

Oxford Hills School District

Harrison . Hebron . Norway . Otisfield . Oxford . Paris . Waterford . West Paris

57th Proposed Budget 2017-2018 & Annual Report 2016-2017



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Oxford Hills School District

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Budget Hearing/Meeting – OHCHS – 7:00 PM June 8th

Budget Validation Referendum Vote – June 13th

in all eight towns

Table of Contents

Introduction from the Budget Committee Chair, Bob Jewell	2
Report from the Superintendent of Schools	3
Proposed Revenue Budget FY 2017-2018	4
Proposed Town Assessments FY 2017-2018	4
Town Property Values, Enrollments and Mill Rates	5
Proposed Mill Rate Analysis	5
Proposed Expenditures FY 2017-2018	6
Essential Programs and Services (EPS)	7
Warrant for the MSAD #17 Budget Meeting – June 8, 2017	8
Introduction from the Chairman of the MVR #11 Cooperative Board, Frank Blauvelt	10
OHTS/MVR #11 Board of Directors	10
Report from the Director, Oxford Hills Technical School, MVR #11	11
Proposed Budget MVR #11	12
Curriculum and Assessment Update	13
Oxford Hills Comprehensive High School	14
K-12 Guidance Department	14
Oxford Hills Middle School	15
Athletics	16
Adult & Community Education	16
Special Education	17
Waterford Memorial School	18
Harrison Elementary School	19
Every Child Succeeds Act	20
Paris Elementary School	21
Agnes Gray Elementary School	22
Hebron Station School	22
Technology	23
Otisfield Community School	24
Oxford Elementary School	24
Guy E. Rowe School	25
Oxford Hills Community Education Exchange	26
School Nutrition	27
Transportation News	28
Bond for Capital Improvement & Facilities Feedback	28
Annual Notification of Asbestos Containing Materials	28
Integrated Pest Management Notice	29
School Nutrition	29
Annual Notification of On-Behalf Payments	30
FY 2016 Audit	30
Federal and Other Grants	31
MSAD #17 Board of Directors	32

Message from the Budget Committee Chair

This has been a challenging year for the MSAD 17 Budget Committee. The Governor's budget presented radical shifts in the state funding formula and inaction by the legislature in addressing the budget changes resulted in significant shifts in cost from the state to the local taxpayers. These shifts and an acute awareness of the challenges of our communities to pay for them, made this year's budget process one of the more difficult ones in recent years.

The Board has a responsibility to the towns to provide education at an affordable price; we have a responsibility to provide our students the opportunity to pursue an education that will help to provide a bright future, whether it be a livable wage right out of high school, going on to a trade school, or going on to a four-year College or University.

Our school programs and services rely heavily on human resources. These resources and the other fixed costs of heating, lighting and maintaining our facilities amount to about 90% of our budget. Negotiated wage increases (\$500,000), health insurance increases (\$475,000) and special education costs (\$789,000) when combined, amount to \$1,764,000. The Budget Committee has reduced the budget to minimize the cost to taxpayers but still sustain valuable programs. The budget to budget increase is just 1.73% or \$674,415.

We think it is significant to point out that in the 2016 budget cycle SAD 17 ranked in the bottom 13% of all of Maine schools of all sizes in per student cost. If SAD 17 had spent the AVERAGE of what others spend our budget would be \$4,725,000 higher. Of the 18 school systems with over 2,500 students SAD # 17 ranks 17th out of 18 districts as spending the lowest per student. If the Technical School Budget were removed, SAD # 17 would be #18.

The Budget Committee is not suggesting that money is a "fix all" to education, but we do need to be adequately subsidized, especially in today's changing world. The Budget Committee has questioned if we are funding the schools at a level for success. In the end, the committee presents a conservative budget that we hope addresses the concerns expressed by municipal elected officials and the citizenry.

SAD # 17 has a very fiscally conservative Superintendent of Schools, with 600 employees, many buildings; he and his team have a lot to manage. This Budget Committee would like to thank Superintendent Colpitts for his hard work and long hours getting the budget ready, and for his District wide presentations.

The Budget Committee asks the citizens of the towns in School Administrative District #17 to, please pass this budget.

Thank you for your past support of our public schools.
Robert Jewell, Chair The Budget Committee of SAD#17.

Dear Citizens,

The Oxford Hills School District Board of Directors is now developing its fifty-seventh school budget in preparation for the 2017-18 school year, and starting to wrap up its fifty-sixth year with many successes and a few challenges.

The Oxford Hills School District is now in its second year of a five-year strategic plan. At the heart of this process to plan strategically for the longer term and set priorities for our public schools is the commitment to ensure that the education provided to all students is contemporary and rigorous. This means that the children welcomed to our public schools as 4 and 5 year-olds will flourish and will acquire a high level of knowledge and skills that will prove to be a strong foundation for the accelerated change and advancements that they will experience as adults in this 21st century. Each and every graduate of Oxford Hills Comprehensive High School must leave highly prepared for a successful life in the pursuit of college, careers, and citizenship.

The District has made significant gains towards addressing strategic goals through the adoption and implementation of a new math and writing curriculums, improvements to facilities and working towards a proficiency based diploma. The District now hosts an official webpage, and facebook and twitter accounts to improve access to information and to push important communications out to the community. The specific action steps taken this year may be reviewed on the District's web page (www.msad17.org) under the heading of "About".

The Board of Directors worked diligently to prepare a budget that met the legislated required local school funding level and addressed our targeted program needs. The Board worked hard to ensure that the goals of reducing class size at the elementary level and replacing an obsolete math text in grades k-8 could be accomplished. A \$1.2 million capital improvement bond was passed last spring enabling the District to make improvements to school roofing, parking lots, roads and Gouin Athletic complex improvements to meet the Americans with Disabilities Act. All of the bond projects were completed over the summer.

Classroom space remains at a premium at many of our larger elementary schools. To provide some relief to crowding at Oxford Elementary the Board reconfigured the Otisfield Community School in 2016-17 by adding a fifth grade classroom. It is anticipated that efforts to redistribute students will continue in order to free up additional classroom space at Oxford Elementary and Paris Elementary by creating a new fifth grade classroom at Agnes Gray School and reopening the Legion School in West Paris and moving grade six students from Oxford Elementary to Otisfield Community School. Harrison Elementary and Waterford Memorial Schools operating under a "shared Schools" model have maximized the available space in both schools while maintaining fairly small class sizes.

The Oxford Hills Middle School continues its efforts to increase student engagement and promote leadership development through a theme based experiential model. The school has developed several ongoing "quests" with several local businesses, including, Crazy Horse Racing, Maine Machine, C-Link Technology, Roberts Farm and the 4-H Camp and Learning Center at Bryant Pond. Quests enable students to learn in collaboration with these local business partners where they apply their school learning in authentic settings. We expanded our popular high school Chinese Culture and Language class into the Middle School this year with support from our sister school in Jinhua China. "Pong" is teaching Chinese language and culture classes to middle school students.

The Oxford Hills Middle School staff and Oxford Hills Comprehensive High School staff work diligently to prepare for the class of 2021 – the first class to graduate with a proficiency diploma. A proficiency diploma differs from the diploma many of the adults in our communities are familiar with. A proficiency diploma measures student success by their demonstrated mastery of certain standards. Students must be proficient in all standards to graduate with a diploma.

Governor LePage's proposed biennial budget for the 2017-19 makes significant changes to the twenty year old Essential Programs and Services (EPS) school funding model. The impact of those changes on our budget are significant - shifting nearly a million of EPS program costs from state to local taxpayers. Although this year's budget represents only a 1.73% increase in funding budget to budget, the local impact is significant, as high as 9.8% in one town. Our budget will exceed the required EPS local share of funding by \$1,104,430. The shift from State to local taxpayers in the Governor's proposed budget will result in an additional warrant article at this year's School Budget Meeting. The article is necessary to approve local funds necessary that are no longer covered by EPS. We hope that our local legislators will be mindful of the need to provide an equitable and adequate funding system and be conscious of the impact on our rural communities.

It continues to be a pleasure to serve the students and residents of the eight communities that comprise the Oxford Hills School District. We have something very special in the Hills – something that resonates well within our state.

Richard Colpitts
Superintendent of Schools

"Education is the most powerful weapon which you can use to change the world" Nelson Mandela

OXFORD HILLS SCHOOL DISTRICT Budget FY 2018 Estimated Revenues

	<u>FY 2017</u>	<u>FY 2018</u>	<u>INC (DEC)</u>	<u>% INC(DEC)</u>
Carry Over	\$815,000	\$911,829	\$96,829	11.88%
State Subsidy	\$18,097,429	\$17,831,689	-\$265,740	-1.47%
Other	\$200,000	\$210,000	\$10,000	5.00%
Local Allocation				
EPS Local Allocation	\$18,966,282	\$18,528,996	-\$437,286	
Local Only Debt	\$133,452	\$122,473	-\$10,979	
Adult Education	\$223,714	\$224,397	\$683	
Additional Funds	\$578,002	\$1,858,910	\$1,280,908	
	<u>\$19,901,450</u>	<u>\$20,734,776</u>	<u>\$833,326</u>	<u>4.19%</u>
Total Revenues	<u>\$39,013,879</u>	<u>\$39,688,294</u>	<u>\$674,415</u>	<u>1.73%</u>

Proposed Assessments						
	FY 17	Assessment for 97% EPS FY 18	Assessment for 100% EPS FY 18	Assessment For FY 18 Local Only Debt	Assessment For FY 18 Adult Ed	Assessment For FY 18 Addl Funds
Harrison	\$ 3,611,540	\$3,032,481	\$ 131,646	\$ 21,369.77	\$ 39,153.99	\$ 192,707
Hebron	\$ 727,800	\$698,709	\$ 31,563	\$ 5,123.58	\$ 9,387.50	\$ 46,203
Norway	\$ 3,709,861	\$3,549,364	\$ 143,316	\$ 23,264.17	\$ 42,624.93	\$ 209,790
Otisfield	\$ 2,369,595	\$2,276,296	\$ 80,104	\$ 13,003.12	\$ 23,824.49	\$ 117,259
Oxford	\$ 3,688,559	\$3,551,712	\$ 139,115	\$ 22,582.13	\$ 41,375.29	\$ 203,640
Paris	\$ 2,952,415	\$2,787,513	\$ 122,939	\$ 19,956.44	\$ 36,564.47	\$ 179,962
Waterford	\$ 2,006,684	\$1,833,904	\$ 65,506	\$ 10,633.48	\$ 19,482.80	\$ 95,890
West Paris	\$ 834,996	\$799,018	\$ 40,291	\$ 6,540.31	\$ 11,983.24	\$ 58,979
	<u>\$ 19,901,450</u>	<u>\$ 18,528,996</u>	<u>\$ 754,480</u>	<u>\$122,473</u>	<u>\$224,397</u>	<u>\$1,104,430</u>

	FY 18 Total Assessment	Increase	% Change
Harrison	\$ 3,417,357.90	-\$194,182.10	-5.38%
Hebron	\$ 790,986.28	\$63,186.28	8.68%
Norway	\$ 3,968,359.06	\$258,498.06	6.97%
Otisfield	\$ 2,510,486.35	\$140,891.35	5.95%
Oxford	\$ 3,958,424.14	\$269,865.14	7.32%
Paris	\$ 3,146,934.79	\$194,519.79	6.59%
Waterford	\$ 2,025,416.53	\$18,732.53	0.93%
West Paris	\$ 916,810.95	\$81,814.95	9.80%
	<u>\$20,734,776.00</u>	<u>\$833,326.00</u>	<u>4.19%</u>

	75% Valuation	25% Enrollmnt	% Share Above 97% EPS
Harrison	15.36%	2.09%	17.45%
Hebron	2.67%	1.51%	4.18%
Norway	13.57%	5.43%	19.00%
Otisfield	8.70%	1.92%	10.62%
Oxford	13.58%	4.86%	18.44%
Paris	10.65%	5.64%	16.29%
Waterford	7.41%	1.27%	8.68%
West Paris	3.05%	2.29%	5.34%
<i>District</i>	75%	25%	100%

Cost sharing percentages for those amounts that are outside of EPS.

CALCULATION OF REQUIRED LOCAL CONTRIBUTION UNDER ESSENTIAL PROGRAMS & SERVICES

TOWN	FY 2016-2017		FY 2017-2018		TOTAL TOWN EPS ALLOCATION
	STUDENTS	% OF STUDENTS	STUDENTS	% OF STUDENTS	
Harrison	316	9.45%	276.5	8.35%	3,032,481
Hebron	199.5	5.97%	200.5	6.05%	2,199,821
Norway	720	21.54%	719.5	21.73%	7,893,905
Otisfield	263.5	7.88%	254	7.67%	2,788,865
Oxford	628.5	18.80%	644.5	19.46%	7,072,153
Paris	744	22.26%	747.5	22.57%	8,202,970
Waterford	177	5.30%	166	5.01%	1,843,487
West Paris	294	8.80%	303	9.15%	3,327,003
<i>District</i>	3342.5	100.00%	3311.5	100.00%	36,360,685

	AVERAGE VALUATION	MILL RATE EXPECTATION	TOWNS PAY WHICH EVER COLUMN IS LESS	
			TOWN SHARE BASED ON MILL RATE EXPECTATION	Required Minimum EPS Assessments
Harrison	\$ 484,816,667.00	8.29	4,019,130	3,032,481
Hebron	\$ 84,283,333.00	8.29	698,709	698,709
Norway	\$ 428,150,000.00	8.29	3,549,364	3,549,364
Otisfield	\$ 274,583,333.00	8.29	2,276,296	2,276,296
Oxford	\$ 428,433,333.00	8.29	3,551,712	3,551,712
Paris	\$ 336,250,000.00	8.29	2,787,513	2,787,513
Waterford	\$ 234,000,000.00	8.29	1,939,860	1,843,487
West Paris	\$ 96,383,333.00	8.29	799,018	799,018
Total	\$ 2,366,899,999.00		19,621,601	18,538,579

Harrison's enrollment has declined by 39.5 students this year, and 99.5 students over the last ten years.
 Waterford's enrollment has declined by 11 students this year, and 70 students over the last ten years.
 Since these two towns are assessed under EPS based on the number of students, they are seeing reduced assessments and that cost is shifting to the other six towns in the district, where enrollments have increased.

For FY 18, costs have been removed from EPS under the Governor's proposed budget. The removal of those costs, and a reduction the required minimum mill rate, results in more local costs that must be funded outside of EPS. (See page 7 for information on EPS.)

