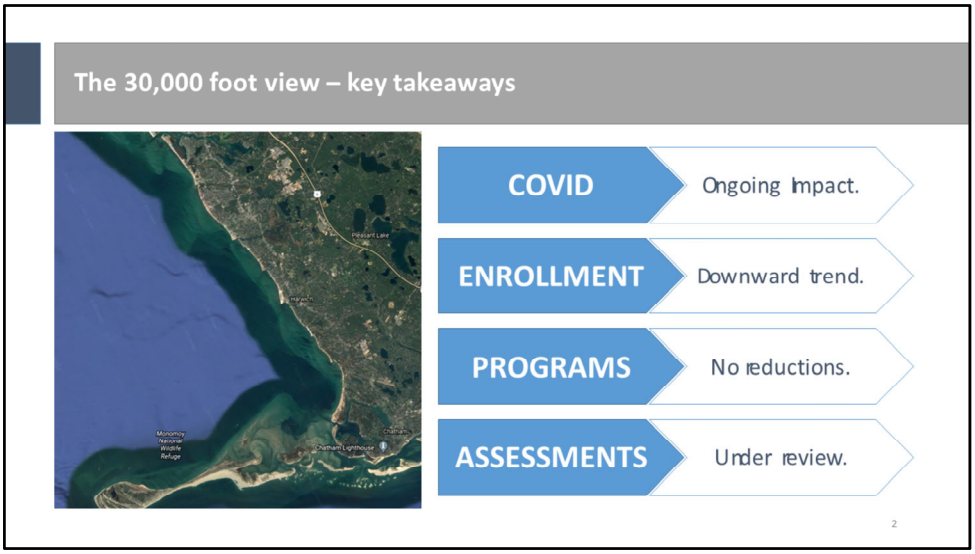
Monomoy Regional School District

FY22 Budget

PUBLIC HEARING

February 2021

1



The 30,000 foot view of the FY2022 Budget

Key issues which have influenced the development of the FY22 budget:

- **COVID19:** The COVID pandemic continues to influence the district's financial planning. The FY21 budget has been revised and is very different from what was originally planned. While the FY22 budget is designed on the assumption that students will have returned to in-school learning, the budget makes some allowances for the ongoing impact of COVID.

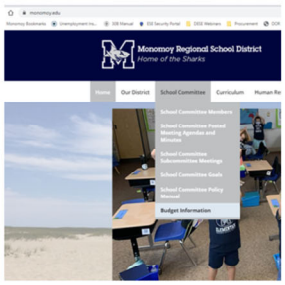
- **Enrollment:** Like much of the Cape, Monomoy has seen a dip in enrollment in the last few years. This trend, although not uniform across the district, has allowed reductions in staffing and resources.

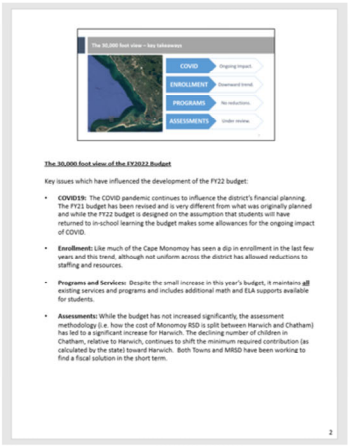
- **Programs and Services:** Despite the small increase in this year's budget, it maintains **all** existing services and programs and includes additional math and ELA supports available for students.

- **Assessments:** While the budget has not increased significantly, the assessment methodology (i.e. how the cost of Monomoy Regional School District is split between Harwich and Chatham) has led to a significant increase for Harwich. The declining number of children in Chatham, relative to Harwich, continues to shift the minimum required contribution (as calculated by the state) toward Harwich. Both towns and Monomoy Regional School District have been working to find a fiscal solution in the short term.

Slide Packet

https://www.monomoy.edu/monomoyschools





The 30,000 foot view – key takeaways

COVID — Ongoing impact.

ENROLLMENT — Downward trend.

PROGRAMS — No reductions.

ASSESSMENTS — Under review.

The 30,000 foot view of the FY2022 Budget

Key issues which have influenced the development of the FY22 budget:

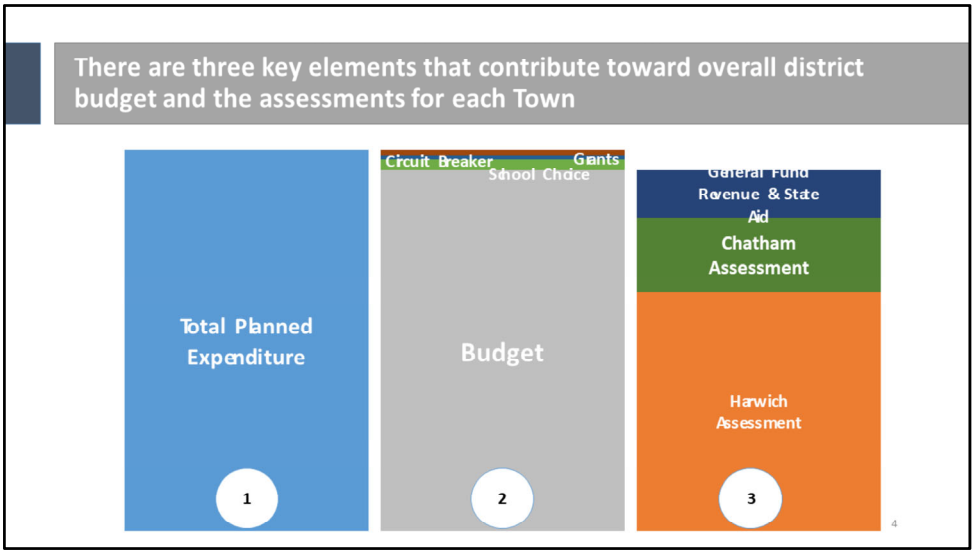
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- **Enrollment:** Like much of the Cape Monomoy has seen a dip in enrollment in the last few years and this trend, although not uniform across the district has allowed reductions to staffing and resources.
- **Programs and Services:** Despite the small increase in this year's budget, it maintains all existing services and programs and includes additional math and ELA supports available for students.
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High Level information in side.

More detail in the notes.

3



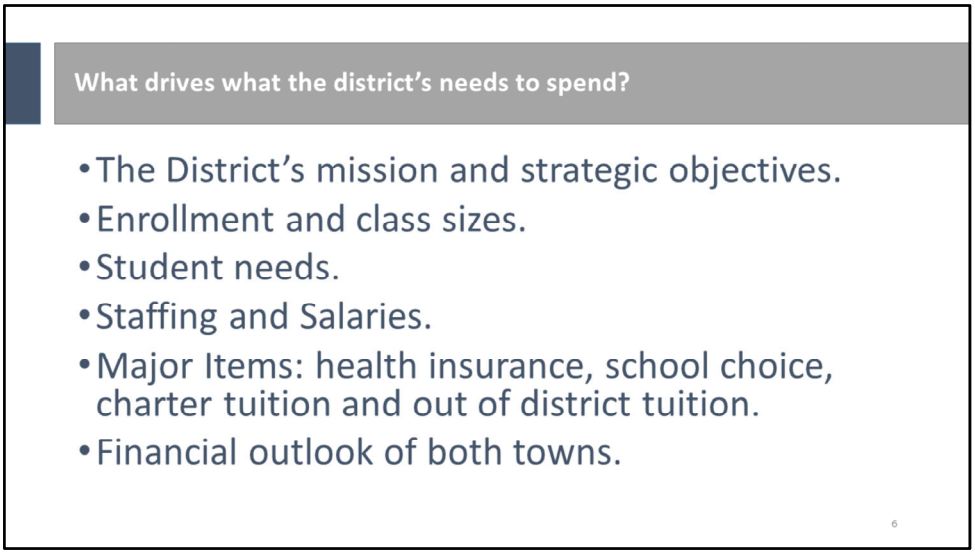
The Budget Process

There are three parts to developing a regional school district budget:

- **Calculating the total planned expenditure for the year:** this involves looking at what was spent last year and what will be the needs for next year.
- **Identifying the funds that will pay for this expenditure:** the majority of this comes from the general operating budget (this chart is to scale), but there are other funds from the state and federal government: school choice, circuit breaker (for special education costs) and grants.
- **Preparing the assessment for each town:** Once the budget has been developed, the total cost to each town is calculated. This includes identifying other revenues which offset the assessments.

