

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- OCTOBER 9, 2019
MAST LANDING SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

____ Kathryn Brown	____ Maura Pillsbury
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Lindsay Sterling
____ Lindsey Furtney	____ Valeria Steverlynck
____ Jennifer Galletta	____ Madelyn Vertenten
____ Elisabeth Munsen	____ Rhea Fitzpatrick – Student Representative
	____ Liam Hornschild-Bear – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:
 - A. Consideration and approval of the Minutes of September 25, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:
 - A. Report from Board’s Student Representative (10 Minutes)
 - B. Good News from Mast Landing School – Emily Grimm (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:
NA

9. Administrator Reports:
 - A. Mast Landing School Goal Review – Emily Grimm (20 Minutes)

10. Board Comments and Committee Reports:
NA

11. Policy Review:
NA

12. Unfinished Business:
 - A. Discussion – Board members on committees (20 minutes)

13. **New Business:**
A. **Review of the ED 279 and the RSU5 Cost Sharing Formula (60 Minutes)**

14. **Personnel:**
NA

15. **Public Comments: (10 Minutes)**

16. **Adjournment:**

Motion: _____ **2nd:** _____ **Vote:** _____ **Time:** _____

Item #4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, September 25, 2019 – 6:30 p.m.
Morse Street School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 9, 2019 meeting).

- 1. CALLED TO ORDER:**
Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.
- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Lindsey Furtney, Jennifer Galletta, Elisbeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Student Representative.
MEMBERS ABSENT: Candace deCsipkes
- 3. PLEDGE OF ALLEGIANCE:**
- 4. CONSIDERATION OF MINUTES:**
A. VOTED: To approve the Minutes of September 11, 2019 as presented.
(Sterling - Vertenten) (10 – 0) The student representative voted with the majority.
- 5. ADJUSTMENTS TO THE AGENDA:**
Addition of Item 6.C.
- 6. GOOD NEWS AND RECOGNITION:**
 - A. John Morang, former RSU5 Board Member
 - B. Good News from Morse Street School – Julie Nickerson
 - C. Report from Board’s Student Representative
- 7. PUBLIC COMMENT:**
None
- 8. REPORTS FROM SUPERINTENDENT:**
 - A. Items for Information
 1. District Happenings
 2. Resignations/Summer Professional Hires
 3. September 2019 School Enrollments
 4. MSMA Fall Conference
- 9. ADMINISTRATOR REPORTS:**
 - A. Finance – Michelle Lickteig
 - B. School Nutrition Report – Erin Dow
 - C. Morse Street School Goal Review – Julie Nickerson
- 10. BOARD COMMENTS AND COMMITTEE REPORTS:**
 - A. Board Information Exchange and Agenda Requests - None
 - B. Finance Committee
 - C. Strategic Communications
 - D. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve the 1st Read of the following Policies (Steverlynck – Clough) (10 – 0). The student representative voted with the majority.

1. JJIF – Student Concussions and Other Head Injuries
2. JJIF-E – RSU5 Concussion Information Sheet
3. ADA – School System Goals and Objectives
4. BCA – Board of Directors Member Code of Ethics

12. UNFINISHED BUSINESS:

A. VOTED: To approve the RSU5 District Goals and Strategic Objectives for 2019-2020. (Vertenten – Brown) (10 – 0) The student representative voted with the majority.

B. VOTED: To approve Karin VanNostrand as an RSU5 community member representative to the Maine Region 10 Technical High School Board. (Pillsbury – Brown) (10 – 0)

C. VOTED: To approve Maura Pillsbury as the RSU5 Board representative to the Maine Region 10 Technical High School Board. (Steverlynck – Galletta) (10 – 0)

13. NEW BUSINESS:

A. VOTED: To approve Lindsey Furtney as delegate and Michelle Ritcheson as alternate to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association's Annual Fall Conference. (Sterling – Vertenten) (10 – 0)

B. Discussion of the MSBA 2019 Proposed Resolutions.

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Dean Schlendering, Freeport

16. ADJOURNMENT:

VOTED: To adjourn at 9:44 p.m. (Steverlynck - Galletta) (10 – 0)


Becky J. Foley, Superintendent of Schools

2018-2019 Goals

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

SMART Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>65% or more of students in the top 50th percentile will meet their NWEA growth target in math</p> <p><i>Baseline (June '18): 65%</i></p> <p>65% or more of students in the top 50th percentile will meet their NWEA growth target in reading</p> <p><i>Baseline (June '18): 62%</i></p>	<p>Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific learning needs and develop responsive strategy group instruction (<i>continued</i>)</p> <ul style="list-style-type: none"> ● Allocate monthly opportunities in faculty meeting and PLC time for collaborative data analysis (word study, reading, writing, and math data) (<i>Emily Grimm</i>) ● Engage in monthly opportunities in faculty meetings and PLCs for collaborative data analysis (word study, reading, writing, and math data) and development of responsive, progression-based small group instruction (<i>grade-level teachers</i>) ● Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners (<i>3rd grade teachers</i>) 	<p>September 2018- June 2019</p>	<p>65% or more of students in the top 50th percentile meeting NWEA growth targets in math and reading</p> <p><i>NWEA Growth Data Spring 2019: Percent of students in top 50th percentile meeting growth targets</i> <i>Math: 57.7%</i> <i>Reading: 53.3%</i></p> <p>Responsive lesson planning (as documented in demonstration notebooks, small-group calendars, etc.)</p>
	<p>Deepen understanding of small-group instruction in literacy and math</p> <ul style="list-style-type: none"> ● Engage in professional learning days focused on deepening understanding of reading comprehension skills (elements of reading comprehension and foundational skills) (<i>reading teachers, Susan Dee, Gigi McAllister</i>) ● Unpack math units to identify priority learning objectives from units to inform instruction (<i>math teachers, Amy Wheeler</i>) ● Engage in Teachers College coach on-site professional learning days focused on small group instruction (<i>reading and writing teachers</i>) 	<p>December 2018, January 2019</p> <p>September 2018- June 2019</p> <p>November 2018, April 2019</p>	<p>MLS professional learning plan</p> <p>Small-group instruction in reading, writing, and math classrooms as seen through classroom observations</p>

