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**A FEASIBILITY STUDY FOR THE
PURPOSE OF CENTRALIZING
THE BROCTON CENTRAL SCHOOL DISTRICT
AND
THE FREDONIA CENTRAL SCHOOL DISTRICT**

Conducted by the
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Chapter 1 Introduction

History of Brocton Schools

Settled in the early 1800's near neighboring Portland, Brocton received its first post office in 1834 and the name of Salem Cross Roads, a name pulled from a hat. In 1857, the village and post office were renamed Brocton because of confusion with another village of Salem in the state. (Two hotel owners named Brockway and Minton blended their names to form Brocton.)

The village was incorporated in 1894. It was a prosperous community, with thriving businesses, fire departments and hotels. In 1905, a fire destroyed most of the business district, which was rebuilt.

Surrounded by vineyards and close to Lake Erie, Brocton is described as a bedroom community, with a population above 1,000, according to the historical book, *Brocton and Portland*, published in 2007 by Edward Kurtz.

The historical arches at the center of town are a source of pride to the community. A state park, prison, college lodge and a cluster of churches are within a few miles of Brocton, and the school on Main Street has been a center of the community since it was built in 1939.

Prior to the 1939 centralization, numerous schools served the area, beginning with the first school, dedicated in 1810. It was a log cabin built on the property of Captain James Dunn. A string of other schools followed through the years, with several fires and additions to the buildings. As the population grew, schools were added. In 1887, the Brocton Union School was built, with several additions as needed. This building was used until the Brocton Central School was constructed in 1939, which has been expanded to accommodate growth. "It is a school that the community is very proud of," according to Kurtz.

More specific details about school history may be found in the Brocton Central School commemorative issue, published in 1989. According to this source, "There were fifteen districts in Portland and Pomfret that became known as Brocton Union School in

1939. Due to the increasing number of students and the Federal Government's consideration for appropriation for public works, a need for centralization arose. At that time, the district had 672 students. One reason for centralization is that it was a poor practice to keep a few students at an individual school when economically it would cost less to consolidate them. Also, centralization spread the tax support over the whole district which would tend to lower taxes.

"Portland residents were not going to centralize unless their children were to be transported, as they had no sidewalks and Brocton residents were not going to let their children walk if Portland did not. There were also some concerns over loyalties as many Portland students had gone to Westfield and did not feel a loyalty to Brocton. There was considerable controversy over transportation and allegiance to the newly created district but the controversy was always eventually ironed out. Centralization would guarantee students within the district a more varied and complete education."

"Through the efforts of the State Education Department, a vote was set up in the district. The election was held on August 24, 1938, which resulted in the plan being carried 157 to 152. The election of a new school board immediately followed...."

Students were moved into the new building in February 1940. The building was designed with a combination of English and Early American themes. The architectural tradition was linked with historic Oxford University.

The building has been renovated through the years, with more classrooms than the original forty-five. The enrollment was at 967 in 1994, according to the Brocton Centennial booklet, edited by David Travis.

In 2005, a capital project was completed that added 22 new classrooms, a distance learning center and state of the art science laboratories. Significant alternations were made to improve accessibility to various instructional areas and to the building itself. A new gymnasium and extensive improvements to athletic facilities were included. The historic character and architecture of the building is retained.

History of Fredonia Schools

The education of the children of Fredonia's forefathers and mothers was a matter of extreme importance. Hezekiah Barker built the first school house (a log cabin) in the

Common, which is now the east park, on land which he later deeded to the Town of Pomfret. The first teacher was Samuel Berry and records indicate that in 1808 and 1809, the summer session was taught by Miss Nabby Brigham.

In the early days, arguments ensued as to whether the village would develop on the east or west side of the Canadaway Creek. Since the west side had no school, one was started in a dilapidated house or stable standing near the south line of the Common laid out by Judge Jacob Houghton. In 1814, this Common was cleared and a school built near the center. It is noted, that as one school was destroyed by fire, as was the Trinity School in December 1826, another was quickly built. There was never any length of time when the children were not provided with instruction in the three "R's."

Several private schools, including one conducted by Mrs. Milton Cushing, mother of the four Cushing men who served in the Civil War, were started at various times.

As the population increased, a school was built about 1830 on Temple Street on the site of the present office of the Dunkirk and Fredonia Telephone Company. In 1845, a lot was purchased and a school built at the corner of Center and Barker Streets. The Barber School had about 140 students. In 1853, the building was destroyed by fire and the following year a brick school was erected on the same site and in 1904, the front was added.

In 1909, two new public schools were constructed, the Seymour Street School and the Eagle Street School. The High School was built on West Hill, opening about 1922. This provided room for the 8th grade pupils from the Barker School and High School students from "Old Main." An addition was added to the High School in 1948 and in 1953, the Harry E. Wheelock School and the Eagle Street Elementary School were built. They were dedicated on October 3, 1954 and the Barker School was demolished. Today, the elementary school, middle school and high school are located in the new buildings on East Main Road, while the Kindergarten, first and second grades are taught in the Wheelock School.

For many years, the only institution of "higher learning" in the western area of the United States was the Fredonia Academy, located in the Town of Pomfret. It was incorporated in 1824 and opened to students on October 4, 1826. The building was located on the site of the present Village Hall, land given by Hezekiah Barker. During its forty-six

years of existence, approximately 11,000 persons received advanced education at the Fredonia Academy. In reality, the Academy did not cease to exist, but was absorbed by the new Normal School which was located at the intersection of Temple Street and Central Avenue.

Over the years, a number of churches, including St. Anthony's and St. Joseph's, have conducted private schools for elementary grades, but due to declining enrollments and lack of funding, they no longer exist. These students have been absorbed into the public school system.

The need for a centralized school district was felt in the late 1950's as the space age began to develop. It was noted in the Dunkirk Observer, November 18, 1958, "The dawn of the missile age has brought men into thinking deeply about the future and how children born into today's fast moving society would be educated. Fredonians are in the midst of a struggle to increase their educational facilities and to give their children what tangible and intangible needs are necessary for the human minds to meet today's demands."

A brochure, "Our Schooling Depends on You," detailing the entire story of centralization with the tax rate for five years in the future was prepared and released to the general public. Throughout discussions, every angle was investigated and thoroughly explained to parents, teachers and taxpayers. Regardless of the many facets of the issue, for educators and the general public alike, the main issue was "money," how much was needed and where it would come from.

The order for a vote on December 16, 1958, was issued by state education commissioner, James Allen. At that time, Fredonia's Union Free school district and the eleven common school districts surrounding the village voted on centralization. This included residents of Pomfret #1, Pomfret District #11, Pomfret-Arkwright #4, Pomfret #7, Sheridan-Pomfret-Dunkirk #8, Pomfret District #16, and the Union Free School district in the village of Fredonia. More than 1600 ballots were marked and the vote was carried by a 2-1 margin!

Education leaders in the Fredonia-Pomfret area expressed deep appreciation for the outcome. Robert D. Helmer, Superintendent of Schools said, "I am happy the committee has the opportunity to reap the benefits which will accrue through the increased state

support and the opportunities for the total school community to work together on their common problems. As time goes on, the total community will be pleased with the improved opportunities for the education of all our children. We can now plan to the end that each child will have more appropriate opportunity to meet his full potential and satisfy his life goals.”

Glenn Hunter, chairman of the centralization study committee said, “It inspires us to continue the job that we set out to do – to bring adequate housing facilities and the best of education for our children that can be had for our tax dollars.”

In the late 1990(s), a committee of community members and school personnel were formed to plan and prepare the District’s programs and facilities for the challenges of the new century. Named “Goals for 2000”, the efforts resulted in a completely refurbished campus and primary school that opened in 2001.

History in Summation

In 1939, fifteen districts in Portland and Pomfret voted to become one district known as Brocton Union School. Though initially there was controversy over transportation and loyalties, it was finally agreed that centralization would guarantee students within the district a more varied and complete education. Just eight miles down the road, the communities in Fredonia and surrounding areas were faced with the same dilemma and in 1959, because of a desire to give their children and future generations better educational opportunities, eleven small schools became Fredonia Central Schools by a two to one vote.

Today, in the year 2009, faced with continually dwindling enrollments and tremendous financial burdens on the taxpayer, residents are once again being called upon to examine the possibility of merging two communities’ school systems into one. Foremost in their minds is to provide the best educational opportunities for all children, while easing the role of the taxpayers in both communities. Brocton and Fredonia residents have much in common and both want what will benefit their children and at the same time ease their pocketbooks.

Demographics

The Brocton Central School District is located in the Town of Portland in Chautauqua County and it serves an area of approximately 35 square miles. The Village of Brocton is the population center of the Town of Portland. Much of the agriculture of the area is committed to vineyards. The major employer is the Lakeview Shock Incarceration Correctional Facility, a part of the New York State Correctional System. The Chautauqua County Chamber of Commerce reports that 520 persons are employed by this institution, though only 35 of these employees reside with their families in the school district. The Brocton Central School District employs 163 people, of these, 122 people live in the school district. There are a number of small businesses located in the Village and others in the Town. In 1990, the United States Census reported the population of the Town of Portland to be 4,832 with 1,387 people living in the Village of Brocton. Ten years later, the 2000 United States Census reported that 5,502 people resided in the Town of Portland and 1,547 living in the Village of Brocton. The population density was 160.6 people per square mile. The racial makeup of the Town was 82.93% White, 12.05% African-American, 0.49% Native American, 0.02% Pacific Islander, 3.51% from other races, and 0.98% from two or more races. Hispanic or Latino of any race were 8.62% of the population.

The decade of the 90's was a period of modest growth. Some of the impact of the baby boom may still be evident in this period and the development of the Lakeview Incarceration Facility caused a few new families to locate in this school district.

The U.S. Census Bureau in 2007 published population trends for selected communities. The listing for the Village of Brocton showed a population in the year 2007 of 1,447 people. This was down from a count of 1,547 in the year 2000. The count in 1990 was 1,387. The Town of Portland was not available on this Website.

The modest growth of the last decade does not seem to be sustaining itself in this decade.

The Fredonia Central School District occupies 38 square miles in the Town of Pomfret in Chautauqua County. The main campus is located on East Main Street in the Village of Fredonia. The District also operates a Pre-K through 2nd grade program in the Wheelock Building on Chestnut Street in the Village. The State University of New York

College at Fredonia is the largest employer in the District. The Chautauqua County Chamber of Commerce reports that 1,000 people are employed at the College. Fredonia Central School employs 293 persons, 157 of whom reside in the District. Much of the arable land in the area consists of vineyards. Agriculture is critical to the area's economy.

The United States Census of 1990 reported a population of 14,224 in the Town of Pomfret. The Village accounted for 10,436 of those persons. The year 2000 census revealed 14,703 persons in the Town. Of these, 10,706 lived in the Village of Fredonia. This is a modest growth of less than 4% and would seem to reflect a stable period. In this period, the County of Chautauqua experienced a decline of 1.5%.

The Village of Fredonia was among those selected in 2007 for population projections. For that year, the Census Bureau projected a population of 11,049 in the Village. This represents a 3% growth that is probably not significant and may be accountable by the movement of retirees into more populated areas.

In an effort to further identify population patterns, realtors in the area, including personnel from the Multiple Listing Service and from Midtown Realty, were interviewed.

The consensus of their views is that most new builds in the area are for executives and professionals without children or whose children are past school age (though they also believe there is still a market for family housing). Larger trends are for town houses, condos and toward smaller houses to accommodate a growing population of people over 55 years of age. Lake front property is still moving well. Realtors also noted that out-of-state buyers question the high tax rate in this area as compared to other states where home prices may be higher but taxes are lower.

Taxes in the two school districts have followed a statewide trend over the past ten years. The tax levy is the amount of money that a school district needs to raise in taxes.

Tax Levy Data				
	2005-06	2006-07	2007-08	2008-09
Brocton	3,341,496	3,374,651	3,340,650	3,407,471
Fredonia	11,351,953	11,602,148	12,184,938	12,587,059
Combined	14,693,449	15,026,959	15,525,588	15,994,530

The tax levy data illustrates that trend. Further data appears in Chapter 7 of this report.

The issuance of building permits in the Town of Pomfret for single family dwellings in 2004 was 14, in 2005 it was 10, in 2006 it was 8, in 2007 it was 9 and in 2008, it was 4. In the Town of Portland, single-family permits in 2004 were issued for 5 applicants, none were issued in 2005 or 2006. In 2007, 4 permits were issued. Data was not available for 2008.

Area government officials were also interviewed to ascertain their perspectives relative to population and employment trends. Several were supportive of the need to reduce overlapping services and spoke favorably relative to mergers. It was expressed that small businesses have issues with the increasing burden of tax bills. Some are moving to other areas. Such moves reduce options for consumers as well as reducing employment opportunity. The area also becomes less attractive to companies that might consider moving into the area. It should be noted that at least one interviewee felt that closing the Brocton Central School District would be devastating to the Brocton community.

Enrollment

There is no more convincing evidence of population change in any community than can be found in tracking enrollment levels in the community schools (see Table 2.7 in Chapter 2). For purposes of this study, a ten year projection of student enrollment in the schools of these two communities was developed.

The numbers interestingly follow a national, state and local pattern of student enrollments. Demographers have identified the Class of 2009 as the final group of students that are children of the baby boomers. In the foreseeable future, high school graduating classes even nationwide will be smaller. The decline of enrollment numbers at both Brocton Central School District and at Fredonia Central School District are a major reason for this study. The trend may be slow and has an occasional spike but it is persistent. The combined enrollments of these two districts over the past five years show a decline of 7.9%. The decline of the next seven years is projected to be 8.5%.

There is a growing perception that in recent years, even as population growth has slowed or declined, school tax burdens have increased, and even with greater state support for schools, local costs are becoming more burdensome. Since education is such a labor intensive industry, relief is not readily achieved. Enrollment declines do not quickly

translate to lower costs. In fact, a half-filled classroom or a three-quarter filled one is not significantly cheaper to operate than a filled one. Maximum or optimum size generally means that costs are spread over greater numbers and therefore achieve lower unit costs. Smaller enrollments make elective programs more expensive and threaten the economic ability of school districts to offer the wider range of programs expected. Since the Coleman Report of the 1950's, many educators have accepted the notion that for both programmatic reasons and economies of scale, schools need a graduating class of at least 100 students. That belief persists.

Chapter 2 Pupil Enrollment and Future Enrollment Projections

Methodology

Both Brocton and Fredonia provided the actual enrollments for the current year, 2008-09, and the previous four years as reported in their respective NYS BEDS data reports. The enrollment history is by grade level and does not include district residents that do not receive instruction in the district schools, such as those students who are home schooled, attend private/parochial schools or attend BOCES programs full time.

The statistical methodology of cohort survival was used to project future enrollments. By this method, the percentage of change is computed for each grade level as the students pass from one grade to the next. This percentage is known as the survivor ratio and, with five years of enrollment history available, four years' worth of survivor ratios were developed. The average of these four ratios for each grade level was used to project that grade's enrollment forward. **Tables 3.1, 3.2 and 3.3** show the enrollment history and survival ratios for Brocton, Fredonia and the aggregate of the two districts, respectively. **Tables 3.4, 3.5 and 3.6** show the 2008-09 enrollments by grade level, the average survival ratio and the enrollment projections for 2009-10 through 2018-19. The kindergarten enrollment projections reflect the average kindergarten enrollments for 2004-05 through 2008-09. Live birth data for each district was analyzed. However, there was not a reliable pattern of the number of live births per district that enrolled in kindergarten five years later. Therefore live birth data were not used in projecting kindergarten enrollment.

Trends

The data show that in a combined Brocton/Fredonia district there is a 7.9% decrease in students over the last five years (2484 in 2004-05 to 2289 in 2008-09). Further, from the current year over the next seven years this trend for the combined district continues with a 8.6% decrease in students (2289 in 2008-09 to 2093 in 2015-16). However, the declines in the later years of the projections are less and the projections level

off at around 2100 students for the last three years of the forecast. The trends generated during the 5 years of enrollment history and the projections are consistent with general Western New York, New York State and national demographic statistics. As the children of the baby boomers, known as the baby blip, age out of high school, the number of K-12 students drops off. In fact, it is projected that nation-wide this year's 12th grade graduates (Class of 2009) will be the largest in many years and that the pool of potential college freshmen will be on the decline in future years.

A review of the data in both districts indicates that the general reason for the enrollment decline is that smaller cohorts of students are moving through the elementary and middle school while the larger classes graduate out of the high school. The good news is that by the later years of the projections most of the larger class sizes have left the high school, thereby reducing the decline in enrollment and suggesting that there will be somewhat of a leveling off of enrollment. However, the farther into the future that the projections go, the less reliable they become. There are, however, many other factors that could have an impact on the enrollment in either or both districts. Issues like the downturn in the economy, the closing of or significant cutbacks by a major business in the area or the closing of local private schools have the potential to have an impact on the public school enrollment.

Table 2.1

**Brocton Central School District
Five-Year Enrollment History* and Survival Ratios**

Grade Level	2004-05	2005-06	Survival Ratio	2006-07	Survival Ratio	2007-08	Survival Ratio	2008-09	Survival Ratio	Average Survival Ratio
K	45	46		35		42		50		
1	51	44	.977	45	.978	39	1.114	48	1.142	1.052
2	41	48	.96	43	.977	47	1.067	38	.979	.996
3	50	41	1.0	48	1.0	42	.976	48	1.021	.999
4	65	51	1.02	42	1.024	49	1.021	38	.904	.992
5	51	57	.877	45	.882	43	1.023	51	1.041	.956
K-5 ST	303	287		258		262		273		
6	62	57	1.117	57	1.0	51	1.113	43	1.0	1.063
7	67	62	1.0	54	.947	55	.965	54	1.058	.992
8	66	57	.851	56	.903	49	.907	55	1.0	.915
6-8 ST	195	176		167		155		152		
9	67	68	1.03	59	1.035	52	.928	58	1.183	1.044
10	62	58	.865	64	.941	61	1.034	52	1.0	.96
11	39	53	.855	54	.931	51	.797	55	.901	.871
12	51	39	1.0	53	1.0	56	1.037	57	1.117	1.039
9-12 ST	219	218		230		220		222		
K-12 Total	717	681		655		637		647		

* The enrollment history is the NYS BEDS data as reported by Brocton

Table 2.2

**Fredonia Central School District
Five-Year Enrollment History* and Survival Ratios**

Grade Level	2004-05	2005-06	Survival Ratio	2006-07	Survival Ratio	2007-08	Survival Ratio	2008-09	Survival Ratio	Average Survival Ratio
K	103	107		109		101		107		
1	109	110	1.068	120	1.121	123	1.128	108	1.069	1.097
2	122	109	1.0	111	1.009	126	1.05	127	1.033	1.023
3	117	119	.975	105	.963	110	.991	132	1.048	.994
4	116	119	1.017	122	1.025	103	.981	105	.955	.995
5	127	111	.957	115	.966	124	1.016	105	1.019	.989
K-5 ST	694	675		682		687		684		
6	126	129	1.015	112	1.009	123	1.069	126	1.016	1.027
7	166	127	1.008	141	1.093	113	1.009	128	1.041	1.038
8	164	166	1.0	130	1.024	133	.943	119	1.053	1.005
6-8 ST	456	422		383		369		373		
9	158	175	1.067	182	1.096	137	1.054	130	.977	1.049
10	160	159	1.006	161	.92	176	.967	133	.97	.966
11	153	145	.906	160	1.006	147	.913	170	.966	.948
12	146	151	.987	148	1.02	166	1.037	152	1.034	1.02
9-12 ST	617	630		651		626		585		
K-12 Total	1767	1727		1716		1682		1642		

* The enrollment history is the NYS BEDS data as reported by Fredonia

Table 2.3

**Brocton-Fredonia Central School Districts
Combined Five-Year Enrollment History and Survival Ratios**

Grade Level	2004-05	2005-06	Survival Ratio	2006-07	Survival Ratio	2007-08	Survival Ratio	2008-09	Survival Ratio	Average Survival Ratio
K	148	153		144		143		157		
1	160	154	1.04	165	1.078	162	1.125	156	1.091	1.074
2	163	157	.981	154	1.0	173	1.048	165	1.019	1.012
3	167	160	.982	153	.975	152	.987	180	1.04	.996
4	181	170	1.018	164	1.025	152	.993	143	.941	.994
5	178	168	.928	160	.941	167	1.018	156	1.026	.978
K-5 ST	997	962		940		949		957		
6	188	186	1.045	169	1.006	174	1.088	169	1.012	1.038
7	233	189	1.005	195	1.048	168	.994	182	1.046	1.023
8	230	223	.957	186	.984	182	.933	174	1.036	.976
6-8 ST	651	598		550		524		525		
9	225	243	1.056	241	1.081	189	1.016	188	1.033	1.047
10	222	217	.964	225	.926	237	.983	185	.979	.963
11	192	198	.892	214	.986	198	.88	225	.949	.927
12	197	190	.989	201	1.015	222	1.037	209	1.055	1.024
9-12 ST	836	848		881		846		807		
K-12 Total	2484	2408		2371		2319		2289		

*The enrollment history is the NYS BEDS data as reported by Brocton and Fredonia

Table 2.4

**Brocton Central School District
Ten-Year Enrollment Projections**

Grade Level	Survival Ratio*	2008-09 Actual	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K		50	44	44	44	44	44	44	44	44	44	44
1	1.052	48	52	46	46	46	46	46	46	46	46	46
2	.996	38	48	52	46	46	46	46	46	46	46	46
3	.999	48	38	48	52	46	46	46	46	46	46	46
4	.992	38	48	38	48	51	45	45	45	45	45	45
5	.956	51	36	46	36	46	49	43	43	43	43	43
K-5 ST		273	266	274	272	279	276	270	270	270	270	270
6	1.063	43	54	38	49	38	49	52	46	46	46	46
7	.992	54	43	54	38	48	38	48	51	45	45	45
8	.915	55	49	39	49	35	44	35	44	47	41	41
6-8 ST		152	146	131	136	121	131	135	141	138	132	132
9	1.044	58	57	51	41	51	37	46	36	46	49	43
10	.96	52	56	55	49	39	49	35	44	34	44	47
11	.871	55	45	49	51	43	34	43	30	38	29	38
12	1.039	57	57	47	51	50	45	35	45	31	39	30
9-12 ST		222	215	202	192	183	165	159	155	149	161	158
K-12 Total		647	627	607	600	583	572	564	566	557	563	560

Table 2.5

**Fredonia Central School District
Ten-Year Enrollment Projections**

Grade Level	Survival Ratio*	2008-09 Actual	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K		107	105	105	105	105	105	105	105	105	105	105
1	1.097	108	117	115	115	115	115	115	115	115	115	115
2	1.023	127	110	120	118	118	118	118	118	118	118	118
3	.994	132	126	109	119	117	117	117	117	117	117	117
4	.995	105	131	125	108	118	116	116	116	116	116	116
5	.989	105	103	130	124	107	116	115	115	115	115	115
K-5 ST		684	692	704	689	680	687	686	686	686	686	686
6	1.027	126	108	106	134	127	110	119	118	118	118	118
7	1.038	128	130	112	110	139	132	114	123	122	122	122
8	1.005	119	129	131	113	110	139	133	114	124	123	123
6-8 ST		373	367	349	357	376	381	366	355	364	363	363
9	1.049	130	125	135	137	119	115	146	139	119	130	129
10	.966	133	126	121	130	132	115	111	141	134	115	125
11	.948	170	126	119	115	123	125	109	105	134	127	109
12	1.02	152	173	129	121	117	125	127	111	107	137	129
9-12 ST		585	550	504	503	491	480	493	496	494	509	492
K-12 Total		1642	1609	1557	1549	1547	1548	1545	1537	1544	1558	1541

* The Survival Rate represents the average of the previous four years of survival ratios for that grade level

Table 2.6

**Brocton-Fredonia Central School Districts
Combined Ten-Year Enrollment Projections**

Grade Level	Survival Ratio	2008-09 Actual	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K		157	149	149	149	149	149	149	149	149	149	149
1	1.074	156	169	160	160	160	160	160	160	160	160	160
2	1.012	165	158	171	162	162	162	162	162	162	162	162
3	.996	180	164	157	170	162	161	161	161	161	161	161
4	.994	143	179	163	156	169	161	161	161	161	161	161
5	.978	156	140	175	159	153	165	158	158	158	158	158
K-5 ST		957	959	975	956	955	958	951	951	951	951	951
6	1.038	169	162	145	182	165	159	171	164	164	164	164
7	1.023	182	173	166	148	186	169	163	175	168	168	168
8	.976	174	178	169	162	144	182	165	159	171	164	164
6-8 ST		525	513	480	492	495	510	499	498	503	496	496
9	1.047	188	182	186	177	170	151	190	173	166	179	172
10	.963	185	181	175	179	170	164	145	183	167	160	172
11	.927	225	171	168	162	166	158	152	134	170	155	148
12	1.024	209	230	175	172	166	170	162	156	137	174	159
9-12 ST		807	764	704	690	672	643	649	646	640	668	651
K-12 Total		2289	2236	2159	2140	2121	2111	2099	2093	2094	2115	2098

* The Survival Ratio represents the average of the previous four years of survival ratios for that grade level

Table 2.7 given below identifies the number of 2008-09 in-district and out-of-district special education students for Brocton and Fredonia. In addition, this Table lists those 2008-09 residents that are not educated on either of the Brocton or Fredonia campuses. Conversely, the tuition students are those children that are not district residents but do attend either Brocton or Fredonia. The tuition rate is determined by each district and may be anything from \$0 to a maximum as identified by a state formula. Fredonia has an agreement with its employees that tuition is waived if their children attend the Fredonia schools.

Table 2.7

SPECIAL EDUCATION AND OUT OF DISTRICT PLACEMENTS		
	BROCTON	FREDONIA
TOTAL # SPECIAL ED PUPILS:	123	164
IN-DISTRICT	89	143
FULL-TIME BOCES	31	15
OUT OF DISTRICT	3	6
GENERAL EDUCATION:		
HOME SCHOOLED	26	15
PRIVATE/PAROCHIAL	8	89
OTHER SCHOOL DISTRICTS	0	5
BOCES ALT ED	8	7
TUITION STUDENTS	4	63

Chapter 3 Curriculum and Instruction

Charge and Responsibilities

The Curriculum Sub-Committee was charged with the tasks of reviewing and analyzing similarities and differences in general and special education instructional programs, including course offerings, texts, schedules, instructional technology and creative programming opportunities. As part of its work, this committee also looked at student achievement and student placement information. Additionally, this committee had the responsibility to review athletic and extra-curricular programs, as well as mascot and school colors information for possible recommendations. Our final charge was to review and recommend grade level structures from the instructional and student perspective.

Introduction

The Curriculum Sub-Committee has explored the current curricular programs, student achievement, special education programs, athletics, extracurricular activities, school mascots and colors in the Brocton and Fredonia Central School Districts. Additionally, many related areas have been studied as we developed the conclusions and reports that follow, including the current economic conditions that affect the funding of local school districts. This is a challenging budget time when maintaining our current programs may be difficult in our schools. Committee members had considerable discussion about the impact of the financial incentives encouraging merger that would mean not only a potential increase and enrichment in student programs, but also a stabilization of current essential offerings.

Conclusions

CURRICULAR PROGRAMS AND TEXTS

Student Programs. Our committee reviewed courses of study used in both districts, K –12 (see Course Comparison charts). A merger of the two districts would result in increased opportunities for students in both districts. At the high school level, students in both districts would have access to Advanced Placement courses (which would increase student numbers in those courses to insure their stability) and to JCC college

courses. There are courses offered in each school and not in the other that would enhance educational opportunities for students. Included are courses in History, Foreign Languages (Languages other than English), Science, Music, English, Computers, Business, and Art. Additionally, Brocton offers Project Lead the Way that would be new for Fredonia students and Fredonia has an orchestra program that would be new for Brocton students.

Texts. In terms of texts, there are many more similarities than dissimilarities between the two districts (see Textbook Comparison chart.) One program that is observably different is the elementary math program where there will need to be discussions and alignment of these math curricula in a merged district. Conversely, at the middle school and high school levels, the transition to the new New York State math curriculum is proceeding similarly in both districts. Our review of textbooks used K –12 in both districts also revealed many similarities between the two districts and no obstacles in merging districts. We also noted that there is a strong likelihood that curricular consistency, vertical and horizontal, would be enhanced with a merger, since there would be continued focus on curriculum comparison and alignment during and after the merger took place with intra- and inter-grade curricular work.

Staff. We also reviewed class sizes and course student enrollment numbers, concluding that a merger would not result in the need for any increased staffing, and that there would possibly be greater utilization of staff resulting from combining both student bodies.

School Schedules. We compared the schedules used in both districts which resulted in the conclusion that at the high school level there would have to be alignment changes in the event of a merger. Fredonia uses a block schedule at the High School, while Brocton has a traditional schedule.

Music Programs and Facilities. Our committee also analyzed the music programs and music facility needs at both districts. A merger would increase and stabilize music opportunities for students in both districts. We have two concerns that would need to be addressed by a merged district—travel time of music teachers and music facilities. In a merged district, with whatever grade level configuration other than the current one, it would be necessary for music teachers to travel between Brocton and Fredonia. Secondly,

while the combined music programs of the two districts (6-8; 9-12; 6-12) could physically fit in the current Fredonia school facilities, they could not fit just in the current Brocton school facilities.

