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# POTENTIAL REGIONALIZATION; BLOOMSBURY AND GREENWICH BOES; FEASIBILITY STUDY

MARCH, 2017



**COMEGNO**  
LAW GROUP, P.C.

## GOAL OF THE STUDY

- Bloomsbury and Greenwich reviewing options with respect to conserving resources and maximizing educational opportunities for students.
- Regionalization Committee established to study the feasibility of regionalizing the existing School Districts.
- Feasibility Study reviews relevant factors, under N.J.S.A. 18A:13-34 through 42 and N.J.A.C. 6A:23A-2.2 through 2.5, including the educational, financial, and racial impacts of alternatives to the current educational configuration.
- Considering all relevant factors, regionalization is feasible.



# REGIONALIZATION

- What is regionalization?
- How do School Boards regionalize?



# DEMOGRAPHICS

## RELEVANT FACTORS



# DEMOGRAPHICS

- According to the 2010 United States Census, the Bloomsbury's population was 870. Population projections for 2040 were prepared by the North Jersey Transportation Planning Authority. Between 2010 and 2040, the population of the Borough of Bloomsbury is projected to remain fairly stable and increase by 0.4%.

**Population and Households Forecast for 2040**

<u>County</u>	<u>Municipality</u>	<u>2010 Population</u>	<u>2040 Population</u>	<u>Annualized Population Change 2010-2040</u>	<u>2010 Households</u>	<u>2040 Households</u>	<u>Annualized % Household Change 2010-2040</u>
<b>Hunterdon</b>	Bloomsbury Borough	870	980	0.4%	340	370	0.3%

# DEMOGRAPHICS

- According to the 2010 United States Census, the township's population was 5,712. Population projections for 2040 were prepared by the North Jersey Transportation Planning Authority. Between 2010 and 2040, the population of the Township of Greenwich is projected to remain stable and increase by 0.3%.

**Population and Households Forecast for 2040**

<u>County</u>	<u>Municipality</u>	<u>2010 Population</u>	<u>2040 Population</u>	<u>Annualized Population Change 2010-2040</u>	<u>2010 Households</u>	<u>2040 Households</u>	<u>Annualized % Household Change 2010-2040</u>
<b>Warren</b>	Greenwich Township	5,710	6,280	0.3%	1,810	1,830	0.0%



# DEMOGRAPHICS

- Regionalization does not present negative racial or ESL/language impact.
- As of the 2010 Census, the population of the Borough of Bloomsbury was 95.4% white, 1% black or African American, 1.8% Asian and 4% Hispanic or Latino.
- As of the 2010 Census, the population of Greenwich Township was 84.4% white, 6.4% black or African American, 1.7% Asian Indian, 2.6% Filipino, and 6.4% Hispanic or Latino.
- Enrollment by ethnic/racial subgroup for 2014-2015, as defined by the No Child Left Behind Act of 2001, is 91.9% white, 7.3% black and 0.8% Hispanic.
- Greenwich Elementary School enrollment by ethnic/racial subgroup for 2014-2015, as defined by the No Child Left Behind Act of 2001, is 76.1% white, 5.5% black, 7.8% Hispanic, 10.2% Asian and 0.4% Pacific Islander.
- Stewartsville Middle School enrollment by ethnic/racial subgroup for 2014-2015, as defined by the No Child Left Behind Act of 2001, is 79.1% white, 7.7% black, 5.1% Hispanic, 6.1% Asian and 2.0% Pacific Islander.



# BOARD FACILITIES

- The Boards maintain/operate three separate school buildings.
- In the event of regionalization, buildings may continue to be used, as present, or same may be re-designated by grade, or purpose. Alternatively, if it is concluded that a regionalized district does not need to maintain each of these facilities, consistent with the process established under N.J.A.C. 6A:26-7.5, certain may be closed.
- Greenwich has the operational capacity for Bloomsbury students to attend the two Greenwich Schools.
- Greenwich Elementary School maintains capacity for 912 students in its classrooms, and 850 students in the gymnasium.
- Stewartsville Middle School has capacity for 480 students in its classrooms, and 1000 students in its gymnasium.
- Largest prior Greenwich enrollment exceeded 1000 students.

