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# **A REGIONAL COMMUNITY TEACHING & LEARNING TOGETHER**

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## **MAINE STATE BOARD OF EDUCATION REGIONALIZATION COMMITTEE**

### **PROGRESS REPORT**

**TO THE  
JOINT STANDING COMMITTEE ON  
EDUCATION AND CULTURAL AFFAIRS**

**JANUARY 15, 1997**

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1997

**THROUGH EFFICIENT USE OF RESOURCES**

**ENHANCED LEARNING OPPORTUNITIES**

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2001  
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1991

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Sub-committee**

**Operations  
Sub-committee**

**Human Resources  
Sub-committee**

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**Committee:** Regionalization & Governance Human Resources



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## *Executive Summary*

The Regionalization Committee of the Maine State Board of Education is pleased to make this progress report to the Joint Standing Committee on Education and Cultural Affairs of the 118<sup>th</sup> Legislature. At the request of the Joint Standing Committee of the 117<sup>th</sup> Legislature, the former Consolidation Committee of the Maine State Board of Education continued its work as the Regionalization Committee to explore existing cooperative agreements between different School Administrative Units (SAU's) in order to make better use of the limited resources that can be dedicated to K-12 education in the state.

The Committee has developed a flexible model that it believes should be tested to see if resources can be used in a more effective manner in order to improve the educational opportunities for Maine children. The proposed model is based on the premise that if the responsibilities of educational administrators could become more focused and specialized the results produced in terms of learning would be better. Based on our review of organizations in other parts of the United States and Canada, the committee believes that by separating the instructional and non-instructional responsibilities a more effective and cost efficient organizational structure can be devised.

In developing the proposed model, some guiding principles were agreed upon as criteria against which any recommendations would be measured. Those principles were:

- Support Enhanced Learning Opportunities
- Improve Utilization of Limited Resources
- Respectful of Local Culture
- Collaboration and Cooperation
- No Effort to Target Particular Jobs

The proposed regional education concepts will require fundamental changes in Maine's school governance system. The more significant changes are as follows:

### ***Local Schools***

More authority and responsibility would rest at each school resulting in more site based decision making. The focus of this committee's work has been to enhance the quality of classroom teaching and learning. Education reform should include strong parent and community support and involvement with increased decision making authority at the individual school level. Empowered principals and teachers working together with School Advisory Councils, which recognize local needs and strengths, should improve the quality of decisions.



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School Advisory Councils would be established in every school in Maine as a very fundamental element of school governance recommended by this committee. The size and membership of each council would be determined locally with the goal of having diverse local input, resulting in more timely and effective decisions that enhance teaching and learning.

***Local Instructional Unit***

There would be one or more Local Instructional Units in a Region depending on its student population and geographic size. The Boards serving these Local Instructional Units would be elected from member communities within the unit and would work directly with the Superintendent of Instruction, Curriculum, and Assessment on instructional matters that directly impact the public school system. The members would also provide a communication link with each of the school councils and the parents within each community. The focus of the Superintendent and the Instructional Board would be on educational policy and the coordination of support services to enhance classroom teaching and learning.

The Superintendent of Instruction, Curriculum, and Assessment would be responsible to present an annual educational report that includes: the Local Instructional Unit education plan; the delivery and evaluation of educational programs and services; and a Local Instructional Unit education review. This review will include a report on the results of student achievement and school performance; school drop-out rates; teacher, parent and student satisfaction surveys; and school improvement performance

***Regional Support Unit***

There would also be a Superintendent of Regional Support working with a Regional Support Unit Board to provide a system of support services for the instructional programs within a Region. The Regional Support Unit Board would be composed of representatives from the Local Instructional Unit Boards and elected representatives at large from within the Region. The Regional Support Unit Board would hire the Superintendent of Regional Support. By separating the responsibilities for instructional and non-instructional support services, each Superintendent would become more focused, specialized, and effective in carrying out their responsibilities. Policies would be set for Regional functions that include but not limited to:

- Human Resources - staff development and personnel
- Operations and Support - student support services and business services
- School Facilities - facilities maintenance and facilities planning

***Leadership Council***

The Superintendent of the Regional Support Unit, together with the Superintendents of Instruction, Curriculum, and Assessment, would constitute a Leadership Council for the Region. The Leadership Council would work with both the Local Instructional Unit Boards and the Regional Support Unit Board to coordinate the implementation of the mission and long term goals of the Region and to provide the leadership for efficient, equitable, high quality education for all students. The Leadership Council would serve as the chief executive of the Region.

**Summary**

The committee believes that work on the concept of the regionalization of school governance has the potential to produce better results in student learning given the limited financial and personnel resources available. An opportunity to test these recommendations by working with one or more of the existing educational partnerships is an important next step and must include an in depth budget and cost analysis. The committee believes that the regional concepts put forth here may also provide a new basis for true funding reform for public education. Given the importance of improving the educational opportunities for all Maine children every effort must be made to achieve the most effective and efficient use of available resources.

**Summary of Recommendations:**

***Continuation of the Regionalization Committee.*** A committee should complete the final phase of its study, conduct a pilot study with one of the existing cooperative organizations to resolve the many issues that still exist.

***Authorization for a pilot project to test the new governance model.*** Legislation will be necessary to test the proposed model.

***The recommendations contained in this report need to be coordinated with other educational initiatives that are currently underway (i.e., Learning Results, School Construction Study Group, Results Based Teacher Certification, Essential Programs & Services, etc.) to ensure that all education reforms are consistent and complementary.***

***The concepts being developed by this committee should be coordinated with state and municipal service providers and local government efforts to optimize utilization of limited resources.***



## *Regional Governance Structure for Maine*

### **Introduction**

As a result of increased taxes, limited resources *and* the need to prepare students for a global economy, the public is demanding a method to provide all children with a high quality education in the most effective and efficient manner possible. The challenge to the Regionalization Committee was to design a governance structure that would be flexible enough to work in all areas in Maine, rural and urban, and to enhance the quality of classroom teaching and learning.

Direction came from the dedicated work of Superintendents of Schools and local creativity that developed the existing collaboratives (an updated summary of the collaboratives are listed in Appendix A). The collaboratives provided an alternative to the “physical” consolidation of schools and a mechanism to deal with limited resources. The accomplishments of the collaboratives enabled the Regionalization Committee to develop the new Regional Governance structure. The future implementation of the new regional governance structure will take this ingenuity a step further by allowing community-supportive learning environments to thrive by separating Instructional and Non-instructional services. Even though it is thought that governance changes *alone* will not improve education – it *is* part of the solution.

### **Background**

During the 1994 legislative session, members of the Joint Standing Committee on Education challenged the State Board to develop a plan for encouraging consolidation among the school administrative units in the state. In July 1994, the State Board held two public forums, in Augusta and Bangor, to solicit comments concerning consolidation. During the Fall of 1994, the Committee to Study Organizational and Tax Issues in Public Schools heard from superintendents, representatives of professional education organizations and Maine citizens about the financial, governance and building implications of consolidation. The Committee’s report, *Keeping Promises: Honoring Our Commitment to Educational Equity*, contains recommendations relating to the establishment of a Task Force on Consolidation by the State Board of Education.

In June 1995, the first session of the 117th Legislature enacted Public Law Chapter 395 that created new responsibilities for the State Board of Education. Specifically, the Legislature has asked the State Board of Education to review the organization of school administrative units statewide to identify current cooperative agreements between school administrative units. Cooperative agreements may include, but are not limited to; purchasing or contract agreements; administrative functions; shared staff and staff training; and technology initiatives. Based on the review, and in consultation with the department, the state board may require that school administrative units develop and carry out a plan for a cooperative agreement with one or more other school administrative units. “Cooperative agreement” may include agreements between school administrative units and applied technology regions and applied technology centers.

Additionally, the State Board was to provide a progress report on its findings to the Joint Standing Committee on Education and Cultural Affairs by December 1, 1995. The report must

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include an analysis of current cooperative agreements and a framework for requiring additional agreements statewide.

