' prices increase, maintenance costs continue to rise. Contractors' costs are rising because they are facing the same fixed-cost increases faced by the school districts (i.e. insurance, fuel, wages, materials).

FY10:

Fixed Contracts Costs

Amherst	Regional MS	Regional HS	Pelham
\$30,000	\$20,000	\$31,000	\$4,000

Variable Contracts Costs

Amherst	Regional MS	Regional HS	Pelham
\$23,000	\$5,000	\$10,000	\$2,000

Based on information to date, we anticipate that contracted services expenditures will increase to conform to codes and regulations.

- Security Equipment and Services (School security is being addressed as needs arise even if there are no dedicated funds available.)
- Fire Safety Testing and Inspections
- Air Quality Testing and Monitoring
- Asbestos Monitoring, Testing and Abatement
- Drinking Water Lead Testing
- Underground Storage Tank Testing, Monitoring and Repairs
- Life Safety Equipment (Generators)
- Solid Waste Removal Cost

L. Utilities

The schools purchase a portion of the anticipated oil needed on the futures market to lock in favorable pricing, with the balance purchased on the spot market during times of the year when prices are typically lower. Distribution to the schools is contracted through a collaborative agreement.

FY2009 has seen a rollercoaster market for heating oil. In January the price of a gallon of heating oil for delivery in January 2009 was \$2.50, rising to a record high of \$4.31 in July before retreating below \$2.00 a gallon in November.

For 2010 we are projecting a 10% increase in the cost of fuel oil budgeted for FY2009, in line with this year's actual experience.

The regional schools installed dual-use burners and gas delivery infrastructure to both the High School (50% of its burners) and Middle School (100% of its burners). After contracting for gas supply through a collaborative purchasing arrangement, these two schools switched over to gas in November. This conversion is expected to cost \$130,000 less than the 100% fuel oil fired configuration.

Electric rates went up steeply in January, 2006. We have entered into a multi-year contract for favorable rates through a collaborative arrangement, assuring steady supply rates. We will budget modest increases based on actual usage over the past 12 months to cover the increase in transmission charges.

M. Transportation

Contracted Specialized Transportation includes transportation of some special education students, van monitors required per the student's educational plan, and transportation required under McKinney Vento for students designated as homeless.. An increased need for van monitors to support special education students in Amherst has been noted and will be reflected in an increased cost for FY10. The need for transportation services for students served under McKinney Vento is highly variable and difficult to anticipate. The regular before-school and after-school bus runs are covered in part by District busses and drivers and by two contracted bus services. FY2010 will be the fifth year of a five year contract. The contracted cost for FY2010 is scheduled to increase 1.3%.

Through the end of FY2008 the Regional agreement stipulated that "the district shall provide transportation for pupils attending the regional district schools as well as the pupils attending the elementary schools of member towns... The costs of providing transportation shall be included in the district operating costs." The cost for all transportation was part of the Regional budget and assessed accordingly. The Department of Education (DOE) directed that the member towns be assessed for their share of the cost for the elementary runs so that each elementary district (4 in this case) would reflect the cost of transporting their own students in their End of Year Reports.

In order to come into compliance with this requirement from DOE, the Regional Agreement was amended to read "*The costs of providing transportation for pupils attending the elementary schools of member towns shall be billed to member towns annually*". This amendment went into effect for FY2009.

N. Food Service

After completing a Request for Proposals in a competitive process to select a Food Service Management Company for the next five years, the schools awarded a contract to Whitson's School Nutrition to manage the Food Service program for the schools. Program revenue is comprised of Sales (Adult, Full and Reduced Pupil) as well as Vending.

In November the price for a full lunch increased 11 percent to \$2.50 for students in response to the steep increase of food costs over the past two years. The price for free and reduced lunches did not change. According to the U.S. Department of Agriculture, the price of staples such as bread, milk and cheese jumped by 17 percent in 2007 alone. Across the country school districts are faced with having to increase meal prices and 75 percent of school districts were expected to raise lunch prices this fall.

Given the volatility in food prices there is no guarantee that the Food Service Program will break even in its operations. However the goal for the program is to break even while providing the variety and quality

of nutritious foods our community expects. To this end new menu offerings have been implemented with the explicit intent of increasing participation by both students and adults.

