

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 6, 2019
FREEPORT MIDDLE SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

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

___ Kathryn Brown	___ Maura Pillsbury
___ Jeremy Clough	___ Michelle Ritcheson
___ Candace deCsipkes	___ Lindsay Sterling
___ Lindsey Furtney	___ Valeria Steverlynck
___ Jennifer Galletta	___ Madelyn Vertenten
___ Elisabeth Munsen	___ Rhea Fitzpatrick – Student Representative
	___ Liam Hornschild-Bear – Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of October 23, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Report from Board's Student Representative (10 Minutes)
B. Good News from Freeport Middle School – Ray Grogan (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
NA
9. Administrator Reports:
A. Freeport High School Goal Review – Jen Gulko (20 Minutes)
B. Community Programs Report/Goal Review – Peter Wagner (20 Minutes)
C. Freeport Middle School Goal Review – Ray Grogan (20 Minutes)
10. Board Comments and Committee Reports:
NA
11. Policy Review:
NA

12. Unfinished Business:

A. Consideration and approval to adjust the RSU5 Cost Sharing Methodology as presented by the Finance Committee at the October 23, 2019 meeting of the RSU5 Board of Directors. (20 Minutes)

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

13. New Business:

A. Workplace Satisfaction Survey Executive Summary (20 Minutes)

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, October 23, 2019 – 6:30 p.m.
Pownal Elementary School - Cafeteria
Meeting Minutes**

Item # 4.A.

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the November 6, 2019 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Student Representative
MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of October 9, 2019 with a correction to the spelling of Elisabeth Munsen's name. (Munsen - Vertenten) (11 – 0)

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative – Rhea Fitzpatrick
- B. Good News from Pownal Elementary School – Lisa Demick

7. PUBLIC COMMENT:

Tim Giddinge, Pownal

8. REPORTS FROM SUPERINTENDENT:

- A. Items for Information
 - 1. District Happenings

9. ADMINISTRATOR REPORTS:

- A. Pownal Elementary School Goal Review – Lisa Demick
- B. Capital Improvement Plan – Dennis Ouellette
- C. Finance – Michelle Lickteig

10. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
 - Maura Pillsbury – There will be an event to welcome new Mainers on November 7, 2019 at the Freeport Community Library. Maura attended an equity workshop that is offered every month in Portland.
- B. Finance Committee
- C. Strategic Communications
- D. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve the 1st Read of the following Policies (deCsipkes – Pillsbury) (11 – 0). The student representative voted with the majority.

1. IMGA – Service Animals in Schools

B. VOTED: To approve the 2nd Read of the following Policies (Steverlynck – Pillsbury) (11 – 0). The student representative voted with the majority.

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

12. UNFINISHED BUSINESS:

- A. Presentation of the Finance Committee Recommended Cost Sharing Methodology

Item #15 was taken out of order

15. PUBLIC COMMENT:

Melanie Sachs, Freeport
Sarah Tracy, Freeport

13. NEW BUSINESS:

None

14. PERSONNEL:

A. VOTED: To employ Ann Cromer as the Director of Finance and Human Resources for the 2019-2020 school year. (Galletta – Steverlynck) (11 – 0).

16. ADJOURNMENT:

VOTED: To adjourn at 9:20 p.m. (Sterling - Steverlynck) (11 – 0)


Becky Foley, Superintendent of Schools

- **By June 2019, Freeport High School will continue to plan, implement, communicate and reflect upon proficiency-based instructional and grading practices stakeholders for the Class of 2021 and beyond. This goal will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.**
 - Continue to train and build teachers' skills for implementing our revised grading and reporting system for the 2018-19 school year.
 - Provided support for teachers using proficiency-based instructional practices with traditional grade reporting practices (0-100 scale)
 - Provided professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives with the RSU5 data specialist
 - Developed an updated FHS transcript with Academic and Habits of Work scores reported which was reviewed by the RSU5 Proficiency Committee
 - Reflected on and revised (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.) during the school year and with the FHS Leadership Team at the summer retreats
 - Shared policies and revisions with all stakeholders
 - Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th, 10th and 11th grade courses in all content areas by June 2019
 - All FHS teachers worked in departments to develop and refine scoring criteria
 - Teachers piloted scoring criteria in 11th grade courses throughout 2018-2019 school year
 - School-wide Habits of Work rubric and scoring practices were implemented, reflected on and further refined for the Class of 2021 and Class of 2022, and piloted with Junior class teachers.
 - Provided support for shifting to 0-100 scoring with Habits of Work
 - Implemented the Habits of Work rubric in grades 9 and 10, piloted with some classes in grade 11 and had some discussions about methods for teaching, assessing and reflecting on H.O.W. skills in PLC and department meetings
- **FHS Goal: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading as measured by the NWEA.**
 - Enhanced systems in Spring 2019 for ensuring that all students in grades 9 and 10 took the NWEA assessment
 - Moved testing to classroom teachers (instead of testing in advisory)
 - Went from over 30 students opting out of the test to 2 students opting out
 - Data is a more accurate reflection of the skills of the two grade levels
 - 2018-19 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase from 50.8% to 56% for 9th grades and from 66.3% to 70% for 10th graders.

- **Student Growth data from Spring 2018 to Spring of 2019**
 - **Students meeting individual growth goal:**
 - 51.0% 9th (did not meet goal)
 - 46.4% 10th (did not meet goal)
- **Student Growth data from Spring 2017 to Spring of 2018**
 - **Students meeting individual growth goal:**
 - 50.8% of 9th
 - 66.3% of 10th
- **Student Growth data from Fall 2016 to Spring of 2017**
 - **Students meeting individual growth goal:**
 - 36% of 9th
 - 44% of 10th
- 2018-19 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase from 52.7% to 58% for 9th graders and 44.9% to 50% for 10th graders.
 - **Student Growth data from Spring 2018 to Spring of 2019**
 - **Students meeting individual growth goal:**
 - 59.3% of 9th (exceeded goal)
 - 51.2% of 10th (exceeded goal)
 - **Student Growth data from Spring 2017 to Spring of 2018**
 - **Students meeting individual growth goal:**
 - 52.7% of 9th
 - 44.9% of 10th
 - **Student Growth data from Fall 2016 to Spring of 2017**
 - **Students meeting individual growth goal:**
 - 48% of 9th
 - 40% of 10th

Reading NWEA	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>		Math NWEA	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
9th:	48%	52.7%	59.3%		9th:	36%	50.8%	51.0%
10th:	40%	44.9%	51.2%		10th:	44%	66.3%	46.4%

• **Additional data highlights from 2018-19**

- Science MEA, 11th grade: % of students at or above state average
 - 2015-16: 46.7%
 - 2016-17: 53.8%
 - 2017-18: 61%
 - 2018-19: 70.4%
- SAT: Math
 - 2015-16: 39.2%
 - 2016-17: 38.7%
 - 2017-18: 54.4% (Maine state average: 34.6%)
 - 2018-19: 41.3% (Maine state average: 32.6%)
- SAT: English Language Arts
 - 2015-16: 60.0%
 - 2016-17: 63.2%
 - 2017-18: 68.4% (Maine state average: 59.1%)
 - 2018-19: 67% (Maine state average: 55.9%)

FHS Goals 2019-2020

School: Freeport High School

Team Name: N/A

Team Members: Jen Gulko, Charlie Mellon, FHS Staff

District Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

FHS Goal: By June 2020, Freeport High School will continue to plan, implement, communicate and reflect upon proficiency-based instructional and grading practices stakeholders for the Class of 2021 and beyond. In September of 2020, students in grades 9-12 will experience standards-based instruction, grading and reporting practices. This goal will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Continue to train and build teachers' skills for implementing our revised grading and reporting system for the 2019-20 school year.	<ul style="list-style-type: none">• Provide support for teachers using proficiency-based instructional practices with traditional grade reporting practices (0-100 scale)• Attend professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives• Collaborate with RSU5 data specialist for PowerSchool support• Implement an updated FHS transcript with Academic and Habits of Work scores reported• Support students,	<ul style="list-style-type: none">• FHS administrators• FHS leadership teams• FHS staff members	<ul style="list-style-type: none">• Sept. 2019-June 2020	<ul style="list-style-type: none">• PowerSchool workshops• Teacher workshops• Student scores in PowerSchool• PLC and PLD agendas and work• Parent communication documents

	<p>parents and staff with the shift to semester-based grading (instead of quarterly grading)</p> <ul style="list-style-type: none"> ● Reflect on and revise (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.) ● Share policies with all stakeholders 			
Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th-12th grade courses in all content areas by June 2020.	<ul style="list-style-type: none"> ● All FHS teachers work in departments to develop and refine scoring criteria in order to have implementation of standards-based grading for grades 9-12 beginning in September of 2020. ● Teachers will pilot scoring criteria in 12th grade courses throughout 2019-2020 school year to reflect and revise as needed 	<ul style="list-style-type: none"> ● FHS Administrators ● FHS Faculty 	<ul style="list-style-type: none"> ● Sept. 2019 to June 2020 	<ul style="list-style-type: none"> ● Written scoring criteria ● Student scores in PowerSchool ● PLC and PLD agendas and work ● Student work
School-wide Habits of Work rubric and scoring practices will be implemented, reflected on and further refined for the Class of 2021, 2022 and 2023 and piloted with Senior class teachers.	<ul style="list-style-type: none"> ● Provide support for teachers using the Habits of Work scoring criteria for the 2019-20 school year ● Provide support for implementing strategies to support student reflection tied to Habits of Work skills. ● Implement the Habits of Work rubric and 	<ul style="list-style-type: none"> ● FHS Administrators ● FHS Faculty 	<ul style="list-style-type: none"> ● School visits from Nov. 2019-June 2020 ● Discuss HOW rubric and practices in PLCs Sept. 2019-June 2020 	<ul style="list-style-type: none"> ● School visits ● Student scores in PowerSchool ● PLC and PLD agendas and work ● Student work

	regularly discuss methods for teaching, assessing and student reflection practices for H.O.W. in PLC and department meetings			
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District Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

FHS Goal: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading as measured by the NWEA.