SMART Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>Two-year goal: 50% of students identified for Tier II behavior support will meet progress monitoring goals identified on Student Intervention Plans</p> <p>Baseline (To be collected spring '19)</p> <p><i>Baseline (2019): 50%</i></p>	<p>Create resources to support responsive Tier I behavior support at the classroom level</p> <ul style="list-style-type: none"> ● Develop teacher tools for Tier I classroom interventions (<i>RTI B team: Cindy Kivler, Gayle Wolotsky, Natasha Huber, Emily Grimm</i>) ● Finalize and share RTI B screening tool (<i>RTI B team</i>) ● Share resources with staff at October faculty meeting (<i>RTI B team</i>) ● Utilize Tier I tools to provide classroom interventions and collect data on student behavior (<i>classroom teachers</i>) 	September-October 2018	<p>Tier I tools: Classroom interventions menu, defining behavior chart</p> <p><i>Established Tier I tools resource for staff, provided professional development</i></p> <p>RTI B screening data for all students</p>
	<p>Create Student Intervention Plans (SIPs) for 100% of students identified for Tier II behavioral support, including identification of progress monitoring tools and articulation of behavior goals</p> <ul style="list-style-type: none"> ● Refer students to SAT team who need support beyond that at the Tier I level (<i>classroom teachers</i>) ● Examine function of behavior and develop responsive SIPs designed to build students skills in gap areas (<i>RTI B team</i>) 	October 2018-June 2019	<p><i>Finalized screening tool for use October 2019</i></p> <p>Implementation of Tier I and II strategies as seen through observations</p>
	<p>Develop pathways for Tier II interventions to support student skill gaps in emotional regulation and executive functioning (<i>RTI B team</i>)</p> <ul style="list-style-type: none"> ● Attend Peg Dawson "Executive Skills Across the Tiers" conference October 12th (<i>RTI B team</i>) ● Attend Sarah Ward "Practice Strategies to Improve Speed of Processing, Executive Function and Nonverbal Learning Disabilities" December 14th (<i>Gayle Wolotsky</i>) ● Implement pathways for pull out and push in executive functioning support and emotional regulation support (<i>Gayle Wolotsky, Cindy Kivler</i>) 	October 2018-June 2019	<p>Student Intervention Plans (SIPs) for students referred to Tier II support</p> <p><i>Student Intervention Plans created for all students identified for Tier II supports</i></p> <p>Progress monitoring data entered into SIPs (8-week cycles)</p> <p><i>Daily data collected for five students will daily plans,</i></p>

	<p>Deepen skill sets for understanding and responding to misbehavior (function of behavior, etc.)</p> <ul style="list-style-type: none"> ● Participate in <i>The Behavior Code</i> book study (SAT team, specials team, special education ed techs) ● Attendance at "Responding to Misbehavior" PLD October 5th (all staff) ● Participate in bi-monthly faculty meetings to deepen skill set and reflect on and revise tools for Tier I and II support (all staff) 	<p>August 2018-June 2019</p>	<p><i>aggregated by month for progress monitoring</i></p> <p>Scheduled pathways built into the school day to provide Tier II interventions to build skills in executive functioning and emotional regulation</p> <p><i>Created pathways for emotional regulation and executive functioning skills support</i></p> <p>PLC and faculty meeting agendas allocating time for this learning</p> <p><i>RTI B team presented at faculty meetings on interventions for executive functioning needs; specials team engaged in book study of <i>The Behavior Code</i> and presented learned at faculty meeting</i></p>
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2019-2020 Goals

School: Mast Landing School

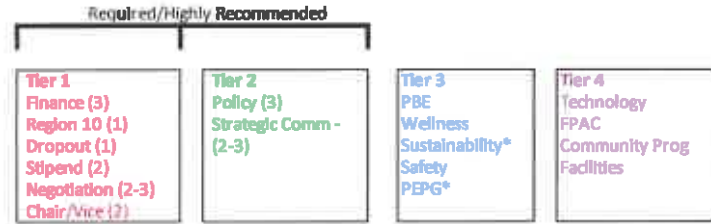
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p><u>Grade 3: Reading</u> Baseline: F&P: 61.2% met grade-level benchmark (spring 2nd) Goal: 65%</p> <p>Baseline: MEA: 53.0% (2018) Goal: 60%</p> <p>Baseline NWEA % Meeting Growth Target: 53% (2018) Goal: 60%</p> <p><u>Grade 4: Math</u> Baseline NWEA % Meeting Growth Target: 51.9% Goal: 60%</p> <p>Baseline MEA: 55.1% (2018) Goal: 60%</p> <p><u>Grade 5: Math</u> Baseline NWEA % Meeting Growth Target: 66.3% Baseline MEA: 57.8% (2018) Goal: 60%</p>	<p>Collaboratively unpack units (reading, writing, and math) to prioritize unit objectives to inform instructional planning</p> <ul style="list-style-type: none"> ● Create ongoing opportunities for protocol-guided unit unpacking in PLC teams (<i>Emily Grimm</i>) ● Engage in meaningful and ongoing opportunities for unit unpacking to prioritize unit objectives, narrow the focus of responsive instruction, and deepen content area knowledge (<i>grade-level teachers</i>) ● Utilize unit unpacking to inform planning for purposeful student discourse (<i>math teachers</i>) 	<p>September 2019- June 2020</p>	
	<p>Deepen content area knowledge to inform instructional planning</p> <ul style="list-style-type: none"> ● Complete an item analysis of MEA released items in math grades 3-5 to identify areas for learning (<i>Talya Edlund, Emily Grimm, grade-level teachers</i>) ● Continue to deepen text-band analytical and interpretative comprehension knowledge through participation in professional learning days facilitated by literacy strategist and Teachers College coach (<i>3rd grade teachers, Susan Dee</i>) ● Utilize deepened understanding of analytical and interpretative comprehension to plan for and implement interactive read aloud (<i>3rd grade teachers</i>) 	<p>December 2019</p> <p>September 2019- June 2020</p> <p>September 2019- June 2020</p>	

	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction</p> <ul style="list-style-type: none"> • Triangulate data sources (F&P, unit pre- and post-assessments, etc.) to deepen understanding of students' skills and instructional next steps (<i>grade-level teachers, strategists</i>) • Engage in student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>grade-level teachers</i>) • Participate in professional learning facilitated by UChicago coach to deepen understanding of EverydayMath resources for responsive small-group instruction (<i>math teachers, Talya Edlund</i>) • Utilize learning progressions to inform instructional next steps with particular attention to students at and above grade level (<i>grade-level teachers</i>) • Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners (<i>3rd grade teachers</i>) 	September 2019- June 2020	
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals</p>	<p>Strengthen Tier I classroom practices to support all students in meeting the behavioral expectations of the school setting</p> <ul style="list-style-type: none"> • Increase use of reinforcing language in classrooms and school common areas to proactively support students (<i>all staff</i>) • Create pathways to more consistently teach into school-wide expectations (<i>leadership team, all staff</i>) 	September 2019- June 2020	
<p>MLS Goal 2: 100% of students identified for Tier II RTB support will demonstrate a year</p>	<p>Refine RTI B systems and processes to ensure clear and responsive support</p> <ul style="list-style-type: none"> • Utilize universal screener (Student Risk Screening Scale, SRSS) twice annually 	October 2019, May 2020	

of academic growth on at least one measure (F&P, NWEA)	<p>(October and May) to identify students for intervention (<i>Natasha Huber, Chris Gray, Cindy Kivler, teachers</i>)</p> <ul style="list-style-type: none"> ● Establish SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) ● Refine existing pathways for pull out and push in executive functioning and emotional regulation support (RTI B team: <i>Cindy Kivler, Gayle Wolotsky, Julia Schwarz, Emily Grimm, Natasha Huber, Chris Gray</i>) ● Create sensory space and train staff in the use of this space for identified students (<i>Anna Brown, teachers, ed techs</i>) 	<p>August 2019</p> <p>October 2019, May 2020</p> <p>September 2019</p>	
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p> <ul style="list-style-type: none"> ● Collect student data relevant to identified goals (as defined on the Student Intervention Plan) (<i>teachers, RTI B team, Julia Schwarz</i>) ● Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) ● Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) 	<p>October 2019, May 2020</p>	