O. Risk and Benefits

1. Risk Management Insurance

The schools purchase commercial liability insurance to manage exposure to loss. Policies are typical for any business entity and cover Property and Casualty, Vehicles, Errors and Omissions, as well as Boiler and Machinery. The cost of these insurance policies is included in the Regional School District and the Amherst School Department's operating budgets. In Pelham the cost of insurance is not included in the school budget. In 2007 a new provider entered the market with the effect of driving down premium costs. Continued competitive pressure is expected to keep pricing for FY2010 comparable to FY2009.

2. Employee Benefits and Health Insurance

Employees are offered a choice of a PPO plan or an HMO plan from either Blue Cross or from Harvard Pilgrim. The employee pays approximately 25% of the cost of the premium, with the school district paying the balance - about 75% of the cost.

The Health Insurance Trust Fund is a self-insured vehicle administered by the Town of Amherst, and provides health insurance coverage to all Amherst school and town employees, as well as employees of the Regional School District and the Town of Pelham.

Due to instability and reduced average balances within the health care trust fund, a temporary premium surcharge was instituted in January 2007. The surcharge was intended to help restore the trust fund to a healthier level. Fund balances have been restored to a healthier balance and the surcharge was discontinued in December 2008.

For FY2010 budgeting purposes, the Town of Amherst and the school districts have agreed to budget premiums at a 3.0% increase over the current year premium cost.

As of January 1, 2008, all Massachusetts residents are required to have health insurance, and if health insurance is offered by their employer, they may be required to secure insurance through the employer. Employees who are considered "low income" may be eligible for Mass Health and may be required to enroll in our insurance and then be reimbursed by the state for their deductions. The Mass Connector offers health insurance for individuals who do not meet the requirements for our health insurance; they work less than 20 hours a week. These individuals—those not eligible for Mass Health and not eligible to enroll in our insurance, are able to set aside pre-tax funds from their employment with the school districts, and the districts are responsible for making health insurance payments on their behalf to Mass Connector. The schools have set up a system to comply with the new regulations.

P. Control Accounts

Control accounts contain allowances to cover contractual obligations (such as merit awards, degree changes, and professional leave opportunity). During years when contract negotiations are underway but not yet ratified, a good faith placeholder for salary adjustments is budgeted in the control accounts as well.

As the budget is built the control accounts also reflect the proposed increases and reductions to positions and other expenses. Once the budget is adopted, these increases and reductions are transferred to their respective accounts.

Massachusetts Special Education - Disability Definitions

Special education is mandated by the federal government as well as by the Commonwealth of Massachusetts. The federal legislation is Public Law 105-17 referred to as **IDEA** or the Individuals with Disabilities Act. In Massachusetts special education regulations are known as **603 CMR 28.00 (Also referred to as Chapter 766 Regulations)**. Chapter 766 follows the goals and objectives of IDEA. In some areas Massachusetts exceeds the federal mandates. In other areas it uses different language, but the emphasis and intent are still in concert with the federal guidelines. The major goal of both federal and Massachusetts's regulations is to provide educational services to students with special education needs. These services are to be provided in the least restrictive environment possible. In many, but not all cases, this is the regular (general) education classroom.

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR 300.7.

Federal Definition:

- (i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.
- (ii) A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

Communication Impairment

The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.

Developmental Delay

The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

Emotional Impairment

As defined under federal law at 34 CFR §300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.

Health Impairment

A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.

Intellectual Impairment

The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.

Neurological Impairment

The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.

Physical Impairment

The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures if such impairment adversely affects a student's educational performance.

Sensory Impairment

The term shall include the following:

Hearing - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.

Vision - The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.

Deaf-Blind - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

Specific Learning Disability

The term shall have the meaning given in federal law at 34 C.F.R. §§300.7 and 300.541.

