

ANNUAL REPORT 2014

With Proposed Operating Budget Data for Fiscal Year 2015

May 2014



Maine Regional School Unit 21

The Schools of Kennebunk, Arundel, and Kennebunkport

"Preparing responsible, contributing citizens in a global society"

RSU 21 ANNUAL REPORT 2014

Table of Contents

Kids and Communities Benefit from Collaboration	3
Kennebunk High School	4
Middle School of the Kennebunks	7
Sea Road School	10
Mildred L. Day School	12
Kennebunkport Consolidated School	15
Kennebunk Elementary School	18
Special Services Department	20
School Quality Survey	21
2010-2015 Strategic Plan	22
Master Facilities Plan	23
Financial Data.....	24
DRAFT Warrant Articles for Fiscal Year 2015.....	33



Kids and Communities Benefit from Collaboration

Andrew Dolloff, Superintendent of Schools

I am pleased to present this Annual Report for RSU 21 for the 2013-2014 school year. This is the third year we have used this expanded format to share with you the accomplishments, challenges, and financial projections for our young district, and I am hopeful you will find the information provided to be helpful as you contemplate the effectiveness and efficiency of our schools.



When the RSU was formed in 2009, many of us were well aware of some of the challenges that lay ahead. Melding three communities and two former school districts into one cohesive unit has been a rigorous task. With each passing year we move several steps closer to having a truly unified school district. In fact, among the RSU staff, the seamless nature of the district has been in place for several years. Teachers and support personnel throughout the district are constantly working with one another to ensure that our students are receiving the best opportunities possible in all three of our communities; board members deliberate and cast their votes from the perspective of what is fair and equitable for all students; and administrators collaborate daily to make certain that all students benefit from efficient use of limited resources. From within the schools, one would have a hard time realizing that our district is only five years old, as the systems and culture that exist give the impression of an educational unit that has been working smoothly for decades.

The challenges outside of the schools, however, remain significant. As could be expected of any situation in which property taxes from three communities contribute toward the cost of one enterprise, disagreements over the equity of the cost-sharing formula, the need for facilities in each of the towns, and the degree to which the schools should be funded arise frequently. My hope for these three communities is that those concerns can be debated in a factual, straightforward manner in the future, as that will provide the community with its best opportunity to recover from what was a difficult and contentious referendum debate in January.

With the defeat of the major capital construction proposal, the RSU is tasked once again with developing plans that address significant facilities issues at Mildred L. Day School, Kennebunkport Consolidated School, and Kennebunk High School. While all of our schools continue to perform among the highest in Maine, the infrastructure of the district must be addressed in a comprehensive and judicious manner. I encourage each community member to take the opportunities provided by the RSU – through public forums, press releases, and website postings – to become educated about the many needs at these schools. Seek out the facts that will allow for an informed decision and engage in the democratic process with your neighbors and fellow citizens, and the three communities of RSU 21 will accomplish great things for their students.

With warm wishes for a great future,

A handwritten signature in black ink, reading "Andrew Dolloff". The signature is written in a cursive, flowing style.

Kennebunk High School

Susan Cressey, Principal



Kennebunk High School is committed to providing a quality educational experience for each student. To that end, the school offers an array of programs, as well as a strong support system, to ensure that all students have an opportunity to reach the high academic and behavioral standards that are set within the classrooms and through extra-curricular activities. For more information, including KHS's daily bulletins, newsletters, and links to guidance and the library, please visit the school's website at <http://www.rsu21.net/khs>.

Kennebunk High School is proud of the following statistics:

- KHS is a U.S. News and World Report Silver Medalist School.
- KHS is an AP Honor Roll School for increasing the number of students to take Advanced Placement courses while maintaining a school-wide average score of 3 or higher.
- The graduation rate for the Class of 2013 is 92.22%.
- 88% of the Class of 2013 enrolled in post-secondary education.
- 89% of KHS students who enrolled in college immediately after graduation returned for the second year of college.
- SAT scores for the Class of 2013 are well above the state average in all areas (critical reading, math, writing, and science).
- The Class of 2013 included three National Merit Finalists.
- 67% of KHS juniors and seniors are enrolled in AP/IB/Early College classes.
- 75% of the 117 students who took 192 AP exams in 2013 scored 3 or higher on a scale of 1-5.
- 66% of the 108 students who took 204 IB exams in 2013 scored 4 or higher on a scale of 1-7.
- 26 students attend half-day programs at the Biddeford Regional Center of Technology; 22 students attend half-day programs at Portland Arts and Technology High School.
- 25 students completed apprenticeships in the community.

Highlights of the 2013-2014 year include:

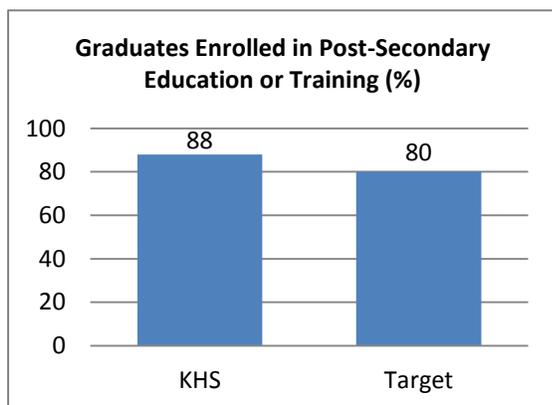
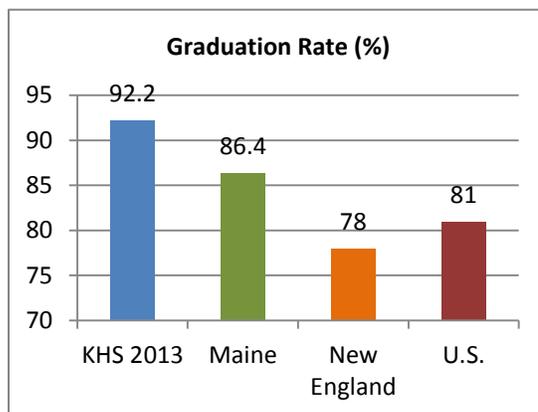
- The creation of a Science, Technology, Engineering, and Math (STEM) Scholar Program
- The installation of a solar greenhouse by the engineering and environmental studies classes
- A Response to Intervention (RTI) Program that includes guided study halls, a learning center, PLATO on-line courses, and KHS PM (homework help) for all students
- A collaboration with York County Community College to offer two YCCC courses at KHS during the fall semester of 2015
- The continuation of the Alternative Program for 12 non-traditional learners
- VHS and AP4ALL on-line courses for classes not offered at KHS
- The development of a financial literacy class
- The implementation of a literacy class for students reading below grade level
- A revision of the Physical Education curriculum to support life-long fitness
- The development of a proficiency-based graduation plan for the Class of 2018
- The acceptance of five tuition students from China for the 2014-2015 school year

Kennebunk High School Performance Data

The RSU 21 Strategic Plan is committed to elevated student learning. To that end, the plan identifies performance targets for each of our schools on a variety of measures.

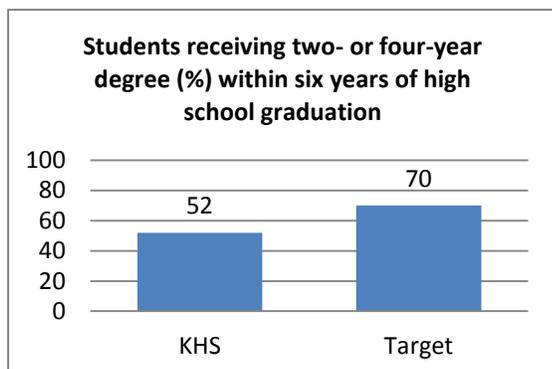
For Kennebunk High School, it is our goal that by the end of the 2015 school year, 95% of students will graduate from high school within four years of enrolling.

2013 Achievement: 92.2%



By the end of the 2015 school year, 80% of graduates will be enrolled in a two or four-year college degree program or a post-secondary industry certificate program within one year of high school graduation.

2013 Achievement: 88%



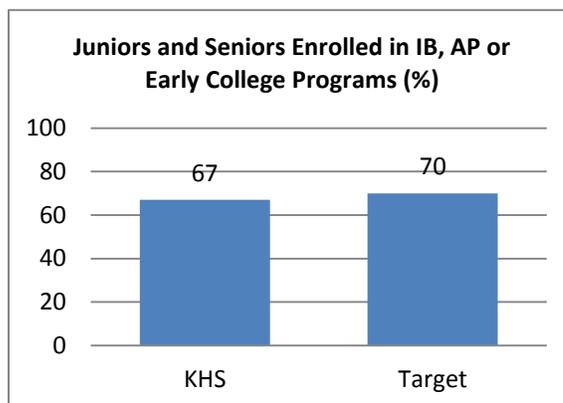
In addition, by the end of the 2015 school year, 70% of students enrolling in college or a training program will receive a two or four-year college degree or a post-secondary industry certificate within six years of high school graduation.

2013 Achievement: 52%

NOTE: We do not have data for programs other than two or four-year colleges.

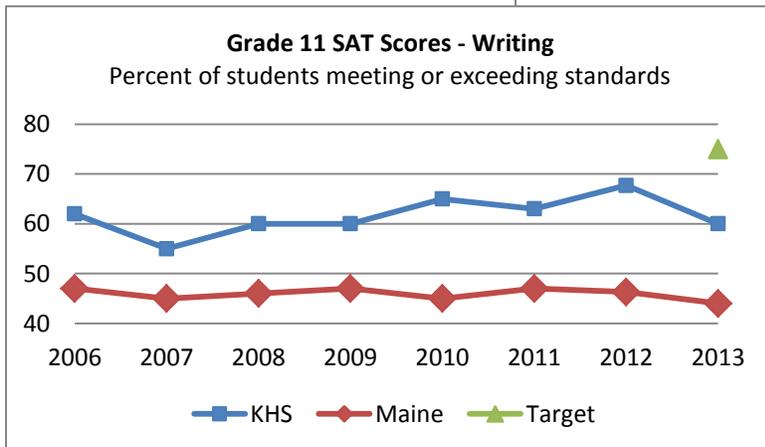
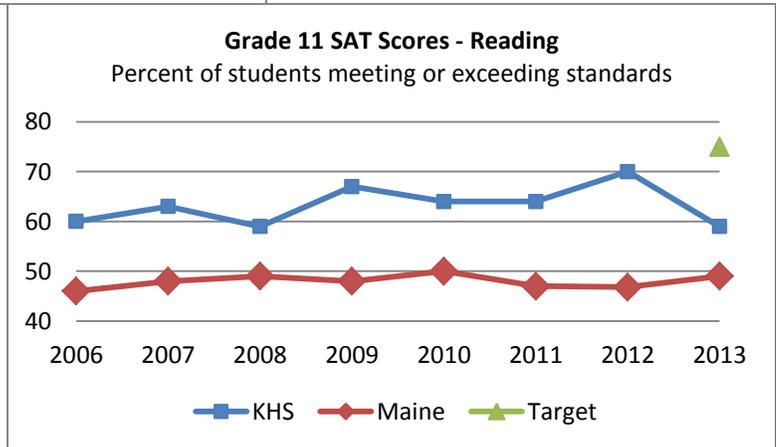
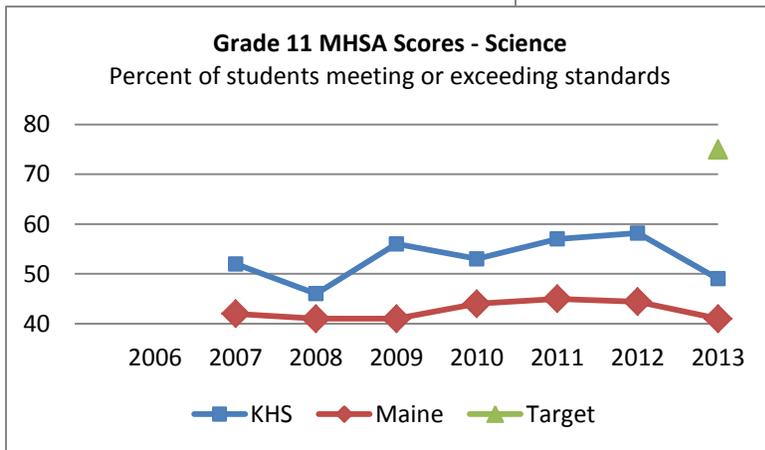
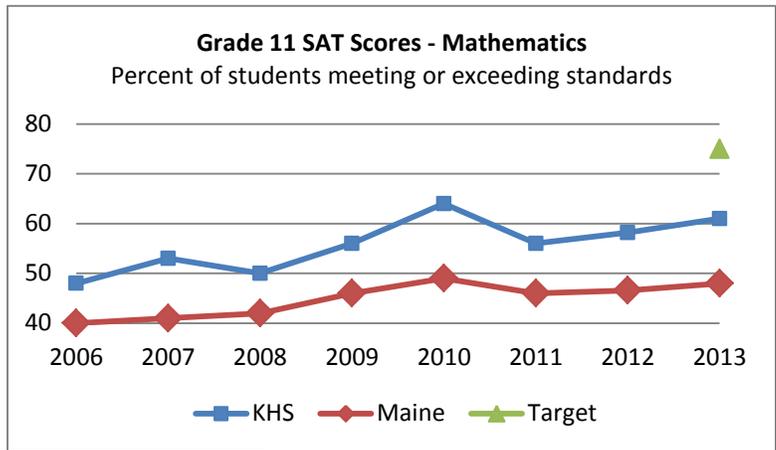
By the end of the 2015 school year, 70% of Kennebunk High School juniors and seniors will be enrolled in International Baccalaureate, Early College, and/or Advanced Placement courses.

