

Maranacook Area Schools

Manchester • Mt. Vernon • Readfield • Wayne

A caring school community dedicated to excellence.

www.maranacook.org

They're counting on us ...

David Greenham, RSU 38 Board Chair

The State is counting on us. Many of us have had some exposure to Aesop's Fables. I wonder if you remember that simple story of the lion and four oxen?

The lion was prowling in the fields, and came upon the four oxen. Thinking that one of them would make a delicious meal, he attacked. But the oxen outsmarted him. They turned their tails to one another and, wherever the lion attacked, he saw the large horns of an ox facing him. That worked for a while until the oxen began arguing among themselves. As they argued, the lion attacked. Because they weren't working together, the lion easily took one of them. He came the next day, and saw they were arguing still, so he snuck in and took another. By the fifth day there were no oxen

left in the field, and the lion was full. The moral of the story, naturally, is "united we stand and divided we fall."

State Funding

After years of watching the state fail to deliver on their promised level of aid for education, I've come to the conclusion that the budget makers in Augusta are extremely smart. They can make cuts in local funds, or pass expenses on to the school districts and communities, because we want lower taxes. What they don't say is that those really aren't cuts, they're just cost shifts. They shift the cost from income or sales tax to property tax, which is the only "local" tax. They can do it because they're confident that instead of standing together and refusing to accept the shift of costs, school districts and communities will blame each other for spending too much.

Local Taxes

They've done it again this year. Our modest 2% budget increase (following a flat budget last year) is a local dollar increase of 5%. This is largely due to cost shifting from the state. Property owners like myself will see an average of \$133 increase in our local taxes. (Based on a property valued at \$150,000.)

Even with the increase, the fact is we're not investing in schools the way we should be. Speak with a member of your local select board. They'll tell you that we are not investing in the infrastructure of our communities either. We've nickled and dimed ourselves for far too long.

But what will we do about it? Well, the state knows what we'll do: We'll blame our local elected boards, the town and school administrators, the staffs, the parents –

heck, we'll even blame the kids in our schools, and the pot holes in our streets!

What we're much less likely to do is band together and tell the state: "Enough is enough! We need to invest in Maine's communities and in Maine's schools!" So yes, the State is counting on us, all right. They're counting on us to fight amongst ourselves. Like I said, they're pretty smart over there in Augusta ...

Here's hoping that at some point soon, we'll all remember our Aesop's Fables: United we stand. Divided we fall.



Student results illustrate the success of staying focused on our Mission

Superintendent Donna Wolfrom

With the constantly moving targets established by ever-changing standards, assessments, state laws and rules, we at RSU 38 continue to keep our focus on providing "a caring school community dedicated to excellence."

Both caring and excellence have been evident this year. Our boys' soccer team won its second consecutive state championship; the girls' and boys' basketball teams advanced further than ever before in tournament play; students did an amazing presentation of the musical, Grease; the boys' Nordic and Alpine ski teams won the state championship; and both girls' and boys' teams were honored for good sportsmanship.

Senior Abby Westberry was named the Maine Forensic Association State Champion and advanced to the nationals. Middle School and high school students have raised funds for local charities. The Middle School was recognized as a Spotlight School. We are extremely proud of the many accomplishments of our students!

Strategic Plan Goals Pursued

Staff continues work toward the four main goals of our strategic plan: success for every student, a consistent, rigorous curriculum resulting in high levels of student performance, schools as welcoming community centers, and accountability for all.

Developing educational programming that supports the learning and success of all students remains a major focus. Teachers

are developing and improving instructional strategies, while alternative education programs provide students with a variety of ways to meet standards. District principals and math and literacy coaches are facilitating instructional rounds in which teachers study teaching practices to fine-tune their work. Coaches are helping implement workshop models of instruction in which teachers meet with small groups of students to work on specific topics while others practice new skills.

Cohesive Curricula Getting Results

Staff is developing consistent and rigorous standards-based curricula and assessments that measure student progress toward standards. Positive results from our cohesive and consistent curricula have begun to appear in assessment data. Every RSU 38 grade (2-10) average beat the national average on recent NWEA scores in Reading. Ten of 11 RSU 38 grade averages beat the national average in Math. Last year's NECAP averages in Reading were comparable to state averages in four of six grades assessed and significantly higher than state averages in the other two. RSU 38 averages in three of six grades assessed showed significant gains over the previous year. In Math, five of six grades assessed were comparable to state averages and one scored significantly higher than state averages. One grade showed a significant increase over the previous year's score.

Our schools are hives of activity in our effort to serve as welcoming community centers. After school activities engage

students in many ways. Adult and Community Education helps adults obtain high school diplomas, develop skills, pursue new interests and become more fit.

Development of an accountability system has focused on the Teacher/Principal Effectiveness plan due to be presented to the state by July 15. Teachers and administrators are working to illustrate that they meet selected standards of the Board-adopted Marzano Art and Science of Teaching Evaluation Model. The state has extended the pilot through FY16 to give us time to make our plan an effective accountability and professional growth model.

RSU Community Purpose

Seniors are finalizing their plans for next year. As they prepare to leave our campus, I reflect on what our administrators determined earlier this year.

We, the members of the RSU 38 community, believe our purpose is to:

- Provide high quality instruction
- Empower learners
- Instill the responsibility of citizenship

We continue to strive to meet this purpose for all of our children. I would like to thank the citizens of RSU 38 for their support in this effort!



RSU#38 Maranacook Area Schools Sixth Annual Report May 2015

Annual Meeting

7 p.m., Wednesday, May 13, 2015
High School gymnasium
Please bring this report to the meeting.

Free child care will be provided by National Honor Society students in High School room 130 during the annual meeting from 7-9 p.m. Anyone interested should RSVP to Kristen Levesque at kristen_levesque@maranacook.org or 685-4923 x1040.

Budget Validation Referendum

Tuesday, June 9, 2015
Town polling locations

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Learning Rounds aid Readfield and Wayne efforts on Common Core instructional standards

Jeffrey Boston, Principal,
Readfield & Wayne Elementary
Schools

It is an honor to be in my second year as principal of Readfield and Wayne Elementary Schools. I would like to thank the students, staff, district leadership team, school board and our two communities for their continued support.

As a building leader, my priorities this year have been building trusting relationships, celebrating our strengths, supporting the RSU 38 mission, vision and guiding principles, working with staff to improve student achievement and teacher instruction, and developing our learning rounds with the Common Core's mathematical practices.

