

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JANUARY 10, 2018**  
**FREEPORT HIGH SCHOOL– LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. The meeting was called to order at \_\_\_\_\_p.m. by Chair Michelle Ritcheson

2. Attendance:

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Naomi Ledbetter	___ Carter Jedrey-Irvin, Student Representative
___ John Morang	___ Benjamin Monahan-Morang, Student Representative
___ Michelle Ritcheson	

3. Pledge of Allegiance:

4. Adjustments to the Agenda:

5. Public Comments:

6. Administrator Reports:

A. Athletics Report – Craig Sickels

B. Instructional Support Report – Bonnie Violette

7. Policy Review:

A. Consideration and approval of the following Policies (1<sup>st</sup> Read)

BDA – Board of Directors Organizational Meeting

BDE – Board of Directors Standing Committees

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval of the following Policies (2<sup>nd</sup> Read)

GBEBB – Staff Conduct with Students

KF – Community Use of School Facilities

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

8. Workshop:

A. How the Board functions

B. Revised Superintendent Evaluation Tool

Consideration and approval on Policy CBI – Evaluation of the Superintendent of Schools (1<sup>st</sup> Read)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

C. Request from Brunswick School Department regarding consolidation of services  
D. RSU5 Cost Sharing Formula

Consideration and approval to change the RSU5 Cost Sharing Formula.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

9. Public Comments:

10. Executive Session:

A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for discussions relating to Educator Negotiations for RSU No. 5.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

11. Action as a Result of Executive Session:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

12. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

## **FREEPORT HIGH SCHOOL – FALL POSTSEASON PLAY**

### **Boys Cross Country** **- WMC Championships**

- Regional Championships
- State Championships

### **1<sup>st</sup> Place – WMC Champions**

Finishing Top 5: Alex Les 2<sup>nd</sup>, Martin Horne 3<sup>rd</sup>  
2<sup>nd</sup> Place  
2<sup>nd</sup> Place

### **Girls Cross Country** **- WMC Championships**

- Regional Championships
- **State Championships**

5<sup>th</sup> Place

Finishing Top 5 - **Lily Horne 1<sup>st</sup>**

**CONFERENCE CHAMPION**

5<sup>th</sup> Place

Finishing Top 5 – Lily Horne 2<sup>nd</sup>

**Lily Horne 1<sup>st</sup> Place**

**Individual STATE CHAMPION**

### **Girls Soccer**

- Finished Season #6 heal Points
- Prelim Playoffs 10/20
- Quarter Finals 10/24

Defeated # 11 Lincoln Academy

Lost to #3 Greely

### **Boys Soccer**

- Finished Season #8 heal points
- Prelim Playoffs 10/21
- Quarter Finals 10/26

Defeated #9 Oak Hill

Play at #1 Yarmouth

Postponed to 10/27 4:00

### **Field Hockey**

- Finished Season #4 heal points
- Quarter Finals 10/17

Lost to #5 Lake Region

### **Golf**

- WMC Team Championships
- State Team Championships
- Individual State Championships

2<sup>nd</sup> Place – best finish in school history

Qualified for State Meet – **1<sup>st</sup> time school history**

6<sup>th</sup> Place

Finishing Top 5: Ethan Sclar 5<sup>th</sup>

Molly Whelan 9<sup>th</sup>

Sullivan Smith

TJ Whelan

# RSU No. 5 ATHLETICS

DURHAM - FREEPORT - POWNAL

## PARTICIPATION NUMBERS

DMS	YEAR	FALL	WINTER	SPRING	Total
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67	57	52	100
	16-17	72	61	81	88
	17-18	65	59		

FMS	YEAR	FALL	WINTER	SPRING	Total	
	00-01	140	110	118	191	
	01-02	128	92	130	187	
	02-03	132	107	134	195	
	03-04	138	113	147	211	
	04-05	131	112	138	200	
	05-06	122	109	125	179	
	06-07	121	108	102	185	
	07-08	117	78	110	167	
	08-09	113	92	111	163	
	09-10	129	102	107	186	
	10-11	131	104	113	207	
	11-12	128	115	128	214	
	12-13	151	157*	120	245	(*added indoor track)
	13-14	139	136	121	219	
	14-15	143	126	111	212	
	15-16	182	124	122	246	
	16-17	142	128	116	213	
	17-18	158	117			

FHS enrollment 57%	YEAR	FALL	WINTER	SPRING	Total	% total	
			00-01	158 145	134		233
	(408)						
	01-02	159	138	154	242	59%	(409)
	02-03	190	161	150	264	64%	(420)
	03-04	186	151	164	260	60%	(440)
	04-05	225	152	170	293	65%	(450)
	05-06	222	151	167	296	66%	(450)
	06-07	185	124	153	255	60%	(440)
	07-08	168	118	125	226	51%	(440)
	08-09	141	106	148	220	52%	(420)
	09-10	190	125	156	253	59%	(427)
	10-11	220	150	185	297	60%	(500)
	11-12	226	170	196	312	60%	(520)
	12-13	211	155	204	311	60%	(520)
	13-14	215	169	177	298	59%	(515)
	14-15	196	173	186	281	57%	(489)
	15-16	210	190	210	313	61%	(511)
	16-17	220	204	215	318	63%	(505)
	17-18	226	168				

RSU No.5  
Athletic Stipend Positions / Teams  
and  
Volunteer / Booster Funded Positions

FREEPORT HIGH SCHOOL													
Fall				Winter				Spring					
Boys Varsity Soccer				Boys Varsity Basketball				Varsity Baseball					
Boys JV Soccer				Boys JV Basketball				JV Baseball					
Boys First Team Soccer				Boys First Team Bball				Varsity Asst Baseball	Vol or Booster Funded				
Girls Varsity Soccer				Girls Varsity Basketball				Varsity Softball					
Girls JV Soccer				Girls JV Basketball				JV Softball					
Girls First Team Soccer				Girls First Team Bball		X		Varsity Asst Baseball	Vol or Booster Funded				
Varsity Field Hockey				Varsity Alpine Ski (B&G)				Boys Varsity Lacrosse					
JV Field Hockey				Asst Alpine Ski				Boys JV Lacrosse					
Head Cross Country (B&G)				Varsity Nordic Ski (B&G)				Girls Varsity Lacrosse					
Asst Cross Country				Asst Nordic Ski				Girls JV Lacrosse					
Varsity Golf (B/G)				Asst Nordic Ski				Boys Varsity Tennis					
Head Varsity Football				Varsity Indoor Track (B&G)				Girls Varsity Tennis					
Assistant Varsity FB				Asst Indoor Track				Head Track & Field (B&G)					
JV FB		Booster Funded		PT Asst Indoor Track				Asst Track & Field					
Asst V/JV FB (2)		Booster Funded		Competition Cheering				PT Asst Track & Field					
Asst Soccer Coach (2)		Volunteer		Head Unified Basketball									
FB Cheering				Asst Unified Basketball				Fitness Center Coach					
Fitness Center Coach				Fitness Center Coach									
				14	Asst Varsity Bball (B&G)	Booster Funded		13				Total HS	
												12 teams - 39	
DURHAM MIDDLE SCHOOL													
Fall				Winter				Spring					
Boys Soccer				Boys A Basketball				Baseball					
Girls Soccer				Boys B Basketball				Softball					
				Boys C Basketball				Track & Field (B&G)					
Coed Cross Country (B&G)				Girls A Basketball									
				Girls B Basketball								8th Boys Lacrosse*	
				Girls C Basketball								7th Boys Lacrosse*	
				Cheering		X						8th Girls Lacrosse*	
							X					7th Girls Lacrosse*	
							Nordic Skiing (B&G)						
							Alpine Skiing (B&G)*						
DCS Asst to Athletic Director				4	Indoor Track (B&G)*			8				Total DCS	
												4 teams - 16	
FREEPORT MIDDLE SCHOOL													
Fall				Winter				Spring					
8th Boys Soccer				8th Boys Basketball				8th Baseball					
7th Boys Soccer				7th Boys Basketball				7th Baseball					
8th Girls Soccer				A Boys Basketball				8th Softball					
7th Girls Soccer				8th Girls Basketball				7th Softball					
8th Field Hockey				7th Girls Basketball				8th Boys Lacrosse					
7th Field Hockey				A Girls Basketball				7th Boys Lacrosse					
Coed Cross Country (B&G)				Alpine Skiing (B&G)				8th Girls Lacrosse					
Head MS Football				Nordic Skiing (B&G)				7th Girls lacrosse					
Asst MS Football				Cheering				X				Track & Field (B&G)*	
After School Supervisor				Indoor Track (B&G)*									
FMS Asst to Athletic Director				9	After School Supervisor			12	After School Supervisor			Total FMS	Total RSU
												8 teams - 29	84 teams - 84

# HIRING PROCEDURES

## Overview:

- All positions are one year appointments
- All positions posted in-house each new year
- All candidates must provide application (1<sup>st</sup> time) or submit letter of interest (if returning)
- New positions, when vacancies occur, or when decision made to advertise/post externally - position posted in-house and at the discretion of the Athletic Administrator, the position may be advertised in the local papers

Varsity Positions – interview committee

HS Sub Varsity Positions – Varsity Coach & Athletic Admin

MS Positions – Athletic Admin and/or MS Asst AD

## Excerpt from the Coaches Handbook:

### HIRING PROCEDURES

It is the practice in the RSU No. 5 to encourage employee involvement in leading student co-curricular activities. Towards this end, when individuals' qualifications and experience are equal, preference should be given in the hiring process to selecting individuals for leading co-curricular activities who are already employed in the schools and/or employing individuals in other positions who are leading co-curricular activities. All co-curricular stipend positions are one-year appointments and must be renewed and a letter of interest submitted each year.

The following procedure will be implemented:

1. All athletic stipend positions will be posted each year. The Stipend Application Form needs to be filled out completely and turned in to the Athletic Administrator. (letter of interest for returning coaches)
2. When vacancies develop or new positions are added to the coaching staff, the following actions shall be taken:
  - Position(s) will be posted in house to determine whether or not any present staff members have interest in the position. At the discretion of the Athletic Administrator, the position may be advertised in the local papers.
  - Once interested candidates are identified, the Athletic Administrator, in consultation with the Principal and head coach, if applicable, will determine whether or not the interested persons possess the qualifications necessary to perform the responsibilities of the position.
  - The Athletic Administrator will then notify interested candidates whether or not further consideration (interview) will be extended based upon individual qualifications.
3. The Athletic Administrator will then recommend the most qualified candidates to the Superintendent.
4. Varsity coaching vacancies that open to the public (non-employees) will be screened first by the Athletic Administrator. A committee may be formed to assist in the interview process.  
The committee may consist of, but not limited to:  
The athletic administrator, principal or assistant principal, parent(s), student athletes, member of the current coaching staff, or other appropriate individuals as selected by the Athletic Administrator.

## EVALUATION PROCCSS

### Overview:

- Varsity coaches evaluated by athletic Administrator: every other year / self evaluation in off year
- JV coaches evaluated by varsity coaches: every other year / self evaluation in off year

## Excerpt from the Coaches Handbook:

## EVALUATION PROCCSS

The purpose of an evaluation process is at least twofold: the first is to promote participation by students in athletics and stimulate overall school spirit. The second is for coaches and athletes to actively seek ways to improve themselves as people and their performances. To this end, the evaluation process is a vehicle to recognize learning opportunities and provide a meaningful look at coaches, teams, and program strengths and weaknesses. If this evaluation process is measured annually, Freeport's Athletic Programs will actively achieve a higher level of performance.

General Process: Prior to the beginning of each season, the head varsity coach should meet with his/her high school sub-varsity and middle school coaches in order to set goals, plan and organize for the season, and prioritize program and athlete needs. Goals should be kept concise and measurable and certainly attainable. If requested, the varsity coach will then provide the Athletic Administrator with an outline of the initiatives, goals, and/or points of emphasis that were identified during the preseason meeting.

At the end of each season, the Athletic Administrator may schedule a season review and evaluation meeting with varsity coaches. Varsity coaches will be asked to provide feedback on sub-varsity school stipend coaching positions. The Athletic Administrator will schedule varsity evaluations on alternating years. During the off year, the varsity coach will be asked to submit a self-evaluation. Together, the coach and Athletic Administrator will develop goals and expectations for the coming year. Middle School Athletic Directors will review and evaluate the middle school coaching staff as outlined above.

## METHODS AND CRITERIA FOR EVALUATION

1. Evaluation Checklist
2. MPA Code of Ethics (refer to MPA Handbook)
3. Individual Expectations and Goals
4. Coaches 9 Legal Duties
5. Observation of: practices, games, team meetings, and parent meetings
6. End of Season Report from coaches

## EVALUATION REVIEW PROCCSS

The evaluation process may include any or all of the following:

1. Evaluation Checklist
2. Review of evaluation criteria
3. Review of program and individual goals and expectations
4. Meeting to review and discuss evaluation
5. Set individual and program goals and expectations for next year

**RSU5 ATHLETICS**  
**VARSITY COACH - EVALUATION**

NAME: \_\_\_\_\_ SPORT: \_\_\_\_\_ DATE: \_\_\_\_\_

**Performance Rating:**

1 - Unacceptable    2 - Needs Improvement    3 - Acceptable    4 - Excellent    NA - Not Applicable  
(Any rating below "3", reason must be given)

**SUPERVISION:**

1. Provides leadership and direction for his/her total program. (progression and continuity of philosophy, skills, drills, terminology, strategies, concepts and knowledge)
2. Organizes and uses the abilities of his/her staff.
3. Provides proper supervision of athletes under his/her control.
4. Verifies that each athlete has turned in a completed physical exam form, insurance verification, parental permission and a signed contract before participating.
5. Uses discipline that is fair, consistent and not based on the outcome of the contest.
6. Gives appropriate attention to athletes that are injured.