2013 Achievement: 67%



KHS Data, continued

It is expected that 75% of Kennebunk High School students will meet or exceed the state standards in the four areas of the Maine High School Assessment (SAT plus science). U.S. comparisons do not apply, as Maine is the only state requiring all students to take the SAT.



Middle School of the Kennebunks

Jeff Rodman, Principal

As principal of the Middle School of the Kennebunks, I am proud to report that this year has been one of outstanding student growth, performance, and participation. Our current enrollment is 515 students, including 185 students in grade eight, 170 in grade seven, and 160 in grade six.



This past October, MSK welcomed a team of International Baccalaureate (IBO) educators as we went through our first Middle Years Program re-authorization. The aim of the evaluation is for IB to ensure that the standards and practices of the Middle Years Program are being maintained on a regular basis. IBO is aware that for each school the implementation of an IB program is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school make a commitment toward meeting all the standards, practices and program requirements.

In early December, we learned that our school has been endorsed as an IB school for another five years. At that time we received a report that included feedback from our 18-month self-evaluation process and a list of International Baccalaureate practice and program requirements and expectations. The results of this process were categorized into three different categories. These categories included Commendations, Recommendations or Matters to be Addressed. We are extremely proud of the fact that we received a significant number of Commendations and no Matters to be Addressed. We are now in the process of focusing on the IB recommendations as we move forward into our next five-year cycle.

Once again, students at MSK have proven that they excel in our classrooms, in academic competitions and on the fields of play. Our test scores on the New England Comprehensive Assessment (NECAP) continue to be ahead of the state average. Our grade level Math teams have come in either first or second place in each of their respective math meets. MSK's MathCounts team finished second in the state. For the second year in a row, five middle school 8th graders presented their I-search projects at the Maine Association for Middle Level Education's (MAMLE) annual conference. Twenty middle level educators from throughout Maine attended the students' session and were amazed by the level of depth and proficiency of each of the students' projects.

This year, MSK 8th grade art students, under the direction of Mary McCarthy, as part of the "Green Room" project will design and help redecorate their 17th room at the Nonantum Resort in Kennebunkport. And for the third year in a row, the MSK Art Department received Apple's Distinguished Program Award.

On March 28th, in collaboration with the United States Citizenship and Immigration Services, the middle school hosted a Naturalization Ceremony. During this school-wide event, eighty new American citizens took their oath of allegiance. We were privileged to have Senator Angus King as the keynote speaker.

The number of students who participate in interscholastic sports, intramural programs, or in our non-school hours programs continues to grow. In January, more than 70 students took to the stage for three outstanding performances of "Beauty and the Beast". New school clubs like the Ultimate Frisbee Club, Game Club, and Foreign Language Club are drawing in students who typically have not participated in school activities. Our traditional MSK clubs, including the Student Council, Civil Rights Team, and the

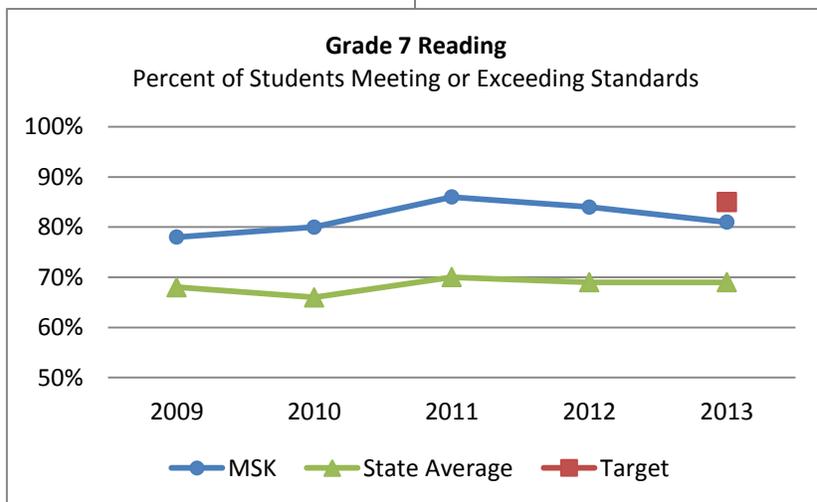
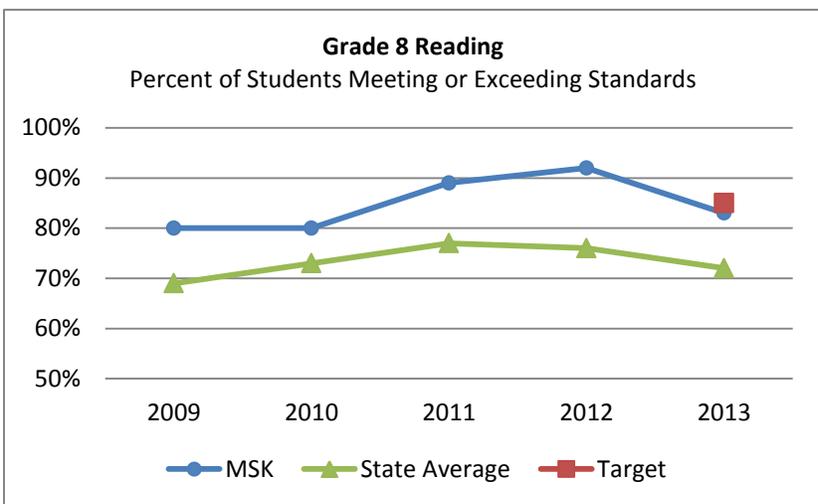
Young Diplomats Club continue to thrive.

As another year closes, it is a time that brings change. Not only will our 8th graders be moving on but also three long-time, dedicated, well-respected and much-loved middle school teachers will be retiring this June. Nelson Ballou, Mike Denniston, and Ross Merrow will each bring a distinguished career to a close. We wish each of them well as they begin the next chapters of their lives.

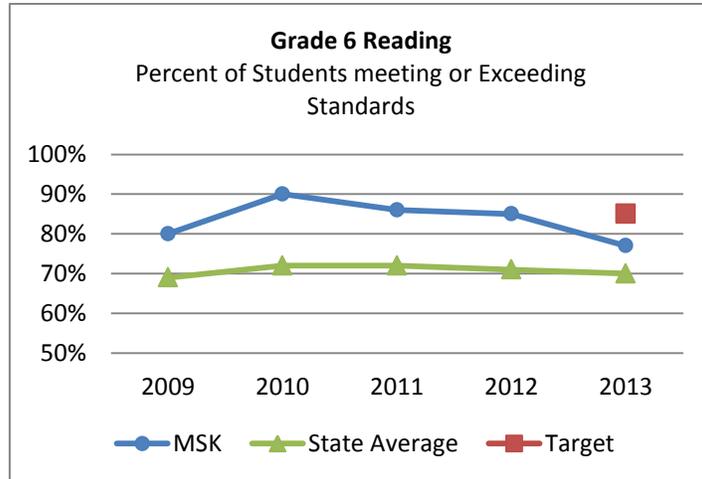
Once again, this has been an exciting, productive, and extremely positive year at the Middle School of the Kennebunks. We are proud of the work and accomplishments of both students and staff and look forward to continued student improvement.

Middle School of the Kennebunks Assessment Data

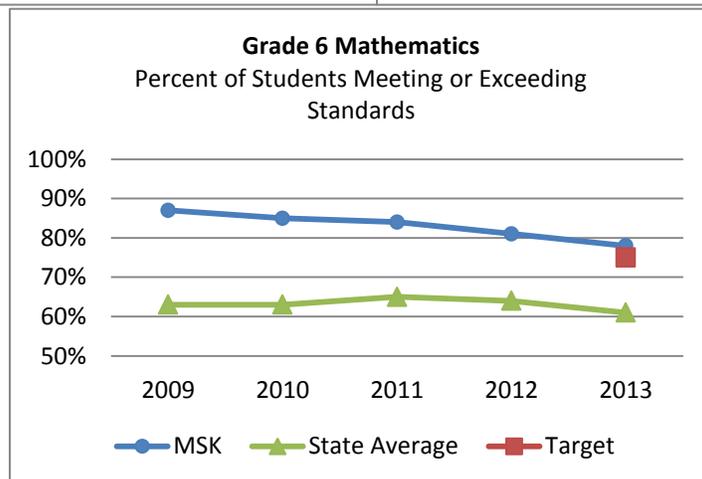
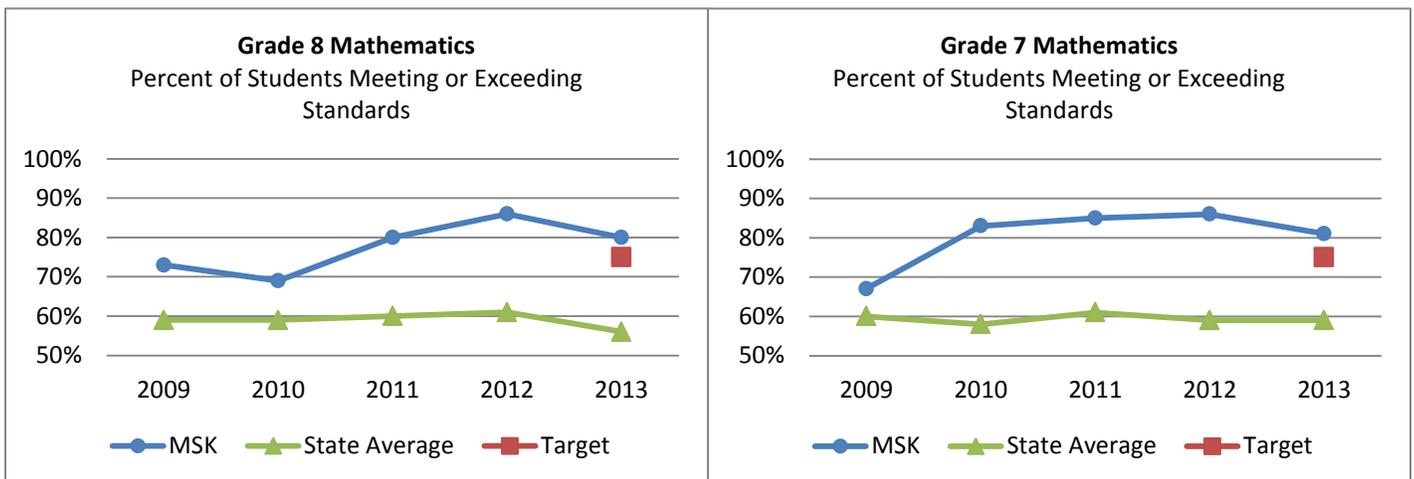
The RSU 21 Strategic Plan outlines performance targets for each school. For the Middle School of the Kennebunks, it is expected that by 2015, 85% of MSK students will meet or exceed the standards in Reading on the New England Comprehensive Assessment Program (NECAP).