*** NOTE: Local only debt, adult education and additional funds beyond the minimum EPS required, are assessed based on 75% property value and 25% enrollments, due to a district wide vote in 2003.**

	STATE AVERAGE VALUATION	FY 2018 TOTAL ASSESSMENTS	FY 2018 PROPOSED MILL RATE
Harrison	\$ 484,816,667	\$ 3,417,358	7.05
Hebron	\$ 84,283,333	\$ 790,986	9.38
Norway	\$ 428,150,000	\$ 3,968,359	9.27
Otisfield	\$ 274,583,333	\$ 2,510,486	9.14
Oxford	\$ 428,433,333	\$ 3,958,424	9.24
Paris	\$ 336,250,000	\$ 3,146,935	9.36
Waterford	\$ 234,000,000	\$ 2,025,417	8.66
West Paris	\$ 96,383,333	\$ 916,811	9.51
	\$ 2,366,899,999	\$ 19,901,450	8.41

PROPOSED AVERAGE MILL RATE FOR EDUCATION 8.41



HOME VALUE	TAXES FOR EDUCATION
\$50,000.00	\$420.41
\$100,000.00	\$840.82
\$150,000.00	\$1,261.24
\$200,000.00	\$1,681.65

LAST YEAR'S AVERAGE MILL RATE WAS 8.43

THE OXFORD HILLS SCHOOL DISTRICT - PROPOSED BUDGET FOR FISCAL YEAR 2017-2018

ACCOUNT DESCRIPTION	FY 2016-2017	FY 2017-2018		% Increase (Decrease)
	Budget	Proposed Budget	\$ Increase (Decrease)	
Pre-Kindergarten to Grade 12 Instruction				
<i>Elementary</i>				
Harrison & Waterford Elementary Instruction	\$ 961,540	\$ 1,025,889	\$ 64,349	6.69%
Hebron Station School Instruction	\$ 448,561	\$ 438,496	\$ (10,065)	-2.24%
Rowe School - Norway Instruction	\$ 1,499,998	\$ 1,461,006	\$ (38,992)	-2.60%
Otisfield Community School Instruction	\$ 438,798	\$ 435,416	\$ (3,382)	-0.77%
Oxford Elementary Instruction	\$ 1,206,451	\$ 1,335,000	\$ 128,549	10.66%
Paris Elementary Instruction	\$ 1,479,527	\$ 1,646,030	\$ 166,503	11.25%
West Paris School Instruction	\$ 473,953	\$ 469,814	\$ (4,139)	-0.87%
Elementary Art Instruction	\$ 195,393	\$ 212,580	\$ 17,187	8.80%
Gifted & Talented	\$ 147,570	\$ 183,982	\$ 36,412	24.67%
Elementary Music Instruction	\$ 265,202	\$ 271,371	\$ 6,169	2.33%
Elementary Physical Education	\$ 263,159	\$ 279,057	\$ 15,898	6.04%
Elementary Technology	\$ 149,821	\$ 70,407	\$ (79,414)	-53.01%
<i>Total Elementary Instruction</i>	\$ 7,529,973	\$ 7,829,048	\$ 299,075	3.97%
<i>Middle School</i>				
Middle School Instruction	\$ 2,147,207	\$ 2,140,386	\$ (6,821)	-0.32%
Middle School Quest Expenses	\$ 2,000	\$ 2,000	\$ -	0.00%
Middle School Art	\$ 5,148	\$ 5,265	\$ 117	2.27%
Middle School Foreign Language	\$ 691	\$ 141	\$ (550)	-79.59%
Middle School Health	\$ 498	\$ 681	\$ 183	36.75%
Middle School Language Arts	\$ 700	\$ 2,800	\$ 2,100	300.00%
Middle School Math	\$ 1,053	\$ 1,554	\$ 501	47.58%
Middle School Music	\$ 7,935	\$ 6,250	\$ (1,685)	-21.24%
Middle School Physical Education	\$ 5,750	\$ 5,750	\$ -	0.00%
Middle School Science	\$ 1,193	\$ 1,481	\$ 288	24.14%
Middle School Social Studies	\$ 867	\$ 572	\$ (295)	-34.03%
<i>Total Middle School Instruction</i>	\$ 2,173,042	\$ 2,166,880	\$ (6,162)	-0.28%
<i>High School</i>				
OHCHS General Instruction	\$ 4,154,338	\$ 4,325,043	\$ 170,705	4.11%
OHCHS Alternative Education	\$ 254,966	\$ 299,681	\$ 44,715	17.54%
OHCHS Art	\$ 8,350	\$ 8,000	\$ (350)	-4.19%
OHCHS Foreign Language	\$ 6,999	\$ 6,899	\$ (100)	-1.43%
OHCHS Health	\$ 2,354	\$ 2,350	\$ (4)	-0.17%
OHCHS Language Arts	\$ 13,404	\$ 12,850	\$ (554)	-4.13%
OHCHS Math	\$ 11,503	\$ 10,949	\$ (554)	-4.82%
OHCHS Music	\$ 15,090	\$ 16,775	\$ 1,685	11.17%
OHCHS Physical Education	\$ 8,100	\$ 8,100	\$ -	0.00%
OHCHS Science	\$ 19,754	\$ 19,754	\$ -	0.00%
OHCHS Social Studies	\$ 9,054	\$ 9,000	\$ (54)	-0.60%
OHCHS Technology	\$ 241,776	\$ 157,673	\$ (84,103)	-34.79%
<i>Total High School Instruction</i>	\$ 4,745,688	\$ 4,877,074	\$ 131,386	2.77%
Special Education				
Special Education Private Tuition	\$ 559,000	\$ 805,000	\$ 246,000	44.01%
Special Education Administration	\$ 308,552	\$ 322,949	\$ 14,397	4.67%
Special Education Teacher of the Deaf	\$ -	\$ -	\$ -	
Contracted Services	\$ 287,552	\$ 293,953	\$ 6,401	2.23%
Speech Local Costs	\$ 312,806	\$ 325,462	\$ 12,656	4.05%
Resource	\$ 1,809,797	\$ 1,887,919	\$ 78,122	4.32%
Self-Contained	\$ 1,851,766	\$ 2,184,473	\$ 332,707	17.97%
Psychological Services	\$ 287,175	\$ 386,203	\$ 99,028	34.48%
<i>Total Special Education</i>	\$ 5,416,648	\$ 6,205,959	\$ 789,311	14.57%
Other Instruction				
504 Services	\$ 4,500	\$ 4,500	\$ -	0.00%
English Language Learner	\$ 57,685	\$ 62,025	\$ 4,340	7.52%
Middle School Summer School	\$ 10,846	\$ 10,908	\$ 62	0.57%
High School Summer School	\$ 21,242	\$ 21,350	\$ 108	0.51%
Elementary Co-Curricular	\$ 16,540	\$ 10,284	\$ (6,256)	-37.82%
MS Co-Curricular	\$ 22,474	\$ 18,094	\$ (4,380)	-19.49%
MS Athletics	\$ 100,720	\$ 101,141	\$ 421	0.42%
HS Co-Curricular	\$ 55,704	\$ 55,705	\$ 1	0.00%
HS Athletics	\$ 477,413	\$ 454,083	\$ (23,330)	-4.89%
<i>Total Other Instruction</i>	\$ 767,124	\$ 738,090	\$ (29,034)	-3.78%
Adult Education - Local Support				
	\$ 223,714	\$ 224,397	\$ 683	0.31%
	\$ 223,714	\$ 224,397	\$ 683	0.31%
Vocational / Technical Education				
Assessment General Vocational	\$ 2,782,956	\$ 2,781,528	\$ (1,428)	-0.05%
Assessment Vocational Debt Service	\$ 347,936	\$ 158,875	\$ (189,061)	-54.34%
<i>Total Vocational Education</i>	\$ 3,130,892	\$ 2,940,403	\$ (190,489)	-6.08%
Instructional Support				
Elementary Guidance	\$ 263,613	\$ 282,789	\$ 19,176	7.27%
Middle School Guidance	\$ 143,881	\$ 177,655	\$ 33,774	23.47%
High School Guidance	\$ 495,575	\$ 525,093	\$ 29,518	5.96%
Health Services	\$ 474,730	\$ 446,682	\$ (28,048)	-5.91%
Staff Development	\$ 233,793	\$ 224,373	\$ (9,420)	-4.03%
Curriculum and Assessment	\$ 261,101	\$ 350,154	\$ 89,053	34.11%
Elementary Library	\$ 105,081	\$ 121,767	\$ 16,686	15.88%
Middle School Library	\$ 86,936	\$ 88,430	\$ 1,494	1.72%
High School Library	\$ 188,771	\$ 169,747	\$ (19,024)	-10.08%
Technology	\$ 441,272	\$ 504,768	\$ 63,496	14.39%
<i>Total Instructional Support</i>	\$ 2,694,753	\$ 2,891,458	\$ 196,705	7.30%
Leadership				
Harrison & Waterford Elementary Administration	\$ 203,523	\$ 203,750	\$ 227	0.11%
Hebron Elementary Administration	\$ 106,269	\$ 177,606	\$ 71,337	67.13%
Rowe Elementary Administration	\$ 308,303	\$ 318,975	\$ 10,672	3.46%
Otisfield Elementary Administration	\$ 80,711	\$ 81,283	\$ 572	0.71%
Oxford Elementary Administration	\$ 271,716	\$ 266,938	\$ (4,778)	-1.76%
Paris Elementary Administration	\$ 292,759	\$ 305,065	\$ 12,306	4.20%
West Paris Elementary Administration	\$ 101,219	\$ 153,767	\$ 52,548	51.92%
MS Administration	\$ 303,764	\$ 305,835	\$ 2,071	0.68%
HS Administration	\$ 537,527	\$ 537,328	\$ (199)	-0.04%
School Board	\$ 57,640	\$ 48,523	\$ (9,117)	-15.82%
Executive Administration	\$ 421,143	\$ 443,639	\$ 22,496	5.34%
Fiscal Services	\$ 241,834	\$ 232,167	\$ (9,667)	-4.00%
Human Resources	\$ 91,000	\$ 81,850	\$ (9,150)	-10.05%
<i>Total Leadership</i>	\$ 3,017,408	\$ 3,156,726	\$ 139,318	4.62%

\$30,000 has been added to the Gifted and Talented budget to provide staff development opportunities for teachers to become certified in Gifted and Talented Education. The goal is to provide additional in-house support for gifted and talented students at each elementary school.

Improving our Gifted and Talented programming is a focus of our strategic plan.

Staffing and programming is unchanged at the middle school.

The High School Instructional budget represents the same staffing and programming as the FY 2017 budget.

There is a reduction in the technology budget due to the decision to replace the current MacBook Air laptops with less expensive Chromebooks.

The Special Education budget shows an increase based on increased numbers of identified students and the number of students placed in schools out-of-district.

Elementary Co-Curricular is down because the district no longer has a Destination Imagination Team.

The Adult Education budget provides the same level of support as FY 2016-2017

For more information on the Vocational/Technical School budget, see pages 10-12.

The increase in the Curriculum budget reflects the purchase of a reading curriculum and a local assessment system, as emphasized in the Strategic Plan.

The increase in the Hebron Administration and West Paris Administration budgets reflects the addition of one position, so that each building has a full-time principal. School leadership was a priority focus in the strategic plan. This is step one of three needed to restore fulltime leadership at each elementary school.

ACCOUNT DESCRIPTION	Budget	Proposed Budget	\$ Increase (Decrease)	% Increase (Decrease)
Facilities				
Harrison Utilities, Custodial, Maintenance	\$ 187,183	\$ 155,361	\$ (31,822)	-17.00%
Hebron Station School Utilities, Cust. Maint	\$ 135,257	\$ 138,554	\$ 3,297	2.44%
Guy E. Rowe Utilities, Custodial, Maint.	\$ 302,857	\$ 287,302	\$ (15,555)	-5.14%
Otisfield Utilities, Custodial, Maintenance	\$ 144,939	\$ 118,338	\$ (26,601)	-18.35%
Oxford Utilities, Custodial, Maintenance	\$ 308,999	\$ 271,721	\$ (37,278)	-12.06%
Paris Utilities, Custodial, Maintenance	\$ 317,201	\$ 301,910	\$ (15,291)	-4.82%
Waterford Utilities, Custodial, Maintenance	\$ 152,630	\$ 128,089	\$ (24,541)	-16.08%
West Paris School Utilities, Custodial, Maint	\$ 139,396	\$ 139,510	\$ 114	0.08%
OHMS Utilities, Custodial, Maintenance	\$ 600,003	\$ 613,473	\$ 13,470	2.24%
OHCHS Utilities, Custodial, Maintenance	\$ 833,421	\$ 821,225	\$ (12,196)	-1.46%
Gouin Complex Maintenance	\$ 123,563	\$ 137,185	\$ 13,622	11.02%
Other Facilities Utilities, Custodial, Maint.	\$ 77,814	\$ 99,578	\$ 21,764	27.97%
Facilities Supervision	\$ 181,015	\$ 190,739	\$ 9,724	5.37%
Property & Liability Insurance	\$ 126,959	\$ 123,558	\$ (3,401)	-2.68%
District Maintenance Services	\$ 312,848	\$ 332,757	\$ 19,909	6.36%
Capital Improvement Projects	\$ 132,250	\$ 145,174	\$ 12,924	9.77%
Reserve for Capital Improvements	\$ 100,000	\$ 75,000	\$ (25,000)	
<i>Total Facilities Operations</i>	\$ 4,176,335	\$ 4,079,474	\$ (96,861)	-2.32%
Transportation				
Bus Purchases	\$ 233,543	\$ 237,492	\$ 3,949	1.69%
Student Transportation	\$ 2,219,463	\$ 2,261,336	\$ 41,873	1.89%
<i>Total Transportation</i>	\$ 2,453,006	\$ 2,498,828	\$ 45,822	1.87%
Debt Service & Revolving Renovation Projects				
Debt Service	\$ 1,586,950	\$ 1,231,502	\$ (355,448)	
Local Only Debt	\$ 133,452	\$ 122,473	\$ (10,979)	
RRF Projects	\$ 122,612	\$ 109,834	\$ (12,778)	
	\$ 1,843,014	\$ 1,463,809	\$ (379,205)	-20.58%
Contingency & Setaside				
	842,282	616,148	\$ (226,134)	-26.85%
	\$ 842,282	\$ 616,148	\$ (226,134)	-26.85%
Total Expenses	\$ 39,013,879	\$ 39,688,294	\$ 674,415	1.73%

The Capital Improvement budget provides for the first payment on the bond issue approved by voters in the FY 17 budget process. (see page 27 for more information.)

Two of the four bonds for the construction of OHCHS have been paid off. The remaining two will be paid off in the next two budget years.

The Contingency and Setaside budget includes a \$443,000 contingency, a retirement reserve, and funds for contracts currently under negotiation.

IMPORTANT INFORMATION ABOUT PUBLIC SCHOOL FUNDING THROUGH MAINE'S ESSENTIAL PROGRAMS AND SERVICES (EPS) MODEL
Catherine Fanjoy Coffey, Business Manager - c.coffey@msad17.org

EPS is the state law for funding public education. The state determines how much it believes each school system should be spending to educate its students. The model sets student / teacher ratios, and determines amounts for other spending categories such as facilities maintenance, and transportation. These calculations provide a "base rate" per student and then additional spending is allowed for PreK to 2nd grade, economically disadvantaged, limited English proficiency students and special education students.

Through this formula, the state determines the amount the school system should be spending. This is called the "Total Allocation." The state then determines how much of that total allocation will be locally funded, and how much the state will contribute.