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase from 51.0% to 57% for 9th grades and from 46.4% to 51% for 10th graders.</p> <p>Data will be measured from spring of 2018 to spring of 2019.</p> <p><u>Student Growth data from Fall 2016 to Spring of 2017</u> Students meeting individual growth goal: 36% of 9th 44% of 10th</p> <p><u>Student Growth data from Spring 2017 to Spring of 2018</u> Students meeting individual growth goal: 50.8% of 9th 66.3% of 10th</p>	<ul style="list-style-type: none"> • Implement new math curriculum in Algebra and Geometry • Implement math support classes for 9th and 10th grade students scoring significantly below grade level on NWEA • Providing coaching and development for FHS math teachers with new curriculum through the new FHS math coach • Focus on formative assessment and formative feedback with PLC teams • Collaborate with the RSU5 data specialist to create systems that support teachers in easily accessing NWEA data • Provide support for math teachers in analyzing NWEA 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2019 to June 2020 	<ul style="list-style-type: none"> • Enrollment in math support classes • Teacher workshops • PLC and PLD agendas • Spring 2020 NWEA math data <ul style="list-style-type: none"> ○ All 9th and 10th graders ○ Students in math support class

<p><u>Student Growth data from Spring 2018 to Spring of 2019</u> Students meeting individual growth goal: 51.0% of 9th 46.4% of 10th</p>	<p>data for students</p>			
<p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA Reading test will increase from 59.3% to 64% for 9th graders and 51.2% to 56% for 10th graders.</p> <p>Data will be measured from spring of 2018 to spring of 2019.</p> <p><u>Student Growth data from Fall 2016 to Spring of 2017</u> Students meeting individual growth goal: 48% of 9th 40% of 10th</p> <p><u>Student Growth data from Spring 2017 to Spring of 2018</u> Students meeting individual growth goal: 52.7% of 9th</p>	<ul style="list-style-type: none"> • Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA • Focus on formative assessment and formative feedback with PLC teams • Collaborate with the RSU5 data specialist to create systems that support teachers in easily accessing NWEA data • Provide support for ELA teachers in analyzing NWEA data for students 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2019 to June 2020 	<ul style="list-style-type: none"> • Enrollment in literacy support classes • Teacher workshops • PLC and PLD agendas • Spring 2020 NWEA ELA data <ul style="list-style-type: none"> ○ All 9th and 10th graders ○ Students in literacy support class

44.9% of 10th

Student Growth data
from Spring 2018 to
Spring of 2019

Students meeting
individual growth goal:

59.3% of 9th

51.2% of 10th

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Community Programs

2019-2020 Goals



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: Community Programs will become a model of smart and effective communications.
Evidence: Reduced queries from the community; adoption of model by other areas in the district

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
<p>Clarify communications around all programming (Rec, Laugh & Learn, Adult Education/Enrichment) before, during, and after programs occur.</p>	<ul style="list-style-type: none"> A. Conduct audit of existing communications B. Track inquiries received through email, phone, and in-person C. Create communication template for all programs D. Impress expectations upon CP staff and all instructors/coaches E. Compare before/after inquiries for similar seasons 	<ul style="list-style-type: none"> Office Coordinator All CP Staff Director All CP Staff Director 	<ul style="list-style-type: none"> A. Anecdotal and documentable communications B. All staff makes note of inquiries received, and nature of inquiry C. Timeline template that is easy to understand and execute D. Assign instructors to each staff member for follow-up E. Reduction in number of inquiries indicating confusion or poor communication

Goal 1: Community Programs will become a magnet for those seeking enrichment opportunities, and a hub for lifelong learning activities.

Evidence: Increased participation in lifelong learning programs and high marks in satisfaction surveys

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Strategically broaden and enhance enrichment offerings and purposefully make "Lifelong Learning" a part of the RSU5 Community Programs brand.	<ul style="list-style-type: none"> A. Conduct audit of enrichment programming from the last five years B. Survey participants from these programs to seek feedback C. Use audit and survey feedback to add/reinstate programs that appear promising D. Monitor attendance and post-program surveying to assure high participation rate 	<ul style="list-style-type: none"> Adult Education Coordinator Office Coordinator Director Adult Education Coordinator 	<ul style="list-style-type: none"> A. Comprehensive report of enrichment programming and relevant demographics B. Survey created and mailed to all past participants C. Notable appearance of "new" events in catalog offerings season after season D. Regular and direct follow-up with instructors and participants; accountability for instructors

Goal 1: Community Programs will be regarded as a thriving recreational engine for youth and adults.
Evidence: Increased participation in recreation programs, growth in adult offerings, and high marks in satisfaction surveys

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Strategically broaden and enhance recreation offerings and make adult recreation a larger part of the RSU5 Community Programs brand.	<ul style="list-style-type: none"> A. Conduct audit of recreation programming from the last five years B. Survey participants from these programs to seek feedback C. Use audit and survey feedback to add/reinstate programs that appear promising D. Recruit adults to join newly formed programs E. Monitor attendance and post-program surveying to assure high participation rate 	<ul style="list-style-type: none"> Recreation Coordinator Office Coordinator Director All CP Staff, others Recreation Coordinator 	<ul style="list-style-type: none"> A. Comprehensive report of recreation programming and relevant demographics B. Survey created and mailed to all past participants C. Notable appearance of "new" events in catalog offerings season after season D. Regular and direct follow-up with instructors and participants; accountability for instructors/coaches

School: Freeport Middle School 2018-19

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
ELA Goal: Deepen Level of Comprehension Skills for Students	<ul style="list-style-type: none"> • Work with the students to think critically, communicate thoughts effectively, and reason to solve problems and make decisions related to issues of fairness and social justice. • Increase student discourse in the classroom • Complete three TC Units of Study in reading and three in writing. • Become familiar with and begin using the new Units of Study. 	Teachers / Strategist / Principal	All School year	All teachers will complete 6 TC Units All teachers will reflect on new TC units to improve instruction for the following year 60% of students reach their NWEA reading goal	6 TC units completed by all teachers All teachers worked with literacy strategist with unit pre/post 66% of students made their goal
MATH Goal: Establish mathematics goals to focus learning	<ul style="list-style-type: none"> • All units of instruction are taught. Use pacing guide. (Equal access) • Ensure the learning target is clearly stated and visible • Consistent use of scoring criteria with summative assessments • Increased use exploration/activity • Promote mathematical discourse 	Teachers / Strategist / Principal	All School Year	All teachers use a pacing guide All teachers complete activities/exploration for all units 60% of students reach their NWEA math goal	All teachers used guide and completed all chapters (8th grade modified) 64% of students made NWEA goal

<p>Social Studies Goal: Increase reading comprehension skills of students</p>	<ul style="list-style-type: none"> • Work on accessing just right level reading materials for all students • Research, find, and develop reading materials that are at the grade level of the students in the classroom • Teaching students how to access reading materials at their grade level 	<p>Teachers / Strategist / Principal</p>	<p>All school year</p>	<p>60% of students reach their NWEA reading goal</p>	<p>66% of students reached their NWEA goal</p>
<p>Science Goal: Research and implement highly effective classroom management, decreasing distracting student behaviors that interfere with their own learning or the ability for others to learn.</p>	<ul style="list-style-type: none"> • Improve/develop classroom starters focused on the essential learning of the lesson • Work on classroom flow/management to improve content instruction/learning • Research and implement classroom management strategies • Observe other effective teachers 	<p>Teachers</p>	<p>All school year</p>	<p>Improved MEA science scores</p>	<p>18-19 86.5% met/exceeded</p> <p>17-18 82.8% met/exceeded</p> <p>16-17 77.5% met/exceeded</p>

School: Freeport Middle School 2019-20

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
<p>ELA Goal: Improve analytical reading and writing skills through increased student discourse in the classroom.</p>	<ul style="list-style-type: none"> • To build understanding of curriculum and learning progressions and to share practices between middle and high school teachers. • Model strategies that encourage student talk • Improve student learning leadership in the classroom. • Improve range of skills to develop and facilitate discourse in their classrooms. Student discourse will be evident in teacher feedback and observation 	Teachers / Strategist / Principal	All School year	<p>Students discourse will be evident in teacher feedback and observation</p> <p>Improved MEA ELA <i>Text Analysis and Interpretation</i> (currently .6 (6.2 score) above state average, move to 1.2 above the state average (100% increase compared to state)</p>	
<p>MATH Goal: Establish classroom mathematics practices to improve student learning</p>	<ul style="list-style-type: none"> • All teachers will have one full coaching cycle • Ensure the learning target is clearly stated and visible <ul style="list-style-type: none"> ◦ The learning target is referred back to during the lesson • Consistent use of scoring criteria with summative assessments • Facilitate meaningful mathematical discourse <ul style="list-style-type: none"> ◦ Using Activity/Exploration with each lesson ◦ Elicit and use evidence of student thinking • Consistently use Dynamic Assessment System for assigning and correcting homework • Teach math everyday in 8th grade 	Teachers / Strategist / Principal	All School Year	<p>All teachers have had 1 full coaching cycle</p> <p>All teachers complete activities/exploration for all units and get feedback from strategist</p> <p>67% of students reach their NWEA math goal</p> <p>8th grade MEA score increase from previous year by 5%</p>	

Other Building Goals:

Social Studies - Aligning to new state Social Studies Standards

Science - Work with MEA released items to inform instruction

Mindfulness - Increased use of mindfulness activities (have pre and post data based on student self-reporting)

Relearning Plans - Improved school wide procedures to improve student content learning

RSU5 Cost Sharing Method

Presented by the RSU5 Finance Committee
October 23, 2019

Overview

- Timeline
- Fact-Finding
- Finance Committee Objectives
- Breakdown/Walkthrough of Current Funding Method
- Criteria for Changing Method
- Factors Considered
- Committee Recommendation

Cost-Sharing Method Evaluation Timeline

1/10/2018 - RSU5 Board instructs Finance Committee to undertake an evaluation of the current cost-sharing method.

3/28/2018 - RSU5 Board votes on the process for approval of any recommendation from the Finance Committee regarding changes to the current cost-sharing method. Board consensus was to approve via Board vote rather than Referendum.

4/2018 through 6/2018 - Finance Committee holds two meetings with Town Leadership from each member municipality to solicit input on additional factors to consider in its review of the cost-sharing method, sends follow-up letter to Town Leadership requesting letter of input on additional factors.

Cost-Sharing Method Evaluation Timeline

9/18/2018 - Finance Committee grants extension and/or allows for revisions to previous letters submitted by Town Leadership from each member municipality.

