REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY – OCTOBER 10, 2018
MAST LANDING SCHOOL– CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

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

2.   Attendance:
     ___Kathryn Brown   ___Lindsay Sterling
     ___Jeremy Clough   ___Valeria Steverlynck
     ___Candace deCsipkes   ___Madelyn Vertenten
     ___Jennifer Galletta   ___Sarah Woodard
     ___Erica Giddinge   ___Student Representative
     ___John Morang   ___Student Representative
     ___Michelle Ritcheson

3.   Pledge of Allegiance:

4.   Consideration of Minutes:
     A. Consideration and approval of the Minutes of September 26, 2018 as presented barring any errors or omissions.

          Motion:_____ 2nd:_____ Vote:_____

5.   Adjustments to the Agenda:

6.   Good News & Recognition:
     A. Good News from Mast Landing School – Emily Grimm (10 Minutes)

7.   Public Comments: (10 Minutes)

8.   Reports from Superintendent:
     A. Update on Strategic Planning Work (10 Minutes)

9.   Administrator Reports:
     A. Morse Street School Goal Review – Julie Nickerson (15 Minutes)
     B. Mast Landing School Goal Review – Emily Grimm (15 Minutes)

10. Board Comments and Committee Reports:
     NA

11. Policy Review:
     NA

12. Unfinished Business:
     A. Discussion of the RSU5 Cost Sharing Formula (60 Minutes)
     B. Consideration and approval of RSU5 Strategic Goals for 2018-2019 (20 Minutes)

          Motion:_____ 2nd:_____ Vote:_____

13.   New Business:

A. Consideration and approval that the RSU5 Board supports the concept of proficiency-based
education in its school system. (15 Minutes)

Motion:_____2nd:_____Vote:_____

14.   Personnel:
NA

15.   Public Comments: (10 Minutes)

16.   Adjournment:

Motion:_____2nd:_____Vote:_____Time:_____

Item 4.A.

RSU No. 5 Board of Directors Meeting
Wednesday, September 26, 2018 – 6:30 p.m.
Morse Street School - Cafeteria
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 10, 2018 meeting).

1. **CALLED TO ORDER:**
   Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

2. **MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard

   MEMBERS ABSENT:

3. **PLEDGE OF ALLEGIANCE:**

4. **CONSIDERATION OF MINUTES:**
   A. **VOTED:** To approve the Minutes of September 12, 2018. (Steverlynck - deCsipkes) (11 – 0)

5. **ADJUSTMENTS TO THE AGENDA:**
   Add Item 14.C. – To employ a School Nurse

6. **GOOD NEWS AND RECOGNITION:**
   A. Good News from Morse Street School – Julie Nickerson

7. **PUBLIC COMMENT:**
   None

8. **REPORTS FROM SUPERINTENDENT:**
   A. Items for Information
      1. District Happenings
      2. Summer Resignations/Retirements/Hires
      3. September 2018 School Enrollments
      4. MSMA Fall Conference
      5. October 2nd Strategic Planning Community Forum

9. **ADMINISTRATOR REPORTS:**
   A. Finance – Becky Foley

10. **BOARD COMMENTS AND COMMITTEE REPORTS:**
    A. Board Information Exchange and Agenda Requests
       • Kate Brown – How we use our consultants (agenda request)
       • Jen Galletta provided an update on the work of the Stipend Review Committee
    B. Finance Committee
    C. Policy Committee

11. POLICY REVIEW:

A. Board discussion on BEDH – Public Participation at Board of Directors Meetings.

B. **VOTED:** To approve the 1st Read of the following Policies (Sterling – Steverlynck) (11 – 0)
1. JKF-R – Removal of Students with Disabilities
2. JLFA – Child Sexual Abuse Prevention and Response

12. UNFINISHED BUSINESS:

A. **VOTED:** To approve the FY20 Budget Timeline. (Steverlynck – Brown) (11 – 0)

B. Consideration and approval of RSU5 Strategic Goals for 2018-2019.
The Board discussed the goals but did not vote.

13. NEW BUSINESS:

A. **VOTED:** To approve Candy deCsipkes as delegate and Michelle Ritcheson as alternate to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association's Annual Fall Conference. (Vertenten – Giddinge) (11 – 0)