In April 2013, Wayne K-5 teachers and Readfield grade 3-5 teachers participated in math learning rounds. In a learning round teachers go into a colleague's classroom to observe with a focus on looking for specific practices outlined by the Common Core. After the observation, teachers compare their instructional practices with those they observed. The benefit of this approach is in the discussion that takes place among observing teachers as well as in their self-reflection. By conducting focused learning rounds led by our district math coach Sarah Caban, our math interventionist Christine Mohlar, our teachers and myself, we can openly discuss our strengths and instruction areas that need improvement. Currently, all K-5 teachers in both schools are participating in learning rounds. Our focus has been on mathematical practice #1 - Make sense of problems and persevere in solving them, and mathematical practice #3 - Constructing viable arguments and critique the reasoning of others.

Last month, I joined Sarah Caban, Christine Mohlar, Readfield grade 3 teacher Abby Shink, Wayne grade 1-2 teacher Lynette Stinneford and Nancy Harriman, curriculum coordinator, in making presentations at the 2015 NCSM Leadership in Mathematics Education in Boston. Our presentation was called Using a Collaborative Walkthrough Process to Build Capacity for Rigorous Math Instruction and was described as: "A district team of teachers, administrators, math interventionist, and math coach shared how they worked together to refine a school-based instructional walkthrough process in order to build capacity and accountability. The team developed school and district goals to improve mathematics instruction through focusing on the CCSSM Mathematical Practice."

This wonderful opportunity to share our learning with other leaders in mathematics at a national conference would not be possible without the collaborative effort and positive growth mindset of the Readfield and Wayne faculty.

I would like to thank Readfield Elementary School Parent Association and Home and School, Wayne Elementary Parent Organization, for their ongoing support and fundraising efforts (Readfield - Barnes and Noble Book Fair and Wayne - annual craft fair) to bring enrichment opportunities to our students. We are fortunate to have a dedicated group of parents!

At the end of the school year, Laurel Danforth will retire from Wayne Elementary School after 23 years of service. We

have appreciated her leadership, collaborative attitude, sense of humor, and her dedication to Wayne students. We wish her well in her future endeavors. Students, staff and parents will certainly miss Mrs. Danforth.

Finally, thank you for your continued support from each school community. The best part of my job is interacting with students in the classroom and working collaboratively with teachers on improving our instruction. Readfield and Wayne Elementary Schools, you rock!



Manchester and Mt. Vernon work in curriculum, Core Standards focuses on writing, science, mathematics

Janet Delmar, Principal, Manchester & Mt. Vernon Elementary Schools

I am thrilled to be writing my first annual report as the new principal at Mt. Vernon (MTV) and Manchester Elementary Schools (MES). It has been a privilege to join such a dedicated and caring school system and to be working with such outstanding professionals in both schools and throughout the district. I appreciate the leadership support from the lead teachers at both schools. Rachael Boucher and Jennie Galletta at Manchester Elementary and Pat Godin at Mt. Vernon support and provide guidance to teachers and students alike. Custodians Paul Olson and Curt Williams (MES), Craig Dunn (MTV), secretaries Joyce Norwood (MES) and Brenda Fleury (MTV) and school nurses Sharon Chaplin and Angela Palmer are all crucial to student safety and running our schools. Together with the teaching staff they have collectively worked to provide the best for our children.

Our community schools continue to have steady enrollments and, at Mt. Vernon, enrollment has increased. Manchester serves 185 children and Mt. Vernon 143 students with another large class of kindergarteners expected this fall.

This year teachers have continued work on our district curriculum and Common Core standards with their grade-level colleagues in ELA (English language arts) and math led by our district instructional coaches, Barbara Bourgoine, literacy, Sarah Caban, math and Nancy Harriman, curriculum coordinator. As part of their ongoing curriculum work teachers continue to work collaboratively on lesson and unit planning and to examine assessment results. They have been focusing on best practices and on reviewing student work, assessments and data analysis. Professional development continues to focus in these areas with the Lucy Calkins writing program and new science unit development. Our specialist teachers in physical education, art and

Spotlight status awarded to Middle School; Restorative Practices advances behavioral goals

Cathy Jacobs, Principal, Middle School

It is a great honor to be principal of a Spotlight Middle School - the only one in Maine. The New England League of Middle Schools awarded us that status in February following a daylong site visit.

There are 16 criteria to be a Spotlight Middle School. They include educators who value young adolescents and are prepared to teach them; students and teachers engaged in active, purposeful learning; curriculum that is challenging, exploratory, integrative and relevant; and many more, including involving families and the community in the education of our students.

In addition to maintaining Spotlight status, we are working to improve student performance in mathematics, reading and writing. Writing teachers have used the Lucy Calkins writing program to guide our work and participated in professional development with Kellie Smith, a program consultant. Anecdotally, we are seeing an improvement in student writing and will

be anxious to look at the data from our standardized tests.

Reading and mathematics teachers have met monthly with instructional coaches Sarah Caban and Barbara Bourgoine to strengthen instructional practices. Teachers say this is a valuable opportunity to learn from each other. We hope to expand these meetings next year to include elementary and high school teachers.

Another major focus this year is Restorative Practices. The philosophy behind this work is that staff teach, support and engage students in finding ways to curtail their negative behavior. As part of a RAND Corp research study, we have worked to support students as they gain the skills to self-regulate. We meet monthly with a consultant in our Professional Learning Groups to learn to respond to wrongdoing in the most effective way. We are now moving into using these practices when responding to misbehaviors and teaching students to reflect on their behavior and the impact it had on those involved. The research shows that using restorative approaches is an opportunity for learning that will more likely result in behavior changes. We want to teach students to be responsible for their own behaviors. Although these methods can be time consuming initially, we are beginning to see results and hope to have a problem-solving culture where problems are addressed efficiently and effectively.

It is a privilege to work in a school where educators value adolescents and are committed to teaching them and to watch young people engage in active, purposeful learning. Thank you for your continued support of our school.



music continue to enrich student learning in their specific domains and across content areas. Math interventionist Janet Bertrand (MES/MTV) and literacy specialists Susan Lockhart (MTV) and Rachael Boucher (MES) continue to work with students that need extra support in math or reading and also assist classroom teachers with professional development.