COMMITTEE MEMBERSHIP



(recommended membership)

* Advisory Committees (membership doesn't change yearly)

<p>Beth Dropout PBE</p>	<p>Candy Support Negotiations Strategic Comm Policy PEPG</p>	<p>Jen Vice Chair Dropout Stipend</p>	<p>Jeremy Finance Safety Comm Prog</p>	<p>Kate Finance Policy</p>	<p>Lindsay S Strategic Comm Technology</p>	<p>Lindsay F Strategic Comm Facilities</p>	<p>Maddy Stipend Policy PBE FPAC</p>	<p>Maura Region 10 Safety Sustain Facilities</p>	<p>Michelle Chair Finance Support Negotiation</p>	<p>Valy Strategic Comm Wellness Sustain</p>
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Suggestions:

Tier 1

Remove 1 dropout member

Tier 2

Reduce Strategic Comm to 2-3 members

Tier 3

Reevaluate need for Board participation

Tier 4

Elimination of Board Membership

Interested people can serve as Community members

Restructure how information is shared (i.e Facilities)

RSU No. 5 Board of Directors Sub-Committee Membership 2019-2020

POLICY SUB-COMMITTEE

Kate Brown
Candace deCsipkes
Maddy Vertenten

*By Policy BDE - Board of Directors Standing Committee
(this is a standing committee (no set number of members))*

*** FINANCE SUB-COMMITTEE**

Kate Brown
Jeremy Clough
Michelle Ritcheson

*By Policy BCE - Board Committee (Finance)
1 Board member From Each town
this is a standing committee (Policy BDE)*

NEGOTIATIONS SUB-COMMITTEE

Professional: Brown, Ritcheson, Sterling
Support: deCsipkes, Ritcheson

*By Policy BDE
Standing Committee
No set number of members*

STRATEGIC COMMUNICATIONS SUB-COMMITTEE

Candice deCsipkes
Lindsey Furtney
Lindsay Sterling
Valy Steverlynick

*By Policy BDE.
this is a standing subcommittee (no set number of members)*

RSU5 COMMUNITY PROGRAMS ADVISORY COMMITTEE

Jeremy Clough

Ø Board members required

*** MAINE REGION 10 TECHNICAL HIGH SCHOOL BOARD**

Vacant
Vacant

*- have to have at least
2 members 1 RSU5 Board Member
1 can be a community member*

*** DROPOUT PREVENTION COMMITTEE**

Jen Galletta
Beth Munsen

*By statute
only 1 Board member required*

*** STIPEND REVIEW COMMITTEE**

Jennifer Galletta
Maddy Vertenten

*By CBA
2 Board members required*

TECHNOLOGY COMMITTEE (CABLE TV BOARD)

Lindsay Sterling

*Ø Board members needed for RSU5 tech committee
Tech Plans No longer required by DOE*

1 Board Member Required For Cable TV Board

K-12 PROFICIENCY BASED EDUCATION

Beth Munsen
Maddy Vertenten

Ø Board members required to be on Committee

FREEPORT PERFORMING ARTS CENTER ADVISORY COMMITTEE

Maddy Vertenten

Ø Board members required to be on Advisory Committee

FACILITIES COMMITTEE

Lindsey Furtney
Maura Pillsbury

Ø Board members required to be on Committee

SAFETY COMMITTEE

Jeremy Clough
Maura Pillsbury

Ø Board members required to be on Committee

WELLNESS COMMITTEE

Valy Steverlynck

1 Board member per Policy 3L

RSU5 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

	Assessed 2018-2019	Proposed 2019-2020	Difference	
<u>RSU Operating Budget</u>				
Total Operating Budget	\$ 32,946,024	\$ 34,080,295	\$ 1,134,271	
Adult Education Budget	\$ 112,000	\$ 112,000	\$ -	
Total RSU Operating Budget w/Adult Ed	\$ 33,058,024	\$ 34,192,295	\$ 1,134,271	3.43%
<u>Less: State and Non-Shared Debt</u>				
F-Non-Shared Local Debt	\$ 162,486	\$ 155,264	\$ (7,222)	
D- State Supported Debt	\$ 1,292,035	\$ 1,270,507	\$ (21,528)	
D-Non-Shared Local Debt	\$ 198,901	\$ 155,985	\$ (42,916)	
Total State and Non-Shared Debt	\$ 1,653,422	\$ 1,581,756	\$ (71,666)	
<u>Less: Local Revenues</u>				
Shared Revenue*	\$ 976,136	\$ 805,500	\$ (170,636)	
State Aid**	\$ 4,659,591	\$ 4,966,862	\$ 307,271	
Total Revenues	\$ 5,635,727	\$ 5,772,362	\$ 136,635	
<u>Less: RSU Plan Required Local Contribution</u>	\$ 17,771,646	\$ 17,707,332	\$ (64,314)	
Total Additional Local Monies Required*	\$ 7,997,229	\$ 9,130,844	\$ 1,133,615	
Net Impact to Taxation Districtwide	\$ 25,768,875	\$ 26,838,176	\$ 1,069,301	4.15%
<u>Additional Local Monies Required Distribution Per RSU Plan</u>				
Durham 21.42%	\$ 1,713,007	\$ 1,955,827	\$ 242,820	
Freeport 65.98%	\$ 5,276,572	\$ 6,024,531	\$ 747,959	
Pownal 12.60%	\$ 1,007,651	\$ 1,150,486	\$ 142,835	
Total Additional Local Monies Required	\$ 7,997,229	\$ 9,130,844	\$ 1,133,615	

ED 279 Section 6

ED 279 Section 4B

***Shared Revenue**

Town of Freeport Hunter Road Field Maintenance	\$95,000
State Agency	\$40,000
Medicaid	\$50,000
Misc / Interest	\$19,000
Laugh & Learn	\$5,500
Contingency	\$196,000
Undesignated Fund Balance	\$400,000
Total Shared Revenue	\$805,500

RSU5 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

		Assessed 2018-2019	Proposed 2019-2020	Difference
<u>Additional Local Monies Required Distribution Per RSU Plan</u>				
Durham	21.42%	\$ 1,713,007	\$ 1,955,827	\$ 242,820
Freeport	65.98%	\$ 5,276,572	\$ 6,024,531	\$ 747,959
Pownal	12.60%	\$ 1,007,651	\$ 1,150,486	\$ 142,835
Total Additional Local Monies Required		\$ 7,997,229	\$ 9,130,844	\$ 1,133,615