B. Discussion of the MSBA 2018 Proposed Resolutions.

14. PERSONNEL:

A. **VOTED:** To employ Jill Palmer as a Music Teacher at Durham Community School for the 2018-2019 school year. (Woodard – Morang) (11 – 0)

B. **VOTED:** To employ Nancy Rochat as a .4 Time Social Worker at Pownal Elementary School for the 2018-2019 school year (one year only). (Steverlynck – Brown) (11 – 0)

C. **VOTED:** To employ Abigail Leavitt as a .8 Time Nurse at Pownal Elementary School for the 2018-2019 school year. (Vertenten – Giddinge) (11 – 0)

15. PUBLIC COMMENT:
None

16. ADJOURNMENT:
VOTED: To adjourn at 9:21 p.m. (Brown – Clough) (11– 0)

Becky J. Foley, Superintendent of Schools

Morse Street School Goals 2017-2018

SMART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	**Strategies and Action Steps**	**Responsibility**	**Timeline**	**Evidence of Effectiveness**
Goal 1: By May/June 2018 100% of teachers will report that they are regularly using 5 or more Responsive Classroom practices to increase student engagement and academic achievement. **Baseline:** 50% of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.	• Morse Street Staff engage in a book study of The Joyful Classroom.(All Staff) • Provide Professional Development series through staff meetings, to continue growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White) • Provide support and feedback through observations of classrooms. (Julie Nickerson) • PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) • Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff)	On-going 2017-2018 On-going 2017-2018 On-going 2017-2018 Weekly meetings	**Classroom observations and walkthroughs** During classroom observations and walkthroughs by administration there was evidence in all content areas, at all grade levels that practices were being used to increase engagement with students **Teacher survey results** 95% teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement. *others have added to their practices, but are not consistently using 5 or more **Parent survey results** My child benefits from a well rounded learning experience that engages their interest 78.4% Strongly agree 18% somewhat agree My child is appropriately challenged at school 69.6% Strongly agree 22.5% Somewhat agree

			See website for results to all questions asked
Goal 2: By May/June 2017 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. At least 90% of students K-2 will make expected growth as measured by the Math SLO assessment. **Baseline:** Reading F & P Spring 2018 47% (96/205) students met or exceeded expected growth targets. Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets.	• Provide professional development on Goal Setting and Providing Effective Feedback (Julie Nickerson) • Goal set with students and provide effective feedback directly related to the goal, as a fluid process in all settings. (All Teachers) • Literacy Strategist provide targeted professional development in comprehension. (Matt Halpern) • Math Strategist provide targeted professional development in targeted mathematical practices.(Amy Wheeler) • Literacy and Math Strategists continue to support goal setting with embedded PD in their content area. (Matt Halpern and Amy Wheeler) • Teachers identify 3 students to track throughout the year to monitor effectiveness of goal setting on student progress. (All Teachers) • Use goal setting to focus differentiated small group instruction and individual conferences. (Classroom Teachers) • Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning. (Grade Level Teams) • Conduct peer observations with a focus on goal setting to provide support and insight to improve instruction. (All Teachers)	On-going 2017-2018 On-going 2017-2018 October 2017 November 2017 On-going 2017-2018 embedded in coaching cycles Initiated November 2017 and then tracked January 2018 and March 2018 On-going 2017-2018 Weekly meetings 2-3 times during 2017-2018 school year	F & P assessment for reading 56% os students K-2 met expected growth as measured by the F & P Reading assessment Math SLO 96% of students K – 2 met expected growth targets in math as measured by the Math SLO assessment

2.