Accordingly, the State Board convened a committee of representatives from education, city and state government and private sector business representatives. The “Consolidation Committee” worked diligently to provide an analysis of current cooperative agreements and to provide a framework for requiring additional agreements statewide. In December 1995 a progress report was presented to the State Board of Education and subsequently to the Joint Standing Committee on Education and Cultural Affairs. The report, “A Progress Report on the State Board’s Consolidation Committee Review of Current Cooperative Agreements to the Joint Standing Committee on Education and Cultural Affairs”, put forth the *concept* of a new multi-level governance structure. As a result the Joint Standing Committee on Education and Cultural Affairs requested that committee continue its work toward completing the recommendations outlined in the report. The committee’s goal became full expansion the new multi-level governance structure encompassing all the details necessary to make implementation possible.

As a result the committee, now known as the Regionalization Committee, began this new phase of work in February 1996, by dividing the elements on the Regionalization Chart into three fundamental categories for further in-depth study with input from all stakeholders. This expanded the committee’s membership through Sub-committees on:

Governance	Operations	Human Resources
School Boards School Councils Leadership Roles Department of Education Funding	Business Services Technology Food Service Transportation Construction Consolidation Capital Improvement Maintenance Health	Union Contracts Personnel Insurance Benefits Recruitment Legal Services Transitional Issues

The Governance Sub-committee was established in early March 1996. Armed with concepts from New Brunswick, Canada, to Oregon, as well as the committee's goal of restructuring around student needs, a Governance Model began to emerge. The cornerstones of this governance concept are strengthened **Site Based** decision-making authority and a **diverse School Advisory Council**. This model is built around better service to students, as opposed to a top-down administrative redesign. A *draft* defining the roles and responsibilities of the **Maine School Advisory Council** and a *draft* of the governance model was presented to several stakeholder groups: Maine Superintendents Conference in June and in October, Maine Principal’s Association’s executive committee, Maine Superintendents Association’s executive committee in August, the State Parent Teacher Conference, Maine Education Association Board of Directors, etc.

The Operations and Human Resources Sub-committees were formed and began their work July 1, 1996. These Sub-committees further defined and expanded their specific issues as they related

to the Regionalization framework. Their work was coordinated with the Governance Sub-committee.

As a result of these drafts and the input from many stakeholders, the Governance Sub-committee was able to make some significant revisions to its draft governance model. Members of the Regionalization committee and the members of the sub-committees met to make some final recommendations. The following is a summary, to date, of the results of this dedicated work:

### ***Original Instructional/Non-Instructional model***

Legislation was developed in response to the Final Report of the Committee to Study Organizational and Tax Issues in Public Schools which noted that there was “obvious advantages” to these cooperative agreements and that they represent an “intermediate step between independent school units acting in isolation and actual physical consolidation of school units”. These cooperative agreements are the first steps towards regional consolidation.

Charged with developing this “framework”, the State Board of Education’s Consolidation Committee determined the following:

*“If we really expect to make a difference with any consolidation effort, it needs to be bold, student oriented and cost effective”*

The Consolidation Committee’s convictions became, first, to enhance learning opportunities and, second, to improve efficiency.

The “framework” of the original “multi-level” governance structure was designed to remove the burden of non-instructional services from teachers, principals and superintendents and increase the focus on student learning. This structure also promotes “school-based management” as recommended by the Committee to Study Organizational and Tax Issues in Public Schools.

Other benefits of the original “multi-level” governance structure were that it incorporated the sharing of services, improved efficiency and cost-saving ideas of the current cooperative agreements and allowed for “intra-regional” choice for both teachers and students to become a distinct reality.

One of the recommendations of the Committee to Study Organizational and Tax Issues in Public Schools was that the State Board of Education explore expanding choice between units with cooperative agreements.

An important step towards this new structure is the development of a statewide common school calendar and scheduling to take advantage of better educational opportunities by sharing personnel and resources and to utilize interactive television (ITV).

A reorganization of Maine’s educational governance structure into a new regional “multi-level” governance structure would promote the sharing of both instructional and non-instructional services. The intent of this new governance structure is to move as much as possible to a

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regional management level -- not just to save money but to better serve site-based education, improve efficiency and quality of educational opportunities.

The following is the “original” regionalization chart developed for the December 1995 Progress Report. It has served as the foundation for this latest phase of regional concept development undertaken by the Governance, Operations, and Human Resources Sub-committees. The following three sections of these report details the work of these sub-committees and when combined clearly present our vision for regional education:



# REGIONALIZATION

## INSTRUCTIONAL

## NON-INSTRUCTIONAL

**Regular Programs**  
Learning Results  
Assessments

**Special Education**  
In-School Programs

**Gifted & Talented**  
In-School Programs

**Curriculum**  
School Based

**Personnel Hiring**  
Site-Based  
Team Oriented

**Extra-Curricular**  
Co-Curricular  
Activities

**Community Use  
of Facilities**

**Student  
Management**

**Local School  
Unit**

PRINCIPAL

**Staff Development**  
Leadership Training  
Long Range Plans

**Special Education**  
Student Services  
Professional Service

**Gifted & Talented**  
Student Services  
Professional Service

**Technology**  
Interactive Education  
Technical Support

**Union Contracts**  
Instructional

**School to Work**  
School-based Learn  
Work-based Learn

**Adult Education**

**Choice**  
Intra-Regional  
Charter Schools

**REGIONAL  
ADMINISTRATIVE UNIT**

REGIONAL  
SUPERINTENDENT

**Business Services**  
Payroll, Benefits  
Financing, Insurance

**Transportation**  
Bus Procurement  
Contracts

**Food Services**  
Purchasing  
Reporting

**Technology**  
Operational  
Technical Support

**Union Contracts**  
Non-Instructional

**Federal/State  
Reports**

**Construction**  
Long-Range Plans  
Consolidation

**Transportation**  
Routes  
Maintenance

**Food Services**  
Implementation

**Physical Plant**  
Maintenance  
Capital Improvement

**Health Services**  
Personnel  
Agencies

**Sub-Regional  
Support Unit**

DIRECTOR  
FACILITIES  
& SUPPORT



## *Governance*

The Governance Sub-committee was appointed in March 1996 and charged with designing a comprehensive system to govern Maine's new regional education approach. For purposes of this report Governance is defined as leadership, broad policy making and general oversight. Further governance could be described as the institutions, process, and authority to exercise leadership, establish goals and standards, adopt policies that guide and direct, evaluate performance, and administer rewards and sanctions.

After summarizing and studying many other regional governance concepts (including those from North Dakota; Oregon; Kentucky; Massachusetts; New York; New Brunswick, Canada and others) and the committee's goal of restructuring around student needs -- a Governance Model began to emerge. The cornerstones of this governance concept are strengthened **Site Based** decision-making authority and a **diverse School Advisory Council**. This model is built around better service to students, as opposed to a top-down administrative redesign. A *draft* defining the roles and responsibilities of the **Maine School Advisory Council** and a *draft* of the governance model was presented to several stakeholder groups: Maine Superintendents Conference in June and in October, Maine Principal's Association's executive committee, Maine Superintendents Association's executive committee in August, the State Parent Teacher Conference, Maine Education Association Board of Directors, etc.

As a result of the draft sub-committee reports and the input from many stakeholders, the Governance Sub-committee was able to make some *significant* revisions to its draft governance model. Members of the Regionalization committee and the members of the sub-committees met to make some final recommendations. The following is a summary of the results of this dedicated work:

The regional education concepts envisioned by this committee will require fundamental changes in Maine's school governance system. The changes will be highlighted by:

- A building **Principal** with strengthened site-based decision making authority working collaboratively with a diverse **School Advisory Council**.
- A **Superintendent of Instruction, Curriculum and Assessment** working cooperatively with high performance **Local Instructional Unit School Boards** supporting an increased focus on instructional policy and classroom teaching and learning.
- A **Superintendent of Regional Support** and a **Regional Support Unit Board** working together to develop a broad regional approach to education support services.
- A **Leadership Council** composed of the Superintendents of the Regional Support Unit and the Local Instructional Units supporting the mission, vision, and long term goals of the region and providing the leadership for efficient, equitable, high quality education for all students.

## **Local Schools**

The focus of this Committee's work has been to enhance the quality of classroom teaching and learning. Education reform in Maine and the nation must include strong parent community support and increased decision making authority at the building level. Empowered principals and teachers working together with school advisory councils are part of a broadened movement of school reform and renewal, particularly toward shared decision making. School Advisory Councils would be established in every school in Maine as a very fundamental element of school governance reform recommended by this Committee. The size and membership of the council would be locally permissive to encourage creativeness and a good blend with the community but the characteristics would always be to enhance learning opportunities by being broadly inclusive and integrating the community into the decision making process.