A minimum tax rate is set based on statewide property valuations. That tax rate, or mill rate for FY 18, is 8.29 (\$8.29 per \$1,000 of state determined property value.) The mill rate is used to calculate the minimum amount that each town must contribute in order to receive the full share of state subsidy. However, if that resulting number is higher for a town, than the total cost of educating the students that reside in that town, the town pays the full cost, and not the mill rate. This is important in our district, because two towns, due to high property value, now pay the full cost of educating their students. If their enrollments decline, so does the amount they contribute to the total school budget.

In order to present a budget for voter approval in the time allowed by law, the board and administration has developed this budget following the Governor's proposed budget. A significant change in the EPS formula is included in his proposed budget. **This change removes funding for all central office functions including Superintendent's Office, Business Office and Human Resources.**

This change is on top of the costs that the current EPS model does not fund. Of particular concern, is that the formula has only been providing for one new bus for our school system each year for the past several years. With a fleet of 40 buses, we need to replace three or four buses each year in order to keep our fleet from aging rapidly. The district has tried to keep pace with our bus replacement schedule, and those additional two or three buses have been funded totally with local tax dollars. The EPS model also doesn't recognize the need to operate dual bus runs for elementary and secondary, which is required in geographically large districts. Other areas that are significantly underfunded in the model are Special Education and Co-Curricular.

The EPS formula does not account for the unique funding needs of small community schools through its teacher to student ratios and its school administration to student ratios. When school systems operate small community schools, class sizes can be pretty small in some locations. In addition, providing adequate principal coverage at small community schools makes it difficult to meet the ratios that are set in the EPS formula. We believe that the formula is more suitable for large urban districts and penalizes large rural districts, such as ours.

Any costs that are not included in EPS have to be covered completely by local assessments. There has been a steady shift from costs subsidized by the state through EPS to those that aren't (funded only by local assessments.) Please refer to the the chart "Ten Year Budget History."

Finally, it is also important to point out that the state is only funding 47% of the 55% of the total cost of education that it is required to fund. The legislature provides a waiver each year. Even though towns are now required to raise their minimum amount, the state is not. This leaves school systems significantly underfunded by the state, and is why so many school systems have had to raise more than the recommended amount locally.

For more information about the state's EPS funding model, you can visit this web site: <http://www.maine.gov/education/data/eps/epsmenu.htm>
 You can see how our school system compares to other school systems under the EPS model at this site http://www.maine.gov/education/data/eps/OverUnderEPS_FY201617_Preliminary27Dec2016.pdf
 You can see how our school system compares in per pupil spending at this site: www.maine.gov/education/data/ppcosts/index.html

Ten Year History of MSAD #17 Budget Increases

Over 10 Years	Total	Total %	Average
State Subsidy	\$(2,341,398)	-11.61%	-1.16%
Local Assessments	\$5,480,703	35.93%	3.59%
Other	\$(47,643)	-18.49%	-1.85%
Carryover	\$519,687	132.53%	13.25%
Total Budget	\$3,611,349	10.01%	1.00%

**WARRANT TO CALL MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 17
BUDGET MEETING
(20-A M.R.S.A. §1485)**

TO: Dean Dillingham, a resident of Maine School Administrative District No. 17 composed of the Towns of Harrison, Hebron, Norway, Otisfield, Oxford, Paris, Waterford and West Paris, State of Maine

In the name of the State of Maine, you are hereby required to notify the voters of each of the municipalities within Maine School Administrative District No. 17, namely, the Towns of Harrison, Hebron, Norway, Otisfield, Oxford, Paris, Waterford and West Paris, that a District Budget Meeting will be held at the Oxford Hills Comprehensive High School, 256 Main Street, Paris, Maine at 7:00 P.M. on June 8, 2017 for the purpose of determining the Budget Meeting articles set forth below.

ARTICLE 1A: To elect a moderator to preside at the meeting.

ARTICLES 1 THROUGH 11 AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES

ARTICLE 1: To see what sum the District will be authorized to expend for Regular Instruction.

Board of Directors Recommends \$15,489,150

ARTICLE 2: To see what sum the District will be authorized to expend for Special Education.

Board of Directors Recommends \$6,205,958

ARTICLE 3: To see what sum the District will be authorized to expend for Career and Technical Education.

Board of Directors Recommends \$2,940,403

ARTICLE 4: To see what sum the District will be authorized to expend for Other Instruction.

Board of Directors Recommends \$738,091

ARTICLE 5: To see what sum the District will be authorized to expend for Student and Staff Support.

Board of Directors Recommends \$2,891,428

ARTICLE 6: To see what sum the District will be authorized to expend for System Administration.

Board of Directors Recommends \$806,180

ARTICLE 7: To see what sum the District will be authorized to expend for School Administration.

Board of Directors Recommends \$2,350,547

ARTICLE 8: To see what sum the District will be authorized to expend for Transportation and Buses.

Board of Directors Recommends \$2,498,828

ARTICLE 9: To see what sum the District will be authorized to expend for Facilities Maintenance.

Board of Directors Recommends \$4,189,336

ARTICLE 10: To see what sum the District will be authorized to expend for Debt Service and Other Commitments.

Board of Directors Recommends \$1,353,975

ARTICLE 11: To see what sum the District will be authorized to expend for All Other Expenditures.

Board of Directors Recommends \$0

ARTICLE 12 RAISES FUNDS FOR THE PROPOSED SCHOOL BUDGET

ARTICLE 12: To see what sum the District will appropriate for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the District will raise and assess as each municipality's contribution to the total cost of funding public education from 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.

Recommended amounts set forth below:

Town of Harrison	\$3,032,481.12	Town of Harrison	\$3,032,481.12
Town of Hebron	\$2,199,821.43	Town of Hebron	\$698,708.83
Town of Norway	\$7,893,904.68	Town of Norway	\$3,549,363.50
Town of Otisfield	\$2,788,864.53	Town of Otisfield	\$2,276,295.83
Town of Oxford	\$7,072,153.20	Town of Oxford	\$3,551,712.33
Town of Paris	\$8,202,970.51	Town of Paris	\$2,787,512.5
Town of Waterford	\$1,843,486.73	Town of Waterford	\$1,833,903.98
Town of West Paris	\$3,327,002.68	Town of West Paris	\$799,017.83
		School District	
School District Total		Total	
Appropriated		Raised	
(Sum of above)	\$36,360,684.88	(Sum of above)	\$18,528,995.92

“Explanation: The school administrative unit’s contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the district must raise and assess in order to receive the full amount of state dollars.”

ARTICLE 13: (Written ballot required.) To see what sum the District will raise and appropriate in additional local funds (**Recommend \$1,858,909.12**), which exceeds the State’s Essential Program and Services allocation model by (**Recommend \$1,104,429.89**) as required to fund the budget recommended by the school board.

The School Board Recommends \$1,858,909.12, which exceeds the State’s Essential Programs and Services allocation model by \$1,104,429.89. The School Board gives the following reasons for exceeding the State’s Essential Programs and Services funding model:

Not Funded Under the Model

Superintendent’s Office, Human Resources, Business Office

Co-Curricular (33% funded)

Special Education (\$1,411,719 not funded)

Small Community Schools (funding not adequate for smaller class sizes)

“Explanation: The additional local funds are those locally raised funds over and above the District’s local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the District budget for educational purposes.”

ARTICLE 14 RAISES FUNDS FOR NON-STATE-FUNDED DEBT SERVICE (AS REQUIRED BY MAINE REVISED STATUTES, TITLE 20-A, SECTION 15690 (2A))

ARTICLE 14: To see what sum the District will raise and appropriate for the annual payments on debt service previously approved by the legislative body for non-state funded school construction projects, or non-state-funded portions of school construction projects in addition to the funds appropriated as the local share of the school administrative unit’s contribution to the total cost of funding public education from kindergarten to grade 12.

Board of Directors Recommends \$122,473

“Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the district’s long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters or other legislative body.”

ARTICLE 15 SUMMARIZES THE PROPOSED SCHOOL BUDGET

ARTICLE 15: To see what sum the District will authorize the Board of Directors to expend for the fiscal year beginning July 1, 2017 and ending June 30, 2018 from the District’s contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools.

Board of Directors Recommends \$39,463,896

ARTICLE 16 AUTHORIZES EXPENDITURE OF GRANTS AND OTHER RECEIPTS

ARTICLE 16: In addition to the amounts approved in the preceding articles, shall the Board of Directors be authorized to expend sums as may be received from federal or state grants or programs or other sources during the fiscal year for school purposes, provided that such grants, programs or other sources do not require the expenditure of other funds not previously appropriated?

Board of Directors Recommends a “yes” vote

ARTICLE 17 AUTHORIZES THE ADULT EDUCATION PROGRAM AND RAISES THE LOCAL SHARE

ARTICLE 17: To see if Maine School Administrative District No. 17 will appropriate \$498,004 for adult education and raise \$224,397 as the local share; with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program.

Board of Directors Recommends a “yes” vote

Note: Funds for the Vocational Adult Education Program are raised and appropriated pursuant to this article.

ARTICLE 18 AUTHORIZES THE CAREER AND TECHNICAL REGION BUDGET

ARTICLE 18: Shall the Maine Vocational Region #11 operating budget as approved by the cooperative board for the year beginning July 1, 2017 through June 30, 2018 be approved in the amount of \$3,548,340.14?

MVR #11 Cooperative Board Recommends a “yes” vote

Note: MSAD #17’s share of MVR #11 budget is included in Articles 1 through 13 above.

ARTICLE 19 AUTHORIZES A TRANSFER TO THE SCHOOL CAPITAL RESERVE FUND

ARTICLE 19: Shall the School Board be authorized to transfer \$75,000 from the Facilities Cost Center to the School Capital Reserve Fund, which reserve funds may only be expended upon express authorization of the District voters?

ARTICLE 20 AUTHORIZES THE DISPOSITION OF ANY ADDITIONAL STATE SUBSIDY RECEIVED

ARTICLE 20: In the event that the District receives more state education subsidy than the amount included in its budget, shall the School Board be authorized to use all or part of the additional state subsidy to increase expenditures for school purposes in cost center categories approved by the School Board, increase the allocation of finances in a reserve fund approved by the School Board, and/or decrease the local cost share expectation, as defined in Title 20-A, section 15671-A(1)(B), for local property taxpayers for funding public education as approved by the School Board?

Oxford Hills Technical School Maine Vocational Region #11

Dear Citizens:

Maine Vocational Region 11 is proud to offer cost-effective, state-of-the-art technical training to SAD 17 and RSU 10 students. This past year we were able to deliver the quality education that the community deserves and has come to expect.

I am happy to announce that this year we are offering Plumbing for the first time. This program is funded in part through the Maine Attorney General's Office. We had a solid enrollment for a start-up program this year and next year's enrollment in the first year program is at capacity. We are also reviewing our current programs with an eye toward cost-effective improvements as well as surveying students for possible new programming in the future.

As a result of constant financial scrutiny and careful budgeting, the MVR 11 Board of Directors is proposing a FY 18 budget of \$3,548,340. This is a decrease of 5.69% from the FY 17 budget. This budget includes debt service which has gone down substantially with the retiring of two of three construction bonds. The proposed FY 18 budget without debt service, a more accurate measure of budgetary needs, is \$3,368,441, a .07% decrease from the FY 17 budget. Despite the decrease, we believe that this budget will allow us to continue to offer the relevant and effective career and technical training you have come to expect.

On behalf of the Board of Directors of Maine Vocational Region 11, I want to thank you for your continued support.

Frank Blauvelt
MVR #11 Board Chairperson

MVR 11 Board Directory

Frank Blauvelt, Chair
525 Powhattan Road
Otisfield, ME 04270
627-4608

John Bell
83 Bell Road
Waterford, ME 04088
583-2622

Jody Deegan
17 Merrill Hill Road
Hebron, ME 04238
966-3082

Anita Hakala
153 Ashton Road
Norway, ME 04268
49 Brown Mountain Road
743-5630

Robert Jewell
South Paris, ME 04281
743-8117

John Poto
265 Cobb Hill Road
Otisfield, ME 04270
539-2927

Frank Stoutamyer
397 Mount Mica Road
South Paris, ME 04281
743-7152

Paul Swihart
P.O. Box 83
Buckfield, ME 04220
336-2826

Toby Whitman
38 Briggs Street
West Paris, ME 04289
674-2453

Mr. Jerald Wiley
P.O. Box 25
Buckfield, ME 04220
336-2891

Lewis Williams
274 Paris Road
Hebron, ME 04238
966-2312



MVR 11: A Community Partner

Maine Vocational Region 11 is proud to be an active partner in the Oxford Hills community. Our primary purpose is to train students from Oxford Hills Comprehensive High School and Buckfield High School in one of 20 career and technical fields. Our students receive over 300 hours of industry-specific education each year. They often earn industry, state, or national credentials through their coursework. We are proud to say that MVR 11 alumni are everywhere in Oxford County and beyond!

In addition to that primary purpose, MVR 11 strives to serve the young people of the area by exposing them to career opportunities. At OHCHS, students often enroll in our one-period classes to learn more about such diverse fields as culinary arts, business, and plumbing. We also work with Oxford Hills Middle School students in interdisciplinary quests investigating the worlds of building trades, broadcast journalism, and robotics.

Furthermore, we have many close partnerships with area businesses. Every one of our 20 programs is guided by a Program Advisory Committee made up of local representatives from its respective industry. These representatives work with the instructors to ensure that students are trained with the latest and most important skills.

Finally, you can find evidence of MVR 11 students' work throughout the area. Our Forestry students harvest trees off East Oxford Road, our Engineering and Architectural Design students work with area agencies such as the Norway Police Department to design renovated spaces, our Marketing and Hospitality students organize and run the DECA Holiday Craft Fair, our Building Trades students have built many of the structures at the Conservation Camp in Bryant Pond, our Pre-Engineering students have made parts for the Twitchell Observatory in South Paris, our Graphics students design and print posters and other documents for many groups and functions, and the Culinary Arts students have prepared and served hundreds of meals to different groups through the years. And the list could go on.

We hope you value the service MVR 11 provides half as much as we appreciate the opportunity to provide it!

If you have an idea to improve our programs, please contact Director Shawn Lambert at 743-7756 or by email at s.lambert@msad17.org.



