

MSAD 52
Board Workshop
November 13, 2012

Regular Instruction

Books for classroom libraries
Positions and salaries
Pre K results?
Class sizes
Instructional coaches in Literacy and Math
How can we reallocate our resources?
Social work Pre K to 12
Transition to school services (Pre K and K)
Administrative input – Teacher:student ratios
Smaller #s K-2 Under 20 or 18
Larger class size gets assistance
4th-6th = 18-20
Students with needs – help in those classrooms
Professional development should be focused and based on goals– teachers need to be in classrooms
Technology teaching – review purpose
Increase professional development K-12 focused on Common core standards
Continue interventions for at-risk students in specific skill areas
Increase collaboration across district generally and among interventionists (District wide teams)
Consider flexibility with scheduling to meet Common core standards
Staffing analyzed based on student counts and student's needs (including interventions)
Programs –
Expand EDM tools (Premiere with ADS)
Maintain current math resources
Explore savings by eliminating duplicate programming
Explore Lucy Caulkins specific grade level writing resources (K-8)
Examine literary analysis units of study (9-12)
Continue supporting professional development opportunities for reading/writing/math
Support reading through classroom libraries and book rooms (multiple copies)
Relating cuts to effect on student achievement, behavior. Want to know the impact, or not, relating to goals
Commitment to a class size #?
Need information earlier
Should we continue exploring restructuring move of 6th grade to Tripp Middle School?

Special Education

Audit

Class sizes (caseloads)

Understanding the process of identification

Out of district placements

How do we feel about sending our students to out of district placements?

Day treatment- impact study

Functional life skills K-5?

Special Education Director support

Out of district vs. staff/programs in-district

Are we exhausting all strategies and options before placing in Day treatment of out of district?

Increase professional development K-12 focused on meeting needs of students with learning disabilities

Increase time for special ed teachers to collaborate with all staff working with this population

Database for adaptive equipment/supplies/supports and where it is and who it can help

Expand Gifted/Talented program beyond academics (i.e. music and art)

Assure a clear understanding to public that Board/District is doing everything they can to uphold Special Ed laws and mandates, and still connect to district goals. An explanation to public what must be done in clear language.

Are we delivering services in the most cost efficient ways? Are there other options?

Audit of effectiveness and efficiency of delivery of services.

Examine staffing needs – Behavior Specialist, Social Workers, Teachers, Ed Techs...

Analyze cost of in district vs. out of district placements – function skills (life skills) K-4

Examine transitioning programs

Technology

1:1 How effective compared to alternatives?

Should they take them home?

Damage/Insurance

Exploring how it can improve student achievement

Remaining up to date with software, hardware, and training

Do we have existing technology that could be put to better use?

Do we need more staff training?

Development of long range plan

MLTI participation – pros and cons

Maintaining “Trickle down” technology

User friendly, family friendly website

Continue math games/books etc. linked to website

Database of district subscriptions and resources based on subject/appropriate grade that is centrally located.

Continue integration of technological devices for classroom teachers and implement use of technological devices for specialist teachers

Examine MLTI at Tripp – insurance, instruction, purchase options, (current and next deployment)

Examine LAHS technology purchase options

- MLTI deployment

- Insurance options

- Student machines

- Computer labs

Staffing – integration vs. classrooms

Examine K-6 student technology – computer labs, netbooks/laptops, professional development for technology staff

Bring your own device

Technology for technology’s sake?

How updated is technology here, what’s the long-term plan?

How many use it to its best advantage?

Do teachers still need technology training? Where are they in the training process? Do we still need trainers?

Sports/Extra-Curricular

Are we okay with volunteer head coaches?

Freshmen sports?

Can we support (financially) all that we currently have? (travel, facilities, staffing, fields, etc.)

Equitably funding activities

Consistent enrichment activities during/after school

Reinstate afterschool band (in addition to current band program)

Maintain a healthy sports programs and healthy alternatives for non-athletes (good balance)

What is the level of participation?

Should all of our coaches be paid a stipend? If no, how do we choose who gets one and who doesn't?

What is the cost per student for each activity and are those costs reasonable?

Examine funding options – area businesses partnering? Pay to play? Advertising?

MPA discussions concerning division play/distance to competitions? Boosters?

Examine volunteer vs. stipend positions

Examine extra-curricular activities at elementary level (DI, Robotics, Yearbook, Music,

Homework club, Afterschool clubs, transportation?)

Pay to play?

Are we proportionally supporting all extra-curricular activities \$ per participants

Shouldn't be raising all own funds to support activities

Formulas for financial support

Administrative/Board direction

Coaches – stipends vs. volunteers

Administration

Increase administrative presence in classrooms (continue where it is happening)

Consider reinstating Literacy and Math specialists

What is the expectation for each building – one for each to begin with?