School Advisory Councils will enhance their effectiveness when they communicate with the broader school community. Parent members would report to parent organizations, teacher members to their departments, students to the student council, community members to their organizations and so forth. These liaisons will increase people's sense of participation and make decisions that are more broadly shared.

Effective School Advisory Councils must begin with effective training. The plan envisioned by the Committee includes training coordinated at the regional level and available to all school council members locally. Such training would cover topics like group decision making, conflict resolution, and building group culture. Without adequate preparation, members could assume familiar authoritarian or passive roles and think in individualistic rather than cooperative terms.

## **Local Instructional Unit**

A Local Instructional Unit will be established to represent municipalities in the Regional Support Units for the operation of instructional services and the coordination of other services provided by the Regional Support Units.

Representatives elected from member municipalities will serve as a Local Instructional Unit board.

The role of the Local Instructional Unit boards will be to set local instructional policy; advise the Superintendent of Instruction, Curriculum and Assessment on matters that directly impact the public school system and the school community; and to provide a communication link with the school councils and parents within each school community.

The Superintendent of Instruction, Curriculum and Assessment will be responsible to present an annual educational report that includes the Local Instructional Unit education plan, the delivery and evaluation of educational programs and services, and a Local Instructional Unit education review. This review will include a report on the results of student achievement and school performance; school drop-out rates; teacher, parent and student satisfaction surveys; and school improvement performance.

## **Regional Support Unit**

The Regional Support Unit will provide non-instructional services to two or more Local Instructional Units. Elected representatives from the Local Instructional Unit boards will make-up fifty percent of the Regional Support Unit board and fifty percent will be elected at large from the Region.

The Regional Support Unit board will select and hire a Superintendent of Regional Support.

The Regional Support Unit Board will set policies for regional functions that include but are not limited to:

- Human Resources – staff development and personnel
- Operations and Support – student support services and business services
- School Facilities – facilities maintenance and facilities planning

## **Leadership Council**

The Superintendent of the Regional Support Unit, together with the Superintendents of Instruction, Curriculum, and Assessment, would constitute a Leadership Council for the Region. The Leadership Council would work with both the Local Instructional Unit Boards and the Regional Support Unit Board to coordinate the implementation of the mission and long term goals of the Region and to provide the leadership for efficient, equitable, high quality education for all students. The Leadership Council would serve as the chief executive of the Region.





# REGIONAL GOVERNANCE MODEL

## LOCAL INSTRUCTIONAL UNIT

**LOCAL INSTRUCTIONAL BOARD**  
Local Instructional Policy (Elected)

**SUPERINTENDENT**  
INSTRUCTION CURRICULUM  
& ASSESSMENT

## REGIONAL SUPPORT UNIT

**REGIONAL BOARD**  
Regional Support Policy

**SUPERINTENDENT**  
REGIONAL SUPPORT

## LOCAL SCHOOL UNIT

**PRINCIPAL**

**SCHOOL COUNCIL**  
School Advisory







## **Maine School Advisory Councils**

A School Council will be established in every public school in Maine. The Superintendent of Instruction, Curriculum and Assessment and the principal of each school will be responsible to ensure the establishment of such council. A single council may be established in cases where one principal serves more than one school.

### ***Composition***

Each School Council will have a minimum of five members and a maximum of 11. The final membership must constitute an odd number of members. The composition of each council will be as follows:

- Parents of children attending represented school will be elected by parents of that school (i.e., through a Parent/Teacher Association meeting); over 50 per cent parent representation on council; parents elected must not be employees in the school. (voting members)
- principal, an ex-officio member (non-voting)
- teacher(s), an ex-officio member elected by the teachers in the school (voting members)
- student(s) elected at the high school level (voting members)
- Optional: community member(s) [appointed by parent members] and/or non-teaching school staff [appointed by the non-teaching school staff] (voting members)

### ***Term of Position and Elections***

- 2-year term, staggered (renewable)
- Parent members will be elected by the parents of the school; teacher member(s) will be elected by teachers in the school; student member elected by students in the school; and, other members will be by appointment.

### ***Role and Responsibilities***

The role of each School Council will be to advise the principal on matters that directly impact the students in the community school; and to provide a school communication link with parents.

The principal will present to the School Council the school educational plan for the year. The principal will report on the results of school achievement, student performance, and school improvement, and on the use of various school funds.

It will be the responsibility of the School Council to

- participate in setting the school mission;
- participate in establishing school improvement plans;

## **Maine School Advisory Councils**

### ***Role and Responsibilities, con't.***

- review results of the School Performance Reviews;
- chair of School Council, or their designate, to sit on selection committee for hiring of principal;
- provide suggestions on improving the physical plant and facilitating use of the school by the community;
- advise on the development of a school climate and conditions which will increase the quality of learning and teaching;
- provide suggestions for establishing a positive student climate within the school;
- assist in the establishment of a plan to provide communication between school and families, to encourage family involvement in the school, and to promote and foster programs for the development of parental educational support, and,
- participate in the establishment of partnerships within the community.

### ***Role and Responsibilities Do Not Extend to:***

- Responsibilities expressly reserved to the principal by statute and by School Board Policy:

Day-to-day operation of the school;  
School budget approval and the expenditure of funds; and  
Staff evaluation

- Responsibilities expressly reserved to the School Board and the Superintendent of Instruction, Curriculum and Assessment by statute and School Board policy:

Employment and assignment of staff;  
Preparation, adoption, and management of the budget;  
Adoption of instructional materials and approval of curriculum;  
Policy development;  
Collective bargaining; and  
Design of the school calendar.

### ***Meetings***

- The School Council will establish a schedule of regular meetings within three weeks after school starts.
- Principal and chair (elected by members of the School Council) will determine agenda and meeting dates and times.

## **Maine Local Instructional Unit Board**

A Local Instructional Unit will be established to represent municipalities in the Regional Support Units for the operation of instructional services and the coordination of other services provided by the Regional Support Units.

### **Composition of Each Local Instructional Unit Board**

- 6 to 9 Representatives, each elected from the member municipalities will be established as a Local Instructional Unit board. All must be parents, or their representatives, of children attending schools within their Local Instructional Unit, and not employees in the school system.
- Chair and vice-chair will be elected from within by Local Instructional Unit board, the Board will elect a member to represent them on the Regional Support Unit board for a three year term.

### **Term of Position and Elections**

- 3-year term (maximum two terms)
- Elected from municipality
- Membership will be staggered

### **Role and Responsibilities**

The role of the Local Instructional Unit boards will be to advise the Superintendent of Instruction, Curriculum and Assessment on matters that directly impact the public school system and the school community; and to provide a communication link with the school councils and parents within each school community.

The Superintendent of Instruction, Curriculum and Assessment will be responsible to present an annual educational report that includes the Local Instructional Unit education plan, the delivery and evaluation of educational programs and services, and a Local Instructional Unit education review. This review will include a report on the results of student achievement and school performance; school drop-out rates; teacher, parent and student satisfaction surveys; and school improvement performance.

It will be the responsibility of each Local Instructional Unit board to

- advise on the Local Instructional Unit education plan;
- advise on the delivery and evaluation of educational programs and services;

**Maine Local Instructional Unit Board**

***Role and Responsibilities, con't.***

- advise on the district education review;
- assure curriculum development services and program delivery reflect the cultural and linguistic community it represents;
- provide input into the annual performance review of the Superintendent of Instruction, Curriculum and Assessment;
- participate on the selection committee for school principals, with approval of hiring;
- approval of hiring of teachers;
- administer trust funds given to former school boards, and
- report back to the School Councils.

**Meetings**

The Local Instructional Unit board will establish a schedule of regular meetings; first meeting to be held within four weeks after school starts.

## **Maine Regional Support Unit Board**

A Regional Support Unit Board will be established in every Regional Support Unit in Maine. Each Region will be responsible to ensure the establishment of such board.

### ***Composition***

Each Regional Support Unit Board will be composed of 7-12 members. The composition of each board will be as follows:

### ***Term of Position and Elections***

- Fifty percent of the Members will be elected to serve representing the local governance units, by the local board and will be members of the local instructional governance unit board.
- Fifty percent of the members will be elected at large from the region.
- - three year terms, staggered

### ***Role and Responsibilities***

The Regional Support Unit board will select and hire a Superintendent of Regional Support. The Superintendent of Regional Support together with the Superintendents of the Local Instructional Units shall compose a “Leadership Council” for the region. All policies developed for recommendation by the Regional Support Unit board shall have a recommendation from the Leadership Council before they may be considered by the Regional Support Unit Board. The Leadership Council shall serve as the chief executive of the Regional Support Unit and shall have powers in the areas in which the region has operating authority.