Instructional technology. Our committee reviewed instructional technology information from a report completed by an independent technology analyst (see Technology Comparison chart). Both districts use PC's and Macintoshes for instructional purposes, so we concluded that these systems would integrate easily in a merged district. The hardware and facility space in both districts are available for distance learning, which is currently used in Brocton and not in Fredonia. Our committee views distance learning as an area with much opportunity for creative and unique educational opportunities for students at all levels, and especially at the high school level.

STUDENT ACHIEVEMENT

Our committee reviewed New York State Education Department (NYSED) report card data for both school districts, including levels of mastery achievement (see Test Data charts). We concluded that the test data for students in both districts is similar at the state reference point achievement level, with the exception of Math B. At the mastery level of achievement, there were not any consistent dissimilarities in student performance between the two districts, taking into consideration the statistical mathematical effect of the difference in numbers of students taking the exams in each district.

One area where there is a difference between the two districts is in percent of students graduating at the "With Distinction" Regents level. However, when the Brocton High School schedule restrictions due to small size are taken into consideration, our committee agreed that the difference among students in this Regents' graduation classification in a merged district would likely disappear. These schedule differences would likely be lessened in a merged district, enhancing educational opportunity for students in both districts.

Both districts deserve recognition for similar high levels of student achievement evidenced through their New York State test scores.

STUDENT PLACEMENT

We reviewed the number of students who are educated in and outside of each school district (see Special Education and Student Placement chart). We concluded that

should students educated outside of the district return to each district, there would be a minimal effect on staffing and/or space as a result, depending on building configurations of student grade level placements.

SPECIAL EDUCATION

A review of special education and students in need of extra support (Section 504) data did reveal some differences between the two districts in terms of percent of students classified with particular disabilities, as well as in special education placement.

Fredonia is now in the second year of using teacher teams as part of their early intervention model in dealing with children with special needs, while Brocton uses a more standard model of special education classification when evidence dictates that action. As a result of early intervention in the primary grades, Fredonia has experienced a decrease in the number of classifications that have been required at a later age, specifically in the learning disabled classification. Some Brocton teachers are learning more about the Fredonia model this year, which should result in more understanding of the differences between the two districts in this area and an easier alignment of practices should a merger take place.

Our committee members agree that there will have to be substantial study and planning to provide for consistency and alignment of practices in providing special education, speech and 504 services to students should the districts merge.

EXTRACURRICULAR ACTIVITIES

A comparison of extracurricular opportunities (see Extracurricular Comparison chart) in both districts demonstrated similarities and differences between the districts. A merger would allow for increased extracurricular activity opportunities for students in both districts.

ATHLETICS

Our committee reviewed the sports offered in each district as well as the number of students participating in each sport (See Athletic Comparison chart). We concluded that a consolidation of Brocton and Fredonia would result in increased opportunities for students in both districts to participate in JV and modified sports, as well as increased opportunities to participate in additional sports. In a few sports (such as varsity basketball and soccer), there would be an increase in student competition for participation, while there would be

increased opportunity for the general student participation in other sports, such as track, swimming, bowling, boys volleyball and golf. There would be the possibility that some sports might move up a class level in interscholastic competition, while school teams in danger of discontinuation due to low participation would be minimized in a merger.

MASCOT AND SCHOOL COLORS

Our committee reviewed the history of the mascots in both districts as well as looking at how the issue of changing mascots has been handled in other districts. We concluded that a merged district should have a new mascot with new school colors. As we looked at successful processes of adopting a new mascot and school colors in some school districts that have merged, we recommend a community/student-based process of mascot and colors selection should a merger be successful between Brocton and Fredonia. Similar to other successful processes, the community and students would recommend school colors and school mascots. Then, the students would vote on mascot and school colors.

RECOMMENDATIONS

Increased Educational Opportunities. As a result of our study, we unanimously believe that instructional opportunities will be enhanced for all students with the centralization of the Brocton and Fredonia Central School Districts. We believe this is true on the merits alone. We concluded that many similarities exist between the two districts including curriculum and text books, high levels of student achievement, and instructional technology. There are increased educational opportunities for students in both districts in advanced courses, music, technology, athletics and extracurricular activities. We concluded that there would be no increased cost in providing these increased opportunities in terms of staff and supplies, while, depending on facility grade level building locations, there may be a need for additional busing. Additionally, we unanimously believe that essential instructional courses and student programs would be able to be stabilized and maintained with the merger of these two school districts.

Grade level building configuration. Our sub-committee members also unanimously feel that consideration of grade level building configurations must be made with the consideration of the developmental and learning characteristics of students as the primary decision-making factor, along with educational program facility needs ahead of financial and political considerations.

HIGH SCHOOL COURSE OFFERING COMPARISON		
COURSE	BROCTON	FREDONIA
CREDITS FOR GRADUATION	23	22
ART:		
Studio 1*/2*	X	X
Drawing 1*/2*	X	X
Painting 1*/2*	X	X
Photography 1*/2*	X/0	X
*Computer Graphics 2-D Studio	0	X
Ceramics Studio 1*/2*	0/0	X
*Sculpture 1	X	X
*Art History	0	X
*Printmaking	0	X
*Redesign	0	X
Adv. Drawing and Painting	0	X
*Creative Crafts	X	0
*Digital Arts Studio	X	0
BUSINESS		
Career Internship	0	X
Career and Finance Management	0	X
Accounting 1	X	X
Adv. Accounting	0	X
*Business Ownership	X	X
*Marketing	0	X
*Keyboarding/*Communication	0	X
Business Writing	0	X
Business Law	X	X
*BEEP	X	X
*International Business	0	X
*Personal Resource Management	X	0
*Sports Management	X	0
*Culture and Foods	X	0
COMPUTERS		
*Introduction	X	X
*Integrated Computer Applications	0	X
*Intro to Page Layout & Web Design	0	X
*Intermediate Computers	X	X
*Object Oriented Programming	0	X
*Computer Science	0	X
Website Design and Implementation	0	X
FAMILY AND CONSUMER SCIENCE		
Food and Nutrition	0	X
Sports Nutrition	0	X

COURSE	BROCTON	FREDONIA
ENGLISH		
English 9	X	X
Advanced English 9	0	X
English 10	X	X
Advanced English 10	0	X
English 11	X	X
Advanced English 11	0	X
AP Composition	0	X
English 12	0	X
AP Literature	0	X
<u>English Electives</u>		
*Speech and Drama	0	X
Journalism 1*/2*	X	X
*Creative Writing and Poetry	0	X
Studio-in-Video Production	0	X
Broadcast Journalism	0	X
*Literature Circle Text Explore	0	X
Mythology 1*/2*	X	0
Writing about Literature (JCC credit)	X	0
HEALTH	X	X
MATHEMATICS		
Integrated Math 1 & 2 (2 yrs)	0	X
Algebra	X	X
Applied Mathematics	0	X
Geometry	X	X
Math 2X (to AP Calculus)	0	X
Math 3 R (Math B)	X	X
Senior Survey 1*/2*	0	X
*Analysis of Functions (Pre-Calculus)	0	X
*Differential Calculus	X	X
AP Calculus (AB)	0	X
AP Statistics	0	X
Pre-Algebra	X	0
Geometry (non-regents)	X	0
Occ/Voc Math	X	0
MUSIC		
Symphonic Band	X	X
Mixed Chorus	X	X
Chamber Choir	0	X
Music in our Lives	0	X
String Orchestra	0	X
Music Theory	X	X
AP Music Theory	0	X

COURSE	BROCTON	FREDONIA
SCIENCE		
Geo-science	0	X
Physical Setting	X	0
Bio-science (Bio NR)	X	X
Biology (R)	X	X
Chemistry (R and NR)	X	X
Active Physics	0	X
Physics	X	X
Environmental Science	X	X
Geographic Information Systems	0	X
Occ Ed science	X	0
Advanced Bio 1/2	X	0
LANGUAGES OTHER THAN ENGLISH		
French 1	X	0
French 2	X	X
French 3	X	X
Adv. French Language and Grammar	X	X
AP French	0	X
Spanish 1	X	X
Spanish 2	X	x
Spanish 3	X	X
Spanish 4 (Adv)	X	X
Adv. Spanish Language & Grammar	X	X
AP Spanish	0	X
*Hispanic Culture & Traditions	0	X
SOCIAL STUDIES		
Global Studies 1	X	X
Global Studies 2	X	X
Advanced Global	0	X
American History	X	X
AP American History	0	X
*Government	X	X
*Economics	X	X
*Music in History	0	X
*Women in American History	0	X
*Child Psychology	X	X
*History of American Clothes/Crafts	0	X
*Military History	0	X
AP Government	0	X
World History ½ (JCC credit)	X	0

COURSE	BROCTON	FREDONIA
TECHNOLOGY		
Design and Drawing for Productions	X	X
*CAD 1	X	X
*CAD 2	0	X
*Architecture 1	X	X
*Architecture 2	0	X
Manufacturing Drafting	0	X
*Construction Systems	X	X
*Electricity/Electronics	X	X
*Materials Processing	X	X
Woodworking	0	X
Principles of Engineering	X	X
World of Technology	X	X
*Communication Systems	X	x
OTHER PROGRAMS		
Project Lead-the-Way	X	0
Distance Learning—the Holocaust	X	0

STUDENT ACHIEVEMENT DATA								
NYS Test Data K-8								
(% Scoring at Levels 3 and 4)								
	Brocton			Fredonia				
Year	2006-2007	2007-2008		2006-2007	2007-2008			
ELA 3	65	68		78	78			
ELA 4	72	69		74	80			
ELA 5	61	86		79	90			
ELA 6	59	58		71	80			
ELA 7	47	80		65	75			
ELA 8	53	54		68	49			
MATH 3	87	87		91	92			
MATH 4	91	94		85	87			
MATH 5	73	91		87	83			
MATH 6	78	67		84	88			
MATH 7	69	79		78	86			
MATH 8	62	78		82	79			
SCIENCE 4	98	94		90	95			
SCIENCE 8	88	93		88	90			
SOCIAL STUDIES 5	80			92	89			
SOCIAL STUDIES 8	55			70	71			
Core Learning Data								
Grades 9-12								
Regents (% Above 55, % Above 65%)								
	Brocton				Fredonia			
Year	2006-2007		2007-2008		2006-2007		2007-2008	
English	93	84	94	87	96	87	97	85
Math A	98	91	93	90	99	97	94	85
Math B	53	33	59	44	98	95	96	93
Algebra	---	---	96	96	---	---	98	96
Geometry	---	---	---	---	---	---	---	---
Global	88	62	87	67	86	68	86	66
US History	89	88	96	93	98	90	99	97
Living Env.	100	96	93	85	100	97	100	97
Earth Science	94	87	91	79	93	82	95	84
Chemistry	97	75	91	61	99	75	95	75
Physics	93	71	100	93	91	86	81	62
French	100	100	100	100	100	100	100	95
Spanish	100	100	93	89	100	98	98	96
Graduation Rate / Attendance (%)								
	Brocton				Fredonia			
Year	2006-2007		2007-2008		2006-2007		2007-2008	
Regents Diploma	87		88		91		94	
Attendance Rate	95		94		96		96	

MASTERY ACHIEVEMENT LEVELS		
BROCTON CSD		
2006-2007		
Year	Number of Students Taking Exam	% 85 and Above
English	57	47%
Math A	66	20%
Math B	34	9%
Algebra	---	---
Geometry	---	---
Global	52	31%
US History	53	49%
Living Env.	47	36%
Earth Science	53	32%
Chemistry	33	6%
Physics	14	21%
French	18	50%
Spanish	23	44%
2006-2007		
Year	Number of Students	%
Regents Diploma	41	79%
Regents with Distinction	12	23%
2007-2008		
Year	Number of Students Taking Exam	% 85 and Above
English	53	28%
Math A	66	42%
Math B	29	17%
Algebra	26	27%
Geometry	---	---
Global	55	27%
US History	56	48%
Living Env.	41	29%
Earth Science	58	33%
Chemistry	32	13%
Physics	15	40%
French	16	69%
Spanish	27	22%
2007-2008		
Year	Number of Students	%
Regents Diploma	43	80%
Regents with Distinction	8	15%

MASTERY ACHIEVEMENT LEVELS		
FREDONIA CSD		
2006-2007		
Year	Number of Students Taking Exam	% 85 and Above
English	152	35%
Math A	250	42%
Math B	108	31%
Algebra	---	---
Geometry	---	---
Global	213	25%
US History	171	51%
Living Env.	148	36%
Earth Science	162	33%
Chemistry	76	7%
Physics	57	32%
French	13	69%
Spanish	100	59%
2006-2007		
Year	Number of Students	%
Regents Diploma	28	21
Regents with Distinction	76	57
2007-2008		
Year	Number of Students Taking Exam	% 85 and Above
English	158	33%
Math A	278	41%
Math B	94	45%
Algebra	104	31%
Geometry	---	---
Global	236	30%
US History	148	72%
Living Env.	148	41%
Earth Science	133	44%
Chemistry	92	22%
Physics	53	17%
French	22	41%
Spanish	90	54%
2007-2008		
Year	Number of Students	%
Regents Diploma	39	26
Regents with Distinction	88	58

SPECIAL EDUCATION, 504 AND STUDENT PLACEMENT DATA							
DISABILITY	BROCTON				FREDONIA		
	#	%			#	%	
AUTISM	1				10		
DEAFNESS	2				2		
DEAF-BLINDNESS	0				0		
EMOT. DIST.	7				15		
HEAR. IMP.	2				0		
LD	56				49		
MR	1				5		
MULTI. DISABLED	16				20		
ORTHO. IMPAIR.	0				2		
OHI	11				30		
SPEECH/LANG IMPAIR.	24		Non-class. 24		29		Non-class. 32
TRAUMATIC BI	1				1		
VISUAL. IMPAIR/BLIND	1				1		
TOTAL	123				164		
GRADE							
(IF UNGRADED, PLACE SIMILAR TO AGE PEERS)	Sp. Ed. #	504 #			Sp. Ed. #	504 #	
K	6	1			8	0	
1	5	1			11	1	
2	10	1			13	0	
3	2	3			12	4	
4	10	1			14	1	
5	13	2			4	2	
6	12	2			12	5	
7	14	3			13	0	
8	7	4			9	2	
9	16	3			18	3	
10	12	1			17	4	
11	5	4			12	6	
12	11	4			21	4	
TOTAL	123	29			164	32	
SPECIAL EDUCATION							
Self-contained In-district classes	12				31		
BOCES	31				15		
Private/residential	3				6		
HOME SCHOOLED							
PAROCHIAL	26				15		
OTHER DISTRICTS	8				89		
	0				5		

BROCTON ELEMENTARY TEXT BOOKS						
Subject		First	Second	Third	Fourth	Fifth
Reading	Harcourt Trophies 05	Harcourt Trophies '05; Acc. Reader*	Harcourt Trophies 05; bag book take home	Harcourt Trophies 05	Harcourt Trophies 05; Buckle Down 07	Harcourt '05; Acc. Reader *; var. novels
Math	Harcourt Trophies 06	Harcourt 06; Acc. Math *	Harcourt Math NYS ed. 06	Harcourt Math NYS ed. 06	Harcourt 06; Acc. Math *	Harcourt NYS 09; Acc.Math*
Spelling	n/a	Harcourt Trophies	Steck Vaugh Level 2 1996	Harcourt Trophies	Harcourt Trophies	Harcourt Trophies
Grammar	n/a	Harcourt; Orton-Gillingham	Steck Vaugh Level B 2004	Harcourt Trophies	Harcourt Trophies	Harcourt Lang. Handbook
Writing	Harcourt	Harcourt; Orton – Gillingham Step Up to Writing	Steck Vaugh Level B – 04; personal & classroom journals	Think-Alongs Level C - 2000	Harcourt; Buckle Down; Step Up to Writ.; Teach. made	Harcourt; Zaner – B. Strategies; Step-Up to Writing
Handwrit.	Zaner Bloser '03	Zaner Bloser '03	Zaner Bloser '03	Zaner Bloser '03	Zaner Bloser '03	Zaner Bloser '03
Science	BOCES Kits	BOCES Kits	BOCES Kits	BOCES Kits	BOCES Kits	BOCES Kits
Social Studies	Houghton – Mifflin	Houghton – Mifflin Grow and Change '97	Houghton Mifflin – Work Toget. 2000	Blackbirch Press - World of Commun. 1998	MacMillan/Mc Graw – Hill 1998	Prentice Hall World Exp.: West. Hem. 2001
Health	Growing Healthy Kit	Growing Healthy Kit			Growing Healthy Kit	Growing Healthy Kit
Music	1 x 30 min.	1 x 30 min	2 x 40 min.	2 x 40 min.**	2x 40 min **	2 x 40 **
Art	1 x 30 min.	1 x 45 min	1 x 40 min.	1 x 40 min.	1 x 40 min.	1 x 40 min.
Library	1 x 35 min.	1 x 45 min	1 x 40 min.	1 x 40 min.	1 x 40 min.	1 x 40 min.
Gym	2 x 30 min.	2 x 45 min	3 X 40 min	3 x 40 min.	3 x 40 min.	3 x 40 min.
Computers	1 x 30 min.	1 x 40 min	2 x 40 min.	2 x 40 min.	2 x 40 min.	2 x 40 min.
Any Other	Too Good for Drugs; 15 min. recess daily	BABES; 15 min. Recess on days w/o gym	15 min. recess on days w/o gym		ELST – B.A.B.E.S.	Project Know; Alcohol Substance Abuse

* Brocton uses RenPlace which is a hosted site for Acc. Reader and Acc. Math, Star Reading and Star Math. With Acc. Reader there is a vocabulary portion relating to the books each individual has read. There is a yearly fee for this service and individualized pricing per student per program used. The yearly fee includes Tech support 24/7 and the fee for them to house and maintain our data.

** OPTION – select chorus before school – 3rd. grade on Wed. , 4&5 Grade. Tues. / Thurs.
OPTION – 5th. Grade band before school – Mon./Wed., 1 lesson per wk. on Fri.

Pre-K uses Harcourt Trophies 05 for Lang. Arts. and Harcourt Math 04

FREDONIA ELEMENTARY TEXT BOOKS						
	K	First	Second	Third	Fourth	Fifth
Reading	Scott Foresman Reading St.	Reading St. and leveled books	Scott Foresman Reading St. 07	Scott Foresman - Reading St. 07; novels	Scott Foresman – Reading St. 07; novels	Scott Foresman -Reading St. 07; novels
Math	Everyday Math 3 rd .ed.	Everyday Math 3 rd .	Everyday Math 3 rd . ed.	Everyday Math 3 rd . ed.	Everyday Math 3 rd . ed.	Everyday Math 3 rd . ed.
Spelling	n/a	Reading St. 07	Reading St. but looking for options	Reading St. but looking for options	Reading St. but looking for options	Reading St. but looking for options
Grammar	Reading St.07	Reading St.07	Reading St.07	Reading St.07	Reading St. 07	Reading St. 07
Writing	6+1 Traits; Reading St. writing prompts	6+1 Traits; Reading St. other approaches	6+1 Traits Lang.; Reading St	6+1 Traits Lang.; Reading St.	6+1 Traits Lang.; Reading St.	6+1 Traits Lang.; Reading St.
Handwrit	No formal pr	Gr. Level handbook	No formal program	Zaner Bloser	Zaner Bloser	n/a
Science	BOCES Kits; GEMS	BOCES Kits; GEMS	BOCES Kits; GEMS	Addison Wesley text; BOCES kits	Horizons – Silver Burdett; BOCES kits	Horizons -Silver Burdett; BOCES kits
Social Studies	Weekly ReaderMag.	Integrated into reading pg. Weekly Reader	Hampton Brown & Rand McNally ; supplemented	Harcourt Horizons	Harcourt Horizons	Harcourt Horizons
Health	Yello Dyno Safety program	Yello Dyno Safety program	Yello Dyno Safety	Teacher materials	Growing Healthy/ teach. mat.	Teacher materials
Music	1 x 40	1 x 40	4 x 40	2 x 40 min.	2 x 40 *	2 x 40 *
Art	1 x 40	1 x 40	1 x 40	1 x 40 **	1 x 40 **	1 x 40 **
Library	1 x 40	2 x 40	1 x 40	1 x 40 min.	1 x 40 min.	1 x 40 min.
Gym	3 x 40****	2 x 40 ****	2 x 40****	2 or 3 x 40	3 x 40 min.	3 x 40 min.
Computers	Laptops in class	Laptops in class	1 x 40	Integrated by teacher	Integrated by teacher	Integrated by teacher
Any Other	Char. Ed 1 x 30 min. monthly; Audubon	Char. Ed. 1 x 30 min. monthly; Audubon	Char. Ed. 1 x 30 min Monthly; Audubon	15 min PE TV act. Days w/o gym ***	***	DARE, Project Know; ***

* one 40 min. period / week for general vocal music; one 40 min. period / week for chorus; OPTION for one 30 min. string lesson per wk; OPTION for one 40 minute Select Chorus period / wk. (by audition)

** OPTION for before school Create Clay class during one quarter

*** Audubon programs, Arts-In-Ed programming, after-school enrichment clubs, before-school AIS/State Test prep programs for ELA & Math, monthly character education themes

**** additional time spent with daily classroom exercise to total NYS requirements

BROCTON MIDDLE AND HIGH SCHOOL TEXT BOOKS		
Subject	Course/Instructor	Textbook
BUSINESS	Business Law/Ortolano	Law for Business, College Level Ashcroft & Ashcroft, 14 th Ed, Thompson Learning
	Business Ownership/Ownership	Entrepreneurship, Moorman and Halloran, Southwestern Publishing
	Sports & Entertainment/Ortolano	Sports and Entertainment Marketing, Kaser and Oelkers, Southwestern
	Accounting I/Eades	Century 21 Accounting Mutlicolumn Journal, 7 th Edition, South-Western
	Personal Resource Management/Eades	Personal Finance, Glencoe Fundamentals of Insurance, Glencoe
FAMILY & CONSUMER SCIENCE	7 th Grade Home & Careers/Ortolano	Creative Living, 6 th Ed. Glosson, Meek, Smock. Glencoe-McGraw Hill
	8 th Grade Home & Careers/Ortolano	Investigating Your Career, Jordan and Whaley Thomson-Southwestern
COMPUTERS	Computer Programming/ Ortolano	Visual Basic 5 – Complete Concepts and Technique, Shelly Cashman Repede Course Technology International, Thompson Publishing
	Introduction to Computers/Eades	Office XP Core: A Comprehensive, Approach, Glencoe McGraw-Hill
	Keyboarding – 7 th & 8 th	Computer Connections, Glencoe Keyboarding and Applications, Glencoe Championship Keyboarding, Skillbuilding and Applications, Glencoe
Social Studies	US History 7/Purcell	Prentice Hall
	US History 8/Lloyd Priest	Prentice Hall
	Global Studies 9/Lloyd Priest, McCausland	World Connections, Survey Edition Prentice Hall
	Global Studies 10/McCausland	World Connections, Survey Edition, Prentice Hall
	US History/Seddon	Prentice Hall
	Part. In Gov't/Seddon	
	Economics/Seddon	
	Psychology/Lloyd Priest	
	JCC World History/McCausland	Bently & Ziegler, 4 th Edition
SCIENCE	Living Environment/ Smith	Biology, Miller & Levine, Prentice Hall, 2002
	Advanced Biology/Smith	Biological Science: A Molecular Approach – BSCS Blue Version, 7 th Edition, DC Heath & Co
	7 th Grade Life Science/Smith, Weber	Life Science, Holt, 1994
	8 th Grade Physical Science/Deakin	Exploring Physical Science, Prentice Hall, 1997
	Non-Regents Biology/Smith, Weber	Biology Course, Upco, 1999
	Regents Chemistry	Brief Review for NY Chemistry, The Physical Setting, Prentice Hall, updated yearly

LOTE	Spanish I/Pennica	Realidades I, Prentice Hall 2008
	Spanish II/Pennica	Realidades II, Prentice Hall 2008
	Spanish IV/Adv. Spanish/Pennica	No text
	Intro to Foreign Language/Pennica	No text
	French 7	Discovering French, Bleu 2001, McDougal Littell
	French I/ Morrison	Discovering French Bleu, 2001 McDougal Littell
	French II/ Morrison	Discovering French, Bleu Discovering French, Blanc
	French III/ Morrison	Discovering French, Blanc Discovering French, Roughe, 2001, McDougal Littell
	Advanced French/Morrison	No textbook
ENGLISH	English 7/ Marsh, Thompson	The Language of Literature, Grade 7, McDougal-Littell, 2006
	English 8/ Thompson	The Language of Literature, Grade 8, McDougal-Littell, 2006
	English 9/ Marsh	The Language of Literature, Grade 9, McDougal-Littell, 2006
	English 11/ Sedota	The Language of Literature, Grade 11, McDougal Littell
	Journalism/Sedota	Scholastic Journalism, Iowa State University Press
	JCC English/Sedota	Successful College Writing, Kathleen McWhorter
HEALTH	7 th Grade Health/McFeely	Totally Awesome Health, Meeks, Heit Publishing Co, 1997
	10 th Grade Health/McFeely	Health Skills for Wellness, Prentice Hall, 2001
MATHEMATICS	7 th Grade Math/Williams	Math Course 3, McDougal & Littell, 1 st Edition, 2007
	8 th Grade Math/ Farnham	Pre-Algebra, NY Ed, McDougal Littell
	Integrated Mathematics/ Williams	Integrated Algebra, Amsco, 2007
	Non Regents Geometry	Integrated Mathematics, Amsco, 1990 2 nd Edition
	Regents Geometry/Waclawski	Geometry 1 st Edition, Ann Xavier Gantert, Amsco, 2008
	Course III Regents	Mathematics B, 1 st Ed, Keenen, Gantert, Dressler, Amsoc 2002
	Pre-Algebra/Waclawski	Mathematics, Dressler/Keenen, Amsco, 2002
	MAT 1540 JCC Statistics	Fundamentals of Statistics, Micheal Sullivan, III 1 st Ed, An Introduction to Data Analysis Using Minitab for Windows, 3 rd Ed
6 th Grade	Social Studies/Purcell	America: History of Our Nation, Beginnings Through 1877" Prentice Hall, 2007
	Social Studies/Young	
	Science/Purcell	Prentice Hall Science Explorer Series, 2000

FREDONIA MIDDLE SCHOOL TEXT BOOKS				
Course	Length	Textbook	Year adopted	other
Art				
6 th gr Art	Daily, 10 wks	Introducing Art, Glenco	2005	
7 th gr Art	Daily, 10 wks	Understanding Art, Glenco	2005	
8 th gr Art	Daily, 10 wks	Exploring Art, Glenco	2005	
Careers/Home Careers/Life Skills				
6 th gr Home and Careers (Life Skills)	Daily, 20 weeks	Exploring Careers	2006	Sewing machines, cooking supplies
8 th gr careers	Daily, 10 wks	Exploring Careers	2006	
Computer				
6 th gr computer	Daily, 10 weeks	Keyboarding Connections	2006	
7 th gr computer	Daily, 10 weeks	Keyboarding Connections	2006	
English				
6 th gr Language Arts		No texts, just novels		Steps to Good Grammar
6 th gr Literature				
7 th gr English		Elements of Literature – Holt, Reinhardt, Winston	2006	
7 th gr Writing Skills,	Daily, 10 wks	Step-up-to-writing Handy Pages (booklet)		
8 th gr English		Elements of Literature – Holt, Reinhardt, Winston	2006	
Health				
7 th gr	Alt day, 20 wks	Teen Health, Glencoe McGraw/Hill	1997	
8 th gr	Daily, 10 wks	Same as above	1997	
Languages other than English				
Spanish, 7 th 1A and 8 th 1B	Daily	Expresate	2008	
French 7 th and 8 th gr	Daily	French Bleu, McDougal	1993	Thinking about going to Bit Dit, Holt, for next yr

Math				
Grade 6		No text, make own materials		Math at Hand handbk- Great Source) take home reference
Grade 7		Same as above		
Grade 8		Same as above		
Integrated Algebra – adv 8 th gr (HS)		Integrated Mathematics, 3 rd ed Amsco	2000	
Music				
Band/lessons	3x/week band, lesson 1x/wk	Accent on Achievement, Belwin, Weber/Steensland		
Orchestra/lessons	3x/week orch lesson 1x/wk	Folk Song Strings, Muller Rusch, Applebaum, Suzuki		
Chorus	2x/wk			
Grade 6 General Music	Daily, 10 wks			Computer programs: Finale printmusic, Rock, Rap and Roll, Music Ace
Grade 7 General music	Alt days 20 weeks			Same as above
Grade 8 General music	Daily, 10 weeks			Same as above
Physical Education				
Grade 6	3x/wk			
Grade 7	3x/wk 1 st sem, 2x/wk 2 nd sem			
Grade 8	3x/wk 1 st sem, 2x/wk 2 nd sem			
Science				
6 th gr – Earth Science		Holt Science and Technology Series	2007	Boces ESP Science Kits
7 th gr - Life Science		Same as above		
8 th gr – Physical Science		Same as above		
Social Studies				
Grade 6		Horizons World History (Harcourt)	2004	
Grade 7		A History of US (10 bk series) Hakim	2008	Use 1 st 6 bks, Also Creating America, adopted 2003

