

QUAKERTOWN COMMUNITY SCHOOL DISTRICT

2010 - 2011 Budget



Frequently Asked Questions & Answers (FAQs)

General Budget Questions

Q: How is the Quakertown Community School District funded?

A: Like all 500 school districts in Pennsylvania, Quakertown Community School District receives revenue from four primary sources: local, state, federal and “other” revenues. An extremely low percentage of our budget comes from state and federal contributions. According to the National Center for Education Statistics, on average Pennsylvania public school districts receive about 39% of their revenues in state subsidies. Comparatively, QCSD receives just 22% of its revenue from the state. The administration and school board is extremely mindful of the fact that for every dollar the district spends, about 75 cents came from local taxes.

Q: Why is state funding to Quakertown Community School District so low?

A: Many of the state subsidies received by the district are determined, at least in part, by a formula called the Market Value/Personal Income Aid Ratio (MV/PI AR). The calculation is based on the market value of property in the district as well as personal income of the residents. This ratio, adjusted annually by the state, is used to allocate funding to school districts throughout the state. The district’s estimated 2009-2010 aid ratio is .369; only 70 of the state’s 500 school districts have a lower aid ratio, meaning that only 70 districts are considered wealthier than QCSD in regards to ability to pay. The state assumes QCSD residents, based on their income level and property value, can afford to pay more at the local level.

Q: What’s the status of the 2010-2011 Quakertown Community School District budget?

A: At its February 11th meeting, the school board will adopt a **Preliminary Budget** of \$91,064,372. The board will continue to hold monthly public discussions of the 2010-11 Budget throughout the next few months, while the Administration continues to refine the projections and estimates for both revenues and expenses. The Board will vote on final adoption of the 2010-11 Budget at its June 10, 2010 meeting.

Q: What are the most important things to know about the 2010 - 2011 budget?

A: In January 2010, district administration with the support of the community Finance Budget Committee developed a **Preliminary** (or tentative) **Budget** that included a tax increase of approximately 4.02%. Last year, district administrators and community members conducted a very extensive and comprehensive audit of our expenses and staffing, identifying some programs and positions that were restructured or eliminated as a cost savings measure.

Q: Are the board and administration holding the line on expenses?

A. For the past two years, expenditures for just about everything including staff, transportation, athletics, extra-curricular activities, and program have been curtailed. In the past two years, the final audited expenditures were less than budgeted reflecting aggressive cost cutting measures, staffing freezes, and more savings than predicted. Last year administration recommended an aggressive final budget that was **4.15% LESS** than the previous year's budget. Employees agreed to over \$700,000 in salary concessions.

Q. How are budget decisions made?

A. Various factors affect budgetary decisions. Every budget starts with "status quo" ...no new programs or staff. (Last year the district cut staff and scaled back programming significantly, resulting in a "less than" status quo budget.) We then look what "status quo" expenses that will increase for certain. As an example we know costs are rising for electricity, postage, PSERS, contracts, etc. We add in necessary repairs, replacements, equipment, etc. Decisions revolve around the size of the enrollment; number and educational level of staff; the requirements of collective bargaining agreements; building needs (age, efficiency, and space requirements); pupil transportation costs (including transportation for non-public students); health and special educational programs; and changes in mandated program requirements. This year (and last year) there were no new programming requests.

On the revenue side, influencing factors include the number of taxpayers; the assessed value of real estate and other tax-generating capacity; practical and legal limits on the rates of taxation; current and future debt; value of investments; various state subsidies and other funding (including building construction reimbursements); and federal and state grants. The budget must develop and bring together all of these factors to provide a coherent plan. Choices need to be made between educational requirements and available funding. There are always competing interests. Some items are mandated by the state or federal government and must be funded.

Q. What portion of the budget is legally or contractually mandated (i.e., salaries, federal, state requirements)?

A. That is a bit more difficult to answer. Salaries (about 46% with another 16% in benefits) make up most of the budget, yet many positions exist because they meet federal or state requirements. All salaries, with the exception of a handful, are contractual obligations, the largest being the teachers' contract which is negotiated between the union and the board. Special education is another required area and it accounts for 4.5% of the budget.