Oxford Hills Technical School (MVR #11) FY 2018 Proposed Budget

REVENUES	2016-2017	2017-2018	
CARRY-OVER	\$ 175,000	\$ 175,000	
SPECIAL REVENUE	\$ 2,500	\$ 2,500	
MISC. REVENUE	\$ 60,000	\$ 60,000	
TOTAL	\$ 237,500	\$ 237,500	
Assessments for Operations			
			<i>Decrease</i>
MSAD #17	\$ 2,782,956	\$ 2,781,528	\$ (1,428.22)
RSU #10	\$ 350,298	\$ 349,413	\$ (884.78)
TOTAL	\$ 3,133,254	\$ 3,130,941	\$ (2,313.00)
			-0.07%
Assessments for Debt Service			
MSAD #17	\$ 347,936	\$ 159,822	\$ (188,113.89)
RSU #10	\$ 43,796	\$ 20,077	\$ (23,718.88)
TOTAL	\$ 391,732	\$ 179,899	\$ (211,832.77)
			-54.08%
TOTAL REVENUES	\$ 3,762,486	\$ 3,548,340	Net Decrease
			-5.69%

EXPENDITURES	2015-2016	2016-2017	2017-2018	
(NON-INSTRUCT.)				
ADMINISTRATION	\$ 263,798	\$ 267,548	\$ 275,270	
ACCREDITATION	\$ 2,500	\$ -	\$ -	
COOP BOARD	\$ 10,220	\$ 15,220	\$ 15,220	
CONTINGENCY	\$ 110,000	\$ 110,000	\$ 110,000	
TRANSPORTATION	\$ 1,500	\$ 1,500	\$ 2,000	
STAFF DEVELOPMENT	\$ 23,380	\$ 34,680	\$ 38,426	
INSURANCE	\$ 471,000	\$ 493,000	\$ 505,000	
SOC.SEC./MEDICARE	\$ -	\$ -	\$ -	
TOTAL	\$ 882,398	\$ 921,948	\$ 945,916	
(OPERATION OF PLANT)				
PERSONNEL	\$ -	\$ -	\$ -	
CONTR. SERVICES	\$ -	\$ -	\$ -	
LEASES	\$ 689,386	\$ 691,395	\$ 664,385	
EXPENSES	\$ 500	\$ 750	\$ 500	
TOTAL	\$ 689,886	\$ 692,145	\$ 664,885	
(INSTRUCTION)				
SALARIED PERSONNEL	\$ 1,372,439	\$ 1,464,951	\$ 1,446,282	
EXPENSES	\$ 305,743	\$ 291,710	\$ 311,358	
TOTAL	\$ 1,678,182	\$ 1,756,661	\$ 1,757,640	
NEGOTIATION RESE	\$ -	\$ -	\$ -	
TOTAL	\$ -	\$ -	\$ -	
(NET BUDGET)				
GROSS BUDGET	\$ 3,250,466	\$ 3,370,754	\$ 3,368,441	<i>% Decrease</i>
LESS CARRY-OVER	\$ 200,000	\$ 175,000	\$ 175,000	-0.07%
LESS SPECIAL REVENUE	\$ 2,500	\$ 2,500	\$ 2,500	
LESS MISC. REVENUE	\$ -	\$ 60,000	\$ 60,000	
NET ASSESSMENT	\$ 3,047,966	\$ 3,133,254	\$ 3,130,941	
TOTAL Decrease			\$ (2,313)	
APPROPRIATIONS				
GROSS BUDGET	\$ 3,250,466	\$ 3,370,754	\$ 3,368,441	
DEBT SERVICE	\$ 614,925	\$ 391,732	\$ 179,899	<i>Net Decrease</i>
TOTAL EXPENSES	\$ 3,865,391	\$ 3,762,486	\$ 3,548,340	-5.69%

Oxford Hills Vocational Adult Education

Proposed Budget

REVENUES	2015-2016	2016-2017	2017-2018
Regular Programs			
STATE SUBSIDY	\$ 13,945	\$ 14,593	\$ 14,245
PERKINS GRANT	\$ -	\$ -	\$ -
CONTRACTS	\$ -	\$ -	\$ -
REGISTRATION FEES	\$ 36,700	\$ 33,050	\$ 39,500
LOCAL ASSESSMENTS	\$ 25,622	\$ 25,622	\$ 25,622
SUBTOTAL	\$ 76,267	\$ 73,265	\$ 79,367
Truck Driving			
TUITION & FEES	\$ -	\$ -	\$ -
CARRY-OVER	\$ -	\$ -	\$ -
SUBTOTAL	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 76,267	\$ 73,265	\$ 79,367
Adult Voc-Ed Assessment			
MSAD #17	\$ 22,729	\$ 22,757	\$ 22,763
MSAD #39	\$ 2,893	\$ 2,865	\$ 2,859
TOTAL	\$ 25,622	\$ 25,622	\$ 25,622

EXPENDITURES	2015-2016	2016-2017	2017-2018
(REGULAR PROGRAM)			
SALARIES	\$ 29,120	\$ 27,000	\$ 32,000
CONTRACTED SERVICES	\$ 3,047	\$ 3,461	\$ 1,985
FICA/MEDICARE	\$ 918	\$ 2,107	\$ 465
UNEMPLOYMENT	\$ 120	\$ 120	\$ 105
WORKERS COMP.	\$ 122	\$ 112	\$ 124
MSRS	\$ 745	\$ 647	\$ 232
SUB-TOTAL	\$ 34,072	\$ 33,447	\$ 34,911
SUPPLIES & TEXTS	\$ 5,817	\$ 7,961	\$ 15,900
STUDENT PURCHASES	\$ 1,050	\$ 500	\$ -
CONTINGENCY	\$ -	\$ -	\$ -
TOTAL REGULAR	\$ 40,939	\$ 41,908	\$ 50,811
(ADMIN. EXPENSES)			
CLERICAL SALARIES	\$ 23,657	\$ 24,173	\$ 25,000
FICA/MEDICARE	\$ 1,810	\$ 1,849	\$ 1,913
UNEMPLOYMENT	\$ 42	\$ 42	\$ 42
WORKERS COMP.	\$ 102	\$ 104	\$ 104
HEALTH INSURANCE	\$ 9,717	\$ 5,189	\$ 1,497
SUB-TOTAL	\$ 35,328	\$ 31,357	\$ 28,556
ADMIN. EXPENSES	\$ -	\$ -	\$ -
TOTAL ADMIN.	\$ 35,328	\$ 31,357	\$ 28,556
TOTAL EXPENSES	\$ 76,267	\$ 73,265	\$ 79,367

An Update from the Curriculum Department

From the Strategic Plan

Teaching and Learning:

Schools are first and foremost about students and their learning. And the quality of that learning is dependent on the effectiveness of teachers. In undertaking a strategic planning process, the area of Teaching and Learning is front and center, representing the heart and soul of a school district. For the Oxford Hills School District to ensure success for all of its students, access to challenging learning opportunities - from Pre-K through high school - is the cornerstone of policy and practice. The goal is to design and implement an instructional program of high expectations, multiple pathways, and attention to both academic readiness and responsible and ethical character. Realizing such a goal requires attention to a coordinated design and implementation of curriculum, instruction, and assessment, recognizing that students and their supporting parents navigate a system of schooling that needs to be consistent in expectations, while personalized in approach. Today's students are sure to inherit a world ever-increasing in complexity, one where problem-solving, critical thinking, collaboration, and astute retrieval of information will all be necessary. In order to be ready to contribute and work beyond the middle of this century, all students will need to be prepared for and aspire to some form of formal post-secondary learning. They must be ready to adapt to rampant change and embrace the need to be life-long learners.

PreK Expansion

Our district is completing the second year of our PreK Expansion grant. This grant, which has allowed us to move to a full day, five-day a week program in five of our elementary schools, has enabled our district to utilize a literacy rich curriculum, provided comprehensive services for our families, and supported our teachers with extensive professional development.

As we move to year three of the grant, we are excited to add math curriculum that is developmentally appropriate for early childhood. In addition to language development, reading high quality literature, and providing social skills instruction, our students will have more exposure to STEM activities in the upcoming year.



PreK teachers, Kindergarten teachers, and administrators attend the Early Childhood Education Conference in August.

Also, we are excited that the grant is helping us to understand the significance of a Birth-3rd grade approach to the learning continuum. Now that we have a firmly established PreK program, we can seek to strengthen our supports for the transition into kindergarten and first grade, through shared assessment and collaboration up the grade levels. Our partnership with Community Concepts allows us to understand and build upon the supports for families with infants and toddlers, and to provide a streamlined experience for families.

Curriculum Development and Implementation

This year we implemented Math Investigations in grades K-5 and the Connected Math Program (CMP3) in grades 6-8. These two programs support deep student understanding of math concepts, inquiry-based learning, and hands-on application to the concepts. Our teachers had the opportunity for significant

professional development provided by both our district Math Coaches and outside staff developers from the math program.

We are also completing our second year of the *Units of Study for Writing* curriculum, which has helped us to raise our expectations for our students in writing. Students' writing in high volume daily is central to the curriculum. As we foster brave and independent writers, it is important that students know where they are in relation to the daily learning target and the teachers provide clear feedback for improvement towards meeting that target. Our professional development, led by our literacy coaches and teacher leaders, was ongoing throughout the year at both the building and the district level.

Next year will welcome our introduction to the *Units of Study for Reading* curriculum, which connects with writing. Our goal is to build reading stamina in our students by providing them opportunities to read interesting and increasingly complex texts appropriate for their ability. This is in addition to direct instruction in the skills and strategies that proficient readers use to improve comprehension of text and to understand how language works and is developed.

At the secondary level, our teachers are working collaboratively in content area departments to develop a rigorous and viable curriculum in order to move our students to proficiency in the standards. They are developing and revising units of instruction, common assessments, and laying out the curriculum for each grade level to ensure a cohesive approach.

Professional Development

Our early release days are an instrumental component to ensuring high quality instruction for our students. Each week, our teachers spend an hour of focused time on developing curriculum, learning about instructional strategies, or focusing on professional evaluation and a professional growth system. Instructional coaches, teacher leaders, or administrators deliver the professional development most often. This gift of time is helping our district accomplish our strategic plan goal of making teaching and learning front and center in our buildings.

In addition to a commitment to growing the expertise of our teachers, our PreK-12 administrators are engaged in significant professional development to support both our curriculum implementation process and to calibrate our professional evaluation and professional growth system across the district. Our PreK-6 administrators are even teaching our writing curriculum so that they can more effectively support our teachers with their students.



Principal Margaret Emery conferences with an Oxford Elementary School student about writing during administrator professional development.

Sincerely,
Heather Manchester, Curriculum Director
h.manchester@msad17.org

OHCHS

Ted Moccia, Principal – t.moccia@msad17.org

At OHCHS we are committed to ensuring all students have access to the latest information and technology available. The One to One technology at OHCHS has helped us meet this vision. This year the budget fully supports our transition to Chrome Books at the high school. This technology will continue to allow our staff to put the entire world of information at our students' fingertips.

Part of the MSAD#17 Strategic Plan states that we need to "Ensure strong instructional practices focused on reading, writing, speaking, and listening aimed at developing effective communication skills that students need to apply across careers." We strongly believe the use of technology only enhances a students' ability to develop effective communication skills. We also believe these skills apply across the entire curriculum.

A second component of the Strategic Plan is, "We need to expand access to online courses and other learning experiences in PreK-12 and in adult education including enhancement, intervention, AP, and college offerings." We are committed to using technology for intervention and enhancement of a student's educational experience at OHCHS. Teachers are constantly using technology to give instant feedback, do remediation and enrichment with our students. This has allowed us to move away from a "Seat Time" model and move towards a proficiency system.



Working with a new Chromebook is Ashlie Wickersham and Mr. Moccia, with Gabriel Sappington, Tyler Woodruff, Alex Cantwell and Ken Sleight watching on!

K-12 School Counseling Program

Nancy McClean Morrissette, Director of Guidance n.mccleanmorrissette@msad17.org

The school counseling program has spent the year continuing to focus our work with students keeping the district's core values in mind. Whether it is in helping students find what motivates them to succeed, supporting them through their challenges so that they can achieve to their fullest potential, encouraging them to advocate for themselves, or teaching skills of problem-solving, critical thinking, and self-control, school counselors play a vital role.

As a department, we have used professional development time to share the activities or strategies that each of us have found successful in our work with individual students, groups, or classrooms. As we have noticed growing levels of anxiety among students over the past few years, we have spent some of our time sharing strategies and resources to assist our students, families, and teachers in working with students who experience anxiety. And finally, we spend some time each year talking about aspirations at each grade level to identify meaningful ways that we can meet students where they are to talk about today's actions and how they relate to possible future goals.

Oxford Hills Middle School

Troy Eastman – Principal

The Strategic Plan Continues To Guide Oxford Hills Middle School Each spring I have the opportunity to share the successes at Oxford Hills Middle School with the community by writing an article for the newspaper. This year we have continued to be guided by the District's Strategic Plan. The entire district plan can be found at: <http://plone.sad17.k12.me.us/bridge-to-the-future/OHStrategicPlan.pdf>.

We have focused on the following objectives this year:

Category I – Teaching and Learning

Lead Objective 3 – Experiential Learning: Engage students in the community and workplace by providing relevant and challenging real-world learning
Lead Objective 4 – STEM: Increase K-12 and adult education student performance in science, technology, engineering, and mathematics.

Category V – Communicating, Reporting, and Engaging the Public

Lead Objective 2 – Profiling Our Successes and Student Accomplishments

We are pleased with the growth we have made toward the experiential model of instruction over the past five years. We value the idea of providing choice for students as they explore areas of academic and potential career interest. Providing a range of choices for students requires teachers, willing community members, and businesses to work together. We have been able to make these connections largely due to the incredible support of our community. We currently offer 28 different learning choices (Quests) for our students throughout the school year, many of which have a direct community connection with an organization or business.

These terrific opportunities cannot occur within our school in isolation. I would therefore like to thank the following businesses for providing our students with unique learning opportunities: CLink Systems, Maine Machine, Androscoggin Savings Bank, Oxford Federal Credit Union, Crazy Horse Racing, Chamber of Commerce, Goodwin Chevrolet, Crooked River Heating, Bryant Pond 4-H Learning Center, Everett J Prescott, Maine Veterans' Home, Oxford Hills Technical and Comprehensive High School, Hannaford Supermarkets, McLaughlin Garden, The Perloff Foundation, Berlin City Auto Group, United Way of Oxford

County, Roberts Farm Preserve, and the Holocaust and Human Rights Center of Maine. Our students have also benefited from many individuals and organizations which provide varied opportunities for students to apply learning.

Students have also been engaged in STEM learning opportunities on an ongoing basis. This continued focus on science, technology, engineering, and math has increased our students' problem solving and critical thinking skills. Students have been challenged through the use of Lego Robotics, rollercoaster design, Pinewood Derby cars, creating websites, designing/ building a hydroponic greenhouse, designing and building a super late model race car, and participating in the 19th annual Space Day. This exposure to a variety of STEM activities has also introduced students to new areas of interest and possible future career paths.

Over the past few years we have made a consistent effort to improve communication between our school and the community. For example, this year we were able to complete the creation of our Student News Channel, a group of dedicated students who conduct investigative reporting for a weekly professional-grade newscast. The newscast informs students, families and community members of OHMS' successes, challenges, and future changes which may impact our school. Our news team has also worked with community partners to produce advertisements and public service announcements. In addition to the news team, we continue to develop and utilize our school Facebook page to celebrate student successes and to share important information with the community.

The district strategic plan serves as a valuable guide in our efforts to provide multiple pathways for our students to learn while contributing to their community. While this article highlights three of our objectives, we also engage many others on a regular basis. The application of the strategic plan objectives have made the 2016-2017 school year a success by actively engaging students in learning in a variety of ways and by teaming with our supportive community to make it happen.