Durham

RSU Plan Additional Local Monies	\$ 1,713,007	\$ 1,955,827	\$ 242,820
RSU Plan Required Local Contribution	\$ 3,106,150	\$ 3,113,280	\$ 7,130
Non Shared Debt	\$ 198,901	\$ 155,985	\$ (42,916)
Net Impact	\$ 5,018,058	\$ 5,225,092	\$ 207,034

Estimated Impact based on 2018 Mil of \$19.70 and a taxable valuation of \$351,407,600* \$0.59 2.99%

Freeport

RSU Plan Additional Local Monies	\$ 5,276,572	\$ 6,024,531	\$ 747,959
RSU Plan Required Local Contribution	\$ 12,694,793	\$ 12,639,144	\$ (55,648)
Non Shared Debt	\$ 162,486	\$ 155,264	\$ (7,222)
Net Impact	\$ 18,133,850	\$ 18,818,939	\$ 685,089

Estimated Impact based on 2018 Mil of \$15.05 and a taxable valuation of \$1,699,276,850* \$0.40 2.68%

Pownal

RSU Plan Additional Local Monies	\$ 1,007,651	\$ 1,150,486	\$ 142,835
RSU Plan Required Local Contribution	\$ 1,970,703	\$ 1,954,908	\$ (15,795)
Non Shared Debt	\$ -	\$ -	\$ -
Net Impact	\$ 2,978,354	\$ 3,105,394	\$ 127,040

Estimated Impact based on 2018 Mil of \$18.00 and a taxable valuation of \$246,848,680* \$0.51 2.86%

*April 1, 2019 valuations and mil rates are not known at this time. Actual impact will be determined when taxes are committed in each town.

ED 279 Section 4B

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2019 - 2020

Section : 1

Section 1: Computation of EPS Rates

A) Attending Courts:

	PreK-K	1-5	6-8	PreK-8	9-12	Total
1) Attending Pupils (October 2017)	223.0	695.0	490.0	1,408.0	594.0	1,942.0
2) Attending Pupils (October 2018)	246.0	695.0	470.0	1,411.0	582.0	1,993.0
3) Attending Pupils Average	234.5	695.0	480.0	1,409.5	558.0	1,967.5
				72 %	28 %	100 %

B) Staff Positions	PreK-K EPS FTE	Student to Staff	1-5 EPS FTE	Student to Staff	6-8 EPS FTE	Student to Staff	9-12 EPS FTE	Student to Staff	EPS FTE Total	Actual FTE Total	% Of EPS	SAU Data In EPS Matrix	Adjusted EPS Salary	Elementary Salary	Secondary Salary
1) Teachers	15.6	(15: 1)	40.9	(17:1)	28.2	(17:1)	34.9	(16:1)	119.6	146.0	0.82	7,701,848	6,315,515	4,521,909	1,793,606
2) Guidance	0.7	(350: 1)	2.0	(350:1)	1.4	(350:1)	2.2	(250:1)	6.3	9.4	0.67	484,172	324,395	232,267	92,128
3) Librarians	0.3	(800: 1)	0.9	(800:1)	0.6	(800:1)	0.7	(800:1)	2.5	4.9	0.51	260,759	132,987	95,219	37,768
4) Health	0.3	(800: 1)	0.9	(800:1)	0.6	(800:1)	0.7	(800:1)	2.5	4.7	0.53	275,132	145,820	104,407	41,413
5) Education Techs	2.1	(114: 1)	6.1	(114:1)	1.5	(312:1)	1.8	(316:1)	11.5	18.2	0.63	363,272	228,861	163,864	64,997
6) Library Techs	0.5	(500: 1)	1.4	(500:1)	1.0	(500:1)	1.1	(500:1)	4.0	2.0	2.00	44,737	89,474	64,063	25,411
7) Clerical	1.2	(200: 1)	3.5	(200:1)	2.4	(280:1)	2.8	(200:1)	9.9	12.0	0.83	405,986	336,968	241,269	95,699
8) School Admin.	0.8	(305: 1)	2.3	(305:1)	1.6	(305:1)	1.8	(315:1)	6.5	8.8	0.74	746,845	552,865	395,708	156,957

C) Computation of Benefits:

	Percentage		Elementary Salary	Secondary Salary	Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	19.00%	X	4,953,802	1,964,915	941,222	373,334
2) Education & Library Technicians	36.00%	X	227,927	90,408	82,054	32,547
3) Clerical	29.00%	X	241,269	95,699	69,968	27,753
4) School Administrators	14.00%	X	395,708	156,957	55,399	21,974

D) Other Support Per-Pupil Costs:

	PreK-8	9-12	Elementary Students	Secondary Students	Elementary Support	Secondary Support	
1) Substitute Teachers (1/2 Day)	44	44	X	1,409.5	558.0	62,018	24,552
2) Supplies and Equipment	384	530	X	1,409.5	558.0	541,248	295,740
3) Professional Development	66	66	X	1,409.5	558.0	93,027	36,828
4) Instructional Leadership Support	30	30	X	1,409.5	558.0	42,285	16,740
5) Co- and Extra-Curricular Student	41	127	X	1,409.5	558.0	57,790	70,866
6) System Administration/Support	47	47	X	1,409.5	558.0	66,247	26,226
7) Operations & Maintenance	1122	1333	X	1,409.5	558.0	1,581,459	743,834

E) Other Adjustments:

1) Regional Adjustment for Staff & Substitute Salaries	Regional Index =	1.08			470,458	186,602
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Section 1: Totals

Divided by Attending Pupils:					9,881,881	4,164,955
Calculated EPS Rates Per Pupil:					7,011	7,464

Preliminary Not Yet Enacted – Adjustments will be made to these printouts throughout FY 20

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

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Section 2: Operating Cost Allocations

