



# Maine School Administrative District No. 6 BUDGET ADVISORY COMMITTEE

## GENERAL FUND BUDGET

FY **24**



Bonny Eagle High School



Bonny Eagle Middle School



Buxton Center Elementary School



Hollis Elementary School

## **BAC MEETING PACKET**      **Thursday, January 05, 2023**



George E. Jack Elementary School



Edna Libby Elementary School



Steep Falls Elementary School



H.B. Emery Jr. Memorial School



Frank Jewett School



Jack Memorial School

Buxton

Hollis

Limington

Standish

Frye Island



# Budget Advisory Committee

## **BAC AGENDA**

Thursday, January 05, 2023

6:00 - 7:30 pm

Central Office Conference Room

1. Welcome - TODD DELANEY, Chair / ERIC KUNTZ, Vice-Chair
  2. Public Comments
  3. Ground Rules and Norms
  4. Rules for Public Comments at BAC Meetings
  5. Approve Minutes of Previous Meeting
- 
6. Unfinished Business from Previous Meeting
    - What are the most important concepts and issues that you would like to understand about the Budget?
  7. SCHOOL BUDGETS 101
    - Demystifying the Budget
    - Overview of Current 2022-23 Budget
    - Review Historical Financial Data
  8. Group Discussion / Q & A
  9. Next Steps
  10. Public Comments
  11. Adjournment

Respectfully submitted  
William Brockman

## Ground Rules and Norms

- Respect ideas/comments from all Committee members.
- Have a positive attitude.
- Trust the process - be open minded - no preconceived ideas.
- Consider the district as a whole – don't be territorial.
- Eliminate sidebars when someone has the floor.
- Begin and end meetings on time.
- Communicate with the community.
- Make decisions that are in the best interest of students and learning.
- Encourage creative thinking – explore all options
- Begin every meeting by announcing what the public comment rules are and end meetings with an opportunity for public comment

All questions from the group should be directed to the Chairperson or the presenter.

## Rules for Public Comments at BAC Meetings

Public comment from residents of MSAD6 towns will be allowed at the following times during MSAD6 Budget Advisory Committee meetings in 2023 and 2024

- At the beginning of the meeting.
- At the end of the meeting before adjournment.

At other times during the meeting, usually between topics, at the discretion of the Chair. If it appears that progress on the agenda is lagging, the Chair may restrict the times when comments are allowed during the meeting. At any other time when a Committee member asks for and receives unanimous consent for a non-member to speak.

A person who wishes to comment will be asked to state his/her name and town of residence, and the person will be asked to be concise and brief. Comments stated by others should not be repeated, except that expressing agreement is acceptable.

At each comment opportunity, the time limit is 3 minutes per person and 10 minutes in total. The Chair will monitor and call time as may be necessary.

A comment that is a question may or may not receive a response, at the Committee's discretion. It is not the purpose of this public comment opportunity to allow a back-and-forth discussion with a commenter, unless the Committee so desires.

An attempt will be made to fairly record in the meeting minutes the substance of the public comments, but the Committee does not guarantee completeness or accuracy.

The Committee at any time may vote to modify or rescind these public comment rules.



## MINUTES OF PREVIOUS MEETING

Budget Advisory Committee  
Meeting Minutes  
Thursday, December 15, 2022 at 6:00 p.m.

Next Meeting: January 5, 2023 at 6:00 p.m.

The video recording of this meeting can be found at the BETV YouTube site [BAC Meeting 12/15/22](#)

[BAC Meeting packet 12/15/22](#)

**Call to Order:** 6:04 p.m.

**1. Welcome:**

Superintendent Clay Gleason welcomed all those in attendance. He notified those present that the meeting is being recorded. Mr. Gleason spoke to how unique the district is by using this process to involve citizens in the development of the school budget.

**2. Ground Rules & Norms:**

Mr. Brockman reviewed the Ground rules and Norms that can be found in the meeting packet. All packet information can be accessed at:

Mr. Blier – can they bring in other municipal officers from other towns that are within the district. Must complete an application and be submitted to the Finance-Facilities Committee.

**3. Public Comments:**

The following members of the public were recognized by the Superintendent. Mr. Gleason explained that the Budget Advisory Committee meetings would follow the same guidelines that School Board meetings and to keep comments concise. The public comment session may be viewed in the recording of the December 15, 2022 BAC meeting which as been posted on the BETV YouTube site <https://www.youtube.com/@bonnyeagletv/playlists>

Vickie Shane – Ms. Shane is a resident of Buxton. To see Ms. Shane's full statement please see minute marker 23:55 of tonight's meeting

Eric Bleiken – Mr. Bleiken is a resident of Standish. To see Mr. Bleiken's full statement please see minute marker 26:00 of tonight's meeting.

Charity Boedeker – Ms. Boedeker is a resident of Standish and also a member of the Budget Advisory Committee. To see Ms. Boedeker's full statement please see minute marker 29:23 of tonight's meeting.

**4. Election of Officers:**

**Chair:**

**Motion by Mr. Bussiere; seconded by Ms. Boedeker**  
To Nominate Mr. Todd Delaney as Chair of BAC.

**Motion by Ms. Cox; seconded by Ms. Weyrauch**  
To Nominate Ms. Kate McDonald as Chair of the BAC

The two BAC Chair nominees were given a few minutes to share with the BAC members their background and experience that would assist them in becoming this year's BAC Chair.

***Mr. Delaney is elected the Budget Advisory Chair for 2022-2023 by a majority vote of 13-10.***

**Vice-Chair:**

**Motion by Mr. Bussiere; seconded by Mr. Delaney**  
To Nominate Ms. Charity Boedeker as Vice-Chair

**Motion by Ms. Creutz; seconded by Ms. McDonald**  
To Nominate Mr. Eric Kuntz as Chair of the BAC

The two nominees were given the same time allotment to share why they felt they would serve well in the Vice-Chair capacity.

***Mr. Kuntz is elected the Budget Advisory Vice-Chair for 2022-2023 by a majority vote of 14-8***

Mr. Delaney discussed the BAC schedule with the options of meeting in person, hybrid, or holding meetings via Zoom. The majority of the committee was in favor of holding all future meetings in person. He asked the committee to be attentive to emails for any meeting adjustments due to inclement weather.

**5. Rules for Public Comments at BAC Meetings**

Mr. Brockman reviewed the Rules for Public Comments which can be reviewed within the meeting packet on page 5

[https://www.bonnyeagle.org/budget/m\\_s\\_a\\_d\\_6\\_budget\\_information](https://www.bonnyeagle.org/budget/m_s_a_d_6_budget_information)

## MINUTES OF PREVIOUS MEETING

### 6. Purpose and Functions of the BAC:

The purpose of the Budget Advisory Committee (BAC) shall be to:

- a. Bring transparency to our budget process and provide a channel for feedback from stakeholders (teachers, staff, students, parents and community).
- b. Provide the Board and administration with a community view point
- c. Enhance community understanding of district goals, policies and initiatives
- d. Ensure active community participation in and an understanding of the MSAD 6 budget planning and development process
- e. Provide input to the Board and administration on budget plans that support district goals, policies and initiatives.

### 7. Responsibilities of the Superintendent and Business Manager:

- A Budget Calendar and timeline
- An outline of each step in the budget building process as well as the person(s) responsible for completing each activity.
- Detailed information concerning State Requirements, funding sources and Fund balance utilization
- Preliminary Board and Superintendent goals, priorities and expectations.
- At least 5 years of historical financial data including the most recent audit report.
- At least 3 years of momentum projections of future revenues and expenses.
- Current year income and expenses for all programs.
- A preliminary estimate of income/expenses for the coming year.

### 8. Expectation of BAC Members:

The scope and authority of members of the BAC is limited to that assigned by the Board and is only advisory in nature. BAC expectations may be found beginning on page 15 of the meeting packet and may also reference **Policy DBA (formerly DB-R)** [Link to Policy DBA](#)

### 9. BAC Recommendations to administration and the Board:

All recommendations emanating from the BAC shall be submitted to the Superintendent and the Finance/Budget Committee shall be considered advisory in nature. The MSAD 6 School Board retains its legal responsibility to adopt the final budget.

### Review Future Meeting Times and Dates:

The committee reviewed the Budget Development timeline.

Thursday – 01/05/23

Thursday – 01/19/23

Thursday – 02/02/23

Thursday – 02/09/23

Thursday – 02/16/23

Thursday – 03/02/23

Thursday – 03/16/23

Thursday – 03/30/23

Thursday – 04/06/23

Thursday – 04/13/23

### 10. Group Q&A:

- Mr. Blier would like to see more exact figures on tax impacts for each town.
- Ms. Walton is interested in long-range planning for keeping buildings safe and maintained.
- Mr. Leach would like to see information referencing results-based financing
- Mr. Bussiere is interested in looking at overhead costs related to Facilities
- Mr. Burns requested testing/data results in regards to previous implemented programs
- Ms. Cox would like to ensure educators feel respected, trusted and to promote retention of staff.

To view the complete discussion, please reference minute marker 1:04:36 of the recorded meeting.

<https://www.youtube.com/playlist?list=PL7MEcgTOoe6A93o3ROLmVgmYR9DL3Es9f>

**Next meeting:** Will be held on Thursday, January 5, 2023

The meeting adjourned at 7:34 p.m.

**UNFINISHED BUSINESS FROM PREVIOUS MEETING**

**What are the most important concepts and issues the BAC would like to understand about the School Budget?**

**GATHERED FROM PREVIOUS MEETING**

- Mr. Blier would like to see more exact figures on tax impacts for each town.
- Ms. Walton is interested in long-range planning for keeping buildings safe and maintained.
- Mr. Leach would like to see information referencing results-based financing
- Mr. Bussiere is interested in looking at overhead costs related to Facilities
- Mr. Burns requested testing/data results in regards to previous implemented programs
- Ms. Cox would like to ensure educators feel respected, trusted and to promote retention of staff.

**ANY ADDITIONAL CONCEPTS AND ISSUES?**



## SCHOOL BUDGETS 101 - DEMYSTIFYING THE BUDGET PROCESS



This section is intended to provide a framework for the BAC, School Board and others to gain a better understanding of the budget process and the roles of the individuals responsible for planning, developing, preparing, implementing and monitoring the annual budget.

- DEFINITION OF THE BUDGET PROCESS
- UNDERSTANDING THE BUDGET PROCESS
- THE MISSION OF THE BUDGET PROCESS
- COMMUNICATION AND INVOLVEMENT
- THE FOUR PRINCIPLES OF THE BUDGET PROCESS
- DECISION MAKING PROCESS
- THE TWELVE ELEMENTS OF THE BUDGET PROCESS
- DESIGN AND DELIVERY FLOWCHART
- RECOMMENDED BUDGET PRACTICES
- MULTIYEAR FINANCIAL PLANNING
- FUND BALANCE EXPLAINED

SCHOOL BUDGETS 101 - • DEFINITION OF THE BUDGET PROCESS

The district operating budget, sometimes referred to as the "general fund budget," is the document that details the financial plan of the school district for one fiscal year. The annual budget is perhaps an entity's most vital document and should be developed using all of the most current and accurate information, tools and techniques available. The budget is not just a financial plan; it also has legal implications, which are delineated in the "Understanding the Budget Process" section of this guide. Furthermore, the budget process does not end with the adoption of the budget. Instead, the budget is a document that must be monitored and amended/adjusted from time to time, as needed. This framework presents a definition and mission statement for the budget process. It also presents a structure for the overall budget process consisting of four principles of the budgetary process and twelve budgetary elements. Budgetary elements are essential component of each principle. This framework is intended to serve as a tool to assist the Superintendent and School Board in developing an annual budget that involves all stakeholders and reflects their needs and priorities and serves as a positive force in maintaining good public relations and enhances citizens' overall impression of the school system.

A good budget process is far more than the preparation of a legal document that appropriates funds for a series of line items. Good budgeting is a broadly defined process that has political, managerial, planning, communication, and financial dimensions. The following definition recognizes the broad scope of the budget process and provides a base for improvement of budget process.

**"The budget process consists of activities that encompass the development, implementation, and evaluation of a plan for the provision of services and capital assets."**

**"A good budget process:**

- **Incorporates a long-term perspective,**
- **Establishes linkages to broad organizational goals,**
- **Focuses budget decisions on results and outcomes,**
- **Involves and promotes effective communication with stakeholders,**
- **Provides opportunities for the community, board, administration and staff members to work continuously to improve the process."**

These key characteristics of good budgeting make clear that the budget process is not simply an exercise in balancing revenues and expenditures one year at a time, but is strategic in nature, encompassing a **multi-year financial and operating plan** that allocates resources on the basis of identified goals. A good budget process moves beyond the traditional concept of line item expenditure control, providing incentives and flexibility to managers that can lead to improved program efficiency and effectiveness.

SCHOOL BUDGETS 101 - • UNDERSTANDING THE BUDGET PROCESS

Budget and finance responsibilities can be onerous for new or even veteran board members. Most board members lack the expertise in managing a large budget, but that’s not their job. Their responsibility is to make sure the superintendent and his designated staff develop a realistic, balanced budget and manage all finances according to the legal and procedural mandates of the state.