Grade 8		A History of US (10 bk series) Hakim	2008	Use last 4 bks
Technology				
6 th gr Tech	Daily, 20 wks	Introduction to Technology Pierce and Karwataka, Experience Technology Soman and Swernofski	2005 and 1993	
7 th gr tech	Daily, 10 wks			
8 th gr Tech	Alt days full year			Labvolt Modules

FREDONIA HIGH SCHOOL TEXT BOOKS			
Course	Textbook	Year adopted	Other
Art			
Studio Art			
Art Studio 2, Mixed Media			
Drawing 1*/2*			
Painting 1*/2*			
Photography 1*/2*			
Digital Photo 1*			
Computer Graphics 2D studio*			Similar to Brocton Digital Arts Studio?
Ceramics Studio 1*/2*			
Sculpture 1*			
Printmaking*			
Redesign*			
Adv Drawing and Painting			
Business			
Career Internship*			
Career and Financial Management	Succeeding in the World of Work		Want new text
Accounting I	Glencoe-Accounting		Want new text
Adv Accounting			
Business Ownership*	Entrepreneurship 2000	2005	Want new text
Marketing*	Marketing Foundations & Functions	1998	Want new text
Keyboarding/Communication	Micro Computer – Keyboarding, Glencoe		Want new text
Business Writing			
Business Law	Understanding Business and Personal Law, 10 th ed, Glencoe and Business and Personal Law Real World Connections, Glencoe		
Business Education Employability Portfolio*			
International Business*	International Business, Southwestern		Want new text
Computers			
Intro to Computers*			
Integrated Comp. Applications*			Wants new text
Intro to Web Page*	Teacher developed workbook		
Interm. Computers*			

English			
English and Lit 9	Elements of Literature (Holt) 3 rd course	2007	2007 copyright ed w/ Internet text licensing
English 9, AIS	Same as above		MANY supplemental books etc
Adv English 9	Same as above		MANY supplemental books etc
English and Lit 10	Elements of Literature		Not main source of material, would consider new one.
English 10 AIS	Same as above		Many supplemental books, etc.
Adv English 10	Same as above		Many supplemental books etc.
English and Lit 11	Elements of Literature (Holt) 5 th course		1994 copyright ed, Would like it updated to allow access of 2007 Ed
English AIS	Same as above		Many supplemental materials
Adv English 11	Same as above		Many supplemental materials
AP English & Composition (11)	Thomson Reader & Handbook, Yegalski	2007	Many supplemental materials
English 12			Many supplemental materials
Adv English 12, AP English Literature & Composition	Readings for Writers, eds 10 and 12		
English Electives			
Writing and Poetry*	On Writing- Stephen King Bird by Bird- Ann Lamott	Recent 2008	
Speech and Drama*	Six Modern American Plays- Modern Library College Edition by Random House, Six Great Modern Plays- Dell Publishing/ Laurel Ed, 38 Basic Speech Experiences By Carlile and Hensley		Addt: other plays incl a Shakespearean piece
Broadcast Journalism	Writing for Broadcast News: A storytelling Approach to crafting TV and Radio News Reporting, Raiteri	2006	Many other sources (Radical Write, Magazines, NY Times, etc)
Journalism 1*			

Journalism 2*			
Family and Consumer Science			
Foods and Nutrition*	Food for Today		
Sports Nutrition*	Sports & Foods Workbook		
History of Sewing*	Clothing Concept and Constructions		
Health/ Physical Education			
Lifeguarding*	Amer Red Cross Lifeguard Training	2002	
Water Safety Instructor*	Amer Red Cross- WSI		
Swimming*			
Total Body Fitness for Life*	Fitness for Life	2007	
Health*			
Health and Safety*	Red Cross CPR/AED, first Aid for Schools	2008	
Languages other than English			
French 2	McDougal Littell- Discovering French	1993	
French 3	McDougal Littell- Discovering French	1993	
French 4	Glencoe-Reprise Workbook	2002	
Spanish 1	Exploring Spanish (EMC)	2005	
Spanish 2	Juntos 1,2,3 (Prentice Hall)	1993	looking for new text soon
Spanish 3	Juntos 1,2,3 (Prentice Hall)	1993	Looking for new text soon
Spanish 4	Juntos 1,2,3 (Prentice Hall)	1993	Looking for new text soon
Mathematics			
Integrated Algebra A1	Integrated Mathematics 3 rd ed Amsco	2000	Time and a half, AIS
Integrated Algebra A2	Integrated Mathematics 3 rd ed Amsco	2000	Time and a half, AIS
Integrated Algebra E	Integrated Mathematics 3 rd ed Amsco	2000	Time and a half, AIS
Integrated Algebra R	Integrated Mathematics 3 rd ed Amsco	2000	
Applied Mathematics	Glencoe Mathematics With Business Applications 5 th ed	2005	
Geometry E	Geometry, Amsco	2008	Time and a half
Geometry R	Geometry, amsco	2008	
Math Course 2X	Geometry, Amsco	2008	Accelerated track
Algebra II & Trigonometry E	Mathematics B, Amsco	2003	Time and a half
Algebra II & Trigonometry R	Mathematics B, Amsco	2003	

Math Course 3X	Mathematics B, Amsco	2003	Follows Course 2X, Accelerated
Algebra II & Trigonometry	Mathematics B, Amsco	2003	
Senior Survey of Math 1*	Prentice Hall Mathematics Algebra 2	2004	
Senior Survey of Math 2*	Prentice Hall Mathematics algebra 2	2004	
Analysis of Functions*	Larson, Hostetler, Edwards Calculus 1 with Pre-Calculus	2003	
Differential Calculus*	Larson, Hostetler, Edwards Calculus I with Pre-Calculus	2003	
AP Calculus	Single Variable Calculus- Concepts and contexts James Stewart, 2 nd ed	2004	
AP Statistics	Workshop Statistics, 3 rd Ed, Discovery with Data And the Graphing Calculator (Wiley & sons)	2008 (new ed)	
Music			
Symphonic Band/ lessons	Various method books		
Mixed Chorus			
Chamber Choir			
Music in our Lives			
String Orchestra/ lessons	Various method books		
Music Theory/ AP	Tonal Harmony, Kostka & Payne		
Adaptive Music (special ed)			
Science			
Regents Physics with lab	Holt- Physics, Serway & Faughn	2005	Includes lab component
AP Physics C Mechanics with lab	Serway & Jewett-Physics For scientists and Engineers	2007	Calculus based physics- Mechanics only
Active Physics	No textbook		Non regents, less math
Regents Biology with lab	Holt- Modern Biology	2002	Uses old regents biology syllabus
Bioscience			Prep class or AIS for Regents Bio
Regents Earth Science with lab	Let's Review Earth Science, the Physical Setting	2005	Includes lab component
Geo Science	Let's Review Earth Science, the Physical	2005	Prep class or AIS for Regents Earth Science

Topics in Biology	Local Textbook by Karly McClean	1982	Insects, birds, mammals, reptiles, amphibians- advanced
Regents Chemistry with lab	High Marks in Regents Chemistry- Review book	2005	Includes lab component
General Chemistry			Major chem.-Topics- Less depth and math
Environmental Science	Holt Environmental Science	2004	Reading comp & current envir. issues
		1982	
Social Studies		2005	
Global History & Geography I	Human Legacy- Ramirez, Stearns, Wineburg	2007	
Global History & Geography 2	Human Legacy – Ramirez, Stearns, Wineburg	2008	
Advanced Global history	History of World Societies -McKay,Hill, Buckler	1998	
US History	The Americans- McDougall Little	2000	
AP US History	Firsthand America, 7 th ed	2003	
Participation in Govt*	Magruder’s American Govt, McClenaghan	1997	
Economics*	Prentice Hall Economics: Principles in action	2001	Addtl reading: Nickel And Dimed: On(Not) Getting By in America By Barbara Ehrenreich
Music in history*			
Women in American History*	America’s Women: 400 Years of Dolls, Drudges, Helpmates and Heroines -Gail Collins	2004	
Child Psychology*	The Developing Child- Holly Brisbane	1999	
History of American Clothes/Crafts*			
Military History	No text. Readings: The Art of War- Sun Tzu, A Rumor of War- Philip Caputo, Generation Kill- Evan Wright		
AP Govt*	Government in America	2006	
AP Psychology	Psychology- David Myers, 8 th ed	2006	

Technology			
Design & Drawing for Prod	Basic Technical Drawing		
CAD 1*	Basic Technical Drawing		
CAD 2*	Basic Technical Drawing		
Architecture 1*	Architect- Res Drawing & Design		
Architecture 2*	Architect- Res Drawing & Design		
Manufacturing Drafting	Mechanical Drawing		
Construction Systems*			
Electricity/ Electronics*			
Materials Processing*			
Woodworking*			
Principles of Engineering	Introduction to Engineering		Want new text
World of Technology			
Communications Systems*			
Other Programs			

MUSIC PROGRAMS COMPARISON			
PROGRAM	BROCTON	FREDONIA	Facility Needs
MS Chorus	X (20)	X (56)	
MS Band	X (38)	X (66)	
General Music 6-8	X	X	
Concert Orchestra		X (29)	
HS Mixed Chorus	X (26)	X (22)	
HS Chamber Chorus		X (56)	
HS Voice (lessons; performance)		X	
HS Symphonic Band	X (29)	X (41)	
Band lessons	X	X	
HS String Orchestra		X (30)	
String lessons		X (35)	
HS Music in our lives		X (14)	
HS Music theory	X (4)		
Elementary Chorus (3-5)	X (40 min/wk)	X (40 min / wk)	
General Music (K-5)	X (K-2, 1x; 3-5 2x/wk)	X (40 min/wk)	
Electives			
Select Chorus (elem)	X (40 min/wk)	X (40 min/wk)	
String Orch (elem)		X (40 min/wk)	
Band (elem)	X	X (40 min/wk)	

BROCTON MUSIC FACILITIES				
PROGRAM	CHORUS	BAND	ORCHESTRA	JAZZ BAND
Room Number	143	145		
Room Size:				
Dimensions	24' x 38'	38' x 38'		
Square Footage	912 sq. ft.	1444 sq.ft.		
Ceiling Height	10 ft.	10 ft.		
Room Design (tiered or flat)	Flat	Tiered		
Maximum # of musicians that can safely fit it room	70	70		
Instrument storage (Yes/No)	Guitar racks	Some shelves, minimal		
Please describe				
Equipment storage (Y/N)	N	Y		
Please describe		Closets in the hallway		
Practice Rooms:				
Number of rooms		0		
Dimensions		0		
Faculty Offices:				
Number of rooms		1		
Dimensions		8' x 4'		
Square Footage		32 sq ft.		
Auditorium:				
Stage dimensions	37' x 21' of usable space			
Square Footage	777 sq. ft.			
Fly Space (Yes/No)	None available			
Number of rails?				
Wing space width	8'			
Maximum # of musicians that can safely fit on stage	70			
Audience seating capacity	450			

FREDONIA MUSIC FACILITIES				
PROGRAM	CHORUS	BAND	ORCHESTRA	JAZZ BAND
Room Number	531	227c	230	Uses band room
Room Size:				
Dimensions	44.5x20.2	32x52	27.5x43	
Square Footage	Tiered room, so it's hard to give a square footage	1664	1182.50	
Ceiling Height	Between 8.5 and 12 depending on where you are sitting	13.2	12	
Room Design (tiered or flat)	Tiered	Flat	Flat	
Maximum # of musicians that can safely fit in room	95	95	75	
Instrument storage (Yes/No)	No	Yes	Yes	
Please describe	-	Cubbies	Closets	
Equipment storage (Y/N)	Yes	Yes	Yes	
Please describe	Storage (robes) also a practice room	Cabinets for percussion equipment	Small practice room used for instrument storage 5x9	
Practice Rooms:				
Number of rooms	1	3	1	
Dimensions	13x7.5	6x6.5, 5x13.5, 7.5x13.5	9x10.5	
Faculty Offices:				
Number of rooms	1	2	1	
Dimensions	14x7.5	11.8x27, 16.5x15.75	9x11	
Auditorium:				
Stage dimensions	27x47			
Fly Space (Yes/No)	Yes; lights don't need to be adjusted with scaffolding since light bars can be lowered			
Number of rails?	6			
Wing space width	22.5			
	85			

Maximum # of musicians that can safely fit on stage				
Audience seating capacity	865			
Comments		We have a practice room that has been converted into a technology room. The dimensions are 16.5x15.5		

EXTRACURRICULAR ACTIVITIES COMPARISON		
ACTIVITY	BROCTON	FREDONIA
Power Club	X	
Honor Society	X	X
HS Student Council	X	X
MS Student Council	X	
Newspaper	X	X
FHA/Gourmet Club	X	
Ski Club	X	X
SADD	X	X
Intramurals	X	
Pep Band	X	
French Club	X	X
Spanish Club	X	X
Business Club (DECA-F)	X	X
Paw Print	X	
Yearbook	X	X
Photo Club	X	
Science Club	X	X
Art Club	X	
Chess Club		X
Debate Club		X
Drama (Improv)		X
Environmental Club		X
Folio		X
Jazz Ensemble		X
Key Club		X
Madrigals		X
Mock Trial		X
Model UN		X
Musical	X	X
Quiz Club		X
Friends of Rachel		X
Varsity Club		X
Spectator Club		X
MS Jazz Band		X
Evening of Theater		X
K-2: Crafts; Legos; Kick ball; announcements		X
Elem (3-5) Create art; basketball; dollars and sense; knitting; kickball, science plus		X

ATHLETIC PROGRAMS COMPARISON					
SPORT	BROCTON			FREDONIA	
	# Students	# Coaches		# Students	# Coaches
Football:					
Varsity	18	2 + (2 volunteers)		32	4
Junior Varsity	17	1		21	2
Modified	--	--		37	2
Soccer:					
Girls Varsity	22	1		18	1
Girls Junior Varsity	--	--		17	1
Boys Varsity	22	1		16	1
Boys Junior Varsity	--	--		18	1
Volleyball:					
Girls Varsity	14	1		13	1
Girls Junior Varsity	15	1		13	1
Girls Modified				13	1
Boys Varsity	12	1		--	--
Boys Junior Varsity	12	1		--	--
Swimming:					
Girls	--	--		11	2
Boys	--	--		15	2
Golf:					
Girls	12 (Combined)	1		9	1
Boys	--			26	
Basketball:					
Girls Varsity	7	1		12	1
Girls Junior Varsity	8	1		10	1
Girls Modified	12 (Jr. High)	1		18	
Boys Varsity	10	1		13	1
Boys Junior Varsity	13	1		10	1
Boys Modified	7 th : 9; 8 th :10	1		19	1
Tennis:					
Girls	--	--		15	1
Boys	15 (Combined)	1		17	1

SPORT	BROCTON		FREDONIA	
Cross Country:				
Boys and Girls V and JV	--	--	42	2
Modified	--	--	44	2
Spring Track:				
Girls	--	--	34	2
Boys	--	--	40	2
Modified	--	--		2
Indoor Track:				
Girls	--	--	22	1
Boys	--	--	30	1
Wrestling:				
Varsity and Junior Varsity	--	--	48	3
Modified	--	--	16	2
Bowling:				
Girls	6	1	9	1
Boys	10	1	10	1
Baseball:				
Varsity	16	1	17	1
Junior Varsity	12	1	18	1
Softball:				
Varsity	15	1	17	1
Junior Varsity	13	1	14	1
Cheerleading:				
ATHLETIC DIRECTOR (FTE)				
Other Personnel:				

Chapter 4 Support Services

Transportation

Transportation of students is a major cost item for rural school districts. In recognition of this, the State aid formula provides up to 90% or more reimbursement for approved transportation expenditures. It is also true that school districts are not taxed for the purchase of motor fuel. Schools that contract for transportation services purchase the necessary fuel directly to avoid the tax.

Brocton

The Brocton Central School District maintains and operates a fleet of twenty-two vehicles. The staff includes a Director of Transportation, a bus mechanic, and ten drivers. A list of vehicles is in Appendix C.

The fleet is housed and maintained in a modern (2003) and well-equipped garage on the school campus. It has storage bays for twelve buses and includes two repair bays and a wash bay. A manager's office, a parts' room and a drivers' room are included in this 14,200 square foot complex.

The District replaces buses on a five-year lease purchase plan. This allows them to maintain a modern, safe fleet in an economical manner. The continuing value of the fleet is enhanced by the fact that all vehicles have all-weather storage with daily washing available to maintain the integrity of the bus body. The District also has an arrangement with the municipalities whereby a shared gas depot enables them to make cooperative fuel purchases and provide savings for all involved. This is an excellent program and an example of cooperative efforts, both formal and informal, that provide economies to the community.

Fredonia

The Fredonia Central School District contracts for all student transportation with a privately owned bus company, First Student. This company was formerly known as the

Laidlaw Company. This company has provided transportation services to New York State schools for many years.

Policy

The two districts have remarkably similar policies in regard to the operation of their transportation. Pick-ups are door to door. Secondary students are picked up on the first run and elementary students follow. In each district, the length of any one trip between home and school is limited by policy to a maximum of 45 minutes.

Analysis

School districts frequently debate the issue of a school owned transportation system versus contracting for such services. It is seldom a clear-cut decision. The debate generally covers the following issues.

If the district owns its own fleet, it has greater control over the selection of the vehicles, the usage, and the maintenance of the vehicles. The employees are directly responsible to the district. As district employees, they will be more loyal to the district and will better serve the children and the taxpayers. The district has more flexibility in the usage and scheduling of the vehicles. Some believe the name of the district on each of the buses is a good public relations tool.

Others say that school districts are in the education business and that the transportation business should be left to those whose business it is. There is little that a district could want for the transportation needs of their students that cannot be put into a contract.

An argument that is persuasive to many people is that when the decision is made to contract, there is no going back because of the prohibitive cost of developing a fleet. Conventional wisdom also suggests that there are few private bus companies in rural areas and the price of contracting cannot be controlled by competition.

It would seem that in this case, a merged District would have the best of both worlds. If a merger should occur, the new Board of Education could choose to provide transportation both through their own fleet and through contracting. Routine trips would seem best left to contract, while Special Education, BOCES, private and parochial school

transportation, field trips and other runs might best be provided by the district fleet. It would seem that this flexibility would in time lead to economies. The district would also be able to choose whether to build a larger fleet or reduce the existing one. Again, the new Board will make these decisions.

The distance between the two campuses is just over eight miles on Route 20. This would mean an additional 20 minute seat time for a student traveling between the two campuses. The only immediate adjustment would be to any current route that exceeds the time policies. The long-range goal might be to engage a transportation specialist to develop and implement a routing pattern that provides efficiencies and better reflects a merged district.

Food Services Programs

Brocton: The Brocton Central School Food Services Program has a good reputation and is well supported by the student population. It is managed by Paul Szczerbacki and staffed with eight other employees.

Two cafeterias are operated in the Campus School building where both breakfast and lunch are served daily. Afternoon snacks for students with sport activities, clubs, rehearsals, and other after school activities are available from vending machines. Generally two hundred students are served breakfast and four hundred and fifty students are served lunch each day.

About 85% of meals served are free or at reduced price as provided for by Federal Support Standards. All students are exempt from tax on their meals although staff and others are required to pay the tax. Regular price for student breakfast is \$1.25 for all students who participate. Lunch for Pre-K through fifth grade students is \$1.75. Some Federal reimbursement is provided for all student meals.

The Food Services Program at Brocton also serves meals for athletic banquets and occasionally other events. The cost of these meals includes a 15% profit.

The Food Services Program at Brocton in recent years has not operated successfully without a small subsidy from the Board of Education. In the current budget that support amounts to \$20,000.

Fredonia: The Fredonia Central School Services Program is also an excellent program with a well- earned reputation for quality. The program is managed by Judy Oakes with a staff of twenty-one.

Three cafeterias are operated on the main campus and one cafeteria is located at the Wheelock Building. Breakfast and lunch are served in each cafeteria. Vending machines are also available for snacks at each location and provide a ten percent profit for the food service operation and help to make the program self sustaining.

The daily participation in the program is 1,060 students. The number of students receiving free or reduced price lunch is about 24% of the total. As is true in Brocton, adult meals are taxed. Students K through five pay 80 ¢ for breakfast, students sixth through eighth grade pay 90 ¢ and ninth through twelfth grade pay \$1.00. Lunch prices are \$1.25 for students K through five and \$1.35 for students grades six through twelve.

The Fredonia Food Services Program is self-supporting. It receives no subsidy from the Board of Education. The program only occasionally serves dinner at school functions.

Discussion

It is apparent that both food service programs are well managed and well supported by the student population of each district. The Brocton Central School District budgeted \$20,000 to subsidize the Food Services Program in this school year. Current operations suggest that this amount will not be necessary and that in the coming year, further efficiencies and district ownership of vending machines will make the program self - sufficient.

There does not appear to be any issues with the Food Services Programs that would not be easily dealt with should a merger of the two districts occur. It would also appear that staff reductions that may be called for organizationally could be dealt with through retirements and attrition. Obviously, it would be expected that the price differential between the existing services would disappear.

Technology Report

See Appendix I.

Chapter 5 Facilities

Brocton

The school facilities for the Brocton Central School District are located on 38.46 acres of land at the intersection of 138 West Main Street (US Route 20) and School Street in the Village of Brocton (Town of Portland). All grade levels Pre-K through 12 are housed at this location.

The original two-story 50,000 square foot building was constructed in 1939. It is designed in the neoclassical style with Colonial Revival influences and handsomely constructed of brick and cast stone. The gable roof structure over the central core of the original building has at its peak a large cupola. In 1952 a 9,000 square feet one-story addition was undertaken to provide more classroom space and facilities for choral and instrumental music. In 1955 a one-story, 30,000 square feet addition provided classrooms to house elementary grades, a gymnasium with locker rooms and an entrance canopy with a lobby. A major expansion of 40,000 square feet occurred in 1966 that housed additional classroom and shop spaces, cafeteria and kitchen facilities and a natatorium. In 1990 the school added 11,700 square feet of space for classrooms and rest room facilities. The last expansion of the building occurred in 2003 and included 47,100 square feet for additional classroom space, a gymnasium, locker rooms, a lobby and concession area. This project also included the construction of a 16 bay bus storage and maintenance facility. In 2005, there was a capital project that involved replacement of windows throughout the building and masonry restoration of the original 1939 building.

This school site also has two softball fields, a baseball diamond, three tennis courts, an outdoor basketball court and a football/soccer field with bleachers and a press box. A summary of the facility information is given in **Table 5.1**.

In 2008 the district's architect, Harrington Sandberg Architecture & Engineering, P.C., worked with district administrative staff and Building and Grounds personnel to prepare a Five-Year Capital Facilities Plan for the district. Although over \$5 million in capital improvements were noted in the plan, none of the work appears to be urgent. If Brocton and Fredonia should merge and it is determined that any or all of this capital

expenditure is necessary and/or desirable, it could be eligible for Building Incentive Aid at a rate of 95%.

Fredonia

The facilities for the Fredonia Central School District can be found in essentially two locations. The main campus is located at 425 East Main Street and houses 337,177 square feet of building space on 78.9 acres for grades 3-12. This campus includes several athletic fields and a field house used for storage. An 87,522 square feet building located at 75 Chestnut Street houses Pre-K through second grade on 7.6 acres. This site also includes a maintenance garage and has athletic fields adjacent to it.

The Main Street campus is a sprawling set of interconnected buildings that not only house the 3-12 programs but also provide space for the district offices and technology. The majority of the high school classroom space is located in a two-story building facing Main Street. Special area space like the cafeteria, gymnasium, auditorium and pool are housed in one-story space adjacent to the classroom area. The remainder of the space on the campus is one story. Although the entire complex is connected by hallways and walkways, the 3-5, 6-8 and 9-12 grade groupings all have distinct space. The elementary, middle and high school each have their own cafeteria and gymnasium while there are separate libraries for the middle and high schools. The original 223,160 square feet building was constructed in 1963. A 12,070 square feet addition was constructed in 1969, another 24,204 square feet of space was added in 1993 and the most recent addition of 101,947 square feet was part of a 2002 capital project.

The Main Street campus includes four tennis courts, a baseball diamond, two softball diamonds, two game soccer fields, two practice soccer fields and a track with a football/soccer practice field in the center of the track. All of these fields and courts are in relatively good condition with the exception of a dugout and the press box at the baseball diamond that were damaged in a storm last year.

Table 5.1

**Brocton-Fredonia Merger Study
Facility Information**

Brocton Central School District

Building	Central School	Bus Garage	Press Box
Address	138 W. Main St		
Facility Use	Instruction	Transportation	Athletics
Grades	Pre-K thru 12		
Students	668		
Staff	127	14	
Original Bldg			
Built	1939	2003	2003
Square Ft	50,000	14,200	
Addition #1	Classrms/Music		
Built	1952		
Square Ft	9,000		
Addition #2	Elem. Classrms/Gym		
Built	1955		
Square Ft	30,000		
Addition #3	Classrms/Café/Kitchen/Pool		
Built	1966		
Square Ft	40,000		
Addition #4	Classrms		
Built	1990		
Square Ft	11,700		
Addition #5	Classrms/Gym		
Built	2003		
Square Ft	47,100		
Total Sq Ft	205,300	14,200	
Total Acreage	38.46	w/Main St	
Water Supply	Public/Village	Public/Village	
Sewage	Public/Village	Public/Village	
Heating Fuel	Gas	Gas	
Hdcpd Access	Yes	Yes	
Replacemt Cost	\$33,668,270	\$2,402,778	

Table 5.2

**Brocton-Fredonia Merger Study
Facility Information**

Fredonia Central School District

Building Address	Main St Campus 425 East Main St	Wheelock 75 Chestnut	Maintenance 75 Chestnut	Fieldhouse 425 E Main
Facility Use	Instruction	Instruction	Maintenance	Athletics
Grades	3 thru 12	Pre-K thru 2		
Students	1,316	404	0	
Staff	216	70	6	
Original Bldg				
Built	1963	1953	1953	1991
Square Ft	223,160	36,610	4,352	1,200
Addition #1				
Built	1969	1993		
Square Ft	12,070	21,930		
Addition #2				
Built	1993	2002		
Square Ft	24,204	28,982		
Addition #3				
Built	2002			
Square Ft	101,947			
Total Sq Ft	337,177	87,522	4,352	1,200
Total Acreage	78.9	7.6	w/Wheelock	w/Main
Water Supply	Public	Public	Public	Public
Sewage	Public	Public	Public	Public
Heating Fuel	Gas	Gas	Gas	Gas
Hdcpd Access	Yes	Yes	Yes	Yes
Replacemt Cost	\$41,107,177	\$11,375,442	w/Wheelock	w/Main

The Wheelock Primary Building is a one story building that houses ample space for the Pre-K through 2 program. In fact, the district currently leases a wing of space to Buffalo Speech and Hearing for its programs. In addition to classroom space the building contains a gym/activity room, a cafeteria, a library and plenty of office space. The original building containing 36,610 square feet of space was built in 1953. A 21,930 square feet addition was constructed in 1993 and the final 28,982 square feet addition was also part of the most recent 2002 project. This site also has a separate 4,352 square feet maintenance garage that was built with the original building in 1953.

The Orange Bowl football field is located behind the Wheelock school. While the field is in good condition the press box, bleachers and speaker system need some work. A practice football field and the JV baseball diamond are located across Chestnut Street from Wheelock. Both of these fields are in good condition. A summary of the Fredonia building information is given in **Table 5.2**.

A team of district administrators analyzed the capital improvement and maintenance program needs for the district and issued a report in 2005. This data collection and analysis was based on the Fire Safety Inspection Report, Asbestos Hazard Emergence Response Act (AHERA), Annual Visual Inspection Reports and the School Facility Report Cards. The report indicated that any significant capital or maintenance projects were not necessary. In short, the Fredonia facilities are in pretty good condition. As is the case with Brocton, should the two districts merge, any qualifying capital projects approved by the voters within ten years of reorganization would be eligible for Building Incentive Aid which, in the case of these districts, would be 95% of the approved expenses.

Building Capacity

The space needs of a reorganized district are generally a major topic of discussion. A key variable in that discussion is the capacity of the existing buildings. As was pointed out in the description of the buildings above, the space that exists is in reasonably good condition. The remainder of this chapter will deal with the issue of the amount and suitability of space to house various grade level location options. Chapter 2 identified the

current and future enrollments for the consolidated district. **Table 5.3** below identifies the capacity of each building, looking at both 20 and 25 students in a classroom. Although these per classroom allocations are below the state rated capacity, district officials indicate that these allocations are appropriate for the teaching-learning standards of the communities involved.

Table 5.3

Building	Number of Classrooms*	20 Students/ Classroom	25 Students/ Classroom
Total Brocton Pre-K-12	51	1,020	1,275
Fredonia Elementary 3-5	34	680	850
Fredonia Middle School 6-8	33	660	825
Fredonia High School 9-12	38	760	950
Fredonia 3-12 Subtotal	105	2,100	2,625
Fredonia Wheelock Pre-K-2	36	720	900
Total Fredonia PreK-12	141	2,820	3,525

*The number of classrooms includes only those rooms identified for regular instruction and does not include gyms, libraries, art or music rooms, computer labs, OT/PT space, office space, etc.

A quick review of the enrollment projections and this building capacity table indicates that most grade level location options can be accommodated in the existing building space.