The Regional Support Unit Board will set Policies for regional functions that include but are not limited to:

- Human Resources – staff development and personnel
- Operations and Support – student support services and business services
- School Facilities – facilities maintenance and facilities planning
- Award bids for Regional Activities. The Region may elect to provide services directly to local instructional governance units or may seek to contract any and all regional functions to private contractors. The fact that a region may elect to provide services through regional employees does not necessarily mean that a sub administrator would be employed for each function.
- Participate in establishing regional school calendar and length of day

## **Maine Regional Support Unit Board**

### *Role and Responsibilities, con't.*

- Staffing: By nomination of Superintendent of Regional Support; election by board.
- Conduct Collective Bargaining
- Develop Regional Budget:

*Alternative A.* Developed by Regional Support Unit Board, approved by local election in the local instructional units.

*Alternative B.* Set by the Regional Support Unit Board directly, administrative costs shared by Units, all services paid for by local instructional units as used.

*Alternative C.* A total allocation is set by Region; all functions receive funding through the Region as will be determined.

The Regional Support Unit Board is charged with developing a plan for regional implementation of technology and regional staff development. To be effective this plan must be approved by the Boards of the Local Instructional Units.

### *Meetings*

- Minimum of six times per year.
- Superintendent and chair (elected by members of the Board) will determine agenda and meeting dates and times.



## ***Human Resources***

The Human Resources Sub-committee was appointed in June 1996 and charged with further defining and expanding on the broad category of Human Resources as it relates to the framework recommended in the Regionalization Committee's Progress Report dated December 1, 1995. For the purposes of this report Human Resources is defined as staff development and personnel organization and the broad structure for resources allocation for an education region.

### **Identified Stakeholders and established committee**

The Sub-committee was established by first determining the stakeholders and then attempting to achieve presentation from all areas. The stakeholders identified were.

- School Boards
- Superintendents
- Teachers/Employees
- Students
- Service Providers

### **Established Guiding Principles**

- Supporting Enhanced Learning Opportunities
- Improving Utilization of Limited Resources
- Respectful of Local Culture
- Collaboration and Cooperation
- No Effort to Target Particular Jobs

### **Identified Instructional and Non-instructional Needs**

The first step in developing a comprehensive approach to Human Resources was to identify instructional and non-instructional needs that support enhances learning opportunities. The needs were coordinated with those being developed for Operations and provided the foundation for building a Human Resources Model.

### **Human Resources Functional Model**

The Sub-committee took the identified needs, both instructional and non-instructional, and assembled them into functional units and designed a Human Resource Model. The initial attempts at designing a regional human resource model looked similar to a business model organization chart. When the Sub-committee integrated this model with concepts being developed by the Governance Sub-committee and moved them into an education environment a Regional Resource Allocation Model became more appropriate. The development of the Regional Resource Allocation Model can be best described by the following progression:

## *A Regional Community – Teaching and Learning Together*

1. needs were identified
2. human resource supports for those needs were developed
3. the model was adjusted to include the Leadership Council and other governance features

To show the Regional Resource Allocation Model “upside down” would be more consistent with how it was developed. When combined with the Governance Model, the Regional Resource Allocation Model clearly represents our vision for regional education.

### **Maximize Opportunities in Functional Units**

The Sub-committee sought to clearly identify issues and opportunities presented in this functional approach to Human Resources (i.e., union contracts, benefits/insurance, legal services, etc.) and to identify obstacles that may be encountered by the concept. For that study four Model Regions were used to research the ideas:

- Washington County Consortium
- Casco Bay Alliance
- Kennebec Alliance
- Aroostook County Cooperatives

The Sub-committee summarized current bargaining agents for the various bargaining units, salaries, and insurance/benefits for each of the models to provide a first look at the possibility of achieving regional contracts. The broad conclusion was that regional union contracts covering teachers might be a possibility within those models studied. The educational support contracts would be more difficult because they are not all represented by the same bargaining agent whereas the teachers are all covered by the same bargaining agent.

Possible opportunities presented by regional union contracts, listed in the December 1995 Progress Report, were:

- Sharing of staff between schools
- Removing the burden of contract negotiations from local schools
- Freeing teachers to teach
- Creating a more harmonious workforce
- Providing for management flexibility
- Enhancing administrative focus on education
- Providing enhanced benefits through a larger workforce unit

The obstacles identified by the Sub-committee, and specific to human resources, were for the most part the stakeholders themselves along with multiple bargaining agents within a region for the same employee group, providers of bargaining services, and providers of legal services. Resistance to outsourcing was also identified as an obstacle in all the functional units. An obstacle of broad concern would be the financial implications of the evolution to regional union contracts and the development of the entity that would exercise financial authority.

# REGIONAL RESOURCE ALLOCATION MODEL

## REGIONAL SUPPORT UNIT

## LOCAL INSTRUCTIONAL UNIT

**SUPERINTENDENT**  
INSTRUCTION CURRICULUM  
& ASSESSMENT

**LEADERSHIP COUNCIL**

**SUPERINTENDENT**  
REGIONAL SUPPORT

### LOCAL SCHOOL UNIT

**PRINCIPAL**

**SPECIAL SERVICES**

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

IN SCHOOL TEACHING & LEARNING  
LEARNING RESULTS  
CURRICULUM ASSESSMENT  
HIRING OF INSTRUCTIONAL STAFF  
COMMUNITY USE OF FACILITIES  
EXTRA-CO CURRICULAR ACTIVITIES

SPECIAL EDUCATION  
GIFTED & TALENTED  
HEALTH/HUMAN SERVICES  
STATE AGENCY COORDINATION  
COUNSELING SERVICES  
COMMUNITIES FOR CHILDREN

### HUMAN RESOURCES

**STAFF DEVELOPMENT**

**PERSONNEL**

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

STAFF DEVELOPMENT  
LEADERSHIP TRAINING  
TECHNOLOGY TRAINING  
SCHOOL BOARD TRAINING  
SCHOOL COUNCIL TRAINING

UNION CONTRACTS  
EMPLOYEE RELATIONS  
RECRUITMENT & SELECTION  
PROMOTION COMPENSATION  
BENEFITS/INSURANCE  
LEGAL SERVICES

### OPERATIONS & SUPPORT

**STUDENT SUPPORT SERVICES**

**BUSINESS SERVICES**

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

FOOD SERVICES  
NUTRITION COMPLIANCE  
TRANSPORTATION  
BUS PURCHASING/LEASING  
BUS MAINTENANCE  
TECHNOLOGY MAINTENANCE & UPGRADING

PAYROLL  
PURCHASING  
FINANCE/CASH MANAGEMENT  
FEDERAL/STATE REPORTS  
ACCOUNTS PAYABLE/RECEIVABLE

### SCHOOL FACILITIES

**FACILITIES MAINTENANCE**

**FACILITIES PLANNING**

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

COORDINATE DIRECT & SUPERVISE ALL ASPECTS OF:

FACILITY MAINTENANCE  
AIR QUALITY  
FACILITY CONDITION REPORTS  
MAINTENANCE PLANS  
SAFETY COMPLIANCE

LONG RANGE REGIONAL FACILITY PLANS  
CAPITAL IMPROVEMENT PLANS  
CONSTRUCTION PROCESS  
CONSOLIDATION OF FACILITIES  
FACILITY ADA & REGULATION COMPLIANCE



## ***Operations***

The Operations Sub-committee was appointed in June 1996 and charged with reviewing areas of operations from the December 1995 Progress Report for completeness and developing a list of issues and opportunities for each area. For purposes of this report, Operations will be defined as efficient management of student support services, business services, facilities maintenance, and facilities planning. Working in conjunction with the Human Resource Sub-committee, it was agreed that the guiding principles would be the criteria by which the issues and opportunities would be developed. The results are as follows:

### **Guiding Principals**

- Supporting Enhanced Learning Opportunities
- Improving Utilization of Limited Resources
- Respectful of Local Culture
- Collaboration and Cooperation
- No Effort to Target Particular Jobs

The areas where there were opportunities for improved educational learning opportunities and improved use of limited resources were developed as follows:

### **Business Services – Possible Consolidation and/or Outsourcing**

- Payroll
- Purchasing, accounts payable and accounts receivable
- Financial management – cash, borrowing, scholarships
- Benefits management
- Regional Management Information Systems (MIS)
- Grant applications management

### **Consolidation, Construction, Capital Improvement, Maintenance**

- Regional ten year facilities plan – concerns were expressed over the lack of flexibility and the questionable cost/benefit relationship of regulations
- Establish long range educational goals for the region
- Expertise in establishing vision and needs
- Establish better equity within regions
- Consistent maintenance programs
- Regional training programs
- Flexibility for specialized facilities
- Improved response to regulations
- Maximize prudent use of outsourcing
- Improved and coordinated response to community facilities needs
- Coordinated and consolidated school/municipal services such as plowing, sanding road repair, etc.

