

MAINE STATE LEGISLATURE

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State Board of Education
Review of Current Cooperative Agreements
Progress Report
to the
Joint Standing Committee on Education and Cultural Affairs

December 1, 1995



State Board of Education

STATE HOUSE
STATION 23
AUGUSTA, MAINE 04333

Marjorie Murray Medd, Chair
State Board of Education

In June 1995, the first session of the 117th Legislature enacted Public Law Chapter 395 which 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.

Additionally, the State Board must provide a progress report on its findings to the Joint Standing Committee on Education and Cultural Affairs by December 1, 1995. The report must include an analysis of current cooperative agreements and a framework for requiring additional agreements statewide.

In order to achieve this goal, the State Board of Education recommended that a small specialized group be established as the Consolidation Committee. The Consolidation Committee functioned as a subcommittee of the State Board and worked in conjunction with the Department of Education. This group has a diverse membership that included educators, city and state government officials and private sector business representatives. Working unselfishly over the two month period of October and November, this group dedicated their time, knowledge and expertise to this task as well as providing meeting facilities.

The Committee would like to extend its appreciation to both Deputy Commissioner Ray Poulin for his contribution and support and to Suzan Cameron for professionally staffing the Committee, providing technical assistance and drafting the report.

I would like to take this opportunity to thank the members of the Consolidation Committee for their commitment to their task and thank the staff at the Department of Education, especially the Division of Management Information, for their support.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew E. Ayer".

Andrew E. Ayer, Chair
Consolidation Committee of
the State Board of Education

A handwritten signature in black ink, appearing to read "James E. Rier, Jr.". The signature is written in a cursive style.

James E. Rier, Jr., Vice Chair
Consolidation Committee of
the State Board of Education

TABLE OF CONTENTS

	Page
Committee	1
Background	2
Where Maine is Today	3
Where Maine should be Tomorrow	14
Recommendations	22
Appendice A: Legislation	23
Appendice B: Outsourcing Risk Pyramid	24
Appendice C: Cooperative Agreement Organizations	25
Appendice D: Schools with less than 200 enrolled students	39
Appendice E: Schools with less than 100 enrolled students	43
Appendice F: Per Pupil Operating Costs	46

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Hannaford Bros. Co.

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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 which 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 must provide a progress report on its findings to the Joint Standing Committee on Education and Cultural Affairs by December 1, 1995. The report must include an analysis of current cooperative agreements and a framework for requiring additional agreements statewide.

Accordingly, the State Board convened a subcommittee of representatives from education, city and state government and private sector business representatives. The "Consolidation Committee" worked diligently to provide the following analysis of current cooperative agreements and to provide a framework for requiring additional agreements statewide.

Where Maine is Today

Maine, currently, has a very diverse governance structure under which a growing number of informal and formal cooperative agreements have formed. Today's cooperative agreements have formed as a result of either a need for instructional resources or a need to reduce costs because of economic hardships.

The following represents many of the existing cooperative agreements:

Alliance for Teaching and Learning in Aroostook Schools (Atlas 5) -- 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 and Limestone in Aroostook county. This is a formal cooperative agreement that was developed to explore means of sharing resources and services, to increase opportunities for students and to reduce operational and administrative costs while maintaining quality education. Currently, Atlas 5 is involved in grant development, bulk buying, shared staff development, technology initiatives, bus driver drug testing, etc. Also, Atlas 5 is currently working on an alliance with the University of Maine at Presque Isle.

Casco Bay Educational Alliance -- serves Falmouth, Freeport, Yarmouth, S.A.D. 51 (Cumberland, North Yarmouth) and S.A.D. #62(Pownal) in Cumberland county. This is a formal cooperative agreement which 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 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.

Educational Cooperative 2000 (ECO 2000) -- serves S.A.D. #24(Cyr Plt., Hamlin, Van Buren), 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), Easton, and Union #122(New Sweden, Stockholm, Westmanland, Woodland) 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. One of the main benefits of this group has been staff development and the sharing of a Special Education Director.

Southern Aroostook County Applied Technology Region -- serves S.A.D. #14(Danforth, Weston), S.A.D. #25(Mount Chase Plt., Patten, Sherman, Stacyville), S.A.D. #29(Hammond Plt., Houlton, Littleton, Monticello), S.A.D. #70(Amity, Cary Plt., Haynesville, Hodgedon, Linneus, Ludlow, New Limerick), C.S.D. #9(Crystal, Dyer Brook, Island Falls, Merrill, Oakfield, Smyrna), C.S.D. #12(Codyville Plt., Topsfield) and Union #108(Bancroft, Glenwood Plt., Orient, Vanceboro) in Aroostook, Washington and Penobscot counties. This region not only provides applied

technology services but also is the vehicle for regional programs such as alternative education, gifted and talented and parenting.

Southern Maine Partnership -- serves Auburn, Biddeford, Brunswick, Cape Elizabeth, Falmouth, Freeport, Fryeburg Academy, Gorham, 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. #71(Kennebunk, Kennebunkport), S.A.D. #72(Brownfield, Denmark, Fryeburg, Lovell, Stoneham, Stow, Sweden), S.A.D. #75(Bowdoin, Bowdoinham, Harpswell, Topsham), Maine College of Art, Old Orchard Beach, Portland, Raymond, Southern Maine Technical College, Sanford, Scarborough, South Portland, Thornton Academy, Union #7(Dayton, Saco), University of Southern Maine, Waynflete School, Wells-Ogunquit C.S.D., Westbrook, Windham, Yarmouth, and York. 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.