Goal 3: By May/June 2018 At least 75% of students identified for RTI Tier 1 or 2 intervention will meet expected growth in both reading and math. **Baseline Reading:** Spring 2017 60% (12/20) students identified for RTI Tier 1 or 2 met expected growth target as measured by F & P reading assessment. **Baseline Math:** Math data not collected for Spring 2017	• Support SAT process with full staff and provide exemplar plans, suggested tier 1 interventions and targeted goals (Julie Nickerson, Melissa Shaw and Kelley Ryder-Herzog) • Grade level teams use PLC to collaborate over student learning needs and suggested intervention plans (Grade Level Teams) • Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams) • Grade level teams collaborate and analyze student work using protocols (Grade Level Teams) • Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers) • Designate 30 minutes each day at each grade level for Flex time. Students will receive Tier 1 targeted intervention. (Teachers, Julie Nickerson, Matt Halpern, Amy Wheeler) • Literacy and Math Interventionists will support classroom teachers in providing Tier 1 interventions for identified students. (Melissa Shaw and Aja Darak)		F & P assessment for reading 92.3% students identified for RTI Reading intervention met expected growth as measured by F & P reading assessment Math SLO 87.5% of students identified for Math RTI met expected growth as measured by the grade level Math SLO assessment

Morse Street School Goals 2018-2019

SMART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	**Strategies and Action Steps**	**Responsibility**	**Timeline**	**Evidence of Effectiveness**
Goal 1: By May/June 2019 100% of teachers will report that they are regularly using 5 or more Responsive Classroom practices to increase student engagement and academic achievement. **Baseline:** 50% (2017) of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement. 95% (2018) teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.	• Provide support and feedback through observations of classrooms. (Julie Nickerson) • PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) • Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff) • Provide support and Professional Development to teachers new to our school to build growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White)	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	Classroom observations, walkthroughs and planning documents Teacher survey results
Goal 2: By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. June 2018 – 55% June 2019 – 65% June 2020 – 75% 100% of students K-2 will	• TC Staff Developer and Literacy Strategist provide targeted professional development in comprehension to ensure that all students are able to provide literal, interpretive and analytical responses. (Susan Dee) • EM Staff Developer and Math Strategist provide targeted professional development in targeted mathematical practices. (Amy Wheeler) • Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Amy Wheeler)	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	F & P assessment for reading Math SLO NWEA (Grade 2 only)

make expected growth as measured by the Math SLO assessment. **Baseline:** Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets. F & P Spring 2018 56% (119/212) students met or exceeded expected growth targets Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets. SLO Spring 2018 96% (204/212) students met or exceeded expected growth targets. NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above	• Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers) • Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams) • Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers) • Implement Readwriteinc. Phonics program in PK	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	
Goal 3: By May/June 2019 Develop and Implement a data informed RTI-B process for supporting students with	• SAT Team collaborate to develop a multi-tiered documented process for supporting students with social-emotional needs. (Julie Nickerson, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw and Aja Darak)	On -going 2018-2019	Documented process and Individual student intervention plans

2.

social-emotional needs	• Provide Professional Development to all staff on proactive strategies to support students identified in Tier 1 and 2. (Julie Nickerson, Paul White, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw, Aja Darak and Sacha Shaw)	August 2018 October 2018	
	• Develop a screening tool to identify vulnerable students early, and provide intervention. (SAT team)	August 2018	
	• Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams)	On-going 2018-2019	
	• Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams)	On-going 2018-2019	
	• Grade level teams collaborate and analyze student data using protocols (Grade Level Teams)	On-going 2018-2019	
	• Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers)	On-going 2018-2019	
	• Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each students (Cindy Kivler and Classroom Teacher)	On-going 2018-2019	

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

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Increase the percentage of students in the top 50th percentile meeting their NWEA growth target in math by 5 percentage points through responsive strategy group instruction in grades 3-5 and implementation of targeted instruction in a Lift Block in grades 3 and 4 Baseline (Spring '17) *Math: 38%* Data (Spring '18) *Math: 65%*	**Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific student learning needs and develop responsive strategy group instruction** • Allocate time for monthly opportunities for grade-level teams to engage in collaboration analysis of student work (Emily Grimm, grade-level team leaders) • Provide protocols for focused data analysis (Emily Grimm) • Engage in monthly opportunities for collaborative data analysis and design of responsive instruction (grade-level teachers)		October 2017 October 2017 October 2017-June 2018	Percent of students in the top 50th percentile meeting growth target in math (as measured by the NWEA) by 5 percentage points
	Implement 3x/weekly Lift Block in grades 3 and 4 that provides a 30-minute block of targeted, goal-driven instruction based on student need • Engage in weekly collaborative planning sessions (grades 3 and 4) to identify student learning needs, design 6-8 week instructional intervention cycles, and plan for instruction (teachers, Amy Wheeler, Cheryl Sleeper, Emily Grimm)		September 2017-June 2018	Lift Block student grouping, instructional plans, and student pre- and post-data per Lift Block cycle
	Deepen understanding of strong mathematical practices and opportunities for differentiation within Everyday Math curriculum • Utilize Everyday Math audit to inform professional learning plan (Emily Grimm, Amy Wheeler) • Engage in math-focused professional learning opportunities throughout the school year (grade-level teachers, Amy Wheeler)		October 2017 November 2017-June 2018	Professional learning plan Increased differentiation of content and task in math classes, as seen through classroom observations