10/10/2018 - Finance Committee invites Town Leadership from each member municipality to RSU5 Board meeting to present their letters of recommendations. RSU5 Board provides direction on overarching goals.

12/2018 through 3/2019 - Fact-Finding Phase.

4/2019 through 6/2019 - Deliberation on current method and potential factors.

6/12/2019 - Finance Committee unanimously votes in favor of the Recommended Cost-Sharing Method outlined in this presentation.

Fact-Finding Phase

- Researched school finance laws regarding minimum receivership, special education adjustment, and EPS funding.
- Reached out to Legal counsel to clarify existing language in current cost-sharing method.
- Established comfort level and common understanding of how the ED 279 report utilizes the “total cost of education” (i.e., EPS Funding Allocation), Pupil Counts, State Valuations, and Mil Expectation to determine each member municipality’s Required Local Contribution and State Subsidy.
- Reviewed RPC Finance Committee meeting notes and contacted/met with former members of the committee from each town.
- Researched the cost sharing methodologies of other RSUs, focused on those that have changed since formation of their RSU and looked for common themes.

RSU5 Finance Committee Overarching Goals

The Finance Committee considered the following criteria in its evaluation of the cost-sharing factors based on direction from the RSU5 Board, RPC Plan Recommendations, Town Leadership Recommendations, and Finance Committee Recommendations:

- Transparent & Easily Understood
- Variable
- Fair
- Not Overly Burdensome to Any Individual Town

Current Cost Sharing Method

Required Local Contribution¹ + Local Cost Sharing² + Total Outside Contribution to the RSU³

1. ***Required Local Contribution*** per ED 279 Section 4.C.
2. ***Local Cost Sharing*** includes:
 - Amount raised above ***Required Local Contribution*** to meet ***Mil Expectation*** (i.e., ED 279 Section 4.B. minus 4.C.)
 - ***Additional Local Money*** pursuant to the Cost Sharing Formula.
3. ***Total Outside Contribution to the RSU*** includes all revenue from the state, except state-funded debt service.
 - Subsidy (i.e., Difference between EPS Cost Allocation and Required Local Contribution by Municipality per ED 279 Section 4)
 - Minimum Special Education Adjustment per ED 279 Section 5.A.4.
 - Any Other Adjustments in ED 279 Section 5.B., such as Regionalization and Efficiency Assistance.

Current Cost Sharing Formula

Additional Local Money - 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%

Per the RPC FAQs #4 & #6 (09/28/2008), these percentages were based on the percentage of ALM costs each town generated prior to consolidation in the base year (i.e., 2007-2008).

Current Cost Sharing Method vs Overarching Goals

GOAL	YES	NO
Transparent & Easily Understood		✓
Variable		✓
Fair	✓	
Not Overly Burdensome to Any Individual Town	✓	

Non-Exclusive Criteria for Changing the Cost-Sharing Method

The RSU Board shall consider all factors it deems relevant, but must consider the following criteria:

1. *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 head counts, representing each member municipality's student usage of RSU facilities and programs;*

Non-Exclusive Criteria for Changing the Cost-Sharing Method

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, 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 the stability of RSU revenue streams and local taxpayer obligations.*

Evaluation of Cost-Sharing Factors

Required Local Contribution

Minimum Special Education Adjustment

Calculated Mil Rate

Mil Expectation

Additional Local Money

State Valuation

Pupil Counts

Population

Tax Increment Financing (TIFs)

Historical Spending

Median Household Income

Recommended Cost-Sharing Method

The Finance Committee Recommends:

- ***Total Required Local Contribution:***
 - Each municipality's Calculated Mil Rate from Section 4.C. of the ED 279 adjusted downward by the amount of each municipality's Min. Spec. Ed. Adj. (i.e., the Adjusted Local Contribution in ED 279 Section F shall be the Total Required Local Contribution).
- ***Additional Local Money based on the following Cost-Sharing Formula:***
 - Each member municipality's contribution to Additional Local Money shall be calculated as a weighted percentage, with 85% attributed to the municipality's percent of the total of the member municipalities' state valuations, and with 15% attributed to the municipality's percent of the total of the member municipalities' subsidizable pupils. A municipality's percent state valuation and percent subsidizable pupils shall be calculated based on the values reported in ED 279 Section 4.A. and 4.B.
- ***Total Outside Contribution to the RSU revised to exclude Min. Spec. Ed. Adj.***

Benefits of Proposed Cost-Sharing Formula

Achieves the RSU5 Finance Committee Overarching Goals and provides a compromise of the various factors recommended by Town Leadership.

GOAL	YES	NO
Transparent & Easily Understood	✓	
Variable	✓	
Fair	✓	
Not Overly Burdensome to Any Individual Town	✓	

Glossary

Additional Local Money means Total RSU Spending Budget minus Total Outside Contribution to the RSU minus Total Required Local Contribution.

Applicable Mil Rate under the current cost sharing method is identical for all member municipalities in any single year and is equal to the ***Mil Expectation*** per ED 279 Section 4.B.

Calculated Mil Rate is the mil rate required to raise the municipality's ***Required Local Contribution***, per ED 279 Section 4.C.

Local Cost Sharing under the current cost sharing method includes:

- Amount raised above ***Required Local Contribution*** to meet ***Mil Expectation*** (i.e., ED 279 Section 4.B. minus 4.C.)
- ***Additional Local Money*** pursuant to the Cost Sharing Formula.

Glossary

Mil Expectation is the full value education mil rate calculated in MRS, Title 20-A, Section 15671-A(2) and is listed in Section 4.B. of the ED 279.

Minimum Special Education Adjustment applicable to Freeport only. This is the additional amount above the State Contribution in ED 279 Section 4.C. which is necessary to meet the guaranteed minimum state share of Freeport's portion of the Special Education Allocation in ED 279 Section 3.A. Calculated in accordance with MRS, Title 20-A, Section 15689(1)(B) and is the amount listed in ED 279 Section 5.A.4. As established by MRS, Title 20-A, Section 15689(1-B), this adjustment is applicable to municipalities part of a school administrative unit in existence prior to formation of the new regional school unit which received an adjustment in fiscal year 2007-08 or 2008-09. Freeport received the adjustment in fiscal year 2007-08.

Glossary

MRS, Title 20-A, Section 15688(3-A)B. For a school administrative district, community school district or regional school unit composed of more than one municipality, each municipality's contribution to the total cost of education is the lesser of:

- (1) The municipality's total cost allocation from Section 4.A. of the ED 279.
- (2) The total of the full-value education mil rate multiplied by the property fiscal capacity of the municipality from Section 4.B. of the ED 279.

Required Local Contribution established by MRS, Title 20-A, Section 15688(3-A)B.

Total Outside Contribution to the RSU under the current cost sharing method consists 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.

Glossary

Total Required Local Contribution under the current cost sharing method is the member municipalities' most recent total state valuation multiplied by the ***Applicable Mil Rate***. In accordance with the Reorganization Plan prepared by the RPC (9/18/2008), the Total Required Local Contribution for a member municipality may exceed the member municipality's local cost share expectation under the Essential Programs and Services ("EPS") provisions (Title 20-A, Chapter 606-B) of the Maine Revised Statutes. Notwithstanding anything to the contrary in the 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. The ***Total Required Local Contribution*** under the current cost sharing method is the amount listed in ED 279 Section 4.B. (i.e., the ***Required Local Contribution*** plus the additional amount raised under ***Local Cost Sharing*** to meet the ***Mil Expectation***).



Town of Durham

630 Hallowell Road

Durham, Maine 04222

Handout #1

Tel.: (207) 353-2561

Fax: (207) 353-5367

August 29, 2018

Dear Members of RSU 5 Finance Committee:

Thank you for the opportunity to participate in RSU 5 Finance Committee meetings this past spring and provide feedback regarding your review of the RSU 5 Cost Sharing formula. Thank you also for your follow-up letter dated May 29, 2018, requesting input on any additional factors the Durham Board of Selectmen ("Board") think should be considered by the RSU 5 Finance Committee ("Committee").

The factors to be considered listed in your letter seem to be quite comprehensive and should allow for a thorough review of the formula. At the end of the review process, a successful formula will be one that has the following characteristics:

- * Is based on a calculation easily understood by the average citizen in the RSU
- * Is considered "fair" by the average citizen in the RSU
- * Is based on objective criteria that allocates tax burden in a manner consistent with how tax burden is allocated at the municipal level for other purposes.
- * Is stable and changes only slightly from year to year

The Board has some specific input regarding the two major components of each Town's payments to the RSU.

Required Local Contribution (RLC)

In the interest of fairness and transparency, it is the opinion of the Board that the Required Local Contribution for each town should be taken directly from State calculations on the ED 279 report, and not be adjusted by the RSU.

Additional Local Monies (ALM)

The primary function of the Cost Sharing Formula is to allocate the tax burden for ALM across the three towns in the RSU. It is the opinion of the Board that this allocation should be based exclusively on the proportional State Valuation of each Town as listed on the ED 279 report. This would be consistent with the current state-wide practice of allocating Municipal tax burden based on local property valuations.

Sincerely,

Kevin Nadeau

Durham Board of Selectmen Chair

CC via email: Pownal Board of Selectmen
Freeport Town Council



TOWN OF FREEPORT

30 Main Street, Freeport ME 04032
ph: 865-4743 fax: 865-0929
www.freeportmaine.com

October 2, 2018

RSU 5 Board of Directors
C/o Michelle Ritcheson, RSU 5 Board Chair
17 West Street
Freeport, ME 04032

RSU5 Finance Committee
C/o Kathryn Brown, RSU 5 Finance Committee Chair
17 West Street
Freeport, ME 04032

Dear Michelle and Kate,

As you are aware, earlier this year the RSU 5 Finance Committee began a process to examine the cost sharing formula that is used to apportion the “additional local monies” paid annually by each member Town of RSU 5. At the invitation of the Finance Committee, members of the Freeport Town Council have participated in this process.