Outline of the Budgeting Process

Here’s an outline of how we should develop the school district budget step by step in three sequential phases. These suggestions can help the board gauge the effectiveness of the district’s budgeting practices.

Phase I Understand the facts of the budgeting foundation

- The superintendent is ultimately responsible for preparing, presenting, interpreting, and administering the budget document.
- The budget document should result from the cooperative efforts of staff at the district and building levels. And should also include input from community members and municipal officials through a citizens review process.
- Preparing and modifying the budget is a continuous management process in conjunction with the strategic plan.

Phase II Build and adopt the budget document in this order:

- Define the strategic plan with its goals, objectives, and timeline.
- Prepare the spending plan, which translates the strategic plan into estimated costs.
- Construct the revenue plan by itemizing all income sources.
- Compare the spending and revenue plans for balance and make necessary adjustments.
- Review the budget document to ensure it accurately reflects and supports the strategic plan.
- Adopt the budget before the new fiscal year starts at the District Budget Meeting (DBM) and the Budget Validation Referendum (BVR)

Phase III Follow up

- Record the budget in the official board minutes, publish it, and send it to the DOE.
- Regularly monitor the budget document, making adjustments to reflect any change in district needs or resources.
- Throughout the year, consider various alternatives in the strategic plan and the budget so the two remain aligned.

SCHOOL BUDGETS 101 - • UNDERSTANDING THE BUDGET PROCESS (cont)

Budget Approval Process (State of Maine Law)

Instead of the Board of Directors finally approving the budget, district residents are responsible for approving the school budget, first at a District Budget Meeting (DBM), then by secret ballot vote by the Legislative Body (Voters), at a District Budget Validation Referendum (BVR).

• Budget Warrant

The warrant articles presented to the legislative body of the school unit for approval of the regional school unit budget must correspond to the categories of the cost center summary budget described below. In addition to expenditure and revenue cost center summary totals, the regional school unit board shall provide to voters a reasonably detailed breakdown for each major subcategory within each budget category.

• Cost Center Format

The school unit budget presented at the District Budget Meeting must consist of the following cost centers and supporting data:

- Expenditures Cost Center Format (Continued)

- (1) Regular instruction;
- (2) Special education;
- (3) Career and technical education;
- (4) Other instruction, including summer school and extracurricular instruction;
- (5) Student and staff support;
- (6) System administration;
- (7) School administration;
- (8) Transportation and buses;
- (9) Facilities maintenance;
- (10) Debt service and other commitments; and
- (11) All other expenditures, including school lunch

- Revenue sources:

- (1) Total education costs appropriated
- (2) Non-state-funded debt service costs approved
- (3) Additional local funds, if any

**SCHOOL BUDGETS 101 - • UNDERSTANDING THE BUDGET PROCESS (cont)**

**Budget Approval Process (State of Maine Law)**

A summary of total regional school unit expenditures, other optional local data showing the amount and percentage of changes proposed in the state allocation, the local share and the total regional school unit budget and related information determined appropriate by the regional school unit board of directors.

**- Budget Approval (DBM) Step 1:**

A school unit’s cost center summary budget must be approved at a District Budget Meeting and by a Budget Validation Referendum.

**- Budget Validation (BVR) Step 2:**

Following the development of the annual budget and its approval at a District Budget Meeting, a referendum must be held in the regional school unit to allow the voters to validate or reject the total budget adopted at the District Budget Meeting.

**- Budget Validation Referendum Voting:**

A regional school unit referendum must be initiated by a warrant prepared and signed by a majority of the regional school unit board directors. The warrant must be countersigned by the municipal officers in the municipality where the warrants are posted.

**- Validation Referendum Procedures:**

Referendum must be held on or before the 30th calendar day following the scheduled date of the District Budget Meeting. The referendum may not be held on a Sunday or legal holiday. The vote at referendum is for the purpose of approving or rejecting the total regional school unit budget approved at the District Budget Meeting. The regional school unit board shall provide printed information to be displayed at polling places to assist voters in voting. That information is limited to the total amounts proposed by the regional school unit board for each cost center summary budget category article, the amount approved at the District Budget Meeting, a summary of the total authorized expenditures and, if applicable, a statement that the amount approved at the District Budget Meeting includes locally raised funds that exceed the maximum state and local spending target.



SCHOOL BUDGETS 101 - • UNDERSTANDING THE BUDGET PROCESS (cont)

Budget Approval Process (State of Maine Law)

- A public hearing is not required before the vote.
- The warrant and blank absentee ballots must be delivered to the municipal clerk no later than the day after the date of the regional school unit budget meeting.
- Absentee ballots received by the municipal clerk may not be processed or counted unless received on the day after the conclusion of the regional school unit budget meeting and before the close of the polls.
- All envelopes containing absentee ballots received before the day after the conclusion of the regional school unit budget meeting or after the close of the polls must be marked "rejected" by the municipal clerk.
- **The article to be voted on must be in the following form:**  
  
**"Do you favor approving the (name of regional school unit) budget for the upcoming school year that was adopted at the latest (name of regional school unit) budget meeting?"**  
  
Yes    No"

Every 3 years, the voters in a regional school unit shall consider continued use of the budget validation referendum process. The warrant at the budget validation referendum in the 3rd year following adoption or continuation of the referendum process must include an article by which the voters of the school administrative unit may indicate whether they wish to continue the process for another 3 years. The warrant for the referendum to validate the fiscal year 2010-11 budget is deemed the 3rd-year warrant. A vote to continue retains the process for 3 additional years. A vote to discontinue the process ends its use beginning with the following budget year and prohibits its reconsideration for at least 3 years.

MISSION OF THE BUDGET PROCESS

The mission statement below identifies the central goal of the budget process. It incorporates both political and administrative aspects, as well as a responsibility to report and account for the provision of services and use of resources. Communication and involvement with citizens and other stakeholders is emphasized. The broad nature of the mission allows issues to be addressed that have limited the success of budgeting in the past.

**"The mission of the budget process is to help decision makers make informed choices about the provision of services and capital assets and to promote stakeholder participation in the process."**

SCHOOL BUDGETS 101 - DEMYSTIFYING THE BUDGET PROCESS

COMMUNICATION AND INVOLVEMENT

A company is not likely to remain in business if it does not stay in touch with its customers. While School Systems that are not in touch and do not have involved citizens must remain in business, the results are often not pleasant for the citizens or the district. Apathy is a serious illness of schools. It is in the best interests of district to have involved “stakeholders.” The term “stakeholder” refers to anyone affected by or has a stake in the school system. This term includes, but is not limited to: citizens, elected officials, students, teachers, administrators, other governments, and the media. It is vital that the budget process include all stakeholders. The budget process should accomplish the following:

Involve stakeholders,

- Identify stakeholder issues and concerns,
- Obtain stakeholder support for the overall budgeting process,
- Achieve stakeholder acceptance of decisions related to goals, services and utilization,

- Report to stakeholders on services and resource utilization, and serve generally to enhance the stakeholders’ view of school system.

The importance of this aspect of the budget process cannot be overstated. Regular and frequent reporting is necessary to provide accountability, educate and inform stakeholders, and improve their confidence in the district. Communication and involvement is an essential component of every aspect of the budget process.

FOUR PRINCIPLES OF THE BUDGET PROCESS

Principal I

Establish Broad Goals to Guide Decision Making

A school system should have broad goals that provide overall direction for the organization and serve as a basis for decision making.

Principal II

Develop Approaches to Achieve Goals

A school system should have specific policies, plans, programs, and management strategies to define how it will achieve its long-term goals.

NATIONAL ADVISORY COUNCIL ON STATE AND LOCAL BUDGETING - Government Finance Officers Association.

SCHOOL BUDGETS 101 - FOUR PRINCIPLES OF THE BUDGET PROCESS

Principal III

Develop a Budget Consistent with Approaches to Achieve Goals

A financial plan and budget that moves toward achievement of goals, within the constraints of available resources, should be prepared and adopted.

Principal IV

Evaluate Performance and Make Adjustments

Program and financial performance should be continually evaluated, and adjustments made, to encourage progress toward achieving goals. Elements of the Budget Process

Guiding Principles

Principles encompass many functions that cut across a governmental organization. They reflect the fact that development of a budget is a political and administrative process that also has financial and technical dimensions.

DECISION MAKING PROCESS

STEP 1 - STRATEGIC – The board crafts a strategic charge from district goals and priorities

STEP 2 - TACTICAL – The administration develops a tactical plan including specific steps and a timeline to carry them out

STEP 3 - TACTICAL/OPERATIONAL – Administration checks their plan with people “on the ground” to identify and adjust for operational realities

STEP 4 - OPERATIONAL – Tactical and Operational levels discuss intra-staff issues in order to identify adjustments required to facilitate implementation

STEP 5 - STRATEGIC - The board reviews the plan as tactically designed by administration and operationally refined by teachers to determine if it meets the board’s original strategic targets.

**SCHOOL BUDGETS 101 - THE TWELVE ELEMENTS OF THE BUDGET PROCESS**

**Principal I Establish Broad Goals**

- ELEMENT 1 - Assess Community Needs, Priorities, Challenges and Opportunities
- ELEMENT 2 - Identify Opportunities and Challenges for School Services, Capital Assets, and Management
- ELEMENT 3 - Develop and Disseminate Broad Goals

**PRINCIPLE II. Develop Approaches**

- ELEMENT 4 - Adopt Financial Policies
- ELEMENT 5 - Develop Programmatic, Operating and Capital Policies and Plans
- ELEMENT 6 - Develop Programs & Services That are Consistent with Policies & Plans
- ELEMENT 7 - Develop Management Strategies

**PRINCIPLE III. Develop Budget**

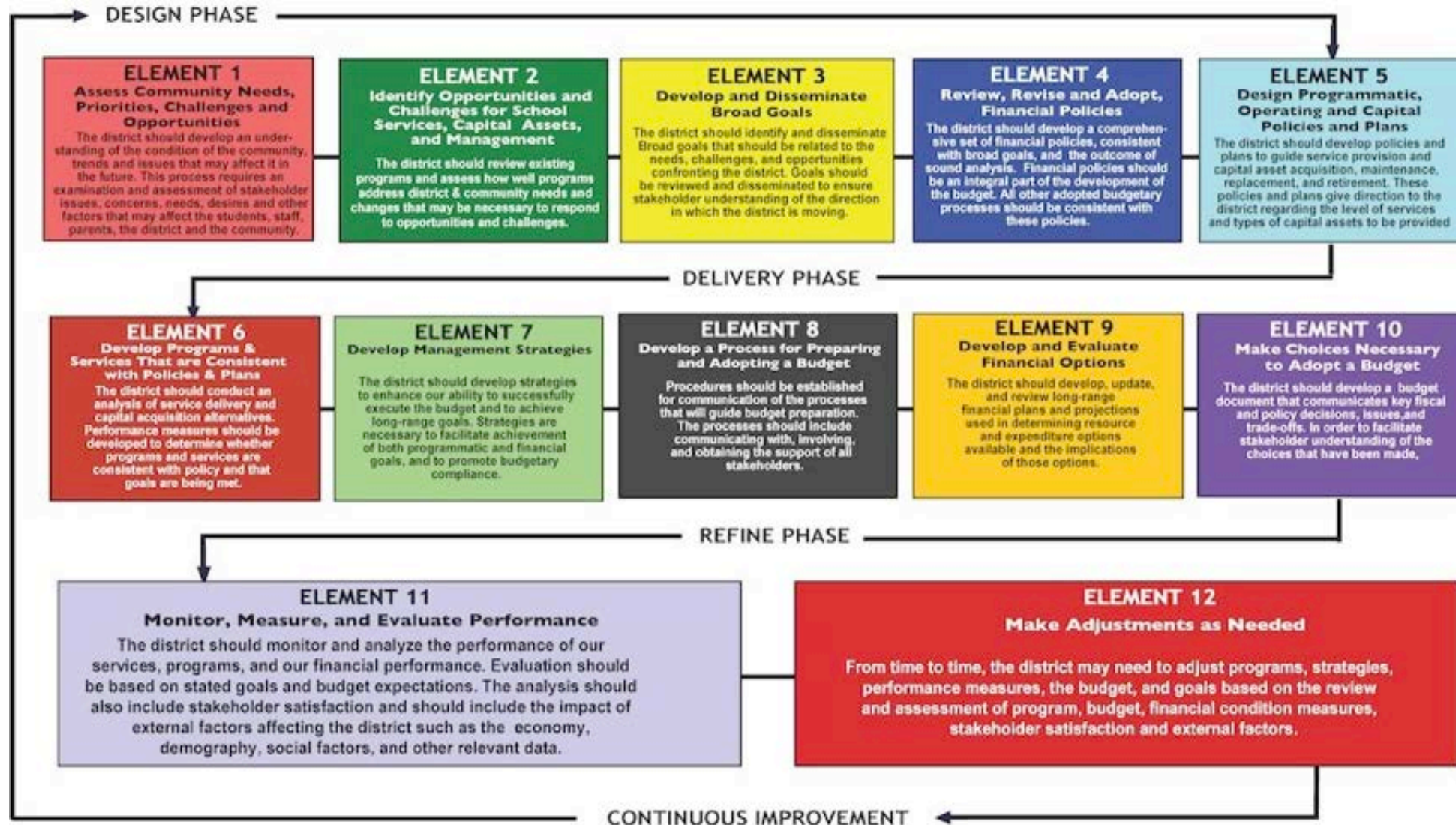
- ELEMENT 8 - Develop a Process for Preparing and Adopting a Budget
- ELEMENT 9 - Develop and Evaluate Financial Options
- ELEMENT 10 - Make Choices Necessary to Adopt a Budget