**PROFESSIONAL RESPONSIBILITIES:**

1. Supports and enforces athletic philosophy and policies.
2. Attends athletic department and conference meetings as required.
3. Stays current with new ideas and techniques in his/her sport.
4. Turns in required paperwork completed and on time.
5. Inspects, protects and maintains accountability of equipment.
6. Secures locker rooms and building as appropriate.
7. Devotes appropriate amount of time and energy to program.
8. Commands respect by example in appearance, manner, behavior and language in practices, games and everyday life.
9. Evaluates assistants when required.
10. Displays and promotes sportsmanship.

**COACHING PERFORMANCE:**

1. Has appropriate knowledge of sport for his/her level of coaching.
2. Shows evidence of planning and organization.



3. Teaches fundamental skills.
4. Demonstrates knowledge of offensive and defensive strategies.
5. Uses positive reinforcement.
6. Corrects mistakes with specific coaching points.
7. Utilizes game situations as an arena for teaching.
8. Has ability to motivate athletes.

**COMMUNICATIONS:**

1. Keeps Director of Athletics informed of any new developments and all facets of his/her sport.
2. Has rapport and two-way communication with athletes and parents.
3. Keeps athletes informed on policies regarding playing time, training rules, eligibility, letter criteria, etc.
4. Initiates contact and responds to parents as appropriate.
5. Is responsive to the media. Reports game results to the media when appropriate.

**DIRECTOR OF ATHLETICS - SUMMARY COMMENTS**

Director of Athletics: \_\_\_\_\_ Date: \_\_\_\_\_

Coach: \_\_\_\_\_ Date: \_\_\_\_\_

The coach's signature does not indicate or imply agreement with the content of the evaluation.  
However, signature does acknowledge that the evaluation has been received and read.

**FREEPORT ATHLETIC DEPARTMENT**

**EVALUATION FORM**

**COACH'S SUMMARY COMMENTS**

NAME: \_\_\_\_\_ SPORT: \_\_\_\_\_ DATE: \_\_\_\_\_

Coach's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Coach: Please list most recent professional improvement activities.

## RSU5 ATHLETIC DEPARTMENT - SUB-VARSITY FEEDBACK FORM

**To be completed by the varsity coach.**

JV / First Team  
(circle one)

SPORT:

DATE:

**VARSITY COACH:**

1 - Unacceptable      2 - Needs Improvement      3 - Acceptable      4 - Excellent  
NA - Not Applicable      NO - Not Observed

1. Loyalty to the head coach. Understands the relationship of his/her team to the total, over all program.
2. Utilizes and teaches the concepts, strategies, skills, and drills, that the varsity coach has identified and established.
3. Uses discipline that is fair, consistent and not based on the outcome of the contest.
4. Gives appropriate attention to athletes who are injured.
5. Supports and enforces "athletic department" philosophy and policies.
6. Supports and enforces "specific sport program's" philosophy, policies, and guidelines.
7. Attends sport specific, athletic department and conference meetings as required.
8. Stays current with new ideas and techniques in his/her sport.
9. Turns in required paperwork completed and on time.
10. Command respect by example in appearance, manner, behavior and language in practices, games and everyday life.
11. Has appropriate knowledge of sport fundamentals for his/her level of coaching.
12. Shows evidence of planning and organization.
13. Demonstrates knowledge of offensive and defensive strategies.
14. Uses positive reinforcement and appropriate methods of instruction.
15. Corrects mistakes with specific coaching points.
16. Utilizes game situations as an arena for teaching.
17. Has ability to motivate athletes.
18. Keeps Varsity Coach and/or Director of Athletics informed of any new developments and all facets of his/her sport.
19. Has rapport and two-way communication with athletes, parents, and coaching staff
20. Displays and promotes sportsmanship.

Comments on the above items:

**SUMMARY COMMENTS:**

Varsity Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Athletic Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Sub Varsity Coach: \_\_\_\_\_ Date: \_\_\_\_\_

The coach's signature does not indicate or imply agreement with the content of the evaluation.  
However, signature does acknowledge that the evaluation has been received and read.

It is assumed that the varsity coach will discuss the contents of this feedback with the  
specific coach during a postseason coaches meeting.

**Completed forms need to be turned into the Athletic Administrator's office.  
Sub Varsity Coach may be asked to meet with the Athletic Administrator**

**FREEPORT ATHLETIC DEPARTMENT**

**SUB-VARSITY FEEDBACK FORM**

**SUB-VARSITY COACH'S SUMMARY COMMENTS**

NAME: \_\_\_\_\_ SPORT: \_\_\_\_\_ DATE: \_\_\_\_\_

Sub-Varsity Coach's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Please list most recent professional improvement activities.

## **RSU5 ATHLETIC DEPARTMENT**

### **Middle School Coaches Evaluation Form**

**MIDDLE SCHOOL COACH:**

**SPORT:**

**DATE:**

**MS ATHLETIC DIRECTOR:**

1 - Unacceptable      2 - Needs Improvement      3 - Acceptable      4 - Excellent  
NA - Not Applicable      NO - Not Observed

1. Loyalty to the head coach. Understands the relationship of his/her team to the total, overall program.
2. Utilizes and teaches the concepts, strategies, skills, and drills, that the varsity coach has identified and established.
3. Uses discipline that is fair, consistent and not based on the outcome of the contest.
4. Gives appropriate attention to athletes who are injured.
5. Supports and enforces "athletic department" philosophy and policies.
6. Supports and enforces "specific sport program's" philosophy, policies, and guidelines.
7. Attends sport specific, athletic department and conference meetings as required.
8. Stays current with new ideas and techniques in his/her sport.
9. Turns in required paperwork completed and on time.
10. Command respect by example in appearance, manner, behavior and language in practices, games and everyday life.
11. Has appropriate knowledge of sport fundamentals for his/her level of coaching.
12. Shows evidence of planning and organization.
13. Demonstrates knowledge of offensive and defensive strategies.
14. Uses positive reinforcement and appropriate methods of instruction.
15. Corrects mistakes with specific coaching points.
16. Utilizes game situations as an arena for teaching.
17. Has ability to motivate athletes.
18. Keeps Varsity Coach and/or Director of Athletics informed of any new developments and all facets of his/her sport.
19. Has rapport and two-way communication with athletes, parents, and coaching staff
20. Displays and promotes sportsmanship.

Comments on the above items:

MS AD - SUMMARY COMMENTS:

MS Athletic Director: \_\_\_\_\_ Date: \_\_\_\_\_

Middle School Coach: \_\_\_\_\_ Date: \_\_\_\_\_

The coach's signature does not indicate or imply agreement with the content of the evaluation.  
However, signature does acknowledge that the evaluation has been received and read.

**Copies of completed forms need to be turned into the  
District's Athletic Administrator's office and the Superintendent's Office**

**FREEPORT HIGH SCHOOL**

**WINTER POST-SEASON DATES - 2018**

**BASKETBALL:**

2/13	Boys BB Prelim @ High Seed
2/14	Girls BB Prelim @ High Seed
2/16 – 2/24	B&G Quarter Finals @ Portland Expo Semi-Finals, Regional Championships @ Cross Insurance Arena, Portland
3/2	State Championship @ Cross Insurance Center, Bangor

**CHEERING:**

1/27	Regional Championships @ Augusta Civic Center
2/10	State Championships @ Cross Insurance Center, Bangor

**ALPINE SKIING:**

2/20 - 2/21 State Championships @ Mt. Abram

**NORDIC SKIING:**

2/21 – 2/22 State Championships @ Fort Kent



**Department of Instructional Support**  
**January 10, 2018**

**Compliance:** For the past two years the Department of Instructional Support has been steadily improving the district's overall special education process including: 1) meeting special education deadlines; 2) writing IEPs with accurate dates; 3) completing all IEP sections as required by the Maine Unified Special Education Regulations (MUSER) and; 4) writing IEP goals based on academic (MLS) standards. This year the target is for the Department to reach compliance in all of the above areas. The Department of Education is scheduled to conduct a compliance audit in January 2018.

**Academic Instruction:** Last year special education staff received professional development in evidence-based reading and math programs and began using these programs for instruction. This year staff received professional learning in other evidence based reading programs to address the needs of students who may need a different option. In order to ensure that identified students make adequate progress, staff is monitoring student progress using grade level benchmarks as well as other tools that look more specifically at reading and math. Since the beginning of this school year, special education staff has been reviewing student achievement data during PLC meetings in preparation for students' upcoming annual IEP meetings. This will be further refined as staff continues to use the data to formulate IEP goals based on academic standards.

**Behavioral Instruction:** Three specialized classrooms (CHOICES) are in place to address the needs of students with behavioral challenges at Durham Community School, Freeport Middle School, and Freeport High School. Last year DCS staff received professional development and consultations to re-design the classroom structure in order to support the needs of students with emotional dysregulation. This year professional learning and consultations are being provided to the FMS staff to replicate a similar model to the one at DCS.

**Instructional Coaching:** Three instructional strategists received train-the-trainer professional development last summer (July, 2017) in executive functioning skills. This year they offered two workshop presentations to district staff and are serving as a resource to staff at each school. The strategists are working with special and general education teachers to recommend strategies to support students with challenging behaviors.

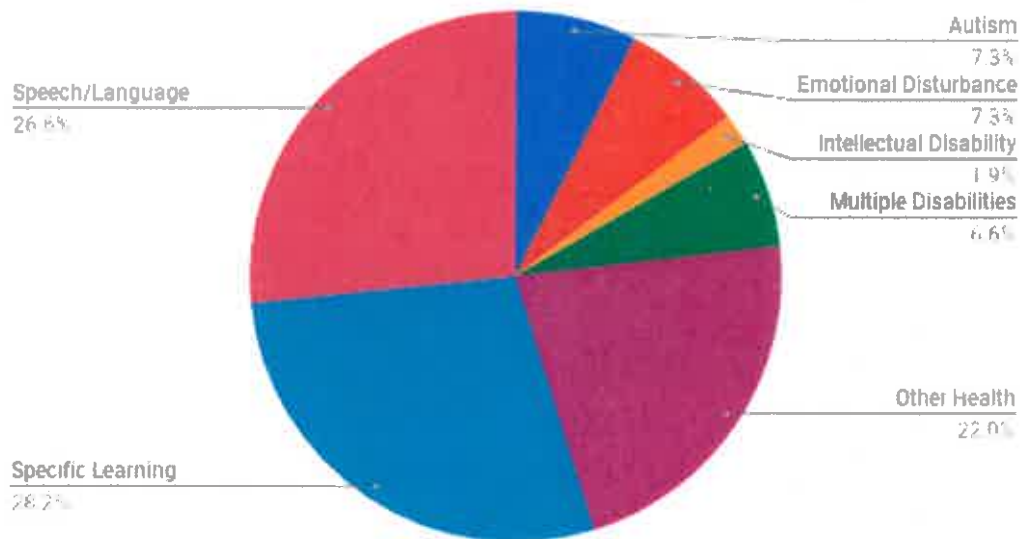
**Technology Accommodations:** FHS special education staff received ongoing professional learning last year to use laptop features and downloadable applications to support students in general education classrooms. This year staff has continued to teach students different ways to use technology to accommodate deficits in reading and writing organization.

**RSU5 Special Education Data:** Based on the data below, RSU5's identification rate is 13.33% as compared to the Maine DOE rate of 17.5%.

**Special Education by Disability Oct. 1, 2017**

<b>Autism</b>	<b>19</b>
<b>Emotional Disturbance</b>	<b>19</b>
<b>Intellectual Disability</b>	<b>5</b>
<b>Multiple Disabilities</b>	<b>17</b>
<b>Other Health Impairment</b>	<b>57</b>
<b>Specific Learning Disab.</b>	<b>73</b>
<b>Speech/Language Disab.</b>	<b>69</b>
<b>Total</b>	<b>258</b>

**Special Education by Disability October 1, 2017**





Durham • Freeport • Pownal

7.A&B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard, Benjamin Morang, Carter Jedrey-Irvin

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: December 19, 2017

RE: Review/Update of Policies

At the January 10, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1<sup>st</sup> Read and 2<sup>nd</sup> Read. The policies are attached. These Policies were tabled from the December 13, 2017 meeting.

1<sup>st</sup> Read Policies

BDA – Board of Directors Organizational Meeting  
BDE – Board of Directors Standing Committees

2<sup>nd</sup> Read Policies

GBEBB – Staff Conduct with Students  
KF – Community Use of School Facilities

The following policies were reviewed with no recommended revisions and require no Board action.

GCF – Professional Staff Hiring  
GCSA – Employee Computer and Internet Use  
GCSA – R – Employee Computer and Internet Use Rules

## **BOARD OF DIRECTORS ORGANIZATIONAL MEETING**

Reorganization shall be effected at the first regular meeting of the Board of Directors following Board of Directors elections. At this meeting in June, there shall be an election for the ensuing year of a Chair and a Vice Chair.

The Chair and Vice Chair shall serve until the next annual organizational meeting in June, by vote of the Board of Directors. Removal prior to the next organizational meeting shall require super majority vote of the whole Board.