The development of the budget is an iterative process so there is interaction between each of these parts.

1. Planned Expenditure



Budget Drivers

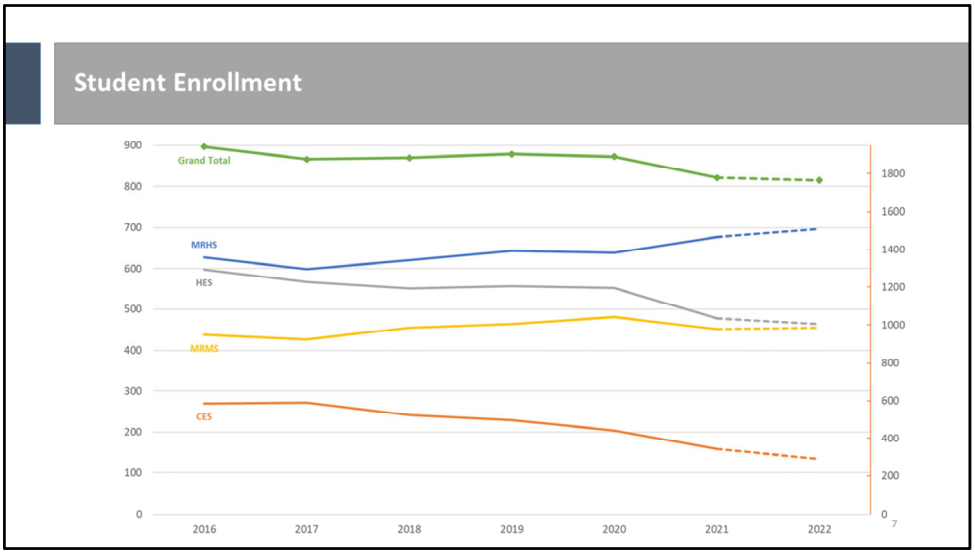
Monomoy Regional School District is a community of learners of all ages focused on building knowledge, positive character, and resiliency in a safe, supportive, creative, and challenging environment

Strategic Plan Objectives:

- Expand Community Engagement and Partnerships
- Strengthen Social and Emotional Well-Being
- Close the Achievement Gap
- Improve Curriculum, Instruction and Assessment for All Learners

Enrollment and student needs determine the level and type of resources to be included in the budget. Salaries and other employee related costs (including health insurance) account for approximately 71% of the overall budget. As a result, changes to staffing numbers and health insurance changes are major drivers of the budget.

The following slides focus on the changes that have had the biggest impact on the budget.

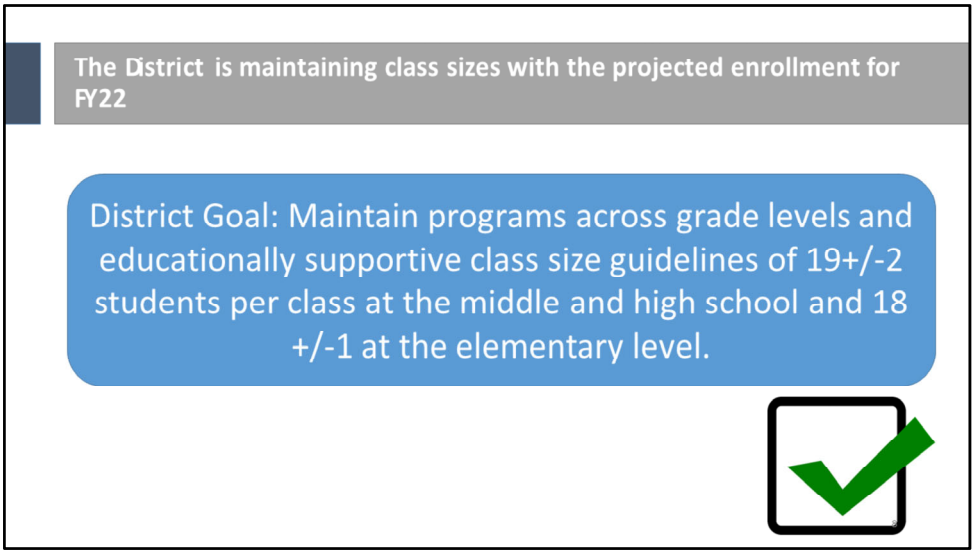


Enrollment Trends

This chart shows the number of students at each school since 2016. The green line shows the total number of students in the district. This is measured on the secondary axis on the right of the chart.

While the district's overall enrollment has been relatively stable since 2017, at the individual school level there have been specific trends that impact budget decisions and will have long term consequences.

The elementary schools have seen a drop in enrollment while the middle school and high school have both experienced an upward trend. The COVID19 pandemic had a big impact on FY21 enrollment. However, post COVID19, enrollment is expected to return to the recent trend of falling enrollment at the elementary schools with a moderate increase or relatively level enrollment at the middle and high school.



Class Sizes

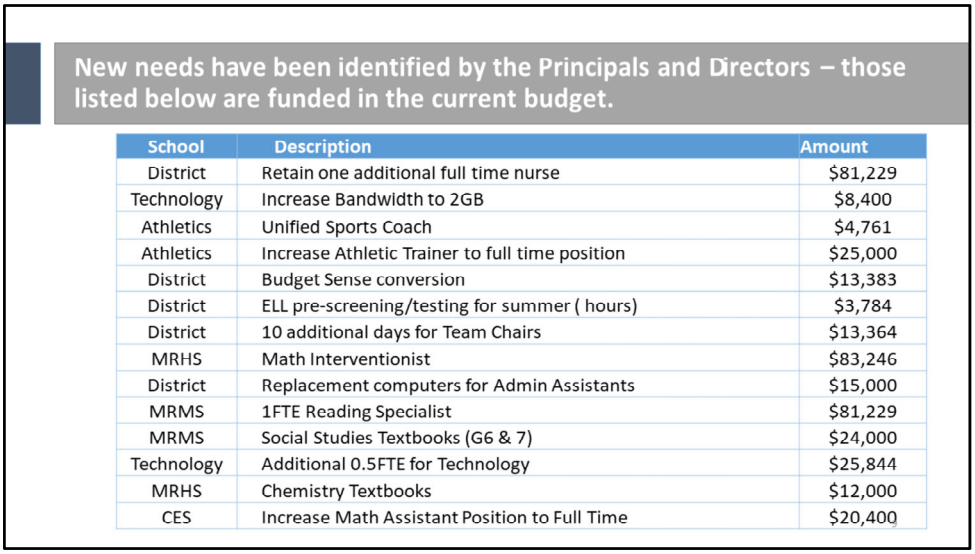
As can be seen in the tables below enrollment will continue to be within the goal range for the district. While there is a reduction in enrollment at the elementary schools, the number of sections has also been reduced.