**PRINCIPLE IV. Evaluate Performance**

- ELEMENT 11 - Monitor, Measure, and Evaluate Performance
- ELEMENT 12 - Make Adjustments as Needed



## SCHOOL BUDGETS 101 - DESIGN AND DELIVERY FLOWCHART





SCHOOL BUDGETS 101 - RECOMMENDED BUDGET PRACTICES

PRINCIPLE I. Establish Broad Goals to Guide Decision Making

ELEMENT 1 - Assess Community Needs, Priorities, Challenges and Opportunities

Best Practice 1.1 - Identify Stakeholder Concerns

Best Practice 1.2 - Evaluate Community Conditions

ELEMENT 2 - Identify Opportunities and Challenges for School Services, Capital Assets, and Management

Best Practice 2.1 - Assess Services and Programs, and Identify Issues Opportunities, and Challenges

Best Practice 2.2 - Assess Capital Assets, and Identify Issues, Opportunities, and Challenges

ELEMENT 3 - Develop and Disseminate Broad Goals

Best Practice 3.1 - Identify Broad Goals

Best Practice 3.2 - Disseminate Goals and Review with Stakeholders

PRINCIPLE II. Develop Approaches to Achieve Goals

ELEMENT 4 - Adopt Financial Policies

Best Practice 4.1 - Prepare Policies and Plans to Guide the Fiscal Management of the District

Best Practice 4.2 - Prepare Policies and Plans to Guide the Budget Development Process

ELEMENT 5 - Develop Programmatic, Operating and Capital Policies and Plan

Best Practice 5.1 - Prepare Policies and Plans to Guide the Design of Programs and Services

Best Practice 5.2 - Prepare Policies and Plans for Capital Asset Acquisition, Maintenance, Replacement, and Retirement

ELEMENT 6 - Develop Programs and Services that are Consistent with Policies and Plans

Best Practice 6.1 - Develop Programs and Evaluate Delivery Mechanisms

SCHOOL BUDGETS 101 - RECOMMENDED BUDGET PRACTICES

PRINCIPLE II. Develop Approaches to Achieve Goals

ELEMENT 6 - Develop Programs and Services that are Consistent with Policies and Plans (cont)

- Best Practice 6.2 - Develop Options for Meeting Capital Needs and Acquisition Alternatives
- Best Practice 6.3 - Identify Functions, Programs, and/or Activities of Organizational Units
- Best Practice 6.4 - Develop Performance Measures and Benchmarks

ELEMENT 7 - Develop Management Strategies

- Best Practice 7.1 - Develop Strategies to Facilitate Attainment of Program and Financial Goals
- Best Practice 7.2 - Develop Mechanisms for Budgetary Compliance
- Best Practice 7.3 - Develop the Type, Presentation, and Time Period of the Budget

PRINCIPLE III. Develop a Budget Consistent with Approaches to Achieve Goals

ELEMENT 8 - Develop a Process for Preparing and Adopting a Budget

- Best Practice 8.1 - Develop a Budget Calendar
- Best Practice 8.2 - Develop Budget Guidelines and Instructions
- Best Practice 8.3 - Develop Procedures to Facilitate Budget Review, Discussion, Modification, and Adoption
- Best Practice 8.4 - Identify Opportunities for Stakeholder Input

ELEMENT 9 - Develop and Evaluate Financial Options

- Best Practice 9.1 - Conduct Long-Range Financial Planning
- Best Practice 9.2 - Prepare Revenue Projections
- Best Practice 9.3 - Evaluate the Effect of Changes to Revenue Sources and Amounts
- Best Practice 9.4 - Prepare Expenditure Projections
- Best Practice 9.5 - Evaluate Revenue and Expenditure Options
- Best Practice 9.6 - Develop a Capital Improvement Plan

## SCHOOL BUDGETS 101 - RECOMMENDED BUDGET PRACTICES

### ELEMENT 10 - Make Choices Necessary to Adopt a Budget

Best Practice 10.1 - Prepare and Present a Recommended Budget

Best Practice 10.2 - Identify Key Issues, Plans and Goals

Best Practice 10.3 - Prepare a Budget Summary

Best Practice 10.4 - Present the Budget in a Clear, Easy-to-Use Format

Best Practice 10.5 - Adopt the Budget

### PRINCIPLE IV. Evaluate Performance and Make Adjustments

### ELEMENT 11 - Monitor, Measure, and Evaluate Performance

Best Practice 11.1 - Monitor, Measure, and Evaluate Program Performance

Best Practice 11.2 - Monitor, Measure, and Evaluate Stakeholder Satisfaction

Best Practice 11.3 - Monitor, Measure, and Evaluate Budgetary Performance

Best Practice 11.4 - Monitor, Measure, and Evaluate Financial Condition

Best Practice 11.5 - Monitor, Measure, and Evaluate External Factors

Best Practice 11.5 - Monitor, Measure, and Evaluate Capital Program Implementation

### ELEMENT 12 - Make Adjustments as Needed

Best Practice 12.1 - Adjust the Budget

Best Practice 12.2 - Adjust Policies, Plans, Programs and Management Strategies

Best Practice 12.3 - Adjust Broad Goals, if Appropriate



SCHOOL BUDGETS 101 - MULTI-YEAR FINANCIAL PLANNING

A multiyear financial plan projects revenues and expenditures for several years into the future. Unlike a multiyear budget, it does not authorize expenditures (although it should be linked to the current budget). Instead, it illustrates what will happen to a school district's ability to pay for and provide services, given a set of policy and economic assumptions. These projections help policy makers assess expenditure commitments, revenue trends, financial risks and the affordability of new services and capital investments.

**STEP 1:** Gather financial data from recent years to gain perspective on revenue and expenditure trends and average annual rates of change.

Most long-range financial plans are based on three or four years of actual data for each category being projected, including the most recent year for which data are available. This information may be obtained from audited financial reports, or from MDOE which collects data annually. In the case of major revenues, such as property taxes and

State aid to education a longer trendline is often useful to get a sense of patterns during different economic conditions. Gather current year estimates, using information from annual budget and expenditure reports. Develop projections for the upcoming budget year from available data.

**STEP 2:** Decide on a timeframe, keeping in mind that projections are most useful if they cover a time period short enough to be predicted with some confidence but long enough to reveal emerging shortfalls or other issues several years out. Plan should project about three to five years, including the upcoming budget year.

**STEP 3:** Select a level of detail that meets district needs and capacity. Develop a template that shows major revenue categories (property tax, state aid, non-tax income, etc.) and breaks expenditures down along broad object and function categories. Keep forecasting as streamlined as possible by keeping simple rules of thumb for all but the largest and most volatile elements. For example, many non-personal expenditures are driven by inflation--once the expected Consumer Price Index has been projected, apply that growth rate to a single "non-personal service" aggregation or to nearly all line items that would fall under that category.

SCHOOL BUDGETS 101 - MULTI-YEAR FINANCIAL PLANNING

Be comprehensive enough to ensure that the plan accurately describes the operations of the district. Include all revenues and all expenditures, even if aggregated, so that local officials can assess the bottom line. Make sure to include all relevant funds. Most plans include the general fund and any major operating funds guaranteed by the general fund or that receive transfers from it. However, most do not include enterprise funds or small special purpose funds supported by dedicated revenue streams.

**STEP 4:** Describe your assumptions about revenues, expenditures and the factors affecting them. Often plans have a set of broad assumptions described in a cover sheet or slightly longer narrative, with specific assumptions for each individual projection laid out on a line-by-line basis. You may also find it helpful to compare revenue trends to economic patterns (such as employment growth, unemployment rates, inflation, etc.) and to look at trends in factors affecting expenditures (such as the number of government employees, energy prices, interest rates, etc.).

Describe Assumptions:

- Use historical data to develop a basis for future projections.
- Temper historical average growth rates with known changes. For example, if the historical trend shows an annual growth of 3% in salaries, but you know a 5% increase is upcoming, use the 5% figure.
- Determine whether recent trends are stable or not, which may affect your assumptions. For example, if the trend has been toward increasing rates of growth, you may want to project a figure at or above the most recent year, as opposed to calculating the average over the span of past years' data.
- Identify any one-time revenues or expenditures that significantly affect prior/future budgets.
- Compare the projections of prior years with the actual revenues and expenditures for those years. If the variance is more than (5%), you may wish to analyze the reasons. Was there a specific, unforeseeable expenditure or revenue shortfall, or were the projections just off-base? If the latter, you may wish to analyze your revenue projection methodology or be more realistic with budget needs.



## SCHOOL BUDGETS 101 - MULTI-YEAR FINANCIAL PLANNING

- Have any federal, state or local laws impacted your budget? Is there any pending legislation?

- Are funding streams consistent? Are there any new mandates, programs or sources of revenue that will significantly change the budget? Have any been discontinued?

- Were there any policy changes that affected spending? Are any planned? For example, the decision to defer needed facility repairs can result in a trend that is not sustainable and may even spike when repairs can no longer be deferred. Likewise, temporarily reducing staff will affect those figures.

- How is the economy? For example, a major economic slowdown will have an almost immediate effect on costs and on certain revenues, such as State subsidy.

**STEP 5:** Revisit the multiyear financial plan at least annually. Plans are not static documents and must be updated regularly in order to accurately guide budget and other policy decisions. Update the plan as infrequently as

once a year, as new data becomes available, or as often as necessary to demonstrate the effects of proposed policy changes or changing economic projections.

**STEP 6:** Use the plan to generate discussion. A good plan can stimulate constructive discussions about budgetary priorities. Although there may be initial confusion about the plan's connection to the annual budget a good multiyear plans can help voters understand the issues facing their communities in the coming years. Local officials can make the multiyear plan part of their public budget discussions, to generate discussion about priorities with citizens.



“I need a list of specific unknown Future Budget problems that we’ll encounter”

SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED

**Ending fund balance** is an essential tool that our district can use to limit current and future risks such as revenue shortfalls and unexpected expenditures. Establishing and maintaining an adequate ending fund balance should allow us to stabilize overall revenues in order to maintain instructional programs for students, even when unexpected revenue shortfalls or unexpected expenditure needs occur.

Ok, but how much should our district maintain as an ending fund balance? Well, that varies depending upon who you ask. First, and foremost, the amount of ending fund balance should be based upon our district’s current circumstance. For example, a district that has aging facilities and has NOT been setting aside resources through the years to be used to renovate school buildings, may well require a significantly higher fund balance than a district that has relatively new facilities.

**As a “rule of thumb” many school board associations across the country, recommend that boards maintain a**

**minimum ending fund balance of five to eight percent of its General Fund resources. This assumes that districts will be able to anticipate a fairly reliable level of funding each year. The Government Finance Officers Association (GFOA) recommends, at a minimum, that all governments maintain an unreserved (not earmarked for a specific purpose) ending fund balance of no less than five to fifteen percent of its general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The GFOA recommends a range of 5% to 15%, regardless of the size of the district.**

Other factors to consider when establishing an appropriate level of ending fund balance are:

- We should consider keeping enough to pay one or two months of bills, such as payroll and Accounts Payable expenses. In our district, this amount would likely be larger than five percent of our budget. Two months payroll and A/P for us could easily exceed \$10,000,000 which represents as much as 18% of our budget.

SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED

- We should consider our ability to predict our revenues and expenditures each year. The more unpredictable our revenues and expenditures are, the more likely we will need to maintain a larger fund balance.
- We should consider anticipated or potential expenditures that may be pending the outcome of other factors the district doesn’t control such as, State and Federal legislation that may impact future budgets. This situation may require a district to establish reserves and hold them until such time as they are needed.

All of these factors should be considered along with the long-term plan for our district when deciding what is an appropriate amount of ending fund balance. The key word in talking about this hot topic is sustainability. We want to be able to utilize ending fund balance to cover the peaks and valleys of revenue collections as well as unexpected expenditures. Unexpected expenditures are typically those that are one- time or infrequent in nature, such as emergency

repairs. Salary and benefit costs are considered on-going expenditures and are of the type that we must continue to fund year after year. Ending fund balance is not a sustainable source of revenue for a district, thus it is generally designed to address the one-time expenditures or revenue shortfalls. Once you draw those reserves down to cover lost revenue or to pay for ongoing expenses, they are gone forever.