MSK Data, continued



It is also expected that by 2015, 75% of MSK students will meet or exceed the standards in Math on the NECAP.



Sea Road School

Stephen Marquis, Principal



The 2013-2014 school year might well be characterized as one built on the creation of a “culture of literacy” and a sense of community. In the spring of 2013, a building level literacy leadership team was formed with the goal of promoting a love of literacy. Our collective staff and greater learning community has celebrated our students as they dove into books. The year started on a high note as students returned to school with the successful completion of our summer reading challenge. In the months that followed, literacy activities included: literacy day, guest reader day, whole school reading to students at KES, and day long visits from two award winning authors. We celebrated National “March” into Literacy month with Cynthia Lord, Maine author and Newbury Honor Award winner for *Rules*, and Lynn Plourde, author of numerous books, including coauthoring *Lost Trail; Nine Days Alone in the Wilderness* with Donn Fendler. In addition to the authors’ visits, students at SRS held a Read-a-thon to benefit Room to Read®, a non-profit dedicated to providing children in parts of Africa and Asia with schools, libraries, and books in their local languages. The students were thrilled to “Read Locally, Act Globally” to make a difference in the lives of kids just like them, who do not have the access to education and libraries, as they so fortunately do. Our year of literacy came to a close in May with an evening event for students in grades three, four, and five and their families that included a meal and workshops to support caregivers with literacy strategies at home. Additionally, each student left with a book to keep.

In areas of curriculum, SRS students continue to perform successfully on both State (NECAP) and national (NWEA and NAEP) assessments. Most recently, SRS ranked in the top 5% of schools in the State of Maine on the NECAP. Regardless of our level of success, staff members continue to analyze assessment results as a means of supporting continual school improvement. NWEA and NECAP data is critical to our response to intervention (RTI) identification and programming efforts. Though continual improvement in student achievement in reading, writing, and mathematics is job number one, SRS staff also realizes the importance of educating the whole child. To this end, we are continually expanding opportunities for students to develop their affinities, those things that give them life and engage them in lifelong learning.

Other highlights from the past year include:

- Winter Olympics Week and Closing Ceremonies with Dr. Jenny Thompson, U.S. Olympian
- Ellis Island/Immigrant Day
- Longfellow Tea
- Wells Reserve/Laudholm Farm
- Trip to the Maine State Museum
- Continued success of our Mathematics and Robotics Teams
- Artist in residence – Chief Barry Dana of the Penobscot Indian Nation
- Talented Arts Program
- Civic Oration, Fort Western, Strawberry Banke, and the Holiday Fair
- Heartwood College week long art program
- Guinness Book of Records speed painter Rob Surette’s visit
- Success of band program as evidenced by participation of over 210 students
- Partnership with the Boston Museum of Science
- Community building events including Grand Person’s, Beach, and Field days
- Numerous student led fundraising efforts to support those in need

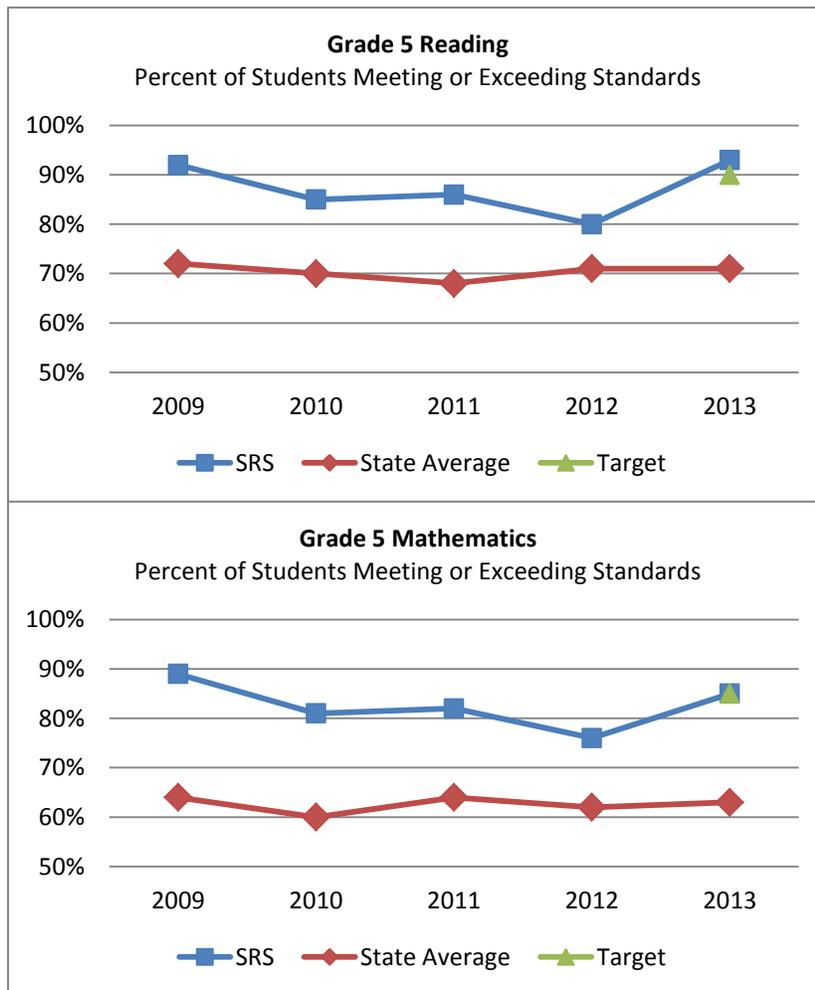
- RSU21 Elementary Math Meet, Geography Bee, and guest speakers
- Preparation for the Smarter Balanced Assessment
- Introduction of a Student Council, Film Club, and Ultravision Radio Theater Club

Parent and community support for SRS continues to be unrivaled. This school is a vibrant place for learning due in part to the numerous organizations, local businesses, and individuals who share their time, energy, financial support, and expertise. KEPTA, The Education Foundation, Rotary, Oceans Community Credit Union, Corning, Robotics Coaches, Club advisors, Math Team parents...and the list goes on. THANK YOU!

It is with heartfelt admiration and appreciation that I thank students, staff, and our greater learning community for making SRS a school of excellence. Collectively, we continue to chart a course in life-long learning wherein students are nurtured in a stimulating environment that fosters curiosity, respect, responsibility, honesty, courage, and compassion. I am hopeful that this brief report adequately conveys but a few of the outstanding accomplishments of our students, staff, and greater learning community.

For more information about Sea Road School’s varied activities and programs, please visit our website: <http://www.rsu21.net/srs>.

Sea Road School Assessment Data



For Sea Road School, the district’s Strategic Plan proposes that by 2015, 90% of Grade 5 students will meet or exceed the standards in Reading on the New England Comprehensive Assessment Program (NECAP).

Also, 85% of Grade 5 students will meet or exceed the standards in Math on the NECAP.

Mildred L. Day School

Dr. Kevin Crowley, Principal



Student achievement is our top priority, and recent data indicates our students continue to demonstrate significant growth. This is the fourth year children in Grades 3-8 throughout Maine, New Hampshire, Vermont, and Rhode Island participated in the New England Common Assessment Program. This program assesses students in the areas of reading and math at each grade level and adds a writing assessment in fifth grade. At the Mildred L. Day School some of our highlights include: the percent of third grade students meeting or exceeding the state standards in Mathematics has increased from 56% to 73% in the past four years. Fourth grade students meeting or exceeding the state standards has increased from 40% to 73% in Mathematics. The percent of fifth graders meeting or exceeding the state standards in Mathematics has risen from 55% to 82% over this same time period.

Providing professional development for staff is the cornerstone of outstanding schools. Our focus continues to be in three primary disciplines; early childhood literacy, written expression, and mathematics. During this past year literacy coaches Erica Pecorale and Kevin Perks have worked extensively with our teachers as we develop ways to integrate the Common Core State Standards. All of our K-3 teachers have received training in the “Foundations” program. In addition, Mahesh Sharma has provided professional development for all of our teachers and support personnel in mathematics. It is also worth noting that the MLD staff has accumulated a track record for personal attendance that is outstanding. This group continues to serve as professional role models. We applaud their commitment to the growth of our children.

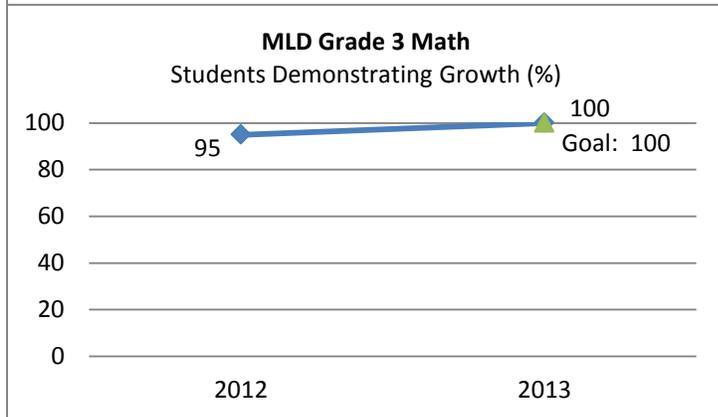
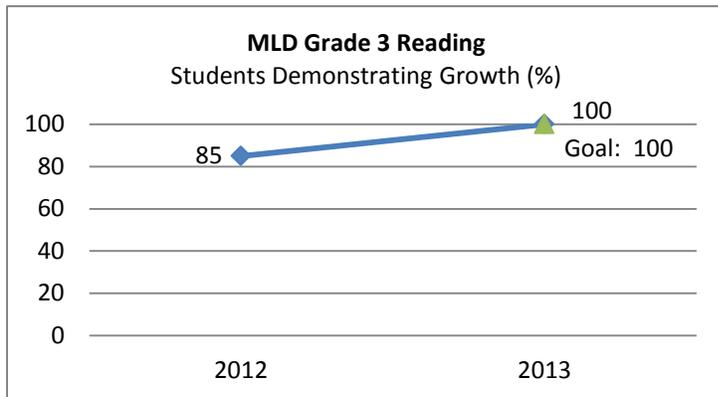
The Mildred L. Day School has been active in pursuing grant opportunities. This past year we have been fortunate to gain funding from the Perloff Foundation to expand our robotics program into grade two. In January, we held our annual robotics track meet in grade four. Due to the generosity of the Education Foundation of the Kennebunks and Arundel, the fifth grade has traveled to the Heartwood College of Art for a two-day experience with their staff. Finally, due to the efforts of the MLD PTA all of our students enjoyed a show at Merrill Auditorium in Portland.

Service to others continues to be a hallmark of the student and staff experience at MLD. On September 11th, our fifth graders thanked our first responders by holding a vehicle wash. Together our students cleaned a fire truck, an ambulance, the patrol car, and a DPW dump truck. In February of 2014, our school was honored to donate more than 2000 items to the local food pantry. Our students and staff have collected funds used to provide support for families in need of heating assistance. Also, our students have participated in the annual Jump Rope for Heart fund and the “Pennies for Patients” drive.