Oxford Hills Athletics

The Athletic Department serves Interscholastic and Intramural programs at the high school and middle school. Interscholastic high school programs include Football, Field Hockey, Golf, Boys/Girls Soccer, Cross Country, Cheering (Fall and Winter), Boys/Girls Basketball, Boys/Girls Alpine and Nordic Skiing, Wrestling, Baseball, Softball, Boys/Girls Lacrosse, Boys/Girls Track, Ice Hockey and Girls Tennis.

Interscholastic middle school programs include Football, Field Hockey, Boys/Girls Soccer, Cross-Country, Cheering (fall and winter), Boys/Girls Basketball, Boys/Girls Alpine and Nordic Skiing, Wrestling, Baseball, Softball, Boys/Girls Track and Intramural middle school programs include Golf.

We are very proud of our facilities at the high school, middle school and the Don Gouin Athletic Complex. Community youth sports sponsored by the boosters continue to grow through the use of our school facilities. The support of our teams through individuals, business' and the Oxford Hills Booster Club continue to enhance our facilities and opportunities for our student/athletes. The pride exhibited throughout SAD#17 concerning our athletes and their facilities is unmatched.

This fall (38) Students received KVAC All Academic Honors. (24) Students received KVAC All Academic Honors this winter. We look forward to continued success with our student/athletes and thank everyone for their continued support. We invite you to attend our home contests at our excellent facilities and see first hand the outstanding efforts of our student/athletes.



Jeff Benson, Athletic Director
743-8914 Ext. 9501
j.benson@msad17.org

Adult Education

Tina Christophersen, Director of Adult & Community Education – t.christophersen@msad17.org

The MSAD 17 Strategic Plan includes the goal to develop and implement multiple pathways for learning that are built on student choice.

Moving toward that goal, adult education is continuing to strengthen and further align its curricula to the College and Career Readiness Standards as required by the Workforce Innovation and Opportunity Act. This alignment also includes providing access to educational opportunities through a variety of means, including classroom and lab, distance, via internet-based instruction (for example, utilizing the Tandberg, Skype or other similar means), online and a blended combination.

Examples of these diverse instructional delivery methods include classroom instruction delivered via Tandberg (a teleconferencing method) in which the instructor is located off site and the students are located on campus. Despite the distance, students and the instructor are able to interact as if all were in the same room. This delivery method is used for the College Transitions Success course (partnering with Region 9 Adult Education) and allied health training provided by the Academy of Medical Professions (based in Brunswick). On-line learning is delivered through several options, including ed2go.com, and Odysseyware.com. In certain instances, courses delivered through Odysseyware.com are used to supplement instruction in the academic areas. Increased use in Odysseyware.com is anticipated.

Students enroll in classes for a variety of reasons. Earning a high school credential, increasing skills for further education through developmental coursework (continuing on to college or other post-secondary training opportunity), skills re-training, developing and strengthening skills in the current occupation, or taking classes just for fun are just some of the reasons why Oxford Hills/Nezinscot Adult Education is the training and educational provider of choice.

The faculty and staff at Oxford Hills/Nezinscot Adult Education are expanding the program offerings beginning this summer. A Math Boot



Camp will be offered as well as additional programming at the Observatory. This fall, a new and expanded welding program will be offered that will include a welding lab, shop math and employment skills training. EMT-Basic training will be offered by United Training Center (United Ambulance), classes in functional life skills, acting, allied health, including CNA, Hospice Volunteer Training, Elder Abuse Awareness, cat and dog first aid/CPR and others are being scheduled.

As a whole, the program will continue to emphasize the importance of life-long learning by both leading by example and in course offerings and content. The faculty and staff believe it is important for Oxford Hills/Nezinscot Adult Education to continually emphasize that learning at any stage in life or ability level is not only beneficial for practical purposes but it also encourages personal fulfillment and a greater degree of confidence and integrity.

Picture of Certified Nursing Assistant Student

SPECIAL EDUCATION

"Create pilots across the district that offer elementary, middle, high school, and adult education students applied learning opportunities focused on real world issues like community planning, environmental and conservation projects, local government" OHSD Strategic Plan – Action Strategy

The above is one of the many action strategies outlined in our District's strategic plan. For many students with special education services, applied learning opportunities are critical in helping them be successful in school and also in life after public school.

Some students at the elementary and middle school level participate in programs at the Roberts Farm and Bryant Pond 4H learning centers. These programs provide opportunities for team building, science, math, literacy and other skills in an authentic setting. Students with behavioral and learning differences benefit from these experiences and can use the skills learned there as they become adults. Growing food, cooking, raising animals, maintaining property, building structures, working and communicating with a team – these, and many more applied learning activities at Roberts Farm and Bryant Pond 4H learning centers develop positive life-long skills for all students who participate.

The Oxford Hills Middle School began Quest Days when they split into two campuses, which address experiential learning opportunities for all students in grades seven and eight. Again, our students with special education services are included in these learning opportunities. Positive social interactions, applied learning, and many other benefits are found in these settings, as well. Aspire Higher Race Car, broadcasting, machining, town government, Roberts Farm, musicianship, and performing, to name a few, are all life skills that push our students to be a part of a community of learners in a non-traditional way. Academic skills are a huge piece of these Quests, and these opportunities allow our students to apply their academic skills in new ways.

We are fortunate to have Oxford Hills Comprehensive High School, which includes the technical school, available to all students, including those with special education services. For some students who will not attend a traditional two or four-year college, the OHTS programs offer skills that are valuable in many fields, such as vocational training for job placement directly from high school. These programs integrate academic learning, safety training, work skills, collaboration, and training so that all students have hands-on learning experiences.

Our Applied Academics, Life Skills, and other special education programs at the High School have some students who will continue in such programs until age 20, per state law. These programs provide career exploration and job training (beyond tech school programs) and collaborate with Vocational Rehabilitation for students who access that agency for support.

We have recently been awarded a grant to develop a regional special education school named Western Maine Regional Program for Children with Exceptionalities, which will be closely aligned to the experiential learning philosophy with close ties to Roberts Farm and Oxford Hills Technical School (at OHCHS). The community will hear more about this new program once it is underway. We are currently completing the approval process at the state level and designing a program that will best meet the needs of our community and that of our neighbors in RSU 72 and RSU 44, with whom we collaborated in this endeavor. We will keep the community informed on the progress moving forward and we plan to open our doors in the fall of 2017.

Special Education programs in our district provide academic support through a full range of programs. Our students also have access to many authentic/experiential learning opportunities available because of the commitment to hands-on learning stated in our District Strategic Plan and evidenced in the programs available to our students in the Oxford Hills School District.

Respectfully,
Jane K. Morse
Director of Special Services, MSAD #17
j.morse@msad17.org

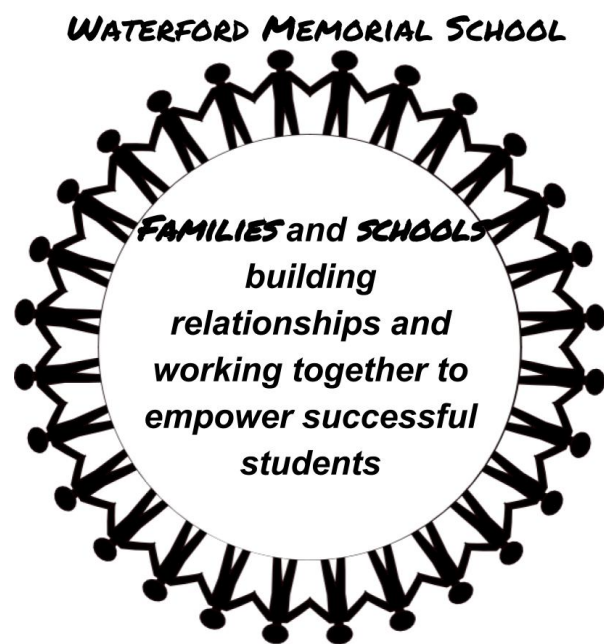
Notification of Special Education Services

MSAD #17 offers special education services to eligible students within the district. For referral information please contact:

Jane K. Morse, Director of Special Services
j.morse@msad17.org

Notice

The Oxford Hills School District will be destroying special education records of individuals who were born between January 1, 1991 and December 31, 1991. Anyone wanting his/her records pertaining to special education services should contact
Special Education Office, Oxford Hills School District
232 Main St., Suite 2
So. Paris, ME 04281
or call (207) 743- 8972 before 12/21/17



Margaret Emery, Principal
m.emery@msad17.org

As our Oxford Hills School District Strategic Plan reads: *“Redesigning and sustaining a robust communication and reporting approach, multi-faceted and transparent, is a key ingredient to the success of implementing this strategic plan. At the center of this work will be efforts to engage—on a continuous basis—the parents, citizens, businesses, and civic groups from the District’s eight communities.”* Just as communication is a key ingredient to the success of implementing our strategic plan, communication is the key to our success with our children.

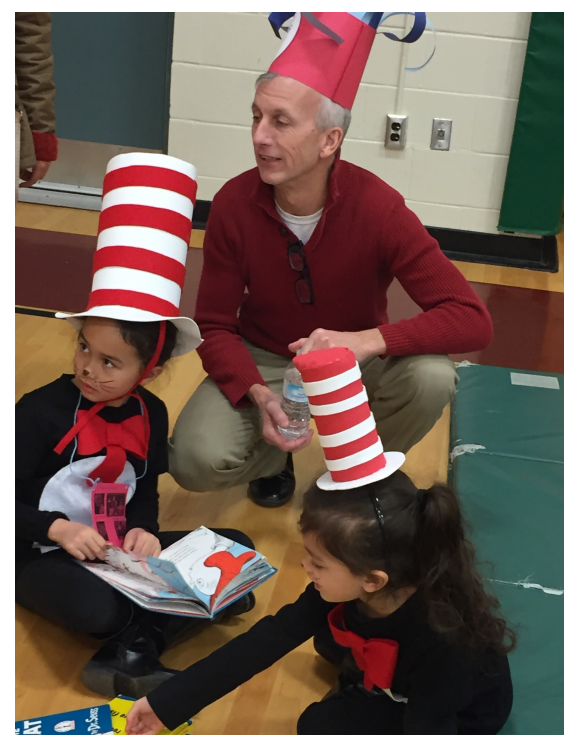
Waterford Memorial School is home to 101 students and we too believe that a vital key to student success is open communication with families. Every year, we strive to find new, effective strategies to communicate and engage with our families. Several teachers this year introduced ClassDojo to their families. ClassDojo is an instant, fantastic, and safe way to communicate with families. Families can respond to messages immediately. In addition to messaging, teachers can send photos, stickers and voice messages to families.

Mrs. Beauchesne has created a classroom website. Each week, families are able to visit the site to view photos of their child working, ask questions, visit suggested academic websites, review homework and read announcements/classroom topics. In addition to Mrs. Beauchesne’s website, we have continued to utilize the Oxford Hills School District’s new website as a tool to inform families. Our school page can be found at <http://www.msad17.org> under the “schools” menu. We encourage all families and community members to check often for updates on current school events. The websites and ClassDojo have truly increased our family and school communication.

Along with these strategies, our teachers conference with our families regularly, develop weekly newsletters, send emails to families, and make phone calls. Teachers are always readily available to our Waterford Memorial School families. During this year, teachers have made it a point every week to make positive phone calls or to send texts/ emails to families sharing good news about their child. Our Oxford Hills School District Strategic Plan also states: *“Build a stronger outreach to parents, strengthening the relationship between home and school at all levels.”* Every year, we strive to create engaging and educational family events. This year our family events included: Dr. Seuss Day, Writing Celebrations, Bring a Family Member to School, Aspire Higher, Career Day, and A Pirate Party celebrating our STEM curriculum. Schools and families staying connected can and do make a difference to improve student learning. *“Effective communication is essential for building school-family partnerships.”*—Reading Rockets



www.classdojo.com



Harrison Elementary

Margaret Emery, Principal

m.emery@msad17.org



HARRISON ELEMENTARY SCHOOL

As our Oxford Hills School District Strategic Plan states: “Redesigning and sustaining a robust communication and reporting approach, multi-faceted and transparent, is a key ingredient to the success of implementing this strategic plan. At the center of this work will be efforts to engage—on a continuous basis—the parents, citizens, businesses, and civic groups from the District’s eight communities.” Just as communication is a key ingredient to the success of implementing our strategic plan, communication is the key to our success with our children.

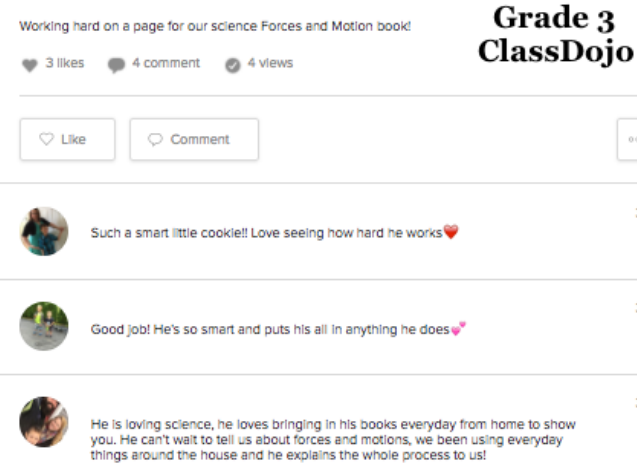
Here at Harrison Elementary, we have 120 students and understand the importance of effective communication between families and schools to ensure children’s success. Each year, we strive to find and create effective ways to better communicate with our families. We have seen the positive impact that communication has on our students’ academic success. Below are just a few of the strategies we use to increase family communication.



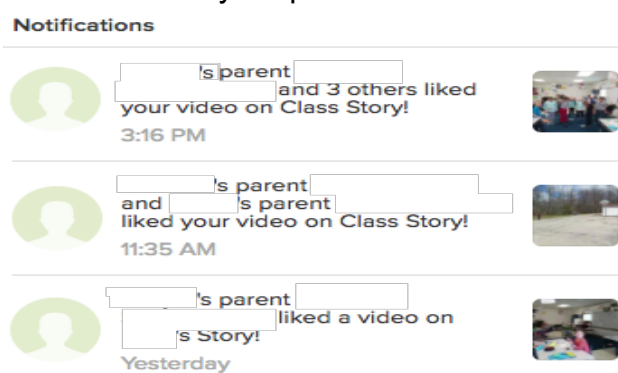
Parent Conferences are formally held twice a year, and on regular basis you will see teachers meeting with families in classrooms. Folders are sent home daily for families to review and comment. Each week, teachers send emails or make phone calls to provide updates to families about their child’s progress. These are the typical things schools do, but here at HES, we do more.

In third grade, Mr. Ripley is piloting an app called Recap. This app is amazing and really opens up the ability for teachers to understand a snapshot of individual student thinking one-on-one, and then share that thinking with families.