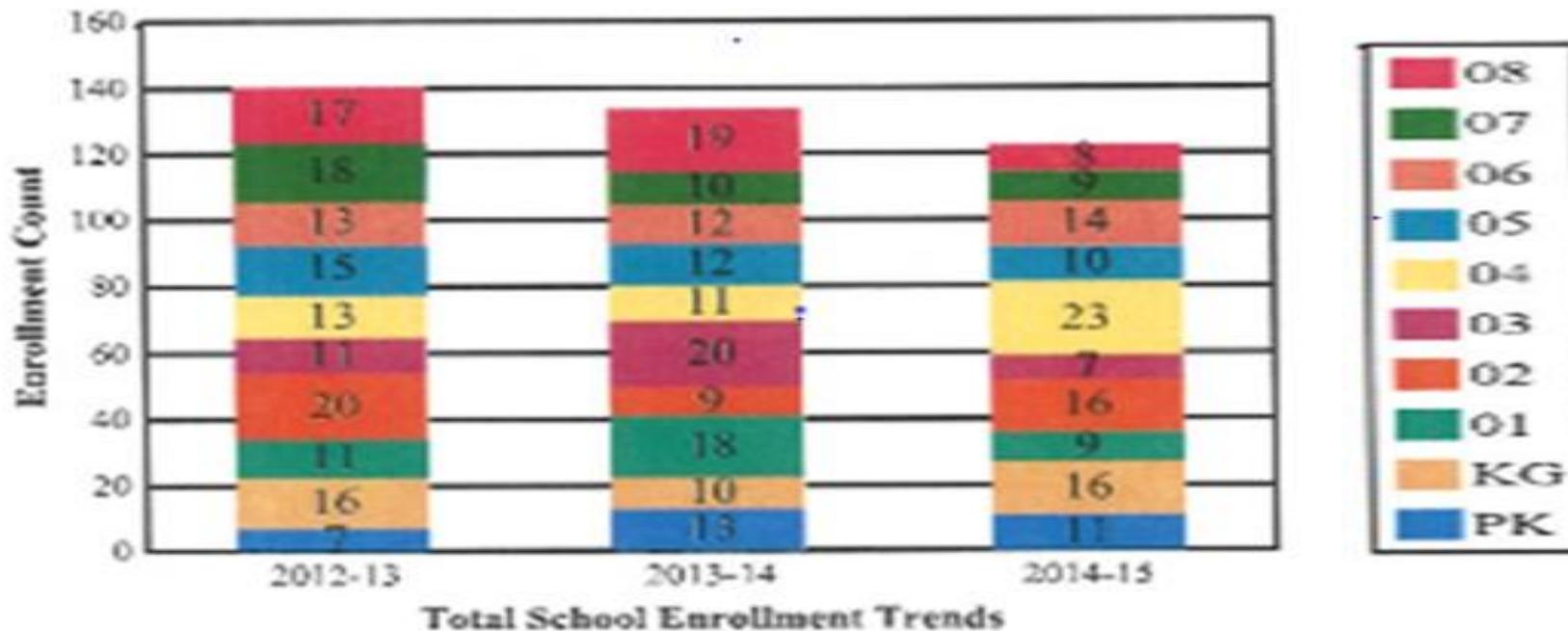


## BOARD FACILITIES

- Operating expenses for the Bloomsbury School in 2015-2016 was \$79,315.78, plus \$69,197.02 additional for salaries and substitutes. Estimated expenses for the 2016-2017 school year are \$115,278.00, plus \$73,943.00 for salaries and substitutes.
- Operating expenses for Greenwich schools in 2015-2016 were \$456,081.71, plus \$229,998.72 additional for salaries, overtime and substitutes. Estimated expenses for the 2016-2017 school year are \$416,014.00, plus \$244,638.00 for salaries, overtime and substitutes.
- Regionalization would not automatically change the grade or building assignment of any students, nor would it require Bloomsbury School to be closed, or repurposed.
- Regional Board would need to review relevant factors, including building capacity, transportation costs, etc., and determine whether such changes would be educationally and financially advantageous.