On August 14, 2018, in response to the Finance Committee’s request for input, the Town of Freeport submitted a letter to the Finance Committee identifying two issues with respect to the calculation of Freeport’s share of the RSU 5 Required Local Contribution and the application of Freeport’s minimum special education adjustment to reduce Freeport’s required local contribution. This letter is attached and is incorporated by reference for the RSU 5 Board’s consideration. Additionally, the comments below are provided by the Town of Freeport in response to the RSU 5 Finance Committee’s September 18, 2018 email invitation to submit additional feedback in advance of the RSU 5 Board’s October 10, 2018 meeting.

Due to the Freeport Town Council’s participation in the Finance Committee process for examining the cost sharing formula, this matter was studied by individual Councilors, and was also discussed by the Town Council as a whole. As a result of these investigations and discussions, the Freeport Town Council believes that it is appropriate to transition the cost sharing formula from a formula based on both equalized valuation by town and pupil count by town, to a formula based solely on pupil count per town. As under the current formula, we would expect that this cost sharing formula would be applied only to the “additional local monies” portion of the overall district funding formula, which accounted for approximately 31% of RSU 5 district-wide funding for Fiscal Year 2018.

We see the benefits of moving to a “per-pupil” cost sharing method of apportionment to be as follows:

- 1) It is easy to understand. In our opinion this method is the easiest way for residents of member communities to understand changes in each town’s annual apportionment of costs from year to year. Under the current method of apportionment, abstract factors such as building and development trends, town-wide (i.e. aggregate) property valuations, and state equalized valuation per town can cause changes in the amount of total district costs that are billed to each member community, even in a year where the pupil count per town remained constant from the previous year. Moving to a formula based on annual pupil count per town could help to alleviate this confusion.
- 2) It is transparent. A formula based on pupil counts can be verified by the average resident using simple math, encouraging confidence in the calculation of the apportionment of district-wide costs. By contrast, the current formula is difficult to understand and replicate, even for individuals who have spent a great deal of time studying how it is calculated.
- 3) It is fair. Pupil counts are a direct corollary to the demand that a member community places on the RSU 5 district as a whole. If a member community’s number of pupils relative to the other communities in the district goes up, so would its costs. If the number goes down, the member community would likewise see a corresponding decrease in costs.

Concerns have been raised that moving to a formula based solely on a pupil count per town could expose member communities to “swings” in apportionment based on changing pupil enrollments. We feel that using a two or three year rolling average of pupil enrollments could help to alleviate some of these concerns, and would support this approach if the Board of Directors chose to pursue it further.

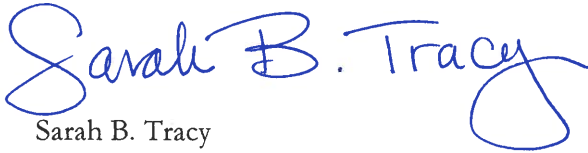
Additionally, it has been suggested by another member community that a formula based either completely or partially on equalized valuation by town (similar to the current formula) would be the most advantageous for the RSU. While equalized valuation does provide a conveniently accessible number to base cost sharing calculations on, we feel that it does not necessarily represent the “fairest” or most equitable way to divide the financial responsibility for funding the RSU. Specifically, a higher equalized property valuation does not necessarily correlate to the ability of the residents of that community to shoulder a higher percentage of the financial burden to support the RSU. For example, as shown in the table below, while Freeport ranks highest among the three RSU 5 towns in terms of equalized property valuation measured both in the aggregate and per capita, when ranked by median household income, Freeport falls squarely in the middle between Pownal and Durham. As evidenced by the median household income figures below, a higher equalized state valuation does not necessarily correlate to a greater “ability to pay” by the residential property taxpayer.

Town	Population ¹	EQ State Valuation ²	EQ Valuation Per Capita	Median Household income ³
Pownal	1,737	228,250,000	131,404.72	82,333
Freeport	8,242	1,462,950,000	177,499.39	75,147
Durham	3,918	339,850,000	86,740.68	71,118

Sources: (1, 3) US Census Bureau – American Community Survey 2016
(2) Maine Revenue Services – State Valuation 2016

The Town Council appreciates the opportunity to provide input on this important issue. If you should have any questions about our position, we would be glad to meet with the RSU 5 Board of Directors in person to discuss it in more detail.

Sincerely,



Sarah B. Tracy

Freeport Town Council Chair

On Behalf of the Freeport Town Council, per Town Council approval dated October 2, 2018

Cc: Durham Board of Selectmen (and women) (via email)
Pownal Board of Selectmen (and women) (via email)



TOWN OF FREEPORT

30 Main Street, Freeport ME 04032
ph: 865-4743 fax: 865-0929
www.freeportmaine.com

August 14, 2018

Dear Members of the RSU5 Finance Committee:

The Freeport Town Council ("Council") received your May 29, 2018 letter requesting that the Council provide any additional factors to be added to the RSU5 Finance Committee's consideration of the RSU5 Cost Sharing Formula.

In light of the language in the original reorganization plan creating RSU5 that the fairness of the cost sharing method should be considered when determining any change to the RSU5 Cost Sharing Formula, the Council believes that the following two issues, which the Council became aware of through its participation in the RSU5 Finance Committee's Cost Sharing Formula reconsideration process, should be brought to your attention and deliberated in your upcoming cost-allocation formula process:

1. Currently, RSU5 bases the "RSU Plan Required Local Contribution" to fund the essential programs and services provided by RSU5 on the calculation of each RSU5 member municipalities' average state valuation multiplied by the state's mill expectation ("RSU5 Required Local Contribution") rather than on the state's calculated "Required Local Contribution by Municipality." This value is currently higher for the Town of Freeport than the State's calculated "Required Local Contribution by Municipality." Because Freeport's required contribution is higher under "RSU5 Required Local Contribution" calculation than under the State's "Required Local Contribution by Municipality," this reduces the "additional local monies" that the other communities of RSU5 contribute.

For example, for the 2018-2019 fiscal year, Freeport's RSU5 "Required Local Contribution" (average state valuation multiplied by the state's mill expectation) is \$12,694,792.50.

Alternatively, Freeport's state calculated "Required Local Contribution by Municipality" is \$12,484,914.27. Accordingly, Freeport pays \$209,878.23 more under the "RSU5 Required Local Contribution" calculation than it is required to contribute per the state's "Required Local Contribution by Municipality" calculation.

The Council believes that the RSU5 Finance Committee should consider whether it is appropriate for Freeport's required local contribution to RSU5 to be calculated consistently with the state's Required Local Contribution by Municipality. If this were the case, any difference that needs to be contributed to fully fund the RSU5 budget, would then be included in the "Additional Local Monies" category, which Freeport would pay according to its proportional

share (*i.e.* under the current proportional share allocations, Freeport would pay 65.98% of the \$209,878.23, which is \$138,477.66, rather than 100% of the entire \$209,878.23 amount).

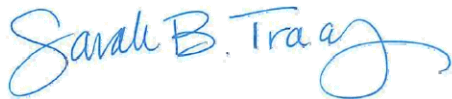
2. Additionally, the Council observes that Freeport's minimum special education adjustment (which, for the 2018-2019 fiscal year is \$835,757.00), is not being applied at 100% to reduce Freeport's required local contribution. Rather it is being credited in the category of additional local monies, which means that Freeport only gets credit for 65.98% of this amount (which in the 2018-2019 fiscal year would equal \$551,432.47). This means that Freeport is paying \$284,324.53 more toward Freeport's Additional Local Monies than if Freeport's minimum special education adjustment were applied 100% towards Freeport's required local contribution.

Again the Council requests that this issue be further investigated and deliberated by the RSU5 Finance Committee as part of its upcoming process.

The Council is happy to make the Finance Director for the Town of Freeport, Jessica Maloy, available to discuss this issue with the RSU5 Finance Director in the event that further explanation is needed.

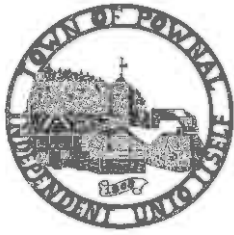
The Freeport Town Council appreciates the opportunity to be involved in the Committee's process to-date and we are happy to answer any additional questions that are relevant to the RSU5 Finance Committee's determination of whether and how to change the RSU5 Cost Sharing Formula. The Council asks that the Committee continue keep the Freeport Town Council, and Board of Selectmen (and women) of the Towns of Durham and Pownal, apprised of the Committee's work. In particular, the Freeport Town Council and the Select Boards of Pownal and Durham be provided with an opportunity to comment on any proposed revised Cost Sharing Formula when the Committee gets to that point in the process.

Sincerely,



Sarah B. Tracy
Freeport Town Council Chair

Cc: Pownal Board of Selectmen (and women) (via email)
Durham Board of Selectmen (and women) (via email)



Town of Pownal

Independent Unto Itself

September 24, 2018

Dear Members of the RSU5 Finance Committee:

The Pownal Selectmen received your May 29, 2018 letter requesting that the Selectmen provide any additional factors to be added to the RSU5 Finance Committee's consideration of the RSU5 Cost Sharing Formula.

And, after reading and considering both the Town of Freeport and the Town of Durham's letters, the Pownal Selectmen wish to respond.

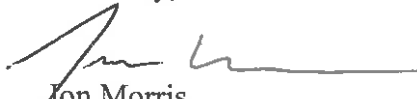
The original cost sharing co-efficient was determined by taking Pownal's additional local co-efficient while it was an independent school district. Lacking any other starting that seemed like a good compromise, understanding that the Cost Sharing Formula would be re-considered. That ALM included multiple factors that are not germane to the current RSU 5 relationship, factors involved in running its own district. That co-efficient is now capricious.

Any cost sharing formula that does not include student population is inherently unrealistic. The Town of Durham's contention that this is a statewide practice is incorrect. There are many situations where towns which are in a high valuation/low student population where a ratio of valuation/ student population is in effect. Consider if Pownal had 12 students!

Freeport's contention concerning the minimum special education adjustment is correct with the exception that the adjustment pertains to the Freeport High School special education budget, which at the time included Pownal students, hence the compromise at the formation of the RSU. The Finance Committee would have to backtrack to the original minutes and explore the ratios of SPED student in the high school.

Pownal Selectmen suggest a Cost Sharing Formula based on a ration of valuation/ student population somewhere around 60/40.