Grade-Level Location Options with Pros/Cons

A number of options to house the students in the merged district are given below. The options are not in any priority order and the cost savings do not assume any economies in teaching staff. The student counts represent the 2010-11 projections.

Option 1: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia with Wheelock open (704 students)

All 6-8 students at Brocton (480 students)

All 9-12 students at Fredonia (704 students)

PROS/CONS

- The capacity of Brocton (1,020) could handle the 754 students and the capacity of Fredonia with Wheelock (2,820) could handle the 1,408 students
- In addition to the \$250,000 central office savings there would be minimal savings because the students are essentially traded between schools.

- Based on the current Foundation Aid formula, the merged district would qualify for \$100,000 in additional Foundation Aid.
- Should the districts merge, it is estimated that the merged district will receive about \$30,684,345 in Reorganization Incentive Aid over 14 years.
- Should the districts merge, it will be necessary to negotiate new contracts for the merged district. If the contracts are “leveled up”, the associated costs could be considerable.
- There would be some space in the buildings available for outside use which may or may not have net cost implications.
- Each community would maintain students in all of its school buildings.
- Middle school students from Fredonia and high school students from Brocton will have longer bus rides. The net additional cost of transportation is about \$27,000. This amount includes after-school late buses for students involved in extracurricular activities.
- Younger children can be educated close to home.
- There will be a geographic separation of the Pre- K- 2 and 3-5 programs.
- Extra space would allow for wrap-around programs at both locations.
- Before and after school programs could be held at both schools.
- There are social and developmental advantages to keeping high school and middle school students physically separated.
- There would be a loss of some teacher certification flexibility.
- The music space at Brocton would need to be expanded.
- Consolidating the middle schools and high schools offers the potential for more sports teams and co-curricular activities, but also increases the candidate pool for any given team or activity which may increase competition for slots on several sports teams.
- Consolidating the middle and high schools will provide increased educational program opportunities such as college level programs (AP, JCC, Fredonia State and other colleges), electives and music for students of both districts.

Option 2: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia with Wheelock closed (704 students)

All 6-8 students at Brocton (480 students)

All 9-12 students at Fredonia (704 students)

PROS/CONS

- The capacity of Brocton (1,020) could handle the 754 students and the capacity of Fredonia without Wheelock (2,100) could handle the 1,408 students.
- In addition to the \$250,000 central office savings there would be an estimated \$500,000 in savings due to non-teaching personnel reductions and cleaning and utility costs. These savings assume that the maintenance garage and athletic fields at the Wheelock site would continue to be used.
- Based on the current Foundation Aid formula, the merged district would qualify for \$100,000 in additional Foundation Aid.

- Should the districts merge, it is estimated that the merged district will receive about \$30,684,345 in Reorganization Incentive Aid over 14 years.
- Should the districts merge, it will be necessary to negotiate new contracts for the merged district. If the contracts are “leveled up”, the associated costs could be considerable.
- All of the space at the Wheelock school would be available for outside use.
- Middle school students from Fredonia and high school students from Brocton will have longer bus rides. The net additional cost of transportation is about \$27,000. This amount includes after school late buses for students involved in extracurricular activities.
- Younger children can be educated close to home.
- There will be a geographic separation of the Pre- K-2 and 3-5 programs since space is available to locate the Pre-K-2 and the 3-5 programs in separate wings or pods.
- Extra space would allow for wrap-around programs at both locations.
- Before and after school programs could be held at both schools.
- There are social and developmental advantages to keeping high school and middle school students physically separated.
- There would be a loss of some teacher certification flexibility at the secondary level.
- The music space at Brocton would need to be expanded.
- Consolidating the middle schools and high schools offers the potential for more sports teams and co-curricular activities, but also increases the candidate pool for any given team or activity which may increase competition for slots on several sports teams.
- Consolidating the middle and high schools will provide increased educational program opportunities such as college level programs (AP, JCC, Fredonia State and other colleges), electives and music for students of both districts.

Option 3: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia with Wheelock open (704 students)

All 6-12 students at Fredonia (1,184 students)

PROS/CONS

- The capacity of Brocton (1,020) could handle the 274 students and the capacity of Fredonia with Wheelock (2,820) could handle the 1,888 students. However, some on the Curriculum Committee expressed concern about adequate instructional space.
- In addition to the \$250,000 central office savings, there would be an estimated \$250,000 savings due to a reduction in administrative, clerical, cleaning and utility costs at Brocton.
- Based on the current Foundation Aid formula, the merged district would qualify for \$100,000 in additional Foundation Aid.
- Should the districts merge, it is estimated that the merged district will receive about \$30,684,345 in Reorganization Incentive Aid over 14 years.

- Should the districts merge, it will be necessary to negotiate new contracts for the merged district. If the contracts are “leveled up”, the associated costs could be considerable.
- Considerable space at the Brocton site would be available for outside use which may or may not have net cost implications.
- Middle and high school students at Brocton would have longer bus rides. The net additional cost for transportation is about \$17,000. This amount includes after school late buses for students involved in extracurricular activities.
- Younger children can be educated close to home.
- Consolidating would allow for greater teacher certification, staff flexibility and program flexibility with a combined high school and middle school.
- Consolidating the middle and high schools offers the potential for more sports teams and co-curricular activities, but also increases the candidate pool for any given team or activity which may increase competition for slots on several sports teams. Middle school students will have greater access to JV and varsity sports.
- Consolidating the middle and high schools will provide increased educational program opportunities such as college level programs (AP, JCC, Fredonia State and other colleges), electives and music for students of both districts; there is concern, however, about sufficient space to support music programs (and possibly others such as sports) if MS and HS students are in one location.

Option 4: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia with Wheelock closed (704 students)

All 6-12 students at Fredonia (1,184 students)

PROS/CONS

- The capacity of Brocton (1,020) could handle the 274 students and the capacity of Fredonia without Wheelock (2,100) could handle the 1,888 students. However, the Curriculum Committee expressed considerable concern about adequate space for the student population, especially if that population increases. The Curriculum Committee also was concerned about the reduction in the ability to adapt or retrofit classrooms should changes become necessary.
- In addition to the \$250,000 central office savings, there would be an estimated \$850,000 savings due to the closing of Wheelock and the reduction of administrative, clerical, cleaning and utility costs at Brocton.
- Based on the current Foundation Aid formula, the merged district would qualify for \$100,000 in additional Foundation Aid.
- Should the districts merge, it is estimated that the merged district will receive about \$30,684,345 in Reorganization Incentive Aid over 14 years.
- Should the districts merge, it will be necessary to negotiate new contracts for the merged district. If the contracts are “leveled up,” the associated costs could be considerable.
- All of the space at Wheelock and a considerable amount of space at Brocton would be available for outside use which may or may not have net cost implications.

- Middle and high school students at Brocton would have longer bus rides. The net additional cost for transportation is about \$17,000. This amount includes after school late buses for students involved in extracurricular activities.
- Consolidating the middle and high schools offers the potential for more sports teams and co-curricular activities, but also increases the candidate pool for any given team or activity which may increase competition for slots on some sports teams. Middle school students will have greater access to JV and varsity sports.
- Consolidating the middle and high schools will provide increased educational program opportunities such as college level programs (AP, JCC, Fredonia State and other colleges), electives and music for students of both districts; there is concern, however, about sufficient space to support music programs (and possibly others such as sports) if MS and HS students are in one location.

Option 5: All students at Fredonia (2,159 students)

PROS/CONS

- The capacity of Fredonia with Wheelock (2,820) could handle the 2,159 students. The capacity of Fredonia without Wheelock (2,100) would make this option tight but possible. However, the Curriculum Committee felt that there would be little flexibility for mandated programs like a 1-12-1 classroom and it would be difficult to provide desired curriculum under this option even with Wheelock open.
- In addition to the \$250,000 central office savings, there would be an estimated \$1,000,000 in custodial/cleaning services, utilities and building administration costs.
- Based on the current Foundation Aid formula, the merged district would qualify for \$100,000 in additional Foundation Aid.
- Should the districts merge, it is estimated that the merged district will receive about \$30,684,345 in Reorganization Incentive Aid over 14 years.
- Should the districts merge, it will be necessary to negotiate new contracts for the merged district. If the contracts are “leveled up”, the associated costs could be considerable.
- The Village of Brocton would lose people, economic activity and much more should its school building be closed.
- Brocton students would have longer bus rides. The net additional cost for transportation is about \$29,000. This amount includes after school late buses for students involved in extracurricular activities
- Consolidating the schools at one site offers the potential for more sports team and co-curricular activities, but also increases the candidate pool for any given team or activity which may increase competition for slots on some sports teams.
- Consolidating the middle and high schools will provide increased educational program opportunities such as college level programs (AP, JCC, Fredonia State and other colleges), electives and music for students of both districts; there is concern, however, about sufficient space to support music programs (and possibly others such as sports) if MS and HS students are in one location.
- Consolidation of all elementary classes in location will provide for more efficient use of support services as well as consistency of curricula.

The options that were identified but for various reasons are not thought to be viable include:

Option A: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia; Wheelock open or closed (704 students)

All 6-8 students at Fredonia (480 students)

All 9-12 students at Brocton (704 students)

Although students will tightly fit at Brocton, most committees felt this was not a viable option

Option B: K-5 Brocton students at Brocton (274 students)

K-5 Fredonia students at Fredonia (704 students)

All 6-12 students at Brocton (1,184 students)

Students will not fit at Brocton without expansion

Option C: All students at Brocton (2,159 students)

Students will not fit at Brocton without expansion

Option D: All Brocton students stay at Brocton (607 students)

All Fredonia students stay at Fredonia (1,557 students)

No program enhancements and it is highly unlikely the State Education

Department would approve a reorganization to be eligible for program improvements or combined state aid.

Given the prospect that whichever option is chosen for the location of programs and students in the merged district, it is very likely that there will be excess space in the school buildings. Below are some suggestions for the possible uses of that available space:

- Rent space to BOCES for classes
- Expansion of the BOCES CBO program
- Community recreation center
- School based health clinic
- Public library
- Use of classrooms by JCC, Fredonia State or other postsecondary institutions
- Senior citizen center
- Rent space to county agencies like DDS or mental health
- Use by town or village agencies/programs
- Wrap around daycare for Universal Pre-K program.

Chapter 6
Staffing and Organization

The Staffing and Organization committee was charged with collecting and reviewing data associated with all employees and employee groups in the Brocton and Fredonia school districts. This data has been organized into a series of charts and graphs (which follow in this chapter) to assist in comparison and analysis.

Committee members were divided into sub-groups for the purpose of reviewing staffing levels, specific employee contracts and to prepare a report comparing and contrasting the information from both districts. After thoroughly reviewing and documenting their findings, each sub-committee reported their analysis to the full group allowing for further discussion. Members then formulated summary observations, leading to the identification of points of emphasis for consideration by the Joint Steering Committee, the Boards of Education in Brocton and Fredonia, and - should a merger occur - the new Board of Education.

The following tables provide an overview of the support, administrative and teaching staffs of the Brocton and Fredonia Central School District.

Administrative, Supervisory, Instructional and Other Professional Staff

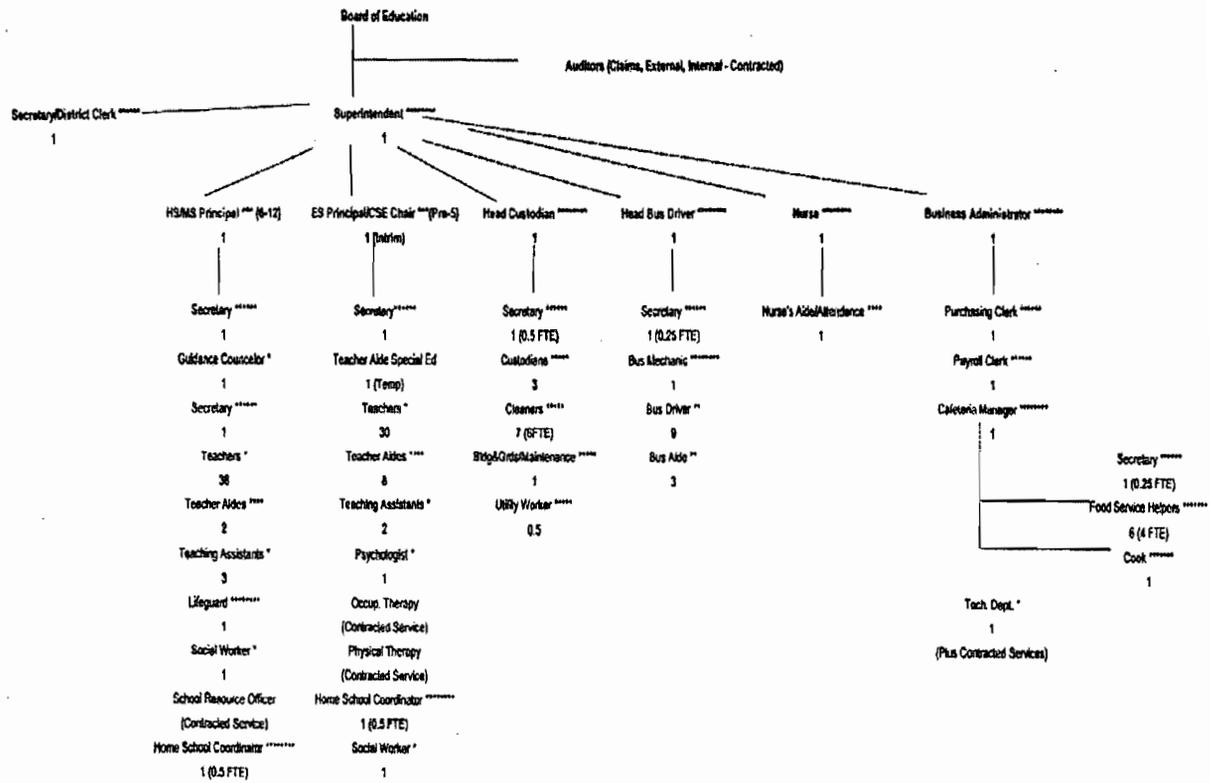
	<u>Brocton</u>	<u>Fredonia</u>
Superintendent	1	1
Principals	2	4
Asst. Principals	0	1
Teachers	71	156
Teachers (Part Time)	0	4*

Note – Part time positions in Fredonia = 4
 3 of these positions are .5 each = 1.5
 1 position is equates to .87

Other Staff in District (Non-Instructional)

	<u>Brocton</u>	<u>Fredonia</u>
Teaching Asst's (Spec Ed)	5	1
Teaching Asst's (Other)	0	5
Teacher Aides (Spec Ed)	2	17
Part Time	0	<u>(1@.5)</u> .5
Teacher Aides (Other)	9	20
Part Time	0	<u>(1@.5)</u> .5
Pupil Personnel Service Aide (<u>2@.5</u>)	1	0
Health Services	1	1
Part Time	0	<u>(1@.5)</u> .5
Other Paraprofessional	2	0
Secretaries, typists clerks	7	16
Part Time		<u>(1@.5)</u> .5
Maintenance, custodians	10	16
Part Time	<u>(4@.5)</u> 2	<u>(2@.5)</u> <u>1.0</u>
Bus Drivers, Mechanics	11	0
School Lunch Workers	4	2
Part Time	<u>(4@.5)</u> 2	<u>(19@.5)</u> <u>9.5</u>
Other Support Staff	1	6
Total	57	Total 96.5

Brocton Central School Organizational Chart 12/08



Group	# of stars
* Brocton Teacher's Assoc.	1
** Teachers	2
*** Administrative Unit (MOA)	3
**** Teacher Aide (MOA)	4
***** CSEA	5
***** Secretarial Assoc. (MOA)	6
***** Food Service (MOA)	7
***** Individual (MOA)	8

All number reflect Full Time Equivalents except as indicated

Employee Contracts and Expiration Dates

The following is a listing, by district, of employee contracts as well as the expiration date of each. All labor contracts are currently settled with many expiring in June of 2009. It should be pointed out that the Fredonia and Brocton Teachers contracts expire in 2011 while the Fredonia Administrators' Agreement runs through June of 2013 in comparison to the Brocton High School Principal's contract which expires in 2011.

Fredonia Central School Employee Contracts

1. Fredonia School Administrators	6/30/13
2. Fredonia Teachers Association	6/30/11
3. Fredonia CSEA Local 100	6/30/09
4. Salaried Support Staff	6/30/09
5. Head Custodian	6/30/09
6. Head Maintenance	6/30/09
7. Secretary to Superintendent	6/30/10
8. Cafeteria Manager	1/30/09
9. Business Administrator	6/30/09
10. Sr. Micro Computer Specialist	6/30/10
11. District Nurse	6/30/11

Brocton Central School Employee Contracts

1. School Administrator (HS Principal)	6/30/09
2. Interim Elem Principal/CSE Chair	6/30/09
3. School Business Executive	6/30/09
4. Brocton Teachers Association	6/30/11
5. Teacher Aides	6/30/09
6. Head Custodian	6/30/09
7. CSEA Local 1000	6/30/09
8. Head Bus Mechanic	6/30/09
9. Assistant Head Bus Mechanic	6/30/09
10. Teamsters Local 264	6/30/11
11. Cook Manager	6/30/09
12. Food Service Helpers	6/30/10
13. Secretarial Association	6/30/10
14. Nurse	6/30/09
15. Home School Coordinator	6/30/09
16. Water Safety Instructor	6/30/09

COMPARISION OF EMPLOYEE REPRESENTATION BY JOB TITLE

Fredonia CSEA Contract

Term - June 30, 2009

Represents:

1. **Food Service Helper** (In Brocton, covered under Food Service Helpers)
2. **Cook** (In Brocton, covered under Food service Helpers)
3. Assistant Cook 1
4. Assistant Cook 2 (Baker)
5. **Teacher Aide** (In Brocton, covered under a MOA with Tchr Aides)
6. Special Class Aide
7. Life Guard
8. School Bus Attendant

Note –

1. In Brocton, **Cafeteria employees** and **cooks** (#1 and #2 above) are covered under the terms of the Food Service Helpers Contract (no other positions are covered in this Brocton Contract).
2. In Brocton, **Teachers Aides** (#5 above) are covered under a separate Memorandum of Agreement (MOA).

Fredonia Salaried Support Staff Contract

Term - June 30, 2009

Represents - Account Clerk, Attendance Clerk, Audio Visual Aide, Building Maintenance Mechanic, **Cleaner, Clerk, Custodian**, Groundskeeper, Guidance Aide, Home/School Coordinator, Learn and Serve Coordinator, Library Page, Mechanic 1, Mechanic 11, Micro Computer Technology Coordinator, Micro Computer Technical Assistant, Occupational Therapist Assistant, Occupational Therapist, Office Assistant, School Secretary, Senior Library Clerk, Teaching Assistant, Truck Driver, Typist II

Note -

1. In Brocton, **custodians and cleaners** are covered under the terms of their CSEA contract. This unit represents only custodians and cleaners.
2. In Brocton, **secretarial and clerk positions** are covered under the terms of a Memorandum of Understanding with the Brocton Central School District Secretarial Association. Secretarial and clerk positions are the only job titles covered in this Brocton contract.

COMPARISION OF EMPLOYEE REPRESENTATION BY JOB TITLE

Brocton
Food Service Helper Association

Term - June 30, 2010

Represents - Cafeteria Employee and Cook(s)

Note - In Fredonia, the above positions are covered under the terms of the CSEA Contract. Several other job titles are covered under this contract in Fredonia

Brocton
CSEA Contract

Term - June 30, 2009

Represents - Custodians and Cleaners

Note - In Fredonia, these positions are represented by the Salaried Support Staff Association. This contract covers multiple job titles in Fredonia

Brocton
Secretarial Association

Term - June 30, 2010

Represents - Guidance, Elementary, High School, District and Maintenance Secretaries as well as the Accountant and Purchasing Clerk

Note - In Fredonia, these positions are covered by the Salaried Support Staff contract.

Brocton
Memorandum of Agreement with Teacher Aides

Term - June 30, 2009

Represents - Teacher Aides

Note - In Fredonia, these positions are covered under the terms of the CSEA agreement

Brocton
Teamsters Contract

Term - June 30, 2008

Represents - Bus Drivers, Bus Aides and Monitors, Assistant (Bus) Mechanic

Note - In Fredonia, transportation services are contracted out with "First Student"

Comparison of Employee Representation by Job Titles

Findings

A comparison of job titles with employment contracts indicates multiple differences as to which bargaining units cover certain job titles.

Examples;

- In Fredonia, the Food Service Helpers and Cooks are represented by the CSEA. In Brocton, these same job titles are covered by the Food Service Helpers Association.
- Teacher Aides are covered under the CSEA contract in Fredonia, but in Brocton they are covered under a Memorandum of Agreement (MOA) with the Teacher Aides.
- Teaching Assistants are covered under the Brocton Teachers Association contract but in Fredonia they are represented by the Salaried Support Staff Association.
- The administrators in Fredonia are represented by the State Association of Administrators of NYS. However, the Brocton High School Principal is covered under a Memorandum of Agreement. Note: The Elementary Principal's position in Brocton is currently filled on an interim basis.

Recommendation - Should the two districts decide to merge, the matter of "Job Title Representation" is a factor that will need immediate attention. We recommend that as soon as members of a new Board of Education take office they establish both a "transition team," and hire a professional negotiator to assist with further identification, clarification and resolution of the differences in employee representation (as currently exists). The matter of "Job Title Representation" will perhaps result in an "election for recognition" should a successful merger vote occur.

The Effect of a Merger on Employees

When considering a merger, the Boards of Education in Brocton and Fredonia will find the following information helpful. It indicates the effect of centralization on employees. The publication was developed by the NYS Education Department.

Guide to the Reorganization of School Districts in New York State

“TEACHERS :

Teachers in the former school districts become employees of the newly formed district. If teaching positions are abolished, the persons with the least seniority within the tenure areas of the abolished positions are placed on a preferred eligible list for a period of seven years following the dismissals. For salary, sick leave and any other purposes, the length of service credited in the former district shall be credited as employment time with the newly formed district.”

“SUPERINTENDENT:

The appointment of a superintendent would be made by the board of education of the new district. When the superintendent of a district included in the reorganization has an employment contract, such contract is considered a property right and is therefore a contractual obligation which is binding upon the newly reorganized school district as the successor in interest of the districts which have merged to form the reorganized district (Section 1804(5)(b) of the Education Law).

If the superintendent of one or more of the districts included in the centralization is on tenure, he/she would have tenure rights to appointment as superintendent of the new central district. Where more than one superintendent is tenured, seniority would apply.

If the newly reorganized district determines not to employ such superintendent, it may discharge its contractual obligation by paying the salary which he or she would have earned pursuant to such contract, less any income obtained from employment elsewhere during the term of the contract.”

“NON-TEACHING PERSONNEL:

Non-teaching personnel appointed pursuant to the Civil Service Law will have different employment rights depending on their civil service class, e.g., competitive, non-competitive, labor, etc. The appropriate local civil service agency should be consulted for assistance to ensure appropriate treatment of these employees.”

Effect of a Merger on the Status of Labor Contracts

Recommendation(s) - Should a merger between the districts be authorized; a new school district is formed. The authority and responsibility to engage in negotiations for the purpose of establishing new labor agreements rests with the new Board of Education. We recommend that as soon as members of a new Board of Education take office they both establish a "transition team," and hire a professional negotiator to assist with further identification, clarification and resolution of the differences in employee contract language and benefits (as currently exists). Those entities that represent the various district employees or employee groups should be engaged in the process negotiations and transition as soon as practical. It may be necessary to engage the assistance of the NYS Public Employee Relations Board. Information available in the "Guide to the Reorganization of School Districts in New York State" published by the New York State Education Department and Education Law will also provide valuable assistance.

Contract Analysis (Salary and Benefits)

Members of the Staffing and Organization Committee divided into teams, and read and analyzed all labor contracts from both school districts. Each sub-group developed a report detailing, summarizing and comparing contractual areas, language and benefits. They then further summarized and highlighted differences found in the agreements. All reports were provided to all committee members, as well as district officials, for their further review.

The following pages contain:

- Administrative Contract Comparison
 - Summary
- Teachers Contract Comparison
 - Summary
- Confidential Employee's Contract Comparison
 - Summary
- Non-Instructional Staff Contract Comparison
 - Summary

The analysis provided should be of great assistance to current members of the Brocton and Fredonia Boards' of Education, and should a merger occur to the members of a new Board of education.

COMPARISON OF ADMINISTRATIVE CONTRACTS

	Brocton Secondary Principal	Fredonia Administrators Association
Contract Duration	(Elem. Principal is serving on an Interim basis) June 30, 2009	June 30, 2013
Personal Days	3 personal - not cumulative.	Approved on case by case basis by Superintendent.
Bereavement	5 days - not cumulative (3 sick days may be used for bereavement).	
Sick Days	13 sick days. May accumulate up to 200 days.	12 days per year. May accumulate up to 260 days. Upon receiving tenure, 30 sick days are added.
Sick Leave Bank	90 days, less the number of days which have been accumulated up to 90 days.	Members contribute days for benefit and use of the group (if necessary).
Work Days	12 months.	52 weeks, 260 work days.
Vacation Days	20 vacation days. Unused days may convert to sick days or be paid for 10 days at 1/240th of annual salary.	20 vacation days. 10 unused days may be carried forward. 3 unused days beyond the 10 may be cashed in at 1/240th of contract salary.
Holidays	16 paid holidays.	15 paid holidays.
Health Insurance	Chaut. Co. plan #4000 to include basic plan and \$5/\$10 co-pay. Major deductible \$200/\$400. Dental insurance and Vision care plan - 90% paid by district. 10% contribution to medical plan.	Chaut. Co. Medical Health Care Plan. New administrators - covered under district HMO plan. Administrator contributes 10%. Administrator hired after 6/30/2004 pays 15%. Plan includes Major Medical \$100/200, Prescription plan \$5/\$10, Dental and Optical insurance.
Life Insurance	\$10,000 life insurance policy.	\$75,000 term life policy.
Disability Insurance		90-day exclusion period - 60% of salary up to \$5,000 per month until age 65.
Flexible Benefit Plan	District contributes \$1,000 annually.	
Professional Study		Eligible for tuition reimbursement, not to exceed 6 graduate hours per year.

COMPARISON OF ADMINISTRATIVE CONTRACTS

Cell Phone	Cell phone provided by district.	\$600 annually for contract and purchase by administrator.
Retirement	Upon retirement from district, district pays 80% of health and dental insurance for life.	\$4,000 per year toward health insurance premium for those who retire after 6/30/2004 until age 65.
Retirement Incentive	District will pay 50% of sick leave accrued up to 180 days in cash or use in paying health insurance.	40% of total earnings of year of retirement - if 10 years of service and retires at 55. Extended service waiver for an additional year available - dependent on Superintendent approval.
Professional Dues	Dues paid for SAANYS, National Association of School Admin or Secondary School Principals and County Principals dues.	\$600 towards professional dues in addition to SAANYS membership.
Salary	2008-2009 salary \$75,612 plus \$60 for master's degree and graduate hours @ \$70 per hour.	2009-2010 over 2008-2009 +3.75% 2010-2011 over 2009-2010 +3.75% 2011-2012 over 2010-2011 +3.75% 2012-2013 over 2011-2012 +3.75%
2008-2009 Salary <i>Principal 8 - 9</i> <i>Asst. Principal</i> <i>Principal 6 - 8</i> <i>Principal 3 - 5</i> <i>Principal PreK - 2</i> <i>Director of Spec. Ed.</i> <i>Admin for Grants</i> <i>and Prof. Develop.</i>		\$97,098 Currently vacant - salary TBD \$101,476 \$95,383 \$80,406 Currently vacant; \$87,739 in 2008-2009 \$85,075

**The elementary principal position is currently filled by an interim principal.*

SUMMARY COMPARISON OF ADMINISTRATIVE CONTRACTS

Brocton	Fredonia
Contract ends 2009.	Contract ends 2013.
	2009-2010 over 2008-2009 +3.75% 2010-2011 over 2009-2010 +3.75% 2011-2012 over 2010-2011 +3.75% 2012-2013 over 2011-2012 +3.75%
Sick Days: Up to 200 days.	Sick Days: Can be up to 290 days
Life Insurance: \$10,000. Contributes \$1000 toward a flexible benefit plan which administrators can use toward any health plan	Health Insurance: Any new hire after 6/30/2004 pays 15% toward coverage. Life Insurance: \$75,000 term life policy. Disability Insurance: 60% of salary up to \$5000 per month until age 65.
Brocton principal makes \$5000 less than lowest base paid principal in Fredonia and \$25,000 less than the highest paid Fredonia principal.	Retirement received 40% of total earnings of the year of retirement in a lump sum.