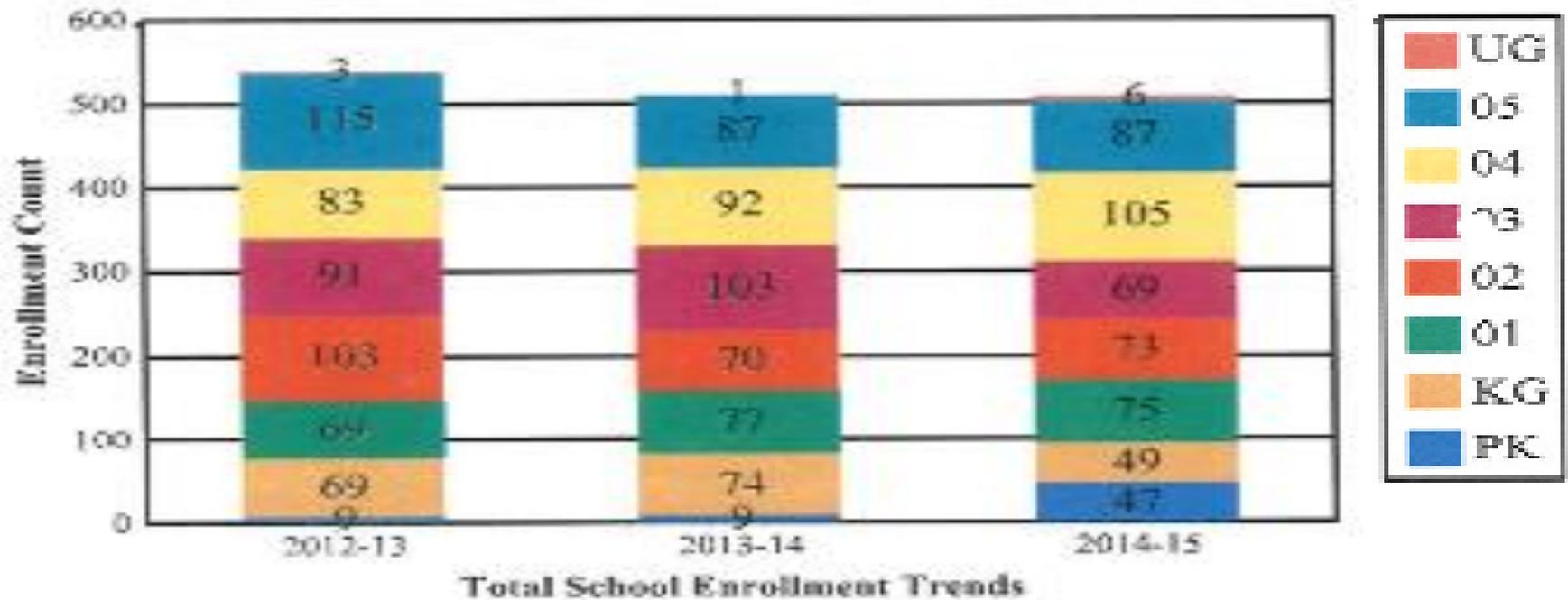
# BLOOMSBURY ENROLLMENT



	Male Students	Female Students	Total Enrollment
2012-2013	80	61	141 (36 Choice)
2013-2014	79	55	134 (32 Choice)
2014-2015	66	57	123 (33 Choice)