Washington County Consortium for School Improvement -- 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), Maine Indian Education and University of Maine at Machias 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.

Western Maine Partnership -- serves Auburn, Augusta, Fayette, Jay, 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. #53 (Burnham, Detroit, Pittsfield), 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 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.

Newly formed cooperatives:

Androscoggin Valley Education Collaborative -- serves Auburn, Lewiston, Monmouth, Union #30(Durham, Lisbon), Union #44(Litchfield, Sabattus, Wales) and S.A.D. #52(Greene, Turner, Leeds)

Kennebec Alliance -- 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.

Moosehead Region Educational Consortium -- initially 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)

The previous organizations are not all inclusive -- other cooperatives and partnerships do exist such as E=MC2 (Cape Elizabeth, Scarborough, South Portland), etc. There are *Special Services Regional Programs* such as Waldo Region Special Services, Southern Penobscot Region Special Programs, etc. Also, there is the development of the Career Opportunities 2000 Regional Partnerships which were made possible by a five year grant of \$12 million dollars under the new "School-to-Work Opportunities Act of 1994".

These cooperative agreements, both formal and informal, overlay Maine's disjointed governance structure.

Maine's current governance structure:

In Maine, the unorganized territory and 492 municipalities are served by one or more of the following ten different types of school systems:

- CITIES OR TOWNS WITH INDIVIDUAL SUPERVISION
- SCHOOL ADMINISTRATIVE DISTRICTS
- COMMUNITY SCHOOL DISTRICTS
- UNIONS OF TOWNS
- MAINE INDIAN EDUCATION
- UNITS UNDER DISTRICT SUPERINTENDENTS AND AGENTS OF THE COMMISSIONER
- TECHNOLOGY CENTER
- TECHNOLOGY REGION
- CHARTER SCHOOL
- EDUCATION IN UNORGANIZED TERRITORIES

Maine's only successful consolidation of governance exists in its "School Administrative Districts" and "Community School Districts". The majority of these consolidations formed during the late 1950s through the late 1970s. It is apparent in per pupil operating costs (Appendix F) that "School Administrative Districts" are more cost effective, in part due to the economy of size.

In the past 14 years, there hasn't been any significant consolidation in Maine, except Rumford joined S.A.D. #43 in 1989. However, there have been five municipalities that withdrew from "School Administrative Districts". The Committee to Study Organizational and Tax Issues in Public Schools' report stated "Unfortunately, rising property tax bills and discontent with cost-sharing methods with SADs have led a number of communities to investigate withdrawing from SADs." and also stated "It is currently easier to withdraw from an SAD than to change the cost-sharing arrangement".

This committee agrees with the Committee to Study Organizational and Tax Issues in Public Schools' criticism of School Unions. Their reasons included:

- Some school unions fail to take advantage of opportunities for cooperative purchasing, hiring and delivery of education services in areas where geography appears to pose no impediment to such arrangements;
- Students within some of the unions do not receive equal learning opportunities;
- Most school unions place unusually high demands on superintendents -- it is not uncommon for union superintendents to attend required meetings every night during the week; and
- The management of school unions requires that superintendents spend nearly all of their time keeping track of administrative process and procedures rather than establishing and promoting an education vision for their community.

Since 1980, annual spending (state & local) on K-12 education has increased by more than \$719 million to \$1.08 billion in 1994, but Maine is educating approximately 10,000 fewer students, or about 215,000. This increase in expenditures may be a result of increased mandates of the legislature such as the "Education Reform Act of 1984" and minimum teacher salaries established in 1986-87 and 1987-88.

The following are descriptions defining the many different kinds of governance structures and schools in Maine:

CITIES OR TOWNS WITH INDIVIDUAL SUPERVISION (45 Systems with 45 Municipalities)

A city or town with individual school supervision is a single municipality. A school committee administers the education of all grades in the city or town through a superintendent of schools. The city or town charter usually determines the method of budget approval. In many cities and towns, the City Council or Town Council has final budget approval. Since it is a single municipality, cost sharing is not a factor.

SCHOOL ADMINISTRATIVE DISTRICTS (73 Systems with 274 Municipalities)

A school administrative district (S.A.D.) is a combination of two or more municipalities who pool all their educational resources to educate all students. One school committee (comprised of representatives from each of the municipalities) administers the education of grades K-12 through a superintendent of schools. S.A.D. school committees are apportioned according to the one person-one vote principle. Budget approval is by majority vote of those present and voting at a district budget meeting except in some instances, a referendum procedure is used. The member municipalities share the S.A.D. costs based on a formula which includes state valuation and/or number of pupils. NOTE: There are a few S.A.D.s comprised of one town because of unique situations.

COMMUNITY SCHOOL DISTRICTS (13 Systems with 39 member towns)

A community school district (C.S.D.) is a combination of two or more municipalities and/or districts formed to build, maintain, and operate a school building or buildings to educate any or all grades. For example, a C.S.D. may be formed to build and operate a grade 7-12 school for all towns in the C.S.D. These same towns will maintain individual control (or belong to a union) for the education of their K-6 students. A community school district may also include education of all grades K-12.