Elementary schools

		2020/21 (original budget)		2021/22			
School	Grade	No. Sections	Average Stds/Section	Sections	No. Students	Average Stds/Section	Change in FTE
Chatham	PK*	1 (1FTE)	4	1 (0.5FTE)	9.00	9.0	-0.5
Chatham	K	2	17	1	16.00	16.0	-1
Chatham	1	2	17	1	16.00	16.0	-1
Chatham	2	2	17	2	36.00	18.0	0
Chatham	3	2	15.5	2	30.00	15.0	0
Chatham	4	3	15.3	2	31.00	15.5	-1
Chatham	**TOTAL**	**12**	**14.3**	**9**	**138.00**	**15.3**	**-3**
Harwich	PK*	4 (2 FTE)	13.0	4 (2 FTE)	52	13.0	0
Harwich	K	5	17.6	5	87	17.4	0
Harwich	1	5	17.6	5	86	17.2	0
Harwich	2	6	14.8	5	78	15.6	-1
Harwich	3	6	19.3	5	88	17.6	-1
Harwich	4	5	20.0	6	106	17.7	1
Harwich	**TOTAL**	**31**	**17.2**	**30**	**497**	**16.6**	**-1**

Middle and High School

		2020/21 (original budget)		2021/22			
School	Grade	No. Sections	Average Stds/Section	Sections	No. Students	Average Stds/Section	Change in FTE
MRMS	5	8	18.6	7	143	20.4	-1
MRMS	6	8	20	8	156	19.5	0
MRMS	7	8	17	8	165	20.6	0
MRMS	**TOTAL**	**24**	**18.5**	**24**	**471**	**19.6**	**-1**
MRHS	8	9	20.4	8	140	17.5	-1
MRHS	9	8	14.1	9	165	18.3	1
MRHS	10	8	16.0	8	113	14.1	0
MRHS	11	8	16.5	8	126	15.8	0
MRHS	12	8	14.6	8	133	16.6	0
MRHS	**TOTAL**	**41**	**16.3**	**41**	**677**	**16.5**	**0**



School	Description	Amount
District	Retain one additional full time nurse	$81,229
Technology	Increase Bandwidth to 2GB	$8,400
Athletics	Unified Sports Coach	$4,761
Athletics	Increase Athletic Trainer to full time position	$25,000
District	Budget Sense conversion	$13,383
District	ELL pre-screening/testing for summer (hours)	$3,784
District	10 additional days for Team Chairs	$13,364
MRHS	Math Interventionist	$83,246
District	Replacement computers for Admin Assistants	$15,000
MRMS	1FTE Reading Specialist	$81,229
MRMS	Social Studies Textbooks (G6 & 7)	$24,000
Technology	Additional 0.5FTE for Technology	$25,844
MRHS	Chemistry Textbooks	$12,000
CES	Increase Math Assistant Position to Full Time	$20,400

Funded Budget Priorities

Through the budget process, principals and directors identified specific needs. The needs listed here have been included in the budget. These costs are all either directly or indirectly offset by reductions in other areas of the budget.

Retain one additional full time nurse: In response to COVID, the district hired additional nursing staff. The proposed FY22 budget will retain a full-time nurse. There is still likely to be some ongoing impact of COVID in FY22 and this extra resource will help.

Increase Bandwidth to 2GB: The district currently has bandwidth of 1GB. As an increasing range of services are provided through the cloud, this increase in bandwidth will ensure that there is sufficient capacity for all the district's needs.

Unified Sports Coach: The district wishes to create an inclusive sports program that unites Special Olympics athletes (individuals with intellectual disabilities) and partners (individuals without intellectual disabilities) as teammates for training and competition.

Increase Athletic Trainer to full time position: Currently the Athletic Trainer position is part-time; however, part time hours are insufficient to meet the demands of this position. Once this position is increased to full time it would also take on duties of the current athletic secretary. *This cost is directly offset by reducing the athletic secretary position.*

Budget Sense Conversion: The district's accounting software is currently hosted by the district. This project would convert that system to a web-based application. This would improve the security and resiliency of the districts' financial information. *This cost is directly offset by savings realized by no longer hosting the site in the district.*

ELL pre-screening/testing for summer (hours): Additional hours are required for staff to screen and test the language needs of newly enrolled students over the summer to ensure accurate information is available before the start of the school year.

Additional days for Team Chairs: Many staff have additional days beyond the school year for completing the work of one school year and preparing for the next year. At the moment, team chairs do not have additional days which impedes their ability to complete necessary work for students.

Math Interventionist: The High School has identified math as a particular focus in light of recent MCAS and SAT scores. This position would work with students who are struggling in math, particularly in 8th, 9th, and 10th grade.

Replacement Computers for Administrative Assistants: Current devices are past their useful life and insufficient for demands.

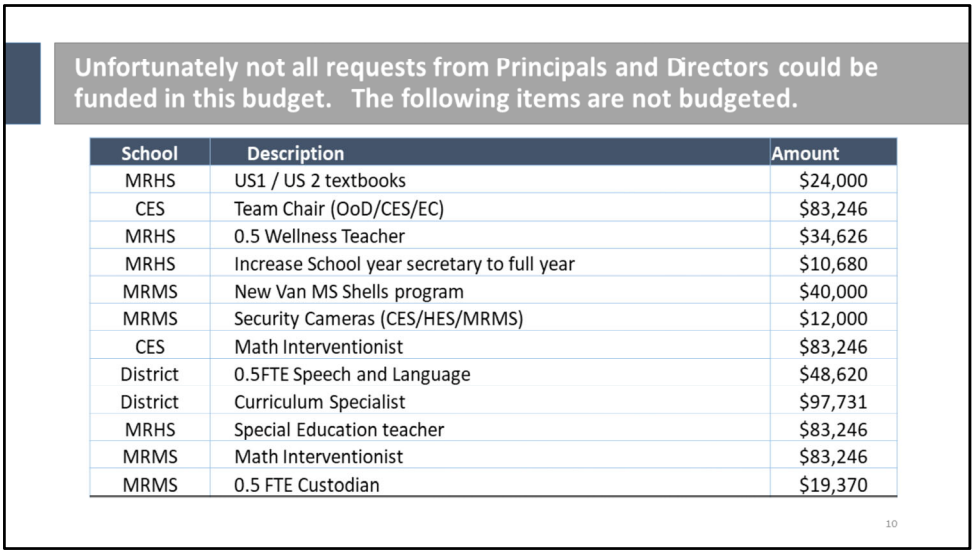
New 1FTE Reading Specialist: To provide support for students in grade 5 who are struggling with reading. *This cost is directly offset by position reduction at the Middle School.*

Social Studies Textbooks (G6 & 7): Current social studies textbooks are out of date and no longer reflect the curriculum. New textbooks will have an online component.

Additional 0.5FTE for Technology: The increased demands on the district's technology requires additional staffing. This has been highlighted by during the COVID pandemic, but it is also part of a longer term trend as services are increasingly provided online.

Chemistry Textbooks: There are no current textbooks; this creates a significant challenge to delivery of the curriculum.

Increase Math Assistant Position to full time: To support students below grade level in math.



School	Description	Amount
MRHS	US1 / US 2 textbooks	$24,000
CES	Team Chair (OoD/CES/EC)	$83,246
MRHS	0.5 Wellness Teacher	$34,626
MRHS	Increase School year secretary to full year	$10,680
MRMS	New Van MS Shells program	$40,000
MRMS	Security Cameras (CES/HES/MRMS)	$12,000
CES	Math Interventionist	$83,246
District	0.5FTE Speech and Language	$48,620
District	Curriculum Specialist	$97,731
MRHS	Special Education teacher	$83,246
MRMS	Math Interventionist	$83,246
MRMS	0.5 FTE Custodian	$19,370

Unfunded Priorities

This table shows the needs that were identified through the budget process that could not be funded. However, the District Administration team continues to investigate means to fund some of these currently unfunded priorities within the proposed budget, for example, through use of grants or by reducing other budgeted expenditures.

US1 / US 2 textbooks: Current books are out of date and do not reflect curriculum.

Team Chair (OoD/CES/EC): Currently, the district has 3FTE team chairs to cover all special education evaluation meetings and provision of services. An additional position would be responsible for students in out-of-district placements, in the early childhood program and CES (currently 0.4FTE). The current 0.6FTE position would increase to 1FTE.

New 0.5FTE Wellness Teacher: There is a 0.5FTE position currently in place but the class is oversubscribed by students. Wellness is a 4 year graduation requirement.

Increase Guidance Admin Assistant days: Increasing the number of days for the guidance secretary (from 203 to 213) would give the person in the position more days to complete necessary work to welcome students in the fall. During the summer months, new registrations and specialized data responsibilities occur at a significant rate. The position is inhibited by the current schedule.