Q. Is the district requesting Act 1 Referendum exception(s)? In what areas is the district requesting exceptions?

A. Act 1 sets a "cap" of the percentage that millage may increase called the index. The Pennsylvania Department of Education (PDE) sets the index, which is based on the Statewide Average Weekly Wage (SAWW) and the national Employment Cost Index (ECI) for education. For QCSD the base index is 2.9%. Exceptions are part of Act 1 because they are increases in expenses (or decreases of revenue) which the district does not control. We qualify to exceed the index by about another 4.03%. The primary areas for the exceptions we qualify for are for decreases in tax revenue, increases in Special Education costs and increases to the district retirement obligation, another "mandate" set by the legislature. The district has not yet decided if it will need exceptions. For more Act 1 Information click [Property Tax Relief](#).

Q. Can the community view the entire copy of the budget?

A. A copy of the **Preliminary Budget** is available for public inspection in the District Services Center as advertised in January. Click **HERE** to view a copy of the Preliminary Budget for 2010-2011. The Proposed Budget will be available on May 11th, and the Final Budget will be available on June 12th.

Q. Does the district have a target for the reserve it wants to have?

A. Yes, we try to have a fund balance between 5%-7%. State law prohibits budgeting for a Fund Balance in excess of 8% when creating the next year's budget.

Budget History

Q. What has been the trend for QCS D budgets?

A. In 2003, 2004, and 2004, the district was building Pfaff Elementary, Strayer Middle School, and renovating the Freshman Center to accommodate an enrollment increase of 1,198 students between 1989 and 2005. According to the March 17, 2000 Feasibility Study conducted by DWKCB, Inc. Architects, in 2000, the district was 999 students above capacity based on PDE guidelines. Click **HERE** to see the information regarding capacity vs. growth. Enrollment was projected to continue to increase. Required staffing for this increase of students is reflected in the budgets as well. The following is a table of budget increases for the past 12 years.

1998	2.44%	2004	14.40%
1999	1.71%	2005	9.98%
2000	4.36%	2006	2.13%
2001	4.18%	2007	1.59%
2002	4.63%	2008	3.79%
2003	8.56%	2009	3.19%

Q. Why did staffing numbers increase at a greater rate than student growth?

A. It would seem logical that for every 25 or so students, staffing would increase by one teacher. For example, 100 new students would require 4 new teachers, an increase in staff proportional to increase in students, which in turn, would be reflected in a similar increase in costs or percentage of budget increase. Unfortunately, thinking about staffing in this simple manner would not be accurate. There are factors which require more than the 1 per 25 ratio. For example, if some of the 100 students were special education, one or more special education teacher would need to be hired. Most SE classes have a mandated limit of 15 students per class, with some as low as 6 students per teacher and teacher aide, depending on the severity of the disability. (They will also require an additional classroom.) English as a Second Language programs also have strict guidelines regarding class size and number of hours of instruction. Keep in mind that at a certain point, not only is the classroom teacher needed, but as enrollment grows, so does the need for special area teachers such as physical education, art, library, music, computers, etc. (There also may be a need for additional classrooms, gyms, labs, etc.) The same applies to nurses, counselors, and psychologists following case load mandates and guidelines. With the advent of No Child Left Behind, which requires additional academic support for students who need help in addition to the regular classroom, the need increased for reading specialists, instructional support teachers, assessment specialists, social workers, and more. Keep in mind, the district also had to hire food service workers, nursing assistants, custodians, and administrators to manage the enrollment increase and staff the new buildings.

Q. How do I know that the money is being spent appropriately?

A. Each year each school district in the state is required to employ a certified public accountant to conduct an independent audit of the district's accounting practices and procedures. This is referred to as the CAFR (Comprehensive Annual Financial Report). Each year, the accountants who complete the audit make a presentation at an open public meeting of the board of education to present their management report on their findings. The State Department of Education's Division of Finance reviews this audit annually. In addition to the financial review, PDE also conducts audits of regular and special program compliance, certifications, Federal Programs compliance, alternative educations, student achievements, and more. All audits have been clean with no findings.

Q. I have no children in schools, what does the budget mean to me, besides the "tax impact"?

A. All residents of QCSD have a stake in the outcome of the district budget, whether or not they have children in the school system. Not only does the school budget affect property taxes, but strong local schools enhance the quality of life in a community and can make a town more attractive to prospective homebuyers and business investors. In addition, strong schools help homeowners retain, and in our district, improve the market value of their properties. More importantly, quality public schools provide children with the opportunities they need to succeed and take their place as productive citizens. Public schools for our country's youth are a moral and civic imperative.

Taxes

Q. Is the projected increase in the "preliminary 2010-2011" budget based on a tax increase or on "normal" increases in costs?