Sincerely,


Jon Morris
Chairman
Pownal Board of Selectmen

Revised September 28, 2008

FAQ's

1. Where will the funding come from to pay for the costs of running the RSU?
 - a. Funding to cover the costs of the RSU come from three sources. They are:
 - i. Required Local Contribution – the required amount that must be raised locally to qualify for state subsidy. This is usually represented as the standard mil rate across the state for education. In the base year (2007-2008) used by the RPC for analysis purposes the state mil rate was 7.44 mils.
 - ii. State Subsidy – this is the amount of state funding that will be provided to the school unit if the Required Local Contribution is approved locally.
 - iii. Additional Local Monies – this is the amount that will be raised locally in addition to the Required Local Contribution by the members of the school unit.
2. How will each of the components in #1 above be allocated to each of the member towns?
 - a. Each town will contribute the Required Local Contribution through the “standard” mil rate determined by the state.
 - b. The state subsidy will be calculated in total for the RSU, not for each local town, and will be paid directly to the RSU by the state.
 - c. The Additional Local Monies will be shared among the three towns using a cost sharing formula developed by the RPC.
3. How much of the total RSU expense is represented by the Additional Local Monies and therefore subject to the cost sharing formula of the RPC?
 - a. Approximately 15% based on the 2007-2008 school budgets for the three school districts.
4. How will the Additional Local Monies be shared under the RPC cost sharing formula?
 - a. The RPC determined that Additional Local Monies (ALM) should be shared on the same ratio as those costs were incurred in the base year (budgets for school year 2007-2008). According to the plan, this cost sharing method would stay in place for five (5) years to give the RSU and its board time to gain experience in the operation of new school unit. The cost sharing method could be changed as early as three years under provisions of the plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

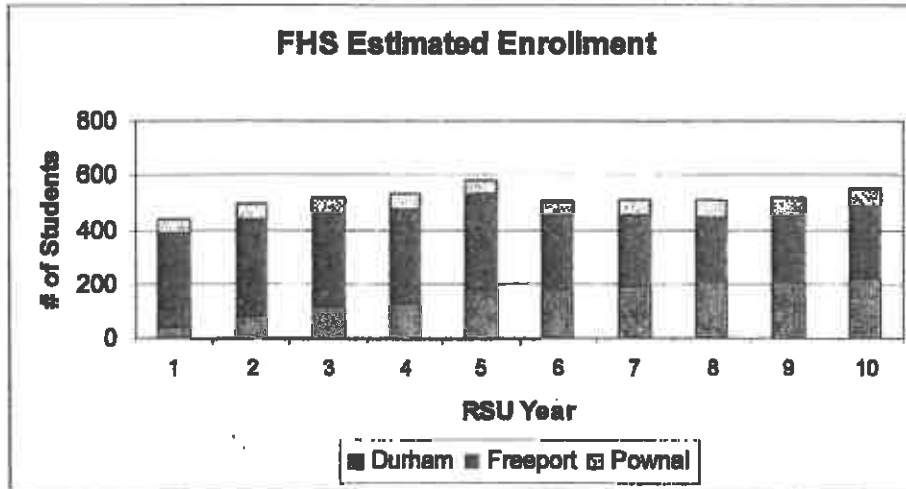
13. What is the "capacity cost" used in the model and how was the amount determined?

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

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

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

15. What is the projected enrollment for Freeport High School and what is the capacity of the current building?
- 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.

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

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

30. What is an Alternative Organization Structure?

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

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

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

[REDACTED]

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:

ALM Cost-Sharing Factors

Pros & Cons

Valuation	
<u>Pros</u>	<u>Cons</u>
Consistent with Statewide practice of allocating tax burden	Does not account for usage
Easily accessible	Does not necessarily correlate with income of residents
Indicative of ability to pay	

Pupil Count	
<u>Pros</u>	<u>Cons</u>
Driver of usage	Could create more drastic swings
Easily understood	Does not take into account efficiencies in Overhead
Readily available	

Population	
<u>Pros</u>	<u>Cons</u>
Measure of voting power	Difficult to determine (only counted at 10-year census)
Not a measure of usage	
Not a measure of ability to raise funds	

Tax Increment Financing (TIFs)	
<u>Pros</u>	<u>Cons</u>
True value of each town	Not easily understood
Not easily determined	
May not be an apples-to-apples comparison	

Historical Spending	
<u>Pros</u>	<u>Cons</u>
Helped minimize spikes during RSU transition	No longer relevant after 10 years of RSU experience
Static	

Median Household Income	
<u>Pros</u>	<u>Cons</u>
Indicator of individual residents' ability to pay	Typically dated info
Not indicative of full tax base (no commercial value)	



MAINE REVENUE SERVICES PROPERTY TAX DIVISION PROPERTY TAX BULLETIN NO. 1

MAINE STATE VALUATIONS

REFERENCE: 36 M.R.S. §§ 208, 272, 305(1), 381, 683, and 692. 30-A M.R.S. § 5702.
September 5, 2019; replaces June 16, 2015 revision

1. Overview

Maine law requires the State Tax Assessor to annually determine the equalized just value of all real and personal property in the state. These equalized values, known as state valuations, are compiled in a report which is certified with the Secretary of State by February 1 each year. The state valuations are used to calculate county taxes, to determine the amount of state funds to be granted to each municipality for education funding and revenue sharing, to establish municipal and school bond debt limits, and to determine municipal contributions to public school systems.

2. Definitions

- A. Arm's length sale. "Arm's length sale" means a sale between a willing buyer and a willing seller that are unrelated and are not acting under duress, abnormal pressure, or undue influence.
- B. Assessor. "Assessor" means a sworn municipal assessing authority, whether an individual assessor, a board of assessors, or a chief assessor of a primary assessing area. However, "Assessor" means the State Tax Assessor with respect to the unorganized territory.
- C. Just value. "Just value" of property means its fair market value.
- D. Municipal assessed value. "Municipal assessed value" means the total value of property in a municipality as recorded by that municipality. Municipal assessed value may be equal to, higher than, or lower than just value.
- E. State valuation. The "state valuation" for a given tax year means the total equalized value of all taxable property in a municipality as of April 1, plus the portion of exempt value of homestead exemptions and Business Equipment Tax Exemption property reimbursed by the State to the municipality, less the captured property value in tax increment financing districts in the municipality.

3. State Valuations

The State Tax Assessor determines state valuations annually, by analyzing municipal assessed values and adjusting those values, if necessary, to make them equal to just value. This is accomplished by completing sales ratio studies for each municipality, which measures the assessed value of recently sold properties relative to their selling price. In some instances, individual ratios will be determined for different classes of property within a municipality (e.g., waterfront, commercial, residential, etc.).

The ratios computed from the studies are applied to all similar classes of property within that municipality to determine a reliable estimation of the fair market value of all taxable properties in the municipality.

Data used in these studies are drawn from recent arm's length sales of property in the municipality, as reported by the municipality and on real estate transfer tax filings. Sales within a 12-month period surrounding the appropriate April 1 assessment date are reviewed. If there were insufficient arm's length sales during that sales period to conduct a reasonable analysis, the State Tax Assessor may expand the sales period reviewed to 18 months, 24 months, or beyond.

In addition to sales ratio studies, the State Tax Assessor may use additional information from other sources in determining state valuations, including, but not limited to, municipal valuation returns, meetings with assessors, and appraisals of individual properties. This additional information may be reviewed with the municipal assessor and compared with municipal assessed values to determine the ratio to just value on which the municipal assessments are based.

The State Tax Assessor produces a preliminary determination of state valuation, known as the Report of Assessment Review, which provides details of the data and the computations used in the determination of the state valuation. Municipal assessors should review these reports to ensure accuracy of the information and to identify any issues before the proposed state valuation is sent.

The proposed state valuation report is sent by October 1 each year to the chair of the board of assessors and, in municipalities having selectmen, to the chair of the board of selectmen. This report contains a list of the state valuations for each municipality in the county in which the municipality is located.

The state valuation report is then filed with the Secretary of State and published annually. This report includes state valuations for each of the organized municipalities in the state as well as the unorganized territory, which is grouped by county. Property in the Passamaquoddy Tribe and Penobscot Nation Indian Territories is also included in the state valuation report.

4. Appeal Procedure

If a majority of the municipal officers disagree with the determinations in the proposed state valuation report, the municipality may appeal the State Tax Assessor's determination to the State Board of Property Tax Review (the "Board"). A municipality must file an appeal with the Board by November 15. An appeal must be in writing, must be signed by a majority of the municipal officers, and must include an affidavit stating the grounds for appeal. A copy of the appeal and affidavit must also be sent to the State Tax Assessor.

The Board is independent from the State Tax Assessor and consists of 15 members appointed by the governor. Appeals are heard and decided by a subset of five members of the Board.

The Board has the power to administer oaths, take testimony, hold hearings, summon such witnesses and subpoena such records, files, and documents it deems necessary. The Board's current rules and procedures may be found at www.maine.gov/dafs/boardproptax/.

The Board must hear an appeal within a reasonable amount of time and must render its decision no later than January 15 following the date of the appeal. Prior to a hearing, the Board will give at least five days' notice to the municipality and the State Tax Assessor. If it rules in favor of a municipality, the Board may adjust the state valuation for that municipality. The State Tax Assessor must

incorporate any adjustment into the state valuation report certified to the Secretary of State pursuant to 36 M.R.S. § 305(1).

Decisions of the Board may be appealed pursuant to the Maine Administrative Procedures Act, Title 5, chapter 375. If an appeal to the Superior Court or Supreme Judicial Court results in a lowering of the municipality's state valuation, the State will reimburse an amount equal to the money lost by the municipality due to the use by the State of an incorrect value used to distribute state funds to municipalities.

NOTE: This bulletin is intended solely as advice to assist persons in determining, exercising or complying with their legal rights, duties or privileges. If further information is needed, contact the Property Tax Division of Maine Revenue Services.