TEACHER CONTRACT DIFFERENCES AND COMMENTS
2/28/2009

	Brocton 2008-2011	Fredonia 2007-2011
Teacher Day	K-12: 7 hours.	K-5: 7 hours. 40 min planning + 30 min lunch. 6-12: 7 hours and 20 minutes. 5 classes + 1 supervisory + 30 min lunch.
Class Size	K-2: Not to exceed a reasonable number. 3-12: At a level to meet safety standards.	K-2: 21 Max. 3-12: 25 Max.
Insurance	<p align="right">District Pays</p> <p>\$10,000 term life insurance: 100%</p> <p>Disability insurance: 0%</p> <p>There is a \$2000 yearly buyout option for those not taking insurance with the district.</p> <p>Retiree Health Insurance: No longer available to employees hired after 9/96; it is not part of the contract.</p>	<p align="right">District Pays</p> <p>\$50,000 term life insurance: 100%</p> <p>Disability insurance: 100%</p> <p>There is no buyout for those not taking insurance with the district.</p> <p>Retiree Health Insurance: (medical, dental, optical, prescription) \$4000/yr until 65</p>
Leaves	<p align="right">District Pays</p> <p>No personal leave provided</p>	<p align="right">District Pays</p> <p>Personal (1-2 semesters): None</p>
Personal Days	3 days.	3 with no reason. Applications for additional days may be made to the Superintendent for reasons outlined in contract.
Sick Days	<p>12 per year.</p> <p>Sick Bank = 30 days of members time, then 30 days of sick bank on approval of committee.</p> <p><i>Professional Service Increment (PSI):</i> After age 50, member can request unused sick days to be paid over 3 pr 5 year period at a rate of 1/180 times the annual salary times 40% with a maximum allowance of 190 days.</p>	<p>12 per year.</p> <p>Members of sick bank can apply for up to the number of days days in 1 school year for a single illness.</p> <p>There is no provision for payment for unused sick days.</p>
Long-Term Substitutes		After working 90 days are eligible for all benefits of a full employee.

TEACHER SALARY INFORMATION

	Brocton		Fredonia		
	2008-2009	2009-2010	2008-2009	2009-2010	2010-2011
Salary Schedule					
Step 1	\$33,675	\$34,820	\$36,900	\$37,300	\$37,700
Step 2	\$34,530	\$35,618	\$37,800	\$38,200	\$38,700
Step 3	\$35,210	\$35,810	\$38,800	\$39,200	\$39,700
Step 4	\$35,935	\$36,620	\$39,800	\$40,200	\$40,700
Step 5	\$36,913	\$37,388	\$40,800	\$41,200	\$41,700
Step 6	\$37,908	\$38,408	\$41,800	\$42,200	\$42,700
Step 7	\$38,840	\$39,440	\$42,800	\$43,600	\$43,700
Step 8	\$39,948	\$40,398	\$43,800	\$44,900	\$45,300
Step 9	\$42,154	\$42,354	\$47,450	\$47,450	\$47,450
Step 10	\$44,025	\$44,425	\$50,100	\$50,100	\$50,100
Step 11	\$45,782	\$46,182	\$54,600	\$53,400	\$53,400
Step 12	\$47,568	\$47,968	\$58,300	\$57,900	\$57,900
Step 13	\$50,182	\$50,582	\$62,900	\$62,200	\$62,200
Step 14	\$52,798	\$52,998	\$70,800	\$66,400	\$66,400
Step 15	\$55,413	\$55,813	\$70,800	\$72,600	\$74,400
Step 16	\$59,057	\$59,257	\$70,800	\$72,600	\$74,400
Step 17	\$67,000	\$67,200	\$70,800	\$72,600	\$74,400
Step 18	\$69,000	\$69,400	\$70,800	\$72,600	\$74,400
Step 19	\$73,046	\$75,133	\$70,800	\$72,600	\$74,400

COMPARISON OF CONFIDENTIAL AND MOA'S (SUPERVISORY)

	Secretary to Superintendent		Business Administrator	
	Brocton*	Fredonia	Brocton	Fredonia
Contract Duration	June 30, 2010	June 30, 2010	June 30, 2009	June 30, 2008
Work Year	40 hrs/wk - 365 days.	12 months.	12 months.	12 months.
Personnel	0	1	1	1
FTE	0	1	1	1
Personal Days	3 days.	Not defined.	3 days.	Not defined.
Bereavement	3 days.	Not defined.	5 days.	Not defined.
Sick Days	12 days.	12 days.	13 days.	12 days.
Vacation Days	6 days to 31 days.	20 days.	30 days.	30 days.
Holidays	18 days.	15 days.	17-18 days.	15 days.
Longevity	None	None	None.	None.
Retirement	ERS 75: Tier 1 & 2, Tier 3 - Article 4 Tier 4 - Article 15 Hired pre 7/1/95: one day's pay times 1/4th not to exceed 45 days (sick time). Hired pre 2/18/05 & 15 years service: \$5,000 stipend upon retirement.	NYS Plan 75-I + 41-j: \$1,200 per year for health insurance until 65 + 25% of salary if retirement in two-year window of eligibility.	Retirement benefit is not defined - upon retirement 80% of medical insurance will be paid for life.	NYS Plan + \$3,000 per year into 403b fund + 42% of salary if retirement in two- year window of eligibility - \$4,000 toward health until age 65.

Brocton

Fredonia

	Sick Bank = 30 days of members time, then 30 days of sick bank on approval of committee.	Members of sick bank can apply for up to the number of days in 1 school year for a single illness.
	<i>Professional Service Increment (PSI):</i> After age 50, member can request unused sick days to be paid over 3 pr 5 year period at a rate of 1/180 times the annual salary times 40% with a maximum allowance of 190 days.	There is no provision for payment for unused sick days.
Long-Term Substitutes		After working 90 days are eligible for all benefits of a full employee.
Salary	<i>Voluntary Summer In-Service Days:</i> 1/200 of current salary.	<i>Voluntary Summer In-Service Days</i> Each member gets a minimum of 5 voluntary paid summer in-service days. Additional days may be granted by the Superintendent. 2008-2009: \$150/day. 2009-2010: \$160/day. 2010-2011: \$170/day.
	<i>Instructional Leaders:</i>	<i>Instructional Leaders:</i> K-5 and 9-12: \$2850/year. 6-8: \$2138/year plus \$713/year for being a team leader.
	<i>Professional Development:</i> 15 hours = 1 credit = \$70 added to annual salary.	<i>Professional Development:</i> 15 hours = 1 credit = \$50 added to annual salary.
	<i>Summer CSE Meetings:</i> 1/200 of current salary.	<i>Summer CSE Meetings:</i> 1/7 of Voluntary Summer In-Service Day Rate per hour. After one hour, payments are made in 15-minute blocks.
	<i>Steps in Salary Schedule 2009-2010: 19</i> Step 1 salary \$34,820 Step 19 salary \$75,133 Avg Salary - \$55,214 (Base, Masters, College Credit)	<i>Steps in Salary Schedule 2009-2010: 15</i> Step 1 salary \$37,300 Step 15 salary \$72,600 Avg Salary -\$56,632 (Base, Masters, College Credit)
Longevity	<i>Longevity</i>	<i>Longevity</i> 16-20 years in district: Additional \$1500 to annual salary 21-25 years in district: Additional \$4500 to annual salary 26+ years in district: Additional \$7500 to annual salary
Retirement Incentive	Member with at least 7 years of service to BCS and a minimum of 20 years of service to NYSTRS or in their first year of eligibility, submit a letter of resignation on or before March 1 effective for resignation from July 1 and September 1 or December 1 and February 1 will receive a \$12,000 stipend. Not applicable to employees hired after June 1, 2005.	Members who retire in their first year of eligibility receive 50% of their total salary (excluding coaching/co-curricular salary) with a minimum of \$20,000 to a 403b.

COMPARISON OF CONFIDENTIAL (SUPERVISORY) CONTRACTS

Insurance				
% Paid by District	85%...\$2,000 reimburse if no insurance.	90%	90%	90%
Medical	Traditional \$200/\$400	Chaut. Co. School Districts Plan, Basic Health and Major Medical	\$200/\$400	\$100/\$200
Dental	Yes	Yes	Yes (Board will pay 90% of dental insurance coverage).	Yes
Prescription	\$5/\$10	\$5/\$10	\$5/\$10	\$5/\$10
Vision	Yes	Yes	Yes (Board will pay 90% of vision insurance coverage).	Yes
Disability	No	60% of salary up to \$5,000 per month until age 65	No	60% of salary up to \$5,000 per month until age 65.
Life Insurance	\$10,000 Group Life	\$40,000 Term Life	\$10,000 Group Life	\$75,000 Term Life
Flex Plan	No	Yes	Yes	Yes
Wages	\$39,023	\$36,500	\$65,520	\$81,424

**Brocton's Secretary to the Superintendent is covered under the Secretarial Association.*

COMPARISON OF CONFIDENTIAL AND MOA'S (SUPERVISORY)

	Cafeteria Manager		Head Custodian		Head of Maintenance	
	Brocton	Fredonia	Brocton	Fredonia	Brocton*	Fredonia
Contract Duration	June 30, 2009	June 30, 2009	June 30, 2009	June 30, 2008		June 30, 2008
Work Year	11 months (7/1 - 6/30)	11 months (7/1 - 6/30)	12 months.	12 months.		12 months.
Personnel	1	1	1	1		1
FTE	1	1	1	1		1
Personal Days	3 days.	Available - Qty undefined.	3 days.	Not defined.		Not defined.
Bereavement	3 days.	Not defined.	3 days.	Not defined.		Not defined.
Sick Days	10 days.	12 days.	13 days.	12 days.		12 days.
Vacation Days	None.	None	10-18 days.	25 days.		25 days.
Holidays	15/16 days.	8 days.	13-14 days.	15 days.		15 days.
Longevity	None.	After 10 years, \$15 for each year.	None	None.		None.
Retirement	NYS - Sect 751 + sick days up to 40	NYS Plan - \$1,200 per year for health insurance + 25% of salary if retirement in two-year window of eligibility.	ERS 751 Noncontributory "20 Year Career" Plan 86	NYS Plan - \$1,200 per year for health insurance until 65 + 25% of salary if retirement in two-year window of eligibility.		NYS Plan 75-1 + 41j - \$1,200 per year for health insurance until 65 + 25% of salary if retirement in two-year window of eligibility.

COMPARISON OF CONFIDENTIAL AND MOA'S (SUPERVISORY)

Insurance							
% Paid by District	90% Single. 85% Family.	90%	85%	90%	90%	90%	
Medical	\$200/\$400	Chaut. Co. School Districts Plan, Basic Health and Major Medical.	\$200/\$400	Chaut. Co. School Districts Plan, Basic Health and Major Medical.	Chaut. Co. School Districts Plan, Basic Health and Major Medical.	Chaut. Co. School Districts Plan, Basic Health and Major Medical.	
Dental	Yes.	Yes	Yes.	Yes.	Yes.	Yes.	
Prescription	\$5/\$10	Yes	\$5/\$10	Yes.	Yes.	Yes.	
Vision	Yes.	Yes	Yes	Yes.	Yes.	Yes.	
Disability	No.	60% of salary up to \$5,000 per month until age 65.	No.	60% of salary up to \$5,000 per month until age 65.	60% of salary up to \$5,000 per month until age 65.	60% of salary up to \$5,000 per month until age 65.	
Life Insurance	\$10,000 Group Life.	District pays for \$40,000 Term Life.	\$10,000 Group Life.	District pays for \$40,000 Term Life.	District pays for \$40,000 Term Life.	District pays for \$40,000 Term Life.	
Flex Plan	Yes.	Yes	Yes.	Yes.	Yes.	Yes.	
Wages	\$29,548	\$27,084	\$43,567 + \$3,310 as safety coordinator = \$46,877	\$43,611	\$55,175	\$55,175	

*There is no Head of Maintenance position in the Brocton Central School District.

COMPARISON OF NON-INSTRUCTIONAL - INSURANCE

	CSEA Brocton	Food Service Helpers Brocton	Secretarial Assn Brocton	Teamsters Brocton	Aides Brocton	CSEA Fredonia	SSA Fredonia
Percent Paid by Employee	15% hired pre 7/98 20% hired post 7/98 Part-timers pay 100%	Work > 6 hrs/day 15% Family pre 7/95 20% Family post 7/95 10% Single pre 7/95 15% Single post 7/95	15% Before 6/6/06 buyout of \$2000 reimbursement for no insurance	15% hired pre 7/03 30% hired post 7/03	No health insurance provided	no	10% hired pre 7/05 15% hired post 7/05 With 1 st 5 yrs in HMO Part-timers are pro- rated
Medical	Traditional \$200/\$400 PPO/PPS no deductible	Traditional \$200/\$400 PPO/PPS no deductible	Traditional \$200/\$400 PPO/PPS no deductible	Traditional \$200/\$400 PPO/PPS no deductible		no	\$200/\$400 Pre-Care Rider Chaut. County Plan
Dental	Yes	Yes	Yes	Yes		no	Yes Part-timers are pro-rated
Prescription	Traditional \$5/\$10 copay PPO/POS \$7/\$15	Traditional \$5/\$10 copay PPO/POS \$7/\$15	Traditional \$5/\$10 copay PPO/POS \$7/\$15	Traditional \$7/\$15/\$35 copay PPO/POS \$7/\$15		no	\$5/\$10 (Traditional Plan) \$5/\$15/\$25 (POS)
Vision	yes	Yes	Yes	Yes		no	Yes
Disability	No	No	No	No		90 day exclusion 60% of salary per month until age 65 up to \$5000/mth	60% of salary up to \$5,000 per month until age 65
Retirement	Prior to 9/21/95 pay 25% major medical for life, after 9/21/95-no benefit	Prior to 9/21/95 pay 25% major medical for life, after 9/21/95-no benefit	Prior to 9/21/95 pay 25% major medical for life, after 9/21/95-no benefit	Prior to 9/21/95 pay 25% major medical for life, after 9/21/95-no benefit			\$2,500 toward medical Must be employed at least 15 years Until age 65
Life Insurance	District pays for \$10,000 group life If work >25 hr/wk	District pays for \$10,000 group life if work >20 hr/wk	District pays for \$10,000 group life	District pays for \$10,000 group life		Term, Accidental Death / Dismemberment \$50,000 Work > 20hr/wk	Term, Accidental Death / Dismemberment \$50,000
Flex Plan	No	No	No	No		Yes	Yes

NON-INSTRUCTIONAL BENEFIT COMPARISONS

	CSEA Brocton	Food Service Helpers Brocton	Secretarial Assn Brocton	Teamsters Brocton	Aides MoA Brocton	CSEA Fredonia	SSSA Fredonia
Contract Duration	06/30/09	06/30/10	06/30/10	06/30/2011	06/30/09	06/30/09	06/30/09
Personal Days	none	3 - unused will accumulate as sick days	3	2 from sick days	3 accumulate to sick	3	3
Bereavement	3	3 im mediate 1 other family	3	3 immediate 1 grandparent	3 immediate 1 other family	Use personal days	Use personal days
Sick Days	16 annually 3 of 16 may be used for personal business Accumulate up to 185	10 annually accumulate up to 160	12 annually accumulate up to 180	Aides - 3 Drivers - 12 accumulate up to 75	10 Accumulate to 160	10 annually accumulate up to 180	Hired 06/30/05 Pre - post - accum. 12mth 12 12 245 11 mth 12 11 209 10mth +10 days 12 10.5 197 10mth 12 10 187
Work Days	260	10 months 9/1 - 6/30	260	4 trips/day At least 3 hrs.	10 months	182	12mth 245 11 mth 209 10mth +10 days 197 10mth 187

COMPARISON OF NON-INSTRUCTIONAL BENEFIT

Vacation Days	>11 m < 12 m=40h >12 m < 78 m=80h >78 m 120 120> m 136 180> m 144 204 > m 152 216> m 160	Complete yr of service	Vac Days	Teamsters Brocton	Aides MoA Brocton	CSEA Fredonia	SSSA Fredonia	Completed yrs of service	Vac. Days 10 or less
		1 2 7 10 Option to buy back 10 days annually. 45 days reimbursed @retirement . Hired as of 5/7/85 recv addtl 10 vac days	6 11 16 21					1 2-7 8-15 16-25 26+	
	CSEA Brocton	Food Service Helpers Brocton		18	14-15 paid	14 paid			
Holidays				12-13	no	9 paid			12 month = 15 10 & 11 month 8
Longevity Increments	no	no	no			Upon completion of 10 yrs service, \$19 for each yr. of service		Upon completion of 10 yrs service, \$18 for each yr. of service	
Course work	no								\$12/ hour w/approval

<p>ERS 75-1 (20 yr. career plan) Death Benefit Rider (60-B) Prior 7/1/95 - 1 day pay times ¼ of accum. retirement up to 60 day max.) Post 7/1/95: same as above w/max to 30 days</p>	<p>ERS 751 Noncontributory "20 yr. career" plan Prior 7/1/95, 1 day pay times ¼ of accum. sick days (up to 40 day max.)</p>	<p>ERS 75: Tier 1&2 Tier 3- Article 4 Tier 4 Article 15 Prior 7/1/95 1 day pay times ¼ not to exceed 45 days (sick time) Hired pre 2/18/05 & 15 yrs service \$5000 stipend upon retire</p>	<p>Pre 1976 Noncontributory New Career Plan (20 yr) Post 1976 CO-ESC Plan with 3% employee contribution Pre 1996 drivers receive 1 day pay for each accum sick day up to 40. (no such benefit after 1996)</p>	<p>ERS (75-I) & accum. Sick leave (41-J) District contributes 35% of regular earnings into a 403b account in year of retirement. Stipend/incentive 35% of then current annual salary for 10 or more yrs who retire following 55th birthday. Retired after 15 or more yrs receive \$2,500 annually toward Health Insurance until age 65</p>	<p>ERS (75-I) & accum. Sick leave (41-J) & death benefit rider (60-B)</p>	<p>no</p>	<p>Cleaner/custodian \$ 8.73 - \$14.52 Secretary \$19,385 - \$42,016</p>
<p>Retirement</p>	<p>Salary Range \$11.38 - \$16.38</p>	<p>2008 - 2010 \$22,714 - \$40,584</p>	<p>2008 - 2011 Aides \$10.75 - \$11.40 Drivers \$13,649 - \$17,807</p>	<p>\$7.96-\$14.13 19 steps</p>	<p>\$7.65 - \$13.67</p>		

SUMMARY COMPARISONS

NON-INSTRUCTIONAL BENEFITS AND INSURANCE

Brocton	Fredonia
<p>All Brocton non-instructional staff members that have been previously covered by insurance and were hired prior to 9/21/95 receive 75% of their medical insurance covered for life. Hires after 9/21/95 do not have this retirement benefit.</p> <p>Brocton Teacher Aides receive no retirement insurance benefit.</p>	<p>SSSA Fredonia received \$2500 toward medical insurance each year upon retirement to age 65.</p> <p>CSEA Fredonia (Food Service Cook, Teacher Aides) receive no retirement insurance benefit.</p>
<p>CSEA Brocton, Food Service Helpers Brocton, Secretarial Assn. Brocton, Teamsters Brocton, and SSSA Fredonia receive medical insurance at a cost between 10%-30% to the employee. Brocton Teacher Aides and Fredonia CSEA receive no medical insurance.</p>	
<p>No non-instructional staff member from Brocton has a disability benefit.</p>	<p>CSEA Fredonia and SSSA Fredonia receive disability - 60% of salary up to \$5000 per month until age 65.</p>
<p>CSEA Brocton, Food Service Helpers Brocton, Secretarial Assn. Brocton, Teamsters Brocton, receive a \$10,000 life insurance benefit from their district.</p> <p>Brocton Teacher Aides receive no life insurance.</p>	<p>CSEA Fredonia, including Teacher Aides and SSSA Fredonia receive \$50,000 in life insurance.</p>
<p>No non-instructional staff member from Brocton receives a longevity bonus.</p>	<p>Fredonia CSEA and Fredonia SSSA receive a longevity bonus after 10 years of service.</p>

<p>As a retirement incentive:</p> <ul style="list-style-type: none"> ● Brocton Food Service employees hired prior to 7/1/95 receive a day's pay times 1/4 accumulated sick days up to 40 days. ● Brocton Secretarial Assn. members hired prior to 7/1/95 receive the same benefit up to 45 days and those hired pre 2/18/05 with 15 years of service also receive a \$5,000 stipend ● Brocton Teamsters hired prior to 1996 receive 1 day pay for a each accumulated sick day up to 40 days ● CSEA Brocton employees hired after 7/1/95 receive a day's pay times 1/4 accumulated sick days up to 60 days. If hired after 7/1/95, receive same benefit up to 30 days. 	<p>Fredonia SSSA with at least 10 years of service and who retire following their 55th birthday, receive 35% of their current salary.</p>
<p>Brocton non-instructional receive bereavement days.</p>	<p>Fredonia non-instructional must use their sick days for bereavement.</p>
<p>Brocton Teacher Aides receive no paid holidays.</p>	<p>Fredonia Aides have paid holidays.</p>
<p>The Brocton non-instructional employee salaries are slightly higher than the Fredonia rate, possibly because most Fredonia contracts will be due for re-negotiation this year.</p>	
<p>Note: Employees sick days, work days, paid holidays, and vacation time are similar for both non-instructional staff.</p>	

Summary and Conclusions **Contractual Comparisons**

As highlighted in our contract comparisons, there are many similarities as well as differences in the salary and benefits package of the various employee groups.

Administrative

The committee believes the Fredonia and Brocton Administrators' contracts could be brought together with reasonable cooperation, effort and time.

The Superintendent and Business Officials have estimated a savings of approximately \$250,000.00 should the superintendent and other central office functions be consolidated as the result of a merger. If all secondary students were sent to Fredonia, an additional \$100,000.00 would be realized as the result of eliminating a building level administrator (Option 3 and 4) in Chapter 5. There is currently only one building level administrator under contract in Brocton. Additional savings, as a result of administrative reductions (approx. \$100,000.00), would be realized should the Wheelock school be closed (Option 2 and 4).

Non-Instructional and Confidential

While differences do exist in these various contracts, it appears to the members of the Staffing Committee that a successor agreement could be forged with reasonable cooperation, effort and time.

The analysis provided between these contracts is extensive. Acknowledging the cost and staff reductions forecast in the superintendent's office, and anticipating that all buildings will stay open for "some" purpose - with perhaps one exception - we are not forecasting financial savings as a result of reducing other staff. The exception is the Wheelock School. The Superintendent and Business Officials have projected that should the Wheelock School close, there would be an estimated \$500,000 in savings due to administrative (as noted above), non-teaching personnel reductions and cleaning and utility costs. These savings assume that the maintenance garage and athletic fields at the Wheelock site would continue to be used.

Teachers

Both the teachers from Brocton and the teachers from Fredonia are represented by the NYSUT. This should be considered positively as there should be few “representation” issues. That being said, as the Summary of Teacher benefits indicate, the differences in salary and benefits are significant in different areas. In one area the Brocton teachers have a higher level of benefits and in another the Fredonia teachers have an advantage. For example, Step 14 is the top step in Fredonia. Therefore, the Fredonia teachers have a higher base salary on most steps – in some cases, significantly so – until Step 14. The Brocton teachers are on a 19 step schedule which reflects a top salary approximately \$2,246.00 (in 2008 – 2009) higher than Fredonia’s top step. Both districts have approximately one third of their teachers on the top salary step. As previously exhibited, there are several other differences that seem to favor one district or the other.

Given the current economic climate and issues in determining state aid, both districts are making or seriously examining reductions in teaching staff for 2009 – 2010. Normally a merger would result in some projected economies of scale with regard to the instructional staff, but given the circumstances described, the committee is not prepared to make such predictions at this time. Should a merger occur, the staff may well be used to reduce class size – which may have just increased the year prior – or to continue course offerings which are in jeopardy due to a lack of staffing.

Recommendation

The staffing committee feels combining of the employee contracts will be a challenge, yet a task that can be accomplished. The committee members re-state our earlier suggestion(s) with strong emphasis on the recommendation that a professional negotiator be employed to assist a potential new board of education with this most important task:

Should a merger between the districts be authorized; a new school district is formed. The authority and responsibility to engage in negotiations for the purpose of establishing new labor agreements rests with the new board of education. We again recommend that as soon as members of a new board of education take office they both

establish a "transition team," and hire a professional negotiator to assist with further identification, clarification and resolution of the differences in employee contract language and benefits (as currently exists). Those entities that represent the various district employees or employee groups should be engaged in the process negotiations and transition as soon as practical. It may well be necessary to engage the assistance of the NYS Public Employee Relations Board. Information available in the "Guide to the Reorganization of School Districts in New York State" published by the New York State Education Department and Education Law will also provide valuable assistance.

Some "leveling up" costs as a result of combining contracts may be incurred, and they may be offset by the economies realized in reductions in staff due to the merger. However, it is important to acknowledge that negotiations are a two way exchange and should include both "some give and some take."

Legal Rights of Superintendents

The appointment of a Superintendent in the new district will be made by the new Board. Superintendents do not have tenure status and therefore do not have any statutory rights to that position in the new district. However, both Superintendents do have employment contracts that are considered a property right, and that contract and its rights are binding upon the newly reorganized district. If the new Board decides not to employ one or both superintendents, it may discharge its contractual obligation by honoring the terms of the contracts.

Governance and Representation

Should a merger vote be approved by both members of the Brocton and Fredonia communities, a second vote will be held at which a new Board of Education will be elected. The following information is taken from the NYS Education Department publication "**Guide to the Reorganization of School Districts in NYS.**"

Centralization: Governance - "The new district is governed by a Board of Education comprising five, seven, or nine members. The new board is elected at a special meeting called by the Commissioner of Education after the new district is approved at referendum. The number of board members (5, 7, or 9) and their term of office (3, 4, or 5 years) may be voted on at the same time as the referendum on establishing the district, or may be decided at a separate meeting." Additionally, terms are staggered and established by the commission at the time of the referendum on selecting the new board. The staggered terms ensures that the Board of Education will not turn over as a whole group at the same time.

Currently, both the Brocton and Fredonia Board of Education have seven members each serving a five-year term.

Members of The Staffing and Organization Committee discussed the best possible configuration (number of members and terms of service) of a new Board of Education and considered the challenges, decisions and generally the amount of work that they would have before them. The team's conversation also included such topics as group dynamics and operational efficiency.

Recommendation - The Staffing Committee's recommendation is that the configuration of the new board be of either seven or nine members and that their terms of office be voted upon and determined by the public.

Chapter 7

Finance

The purpose of this chapter is to provide a variety of pertinent financial information so that decision-makers in each community can make the difficult and complex decisions that are before them.

New York State provides substantial financial incentives to school districts that reorganize, either through a merger or an annexation. There is considerable flexibility with respect to how this incentive aid is used.

Essentially there are two types of incentive aid available to reorganized districts—Reorganization Incentive Operating Aid and Building Reorganization Incentive Aid. The **Reorganization Incentive Operating Aid** is a percentage of the general operating aid and is therefore a function of the district's wealth, the district's expenses and revenues and the pupil counts for specified years. Simply stated, a reorganized district receives 40% of an operating aid factor for each of the first five years of the reorganization. This percentage is then decreased by 4% per year until it disappears after year 14. This aid is more completely described later in this chapter

To be eligible for **Building Reorganization Incentive Aid**, the reorganized district must embark upon a voter approved capital project after the reorganization is effective. The amount of additional building aid available for reorganized districts is a 30% increase of the higher building aid ratio of the current districts, up to a maximum of 95%. For this additional building aid to be available, the capital project must be approved within the first 10 years of the reorganization. Should Brocton and Fredonia merge, the new district would be eligible for the maximum building aid of 95%.

There is great pressure to project tax rates for the reorganized district for 5 or 10 years into the future. In these unsettled economic times, not only are such projections difficult to accurately make, but they also can be very misleading. Variables, like how the legislature will aid schools, the long-term expenses of the new district, the other revenues of the district, the property and income wealth of the reorganized district or special legislative initiatives, all play a

part in any tax rate projections. Given such a landscape, this chapter will attempt to provide relative tax rate information.

A summary of the expenses of both districts for the most recent four years is given in **Table 7.1**. A detailed breakout of these expenses as well as the revenues for each of the four years is given in the Appendix. These data show that Brocton and Fredonia are facing financial challenges similar to most school districts in the state. That is, they are part of a labor intensive industry that has a major portion of their budgets tied up in salaries and fringe benefits. This challenge is further compounded by significant increases in the cost of medical insurance and retirement premiums. The total expenditure per student for 2006-07 is \$19,131 in Brocton and \$15,087 in Fredonia. The average total expenditure per pupil for upstate New York is \$15,086. While Fredonia is right on the upstate average, Brocton is about 27% above that average, most likely because of certain fixed costs and a low student enrollment.

Table 7.1**Four-Year Summary of Expenditures****Brocton**

	2005-06	2006-07	2007-08	2008-09*
General Support	1,673,027	1,635,435	1,559,482	1,946,146
Instruction	6,505,386	6,617,429	6,875,183	7,383,992
Pupil Transportation	319,599	398,166	405,421	558,659
Community Services	2,688	3,292	3,958	6,063
Undistributed	3,977,351	4,380,367	4,246,010	4,786,903
Total	12,508,051	13,034,689	13,090,054	14,681,763

Fredonia

	2005-06	2006-07	2007-08	2008-09*
General Support	3,348,564	3,377,373	3,430,729	3,524,395
Instruction	12,525,192	13,306,455	14,329,865	14,674,958
Pupil Transportation	957,502	1,098,595	1,171,003	1,148,482
Undistributed	6,811,401	7,495,922	7,653,935	7,982,016
Total	23,642,659	25,278,345	26,585,532	27,329,848

*Years 2005-06 through 2007-08 are actual expenditures as provided in the ST-3 reports from each district. The 2008-09 expenditures are projected/budgeted data as reported to New York State by the respective district.