This year, we have increased the use of Class Dojo to several more classrooms. Class Dojo is an instant, fantastic, and safe way to communicate with families. In



addition to text messaging, teachers can send photos and videos of student work or class activities. Families and teachers can then respond instantly, to support and celebrate students. Students enjoy sharing with their families, and often ask their teachers to “post on clasdojo.” Seeing the love of learning is amazing! Families love the ability to “peek” into their student’s day, and then use the



images or posts as a conversation starter when students arrive at home.

In addition to consistent communication with Families, we have continued to provide educational and engaging family involvement activities such as: Table Talk Tuesday, Bring a Family Member to School Days, One School, One Book Literacy Event, Classroom Writing Celebrations, Aspire Higher Month, Career Day, and STEM Night. All of these events help to increase and “Build a stronger outreach to parents, strengthening the relationship between home and school at all levels.” MSAD17 Strategic Plan



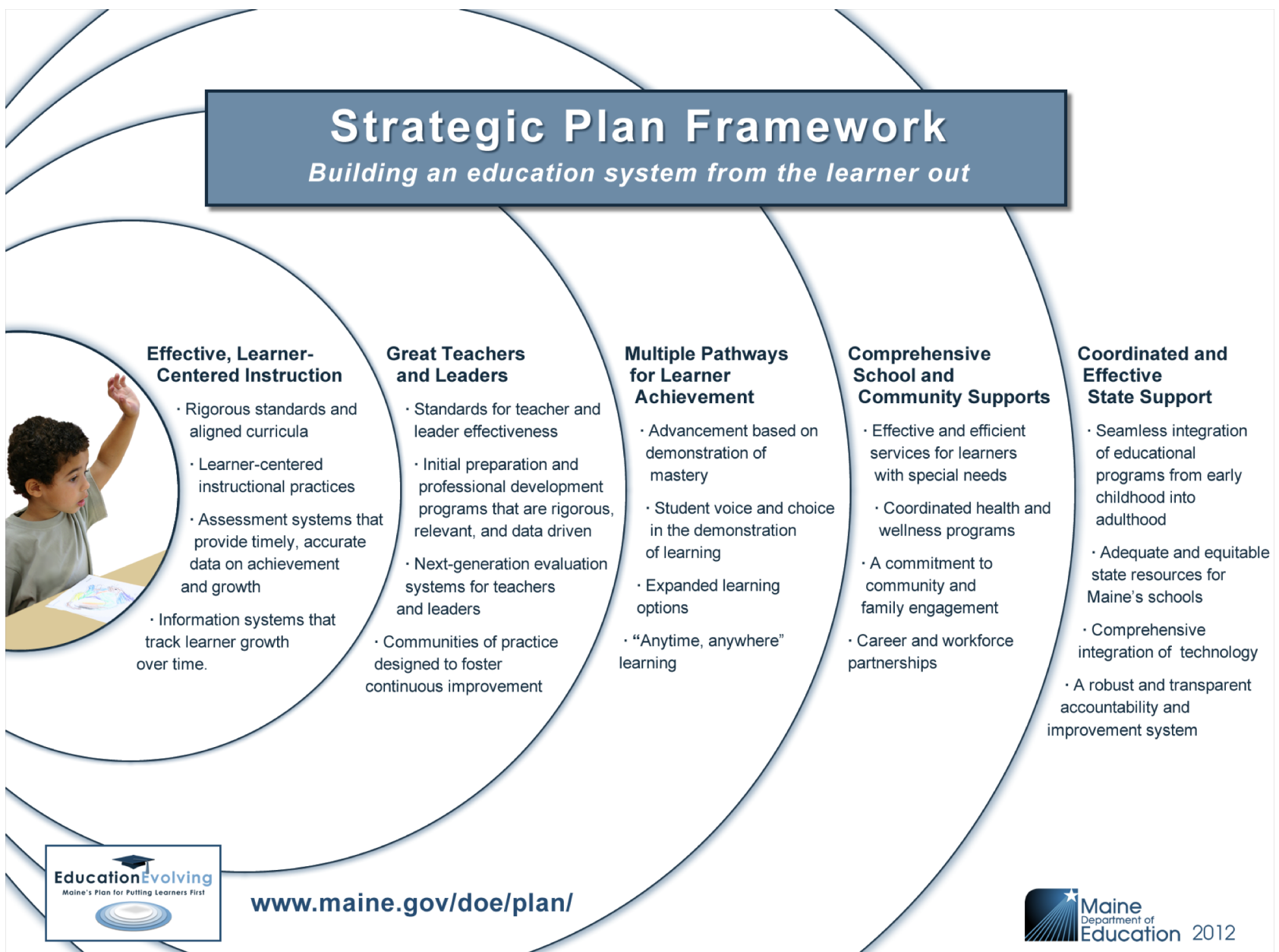
Every Student Succeeds Act (ESSA)

Melanie Ellsworth, ESSA Coordinator – m.ellsworth@msad17.org

The new Federal Law, ESSA (2015) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and replaces many components of the No Child Left Behind Act (NCLB) of 2001. Many new regulations will be implemented in the coming budget year. According to the Maine Department of Education Website, "ESSA creates a long-term stable federal policy that gives states additional flexibility and encourages states and schools to innovate, while at the same time being accountable for results. ... The new law rightly gives states and school districts new flexibility to tailor strategies and interventions to meet the needs of students and schools. This is an opportunity for Maine's rural and isolated populations, in particular, to experience growth on many levels."

Maine has developed a Strategic Plan Framework which holds to many of the same tenets that the MSAD #17 Strategic Plan holds. The graphic below is from the Maine Consolidated State Plan. There are many parallels to our own plan. At the start, and closest to the student, the State Framework focusses on "Effective, Learner-Centered Instruction," as does our plan. Our first category of Teaching and Learning sets goals for strengthening our expectations and student learning experiences. We also include developing Multiple Pathways for Learner Achievement in our first category. This is represented on the State Framework in the third layer. Our second category is related to developing and retaining a strong teaching staff. This is recognized at the State level in their "Great Teachers and Leaders" layer.

Finally, with regard to instruction, the support and connection to our community is critical. The State layer of "Comprehensive School and Community Supports" mirrors our own plan's Category - Communicating, Reporting and Engaging the Public. This strong alignment to State planning indicates that our local plan holds the essential elements to building a strong educational system. It also gives assurance that as the State supports local districts with professional development, and sets expectations for schools, the work will be aligned with the needs of the district in many areas. This will improve the likelihood of achieving the goals set out in our plan.



Paris Elementary School

Mary Lou Peterson, Principal-m. peterson@sad17.org

There are six categories in our District's Strategic Plan: Teaching and Learning; Recruitment, Professional Development, Evaluation, and Retention of Staff; Financial Planning and Oversight; Facilities Planning and Management; Communicating, Reporting, and Engaging the Public; and Development and Alumni Relations. All six categories are central to our District's Mission which focuses on preparing our students to "inherit a world ever-increasing in complexity". Our daily work at Paris will continue to address the Strategic Plan. For the purposes of this article, we will share our work based on **Teaching and Learning** and **Communicating, Reporting, and Engaging the Public**.

Paris is a Pre-K through grade six elementary school serving 486 students. Mrs. Peterson and Mrs. Pacholski work closely with the staff to foster a positive learning environment that is inclusive of all students. Our Special Education Case Managers, Special Education Support Staff, Title I Interventionists, Math Coach, Specialists, School Nurse, Guidance Counselor, and Regular Education Teachers all work closely to ensure that our students receive coordinated instructional and health services.

Our staff understands that communication is paramount to engaging families and lifting student achievement. In addition to classroom newsletters, parents receive weekly School Messenger reports about upcoming events. The School Messenger creates a bridge between the school and home and encourages parental communication at all times. The Paris Monthly Newsletter also shares pictures of staff and students and stresses the importance of Cardinal Power which captures the essence of the Strategic Plan: graduating healthy, responsible, and productive citizens. Whenever parents and children arrive at Paris whether it be early in the morning for the before school program, at the start of school, or a "bit late" for school, they are greeted and told that it is wonderful to have them here at school. Welcoming and greeting our families, children, and the community at large is a Paris expectation.

Teaching and Learning Category I: in the Strategic Plan, public input noted 25 related themes to address teaching and learning. Here are a few examples of how we are addressing our citizen's input.

- **Expand efforts to motivate students by offering them input into the design of their learning and addressing their interests--**Our 5th Grade students and some of our multi-grade level special education students travel weekly to Roberts Farm to immerse themselves in experiential learning based on their grade level curriculum. Exercise such as cross country skiing, walking, hiking, cooking, and design (come and see the covered wagons in the library) are part of the Tuesday work at the Farm. In November, families were invited to the Thanksgiving feast created at the Farm. Vegetables were harvested from the Farm's gardens. Eggs from the hens were used in cooking. The garlic from the garden added just the right amount of flavor to the gravy! We are appreciative of the support we have from the School Board, Superintendent, Assistant Superintendent, Curriculum Director and Special Education Director who trusted us and allowed us to find motivation deep within some of our struggling learners.
- Stress the development of a **strong work ethic, perseverance and grit**, as well as **responsibility and respect**: the extended time provided on Wednesdays this year has allowed all schools to engage in more embedded, consistent professional development. This theme of engaging in a strong work ethic is mirrored in our staff time together which helps to impact the expectation in our student body. Agendas of these meetings are sent to the Curriculum Director.
- Open Door Wednesdays continue to be an exceptional way to have families learn more about our Title work at Paris. Grade level families are invited to Paris for an informational session about literacy and math for one hour. The children join their families for the next 30 minutes which leads up to dismissal time.



Pictured Above: First Grader Gage Bushey reads with Sixth Grader Jasmine Wells, Mr. Colby, Ms. Hohmann, and Belle.

- Our Leadership Team meets for two hours each month. The connection to the DOE has been a rich opportunity for our school to receive additional professional development. Our DOE Coach, Ms. Ann Dooling, helps us focus on closing the achievement gap between a portion of our at-risk population and their higher achieving peers. The Leadership Team focus is on utilizing data to inform instruction. Research, agendas, and meeting minutes are shared with all staff. Our Team has faithfully met for the past two years, which characterizes perseverance and grit to meet the challenges to coordinate and implement curriculum, instruction, and assessment.
- Paris has implemented a School-wide Behavior Plan based on the Responsive Classroom techniques that are used throughout parts of the country. Many of our teachers are also participating in a Responsive Classroom book study, based on the belief that positive reinforcement is key to reducing inappropriate negative behavior. Teachers are dogged in their work to create classrooms built on Hopes, Dreams, and Aspirations.

Communicating, Reporting, and Engaging the Public Category V: "at the center of these efforts will be a pledge to engage, on a continuous basis, the parents, citizens, businesses, and civic groups from the District's eight communities".

- Build a strong sense of **citizenship through school-community partnerships**-use these connections to teach about our nation, our state, and responsibility. Like all schools, each and everyday, we salute the flag with children from all of our grade levels. In August, we started the flag salute schedule with our 6th Graders saluting the flag on the all-page. Before the flag salute, each student identifies him or herself and states their aspirations. Students are expected (and required) to speak and clearly articulate their aspirations in complete sentences. We have worked our way down to 1st grade at this time of the year. It is inspiring to hear our younger students model what they have listened to from their older Paris peers. As well as being a part of daily school culture, the importance of aspirations is also shared during our monthly mini-assemblies.
- We enjoy a partnership with the Maine Veteran's Home. We hosted veterans in November and were thrilled to hear Ms. Sarah Glenn speak to the children about her fascinating life in the military and her current work as a lawyer.
- Ralph Chamberlain represents the Masonic Lodge. Each year Mr. Chamberlain and members of the Masonic Lodge donate two bikes for one lucky boy and one lucky girl from grades Pre-K to Grade 6. Last month, Mr. Chamberlain and I spoke about the tremendous gratitude our school has for the generosity and philanthropy the Masonic Lodge members share with our children at Paris. The Bikes for Books campaign encourages all of our children to read as much as they can. Teachers place tickets from reading into a large box. Late in June, we will have a Bike Assembly. The boxes overflow with names of Paris' motivated readers, which includes all of our students. Members of the Masonic Lodge will draw names of the winners. It is amazing to see all of our students clap and cheer when a name is called.

From all of us at Paris, we want to express our appreciation for the opportunity to be part of a great school district. The Strategic Plan will guide us in the years ahead. We fully accept the challenge to "...foster high aspirations (underpinned by the development of) self-determination, self-control, and self-advocacy."

Agnes Gray School – West Paris

Elizabeth Clarke, Principal e.clarke@msad17.org

The Oxford Hills School District's strategic plan is one of action. It is a forward looking guide for our schools with goals that include providing our students the best educational experiences possible. A section of this District plan includes developing experiential educational opportunities for students, staff and the community.

For the past year, Betsey Cooper (our wonderful third grade teacher) has been working on The Outdoor Classroom Initiative, a 5-year project supported by the Agnes Gray staff and our PTO. The initiative includes the development of 4 interrelated components: Expeditionary-experiential/hands-on-STE(A)M teaching and learning, a physically active and socially healthy recess program, attractive and productive school gardens, and a trail system to be accessed directly behind the school.



The West Bethel building site for the Agnes Gray Outdoor Classroom

Our goals for The Outdoor Classroom Initiative are far reaching. The project will enable teachers in the school to build knowledge and skills in all curriculum areas in a way that ensures student engagement that will ultimately lead to success. Students' ability and willingness to take academic risks will increase. Our children will learn an appreciation for Maine's outdoor heritage and culture of self-sufficiency. The initiative will encourage students to see themselves as lifelong learners. Finally, our hope is that our children will develop more socially responsible behavior.

The first phase of the initiative is underway. Gould Academy's staff and students have begun construction of a 16x20 post and beam structure that will facilitate experiential, hands-on learning. We foresee more in-kind donations from local building supply retailers and local contractors. Please stop by Agnes Gray at the end of May to see our work in progress!

Hebron Station School

Elizabeth Clarke, Principal e.clarke@msad17.org



The Oxford Hills School District's strategic plan is one of action. It is a forward looking guide for our schools with goals that include providing our students the best educational experiences possible. A section of this District plan includes developing health and wellness educational opportunities for students, staff and the community. Another section communicates an expectation that every student will demonstrate significant growth in knowledge and skills. At Hebron Station School, the benefits of physically active children are far reaching. As a staff, we recognize the connection between physical activity and academic performance.

Research indicates that students who are physically active are more likely to perform well in school than their sedentary peers. Studies show an increase in academic achievement when additional time is provided for physical activity.

Historically, Hebron Station School has participated in the Let's Go!'s 5-2-1-0 program. This nationally recognized organization provides schools support in increasing physical activity and healthy eating for children. All of us at Hebron Station are committed to teaching our children ways to make healthier living choices.



Our staff, along with our Depot onsite enrichment program, work hard to provide physical opportunities for students. This year, children have participated in events that include a running club, hikes, weekly trail walks, karate, Drums Alive, Nordic skiing, and field hockey.

In response to the District's goal of promoting healthy lifestyles and our commitment to developing strategies to improve academic performance, May 7th marked the second annual Hebron Hawk Trail Run on our school's campus. At this event, families chose to walk or run through our beautiful wooded trails, enter the cookie bake off, and take a chance to win from our many raffle prizes! All monies raised will support field trips and classroom libraries.