The Manchester PTCO (Parent Teacher Community Organization) and Mt. Vernon PTC (Parent Teacher Committee) have provided students with enrichment experiences. Their continued support has financed cultural programming, bus transportation, field trips, and other special experiences. I know I speak for all when I thank these hard working parents and community members.

As June quickly approaches I would like to recognize and thank veteran teachers and staff who will be retiring after years of dedication and service. Mary O'Brien (MES), third grade teacher, Diane Curtis (MES), art teacher, and Sharon Chaplin, RN from both MES and RES. Each leaves knowing that students and staff will miss them and that they have made a positive impact on teaching and learning. We wish them the best in future endeavors.

In closing I would like to thank the staff, students, parents and community members that have welcomed me to Mt. Vernon and Manchester Elementary Schools. It has been an exciting first year and I have been honored to visit classrooms, work collaboratively with teachers, meet with parents and work with motivated colleagues. I look forward to your continued support and enthusiasm as we work together.



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The audit for Regional School Unit No. 38 was conducted in September 2014 by R.H.R. Smith and Company and is available on the District's web site (see above).

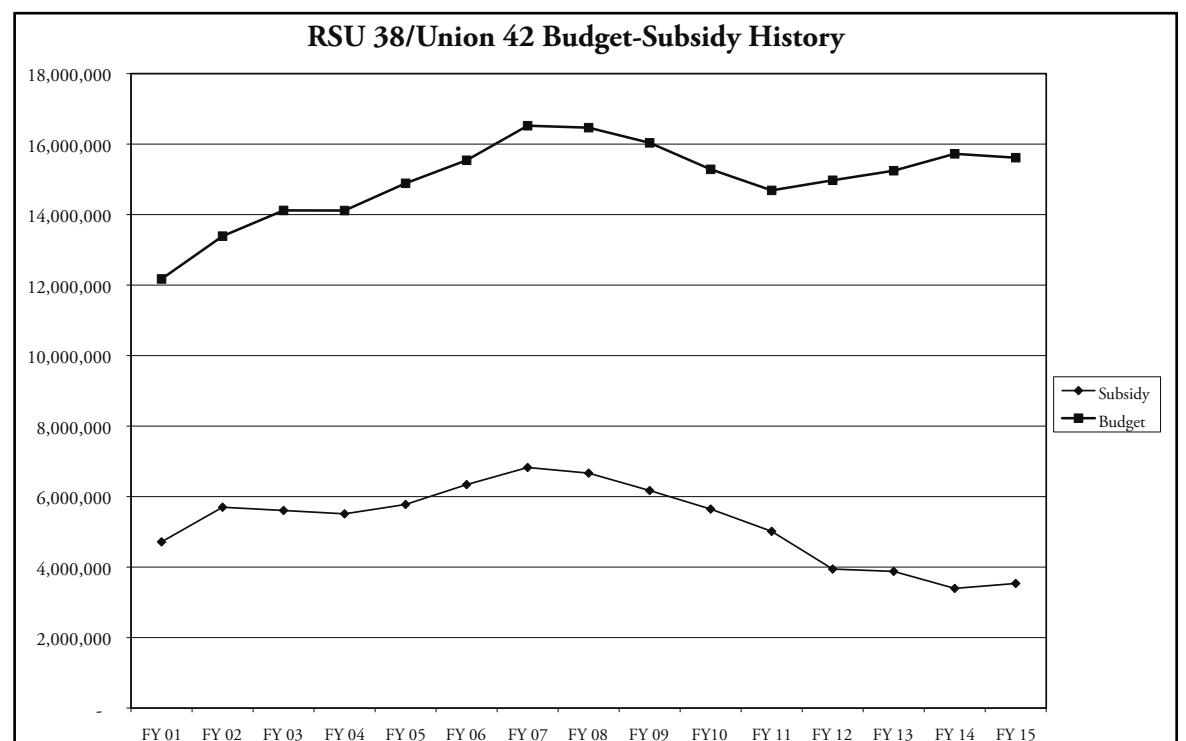
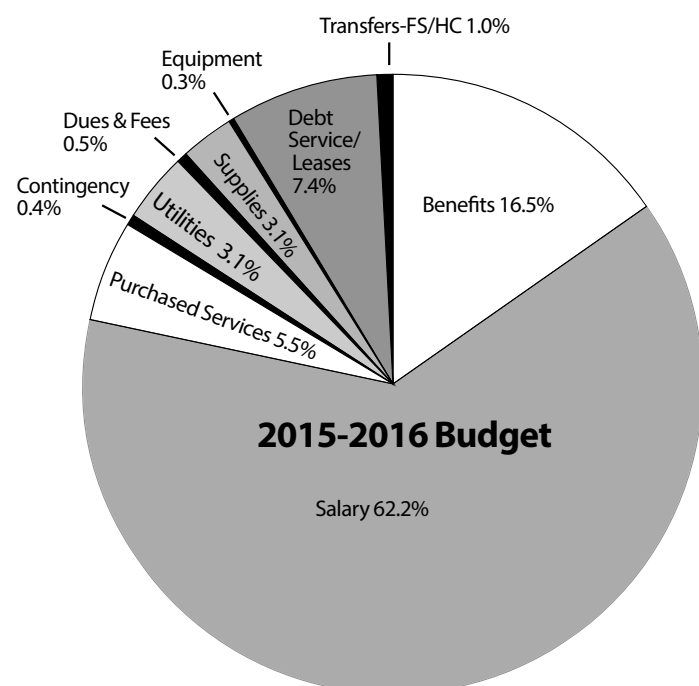
2015-2016 District Budget