The C.S.D. school committee is comprised of members of each town's local school committee if one exists. C.S.D. school committees are apportioned according to the one person-one vote principle. The member municipalities share the C.S.D. costs, based on a formula including number of pupils in each town and/or state valuation or any combination of each. Community School District budgets are approved by majority vote of voters present and voting at a district budget meeting.

UNIONS OF TOWNS (32 Systems with 126 Municipalities)

A Union is a combination of two or more school administrative units joined together for the purpose of sharing the costs of a superintendent and the superintendent's office. Each member school administrative unit maintains its own budget, has its own school board, and operated in every way as a separate unit except for the sharing of superintendent services.

In addition, a union school committee exists, comprised of representatives of each member unit school committee and conducts the business of the union. All votes of the union committee are cast on a weighted basis in proportion to the population of the towns involved.

MAINE INDIAN EDUCATION (1 System, 3 Reservations)

There are three Indian school administrative units in Maine. These three school administrative units are organized exactly as a union of towns described on the previous page.

EDUCATION IN UNORGANIZED TERRITORIES (6 Schools)

Education in unorganized territories (E.U.T.) in Maine is a responsibility of the State. The education of some of the territory children is accomplished by the state operating schools which are in unorganized territories and some elementary pupils and all secondary pupils are tuitioned to school administrative units. Agent superintendents are assigned to assure that each child in an unorganized territory receives education. These agents are assigned by the Commissioner of Education through the Division of School Operations. The cost of operating unorganized territory schools, tuition and transportation is paid by property taxpayers in the unorganized territories.

UNITS UNDER DISTRICT SUPERINTENDENTS AND AGENTS OF THE COMMISSIONER (24 Systems, 24 Municipalities)

A unit assigned to a district superintendent or an agent of the commissioner, generally is a relatively small unit requiring less than full-time administration. Units under district superintendents procure services of superintendents on their own by negotiating with a nearby superintendent and school board. Agents are appointed by the commissioner on a temporary basis if the local unit is unable to locate a superintendent on its own.

TECHNOLOGY CENTER (19 Centers)

A technology center is a facility or program providing technical education to secondary students. A center is governed by a single school administrative unit. It may serve students from other affiliated school administrative units. It may include satellite center facilities and programs. A technology satellite program is a facility or program providing technical education to secondary students, which is administered by a school administrative unit affiliated with a technology center.

TECHNOLOGY REGION (8 Regions)

A technology region is a quasi-municipal corporation established by the Legislature for the delivery of technology programs which is comprised of all the school administrative units within the geographical boundaries set forth in 20-A MRSA, section 8451. A region is governed by a cooperative board formed and operating in accordance with 20-A MRSA, Chapter 313.

CHARTER SCHOOL (1 school)

A charter school has only been recently established in Maine in the fall of 1995 -- the Maine School of Science and Mathematics. The Maine School of Science and Mathematics was established as a public, chartered school for the purpose of providing certain high-achieving high school students with a challenging educational experience.

Schools in Maine:

There are many different types and sizes of schools in Maine. There are 576 elementary schools that range from 4 students to 1,111 students, 110 secondary schools that range from 28 students to 1,340 students and 11 combined schools that range from 69 students to 592 students.

Nationally, sixty-five percent of the schools have enrollments that range from 200 to 799 and in Maine sixty-eight percent of the schools have enrollments that range from 101 to 500. The average enrollment in Maine for elementary schools was 265 and secondary schools was 516 in 1994-95, both are significantly lower than the national averages. Nationally elementary schools had an average enrollment of 468 and secondary schools had an average enrollment of 695 in 1993-94. In Maine there are great variances in size, some of the largest schools are the Lewiston High School (1,340 students) serving grades 9 through 12 and the Bonny Eagle Middle School (1,111) serving grades 6 through 8. Maine has 157 schools with less than 200 students and 99 of these schools have less than 100 students. Some schools are so small and inefficient that we realize that cost-savings is minimal. The issue of restructuring small schools must undergo continual study for the good of *all* students. For the larger good, the small school situation needs to be studied weighing the educational benefits and opportunities for students and the fiscal reality of running a small school.

Size of schools:

National Averages -- 1993-94*		Maine -- 1994-95	
Enrollment Size	Percentage	Enrollment Size	Percentage
Under 100	8.67%	Under 100	14.78%
100 to 199	9.92%	100 to 199	23.53%
200 to 499	38.69%	200 to 499	45.05%
500 to 799	26.57%	500 to 799	13.49%
800 to 999	7.17%	800 to 999	2.01%
1000 or more	8.98%	1000 or more	1.15%

*U.S. Dept. of Education, Nat'l. Center for Educ. Statistics, Digest of Educ. Statistics 1995.