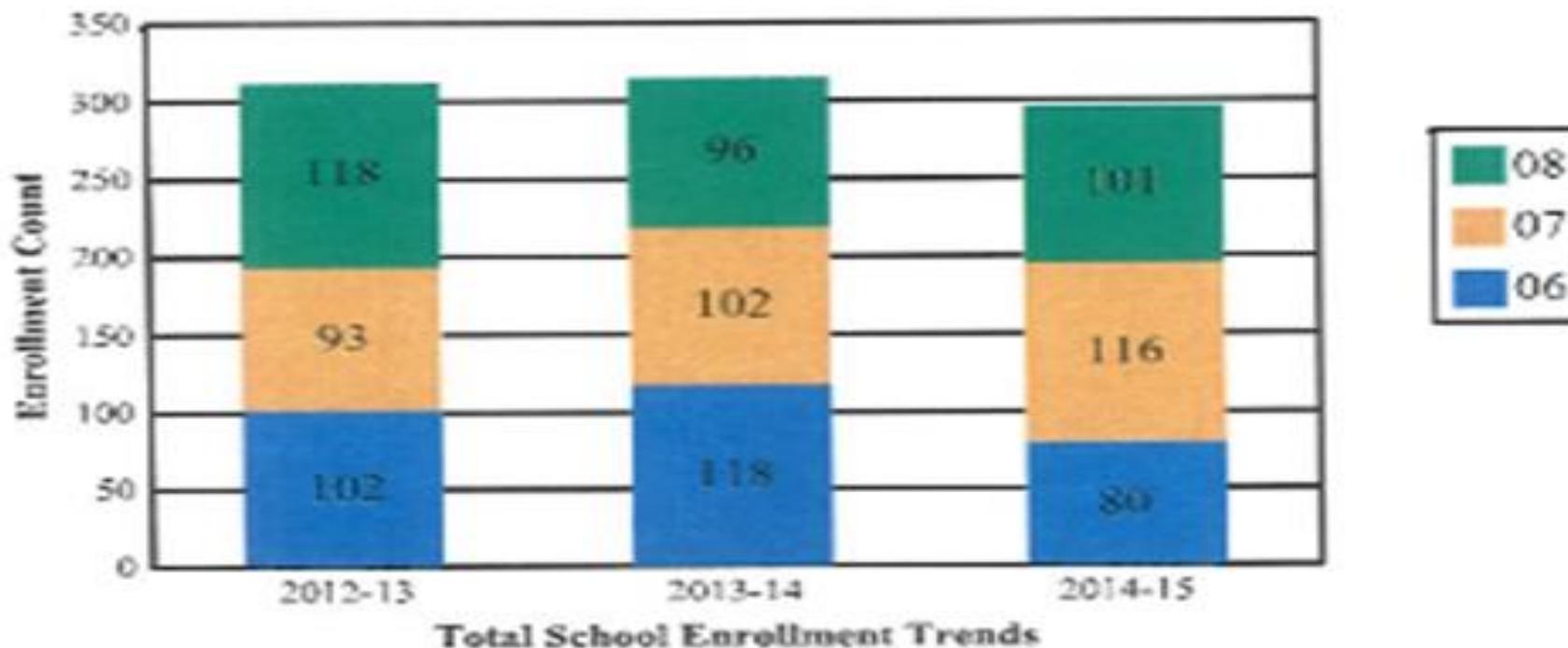
# GREENWICH ELEMENTARY ENROLLMENT



	Male Students	Female Students	Total Enrollment
2012-2013	261	281	542
2013-2014	252	261	513
2014-2015	260	251	511



# GREENWICH MIDDLE SCHOOL ENROLLMENT



	Male Students	Female Students	Total Enrollment
2012-2013	159	154	313
2013-2014	149	167	316
2014-2015	137	160	297



# CHOICE ENROLLMENT – BLOOMSBURY

- 2012-13 school year – 36 students
  - Kindergarten – 8 students
  - Grades 1-8 – 28 students
- 2013-14 school year – 32 students
  - Kindergarten – 1 student
  - Grades 1-8 – 31 students
- 2014-15 school year – 33 students
  - Kindergarten – 5 students
  - Grades 1-8 – 28 students
- 2015-16 school year – 34 students
  - Kindergarten – 6 students
  - Grades 1-8 – 28 students
- 2016-17 school year – 34 students
  - Kindergarten – 10 students
  - Grades 1-8 – 24 students



# CHOICE ENROLLMENT – GREENWICH

- 2013-14 school year – 13 students
  - Kindergarten – 2 student
  - Grades 1-8 – 11 students
- 2014-15 school year – 15 students
  - Kindergarten – 0 students
  - Grades 1-8 – 15 students
- 2015-16 school year – 20 students
  - Kindergarten – 1 students
  - Grades 1-8 – 19 students
- 2016-17 school year – 20 students
  - Kindergarten – 1 students
  - Grades 1-8 – 19 students



# ENROLLMENT

- Bloomsbury total school enrollment for the 2015-2016 school year, as reported by the New Jersey Department of Education, was 120 students.
- Greenwich elementary enrollment for the 2015-2016 school year, as reported by the New Jersey Department of Education, was 474 students.
- Greenwich middle school enrollment for the 2015-2016 school year, as reported by the New Jersey Department of Education, was 277 students.



# ENROLLMENT PROJECTIONS

- “Cohort Survival Rate” analysis used to compare community birth data with actual school attendance, in both school districts, in order to provide an approximate projection of future school enrollment for feasibility purposes.
- Analysis reflected a decrease regarding likely future school enrollment.



# ENROLLMENT PROJECTIONS

- The data reflects, on average, 10 annual births in Bloomsbury.
- Starting in 2007, considering a Kindergarten entry age of 5, Bloomsbury reported 12 births. Looking to the 2012-2013 school year, 16 students were enrolled in Kindergarten.
- For the following years, in 2008, 10 births were reported; 2013-2014 school year Kindergarten enrollment was 10; 2009 births were reported as 8; 2014-2015 school year Kindergarten attendance was 16.
- This data reflects a “survival ratio” for Bloomsbury as follows: 2012-2013 – 1.33; 2013-2014 – 1.0; 2014-2015 – 2.
- The average ratio is 1.44.



# ENROLLMENT PROJECTIONS

- Numbers drop when discounting Choice students.
- Starting in 2007, considering a Kindergarten entry age of 5, Bloomsbury reported 12 births. Looking to the 2012-2013 school year, only 8 Bloomsbury students enrolled in Kindergarten.
- For the following years, in 2008, 10 births were reported; 2013-2014 school year Bloomsbury Kindergarten enrollment was 11; 2009 births were reported as 8; 2014-2015 school year Bloomsbury Kindergarten attendance was 9.
- This data reflects a “survival ratio” for Bloomsbury as follows: 2012-2013 – .67; 2013-2014 – 1.1; 2014-2015 – 1.13.
- The average ratio is .97.