New Van MS Shells program: Used for field / work trips. Current van nearing end of useful life and in need of repair.

Security Cameras (CES/MRMS): Current systems are out of date and, at MRMS, not fully functioning.

New Math Interventionist: To support students below grade level in math.

New 0.5FTE Speech and Language: To work with students with language and communication issues. Currently, the district has 4FTE speech and language specialists, however, there are increasing

demands for these services.

New Curriculum Specialist: To coordinate and improve delivery of high-quality curriculum across the district, reporting to the Director of Curriculum.

New Special Education teacher: The case load of teachers at the high school is challenging. An additional teacher would provide support.

New Math Interventionist: School has identified math support as a need in light of student performance, including in MCAS.

New 0.5 FTE Custodian: The middle school is relatively understaffed as compared to the other buildings (based on square feet per custodian). This addition would bring the middle school to a similar level as the other schools.

Overall, the district is planning a number of staffing changes to meet strategic and financial needs.

- In response to COVD19, the district did not fill 6.5FTE positions in FY21 that will not be brought back in FY22.
- There are 4.6FTE positions which are filled in FY21 that are not planned for FY22.
- There are 4.5FTE new positions added that are aligned with the district's strategic plan.
- One year positions hired to respond to COVID19 will not be filled in FY22 (except as noted earlier).

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Change to staffing

Positions unfilled due to COVID not budgeted.

School	Position	FTE Impact
CES	Admin Assistant	-0.4
HES	Admin Assistant	-0.6
HES	MWFK Teacher	-1
MRHS	Custodian	-0.5
MRHS	Inst Assistant	-1.0
CES	PreSch Teacher	-0.5
CES	K teacher	-1
Athletics	Admin Assistant	-0.5
HES	G2 Teacher	-1
		-6.5

Filled positions not budgeted for FY22

School	Position	FTE Impact
CES	G1 & 4 Teachers	-2
CES	Special Ed Teacher	-1
CES	Inst Assistant	-0.4
MRHS	World Language Teacher	-0.2
MRMS	G5 Teacher	-1
		-4.6

New positions

School	Position	FTE Impact
District	Nurse	1.0
Athletics	Athletic Trainer	0.5
MRHS	Math Interventionist	1.0
MRMS	Reading Specialist	1.0
CES	Math Assistant	0.5
Tech	Support	0.5
		4.5

Position Changes - Recap

Positions that are unfilled in FY21 due to COVID and that we have NOT budgeted for FY22.

School	Position	FTE Impact
CES	Admin Assistant	-0.4
HES	Admin Assistant	-0.6
HES	MWFK Teacher	-1
MRHS	Custodian	-0.5
MRHS	Inst Assistant	-1.0
CES	PreSch Teacher	-0.5
CES	K teacher	-1
Athletics	Admin Assistant	-0.5
HES	G2 Teacher	-1
		-6.5

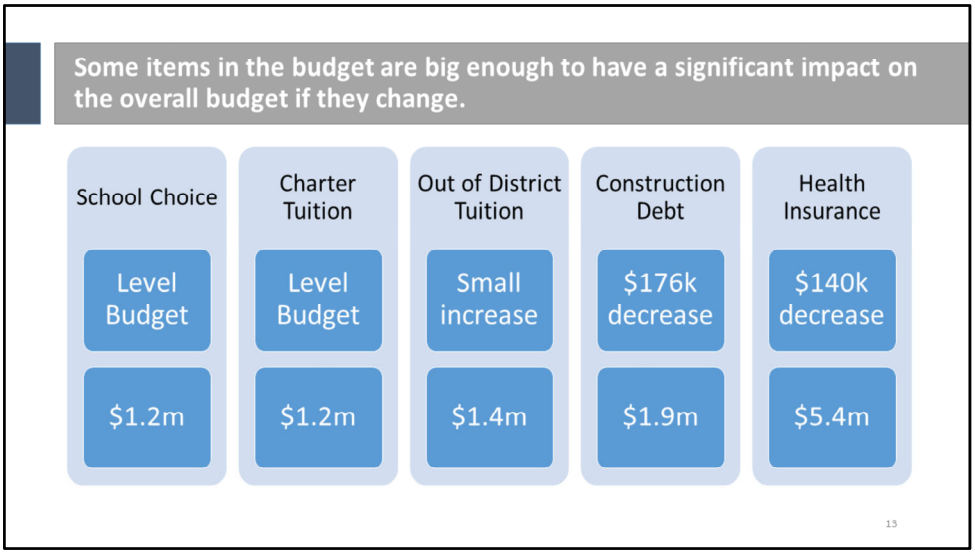
Positions that are currently filled but that we have NOT budgeted for FY22

School	Position	FTE Impact
CES	G1 & 4 Teachers	-2
CES	Special Ed Teacher	-1
CES	Inst Assistant	-0.4
MRHS	World Language Teacher	-0.2
MRMS	G5 Teacher	-1
		-4.6

New positions being added to the budget in FY22

School	Position	FTE Impact
District	Nurse	1.0
Athletics	Athletic Trainer	0.5
MRHS	Math Interventionist	1.0
MRMS	Reading Specialist	1.0
CES	Math Assistant	0.5
Tech	Support	0.5
		4.5

12



Major Items

- **School Choice:** Through the school choice program, students can choose to attend schools in districts other than the one they are resident in. The 'sending' district pays for those students to attend the 'receiving' district, normally around $5,000 per student. Monomoy is a 'net' receiver of students under the school choice program; however, the tuition cost is significant at around $1.2m. Although the number of school choice students leaving the district had fallen from FY18 to FY19, COVID19 has had an impact in reducing this number further. It is not clear what the long-term impact of COVID will be, and the budget has been kept level from FY21.

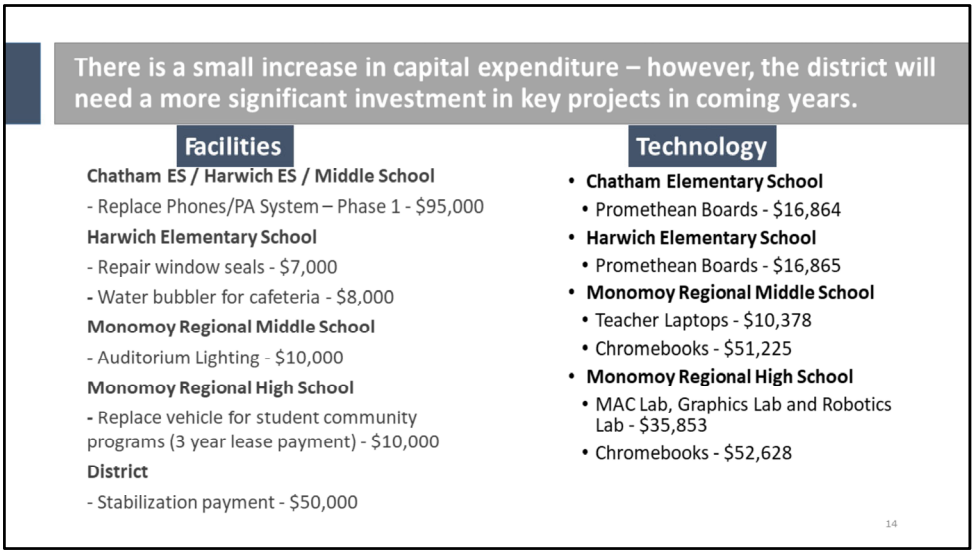
- **Charter Tuition:** The district is also required to pay for students who reside in Chatham or Harwich and choose to attend a charter school. The cost for these students is around $18,000 per student. Although the district receives some reimbursement from the state (see later slides), it is less than 10% of the total cost. The number of these students has fluctuated in recent years, around 60-70 students. In light of the ongoing impact of COVID, the budget has been kept level from FY21.

- **Out of District Tuition:** The district pays the tuition for some students whose special education needs are such that the district is not able to provide a sufficient education in the district. This cost can fluctuate depending on the number and the level of need of those students. Although the district is expecting an increase in these costs from FY21 to FY22, of around $30,000, this expense is more than offset by the increase in Circuit Breaker funding (see slide below) so that the net impact on the budget is a reduction of $76,000.