Voted by School Board 4/15/2015

Description	Budget 2014-2015	Proposed Budget 2015-2016	Percent Change
General Fund – School Level Budget			
Manchester Elementary School			
Student & Staff Support	73,893.00	68,832.00	
School Admin/Principal's Office	106,928.00	106,791.00	
Maintenance/Building/Repair	214,033.00	218,216.00	
Regular Education Instruction	1,023,386.00	998,133.00	
Co-Curricular	-	-	
Manchester School Level	1,418,240.00	1,391,972.00	-1.85%
Mt. Vernon Elementary School			
Student & Staff Support	50,471.00	59,952.00	
School Admin/Principal's Office	89,507.00	89,981.00	
Maintenance/Building/Repair	121,071.00	140,750.00	
Regular Education Instruction	605,647.00	738,758.00	
Co-Curricular	-	-	
Mt. Vernon School Level	866,696.00	1,029,441.00	18.78%
Readfield Elementary School			
Student & Staff Support	77,457.00	67,810.00	
School Admin/Principal's Office	125,260.00	129,380.00	
Maintenance/Building/Repair	199,883.00	190,861.00	
Regular Education Instruction	836,812.00	930,337.00	
Co-Curricular	-	-	
Readfield School Level	1,239,412.00	1,318,388.00	6.37%
Wayne Elementary School			
Student & Staff Support	37,646.00	58,946.00	
School Admin/Principal's Office	67,526.00	72,107.00	
Maintenance/Building/Repair	192,889.00	125,077.00	
Regular Education Instruction	331,995.00	353,725.00	
Co-Curricular	-	-	
Wayne School Level	630,056.00	609,855.00	-3.21%
Maranacook Middle School			
Student & Staff Support	205,654.00	208,657.00	
School Admin/Principal's Office	165,139.00	174,557.00	
Maintenance/Building/Repair	415,323.00	427,308.00	
Regular & Alternative Educ Inst	1,452,523.00	1,451,697.00	
Co & Extra Curricular	104,873.00	109,025.00	
Middle School-School Level	2,343,512.00	2,371,244.00	1.18%
Maranacook High School			
Student & Staff Support	317,541.00	330,780.00	
School Admin/Principal's Office	334,728.00	334,228.00	

Description	Budget 2014-2015	Proposed Budget 2015-2016	Percent Change
Maintenance/Building/Repair	626,471.00	580,320.00	
Regular & Alternative Educ Inst	2,001,495.00	2,109,950.00	
CATC Tuition & Coop Education	-	-	
Co & Extra Curricular	294,916.00	300,219.00	
High School - School Level	3,575,151.00	3,655,497.00	2.25%
RSU #38 School Level	10,073,067.00	10,376,397.00	3.01%
Grade Level K-8 Budget			
Improvement Of Instruction	23,392.00	22,749.00	
Special Education	1,515,809.00	1,399,579.00	
ESL/ELLS	30,611.00	34,452.00	
Summer Reading	8,927.00	8,990.00	
Gifted & Talented	108,214.00	119,370.00	
RSU #38 Grade K-8 Budget	1,686,953.00	1,585,140.00	-6.04%
Grade Level 9-12 Budget			
Improvement Of Instruction	7,798.00	7,601.00	
Special Education	448,762.00	456,053.00	
ESL/ELLS	4,516.00	4,709.00	
Gifted & Talented	29,593.00	25,700.00	
RSU #38 Grade 9 - 12 Budget	490,669.00	494,063.00	0.69%
District Level Budget			
Health Services	290,926.00	324,999.00	
Support Services	-	13,343.00	
Curriculum	178,291.00	172,712.00	
Instructional Technology	169,798.00	184,179.00	
Assessment	52,748.00	54,272.00	
School Board & Supt Office	507,565.00	539,058.00	
District Maintenance	278,384.00	259,200.00	
District Transportation	916,530.00	982,687.00	
Reimbursable Transportation	5,885.00	7,063.00	
Local Support/Food Service	100,000.00	100,000.00	
Debt Service	728,937.00	699,676.00	
Special Educ Admin	134,827.00	175,521.00	
RSU #38 District Budget	3,363,891.00	3,512,710.00	4.42%
RSU #38 Total Gen Fund Budget	15,614,580.00	15,968,310.00	2.27%

A detailed budget is available upon request from the Superintendent's Office.



Warrant for the Annual Meeting

May 13, 2015, 7:00 p.m.

TO: Constable of the Towns of the Regional School Unit No. 38 in the County of Kennebec and State of Maine.

GREETINGS: In the name of the State of Maine, you are hereby required to notify and warn the Inhabitants of the Towns of the School Unit qualified by law to vote, in Manchester, Mount Vernon, Readfield and Wayne (Regional School Unit No. 38), to meet at the Maranacook Community High School in Readfield, Maine on the 13th day of May, 2015, at 7:00 p.m. to act on the following articles, to wit:

Article 1: To choose a moderator to preside at the said meeting.

Article 2: To see what sum the School Unit will be authorized to expend for Regular Education, Alternative Education, ELLs (English Language Learners) Instruction, and Gifted & Talented Education.

School Board Recommends: \$6,766,831.00

This article includes negotiated salaries and benefits for employees in the above mentioned departments, supplies, professional development, contracted services, copier maintenance costs.

Article 3: To see what sum the School Unit will be authorized to expend for Special Education.

School Board Recommends: \$2,031,153.00

This article includes negotiated salary and benefits for special education administration and instructional staff, special education legal costs, tuition costs for out of district placements. Special Education provides services as required by law.

Article 4: To see what sum the School Unit will be authorized to expend for Career and Technical Education, Coop/Pathways Program and Capital Area Technical Center (CATC) Tuition.

School Board Recommends: \$0

The State of Maine has changed funding and expense for CATC, so we no longer need to budget this tuition.

Article 5: To see what sum the School Unit will be authorized to expend for Other Instruction (co-curricular, extra-curricular, and regular education summer instruction).

School Board Recommends: \$418,234.00

This article includes activities in the middle school and high school such as sports, plays, math team, speech and debate, student senate. The expenses in this article are for coaching salaries, officials' services, supplies, equipment, dues & fees. This article also includes salaries and benefits for summer regular education instructional programs.

Budget Validation Referendum Question

Voters in Manchester, Mount Vernon, Readfield and Wayne will be asked, **“Do you favor approving the Regional School Unit No. 38 budget, for the upcoming school year that was adopted at the latest Regional School Unit No. 38 budget meeting?”**

We have received many questions about why there is a need for this third step in the budget approval process. By law RSU 38 approves its budget as follows:

Step 1: The RSU No. 38 School Board approves the school budget and schedules a District Budget Meeting.

Step 2: An RSU No. 38 District Budget Meeting is held with a moderator and each article on the School Budget is approved, rejected or modified. Once the voting is complete (some of which is voted on by written ballot), the total budget is approved and is scheduled for a referendum in each town. This is the Budget Validation Referendum.

Step 3: A referendum ballot vote is taken in each community on the same day in June to “validate” the budget that was approved by those gathered at the District Budget Meeting. It is the combined vote of the four towns that decides whether the budget is approved or rejected (only two choices).