New programming opportunities for our students have been added over the past four years. These include the addition of Spanish in grades K-5, Gifted and Talented Services, Talented Artist Program, Math Team, Response to Intervention support, Destination Imagination, recycling efforts and robotics. Capital improvements include new library furniture and equipment, iPads in every classroom, 72 MacBooks purchased for teacher and student use, a new Mac Lab, conference rooms, tutoring rooms, new telephone and voice mail systems, new technology infrastructure, and an overhaul of the heating

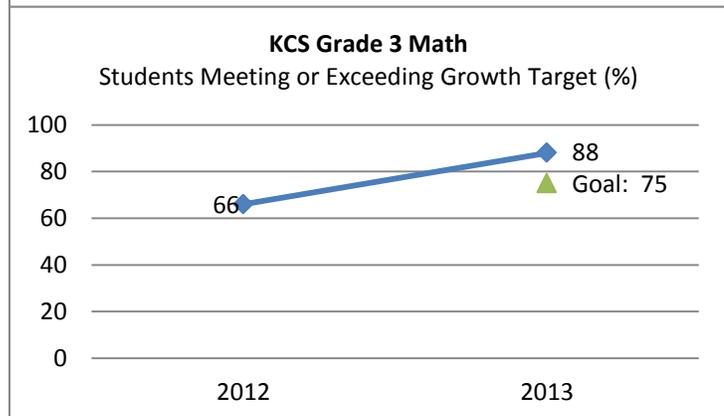
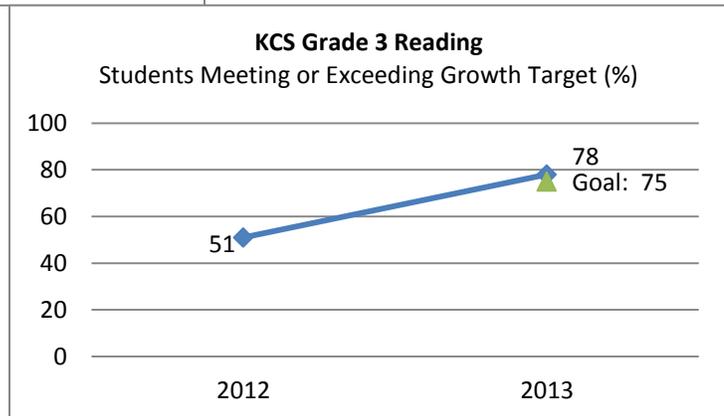
and cooling system. We are appreciative of the support we have received from both the Arundel and RSU 21 communities.

Mildred L. Day School Assessment Data

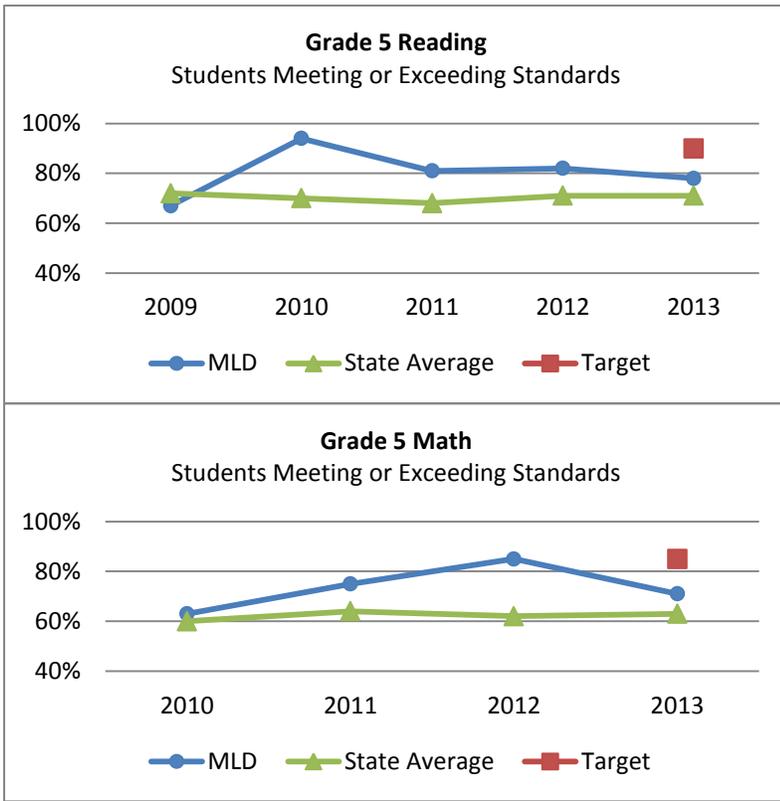


For Mildred L. Day School, it is expected that by 2015, 100% of Grade 3 students will demonstrate growth in Reading and Math on the Measures of Academic Progress (MAP/NWEA).

Also, 75% of Grade 3 students will reach their target growth goals in Reading and Math on the MAP/NWEA.



MLD Data, continued



For Mildred L. Day School, it is expected that by 2015, 90% of Grade 5 students will meet or exceed the standards in Reading on the New England Comprehensive Assessment Program (NECAP).

Also, 85% of Grade 5 students will meet or exceed the standards in Math on the NECAP.



Kennebunkport Consolidated School

David Crandall, Principal

At Kennebunkport Consolidated School our goal is to meet each child where they are academically and help them grow. This constant striving for growth has created impressive academic results for our students. We use formative and summative assessments to measure student success, such as the NECAP (New England Comprehensive Assessment Program), NWEA (Northwest Evaluation Association), and AIMSWEB (a test used for measuring early reading skills). In the 2013 reading NECAP 91% of our students in grades three through five scored in the proficient or proficient with distinction range resulting in 7% growth in one year. In math we grew 11% with 84% of all grade three through five students scoring proficient or proficient with distinction on the NECAP. Our 4th and 5th grade students demonstrated exceptional achievement in reading, with 50% and 49% respectively scoring at the proficient with distinction level. In third grade math 48% of our students scored at the proficient with distinction level. AIMSWEB data for Kindergarten and grade 1 show impressive growth for students as they learn the wonders of reading.



The exceptional growth in the NECAP scores of our students was greatly aided by our commitment to students that need additional support. To help these students, we offer additional small group instruction through our Response to Intervention (RTI) services. In RTI programs, individual student weaknesses are targeted as our staff provides specific remedies that create opportunities to grow academically.

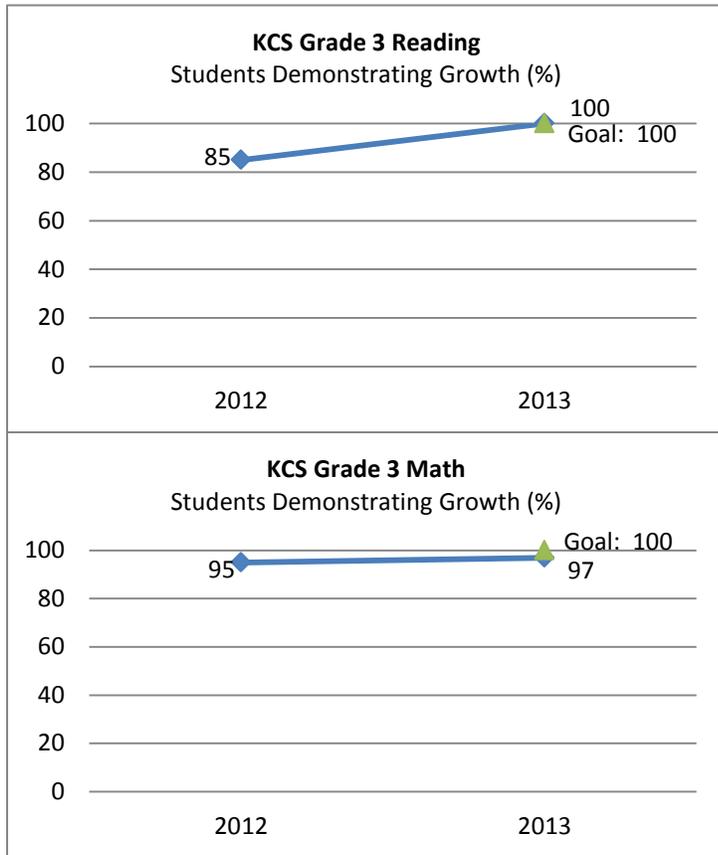
In our professional learning communities (PLCs) the teaching staff continues to adjust instructional practices to help our students meet the Maine Learning Results. We are participating in the field test for the Smarter Balanced Assessment, a new assessment that will be taking the place of the NECAP. RSU 21 continues to provide financial and philosophical support that consistently builds the capacity of our teaching staff.

Our children are exploring science, technology, engineering and math (STEM), through what we often call “following the path of their own inquiry”. We spur that curiosity with a science fair that is now an annual event. Robotics is moving into the grade four curriculum where students will be taught to program sensor robots and will learn the importance of strength, symmetry, and pivotal wheels.

Consolidated is tied closely to the community we serve. We are fortunate to have committed volunteers in our community who enrich our children’s educational experience and provide support for our teaching staff. During the 2012-2013 school year, more than 70 different volunteers put in an amazing 2,100 volunteer hours. The volunteers allow us to add elements such as the school play, sock hop, Beach Day, Family Read, and Go Green that strengthen our school-community partnership. Our community support continues to grow; we are currently on pace to exceed last year’s remarkable total.

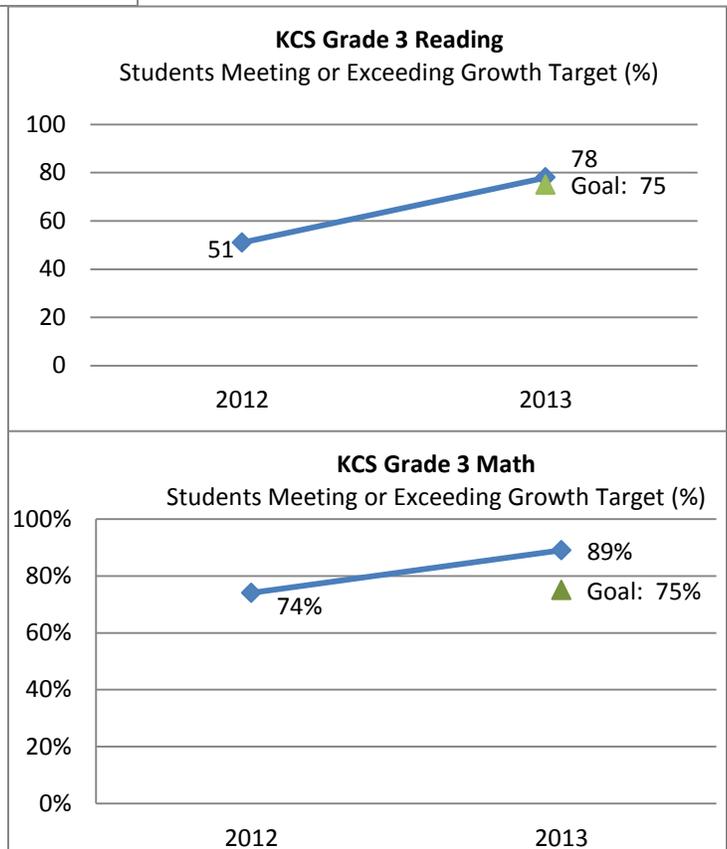
During the 2012-2013 school year, the staff challenged the students to read 1,000,000 pages. The students surpassed the challenge. The reward for a job well done featured a reading celebration with former First Lady Barbara Bush. Mrs. Bush thrilled the community with an inspiring message about reaching goals. We are working on another million-page challenge this year and enjoying every page.