Section : 2

A) Subsidizable Pupils (Includes Superintendent Transfers)		4YO/PreK	K-8	9-12	Total		
1)	October 2017	95.0 +	1,315.0 +	531.0 =	1,941.0		
2)	October 2018 (may include 4YO/PreK estimates)	95.0 +	1,317.0 +	579.0 =	1,991.0		
3)	Subsidizable Pupils Average	95.0 +	1,316.0 +	555.0 =	1,966.0		
B) Basic Counts		Average Pupils			SAU EPS Rates from	Basic Cost Allocations	
					Page 1		
1)	4YO/PreK Pupils (Most Recent Oct Only)	95.0			X 7,011 =	666,045.00	
2)	K-8 Pupils	1,316.0			X 7,011 =	9,226,476.00	
3)	9-12 Pupils	555.0			X 7,464 =	4,142,520.00	
4)	Adult Education Courses at .1	1.9			X 7,464 =	14,181.60	
5)	4YO/PreK Equiv. Instruction Pupils (Most Recent Oct Only)	0.000			X 7,011 =	0.00	
6)	K-8 Equiv. Instruction Pupils	0.750			X 7,011 =	5,258.25	
7)	9-12 Equiv. Instruction Pupils	1.500			X 7,464 =	11,196.00	
C) Weighted Counts (Most Recent Oct Only)		Pupils			SAU EPS Rates from	Weighted Cost Allocations	
					Page 1		
1)	4YO/PreK Disadvantaged @ 0.2167	20.6	X	0.15	X 7,011 =	21,663.99	
2)	K-8 Disadvantaged @ 0.2167	285.2	X	0.15	X 7,011 =	299,930.58	
3)	9-12 Disadvantaged @ 0.2167	120.3	X	0.15	X 7,464 =	134,687.88	
4)	4YO/PreK English Learners	0.0	X	0.500	X 7,011 =	0.00	
5)	K-8 English Learners	10.0	X	0.500	X 7,011 =	35,055.00	
6)	9-12 English Learners	10.0	X	0.500	X 7,464 =	37,320.00	
D) Targeted Funds		Pupils			EPS Targeted	Targeted Cost Allocations	
					Amount		
1)	4YO/PreK Student Assessment (Most Recent Oct Only)	95.0			X 50.00 =	4,750.00	
2)	K-8 Student Assessment	1,316.0			X 50.00 =	65,800.00	
3)	9-12 Student Assessment	555.0			X 50.00 =	27,750.00	
4)	4YO/PreK Technology Resources (Most Recent Oct Only)	95.0			X 109.00 =	10,355.00	
5)	PreK-8 Technology Resources	1,316.0			X 109.00 =	143,444.00	
6)	9-12 Technology Resources	555.0			X 327.00 =	181,485.00	
7)	4YO/PreK Pupils (Most Recent Oct Only)	95.0	X	0.10	X 7,011 =	66,604.50	
8)	K-2 Pupils	396.0	X	0.10	X 7,011 =	277,635.60	
9)	4YO/PreK Disadvantaged Targeted (Most Recent Oct Only)	20.6	X	0.05	X 7,011 =	7,221.33	
10)	K-8 Disadvantaged Targeted	285.2	X	0.05	X 7,011 =	99,976.86	
11)	9-12 Disadvantaged Targeted	120.3	X	0.05	X 7,464 =	44,895.96	
E) Isolated Small School Adjustment							
1)	PreK-8 Isolated Small School Adjustment				=	0.00	
2)	9-12 Isolated Small School Adjustment				=	0.00	
Section 2: Operating Allocation Totals					=	15,524,252.55	

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Section 3: Other Allocations

Section : 3

A) Other Subsidizable Costs

	Base Year Expenditure		Inflation Adjustment	=	
1) Gifted & Talented Expenditures from 2017 - 2018	79,208.01	X	101.70%	=	79,537.55
2) Special Education - EPS Allocation		X		=	3,820,535.84
3) Special Education - High-Cost Out-of-District Allocation		X		=	40,549.00
4) Transportation Operating - EPS Allocation		X		=	1,212,104.00
5) Approved Bus Allocation (Purchase Year FY 19 or earlier)		X		=	240,462.69
				=	Total Other Subsidizable Costs
				=	5,393,189.08
B) Teacher Retirement Amount (Normalized Cost)				=	645,441.18

Total Adjusted Operating Allocation (Page 2) plus Total other Subsidizable Costs plus Teacher Retirement = 21,562,882.81

C) Debt Service Allocations

1) Town / District	Payment Date	Name of Project	Principal	+	Interest	=	Total
DURHAM	11/01/2019	DURHAM NEW PREK-8 SCHOOL	886,467.00	+	196,618.38	=	1,083,085.38
	05/01/2020	DURHAM NEW PREK-8 SCHOOL	0.00	+	187,421.29	=	187,421.29
2) Total Debt Service Principal & Interest Payments			886,467.00		384,039.67		1,270,506.67
3) Approved Lease for 2018 - 19		RSU 05					0.00
4) Approved Lease Purchase for 2018 - 19 for		RSU 05					0.00
							Total Debt Service Allocation = 1,270,506.67

Section 3 : Total Combined Allocations (Page 2 Adjusted Total plus Other Subsidizable plus Debt Service)

= 22,833,389.48

Preliminary Not Yet Enacted – Adjustments will be made to these printouts throughout FY 20

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Section : 4

Section 4 : Calculation of Required Local Contribution - Mill Expectation

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

Member Municipality	Average Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub, & Tchr. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils
Durham	599.5	30.73%	6,626,273.89 +	1,270,506.67 =	7,896,780.56
Freeport	1140.0	58.43%	12,599,192.43 +	0.00 =	12,599,192.43
Pownal	211.5	10.84%	2,337,416.49 +	0.00 =	2,337,416.49
Total	1,951.0	100.00%	21,562,882.81	1,270,506.67	22,833,389.48

B) State Valuation by Member Municipality

Member Municipality	3-Yr Average or Previous Yr State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Durham	376,000,000	8.28	3,113,280.00
Freeport	1,526,466,667	8.28	12,639,144.00
Pownal	236,100,000	8.28	1,954,908.00
Total	2,138,566,667		17,707,332.00

C) Required Local Contribution = the lesser of the previous two calculations :

Member Municipality	Total Allocation by Municipality	Required Local Contribution by Municipality	Calculated Mill Rate	State Contribution by Municipality (Prior to adjustments)
Durham	7,896,780.56 -	3,113,280.00	8.28	4,783,500.56
Freeport	12,599,192.43 -	12,599,192.43	8.25	0.00
Pownal	2,337,416.49 -	1,954,908.00	8.28	382,508.49
Total	22,833,389.48 -	17,667,380.43		5,166,009.05

Preliminary Not Yet Enacted – Adjustments will be made to these printouts throughout FY 20

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

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Section : 5

Section 5: Totals and Adjustments

	Total Allocation	Local Contribution	State Contribution
A) Total Allocation, Local Contribution, and State Contribution Prior to Adjustment	22,833,389.48	17,667,380.43	5,166,009.05
4) Minimum Special Education Adj. for Towns in a RSU		-1,015,214.00	1,015,214.00
6) Totals after adjustment to Local and State Contributions	22,833,389.48	16,652,166.43	6,181,223.05
B) Other Adjustments to State Contribution Only			
1) Plus Audit Adjustments			0.00
2) Less Audit Adjustments			0.00
3) Less Adjustment for Unappropriated Local Contribution			0.00
4) Less Adjustment for Unallocated Balance in Excess of 3%			0.00
5) Special Education Budgetary Hardship Adjustment			0.00
6) Career & Technical Education Center Allocation			0.00
7) Plus Long-Term Drug Treatment Centers Adjustment			0.00
8) Regionalization and efficiency assistance			56,146.20
9) Bus Refurbishing Adjustment			0.00
10) Less MaineCare Seed - Private			0.00
11) Less MaineCare Seed - Public			0.00
C) Adjusted State Contribution			6,237,369.25
Local and State Percentages Prior to Adjustments :	Local Share % = 77.38 %	State Share % = 22.62 %	
Local and State Percentages After Adjustments :	Local Share % = 72.93 %	State Share % = 27.07 %	
FYI : 100% EPS Allocation	22,833,389.48		