# ENROLLMENT PROJECTIONS

- For Greenwich, the data reflects, on average, 60 annual births.
- Starting in 2007, considering a Kindergarten entry age of 5, Greenwich reported 58 births. Looking to the 2012-2013 school year, 69 students were enrolled in Kindergarten.
- For the following years, in 2008, 71 births were reported; 2013-2014 school year Kindergarten enrollment was 74; 2009 births were reported as 50; 2014-2015 school year Kindergarten attendance was 49.
- This data reflects a “survival ratio” for Greenwich as follows: 2012-2013 – 1.19; 2013-2014 – 1.04; 2014-2015 – .98.
- The average ratio is 1.07.



# ENROLLMENT PROJECTIONS

- Looking ahead, birth data maintained by the State reflects reductions in birth rates in both communities.
- Specifically, in Bloomsbury in 2010 there were 14 births, in 2011 there were 11, in 2012 there were 4 births, in 2013 6 births were reported, and in 2014 11 reported births. These numbers average 9.2 birth per year, slightly lower than the average births seen in the three prior years.
- In Greenwich, in 2010 there were 52 births, in 2011 there were 46, in 2012 there were 38 births, in 2013 49 births were reported, and in 2014 48 reported births. These numbers average 46.6 birth per year, which reflects a decrease of approximately 13 births, per year, as seen in the three prior years.



# SCHOOL DAY

<b>School</b>	<b>Length of School Day</b>	<b>Instructional Time</b>	<b>Teacher Work Day</b>
<b>Bloomsbury School</b>	6 hours 30 minutes	6 hours 0 minutes	6 hours 50 minutes
<b>Greenwich School</b>	6 hours 20 minutes	5 hours 50 minutes	6 hours 40 minutes
<b>Stewartsville Middle School</b>	6 hours 20 minutes	5 hours 50 minutes	6 hours 40 minutes



# STAFFING

- CNA and contract considerations.
- N.J.S.A. 18A:6-31.4 provides that “the terms and conditions of employment, whether established through a collectible bargaining agreement or past practice, of the largest constituent school district which is affected, replaced or displaced by, or forms part of the new school district, shall apply until a successor agreement is negotiated. . . .”
- N.J.S.A. 18A:8-34 provides that “[a]ll principals, teachers and employees in the public schools of the consolidating school districts . . . shall, when the consolidation became effective, be principals, teachers and employees, respectively, in the public schools of the consolidated district, and their tenure, pension and accumulative sick leave rights under the state laws shall not be affected. . . .”



# STUDENT RATIOS

School	Students per member	per staff	Students per administrator
<b>Bloomsbury School</b>	6		120
<b>Greenwich School</b>	11		511
<b>Stewartsville Middle School</b>	15		297

School	Suspension Rate
<b>Bloomsbury School</b>	1.6%
<b>Greenwich School</b>	0.6%
<b>Stewartsville Middle School</b>	0.7%



# BUSSING

<b>Bloomsbury</b>	<b>Phillipsburg High School</b>	<b>Special Education</b>	<b>AIL</b>	<b>NP</b>
<b>2014</b>	\$14,146	\$16,859	\$8,840	\$6,010
<b>2015</b>	\$15,232	\$29,713	\$13,260	\$3,927
<b>2016</b>	\$15,436	\$53,006	\$6,782	\$4,285

<b>Greenwich</b>	<b>Home to School</b>	<b>Special Education</b>	<b>Jointures</b>	<b>AIL</b>	<b>NP</b>
<b>2014</b>	\$294,929	\$284,225	\$9,477	\$26,351	\$61,047
<b>2015</b>	\$276,922	\$338,355	\$12,669	\$25,636	\$41,313
<b>2016</b>	\$322,840	\$358,021	\$20,805	\$22,984	\$40,700





# REGIONALIZATION OPPORTUNITIES



## OPPORTUNITIES – STAFFING

- Bloomsbury and Greenwich presently share a Superintendent and a Business Administrator. Consolidation of the districts may result in a cost savings regarding the Business Administrator, whom both School Districts also share with Pohatcong School District.
- Bloomsbury currently pays Pohatcong \$65,000 per year for business services, while Greenwich pays Pohatcong \$62,500 for business services, per year.
- A consolidated district may renegotiate regarding these services, noting the likely reduction of duplicative responsibilities between these administrators and within business operations, generally.
- The management and administrative responsibilities of two school districts will be reduced to one district.



## OPPORTUNITIES – STAFFING

- Once a decision is made regarding what school buildings will be used for the consolidated district, decisions can be made regarding building principals and administrators necessary to properly run a consolidated district.
- Bloomsbury has a single building principal, and a school secretary.
- Greenwich Schools each have a building principal, with an administrative assistant. Greenwich School also has a school secretary, and a media clerk, while Stewartsville Middle School has a part-time media clerk.
- Central Office consists of the Shared Superintendent/ Director of Special Services, the Shared Business Administrator, along with administrative assistants for each. Greenwich also employs a part-time special services administrative assistant.