The Board of Directors ~~Chair shall appoint~~ will elect members of the Board to Standing Committees. Each Committee shall elect its own Chair. The Board of Directors Chair shall appoint members of the Board to any temporary Committees.

All Committees shall be composed of less than the majority of the Board of Directors.

Adopted: October 28, 2009  
Revised: February 16, 2011  
Reviewed: January 22, 2014

## **BOARD OF DIRECTORS STANDING COMMITTEES**

The Board of Directors believes that standing committees can be useful to its decision-making process and in the transaction of Board business. The Board may establish such standing committees as it deems necessary to facilitate school unit governance and address ongoing school unit needs. A standing committee has only such authority as specified by the Board.

All standing committees shall be comprised of less than a majority of the Board of Directors

All standing committee meetings are open to the public except as provided by the Freedom of Access Law and the Municipal Public Employees Labor Relations Law.

### Establishment and Functions of Standing Committees

The following provisions apply to the establishment and functions of standing committees:

- A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the "charge") and set the number of members comprising the committee.
- B. The Board of Directors ~~Chair, after Board discussion,~~ will ~~appoint~~ elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director's annual organizational meeting.
- C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board's next organizational meeting.
- D. The term of appointment to a standing committee shall be until the next organizational meeting.
- E. Each standing committee will elect its own chair.
- F. The Board of Directors Chair and Superintendent shall be ex officio (~~non-voting~~) members of all standing committees.
- G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.

- H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.
- I. A standing committee may be abolished at any time by a vote of the Board of Directors.
- J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Finance Committee

Negotiations Committee

Policy Committee

Strategic Communications Committee

The Board of Directors may establish other standing committees it deems necessary in accordance with this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009

Reviewed: February 16, 2011

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Revised: \_\_\_\_\_

## STAFF CONDUCT WITH STUDENTS

The RSU No. 5 Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

### Unacceptable Conduct

Examples of unacceptable conduct by staff members include, but are not limited to the following:

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- D. ~~For non-guidance/counseling staff, encouraging~~ Prompting students to confide their personal or family problems and/or relationships without a direct connection to the student's school performance or having a direct educational purpose. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. ~~In either case, staff involvement should be limited to a direct connection to the student's school performance;~~
- E. Sending students on personal errands;
- F. Sexual banter, allusions, jokes, or innuendos with students;
- G. Asking a student to keep a secret;

- H. Disclosing inappropriate personal, sexual, family, employment ~~concerns~~, or other private matters to one or more students;
- I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;
- J. Permitting students to address you ~~by your first name, nickname or otherwise~~ in an overly familiar manner;
- K. Being alone with individual students out of the public view of others without a specific educational purpose;
- L. Inviting or allowing students to visit the staff member's home without prior notification to the school administration and the students' parents; (see note below)
- M. Visiting a student's home, unless on official school business; (see note below)
- N. Maintaining personal contact with a student outside of school by phone, email, texts, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in organized community activities. RSU No. 5 assumes no liability for such activities.

Note: It is understood that staff members who live in, or have friends in, the community and/or have children who have friends in the community may have reason to visit a student's home, or have a student visit at their home, without prior notice being given to school administration due to personal relationships, but no such visits or relationships should violate the spirit of this policy.

## Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or Superintendent if they become aware of a situation that may constitute a violation of this policy.



### **Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Human Services and/or law enforcement in accordance with the Board's policy on Reporting Child Abuse and Neglect.

### **Dissemination of Policy**

This policy shall be included in all employee, student and volunteer handbooks.

Cross Reference:     ACAA - Harassment and Sexual Harassment of Students  
                          GCSA - Staff Computer/Internet Use  
                          JLF - Reporting Child Abuse and Neglect

Adopted:     June 9, 2010  
Reviewed:   February 29, 2012  
Revised:     \_\_\_\_\_

## COMMUNITY USE OF SCHOOL FACILITIES

**DEFINITION:** “School Facilities” are buildings and grounds, parking lots, playing fields and fixed or movable equipment.

It is the Board of Director’s desire that the local taxpayers should be able to obtain maximum use of the facilities, to the extent consistent with the primary educational function of the school. It is intended that community uses for educational, recreational, social, civic, philanthropic and like purposes be approved by the administration, in accordance with this policy, the regulations, and the fee schedule.

The Superintendent is responsible ~~to develop~~ for developing administrative ~~regulations~~ procedures which provide for the following: timely applications, uses which do not interfere with educational or extracurricular programs of the public school students, preference to local, not-for-profit organizations, and the acceptance of appropriate responsibility and liability.

The policies, procedures and any fees referred to herein apply to all RSU No. 5 facilities with the exception of the Freeport Performing Arts Center and the Joan Benoit Samuelson Track and Field. For policies, procedures and fees related to the FPAC, please see KF-R1: Guidelines for the Freeport Performing Arts Center, and KF-R2: Guidelines for School Use of the Freeport Performing Arts Center. For policies and procedures related to the Track and Field, please see “Guidelines for the Use of the Joan Benoit-Samuelson Track and Field.”

These factors are to further guide community use:

- I. Groups that may use School Facilities include the following:
  - a. RSU No. 5 school curricular-related groups;
  - b. RSU No. 5 Board of Director’s sanctioned co-curricular and extra-curricular groups;
  - c. RSU No. 5 Board of Director’s sanctioned Community Programs groups;
  - d. School-related organizations, such as booster groups or parent-teacher associations;
  - e. Municipal-sponsored groups and organizations from within Durham, Freeport or Pownal;
  - f. RSU No. 5 based non-profit organizations. Such groups are considered ~~town~~ district-based if greater than 75% of members are RSU No. 5 residents.
    - i. Community youth groups
    - ii. Community adult groups
  - g. Non-RSU No. 5 based non-profit groups
    - i. Youth groups
    - ii. Adult groups
  - h. Commercial, profit-making groups
- II. Availability of Facilities and Scheduling:
  - a. Use of RSU No. 5 School Facilities beyond the end of the school day shall be at the sole discretion of RSU No. 5 Community Programs in conjunction with the Superintendent. Use may be denied when groups cannot meet the requirements

set forth in the policy or when it is not in the interests of RSU No. 5 to offer these spaces or facilities for public or private use.

- b. Application for use of School Facilities is to be made through RSU No. 5 Community Programs.
- c. In order to attain the highest and best use of the facilities, consideration may be given to the following factors:
  - i. Intended use; length of use; number of participants served; length of time since reservation of space has been approved; building-based programs; RSU No. 5-based programs; curricular versus extra- or co-curricular use; history/longevity of user within the space; other factors as deemed necessary for consideration.
- d. Application for building use will ideally be submitted a minimum of twenty working days in advance.
- e. A master schedule of all events scheduled in all of the School Facilities will be maintained by RSU No. 5 Community Programs and made available to district administrators.
- f. Community adults and children are free to use outdoor grounds and facilities outside the school day for recreational purposes whenever the spaces are not otherwise scheduled. However, formal approval of buildings and grounds use will only be granted to recognized organizations and groups.
- g. Repeat use may be denied to any group that has not demonstrated appropriate conduct and care.

### III. Use of Facilities for School-Sponsored Activities

- a. The use of any facility by a school activity or directly related co-curricular activity is dependent upon faculty advisorship. Each activity shall have a faculty advisor present and in attendance during all building/facility uses. The advisor is responsible for preserving order and compliance with the provisions for facility use as outlined within this policy or related form KF-R. The advisor shall be responsible for controlling and restricting entry and exit to one entrance during rehearsals and other activities. The advisor shall provide for unlocking and locking of doors as necessary. The participants shall be required by the advisor to remain in the immediate area for which he/she has received prior permission to use.
- b. Athletic events and extracurricular activities shall be planned, executed and controlled by the appropriate principal, athletic director, coaches or appropriate approved school personnel.

### IV. Use of Facilities for All Groups

- a. Insurance: Any non-RSU No. 5 group requesting to use a facility must provide proof of insurance naming Regional School Unit No. 5 as an additional insured in an amount deemed appropriate to the particular use. The superintendent or his/her designee has the sole right to determine the amount of insurance for each event;
- b. No Alcohol: No alcoholic beverages may be brought onto school property at any time;
- c. No Tobacco: Tobacco use shall not be allowed on school property;
- d. Illegal Uses: School facilities may not be used for any illegal purposes;

- e. No Marijuana: No marijuana may be brought onto school property at any time;
- f. Billing: RSU No. 5 Community Programs will bill Applicants at the appropriate rate. Payment of charges will be forwarded promptly after receipt of billings, in any case no later than 30 days;
- g. Use of Special Equipment: A minimum of one-week advance notice shall be given for any special equipment required. Additional charges may apply;
- h. Use of Electrical Equipment: Approved school personnel shall supervise or control all electrical arrangements and use of equipment as deemed necessary;
- i. Use of Technology: A member of the technology staff shall be consulted to determine the availability of technology;
- j. Preserving Order: Applicant is responsible for preserving order and shall detail in advance supervisory plans for school authorities, which retain final authority. Police security will be provided and arranged for by Applicant at Applicant's expense when required by the school administration and/or by state/local regulations;
- k. Staff Member Present: A staff member must be present during the entire time the facilities are in use. The building administrator and RSU No. 5 Community Programs must approve any exception to this rule in advance. No keys will be provided; instead, building must be secured and opened by a staff member. If the facility is being used during a time when no such staff is present, the applicant will assume all expenses related to the costs of having staff present;
- l. Kitchen Facilities may not be used for non-school purposes unless approved by the Director of Nutrition. A member of the kitchen staff will be on duty for supervisory purposes and any expense involved must be paid by the user in addition to any other charges;
- m. Gambling: Gambling on school property is prohibited unless allowed as an approved, legal, fundraiser (i.e. casino nights, fifty-fifty raffles and bingo) for school or community booster groups. Such activities must be approved by the superintendent (or his/her designee);
- n. Weapons/Flames: The use of weapons, open flames or other incendiary special effects is prohibited at all facilities unless approved in advance by the superintendent (or his/her designee).
- o. Animals on Premises: Individuals seeking to bring animals into school facilities shall follow RSU No. 5 Board policy IMGA: Service Animals in Schools;
- p. Loss or Damage: Any non-RSU No. 5 group shall assume liability for the loss or damage of articles brought to the facility and any damage to the building, grounds or equipment that may occur during use;
- q. School Furnishings or Fixtures may be moved only with prior approval. It is the responsibility of the user to restore the facility to its original condition or to pay custodial staff for this service;
- r. Responsible Party: The individual whose signature appears on the facility use form application will be considered the person responsible for supervision of the facility requested. He/she will also be responsible for the safety and well-being of all people at the facility. In the case of non-RSU No. 5 users, he/she will also be the contact to resolve disputes related to costs incurred due to damages to the facility or equipment during the permitted time period;

- s. **Cancellations:** The superintendent, or his/her designee, has sole authority to determine whether the facilities should be closed for reasons of public safety. Notification will be made as soon as possible. Contracts in force for periods during which the school is closed for reasons of public safety are cancelled automatically without penalty to either party. However, every effort will be made to reschedule any cancelled event to a mutually acceptable date. If the user finds it necessary to cancel an event, RSU No. 5 Community Programs must be notified at least 24 hours prior to the event. If no notice is received, the person or group renting the space will pay the costs of any expenses incurred.
- t. **Hold Harmless:** Any individual or group utilizing RSU No. 5 School Facilities for any purpose (including non-permitted walk-on use) agrees to save, indemnify and hold harmless RSU No. 5 and all its employees, RSU No. 5 Board of Directors and all of its members, and RSU No. 5 Community Programs and all of its employees or designees, from and against, any and all liabilities, actions, courses of action and damages arising out of any negligent or tortuous acts on the part of the facilities' applicant, applicants' employees or agents, and from any and all fines, suits, claims, demands and actions of any kind or nature of any and all persons by virtue of or arising from the use of said facilities, equipment, or activity participation. It is also important to note that participation in recreational and athletic activities can cause bodily injury, sickness, disease, or death or injury to or destruction of tangible property, including the loss or use thereof. Therefore, all of the aforementioned groups and individuals shall also be held harmless from and against all claims, damages, losses, and expenses, just or unjust, including but not limited to costs of defense, including attorney's fees arising out of or resulting from the performance of any facility use agreement.

#### V. Rental and Other Fees

- a. **Rental Fees.** Users shall pay rent on a multi-increment scale that reflects highest amounts for groups engaging in a profit-making enterprise on school grounds, as shown on Procedure KF-R: School Facilities Rate Chart.
- b. **User Fees.**
  - i. Custodial fees and other staff costs will be charged when necessary to the use of the facility for users as shown on Procedure KF-R and/or KF-R1.
  - ii. Equipment use fees will be charged as deemed appropriate. Requests for the use of equipment must be made to RSU No. 5 Community Programs at least 10 working days prior to the requested date. Not all equipment is available for public use.
  - iii. To the extent feasible, the hours during which school facilities are used shall coincide with the hours during which custodians are on regularly scheduled duty. To the extent after-hour use results in overtime pay for custodians or other staff, additional costs will be the permitted user's expense. Custodial services may include set-up, breakdown, locking/unlocking doors, and general maintenance.
  - iv. A regular RSU No. 5 food services worker shall be required when renting any school kitchen facility. Associated costs shall be charged at the existing contract rate, and overtime may be assessed as appropriate.