### **Food Service**

- Purchasing/outsourcing opportunities
- Menu planning
- Nutrition director
- Managing paperwork and reporting
- Management of food preparation

### **Health and Social Service**

- Special Education
- Elementary and secondary guidance
- Child development services

### **Technology**

- Purchasing
- Maintenance and upgrading
- Coordination of hardware and software
- Systems management
- Technology plan (3-5 years)
- Regional training
- In-school links

### **Transportation**

- Purchase, maintenance and utilization of equipment
- Driver and discipline training
- Standardize bus types and parts
- Equipment pools
- Insurance
- Drug testing
- Coordinate special transportation runs
- Bulk fuel purchase
- Potential outsourcing of purchasing or services listed above

The Operations Sub-committee also was given an update on the work that is being done by the Commissioners of Education, Human Services, Mental Health, Corrections and Public Safety to establish a better coordinated system of delivery of services to children. Their work has been funded by the Danforth Foundation. Their goal is to link health and social service programs for children more closely to schools and has been included in the committee's Resource Allocation Model.



## *Regional Transition Concepts*

In order to develop an efficient and effective method of transition from the current governance structure to the new Regional Governance Model, many of the following issues still need to be resolved:

- ⇒ Special education programs – how can the regional model benefit these programs,
- ⇒ Human Resources – expand on contracts, negotiations, insurance, etc.
- ⇒ Funding and Budgets
- ⇒ Link to findings of other committees/task forces
- ⇒ Additional input from stakeholders
- ⇒ Review the results of the Maine Education Policy Research Institute’s regional model database.

Permissive legislation to facilitate the creation of the new Regional Governance Model – possibly a pilot site project is the only method to answer *ALL* of the transition issues.

Even with these unresolved issues the committee decided that it would be helpful to illustrate how these regional concepts might be transitioned from the current School Administrative Units. The following Regional Transition Concepts chart illustrates in broad graphic terms how the transition from five current School Administrative Units into a Regional School Unit with two Local Instructional Units might occur. To further illustrate the Regional concepts and the transition to them – this committee chose two very different geographic areas that are currently collaborating to enhance learning opportunities for students; Washington County Consortium for School Improvement and the Casco Bay Educational Alliance.

### *Washington County Consortium for School Improvement*

The illustration moves the current (3) School Administrative Districts, (5) Unions, (1) Community School District and (1) Unorganized Territory school into two Local Instructional Units (East and West) served by one Regional Support Unit. Each Local Instructional Unit would encompass 15 to 18 schools including 4 High Schools and serving approximately 2800 students.

<u>Instructional Unit</u>	<u>Total Number of Schools</u>	<u>High Schools</u>	<u>Students</u>
East	15	4	2780
West	18	4*	2850*

\* Includes Washington Academy and students tuitioned to Washington Academy



*A Regional Community – Teaching and Learning Together*

*Casco Bay Educational Alliance*

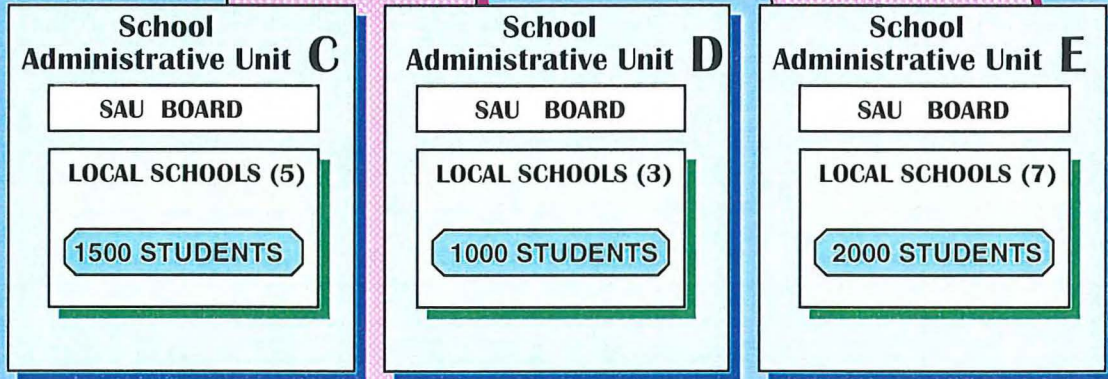
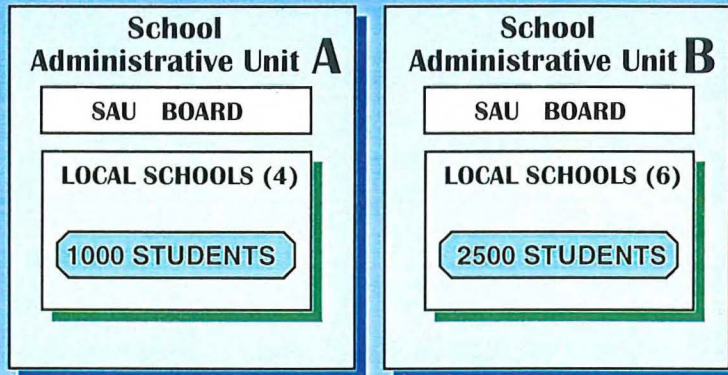
The Casco Bay Educational Alliance illustration is very different from the Washington County Consortium for School Improvement; geographically as well as the types of School Units, the numbers of schools and their student population. This illustration moves the current (4) municipalities and (2) School Administrative Districts into two Local Instructional Units served by one Regional Support Unit. Each Instructional Unit encompassing 10 to 15 schools including 2 to 3 High Schools and serving approximately 4500 students.

<u>Instructional Unit</u>	<u>Total Number of Schools</u>	<u>High Schools</u>	<u>Students</u>
North	15	3	4844
South	10	2	3905