# OPPORTUNITIES – SPECIAL AND GIFTED EDUCATION

- Regionalization may expand program offerings throughout a larger district and provide opportunities for students through shared staff, the availability of more in-district programs, and the potential creation of new programs.
- Amongst others, Greenwich offers a broader continuum of special education classes and maintains more special services staff for eligible students. Those services would be available for all students in a regional district, depending on building usage and staff assignment.
- Depending on specific student needs, there is also the possibility of delivering in-district programming to students currently placed out-of-district, or avoiding such restrictive placements, in the future.



# OPPORTUNITIES – SPECIAL AND GIFTED EDUCATION

- Bloomsbury employs one Child Study Team (“CST”) member who also serves as the district’s guidance counselor.
- Greenwich maintains a full CST available to all students, as needed. Greenwich also maintains a fuller continuum of special education class offerings, including in-class resource, pull-out replacement resource, and an elementary self-contained classroom.
- Greenwich employs a Gifted and Talented Education coordinator, overseeing the delivery of specialized instruction and RTI accommodations. Greenwich also provides ELA and Math Honors programs in grades 6-8. These services are not currently provided in Bloomsbury.



## OPPORTUNITIES – FOOD SERVICE

- Both Districts contract, annually, with Maschio's Food Services, Inc. to provide food service operations.
- Typically, food service in Greenwich makes a profit, while Bloomsbury loses money each year on food service.
- Depending on building usage and assignment in the event of consolidation, profit typically experienced in Greenwich may offset losses experienced by Bloomsbury.
- Again, same will largely depend on building usage, as well as the terms of a new annual contract with the provider. In any event, food service operations do not present issues that make regionalization unfeasible.



# OPPORTUNITIES – PROFESSIONAL DEVELOPMENT

- Faculty and staff in both districts are afforded three (3) professional development days per year along with seventeen (17) one-hour professional learning meetings that take place after school.
- All State required and district-specific staff development takes place on the professional development days and/or during professional learning meetings.
- Regionalization, as shared service and through the overall pooling of larger resources, will enable the provision of more comprehensive professional development across staff of both current districts.



## OPPORTUNITIES – MEDIA SERVICES

- Bloomsbury would benefit from consolidation in this area, as Greenwich is more equipped with respect to media services.
- Bloomsbury maintains a small library with little technology services available for students. Parent volunteers and a paraprofessional work in the library to assist students.
- Greenwich maintains a media center in each school. In addition to parent volunteers and a library media specialist, library clerks are available to assist students.



## OPPORTUNITIES – ACTIVITIES

- Neither school maintains a sports program. Students in Bloomsbury participate in sports through the GTRC. If the School Districts consolidate, many students will already be familiar with students from the other district from their participation in GTRC sports.
- Regionalization will benefit students because the Bloomsbury students will have access to more activities, and Greenwich students will benefit from the added participation of Bloomsbury students.
- Bloomsbury maintains a ski club which is parent-funded, and the supervising teacher for the club receives a stipend. Bloomsbury also has a student council.
- Greenwich maintains several clubs, all of which are parent-paid with the exception of the student council.



# OPPORTUNITIES

- Savings may be realized through reduced professional dues, reduced Board meeting advertising costs, reduced staffing, and other expenses borne by the individual Boards which would no longer be experienced with a single district.
- Formation of one comprehensive set of policies, district and building procedures, administrative regulations, job descriptions and curriculum throughout the district. The current sharing of a Superintendent and Business Administrator would make the establishment of a consolidated district, as well as the tasks required thereafter, simpler and easier to effect.
- Additional financial savings with regard to the reduction of necessary independent professionals to be employed by only one district.



# OPPORTUNITIES

- Savings in reducing negotiations cost and also reducing the number of bargaining units from, at a minimum, two, to one. Same should assist a consolidated Board to provide unified working conditions and normalized terms across multiple districts and also streamline employment processes.
- Aligned curriculum, assessment, and professional development would provide a uniform system to coordinate the instructional program, and may lead to additional efficiencies concerning instruction (e.g., textbook selection and the purchase of instructional materials).
- Aligned assessment of student performance would be unified and consistent throughout a consolidated district, and certain benchmarks consistently applied for all students. Same have been shown to facilitate and improve student achievement.



# OPPORTUNITIES

- Curricular alignment deepens articulation and improves vertical and horizontal articulation. Peers' professional development will also be more coordinated, and the establishment of certain uniform “professional learning communities” in a consolidated district will provide benefits to all staff.
- Establishment of a single technology plan presents opportunities in efficiency and effectiveness. Professional staff and support staff in each building may be “cross-trained” and used on an “as needed” basis throughout school sites. Management of the educational/instructional component of a technology plan would be facilitated throughout a consolidated district with ongoing/consistent staff training, equipment purchases/upgrades and repairs, and support for all schools and programs.