Kennebunkport Consolidated School Assessment Data

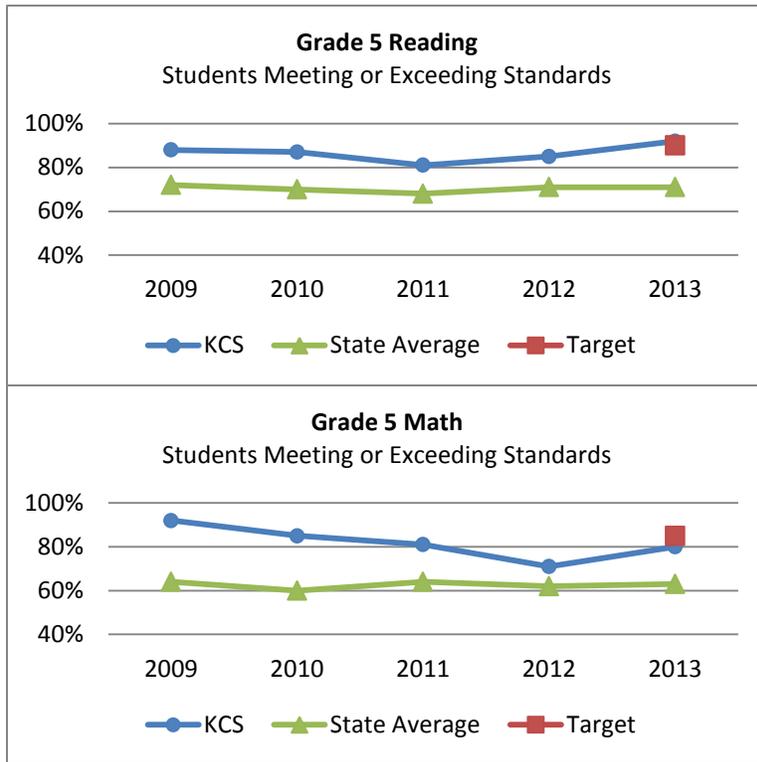


For Kennebunkport Consolidated School, it is expected that by 2015, 100% of Grade 3 students will demonstrate growth in Reading and Math on the Measures of Academic Progress (MAP/NWEA).

In addition, 75% of Grade 3 students will reach their target growth goals in Reading and Math on the MAP/NWEA.



Consolidated School Data, continued



It is also expected that by 2015, 90% of Grade 5 students at KCS will meet or exceed the standards in Reading on the New England Comprehensive Assessment Program (NECAP).

Also, 85% of Grade 5 students will meet or exceed the standards in Math on the NECAP.



Kennebunk Elementary School

Ryan Quinn, Principal



At KES we will remember 2013 as a year of celebrating and reaping the rewards from some great work completed by excited students and dedicated staff. Full implementation began for a new, targeted Response to Intervention model, which was invented, developed and piloted by KES staff during a portion of the previous year. With this new model, students in every grade were able to receive 35 minutes of small group instruction, three times per week, all year long. Approximately 14 offerings per grade level were utilized, ranging from reading and math interventions, to critical thinking skills and enrichment. All students were identified by classroom teachers for appropriate groups, depending on the individual learning profile and needs of students, with offerings changing each trimester. Given a great deal of data analysis, and increased training in the area of professional learning communities, this new RTI model has helped KES achieve excellent test scores for a second year in a row. All of our 2nd and 3rd grade classrooms have scored between 2 and 10 points above the national average on our NWEA assessments, and our NECAP (3rd grade) scores were above the local and State average for the whole school and for Title 1 and Special Education subgroups, as well. At the request of administrators in the Cumberland, Maine school district, KES staff have presented and shared our model with the Mabel Wilson School, and students there are now also achieving similar results.

Other professional development for staff in 2013 has focused primarily on preparing teachers for the implementation of the Common Core State Standards and the Smarter Balanced Assessment, as well as literacy training, math training, and work in both collaborative problem solving and bullying interventions.

While our primary focus always remains on academics, KES has also enjoyed many exciting fun school-wide events that students and families have loved in 2013. We recognized and honored 32 local veterans at our annual Veterans' Day assembly, and in the process, identified Honor Flight as our philanthropy for the year. Students created original artwork during regularly scheduled art classes, which has been reproduced on commercial items that can be purchased online. While the fundraiser is still in process, we have, to date, raised over \$5,000.00. Through Honor Flight, KES will ultimately use these funds to send local WW2 veterans to the WW2 Memorial in Washington, D.C.

In-house stage productions and performances at KES included the MSK teaser, "Beauty and the Beast", as well as the Portland Symphony Orchestra's *Kinderkonzert*. All RSU 21 elementary schools were in attendance, as well as local elementary schools from outside the district. To celebrate Martin Luther King, Jr. Day, many of our own KES students graced the stage, starring in "I Have a Dream," and all classrooms have showcased performances during Friday Morning Meetings, where over 120 students in the KES Chorus perform each week.

In the spring of 2013, funding provided jointly by the Ed Foundation of the Kennebunks and Arundel, and the Kennebunk Elementary PTA, allowed us to bring in an artist in residence to work with all KES students. Rob Rossel, owner of Symmetry Tile Works, out of Epping, New Hampshire, spent two weeks at KES teaching students lessons on global sustainability while creating impressions on eco-friendly clay tiles, and glazing them onsite. Rossel returned to KES this fall with the tiles, which he fired over the

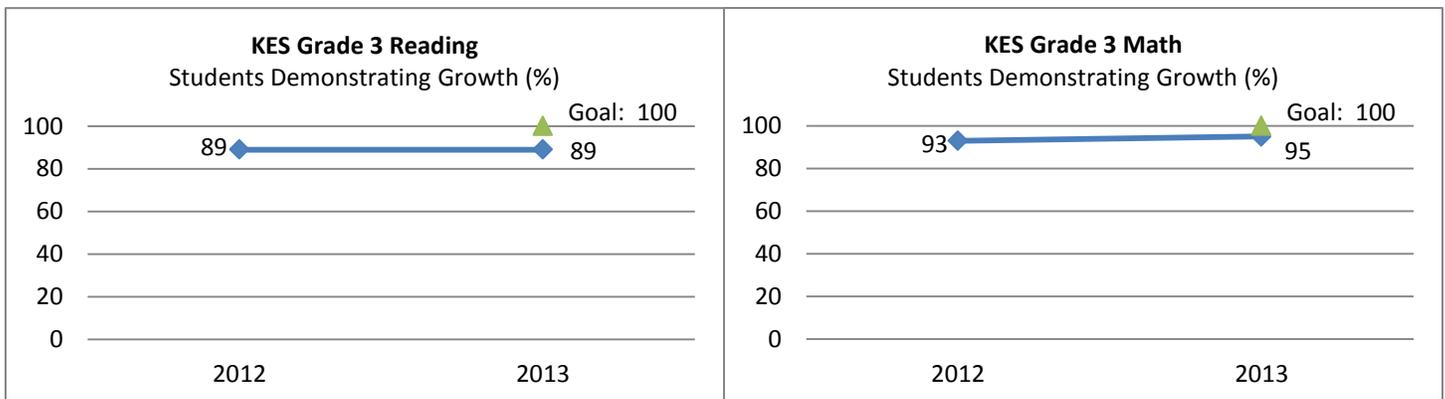
summer, and installed them in the form of a full beautiful octopus mural, created entirely by students at KES. KES students who had “graduated” to Sea Road School returned for the unveiling and formal dedication of their own work.

In 2013 KES continued to work closely with public safety, including the planning of Active Intruder training for KES staff, hosting the Kennebunk Police Department’s first annual Bike Rodeo for students, and installing Ident-a-Kid visitor check-in software that screens for registered sex offenders across all 50 states. KES staff continues to put great emphasis on safety drills with students, and safety certifications for staff, including CPR, Safety Care, and FEMA trainings.

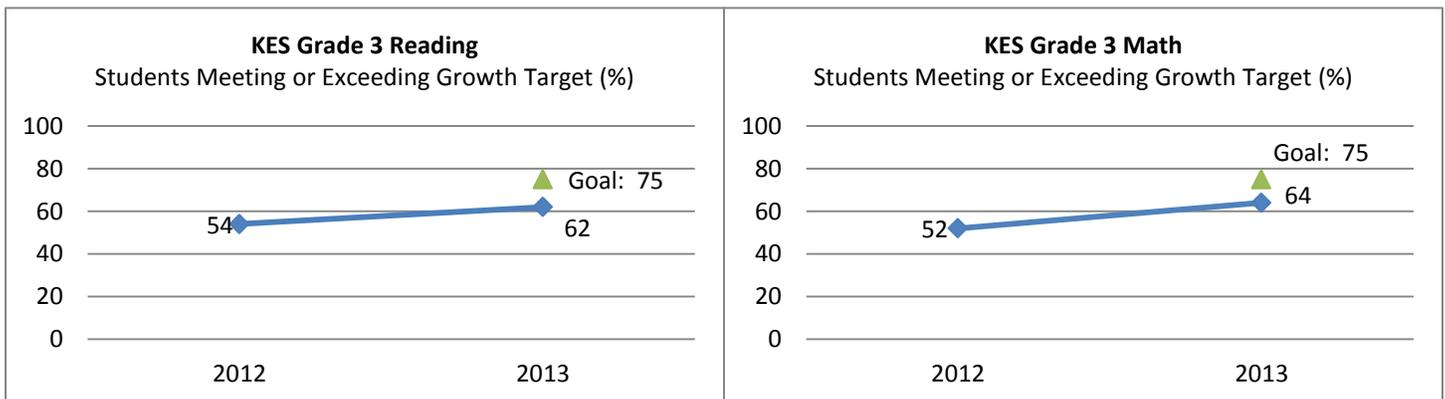
New initiatives started in 2013 include piloting a Summer RTI program and building a Natural Playground on the west side of the building.

Kennebunk Elementary School Assessment Data

For Kennebunk Elementary it is expected that by 2015, 100% of Grade 3 students will demonstrate growth in Reading and Math on the Measures of Academic Progress (MAP/NWEA).



Also, it is expected that 75% of Grade 3 students will reach their target growth goals in Reading and Math on the MAP/NWEA.



Special Services Department

Susan Martin, Director



The RSU 21 Special Services Department provides services to students in Special Education, Gifted and Talented and English as a Second Language.

Special Services offers a full continuum of services K-12 to meet each of our student's unique needs. Our staff are dedicated and committed to providing each student a successful educational experience. On-going professional development remains critical and staff members continue to participate in training opportunities to advance their skills. We are also collaborating with neighboring districts to offer regional trainings.

All 31 of our 2013 seniors successfully exited KHS – 28 with diplomas and three with GED's. 55% of these graduates are attending college or vocational programs this year, and all others are gainfully employed.

82% of students having special needs in grades 2 – 8 who took the NWEA (a nationally normed exam) made gains in mathematics from 2012-2013, while 80% of students having special needs in grades 2-9 who took the NWEA made gains in reading from 2011-2012.

Our Gifted and Talented students continue to perform extremely well in regional and state math competitions, with many teams and students earning first place awards. At the high school level, 26 students were recognized by the College Board as Advanced Placement Scholars, with six of these students being recognized as National Scholars. Many of our students are accessing the offerings of our International Baccalaureate Program with over 100 students participating. The visual and performing arts showcased by our identified students are truly exceptional.

Our English Language Learners are continuing to make excellent progress and 32 students from kindergarten to grade 12 are being supported this year.

We are extremely proud that 18 student-athletes successfully participated in the Special Olympics last May, and each of the athletes placed first, second, third or fourth in all of their events.

One of the greatest challenges for the Special Education Department is predicting a budget for the next year, where many of the students who will be served are not yet known. In some cases, these students have not yet been identified; in other cases, they are new students moving into the district. Still others are incoming kindergarten students about whom we know very little at this time.

The Special Services Department continues its commitment to appropriately individualize services to meet the unique needs of the students served.



School Quality Survey

In March of this year, the district provided students and parents throughout the district with the opportunity to respond to a survey regarding the quality of our schools. Some of the highlights of that survey include:

At Kennebunk High School (34 responses – 5% response rate)

80% of students indicated they were neutral or satisfied, overall, with the school.

50% of students stated that their classrooms were not comfortable spaces in which to learn.

85% of students feel comfortable asking questions in class, while 88% feel comfortable answering questions in class.

At the Middle School of the Kennebunks (46 responses – 9% response rate)

91% of students feel their teachers encourage them to do their best and give them a chance to ask questions during class.

96% feel the school is a safe place, while 87% find their classrooms to be comfortable spaces.

85% of parents responded that they receive regular notices about school activities.

At Mildred L. Day School (19 responses – 8% response rate)

100% of students said their teachers encourage them to do their best.