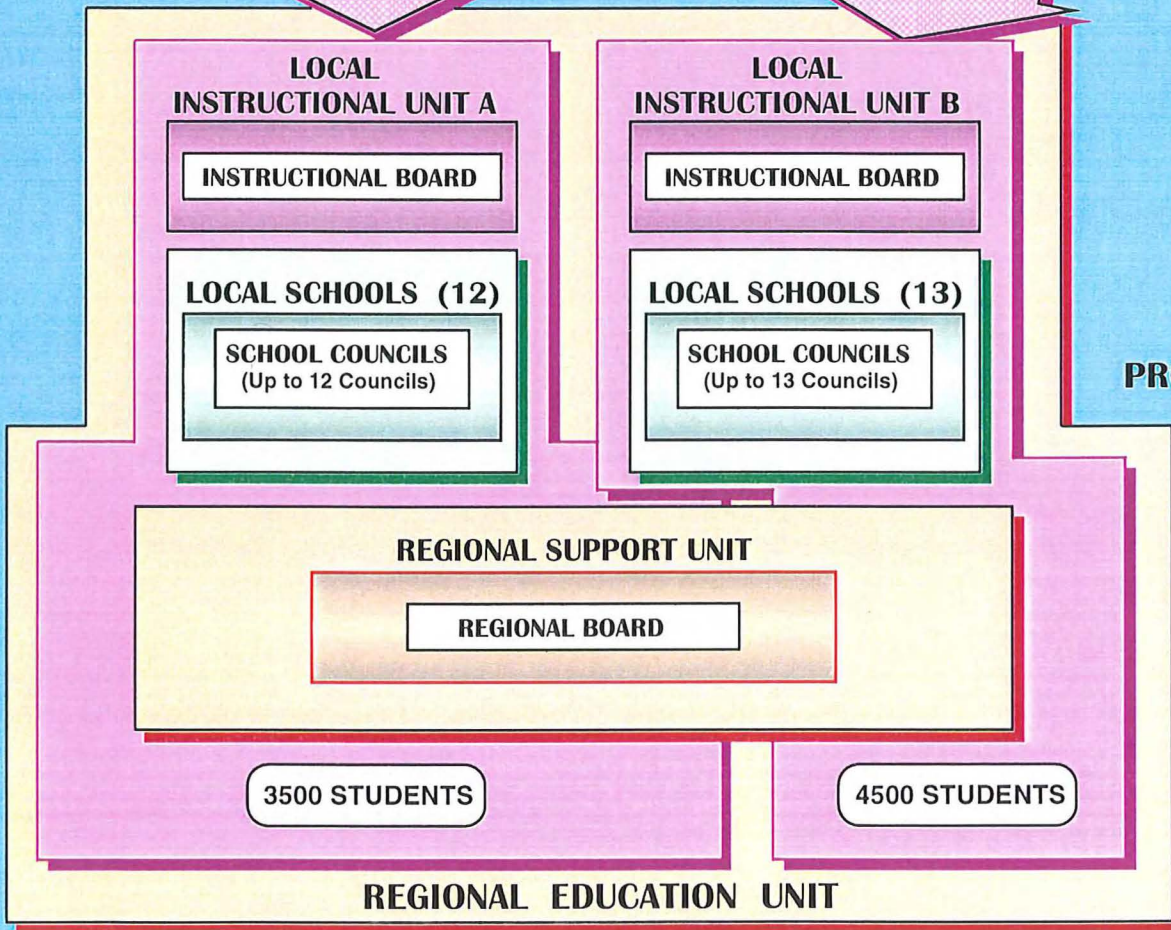
The next phase of this study would begin to clearly define the actual geographical make up of a Region and all the necessary details. That development would include studying various State Planning Office overlays to look at the coordination of Education Regions with other aspects of planned State resource sharing.

# REGIONAL TRANSITION CONCEPTS

CURRENT



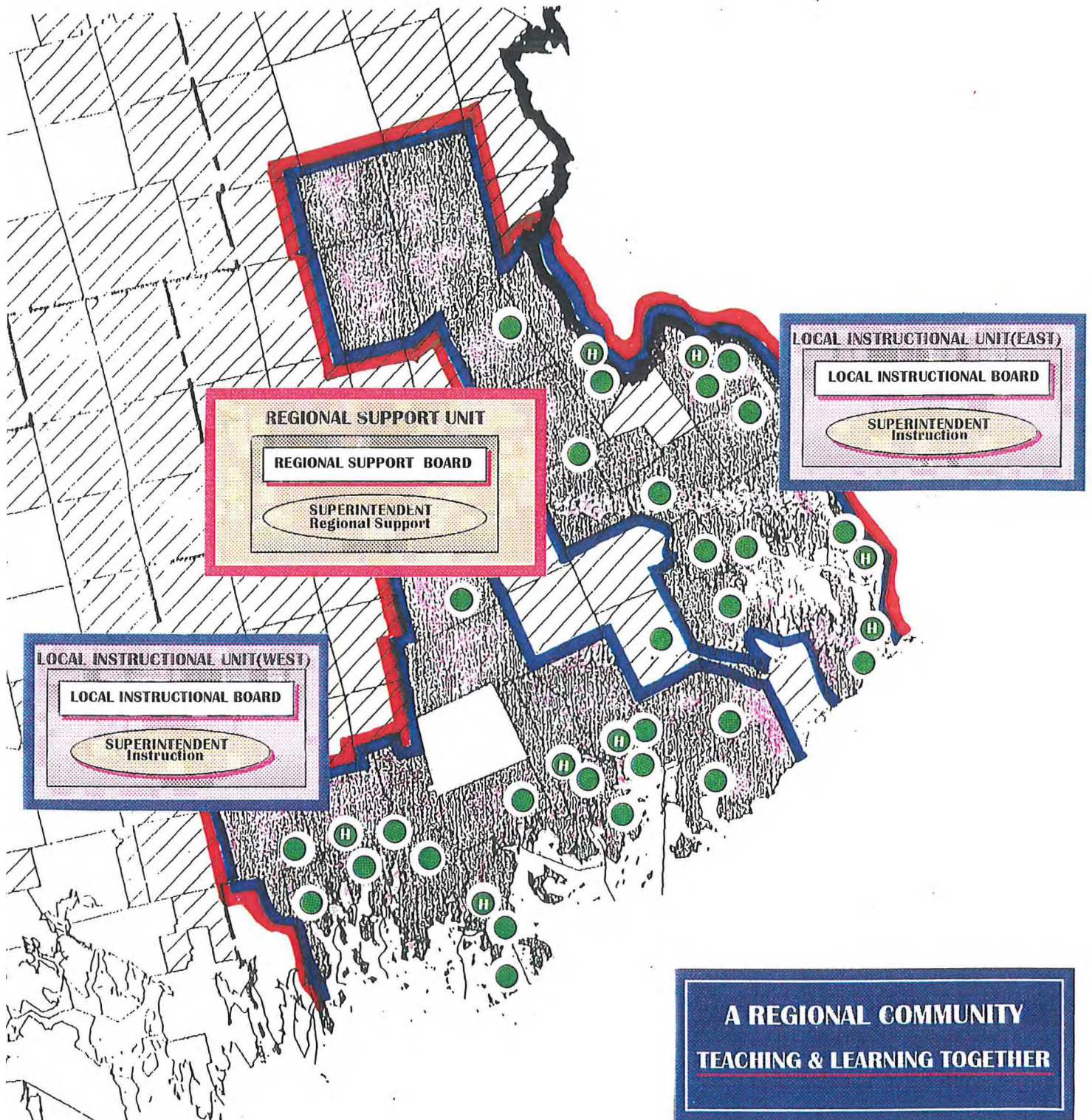
PROPOSED







**Washington County Consortium for School Improvement – Regional Map**



● ELEMENTARY SCHOOLS

Ⓜ HIGH SCHOOLS



**Casco Bay Educational Alliance – Regional Map**



## ***Recommendations***

***Continuation of the Regionalization Committee.*** A committee should continue the final phase of its study, conduct a pilot study with one of the existing cooperative organizations and to resolve the many issues that still exist such as:

- ⇒ Special education programs – how can the regional model benefit these programs,
- ⇒ Human Resources – expand on contracts, negotiations, insurance, etc.
- ⇒ Funding and Budgets
- ⇒ Link to findings of other committees/task forces
- ⇒ Additional input from stakeholders
- ⇒ Review the results of the Maine Education Policy Research Institute’s regional model database.

Enhancing the link between K-12 systems in a Region and institutions of higher education should also be explored; as well as closer partnerships with Vocational Centers and Regions. The benefits of these links are mutual serving not only the Staff Development piece but also stronger ties may move more students into more appropriate areas of higher education within a Regional Community.

***Authorization for a pilot project to test the new governance model.*** In striving to reach an implementation plan, a pilot project is necessary to test the new governance model. Current statutes and regulations are roadblocks to this possibility. Permissive legislation for a pilot project should be put forth to allow a “region” to develop.

***The recommendations contained in this report need to be coordinated with other educational initiatives that are currently underway; (such as: Learning Results, School Construction Study Group, Results Based Teacher Certification, Essential Programs & Services, etc.) to ensure that all education reforms are consistent and complementary.***

***The concepts being developed by this committee should be coordinated with state and municipal service providers and local government efforts to optimize utilization of limited resources.***





## ***Appendix A - Collaboratives and Partnerships***

### ***Current collaboratives:***

***Androscoggin Valley Education Collaborative (A.V.E.C.)*** – Contact: Linda Parkin Tel. 225-3795 OR Roger Fuller Tel. 375-4950

Serves Auburn, Lewiston, Union #29 (Mechanic Falls, Minot, Poland), Union #30 (Durham, Lisbon), Union #44 (Litchfield, Sabattus, Wales, Oak Hill C.S.D.) and S.A.D. #52 (Greene, Turner, Leeds).