1.

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Increase the percentage of students responding affirmatively to the following items by 5 percentage points: **Baseline (Nov. 2017)** *% of students responding "Most of the time" or "Always"* *I like school. 81%* *I feel welcome at my school. 88%* *I feel like I belong at my school. 88%* *My school has clear rules for behavior. 92%* *Progress monitoring data to be collected Nov. 2018*	**Utilize reinforcing, reminding, and redirecting language and interactive modeling to establish clear expectations, build a positive school community, and help students develop responsibility and independence** [CONTINUED] • Attendance at RC "Responding to Misbehavior" conference (Emily Grimm, Sasha Levasseur, Jona Chase) and follow-up training for staff (March 16 PLD) • Attendance at RC "Responsive Classroom for Specialists" training (Robin O'Connor) and follow-up training for specialist team (January 2 PLD) • *The Power of Our Words* book study (all staff) • *Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors* book study (specials teachers) • Conduct audit (March 14) of MLS practices and provide feedback for refinement (RC consultant) • Utilize peer observations as an avenue for examining and strengthening these practices (all teachers) • Create and teach more explicit behavior expectations for school spaces (lunchroom, lockers, hallways, etc.) (MLS leadership team creates, all staff implement)		March 2, 2018 November 30, 2017 Sept.-Dec. 2017 Sept.-Dec. 2017 March 14, 2018 September 2017-June 2018 Oct.-Nov. 2017	Student self-reported data in response to the following statements: "I like school." "I feel like I belong at my school." "My school has clear rules for behavior." Responsive Classroom audit of MLS practices Document detailing behavior expectations
	Deepen implementation of daily morning meeting • Explore opportunities to weave academics into morning meeting through the use of *Doing Math in Morning Meeting* and *Doing Language Arts in Morning Meeting* and through cross-school collaboration with MSS to share practices (grade-level teachers)		November 2017-June 2018	Integration of academics into morning meeting, as evidenced in classroom observations
	Create more systematic Tier I and Tier II processes for supporting students who engage in misbehavior • Utilize resources from area schools to inform creation of a resource to support teachers with classroom-based behavior interventions and supports (Student Assistance Team)		September 2017-June 2018	Resource for teachers documenting menu of interventions and supports at the Tier I and II levels in response to student misbehavior

2.

2018-2019 Goals

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

SMART Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness
65% or more of students in the top 50th percentile will meet their NWEA growth target in math *Baseline (June '18): 65%* 65% or more of students in the top 50th percentile will meet their NWEA growth target in reading *Baseline (June '18): 62%*	**Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific learning needs and develop responsive strategy group instruction** (*continued*) • Allocate monthly opportunities in faculty meeting and PLC time for collaborative data analysis (word study, reading, writing, and math data) (*Emily Grimm*) • Engage in monthly opportunities in faculty meetings and PLCs for collaborative data analysis (word study, reading, writing, and math data) and development of responsive, progression-based small group instruction (*grade-level teachers*) • Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners (*3rd grade teachers*)	September 2018-June 2019	65% or more of students in the top 50th percentile meeting NWEA growth targets in math and reading Responsive lesson planning (as documented in demonstration notebooks, small-group calendars, etc.) MLS professional learning plan Small-group instruction in reading, writing, and math classrooms as seen through classroom observations
	Deepen understanding of small-group instruction in literacy and math • Engage in professional learning days focused on deepening understanding of reading comprehension skills (elements of reading comprehension and foundational skills) (*reading teachers, Susan Dee, Gigi McAllister*) • Unpack math units to identify priority learning objectives from units to inform instruction (*math teachers, Amy Wheeler*) • Engage in Teachers College coach on-site professional learning days focused on small group instruction (*reading and writing teachers*)	December 2018, January 2019 September 2018-June 2019 November 2018, April 2019	