Federal Definition:

Specific learning disability is defined as follows:

(i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage

SOURCE: <http://www.doe.mass.edu/sped/definitions.html>

Appendix B Enrollment Projections—Cohort Survival Method

**ENROLLMENT PROJECTIONS
AMHERST ELEMENTARY SCHOOLS**

Oct-08

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	200	197	237	226	249	224	259	1592
1999-00	176	186	210	206	236	229	251	220	1538
2000-01	191	199	192	208	212	236	220	259	1526
2001-02	186	191	198	197	214	209	238	230	1477
2002-03	168	220	199	198	204	212	204	235	1472
2003-04	155	178	210	192	203	208	220	205	1416
2004-05	179	193	193	210	193	210	210	221	1430
2005-06	188	195	193	200	206	204	206	213	1417
2006-07	160	192	181	198	206	199	196	224	1396
2007-08	165	176	185	179	205	194	201	196	1336
2008-09	170	178	185	182	175	207	196	201	1324
survival fac		1.08	0.98	1.01	1.01	0.99	0.99	1.03	
2009-10	170	184	175	187	183	174	205	201	1309
2010-11	175	190	182	177	188	182	172	210	1300
2011-12	182	197	187	183	178	187	180	176	1288
2012-13	179	194	194	189	184	177	185	185	1307
2013-14	180	195	192	194	195	194	192	197	1359

**ENROLLMENT PROJECTIONS
AMHERST ELEMENTARY SCHOOLS Crocker Farm School**

Oct-08

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	41	44	47	57	65	51	61	366
1999-00	176	37	37	48	42	49	67	48	328
2000-01	191	41	40	36	45	46	57	71	336
2001-02	186	42	37	40	39	43	46	55	302
2002-03	168	42	49	39	39	39	38	45	291
2003-04	155	37	49	48	37	41	45	41	298
2004-05	179	54	43	48	43	34	40	46	308
2005-06	188	48	53	37	45	49	39	44	315
2006-07	160	52	43	50	36	39	42	41	303
2007-08	165	36	41	36	44	30	32	36	255
2008-09	170	51	34	37	37	45	31	30	265
survival fac		0.27	0.90	0.89	0.95	0.97	0.95	0.99	
2009-10	170	47	46	30	35	36	43	31	267
2010-11	175	48	42	41	29	34	34	42	269

2011-12	182	50	43	37	39	28	32	34	262
2012-13	179	49	45	38	35	38	26	32	263
2013-14	180	49	44	40	36	34	36	26	265

**ENROLLMENT
PROJECTIONS**

AMHERST ELEMENTARY SCHOOLS Fort River School

Oct-08

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	54	67	70	70	77	77	90	505
1999-00	176	65	60	68	73	76	75	79	496
2000-01	191	71	66	58	76	73	71	79	494
2001-02	186	59	74	70	62	76	75	80	496
2002-03	168	75	59	85	76	64	78	76	513
2003-04	155	55	72	57	85	77	67	78	491
2004-05	179	60	56	73	61	96	77	65	488
2005-06	188	59	58	63	70	60	87	78	475
2006-07	160	55	57	66	71	69	60	98	476
2007-08	165	60	62	60	74	71	81	70	478
2008-09	170	53	52	60	63	76	75	83	462
survival fac		0.33	0.98	1.07	1.06	1.00	1.02	1.08	
2009-10	170	57	52	56	64	63	78	81	449
2010-11	175	58	55	55	59	64	64	84	440
2011-12	182	60	57	59	59	59	65	70	429
2012-13	179	59	59	61	63	59	60	70	432
2013-14	180	60	58	63	65	63	60	65	434

**ENROLLMENT
PROJECTIONS**

AMHERST ELEMENTARY SCHOOLS Marks Meadow School

Oct-08

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	30	30	37	28	26	23	34	208
1999-00	176	19	35	33	32	29	30	20	198
2000-01	191	28	21	33	33	25	25	26	191
2001-02	186	22	24	22	26	30	25	25	174
2002-03	168	40	22	19	25	36	23	26	191
2003-04	155	32	34	21	23	28	41	21	200
2004-05	179	28	36	33	18	20	25	37	197
2005-06	188	30	25	38	36	22	19	24	194
2006-07	160	21	26	25	35	35	20	18	180
2007-08	165	22	22	26	27	31	35	22	185
2008-09	170	22	33	22	20	25	34	35	191

survival fac		0.14	1.05	1.02	0.97	0.97	1.00	1.00	
2009-10	170	24	23	34	21	19	25	34	180
2010-11	175	24	25	24	33	21	19	25	170
2011-12	182	25	26	25	23	32	21	19	171
2012-13	179	25	27	26	24	22	32	21	176
2013-14	180	25	26	27	25	24	22	32	181