If the combined “YES” votes from our four towns are greater than the combined “NO” votes from our four towns, the 2015-16 budget is approved.

If the combined “NO” votes from our four towns are greater than the combined “YES” votes from our four towns, the 2015-16 budget is not approved and the Board and Administration will have to meet to consider changes to this budget. It will then be brought back to a District Budget Meeting and another Budget Validation Referendum. This process continues until a budget is finally approved through the Budget Validation Referendum process.

If you have questions, please contact the Superintendent’s Office for clarification and answers. Thank you.

To be voted on at the polls in each town on June 9, 2015

Article 6: To see what sum the School Unit will be authorized to expend for Student Support (guidance, health, technology) and Staff Support (improvement of instruction and staff training, curricular, library, assessment).

School Board Recommends: \$1,574,832.00

This article includes negotiated salary and benefits for staff and directors in the above mentioned departments, district wide professional development, NWEA and other assessment testing, and supplies.

Article 7: To see what sum the School Unit will be authorized to expend for System Administration (School Board and Superintendent’s Office).

School Board Recommends: \$539,058.00

This article includes negotiated salary and benefits for central office staff, school board stipends, contracted services for legal and audit, legal liability insurance, supplies for school board and central office.

Article 8: To see what sum the School Unit will be authorized to expend for School Administration (principals’ offices).

School Board Recommends: \$907,044.00

This article includes negotiated salary and benefits for principals and secretaries, principal professional development, NEASC costs, supplies, dues, and fees.

Article 9: To see what sum the School Unit will be authorized to expend for Transportation and Buses.

School Board Recommends: \$982,687.00

This article includes negotiated salary and benefits for transportation administration, mechanic and bus drivers, mandated physicals and drug testing, repairs, vehicle insurance, fuel, supplies, and lease purchase payments.

Article 10: To see what sum the School Unit will be authorized to expend for Facilities Maintenance.

School Board Recommends: \$1,941,732.00

This article includes negotiated salary and benefits for maintenance administration and custodians, utilities (electricity, oil/propane, telephone), contracted services for snowplowing, heating systems and roof monitoring, building repairs and projects, painting, and lease purchase payments of energy retrofit projects.

Article 11: To see what sum the School Unit will be authorized to expend for Debt Service and Other Commitments.

School Board Recommends: \$699,676.00

This article includes bond payments on the middle school construction, high school renovations, and additional athletic fields that were approved by referendum.

Article 12: To see what sum the School Unit will be authorized to expend for All Other Expenditures (Food Services, Reimbursable Transportation).

School Board Recommends: \$107,063.00

This article includes local dollar support of the food service program and reimbursable transportation provided for RSU #38 towns and recreation programs.

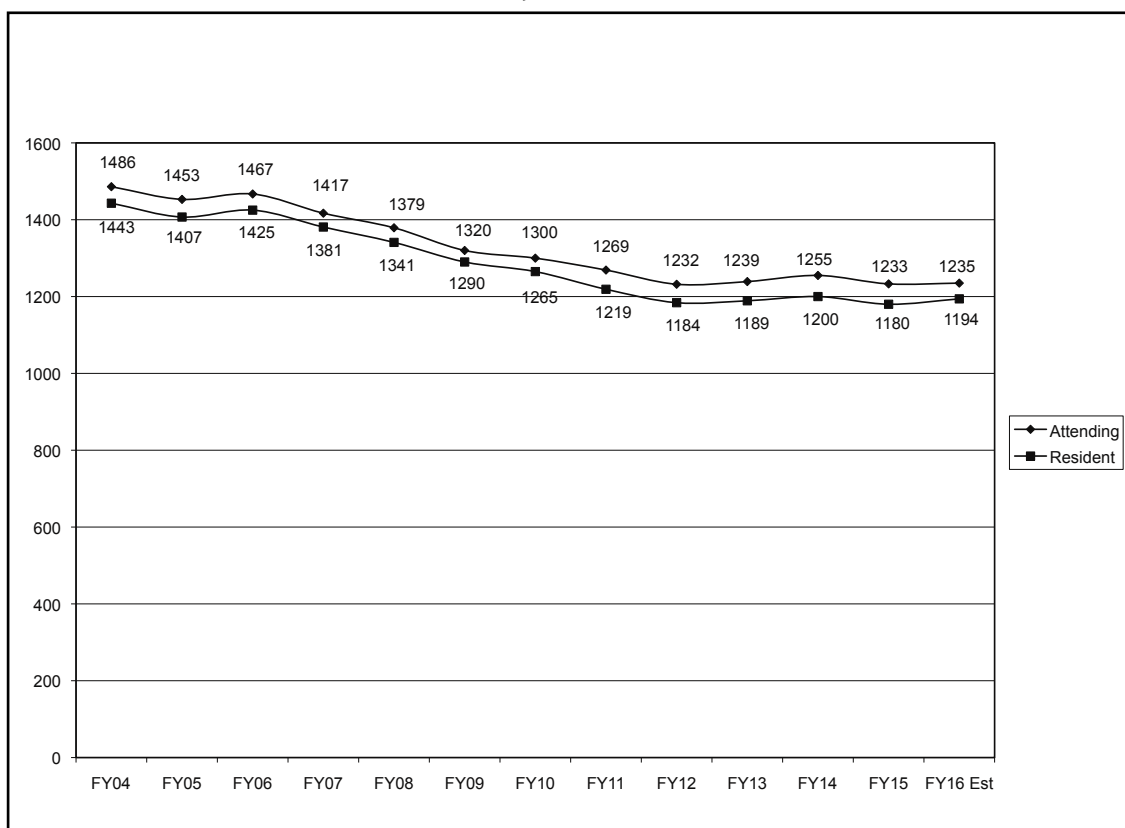
Article 13: To see what sum the School Unit will appropriate for the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the School Unit will raise and assess as each municipality’s contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688 .