100% of parents indicated that they received regular reports about their children's progress.

100% of students said they like their school.

At Sea Road School (27 responses – 10% response rate)

96% of parents receive regular notices about school activities and expressed overall satisfaction with the school.

96% of students said they like their school and feel safe at school.

96% of students feel their teachers encourage them to do their best.

At Kennebunkport Consolidated School (25 responses – 12% response rate)

92% of students said they feel safe at school and like being there.

92% of parents said they receive regular notices about school activities.

76% of students feel their teachers encourage them to do their best.

At Kennebunk Elementary School (52 responses – 11% response rate)

98% of students said their teachers are encouraging and provide opportunities for them to answer questions.

95% of students like their school, while 94% said they feel safe at school.

96% of parents stated that they were satisfied with the school.

A summary of the results for each school are posted on our school websites. Although we received many comments as part of the survey, we have removed them from the summary, as they often contained the names of students, teachers, or administrators. We would like to thank each student and parent who completed the survey, and encourage even more of you to participate next spring.

2010-2015 Strategic Plan

In the fall of 2009 the RSU Board began the process of developing a five-year strategic plan for the school district. Working with Duke Albanese, a consultant with Great Schools Partnership and former Maine Commissioner of Education, the Board sought community input through a variety of forums, public meetings, and surveys to develop a plan that is meaningful, relevant, and ambitious. The plan was adopted by the Board in the fall of 2010, and the administration and staff have been using the plan as a guiding instrument since that time.

Our Mission

To support and challenge every student to develop the skills, knowledge, and character needed to be responsible, productive, and adaptive learners, workers, citizens, and leaders prepared to succeed in our global society.

We believe...

- All students can learn.
- All students can succeed in life.
- All students are unique and deserve learning opportunities that engage their interests, passions, and aspirations.
- All students deserve to be surrounded by staff members who are skilled, knowledgeable, and caring.
- All students and staff members have the right to feel physically and emotionally safe.
- An effective teacher is the most important ingredient in student learning.
- Rigor and relevance must be the foundation of all instruction and curricula.
- Setting and maintaining high expectations leads to higher achievement.
- Diversity strengthens the individual, the school, and the community.

And, we believe...

- *That education must be an active partnership among students, parents, educators, and all members of our community.*

The complete plan is available on our website (www.rsu21.net), and a hard copy may be obtained at our offices at 177 Alewife Road in Kennebunk (Kennebunk Elementary School).



Master Facilities Plan

On September 12, 2011 the Board of School Directors approved the district's Master Facilities Plan. This plan was developed over the course of the previous two years with guidance from Dan Cecil, principal architect at Harriman Architects and Engineers. This plan may be viewed in its entirety on our website (www.rsu21.net), or you may view a copy at our offices at 177 Alewife Road (Kennebunk Elementary School) in Kennebunk.

Facilities Vision Statement

Within the 2010-2019 decade, upgrade older buildings and field/athletic facilities to provide an educationally modern system supportive of delivering uniformly excellent K-12 education throughout RSU 21. Do so in a manner that is both fiscally responsible and cost effective while also continuously striving for support by the three RSU 21 communities.

Key Goals

- Retain an elementary school in each community.
- Continually strive to balance elementary school capacity with uncertain future student demand.
- Maximize education and community utilization of all buildings and grounds.
- Renovate older buildings (KHS, MLD, and KCS) in a manner that maximizes construction cost efficiencies while minimizing annual taxpayer impact.
- Renovate facilities both to include the flexibility to meet rapidly changing educational technology needs and to maximize energy efficiency.
- Provide facilities that lend themselves well to the support of continuing adult education, the arts and public recreation usage.

RENOVATION PROJECTS BEING RECONSIDERED

On January 21, 2014, the voters of the RSU rejected a \$74.8M proposal brought forward by the Board to renovate Kennebunk High School, Kennebunkport Consolidated School, and Mildred L. Day School in Arundel. At a subsequent meeting, the Board voted to create new proposals at each of the schools, limiting the overall budget to \$55M as follows:

Kennebunk High School	\$42,000,000
Kennebunkport Consolidated School	\$4,000,000
Mildred L. Day School	\$9,000,000

You may follow the committees' progress on our website. Plans at this time are to bring a project to the voters in November, 2014.



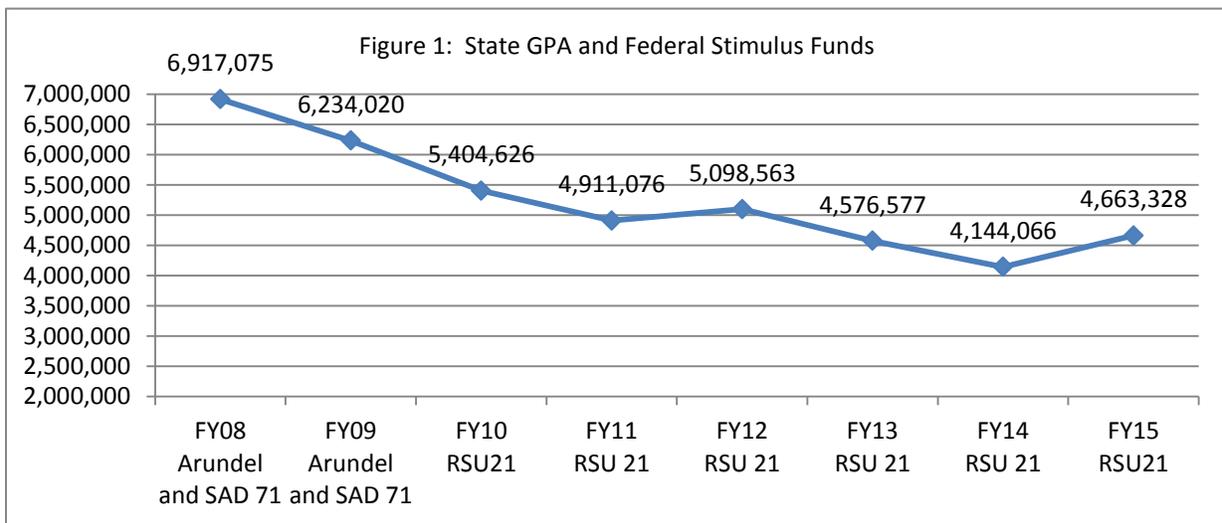
Financial Data



Revenue

State Aid

District revenue comes from a variety of sources. General Purpose Aid for Education (GPA) is revenue received from the State of Maine based on a complex formula known as the Essential Programs and Services model (EPS). Under the EPS formula the state determines the amount of money a district is required to spend in order to meet the minimum standards of the state-approved learning standards. The district receives a portion of this “within EPS” amount as determined by the district’s pupil count and state equalized property values in relation to the other school districts in the state. For the past several years, declining state revenue has filtered down to the local school district, resulting in a wider gap between that state’s promise to fund 55% of EPS education statewide and the current commitment, which is somewhere in the 45% range.



As shown in Figure 1, GPA for the two former districts was nearly \$7M in FY08. In FY10, FY11, and FY12, the drop in GPA was offset in part by federal funds. No such funding is available for 2014-2015.

Additionally, we must now budget for the potential migration of students to charter schools. This would cost the district between \$7,500 and \$9,500 per attending student. It is likely we will see some students elect to attend charter schools. Local taxpayers will also be paying the tuition for homeschooled students who have not figured into our pupil count in the past, who wish to attend a charter school.

Carry-forward

Each year, the district works diligently to remain within the spending parameters adopted by the RSU Board of School Directors and approved by the voters of the three communities. At the end of each fiscal year, the Board has three options to consider for annual surplus funds:

- (1) Up to 25% of the annual surplus may be placed in a capital reserve fund. These funds may only be expended with the approval of the district’s voters at referendum. As of June 30, 2013, the audited balance in this account was \$894,786. Voters approved expenditures of \$172,850 for the purchase of two school buses at the start of this year, and the Board authorized a transfer of \$39,310 from the FY13 surplus, leaving a balance of \$761,246 in the capital reserve fund.

(2) An unrestricted amount of the annual surplus may remain in the district’s fund balance, to be used only upon voter approval in the event of budgetary challenges deemed worthy by the RSU Board.

(3) An unrestricted amount of the surplus may be “carried forward” into the next fiscal year’s budget to minimize the impact of the school budget on local property taxes.

Because of this diligence, the district’s fund balance has increased each year. As of June 30, 2013 the district’s audited financial statements show an undesignated fund balance in the amount of \$2,331,538. This is due in large part to the district’s frugality in FY13, resulting in a positive budget variance between actual and budgeted amounts of \$982,243. In the current year, the district voters approved the Board’s recommendation to carry forward \$1,200,000. It is the Board’s recommendation to carry forward from our fund balance \$1,252,962 into FY15. Spending practices employed by this administration during FY14 will also ensure that the district ends the current year with a positive budget variance.

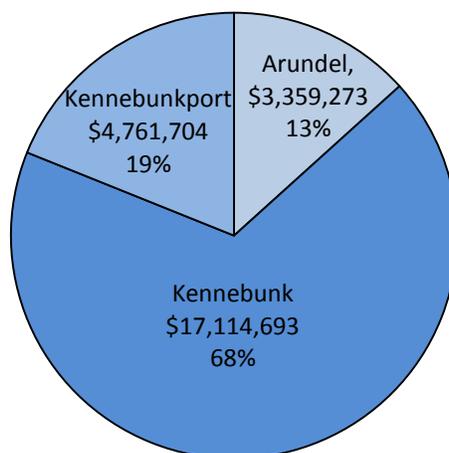
Local Property Tax Assessment

Property taxes account for the most significant portion of school district revenue, accounting for more than 84% of district revenue in FY15. Each of the three towns in the district is responsible for paying a portion of the school expenses based on three formulas identified in the RSU Reorganization Plan.

Cost-sharing in RSU21 is based on three different formulas:

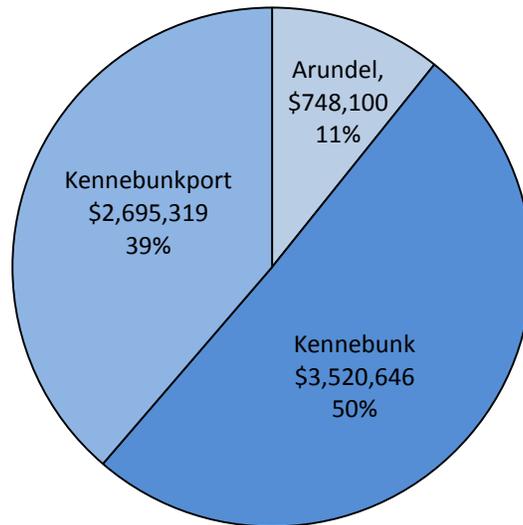
(1) EPS Expenditures: Maine’s “Essential Programs and Services Model” (EPS) identifies the amount of money a district is required to spend in order to meet the minimum standards of the state-approved learning standards. EPS is an adequacy model, and the majority of communities in Maine expect that their schools will provide for more than the minimum standards identified in EPS. For those expenditures identified as “within EPS”, the three towns of the district share the costs using a formula determined by Maine’s Department of Education. It is important to note that this formula is mandated by state law. Figure 2 illustrates each town’s share of the district’s FY15 total of \$25,235,670 EPS expenditures.

Figure 2 - FY15 municipal share of EPS costs



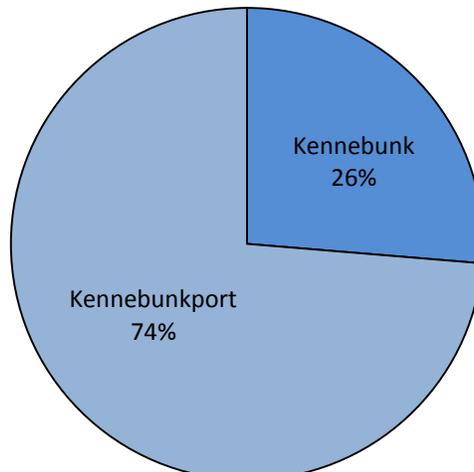
(2) Outside EPS Costs: Expenditures that are not covered by the EPS formula (such as adult education, athletics, and some debt service) and expenditures that are higher than the state required minimum are commonly referred to as “outside EPS” costs. In RSU 21, these costs are shared among the three communities using a locally agreed-upon formula. That formula is based 90% on state equalized property values (SEV) and 10% on pupil count. For FY15, the outside EPS budget for the district is \$6,964,065. Figure 3 illustrates each town’s share according to this formula, based on FY15 projections.