Table 7.2 given below lists the principal and interest payments for outstanding bonded debt for the two districts. The \$17,070,731 in Brocton debt is aided at 95%. In Fredonia the major portion of debt is aided at 92.5%. Both of these building aid ratios are very good from local taxpayers' perspective.

Table 7.3 provides 4 years of Equalized Property Value, the Tax Levy and the True Value Tax Rate for Brocton, Fredonia and the Combined district. It is interesting to note that the equalized or full property value of Fredonia is over four times the comparable property value of Brocton in 2008-08 (\$642,152,782 vs. \$159,324,545). Yet the 2008-09 true value tax rates of the two districts are not that dissimilar. At \$21.39, Brocton's true value tax rate is 9.1% higher than Fredonia's at \$19.60. If these tax rates are compared to the Combined district rate of \$19.96, Fredonia would see a 1.8% increase while Brocton would see a 6.7% decrease. It must be remembered that this Combined district tax rate does not take into account any economies due to the merger or any Reorganization Incentive Aid. Later in this chapter, tax rates that reflect scenarios with reduced expenditures and increased state aid will be explored.

Table 7.4 identifies the actual tax rates for each district by town as well as for the combined district by town. Again, the combined district rates do not take into account any increases in state aid or decreases in expenditures that may result from a merger. These are tax rates that residents see on their tax bills and are higher than the true value tax rates because they are applied to a partial assessment of the property. The state equalizes these partial assessments by identifying an "equalization rate" for each town that is designed to bring the town's partial assessments up to comparable property values across the state. For example, a home worth \$100,000 in the Town of Pomfret might only have an assessed value of about \$20,000 on that Town's assessment rolls. To account for the value of the house being only about 1/5 of the actual value, the Town tax rate is about 5 times higher than the true value tax rate. It is interesting to note that the relative differences in the true value tax rates given in the paragraph above hold true for the tax rates for each town given in Table 7.4. That is, the difference between tax rates for Brocton and Fredonia in Pomfret and Portland are about 9.1%, the difference between the Brocton tax rate and the combined tax rate in any town is about 6.7%, and the difference between the Fredonia tax rate and the combined tax rate in any town is about 1.8%.

A three-year summary of the fund balances (simply defined as the amount of money left over or surplus in any given fiscal year) for both Brocton and Fredonia is given in **Table 7.5**. While there are funds in several categories of the Reserved Fund Balance, there will be discussion later in this chapter about using Reorganization Incentive Operating Aid to supplement the amount in these reserves and to increase and fund additional reserves. Both districts appropriate considerable fund balance to reduce the tax burden on residents. However, school districts, in general, are cautioned against appropriating an inordinately large amount of funds in any given year to reduce taxes. In the following year these "revenues" may not be available, thereby necessitating a very large tax rate increase. This tax rate roller coaster ride is generally not well received in the community.

Table 7.2
Brocton and Fredonia
Annual Principal and Interest Debt Service Payments for Bonded Debt

<u>Brocton</u>					
Amount of Issue	\$6,676,098	\$12,495,420	\$394,000		
Year of Issue	2005	2006	2006		
Principal & Interest by Year					
2010-11	613,326	1,226,543	37,415		
2011-12	612,761	1,228,075	41,205		
2012-13	616,661	1,323,606	39,885		
2013-14	619,861	1,234,400	38,550		
2014-15	622,361	1,234,000	37,200		
2015-16	629,161	1,236,900	40,737		
2016-17	629,814	1,238,000	39,162		
2017-18	629,323	1,242,200	37,587		
2018-19	627,688	1,244,400	40,900		
Total Outstanding Principal & Int Bonded Debt	5,600,966	11,117,124	352,641		
Total Debt	\$17,070,731				
<u>Fredonia</u>					
Amount of Issue	2,260,000	2,260,000	4,000,000	29,494,000	214,000
Year of Issue	1993	1998	2001	2006	2006
Principal & Interest by Year					
2010-11	128,405	204,570	347,248	2,436,250	52,225
2011-12		196,380	346,855	2,467,600	
2012-13		188,190	347,455	2,442,650	
2013-14			347,255	2,464,750	
2014-15			347,340	2,428,000	
2015-16			347,655	2,379,250	
2016-17			347,145	2,381,250	
2017-18			347,810	2,328,250	
2018-19			347,325	2,367,750	
Total Outstanding Principal & Int Bonded Debt	128,405	589,140	3,126,088	21,695,750	52,225
Total Debt	\$25,511,608				

Table 7.3

**Brocton-Fredonia Merger Study
Property Value, Tax Levy and Tax Rate Summary**

Equalized Property Value Data¹

	2005-06	2006-07	2007-08	2008-09
Brocton	138,291,324	151,870,256	161,374,235	159,324,545
Fredonia	575,126,060	626,221,336	637,622,146	642,152,782
Combined ⁴	713,417,375	778,091,592	798,996,381	801,477,327

Tax Levy Data²

	2005-06	2006-07	2007-08	2008-09
Brocton	3,341,496	3,374,651	3,340,650	3,407,471
Fredonia	11,351,953	11,602,148	12,184,938	12,587,059
Combined ⁴	14,693,449	15,026,959	15,525,588	15,994,530

True Value Tax Rate Data³

	2005-06	2006-07	2007-08	2008-09
Brocton	24.16	22.22	20.70	21.39
Fredonia	19.74	18.53	19.11	19.60
Combined ⁴	20.60	19.31	19.43	19.96

¹ The Equalized Property Value is the true of full property assessment for a district, that is, the property assessment as developed by the local town assessor but equalized by NYS to reflect the full value of the property.

² The tax levy is the amount of money that a school district needs to raise in taxes.

³ The True Value Tax Rate is the amount of money that a district needs to raise in taxes (tax levy) divided by the true value property assessments for the district.

⁴ The Combined District figures simply total the existing data and do not make any attempt to account for reduced expenditures or increased State Aid due to the merger.

Table 7.4
2008-09 Tax Rates by Town for
Brocton, Fredonia and the Combined District

Town	School District	Assessed Value	Equalization Rate	Full Value	Full Value Ratio	Amount to be Raised	Tax Rate on Assessed
Arkwright	Fredonia	6,302,229	65.50	9,621,724	1.5%	188,598	29.93
	Combined	6,302,229	65.50	9,621,724	1.2%	192,012	30.46
Dunkirk	Fredonia	613,688	84.00	730,581	0.11%	14,320	23.33
	Combined	613,688	84.00	730,581	0.09%	14,579	23.75
Pomfret	Brocton	5,376,131	20.44	26,302,011	16.51%	562,521	104.63
	Combined	115,229,360	20.44	564,086,888	87.84%	11,056,862	95.90
Promfret	Brocton	120,605,491	20.44	590,388,898	73.66%	11,781,983	97.69
	Combined	86,378,693	65.50	131,875,867	82.77%	2,820,427	32.65
Portland	Fredonia	15,074,065	65.50	23,013,840	3.58%	451,102	29.93
	Combined	101,452,758	65.50	154,889,707	19.32%	3,091,026	30.47
Sheridan	Fredonia	31,066,326	69.50	44,699,750	6.96%	876,175	28.20
	Combined	31,066,326	69.50	44,699,750	5.57%	892,040	28.71
Stockton	Brocton	1,118,000	97.50	1,146,667	0.72%	24,524	21.94
	Combined	1,118,000	97.50	1,146,667	0.14%	22,882	20.47

Table 7.5

**Brocton-Fredonia Merger Study
Three-Year Fund Balance Summary***

Category	Brocton						Fredonia		
	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06	2006-07	2005-06	
Reserved Fund Balance									
Workers' Comp	25,000	25,000	25,000	0	0	0	0	0	
Unemployment Ins	26,500	26,500	26,500	0	0	0	0	0	
Encumbrances	81,388	940	7,187	33,353	10,801	8,187			
Liability	0	501,520	0	0	0	0			
Tax Certiorari	15,000	15,000	15,000	100,000	0	0			
Emp Bnfts & Accrd Liab	376,520	0	678,520	120,000	0	0			
Debt	653,946	753,947	886,184	341,376	515,418	778,308			
Miscellaneous Reserve	0	0	0	65,773	65,466	65,138			
Total Reserved Fund Bal	1,178,352	1,322,907	1,638,391	660,502	591,685	851,633			
Unreserved Fund Balance									
Appropriated FB	550,000	650,000	550,000	500,000	400,000	360,000			
Un-appropriated FB	316,288	273,323	262,190	1,509,014	2,273,914	2,110,541			
Total Unreserved Fund Bal	866,288	823,323	812,190	2,009,014	2,673,914	2,470,541			
Total Fund Balance	2,044,640	2,146,230	2,450,581	2,669,516	3,265,914	3,322,174			

*The fund balance breakouts are as reported in the subsequent year's state aid claim form (ST-3) for each district.

Current legislation indicates that **Reorganization Incentive Operating Aid** is up to 40% of the 2006-07 formula Operating Aid for districts reorganized after July 1, 2007. The 2006-07 Operating Aid for Brocton was \$3,322,017 and for Fredonia was \$4,752,803 for a total of \$8,074,820. The sum of the 2006-07 Formula Operating Aid and Incentive Operating Aid is limited to 95% of the 2006-07 Approved Operating Expense. The 2006-07 Approved Operating Expenses for Brocton was \$9,266,481 and for Fredonia \$18,254,833, thereby rendering the above 95% rule moot.

Reorganized districts receive 40% of the combined Formula Operating Aid for each of the first five years of reorganization. For the next nine years that percent is reduced by 4% each year until it becomes zero (for example 36% in year six, 32% in year seven, 28% in year eight, etc.).

Table 7.6 below shows the amount of Reorganization Incentive Operating Aid by year as well as portions of that aid.

Table 7.6
Reorganization Incentive Operating Aid

Year	%	Total	50%	33%	25%	10%
2010-11	40	3,229,928	1,614,964	1,076,535	807,482	322,992
2011-12	40	3,229,928	1,614,964	1,076,035	807,482	322,992
2012-13	40	3,229,928	1,614,946	1,076,035	807,482	322,992
2013-14	40	3,229,928	1,614,964	1,076,035	807,482	322,992
2014-15	40	3,229,928	1,614,964	1,076,035	807,482	322,992
2015-16	36	2,906,935	1,453,467	968,881	726,733	290,694
2016-17	32	2,583,942	1,291,971	861,227	645,985	258,394
2017-18	28	2,260,980	1,130,490	753,584	565,245	226,098
2018-19	24	1,937,956	968,978	645,920	484,489	193,796
2019-20	20	1,614,964	807,482	538,267	403,741	161,496
2020-21	16	1,291,971	645,985	430,613	322,992	129,197
2021-22	12	968,978	484,489	322,960	242,244	96,898
2022-23	8	645,986	322,993	215,307	161,496	64,599
2023-24	4	322,993	161,496	107,653	80,748	32,299
Total		30,684,345	15,342,153	10,225,087	7,671,083	3,068,431

Reorganization Incentive Operating Aid (RIOA) may be used for a variety of purposes by the newly merged district. In general, the purpose of the RIOA is to ensure a more secure financial base for years to come. This will be up to the new school board and takes careful planning and the exploration of several options. Popular uses for RIOA include: protecting and/or expanding current educational programs; stabilizing tax rates; or establishing or adding to reserve accounts like debt service, tax certiorari, employee benefits and accrued liabilities, unemployment insurance and workers' compensation. Reserve accounts are helpful in stabilizing long term tax rates. Table 7.6 provides a picture of the impact of taking portions of the total RIOA funds for different purposes.

Tax Rates

Projecting tax rates for Brocton, Fredonia and the merged district five to ten years into the future is difficult. Any such projections could be misleading, given the turbulent economy and the unprecedented financial challenges facing the country and New York State. Over the last five years NYS school districts have received a 40% increase in state aid while inflation has risen by only 10.5% over the same period. The Governor's 2009-10 state aid for schools proposed an overall 5% reduction in the major aid categories from the 2008-09 level.. However, at the 11th hour the federal stimulus plan made up for that state aid reduction in 2009-10 and, on average, allowed state aid to be held flat (Brocton actually is projected to receive a \$400,000+ increase). Federal stimulus funds are again promised to supplement state aid in 2010-11, the 1st year of the proposed merger. Will that promise hold true? Will NYS be on firm financial footing in 2011-12 to resume 3% or 4% increases in state aid? On the expenditure side, will the 10% to 15% increases in health insurance subsidy? Will the loss of NYS pension funds due to the stock market slide be reversed? What will be the level of cuts that schools can and will make to balance budgets? Looking at the history of expenditures, revenues and tax levies for a district and straight line projecting those trends is simply not a credible option.

In order to give the Brocton and Fredonia community a sense of the impact that combining their districts will have on tax rates, this section will explore the relative tax

savings of various options. **Table 7.7** identifies 2008-09 true value tax rates for each of the five Options given in Chapter 5 as well as for the additional revenue generated by the Reorganization Incentive Operating Aid (RIOA). Only 75% of the RIOA money is used to reduce taxes. The remaining 25% is then available to increase programs, build up reserves or fund staffing issues. Simply stated, Table 7.7 lists the relative reductions in tax bills for each of the five options. It can reasonably be assumed that these relative tax reductions will hold up in future years, regardless of how some of the questions posed in the above paragraph are answered.

What, on the other hand, would happen to the tax rates in Brocton and Fredonia if the districts chose not to merge. Once again, projections five to ten years down the road would be difficult to make. However, some interesting “what if” scenarios that help clarify the picture can be presented. First, a 1% adjustment (+/-) in the tax rate for the merged district requires about a \$157,000 adjustment in the tax levy; in Brocton a 1% tax rate change requires only about a \$33,000 change in the tax levy; and in Fredonia a 1% tax rate change requires about a \$123,000 change in the tax levy. This clearly means that smaller fluctuations in the tax levy will have a greater impact on the unmerged district’s tax rates. As an example of how this could impact the two districts, consider how the Governor’s deficit reduction proposal would have affected the tax rates of Brocton and Fredonia if it had become law. In the Governor’s deficit reduction proposal, Brocton would have lost \$303,455 in state aid and Fredonia would have lost \$851,028. That would translate into a \$1.90 increase in the Brocton tax rate and a \$1.33 increase in the Fredonia tax rate. In turn, a house with a true value of \$100,000 would pay about \$190 in additional taxes in Brocton while that figure would be about \$133 in Fredonia.

More dramatic may be considering the following facts. The tax rate is a function of the tax levy (expenditures and revenues) and assessed valuation of the district. The Approved Operating Expenses in both Brocton and Fredonia have gone up over 5% per year for each of the last 4 years. In 2007-8 property taxes accounted for 24.5% of the total revenue and state aid accounted for 67.1% of total revenue in Brocton. In Fredonia those figures were 46.5% for property taxes and 49.3% for state aid. This year the equalized or true property value increased less than 1% in Fredonia and actually declined in Brocton. This means that if state aid does not keep pace with expenditures, tax rates will soar—

especially in Brocton because that district is so dependent on state aid. In 2006-07 the state aid per pupil in Brocton was \$14,357 and in Fredonia was \$8,476. The upstate average state aid per pupil was \$8,383. Both districts count on over 90% of their total revenue to come in the form of state aid and property taxes. When one goes down, the other goes up. Most school districts in NYS depend heavily on those two revenue sources; there are not many other revenue options.

What could this mean for Brocton? Suppose that expenditures went up 5% (\$654,500), but state aid only went up 1% (\$91,700) and the true value assessed valuation did not change. This would mean that the tax levy would go up \$562,800, the 2008-09 true value tax rate would go up 16.5% or \$3.53 and the tax bill for a house with a \$100,000 full value would increase \$353. In Fredonia, a similar expenditure increase of 5% (\$1,329,300) and a 1% (\$130,400) increase in state aid with no change in assessed valuation would yield a \$1,198,900 tax levy increase, a 9.5% or \$1.87 tax rate increase and a \$187 tax bill increase in 2008-09. **Table 7.8** summarizes this scenario.

Given a set of circumstances such as this, the schools would be faced with large tax rate increases or significant reductions in staff and programs. In this particular example, Brocton taxpayers who lived in a house with a true value of \$100,000 would pay about \$540 more per year if they did not merge. In Fredonia that extra cost for not merging would be about \$373 per year. This tax bill disparity grows in subsequent years because of the compounding effect. The cost is much greater in Brocton because that district is so dependent on state aid for its financial existence. Going it alone, the districts would not have the benefit of the reductions in expenditures that the various options given in Chapter 5 provide or the increases in RIOA revenue over the next 14 years to help offset the impact of the above scenario. In addition, the merging of the two districts would not only save money, but would likely improve programming and allow for the reductions in staffing without cutting programs.

Table 7.7

**Brocton-Fredonia
Merger Study
Impact of Various Tax Levy Reductions On the 2008-09 Tax Rate**

Type of Tax Levy Reduction	Amount of Tax Levy Reduction	% Reduction On True Value Tax Rate	Amount Reduction On True Value Tax Rate Without RIOA	True Value Tax Rate W/O RIOA	Amount Reduction On True Value Tax Rate With RIOA	True Value Tax Rate With RIOA	TV Tax Deduct On \$100K House With RIOA
75% RIOA	\$2,422,446	15.4%	0	\$19.96	\$3.07	\$16.89	\$307
Option 1	\$323,000	2.05%	\$.41	\$19.55	\$3.48	\$16.48	\$348
Option 2	\$823,000	5.23%	\$1.04	\$18.92	\$4.11	\$15.85	\$411
Option 3	\$583,000	3.71%	\$.74	\$19.22	\$3.81	\$16.15	\$381
Option 4	\$1,183,000	7.52%	\$1.50	\$18.46	\$4.57	\$15.39	\$457
Option 5	\$1,321,000	8.40%	\$1.68	\$18.28	\$4.75	\$15.21	\$475

- RIOA is the Reorganization Incentive Operating Aid. For purposes of this illustration only 75% of the total amount of RIOA is used to reduce taxes. See Table 7.6. Similar tables could easily be generated if 50% or 100% or any % in-between is desired as the amount of RIOA to be used to reduce taxes.
- Options 1-5 refer to the Grade Level Location Options identified in Chapter 5. The amount of tax levy reduction for each option is the amount of net savings for that option.
- Every \$157,339 reduction in the tax levy yields a one percent or \$.20 reduction in the true value tax rate.

The tax deductions are the same in each town for a house that has a true or full value of \$100,000. Although the tax rate of each town is different than the true value tax rate, the partial assessment in each town is proportionally different than the true value assessment. For example, in Pomfret, a house that has a true or full value of \$100,000 would have an assessment of \$20,440. If the Pomfret tax rate for the combined district of \$97.69 per \$1,000 of Assessed Value is multiplied by the percent of reduction for the 75% of RIOA option (15.4%) the result is \$15.04. If that amount is then multiplied by 20.44 (the number of \$1,000 units in the partial assessment) the result (\$307) is the same tax bill deduction as the deduct for that option in true value. The calculations will work for the combined tax rates in all towns.

Table 7.8

**Brocton-Fredonia Merger Study
Example of Relative Tax Rate Impact**

	Tax Levy Change	Tax Rate Change %/\$	Tax Rate Per \$100,000 True Value Property Value	Tax Rate Impact on a \$100,000 True Value Property
Brocton W/O Merger	\$562,800	16.5%/\$3.53	\$24.92	\$353
Fredonia W/O Merger	\$1,198,900	9.5%/\$1.87	\$21.47	\$187
Merged Dist. Option 2 With RIOA	(\$1,488,696)	(9.3%/\$1.86)	\$18.10	(\$186)
Merged Dist. Option 2 W/O RIOA	\$933,750	5.8%/\$1.16	\$21.12	\$116

- The chart assumes a 5% increase in expenditures over the 2007-08 expenditures and a 1% increase in state aid over the 2007-08 revenues and no increase in the property value of the districts.
- Option 2 provides for K-5 Brocton students at Brocton, K-5 Fredonia students at Fredonia with Wheelock closed, all 6-8 students at Brocton and all 9-12 students at Fredonia. This option was chosen because the net savings are projected to be in the middle of the five options. Other charts could be developed that reflect the relative impact of each of the other options.
- The Reorganization Incentive Operating Aid (RIOA) is at 75% of the total amount of aid estimated to be available in each of the 1st five years of the merger.

Summary of the Fiscal Conditions

- As the data within this chapter indicate, there are several important factors that indicate not only that both Brocton and Fredonia are in sound financial condition but that there is also a financial benefit to the taxpayers of both districts should Fredonia and Brocton consolidate:
- Enrollment in both districts is declining steadily, and will continue in the foreseeable future.
- There is enough cash on hand to pay current bills.
- There are sufficient revenues to support expenditures on an ongoing basis with a minimum reliance on the districts' fund equity.
- Both districts can meet their long-term debt obligations and maintain a good credit rating.
- The buildings in both districts are in good condition and no major renovation costs are expected in the near future.
- True value tax rates (Fredonia \$19.90 and Brocton \$21.39) are above the average. (\$17.00) for Chautauqua County.
- Expenditures in both districts have increased at a rate in excess of 5% per year over each of the last 4 years.
- Given the poor economic outlook at both the national and state level, the reliance on state aid, particularly in Brocton, will cause an increase in tax rates and/or a reduction in programs.

Because of the issues presented in this chapter, the Facilities and Finance Committee members agree that there would be a financial benefit to the taxpayers of both districts should Brocton and Fredonia merge.

Chapter 8 Summary & Conclusions

After four months and six Saturday morning study meetings (which alternated between the two districts), the forty-member Joint Committee concluded its work on March 28, 2009. The basic mission of the study was to gather and analyze significant data in each district and project an answer to the central question:

“Would instructional opportunity be enhanced for all students at a similar or reduced cost to taxpayers by merging the two districts?”

At first glance, it appeared that student enrollment was declining steadily, that existing student programs were in jeopardy, and that school district expenses were either currently driving up tax rates, or would be soon, in both districts. Our approach to investigating the feasibility of a merger involved the formation of four sub-committees to examine pertinent information in the following categories: Community and Support Services; Curriculum, Instruction and Student Programs; Staff and Organization; and, Finance and Facilities.

The consultants facilitated each committee’s work by requesting specific data from both districts and communities. During (and in-between) the first five meetings, the data was verified, analyzed and compared as part of sub-committee work. After examining the data for each separate district, the groups discussed the data related to a possible merged district. The results were reported to the “Steering Committee” at the end of each meeting. At the fifth meeting, there were several invited outside speakers. The Mayor of Brocton spoke about the impact on the community of a school closing in Brocton and District Superintendent, Robert Guiffreda, explained the time lines and merger processes. These two speakers were followed by members (former and current) of the Chautauqua Lake School District, a nearby example of a successfully merged district. They shared the successes they have achieved over the last 14 years since merging.

At the final meeting on March 28, 2009, the four sub-committees presented their findings and recommendations to the whole group. In the end, 30 members voted “Yes”

and 5 voted “No” to the question posed above. It should also be noted that 1 was undecided and 4 were not present that day. The vote was exactly the same on another question:

“Should the Boards of Education engage their respective communities in public comment and a straw vote to determine if there is support for consolidating the two districts?”

The Joint Committee realized that the vote tally and comment questions (found in Appendix H) were purely advisory and not binding on the Boards of Education.

It should also be noted, with respect to the Community Survey that was sent to 3000 residents, only 181 residents responded. One problem with the survey was that the community did not have access to the information provided in the report and so could not respond in an informed way. Another issue was that the results were not received by the Council and the Joint Committee in time for a full analysis.

Conclusions/Recommendations

The following is a brief summary of the conclusions drawn by each sub-committee:

Curriculum, Instruction and Student Programs

- There are many educational similarities between the two districts, including curricula, texts, achievement and technology.
- There are increased educational opportunities possible, especially in advanced courses, music, technology, athletics and extra-curricular activities.
- No increased costs for maintaining or improving opportunities, and perhaps even some efficiencies.
- Building/grade level configurations should consider developmental and learning characteristics, and whichever one is chosen by the new Board may impact busing.

Staff and Organization

- The authority and responsibility to engage in negotiations for the purpose of establishing new labor agreements and new labor union representation lies with the new Board of Education.
- The Board should appoint a “transition team” and a professional negotiator to help them as soon as possible. Until new contracts are agreed upon, current labor contracts remain in effect.
- They may need the assistance of PERB to complete the process before the new school year begins and the actual merger is in effect.
- Depending on the type of building/grade level configuration chosen, there could be annual savings from \$250,000. - \$450,000. in administrative costs.
- Should Wheelock School be closed there would be annual savings in the amount of \$500,000., even continuing to use the athletic fields and maintenance garage at the Wheelock site.
- There are some significant differences in salary and benefits between the two teacher contracts. However, they may balance each other out in constructing a new contract.
- Should a merger occur, staff may be used to reduce class sizes (that may already have occurred in 2009-10) or there may be opportunities to save additional expenses through reductions in staff through attrition.
- Combining and settling new contracts will be a challenge, yet a task that can be accomplished.
- The new Board of Education could select a superintendent from the two who currently sit. The Board would discharge its contractual obligation to the one not chosen by honoring the terms of that superintendent’s previous contract. The Board could also begin a new search.

Facilities and Finance

- Enrollment trends are significantly downward with projected decreases in Brocton at 12.8% and in Fredonia at 5.9% over the next five years.

- The facilities on both campuses are in excellent condition and not currently in need of any renovations. There is sufficient capacity for students and, in fact, there will be excess space in both districts that can be utilized in a variety of ways.
- Five different configurations for housing students in a merged district were explored, each with its set of pros and cons. The new Board would decide which is best for children and taxpayers in the two communities. The Joint Committee could not agree on a specific recommendation.
- Net projected savings for the five grade level location options range from \$323,000 (in option 1) to \$1,321,000 (in option 5) annually.
- The total amount of Reorganization Incentive Operating Aid (RIOA) over 14 years will be a little more than \$30,000,000...including about \$3.2 million for each of the first five years of reorganization.
- RIOA may be targeted for such purposes as protecting/expanding programs, stabilizing tax rates, funding staffing issues or establishing/adding to reserve accounts.
- A 1% adjustment in tax rate requires \$33,000 change in the tax levy in Brocton; \$123,000 in Fredonia, and since Brocton is heavily dependent on state aid, that district is more deeply impacted by increased expenditures and reduced state aid.
- With 5% increases in expenses, limited increases (if any) in state aid and declining enrollment in both districts, a merger of the two districts will result in a clear benefit to taxpayers in both communities.

Community and Support Services

- The two communities have similar histories with respect to their schools and previous centralizations, similar declines in enrollment and significant financial burdens on the taxpayer. Student enrollment trends, housing decline and economic malaise may continue for the foreseeable future.
- Transportation in Fredonia is contracted to First Student; Brocton operates its own school fleet and organization. Combination of transportation by ownership

and through Contract would put the merged district in a flexible position. Safety is the highest priority. Aid at 90% means there will not be a great expense to a merged district.

- In the Food Services department, there are no issues that could not easily be dealt with in a merger. Any staff reductions could be accomplished through attrition.
- Both districts are sophisticated technology users. Integration of technology in both districts will require time and attention, but there are no obstacles that cannot be overcome.

Again, even though the vote was advisory, a significant number of the Joint Committee members present voted in favor of (30/35) engaging the communities in public comment and a straw vote. They also felt the merger is feasible, both in terms of benefit to students and taxpayers.

The summary findings in this chapter are not intended to be a substitute for careful reading of the whole report, but they will give the reader an overview of the process and product of the Brocton and Fredonia Centralization Study.

Western New York Educational Service Council Consultants:

Bren T. Price, Sr., Executive Director

James Brotz, Assistant Director

Gerald Glose, Ed.D.

Susan Gray, Ph.D.

Paul Haley

APPENDIX

Technical Proposal: BROCTON AND FREDONIA CONSOLIDATION STUDY

Introduction

The Western New York Educational Service Council (WNYESC) submits the following proposal to the Brocton and Fredonia Central School Districts relative to their interest in conducting a feasibility study to create a new consolidated, centralized school district comprised of these two districts.

The WNYESC is located on the north campus of the University at Buffalo within the Graduate School of Education. As such, it shares the vast resources of the University when providing services to school districts. The Council is chartered by the New York State Board of Regents and has conducted at least 30 reorganization studies in New York State school districts and BOCES in its 42-year history. No other organization in New York State has completed as many merger studies, particularly in Western New York. In addition, the Council's cadre of consultants has conducted dozens of audits and reviews in curriculum, finance, facilities, support services and human resources over the last three decades.

The **Study Team** chosen by the WNYESC is highly qualified to do this work. It has an unusual depth and breadth of practical experience in the field and represents many years of consultant work in all critical areas of school operations and functions. All four members of the team have been school district Superintendents and/or BOCES District Superintendents. Included are Bren T. Price, Sr., Executive Director of the WNYESC; Gerald Glose, Ed.D.; Susan Gray, Ph.D.; and Paul Haley. Resumes are attached in Appendix D. The team may also enlist other specialists for the study, as needed, to assist in gathering and reviewing information.

Based on the collection of a wide array of data, site visits, community surveys and several on-site meetings with representatives of both districts, we will review, analyze and report each district's current status and compare that to a proposed centralized district.

It is the conviction of the WNYESC that this **study presents a unique opportunity** for the Brocton and Fredonia school communities to:

- a) Gather input from the schools and communities that identifies the current status and expectations for their children's education.
- b) Share information and experiences to glean and assimilate best practices from each.
- c) Brainstorm and analyze resources that may result in curricular innovation, partnerships, "green" operations or globalized technology, and increased operational efficiencies in order to enhance services while conserving tax dollars.