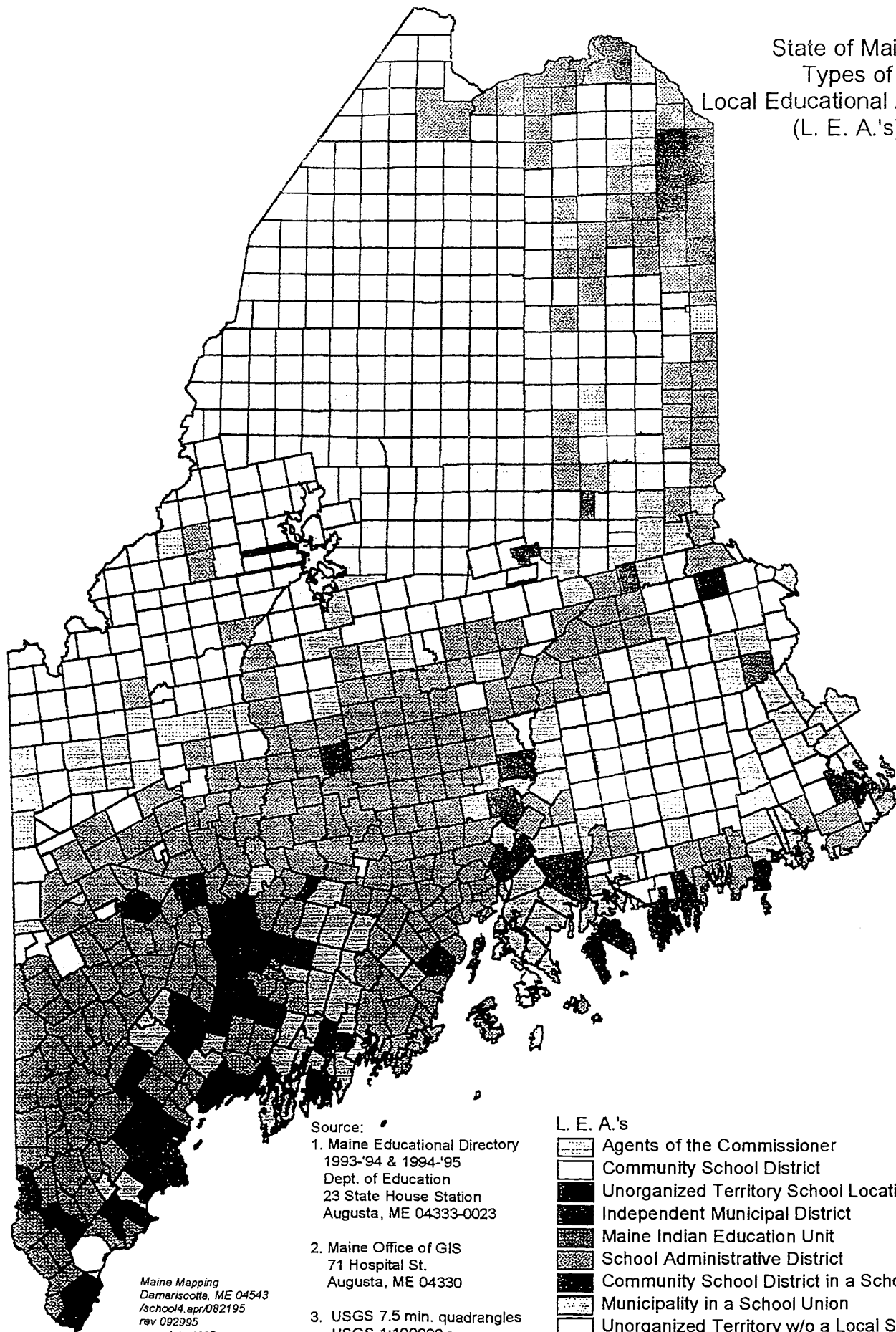
In Maine, private schools are another educational resource. In the fall of 1994, over 13,000 students were served by private schools: grades kindergarten through 6 -- 5,191 pupils, grades 7 and 8 -- 988 pupils and grades 9 through 12 -- 7,267. There are ten private high schools whose enrollment are 60% or more publicly funded. The table titled "Distribution of Local Educational Agencies in Maine" indicates there are 98 approved private schools which includes sectarian and nonsectarian schools. For "basic school approval", private schools must meet the requirements set forth in 20-A MRSA, Part 2, Chapter 117, Subchapter I. For "approval for the receipt of public funds by private secondary schools", a private secondary school must meet the above "basic school approval" requirements, be nonsectarian, and meet the requirements set forth in 20-

A MRSA, Part 2, Chapter 117, Subchapter II. There are over 100 non-approved private schools which are recognized only for the purposes of the compulsory attendance law and five nontraditional limited purpose schools.

Maine statutes allow for equivalent instruction through home instruction, commonly referred to as “home-schooling”, pursuant to 20-A MRSA §5001-A, paragraph 3(A). In 1994-95, 3,280 children were “home-schooled” -- only 3 children were “home-schooled” in 1981-82.










The following map details Maine’s governance structure and the following tables detail the many different types of schools and many different sizes of schools in Maine.

State of Maine
Types of
Local Educational Agencies
(L. E. A.'s)



- Source:
1. Maine Educational Directory
1993-'94 & 1994-'95
Dept. of Education
23 State House Station
Augusta, ME 04333-0023
 2. Maine Office of GIS
71 Hospital St.
Augusta, ME 04330
 3. USGS 7.5 min. quadrangles
USGS 1:100000 maps

L. E. A.'s

-  Agents of the Commissioner
-  Community School District
-  Unorganized Territory School Location
-  Independent Municipal District
-  Maine Indian Education Unit
-  School Administrative District
-  Community School District in a School Union
-  Municipality in a School Union
-  Unorganized Territory w/o a Local School

Maine Mapping
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rev 092395
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SCHOOL SIZES IN MAINE (During 1994-95)