- **Construction Debt:** The district continues to pay for the debt related to the construction of the Monomoy Regional High School. In FY21 the district made the final payment on the short term financing of the project, leaving only the long term debt payments on this project. These payments will last until 2040.

- **Health Insurance:** Monomoy Regional School District is part of the Cape Cod Municipal Health Group (CCMHG). Although the CCMHG plans to increase the rates for plans (between 2% and 3%)

for FY22, the Group also plans to use some of its reserve fund to pay for a ‘premium holiday’ in the fall of this year. This means that the district (and employees) will not have to pay the insurance premiums for one month. These two changes combined have the overall impact of reducing the health insurance budget for FY22.



Capital Budget Process

The district has the following process for identifying capital needs:

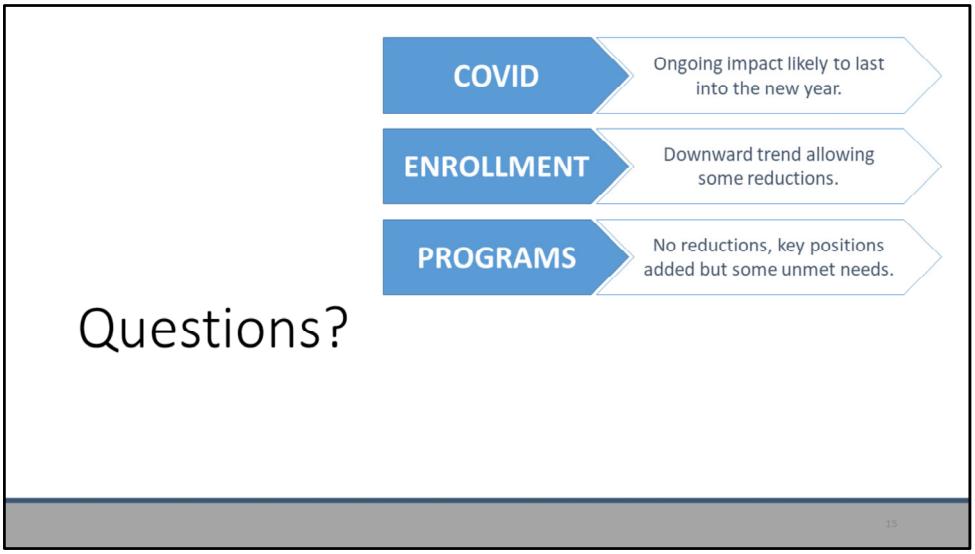
1. Conduct a facilities condition review for each building once a year.
2. Update the capital needs list, recording items that have been addressed and adding new items.
3. Review priorities with district leadership.
4. Include the list for each school in that school's budget planning for the following year.
5. Propose the funding source and timing for each item.
6. Present the capital needs list to the Monomoy Regional School Committee.

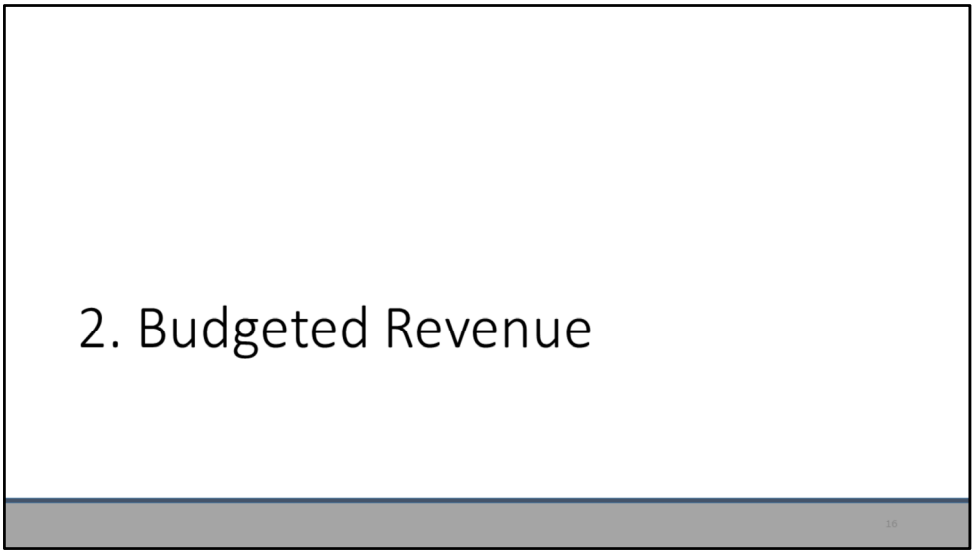
Through this process the district identified the items listed in the slide above. All the technology items are ongoing lease costs from purchases made prior to FY22.

Looking Ahead

Although the school buildings have been maintained to a very high level, the District's capital plan has some major projects ahead:

- Replace Roofs at MRMS and CES
- Replace Siding and Trim at MRMS
- Replace MRHS Athletic Field and Track.

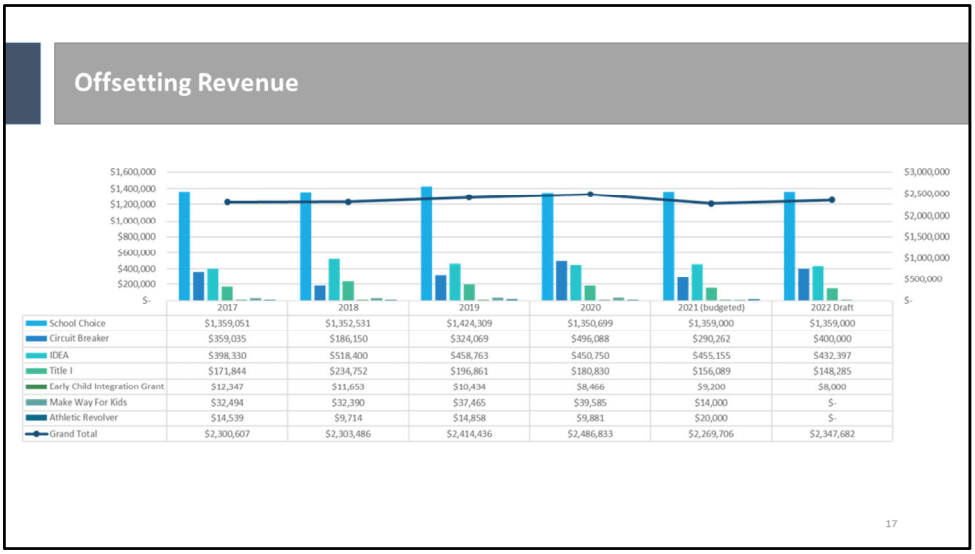

COVID
Ongoing impact likely to last into the new year.
ENROLLMENT
Downward trend allowing some reductions.
PROGRAMS
No reductions, key positions added but some unmet needs.
Questions?
15



Budgeted Revenue

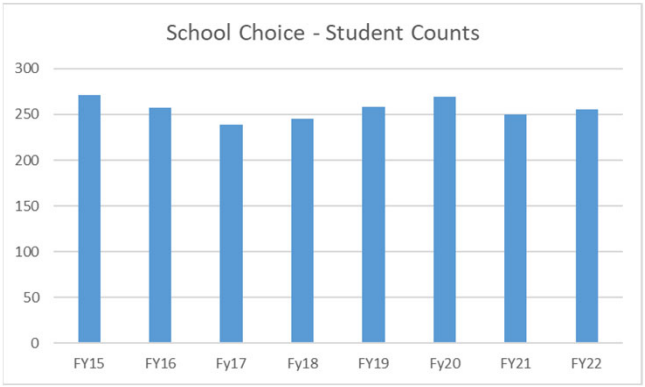
Revenue impacts the budget in two ways. One set of revenue offets the District's budget ahead of the assessment process. A second set of revenue, which is included in the assessment process, reduces the amount owed by each town.