A. The budget is built each year based on need. This year there are no new initiatives or programs. The economy has affected the school district, the same as everyone else.

Q. Have the taxes been above inflation?

A. Since the inception of Act 1, tax increases have been below the index of inflation. Act 1 sets a "cap" of the percentage that millage may increase called the index. The Pennsylvania Department of Education (PDE) set index is based on the Statewide Average Weekly Wage (SAWW) and the national Employment Cost Index (ECI) for education. Prior to Act 1, tax increases were levied to pay for building projects and staff due to increased enrollment.

Q: What is a mill?

A: A mill is 1/10 of \$.01 or \$.001 (one thousandth). A mill levy is the number of dollars a taxpayer must pay for every \$1,000 of assessed value.

Q: Does a mill raise the same amount of money for every school district?

A: No. Every district has a unique tax base (mix of residential, commercial, industrial, tax-exempt, etc) and the effect of a mill levy is therefore different. It is not appropriate to compare the number of mills levied in one district with the number of mills levied in another district because one mill is worth a different amount in each district. With those factors considered, the current value of a mill in QCSD is \$394,046.

Q: How are assessments prepared?

A: Pennsylvania has a constitutional requirement for uniformity of taxation. Counties are the governmental unit principally responsible for assessments. The primary function of the Bucks County Board of Assessments, which is composed of three members, is to determine the CURRENT MARKET VALUE of all properties in the County and calculate the appropriate assessment. Properties in Bucks County have not been assessed in many years. They typically meet the uniformity requirement by adopting a "base year" market value.

Q: How do the millage rate and the assessment come together in the form of a tax bill?

A: You can easily calculate your school tax bill by multiplying the millage rate – proposed at 134.7 mills – by the assessed value of your home. So a property assessed at \$26,300 would be looking at an annual school tax bill of \$3,543, which is the “average” assessment in Quakertown Community School District. That translates into a \$137 dollar increase from 2009-10.

Q. Can you tell us how the “average” taxpayer increase is calculated? Can it be broken out and posted to the website by the average for each township/borough in the district?

We look at all residential properties with information provided by the County Board of Assessment. The total residential assessment is divided by the total number of residential properties in the district to equal the average assessment. Of course, the higher the assessed value of your property, the more taxes you will pay regardless of which municipality in which you reside. The district has no control over assessed values and does not have the authority to make individual adjustments.

Q: Given the other things going on in the economy, couldn't the board simply choose to not raise taxes at all this year?

A: Just like the basic expenses in your household budget are going up, so too are the district's. Freezing the district's expenditures could require measures that would directly and negatively impact our students, which we would be hesitant to do. However, given the current local and national economic crisis, the District administration is committed to further reducing the 2010-11 Budget and needed tax increase, while still completing its obligation to budget wisely and to preserve core educational programs. Again this year, extensive expense audits are currently being performed.

Q. Can you depend on the other sources of local revenues instead of my property taxes?

A. In addition to private property tax, local revenues are generated through earned income tax, real estate transfer tax, real estate interim tax, per capita taxes, investment earnings, and facility rentals. Earned income tax collections, real estate transfer taxes, real estate interim taxes and investment earnings are directly related to a robust economy and cannot be depended on to produce the needed consistent revenue.

Unusual Expenses

Q. “Charter Schools” is an area in the budget that has increased. What is a charter school?

A. A charter school is an independent public school created and designed by citizens from the local community. Charter schools are tuition free. In Pennsylvania, charter schools are possible due to a 1997 revision to the public school code known as Act 22 (the "charter school law"). Each charter school has a performance contract detailing the school's mission, program, goals, students served, methods of assessment and ways to measure success between the charter school and the school district in which it operates. Additional information about charter schools in PA is available from the PA Department of

Education by clicking [HERE](#). Keep in mind that QCSD has not chartered any schools. By law, students may choose to attend charter schools other school districts have chartered even if QCSD has identical programs available.

Q. How is a Pennsylvania charter school funded?

A. Charter schools are tuition free for families. A charter school receives funding from the school districts where its students reside. In QCSD, for every regular education student who attends a charter school, QCSD sends a “tuition” amount of \$10,645 (\$20,520 for a special education student) to the charter school. This money comes from our budget.

Q: How many students attend charter schools?