**Number of Schools
(for different ranges of grades)**

	ELEMENTARY SCHOOLS All or some of grades K - 8	SECONDARY SCHOOLS Mostly 9-12 schools, but some are 7-12, 6-12, or 10-12.	COMBINED SCHOOLS Mostly K-12, one 4-12, & one K-9.
Number of Schools (for different ranges of grades)	576	110	11
A quick summary of school sizes:			
Smallest school =	4	28	69
Median-sized school =	227	458	234
Largest school =	1,111	1,340	592
A more detailed examination of school sizes:			
Different ranges of school sizes:	Number of elementary schools in these ranges:	Number of secondary schools in these ranges:	Number of combined schools in these ranges:
...from... ...up to...			
1 50	40	2	0
51 100	57	2	2
101 150	76	1	1
151 200	80	5	1
201 300	111	17	3
301 400	95	20	2
401 500	52	13	1
501 600	32	12	1
601 700	24	10	0
701 800	4	11	0
801 900	3	4	0
901 1,000	1	6	0
GREATER THAN 1,000:	1	7	0

Notes:

1. Only public schools (including EUT schools) are included.
2. The 27 vocational centers and regions are not included.
3. Both Special Education and other pupils are considered.
However, the two schools that are exclusively Special Education are not included
4. The one Ungraded school is not included.
5. The two State owned and operated schools are not included.

DISTRIBUTION OF LOCAL EDUCATIONAL AGENCIES IN MAINE
School Year 1994-95 -- REVISED

	Number of Systems	No. of Local Adm. Units	Number of Municipalities
Cities & Towns with Individual Supervision	45	45	45
School Administrative Districts	73	73	274
Community School Districts	13	13	39
Union of Towns (including Maine Indian Education)	33	129	111 *
Towns under District Superintendents & Agents of the Commissioner	24	24	23 **
TOTALS	188	284	492

(These are only counted ONCE to avoid duplication.)

* 18 municipalities are counted with C.S.D.s

** 1 municipality (Franklin) is counted with C.S.D.s

TYPES OF SCHOOLS

13

Code		Public	Private
(H)	High Schools	94	16
(I)	Junior-Senior High Schools(1 state-owned & operated listed under public)	19	3
(J)	Junior High/Middle Schools	95	0
(U)	Ungraded Schools	1	1
(S)	Special Education Schools	2	12
(C)	Combined Elementary & Secondary Schools.....(1 state-owned & operated listed under public)	10	15
(E)	Elementary Schools	481	51
(V)	Technology Centers & Regions	27	0
TOTALS		729	98 *

***Description on page 9.

SUMMARY

Elementary Schools (any grade combination from kindergarten to grade 8)	576	54
Combined Elem. & Sec. Schools (any grade combination which includes both elementary & secondary grades)	32	27
Secondary Schools (any grade combination from grade 9 to grade 12) [Note, 19 technology centers included in public count.]	113	17
Technology Regions (regional technical programs)	8	0
TOTALS	729	98

Where Maine should be Tomorrow

The legislation governing this report required the State Board of Education to recommend a “framework” for requiring additional agreements statewide. This 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.

After studying Maine’s current cooperative agreements and governance structure, this committee is convinced that the creation of a new “multi-level” governance structure, *to include the education in the unorganized territories presently administered by the Department of Education*, is necessary to provide a more effective and efficient delivery of services.

The “framework” of the new “multi-level” governance structure has been 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 new “multi-level” governance structure are that it incorporates the sharing of services, improved efficiency and cost-saving ideas of the current cooperative agreements and allows 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 regional management level -- not just to save money but to better serve site-based education, improve efficiency and quality of educational opportunities.

The following chart and descriptions are the “framework” for the Regional Multi-Level school administrative unit:

Regionalization

Instructional

Non-Instructional

Regular Programs

Learning Results
Assessment

Staff Development

Leadership Training
Long-Range Planning

Business Services

Payroll, Benefits
Financing, Insurance

Construction

Long-Range Planning
Consolidation

Special Education

In-School Programs

Special Education

Student Services
Professional Services

Transportation

Bus Procurement
Contracts

Transportation

Routes
Maintenance

Gifted & Talented

In-School Programs

Gifted & Talented

Student Services
Professional Services

Food Services

Purchasing
Reporting

Food Services

Implementation

Curriculum

School Based

Technology

Interactive Education
Technical Support

Technology

Operational
Technical Support

Physical Plant

Maintenance
Capital Improvement

Personnel Hiring

Site-Based
Team Oriented

Union Contracts

Instructional

Union Contracts

Non-Instructional

Health Services

Personnel
Agencies

Extra-Curricular

Co-Curricular
Activities

School to Work

School-Based Learning
Work-Based Learning

Federal/State Reports

Community Use of Facilities

Adult Education

Choice

Intra-Regional
Charter Schools

School Governance
Building Unit
Site Based Management
Building Principal

Regional Governance
School Administrative Unit
Superintendent - CEO

Sub-Regional Governance
Area School Unit
Director Physical
Plant & Support

Region

A Superintendent would be CEO of this level of the new governance structure. A “Region” would provide non-instructional and instructional services.