- c. Regional educational organizations that are led by RSU No. 5 staff members may be granted waivers from room use fees provided that no expenses are incurred by RSU No. 5 as a result of the use of the facilities and no fee is collected from participants to attend the meeting or event. Such waivers must be requested in writing to RSU No. 5 Community Programs prior to the event.

Adopted: August 25, 2010

Reviewed: April 24, 2013

Revised: \_\_\_\_\_



Durham • Freeport • Pownal

8.B.

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**SUPERINTENDENT EVALUATION**


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<i>Timeline</i>	<i>Action</i>
July/August	Superintendent and Board of Directors review strategic plan and set school district goals for the year (policy ADA).
By September 15	Superintendent and Board of Directors set Superintendent performance goals and District goals for the year (Policy CBI).
January	Superintendent reports interim progress on district goals and his/her performance goals to the Board of Directors.
March 22	The Board of Directors provides A-Team and others as necessary with a questionnaire related to the Superintendent's performance to complete. Board members complete individual Superintendent evaluation.
By mid April	Through its Chair, Board of Directors begins collecting information from sources with goal to complete by May 1.
Prior to 1 <sup>st</sup> Board Meeting in May	Superintendent completes his/her self-assessment and provides to Board of Directors.
1 <sup>st</sup> Board Meeting in May	Board of Directors meets in Executive Session to review all information related to Superintendent's performance.  The Board of Directors also determines compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.
2 <sup>nd</sup> Meeting in May	Board of Directors meets in Executive Session to review draft evaluation report of Superintendent.
1 <sup>st</sup> Meeting in June	Board of Directors meets in Executive Session with Superintendent to discuss evaluation.
By June 30th	A copy of the final written evaluation is placed in the Superintendent's personnel folder.

**RSU5 Board of Directors Evaluation of the Superintendent**  
**Confidential**

As you read through the following list, rank the items 1 – 4 based on the following scale:

- 4     Highly Effective
- 3     Effective
- 2     Improvement Needed
- 1     Does Not Meet Standards

You are encouraged to place comments in the appropriate area.

**Standard 1: VISIONARY LEADERSHIP**

A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Collaboratively develops and implements a shared vision and mission;
- Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- Creates and implements plans to achieve goals;
- Promotes continuous and sustainable improvement; and
- Monitors and evaluates progress and revises plans.

\_\_\_\_\_ Score  
 Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Little or no evidence exists of a district vision implemented in the work of the school.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the school stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates new ideas to support the vision.</p>	<p>Articulates the vision of the school in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>The school vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the school through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.</p>



**Standard 2: POLICY AND GOVERNANCE**

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the Board and enlists the Board's support for organizational goals.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- Establishes procedures for superintendent/board interpersonal and working relationships;
- Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools;
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

\_\_\_\_\_ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals.</p>	<p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals.</p>	<p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals.</p>	<p>Develops an exemplary system of policy consideration and revision.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals.</p>

**Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS**

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops formal and informal techniques to understand all stakeholders perceptions of the district;
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- Promotes stakeholder involvement, engagement and participation in the process of schooling;
- Establishes effective school/community relations, school/business partnerships and public service;
- Understands the role of media in shaping and forming opinions as well as how to work with the media.

Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p> <p>Negatively impacts the District through poor communication with the media.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p> <p>Sometimes shares information with media.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p> <p>Consistently shares information with media that puts District in the best light.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student learning.</p> <p>Proactively and frequently gives a positive voice to the District through the media.</p>

**Standard 4: EFFECTIVE MANAGEMENT**

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Monitors and evaluates the management of operational systems;
- Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- Promotes and protects the welfare and safety of students and staff;
- Develops the capacity for adaptive leadership; and
- Ensures teacher and organizational time is focused to support quality instruction and student learning.

\_\_\_\_ Score  
Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is "out-of-control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p>

**Standard 5: CURRICULUM PLANNING / DEVELOPMENT**

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- Assesses student progress using a variety of appropriate techniques;
- Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

\_\_\_\_\_ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to differentiate learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses differentiated learning, but execution is uneven and/or unclear.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to differentiate instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic curricular alignment to standards. This results in curricula and assessments of exceptional quality.</p> <p>Consistent implementation of differentiated learning, resulting in improved student achievement.</p>

**Standard 6: INSTRUCTIONAL LEADERSHIP**

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- Creates a comprehensive, rigorous and coherent curricular program;
- Creates a personalized and motivating learning environment for students;
- Supervises and supports instruction;
- Develops assessment and accountability systems to monitor student progress;
- Develops the instructional and leadership capacity of staff;
- Maximizes time spent on instruction;
- Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- Monitors and evaluates the impact of instruction.

\_\_\_\_\_ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>A shared understanding of instruction is not evident in the district.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A year-long plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance-data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p> <p>Consistently and actively provides district-led professional development tied to District goals.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.</p> <p>Uses data about teaching practice to guide specific improvement efforts.</p>

**Standard 7: RESOURCE MANAGEMENT**

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria, and process for the dismissal of personnel;
- Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability;
- Demonstrates good understanding of facilities management, including development of long term maintenance plans, and budgeting/planning for future building needs.

\_\_\_\_ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students.  Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.  Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability	Puts in place systems and staff so that environments are conducive to learning and are consistently safe.  Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe.  Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.  Clear and transparent systems of financial control and accountability and universally followed.

**Standard 8: ETHICAL LEADERSHIP**

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Ensures a system of accountability for every student's academic and social success;
- Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- Safeguards the values of democracy, equity and diversity;
- Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or ethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p>

**Standard 9: LABOR RELATIONS**

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops bargaining strategies based upon collective bargaining laws and processes;
- Identifies contract language issues and proposes modifications;
- Participates in the collective bargaining processes as determined by the board;
- Establishes productive relationships with bargaining groups while managing contracts effectively.

\_\_\_\_\_ Score

Comments:

<b>1. Does Not Meet Standards</b>	<b>2. Improvement Needed</b>	<b>3. Effective</b>	<b>4. Highly Effective</b>
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.



**Board of Directors Ratings  
Summary Forms**

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**Instructions**

This summary section is to be used to compile individual Board member responses. The Board members should meet in executive session to discuss their individual input and prepare composite results. Once Board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that Board members reach consensus and speak with one voice for the final evaluation of the superintendent.

**Computation**

<b>Standards</b>	<b>1. Visionary Leadership</b>	<b>2. Policy and Governance</b>	<b>3. Communications and Community Relations</b>	<b>4. Effective Management</b>	<b>5. Curriculum Planning/ Development</b>	<b>6. Instructional Leadership</b>	<b>7. Resource Management</b>	<b>8. Ethical Leadership</b>	<b>9. Labor Relations</b>
Member 1									
Member 2									
Member 3									
Member 4									
Member 5									
Member 6									
Member 7									
Member 8									
Member 9									
Member 10									
Member 11									
Average Rating									

**Comments:**

1. Visionary Leadership
2. Policy and Governance
3. Communications and Community Relations
4. Effective Management
5. Curriculum Planning/Development
6. Instructional Leadership
7. Resource Management
8. Ethical Leadership
9. Labor Relations

*Evaluation Forms*

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***Instructions for Board of Directors and Superintendent***

The Board should seek and consider information related to the Superintendent's performance from other administrators through a survey, who have an understanding of the duties of the Superintendent.

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***The superintendent:***

Completes a rigorous written self-evaluation and presents to the School Board.

***The Board of Directors***

1. Consults with administrative assistant to survey administrators and Board members;
2. Invites Board members and administrators to complete Superintendent evaluation survey;
3. Reviews and reflects on all responses;
4. Reviews and reflects on Superintendent's self-evaluation;
5. Reviews data scorecards;
6. Creates final report to be shared with the superintendent, and
7. Develops a plan to build on successes and identify areas for potential growth.

## **Administrator's Evaluation of the Superintendent**

You have been selected to participate in the Evaluation Process for the Superintendent of Schools. This evaluation will be read and tabulated by the Board of Directors. It is intended to assist the Board in their annual evaluation of the superintendent. It will also help the superintendent assess his/her own performance, strengths and weaknesses, and topics for professional development. The questions in the evaluation were selected by the Board with input by the superintendent.

\*\*\* Your electronic evaluation form should be completed no later than April 5. Responses will be shared with the Board of Directors and will be kept confidential. The Superintendent will not have access to these evaluations. The Board will use your feedback to inform members' own evaluation of the Superintendent. \*\*\*\*

### **Administrator's Evaluation – Superintendent Performance Assessment**

Please rate the Superintendent according to the following scale, based on the definitions below. Please add narrative comments whenever possible. You MUST include a narrative for any rating of 1 ("Does Not Meet Standards") or 4 ("Highly Effective").

Rating categories:

4=Highly Effective

3=Effective

2=Improvement Needed

1=Does Not Meet Standards

Don't Know

If your job does not qualify you to answer or you have not had an opportunity to observe this characteristic, please check off "Don't Know".

#### **1. Leadership:**

Is an educational leader that motivates, leads, guides, and directs people. Promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

( ) 1

( ) 2

( ) 3

( ) 4

( ) DK

**Comments:**

#### **2. Success in defining and meeting the district's goals:**

Collaboratively develops a set of goals for the district. Together with administrators, creates and implements plans to achieve those goals. Monitors, evaluates progress and revises action plans as necessary.

( ) 1

( ) 2

( ) 3

( ) 4

( ) DK

**Comments:**

**3. Communication ability:**

Effectively communicates both orally and in writing, and provides necessary information to the Board and staff as necessary for the discussion of matters concerning the improvement and welfare of the schools.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**4. Community relations:**

Develops formal and informal techniques to understand stakeholders' perceptions of the district and promotes stakeholder involvement, engagement and participation in the process of schooling.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**5. Initiative:**

Possesses strong ability to identify problems, take on and resolve issues as they arise.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**6. Curriculum and professional development:**

Possesses expertise in and knowledge of educational approaches and current trends. Shows strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12. Fosters continuous staff improvement and develops and implements an effective system of staff development with appropriate input from staff, administrators and the Board.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**7. Organizational management:**

Uses a systematic approach to managing and improving the schools. Demonstrates excellent organizational skills, working knowledge of school law and proven ability to resolve organizational conflicts. Promotes a safe, respectful, and healthy school environment.

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ DK

**Comments:**

**8. Human relations:**

Demonstrates enthusiasm for work, accepts and acts on constructive criticism, and consistently shows integrity and loyalty. Deals effectively on an interpersonal level with the Board, staff, volunteers, and the general public.

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ DK

**Comments:**

**9. Personnel management:**

Recruits and retains high quality staff. Possesses strong personnel management practices and understanding of collective bargaining issues. Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues. Effectively mentors administrators and actively delegates to staff when appropriate.

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ DK

**Comments:**

**10. Financial management:**

Effectively develops, presents and monitors department/school budgets. Successfully manages district's financial affairs.

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ DK

**Comments:**

**11. School facility management:**

Demonstrates good understanding of facilities management, including development of long-term maintenance, and budgeting/planning for future building needs.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**12. Policy, regulation and governance:**

Works collaboratively with staff and board to develop and implement district policies and procedures as needed. Files all reports required by State and Federal authorities in a timely manner. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**13. School involvement:**

Is visible in the schools and regularly attends school events.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

**14. Overall performance in leading the school district:**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

**Comments:**

Adopted: August 25, 2010  
 Reviewed: May 25, 2011; March 26, 2014  
 Revised: \_\_\_\_\_



## BRUNSWICK SCHOOL DEPARTMENT

PAUL K. PERZANOSKI  
*Superintendent of Schools*

A. PENDER MAKIN  
*Assistant Superintendent*

Office of the Superintendent  
46 Federal Street  
Brunswick, Maine 04011  
Telephone (207) 319-1900  
FAX (207) 725-1700

BARBARA J. GUNN  
*Director of Student Services*

KELLY WENTWORTH  
*Business Manager*



December 5, 2017

Dr. Becky Foley  
17 West Street  
Freeport, ME 04032

Dear Becky,

The Brunswick School Board has requested that I reach out to you in an effort to determine if there is any interest to work on collaborative projects up to and including district reorganization. These projects could be small in scope such as comprehensive summer school and professional development, or looking at reorganization as an AOS for central office functions.

The School Board also would be open to discuss forming or joining an RSU in an effort to provide greater opportunities for students and possible ways to lessen the burden for our collective taxpayers.

Should you have an interest to discuss possible options, please contact me at [pperzanoski@brunswick.k12.me.us](mailto:pperzanoski@brunswick.k12.me.us) or call the office at 319-1900. We certainly live in interesting times.

Sincerely,

Paul K. Perzanoski

c: File

⑤

8.D.

Ginny McManus &lt;mcmanusg@rsu5.org&gt;

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**Corrected Documents**

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**E. William Stockmeyer** <billstockmeyer@dwmlaw.com>

Thu, Dec 14, 2017 at 11:28 AM

To: "lickteigm@rsu5.org" &lt;lickteigm@rsu5.org&gt;, Ginny McManus &lt;mcmanusg@rsu5.org&gt;

Cc: "foleyb@rsu5.org" &lt;foleyb@rsu5.org&gt;

Michelle and Ginny,

Here are the corrections to the documents distributed to the board last night. I have also provided some comments below that may be of some assistance to the board in considering the cost sharing question.

**Please distribute the attached materials to the board and make sure the board replaces what was distributed last night with these two documents.** To avoid confusion, everyone might either discard, or mark "DO NOT USE" on the document emailed yesterday. The only significant change is to the last example on Table 2 (100% Pupil Count Model). I also found some other very minor corrections, on the order of rounding errors.