**ENROLLMENT
PROJECTIONS**

AMHERST ELEMENTARY SCHOOLS Wildwood School

Oct-08

	5 yr Earlier Births	K	1	2	3	4	5	6	Total
1998-99	196	75	56	83	71	81	73	74	513
1999-00	176	65	78	57	89	75	79	73	516
2000-01	191	59	65	81	58	92	67	82	504
2001-02	186	68	63	65	77	60	92	70	495
2002-03	168	63	69	55	64	73	65	88	477
2003-04	155	54	55	66	58	62	67	65	427
2004-05	179	57	58	56	71	60	68	73	443
2005-06	188	58	57	62	55	73	61	67	433
2006-07	160	64	55	57	64	56	74	67	437
2007-08	165	58	60	57	60	62	53	68	418
2008-09	170	52	66	63	55	61	56	53	406

survival fac		0.34	1.00	1.04	1.01	1.01	0.97	1.00	
2009-10	170	58	52	69	64	55	59	56	413
2010-11	175	59	58	54	69	64	54	59	418
2011-12	182	62	60	60	55	70	62	54	422
2012-13	179	61	62	62	61	55	68	62	431
2013-14	180	61	61	65	63	61	54	68	432

**ENROLLMENT
PROJECTIONS**

Pelham with current Choice included, but no new projected students for 09-10

Oct-08

	K	1	2	3	4	5	6	Total
1998-99	13	15	22	24	18	26	25	143
1999-00	15	14	15	22	24	15	25	130
2000-01	15	18	14	18	21	25	17	128
2001-02	13	16	18	14	17	22	24	124
2002-03	14	15	14	16	14	18	21	112
2003-04	11	14	19	17	18	17	20	116
2004-05	16	13	15	18	19	15	18	114
2005-06	16	17	13	17	19	20	17	119

2006-07	16	18	17	16	19	19	21	126
2007-08	14	16	16	18	14	18	21	117
2008-09	18	14	16	17	18	15	19	117
survival fac		0.97	0.97	1.11	1.01	1.01	1.08	
2009-10	10	17	14	18	17	18	16	111
2010-11	10	10	17	15	18	17	20	107
2011-12	12	10	9	19	15	18	19	103
2012-13	12	12	9	10	19	16	20	98

REGIONAL ENROLLMENT PROJECTIONS

Oct-08 (Includes "Roll-Over School Choice in Grade 7 from Pelham & Leverett)

	A L P S							
	Previous 6	7	8	9	10	11	12	Total
1990-91	248	247	247	250	272	246	238	1500
1991-92	262	275	248	239	269	253	215	1499
1992-93	286	283	278	243	253	256	229	1542
1993-94	313	336	294	276	282	237	240	1665
1994-95	345	358	334	268	307	239	216	1722
1995-96	342	328	348	318	274	278	223	1769
1996-97	361	378	314	329	351	256	279	1907
1997-98	316	334	368	311	334	330	260	1937
1998-99	348	362	329	363	317	318	318	2007
1999-00	338	366	359	341	357	307	319	2049
2000-01	302	324	364	363	347	359	300	2057
2001-02	333	344	317	361	342	339	365	2068
2002-03	319	333	351	332	349	365	307	2037
2003-04	312	327	337	378	320	349	332	2043
2004-05	267	288	318	334	358	310	341	1949
2005-06	273	289	289	333	334	358	321	1924
2006-07	304	275	282	309	321	333	357	1877
2007-08	265	291	284	314	299	315	314	1817
2008-09	263	241	293	305	311	309	305	1764
survival fac		0.99	1.00	1.08	0.98	1.00	0.99	
2009-10	257	261	242	315	299	312	305	1733
2010-11	266	264	262	260	309	300	307	1702
2011-12	234	232	265	282	255	310	295	1639
2012-13	249	247	233	285	276	256	305	1602
2013-14	234	232	248	251	279	277	252	1539