Budget, the Committee developed a “Guideline” to assist the Committee and Full Board in determining the appropriate amount of carry forward from unreserved Fund Balance to reduce the local Tax assessment.

The following “Guideline” has been developed to address the utilization of fund balance:

Maine School Administrative District #6  
Fund Balance Guideline in Accordance with GASB Statement No. 54

PHILOSOPHY:  
Fund balance is the difference between the total assets and total liabilities in each fund and measures the net financial resources available to finance expenditures of future periods. The School Board

SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED

of Directors recognizes that in order to provide a stable financial environment for the operations of MSAD #6 Schools and to provide a high-quality education to the students of the district in a fiscally responsible manner, that good fiscal fund balance management is essential. The policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure sufficient reserves are maintained in consideration of unanticipated events that could adversely affect the financial condition of the District and jeopardize the continuation of necessary education services.

This policy is meant to serve as the framework upon which consistent and transparent operations may be built and sustained. This procedure will ensure that the District maintains adequate fund balances and reserves in order to:

- a. Provide sufficient cash flow for daily financial needs,
- b Offset significant economic downturns or revenue shortfalls, and
- c. Provide funds for unforeseen expenditures related to emergencies.

This policy and the procedures promulgated under it supersede all previous regulations regarding the District’s fund balance and reserve policies.

Fund type definitions.

The following definitions will be used in reporting activity in governmental funds across the District. The District may or may not report all fund types in any given reporting period, based on actual circumstances and activity.

The general fund is used to account for all financial resources not accounted for and reported in another fund. Special revenue funds are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than debt service or capital projects.

Debt service funds are used to account for all financial resources restricted, committed or assigned to expenditure for principal and interest. Capital projects funds are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets. Permanent funds are used

SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED

to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support the District’s purposes.

Fund balance reporting in governmental funds. Fund balance will be reported in governmental funds under the following categories using the definitions provided by GASB Statement No. 54:

Nonspendable fund balance Definition – includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted fund balance Definition – includes amounts that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.

Committed fund balance Definition – includes amounts that can be used only for the specific purposes determined by a formal action of the District’s highest level of decision-making authority (i.e., the Board of Education).

Assigned fund balance Definition – includes amounts intended to be used by the District for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed

Unassigned fund balance Definition – includes the residual classification for the District’s general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

The following operational guidelines address the use of fund balance in the General Fund:

Minimum unassigned fund balance – The District will maintain a minimum unassigned fund balance in its General Fund ranging from [2.5] percent to [5.0] percent of [the subsequent year’s budgeted expenditures and outgoing transfers]. This minimum fund balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.



SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED

**Balance Forward** – – The District, when determining the amount of carry forward to apply against the subsequent years’ budget, will not recommend a carry forward amount which will reduce the unassigned fund balance (as reported in the latest audit report) below the ( 2.5%) percent minimum established by this guideline.

**Replenishing deficiencies** – when fund balance falls below [3.0] percent, the District will attempt to replenish shortages/deficiencies using the budget strategies and time frames described below.

The following budgetary strategies shall be utilized by the District to replenish funding deficiencies:

- The District will reduce recurring expenditures to eliminate any structural deficit or,
- The District will increase revenues or pursue other funding sources, or,
- Some combination of the two options above

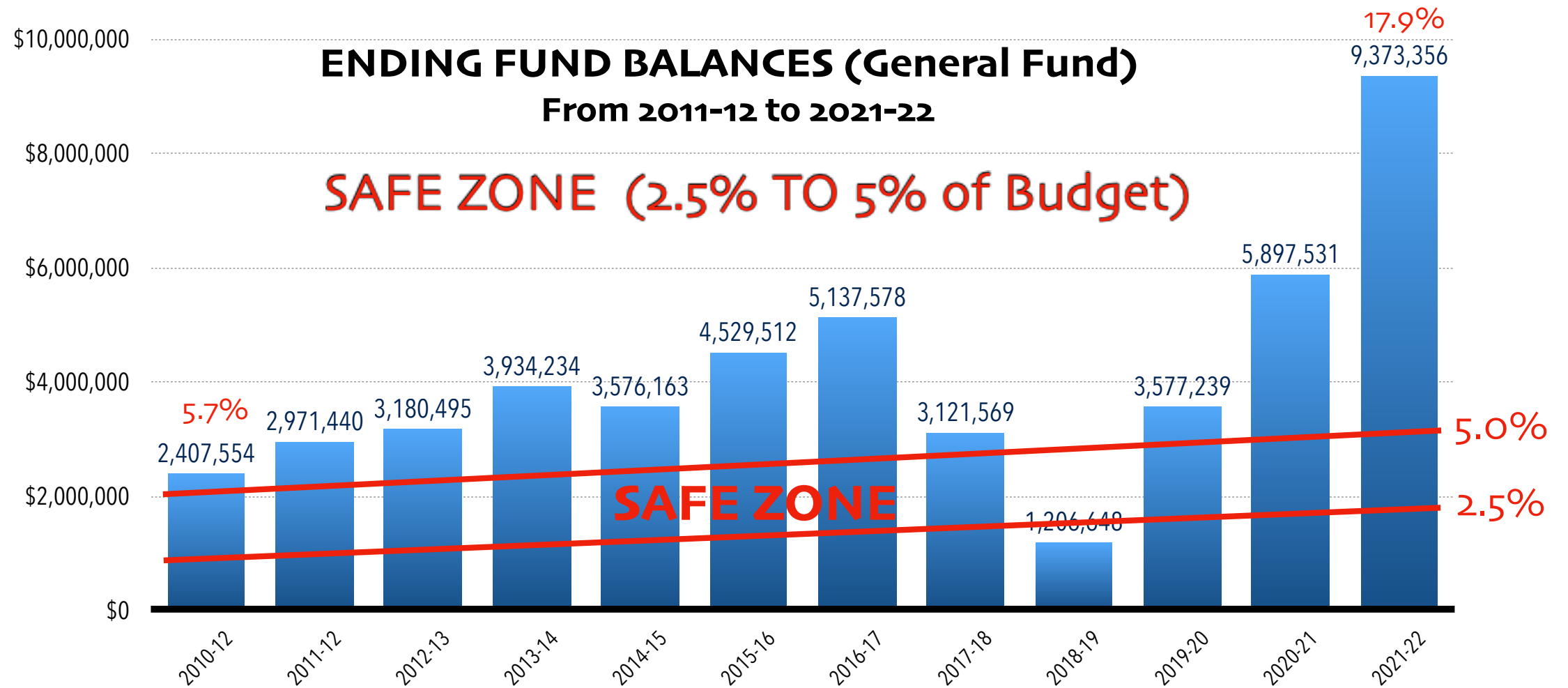
Minimum fund balance deficiencies shall be replenished within the following time period:

- Deficiency resulting in a fund balance of (3.0) percent and or less shall be replenished over a period not to exceed three years

**Surplus fund balance** – Should unassigned fund balance of the General Fund exceed [5.0] percent at year end, the District will consider such fund balance surpluses for transfer to a capital reserve account (established pursuant to Maine State Statutes,) or one-time expenditures that are nonrecurring in nature and which will not require additional future expense outlays for maintenance, additional staffing , or other recurring expenditures, or to increase the normal carry forward amount.

**Implementation and review.** Upon adoption of this policy the Board of Education authorizes the Superintendent to establish any standards and procedures which may be necessary for its implementation. The Superintendent shall review this policy at least annually and make any recommendations for changes to the Board of Education.

**SCHOOL BUDGETS 101 - FUND BALANCE EXPLAINED**

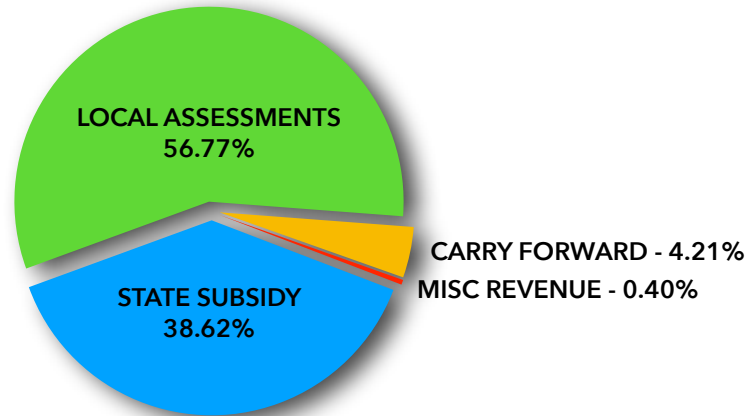


# Budget Advisory Committee

## OVERVIEW OF CURRENT 2022-2023 BUDGET

### WHERE THE MONEY COMES FROM:

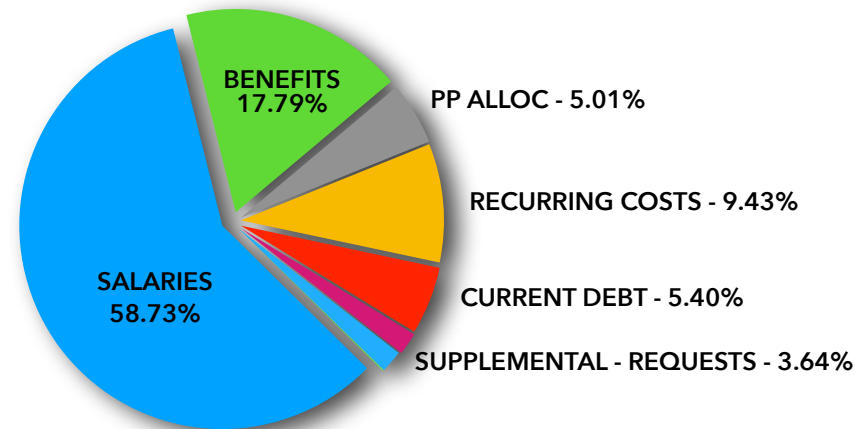
95.4% OF OUR REVENUES COME FROM  
STATE SUBSIDY AND LOCAL ASSESSMENTS



### WHERE THE MONEY GOES

by Category (General Fund)

77% OF OUR EXPENDITURES GO TO SALARIES AND BENEFITS



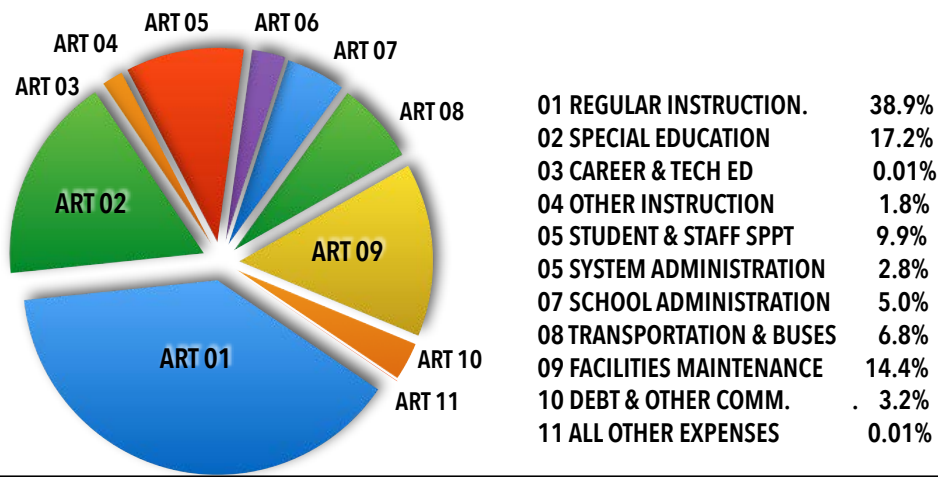
### GENERAL FUND TAX ASSESSMENTS

by TOWN for 2022-2023

TOWN	ENACTED 2021-2022 ASSESSMENT	ENACTED 2022-2023 ASSESSMENT	% 2022-2023 INCREASE	% OF TOTAL ASSMT
BUXTON	\$8,100,937	\$9,010,882	11.23%	28.16%
HOLLIS	\$4,867,162	\$5,417,806	11.31%	16.93%
LIMINGTON	\$3,419,904	\$3,861,394	12.91%	12.07%
STANDISH	\$10,913,362	\$11,947,430	9.48%	37.34%
FRYE ISLAND	\$1,576,329	\$1,760,366	11.68%	5.50%
TOTALS	\$28,877,694	\$31,997,879	10.80%	100.00%

### WHERE THE MONEY GOES

by Warrant Article (General Fund)



### GENERAL FUND EXPENDITURES by CATEGORY for 2022-2023

EXPENDITURES by CATEGORY:	ENACTED 2020-2021 BUDGET	ENACTED 2021-2022 BUDGET	ENACTED 2022-2023 BUDGET	ENACTED 2022-2023 \$INCREASE	ENACTED 2022-2023 %INCREASE
SALARIES	\$30,220,241	\$30,664,491	\$32,766,255	\$2,101,764	6.85%
BENEFITS	\$9,523,699	\$9,872,502	\$10,275,964	\$403,462	4.09%
PER PUPIL ALLOCATIONS	\$2,722,800	\$2,790,870	\$2,900,900	\$110,030	3.94%
RECURRING COSTS	\$4,974,600	\$5,113,889	\$5,405,620	\$291,731	5.70%
DEBT SERVICE	\$3,056,600	\$3,000,000	\$3,133,072	\$133,072	4.44%
SUPPLEMENTAL REQUESTS	\$767,000	\$788,505	\$999,165	\$210,660	26.71%
CAPITAL REQUESTS			\$999,810	\$999,810	100.00%
NEW DEBT SEERVICE			\$80,000	\$80,000	100.00%
TOTALS	\$51,264,940	\$52,230,257	\$56,535,786	\$4,305,529	8.20%

Buxton

Hollis

Limington

Standish

Frye Island

OVERVIEW OF CURRENT 2022-2023 BUDGET

WHAT’S INCLUDED IN EACH ARTICLE?