After hearing the board's discussion last night, I offer the following comments and clarifications:

1. The board may consider changing the formula, but has no obligation to change the formula. Under section 13-B of the Plan, "Cost Sharing in the RSU," the Board is not even obliged by that section to consider changing the formula. If there is an obligation to consider the formula, that would be by virtue of section 14 of the Plan, which states that the Board "shall conduct a comprehensive review of the Plan in the 5<sup>th</sup> year of the RSU's operation, to determine if any amendments are appropriate, except that any changes to the cost sharing method under section 13B will be governed by the procedure outlined in Section 13 B." Section 14 would apply to any Plan amendment, not just cost sharing. But section 14 further provides that amendments to the Plan may be considered at any time. Given that we are now in the ninth year of the RSU (four years past the 5<sup>th</sup> year), it would seem that there is no strict mandate to do anything at this particular point in time. It is up to the discretion of the board. Should there be any particular objection, the board may consider an amendment to the Plan at any time.
2. As I noted, Pownal this year is paying slightly over its valuation percentage, which is unusual. The difference is not much. Its valuation is going up as percentage of the RSU total valuation (10.27% in FY 2017 and 10.75% in FY 2018). It is paying 11.2% of local costs vs 10.75% of valuation in FY 2018, a difference of under ½ of 1% (NOTE: as I explained at the meeting, Table 1 shows 12.6% of the "Additional Local Monies," but if all the local share is considered, Pownal's share is 11.2%).
3. To be clear, however, there is nothing inherently wrong with Pownal paying slightly over its valuation. This may fluctuate from year to year. Also, as mentioned at the meeting, different members came into the RSU contributing different things (such as state subsidy, and such as Freeport's "give back" of its EPS minimum receiver adjustment). Also, members benefit by joining into a district with better education programming and cost efficiencies than they obtained on their own. These relative benefits must be considered, and as discussed in the FAQ, these benefits were considered when the formula was agreed upon and established.
4. If need for a change is identified, it is important to consider what is workable, considering the process outlined to amend the formula and its requirements.



5. It is probably important that this not become divisive. Particularly if the formula is "working," remember that fairness is somewhat subjective. Perhaps looked at more broadly, the question is whether the formula is working well or not.

6. The materials outline two types of change.

a. Table 2 shows various changes to both the "Total Required Local Contribution" component, as well as to the "Additional Local Monies" component. These are replaced with the EPS component (shared per the state methodology on Form ED 279) and the additional local funds component used by most other school districts. Table 2 shows different ways to divide additional local funds, ranging from 100% valuation (common) to 100% pupil count (not used to my knowledge).

b. Table 3, in contrast to Table 2, leaves in place the "Total Required Local Contribution" component and the "Additional Local Monies" component, but suggests changing the fixed percentages dividing up the "Additional Local Monies," to metrics based upon valuation and/or pupil counts.

7. The idea of both Tables 2 and 3 is to show total dollar impacts of various changes. The extra handout takes this one step further by showing the dollar impact, in terms of changes to the tax rates of the communities. For this purpose, I selected just three of the examples from Tables 2 and 3.

8. Conceptually, a third type of change would be to leave in place the "Total Required Local Contribution" piece, and to retain fixed percentages to be applied to "Additional Local Monies" piece, but to simply adjust the fixed percentages. In some ways, this might be the simplest change to understand. This occurred to me on the way home from the meeting, after listening to the comments of various board members. I can show examples of this if you wish.

I hope these thoughts provide further assistance to the board.

If you have any questions, or need any further assistance, please let me know.

Sincerely,

Bill

E. William Stockmeyer

Attorney

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billstockmeyer@dwmlaw.com

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Revised 12-14-17

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TO: RSU 5 School Board

FROM: E. William Stockmeyer, Drummond Woodsum

RE: The RSU 5 Cost Sharing Formula: Evaluation and Consideration of Amendment

DATE: December 13, 2017

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Under the RSU 5 Reorganization Plan (the “Plan”), the School Board has the legal authority to consider changes to the RSU 5 cost sharing formula. This memorandum explains the components of the current formula, the legal requirements to change the formula, how the RSU 5 cost sharing formula currently works, the considerations applicable to a “fair” formula, and how the current RSU 5 formula compares with school district cost sharing formulas based on valuation or student count.<sup>1</sup> Finally, the Memorandum provides a Worksheet to compare tax impacts of amendments the Board might wish to consider as compared to the current cost sharing formula. The goal of this Memorandum is to provide the RSU 5 Board with background information to assist the Board in its periodic evaluation of the cost sharing formula, as provided by the Plan, and whether a change should be made to the current formula.

## **PART 1: COMPONENTS OF THE RSU 5 COST SHARING FORMULA**

The RSU 5 cost sharing formula applies to the portion of the Total Operating Budget and Adult Education Budget that remains after first deducting all other available revenues. The non-tax revenues, deducted first, are as follows:

- **State-Supported Debt.** The debt service on this debt is a portion of the subsidy provided by the State under its Essential Programs and Services funding model. This subsidy exists for certain state-approved school construction projects. Currently, the state-supported debt consists of debt on the Durham Elementary School that qualifies for State subsidy (*see* Maine DOE Form ED 279, sections 3.C and 4.A).

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<sup>1</sup> Due to time constraints all table calculations are subject to final verification of the RSU 5 business office.

- **Other State Subsidy.** The State provides further subsidy through its Essential Programs and Services Funding model.<sup>2</sup> The subsidy amount appears on Maine DOE Form ED 279, including the debt service subsidy described previously.
- **Miscellaneous Revenues.** This includes various non-tax revenues from miscellaneous sources, and may also include some portion of the RSU's undesignated fund balance applied to the budget. These revenues reduce the local tax burden.

After deduction of the above revenues, the remaining costs of the Total Operating Budget and Adult Education Budget are funding by the RSU cost sharing formula. Pursuant to section 13-B of the Plan, the cost sharing formula consists of three different components, each of which requires local property taxes to be raised by RSU 5 members. The three components of the current cost sharing formula are described as follows:

- **Pre-Existing Debt Component.** Under the Plan, debt existing prior to formation of the RSU for facilities not shared by the members remained the responsibility of the town using the facility that had incurred that debt. Currently, there remains about \$200,000 in Durham Debt and \$170,000 in Freeport Debt. The formula requires these two towns contribute to pay that debt as it comes due without contribution from the other RSU 5 members. About 1/3 of the Durham debt will be retired in a year and 2/3 in 2030. The Freeport debt will be retired in 2021. Notably, a town's retirement of its non-shared debt will reduce that town's share of local costs without increasing the shares of the other towns – the debt will simply no longer exist. For purposes of this Memorandum, we have assumed that a cost sharing amendment, if any, would not change this non-shared debt component of the cost sharing formula.
- **The “Total Required Local Contribution” Component.** The Plan provides for each member to pay an amount equal to its most recent total state adjusted valuation multiplied

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<sup>2</sup> The EPS model develops an amount, called the “total allocation,” which the state deems to be the costs necessary to achieve desired learning outcomes. The total allocation amount in FY 2018 for RSU 5 is \$21,505,554, comprised of a state contribution and a local (meaning school district) contribution. Each RSU 5 town presumptively pays a portion of the total allocation, but not more than a maximum required effort. This happens by the following process. First, the state divides the total allocation of \$21,505,554 between the three towns based on their pupil count percentages. Each town presumptively must pay this portion of the total allocation, however, the state provides relief if the town would exceed a maximum required tax effort. The maximum required tax effort is the town's fiscal capacity (state adjusted valuation) times a statewide mill rate factor (8.19 mills in FY 2018). The most that the town must pay towards its portion of the total allocation is this “cap” amount with the state contributing the amount over the cap, if any, to RSU 5 as state subsidy on the town's behalf. The state subsidy amount paid to RSU 5 on each town's behalf, if any, is the balance of the town's portion of the total allocation. However, currently the amount the State contributes in excess of Freeport's tax effort for EPS is so low that the State also contributes an additional special education minimum receiver adjustment.

by the mill rate established by the State (in FY 2018, this mill rate was 8.19 mills).<sup>3</sup> The Plan notes that a member's share of the "Total Required Local Contribution" may exceed its local cost share expectation to be paid under EPS. The Plan further notes that any amount of a town's share of the Total Required Local Contribution that exceeds the town's required contribution to the total cost of education under the EPS model "shall be for purposes of local cost sharing." In applying the cost sharing formula, the difference between the members' Total Required Local Contributions and their required contributions under the EPS model acts to reduce the Additional Local Money amount to be shared as described below. Thus, insofar as Freeport qualifies for a special education minimum receiver adjustment under the EPS funding model (*see* Form ED 279, section 5.A), Freeport effectively contributes a sum to be shared with the other towns, instead of enjoying all the benefit of that adjustment.

- Additional Local Money Component. The remaining portion of the Total Operating Budget and Adult Education Budget is funded by the third cost sharing component, called "Additional Local Money." The cost sharing formula requires Durham to pay 21.42%, Freeport to pay 65.98% and Pownal to pay 12.60% of the Additional Local Money. Under the current formula, these percentages are fixed. The percentages were derived by the Reorganization Planning Committee ("RPC") from the amounts the towns were contributing for additional funds without state participation in the "base year," i.e., the year prior the RSU's first operational year (*see* RPC FAQs at page 2, revised September 28, 2008). As noted previously, before these fixed percentages are applied, Durham and Pownal effectively receive the benefit of a credit by virtue of Freeport paying a higher amount as its share of Total Required Local Contribution than if Freeport enjoyed the sole benefit of its special education minimum receiver adjustment.

Importantly, and as described above, the RSU 5 cost sharing components differ from most formulas used in the State. Whereas RSU 5 uses fixed percentages to divide Additional Local Monies, and these percentages are based upon prior contribution amounts from a base year, the formulas commonly employed by other school districts in the State generally are based upon valuations, or based on some combination of valuations and pupil counts. Also, the formulas commonly used by other school districts in the State generally apply only to additional local funds. Only about 10 other school districts statewide employ local cost sharing formulas that also apply to the members' local contributions to EPS, effectively reallocating those contributions.

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<sup>3</sup> Notably, instead of relying upon the State's measure of valuation, called "fiscal capacity," which currently is a three year average of adjusted state valuations, the Plan uses the most recent state adjusted valuations to determine the members' shares of the Total Required Local Contribution. This means that RSU 5 administrators may not rely upon the fiscal capacity numbers in the ED 279, but must use the most recent state valuation figures to compute the shares. Valuations used in the Tables of this Memorandum, however, are based upon fiscal capacity, except for figures used in or applied from the current cost sharing formula.

## **PART 2: AMENDING THE RSU 5 COST SHARING FORMULA: PROCEDURES AND APPROACH**

Section 13-B(C) of the Plan, “Changes to the Cost Sharing Method,” fixed the RSU 5 cost sharing method for the first three years’ of the RSU’s existence. Following that period, the Plan provides that the cost sharing formula “may be changed, but shall not be required to be changed.” The Plan establishes two possible procedures for RSU 5 to amend the cost sharing formula.

Under the first cost sharing amendment procedure, the RSU 5 School Board may implement the change by a majority board vote without submission to the voters, provided the board vote satisfies a special “quorum requirement” and a special “vote distribution requirement.” The “quorum requirement” is that at least one Board member from each municipality must be present at the meeting. In other words, a single town could block the proposed change if all its board members are absent from the meeting, even if it were approved by a majority at a meeting attended by a regular quorum. The “vote distribution” requirement is that “[b]oard members representing two-thirds or more of the RSU population must vote in favor of the change.”

Under the second cost sharing amendment procedure, a “simple majority of the RSU Board” may send a proposed change to an RSU 5 referendum vote. This procedure does not have any special quorum requirement or vote distribution requirement imposed on the board vote or on the referendum vote. The referendum election called by the School Board would require a “majority of voters in the RSU” to enact a cost sharing amendment.

## **PART 3: WHAT IS THE FAIR WAY FOR SCHOOL DISTRICT MEMBERS TO SHARE THE LOCAL TAX BURDEN?**

People are likely to disagree about what is fair. That being said, a few observations are relevant to the discussion. These observations are based in part upon our general background experience across the state and in part upon a survey of our client files.

- First, the great majority of other RSUs and MSADs in the state apply their cost sharing formulas only to the additional local funds portion of the budget.
- Second, a majority of the other cost sharing formulas are based in whole upon state adjusted valuation percentages.
- Third, a significant minority of other cost sharing formulas use a combination of valuation percentages and pupil count percentages. In most cases, 50% or more is allocated by valuation and under 50% is allocated by pupil count.
- Fourth, to our knowledge, other RSUs and MSADs do not use pupil count percentages only.

- Fifth, it is highly unusual for an RSU or MSAD to use a factor other than valuation or pupil count.
- Sixth, in changing a cost sharing formula, there are various methods to phase in the change to reduce the immediate impact.

The argument in favor of using property valuation is that, as a general principle, property taxes should be assessed in proportion to property valuation throughout a taxing district. Proportionate taxation is generally required by the Maine constitution, subject to certain express exceptions such as tree growth property, farm and open space property, and school district cost sharing methods. In a school district, the taxing district is the school district, not the individual towns. There is a shared school system, and the taxes are raised by vote of the whole district, not by separate town votes. Under this view, the role of the towns is to simply collect and to pay over the school district taxes so as to avoid the need for a separate, school district tax collection system. Proportional taxation means that two restaurants of the same property valuation should be taxed the same wherever they may be located in the taxing district. Under this view, the students are considered students of the district, rather than students of the towns, since they attend a district school system.