School Board Recommends: amounts set forth below

<i>Total appropriated (by municipality)</i>		<i>Total raised (School Unit assessments by municipality)</i>	
<i>Manchester</i>	<i>\$3,663,254.00</i>	<i>Manchester</i>	<i>\$2,556,861.00</i>
<i>Mount Vernon</i>	<i>\$2,422,247.00</i>	<i>Mount Vernon</i>	<i>\$2,071,240.00</i>
<i>Readfield</i>	<i>\$4,286,687.00</i>	<i>Readfield</i>	<i>\$2,259,920.00</i>
<i>Wayne</i>	<i>\$1,346,475.00</i>	<i>Wayne</i>	<i>\$1,346,475.00</i>
<i>School Unit</i>		<i>School Unit</i>	
<i>Total Appropriated</i>	<i>\$11,718,663.00</i>	<i>Total Raised</i>	<i>\$8,234,496.00</i>

2015-2016 Revenue Areas				Voted by School Board 4/15/2015
Revenue Area	2014-15	Inc/(Dec)	2015-16	Description
State EPS Allocation	3,535,952	(51,785)	3,484,167	Preliminary ED279 based on the Governor's Budget Proposal - Revised 3/12/15
State National Teacher Funding	12,500	1,000	13,500	State of Maine provides additional funds for nationally certified teachers. The amount funded per teacher changes each year.
Other Revenues				
Tuition Revenue	475,000	(75,000)	400,000	Tuition revenue from the Town of Fayette for students in grades 6-12.
Transportation Revenue	40,000	-	40,000	Revenue for field trips paid by outside sources and bus repairs on Winthrop & Fayette buses.
MeCare Reimbursement	100,000	(50,000)	50,000	Revenue from the State of Maine for MeCare reimbursement for students attending our Day Treatment Programs. The number of students we can bill for has decreased.
Fiscal Services/Admin Fees	10,000	10,000	20,000	Fees for services provided to other school districts with RSU #38 personnel.
Curricular Participation Fees & Gate Receipts	70,000	-	70,000	Co & extra curricular participation fees paid by students and gate receipts from basketball games and play productions.
Miscellaneous	100,000	5,000	105,000	These revenues are for State Agency reimbursement for foster children within our district that need special ed educational programming, interest income, rental income (Wayne Town Office), e-rate reimbursement, insurance proceeds, sale of equipment, and other miscellaneous revenues.
Release of Designated Reserve	36,000	(36,000)	-	Releasing Health Center designated reserve for general fund use.
Balance Forward	204,137	(4,137)	200,000	The audit is done on a full accrual basis and the auditors make entries for summer salaries for the professional staff. Because of this, the auditor feels a "Cash Balance" should not be listed and the district should be working toward having the entire summer salaries set aside in a reserve.
Property Tax Revenue				
Required Local Dollar Match	7,880,699	353,797	8,234,496	Amount required by the State of Maine to be raised by towns based on valuation within each town and required mills for education (these amounts change each year). If the required amount is not raised by the towns, the State EPS Allocation will be reduced.
Local Only Debt	233,463	(8,778)	224,685	Local debt for construction projects approved at referendum in each town (14% of Middle School, High School renovations, new athletic fields).
Additional Local Dollars	2,916,829	209,633	3,126,462	Additional local funds needed to fund the expenditure budget once all other revenue areas have been taken into consideration.
Sub-Total Property Tax Revenue	11,030,991	554,652	11,585,643	Total local funds to be raised by our four towns.
Total Budget	15,614,580	353,730	15,968,310	Total revenue budget, which matches total expenditure budget

RSU 38 Enrollment History



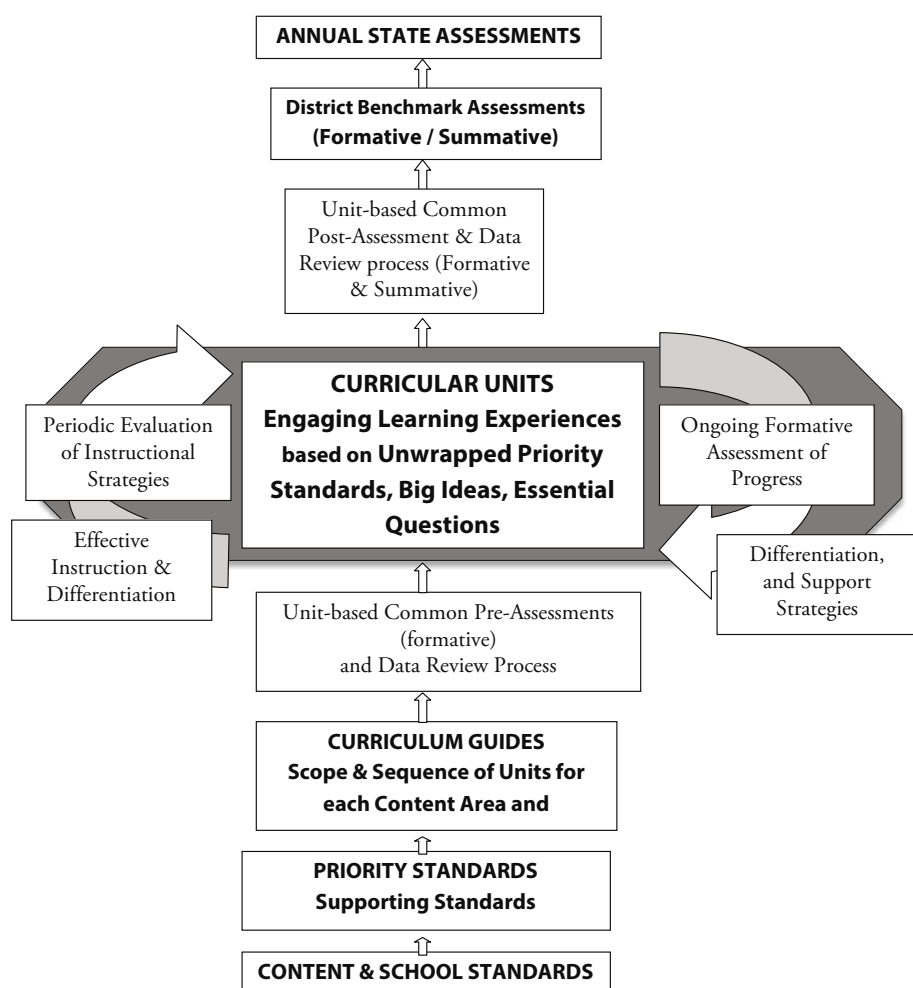
RSU 38 Enrollment by Town

Grade	Manchester	Mt. Vernon	Readfield	Wayne	Totals
Pre-K	18	17	24	0	59
K	36	25	25	16	102
1	22	16	30	10	78
2	27	20	23	9	79
3	29	18	19	10	76
4	21	24	29	10	84
5	33	16	32	9	90
6	22	16	31	9	78
7	21	16	30	16	83
8	29	10	34	13	86
9	24	16	33	10	83
10	34	16	36	4	91
11	31	20	37	19	107
12	23	16	41	5	86
Totals	370	246	424	140	1180