In addition, we believe that participation by the staff and students, and extensive, hands-on involvement by residents of both districts are critical to the validity and success of any reorganization study. The process outlined in this RFP will reflect these beliefs in several ways.

Process and Timelines

This proposal provides that the WNYESC act as the facilitating agent and primary resource to a Joint Districts' Committee of representative members of the two participating districts. These committee members will be appointed by the Boards of Education in the Brocton and Fredonia school districts.

If selected, the WNYESC would initiate the study in a joint meeting of the two Boards of Education in October 2008. At this time, the Boards will have the opportunity to pose any questions and entertain any discussion regarding Education Law or Regulations and Rules for Classified Civil Service pertaining to school district reorganization. The WNYESC will also recommend an organizational structure and process to work through the study as pictured in Appendix A. Essentially, the tentative timelines would be from October 2008-April 2009.

Joint Districts' Committee

Specifically, each of the two Boards of Education will appoint twenty members of their district to a Joint Districts' Committee to study and report on the feasibility of centralizing the two districts. Representation on the committee would include parents, non-parent community members, students, staff and faculty, and any other groups identified by the Boards. The methods of selecting Joint Districts' Committee members would be identified by the Boards of Education, along with a timeline and a final reporting date. A proposed timeline is provided in this document, also in Appendix A.

The following purpose and charge would be presented for consideration to the Boards of Education as a charge to the Joint Districts' Committee. Its overall responsibility will be to:

- a) analyze the data and status of each school district relative to enrollment, finance, staff, curricula and student programs, organization, support services and other related issues.
- b) explore what a reorganized new district (enhanced by additional state aid) might provide in terms of an enhanced/expanded curricula and student program that meets the highest expectations of the combined community.
- c) review the negotiated agreements of each district as well as the personnel policies related to non-bargaining employees.
- d) make recommendations that improve and enhance all systems and programs by balancing fiscal prudence and educational excellence.

- e) report to the Boards and each community as to the feasibility and possible benefit of consolidation in a formal document and through public hearings in both districts.

Subcommittees

In the initial Joint Districts' Committee meeting, the process, procedures and responsibilities would be reviewed. The forty members of the committee would be given the opportunity to serve on one of the four subcommittees. These would be:

- a) Curriculum, Instruction and Student Programs,
- b) Finance and Facilities,
- c) Human Resources and Proposed Staff Organization,
- d) Community and Support Services.

The major responsibility for each subcommittee would be to examine and assess all of the essential functions within their purview for each district and then make recommendations for a proposed consolidated district. We recommend the following responsibilities for each of the four subcommittees, as seen in Appendix B.

Curriculum, Instruction and Student Programs

- a) Review and analyze similarities and differences in the instructional programs PK-12 in each district, including the educational programs for students with disabilities, programs contracted through BOCES, and PK-16 programs partnered with colleges and universities, identifying increased educational opportunities for students as well as increased resource efficiencies (see Appendix E for curriculum matrices).
- b) Given the enrollment trends and projections, review and recommend a grade level structure in both ends of the consolidated district that meets the learning needs of the children and takes advantage of the existing or future facilities.
- c) Review and analyze the similarities and differences in the instructional technology platforms, data reporting systems and major programs in each district with recommendations for possible enhanced student opportunities and increased technology efficiencies.
- d) Review the extra-curricular programs and make recommendations for possible increased student opportunities.
- e) Review the athletic programs, and recommend how they might expand, combine and be managed.
- f) Brainstorm the many, varied, creative program opportunities that a consolidated district could offer all students, including cutting edge technology, entrepreneurship and others.

Finance and Facilities Committee

- a) Closely analyze cost projections and savings wherever possible.
- b) Review prior and current year expenditure, revenue, property wealth and tax rate patterns for each district.

- c) Given enrollment trends and demographics, develop assumptions and project a budget for the consolidated district.
- d) Project the impact of new Foundation Aid and Incentive Aid on tax rates in a consolidated district.
- e) Identify the financial advantages and disadvantages of a consolidated district.
- f) Make recommendations for economies and efficiencies.
- g) Review each district's use and application of technology platforms.
- h) Review the existing facilities of each district (age, use, condition, future needs and potential construction costs).
- i) Project the facilities needed should a consolidation occur, including the use of buildings and needed refurbishment and construction.
- j) Estimate the cost of refurbishment and new construction in a consolidated district that reflect the impact of incentive aid and other applicable state aids.

Human Resources and Staff Organization

- a) Review how each district is organized and governed administratively and instructionally.
- b) Review the current professional and civil service staffing of each district.
- c) Project how a consolidated Board and school staff would transition and be structurally organized.
- d) Review and analyze each district's staff contracts or negotiated agreements for similarities and differences that would need to be addressed in a possible consolidation of the districts.
- e) Review the recruitment and interview processes for hiring new staff as well as retention practices for similarities and differences that would need to be considered in a possible consolidation.

Community and Support Services

- a) Review the historic origin and growth of the two communities and their schools.
- b) Analyze student enrollment projections for use by all subcommittees in their data review and recommendation processes.
- c) Monitor community feedback on websites through surveys and blogs.
- d) Identify demographic similarities and differences as seen historically in their commitment to public education
- e) Review each district's transportation and food services program, including any that are privatized.
- f) Review each district's capital equipment devoted to transportation and food services, as well as personnel and other costs.
- g) Review the use and application of technology in each of these services
- h) Project what the transportation policies, fleet, staffing and facilities might look like in a consolidated district and how "green thinking" could expedite and economize.
- i) Project what the food services policies and staffing might look like in a consolidated district.
- j) Make recommendations.

Steering Committee

The subcommittees would also select co-chairs, one from each district. The 8 co-chairs would constitute a Steering Committee whose basic purpose would be to coordinate activity among the subcommittees and report to the Joint Districts' Committee. More specifically, the Steering Committee would:

- a) Coordinate the work of the subcommittees and keep the study on track.
- b) Communicate the progress of the study to the Boards and community of each district.
- c) Resolve conflicting recommendations from the various committees (e.g., program recommendations and facility availability).
- d) Solicit and respond to questions and concerns from the community relative to the study and potential reorganization. It is recommended this be generated by a website survey in both communities.
- e) Develop a final report with recommendations.
- f) Other duties for a successful and timely completion.

The location of the meetings would alternate between districts and be announced, open to the public and reported. Consultant team members will be present at all meetings and at least one would attend subcommittee sessions as a resource. There would be specific responsibilities for each subcommittee, with deadlines for work to be completed, as set by both Boards and the Joint Districts' Committee. Committee members will have a major role in developing the final report and presenting it at the public hearings.

Gathering the Data and Reporting the Information

Appendix B helps to illustrate the data gathering process. Information in all of the essential function areas (Demographics and Enrollment, Curriculum/Instruction/Students, Human Resources, Community Analysis, Financial Data Analysis and Non-Instructional Systems and Technology) will be gathered for each district.

It is important to note that some of the essential function areas are critical to most of the other components. For example, Demographics and Enrollment affect facilities, finance, curriculum, support services – virtually everything. As such, we will analyze live birth data and historical enrollment data in using the statistically appropriate projection method of cohort survival.

Also, Technology now impacts many school district programs and operations, including business functions, management systems, student learning, and communication. In each district there will no doubt be differences in technology that will be analyzed carefully in the recommendations of the Combined Services Report.

The Council's consultants will acquire the necessary information from many sources. First, they will request a list of information documents from each district's officials, as noted in Appendix C. Certainly there are numerous websites, including SED, which will provide even more. Members who serve on the committees and community survey

information from district websites and blogs will add anecdotal and first hand background information as well.

Each subcommittee will be assigned a consultant who will facilitate its work. The consultant will be responsible for providing the critical information (to the committee members) that is gathered from district officials and other sources. The Individual District Reports and Combined Services Reports will be completed by the WNYESC and its consultants.

It is anticipated that the recording and reproduction of minutes from the various subcommittees will be the responsibility of the district hosting the meeting (alternating sites for meetings). The cost of reproducing copies of the final document for distribution at public meetings will be assumed by each of the districts for their communities. Any costs related to preparation of the copy ready for the final report will be borne by the Service Council.

The bottom line is this. All of the data gathering will help to generate Individual District Reports which will impact the Combined Services Report. The key in the process is to find which programs and systems are effective, which ones are ineffective or outdated, and then, if feasible and attractive to both communities, build new ones for the consolidated school. The committees and reports will pay close attention to cost projections and savings.

As stated earlier, interim and final reports will be made to the Brocton and Fredonia Boards of Education and each community. The final report and accompanying recommendations will be made by the Steering Committee with support from the consultants in both communities prior to the Straw Vote.

Conclusion

With its broad and deep experience in serving school districts in Western New York, the WNYESC is uniquely qualified to conduct this Feasibility Study for the purpose of consolidating the Brocton and Fredonia Central School Districts. It has the vast resources of the State University at Buffalo at its fingertips, a full time office staff and a cadre of skillful, experienced consultants (whose resumes follow in Appendix D).

We believe this study presents an extraordinary opportunity for the two communities to review the strengths and resources of each system. This review will result in a projection of how a new, combined district could benefit student educational and support programs, fiscal stability and community relationships.

Joint Districts' Committee

The Fredonia and Brocton Boards of Education acknowledge and offer their sincere appreciation to the following members of the schools and communities for their time and effort in completing this study:

BROCTON	FREDONIA
John Ames	Mary Allaire-Gifford
Karen Belcher	Sally Battaglia
Michelle Crowell	Brian Benchley
Samantha DeJesus	Carol Bleck
Michelle Dolce	Jimmy Burdick
Donna Frost	Amy Cuhel-Schuckers
Julie Gaiser	Neil Dempsey
Becky Huber- Ross	Rick Donovan
Barbara Krauth	Shirley Erbsmehl
Henry Link	Doug Essek
Jeremy Little	Nicole Franklin
Todd Matteson	Tom Hawk
Carrie McCausland	Mike Jabot
Julie Obert	Sharon Kaminski
Susan Presto	Marc Levy
Mike Riforgiato	Darrin Paschke
James Rizzo	Carol Schiralli
Dadie Sedota	Stephen Stahl
Angela Valentin	Colleen Vanderzyden
Bill Westin	Bill Wojcinski

BROCTON CENTRAL SCHOOL
School Bus Inventory
AS OF JUNE 30, 2008

Bus No.	Description	VIN#	Purchase Date	Original Price	Accu. Depreciation Through 6/30/08	Depreciation 2007-08	Adjusted Basis 6/30/08
65	90 GMC 16 PASS. VAN #55	2GDCG19K614K11481	08/27/90	\$18,664	\$18,664	\$0.00	\$0.00
67	90 CHEVY 18 PASS #57	1GNFK16K93A403115	10/29/1992	\$19,538	\$19,538	\$0.00	\$0.00
68	92 INT 40 PASS #68	1HVB80P1XP1487048	04/29/1993	\$48,263	\$48,262	\$0.00	\$0.00
69	93 CHEVY CAPRICE WAGON	1G1BL8811P6152312	08/16/1993	\$16,994	\$16,994	\$0.00	\$0.00
70	94 CHEV 19 PASS #64	1GR4G31KRR123863	07/24/1994	\$22,577	\$22,577	\$0.00	\$0.00
71	94 CHEV STATION WAGON	1G11R1P2P1R191382	09/15/1994	\$18,756	\$18,756	\$0.00	\$0.00
72	97 NAVISTAR INTERNATIONAL #66	1HVB3ABN5V173450	08/20/1997	\$57,851	\$57,851	\$5,745	\$52,106.00
73	98 NAVISTAR INTERNATIONAL #67	1HVB3ABN7W1H52802	02/25/1998	\$58,024	\$49,317	\$5,802	\$53,515.00
74	98 INTERNATIONAL 22-24 HAND.	11VBBAR13WH451950	05/16/1998	\$68,155	\$67,956	\$6,816	\$10,219.50
75	94 CHEV DUMP TRUCK	1GR1K34KX81297553	10/17/1994	\$20,930	\$20,930	\$0.00	\$0.00
76	2000 66 PASSENGER BUS #69	4UJZKFAAYCG32979	03/10/2000	\$60,111	\$39,072	\$6,011	\$21,039.00
77	2001 66 PASSENGER BUS #70	4UZAAXV21CH84828	12/19/2000	\$60,111	\$38,066	\$6,011	\$24,044.90
78	2002 66 PASSENGER BUS #71	4UZAAXDV72CJ82330	12/03/2001	\$62,000	\$27,900	\$6,200	\$34,100.00
79	2003 66 PASSENGER BUS #72	4UZAAXCS73C174546	12/03/2002	\$66,004	\$23,100	\$6,600	\$42,904.00
80	2003 66 PASSENGER BUS #73	4UZAAXCS94CM66161	12/01/2003	\$66,390	\$16,530	\$6,600	\$50,060.00
81	2007 66 PASSENGER BUS #74	4UZAARCS27CW04854	09/30/2005	\$76,468	\$3,823	\$3,823	\$72,644.60
82	2007 66 PASSENGER BUS #75	4UZAARCS47CW04855	09/30/2005	\$76,468	\$3,823	\$3,823	\$72,644.60
83	2007 66 PASSENGER BUS #76	4UZAARCS87CW04857	09/30/2005	\$76,468	\$3,823	\$3,823	\$72,644.60
84	2006 27 PASSENGER BUS #77	1G11R1P2P1R191382	09/30/2005	\$58,863	\$1,793	\$1,793	\$57,070.00
85	2006 CHEVY SUBURBAN AWD	3GNKG2P66192900	10/31/2005	\$35,375	\$1,769	\$1,769	\$33,606.00
86	2005 Hallmark Truck	16H1P812119H139940	08/01/2005	\$6,500	\$6,500	\$6,500	\$0.00
TOTAL				\$1,051,677	\$508,849	\$69,330.56	\$549,327.65

Less: \$1,000 salvage on bus #46 included in

* Depreciation Method - Straight Line 10 years

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
General Support—Bd of Ed					
Board of Education					
Contractual & Other	A1010.4	8,716	9,339	8,731	10,000
Materials & Supplies	A1010.45	1,370	4,173	4,073	2,500
Total Bb of Ed	A1010.0	10,086	13,512	12,804	12,500
District Clerk					
Non-instructional Salaries	A1040.16	1,560	1,622	1,688	1,731
Equipment	A1040.2	0	2,694	0	0
Contractual & Other	A1040.4	11,023	15,051	11,591	15,576
Materials & Supplies	A1040.45	1,849	1,765	1,817	1,800
Total District Clerk	A1040.0	14,432	21,132	15,096	19,107
District Meeting					
Contractual & Other	A1060.4	400	589	400	710
Total District Mtg	A1060.0	400	589	400	710
Total Board of Education	AT1099.0	24,918	35,233	28,300	32,317
General Support—Central Administration					
Chief School Administrator					
Instructional Salaries	A1240.15	103,334	107,427	138,802	142,229
Non-instructional Salaries	A1240.16	35,928	39,998	39,354	40,523
Contractual & Other	A1240.4	7,287	3,558	5,549	6,275
Material & Supplies	A1240.45	1,163	522	615	1,250
Total Central Administration	AT1240.0	147,712	151,505	184,320	190,277
General Support--Finance					
Business Administration					
Non-instructional Salaries	A1310.16	65,699	68,437	72,898	78,080
Contractual & Other	A1310.4	22,641	3,015	7,579	12,158
Materials & Supplies	A1310.45	3,440	1,282	432	4,350
Total Business Admin	A1310.0	91,780	72,734	80,909	94,588
Auditing					
Non-instructional Salaries	A1320.16		1,788	1,494	2,100
Contractual & Other	A1320.4	12,925	16,800	11,000	32,000
Material & Supplies	A1320.45				100
Total Auditing	A1320.0	12,925	18,588	12,494	34,200
Treasurer					
Non-instructional Salaries	A1325.16	64,542	59,085	66,423	69,000
Contractual & Other	A1325.4	214	760	269	3,755
Materials & Supplies	A1325.45	56	40		
Total Treasurer	A1325.0	64,812	59,885	66,692	72,755

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Tax Collector					
Non-instructional Salaries	A1330.16		1,500	4,000	4,000
Contractual & Others	A1330.4	7,226	3,386	4,330	3,730
Materials & Supplies	A1330.45	324			562
Total Tax Collector	A1330.0	7,550	4,886	8,330	8,292
Purchasing					
BOCES Services	A1345.49	1,500	1,590	1,685	1,736
Total Purchasing	A1345.0	1,500	1,590	1,685	1,736
Other Finance					
Fiscal Agent Fee	A1380.4		938	1,715	2,500
Total Finance	AT1399.0	178,567	158,621	171,825	214,071
General Support—Staff					
Legal					
Contractual & Other	A1420.4	20,051	31,002	32,885	30,000
Total Legal	A1420.0	20,051	31,002	32,885	30,000
Personnel					
BOCES Services	A1430.49	34,746	24,462	25,610	26,000
Total Personnel	A1430.0	34,746	24,462	25,610	26,000
Public Information					
Contractual & Other	A1480.4	2,241	2,133	1,523	8,100
Materials & Supplies	A1480.45	449			
BOCES Services	A1480.49	51,718	53,036	51,600	53,070
Total Public Info	A1480.0	54,408	55,169	53,123	61,170
Total Staff	AT1499.0	109,205	110,633	111,618	117,170
General Support—Central Services					
Operation of Plant					
Non-instructional Salaries	A1620.16	375,458	416,161	412,047	491,488
Equipment	A1620.2	8,050	11,893	7,875	9,000
Contractual & Other	A1620.4	389,406	322,400	367,091	406,559
Materials & Supplies	A1620.45	42,532	29,363	19,872	30,884
BOCES Services	A1620.49	24,355	61,492	62,442	63,634
Total Oprtn of Plant	A1620.0	839,801	841,309	869,327	1,001,565
Maintenance of Plant					
Non-instructional Salaries	A1621.16	15,960			23,520
Contractual & Other	A1621.4	16,004	64,709	19,819	43,358
Materials and Supplies	A1621.45	14,205	20,271	20,120	20,305
Total Mntce of Plant	A1621.0	46,169	84,980	39,939	87,183

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Central Printing & Mailing					
Contractual & Other	A1670.4				1,200
Total Cntl Prtg&Mlg	A1670.0				1,200
Central Data Processing					
BOCES Services	A1680.49	122,695	172,616	71,442	224,738
Total Cntl Data Prcsg	A1680.0	122,695	172,616	71,442	224,738
Total Central Services	AT1699	1,008,665	1,098,905	980,708	1,314,686
Special Items					
Unallocated Insurance	A1910.4	10,224	15,739	13,942	19,001
Judgments & Claims	A1930.4			7,480	
Refund on Real Prop Taxes	A1964.4			5,369	1,500
BOCES Administrative Costs	A1981.49	41,075	40,604	41,441	42,687
BOCES Capital Expenditures	A1983.49	152,661	24,195	14,479	14,437
Total Special Items	A1998.0	203,960	80,538	82,711	77,625
Total General Support	AT1999	1,673,027	1,635,435	1,559,482	1,946,146
Instruction—Administration And Improvement					
Curriculum Development and Supervision					
Instructional Salaries	A2010.15	4,778	608	823	20,153
Materials & Supplies	A2010.45		27		500
BOCES	A2010.49	3,785	4,376	10,601	10,814
Total Curr Dev & Spvn	A2010.0	8,559	5,011	11,424	31,467
Supervision—Special School					
Instructional Salaries	A2020.15	163,292	132,926	173,042	164,086
Non-instructional Salaries	A2020.16	65,263	76,960	63,263	71,640
Contractual & Other	A2020.4	1,987	2,653	2,827	5,616
Materials & Supplies	A2020.45	4,505	7,661	5,149	8,000
BOCES	A2020.45	4,200	4,759	4,668	4,668
Total Spvr—Reg School	A2020.0	239,237	224,959	248,949	254,010
Supervision—Special School					
Instructional Salaries	A2040.15			800	1,600
Total Spvr—Spec.School	A2040.0			800	1,600
Research, Planning & Evaluation					
BOCES	A2060.49	3,595	2,790	4,950	6,400
Total Research, Plg&Eval	A2060.0	3,595	2,790	4,950	6,400
In-service Training—Instruction					
BOCES	A2070.49	32,065	28,378	33,249	30,185
Total In-service Trng	A2070.0	32,065	28,379	33,249	30,185

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Total Admin & Improvement AT2099		283,456	261,138	299,372	323,662
Instruction—Teaching					
Teaching—Regular School					
Teacher Salaries K-3	A2110.12	1,052,794	1,059,410	899,712	709,911
Teacher Salaries 4-6	A2110.12	454,294	469,651	441,937	665,149
Teacher Salaries 7-12	A2110.13	1,469,203	1,507,744	1,506,216	1,415,099
Sub Teacher Salaries	A2110.14	53,068	63,006	54,944	87,600
Non-instructional Salaries	A2110.16	74,766	72,250	94,158	165,243
Equipment	A2110.2	39,912	18,928	23,364	36,762
Contractual & Other	A2110.4	6,825	12,675	11,683	21,874
Materials & Supplies	A2110.45	57,871	54,998	63,269	97,321
Tuition to Public Districts	A2110.471		9,238		
Textbooks	A2110.48	101,323	66,832	45,330	76,955
Other BOCES—not LEP	A2110.49	206,825	209,642	233,927	246,679
Total Teaching	A2110.0	3,516,901	3,544,374	3,374,540	3,522,593
Programs for Students w/Disabilities					
Instructional Salaries	A2250.15	535,186	559,305	584,814	588,142
Non-instructional Salaries	A2250.16	56,849	52,036	56,559	40,826
Equipment	A2250.2		2,037	1,650	11,500
Contractual & Other	A2250.4	69,227	107,210	136,821	103,690
Materials & Supplies	A2250.45	6,723	6,572	8,707	13,700
Tuition to Public Districts	A2250.471	43,608	91,383	54,718	146,034
Textbooks	A2250.48	3,684	5,597	5,903	7,500
BOCES Services	A2250.49	709,135	769,092	1,086,465	1,193,743
Total Prgm Std w/Disab	A2250.0	1,424,412	1,593,232	1,935,637	2,105,135
Occupational Education 9-12					
Instructional Salaries	A2280.15	229,229	236,944	246,511	267,406
Equipment	A2280.2	194	323		3,300
Contractual & Other	A2280.4	687	56	499	1,365
Materials & Supplies	A2280.45	9,815	8,211	7,724	15,671
Textbooks	A2280.48	3,129	2,744		3,676
BOCES Services	A2280.49	152,160	124,26	180,068	186,112
Total Occupational Ed	A2280.0	395,214	373,051	434,802	477,530
Teaching—Special Schools					
Instructional Salaries	A2330.15	10,144	13,032	9,456	
Contractual & Other	A2330.4	3,131			8,000
Total Teaching—Sp Sch	A2330.0	13,275	13,032	9,456	8,000
Total Teaching	AT2399	5,349,802	5,523,689	5,754,435	6,113,258

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Instruction—Instructional Media					
School Library & AV					
Instructional Salaries	A2610.15	84,820	90,953	98,224	101,093
Equipment	A2610.2	10,448	3,000		
Contractual & Other	A2610.4	878	1,905		5,350
Materials & Supplies	A2610.45	7,326	6,995	10,907	12,813
School Library A/V Loan	A2610.46	4,422	4,296	4,287	4,287
BOCES Services	A2610.49	33,682	35,548	31,468	28,502
Total School Lib A/V	A2610.0	141,576	142,697	144,886	152,045
Computer Assisted Instruction					
Instructional Salaries	A2630.15	112,914	120,874	134,316	136,426
State-Aided Comp Hdwre	A2630.22	36,268	13,520	2,987	10,000
Contractual & Other	A2630.4	60,265	44,889	47,615	64,400
Materials & Supplies	A2630.45	26,880	17,990	16,004	17,000
State-Aided Comp Sftwre	A2630.46	5,418	8,875	3,487	12,000
BOCES Services	A2630.49	28,385	11,710	14,240	12,753
Total Comp Asst Inst	A2630.0	270,660	217,859	218,649	252,579
Total Instructional Media	AT2699	412,236	360,556	363,535	404,624
Instruction—Pupil Services					
Attendance Regular School					
Non-instructional Salaries	A2805.16	428	412	500	600
Total Attendance	A2805.0	428	412	500	600
Guidance-Regular School					
Instructional Salaries	A2810.15	62,543	65,102	68,833	66,626
Non-instructional Salaries	A2810.16	28,594	24,128	25,769	26,438
Equipment	A2810.2	399		214	
Contractual & Other	A2810.4	1,485	831		1,820
Materials & Supplies	A2810.45	603	247	893	3,000
Total Guidance	A2810.0	95,424	90,308	95,709	97,884
Health Services-Regular School					
Non-instructional Salaries	A2815.16	56,710	61,239	62,137	64,661
Contractual & Other	A2815.4	6,036	10,243	9,279	13,992
Materials & Supplies	A2815.45	2,342	2,330	682	3,200
Total Health Services	A2815.0	66,525	73,812	72,298	84,143
Psychological Services-Regular School					
Instructional Salaries	A2820.15	62,154	72,310	28,963	80,693
Equipment	A2820.2	222	343		
Contractual & Other	A2820.4			304	2,500
Materials & Supplies	A2820.45	3,061	2,509	2,822	3,000
Total Psychological	A2820.0	65,437	75,162	32,089	86,193
Social Work Services-Regular School					
Contractual & Other	A2825.4	163	248	500	
Materials & Supplies	A2825.45	2,225	2,882	2,586	

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Total Social Work	A2825.0	2,388	3,310	3,086	
Pupil Personnel Services-Regular School					
Contractual & Other	A2830.4	60,451	41,398	65,815	42,000
Materials & Supplies	A2860.45			30	
Total Pupil Personnel	A2830.0	60,451	41,398	65,845	42,000
Co-Curricular Activities-Regular School					
Instructional Salaries	A2850.15	66,278	61,345	64,043	68,363
Non-instructional Salaries	A2850.16	208	208	250	
Total Co-Curricular	A2850.0	66,486	61,553	64,293	68,363
Interscholastic Athletics-Regular School					
Instructional Salaries	A2855.15	78,540	73,253	74,557	86,728
Equipment	A2855.2	11,935	9,957	10,736	15,050
Contractual & Other	A2855.4	31,503	30,189	30,115	46,294
Materials & Supplies	A2855.45	8,782	10,456	6,243	15,193
BOCES Services	A2855.49	1,993	2,236	2,370	
Total Interscholastic	A2855.0	132,753	126,091	124,021	163,265
Total Pupil Services	AT2899	489,892	472,046	457,841	542,448
Total Instruction	AT2999	6,535,386	6,617,429	6,875,183	7,383,992

Pupil Transportation

District Transportation Services

Non-instructional Salaries	A5510.16	222,490	249,643	252,877	357,057
Equipment	A5510.2	4,350			
Contractual & Other	A5510.4	18,348	21,062	33,834	28,316
Materials & Supplies	A5510.45	56,063	67,993	78,165	98,700
BOCES Bus Dr Training	A5510.49	1,336	1,440	1,310	1,310
Total District Trans	A5510.0	302,587	340,138	366,186	485,383

Garage Building

Contractual & Other	A5530.4	11,824	9,648	5,370	12,691
Supplies & Materials	A5530.45		1,225		1,500
Total Garage Building	A5530.0	11,824	10,873	5,370	14,191
Contract Transportation	A5540.4	5,188	47,155	33,865	59,085
Total Pupil Transportation	AT5599.0	319,599	398,166	405,421	558,659

Community Service

Civic Activities

Non-instructional Salaries	A8060.16	2,601	2,214	767	3,500
Contractual & Other	A8060.4	87	842	3,191	563
Total Community Serv	A8060.0	2,688	3,056	3,958	4,063

**Brocton Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Census					
Non-instructional Salaries	A8070.16		236		
Contractual & Other	A8070.4				1,500
Materials & Supplies	A8070.45				500
Total Census	A8070.0		236		2,000
Total Community Service	A8099.0	2,688	3,292	3,958	6,063
Undistributed Expenditures					
Employee Benefits					
State Retirement	A9010.8	111,454	105,522	95,279	158,544
Teacher's Retirement	A9020.8	379,676	413,479	396,833	436,980
Social Security	A9030.8	411,730	444,328	448,907	497,724
Worker's Compensation	A9040.8	38,617	48,641	51,154	64,076
Life Insurance	A9045.8	2,490	8,392	8,392	22,868
Unemployment Insurance	A9050.8	3,991	3,808	11,241	23,582
Hospital, Medical & Dntl	A9060.8	1,131,666	1,369,677	1,213,981	1,557,619
Total Employee Bnfts	A9098.0	2,079,624	2,393,847	2,225,787	2,761,393
Debt Service—Principal					
Serial Bonds-Sch Const	A9711.6	879,648	1,149,420	1,190,000	1,240,000
Installmt Purchase-Bus	A9787.6	76,923	70,754	73,542	76,439
Other Debt-Energy Prfm.	A9789.6	33,744	35,523	37,395	39,366
Total Principal	AT9798.6	990,315	1,255,697	1,300,937	1,355,805
Debt Service—Interest					
Serial Bonds Sch Const	A9711.7	485,848	713,347	671,002	626,545
BAN School Construction	A9731.7	408,476			
Installmt Purchase-Bus	A9787.7	5,658	11,827	9,040	6,142
Other Debt-Energy Prfm	A9789.7	7,428	5,649	3,776	1,806
Total Interest	AT9798.7	907,412	730,823	683,818	634,493
Total Debt Service	AT9898.0	1,897,727	1,986,520	1,984,755	1,990,298
Interfund Transfers					
Transfer to School Lunch	A9901.93			20,000	20,000
Transfer to Special Aid	A9901.95			15,468	15,212
Total Interfund Transfer	AT9951.0			35,468	35,212
Total Undistributed Exp	AT9959.0	3,977,351	4,380,367	4,246,010	4,786,903
Total General Fund Exp & Interfund Transfers	AT9999	12,508,051	13,034,689	13,090,054	14,681,763