Figure 3 - FY15 Municipal share of over EPS costs



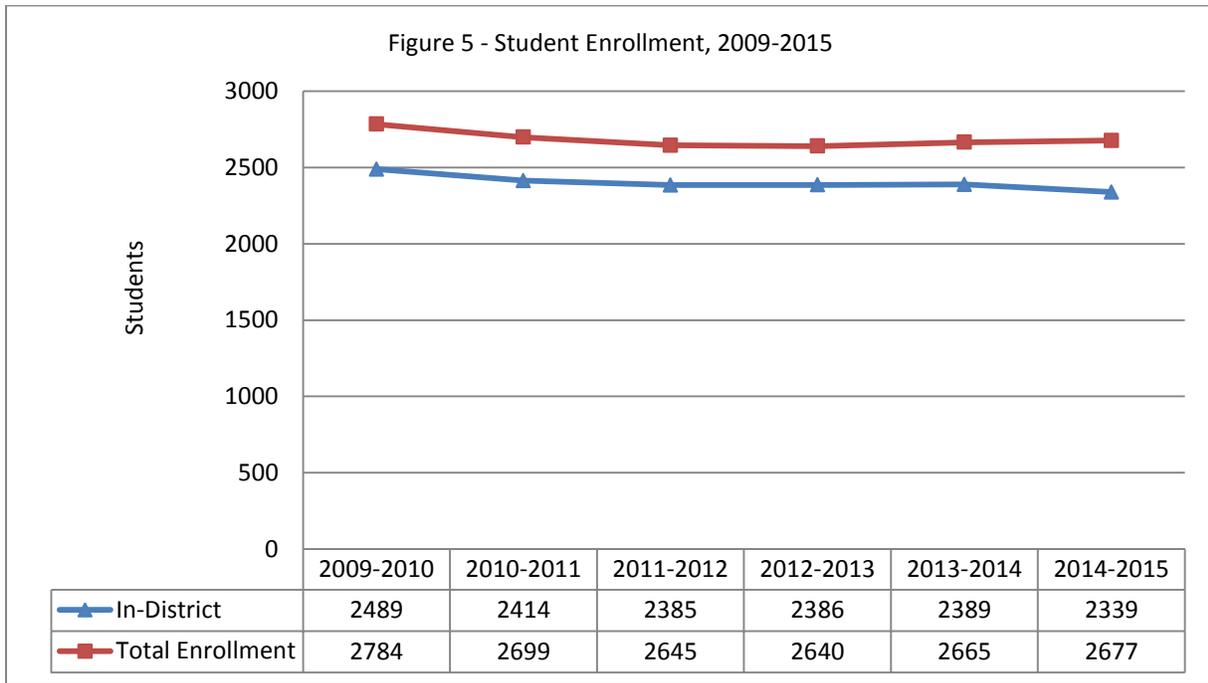
(3) Pre-existing, local-only debt: Prior to consolidation, the towns of Kennebunk and Kennebunkport acquired debt for the district’s share of the construction of Kennebunk Elementary School and Middle School of the Kennebunks. That debt is shared using a formula that is based 70% on State Equalized Valuation (SEV) and 30% on pupil count. The debt service to be paid is declining each year, with the MSK bond payments to be completed in November 2021, and the KES bond to be completed in November 2024. In FY15, the local share of payments for this debt total \$449,276. Under the new cost-sharing agreement, the towns will split the amount of this debt that came into dispute in 2010. Figure 4 illustrates the share of pre-existing, local-only debt service for which each town is responsible.

Figure 4 - Pre-existing SAD 71 Debt



Expenditures

As always, the budget process begins by looking at the numbers of students we will be educating and the types of programs we hope to provide. Four years ago, the district commissioned an enrollment projection study as part of our work in developing a master facilities plan. Through that study, it was projected that the district's enrollment would decrease by as much as 16% between 2010 and 2020. The decline has not been that rapid, and this year we expect to have an essentially flat enrollment figure, as shown in Figure 5.



With the adoption of Maine’s school reorganization law, regional school units such as RSU 21 are mandated to adopt standardized accounting practices that allocate all operating budget expenditures to one of eleven categories known as the “state’s chart of accounts”. These eleven categories represent the warrant articles upon which all voters in the district will cast a ballot in the spring. An overview of RSU 21’s chart of accounts is provided in Figure 6.

Figure 6: Historical Budget Data by State Chart of Accounts (Warrant Articles)

Warrant Article	FY13 Actual	FY14 Budget	FY15 Proposed	Variance \$	Variance %
REGULAR INSTRUCTION	\$15,032,981	\$16,033,907	\$16,258,223	\$224,316	1.40%
SPECIAL EDUCATION	\$5,324,080	\$6,595,712	\$6,872,566	\$276,854	4.20%
CAREER & TECHNICAL	\$39,435	\$35,777	\$42,234	\$6,448	18.02%
OTHER INSTRUCTION	\$763,510	\$929,872	\$1,032,478	\$102,607	11.03%
STUDENT & STAFF SUPP	\$2,667,200	\$2,774,539	\$3,036,174	\$261,635	9.43%
SYSTEM ADMIN	\$940,737	\$824,599	\$817,310	(\$7,289)	(0.88%)
SCHOOL ADMIN	\$1,592,907	\$1,637,066	\$1,684,830	\$47,764	2.92%
TRANSPORTATION	\$2,201,727	\$2,342,268	\$2,514,256	\$171,987	7.34%
FACILITIES	\$3,434,658	\$3,489,357	\$4,137,894	\$648,537	18.59%
DEBT SERVICE	\$2,551,085	\$2,407,962	\$2,452,250	\$44,558	1.85%
ALL OTHER EXPENSES	\$31,891	\$101,061	\$98,991	(\$2,069)	(2.05%)
TOTAL	\$34,580,209	\$37,172,120	\$38,947,467	\$1,775,347	4.78%



Although the budget must be approved by the Board and the voters according to the state’s chart of accounts, the budget is actually developed and administered according to local cost centers, and it is by cost center that we present the budget to the Finance Committee for greater clarity and understanding. Figure 7 provides cost center comparative data for the most recently audited fiscal year (FY13), the current fiscal year (FY14), and the projected FY15 budget. Within each cost center, administrators worked with the appropriate staff to create a zero-based budget proposal. Zero-based budgeting is more time-consuming than methods that build on an existing budget, but also results in a budget that more clearly defines the needs within each cost center. Rather than simply assuming that the previous year’s budget was appropriate in each of the approximately 2,700 budget lines for RSU 21, zero-based budgeting forces each cost center administrator to look at the numbers and needs of students being served and to build a budget from the ground up.

Figure 7: Comparative Cost Center Data, FY13-FY15

Cost Center	FY13 Actual	FY14 Budget	FY15 Proposed	Change	% Change
Health	382,581	397,894	408,728	10,834	2.72%
Curriculum	171,221	193,410	196,523	3,113	1.61%
Professional Development	54,053	33,361	51,674	18,313	54.89%
Technology	735,069	832,407	1,012,233	179,826	21.60%
Academic Assessment	45,441	70,014	71,700	1,686	2.41%
School Board	141,376	177,370	174,150	(3,220)	-1.82%
Central Office	348,801	338,912	357,606	18,694	5.52%
Development	61,902	33,000	13,000	(20,000)	-60.61%
Fiscal Services	343,298	263,428	272,554	9,126	3.46%
Printing	45,359	-	-	-	---
Tuition	2,379,445	2,717,473	2,773,921	56,448	2.08%
Food Service	31,616	97,461	98,991	1,530	1.57%
Contingency	86,547	87,500	87,500	-	0.00%
Debt Service	2,551,085	2,407,962	2,452,520	44,558	1.85%
Facilities	3,355,248	3,460,462	4,100,394	639,932	18.49%
Transportation	2,201,727	2,343,268	2,514,256	170,988	7.30%
Special Ed. Instruction	4,392,152	4,820,571	5,234,418	413,847	8.59%
Special Ed. Tuition	591,043	1,433,513	1,302,116	(131,397)	-9.17%
Special Ed. Administration	391,955	395,340	406,287	10,947	2.77%
Special Ed. Prof. Dev.	28,935	37,170	36,180	(990)	-2.66%
Gifted and Talented	220,163	236,710	224,790	(11,920)	-5.04%
English Language Learners	10,229	23,780	26,217	2,437	10.25%
Athletics	597,961	753,310	792,508	39,198	5.20%
Consolidated School	1,186,664	1,291,022	1,386,526	95,504	7.40%
Sea Road School	1,422,251	1,565,694	1,541,986	(23,708)	-1.51%
Kennebunk Elementary	2,627,612	2,764,833	2,860,145	95,312	3.45%
Mildred L. Day School	1,547,413	1,563,096	1,586,916	23,820	1.52%
Middle School	3,420,214	3,562,971	3,611,515	48,544	1.36%
Kennebunk High School	5,208,849	5,270,185	5,352,112	81,927	1.55%
TOTAL	34,580,209	37,172,120	38,947,467	1,775,347	4.78%

The Varying Impact of School Expenditures on Municipalities

The State mandates a “minimum required local share” that each municipality must contribute toward the local cost of education in order to receive subsidy. This amount is determined by the state, based on the lesser of two values:

- (A) The “Town Allocation”, which is a function of pupil count, or
- (B) The “Town Contribution”, which is a function of state valuation and the minimum mil rate set by the state. The minimum mils for education decreased from 8.11 to 8.10 for FY15.

Figure 8: Determining the required local share for each municipality. (The lesser value for each town determines the “required local share”.)

Town Allocation (a function of pupil count)	FY15
Arundel	6,294,373
Kennebunk	18,785,540
Kennebunkport	4,761,704*
Town Contribution (a function of state valuation)	
Arundel	3,359,273*
Kennebunk	17,114,693*
Kennebunkport	14,630,018

*Required share as determined by the State of Maine

Based on this information, and a proposed budget of \$39,005,294 (including adult education), the estimated district-wide increase on the local tax assessment of 1.67% would impact each town as shown in Figure 9. Individual taxpayers in each town would be impacted as illustrated in Figure 10.

Figure 9: Estimated municipal impact of proposed FY15 budget.

	FY14 Assessment	FY15 Assessment	Change \$
Arundel	4,071,486	4,126,255	54,769
Kennebunk	20,660,409	20,829,596	169,187
Kennebunkport	7,521,509	7,837,533	316,024

Figure 10: Estimated impact on local taxpayer per \$100,000 of assessed value. Please note that, as of the print date for this document, many legislative and state budgetary impacts to school aid are in flux, and these numbers could change.

	FY14	FY15	Change \$	Change %
Arundel	\$1,450.00	\$1,464.02	14.02	0.97
Kennebunk	\$1,495.00	\$1,503.46	8.46	0.57
Kennebunkport	\$753.00	\$770.07	17.07	2.27

To calculate the impact of this proposed budget on a specific household, please log into our budget page at <http://www.rsu21.net/news/2014/3/19/fy15-budget-information> and enter assessment data from your 2014 tax invoice.