A. As of January 1, 2010, 107 students attend the following charter schools:

SusQ-Cyber Charter School	1
Souderton Charter School Collaborative	6
Pa Leadership Charter School	1
Commonwealth Connections Academy	11
Pa Cyber Charter School	43
21 st Century Cyber Charter School	1
Agora Charter School	9
Pa Virtual Charter School	17
Seven Generations Charter School	8
Lehigh Valley School for the Performing Arts	9
Lehigh Valley Academy Charter School	1
total	107

Q. Didn't QCSD open a cyber school to compete with cyber charter schools?

A. Yes, QCSD opened Infinity Academy Cyber School in September and was able to bring back 24 cyber students. The cyber program currently has 94 full/part time students and we feel this option has prevented more students from choosing cyber charter programs. However, the increase in the charter school budget line is for predicted growth at the elementary level. Administration is currently exploring the possibility of opening an elementary and middle cyber program next year to attract those cyber students back to QCSD.

Q. Why is the cost of special education so high?

A. Services for students with special needs are one of the most regulated portions of district budget. Services for students with exceptionalities follow an articulated series of state and federal rules and regulations which are not fully reimbursed by the either government entity. The costs of these special services include expenditures for evaluations, placements, teacher aides, monitoring, specialized materials, technology, transportation, attorney fees, etc. While most students are served in QCSD schools, many are educated in off campus facilities, including some residential placements costing in the \$100,000s.

Human Resources

Q. It seems that staffing and benefits have large increases for next year?

A. Staffing costs are up by 4.9% and benefits are up by 28.9% from last year's budget (This increase is at the time of the **Preliminary Budget** presentation. Further refinement of staffing costs will occur before the **Final Budget.**) While the teachers and administrators assisted the district last year with a series of concessions, contributions, and salary freezes that amounted to over \$700,000, there are still contractual and mandated staffing expenses the district must honor. For example, we have requested an ESL (English as a Second Language) teacher to provide mandated support for students who are in need of English language learning. Support staff contracts call for adjustments. Teachers who may have been on leave are returning and must be placed in their contracted positions. With that being said, there is still work to be done to evaluate all positions as retirements and leaves occur. This will take place over the next few months.

Q. Is the district overstaffed?

A. Administration has eliminated 47.5 positions over the previous two budgets. In this Preliminary Budget, the salary percentage of total budget is at 47.8% (prior to final review). This is the lowest it has been in the past 10 years or more. Administration continues to look for ways to continue to provide a quality program without adding staff.

Q. Was there growth in student population?

A. From 1989 to 1999, student enrollment grew by 808 students or 19%. There was a clear need to staff and classroom space to accommodate the growth. By 2005, the district grew by another 390 students with a 2005 total of an additional 1,198 in student growth. Presently there are 5423 students in QCSD. Click **HERE** to see the information regarding capacity vs. growth.

Q. How do the costs per child compare to private schools?

A. It is difficult to compare the costs of private schools to public school as private schools are not required to adhere to the costly mandates required of public schools such as special education, English as a Second Language, No Child Left Behind, Chapter Four, PA School Code, etc. Keep in mind that QCSD pays for the transportation, nursing services, and remediation of students in private schools. Additionally, private schools do not need to follow PDE regulations such as prevailing wage for construction, adherence to labor laws or agreements, and teacher certification requirements. Private school teachers do not even need a college degree and therefore do not earn as much as masters degree level teachers.

Q. What is it and how does the current QCSD staff to student ratio compare?

A. Current staffing ratios are being calculated and will be posted to the website when completed. Last year QCSD had one of the highest staff to student ratios for teachers and administrators in Bucks County. This means that QCSD has fewer teachers, administrators, support staff, etc., per student than many other school districts in our area. Keep in mind that the staff to student ratio is not the same thing as average class size. Nurses, librarians, counselors, psychologists, and all adults are included in the staff to student ratio, which should not be confused with class size.

Q. Why don't you just cut more administrators? How does the number of QCSD administrators compare to other districts?

A. When we compared our certificated administrative staffing to other districts in the area QCSD has about one administrator per 228 students compared to the county average of one per 199 students. Central office, department and building administrators supervise teachers and manage student services such as counseling, gifted education, handle legal affairs, manage the total district budget, make sure payroll is met, hire and fire employees, manage all capital construction and school maintenance, and supervise custodians. In addition they provide support and supervision of our schools and are the direct line to parents and the community. These duties are critical and necessary with 11 buildings, 5000+ students and more than 700 part- or full-time employees. These areas have already been reduced (by three positions) through reductions in the past two years. While these areas may seem "lesser in importance than classrooms," they are the infrastructure needed in order for QCSD to function as an organization and support teachers, students and schools. Despite the popular perception about the percentage of the school dollar going to administration, nationally 9.8% of district expenditures are devoted to school administration. QCSD devotes 5%.