The argument for using pupil count is a more practical one. In some places, high valuation/low pupil count towns could not easily be encouraged to join school districts with low valuation/high pupil counts. By introducing a pupil count factor in the local cost sharing formula in addition to valuation, it was found that these towns with these differences might be encouraged to form school districts. Under this view, each town's obligation to support the schools depends on its number of students, as if it had a separate school system and a separate system of taxation for its schools. When pupil counts are used, property taxation ceases to be proportionate throughout the school district. A restaurant in one town may be taxed differently than a restaurant with the same valuation in another town, even though both restaurants support the same school system.

*[End of Part 3; remainder of page intentionally left blank]*

**PART 4: WHAT WOULD BE THE ECONOMIC IMPACT OF CHANGING THE METHOD OF SHARING COSTS TO (a) A METHOD BASED ON VALUATION AND/OR PUPIL COUNT FACTORS OR (b) A METHOD THAT CONTINUES TO USE THE TOTAL REQUIRED LOCAL CONTRIBUTION WHILE ADOPTING VALUATION AND/OR PUPIL COUNT FACTORS INSTEAD OF FIXED PERCENTAGES FOR THE “ADDITIONAL LOCAL MONIES”?**

In RSU 5, the valuation (fiscal capacity) and pupil count percentages are as follows:

**TABLE 1: COMPARING VALUATION, PUPIL COUNT, AND ADDITIONAL LOCAL MONEY (ALM) PERCENTAGES, FY 2017 AND FY 2018**

Town	2017			2018		
	Valuation %	Pupil %	ALM %	Valuation %	Pupil %	ALM %
Durham	18.36%	31.53%	<b>21.42%</b>	18.03%	31.66%	<b>21.42%</b>
Freeport	71.37%	58.47%	<b>65.98%</b>	71.22%	58.02%	<b>65.98%</b>
Pownal	10.27%	10.00%	<b>12.60%</b>	10.75%	10.32%	<b>12.60%</b>

*Note: Table uses state adjusted valuations.*

Table 1 shows that:

- Durham has a low valuation (18%) relative to its pupil count (32%). A formula weighted towards valuation reduces Durham’s relative costs, while a formula weighted towards pupil counts increases them.
- Freeport has high valuation (71%) relative to its pupil count (58%). A formula weighted towards valuation increases Freeport’s relative costs, while a formula weighted towards pupil count decreases them. Adjustments will not have as great an effect as in Durham.
- Pownal’s valuation is about the same relative to its pupil count. Its share is relatively constant whether a formula is weighted towards either valuation or pupil count.

Table 1 further shows that:

- Durham’s current, fixed, ALM percentage is between its valuation and pupil count percentages, but closer to its valuation percentage.
- Freeport’s current, fixed, ALM percentage is close to midway between its valuation and pupil count percentages.
- Pownal’s current, fixed, ALM percentage is higher than either its valuation percentage or its pupil count percentage.

The following Tables compare the existing formula with alternatives. Table 2 compares the existing formula with models that use the ED 279 contributions instead of the current formula’s calculation of “Total Required Local Contribution,” and then apply various valuation and/or pupil count methodologies to the additional local funds component (instead of to the current formula’s “Additional Local Money”). Table 3 compares the existing formula with models that retain the current formula’s calculation of “Total Required Local Contribution,” and then apply various valuation and/or pupil count methodologies to “Additional Local Money.”

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**Table 2: RSU 5 Cost Sharing Formula Compared to Various Models Based on Valuation and/or Pupil Count**

<b>Current Cost Sharing Formula (FY 2018)</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"Plan Required Local Contribution"</b>	<b>"Additional Local Monies"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$1,826,251	<b>\$4,957,199</b>	\$4,754,417
<b>Freeport</b>	\$169,708	\$11,560,225	\$5,625,399	<b>\$17,355,332</b>	\$17,185,624
<b>Pownal</b>	\$0	\$1,745,183	\$1,074,265	<b>\$2,819,449</b>	\$2,819,449

<b>100% Valuation Model, Applied to Addl Local Funds (Widely used in Maine)</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"ED 279 Adjusted Local Contribution"</b>	<b>"Additional Local Funds"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,892,845	\$1,641,171	<b>\$4,736,798</b>	\$4,534,016
<b>Freeport</b>	\$169,708	\$11,040,066	\$6,482,763	<b>\$17,692,537</b>	\$17,522,829
<b>Pownal</b>	\$0	\$1,724,131	\$978,513	<b>\$2,702,644</b>	\$2,702,644

<b>75:25 Valuation:Pupil Count Model, Applied to Addl Local Funds</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"ED 279 Adjusted Local Contribution"</b>	<b>"Additional Local Funds"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,892,845	\$1,951,565	<b>\$5,047,192</b>	\$4,844,410
<b>Freeport</b>	\$169,708	\$11,040,066	\$6,182,383	<b>\$17,392,157</b>	\$17,222,449
<b>Pownal</b>	\$0	\$1,724,131	\$968,500	<b>\$2,692,631</b>	\$2,692,631

<b>50:50 Valuation:Pupil Count Model, Applied to Addl Local Funds</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"ED 279 Adjusted Local Contribution"</b>	<b>"Additional Local Funds"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,892,845	\$2,261,958	<b>\$5,357,585</b>	\$5,154,803
<b>Freeport</b>	\$169,708	\$11,040,066	\$5,882,002	<b>\$17,091,776</b>	\$16,922,068
<b>Pownal</b>	\$0	\$1,724,131	\$958,488	<b>\$2,682,619</b>	\$2,682,619

<b>25:75 Valuation:Pupil Count Model, Applied to Addl Local Funds</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"ED 279 Adjusted Local Contribution"</b>	<b>"Additional Local Funds"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,892,845	\$2,571,442	<b>\$5,667,069</b>	\$5,464,287
<b>Freeport</b>	\$169,708	\$11,040,066	\$5,581,621	<b>\$16,791,395</b>	\$16,621,687
<b>Pownal</b>	\$0	\$1,724,131	\$949,385	<b>\$2,673,516</b>	\$2,673,516

<b>100% Pupil Count Model, Applied to Addl Local Funds</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>"ED 279 Adjusted Local Contribution"</b>	<b>"Additional Local Funds"</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,892,845	\$2,881,835	<b>\$5,977,462</b>	\$5,774,680
<b>Freeport</b>	\$169,708	\$11,040,066	\$5,281,240	<b>\$16,491,014</b>	\$16,321,306
<b>Pownal</b>	\$0	\$1,724,131	\$939,373	<b>\$2,663,504</b>	\$2,663,504



**Table 3: RSU 5 Cost Sharing Formula Compared to Models That Retain the “Total Required Local Contribution” Component and Adjust Only the “Additional Local Money” Component**

<b>Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money: Durham 21.42%; Freeport 65.98%; Pownal 12.60%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$1,826,251	<b>\$4,957,199</b>	<b>\$4,754,417</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$5,625,399	<b>\$17,355,332</b>	<b>\$17,185,624</b>
<b>Pownal</b>	\$0	\$1,745,183	\$1,074,265	<b>\$2,819,449</b>	<b>\$2,819,449</b>

<b>Total Required Local Contribution: Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money Using Valuation: Durham 18.03%; Freeport 71.22%; Pownal 10.75%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$1,537,223	<b>\$4,668,171</b>	<b>\$4,465,389</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$6,072,157	<b>\$17,802,090</b>	<b>\$17,632,382</b>
<b>Pownal</b>	\$0	\$1,745,183	\$916,536	<b>\$2,661,719</b>	<b>\$2,661,719</b>

<b>Total Required Local Contribution: Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money Using 75% Valuation/25% Pupil Count: Durham 21.44%; Freeport 67.92%; Pownal 10.64%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$1,827,956	<b>\$4,958,904</b>	<b>\$4,756,122</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$5,790,802	<b>\$17,520,735</b>	<b>\$17,351,027</b>
<b>Pownal</b>	\$0	\$1,745,183	\$907,157	<b>\$2,652,340</b>	<b>\$2,652,340</b>

<b>Total Required Local Contribution: Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money Using 50% Valuation/50% Pupil Count: Durham 24.85%; Freeport 64.62%; Pownal 10.53%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$2,118,690	<b>\$5,249,638</b>	<b>\$5,046,856</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$5,509,447	<b>\$17,239,380</b>	<b>\$17,069,672</b>
<b>Pownal</b>	\$0	\$1,745,183	\$897,778	<b>\$2,642,962</b>	<b>\$2,642,962</b>

<b>Total Required Local Contribution: Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money Using 25% Valuation/75% Pupil Count: Durham 28.25%; Freeport 61.32%; Pownal 10.43%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$2,408,571	<b>\$5,539,519</b>	<b>\$5,336,737</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$5,228,092	<b>\$16,958,025</b>	<b>\$16,788,317</b>
<b>Pownal</b>	\$0	\$1,745,183	\$889,253	<b>\$2,634,436</b>	<b>\$2,634,436</b>

<b>Total Required Local Contribution: Current Cost Sharing Formula (FY 2018)</b>					
<b>→ Addl Local Money Using Pupil Count: Durham 31.66%; Freeport 58.02%; Pownal 10.32%</b>					
<b>Municipality</b>	<b>Local Non-Shared Debt</b>	<b>“Plan Required Local Contribution”</b>	<b>“Additional Local Monies”</b>	<b>TOTAL BY MUNICIPALITY</b>	<b>Adjusted Totals (if debt were retired)</b>
<b>Durham</b>	\$202,782	\$2,928,166	\$2,699,305	<b>\$5,830,253</b>	<b>\$5,627,471</b>
<b>Freeport</b>	\$169,708	\$11,560,225	\$4,946,736	<b>\$16,676,669</b>	<b>\$16,506,961</b>
<b>Pownal</b>	\$0	\$1,745,183	\$879,875	<b>\$2,625,058</b>	<b>\$2,625,058</b>

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**TABLE 4: WORKSHEET TO CALCULATE TAX IMPACTS OF SELECTED AMENDMENTS AS COMPARED TO CURRENT RSU 5 COST SHARING FORMULA**

**Amendment A**

Town	(Current Formula)	Proposed Amended Formula:	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199					
Freeport	\$17,355,332					
Pownal	\$2,819,449					

**Amendment B**

Town	(Current Formula)	Proposed Amended Formula:	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199					
Freeport	\$17,355,332					
Pownal	\$2,819,449					

**Amendment C**

Town	(Current Formula)	Proposed Amended Formula:	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199					
Freeport	\$17,355,332					
Pownal	\$2,819,449					

**NOTE:** Phase-in options exist, such as:

- 3 Year phase-in: Year 1, 1/3 current formula, 2/3 new formula; Year 2, 2/3 current, 1/3 new; Year 3, all new formula
- 5 Year phase-in: same idea: 20%/ 40%/ 60%/ 80 %/ 100%

**NOTE:** The above impacts have not been adjusted to account for shifts when pre-existing debt is paid off in Freeport (in 2021) and in Durham (about 1/3 next year and 2/3 in 2030). Increases in those two towns under a selected amendment would be offset when debt is retired.

## EXAMPLES OF TAX IMPACTS OF SELECTED AMENDMENTS AS COMPARED TO CURRENT RSU 5 COST SHARING FORMULA

### Amendment A: From Memorandum, Table 2-100% valuation (with pre-existing debt)

Town	(Current Formula)	Proposed Amended Formula: From Table 2-100% valuation (with debt)	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199	\$4,736,798	(\$220,401)	(0.624 mills)	(\$62.40)	(4.45%)
Freeport	\$17,355,332	\$17,692,537	\$337,205	0.242 mills	\$24.18	1.94%
Pownal	\$2,819,449	\$2,702,644	(\$116,805)	(0.555 mills)	(\$55.48)	(4.14%)

### Amendment B: From Memorandum, Table 3-75% valuation/25% pupil count (with pre-existing debt)

Town	(Current Formula)	Proposed Amended Formula: From Table 3-75% valuation/25% pupil count	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199	\$4,958,904	\$1,705 (nil)	0.005 mills	\$00.48	0.03% (nil)
Freeport	\$17,355,332	\$17,520,735	\$165,403	0.119 mills	\$11.86	0.95%
Pownal	\$2,819,449	\$2,652,340	(\$167,109)	(0.794) mills	(\$79.38)	(5.93%)

### Amendment C: From Memorandum, Table 3-50% valuation/50% pupil count (with pre-existing debt)

Town	(Current Formula)	Proposed Amended Formula: From Table 3-50% valuation/50% Pupil count	Tax increase/ (decrease) due to proposed amendment	Mill rate increase/ (decrease) due to proposed amendment	Tax increase/ (decrease) per \$100,000 home ( or other property)	Tax increase/ decrease as % of total school property tax burden (including EPS)
Durham	\$4,957,199	\$5,249,638	\$292,439	0.828 mills	\$82.79	5.90%
Freeport	\$17,355,332	\$17,239,380	(\$115,952)	(0.083 mills)	(\$8.31)	(0.67%)
Pownal	\$2,819,449	\$2,642,962	(\$176,487)	(0.838 mills)	(\$83.84)	(6.26%)

**NOTE:** Phase-in options exist, such as:

- 3 Year phase-in: Year 1, 1/3 current formula, 2/3 new formula; Year 2, 2/3 current, 1/3 new; Year 3, all new formula
- 5 Year phase-in: same idea: 20%/ 40%/ 60%/ 80 %/ 100%

**NOTE:** The above impacts have not been adjusted to reflect shifts when pre-existing debt is paid off in Freeport (in 2021) and in Durham (about 1/3 next year and 2/3 in 2030). Increases in those two towns under a selected amendment would be offset when this debt is retired.