This section will deal with the first set of revenue. The second set is included in the next section on the assessments.



Offsetting Revenue

The budget is offset by the following key funds:



School Choice: Through the school choice program the district receives funds for students who attend Monomoy schools from other districts. The district receives on average around $5,000 for each student.

The chart to the right shows how the number of School choice coming to Monomoy has changed in recent years. The FY21 and FY22 figures are the budget numbers. Prior to FY21 the numbers had been increasing. However, COVID has had an impact and so fewer School Choice students attended the district in FY21. Therefore, the proposed FY22 budget is the same level of funding as in FY21.

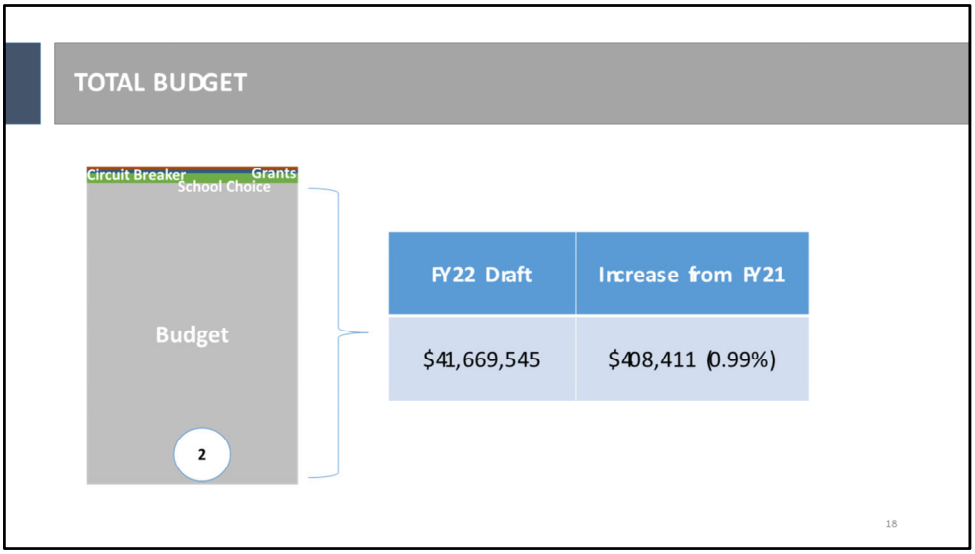
Circuit Breaker: The state reimburses districts for some of their special education costs above a certain threshold and at a particular reimbursement rate that is set each year. The funds are received the year after the expenditure is made and Monomoy uses the revenue a year after it is received. Therefore, funds received in FY21 are budgeted for FY22, this procedure provides a greater level of certainty than relying on funds in the year they are received.

The district saw an increase in qualifying special education costs in FY20 which has led to greater revenue in FY21 and allowed an increase in the budgeted revenue, by over $100,000, for FY22.

Grants: Grants do not offset the budget in quite the same way that the school choice and circuit breaker funds do. Grants supplement and do not supplant the budget. Nevertheless, grants play an important part in funding key programs in the district. The key grants included here are IDEA and Title 1. IDEA is a group of three grants authorized by the Individual with Disabilities Education Act which supports special education for students with disabilities. Title 1 grants are provided to

districts with children from low-income families to help ensure that all children meet challenging state academic standards.

Other funds: The Make Way for Kids program is no longer operating; therefore, the revenue and associated costs are no longer budgeted). In previous budgets, Athletics revenue (from attendance at games etc.) would offset the athletics budget. However, given the lack of spectator attendance at games due to COVID in FY21, no revenue is being relied upon for FY22.



FY22 Budget

Once the offsetting revenue outlined above is taken into account, Monomoy Regional School District's budget for FY22 is $41,669,545. This represents an increase of below 1% from FY21.

See the table below for a breakdown by category. The major increase is in the budget for instruction. This is due to a number of factors, most significantly, it includes increased salaries as staff move up steps and lanes and as there is a cost of living increase. However, also within this area there have been some costs moved from operations and maintenance (see below) and the budget for substitutes has been increased to bring it into line with expenditure.

	2022		2021
Category	Budget	Change	Budget
District Leadership & Administration	$ 1,190,874	$ 78,277	$ 1,112,597
Instruction	$ 20,774,491	$ 615,880	$ 20,158,611
Operations & Maintenance	$ 3,314,529	$ (88,217)	$ 3,402,746
Other School Services	$ 2,964,292	$ 142,879	$ 2,821,413
Programs With Other School Districts and Transfers Out	$ 3,480,128	$ (77,025)	$ 3,557,153
Fixed Charges	$ 7,646,794	$ (95,905)	$ 7,742,699
Capital	$ 363,813	$ 8,813	$ 355,000
Debt Retirement & Service	$ 1,934,625	$ (176,291)	$ 2,110,916
Grand Total	$ 41,669,545	$ 408,411	$ 41,261,134

The increase in Other School Services is due to a reclassification of expenditure (from administration) to bring it in line with State guidance. This category also includes the additional nurse (see funded priorities slide).

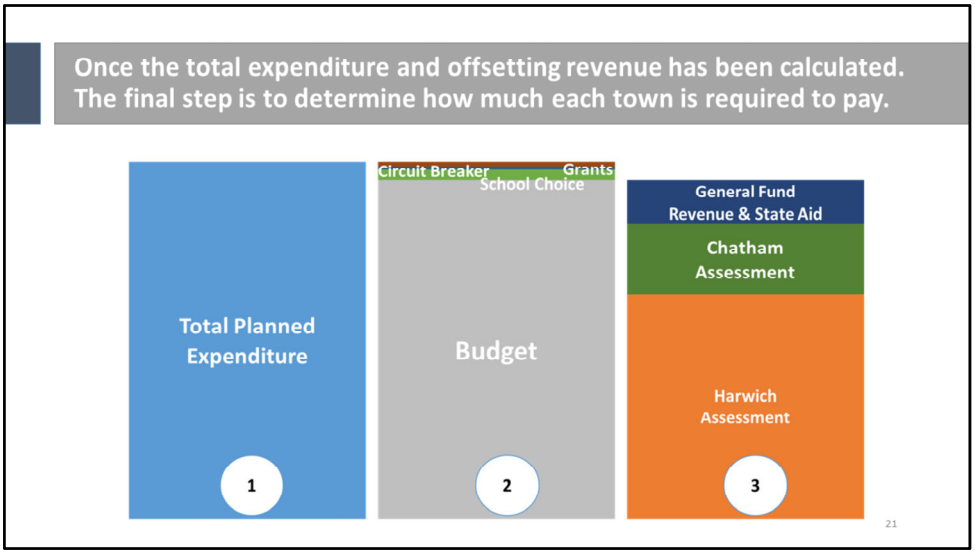
The reduction in Operations and Maintenance is largely due to change in the account number being used for certain technology related costs. These costs are being moved to instruction, in line with updated guidance from the state on the chart of accounts.

The budget for programs with other districts is down due to the increase in Circuit Breaker available to offset those costs. The budget for fixed charges is down due to the changes in health insurance costs (see below), and, finally, the debt retirement budget is also down due to progress in repaying debt on the high school construction project.

Offsetting Revenue	Some uncertainty due to COVID but assuming level funding.
Total Budget	0.99% increase.

Questions?