October 1, 2014 (does not include non-resident tuition students)

2015-2016 Local Dollar Calculation		Voted by School Board 4/15/2015			
Description	District	Manchester	Mt. Vernon	Readfield	Wayne
2014 Property Revenue Services Valuation	994,550,000	301,450,000	240,650,000	264,850,000	187,600,000
2013 Property Revenue Services Valuation	1,007,150,000	301,200,000	243,550,000	268,550,000	193,850,000
\$ Increase/Decrease in Valuation	(12,600,000)	250,000	(2,900,000)	(3,700,000)	(6,250,000)
% Increase/Decrease in Valuation	-1.25%	0.08%	-1.19%	-1.38%	-3.22%
2015-2016 Required Local Contribution	8,234,496	2,556,861	2,071,240	2,259,920	1,346,475
2015-2016 Required Mill Expectation		8.48	8.48	8.48	6.94
Amount required by the State of Maine to be raised by towns based on valuation within each town and required mills for education (these amounts change each year). If the required amount is not raised by the towns, the State EPS Allocation will be reduced.					
2014-2015 Required Local Contribution	7,880,699	2,442,555	1,993,005	2,165,333	1,279,807
2014-2015 Required Mill Expectation		8.10	8.10	8.10	6.49
\$ Increase/Decrease in Required Local Contribution	353,797	114,306	78,235	94,588	66,668
% Increase/Decrease in Required Local Contribution	4.49%	4.68%	3.93%	4.37%	5.21%
Additional Local x 50% @ 3 yr Enrollment Average %	100.00%	32.09%	20.59%	35.88%	11.44%
Additional Local x 50% @ 3 yr Valuation Average %	100.00%	29.96%	24.27%	26.48%	19.29%
Net Additional Local \$	3,351,147				
Additional Local x 50% @ 3 yr Enrollment Average %		537,692	345,001	601,196	191,686
Additional Local x 50% @ 3 yr Valuation Average %		502,001	406,661	443,692	323,218
Total Additional Local \$	3,351,147	1,039,693	751,662	1,044,888	514,904
Local Only Adult Ed. Contribution	63,000				
Additional Local x 50% @ 3 yr Enrollment Average %		10,108	6,486	11,302	3,604
Additional Local x 50% @ 3 yr Valuation Average %		9,437	7,645	8,341	6,076
2015-2016 Total Local Contribution	11,648,643	3,616,100	2,837,033	3,324,451	1,871,059
2014-2015 Total Local Contribution	11,093,990	3,446,869	2,708,926	3,163,541	1,774,654
Local \$ Increase/Decrease	554,653	169,231	128,107	160,910	96,405
Local % Increase/Decrease	5.00%	4.91%	4.73%	5.09%	5.43%
Local \$ Increase for 2014-15	182,871	45,964	20,136	50,838	65,933
October 1, 2014 Enrollment by Town	1,180	370	246	424	140
Local \$ Contributed per Student	9,872	9,773	11,533	7,841	13,365

RSU 38 Model of Instruction



Adapted from Ainsworth: Rigorous Curriculum Design Alignment Diagram, 2010

RSU 38 Summary of Budget Changes 2015-2016

Salary & Benefits		
Negotiated Salary & Benefits		156,457
MePERS Retirement Increase from 2.65% to 3.36%		48,220
New Positions		
High School Interventionist 1.0 FTE		50,000
Elementary Math Interventionist 1.0 FTE		45,000
Elementary Sections Increase - Guidance, Art, Music, Computer .6 FTE		30,000
Gifted & Talented Teacher .2 FTE		10,000
Pre-K Ed Techs .8 FTE		22,000
Pre-K Bus Runs 2.0 FTE Bus Drivers		60,000
Special Education Director .1 FTE		10,000
Regular Education Board Certified Behavior Analyst .2 FTE		13,500
Technology Hardware/Software Support .25 FTE		10,000
Eliminated Programs		
Wayne Regional Autism Program (WRAP) 1.0 FTE & Summer		(60,000)
Contracted & Purchased Services		
Special Education Contracted Services (Legal & McCare Billing)		11,000
Special Education Out of District Tuition		(15,000)
Professional Development		5,545
Maintenance Projects, Bus & Equipment Leases		(12,420)
Charter School Tuition		(23,700)
Change in Evaluation Software		(10,985)
Miscellaneous Contracted & Purchased Services (Snowplowing, Repair & Maintenance, Telephone, Technical Services, etc.)		31,884
District Wide Supplies & Books - All Departments		66,120
Heating Oil, Propane, Diesel		(115,450)
Equipment - Computer, Maintenance, Transportation		18,210
Dues & Fees		8,610
Debt Service (Middle School, High School Bonds)		(29,261)
Health Center Support - Possible Loss of Grant Funds		24,000
Total of Budget Changes		353,730

Amid change and innovation, High School maintains focus on community and school values

Dwayne Conway, Principal
High School

This was a year of change and innovation. As we look to improve, keep pace with trends in education, and lead in innovation, we want to value what makes our community and school special. We are focused on meeting students' emotional needs, and providing rigorous, challenging, personalized learning experiences.

The biggest change we implemented this year was Focus Time. This flexible schedule allows teachers to tag students who need extra support to meet standards, or who need enrichment to exceed standards. In many ways, this has changed the way we do business; creating a shift in mindset, causing us to focus less on what we are teaching and more on what students are learning.

A member of the MDOE who visited in the fall said: "I have been thinking about the focus time in the high school ever since I left your school system ... it was a terrific structure for providing intervention in so many varied ways, but also an excellent model for enabling teachers to differentiate instruction and other supports to students at their points of need. I look forward to encouraging other school systems to contact you about this innovative approach." The fluidity of Focus Time allows us to provide interventions without pulling students out of academic classes.

New this year is common planning time for departments. Implementing standards and analyzing data requires educators to plan and collaborate as a team, not in isolation. Common planning time is essential for planning instruction based on data.