**RSU5 2017-2018 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT**  
**With additional subsidy**

	Assessed 2016-2017	Proposed 2017-2018	Difference	
<b><u>RSU Operating Budget</u></b>				
Total Operating Budget	\$ 30,908,672	\$ 32,207,685	\$ 1,299,013	
Adult Education Budget	\$ 100,000	\$ 103,000	\$ 3,000	
<b>Total RSU Operating Budget w/Adult Ed</b>	<b>\$ 31,008,672</b>	<b>\$ 32,310,685</b>	<b>\$ 1,302,013</b>	<b>4.20%</b>
<b><u>Less: State and Non-Shared Debt</u></b>				
F-Non-Shared Local Debt	\$ 176,207	\$ 169,708	\$ (6,499)	
D- State Supported Debt	\$ 1,331,957	\$ 1,313,563	\$ (18,394)	
D-Non-Shared Local Debt	\$ 206,547	\$ 202,782	\$ (3,765)	
<b>Total State and Non-Shared Debt</b>	<b>\$ 1,714,711</b>	<b>\$ 1,686,053</b>	<b>\$ (28,658)</b>	
<b><u>Less: Local Revenues</u></b>				
Shared Revenue*	\$ 1,100,391	\$ 1,330,192	\$ 229,801	
State Aid**	\$ 4,578,301	\$ 4,534,949	\$ (43,352)	
<b>Total Revenues</b>	<b>\$ 5,678,692</b>	<b>\$ 5,865,141</b>	<b>\$ 186,449</b>	
<b><u>Less: RSU Plan Required Local Contribu</u></b>	<b>\$ 15,830,728</b>	<b>\$ 16,233,574</b>	<b>\$ 402,846</b>	
<b>Total Additional Local Monies Required*</b>	<b>\$ 7,784,541</b>	<b>\$ 8,525,916</b>	<b>\$ 741,375</b>	
<b>Net Impact to Taxation Districtwide</b>	<b>\$ 23,615,269</b>	<b>\$ 24,759,491</b>	<b>\$ 1,144,222</b>	<b>4.85%</b>
<b><u>Additional Local Monies Required Distribution Per RSU Plan</u></b>				
Durham 21.42%	\$ 1,667,449	\$ 1,826,251	\$ 158,803	
Freeport 65.98%	\$ 5,136,240	\$ 5,625,399	\$ 489,159	
Pownal 12.60%	\$ 980,852	\$ 1,074,265	\$ 93,413	
<b>Total Additional Local Monies Required</b>	<b>\$ 7,784,541</b>	<b>\$ 8,525,916</b>	<b>\$ 741,375</b>	

<b>*Shared Revenue</b>		
Town of Freeport Hunter Road Field Maintenance		\$87,291
State Agency		\$32,000
Medicaid		\$5,000
Misc / Interest		\$19,900
Laugh & Learn		\$10,200
Contingency		\$214,541
Undesignated Fund Balance		\$961,260
<b>Total Shared Revenue</b>		<b>\$1,330,192</b>

**RSU5 2017-2018 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT**  
**With additional subsidy**

		Assessed 2016-2017	Proposed 2017-2018	Difference
<b><u>Additional Local Monies Required Distribution Per RSU Plan</u></b>				
Durham	21.42%	\$ 1,667,449	\$ 1,826,251	\$ 158,803
Freeport	65.98%	\$ 5,136,240	\$ 5,625,399	\$ 489,159
Pownal	12.60%	\$ 980,852	\$ 1,074,265	\$ 93,413
<b>Total Additional Local Monies Required</b>		<b>\$ 7,784,541</b>	<b>\$ 8,525,916</b>	<b>\$ 741,375</b>

**Durham**

RSU Plan Additional Local Monies	\$ 1,667,449	\$ 1,826,251	\$ 158,803
RSU Plan Required Local Contribution	\$ 2,906,937	\$ 2,928,166	\$ 21,230
Non Shared Debt	\$ 206,547	\$ 202,782	\$ (3,765)
<b>Net Impact</b>	<b>\$ 4,780,932</b>	<b>\$ 4,957,199</b>	<b>\$ 176,267</b>

**Estimated Impact based on 2016 Mil of \$18.80 and a taxable valuation of \$341,804,200\*** **\$0.52 2.74%**

**Freeport**

RSU Plan Additional Local Monies	\$ 5,136,240	\$ 5,625,399	\$ 489,159
RSU Plan Required Local Contribution	\$ 11,297,960	\$ 11,560,225	\$ 262,265
Non Shared Debt	\$ 176,207	\$ 169,708	\$ (6,499)
<b>Net Impact</b>	<b>\$ 16,610,407</b>	<b>\$ 17,355,332</b>	<b>\$ 744,925</b>

**Estimated Impact based on 2016 Mil of \$15.80 and a taxable valuation of \$1,462,386,520\*** **\$0.51 3.22%**

**Pownal**

RSU Plan Additional Local Monies	\$ 980,852	\$ 1,074,265	\$ 93,413
RSU Plan Required Local Contribution	\$ 1,625,832	\$ 1,745,183	\$ 119,352
Non Shared Debt	\$ -	\$ -	\$ -
<b>Net Impact</b>	<b>\$ 2,606,684</b>	<b>\$ 2,819,449</b>	<b>\$ 212,765</b>

**Estimated Impact based on 2016 Mil of \$16.50 and a taxable valuation of \$233,736,000\*** **\$0.91 5.52%**

\*April 1, 2017 valuations and mil rates are not known at this time. Actual impact will be determined when taxes are committed in each town.

**13-A. Plans to reorganize administration, transportation, building and maintenance and special education.**

The analysis of the reorganization that has been conducted does not provide any clear assurances of immediate savings. This is due in part to immediate start up costs associated with forming the RSU (costs for audits, merging of systems, legal fees) as well as increases in personnel that might be necessary.

The RSU is unique in that it merges one municipal system, one single-town SAD and one town of a two-town School Union. There are no full time system administrators in either the SAD (Pownal) or Durham.

For example, where three towns joining together might have three Superintendents, three Business Managers, three Special Education Directors, and three Transportation Directors, this RSU has 1.8, 1.4, 1.3 and .5 respectively.

Arguably, the largest cost saving in a merger initially is downsizing personnel and associated benefits. There is a possibility the new RSU Board may find it needs to create new staff positions to be certain these areas receive the necessary oversight, coordination, and review so they are in compliance with all mandates that apply. The costs are not known, nor is it known if the new RSU Board will or will not create new positions. We cannot bind future RSU Boards to positions and associated costs. Therefore, ~~all numbers associated with future positions are speculative in nature, if not conjecture.~~

**13-B. Cost Sharing in the RSU**

**A. Definition of Terms**

*Additional Local Money* shall mean Total RSU Spending Budget minus Total Outside Contribution to the RSU minus Total Required Local Contribution, each as defined below.

*Total RSU Spending Budget* shall consist of all monies budgeted to be spent by the RSU in a given year, minus principal and interest payments on State-participating debt

*Total Outside Contribution to the RSU* shall consist of all revenues received by the RSU from sources other than municipal tax revenues for a given year,

minus an amount equal to principal and interest payments on State-participating debt.

*Total Required Local Contribution* shall be the member municipalities' most recent total state valuation multiplied by the Applicable Mill Rate. The Total Local Required Contribution for a member municipality may exceed the member municipality's local cost share expectation under the Essential Programs and Services provisions (Title 20-A, Chapter 606-B) of the Maine Revised Statutes. Notwithstanding anything to the contrary in this Plan, however, each municipality's required contribution to the "total cost of education," as defined in Title 20-A, Section 15688 shall be the amount established by Section 15688(3-A), or successor provisions of state law, and any additional amount required hereunder shall be for purposes of local cost sharing.

*Applicable Mill Rate* The Applicable Mill Rate shall equal the Full-Value Mill Rate, as defined under 20-A M.R.S.A. § 15671-A or any successor statute. Should the State cease calculating a Full-Value Mill Rate, the Applicable Mill Rate shall be the prior year's Applicable Mill Rate. The Applicable Mill Rate shall be identical for all member municipalities in any single year. If the Full-Value Mill Rate is higher than the amount required to support the Total RSU Spending Budget, the Applicable Mill Rate shall be reduced accordingly.

#### **B. Cost Sharing**

Member municipalities shall pay the following shares of each year's total Additional Local Money for the RSU:

Durham:	21.42%
Freeport:	65.98%
Pownal:	12.60%

In addition to its obligation to pay its share of Additional Local Money, each member municipality must pay to the RSU its Total Required Local Contribution (as defined above), and a member municipality whose Pre-Existing Debt (or any portion thereof) is Non-RSU Debt must further pay to the RSU the total for that year of debt service for any such Non-RSU Debt Service payable by the RSU as fiscal agent under Section 6.B of this Plan

#### **C. Changes to the Cost Sharing Method**

The Cost Sharing Method shall not be changed for the first three years. Following that transition period, the Cost Sharing Method may be changed, but shall not be required to be changed:

1. By a vote of the RSU Board meeting the following criteria:
  - at least one Board member from each member municipality must be present; and
  - Board members representing two-thirds or more of the RSU population must vote in favor of the change; or
2. Upon a vote of a simple majority of the RSU Board, proposal for a change to the Cost Sharing Method may be put out to referendum for amendment in accordance with Section 14.

**D. Non-Exclusive Criteria for Changing the Cost-Sharing Method**

In the exercise of its discretion to determine any change to the cost-sharing formula to be used at any time following the transition period, the RSU Board shall consider all factors it deems relevant, but must consider the following criteria:

1. the fairness of the cost-sharing method in light of at least the following factors:
  - relative state valuations, representing each member municipality's ability to raise revenue;
  - relative populations, representing each member municipality's board representation in the budgeting process; and
  - student headcounts, representing each member municipality's student usage of RSU facilities and programs;
2. the effect of the cost-sharing method on the RSU's ability to raise sufficient funds to sustain educational programs deemed to be in the best interests of RSU students;
3. clarity of the method, including ease with which the public can understand the method, ease of administration and implementation of the method, and avoidance of uncertainty over the method's application;
4. consistency of the method with the operation of the RSU as a single, cohesive entity;



5. effect of the method on stability of RSU revenue streams and local taxpayer obligations.

**13-C. Election of initial board of directors.**

The RSU Board shall be composed of eleven (11) members. Each municipality in the RSU shall elect the following number of its residents to serve on the Board.

Municipality	Population	# of Board Members
Freeport	8,151	6
Durham	4,075	3
Pownal (M.S.A.D. No. 62)	1,596	2

Each Board member shall serve a 3-year term, except that the initial terms of the members of the first RSU Board shall be staggered. Since each municipality of the RSU has annual elections, lots will be drawn for the length of term specified as follows:

- A. Municipalities with annual elections. In municipalities with annual elections, 1/3 of the directors serve one-year terms, 1/3 of the directors serve 2-year terms and 1/3 of the directors serve 3-year terms. If the number of directors is not evenly divisible by 3, the first remaining director serves a 3-year term and the 2nd remaining director serves a 2-year term.

The directors shall serve their terms as determined at the organization meeting and an additional period until the next regional election of the municipalities. Thereafter, the directors' terms of office are as established in accordance with the provisions of Title 20-A Section 1471.