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
General Support—Bd of Ed					
Board of Education					
Contractual & Other	A1010.4	19,854	17,965	17,297	43,000
Materials & Supplies	A1010.45	6,809	1,708	887	3,000
Total Bd of Ed	AT1010.0	26,663	19,671	18,184	46,000
District Clerk					
Contractual & Other	A1040.4	793	600	1,034	1,500
Materials & Supplies	A1040.45		53		200
Total District Clerk	A1040.0	793	653	1,034	1,700
District Meeting					
Contractual & Other	A1060.4	2,735	2,961	956	3,000
Total District Meeting	A1060.0	2,735	2,961	956	3,000
Total Board of Education	AT1099.0	30,191	23,285	20,174	51,200
General Support—Central Administration					
Chief School Officer					
Instructional Salaries	A1240.15	122,500	127,884	129,376	137,138
Non-instructional Salaries	A1240.16	56,569	58,148	41,239	43,188
Equipment	A1240.2	727			750
Contractual & Other	A1240.4	10,052	8,083	7,908	18,500
Materials & Supplies	A1240.45	1,789	1,841	4,083	7,250
Total Chief School Admin	A1240.0	191,637	195,956	182,606	206,826
General Support—Finance					
Business Administration					
Instructional Salaries	A1310.15	75,827	78,844	81,424	84,274
Non-instructional Salaries	A1310.16	86,963	89,637	95,633	97,125
Contractual & Other	A1310.4	3,379	5,692	6,713	17,500
Materials & Supplies	A1310.45	240	553	630	3,000
Total Business Admin	A1310.0	166,409	186,613	184,400	201,899
Auditing					
Contractual & Other	A1320.4	13,806	8,269	12,694	27,920
Total Auditing	A1320.0	13,806	8,269	12,694	27,920
Treasurer					
Equipment	A1325.2		329		300
Contractual & Other	A1325.4				200
Materials & Supplies	A1325.45				50
Total Treasurer	A1325.0		329		550
Purchasing					
BOCES Services	A1345.49	1,500	2,911	1,685	1,736
Total Purchasing	A1345.0	1,500	2,911	1,685	1,736

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Other Finance					
Fiscal Agent Fee	A1380.4	1,500	5,000		4,500
Total Finance	A1399.0	196,089	216,462	212,332	258,572

General Support—Staff

Legal

Contractual & Other	A1420.4	35,302	20,757	28,596	25,500
Total Legal	A1420.0	35,302	20,757	28,596	25,500

Personnel

BOCES Services	A1430.49			13,736	13,736
Total Personnel	A1430.0			13,736	13,736

Public Information & Services

Instructional Salaries	A1480.15	24,480			750
Non-instructional Salaries	A1480.16		6,097		
Contractual & Other	A1480.4			2,920	12,500
Materials & Supplies	A1480.45			50	1,000
BOCES Services	A1480.49				4,108
Total Public Info & Ser	A1480.0	24,480	6,097	2,970	18,358
Total Staff	AT1499.0	59,782	26,854	45,302	57,594

General Support—Central Services

Operation of Plant

Non-instructional Salaries	A1620.16	345,778	346,667	345,301	377,883
Equipment	A1620.2	9,176	7,026	5,012	2,530
Contractual & Other	A1620.4	1,162,144	1,030,165	1,210,893	1,230,808
Materials & Supplies	A1620.45	8,125	6,886	16,111	47,000
BOCES Services	A1620.49	9,230	9,745	10,172	10,170
Total Operation of Plt	A1620.0	1,534,453	1,400,489	1,587,489	1,668,391

Maintenance of Plant

Non-instructional Salaries	A1621.16	177,809	195,054	221,256	217,574
Equipment	A1621.2	41,695	43,820	35,506	5,500
Contractual & Other	A1621.4	156,999	146,508	156,356	194,000
Materials & Supplies	A1621.45	135,891	169,560	149,158	176,000
Total Mntce of Plant	A1621.0	512,394	554,942	562,276	593,074

Central Printing & Mailing

Non-instructional Salaries	A1670.16	80,511	86,316	89,734	96,080
Equipment	A1670.2	499			
Contractual & Other	A1670.4	42,993	44,327	43,162	82,000
Materials & Supplies	A1670.45	58,185	67,522	67,189	97,268
Total Cntrl Prtg&Mlg	A1670.0	182,188	198,165	200,115	275,348

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Central Data Processing					
BOCES Services	A1680.49	303,424	281,198	325,472	121,734
Total Cntrl Data Prcsg	A1680.0	303,424	281,198	325,472	121,734
Total Central Services	AT1699.0	2,532,459	2,434,794	2,675,352	2,658,547
Special Items					
Unallocated Insurance	A1910.4	100,026	100,654	87,065	106,000
School Assoc Dues	A1920.4	900	8,825	8,382	16,000
Judgments & Claims	A1930.4			64,196	1,000
Refund Real Property Tax	A1964.4			341	30,000
BOCES Admin Costs	A1981.49	95,859	97,685	100,029	103,609
BOCES Capital Exp	A1981.49	141,621	272,858	34,950	35,047
Total Special Items	A1998.0	338,406	480,022	294,963	291,656
Total General Support	A1999.0	3,348,564	3,377,373	3,430,729	3,524,395
Instruction—Administration & Improvement					
Curriculum Development & Supervision					
Instructional Salaries	A2010.15				3,000
Equipment	A2010.2	1,877	3,175	4,064	7,500
Contractual & Other	A2010.4	2,945	3,906	2,875	4,500
Materials & Supplies	A2010.45			460	
BOCES Services	A2010.49	6,616	9,035	8,341	8,175
Total Curr Dev & Spvn	A2010.0	11,440	16,115	15,740	23,175
Supervision—Regular School					
Instructional Salaries	A2020.15	441,318	431,737	608,070	514,429
Non-instructional Salaries	A2020.16	180,285	186,061	196,161	239,561
Equipment	A2020.2	1,968	1,310		2,203
Contractual & Other	A2020.4	14,079	18,707	17,168	26,400
Materials & Supplies	A2020.45	6,390	5,845	8,016	8,860
BOCES Services	A2020.49	6,995	4,501	5,146	4,565
Total Supervision	A2020.0	651,035	648,161	834,561	796,018
Research, Planning & Evaluation					
BOCES Services	A2060.49	2,600	10,850	3,880	2,880
Total Rsch, Plng&Eval	A2060.0	2,600	10,850	3,880	2,880
In-service Training—Instruction					
Contractual & Other	A2070.4	250	2,580	1,188	
BOCES Services	A2070.49	45,608	45,985	48,008	49,502
Total In-service Trng	A2070.0	45,858	48,565	49,196	49,502
Total Admin & Improvemt	A2099.0	710,933	723,691	903,377	871,575

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Instruction—Teaching					
Teaching—Regular School					
Tchr Salaries, ½ Day K	A2110.11	142,793	121,769		
Tchr Salaries, Full Day K-3	A2110.12	2,698,612	2,705,166	2,060,461	2,264,913
Tchr Salaries, 4-6	A2110.12			953,431	1,026,352
Tchr Salaries, 7-12	A2110.13	3,972,439	4,308,282	4,411,473	4,060,530
Substitute Tchr Salaries	A2110.14	152,323	159,659	204,619	140,000
Non-instructional Salaries	A2110.16	313,035	326,166	322,215	270,373
Equipment	A2110.2	4,596	9,680	3,774	12,435
Contractual & Other	A2110.4	33,879	49,117	64,900	79,006
Materials & Supplies	A2110.45	138,172	152,160	192,311	192,389
Textbooks	A2110.48	130,614	150,852	111,860	128,571
BOCES—LEP	A2110.49	212,297	200,158	294,202	383,729
Total Teaching	A2110.0	7,798,762	8,183,009	8,619,216	8,558,298
Program for Students w/ Disabilities					
Instructional Salaries	A2250.15	1,324,892	1,386,361	1,427,653	1,698,373
Non-instructional Salaries	A2250.16	272,887	296,538	292,208	301,631
Equipment	A2250.2	312		310	
Contractual & Other	A2250.4	112,494	178,294	233,716	71,220
Materials & Supplies	A2250.45	16,658	14,489	11,339	9,346
BOCES Services	A2250.49	586,362	645,866	759,223	832,679
Total Prgm Std w/Disab	A2250.0	2,313,305	2,521,548	2,724,449	2,993,249
Occupational Education					
BOCES Services	A2280.49	190,200	243,840	366,791	316,538
Total Occupational Ed	A2280.0	190,200	243,840	366,791	316,538
Teaching—Special Schools					
Instructional Salaries	A2330.15	20,457	25,837	20,912	22,500
Non-instructional Salaries	A2330.16	17,968	15,823	13,974	250
Contractual & Other	A2330.4	1,174	1,017	136	250
Materials & Supplies	A2330.45	890	268		
Total Tchg-Special Sch	A2330.0	40,489	42,945	35,022	23,000
Total Teaching	AT2399	10,343,056	10,991,342	11,745,478	11,891,085
Instruction—Instructional Media					
School Library & A/V					
Instructional Salaries	A2610.15	199,841	210,305	220,855	209,736
Non-instructional Salaries	A2610.16	100,825	80,100	147,893	186,764
Contractual & Other	A2610.4	643	373	55	800
Materials & Supplies	A2610.45	4,011	4,233	3,635	11,196
School Lib/AV Loan	A2610.46	16,331	16,568	17,104	20,690

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
BOCES Services	A2610.49	64,877	62,533	61,167	62,614
Total Sch Lib & A/V	A2610.0	386,528	374,112	450,709	491,800
Computer Assisted Instruction					
Contractual & State Aided	A2630.4	545	746	289	
State Aided Software	A2630.46	26,861	27,959	28,069	41,285
BOCES Services	A2630.49	152,411	183,777	170,896	265,348
Total Comp Asst Inst	A2630.0	179,817	212,500	199,254	306,633
Total Instructional Media	A2699.0	566,345	586,612	649,963	798,433
Instruction—Pupil Services					
Attendance Regular School					
Non-instructional Salaries	A2805.16	24,980	26,099	20,758	29,050
Equipment	A2805.2				391
Contractual & Other	A2805.4			44	
Materials & Supplies	A2805.45	253	598	129	363
Total Attendance	A2805.0	25,233	26,697	20,931	29,804
Guidance—Regular School					
Instructional Salaries	A2810.15	270,504	341,757	327,145	344,678
Non-instructional Salaries	A2810.16	16,801	17,569	18,455	20,174
Equipment	A2810.2	180	393	2,666	3,812
Contractual & Other	A2810.4	655	433	1,036	1,540
Materials & Supplies	A2810.45	2,248	2,833	652	3,089
BOCES Services	A2810.49	1,795			850
Total Guidance	A2810.0	292,183	362,985	349,954	374,143
Health Services					
Non-instructional Salaries	A2815.16	98,101	101,651	97,657	115,897
Equipment	A2815.2		449	691	780
Contractual & Other	A2815.4	34,248	30,608	26,314	32,700
Materials & Supplies	A2815.45	3,592	3,576	5,106	4,992
Total Health Services	A2815.0	135,941	136,284	129,768	154,369
Psychological Services—Regular School					
Instructional Salaries	A2820.15	87,092	81,792	127,900	124,510
Contractual & Other	A2820.4	131	1,843	840	
Materials & Supplies	A2820.45	1,086	3,042	1,588	1,083
Total Psychological	A2820.0	88,309	86,677	130,328	125,593
Co-Curricular Activities—Regular School					
Instructional Salaries	A2850.15	61,424	62,729	65,623	75,000
Contractual & Other	A2850.4	2,327	2,247	2,303	2,478
Materials & Supplies	A2850.45	219	684	403	3,400
Total Co-Curricular	A2850.0	63,970	65,660	68,329	80,878

**Fredonia Central School District
General Fund Financial History
Expenditures**

Year Ending June 30:		2005-06	2006-07	2007-08	2008-09 (Projected)
Interscholastic Athletics—Regular School					
Instructional Salaries	A2855.15	164,258	182,937	186,009	181,286
Equipment	A2855.2	5,476	5,731	4,945	6,800
Contractual & Other	A2855.4	100,619	116,336	116,971	137,233
Materials & Supplies	A2855.45	26,331	18,699	19,175	19,256
BOCES Services	A2855.49	2,538	2,804	4,636	4,500
Total Interscholastic	A2855.0	299,222	326,507	331,737	349,075
Total Pupil Services	AT2899	904,585	1,004,810	1,031,047	1,113,862
Total Instruction AT2999 12,525,192 13,306,455 14,329,865 14,674,955					
Pupil Transportation					
District Transportation Services					
Materials & Supplies	A5510.45	81,507	114,792	123,067	100,000
Total Dist Trans Srve	A5510.0	81,507	114,792	123,087	100,000
Contract Transportation	A5540.4	875,995	983,803	1,047,936	1,044,732
Total Pupil Transportation	AT5599	957,502	1,098,595	1,171,003	1,148,482
Undistributed Expenditures					
Employee Benefits					
State Retirement	A9010.8	146,227	153,421	176,555	250,447
Teacher's Retirement	A9020.8	675,683	1,085,117	1,002,522	975,000
Social Security	A9030.8	915,379	937,989	964,895	986,023
Worker's Compensation	A9040.8	68,623	57,761	77,737	96,500
Life Insurance	A9045.8	19,517	33,420	42,118	55,236
Unemployment Insurance	A9050.8	18,916	-556	3,418	27,120
Disability Insurance	A9055.8	19,811	28,732	21,883	27,500
Hospital, Medical & Dental	A9060.8	1,832,206	2,029,916	2,166,545	2,347,987
Total Employee Bnfts	A9098.0	3,687,362	4,325,798	4,455,673	4,765,813
Debt Service—Principal					
Serial Bonds-Sch Const	A9711.6	2,121,000	1,849,000	1,929,000	2,038,000
Total Bond Principal	A9711.6	2,121,000	1,849,000	1,929,000	2,038,000
Debt Service—Interest					
Serial Bonds Sch Const	A9711.7	988,039	1,306,124	1,228,783	1,162,703
Total Bond Interest	A9798.7	988,039	1,306,124	1,228,783	1,162,703
Total Debt Service	AT9898	3,109,038	3,155,124	3,157,783	3,200,703
Total Interfund Transfer	A9901.96	15,000	15,000	40,479	15,000
Total Undistributed Exp	AT9959	6,811,401	7,495,922	7,653,935	7,982,016
Total General Fund Exp & AT9999 23,642,659 25,278,345 26,585,532 27,329,848					
Interfund Transfers					

**Brocton Central School District
General Fund Financial History**

Revenues

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
Real Property Taxes				
Real Property Taxes (w/oSTAR) A1001	2,309,007	2,331,332	2,343,462	2,482,329
Total Real Property Taxes	2,309,007	2,331,332	2,343,462	2,482,329
Other Tax Items				
Appropriation of Planned Balance A1040				550,000
School Tax Relief Reimbursement A1085	1,032,489	1,041,079	997,188	925,142
Int & Penalties on Real Prop Tax A1090	7,955	8,649	2,845	8,500
Total Other Taxes	1,040,444	1,049,728	1,000,033	1,483,642
Charges for Services				
Other Day School Tuition A1311		11,108	15,019	14,999
Continuing Education A1315	14,460	12,316	11,292	10,000
Other Student Fee/Charge A1335				100
Admissions A1410	2,119	2,718	1,405	1,000
Services Provided for BOCES A2235		12,600	16,500	
Total Chargers for Services	16,579	38,742	44,216	26,099
Use of Money & Property				
Interest & Earnings A2401	139,816	147,134	105,092	125,000
Rental-Real Property (Indvdl) A2410		25	200	
Rental-Real Property (Govt) A2412	200	200		
Rental-Real Property (BOCES) A2413			38,400	24,600

**Brocton Central School District
General Fund Financial History
Revenues**

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
Rental of Equipment-not Buses A2414	80	80	40	
Total Use of Money	140,096	147,439	143,732	149,600
Sale of Property & Compensation for Loss				
Sale of Transportation Equipmt A2666		500		
Other Compensation for Loss A2690		1,437		
Total Sale of Prop&Comp for Loss		1,937		
Miscellaneous				
Refund of Prior Yr Exp-BOCES A2701	111,017	87,149	98,662	80,000
Refund of Prior Yr Exp-Other A2703	841			
Gifts & Donations A2705	219		40	
Other Unclassified Revenues A2770	5			39,000
Total Miscellaneous	112,082	87,149	98,702	119,000
State Aid				
Basic Formula Aid-General A3101	5,677,176	6,286,801	6,260,585	6,729,656
Basic Formula Aid-Excess Cost A3101	1,079,066	1,141,677	1,220,976	1,220,976
Lottery Aid A3102	851,667	829,499	883,875	829,219
VLT Lottery Grants A3102			172,482	366,201
BOCES Aid A3103	490,584	464,898	491,474	635,310
Tuition for Stds w/Disabilities A3104	7,722		20,000	
Textbook Aid A3260	43,548	41,600	40,659	55,629

**Brocton Central School District
General Fund Financial History
Revenues**

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
Computer Software Aid A3260	11,206	5,418	8,876	
Hardware Aid A3262		13,520	14,102	
Library/AV Loan Prog Aid A3263	4,422	4,296	4,287	
Other State Aid-Tax Limitaiton A3289		35,730	55,000	
Total State Aid	8,274,580	9,044,952	9,172,007	9,851,093
Federal Aid				
Medicaid Assistance-Sch Aged A4601	74,806	29,059	37,034	
Total Federal Aid	74,806	29,059	37,034	
Interfund Transfers				
Interfund Transfer-Non-Debt A5031			149,277	138,000
Interfund Transfer-Debt A5050				432,000
Total Interfund Transfers			149,277	570,000
Total General Fund Revenues	AT5999 11,967,594	12,730,338	12,988,463	14,681,763

**Fredonia Central School District
General Fund Financial History
Revenues**

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
Real Property Taxes				
Real Property Taxes (w/oSTAR) A1001	9,098,832	9,247,552	9,873,088	10,392,869
Total Real Property Taxes	9,098,832	9,247,552	9,873,088	10,392,869
Other Tax Items				
Other Payments in Lieu of Taxes A1081	63,581	111,102	114,597	110,000
School Tax Relief Reimbursement A1085	2,253,121	2,276,008	2,296,695	2,169,040
Int & Penalties on Real Prop Tax A1090	28,466	29,359	35,238	22,000
Total Other Taxes	2,345,168	2,416,469	2,446,530	2,301,040
Charges for Services				
Other Day School Tuition A1311	108,449	90,468	127,931	110,000
Continuing Education A1315	12,441	13,776	10,099	10,000
Other Student Fee/Charge A1335	438	325	867	
Admissions A1410	8,753	8,354	7,355	8,500
Other Charges A1489				1,000
Day School Tuition A2230		73,435	54,625	22,000
Total Chargers for Services	130,081	186,358	200,877	151,500
Use of Money & Property				
Interest & Earnings A2401	211,095	304,161	216,710	130,000
Rental-Real Property (Indvdl) A2410	7,565	10,339	10,287	1,000
Rental-Real Property (Govt) A2412	3,862	70,500	30,000	30,000

**Fredonia Central School District
General Fund Financial History
Revenues**

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
Rental-Real Property (BOCES) A2413	79,500	26,280	33,000	49,612
Total Use of Money	302,022	411,280	289,997	210,612
Sale of Property & Compensation for Loss				
Sale of Scrap & Excess Materials A2650	474	345	257	
Sale of Real Property A2660		122,975		
Sale of Equipment A2665	15,906	95	13,112	2,000
Insurance Recoveries A2680	18,190	5,736	3,966	
Other Compensation for Loss A2690				3,000
Total Sale of Prop&Comp for Loss	34,570	129,151	17,335	5,000
Miscellaneous				
Refund of Prior Yr Exp-BOCES A2701	88,222	131,671	108,462	70,000
Refund of Prior Yr Exp-Other A2703	3,442	11,048	25,163	5,000
Gifts & Donations A2705	761	550	963	
Other Unclassified Revenues A2770	19,231	1,865	11,122	1,500
Total Miscellaneous	111,656	145,134	145,710	76,500
State Aid				
Basic Formula Aid-General A3101	8,691,336	8,794,568	9,041,488	9,330,795
Basic Formula Aid-Excess Cost A3101	1,683,336	1,286,125	1,238,688	1,290,893
Lottery Aid A3102	664,653	1,625,605	1,807,359	1,288,868
VLT Lottery Grants A3102				518,490

**Fredonia Central School District
General Fund Financial History
Revenues**

Year Ending June 30:	2005-06	2006-07	2007-08	2008-09 (Projected)
BOCES Aid	664,653	717,044	731,568	849,948
Tuition for Stds w/Disabilities	A3103			
Textbook Aid	A3104	9,252		
Computer Software Aid	A3260	100,619	102,579	108,475
Hardware Aid	A3262	26,215	25,871	26,483
Library/AV Loan Prog Aid	A3262		764	
Other State Aid	A3263	10,500	10,793	2,128
	A3289	37,771	85,654	
Total State Aid	12,566,548	12,607,699	13,044,764	13,416,080
Federal Aid				
Medicaid Assistance-Sch Aged	A4601	150,633	78,128	65,000
Total Federal Aid	150,633	78,128	75,397	65,000
Interfund Transfers				
Interfund Transfer-Non-Debt	A5031			211,247
Total Interfund Transfers				211,247
Proceeds of Long Term Debt				
Serial Bonds	A5710	214,000		
Total Proceeds LT Debt	214,000			
Total General Fund Revenues	AT5999 24,953,610	25,221,771	26,093,698	26,829,848

Brocton Fredonia Consolidation Tallies

Question #1:

“Would instructional opportunity be enhanced for all students at a similar or reduced cost to taxpayers by consolidating the two districts?”

Yes- 30 votes

No - 5 votes

Undecided - 1 vote

Comments:

- Filling classes to an average size (not under-enrolled)
- I don't know. I see pros and cons. I see more coursed offerings but a loss of community center in Brocton.
- Problem- public will be asked to vote on a merger with no idea of where students will be located or how the future board feels bout keeping any particular facility open.
- Providing there is a fair representation for both Brocton and Fredonia students.
- -Similar or reduced tax wise will be difficult to maintain.
- There are no facts to support this. The only cost would be the superintendent salary.
- -My biggest concern is that there isn't any control over what the new district would look like. To me, that's a faulty process and a hard sell.
- -I am in the Finance/ Faculties committee and am answering this question only after having heard the results from the curriculum committee. The two portions of this question for me have now been answered and I am confident to answer this question positively.
- Yes, I feel it would be a great benefit to taxpayers. I feel that we would be helping to better educate our kids. I feel that the community must make sure that they fully understand that anything may happen when the new School Board is in place. I wish that more impact was discussed on how it will affect Brocton/ Portland residents.
- Advanced courses only relate to high school students- possibly only juniors and seniors. AP classes are not accepted at certain colleges. How many students are in AP classes in Fredonia? Some only have 3 students.
- It appears so.
- Absolutely.
- Not only would it be enhanced, it may be the only way these districts can provide adequate educational opportunities without massive tax increases.

- I am a member of the Curriculum Committee. See final slide in power point for the specific reasons we unanimously feel instructional opportunities would be enhanced for all students.
- Educational opportunities may just be stabilized by a merger. It may not put us ahead, but just may keep us from slipping backwards.
- Major concern is that we don't know specifics as to housing students. This will be a huge influence on voting on something that is not concrete- which means voting on their emotions, probably based on rumor!
- With current lack of funding for education, I would also hope that a merger would more importantly allow both districts to continue current educational opportunities.
- If the school building at Brocton is closed it will close the village of Brocton- maybe it will force the village and town to consolidate.
- A failure to merge will result in reductions in programs for students. The state may force consolidation without funding in the near future.
- Concerned about the community view on what consolidating is -(closure of building) (keeping all buildings open).
- I really feel that due to the large amount of reorganization expenditures there has been to really burden of prove (sic.) that a merger will increase instructional opportunities at a reduced cost to taxpayers. The amount of money which will be saved is small when compared to the whole. I personally feel there needs to be a state initiative for redistricting on a state level.
- Yes, a merger between the two districts is a *scary* thing for everyone involved! However, if the schools can get the public to view it in the right light...it is exciting and has boundless possibilities for the students and communities!

Question #2:

“Should the Boards of Education engage their respective communities in public comment and a straw vote to determine if there is support for consolidating the two districts?”

Yes - 30 votes

No – 5 votes

Undecided – 1 vote

Comments:

- Because I feel the study was very conclusive and the opinion of the public should be noted.
- There is a lot of misinformation out there.
- I think this vote should be delayed. I think current emotions are in conflict with economic awareness/ reality.
- Let the voters decide, then no one can complain later that they didn't have a say.
- I think there should be a town meeting before the Board proceeds any further. I think there are a large number of people out there who are against a merger.
- I feel that everyone needs to understand negative impact as well as positives (for communities).
- I believe a strong communication period should precede any straw vote.
- Let community decide, but I would probably vote no.
- Board should decide. I believe the committee responsibility was to review “feasibility” and not make recommendations based on limited information (to recommend would take a study of at least 18-24 months).

**Brocton - Fredonia Merger Feasibility Study
Technology**

Networking Operation system used:	Brocton: Novell network 10/100/1000	Fredonia: Microsoft 2008 servers (to gain other services. Both for Macs, PC's and Linus workstations)	Comments:
E-mail system vs. exchange	Brocton: Lotus notes	Fredonia: Lotus notes	Comments:
Phone system	Brocton: Centrex	Fredonia: Nortel system	Comments:
Standards for office	Brocton: Microsoft office 2003	Fredonia: MS Office 03 and 07 04 for Mac users	Comments:
Macs vs pcs	Brocton: 60% pc and 40% mac	Fredonia: Both are done with ease and Linux too 550 pc's 180 macs All XP, or OSX 10.4 or better	Comments:
What does the music department use	Brocton: Mostly Macs and Garageband and Finale	Fredonia: Mac, mix of 10.4 and 10.5	Comments:

Distant Learning Lab	<p>Brocton: Currently teaching 2 classes and receiving 1</p>	<p>Fredonia: 8 labs that were installed in 2000, but do not work with the DL part of BOCES. The equipment was too advanced for BOCES at the time it was installed. The labs can do full IP DL to any site if needed at this time. SKYPE on our laptops has really surpassed the technology</p>	<p>Comments:</p>
Portable video conferencing units	<p>Brocton: One polycom unit</p>	<p>Fredonia: Three polycom units (Combine SKYPE at the desktops and smart board systems for meetings)</p>	<p>Comments:</p>
Who runs the program	<p>Brocton: 1 Tech coordinator 1 computer technician (hired from an outside vender)</p>	<p>Fredonia: 1 person over sees (who is the future Director of Instruction and Technology) 4 employees who make sure everything is running (1 sr. microcomputer tech; 1 sr microcomputer network specialist, 1 microcomputer tech assistant and 1 technology typist II)</p>	<p>Comments:</p>
Who is in charge of the grading program on line?	<p>Brocton: Guidance department in charge of the data, technology department sets up the access</p>	<p>Fredonia: The future Director of Instruction and Technology (use ESchool)</p>	<p>Comments:</p>

<p>Does the district off live announcements over the TV and if so who is in charge of that?</p>	<p>Brocton: The HS communication class does the live announcements</p>	<p>Fredonia: Wheelock, middle school and high school do live announcements. A teacher is in charge of these productions at the Wheelock and the hs. The middle school principal does his own announcements</p>	<p>Comments:</p>
<p>Where does the funding come from for the technology to run the district? Does the coordinator have to do grants and so forth?</p>	<p>Brocton: Most funding is budgeted (and ERATE) Grants are pursued whenever possible</p>	<p>Fredonia: Most purchases are funded through BOCES Use the software and hardware aid available from the State more now than ever before. Stated to use Title and IDEA grants to fund more technology purchases. *District does not fit criteria for most grants, but try whenever they can to generate money to fund technology purchases</p>	<p>Comments:</p>
<p>Are there cameras in the building? If so, who is in charge of them</p>	<p>Brocton: Cameras that can be monitored from various offices. Maintenance is done by the Technology dept. with assistance from maintenance *also have electronic building access</p>	<p>Fredonia: Part of the security department cameras outside of all the main entrances to the building. Head of Maintenance is in charge of system.</p>	<p>Comments:</p>

Audio visual equipment	Brocton: Technology department is responsible for all cameras, dvd players, etc	Fredonia: Technology department maintains all equipment. Any repairs that can not be done in house, go to BOCES	Comments:
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