

**BRUNSWICK SCHOOL DEPARTMENT  
REVENUE AND EXPENSE REPORT FOR MARCH, 2017**

School Year 2016-17

<b>Revenues</b>	<b>Annual Budget 6/30/2017</b>	<b>Revenues through 6/30/2017</b>	<b>Remaining Bal.</b>	<b>% Collected</b>
Unapprop. Fund Bal.	2,599,363.00	0.00	2,599,363.00	0.00%
U.S Bonds	0.00	0.00	0.00	0.00%
State Subsidy	10,976,063.00	8,431,518.06	2,544,544.94	76.82%
Federal Subsidy	0.00	0.00	0.00	0.00%
Local Share	23,883,771.00	23,883,771.00	0.00	100.00%
Tuition	83,339.00	52,303.56	31,035.44	62.76%
Misc.	63,000.00	45,161.09	17,838.91	71.68%
Other	90,000.00	90,000.00	0.00	0.00%
<b>Total Revenue</b>	<b>37,695,536.00</b>	<b>32,502,753.71</b>	<b>5,192,782.29</b>	<b>86.22%</b>

  

<b>Expenses By Warrant Number</b>	<b>Approved 6/8/16</b>	<b>Adjustments</b>	<b>Revised Budget</b>	<b>Expended Through 3/31/2017</b>	<b>Encumbrances</b>	<b>Remaining Bal.</b>	<b>% Remaining</b>
1 Regular Instruction	16,235,965.41	76,763.00	16,312,728.41	8,918,885.13	6,157,608.29	1,236,234.99	7.58%
2 Spec. Ed. Instruction	5,079,301.22		5,079,301.22	3,215,485.88	1,901,226.83	-37,411.49	-0.74%
3 CTE	832,627.15		832,627.15	693,855.90	0.00	138,771.25	16.67%
4 Other Instruction	777,449.27	3,853.00	781,302.27	482,898.78	69,496.50	228,906.99	29.30%
5 Student & Staff Support	3,546,704.94	-87,116.00	3,459,588.94	2,216,785.95	984,418.26	258,384.73	7.47%
6 System Administration	945,296.80		945,296.80	779,568.49	237,508.21	-71,779.90	-7.59%
7 School Administration	1,564,840.00		1,564,840.00	1,069,742.48	435,161.87	59,935.65	3.83%
8 Transportation	1,898,703.18	6,500.00	1,905,203.18	1,406,566.84	372,790.42	125,845.92	6.61%
9 Operation & Maintenance	4,925,581.00		4,925,581.00	2,952,406.55	595,529.00	1,377,645.45	27.97%
10 Debt Service	1,687,512.03		1,687,512.03	0.00	1,612,762.03	74,750.00	4.43%
11 All Other	90,000.00		90,000.00	90,000.00	0.00	0.00	0.00%
12 Adult Education	111,555.00		111,555.00	111,555.00	0.00	0.00	0.00%
<b>Total Budget</b>	<b>37,695,536.00</b>	<b>0.00</b>	<b>37,695,536.00</b>	<b>21,937,751.00</b>	<b>12,366,501.41</b>	<b>3,391,283.59</b>	<b>9.00%</b>

## Brunswick School Board

### Strategic Plan (Adopted October 2016)

#### VISION: *Where We Want To Be*

Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community; our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students; and our schools are the heart of our community.

#### MISSION: *What We Do*

We provide a comprehensive, rigorous, and student-centered program. We equip students with the skills necessary to communicate effectively, to think critically and creatively, to confront challenges with resilience, and to engage with the larger world with thoughtfulness and empathy.

We offer a curriculum and programs that are responsive to the needs of individual students, we cultivate the talents of an outstanding staff, we sustain relationships that allow us to draw strength from our considerable community resources, and we encourage students to participate actively in their own education.

### Objectives (Planned for February-August 2017)

#### STUDENT SUCCESS

- Adopt revised graduation standards.
- Conduct workshop, with presentation from administration, focused on best practices for whole student development and cohesive social support.
- Support development of summer programs.
- Support administrative, committee, and board decisions that are responsive to goals identified in the strategic framework, particularly related to mental health supports.

#### PROFESSIONAL EXCELLENCE

- Conduct workshop, with presentation from administration, focused on best practices, implementation, and current challenges, to cultivate risk-taking and innovative programming, particularly related to differentiation and multiple pathways.
- Adopt policies that recognize "Option 6" issues.
- Review implementation of year 1 of teacher-evaluation process.
- Hire a building principal for HBS.

#### COMMUNITY CONNECTIONS

- Provide information to develop community understanding of issues related to facilities bond referendum.
- Invite legislative representatives to meet and discuss issues.
- Develop communication strategy.