Instructional:

<u>CATEGORY:</u>	<u>DESIRED RESULTS:</u>
Staff Development	Combine and coordinate resources regionally to provide quality staff development and leadership training and long-range planning.
Special Education	Share regionally the impact of high cost placements on the local community by sharing regionally. Coordinate regional programs not possible due to long-distance transportation -- bring services such as psychiatric, speech therapy, physical therapy, etc.
Gifted & Talented	Provide regional Gifted & Talented programs to provide opportunities that currently are not available in some areas.
Technology	Share technical support and maintenance services. Utilize technology, such as ITV, to provide more opportunities for coursework outside what is available currently from some of the local units. Networking to bring instructional opportunities to all schools in the region.
Union Contracts	Develop regional contracts for instructional staff for: <ul style="list-style-type: none">• Sharing of staff between schools• Remove burden of contract negotiation from local schools• Free teachers to teach• Create a more harmonious work force• Provide for management flexibility• Enhance administrative focus on education• Provide enhanced benefits through a larger workforce unit

Region, continued

Instructional:

CATEGORY:

DESIRED RESULTS:

School to Work

Provide regional coordination of delivery of services and to provide opportunities for programs which combine school-based and work-based elements.

Adult Education

Coordinate the delivery of services and to provide opportunities regionwide.

Choice

Provide an opportunity for intra-regional choice.

Charter School - provide opportunity for an identified need.

Region, continued

Non-Instructional:

CATEGORY:	DESIRED RESULTS:
Business Services	Manage statewide standardization of business services through technology. Regional centralization of services such as payroll, benefits and financing. Coordinate facilities management (i.e. H&V controls)
Transportation	Pool fleet resources and share buses and coordinate bus purchases. Coordinate outsourced transportation -- requests for contracted bus services for cost-savings.
Food Service	Increase buying power by pooling purchases. Reduce paperwork by regionalizing state and federal reporting requirements. Outsource food services where appropriate for both quality, efficiency and cost-savings.
Technology	Share technical support and maintenance services. Networking to bring technological advantages to the region.
Union Contracts	Develop regional contracts for non-instructional staff for: <ul style="list-style-type: none">• Sharing of staff between schools• Remove burden of contract negotiation from local schools• Create a more harmonious work force• Provide for management flexibility• Enhance administrative focus on education• Provide enhanced benefits through a larger workforce unit
Federal and State Reports	Regionalize state and federal reports to reduce the burden of paperwork and better utilized staff time.

Sub-Region

A Director of Physical Plant & Support would manage this level of the governance structure. A

Sub-region would provide non-instructional support services. The Sub-region level of governance is geographically-driven. For Regions that are not geographically large, there may not be a need for a Sub-region level and these functions would be handled at the Region level.

Non-Instructional:

<u>CATEGORY:</u>	<u>DESIRED RESULTS:</u>
Construction	Develop plans for construction for the entire sub-region and encourage the consolidation of facilities. Involvement from instructional staff.
Transportation	Consolidate bus routes and maintenance services.
Food Service	Responsible for the implementation of food services and development of menus whether this is provided by sub-region personnel or out-sourced.
Physical Plant	Coordinate building maintenance and sharing of staff throughout the sub-region. Oversight of local construction.
Health Services	Coordinate health services throughout the sub-region by sharing health personnel, etc. Coordinate state services(i.e.Dept. of Human Services) with school services.

School

A Principal would manage this level of the governance structure under the direction of a local school council. This governance structure would allow the community to make the curricular, co-curricular and extra-curricular choices that are important to them. At this level, it is necessary to empower principals, teachers, staff, students, parents and other involved community members to make decisions at the building level in accord with policies established by the board which has ultimate responsibility for that school.

Instructional:

CATEGORY:	DESIRED RESULTS:
Regular Programs	Develop plans for the implementation of such things as the recommendations from the Task Force on Learning Results. Provide for the assessment of student learning.
Special Education	Develop in-school programs and coordination with regional special education services.
Gifted & Talented	Develop in-school programs and coordination with regional gifted & talented education services.
Curriculum	Develop school-based curriculum to meet the local needs.
Personnel Hiring	Hire personnel -- site-based and team oriented.
Extra-Curricular & Co-Curricular Activities	Organize extra-curricular and co-curricular activities.
Community Use of Facilities	Establish the school as a community learning center and encourage the community use of the facility for Adult Education, Concerts, Sports, Voting, etc.

The Committee to Study Organizational and Tax Issues in Public Schools' report stated: "In at least one state, school councils are required in every school so that teachers, parents and community members have increased voice in school plans for improvement following policies established by the school board; a greater stake in school success; and more reasons to support public education. In many other states, school districts have independently developed local committees or councils to open schools to new people and new ideas as the connection between community involvement in the schools and student performance becomes apparent.

Based on national research and discussions with educators in Maine and nationally, the committee believes that school councils can be an effective asset in education reform."

This group also recommended that the principal be the building leader. "Management of schools "from the bottom up" requires increased decision making power at the building level and the empowerment of principals. As education leader and manager of the school, the Principal is responsible for its management and operation, subject to the supervision of the superintendent. The principal recommends, hires and fires all personnel assigned to the school, consistent with district personnel policies adopted by the school board and subject to review and approval by superintendent. The principal and staff are jointly responsible for developing and maintaining a five-year plan for the school, based on the Common Core of Learning. The principal is also responsible, subject to direction from the superintendent, for purchasing all textbooks and other school supplies. In keeping with these responsibilities, principals should receive regular and intensive support for professional development. Opportunities to participate in programs such as the Academy of School Leaders at the University of Maine will be crucial to increasing the effectiveness of principals as school leaders. Funding to support professional development should be treated as an essential service and should be eligible for state subsidy."