Article 1 – Regular Instruction

This article includes costs directly related to the interaction between teachers and students in a learning environment for purposes of the delivery of instruction.

Article 2 – Special Education

This article includes costs for students receiving services other than those provided by regular programs.

Article 3 – Career & Tech Education

This article includes costs for Vocational Instructional activities designed to prepare students for careers and further education beyond high school.

Article 4 – Other Instruction

This article includes costs to provide students learning experiences not included under regular instructional programs. Included are Co-Curricular and Athletic Programs as well as Academic Tutorial and Summer School Programs.

Article 5 – Student & Staff Support

This article includes costs to facilitate and enhance instruction. Included in Student & Staff Support are Guidance Services, Health Services, Improvement of Instruction and Student Assessment.

Article 6 – System Administration

This article includes costs for activities concerned with establishing and administering policy and operation of the school administrative unit.

Article 7 – School Administration

This article includes costs for the administrative responsibility of individual schools.

Article 8 – Transportation & Buses

This article includes costs for conveying students to and from school.

Article 9 – Facilities Maintenance

This article includes costs for keeping the physical plant open, comfortable and safe for use. It also includes keeping the grounds, buildings and equipment in working condition.

Article 10 – Debt & Other Commitments

This article includes costs for other obligations that arise from fulfilling the purpose of the school administrative unit.

Article 11 – All Other Expenses

This article includes costs for other obligations that arise from fulfilling the purpose of the school administrative unit.

Budget Advisory Committee

OVERVIEW OF CURRENT 2022-2023 BUDGET

ENACTED REVENUE AND EXPENDITURE SUMMARY for 2022-2023

REVENUES by CATEGORY:	ENACTED 2020-2021 REVENUES	ENACTED 2021-2022 REVENUES	ENACTED 2022-2023 REVENUES	ENACTED 2022-2023 \$INCREASE	ENACTED 2022-2023 %INCREASE
STATE SUBSIDY (GPA)	\$21,848,392	\$21,717,563	\$21,947,907	\$230,344	1.06%
BALANCE FORWARD	\$1,189,000	\$1,375,000	\$2,350,000	\$975,000	70.91%
NON-TAX REVENUES	\$360,000	\$260,000	\$240,000	-\$20,000	-7.70%
LOCAL ASSESSMENTS (GF)	\$27,867,548	\$28,877,694	\$31,997,879	\$3,120,185	10.80%
SCHOOL NUTRITION	\$1,750,000	\$1,788,500	\$1,935,150	\$146,650	8.20%
ADULT EDUCATION	\$325,000	\$332,150	\$359,400	\$27,250	8.20%
TOTALS	\$53,339,940	\$54,350,907	\$58,830,336	\$4,479,429	8.20%
EXPENDITURES by ARTICLE:	ENACTED 2020-2021 BUDGET	ENACTED 2021-2022 BUDGET	ENACTED 2022-2023 BUDGET	ENACTED 2022-2023 \$INCREASE	ENACTED 2022-2023 %INCREASE
01 REGULAR INSTRUCTION	\$20,708,254	\$20,839,168	\$21,989,114	\$1,149,946	5.52%
02 SPECIAL EDUCATION	\$8,870,466	\$9,402,979	\$9,712,670	\$309,691	3.29%
03 CAREER & TECH ED	\$10,000	\$10,000	\$10,000	\$0	0.00%
04 OTHER INSTRUCTION	\$715,445	\$804,312	\$1,002,459	\$198,147	24.64%
05 STUDENT & STAFF SPPT	\$5,071,435	\$4,914,826	\$5,570,928	\$656,102	13.35%
06 SYSTEM ADMINISTRATION	\$1,307,077	\$1,341,599	\$1,588,558	\$246,959	18.41%
07 SCHOOL ADMINISTRATION	\$2,478,418	\$2,599,863	\$2,815,945	\$216,082	8.31%
08 TRANSPORTATION & BUSES	\$3,622,015	\$3,432,690	\$3,866,082	\$433,392	12.63%
09 FACILITIES MAINTENANCE	\$6,429,580	\$6,949,594	\$8,159,441	\$1,209,847	17.41%
10 DEBT & OTHER COMM	\$2,036,500	\$1,918,987	\$1,803,690	-\$115,297	-6.01%
11 ALL OTHER EXPENSES	\$15,750	\$16,240	\$16,900	\$660	4.06%
19 SCHOOL NUTRITION	\$1,750,000	\$1,788,500	\$1,935,150	\$146,650	8.20%
20 ADULT EDUCATION	\$325,000	\$332,150	\$359,400	\$27,250	8.20%
TOTALS	\$53,339,940	\$54,350,907	\$58,830,336	\$4,479,429	8.20%

STATE VALUATIONS USED TO CALCULATE LOCAL ASSESSMENTS

	STATE VALUATIONS 2021-2022	LOCAL % SHARE 2021-2022	STATE VALUATIONS 2022-2023	STATE VALUATIONS \$ CHANGE	STATE VALUATIONS % CHANGE	LOCAL % SHARE 2022-2023	LOCAL SHARE % CHANGE
BUXTON	\$830,566,667	28.053%	\$884,350,000	\$53,783,333	6.475%	28.161%	0.385%
HOLLIS	\$499,016,667	16.854%	\$531,716,667	\$32,700,000	6.553%	16.932%	0.459%
STANDISH	\$1,118,916,667	37.792%	\$1,172,550,000	\$53,633,333	4.793%	37.338%	(1.200%)
FRYE ISLAND	\$161,616,667	5.459%	\$172,766,667	\$11,150,000	6.899%	5.502%	0.785%
LIMINGTON	\$350,633,333	11.843%	\$378,966,667	\$28,333,334	8.081%	12.068%	1.899%
TOTALS	\$2,960,750,001		\$3,140,350,001	\$179,600,000	6.066%		

LOCAL ASSESSMENTS for 2022-2023

	ENACTED 2021-2022 TOTAL COMBINED ASSESSMENT	PROPOSED 2022-2023 GENRL FUND ASSESSMENT	PROPOSED 2022-2023 NUTRITION ASSESSMENT	PROPOSED 2022-2023 ADULT ED ASSESSMENT	PROPOSED 2022-2023 TOTAL COMBINED ASSESSMENT	PROPOSED 2022-2023 \$INC	PROPOSED 2022-2023 %INC
BUXTON	\$8,237,198	\$9010,882	\$89,096	\$51,792	\$9,151,770	\$914,572	11.06%
HOLLIS	\$4,949,030	\$5,417,806	\$53,569	\$31,140	\$5,502,515	\$553,485	11.18%
LIMINGTON	\$3,477,428	\$3,861,394	\$38,180	\$22,194	\$3,921,768	\$444,340	12.77%
STANDISH	\$11,096,929	\$11,947,430	\$118,131	\$68,671	\$12,134,232	\$1,037,303	9.35%
FRYE ISLAND	\$1,602,844	\$1,760,367	\$17,406	\$10,118	\$1,787,891	\$185,047	11.55%
TOTAL	\$29,363,429	\$31,997,879	\$316,382	\$183,915	\$32,498,176	\$3,134,747	10.68%



# Budget Advisory Committee

## OVERVIEW OF YEAR-TO-DATE (November) 2022-2023 REVENUES/EXPENDITURES

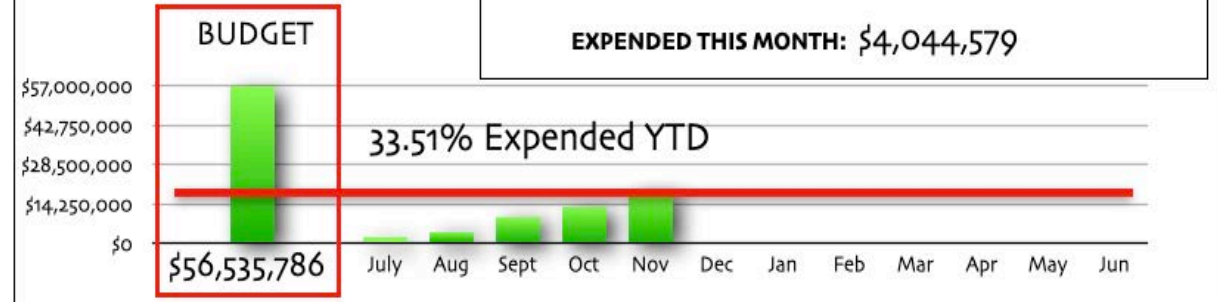
Revenues, Expenditures, and Changes in Fund Balance						
General Fund Summary: Prepared for the November 9th finance committee meeting	ADOPTED / ADJUSTED BUDGET 2022-23	ACTUALS YTD 11/30/2022	% BAL LEFT YTD	PROJECTED YEAR END TOTALS 2022-23	PROJECTED YEAR END BALANCES REMAINING	ACTUALS YTD 2021-22 11/30/2021
STATE SUBSIDY (GPA)	\$21,947,907	\$9,974,201	54.56%	\$21,947,907	\$0	\$10,571,775
BALANCE FORWARD	\$2,350,000	\$2,350,000	0.00%	\$2,350,000	\$0	\$1,375,000
SPECIAL ED REVENUES	\$200,000	\$95,462	52.27%	\$190,000	(\$10,000)	\$30,255
MISCELLANEOUS REVENUES	\$40,000	\$138,236	-245.59%	\$50,000	\$10,000	\$91,538
BUILDING USE RECEIPTS	\$0	\$0	#DIV/0!	\$0	\$0	\$0
LOCAL TAX ASSESSMENT	\$31,997,879	\$13,332,450	58.33%	\$31,997,879	\$0	\$12,165,986
<b>REVENUES OVER (UNDER) ESTIMATES</b>	<b>\$56,535,786</b>	<b>\$25,890,349</b>	<b>54.21%</b>	<b>\$56,535,786 A</b>	<b>\$0</b>	<b>\$24,234,554</b>
Article 1 - REGULAR INSTRUCTION	\$21,989,114	\$5,066,830	76.96%	\$21,590,451	\$398,663	\$5,433,388
Article 2 - SPECIAL EDUCATION	\$9,712,670	\$2,384,120	75.45%	\$9,536,579	\$176,091	\$2,485,934
Article 3 - CAREER & TECH ED	\$10,000	\$0	100.00%	\$0	\$10,000	\$0
Article 4 - OTHER INSTRUCTION	\$1,002,459	\$363,624	63.73%	\$984,285	\$18,175	\$249,693
Article 5 - STUDENT & STAFF SUPPORT	\$5,570,928	\$1,816,631	67.39%	\$5,469,927	\$101,001	\$1,883,419
Article 6 - SYSTEM ADMINISTRATION	\$1,588,558	\$626,096	60.59%	\$1,559,757	\$28,801	\$514,039
Article 7 - SCHOOL ADMINISTRATION	\$2,815,945	\$894,520	68.23%	\$2,764,892	\$51,053	\$964,536
Article 8 - TRANSPORTATION & BUSES	\$3,866,082	\$1,208,958	68.73%	\$3,795,990	\$70,092	\$1,282,299
Article 9 - FACILITIES MAINTENANCE	\$8,159,441	\$3,285,957	59.73%	\$7,833,064	\$326,378	\$2,613,685
Article 10 - DEBT & OTHER COMMITMEN	\$1,803,690	\$1,633,655	9.43%	\$1,803,690	\$0	\$1,614,093
Article 11 - ALL OTHER EXPENSES	\$16,900	\$747	95.58%	\$16,900	\$0	\$2,350
<b>EXPENDITURES (OVER) UNDER BUDGE</b>	<b>\$56,535,786</b>	<b>\$17,281,137</b>	<b>69.43%</b>	<b>\$55,355,534 B</b>	<b>\$1,180,252</b>	<b>\$17,043,438</b>
	\$0	\$8,609,213		A + B = C	C	\$7,191,116
REVENUES OVER / (UNDER) EXPENSES					\$1,180,252	
As a % of Approved Budget		30.57%			2.09%	#DIV/0!
PROJECTED CHANGE IN FUND BALANCE (FY23 YEAR END)						
FUND BALANCE BEGINNING OF YEAR					\$9,395,381	
As a % of ENACTED Budget					16.62%	
LESS: FUND BAL Carried Forward FY22					(\$2,350,000)	
REVENUES OVER / (UNDER) EXPENSES					\$1,180,252	
LESS:						
> Article 9 BALANCE to Capital Reserve					(\$326,378)	
> Article 5 BALANCE to Capital Technology Reserve					(\$80,000)	
> PROJECTED AUDIT ADJUSTMENTS					(\$225,000)	
FUND BALANCE END OF YEAR 22-23					\$7,594,255	
As a % of 22-23 Budget					13.43%	
NET CHANGE IN FUND BALANCE					(\$1,801,125)	
PROJECTED CARRY FORWARD 23-24					\$2,350,000	
FUND BALANCE AVAILABLE FOR FY25					\$5,244,255	
CHANGE IN FUND BALANCE						
FOOD SERVICE	ADOPTED / ADJUSTED BUDGET 2022-23	ACTUALS YTD 11/30/2022	% BAL LEFT YTD	PROJECTED YEAR END TOTALS 2022-23	PROJECTED YEAR END BALANCES REMAINING	ACTUALS YTD 2021-22 11/30/2021
REVENUES	\$1,935,150	\$693,534	64.16%	\$1,838,393	(\$96,758)	\$119,905
EXPENDITURES	\$1,935,150	\$743,210	61.59%	\$1,896,447	\$38,703	\$445,194
BALANCE	\$0	(\$49,676)		(\$58,055)	(\$135,461)	(\$325,288)