# OPPORTUNITIES

- Single/unified software systems for assessment, payroll, personnel, budget and student records would unify systems and collaboration, and reduce unnecessary redundancies, and also assist in the transfer of relevant information throughout the district concerning staff and students.



# OPPORTUNITIES

- Although a sensitive issue that requires significant analysis and consideration, in the event a new Board discontinues use of Bloomsbury School for purposes of efficiency, the Board will, obviously, need to determine whether there is continued need for the building within the district, or whether same may be disposed of, pursuant to law.
- Board may also consider using the building and grounds as a revenue source for purposes such as the establishment of an Early Childhood Education Center, Administrative Offices, or other revenue-generating use.



# OPPORTUNITIES

- Considering the paucity of specialized, out of district special education programming in the region, the building may be used for disability-specific programming, such as instruction for Auditorily Impaired (“AI”) students, Visually Impaired (“VI”) students, behaviorally disabled students, students with Autism, or other populations underserved by specialized special education programming within the region. Consideration may be given to partnership with a County educational services commission or special services school district for the establishment of such programming, or a consolidated Board could develop such programming, on its own. In either circumstances, same would likely be revenue-generating, and present a productive, new use for the school facility. Such use would also offer inclusion opportunities for both classified and typical, enrolled students.





# FINANCE ISSUES



# FINANCE

- Certain assumptions relied upon in reviewing financial feasibility:
- Each community's tax levy and rate were estimated for purposes of comparing alternative configurations only, and not to approximate the actual future tax levy and rate.
- Estimates of future enrollment use the cohort-survival ratio method, previously discussed. This assumes that the ratios for each community, including the underlying ratios that impact current enrollment, will continue into the future.
- State aid for each district, before and after reconfiguration, will approximate the rate of funding that existed, or would have existed, in the districts in prior years.
- State aid for existing debt will continue at the current rate.
- Educational programs were assumed to be equivalent to those that have existed in the current Districts during the current school year.



# FINANCE

- Instruction was assumed to involve approximately the same number of certificated staff per pupil as in the respective constituent districts during the current school year. Any projected increase or decrease in certificated staff will be based on the approximate median staff salary, which reflects a long-term average cost rather than the specific salary of a new hire or a departing staff member.
- Equalized and assessed property valuations were held at current levels.
- A consolidated district would elect to remain a Choice Program district, receiving as many students in the next school year as the Boards currently receive, with accompanying aid, in the current school year.
- Surplus is not used, nor is any additional surplus generated in any year.
- New conditions, such as authorized bonds that will have no impact in the comparison of alternatives, may not have been included in the projected tax levies and tax rates.



# FINANCE

- *The central analysis in determining whether consolidation may result in a tax increase, decrease or status quo levy, to either or both communities, requires projecting the total school budget costs that would be borne by a consolidated school district and determining which of the statutorily permitted methods of allocating the tax levy most equitably distributes the levy between the two constituent communities in the newly consolidated school district.*
- No speculation regarding increases or decreases in the “next” school year budget. Rather, certain assumptions made concerning status quo expense, for purposes of looking at tax levy impact, although immediate savings exist which will result in a savings to be distributed between the constituent districts.



# FINANCE

- N.J.S.A. 18A:13-23 provides that the annual or special appropriations for regional districts, including the amounts to be raised for interest upon, and the redemption of, bonds payable by the district, shall be apportioned among the municipalities included within the regional district based on three different options:
  - The portion of each municipality's equalized valuation allocated to the regional district, calculated as described in the definition of equalized valuation. . . .;
  - The proportional number of pupils enrolled from each municipality on the 15<sup>th</sup> day of October of the pre-budget year in the same manner as would apply if each municipality comprised separate constituent school districts; or
  - Any combination of apportionment based upon equalized valuations pursuant to subsection a. of this section or pupil enrollments pursuant to subsection b. of this section.



# FINANCE

- **Property tax impact – THE CURRENT BOARDS DECIDE.**
- Current Boards would choose the method to allocate tax levy between the constituent districts.
- That is, budget share would be based either on municipal equalized valuation in light of student enrollment within the district; the number of students enrolled in the consolidated district from that municipality in proportion to the entire student enrollment; or some combination of these two options.
- Assuming no changes in total budget expenses (regardless of redundancies) for the 2015-2016 school year, combining total budgets for both District would result in a consolidated total budget of \$20,822,926 (\$3,230,036 – Bloomsbury; plus \$17,592,890 – Greenwich).