Recommendations

- ***Development of the new “multi-level” governance structure.*** The Regional School Administrative Unit framework provided in this report should be fully expanded to encompass all the details necessary to make implementation possible. Areas that need to be looked at are board structure, funding and taxes. An implementation plan should include statutory legislation and pilot projects.
- ***Support for the utilization of technology as an essential service.*** Increased use of technology in both the non-instructional and instructional areas would assist in the enhancement of educational opportunities and improved financial efficiency and should be viewed as an essential service.
- ***Continuation of a committee.*** A committee of similar size should continue to serve with same specific focus and direction as outlined in this report. This committee would gather the input from all affected parties and continue to develop the framework to implement this new “multi-level” governance structure.

The “framework” for the Regional Multi-Level school administrative unit is a definite step towards the goals of enhancing educational opportunities and improving financial efficiency. In order to accomplish these goals, many issues must be addressed such as: cost, legislation, local control issues, resistance to change and issues embedded in labor agreements such as no outsourcing provisions. Some solutions have already been accomplished through the use of existing cooperative agreements, the increased use of technology and the outsourcing of non-instructional services.

APPENDIX A

LEGISLATION

Public Law 1995, Chapter 395

Sec. J-5. Progress report. The State Board of Education shall provide a progress report on its review pursuant to the Maine Revised Statutes, Title 20-A, section 405, subsection 3, paragraph U to the Joint Standing Committee on Education by December 1, 1995. The report must include an analysis of current cooperative agreements and a framework for requiring additional agreements statewide.

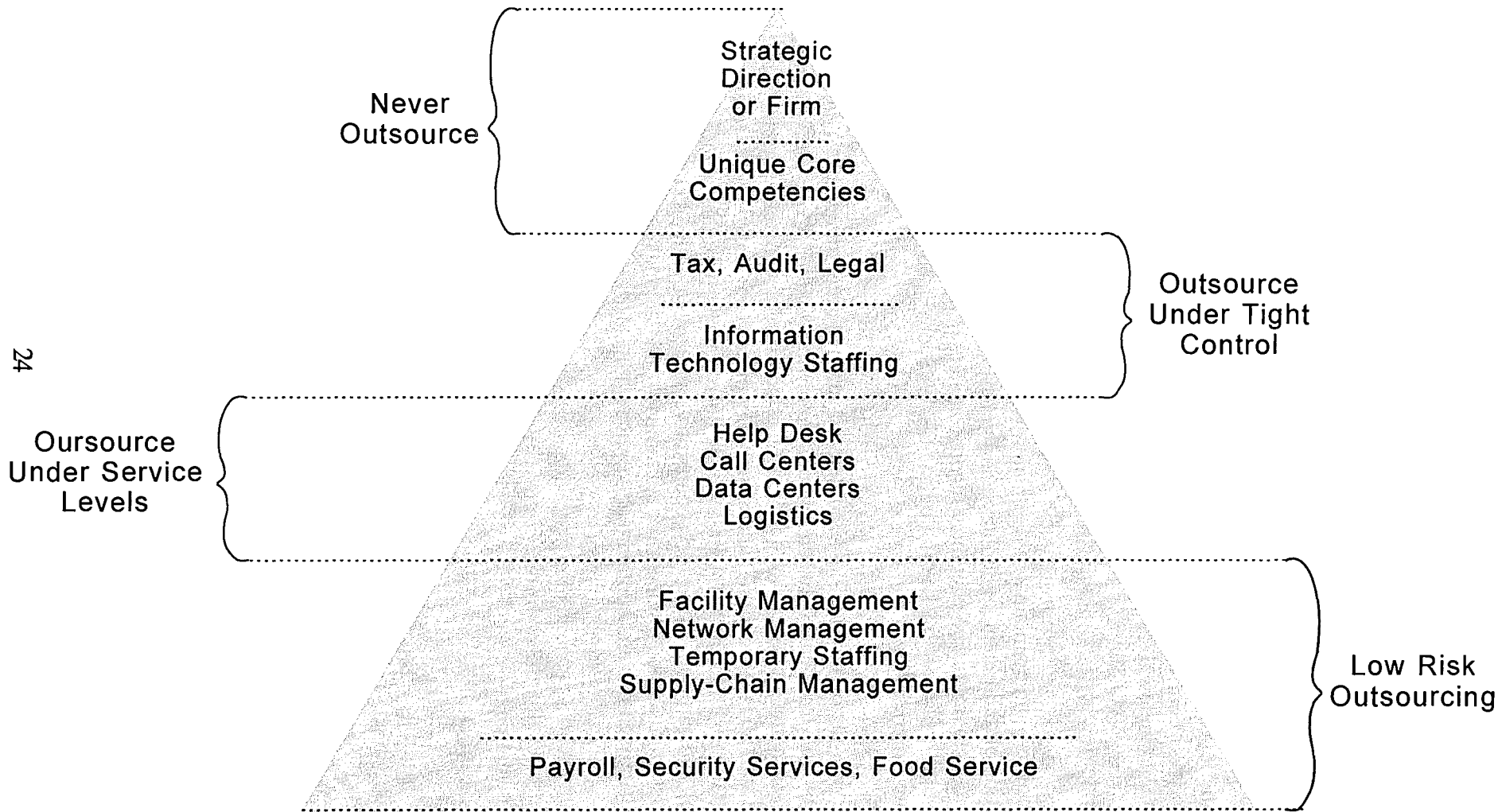
Sec. J-4. 20-A MRSA §405, sub-3, Paragraphs T to V are enacted to read:

T. Establish and maintain a 5-year plan for education that includes goals and policies for the education of children in kindergarten and grades one to 12 and that promotes services for preschool children. The plan must incorporate and build upon the work of the Task Force on Learning Results, established in Public Law 1993, chapter 290 and the federal GOALS 2000: Educate America Act;

U. 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; and

V. Study school consolidation statewide, develop a school consolidation plan that includes criteria for evaluating opportunities for consolidation and, if desirable, develop a time line for implementation.