Explanation of what the roles are for each building administrator

Audit of other districts and comparison- if we are where we want to be we need to defend it

Focus all decision on district goals

Job shadowing administrators

Independent review of staffing

Prioritization of administrators' functions

Audit

Talk to MSMA (Maine School Management Association)

Clarify the roles of Administrators

Full-time vs. Part-time

Examine staffing – volunteer coordinators, support staff, administration

Maintain professional development in-house as well

Don't cut building administrators – we need them increased presence is helpful and necessary to support student growth

Study – administrative structure

Transportation

Length of time students spend on buses

K-12 bussed together?

Maintaining or replacing vehicles

Outsourcing transportation (mechanic services)

Are we getting a clear message to district why bus routes/times are what they are?

Should Board review the guidelines of bus times?

What does a change cost?

Is there a connection between long or crowded ride and student behavior?

Limit on # of different stops/locations a student can have

Condition of bus fleet – slowed replacement cycle

Specialized transportation

Additional support in the Transportation Office

Office space for Transportation Director and Support

Explore leasing options for bus fleet

Examine staffing – substitutes, etc.

Examine outsourcing of fleet maintenance – is it working?

Do not outsource

Continue to re-work bus routes for efficiency

Investigate bus conditions/age and replacement schedule

Evaluation conditions of buses since storage was no longer indoors

Bus driver training – student management

Need for drivers – trips; assignments

Working condition of bus fleet

Facilities

Examine building needs – painting rotation, flooring replacements, repairs to walls, roofing, parking lots (inc. paint), ADA compliance (walkways, exits, lighting), preventative maintenance (Soffits, AC in server room)

Explore outsourcing/maintenance contracts for cleaning, fields and lawns, and snow removal

Explore “green” initiative – recycling, partner with area businesses (Cascade)

Needed maintenance and repairs

How our facilities and grounds appear to the public

Mowing and plowing

Configuration of facilities

Penny-wise and pound-foolish

Buildings look great

Grounds look great

Prioritize a plan for long term needs, building by building

Are all spaces adequate and used efficiently?

Director needs more time to focus on this

Investment in facilities

Develop long-range capital improvement plan

Replenish Capital repair reserve fund?

Development of long range plan

Maintenance – Outsourcing vs. In-house

Custodial – Outsourcing vs. In-house

Remove carpets (except in music rooms)

Continue reviewing repairs needed/scheduled

Clean existing carpets regularly (mold and allergies an issue)

Painting schedule – more thorough cleaning

Review placement of light sensors

Food Service

Explore efficiencies – updated equipment and staffing

Explore free/reduced lunch participation (effects on funding)

How much food is being thrown away?

How can we maintain the balance between offering healthy foods and keeping the costs down?

All very pleased! Continue to strive to be the best!

Continue local contribution

Progressive equipment upgrades

School board meeting snacks?

Continue healthy choices

Review ala carte pricing is break even the goal?

Consider healthier breakfasts – less sugar

Adult Education

Examine staffing – support
Explore space options – need more space for class offerings, staffing
How does Adult Ed impact our budget?
What are the needs of our 3 communities?
Is the level of participation adequate for the costs?
Are we offering what the community wants and needs?
Increased community offerings – work certificates
Long term space, efficient use?
Staffing
Administrative support
Consideration of 16-20 yr. old subsidy needed
Space
Competing with local businesses
Clearer partnership with high school for at-risk students (more options)
Continue offering college classes for staff

Budget Process

Interaction amongst all parties is foremost
Could we involve parent groups in this process – reach out more personally to solicit their input?
Get the public involved NOW, not wait until March
Continue with providing an overview at the first public meeting “Big Picture”
How can we avoid having the budget vote fail on the first try?
How to avoid “we” and “they” mentality
How do we avoid making emotional decisions?
Who owns this budget? Administration or School Board?
Positions vs. People
Trust in the process (Administrative recommendations)
Board recommendations (All-in)
Board expectations before process/budget development (i.e. % increase budget to budget and where this money comes from)
Budget validation – put question on ballot during referendum to eliminate 2-step vote
Present all articles together – summary by administrators at beginning, review before each warrant discussion
Maintain respect among all stakeholders
Continue sharing info through Google docs
Expand notices – post in Courier, town offices, website, cable, etc.
Communication with town officials – share changes with in towns as well as schools, where increases come from (why?), what are area towns doing?
More information, communication, and meetings on the process
Earlier information
How any proposed cuts/adjustments will affect education directly or indirectly
It’s okay to change things if they aren’t working
Hang on to contingency \$

This meeting is a great first step

Need a target from the Board as initially developing budget

Function of sub committees

Better communication of facts from central office to staff AND community (use technology)

Continue TV coverage