SMART Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness
Two-year goal: 50% of students identified for Tier II behavior support will meet progress monitoring goals identified on Student Intervention Plans Baseline (To be collected spring '19)	**Create resources to support responsive Tier I behavior support at the classroom level** • Develop teacher tools for Tier I classroom interventions (*RTI B team: Cindy Kivler, Gayle Wolotsky, Natasha Huber, Emily Grimm*) • Finalize and share RTI B screening tool (*RTI B team*) • Share resources with staff at October faculty meeting (*RTI B team*) • Utilize Tier I tools to provide classroom interventions and collect data on student behavior (*classroom teachers*)	September-October 2018	Tier I tools: Classroom interventions menu, defining behavior chart RTI B screening data for all students Implementation of Tier I and II strategies as seen through observations
	Create Student Intervention Plans (SIPs) for 100% of students identified for Tier II behavioral support, including identification of progress monitoring tools and articulation of behavior goals • Refer students to SAT team who need support beyond that at the Tier I level (*classroom teachers*) • Examine function of behavior and develop responsive SIPs designed to build students skills in gap areas (*RTI B team*)	October 2018-June 2019	Student Intervention Plans (SIPs) for students referred to Tier II support Progress monitoring data entered into SIPs (8-week cycles)
	Develop pathways for Tier II interventions to support student skill gaps in emotional regulation and executive functioning (*RTI B team*) • Attend Peg Dawson "Executive Skills Across the Tiers" conference October 12th (*RTI B team*) • Attend Sarah Ward "Practice Strategies to Improve Speed of Processing, Executive Function and Nonverbal Learning Disabilities" December 14th (*Gayle Wolotsky*) • Implement pathways for pull out and push in executive functioning support and emotional regulation support (*Gayle Wolotsky, Cindy Kivler*)	October 2018-June 2019	Scheduled pathways built into the school day to provide Tier II interventions to build skills in executive functioning and emotional regulation

2.

	Deepen skill sets for understanding and responding to misbehavior (function of behavior, etc.) • Participate in *The Behavior Code* book study (*SAT team, specials team, special education ed techs*) • Attendance at "Responding to Misbehavior" PLD October 5th (*all staff*) • Participate in bi-monthly faculty meetings to deepen skill set and reflect on and revise tools for Tier I and II support (*all staff*)	August 2018-June 2019	PLC and faculty meeting agendas allocating time for this learning

Town of Durham

630 Hallowell Road
Durham, Maine 04222

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.
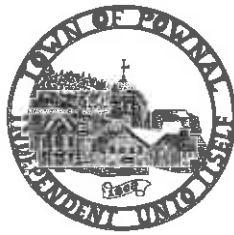
Sincerely,

Sarah B. Tracy

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 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.
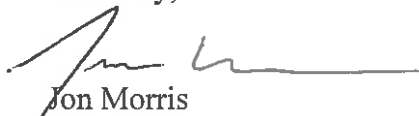
The original cost sharing co-efficient was determined by taking Pownal's additional local co-efficient while it was an independent school district. Lacking any other starting that seemed like a good compromise, understanding that the Cost Sharing Formula would be re-considered. That ALM included multiple 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

RSU5 Goals

2018-2019

RSU5's mission is to provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

Approved by Board:

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning
Evidence:
- Improvement on assessments collected on District Scorecard