### EXPENDITURES - NOVEMBER

#### TOTAL GENERAL FUND EXPENDITURES

**BUDGET** \$56,535,786 **\$EXPENDED YTD** \$18,946,541 **\$REMAINING** \$37,589,244 **%REMAINING** 66.49%

**EXPENDED THIS MONTH: \$4,044,579**

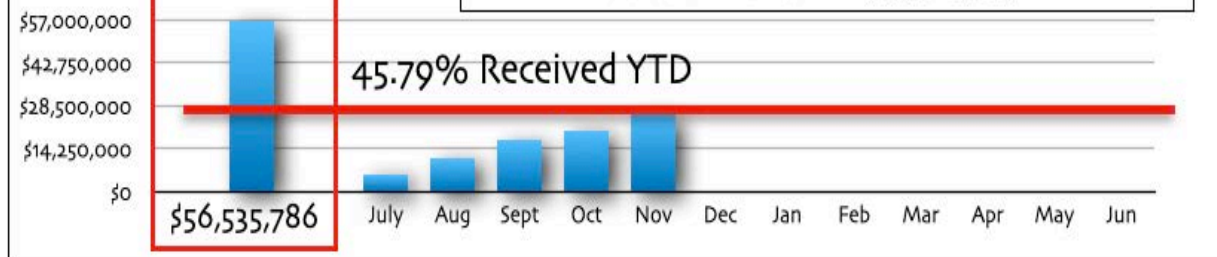


### REVENUES - NOVEMBER

#### TOTAL GENERAL FUND REVENUES

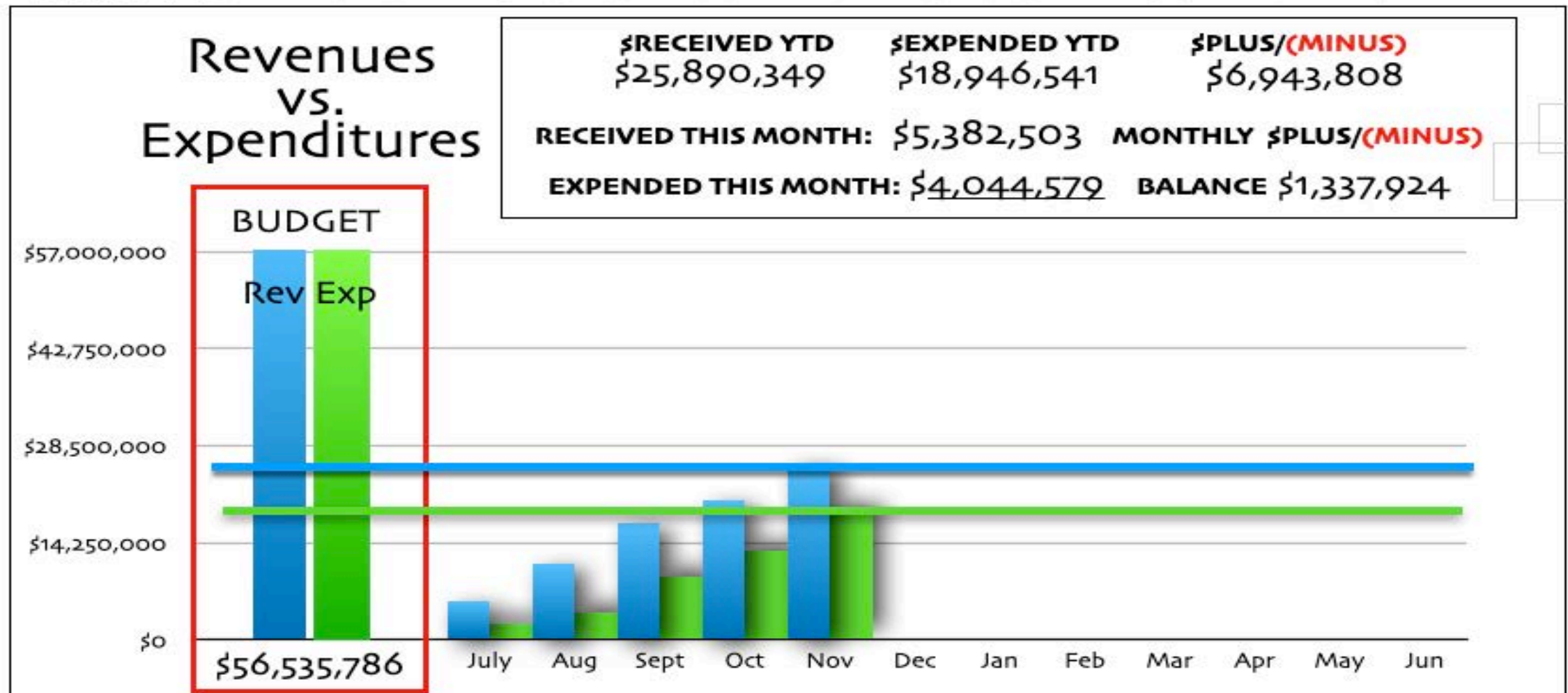
**BUDGET** \$56,535,786 **\$RECEIVED YTD** \$25,890,349 **\$REMAINING** \$30,645,437 **%REMAINING** 54.21%

**RECEIVED THIS MONTH: \$5,382,503**

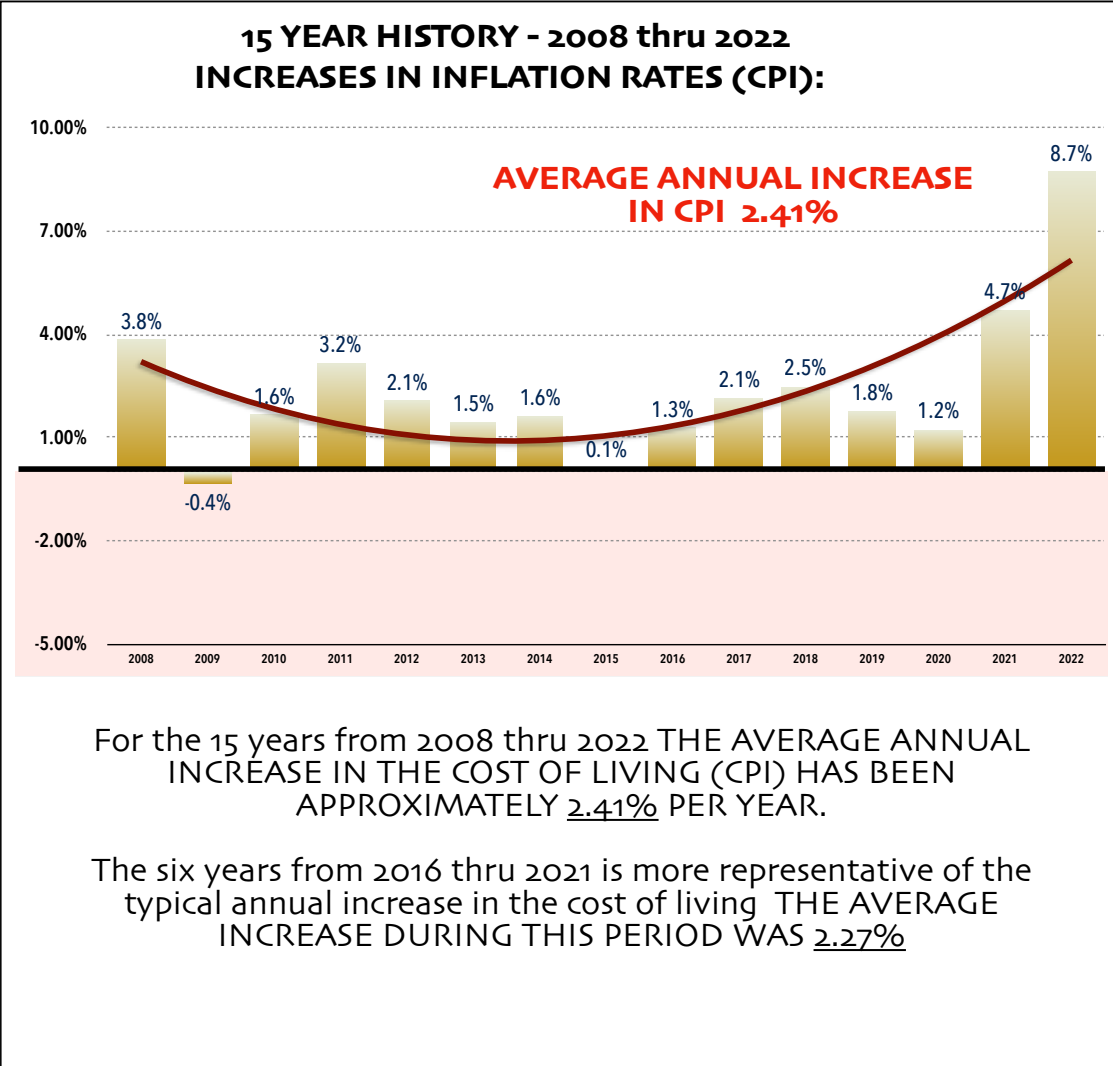
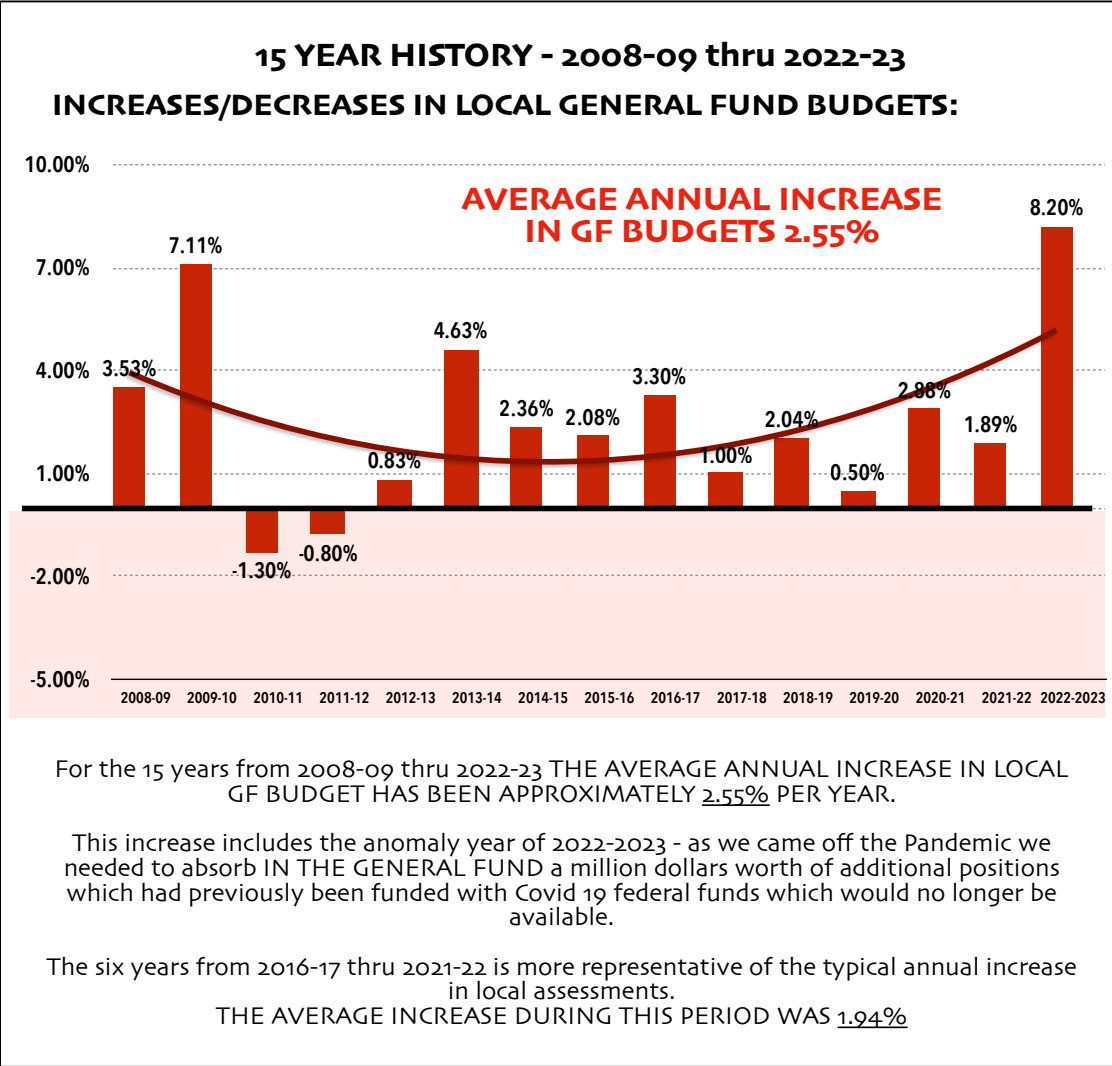