Brunswick School Board  
Joy Prescott, Chair  
46 Federal Street, Brunswick, ME 04011

April 12, 2017

Joint Standing Committee on Education and Cultural Affairs  
Senator Brian Langely, Co-Chair  
Representative Victoria Kornfield, Co-Chair  
Cross State Office Building, Augusta, ME 04333

Dear Senator Langley, Representative Kornfield, and Committee Members,

This week marks the conclusion of MEA testing in our schools, a time of year that has long existed but with growing apprehension. With inconsistent tests year to year, more demands on student time, short preparation time for faculty, and greater financial implications, the MEA wastes time and lowers morale.

The Brunswick school board supports assessments of students. They provide important information to faculty, administrators and board members, data that informs our programmatic decisions each budget year. However, when test change every year, and when test results are not provided in a timely manner, it is impossible for us or for the state to get an understanding of student achievement. There is no way to compare year over year or cohort to cohort results as every year the students are taking different tests. From the NWEA to Smarter Balance and now to Measured Progress, we are losing valuable information because of indecision by the Legislature and Department of Education. Bad decisions are compounded by your committee and the department rushing to try and fill a gap. This fire drill management style has to stop so that the hours our students spend taking these assessments and the administrative hours proctoring them are not wasted.

Our students and schools are negatively affected in several ways, including:

- The most recent iteration of the MEA is nearly six hours long for students in grades 3 to 8. It will be even longer in fifth and eighth grade, because the MEA Science component adds two hours. This is an unreasonable amount of time spent on assessments. In contrast, high school juniors will take the SAT, a test which lasts just under three hours, with an optional 50-minute writing section. If juniors can be assessed in less than half of a school day, it is difficult to understand why 9-11 year olds need to sit for 6-8 hours of testing.
- It is not just student time that is wasted. At our junior high our teachers are switching rooms to accommodate the demands on our IT infrastructure. Our library will need to be closed to the rest of the building every morning. During any time in which testing occurs, no other student computer use can occur because bandwidth is not sufficient to support the intensive computer use.
- At our elementary school, 10 classrooms were temporarily transformed into testing labs to accommodate almost 550 students completing two tests per day for 4 days of the week. Conference rooms and office spaces throughout the building were also unavailable for other uses because they were used for students who have accommodations. The school also borrowed computers from the high school, so computer work scheduled in that building was also affected.
- Based on the testing experience during last year's MEA, this means that almost a full week of instructional time was lost for each classroom.
- Results from tests completed in March 2016 were not provided to districts until February 2017, and individual reports for students were not available until March 2017, almost exactly one year after tests were completed, providing very little useful information for students, parents, teachers or districts.

The apparent futility of all of this only serves to lower morale in our schools and takes faculty away from doing what we pay them to do, teach our children.

The Assessment Task Force established by your committee was instructed to reduce the amount of time students spend on standardized tests, how does the current test achieve this objective? Based on review discussions of the task force, the term "don't rush" appears repeatedly - yet that appears to be exactly what was done. The selection of an assessment in accordance with the objectives of the Task Force was the responsibility of the Department of Education and oversight of that decision was the responsibility of the committee. It is not clear this decision is serving the best interest of our students.

Where does that leave us as a school district? Once again a test was administered to measure our students against standards that fail to meet the objectives outlined by the legislature. Once again, it is unclear whether test results will be provided in a timely manner in the future, which renders this entire exercise as futile.

It is important that this letter is not construed to mean Brunswick doesn't support assessments. We have great teachers who work with all students to achieve success and as a school board we welcome the opportunity to demonstrate our strengths and learn about our weaknesses. However, to continue to ask our students and faculty to participate in excessive testing, particularly for grades 3-8, without any benefit is unacceptable. This letter is sent in the hopes that the Legislature will set clear guidelines for the Department to choose an assessment and to provide results of assessment in a timely manner, support the Department as they push back against federal mandates that threaten our Title I funds, and work with the Department to ensure that, whatever the end result, it serves Maine students.

Sincerely,  
Brunswick School Board

---

Joy Prescott, Chair

---

Jim Grant, Vice-Chair

---

Mandy Merrill

---

Ben Tucker

---

Teresa Gillis

---

Corey Perreault

---

Sarah Singer

---

Elizabeth Sokoloff

---

William Thompson

Cc: Robert Hasson, Acting Commissioner of Education  
Brownie Carson, Maine Senate, District 24  
Mathea Daughtry, Maine House of Representatives, District 49  
Ralph Tucker, Maine House of Representatives, District 50  
Joyce McCreight, Maine House of Representatives, District 51