**13-D. Tuition Contracts and Assignment of Tuition Students**

**1. Tuition Contracts**

The following SAUs offer some or all of their students limited tuition opportunities of which school to attend according to the following terms:

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## Section : 1

## Section 1: Computation of EPS Rates

## A) Attending Counts:

	PreK-5	6-8		PreK-8	9-12	Total
1) Attending Pupils (April 2016)	924.0 +	441.0	=	1,365.0 +	491.0 =	1,856.0
2) Attending Pupils (October 2016)	911.0 +	458.0	=	1,369.0 +	511.0 =	1,880.0
3) Average Pupils Calendar Year Average	917.5 +	449.5	=	1,367.0 +	501.0 =	1,868.0
				73 %	27 %	100 %

## B) Staff Positions

	PreK-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	x	SAU Data in EPS Matrix	=	Adjusted EPS Salary	=	Elementary Salary	Secondary Salary
1) Teachers	54.0	(17:1) +		26.4	(17:1) +		31.3	(16:1) =		111.7		139.6		0.80	x	7,317,189 =		5,853,791 =		4,284,946	1,568,805
2) Guidance	2.6	(350:1) +		1.3	(350:1) +		2.0	(250:1) =		5.9		7.8		0.76	x	433,449 =		329,421 =		241,136	88,285
3) Librarians	1.1	(800:1) +		0.6	(800:1) +		0.6	(800:1) =		2.3		4.9		0.47	x	273,924 =		128,744 =		94,241	34,503
4) Health	1.1	(800:1) +		0.6	(800:1) +		0.6	(800:1) =		2.3		5.5		0.42	x	317,506 =		133,353 =		97,614	35,739
5) Education Techs	8.0	(114:1) +		1.4	(312:1) +		1.6	(316:1) =		11.0		15.2		0.72	x	290,409 =		209,094 =		153,057	56,037
6) Library Techs	1.8	(500:1) +		0.9	(500:1) +		1.0	(500:1) =		3.7		2.5		1.48	x	52,487 =		77,681 =		56,862	20,819
7) Clerical	4.6	(200:1) +		2.2	(200:1) +		2.5	(200:1) =		9.3		12.4		0.75	x	412,134 =		309,101 =		226,262	82,839
8) School Admin.	3.0	(305:1) +		1.5	(305:1) +		1.6	(315:1) =		6.1		8.8		0.69	x	720,689 =		497,275 =		364,005	133,270

## C) Computation of Benefits:

	Percentage		Elementary Salary	Secondary Salary		Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	19.00%	X	4,717,937	1,727,332	=	896,408	328,193
2) Education & Library Technicians	36.00%	X	209,919	76,856	=	75,571	27,668
3) Clerical	29.00%	X	226,262	82,839	=	65,616	24,023
4) School Administrators	14.00%	X	364,005	133,270	=	50,961	18,658

## D) Other Support Per-Pupil Costs:

	PreK-8	9-12		Elementary Students	Secondary Students		Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	42	42 X		1,367.0	501.0	=	57,414	21,042
2) Supplies and Equipment	373	514 X		1,367.0	501.0	=	509,891	257,514
3) Professional Development	64	64 X		1,367.0	501.0	=	87,488	32,064
4) Instructional Leadership Support	28	28 X		1,367.0	501.0	=	38,276	14,028
5) Co- and Extra-Curricular Student	39	123 X		1,367.0	501.0	=	53,313	61,623
6) System Administration/Support	135	135 X		1,367.0	501.0	=	184,545	67,635
7) Operations & Maintenance	1089	1294 X		1,367.0	501.0	=	1,488,663	648,294

## E) Other Adjustments:

1) Regional Adjustment for Staff & Substitute Salaries	Regional Index =	1.08					446,043	163,307
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## Section 1: Totals

Divided by Attending Pupils:

Calculated EPS Rates Per Pupil:

	9,472,312	3,684,346
	1,367.0	501.0
	6,929	7,354

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Section : 2

## Section 2: Operating Cost Allocations

A) Subsidizable Pupils ( Includes Superintendent Transfers )		4YO/PreK		K-8		9-12		Total			
1)	April 2014	28.0	+	1,814.0	+	540.0	=	1,882.0			
2)	October 2014	37.0	+	1,307.0	+	513.0	=	1,857.0			
3)	April 2015	37.0	+	1,241.0	+	508.0	=	1,886.0			
4)	October 2015	59.0	+	1,297.0	+	495.0	=	1,851.0			
5)	April 2016	61.0	+	1,300.0	+	501.0	=	1,862.0			
6)	October 2016	63.0	+	1,305.0	+	514.0	=	1,882.0			
B) Basic Counts		Ave. Calendar Year Pupils		SAU EPS Rates from Page 1		Basic Cost Allocations					
1)	4YO/PreK Pupils (Oct only)	63.0		X		5,929	= 436,527.00				
2)	K-8 Pupils	1,302.5		X		6,929	= 9,025,022.50				
3)	9-12 Pupils	507.5		X		7,354	= 3,732,155.00				
4)	Adult Education Courses at .1	0.7		X		7,354	= 5,147.80				
5)	4YO/PreK Equiv. Instruction Pupils (Oct only)	0.000		X		6,929	= 0.00				
6)	K-8 Equiv. Instruction Pupils	1.250		X		6,929	= 8,661.25				
7)	9-12 Equiv. Instruction Pupils	1.000		X		7,354	= 7,354.00				
C) Weighted Counts		(Oct only)		Pupils		EPS Weights		SAU EPS Rates from Page 1		Weighted Cost Allocations	
1)	4YO/PreK Disadvantaged @	0.2346		14.8	X	0.20	X	6,929	=	20,509.84	
2)	K-8 Disadvantaged @	0.2346		305.6	X	0.20	X	6,929	=	423,500.48	
3)	9-12 Disadvantaged @	0.2346		119.1	X	0.20	X	7,354	=	175,172.28	
4)	4YO/PreK Limited English Prof.			0.0	X	0.500	X	6,929	=	0.00	
5)	K-8 Limited English Prof.			15.0	X	0.500	X	6,929	=	51,967.50	
6)	9-12 Limited English Prof.			6.0	X	0.500	X	7,354	=	22,062.00	
D) Targeted Funds				Pupils		EPS Weights		EPS Targeted Amount		Targeted Cost Allocations	
1)	4YO/PreK Student Assessment (Oct only)			63.0			X	48.00	=	3,024.00	
2)	K-8 Student Assessment			1,302.5			X	48.00	=	62,520.00	
3)	9-12 Student Assessment			507.5			X	48.00	=	24,360.00	
4)	4YO/PreK Technology Resources (Oct only)			63.0			X	106.00	=	6,678.00	
5)	K-8 Technology Resources			1,302.5			X	106.00	=	138,065.00	
6)	9-12 Technology Resources			507.5			X	318.00	=	161,385.00	
7)	4YO/PreK Pupils (Oct only)			63.0	X	0.10	X	6,929	=	43,652.70	
8)	K-2 Pupils			404.0	X	0.10	X	6,929	=	279,931.60	
E) Isolated Small School Adjustment											
1)	PreK-8 Small School Adjustment										0.00
2)	9-12 Small School Adjustment										0.00
Section 2: Operating Allocation Totals											14,827,695.95
Percentage of EPS Transition Amount:										X	97.00%
Adjusted Total Operating Allocation Amount:											14,188,885.07

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## Section 3: Other Allocations

## Section : 3

## A) Other Subsidizable Costs

		Base Year Expenditure		Inflation Adjustment		
1)	Gifted & Talented Expenditures from 2015 - 2016	213,922.95	X	101.50%	=	217,131.79
2)	Career & Technical Education Expenditures from 2015 - 2016	495,481.50	X	101.50%	=	502,913.72
3)	Special Education - EPS Allocation		X		=	3,527,137.98
4)	Transportation Operating - EPS Allocation		X		=	1,176,547.55
5)	Approved Bus Allocation		X		=	0.00
Total Other Subsidizable Costs						= 5,423,731.04

## B) Teacher Retirement Amount (Normalized Cost)

579,395.06

Total Adjusted Operating Allocation (Page 2 ) plus Total other Subsidizable Costs plus Teacher Retirement = 20,191,991.17

## C) Debt Service Allocations

1)	Town / District	Payment Date	Name of Project	Principal		Interest		Total
	DURHAM	11/01/2017	DURHAM NEW PREK-8 SCHOOL	886,467.00	+	218,146.23	=	1,104,613.23
		05/01/2018	DURHAM NEW PREK-8 SCHOOL	0.00	+	208,949.14	=	208,949.14
2)	Total Debt Service Principal & Interest Payments			886,467.00		427,095.37		1,313,562.37
3)	Approved Lease for 2016 - 17							0.00
4)	Approved Lease Purchase for 2016 - 17 for							0.00

Total Debt Service Allocation = 1,313,562.37

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

21,505,553.54

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## STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PL2017) REPORT

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## Section : 4

## Section 4 : Calculation of Required Local Contribution - Mill Expectation

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

Member Municipality	Average Calendar Year 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	889.0	31.66%	6,392,784.40 +	1,313,562.37 =	7,706,346.77
Freeport	1079.5	58.02%	11,715,393.28 +	0.00 =	11,715,393.28
Pownal	192.0	10.32%	2,083,813.49 +	0.00 =	2,083,813.49
<b>Total</b>	<b>1,860.5</b>	<b>100.00%</b>	<b>20,191,991.17</b>	<b>1,313,562.37</b>	<b>21,505,553.54</b>

## B) State Valuation by Member Municipality

Member Municipality	2014 / 2015 / 2016 Average State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Durham	353,216,667	8.19	2,892,844.50
Freeport	1,394,700,000	8.19	11,422,593.00
Pownal	216,545,667	8.19	1,724,131.50
<b>Total</b>	<b>1,958,439,334</b>		<b>16,039,569.00</b>

## 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	7,706,346.77 -	2,892,844.50	8.19	4,813,502.27
Freeport	11,715,393.28 -	11,422,593.00	8.19	292,800.28
Pownal	2,083,813.49 -	1,724,131.50	8.19	359,681.99
<b>Total</b>	<b>21,505,553.54 -</b>	<b>16,039,569.00</b>		<b>5,465,984.54</b>

Preliminary Enacted Per PL2017Ch284PartC – Adjustments will be made to these printouts throughout FY 18

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## Section : 5

## Section 5: Totals and Adjustments

	Total Allocation	Local Contribution	State Contribution
<b>A) Total Allocation, Local Contribution, and State Contribution</b>	21,505,553.54	16,039,569.00	5,465,984.54
4) Minimum Special Education Adj. for Towns in a RSU		-382,527.00	382,527.00
<b>Totals after adjustment to Local and State Contributions</b>	<b>21,505,553.54</b>	<b>15,657,042.00</b>	<b>5,848,511.54</b>
<b>B) Other Adjustments to State Contribution</b>			
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) Plus Long-Term Drug Treatment Centers Adjustment			0.00
6) Regionalization and efficiency assistance			0.00
7) Bus Refurbishing Adjustment			0.00
8) Less MaineCare Seed - Private			(9,260.19)
9) Less MaineCare Seed - Public			0.00
<b>Adjusted State Contribution</b>	<b>21,505,553.54</b>	<b>15,657,042.00</b>	<b>5,839,251.35</b>
<b>Local and State Percentages Prior to Adjustments :</b>	<b>Local Share % = 74.58 %</b>	<b>State Share % = 25.42 %</b>	
<b>Local and State Percentages After Adjustments :</b>	<b>Local Share % = 72.85 %</b>	<b>State Share % = 27.15 %</b>	
<b>FYI : 100% EPS Allocation</b>	<b>21,944,384.42</b>		

## 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	7,706,346.77	2,892,844.50	18.48%	8.19
Freeport	382,527.00	11,715,393.28	11,040,066.00	70.51%	7.92
Pownal	0.00	2,083,813.49	1,724,131.50	11.01%	8.19
<b>Totals</b>	<b>382,527.00</b>	<b>21,505,553.54</b>	<b>15,657,042.00</b>	<b>100.00%</b>	

Preliminary Enacted Per PL2017Ch284PartC – Adjustments will be made to these printouts throughout FY 18

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## Section : 6

## Section 6: SCHEDULED PAYMENTS &amp; YEAR TO DATE PAYMENTS

MONTH	SUBSIDY	PAID TO DATE	DEBT SERVICE	PAID TO DATE
July	377,140.75	377,140.75	0.00	0.00
August	377,140.75	377,140.75	0.00	0.00
September	377,140.75	377,140.75	0.00	0.00
October	377,140.75	377,140.75	0.00	0.00
November	377,140.75	377,140.75	1,104,613.29	1,104,613.29
December	377,140.75	0.00	0.00	0.00
January	377,140.75	0.00	0.00	0.00
February	377,140.75	0.00	0.00	0.00
March	377,140.75	0.00	0.00	0.00
April	377,140.75	0.00	0.00	0.00
May	377,140.75	0.00	208,949.14	0.00
June	377,140.73	0.00	0.00	0.00
<b>TOTAL</b>	<b>4,525,688.98</b>	<b>1,885,703.75</b>	<b>1,313,562.37</b>	<b>1,104,613.23</b>

Preliminary Enacted Per PL2017Ch284PartC – Adjustments will be made to these printouts throughout FY 18

**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 cost: 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.

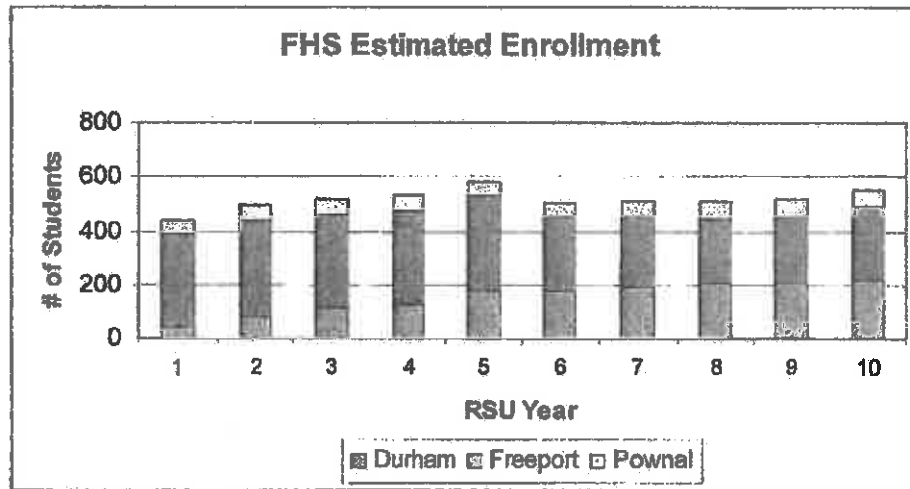
13. What is the "capacity cost" used in the model and how was the amount determined?

- 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?
- a. 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?
- a. 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.
- b. 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.
- c. 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.

26. What local control will the communities have over schools if the Plan is adopted?

27. The Regional School Union will control school budgets, policies, curriculum, testing, and procedures, but the Plan also allows the opportunity for local school advisory committees.

28. What is an Alternate Plan?

- 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

29. Do Durham, Freeport and Pownal qualify for an Alternate Plan?

- 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 Organizational 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.

31. Did the RPC consider an AOS?