## OVERVIEW OF YEAR-TO-DATE (November) 2022-2023 REVENUES/EXPENDITURES

### REVENUES VS. EXPENDITURES - NOVEMBER

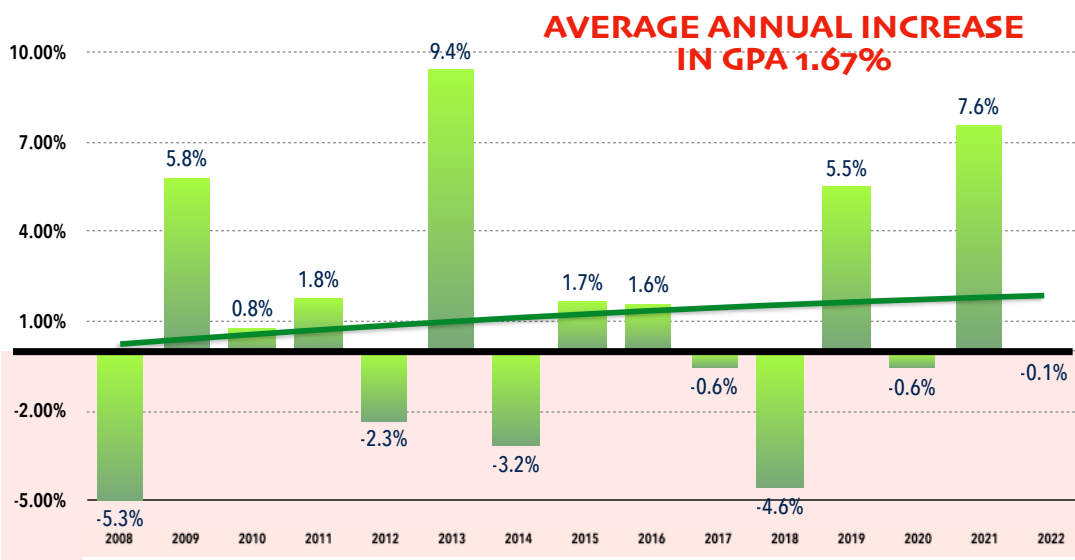


HISTORICAL FINANCIAL DATA



HISTORICAL FINANCIAL DATA

15 YEAR HISTORY - 2008-09 thru 2022-23  
INCREASES/(DECREASES) IN STATE SUBSIDY (GPA)

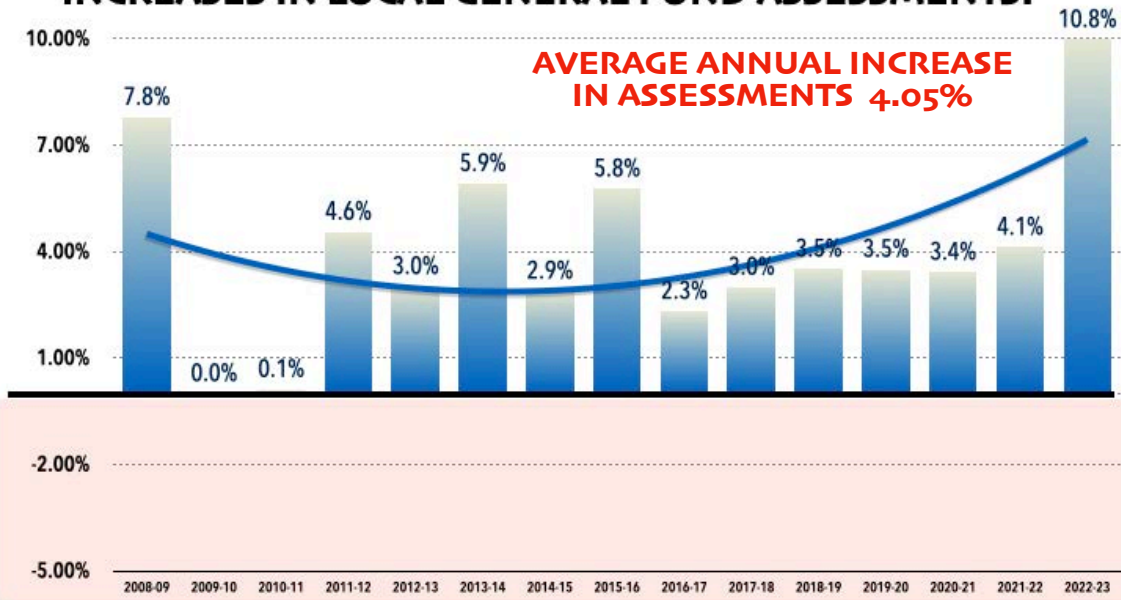


For the 15 years from 2008-09 thru 2022-23 THE AVERAGE ANNUAL INCREASE IN GENERAL PURPOSE AID (GPA) HAS BEEN APPROXIMATELY 1.67% PER YEAR.

This increase includes the anomaly year of 2022-2023 - as we came off the Pandemic we needed to absorb IN THE GENERAL FUND a million dollars worth of additional positions which had previously been funded with Covid 19 federal funds which would no longer be available.

The six years from 2016-17 thru 2021-22 is more representative of the typical annual increase in State Subsidy.  
THE AVERAGE INCREASE DURING THIS PERIOD WAS 1.48%

15 YEAR HISTORY - 2008-09 thru 2022-23  
INCREASES IN LOCAL GENERAL FUND ASSESSMENTS:

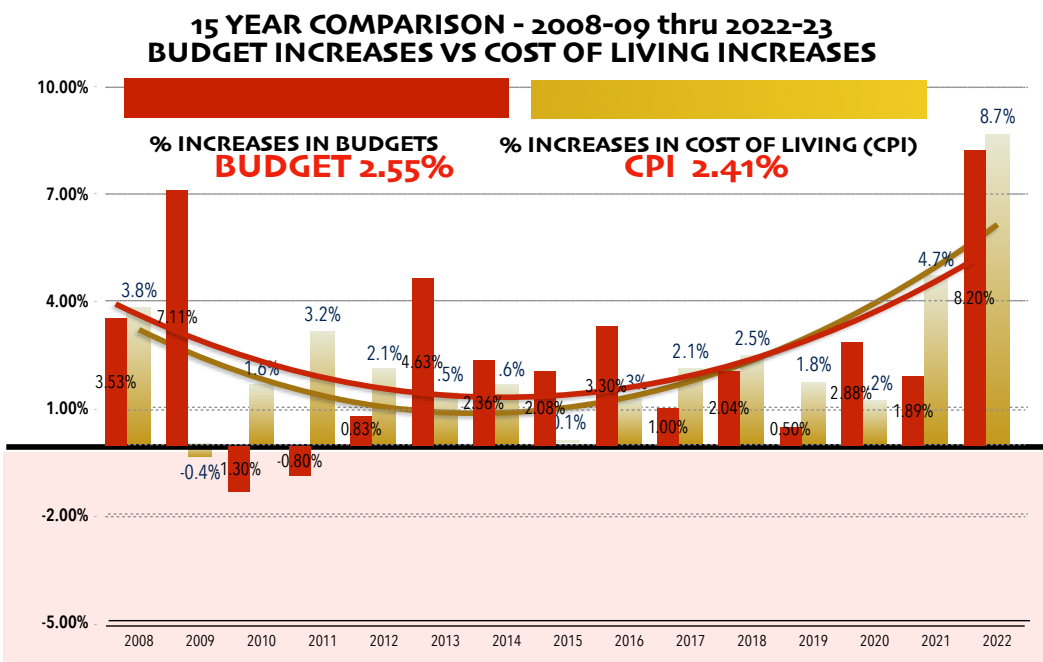


For the 15 years from 2008-09 thru 2022-23 THE AVERAGE ANNUAL INCREASE IN LOCAL ASSESSMENTS HAS BEEN APPROXIMATELY 4.05% PER YEAR.

This increase includes the anomaly year of 2022-2023 - as we came off the Pandemic we needed to absorb IN THE GENERAL FUND a million dollars worth of additional positions which had previously been funded with Covid 19 federal funds which would no longer be available.

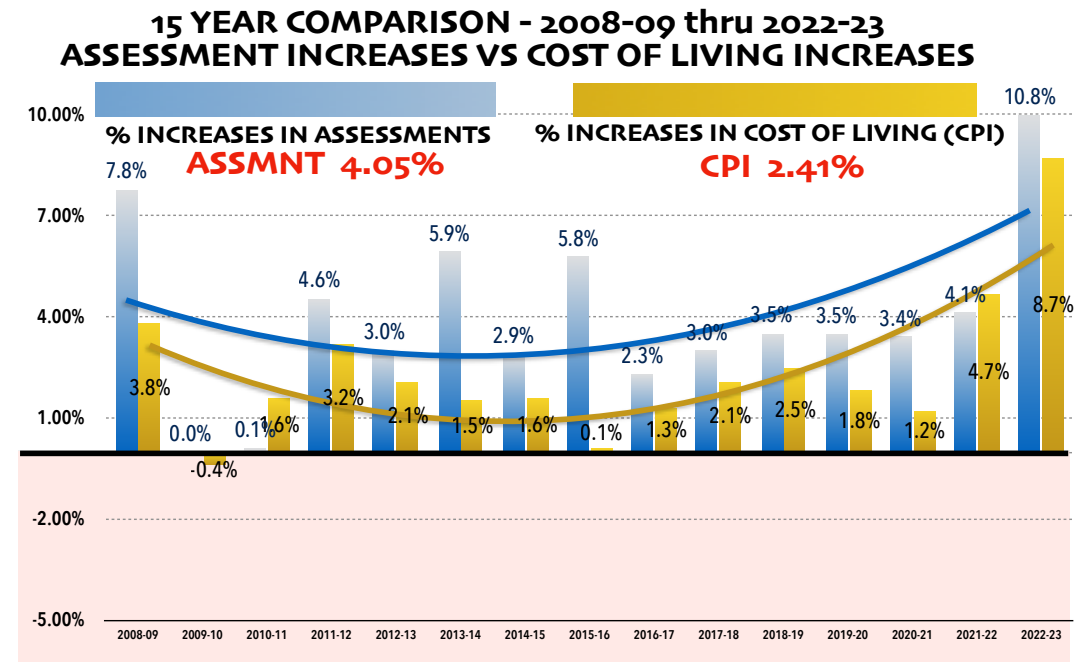
The six years from 2016-17 thru 2021-22 is more representative of the typical annual increase in local assessments.  
THE AVERAGE INCREASE DURING THIS PERIOD WAS 3.30%

HISTORICAL FINANCIAL DATA



For the 15 years from 2008-09 thru 2022-23 THE AVERAGE ANNUAL INCREASE IN GF BUDGETS HAS BEEN APPROXIMATELY 2.55% PER YEAR.

For the 15 years from 2008 thru 2022 THE AVERAGE ANNUAL INCREASE IN THE COST OF LIVING (CPI) HAS BEEN APPROXIMATELY 2.41% PER YEAR.