One form of intervention is our credit recovery system. Traditionally, when a student failed a class they would retake the entire course the following semester or year. This was not an effective model because it

put students who were at risk in great jeopardy of falling further behind. When a student does not pass a course, the teacher examines the essential learning the student needs to acquire, to move to the next level. This gets the student back on track quickly, greatly increasing the likelihood of success. It reduces the number of courses a student has to make up, which saves the district money. This credit recovery model is an essential step in moving toward proficiency-based education.

This year we offered 65 dual enrollment credits at Maranacook and next year we will offer 80. This is \$194,590 worth of college level courses our students have taken! This program will save our community money and empower students to achieve more. Dual enrollment credits mean that a student gets both a high school credit for the class and 3 college credits from the partner college, either Kennebec Valley Community College, Saint Joseph's College or Thomas College. We are currently partnered with Thomas College to offer our students the ability to earn an associate degree while at Maranacook. We expect to fully implement this program by spring 2016.

We have much to be excited about! I thank the staff and students for their willingness to adapt. We want Maranacook to be the best high school in the country and as a school; we are using our mission statement, "a caring school community dedicated to excellence" as our guide.



Adult Education diploma help continues through summer; seeks community input on programming

Steve Vose, Adult Education Director

Maranacook Adult and Community Education continues to strengthen educational programs and expand enrichment offerings to meet the growing needs of our communities. To assist us in determining what people want from our program, we are conducting a short survey. (<https://www.surveymonkey.com/s/8C2XGFV>).

We appreciate your participation in our many classes and assistance spreading the word. Your encouragement could ignite a passion for learning in another, helping to change their life in a positive way!

Many think of adult education as enrichment only but a huge part of our job is preparing adults for better, richer lives. Adult education programs are critically needed to break cycles of abuse, poverty and dependence, permanently improving the lives of adults. More than just concentrating on educational needs, we also connect with outside agencies such as Goodwill, Women, Work and Community, Kennebec Behavioral Health to meet all student needs and break barriers to educational attainment.

Through the summer, adult education con-

tinues to help students earn diploma and prepare for college. If you would like to get an equivalency diploma, prepare for college or further your workforce education please call us (685-4923 x1065) to discuss your life-long learning plan!

Our enrichment instructors lead over 60 classes each semester, including fitness activities, arts and crafts, trips and family and youth events. These activities provide something exciting to learn for almost everyone and can enhance skills, improve wellness and provide a fun way to meet others. This summer we will offer several painting classes.

If you haven't taken a class, we strongly encourage you to do so! For current course offerings, please visit <http://maranacook.maineadulted.org>, email adulted@maranacook.org or call 207-685-4923, ext. 1065. We welcome your feedback as we plan for the 2015-16 school year.



New standards emphasize understanding concepts using analysis and models to solve problems

Nancy Harriman, Director,
Curriculum, Instruction & Assessment

Teachers, instructional coaches, and students are working closely to understand what it means to show proficiency in new content standards. Many standards emphasize understanding concepts, rather than listing memorized facts. For example, students are asked to analyze the way an argument is developed in a text, to identify patterns in data from an inquiry project or to show why an answer to a math problem is correct using a model, like a number line or drawing. Activities and strategies to solve this type of problem are what educators include as they work toward **Strategic Plan Goal 2: RSU 38 will develop and implement consistent, rigorous curriculum resulting in high levels of student performance.**

This year staff worked to identify guiding standards for science, social studies, physical education, and visual and performing arts. Teams started to develop and pilot common units and assessments. Curriculum information can be viewed online (<http://www.maranacook.org/curriculum/>).

RSU 38's model of instruction is collaborative and formative.

Collaborative

Teachers meet to study the new standards and ways to plan instruction so students will meet the level of thinking required. Examples include: monthly grade level meetings for literacy and mathematics, K-8; early release afternoon meetings with subject area groups, K-12; and a K-12 Science Curriculum Committee that began meeting this summer to draft a 3-year plan for updating the K-12 science program.

Our goal is to teach concepts and learning strategies in context so students can demonstrate understanding of standards in real-life situations. A few examples of collaboratively planned, curriculum embedded projects from 2014-2015:

- Global Studies, a grade 9 team co-planned a social studies curriculum on sustainable practices that included a cross cultural visit to Lewiston to hear stories from recent immigrants, tour a mosque, and engage in discussions with other students about stereotypes and cultural identity;
- Middle Core, a grade 6-8 team researched invasive species, then shared their acquired expertise with Colby College students at a symposium, where they heard Colby students' grant presentations, and attended a presentation on sustainability by National Geographic Fellow Barton Seaver;
- Math Practices, a K-5 team from two elementary schools working to improve mathematics instruction through participating in learning rounds, shared its findings at the National Council of Supervisors of Mathematics conference in Boston.

Formative

Teachers score student work together using common rubrics based on standards for the grade level, then analyze results to see what concepts different students understand. They also share ideas for how to teach lessons for concepts some students have not yet demonstrated and how to help others stretch their understanding. It's all about learning!

RSU 38 is gradually making the transition to standards-based grading and proficiency-based diplomas, as required by Maine law. We are field-testing some parts of the system this year. We hope you will participate in discussions and committee work as we continue to refine Maranacook's system over the next few years.



Comprehensive transition planning the focus of Special Education as students enter High School

Ryan Meserve, Special Ed Director

Students with an Individualized Education Program (IEP) must have, as part of their annual IEP, a post-secondary transition plan once they are in grade 9 or turn 16 years of age. In most cases that means that during a student's ninth grade year their IEP team will start the transition planning process. This is a fluid process, and often changes from year to year as the student starts to develop more specific areas of interest.

There has been a large push lately for Maine schools to reshape the focus of student transition plans, and the Maine Department of Education (DOE) has been assisting districts in doing so by providing regional trainings. During this school year the high school staff and I have attended trainings that look to improve our transition planning practices and increase regional and statewide collaboration.

The transition planning process focuses on having students and their families set educational and employment goals for

after high school. Once those goals are set the IEP team is charged with developing a plan to assist the student in exploring and/or meeting their transition plan goals. Many times this involves collaborating with other staff such as guidance counselors or advisors. In some cases this also means the IEP team is working with outside agencies such as the division of vocational rehabilitation (VR). As a result, high school special education staff have started to collaborate with the regional VR caseworker to provide eligible students on-site supports. The high school team has also met with various children and adult case management agencies, so we can help inform parents of options they have as we work together to assist students with their transition planning process.