A.V.E.C. operates under an informal cooperative agreement. This agreement consists of an Umbrella Group made up of administrators and teachers from all six districts, and a growing number of focus groups that meet to share ideas and resources in their areas of expertise. The group has been in existence only a year and a half. To date, the largest project was an October workshop for approximately 1400 teachers and administrators on the Learning Results. It was organized by the A.V.E.C. Professional Development Focus Group. Other focus groups include Gifted/Talented Teachers, Technology Teachers, Guidance Personnel, and Adult Education Directors. They have each worked on plans and projects such as open enrollment in limited enrollment classes within the six districts, development of an acceptable use policy, etc. The focus is definitely on collaboration, not on consolidation, although we are working to avoid duplication of services and maximize cooperative use of resources.

***Capital Area Alliance*** – Contact: H. Graham Nye Tel. 626-2468

Serves S.A.D. #11 (Gardiner, Pittston, Randolph, West Gardiner), S.A.D. #16 (Farmingdale, Hallowell), Augusta, Fayette, Monmouth, Richmond, Winthrop, Union #42 (Manchester, Mount Vernon, Readfield, Wayne, Maranacook C.S.D.) and Union #51 (Chelsea, Jefferson, Palermo, Somerville, Whitefield, Windsor) in Kennebec County.

The Capital Area Alliance is working towards a formal cooperative agreement. Currently this alliance is group purchasing long-distance telephone service, using the State purchasing option for supplies and implementing “Superintendent’s Agreements” on student placement. Also, this group has contracted with the University of Maine’s Education Research Institute for a study on possible regionalization.

***Casco Bay Educational Alliance*** – Contact: Robert G. Hasson, Jr. Tel. 829-4800

Serves Falmouth, Freeport, Gorham, Yarmouth, S.A.D. 51 (Cumberland, North Yarmouth) and S.A.D. #62 (Pownal) in Cumberland county.

This is a formal cooperative agreement that collectively purchases milk but mainly provides collaborative instructional options to enhance learning opportunities for students. Three of CBEA’s members share an alternative high school. Enterprise Teams, a school-business

### *A Regional Community – Teaching and Learning Together*

partnership is offered at the four high schools. Instructors for high school courses, such as archeology, are being shared. Technology coordinators, through CBEA, have negotiated a far more comprehensive maintenance plan for their units.

***Central Aroostook Council on Education*** – Contact: Rodney M. Doody Tel. 473-4455 or Neil Wortman Tel. 768-9410

Serves S.A.D. #1 (Castle Hill, Chapman, Mapleton, Presque Isle, Westfield), S.A.D. #20 (Fort Fairfield), S.A.D. #42 (Blaine, Mars Hill), Caribou, Limestone (including the Maine School of Science and Mathematics) and the University of Maine at Presque Isle.

This is a formal cooperative agreement that was developed to explore means of sharing resources and services, to increase opportunities for students (kindergarten through college) and to reduce operational and administrative costs while maintaining quality education.

***Educational Cooperative 2000 (ECO 2000)*** – Contact: David J. Lyon Tel. 455-8301

Serves S.A.D. #24 (Cyr Plt., Hamlin, Van Buren), S.A.D. #25 (Mount Chase Plt., Patten, Sherman, Stacyville), S.A.D. #27 (Eagle Lake, Fort Kent, New Canada, St. Francis, St. John Plt., Wallagrass, Winterville Plt.), S.A.D. #32 (Ashland, Garfield Plt., Masardis, Oxbow Plt., Portage Lake), S.A.D. #33 (Frenchville, St. Agatha), S.A.D. #45 (Perham, Wade, Washburn), Grand Isle, Limestone, Madawaska, Union #122 (New Sweden, Stockholm, Westmanland, Woodland) and Southern Aroostook C.S.D. (Crystal, Dyer Brook, Island Falls, Merrill, Oakfield, Smyrna) in Aroostook county.

This is a formal cooperative agreement with basic by-laws and is incorporated. Before becoming a formal organization, this group of S.A.U.s began by pooling their Eisenhower grants and combining their food service purchases. ECO was formed to better utilize resources. To date, ECO 2000 has been awarded over \$400,000 in grants and is cooperatively developing technological connectivity utilizing fiberoptic cable that will allow for data as well as audio-visual capabilities. This network is being developed in conjunction with the private sector in Aroostook County and will serve all elements of Aroostook County – private and public.

***Kennebec Alliance*** – Contact: Leon A. Duff Tel. 872-1960

Serves S.A.D. #47 (Belgrade, Oakland, Sidney), S.A.D. #49 (Albion, Benton, Clinton, Fairfield), S.A.D. #54 (Canaan, Cornville, Mercer, Norridgewock, Skowhegan, Smithfield), Union #52 (China, Vassalboro, Winslow) and Waterville.

Business Partners: Kimberly Clark, Chinnet Company; Central Maine Power Company and Central Maine Morning Newspapers.

Collegiate Partners: Colby College, Kennebec Valley Technical College and Thomas College.

## *A Regional Community – Teaching and Learning Together*

This is a formal agreement with bylaws. The Kennebec Alliance is one of equal partners with the focus on improving education for all people. The Alliance takes a regional approach to: professional development for professional and support staff; joint purchases and salvage; implementing “Superintendent’s Agreements” on student placement; staff employment and information data bases.

***Moosehead Region Educational Consortium*** – Contact J. Kenneth Laux Tel. 943-7318

Serves S.A.D. #4 (Abbot, Cambridge, Guildford, Parkman, Sangerville, Wellington), S.A.D. #41 (Atkinson, Brownville, Lagrange, Lake View Plt., Milo), S.A.D. #46 (Dexter, Exeter, Garland, Ripley), S.A.D. #68 (Charleston, Dover-Foxcroft, Monson, Sebec) and Union #60 (Beaver Cove, Greenville, Kingsbury Plt., Shirley, Willimantic)

Moosehead Region Educational Consortium is a very new informal alliance.

***Penobscot River Educational Partnership (PREP)*** – Contact: Emil Genest Tel. 862-3255

Serves S.A.D. #22 (Hampden, Newburgh, Winterport), Brewer, Old Town, Union #87 (Orono, Veazie) and Union #90 (Alton, Bradley, Greenbush, Milford).

The Penobscot River Educational Partnership was formally establish on December 5, 1996. PREP is presently in its “infancy” stage of development and is focusing on the topics of technology, staff development, assessment practices and curriculum.

***Washington County Consortium for School Improvement*** – Contact: Dr. William Clark Tel. 255-1200

Serves S.A.D. #19 (Lubec), S.A.D. #37 (Addison, Cherryfield, Columbia, Columbia Falls, Harrington, Milbridge), S.A.D. #77 (Culter, East Machias, Machiasport, Whiting), Union #102 (Jonesboro, Machias, Marshfield, Northfield, Roque Bluffs, Wesley, Whitneyville), Moosabec C.S.D./Union #103 (Beals, Jonesport), Union #104 (Charlotte, Dennysville, Eastport, Pembroke, Perry), Union #106 (Alexander, Baring Plt., Calais, Crawford, Robbinston), Union #107 (Baileyville, Cooper, Grand Lake Stream Plt., Meddybemps, Princeton, Talmadge, Waite), Peter Dana Pt., Pleasant Point, University of Maine at Machias, Washington Academy and the Edmund School (Unorganized Territory) in Washington County.

The Washington County Consortium was formed with a focus on professional development. Its goals are networking, connecting schools with people resources, teacher training, and supporting those interested in school change. The Consortium will also work with selected schools to help with long-range planning.

***Partnerships:***

***Southern Maine Partnership*** – Contact: Lynn Miller Tel.

Serves Biddeford, Brunswick, Cape Elizabeth, Falmouth, Freeport, Gorham, Maine College of Art, Old Orchard Beach, Portland, Raymond, Sanford, Scarborough, South Portland, Southern Maine Technical College, Thornton Academy, Wells-Ogunquit C.S.D., Westbrook, Windham, Yarmouth, York, S.A.D. #6 (Buxton, Hollis, Limington, Standish), S.A.D. #15 (Gray, New Gloucester), S.A.D. #51 (Cumberland, North Yarmouth), S.A.D. #55 (Baldwin, Cornish, Hiram, Parsonsfield, Porter), S.A.D. #60 (Berwick, Lebanon, North Berwick), S.A.D. #61 (Bridgton, Casco, Naples, Sebago), S.A.D. #71 (Kennebunk, Kennebunkport), S.A.D. #72 (Brownfield, Denmark, Fryeburg, Lovell, Stoneham, Stow, Sweden), Fryeburg Academy, S.A.D. #75 (Bowdoin, Bowdoinham, Harpswell, Topsham, Union #7 (Dayton, Saco) and University of Southern Maine.