Q. Shouldn't the employees pay for benefits?

A. Employees currently do pay the highest percentage of their benefits costs in the county. QCSD teachers pay a percentage of the premium for their medical insurance. The percentage varies depending on the plan they select and the type of coverage they require. Premium contributions range from 10.9% to 22.31% for single coverage and from 6.08% to 18.1% for family coverage.

Q. Shouldn't the employees pay their own retirement?

Employee pensions are not paid by the school district. Pension payments are made by the Public School Employee Retirement System (PSERS). PSERS is a state agency that is not under the control of individual school districts. All school employees (teachers, custodians, secretaries, aides, administrators, etc.) are required to participate in PSERS. Each employee contributes a mandatory 7.5% of each paycheck to fund his/her pension (the rate for employees first hired before 1983 is 6.5%). The District contribution (like an employer "match") is set by the PSERS board each year. For 2009-10 the employer (District) contribution rate was 4.78%, half of which is reimbursed by the State. The employee contributions, the employer (District and State) contributions, and investment earnings are the three sources of funding for PSERS. Over the past 10 years, employee contributions accounted for 14% of PSERS funding, employer (District and State) contributions accounted for 9% of PSERS funding and investment earnings accounted for 77% of PSERS funding.

To qualify for retirement, a school employee must (1) have 35 years of service; OR (2) have at least 30 years of service and be at least 60 years old; OR (3) be at least 62 years old with any amount of service. The individual's pension benefit is calculated as (years of service) times 2.5% times (the average of the individual's highest three years' salary). As an example, an employee retiring at age 62 with 32 years of service with an average salary of \$60,000 would receive an annual pension of 32 years x 2.5% x 60,000 = \$48,000. Retired employees purchase medical benefits at full cost. The pension amount remains constant and does not increase for inflation (i.e. there is no automatic COLA like there is for social security). More detailed information about PSERS is available on the PSERS website at www.psers.state.pa.us.

Accounting

Q. What Basis of Accounting does the school district use?

A. As you may know, our financial or fiscal year consists of the period from July 1st through June 30th of every year. We are often asked about the accounting principles that guide our financial reporting. Under the PDE established guidelines, the School District uses a modified accrual basis of accounting for all governmental fund types and agency funds. Under the modified accrual basis of accounting:

- Revenues are recognized when they become both measurable and available – not when they are received or earned. The District, in compliance with the 60-Day Rule, considers revenues as available if they are collected within 60 days after year end.
- Expenditures are recorded when the related fund liability is incurred. Principal and interest on general long-term debt are recorded as fund liabilities when due.

Q. Why aren't the June financial statements ready at the end of June?

A. June financial statements cannot be prepared at the end of June because of the accrual entries that must be prepared and posted. Revenues that are received up to 60 days after the June 30th year end may be accrued or posted back to the June financial period. Invoices and bills paid after the June 30th calendar date, which directly relate to goods and/or services delivered and/or received during the fiscal year are also posted back to prior fiscal year. A good example of an expense involved in an accrual entry would be our electric bills. We are often billed in late July for electric used during the month of June. This invoice is physically paid during July or August, but the expense is recognized in June. At June 30th we would recognize on our financial statements a “payable” for the amount of the electric bill.

Q. Why aren't the year end audited financial statements available quickly after year end?

A. Our auditors typically complete their audit fieldwork during the month of October, after all of our year end entries are made. Once their fieldwork is completed, a report is issued and presented to the School Board in November or December.

Q. Why are bills or invoices that are paid in July and August still charged to the prior fiscal year?

A. Again, the modified accrual accounting method guides when expenses are recognized. As stated in the question above, invoices and bills paid after June 30th, which directly relate to goods and/or services delivered and/or received during the fiscal year, are also posted back to prior fiscal year.

Q. Why are revenues received after June 30th charged back to the prior fiscal year?

Revenues that are received up to 60 days after the June 30th year end may be accrued or posted back to the June financial period. A good example of this could include transfer tax receipts- which are collected during June at property settlements, yet are not remitted to QCSD until the following month. The modified accrual accounting rules call for us to recognize that July receipt on our June financial statements. A “receivable” would be established for the amount of this tax revenue at June 30th.