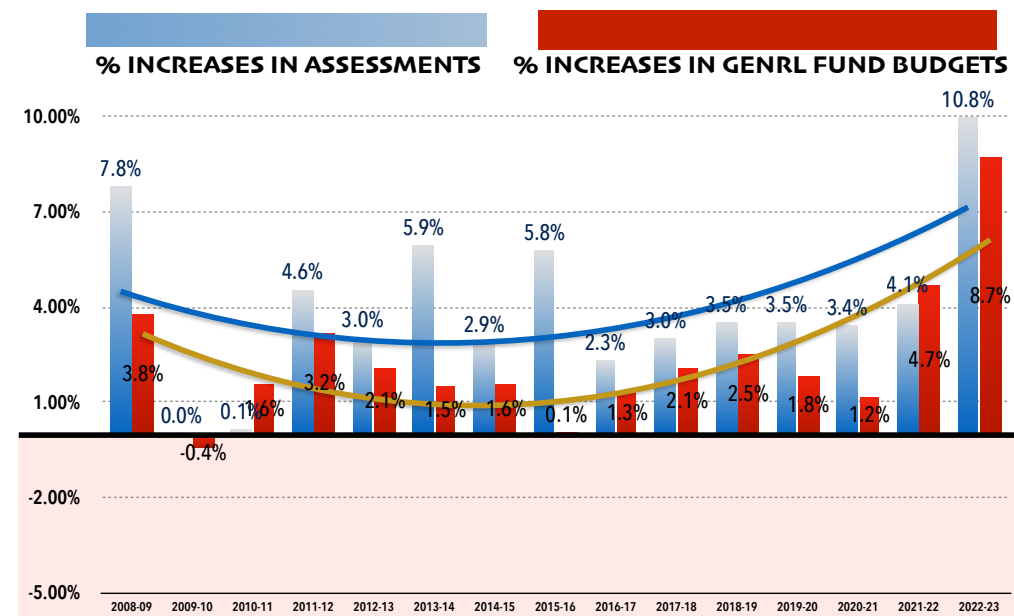
For the 15 years from 2008-09 thru 2022-23 THE AVERAGE ANNUAL INCREASE IN LOCAL ASSESSMENTS HAS BEEN APPROXIMATELY 4.05% PER YEAR.

For the 15 years from 2008 thru 2022 THE AVERAGE ANNUAL INCREASE IN THE COST OF LIVING (CPI) HAS BEEN APPROXIMATELY 2.41% PER YEAR.



HISTORICAL FINANCIAL DATA

15 YEAR COMPARISON - 2008-09 thru 2022-23  
ASSESSMENT INCREASES VS GENRL FUND BUDGET INCREASES



For the 15 years from 2008-09 thru 2022-23 THE AVERAGE ANNUAL INCREASE IN LOCAL ASSESSMENTS HAS BEEN APPROXIMATELY 4.05% PER YEAR.

For the 15 years from 2008 thru 2022 THE AVERAGE ANNUAL INCREASE IN THE GENERAL FUND BUDGET HAS BEEN APPROXIMATELY 2.55% PER YEAR.

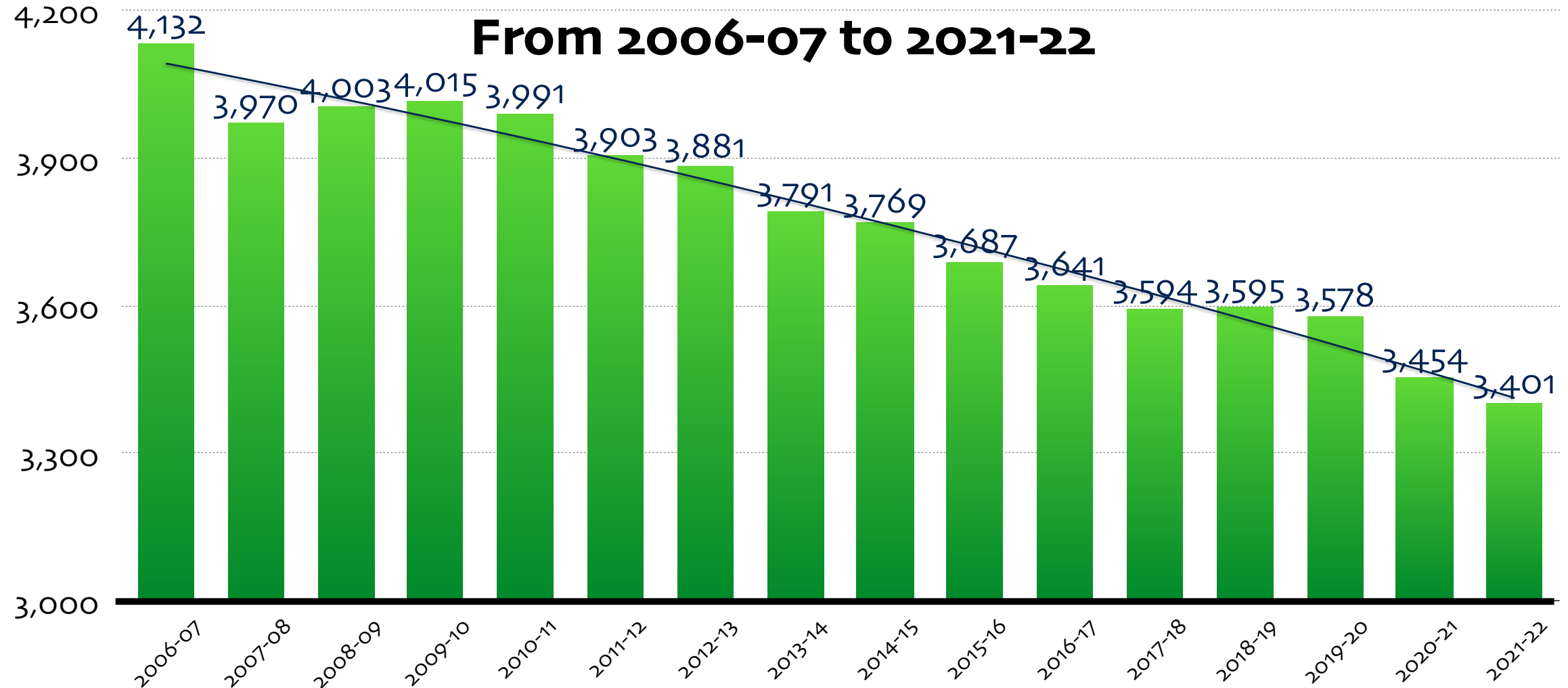
COMPARISON OF 2020 2021 PER PUPIL RESIDENT EXPENDITURES

Per Pupil Resident Expenditures are based on all general fund expenditures annually reported by each School Administrative Unit to the State Department of Education for all eleven statutorily required budget categories.

RSU 23 /OOB:	\$22,429.76	PORTLAND SCHOOLS	\$16,414.65
YORK SCHOOLS	\$20,945.88	BIDDEFORD SCHOOLS	\$16,167.13
FALMOUTH SCHOOLS:	\$19,170.45	LEWISTON SCHOOLS:	\$15,802.02
WELLS-OGUNQUIT	\$19,053.71	STATE AVERAGE	\$15,647.61
RSU 21/KENNEBUNK:	\$18,770.51	RSU 57/MASSABESIC:	\$15,325.95
KITTERY SCHOOLS:	\$18,432.75	GORHAM SCHOOLS	\$15,270.89
RSU 61/LAKE REGION:	\$18,261.58	SACO SCHOOLS:	\$15,212.78
CAPE ELIZABETH	\$18,034.30	RSU 14/WINDHAM	\$15,158.47
SCABROROUGH	\$17,551.56	RSU 55/SACOPEE:	\$14,147.89
SO. PORTLAND SCHOOLS	\$17,312.94	RSU 35/MARSHWOOD:	\$14,143.06
SANFORD SCHOOLS:	\$17,224.63	MSAD 6/BONNY EAGLE	\$13,790.17
WESTBROOK SCHOOLS	\$17,121.99	RSU 60/NOBLE:	\$13,500.61
YARMOUTH SCHOOLS	\$16,476.18	AUBURN SCHOOLS	\$13,170.46

## HISTORY OF STUDENT ENROLLMENTS K-12

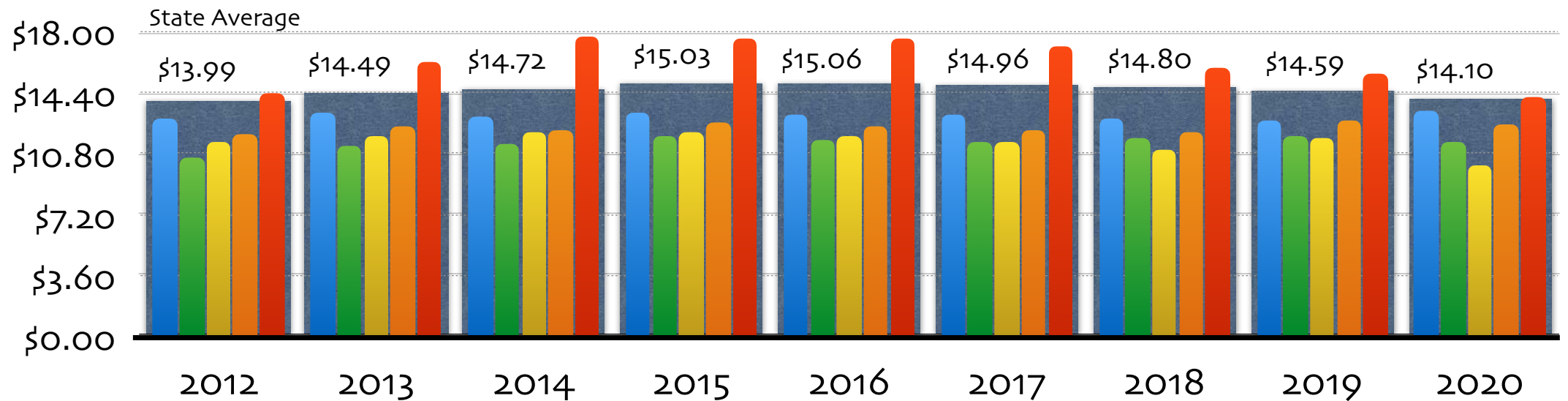
From 2006-07 to 2021-22



**STUDENT ENROLLMENT K-12 dropped by (731) students or (17.70%)**

## FULL VALUE TAX RATES From 2012 to 2020

2020 Equalized Tax Rate derived by dividing 2020 Municipal Commitment by 2022 State Valuation with adjustments for Homestead and BETE Exemptions and TIFs Full Value Tax Rates Represent Tax per \$1,000 of Value TAX RATES INCLUDE - TOWN/SCHOOL/COUNTY ASSESSMENTS



BUXTON	\$12.81	\$13.26	\$12.95	\$13.19	\$13.06	\$13.11	\$12.83	\$12.75	\$13.31
HOLLIS	\$10.53	\$11.26	\$11.36	\$11.80	\$11.58	\$11.53	\$11.74	\$11.77	\$11.53
LIMINGTON	\$11.47	\$11.80	\$12.05	\$12.04	\$11.83	\$11.53	\$11.06	\$11.70	\$10.06
STANDISH	\$11.89	\$12.38	\$12.13	\$12.59	\$12.41	\$12.19	\$12.03	\$12.74	\$12.53
FRYE ISLAND	\$14.41	\$16.14	17.69	\$17.60	\$17.61	\$17.15	\$15.87	\$15.54	\$14.10

## Group Discussion / Q & A



What additional important Budget information, concepts, and issues would the BAC like to understand about the School Budget?

# NEXT STEPS



Review &  
Discuss

“BASELINE BUDGET  
For 2023-2024”

January 19, 2023



# Budget Advisory Committee

## Budget Advisory Committee (not to exceed 34 members)

### Parents/Guardians/Residents - not to exceed 12 members

1 Deb Black	Limington
2 Charity Boedeker	Standish
3 Benjamin Bussiere	Hollis
5 Peter Burns	Buxton
6 Jessica Cox	Buxton
7 Isabel Higgins	Standish
8 Paul Leach	Buxton
9 Eric Kuntz	Hollis
10 Kate McDonald	Standish
11 NancyLou Stiles	Standish
12 Reba Walton	Steep Falls
14 Emily Weyrauch	Buxton

### Bonny Eagle Students - not to exceed 4 members

- 1 Addy Thibodeau
- 2 Riley McKinley

### Municipality - not to exceed 10 with one from each town

1 Mark Blier	Buxton
2 Todd Delaney	Standish
3 Mary Hoffman	Hollis

### Board Members - not to exceed 2

Erika Creutz	Standish	Vice-Chair Board
John Sargent or designee	Standish	Chair- Finance-Facilities

### MSAD 6 Staff or Faculty - not to exceed 4 members

- 1 Lindsay Havu/Teacher BCES
- 2 Adam Thibodeau/Facilities Director
- 3 Sherry Zulick/Transportation Coordinator

### Administrators - not to exceed 2 members

- 1 Molly Mingione/BCES Assistant Principal
- 2 Craig Pendleton/BCES Building Principal

BUDGET ADVISORY COMMITTEE



**BAC MEETING SCHEDULE**



December 01, 2022

BUXTON   HOLLIS   LIMINGTON   STANDISH   FRYE ISLAND

**Unless otherwise determined All meetings will be held at the Central Office Conference Room From 6:00 to 7:30 pm**

- Budget Advisory Committee Meeting Dates and Times:**

1. BAC Thursday, December 15, 2022

2. BAC Thursday, January 5, 2023

3. BAC Thursday, January 19, 2023

4. BAC Thursday, February 2, 2023

5. BAC Thursday, February 9, 2023

6. BAC Thursday, February 16, 2023

7. BAC Thursday, March 2, 2023

8. BAC Thursday, March 16, 2023

9. BAC Thursday, March 30, 2023

10. BAC Thursday, April 6, 2023

11. BAC Thursday, April 13, 2023