Strategic Objective 1:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Continued Implementation of the following components of proficiency-based learning PreK-12: - Separation of content from HOW - Clearly defined learning goals (standards) - Success criteria (rubrics aligned to standards) - Specific feedback for students to move to next level - Recognition that different students will need varying amounts of time for success - Opportunities for reassessment	Revise scoring/success criteria on assessments PreK - 12 Continued implementation of Big Ideas Math Program 6-12 Continued differentiation in the Everyday Math Program Implementation of phonics program PreK-K Improved comprehension skills 1-12 Incorporate engagement with stakeholders	Revise needed Board policies related to proficiency. Communication is timely and articulates progress toward proficiency based learning. Stories demonstrate the success of students in a proficiency-based system. Inform Board members/stakeholders at regular intervals about implementation	Professional Development Time - Workshops - Subs - Release Time - Staff Developers New phonics materials New math materials

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning
Evidence:
- **Improvement on assessments collected on District Scorecard**

Strategic Objective 2:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Improved teacher and administrator effectiveness	Attract and retain staff Revise evaluation documents for ed techs, psychologists, and instructional strategists	Board updates Communication: Input from ed techs, psychologists, instructional strategists and administrators on revised documents	Professional development time
	Improved feedback for all staff and students Incorporate engagement with stakeholders	Board updates	Professional development time

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning
Evidence:
- **Improvement on assessments collected on District Scorecard**

Strategic Objective 3:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Create a long-term District strategic plan	Reviewing feedback from survey Community forums Write strategic plan Board adoption of plan Incorporate engagement with stakeholders	Agenda/minutes School Board agenda/minutes/updates	Budget for potential subs that may be needed Budget for necessary funds

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning
Evidence:
- Improvement on assessments collected on District Scorecard

Strategic Objective 4:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Incorporate engagement with stakeholders	1. Input from staff (teachers, administration) 2. Input from students 3. Input from parents/community	Exit slips, surveys, newsletters, e-mails, postings on website, focus groups, Board updates	Human Resources

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our schools provide a safe, engaging environment that fosters a passion for lifelong learning.

Strategic Objective 1: Implementation of proficiency-based learning PreK-12.

Action Strategies:	Activities	Responsibility	Timeline
1.Revise scoring/success criteria on assessments PK-12	1. Use data from assessments to guide and differentiate instructional practices and reteaching 2. Review scoring/success criteria, ensuring pathways to a "4"	Principals Assistant Superintendent	June of 2019

2. Continued Implementation of 6-12 math curriculum	1. Full implementation of Big Ideas Math in Geometry and Algebra II at FHS
	
	   a. Establish mathematics goals to focus learning
	      i. All units of instruction are taught. Use pacing guide. (Equal access)
	      ii. Ensure the learning target is clearly stated and visible
	      iii. Consistent use of scoring criteria with summative assessments
	   b. Facilitate meaningful mathematical discourse through use of activity/exploration with each lesson
	   c. Elicit and use evidence of student thinking (Year 2)
		Assistant Superintendent
		High School Principal
		Math Strategist
			June of 2019

	i. Consistently use Dynamic Assessment System for assigning and correcting homework. d. Individual teacher/administrator selects the additional mathematical practice they want to add for professional growth. (Year 2) 2. Provide ongoing Professional Development through consulting and coaching		
3. Continued Differentiation of Everyday Math Program	1. Establish mathematics' goals to focus learning a. Improve differentiation in math through the use of math strategy groups b. Increased teacher understanding of key concepts in the math units 2. Facilitate meaningful mathematical discourse a. Increased student/student discourse	Assistant Superintendent, Building Administrators, Math Interventionist, Math Strategist	June of 2019
4. Implementation of Phonics PK-K	1. Fully implement Synthetic Phonics in PK a. Initial training for all PK educators, administrators and Literacy Coaches b. Ongoing progress monitoring of PK students c. Ongoing monitoring and feedback from Phonics consultant 2. Implement TC Phonics in grade K a. Training from TC Institute b. Ongoing professional development with TC coaches and Literacy coaches	Assistant Superintendent Building Administrators	June of 2019

5. Improved Comprehension skills K-12	1. Meet with literacy strategists to outline success criteria
	    a. Increase students reading strategies for building comprehension skills at the literal, interpretive, and analytical levels (K-5)
	    b. Increase the depth of student discourse in whole group, strategy groups, and partner work
	2. Implement 3 Units of Study in reading at each grade level in middle school
	3. Implement 3 Units of Study in writing at each grade level in middle school
	4. Implement new intervention class 9-12
		Assistant Superintendent Literacy Strategists, principals, asst. supt. High School Principal	Yearlong