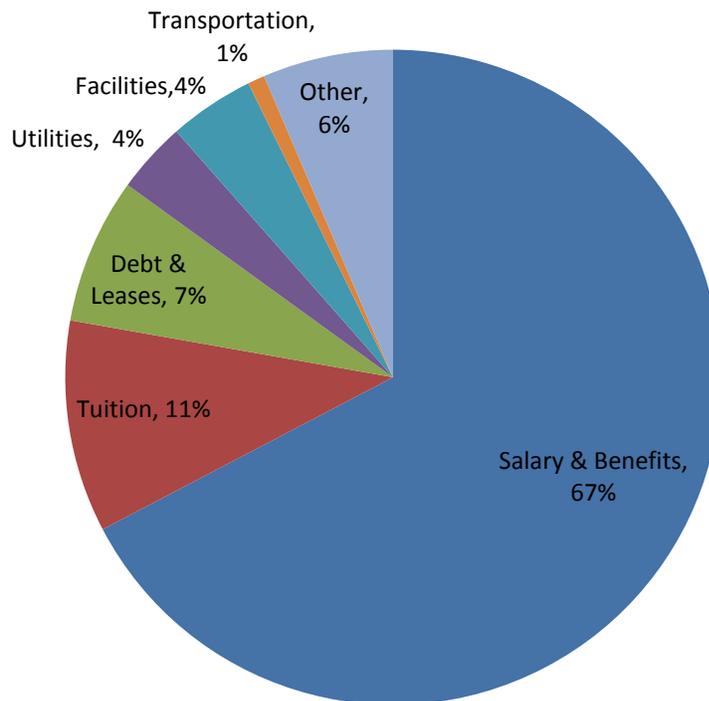
A Breakdown of School Expenditures

School budgets are typically dominated by expenditures for personnel. For FY15, the annual K-12 operating budget, proposed at \$38,947,467, is largely driven by salaries and benefits. Figure 11 provides an overview of the total budget divided into major expenditure types.

Figure 11: Proposed expenditures by type

Salary & Benefits	26,217,784
Tuition	4,076,037
Debt & Leases	2,805,665
Utilities	1,371,657
Facilities	1,641,369
Transportation	328,659
Other	2,506,296
Total	38,947,467

Figure 11a: Proposed expenditures by type, as a percentage of the total budget

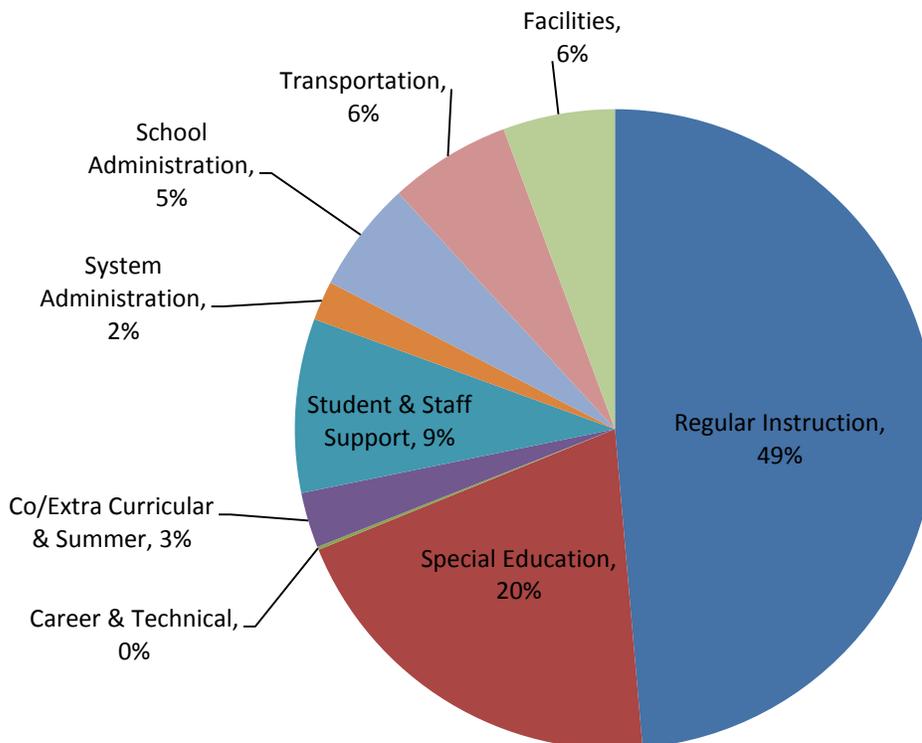


Within the salary and benefit lines, which comprise 67% of the total budget, further analysis provides insight as to the budgeted amounts for each category of employees (see figure 12 and figure 12a).

Figure 12 – Salary and Benefits by Warrant Article

Regular Instruction	12,747,751
Special Education	5,300,900
Career & Technical	40,225
Co/Extra Curricular & Summer	733,417
Student & Staff Support	2,304,253
System Administration	521,531
School Administration	1,472,751
Transportation	1,614,853
Facilities	1,482,103
Total	26,217,784

Figure 12a: Salary and Benefits by Warrant Article as a Percentage of Total Salaries and Benefits



DRAFT Warrant Articles for Fiscal Year 2015

The following articles will be voted upon at the RSU Budget Meeting scheduled for May 19 at 7:00 p.m. at Kennebunk Elementary School. As of the print date for this document, many legislative and state budgetary impacts to school aid are in flux, and these numbers could change.

ARTICLES 1 THROUGH 11 AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES

ARTICLE 1: Shall the RSU be authorized to expend \$16,258,223 for **Regular Instruction**?

This covers salaries and benefits for regular education teachers and support personnel, as well as classroom supplies and equipment, books, audio-visual supplies, and repairs.

ARTICLE 2: Shall the RSU be authorized to expend \$6,872,566 for **Special Education**?

For salaries and benefits for special education teachers and support personnel, as well as classroom supplies and equipment, out-of-district placements, and professional services.

ARTICLE 3: Shall the RSU be authorized to expend \$42,225 for **Career and Technical Education**?

Covers salaries, benefits, and instructional supplies for cooperative education.

ARTICLE 4: Shall the RSU be authorized to expend \$1,032,478 for **Other Instruction**?

Provides salaries and benefits for Gifted & Talented, English Language Learners, Alternative Education, Summer School, and Interscholastic Athletics and Activities. Includes supplies, dues, fees, and professional contracts.

ARTICLE 5: Shall the RSU be authorized to expend \$3,036,174 for **Student and Staff Support**? This

covers salaries and benefits for Guidance, Health Services, Curriculum, Professional Development, Libraries, Academic Testing, and Technology Department.

ARTICLE 6: Shall the RSU be authorized to expend \$817,310 for **System Administration**?

Provides salaries and benefits for offices of the Superintendent, Finance, and Development. Includes property and liability insurances, advertising, dues and fees, legal fees, auditing expenses, supplies, and lines for Board of School Directors.

ARTICLE 7: Shall the RSU be authorized to expend \$1,684,830 for **School Administration**?

Covers salaries and benefits for principals, assistant principals, school secretaries. Includes equipment (copiers, etc.) and repairs, supplies, dues and fees, contracted services.

ARTICLE 8: Shall the RSU be authorized to expend \$2,514,256 for **Transportation and Buses**?

For salaries and benefits for drivers, bus aides, mechanics, and supervisors. Principal and interest for bus purchases and leases, fuel costs, insurance, equipment and supplies.

ARTICLE 9: Shall the RSU be authorized to expend \$4,137,894 for **Facilities Maintenance**?

Covers salaries and benefits for custodial and maintenance workers and supervisory staff. Includes non-labor costs for building repairs and maintenance, contracted services, and supplies.

ARTICLE 10: Shall the RSU be authorized to expend \$2,452,520 for **Debt Service and Other Commitments**?

This covers principal and Interest for Kennebunk Elementary School and Middle School of the Kennebunks (shared by Kennebunk and Kennebunkport) as well as renovation funds for capital improvement work at each of the district's buildings.

ARTICLE 11: Shall the RSU be authorized to expend \$98,991 for **All Other Expenditures**? This covers the district’s contribution toward the school nutrition program. All other costs for this program are covered by lunch fees.

ARTICLES 12 THROUGH 14 RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET

ARTICLE 12: Shall the RSU appropriate \$29,841,617 for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and shall the RSU raise and assess the amount set forth below 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?

Total Appropriated (by municipality)		Total raised (and RSU assessments by municipality)	
Town of Arundel:	\$6,294,373	Town of Arundel:	\$3,359,273
Town of Kennebunk:	\$18,785,540	Town of Kennebunk:	\$17,114,693
Town of Kennebunkport:	\$4,761,704	Town of Kennebunkport:	\$4,761,704
RSU Total Appropriated:	\$29,841,617	RSU Total Raised:	\$25,235,669

Explanation: The RSU’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 RSU must raise and assess in order to receive the full amount of state dollars.

ARTICLE 13: Shall the RSU raise and appropriate \$535,825 for the annual payments on debt service previously approved by the RSU voters for non-state-funded school construction projects, non-state-funded portions of school construction projects and minor capital projects in addition to the funds appropriated as the local share of the RSU’s contribution to the total cost of funding public education from kindergarten to grade 12?

Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the RSU’s long-term debt for major capital school construction projects and minor capital renovation projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the RSU voters.

ARTICLE 14: (Written ballot required). Shall the RSU raise and appropriate \$6,964,065 in additional local funds which exceeds the State’s Essential Programs and Services allocation model by \$6,236,636 as required to fund the budget recommended by the School Board?

The School Board recommends \$6,964,065 for additional local funds and gives the following reasons for exceeding the State’s Essential Programs and Services funding model by \$6,236,636. The additional local funds represent local costs to support the district’s school programs that are not included in the state’s funding model including costs for special education programming, transportation, co-curricular, food service and extra-curricular programs and teacher salaries.

Explanation: The additional local funds are those locally raised funds over and above the RSU'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 RSU budget for educational programs.

ARTICLE 15 SUMMARIZES THE PROPOSED SCHOOL BUDGET

ARTICLE 15: Shall the RSU authorize the School Board to expend \$38,947,467 for the fiscal year beginning July 1, 2014 and ending June 30, 2015 from the RSU'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?

ARTICLE 16 AUTHORIZES EXPENDITURE OF GRANTS AND OTHER RECEIPTS

ARTICLE 16: In addition to amounts approved in the preceding articles, shall the School Board be authorized to expend such other 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?

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

ARTICLE 17: Shall Regional School Unit No. 21 appropriate \$110,789 for adult education and raise \$57,827 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?

ARTICLE 18 AUTHORIZES A TRANSFER TO THE CAPITAL RESERVE FUND

ARTICLE 18: Shall the Regional School Unit Board be authorized to transfer up to 25% from unexpended balances, if any, at the end of the 2013-2014 fiscal year to the School Capital Reserve Fund provided that the final determination of the amounts to be transferred will be made after review of the audits for that fiscal year and further provided that said funds may only be expended upon express authorization of the Regional School Unit voters?

ARTICLE 19 AUTHORIZES AN EXPENDITURE FROM THE RESERVE FUND FOR CAPITAL REPAIRS

ARTICLE 19: Shall the School Board be authorized to expend up to \$130,000 from the RSU's previously established Capital Reserve Fund to complete capital repairs at Sea Road School, Kennebunk Elementary School, and Kennebunk High School during the 2014-2015 school year?

IMPORTANT DATES TO REMEMBER

Monday, May 19
District Budget Meeting
7:00 p.m.

Kennebunk Elementary School Gymnasium

At this meeting, the voters present will cast their ballots on each of the warrant articles outlined in this report.

Tuesday, June 10
Budget Referendum
At Town Polling Places

On this date, each resident will be asked to cast a ballot to approve the budget as adopted at the April 30 meeting, including the expenditure of capital reserve funds.

Administration

Andrew R. Dolloff
Superintendent of Schools

Sara L. Zito
Assistant Superintendent

Bruce A. Rudolph
Business Administrator

Susan L. Martin
Director of Special Services

Jamie Jensen
Director of Technology

Board of School Directors

Kevin Knight
Chairperson

Brad Huot
Vice Chairperson

Bob Domine
Matt Fadiman
Amy Johnson
Art LeBlanc
Diane Robbins

Frank Drigotas
Tim Hussey
Maureen King
Erin Nadeau
Susan Sinnott-Curran

Meggie Carroll and Timothy Walsh
Student Representatives

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