Section F: Adjusted Local Contribution by Town

***** WARRANT ARTICLE *****

Member Municipality	Min. Spec. Ed. RSU Towns Adj. Sec.5 Line A4	Total Allocation	Adjusted Local Contribution	Adjusted Percentage	Adjusted Mill Rate
Durham	0.00	7,896,780.56	3,113,280.00	18.70%	8.28
Freeport	1,015,214.00	12,599,192.43	11,583,978.43	69.56%	7.59
Pownal	0.00	2,337,416.49	1,954,908.00	11.74%	8.28
Totals	1,015,214.00	22,833,389.48	16,652,166.43	100.00%	

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STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

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Section : 6

Section 6: SCHEDULED PAYMENTS & YEAR TO DATE PAYMENTS

MONTH	SUBSIDY	PAID TO DATE	DEBT SERVICE	PAID TO DATE
July	413,905.22	0.00	0.00	0.00
August	413,905.22	0.00	0.00	0.00
September	413,905.22	0.00	0.00	0.00
October	413,905.22	0.00	0.00	0.00
November	413,905.22	0.00	1,083,085.38	0.00
December	413,905.22	0.00	0.00	0.00
January	413,905.22	0.00	0.00	0.00
February	413,905.22	0.00	0.00	0.00
March	413,905.22	0.00	0.00	0.00
April	413,905.22	0.00	0.00	0.00
May	413,905.22	0.00	187,421.29	0.00
June	413,905.16	0.00	0.00	0.00
TOTAL	4,966,862.58	0.00	1,270,506.67	0.00

Preliminary Not Yet Enacted – Adjustments will be made to these printouts throughout FY 20

FAQ's

1. Where will the funding come from to pay for the costs of running the RSU?
 - a. Funding to cover the costs of the RSU come from three sources. They are:
 - i. Required Local Contribution – the required amount that must be raised locally to qualify for state subsidy. This is usually represented as the standard mil rate across the state for education. In the base year (2007-2008) used by the RPC for analysis purposes the state mil rate was 7.44 mils.
 - ii. State Subsidy – this is the amount of state funding that will be provided to the school unit if the Required Local Contribution is approved locally.
 - iii. Additional Local Monies – this is the amount that will be raised locally in addition to the Required Local Contribution by the members of the school unit.

2. How will each of the components in #1 above be allocated to each of the member towns?
 - a. Each town will contribute the Required Local Contribution through the “standard” mil rate determined by the state.
 - b. The state subsidy will be calculated in total for the RSU, not for each local town, and will be paid directly to the RSU by the state.
 - c. The Additional Local Monies will be shared among the three towns using a cost sharing formula developed by the RPC.

3. How much of the total RSU expense is represented by the Additional Local Monies and therefore subject to the cost sharing formula of the RPC?
 - a. Approximately 15% based on the 2007-2008 school budgets for the three school districts.

4. How will the Additional Local Monies be shared under the RPC cost sharing formula?
 - a. The RPC determined that Additional Local Monies (ALM) should be shared on the same ratio as those costs were incurred in the base year (budgets for school year 2007-2008). According to the plan, this cost sharing method would stay in place for five (5) years to give the RSU and its board time to gain experience in the operation of new school unit. The cost sharing method could be changed as early as three years under provisions of the plan.

5. How much of the ALM will each town be allocated based on the cost sharing formula described above?
 - a. Durham – 21.42% or \$856,80
 - b. Freeport – 65.98% or \$2,640,000
 - c. Pownal – 12.6% or \$504,000

6. I have heard people who favor sharing costs on the basis of each town's valuation and other people who favor sharing costs on the basis of each town's student population. Are towns that are paying less than their share of valuation getting off too easy? What about towns that are paying less than their share of the student headcount?
 - a. No. The RPC believes the cost sharing formula is the fairest way to distribute the ALM costs across the RSU at this time. While there are arguments in favor of using student headcounts and in favor of using valuation, there are arguments against each approach as well. The original consolidation law would have required use of the valuation approach. The law was changed to allow the use of alternative cost-sharing approaches, and the RPC adopted a middle approach, between the extremes-of valuation and headcount, that it believes is the best way for the RSU to get on its feet.
 - b. The percentages used to allocate the ALM are based on the operating costs in the ALM for the base school year 2007-2008. Each town pays the same percentage of ALM as the percentage of ALM costs that it generated prior to consolidation in the base year. So, for the base year, Durham, Freeport and Pownal generated 24.42%, 65.98% and 12.6% of the ALM costs respectively and will be asked to continue to bear those shares in the initial years of the RSU as a fair estimate of the share of the ALM costs attributable to each town.
 - c. In the early years of the RSU it is unlikely that there will be major program shifts so it can be assumed that the spending patterns will remain similar. As the RSU matures over time the RPC plan allows for the cost sharing formula to be changed should that be necessary.
 - d. The table below shows each town's base-year share of student headcount and valuation, as well as its ALM cost-sharing percentage as set forth in the consolidation plan:

	Valuation	Cost-Share	Headcount
Durham	16.1%	21.42%	29.05%
Freeport	75.0%	65.98%	59.74%
Pownal	8.9%	12.60%	11.20%

7. Were any other cost sharing plans considered by the RPC?
 - a. The Finance Committee of the RPC developed a financial model that considered seven (7) different cost sharing scenarios for ALM. Many of

these scenarios were developed as a result of feedback received at the public meetings held in the three towns.