3. Assessments



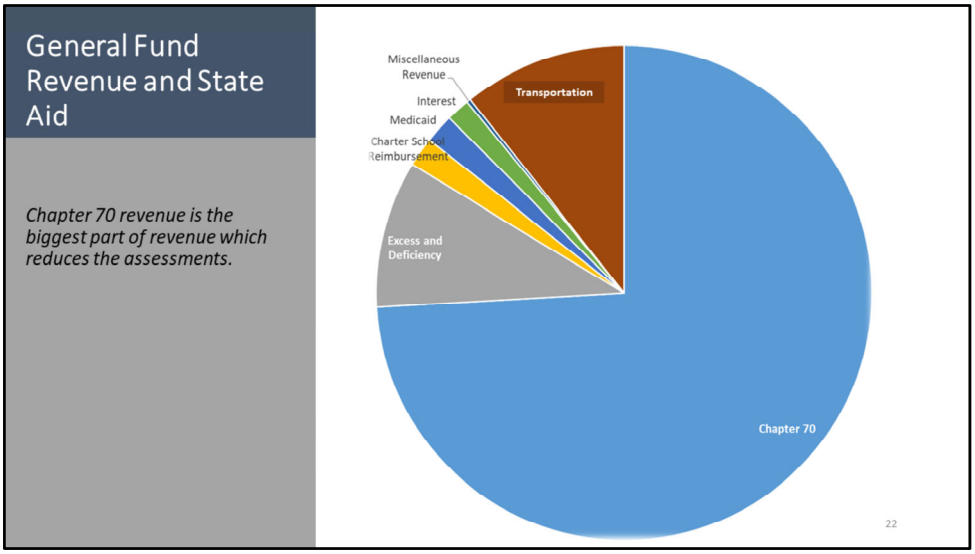
Town Assessments

The assessment methodology was set up in the Regional Agreement when the district was originally formed.

The first step in determining the assessments is to calculate the general fund revenue and state aid. That will fund a portion of the budget.

The remaining amount of the budget to be funded is allocated as follows:

- Each town will pay the minimum local contribution required of it by the state.
- Any remaining budget is split based on the towns' three year average foundation enrollment (for operating, capital and debt costs) and three year average of actual enrollment (for transportation costs).



General Fund Revenue and State Aid

Chapter 70 Funding: Chapter 70 is the Commonwealth's formula which defines the "foundation budget," the amount which needs to be spent to provide children an adequate education –based on the demographics and programs offered in districts. Chapter 70 Aid from the state augments the community's "required minimum contribution" to bring the minimum school funding up to an adequate level (the foundation budget). Many municipalities, like Chatham and Harwich, choose to spend more on schools than their minimum required contribution. From FY17 to FY21 there had been a total increase of almost 39% in how much Chapter 70 was budgeted to reduce the assessment in Monomoy. However, these increases have slowed since then, especially in the wake of COVID19. The State preliminary figure for Monomoy's Chapter 70 is $3,850,274, is an increase of $51,960, approximately 1.4%.

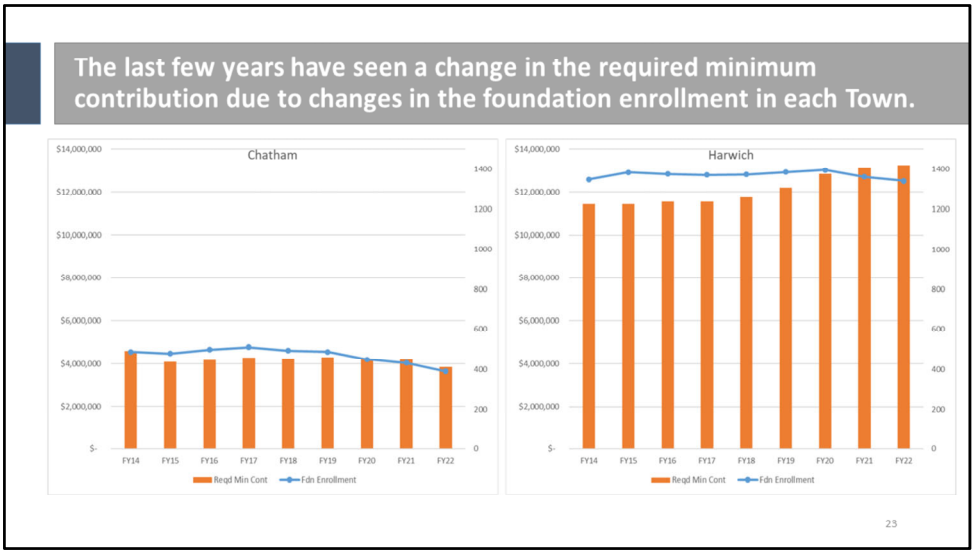
Excess And Deficiency: The state requires that every regional school district maintain an excess and deficiency fund on its books of account. At the end of every fiscal year, any surplus or deficit in the district's general fund shall be closed to the excess and deficiency fund. Once this amount has been certified by the MA Department of Revenue a portion of it can be used to offset the assessment. In FY22 the district plans to use $500,000 from the E&D fund to offset the assessment. This is less than in FY21 when the planned E&D offset was increased to $850,440.

Charter School Reimbursement: The state provides a 'reimbursement' to Districts to reduce the impact of increases in Charter School tuition that the district pays. As the district's charter tuition costs have stabilized in recent years (around $1.2m) the reimbursement the district receives has fallen. It is currently estimated at $100,000 for FY22.

Regional Transportation: As a regional school district, Monomoy receives reimbursement from the state for students who travel more than 1.5miles to school. The amount of reimbursement has also increased in recent years and is expected to increase from $513,412 in FY21 to $553,996 in FY22. In addition to the funds received this year, any surplus from previous years (if the actual amount received was greater than the amount budgeted) can be included in the assessment.

Medicaid: The district receives reimbursement for the provision of certain health care services and administrative activities to students. This has been falling in the last few years and the budgeted amount for FY22 has been lowered to $100,000 (from $155,000 in FY21).

Interest: The district receives interest on its funds. Through sound fiscal practices, interest revenue has increased in recent years and the budget is being updated to $80,000 to reflect this increase.



Minimum Local Contribution

These figures are prepared by the state based on the town's fiscal ability to provide its children an adequate education. It is calculated using a combination of property value and income within the community and adjusted each year by the Municipal Revenue Growth Factor.

The biggest driver in recent years has been the foundation enrollment.

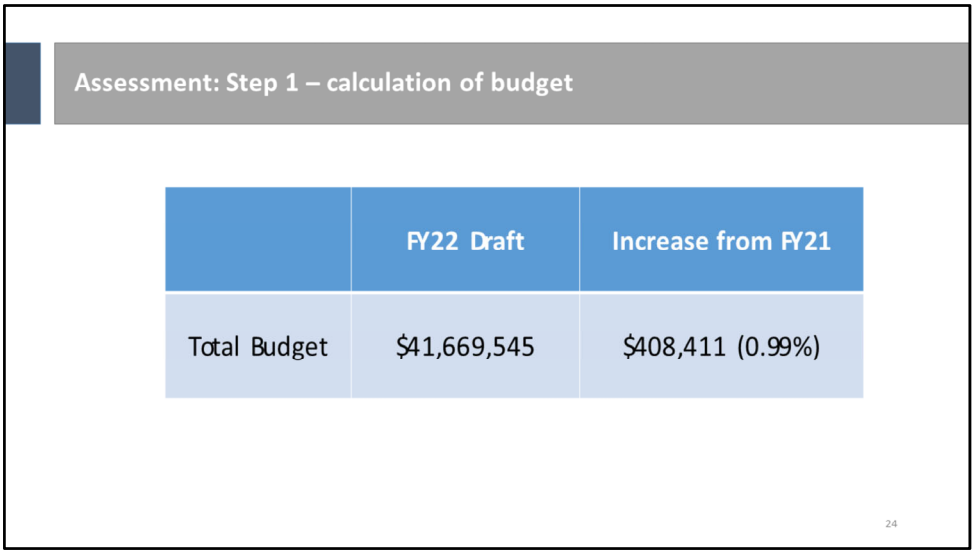
Foundation enrollment is defined by the State as follows:

> *Foundation enrollment is a count of the number of pupils for whom a school district is financially responsible on October 1st of any given year. It is comprised primarily of local resident schoolchildren attending their community's local or regional school district. However, it also includes students for whom the district is paying tuition, such as those at Commonwealth charter schools, other school districts, special education schools and other settings. It does not include tuitioned-in students from other districts, because their home districts are paying for those students' costs.*

Chatham's foundation enrollment is falling at a faster rate than Harwich's foundation enrollment. This difference is reducing Chatham's minimum local contribution while Harwich's minimum local contribution increases.