MAINE REVENUE SERVICES
PROPERTY TAX DIVISION
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(Published under Appropriation No. 1037.1)

RSU 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

	Assessed 2018-2019	Proposed 2019-2020	Difference	
<u>RSU Operating Budget</u>				
Total Operating Budget	\$ 32,946,024	\$ 34,080,295	\$ 1,134,271	
Adult Education Budget	\$ 112,000	\$ 112,000	\$ -	
Total RSU Operating Budget w/Adult Ed	\$ 33,058,024	\$ 34,192,295	\$ 1,134,271	3.43%
<u>Less: State and Non-Shared Debt</u>				
F-Non-Shared Local Debt	\$ 162,486	\$ 155,264	\$ (7,222)	
D- State Supported Debt	\$ 1,292,035	\$ 1,270,507	\$ (21,528)	
D-Non-Shared Local Debt	\$ 198,901	\$ 155,985	\$ (42,916)	
Total State and Non-Shared Debt	\$ 1,653,422	\$ 1,581,756	\$ (71,666)	
<u>Less: Local Revenues</u>				
Shared Revenue*	\$ 976,136	\$ 805,500	\$ (170,636)	
State Aid	\$ 4,659,591	\$ 4,966,862	\$ 307,271	
Total Revenues	\$ 5,635,727	\$ 5,772,362	\$ 136,635	
<u>Less: RSU Plan Required Local Contribution</u>	\$ 17,771,646	\$ 17,707,332	\$ (64,314)	
Total Additional Local Monies Required*	\$ 7,997,229	\$ 9,130,844	\$ 1,133,615	
Net Impact to Taxation Districtwide	\$ 25,768,875	\$ 26,838,176	\$ 1,069,301	4.15%
<u>Additional Local Monies Required Distribution Per RSU Plan</u>				
Durham 21.42%	\$ 1,713,007	\$ 1,955,827	\$ 242,820	
Freeport 65.98%	\$ 5,276,572	\$ 6,024,531	\$ 747,959	
Pownal 12.60%	\$ 1,007,651	\$ 1,150,486	\$ 142,835	
Total Additional Local Monies Required	\$ 7,997,229	\$ 9,130,844	\$ 1,133,615	
*Shared Revenue				
Town of Freeport Hunter Road Field Maintenance		\$95,000		
State Agency		\$40,000		
Medicaid		\$50,000		
Misc / Interest		\$19,000		
Laugh & Learn		\$5,500		
Contingency		\$196,000		
Undesignated Fund Balance		\$400,000		
Total Shared Revenue		\$805,500		

RSU5 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

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

Durham

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

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

Freeport

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

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

Pownal

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

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

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

FD 279 Section 4B

**STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333**

2/15/2019

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

ORG ID : 1449

RSU 05

2019 - 2020

Section : 1

Section 1: Computation of EPS Rates

A) Attending Counts:

	PreK-K	1-5	6-8	PreK-8	9-12	Total
1) Attending Pupils (October 2017)	223.0	695.0	490.0	1,408.0	534.0	1,942.0
2) Attending Pupils (October 2018)	246.0	695.0	470.0	1,411.0	582.0	1,993.0
3) Attending Pupils Average	234.5	695.0	480.0	1,409.5	558.0	1,967.5

	PreK-K EPS FTE	Student to Staff	1-5 EPS FTE	Student to Staff	6-8 EPS FTE	Student to Staff	9-12 EPS FTE	Student to Staff	EPS FTE Total	Actual FTE Total	% Of EPS	SAU Data in EPS Matrix	Adjusted EPS Salary	Elementary Salary	Secondary Salary
B) Staff Positions															
1) Teachers	15.6	(15:1) +	40.9	(17:1) +	28.2	(17:1) +	34.9	(16:1) =	119.6 +	146.0 =	0.82 x	7,701,848 =	6,315,515 =	4,521,909	1,793,606
2) Guidance	0.7	(350:1) +	2.0	(350:1) +	1.4	(350:1) +	2.2	(250:1) =	6.3 +	9.4 =	0.67 x	484,172 =	324,395 =	232,267	92,128
3) Librarians	0.3	(800:1) +	0.9	(800:1) +	0.6	(800:1) +	0.7	(800:1) =	2.5 +	4.9 =	0.51 x	260,759 =	132,987 =	95,219	37,768
4) Health	0.3	(800:1) +	0.9	(800:1) +	0.6	(800:1) +	0.7	(800:1) =	2.5 +	4.7 =	0.53 x	275,132 =	145,820 =	104,407	41,413
5) Education Techs	2.1	(114:1) +	6.1	(114:1) +	1.5	(312:1) +	1.8	(316:1) =	11.5 +	18.2 =	0.63 x	368,272 =	228,861 =	163,864	64,997
6) Library Techs	0.5	(500:1) +	1.4	(500:1) +	1.0	(500:1) +	1.1	(500:1) =	4.0 +	2.0 =	2.00 x	44,737 =	89,474 =	64,063	25,411
7) Clerical	1.2	(200:1) +	3.5	(200:1) +	2.4	(200:1) +	2.8	(200:1) =	9.9 +	12.0 =	0.83 x	405,986 =	336,968 =	241,269	95,699
8) School Admin.	0.8	(305:1) +	2.3	(305:1) +	1.6	(305:1) +	1.8	(315:1) =	6.5 +	8.8 =	0.74 x	746,845 =	552,665 =	395,708	156,957

C) Computation of Benefits:	Percentage		Elementary Salary	Secondary Salary	Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	19.00%	X	4,953,802	1,964,915	941,222	373,334
2) Education & Library Technicians	36.00%	X	227,927	90,408	82,054	32,547
3) Clerical	29.00%	X	241,269	95,899	69,968	27,753
4) School Administrators	14.00%	X	395,708	156,957	55,399	21,974

D) Other Support Per-Pupil Costs:	PreK-8	9-12	Elementary Students	Secondary Students	Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	44	44 X	1,409.5	558.0	62,018	24,552
2) Supplies and Equipment	384	530 X	1,409.5	558.0	541,248	295,740
3) Professional Development	66	66 X	1,409.5	558.0	93,027	36,828
4) Instructional Leadership Support	30	30 X	1,409.5	558.0	42,285	16,740
5) Co- and Extra-Curricular Student	41	127 X	1,409.5	558.0	57,790	70,866
6) System Administration/Support	47	47 X	1,409.5	558.0	66,247	26,226
7) Operations & Maintenance	1122	1333 X	1,409.5	558.0	1,581,459	743,814

E) Other Adjustments:

1) Regional Adjustment for Staff & Substitute Salaries

Regional Index = 1.08

Section 1: Totals

Divided by Attending Pupils:

Calculated EPS Rates Per Pupil:

	470,458	186,602
	9,881,881	4,164,955
+	1,409.5	558.0
=	7,011	7,464

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

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

ORG ID : 1449

RSU 05

2019 - 2020

Section 2: Operating Cost Allocations

Section : 2

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

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

**STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333**

2/15/2019

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

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Section 3: Other Allocations

Section : 3

A) Other Subsidizable Costs

		Base Year Expenditure		Inflation Adjustment		
1)	Gifted & Talented Expenditures from 2017 - 2018	78,208.01	X	101.70%	=	79,537.55
2)	Special Education - EPS Allocation		X		=	3,820,535.84
3)	Special Education - High-Cost Out-of-District Allocation		X		=	40,549.00
4)	Transportation Operating - EPS Allocation		X		=	1,212,104.00
5)	Approved Bus Allocation (Purchase Year FY 19 or earlier)		X		=	240,462.69
	Total Other Subsidizable Costs				=	5,393,189.08

B) Teacher Retirement Amount (Normalized Cost)

645,441.18

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

C) Debt Service Allocations

1)	Town / District	Payment Date	Name of Project	Principal		Interest		Total
	DURHAM	11/01/2019	DURHAM NEW PREK-8 SCHOOL	886,467.00	+	196,618.38	=	1,083,085.38
		05/03/2020	DURHAM NEW PREK-8 SCHOOL	0.00	+	187,421.29	=	187,421.29
2)	Total Debt Service Principal & Interest Payments			<u>886,467.00</u>		<u>384,039.67</u>		<u>1,270,506.67</u>
3)	Approved Lease for 2018 - 19		RSU 05					0.00
4)	Approved Lease Purchase for 2018 - 19 for		RSU 05					0.00
	Total Debt Service Allocation						=	<u>1,270,506.67</u>

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

22,833,389.48

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

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

ORG ID : 1449

RSU 05

2019 - 2020

Section : 4

Section 4 : Calculation of Required Local Contribution - Mill Expectation

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

Member Municipality	Average Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub, & Tch. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils
Durham	599.5	30.73%	6,626,273.89 +	1,270,506.67 =	7,896,780.56
Freeport	1140.0	58.43%	12,599,192.43 +	0.00 =	12,599,192.43
Pownal	213.5	10.84%	2,337,416.49 +	0.00 =	2,337,416.49
Total	1,951.0	100.00%	21,562,882.81	1,270,506.67	22,833,389.48

B) State Valuation by Member Municipality

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

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

Member Municipality	Total Allocation by Municipality	Required Local Contribution by Municipality	Calculated Mill Rate	State Contribution by Municipality (Prior to adjustments)
Durham	7,896,780.56 -	3,113,280.00	8.28	4,783,500.56
Freeport	12,599,192.43 -	12,599,192.43	8.25	0.00
Pownal	2,337,416.49 -	1,954,908.00	8.28	382,508.49
Total	22,833,389.48	17,667,380.43		5,166,008.05

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

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

ORG ID : 1449

RSU 05

2019 - 2020

Section : 5

Section 5: Totals and Adjustments

	Total Allocation	Local Contribution	State Contribution
A) Total Allocation, Local Contribution, and State Contribution Prior to Adjustment	22,833,389.48	17,667,380.43	5,166,009.05
4) Minimum Special Education Adj. for Towns in a RSU		-1,015,214.00	1,015,214.00
6) Totals after adjustment to Local and State Contributions	22,833,389.48	16,652,166.43	6,181,223.05
B) Other Adjustments to State Contribution Only			
1) Plus Audit Adjustments			0.00
2) Less Audit Adjustments			0.00
3) Less Adjustment for Unappropriated Local Contribution			0.00
4) Less Adjustment for Unallocated Balance in Excess of 3%			0.00
5) Special Education Budgetary Hardship Adjustment			0.00
6) Career & Technical Education Center Allocation			0.00
7) Plus Long-Term Drug Treatment Centers Adjustment			0.00
8) Regionalization and efficiency assistance			56,146.20
9) Bus Refurbishing Adjustment			0.00
10) Less MaineCare Seed - Private			0.00
11) Less MaineCare Seed - Public			0.00
C) Adjusted State Contribution			6,237,369.25
Local and State Percentages Prior to Adjustments :	Local Share % = 77.38 %	State Share % = 22.62 %	
Local and State Percentages After Adjustments :	Local Share % = 72.93 %	State Share % = 27.07 %	
FY1 : 100% EPS Allocation	22,833,389.48		