Technology

Mike Dunn, Director of Technology m.dunn@msad17.org

Technology

Our strategic plan directs us to provide and expand one-to-one computer access for students (I.2.b., II.2.d.), and to redesign our district website (V.1.a.). Learn how we are addressing these points and about our upcoming wireless plan at the high school.

Chromebooks at OHCHS

It's official! We will issue Chromebooks to our high school students and staff this coming fall.

Last year in this space I said that I thought of a Chromebook as a "web browser in a box." It has become more than that. Google recently opened the entire Android App Store of 2.2 million apps to Chromebooks. We can take advantage of that with the touchscreen Chromebook we have chosen.

The Chromebook we chose, CTL's J5X, has 4GB memory and 32GB of storage. The 11 inch touch screen opens 360° around enabling the device to double as a tablet. This Chromebook is tough! It should withstand a drop from a desk as well as being stuffed into a backpack. We will not issue a carry case for them. If there are damages, they will be covered by a remarkably inexpensive insurance plan issued by the manufacturer.



Staff and students are often skeptical until they use one. Then they are converted. They are being seen as solid, reliable workhorses that allow us remove a few of the distractions of technology based learning.

We have not yet chosen a Chromebook for staff, but we hope to obtain a similar one with a slightly larger screen.

Chromebook pilot at Oxford Elementary

A Chromebook was issued to each grade 5 and grade 6 student at Oxford Elementary School in the fall of 2016. We wanted to see how well they would fit into the daily learning experience for elementary students. I'm happy to report that those teachers did a marvelous job integrating this technology.

I was privileged to see a student presentation of a persuasive writing assignment. Their assignment was to argue either for or against issuing Chromebooks to elementary students! The arguments and presentations were very well done on both sides. All students learned how to present a case for a position. Even those who argued against one-to-one learned about writing and technology. Most students acknowledged that the most difficult part was not the technology, but formulating and writing an effective position. Writing is one of the most difficult endeavors. Technology makes the mechanics of writing, getting feedback, and revising faster and more effective and allows students to focus more on the ideas they are conveying.

The Chromebooks performed flawlessly during State MEA testing in the spring.

As good as this pilot program report is, there is no budget to expand the pilot to all grade 5 and 6 students across the district as directed by the strategic plan and recommended by the technology plan.

Website running

We intended to open our new District website on August 1, 2016 and we did! We think it looks pretty good. We hope it is useful to you. If you have suggestions or comments, please write to Michael Dunn, Technology Director, at m.dunn@msad17.org.

Wireless plan for high school

The clock is ticking on support for the wireless network provided by the Maine Learning Technology Program (MLTI). Support will run out on July 1, 2019. We aim to have a new wireless network installed sometime during the school year ending in June, 2019.

While the current Wi-Fi network is fast and stable, we have no visibility into it or management of it. A new system would allow us to have the management and visibility we need. We intend to get 80% of the funding for the new system from E-Rate.

As always, thank you for your support and your ideas.

Oxford Elementary School

Tiffany Karnes, Principal – t.karnes@msad17.org

In 2015, the Oxford Hills Board of Directors adopted the district strategic plan entitled, ***Building a Bridge to the Future: Elevating the Performance and Effectiveness of Our Schools, A Strategic Plan 2015-2020***. This document was the culmination of 15 months of work by board members, faculty, community and business partners. This plan consists of six categories: Teaching and Learning; Recruitment, Professional Development, Evaluation and Retention of Staff; Financial Planning and Oversight; Facilities; Communicating, Reporting and Engaging the Public; and Development and Alumni Relations.

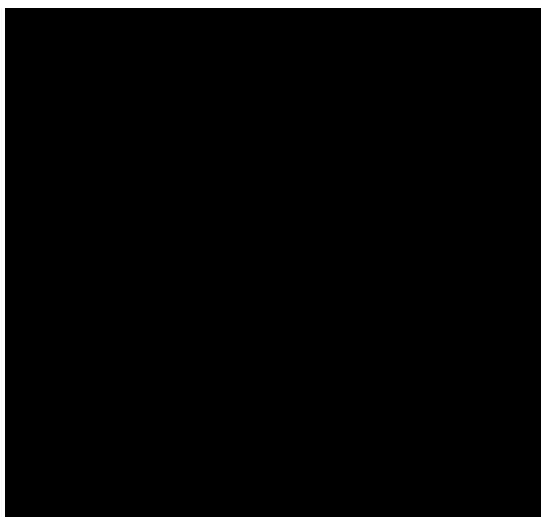
One of the recurring themes from the strategic planning process was *“the need to build stronger outreach to parents, strengthening the relationship between home and school at all levels.”* The staff at the Oxford Elementary School has worked diligently over the last two years to create ways to engage our families in the life of our school. Finding ways for parents to be involved, to make connections with their child’s teacher and to have access to up-to-date information have been our primary focus.


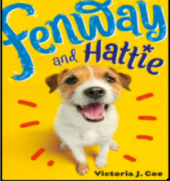

Engaging parents in the life of the school has been a priority for us over the last two years. Teachers have invited families into their classrooms to be a part of our new writing curriculum through writing celebrations. We have continued with our tradition of OES Reads where each family is given a copy of the

chosen book and as a school community we are engaged in daily activities around the same novel. Our staff has facilitated family nights such as, STEM Night and OES Reads Family Night. These nights are designed for families to share in activities around a particular subject. It is a nice way for students, parents and staff to interact and learn more about each other.

This year we have a new group of PTO officers. We have seen an increase in the number of parents who have joined the group. Our PTO sponsors activities that allow the OES community to come together and form stronger relationships. They have sponsored the Fall Family Harvest Festival as well as the Holiday Fair. The PTO works closely with teachers to support students in the classroom through field trip funding, providing snacks during state assessments, and volunteering to assist with our positive behavior carnivals, picture day and other activities.

As a school we have also worked to find ways to ensure that parents are well informed and have up-to-date information. We have created an Oxford Elementary School Facebook where we post upcoming information for family and community members. Our school newsletter can be found on our school website and many of our teachers use apps such as Remind and Class Dojo to keep parents informed about class assignments and student behavior



PHOTOBOOTH! Take a picture with props from Fenway and Hattie!	READ ALOUD! Since it's a book birthday party, come hear the first chapter of Victoria Coe's newest Fenway adventure!	TREATS! Join us to make treats for friends of all kinds! Sweet treats and healthy snacks for the human variety; dog treats to donate!	
DOG GAMES! Try out a game of hide & search like Fenway & Hattie might play!	OES READS FAMILY NIGHT JANUARY 26, 2017 ☆ 6:00-7:30 P.M.		HATTIE SAYS! See if you can last in our OES Reads version of this game.
		FACE PAINTING! How do YOU look with a dog nose? Hoh?	SLIPPERY FLOOR RELAY! Do you have what it takes to cross the Evil Floor quickly?
PERSPECTIVE WRITING CHALLENGE! How well do YOU think like Fenway? Come try your hand and your imagination at writing from a dog's point of view.	CRAFTS! Make dog and bunny crafts. Three to choose from!	PRIZES! At this book birthday party, we want you to take home a copy of Fenway and Hattie & the Evil Bunny Gang! Enter the raffle to win!	

ALL THIS & MORE! WE CAN'T WAIT TO CELEBRATE OES READS WITH YOU.
 PLEASE RETURN THE RSVP SLIP BELOW TO SCHOOL BY TUESDAY, JANUARY 24 TO HELP US PLAN FOR SUPPLIES.

Otisfield Community School

Tiffany Karnes, Principal – t.karnes@msad17.org

The Oxford Hills Board of Directors embarked on a 15-month strategic planning process in the Spring of 2013 with the creation of a Strategic Planning Team comprised of Board, community, faculty, staff, student, and business members. One of the categories in this plan is Teaching and Learning. One of the recurring themes in this section of the document is to work to **“develop a comprehensive school-community plan to raise aspirations and college attainment, starting with students in the early grades and following students to graduation – elicit the help of everyone, from senior citizens to business leaders.”**

At the Otisfield Community School we have worked diligently over the last few years to ensure that we are focusing on this particular theme. This begins each year with our district wide Aspire Higher Month. Students participate in the Aspire Higher March that takes place in fall. As part of this activity, we invited community members into the school to share with students about their careers and encouraged students to think about what they might be interested in for a future career. This year we were visited by an X-Ray Technician from CMMC and a “Maker in Residence” from Gould Academy who shared with students an underwater drone that he and his class had been working on. Both visitors spoke with students about the school subjects that are involved in their daily duties such as math and science. They both emphasized the importance of goal setting to achieve what you want in life.

The students in grades 3 and 5 at Otisfield Community School took part in the Oxford Elementary School Aspire Higher Career Fair again this year. Students were able to visit community members and business owners to learn about the many different options they would have as an adult. This year’s career fair featured engineers, golf pros, bankers, game wardens, mechanics, librarians, pharmacists, first responders, nurses, photographers, realtors, dental hygienists and many more. These business leaders took time out of their day to share with students and begin to build aspirations for some of our youngest students.

As a culminating event to our Aspire Higher Month, OCS held a Career Parade in which students were encouraged to dress like the career they wanted when they were older. Students came dressed as teachers, veterinarians, dance instructors, doctors, navy seals, firemen, football players, carpenters, bakers, biologists and the President. Each student made a plan, set a goal and is working hard to achieve their dreams.



Guy E. Rowe Elementary School

Dan Hart, Principal d.hart@msad17.org

Greetings from Guy E. Rowe Elementary School students, teachers, specialists, support staff members and administrators. This school year, Guy E. Rowe Elementary School has worked diligently and creatively to meet several SAD 17 Strategic Plan and our school's School Wide Plan goals: 1) Enhancing parent involvement and develop quality school and home communications and educational opportunities for families in Mathematics and Literacy. 2) To consistently improve our students' math and literacy skills and formal assessment scores.

On Wednesday, November 9, 2017, the first annual Rowe Elementary School Family Math Night debuted at Rowe Elementary School. Math Interventionist & Coach Mary Merrill welcomed students, parents, family members and teachers, in the cafeteria for an introduction to our district's math philosophy and directions for the evening's events. A Math Activities Fair, consisting of 8 Pre-K to 6 math stations were set up around the gym, cafeteria, and main hall. Two interactive math activities were set up on each Grade station table. One interactive math activity was *Investigations/CMP related* and one was a *fluency* activity that parents could recreate at home. The objective of our Grade Level math activities were so both children and their parents can work together on learning grade level math skills and strategies. Every teacher did provide a brief write-up of their math activities so parents could take math activity directions home. End of evening, collection of parent surveys meant math materials were given away to each family. One hundred and ten (110) students and parents attended and participated in the November 9th Family Math Night at Rowe Elementary School.



On Wednesday, May 3, 2017, Rowe Elementary School hosted its annual Family Literacy Night. Literacy Coach Ms. Rhonda Twitchell welcomed students, parents, families and staff members for a brief overview of our evening's program. "What we now know about writing development is that students need extensive opportunities to write on topics they care about. They need explicit and sequenced instruction that helps them progress along a learning continuum, and they need critical feedback that helps them know next steps." Parents, students and guests next participated in a Literacy Activities Fair, involving Pre-K to Grade 6 teachers and their classroom writing activities.

> *What does writing look like at school?*

Persuasive writing - Hallway posters with school safety messages. My favorite food is...

Classroom Writing Celebration with student work displays.

Subtopics on the *American Revolution* Anchor Charts.

I would like to fill (classmate's name) *bucket* by saying and sharing a compliment of a classmate.

Classrooms' writing areas vary - tall writing tables to stand and write, low tables to sit and write.

Science Journal Writing and Science Experiments/Lab Reports.

Creative Stories.

> *What does writing look like at home?*

- Letters and cards - to family and friends, thank you notes, invitations.
- Journals - what happened at school today? What happened at after school activity?
- Make a calendar and schedule events - daily, each week, once a month activities.
- Fun writing tools - Gel pens, silly pencils and eraser.
- Mad Libs - is a phrasal template word game. One player prompts others for a list of words to substitute for blanks in a story, before reading the story.
- Do Lists: Grocery List, things to do, places to go.

As a wrap up of the evening's program, parents were asked to fill out a Family Literacy Night Survey and in return their child received a *Bikes for Books* Drawing Coupon. Seventy Five (75) Pre-K to Grade 6 students and parents attended and participated in Rowe Elementary School's May 3rd Family Literacy Night.

On behalf of our school of 485 Pre-K to Grade 6 students, approximately 65 teachers and support staff members, I cordially invite our families, friends, Town of Norway residents and SAD 17 community members to visit our school, between 8:45 AM and 3:15 PM, during the week. Guy E. Rowe Elementary is the *Home of the Tiger*. Our school, daily, has "mountains" of school spirit, challenges and accomplishments as a family. We greatly appreciate your continuous support and resources throughout this school year. We hope to see you soon, either at one of Guy E. Rowe Elementary School's classroom celebrations, school wide activity, and/or evening family event.



Improving the education and aspirations of our students

232 Main St., Suite 2 · South Paris, ME 04268

phone: 207.743.8914 x5209

Hilary Hendricks, *Executive Director*
www.ohcee.org

h.hendricks@msad17.org
www.facebook.com/OHCommunityEducationExchange

What does the Education Exchange do?

Community Internship Program – Begun in the fall of 2000 with seven students, the Internship Program has provided 290 high school juniors and seniors with real life experience in their intended college major. Close to 100% of the students who have participated in this program have gone on to post-secondary schools.

OHCHS College Fair – Begun in 2007 with 52 post-secondary schools attending our first college fair. Seventy-two colleges, universities, military branches, and apprenticeship programs were represented in 2016. OHCHS students, community members and other area high school students attend this annual event.

College Campus Visits – Data has shown that college visits are the single most important activity needed to increase post-secondary enrollment rates. Over the past ten years, we have taken approximately 4,000 OHCHS sophomores and juniors on Maine campus visits. Seventy-seven percent of our graduating class of 2014 intended to attend some form of post-secondary education when they left OHCHS in June. Of those students, 66% did actually enroll that fall. This compares to the 68% intent to enroll and the 42% actual enrollment for the class of 2001 when we began collecting data.

Aspire Higher Initiative – The primary goal of this initiative is to raise post-secondary aspirations of our students by showing community support and ensuring that our students are better informed about their future choices. Since 2000, 643 scholarships have been awarded to our K-12 Oxford Hills students.

OHCHS Student of the Month Program – Partnering with The Rotary Club of the Oxford Hills, this program has honored over 400 students for their exemplary citizenship over the past fifteen years.

Staff Member of the Month Program – Partnering with the Norway-Paris Kiwanis Club, this program has honored 112 District administrators, teachers, secretaries, bus drivers, food service workers, maintenance and custodial staff over the past fifteen years.

Financial Fitness Fair – Partnering with Oxford Federal Credit Union, this initiative has taught our OHCHS students real life money management and budgeting skills over the past ten years. Approximately 3,000 juniors and seniors have participated in the event to date.