8. What were the cost scenarios that were considered?
 - a. The Finance Committee considered the following cost sharing scenarios:
 - i. #1 – share ALM costs based on the operating cost ratios for the base year; share debt for the high school and administrative offices starting in year 1; phase in other assumed debt (Durham Elementary, Freeport Middle School and post 2003 CIP) over five (5) years; non assumed debt would be a) debt on existing Durham elementary school; b) pre 2004 capital improvement debt in Freeport; and c) the Mast Landing School debt in Freeport.
 - ii. #2 – Same as #1 above, but the only debt to be shared is the high school and the administrative office debt. This is the approach ultimately recommended by the RPC.
 - iii. #3 – Same as #1 except share the high school costs on a per pupil basis.
 - iv. #4 – Share all ALM on a per pupil basis.
 - v. #5 – Same as #1 except share all debt assumed by the RSU on a per pupil basis.
 - vi. #6 – Share ALM on the basis of town valuation – this is as prescribed in the original school consolidation law, but was subsequently changed to allow local RPCs to adopt their own cost sharing formula.
 - vii. #7 – Same as #1 except share ALM on a per pupil basis starting in year 4 and phasing this in over 10 years with a cap of 60% of the ALM to be shared on a per pupil basis.
9. Is the model that was prepared by the RPC a budget for the new RSU?
 - a. No. Preparing a budget for the new RSU is beyond the scope of the tasks assigned to the RPC and will be the responsibility of the new RSU board once they are elected. The model is a tool used by the RPC to show the effect of various assumptions and scenarios in determining a fair cost sharing methodology and in making gross assessments of the financial feasibility of consolidating. The model can show the relative effect a change in cost sharing scenario could have on one member of the RSU vs. another, both in the short term and long term. A budget, when prepared by the RSU board, will be the estimated costs of running the RSU for a particular time frame and will include all of the specific operating and program decisions that only the RSU board has the authority to make.
10. What are the basic assumptions included in the financial model used by the RPC?
 - a. The financial model used to evaluate the different cost sharing scenarios included the following key assumptions (all in constant dollars):
 - i. There would be \$100,000 of administrative cost savings as a result of consolidating the three school districts.

- ii. There would be a "leveling up" of contract salaries beginning in year three in the amount of \$250,000 as a result of consolidating the three school districts.
- iii. High School students from Durham would migrate to Freeport High School over time and would not all move in one year.
- iv. The incremental cost of additional high school students in Freeport would be \$4,000 per student. This is referred to in the model as the "capacity cost".
- v. There is a net cost reduction for each Durham Student migrating to Freeport High School. This is due to the fact that in the base year Durham is paying \$7,715 in tuition outside of their district for their high school students. Since the estimated incremental cost for each student when they move to Freeport is \$4,000 the net benefit is \$3,715 in avoided costs per student to the RSU.
- vi. No increase in capacity is required at the current Freeport High School facility.
- vii. "State debt" is assumed to be paid for by the state on a dollar for dollar basis.

11. How was the \$100,000 of administrative savings determined?

- a. For the administrative savings, the three existing superintendents evaluated the current administrative structure in the three school districts and came up with a recommendation of the changes that could be made in that structure if the three school units were consolidated into one unit. For example, the three towns currently pay 1.8 full-time-equivalents (FTEs) for their superintendents. The RSU will have only a single superintendent, resulting in a savings of a little over \$70,000. Not every function or position, however, will see savings. For example, human resources currently accounts for only three-tenths of an FTE, but in the RSU, we expect there will be a full-time HR professional, accounting for a full FTE in that position, a cost increase estimated to be just over \$20,000. In addition to a line-item estimate of these FTE changes for administrative personnel, administrators provided the RPC with an estimate of system administration cost savings.
- b. There is uncertainty in these estimates, given the uncertainty in how the RSU Board ultimately will choose to staff the RSU. For example, Freeport currently provides contracted curriculum services at a cost of \$30,000. The RPC favors, following the recommendation of the Education Subcommittee, the hiring of a full-time curriculum coordinator. The additional estimated cost is \$50,000. Whether such a hire would be made lies in the discretion of the RSU Board. Other positions assumed to go from a partial FTE to a full FTE might ultimately not increase that way, depending on workload and staff capabilities. For example, the three towns use a combined 1.25 FTEs for Accounts Payable and Bookkeeper/Payroll, and the administrators estimated two full-time staff serving those functions in the RSU. The difference between splitting

those functions among two FTEs versus combining them into a single FTE is roughly \$45,000.

- c. Netting the cost increases and decreases in administrative salaries, yielded an estimated administrative savings of \$64,479, subject to the uncertainties described above. For example, if the RSU Board chose to fund curriculum coordination only at the current level, without hiring a curriculum coordinator and chose to use a single FTE for accounts payable and other bookkeeping functions, the cost savings would increase to roughly \$160,000. In light of the uncertainties in the estimation process, the Finance Subcommittee used a figure within this range, \$100,000, as its estimate for administrative cost savings.

12. What are "leveling up" costs and where do they come from?

- a. The \$250,000 "leveling up" costs are the result of evaluating the three different teacher contracts that currently exist and bringing them together under a uniform salary structure. This calculation was performed by the respective business offices of each of the school units.

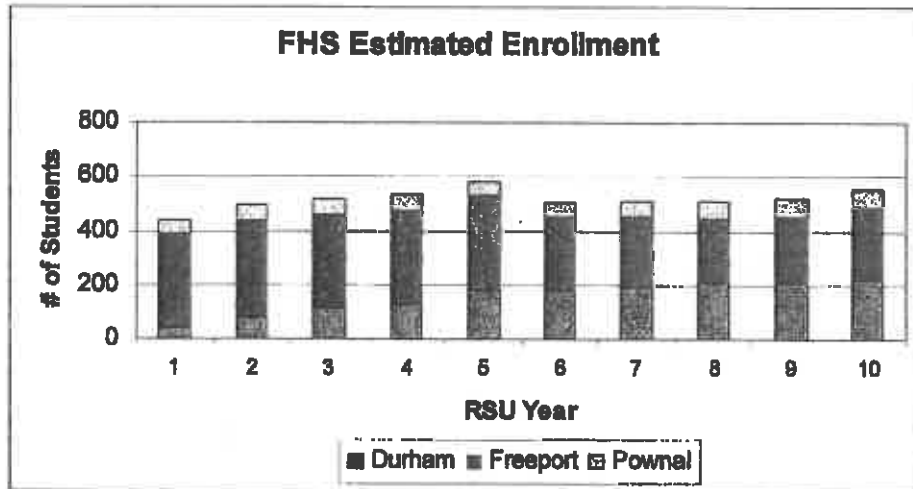
13. What is the "capacity cost" used in the model and how was the amount determined?

- a. The \$4,000 capacity cost or, incremental cost per student at Freeport High School, comes from an analysis performed by the Freeport school administration on what additional costs would be incurred to bring the Durham high school population into the current high school building. This cost assumes that sufficient staff would be hired to maintain the current student/teacher ratio.

14. Why is the incremental cost per student (\$4,000) at Freeport High School so much different than the average cost per student, which I understand is about \$10,000 per student?

- a. While it does not cost any less to educate the incoming Durham students, or for that matter, any new Freeport or Pownal students, than it does a student that is already at Freeport High School (FHS) there are certain fixed costs that do not change as a result of adding more students into a facility that has available capacity. Therefore, the average cost per student will decrease as more students are added to the existing facility. For instance, the cost of operating the FHS building is pretty much the same whether the building houses just Freeport students or Freeport, Pownal and Durham students. On the other hand, the same is not true for teaching staff. Initially, as new students enter the high school they will be absorbed within the existing classroom structure. Eventually though, there will be a sufficient increase in the number of students or class sizes that new staff will have to be hired to maintain the current student/teacher ratios. The capacity cost assumes this new staff will be hired to accommodate the additional students.