Section F: Adjusted Local Contribution by Town

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

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

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

STATE OF MAINE DEPARTMENT OF EDUCATION
AUGUSTA 04333

2/15/2019

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

ORG ID : 1449

RSU 05

2019 - 2020

Section : 6

Section 6: SCHEDULED PAYMENTS & YEAR TO DATE PAYMENTS

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

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

2020 Board Adopted Budget

ALM Calculation Current Methodology vs Recommended Methodology

Handout #8

	Current 2019/2020				Recommended 2019/2020			
Total Operating Budget	34,192,295				Total Operating Budget	34,192,295		
Less: Non-Shared and State Debt					Less: Non-Shared and State Debt			
Durham Non-Shared Debt	155,985				Durham Non-Shared Debt	155,985		
Freeport Non-Shared Debt	155,264				Freeport Non-Shared Debt	155,264		
Shared Debt (DCS)	1,270,507	ED279	Section 6		Shared Debt (DCS)	1,270,507	ED279	Section 6
Total Non-Shared and State Debt	1,581,756				Total Non-Shared and State Debt	1,581,756		
Subtotal:	32,610,539				Subtotal:	32,610,539		
Less: Local Revenues					Less: Local Revenues			
Shared Revenue	805,500				Shared Revenue	805,500		
State Aid (less State Supported Debt Service)	4,966,862	ED279	Section 6		State Aid (less State Supported Debt Service)	4,966,862	ED279	Section 6
Total Revenues	5,772,362				Total Revenues	5,772,362		
Total Amount to be Funded Locally	26,838,177				Total Amount to be Funded Locally	26,838,177		

Local Funding Allocation

Total Amount to be Funded Locally	26,838,177				Total Amount to be Funded Locally	26,838,177		
Less: RLC					Less: RLC			
Durham RLC	3,113,280	ED279	Section 4B		Durham RLC	3,113,280	ED279	Section 5F
Freeport RLC	12,639,144	ED279	Section 4B		Freeport RLC	12,599,192	ED279	Section 5F
Less: Min. Spec. Ed. Adj.	0				Less: Min. Spec. Ed. Adj.	1,015,214	ED279	Section 5F
Freeport Adj. RLC	12,639,144				Freeport Adj. RLC	11,583,978		
Pownal RLC	1,954,908	ED279	Section 4B		Pownal RLC	1,954,908	ED279	Section 5F
Total Amount Funded via RLC	17,707,332				Total Amount Funded via RLC	16,652,166	ED279	Section 5F
Equals: Total ALM Required	9,130,845				Equals: Total ALM Required	10,186,011		

85% Valuation / 15% Pupil Count

ALM Cost Sharing %:				ALM Cost Sharing %:				
Durham	21.42%			Durham	19.55%			
Freeport	65.98%			Freeport	69.44%			
Pownal	12.60%			Pownal	11.01%			
					100.0%			
Summary by Town:				Summary by Town:		\$ Change	% Change	
Durham RLC	3,113,280			Durham RLC	3,113,280	-	0.00%	
Durham ALM	1,955,827			Durham ALM	1,991,749	35,921	1.84%	
Durham Non-Shared Debt	155,985			Durham Non-Shared Debt	155,985	-	0.00%	
Durham Total	5,225,092			Durham Total	5,261,014	35,921	0.69%	
Freeport RLC	12,639,144			Freeport RLC	11,583,978	(1,055,166)	-8.35%	
Freeport ALM	6,024,532			Freeport ALM	7,072,764	1,048,233	17.40%	
Freeport Non-Shared Debt	155,264			Freeport Non-Shared Debt	155,264	-	0.00%	
Freeport Total	18,818,940			Freeport Total	18,812,007	(6,933)	-0.04%	
Pownal RLC	1,954,908			Pownal RLC	1,954,908	-	0.00%	
Pownal ALM	1,150,487			Pownal ALM	1,121,498	(28,989)	-2.52%	
Pownal Total	3,105,395			Pownal Total	3,076,406	(28,989)	-0.93%	
					10,186,011			

100% Valuation / 0% Pupil Count				
ALM Cost Sharing %:		ALM Cost Sharing %:		
Durham	21.42%	Durham	17.58%	
Freeport	65.98%	Freeport	71.38%	
Pownal	12.60%	Pownal	11.04%	
			100.0%	
Summary by Town:		Summary by Town:		\$ Change % Change
Durham RLC	3,113,280	Durham RLC	3,113,280	- 0.00%
Durham ALM	1,955,827	Durham ALM	1,790,891	(164,936) -8.43%
Durham Non-Shared Debt	155,985	Durham Non-Shared Debt	155,985	- 0.00%
Durham Total	5,225,092	Durham Total	5,060,156	(164,936) -3.16%
Freeport RLC	12,639,144	Freeport RLC	11,583,978	(1,055,166) -8.35%
Freeport ALM	6,024,532	Freeport ALM	7,270,573	1,246,042 20.68%
Freeport Non-Shared Debt	155,264	Freeport Non-Shared Debt	155,264	- 0.00%
Freeport Total	18,818,940	Freeport Total	19,009,816	190,876 1.01%
Pownal RLC	1,954,908	Pownal RLC	1,954,908	- 0.00%
Pownal ALM	1,150,487	Pownal ALM	1,124,546	(25,940) -2.25%
Pownal Total	3,105,395	Pownal Total	3,079,454	(25,940) -0.84%

0% Valuation / 100% Pupil Count				
ALM Cost Sharing %:		ALM Cost Sharing %:		
Durham	21.42%	Durham	30.73%	
Freeport	65.98%	Freeport	58.43%	
Pownal	12.60%	Pownal	10.84%	
			100.0%	
Summary by Town:		Summary by Town:		\$ Change % Change
Durham RLC	3,113,280	Durham RLC	3,113,280	- 0.00%
Durham ALM	1,955,827	Durham ALM	3,129,940	1,174,113 60.03%
Durham Non-Shared Debt	155,985	Durham Non-Shared Debt	155,985	- 0.00%
Durham Total	5,225,092	Durham Total	6,399,205	1,174,113 22.47%
Freeport RLC	12,639,144	Freeport RLC	11,583,978	(1,055,166) -8.35%
Freeport ALM	6,024,532	Freeport ALM	5,951,846	(72,685) -1.21%
Freeport Non-Shared Debt	155,264	Freeport Non-Shared Debt	155,264	- 0.00%
Freeport Total	18,818,940	Freeport Total	17,691,089	(1,127,851) -5.99%
Pownal RLC	1,954,908	Pownal RLC	1,954,908	- 0.00%
Pownal ALM	1,150,487	Pownal ALM	1,104,224	(46,262) -4.02%
Pownal Total	3,105,395	Pownal Total	3,059,132	(46,262) -1.49%

CURRENT ALM % Formula Straight ED279 RLC				
ALM Cost Sharing %:		ALM Cost Sharing %:		
Durham	21.42%	Durham	21.42%	
Freeport	65.98%	Freeport	65.98%	
Pownal	12.60%	Pownal	12.60%	
			100.0%	
Summary by Town:		Summary by Town:		\$ Change % Change
Durham RLC	3,113,280	Durham RLC	3,113,280	- 0.00%
Durham ALM	1,955,827	Durham ALM	2,181,844	226,016 11.56%
Durham Non-Shared Debt	155,985	Durham Non-Shared Debt	155,985	- 0.00%
Durham Total	5,225,092	Durham Total	5,451,109	226,016 4.33%
Freeport RLC	12,639,144	Freeport RLC	11,583,978	(1,055,166) -8.35%
Freeport ALM	6,024,532	Freeport ALM	6,720,730	696,198 11.56%
Freeport Non-Shared Debt	155,264	Freeport Non-Shared Debt	155,264	- 0.00%
Freeport Total	18,818,940	Freeport Total	18,459,972	(358,967) -1.91%
Pownal RLC	1,954,908	Pownal RLC	1,954,908	- 0.00%
Pownal ALM	1,150,487	Pownal ALM	1,283,437	132,951 11.56%
Pownal Total	3,105,395	Pownal Total	3,238,345	132,951 4.28%

RSU5 2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

Handout #9

CURRENT METHODOLGY vs FINANCE COMMITTEE RECOMMENDED METHODOLOGY

	Adopted 2019-2020	Proposed 2019-2020	Difference	
<u>RSU Operating Budget</u>				
Total Operating Budget	\$ 34,080,295	\$ 34,080,295	\$ -	
Adult Education Budget	\$ 112,000	\$ 112,000	\$ -	
Total RSU Operating Budget w/Adult Ed	\$ 34,192,295	\$ 34,192,295	\$ -	0.00%
<u>Less: State and Non-Shared Debt</u>				
F-Non-Shared Local Debt	\$ 155,264	\$ 155,264	\$ -	
D- State Supported Debt	\$ 1,270,507	\$ 1,270,507	\$ -	
D-Non-Shared Local Debt	\$ 155,985	\$ 155,985	\$ -	
Total State and Non-Shared Debt	\$ 1,581,756	\$ 1,581,756	\$ -	
<u>Less: Local Revenues</u>				
Shared Revenue*	\$ 805,500	\$ 805,500	\$ -	
State Aid	\$ 4,966,862	\$ 4,966,862	\$ -	
Total Revenues	\$ 5,772,362	\$ 5,772,362	\$ -	
<u>Less: RSU Plan Required Local Contribution</u>	\$ 17,707,332	\$ 16,652,166	\$ (1,055,166)	
Total Additional Local Monies Required	\$ 9,130,844	\$ 10,186,010	\$ 1,055,166	
Net Impact to Taxation Districtwide	\$ 26,838,176	\$ 26,838,176	\$ -	0.00%
<u>Additional Local Monies Required Distribution Per RSU Plan</u>				
Durham 21.42% vs 19.55%	\$ 1,955,827	\$ 1,991,748	\$ 35,921	
Freeport 65.98% vs 69.44%	\$ 6,024,531	\$ 7,072,764	\$ 1,048,233	
Pownal 12.60% vs 11.01%	\$ 1,150,486	\$ 1,121,498	\$ (28,989)	
Total Additional Local Monies Required	\$ 9,130,844	\$ 10,186,010	\$ 1,055,166	