School-Business Partnerships – One of our original programs, these partnerships positively affect our students’ academic achievement and strengthen the communities in which our students live. These partnerships provide countless volunteer hours, academic enrichment and financial support to all students and staff in our eight elementary schools and our Middle School.

Summer Job Fair – Begun in 2016, our Summer Job Fair offers students the opportunity to meet with businesses offering summer employment, year round employment, and summer community service opportunities.

Student Job Database – Begun in 1999, this database gives all high school students access to volunteer, after-school and summer employment opportunities. This is a free service for the Oxford Hills business and non-profit community.

Pack the Bus Program – Started in 1997 with the vision of Mrs. Alice Cornwall, this annual program provides school supplies to all needy students in all ten of our District’s schools.

OHCEE Board of Directors

Elizabeth Bennoch - *HR Manager, Stephens Memorial Hospital*
Trisha Cherry – *Guidance Counselor, OHMS*
Lisa Cooper – *Director, University College Norway/South Paris*
Matthew Crandall – *Owner of Appy.LLC*
Gretchen Fleming – *Kindergarten Teacher, Guy E. Rowe Elem.*

Susan Graves - *VP Branch Administration, OFCU*
Patrick Hartnett – *Assistant Superintendent, MSAD 17*
Heather MacIsaac - *HR Rep, New Balance Athletic Shoe, Inc*
Nancy McClean-Morrisette - *Director of Guidance, MSAD 17*

Hilary Hendricks, *Executive Director*



Oxford Hills Food Service Department

Jodi Truman, Director of Food Services j.truman@msad17.org

Did you know that Maine has the 3rd highest rate of hunger in the nation and the highest rate of hunger in New England? In fact, 1 in 4 children in Maine are food insecure. When students are hungry it's hard for them to learn. When a student eats a school meal they are getting the nutrition their bodies need to grow and learn.

It's our goal in Food Service to play a part in helping students receive the proper nutrition which will help them develop in and out of the classroom. This is our 2nd year in the Community Eligibility Program allowing all elementary students free breakfast and lunch. Students are offered a fruit, vegetable, protein, grain, and dairy as part of their daily lunch. I am happy to say that since the implementation of Community Eligibility, breakfast participation has increased by 23% and lunch participation has increased by 14%!

We also started a 2nd chance breakfast program at the High School allowing students to eat breakfast after first period. This has increased participation by an additional 100 students daily.

Since the inception of these programs we have witnessed a direct impact on the well being of our students. According to the nursing staff, there has been a marked reduction in the number of students feeling ill in the morning. They have estimated an 80 percent decrease in morning visits to the nurse's office which they have directly attributed to the success of the program.

We in Food Service are thankful and honored to serve the students of Oxford Hills.



Left to right: Jennifer Weltner, Carol Merrill, Bonnie Jones Oxford Elementary one of the top 5 schools in Maine to receive an award for highest milk consumption by the Maine Dairy Council.



Left to right: Diane Gammon, Linda Martin, Jen Record, Jodi Swasey- Paris Elementary one of the top 5 schools in Maine to receive an award for highest milk consumption by the Maine Dairy Council.



Diane Todd, Agnes Gray School one of the top 5 schools in Maine to receive an award for highest milk consumption by the Maine Dairy Council.



Dave Fontaine, Director d.fontaine@msad17.org

This school year, we were pleased to implement the “Here Comes the Bus”, GPS bus tracking system. This service, which is available for parents and students, can be accessed on-line or through the App. Using the system is easy. You just register, add your students, and you can track where your school bus is. Now students do not have to wait outside for long periods, in inclement weather. The App will even send you notifications according to the parameters you specify, so you will know when the bus is within 2 miles, or a ½ mile, for example.



Here Comes The Bus <https://herecomesthebus.com/>

Bond Approved in FY 2017 Provided Many Facilities Improvements

Dean Dillingham, Director of Facilities d.dillingham@msad17.org

This budget year has been a very busy one for the Facilities Department. Above and beyond our typical budget items, we were able to do numerous repairs to the buildings and grounds across the district with the help of the bond for Capital Improvements.

Strategic Plan, Capital Improvements

Roofing replacement/renovations at the following buildings:

- Guy E. Rowe Elementary School
- Rowe Annex
- Harrison Elementary School
- Oxford Elementary School
- Middle School North
- Waterford Memorial Elementary School
- Legion Building West Paris

Replace/Repair or Crack Seal paving as needed at following buildings:

- High School including Technical School parking lot and Viking Lane
- Guy E. Rowe Elementary School
- Oxford Elementary School also adding additional parking spaces
- Waterford Memorial Elementary School
- Agnes Gray Elementary School repave and add parent drop off loop and bus loop
- Harrison Elementary School
- Hebron Station Elementary School
- Otisfield Community Elementary School
- Gouin Athletic Field parking lot



Viking Lane

The new bus loop, student drop-off / pick-up lane and parking area has been completed at Agnes Gray. This provides a much safer process for student drop-off / pick-up. The project also included new lighting for the parking lot, front of the building and lights for a new sign as well. Keeping student safety in mind, the basketball court was moved from the edge of the road to the side of the building.

At the front of Guy E Rowe the lower portion of the concrete stairs that lead to Main St were crumbling. The material was hammered out and then the stairs were rebuilt.

We replaced two pieces of equipment that assist with grounds maintenance:

- Bobcat skidsteer
- John Deere tractor with a snowblower and mowing attachment.

This equipment played a vital role in the snow removal process at our schools.

Bobcat Skidsteer



Outstanding Items to be completed in this budget year:

Gouin Complex

- Replace bleachers at the football field. This will bring us into ADA compliance.
- Resurface track.
- Rebuild the high jump area

Items that we are working on as we move forward:

- We are reviewing options for a more efficient and centralized maintenance facility.
- The Oxford Annex building will be renovated to house the new regional program for children with exceptionalities.
- Reopening of the Legion Memorial School.

Once again the Head Custodian Auction proved to be very successful. This group will provide \$500 scholarships to 18 students. We would like to Thank everyone that donated merchandise, food, and their time for this event.

The Head Custodians lost a member of the group this year with the passing of Terry Cram due to illness. He played a large role in the success of the auction and helped grow the auction to what it is today. We will always remember his dedication to our students.

We appreciate your support for our budget so that we can provide a safe and clean learning environment for the students in our district.

ANNUAL NOTIFICATION OF ASBESTOS-CONTAINING BUILDING MATERIALS IN ALL M.S.A.D. #17 FACILITIES

To: All M.S.A.D. #17 employees, parents and guardians, and residents of Harrison, Hebron, Norway, Otisfield, Oxford, Paris, Waterford and West Paris

All schools/buildings in M.S.A.D. #17 have been inspected for the presence of Asbestos-Containing Building Materials (ACBM). A written plan for ACBM management has been developed. This plan, noting the type and location of any ACBM, is available for inspection at the office of the Director of Facilities at 232 Main Street, South Paris, ME, as well as in each Principal's office. Copies may be made upon request for a cost of 25 cents per page.

The management plan is an outline of operational procedures designed for the proper maintenance and safety of all people who work, study, or are otherwise present in any of these buildings, to minimize the exposure to asbestos hazards.

The condition of all ACBMs will be inspected semi-annually.

The following inspections and maintenance activities occurred during the 2016-2017 school year:

1. Semi-Annual Inspections
2. Custodial and Maintenance Training
3. DEP Review

The following activities are planned for the 2017-2018 school year:

1. Semi-Annual Inspections
2. Custodial and Maintenance Training
3. DEP Review
4. 3 Year Reinspection

Integrated Pest Management Notice

Dear Parents/Guardians:
This is notification of three subjects that can affect children's health in school: pests, pesticides, and your right to know.

Pest Control
 Because pesticides pose risks, our schools use an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our schools focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the schools to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal and--as a last resort--pesticides. This holistic approach is often called Integrated Pest Management (IPM).

Pesticide Use
 Sometimes pesticide use may be necessary to control a pest problem. When that happens, we will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites because parents, guardians and staff have a right to know.

Your child's school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Dean Dillingham, at 743-8972.

For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM web site at www.thinkfirstspraylast.org/schoolipm.

Maine School Administrative District No. 17

Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds

Year Ended June 30, 2016

	General	Other Governmental Funds	Total Governmental Funds
Revenues			
Local assessments	\$ 19,671,436		\$ 19,671,436
Tuition			
Regular day school	89,294		89,294
Special education	45,152		45,152
Other	2,761		2,761
Interest	26,628	\$ 2	26,630
Miscellaneous	201,122		201,122
State allocation	17,900,732		17,900,732
On-behalf payments - State of Maine	2,027,000		2,027,000
Federal, state and local grants	157,658	4,107,429	4,265,087
Total Revenues	40,121,783	4,107,431	44,229,214
Expenditures			
Regular instruction	14,005,005	3,628,625	17,633,630
Special education	4,878,933		4,878,933
Career and technical education	3,249,351		3,249,351
Other instruction	764,937		764,937
Student and staff support	2,618,762		2,618,762
System administration	820,949		820,949
School administration	2,173,448		2,173,448
Transportation and buses	2,856,496		2,856,496
Facilities maintenance	3,786,309		3,786,309
Debt service and other commitments	2,448,752		2,448,752
Capital outlay		95,245	95,245
Adult education	326,893		326,893
On-behalf payments - State of Maine	2,027,000		2,027,000
Total Expenditures	39,956,835	3,723,870	43,680,705
Excess of Revenues Over Expenditures Before Other Financing Sources	164,948	383,561	548,509
Other Financing Sources			
Proceeds from capital leases	378,834		378,834
	378,834		378,834
Excess of Revenues Over Expenditures	543,782	383,561	927,343
Fund Balances			
Beginning of Year	928,829	294,441	1,223,270
End of Year	\$ 1,472,611	\$ 678,002	\$ 2,150,613

See independent auditors' report.

The accompanying notes are an integral part of these financial statements.

Annual Notification of On-Behalf Payments

The State of Maine makes a contribution to the Maine Public Employees Retirement System Teachers Fund for the teachers of the District. The actual payment, which is made by the State, is determined by an actuary for the entire teachers' fund. The Maine Public Employees Retirement System estimates the payment made on-behalf of the District to approximate 10.02% of the qualified teachers' salaries, plus an additional 2.56% for health insurance.

For the year ended June 30, 2016, the amount of on-behalf payments recognized in the fund financial statement was approximately \$2,027,000 and has been recorded as a revenue and expenditure in the general fund. The amount of on-behalf payments recognized in the government-wide financial statements on a full accrual basis pension expense was approximately \$865,000.

FEDERAL GRANTS

PROGRAMS IN OUR DISTRICT SUPPORTED BY "NO CHILD LEFT BEHIND" (NCLB) FUNDS

NOTE: "NCLB" is being replaced by Every Student Succeeds Act (ESSA)

TITLE IA Disadvantaged Program: Allocation for FY 2017 - \$905,784

Title IA funding has continued to support the six of our elementary schools which have the highest poverty rates. The funding is used to purchase instructional materials, provide library aides and to provide literacy and math coaches and interventionists.

TITLE II Improving Teacher Quality: Allocation for FY 2017 - \$205,409

Title II funding is dedicated to professional development in support of building needs, as well as the overall needs of the districts' students. This year a new mentoring program was developed to support our new teachers. Special Education staff received training in Autism. Training continued in support of the writing curriculum which was newly implemented last year.

IDEA Local Entitlement - (Federal funds supporting Special Education) Allocation for FY 2017 - \$681,042

IDEA funds are used primarily to provide Educational Technicians to support our special education students in the classroom. Federal funds also support providing physical and occupational therapy, as well as the purchase of supplemental educational supplies and equipment.

NCLB Required Notice to Parents: *Parents have the right to request the professional qualifications of their child's teacher. Parents interested in accessing the professional qualifications of a teacher should make the request in writing to the Assistant Superintendent, 232 Main Street, Suite 2, So. Paris, ME 04270.*

The MSAD #17 NCLB application, budget, and reports are on file in the Office of the Superintendent and are available for public review

21st Century Grant - Grant Award \$1,300,000 over five years (2013 - 2018)

This is a competitive (not an entitlement grant) federal grant. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The grant funds are providing after school activities for Paris Elementary School, Oxford Elementary School and Oxford Hills Middle School students. The program works closely with Roberts Farm to provide quality, experiential learning activities for our students outside of the school day and during the summer months.

Prek Expansion Grant - Grant Award for FY 2017 - \$691,808

This grant is allowing us to provide full day, pre-kindergarten instruction at five of our elementary schools. Our preschool teachers are being provided with extensive staff development, and are provided with instructional materials geared specifically for our youngest learners. The goal of the grant is to increase our prek enrollments and therefore to increase our state subsidy, allowing us to continue to provide this level of service when the grant expires.

Other Grants

The district is the recipient of many grants for a variety of specific purposes each year. Each grant received must be accepted by the Board of Directors.

For example, the State of Maine Department of Education awarded "Proficiency Grants" to districts throughout the state. This grant provided us with \$40,433 to provide extensive staff development for our transition to "Proficiency Based Diplomas". The District also received \$2,500 to continue the "Walking School Bus" project at the Guy E. Rowe School.

All grants are audited each year by our independent audit firm, MacPage LLC. For a complete listing of all the grants that are managed by the district, please contact Cathy Fanjoy Coffey, Business Manager at 743-8972, c.coffey@msad17.org.

Board of Directors

Harrison

Mr. Albert Lisowski 583-6379
813 Naples Road
Harrison, ME 04040

Rev. Robert Celeste 809-1296
34 Duck Pond Road
Harrison, ME 04040

Hebron

Elizabeth Swift 966-1076
119 Hebron Center Rd.
Hebron, ME 04238

Mr. Lewis Williams 966-2312 441-2312(cell)
274 Paris Road
Hebron, ME 04238

Norway

Mr. Jared Cash 890-3800
11 Cushman Woods Drive
Norway, ME 04268

Mr. Stephen Cummings 743-8376
48 Orchard Street
Norway, ME 04268

Mr. Mike Marshall 514-7479 890-2800 (work)
647 Round the Pond Road
Norway, ME 04268

Mr. Donald Ware 527-2319
15 Dunn Road
Norway, ME 04268

Vice Chair

Otisfield

Mr. David McVety 539-4368
313 State Rt. 121
Otisfield, ME 04270

Ms. Diana Olsen 627-4953
191 Coon Road
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Oxford

Ms. Stacia Cordwell 539-2929
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Mr. David Dunn 539-2280
PO Box 153
Hebron, ME 04238

Mr. Ronald Kugell 539-2264
Box 9
Oxford, ME 04270

Mr. Gary Smith 539-2273
77 Skeetfield Road
Oxford, ME 04270

Chair

Paris

Mr. George Coffren 744-0199
PO Box 437
South Paris, ME 04281

Ms. Celia Dieterich 632-2563
1 Academy Street
South Paris, ME 04281

Mr. Bob Jewell 743-8117
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Budget Hearing / Meeting June 8th 7:00 PM OHCHS *Forum*

Budget Validation Referendum

All eight towns

8:00 AM – 8:00 PM

June 13