15. What is the projected enrollment for Freeport High School and what is the capacity of the current building?
- The current capacity of the existing facility is 600 students. The projected enrollment for the high school using data provided by each of the school units is shown in the chart below.



16. I have heard that the current building isn't even sufficient for the students currently at Freeport High School -- students cannot eat their lunch in the cafeteria, classes have to be held in a trailer. Why did you assume that the building has sufficient capacity for 100 or more additional students?
- The existing building currently has vacant instructional space during every instructional period, and the superintendent and principal advised the RPC that they believed the space was sufficient to accommodate the expected additional students in the RSU. The RPC commissioned a capacity study by outside experts to determine whether the opinion of the administrators could be confirmed. And it was.
 - The trailer referred to is not used by Freeport because classrooms are full. The trailer is used for a special instructional program that, for instructional purposes, is physically separated from the FHS building.
 - The cafeteria is not large enough to accommodate the current population, even using staggered lunchtimes, and even with Freeport's steadily declining enrollment; it would not be large enough to accommodate the population anytime in the foreseeable future. Freeport has been using a single lunch period, with students free to eat where they choose. That approach can continue, even with 100+ additional students, going forward. No capacity cost was included for a cafeteria build-out for two reasons. First and foremost, based on the fact that Freeport to date has not expanded its cafeteria, it appears that all of the relevant constituencies (students, faculty, administration and parents) like the current approach to

lunchtime, and we expect that to continue. Second, should the RSU Board elect to build out the cafeteria, it is not clear that such a build out would involve any increased capacity cost for the RSU; the State might very well fund the debt for such a project in the RSU. This is the type of capital project, however, for which state funding would be put in jeopardy by the penalty provisions applicable to any town that does not enter into an approved unit under the consolidation law.

17. How is existing debt handled in the financial model and in the cost sharing formula?

- a. Existing debt in any of the school units is handled in either of two ways.
 - i. High School and Administrative Offices debt – In as much as these facilities will be shared resources at the beginning of the RSU then any debt service costs will be included in the costs to be shared by the RSU members.
 - ii. All other debt – In as much as the facilities for which this debt was incurred are not being shared at the beginning of the RSU then all debt service will remain with the town which incurred the debt.
 - iii. Future debt of the RSU incurred by the RSU after formation will be shared by the RSU based upon the cost sharing formula in use when the debt is incurred.

18. How do penalties come into play in the financial model considered by the RPC?

- a. First, penalties only apply where a community decides to not consolidate and otherwise does not have an exemption or other approval from the Department of Education to “go it alone”. Penalties therefore appear as a cost for a town in the “stand alone” scenario, but not as a cost in the consolidation scenario.
- b. The amount of penalty for each town as estimated by the Department of Education on June 10, 2008 is shown below. This penalty is assessed annually and will change as the student headcount changes and as the valuation of the town changes.

Durham - \$105,332
Freeport - \$315,192
Pownal - \$48,111

- i. In addition to the penalty that can be calculated above there are other considerations that need to be included when looking at the penalty provisions of the law, which could include less favorable consideration by the state in regard to future school construction.

19. Would my town be better off financially to "go it alone" and pay the penalty?
- a. The finance committee looked at each of the scenarios and compared it to each town on a stand alone basis. The selected cost sharing formula vs. stand alone is as follows:

Durham – selected scenario is the same as standing alone;
Freeport – selected scenario is 6% less expensive vs. standing alone;
Pownal – selected scenario is 3% less expense vs. standing alone.

- i. When factoring in the non-financial benefit of consolidation the RPC concluded that each community would benefit from consolidation as a whole.
20. What are the size, composition, and voting percentage of the new Regional School Union's Board of Directors?
- a. The Board will be made up of 11 members serving staggered 3 year terms. Freeport will have 6 members with 96 votes each, Durham will have 3 members with 96 votes each, and Pownal will have 2 members with 58 votes each.
21. How was the structure and composition of the Board decided?
- a. The Board must conform to "one person one vote", so the composition must have proportionate representation. This is why Freeport, the largest community, has the most members. To ensure Pownal has two representatives it was necessary to give each of those members a lesser voting power.
22. How will the Regional School Unit Board be elected?
- a. Each community will elect its representatives to the Board.
23. What is the timeline for voting to approve the Regional School Union, selecting the Board, and starting the new school system?
- a. An approval vote for the Consolidation Plan will occur at the general election in November 2008. If all three communities approve the Plan, the new Board will be elected at the beginning of February 2009. The Board will then begin its administrative duties to allow the new School Union to be fully functional on July 1, 2009. The Board will be responsible for hiring the new School Union's superintendent, creating a budget, and implementing school policies and procedures.
24. How are budgets and capital expenditures decided under a new RSU?
- a. The RSU Board will develop proposed budgets and capital expenditures. There will then be a School meeting to approve recommendations, and the voters in the three communities will then vote on whether to approve the budgets and expenditures.

25. What if one or more of the communities does not approve the Consolidation Plan in November 2008?

- a. If any of the communities vote against the Plan, the Regional Planning Committee must consider alternative plans for submission to the State Department of Education, and then, again, to the voters of the communities. This could be with the same partners or different partners. If no consolidation plan is adopted by July 1, 2009, communities and their schools may be subject to State penalties starting with the current fiscal year.

[REDACTED]

[REDACTED]

[REDACTED]

- a. An Alternative Plan is submitted by an SAU that proposes to meet the required reductions in costs without partnering with other SAU's. An alternative plan may be submitted only by a unit that is:
 - i. An offshore island
 - ii. A school operated by a tribal school committee
 - iii. A school administrative unit that serves more than 2500 students or 1200 students where circumstances justify an exception to the requirement of 2500 students
 - iv. A school administrative unit that is designated as an efficient, high-performing district. A school administrative unit is designated an "efficient, high-performing district" if:
 1. It contains 3 schools identified as "higher performing"
 2. Its reported 2005-2006 per pupil expenditures for system administration represents less than 4% of its per pupil expenditures

[REDACTED]

- a. The current Plan is an alternate plan. The three towns have less than 2500 students, but more than 1200 students.

30. What is an Alternative Organization Structure?

- a. An alternative organizational structure (AOS) is a regional school unit and still requires communities to function as a single school system that reports a single budget to the Department of Education, receives a single subsidy check, and has a common core curriculum and procedures for standardized testing and assessment. An AOS files reports with the state as

a single unit and must adopt consistent school policies, and a plan for achieving consistent collective bargaining agreements. (Separate collective bargaining agreements are allowed, provided they are consistent.)

The plan for an AOS must also include an interlocal agreement and a plan for presenting, approving, and validating the annual school budget that ensures K-12 budget transparency for its members and their voters. The law requires a plan to achieve that goal; it does not specify the details of how it must be achieved.