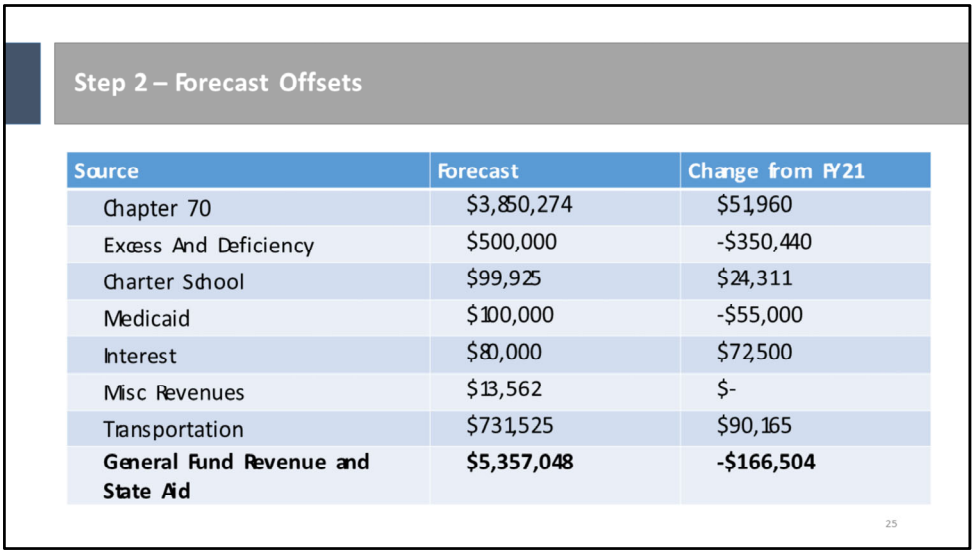
As shown in the slides that follow, once the minimum local contributions have been assessed to each town, other costs are also assessed on the basis of the foundation enrollment. However, for these other costs, the three year rolling average of foundation enrollment is used. In FY22, the three year rolling average of foundation enrollment is: Chatham: 24.89%, Harwich: 75.11%

Actual enrollment on October 1st is used to calculate the assessment of transportation costs. FY22 Transportation Assessment will be calculated based on three year rolling average enrollment of: Chatham: 24.04%, Harwich: 75.96%



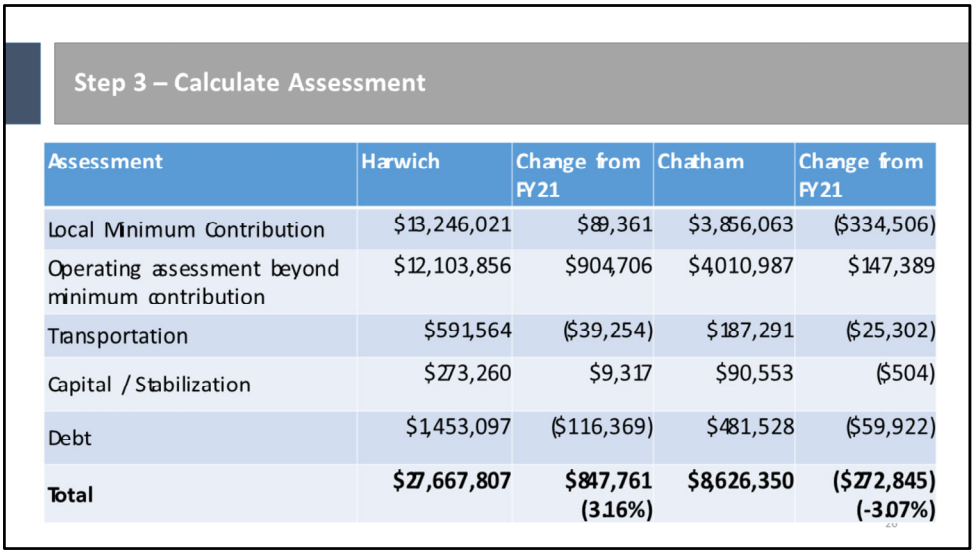
Step 1

The first step in the calculation of the assessment is the total budget – as described above.



Step 2

The projected General Fund Revenue and State Aid is then subtracted from the proposed budget.



Step 3 – Calculate Assessment

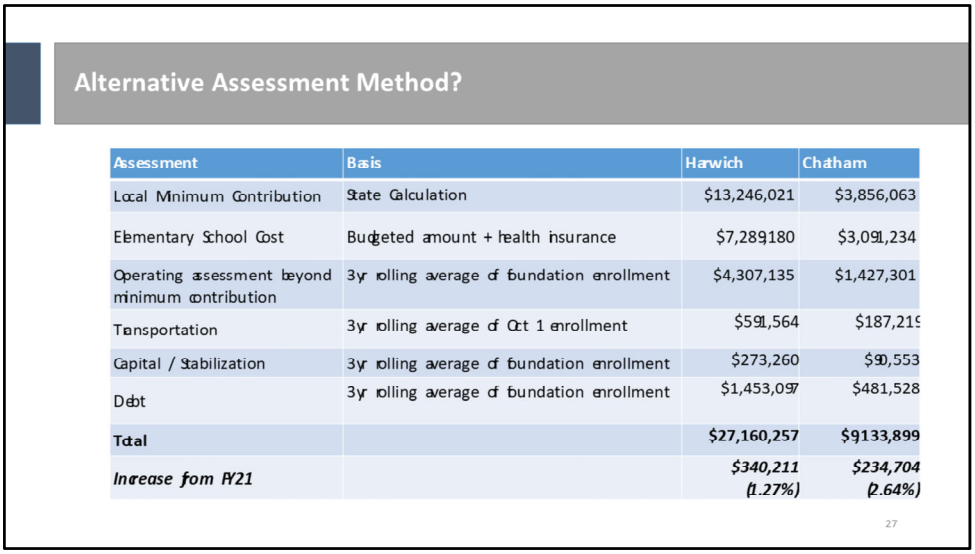
Assessment	Harwich	Change from FY21	Chatham	Change from FY21
Local Minimum Contribution	$13,246,021	$89,361	$3,856,063	($334,506)
Operating assessment beyond minimum contribution	$12,103,856	$904,706	$4,010,987	$147,389
Transportation	$591,564	($39,254)	$187,291	($25,302)
Capital / Stabilization	$273,260	$9,317	$90,553	($504)
Debt	$1,453,097	($116,369)	$481,528	($59,922)
Total	**$27,667,807**	**$847,761 (3.16%)**	**$8,626,350**	**($272,845) (-3.07%)**

Step 3

The remaining budget amount, not offset by General Fund Revenue or State Aid, is then divided between the two towns using the assessment method outlined in the Regional Agreement.

The impact of the changes to the budget ($408,411), plus the reduction in General Fund Revenue and State Aid ($166,504) increases the total amount to be split between the two towns. However, the changes in the foundation enrollment increase Harwich's assessment by about $400,000 and reduce Chatham's assessment by the same amount.

The Federal government has released a grant to support schools in their response to COVID. The House 1 budget from the state allows municipalities to use some of these funds to offset the **increase** in minimum local contribution. Harwich could use up to $89,361 from this grant toward its assessment. As Chatham's minimum local contribution fell, it would not be eligible to use the funds for this purpose.



Alternative Assessment Method

Monomoy Regional School District, the Harwich Board of Selectmen and the Chatham Select Board are in the process of discussing possible changes to the assessment methodology to reduce the impact of changing enrollment on the division of costs.

One methodology being considered, which is demonstrated here, is to assign each town the cost of its elementary school before continuing with the assessment method as it currently stands.

When compared to the FY22 assessment using the traditional methodology (shown in the previous slide) this new methodology would have the impact of reducing Harwich's assessment by around $500,000 and increasing Chatham's assessment by the same amount.

Monomoy Regional School District

FY22 Budget

PUBLIC HEARING

February 2021

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