This is an informal cooperative agreement serving both public and private educational organizations for the past ten years in instructional practice, staff development, leadership, and building governance.

***Western Maine Partnership*** – Contact: Margaret Arbuckle Tel. 778-7191

Serves Auburn, Augusta, Fayette, Jay, Lewiston, S.A.D. # 3 (Brooks, Freedom, Jackson, Knox, Liberty, Monore, Montville, Thorndike, Troy, Unity, Waldo), S.A.D. #9 (Chesterville, Farmington, Industry, New Sharon, New Vineyard, Temple, Vienna, Weld, Wilton), S.A.D. #11 (Gardiner, Pittston, Randolph, West Gardiner) S.A.D. #16 (Farmingdale, Hallowell), S.A.D. #17 (Harrison, Hebron, Norway, Otisfield, Oxford, Paris, Waterford, West Paris), S.A.D. #21 (Canton, Carthage, Dixfield), S.A.D. #36 (Livermore, Livermore Falls), S.A.D. #39 (Buckfield, Hartford, Sumner), S.A.D. #43 (Byron, Mexico, Roxbury, Rumford), S.A.D. #44 (Andover, Bethel, Greenwood, Newry, Woodstock), S.A.D. #47 (Belgrade, Oakland, Sidney), S.A.D. #49 (Albion, Benton, Clinton, Fairfield), S.A.D. #52 (Greene, Leeds, Turner, S.A.D. #54 (Canaan, Cornville, Mercer, Norridgewock, Skowhegan, Smithfield), S.A.D. #58 (Avon, Eustis, Kingfield, Phillips, Strong), S.A.D. #59 (Athens, Brighton Plt., Madison, Starks), S.A.D. #74 (Anson, Embden, New Portland, Solon), Union #42 (Manchester, Mount Vernon, Readfield, Wayne), Union #44(Litchfield, Sabattus, Wales), the Goodwill-Hinkley School, the Maine Special Education Support Network, the Maine Mathematics & Science Alliance, the University of Maine at Farmington and the University of Maine Graduates Outreach Program.

This is a formal cooperative agreement that represents a merger of efforts by two existing groups -- superintendents in western and central Maine, and the Western Comprehensive System for Professional Development -- the goal is to promote renewal and growth of learning opportunities of schools within the region.

The previous organizations are not all inclusive -- other cooperatives and partnerships do exist, such as the *Special Services Regional Programs*: Waldo Region Special Services and Southern Penobscot Region Special Programs, etc.

***Appendix B – Financial Data***

**STATE WIDE EDUCATIONAL EXPENDITURES -- GENERAL FUND**

	1993-94		1994-95		1995-96	
Regular Instruction	\$515,146,140	47.44%	\$532,729,012	46.90%	\$551,672,266	47.22%
Special Educ. Instruction	\$119,078,994	10.97%	\$129,043,016	11.36%	\$136,907,720	11.72%
Voc Educ Instruction	\$20,730,113	1.91%	\$21,743,613	1.91%	\$21,983,011	1.88%
Other instruction	\$18,696,121	1.72%	\$19,118,091	1.68%	\$19,833,489	1.70%
Student & staff support	\$52,210,805	4.81%	\$54,962,522	4.84%	\$56,312,165	4.82%
System administration	\$41,126,247	3.79%	\$43,011,379	3.79%	\$42,514,030	3.64%
School administration	\$59,267,885	5.46%	\$61,144,889	5.38%	\$63,921,610	5.47%
Transportation & buses	\$62,147,817	5.72%	\$64,158,677	5.65%	\$65,506,775	5.61%
Facilities maintenance	\$119,822,980	11.03%	\$127,535,820	11.23%	\$129,257,642	11.06%
Debt service	\$72,739,272	6.70%	\$77,985,933	6.87%	\$76,327,454	6.53%
All other	\$4,965,806	0.46%	\$4,558,365	0.40%	\$4,172,894	0.36%
Total	\$1,085,932,180	100.00%	\$1,135,991,316	100.00%	\$1,168,409,055	100.00%

**1993-94**

**MAINE RESIDENT STUDENTS:  
PER PUPIL OPERATING COSTS**

<u>SCHOOL ADMINISTRATIVE UNITS</u>	<u>OPERATING COST</u>	<u>AVERAGE RESIDENT PUPILS</u>	<u>PER PUPIL OPERATING COST -- K-12</u>	<u>NUMBER OF UNITS</u>	<u>AVERAGE NUMBER PUPILS</u>
SINGLE MUNICIPALITIES ONLY	\$360,087,798.54	76,323.5	\$4,717.92	68	1,122
UNION MUNICIPALITIES ONLY	\$129,527,864.07	28,953.0	\$4,473.73	111	261
S.A.D.s ONLY	\$404,725,458.71	98,158.0	\$4,123.20	73	1,345
C.S.D.s ONLY	\$48,618,764.76	10,316.5	\$4,712.72	12	860
STATE AVERAGE	\$945,023,866.28	214,241.5	\$4,411.02		

*A Regional Community – Teaching and Learning Together*

1994-95

**MAINE RESIDENT STUDENTS:  
PER PUPIL OPERATING COSTS**

<u>SCHOOL ADMINISTRATIVE UNITS</u>	<u>OPERATING COST</u>	<u>AVERAGE RESIDENT PUPILS</u>	<u>PER PUPIL OPERATING COST -- K-12</u>	<u>NUMBER OF UNITS</u>	<u>AVERAGE NUMBER PUPILS</u>
SINGLE MUNICIPALITIES ONLY	\$380,817,809.07	77,017.0	\$4,944.59	68	1,133
UNION MUNICIPALITIES ONLY	\$135,622,833.26	29,095.5	\$4,661.30	111	262
S.A.D.s ONLY	\$421,066,767.63	98,374.0	\$4,280.26	73	1,348
C.S.D.s ONLY	\$51,345,451.41	10,438.5	\$4,918.85	12	870
STATE AVERAGE	\$988,852,861.37	214,925.0	\$4,600.92		

1995-96

**MAINE RESIDENT STUDENTS:  
PRELIMINARY PER PUPIL OPERATING COSTS**

<u>SCHOOL ADMINISTRATIVE UNITS</u>	<u>OPERATING COST</u>	<u>AVERAGE RESIDENT PUPILS</u>	<u>PER PUPIL OPERATING COST -- K-12</u>	<u>NUMBER OF UNITS</u>	<u>AVERAGE NUMBER PUPILS</u>
SINGLE MUNICIPALITIES ONLY	\$392,675,373.98	77,697.0	\$5,053.93	68	1,143
UNION MUNICIPALITIES ONLY	\$140,503,973.38	29,406.0	\$4,778.07	111	265
S.A.D.s ONLY	\$436,679,742.72	98,660.0	\$4,426.13	73	1,352
C.S.D.s ONLY	\$53,744,374.82	10,442.0	\$5,146.94	12	870
STATE AVERAGE	\$1,023,603,464.90	216,204.5	\$4,734.42		

## *Glossary*

**Governance** -- leadership, broad policy making and general oversight.

**Human Resources** -- staff development, personnel organization and the broad structure for resources allocation for an education region.

**Leadership Council** -- composed of the superintendents of the Regional Support Unit and the Local Instructional Units serves to coordinate support services, provide continuity in educational programs and provide recommendations to both the Regional Support Unit Board and the Local Instructional Unit Board.

**Local Instructional Unit** -- established to represent municipalities in the Regional Support Units for the operation of instructional services and the coordination of other services provided by the Regional Support Units.

**Local School** – the individual school in a municipality.

**Operations** -- efficient management of student support services, business services, facilities maintenance, and facilities planning.

**Out-Sourcing** – utilization of private contractors to provide services OR utilization of the Regional Support Unit to provide services.

**Regional Support Unit** -- provides non-instructional services to two or more Local Instructional Units.

**School Administrative Unit** – means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools, except that it does not include an applied technology region.

**School Advisory Council** -- advises the principal on matters that directly impact the students in the community school; and to provide a school communication link with parents.

**Superintendent of Instruction, Curriculum and Assessment** -- works cooperatively with high performance Local Instructional Unit School Boards supporting an increased focus on instructional policy and classroom teaching and learning.

**Superintendent of Regional Support** -- works together with a Regional Support Unit Board to develop a broad regional approach to education support services.