6. Communication	1. Board updates 2. Principal updates to Board/Parents 3. Teacher updates to parents/students 4. PBE High School Board Workshop 5. PBE K-8 School Board Workshop 6. PBE Committee	Superintendent Building Administrators Superintendent	Throughout year Sept. 12, 2018 Oct. 24, 2018 Throughout year

7. Stakeholder Engagement	1. Input from staff (teachers, administration) & students through exit slips, surveys, focus groups
	2. Regular PBE Committee Meetings (all stakeholders are represented)
	3. Input from parents
	    a. Q & A with supt./asst supt
	    b. Parent information meetings
	    c. Board workshops
	4. Teachers presenting collaboratively with administration to Board/parents
		Principals Superintendent, Asst. Superintendents	Throughout year
			Regular Meetings

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

Strategic Objective 2: Improved teacher and administrator effectiveness.

Action Strategies	Activities	Responsibility	Timeline
1. Attract and Retain Staff	1. Provide robust professional development 2. Provide opportunities for professional collaboration and shared decision making 3. Provide sufficient resources for teaching and learning 4. Ensure competitive wages/benefits within our cohort 5. Analyze data by job title 6. Strengthen hiring practices 7. Explore creation of work satisfaction survey	All Administrators Board Board Administrators	Yearlong
2. Revise evaluation documents for Ed Techs	1. Form a committee 2. Create a new tool 3. Pilot new tool 4. Revise as needed	Asst. Superintendent Administrators	By Dec. 2018 By Feb. 2018
3.Revise evaluation rubrics for psychologists, and instructional strategists	1. Collect and draft rubrics aligned to the Kim Marshall Rubrics 2. Consult with strategists, psychologists, administrators	Asst. Superintendent Director of Instructional Support	June 2019

4. Improve feedback for all staff and students	1. Creation of success criteria 2. Identification of where staff/students are in relation to success criteria 3. Ensure staff/students know next steps for improvement	All Administrators	June of 2019
5. Creation of School Goals	1. Each school utilizes data when creating goals 2. Data presented with presentation of goals	Building Administrators	Throughout the year
6. Communication	1. Inform stakeholders through staff, community newsletters, professional learning as appropriate	Superintendent/Asst. Superintendent	Throughout the year
7. Stakeholder Engagement	1. Committee will include ed techs 2. Include input from instructional strategists and psychologists when creating rubrics 3. School Leadership Teams included in development of school goals 4. All staff create yearly goals in collaboration with evaluator 5. Targeted surveys based upon goals of the principal	Administrators	December 2018 October 2018 October 2018

2018-2019 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our community supports the concept that each individual-be they student, educator, parent, or community member - bears responsibility to the success of our mission.

Strategic Objective 3: To create five year Strategic Plan

Action Strategies	Activities	Responsibility	Timeline
1. Reviewing feedback from survey	1. Review responses from survey 2. Code input into themes that emerged	Superintendent Asst. Superintendent Strategic Planning Committee	December 2018
2. Community Forums	1. Conduct public forums 2. Share information from surveys 3. Have stakeholders identify themes	Strategic Planning Committee	Spring/ September 2018
3. Write Strategic Plan	1. Create sub-committee to draft plan 2. Present draft to administrative team 3. Present draft to Strategic Planning Committee 4. Finalize draft	Strategic Communications Subcommittee	Fall of 2018
4. Board adoption of Plan	1. Bring draft to Board for feedback 2. Finalize draft 3. Board adopts	Strategic Communications Subcommittee	January 2019 Ongoing
5. Communication of Strategic Plan	1. Strategic Planning Committee brainstorms strategies for disseminating the plan 2. Strategic Plan is publicized through multiple venues	Strategic Communications Subcommittee	Spring 2019
6. Stakeholder Engagement	1. Conduct public forum for all stakeholders 2. Staff provided opportunity to analyze survey data	Strategic Planning Committee Strategic Planning Committee	Oct 2, 2018 Oct 5, 2018