Q. Why can't the District operate on a cash basis of accounting – which would be much easier?

A. Admittedly, operating on a cash basis would be much easier. However, our financial position at the end of the fiscal year could be grossly understated or overstated by doing so. Additionally, we would not be in compliance with the accounting standards for Pa public school districts. More information about our accounting principles and/or methods can be found on the Pa Department of Education website by clicking [HERE](#). The modified accrual accounting methods are detailed in Chapter 2. Keeping two or more sets of books and using QuickBooks are not part of the PDE recommendations.

Program

Q. Is the district considering postponing funds for technology?

We have our computers for students on a replacement cycle. Last year was the year targeted for the elementary school students to have their computers replaced. Based on the programs the student use, we determined we could postpone that replacement for one year, maybe two. This did not eliminate the expenses, but postponed it. In the mean time, our high school computers are due to be replaced. Since this seems like a cycle that the district will struggle with over the next few years, a technology task force is meeting to consider traditional and alternate ways to supply our students with technology.

Q. Will Music and Athletics be cut again this year?

A. All areas of the academic and co-curricular program were scaled back last year. Some of the funding for those cut backs were restored this year. However, administrators, coaches, and co-curricular advisors including music teachers must still be prudent in their use of district funds.

Q. What were the goals set by the superintendent for the teacher performance?

A. A performance incentive is part of both the teacher and administrator contracts. The incentive is awarded in whole or in part based on completion of specific goals established at the beginning of the school year. Click [HERE](#) for the Teacher, Administrator and Superintendent goals.

Q. We have heard student achievement is mediocre. How do QCSD students do on standardized tests?

A. SAT scores in QCSD are above state averages and have been rising the past three years. This past year, the average SAT score is 37 points (1009 to 1046) higher than the previous year. The ACT score is up by 2 points (21 to 23). Both are significant increases. This is the first year the PSAT was administered to QCSD 10th and 11th graders. The class of 2011 exceeds the national average on all skills in math, all but one in reading, and in writing has a few that exceed the national average with none below the national average. The class of 2012 is in line with the national average. On the state administered PSSA, all schools are well above state averages. Since the inception of No Child Left Behind (all schools with the exception of the HS special education math students this past year) have made Adequate Yearly Progress every year earning Keystone Achievement Awards. For building level student achievement information compared locally, regionally and statewide, click [HERE](#). The College Board makes it very clear that wealth of the family is the most important indicator of student achievement. In 2009, the Hanover Research Council conducted an independent study of QCSD student achievement compared to its demographics and wealth. The results are consistent across composites, verbal, and math scores— QHS falls at or significantly above the mean PSSA score for schools of similar wealth and demographics.

Q. Does the district participate in initiatives that can be eliminated to save money?

A. Each year administrative priorities are set by the board of school directors based on the district Strategic Plan, state, and federal mandates. For the past few years, no initiatives have fallen outside of these criteria. With each budget, program areas and staffing are examined for relevancy to the strategic plan and mandates. Those that fall outside these parameters are scaled back or completely eliminated.

Q. Will there be any additional changes in the high school schedule for next year?

A. Changes in the high school schedule were implemented to maximize student-teacher contact time and to increase rigorous offerings. Both of these objectives were realized. While we might make schedule adjustments over the next few years, we do not anticipate any significant changes to next year's schedule.

Facilities

Q. Does the district plan for repairs/replacement to facilities (ie. roofs, heating and air conditioning replacements, etc.)?

A. Yes, we have a feasibility study that was conducted about four years ago and was updated last fall. Every building was part of the study. The most severe area for renovation right now is the high school and that will be a very expensive undertaking since it is over 50 years old. Most roofs in the district are in good shape, but a few buildings need windows, boilers, etc. The district utilizes a preventative maintenance schedule. The facilities budget is proposed based on these data. Facilities are about 4% of the total budget, excluding salaries and benefits. It will be a bit more this year due to some deferred projects.

Communication

Q. How does the district communicate to those people without e-mail or internet access?

- Public meetings – advertised according to the law
- Committee meetings – advertised according to the law
- Minutes are available by request
- Connect-Ed phone and email messages
- Public computers will be available at Milford Commons
- Public libraries have computers available for public access
- Press releases to newspapers
- The district is working with Comcast Cable for a TV channel
- Public can request a hard copy of any public electronic documents

Other