

MAINE STATE LEGISLATURE

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FIRST REGULAR SESSION

ONE HUNDRED AND NINTH LEGISLATURE

Legislative Document

No. 1110

S. P. 363

In Senate, March 12, 1979

Referred to the Committee on Education. Sent down for concurrence and ordered printed.

Presented by Senator Ault of Kennebec.

MAY M. ROSS, Secretary of the Senate

STATE OF MAINE

IN THE YEAR OF OUR LORD NINETEEN HUNDRED
SEVENTY-NINE

AN ACT to Clarify the Regionalization of Special Education.

Be it enacted by the People of the State of Maine, as follows:

20 MRSA § 3125, sub-§ 3, as enacted by PL 1975, c. 732, § 2, is repealed and the following enacted in its place:

3. Regional programs; plans; approval. An administrative unit may enter into a cooperative agreement with 2 or more administrative units in order to provide regional programs or supportive services for exceptional children.

A. Programs and services established through this agreement shall meet the requirements of subsection 1.

B. Programs entered into under this section shall specify that:

- (1) One of the administrative units shall serve as fiscal agent;**
- (2) No requirement exists for separate budget approval and taxation; and**
- (3) No school construction be proposed for special education purposes.**

C. A plan for regional programs shall be subject to the approval of the commissioner prior to the implementation of any programs and shall specify:

- (1) The objectives and functions to be performed by the regional programs;**
- (2) The method of fiscal operation and cost sharing;**
- (3) The method of entering into and withdrawing from the agreement;**
- (4) The method of administering the regional program;**
- (5) The method of involving parent and community participation; and**
- (6) The member administrative unit which shall act as fiscal agent for the regional program.**

D. The regional program shall be supported by funds included in the special education appropriations of each of the member administrative units.

STATEMENT OF FACT

The purpose of this bill is to encourage school systems to offer programs in special education on a regional basis. Such an approach should avoid the duplication of programs and expenditures related to personnel, materials and equipment while furnishing a higher quality regional program than any one school system could afford to offer.