*Shared Revenue

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

RSU5 2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

Handout #9

CURRENT METHODOLOGY vs FINANCE COMMITTEE RECOMMENDED METHODOLOGY

	Adopted 2019-2020	Proposed 2019-2020	Difference	
<u>Additional Local Monies Required Distribution Per RSU Plan</u>				
Durham 21.42% vs 19.55%	\$ 1,955,827	\$ 1,991,748	\$ 35,921	
Freeport 65.98% vs 69.44%	\$ 6,024,531	\$ 7,072,764	\$ 1,048,233	
Pownal 12.60% vs 11.01%	\$ 1,150,486	\$ 1,121,498	\$ (28,989)	
Total Additional Local Monies Required	\$ 9,130,844	\$ 10,186,010	\$ 1,055,166	
 <u>Durham</u>				
RSU Plan Additional Local Monies	\$ 1,955,827	\$ 1,991,748	\$ 35,921	
RSU Plan Required Local Contribution	\$ 3,113,280	\$ 3,113,280	\$ -	
Non Shared Debt	\$ 155,985	\$ 155,985	\$ -	
Net Impact	\$ 5,225,092	\$ 5,261,013	\$ 35,921	0.69%
 <u>Freeport</u>				
RSU Plan Additional Local Monies	\$ 6,024,531	\$ 7,072,764	\$ 1,048,233	
RSU Plan Required Local Contribution	\$ 12,639,144	\$ 11,583,978	\$ (1,055,166)	
Non Shared Debt	\$ 155,264	\$ 155,264	\$ -	
Net Impact	\$ 18,818,939	\$ 18,812,007	\$ (6,933)	-0.04%
 <u>Pownal</u>				
RSU Plan Additional Local Monies	\$ 1,150,486	\$ 1,121,498	\$ (28,989)	
RSU Plan Required Local Contribution	\$ 1,954,908	\$ 1,954,908	\$ -	
Non Shared Debt	\$ -	\$ -	\$ -	
Net Impact	\$ 3,105,394	\$ 3,076,406	\$ (28,989)	-0.93%

ED 279 Section 5F

RSU5 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

Handout #10

RECOMMENDED METHODOLOGY APPLIED TO 2018/2019 AND 2019/2020

	Proposed 2018-2019	Proposed 2019-2020	Difference	
<u>RSU Operating Budget</u>				
Total Operating Budget	\$ 32,946,024	\$ 34,080,295	\$ 1,134,271	
Adult Education Budget	\$ 112,000	\$ 112,000	\$ -	
Total RSU Operating Budget w/Adult Ed	\$ 33,058,024	\$ 34,192,295	\$ 1,134,271	3.43%

Less: State and Non-Shared Debt

F-Non-Shared Local Debt	\$ 162,486	\$ 155,264	\$ (7,222)	
D- State Supported Debt	\$ 1,292,035	\$ 1,270,507	\$ (21,528)	
D-Non-Shared Local Debt	\$ 198,901	\$ 155,985	\$ (42,916)	
Total State and Non-Shared Debt	\$ 1,653,422	\$ 1,581,756	\$ (71,666)	

Less: Local Revenues

Shared Revenue*	\$ 976,136	\$ 805,500	\$ (170,636)	
State Aid**	\$ 4,659,591	\$ 4,966,862	\$ 307,271	
Total Revenues	\$ 5,635,727	\$ 5,772,362	\$ 136,635	

Less: RSU Plan Required Local Contribution

	\$ 16,617,747	\$ 16,652,166	\$ 34,419	
Total Additional Local Monies Required***	\$ 9,151,128	\$ 10,186,010	\$ 1,034,882	

Net Impact to Taxation Districtwide	\$ 25,768,875	\$ 26,838,176	\$ 1,069,301	4.15%
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Additional Local Monies Required Distribution Per RSU Plan

Durham	19.51%	19.55%	\$ 1,785,307	\$ 1,991,748	\$ 206,441
Freeport	69.48%	69.44%	\$ 6,357,755	\$ 7,072,764	\$ 715,008
Pownal	11.02%	11.01%	\$ 1,008,066	\$ 1,121,498	\$ 113,432
Total Additional Local Monies Required			\$ 9,151,128	\$ 10,186,010	\$ 1,034,882

*Shared Revenue

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

ED 279 Section 6

ED 279 Section 5F

RSU5 2019-2020 BOARD OF DIRECTORS' ADOPTED BUDGET IMPACT

Handout #10

RECOMMENDED METHODOLOGY APPLIED TO 2018/2019 AND 2019/2020

				Proposed 2018-2019	Proposed 2019-2020	Difference		
<u>Additional Local Monies Required Distribution Per RSU Plan</u>							Last Year Increase (%) (per budget docs)	
	Durham	19.51%	19.55%	\$ 1,785,307	\$ 1,991,748	\$ 206,441		
	Freeport	69.48%	69.44%	\$ 6,357,755	\$ 7,072,764	\$ 715,008		
	Pownal	11.02%	11.01%	\$ 1,008,066	\$ 1,121,498	\$ 113,432		
Total Additional Local Monies Required				\$ 9,151,128	\$ 10,186,010	\$ 1,034,882		
<u>Durham</u>								
	RSU Plan Additional Local Monies			\$ 1,785,307	\$ 1,991,748	\$ 206,441		
	RSU Plan Required Local Contribution			\$ 3,095,200	\$ 3,113,280	\$ 18,080		
	Non Shared Debt			\$ 198,901	\$ 155,985	\$ (42,916)		
	Net Impact			\$ 5,079,408	\$ 5,261,013	\$ 181,605	3.58%	4.13%
<u>Freeport</u>								
	RSU Plan Additional Local Monies			\$ 6,357,755	\$ 7,072,764	\$ 715,008		
	RSU Plan Required Local Contribution			\$ 11,558,791	\$ 11,583,978	\$ 25,187		
	Non Shared Debt			\$ 162,486	\$ 155,264	\$ (7,222)		
	Net Impact			\$ 18,079,032	\$ 18,812,007	\$ 732,974	4.05%	3.78%
<u>Pownal</u>								
	RSU Plan Additional Local Monies			\$ 1,008,066	\$ 1,121,498	\$ 113,432		
	RSU Plan Required Local Contribution			\$ 1,963,756	\$ 1,954,908	\$ (8,848)		
	Non Shared Debt			\$ -	\$ -	\$ -		
	Net Impact			\$ 2,971,822	\$ 3,076,406	\$ 104,584	3.52%	4.27%

ED 279 Section 5F

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

Item #13A.

RSU 5 Satisfaction Survey 2018-2019
(Percent that are somewhat, quite, or extremely positive)

	A1 Overall, how positive is the working environment at your school?	A2 How positive are the attitudes of your colleagues?	A3 Would you recommend your school as a workplace for someone seeking employment?	B1 How supported do you feel in your professional growth in your role?	B2 How useful are the professional development opportunities offered to you?	C1 How positive is the influence of the school leaders on the quality of your school?	C2 How effective are the communication structures in your school?	C3 Does staff feedback impact decision making at your school?	D1 How effective is your school's evaluation system in helping you improve?	E1 How effective are the structures in your school that support the social-emotional needs of all students?	E2 How effective are the structures in your school that support the academic learning needs of all students?	F1 How often do you feel you have adequate material resources to support your students' learning?
PES Teacher (13 Resp. - 59%)	100	100	92	85	69	100	100	100	85	100	100	100
PES Ed Techs (2 Resp. - 40%)	100	100	100	100	100	100	100	100	100	100	100	100
DCS Teacher (34 Resp.- 68%)	74	77	62	71	80	71	71	68	88	65	77	100
DCS Ed Techs (8 Resp. - 73%)	87	87	75	75	75	100	100	50	75	100	100	100
MSS Teacher (19 Resp. - 51%)	95	89	84	95	100	89	89	89	89	100	100	95
MSS Ed Techs (7 Resp. - 54%)	100	100	86	100	100	100	100	86	86	100	100	86
MLS Teacher (24 Resp. - 71%)	92	96	92	92	79	91	79	87	79	71	87	100
MLS Ed Techs (3 Resp. - 75%)	67	67	67	67	100	100	67	67	100	67	100	100
FMS Teacher (25 Resp.- 60%)	92	92	88	84	68	92	80	88	64	84	92	100
FMS Ed Techs (12 Resp. - 92%)	100	100	100	91	73	100	100	100	91	91	91	82
FHS Teacher (43 Resp. - 73%)	84	88	76	75	47	72	72	72	49	84	98	79
FHS Ed Techs (6 Resp. - 50%)	100	100	100	83	83	100	83	100	83	100	100	100

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

On the question (F2), “which of the following factors most influence your satisfaction in the workplace,” all schools and subgroups rated colleagues, leadership, and culture as most important, but sometimes in varying order. The only exception to this were the ed techs at the high school who chose salary, culture, and colleagues as their top three factors influencing their satisfaction .

Summary of Individual Schools:

PES:

Overall Strengths:

- Overall, responses were positive in all categories.

Opportunities for Growth

- Creating professional development opportunities that are useful (31% report not at all useful or slightly useful).

DCS:

Overall Strengths:

- Resources, professional development, and the evaluation system were strengths.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (38% reported that they would sometimes recommend)
- Creating more opportunities for staff feedback to impact decision making at the school (32% report that staff feedback almost never or once in a while impacts decision making).

MSS:

Overall Strengths:

- Staff were very satisfied with their Professional Development opportunities.
- Staff were very satisfied with their social emotional and academic supports provided to the students.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (16% reported that they would sometimes recommend).

MLS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.

Opportunities for Growth:

- Staff reported that there are not enough structures that support the social-emotional needs of all students (29% reported as inadequate or needs to improve).

FMS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.
- Staff reported on the positive influence of school leaders.

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (36% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (32% reported that it is not at all useful or slightly useful).

FHS:

Overall Strengths:

- Staff reported that the attitudes of colleagues are very positive.

Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (51% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (53% reported that it is not at all useful or slightly useful).

Districtwide:

- Overall there was a positive response to there being effective structures in the schools to support the academic learning of all students.
- Overall all schools feel they have adequate material resources to support learning for students.

The data will be used by principals and their leadership teams to reflect on the survey responses and determine action steps needed to strengthen their schools.