# FINANCE

- As reported by the State of New Jersey, Department of the Treasury, Division of Taxation, the equalized valuation of Bloomsbury as of October 1, 2015 was certified as \$94,063,304, and as of October 1, 2016, valuation was certified at \$95,982,445.
- The equalized valuation of Greenwich as of October 1, 2015 was certified at \$682,094,053; as of October 1, 2016, valuation was certified at \$676,577,002.
- Total Bloomsbury school enrollment for the 2015-2106 school year, as reported by the Department of Education, was 120 students. 2016-2017 enrollment is reported as 123 students.
- Greenwich school enrollment for the 2015-2106 school year, as reported by the Department of Education, was 751 students. 2016-2017 enrollment is reported as 716 students.



# FINANCE

- Both School Districts receive School Choice aid, and benefit from the enrollment of choice students. A new district may remain a Choice district with same number of seats and will not be required to file an application with the New Jersey Department of Education (“NJDOE”). The Executive County Superintendents may determine the process of how to maintain the Choice program for the new consolidated district.
- The only new requirement is that the consolidated district must have only one set of choice enrollment policies, which must be submitted to the NJDOE at two different stages: (1) once the consolidation is complete, and (2) in the fall when NJDOE requests student profiles for application cycle.
- Regarding the assumptions concerning state aid, as of the 2000 Census, for purposes of District Factor Group (“DFG”), Bloomsbury was a "GH," and Greenwich was an "I." Considering the comparability of these rankings, further reinforced by the comparative demographic data, it is unlikely that state aid will vary with consolidation of the districts.





# NEXT STEPS



## BOARD ACTION

- ECSs shall provide an “impact assessment” regarding regionalization.
- Boards “shall by resolution frame and adopt a proposal.” (N.J.S.A. 18A:13-34(a).)
- Resolution, impact assessment, and ECS recommendation provided to Commissioner.
- Commissioner approves or disapproves.
- If the Commissioner approves, Board is required to put the question of consolidation/regionalization to the voters.



# BALLOT QUESTION – SOUTH HUNTERDON

- “Shall the South Hunterdon Regional School District be dissolved on a date to be determined by the Commissioner of Education?”
- INTERPRETATIVE STATEMENT #1 The future configuration of the current four school districts will be affected by the results of BOTH referendum questions. Passage of both Questions #1 and #2 is necessary for regionalization to take place. If Question #1 is approved and Question #2 is not approved, the following will result:
  - Approval by the voters of Question #2 is required for the dissolution of the South Hunterdon Regional School District. Therefore, if Question #2 is not approved, dissolution will not take place.
  - In addition, no transfer of ownership of the South Hunterdon Regional High School Building and grounds will occur; no capital indebtedness will be assumed by any of the four school districts; and no change in the borrowing margin will occur for any of the districts.”



# BALLOT QUESTION – SOUTH HUNTERDON

- “Shall the Boards . . . join and create an all-purpose regional PK-12 school district, the annual and special appropriations for such regional school district to be apportioned upon the following basis: 57% on each municipality's equalized valuation allocated to the regional district as provided by state law and 43% on the proportional number of pupils enrolled from each municipality on the 15th day of October of the prebudget year?”
- INTERPRETATIVE STATEMENT #2 The future configuration of the current four school districts will be affected by the results of BOTH referendum questions. Passage of both Questions #1 and #2 is necessary for regionalization to take place.
- If approved, the West Amwell Township School District, the Stockton School District, and the Lambertville School District will be dissolved and the three will unite to form an all-purpose regional school district responsible for the education of all PK-12 students residing in the three communities.
- Ownership of the South Hunterdon Regional High School building and grounds, the West Amwell Township Elementary School building and grounds, the Lambertville Public School building and grounds, and the Stockton School building and grounds, will pass to the newly-created all-purpose regional school district.”



# BALLOT QUESTION – SOUTH HUNTERDON

- “The newly created all-purpose regional school district will assume the school debt of each constituent school district, which, as of June 30, 2012, totaled \$18,075,901. Based upon this level of debt, the newly created all-purpose regional school district will have an available borrowing margin of \$36,624,910.
- The local tax levy for the newly created all-purpose regional school district will be allocated each year among the constituent municipalities of Stockton, Lambertville, and West Amwell. The "annual and special appropriations" formula in Question #2 refers to the way in which the State will allocate the tax levy among the three municipalities each year.
- Therefore, 57% of the tax levy will be allocated based upon the relative equalized property values in each of the three municipalities, while the remaining 43% of the tax levy will be allocated based upon the relative number of pupils enrolled in the regional district the previous year from each municipality.”





# DISCUSSION