OUTSOURCING RISK PYRAMID



Source: The Yankee Group

APPENDIX C

COOPERATIVE AGREEMENT ORGANIZATIONS

ANDROSCOGGIN VALLEY EDUCATION COLLABORATIVE

What is the Androscoggin Valley Education Collaborative? (AVEC)

The Androscoggin Valley Educational Collaborative is an association of the schools in the area. The association was officially launched in August of 1995 with the decision of six superintendents to begin to work together on items of mutual need and interest.

Who is involved in AVEC?

The following school systems are part of AVEC

Auburn	School Union 30 (Lisbon & Durham)
Lewiston	School Union 44 (Litchfield, Sabattus, & Wales)
Monmouth	School Administrative District 52 (Turner, Leeds, & Greene)
(invitations will soon go out to St. Dom's, and to Mechanic Falls-Minot)	

What are the purposes of AVEC?

The purpose of the Androscoggin Valley Education Collaborative is to promote and enhance educational endeavors for the schools represented in the Androscoggin Valley, consisting of the schools in Lewiston, Auburn, Monmouth, School Administrative District 52, School Union 44 and School Union 30. The Collaborative is interested in promoting and enhancing endeavors for elementary and secondary students, teachers, and administrators.

What are the goals of AVEC?

The goal statements for the Androscoggin Valley Education Collaborative consist of, but are not limited to, the following goals.

1. to develop a system of communication within the six school systems and the communities.
2. to develop a regional structure for communication of ideas and concerns.
3. to foster a spirit of regional communication and cooperation among a group of related school systems.
4. to provide a system to share resources and needs.
5. to create a system of teacher empowerment in order to create, implement, and develop appropriate regional programs for students, teachers, and administrators.

How does AVEC work?

The Androscoggin Valley Education Collaborative works through a two level system. The program is administered by an "Umbrella Group" of teachers, principals, and administrators who help assess needs, set goals, and make plans.

The program is operated by a set of "Focus Groups," derived of the many different groups in the region. These focus groups meet on a needs based system to discuss and make recommendations for the region.

Teachers in the region can participate on either level, and are invited to take active roles. Teachers can use the time they spend in AVEC as recertification time or as professional development time in keeping with their district policies.

What are the various Focus Groups?

Inservice -- to work toward developing and implementing appropriate regionalized inservice programs.

Business Managers -- to provide an opportunity for these individuals to work on sharing business practices and policies from among the school districts.

Administration -- building and district principals to work towards sharing resources and needs in both elementary and secondary areas.

Special Services -- to include G/T -- to work towards sharing resources and needs in the development of shared practices.

Elementary Programs -- to work on sharing resources, needs, practices, and policies among elementary teachers and administrators.

Academic Departments -- largely a middle and secondary forum for the exchange of ideas in academic areas. This group might handle interdisciplinary work as well as work within disciplines.

Curriculum Coordination -- to work with curriculum coordinators from both elementary and secondary schools on issues of curriculum change.

Arts and Culture -- to develop a plan to work with existing cultural affairs groups to deliver services to schools.

Technology -- to work on developing regionalized plans for technology implementation, best practices, and maintenance strategies.

Community and Adult Education -- to work to continue the on-going work in regionalizing community and adult education programs.

Vocational -- to continue the already on-going work on regional vocational technical programs.

Physical Plant and Transportation -- to work on developing strategies to share resources and repair functions.

Partnerships in Education -- to work on developing regional business and educational partnerships and to work on developing appropriate grant applications for regional partnerships.

How can I get involved?

It is easy to get involved. You should speak to the representative from the district who serves on the Umbrella Committee and express your desire to help. You can volunteer for the Umbrella Committee, serve on one of the focus groups, or establish a focus group of your own. For the 1995-96 academic year, two focus groups are already in progress, the In-Service group and the technology group.

ATLAS

ATLAS (Alliance for Teaching and Learning in Aroostook Schools) comprised of SAD #1, SAD #20, SAD #42, Caribou and Limestone was founded during the 1994-95 school year with the help of a grant from Peoples Bank. The alliance is based on two major goals:

1. reduce operational and maintenance costs and/or
2. increase opportunities for students while maintaining quality services, individual community (district) identities and governance

To date ATLAS has:

- 1) developed several grant proposals including a successful Department of Commerce technology grant.
- 2) sponsored a technology workshop for Central Aroostook educators.
- 3) cooperatively purchased copier paper, fuel oil, and equipment for federally mandated alcohol testing of bus drivers.
- 4) organized meetings with municipal managers to discuss cost saving initiatives and other issues of mutual interest.
- 5) developed plans for a K-16 ATLAS/UMPI partnership (Central Aroostook Council on Education) with the following priorities:
 - enhance student learning K-16
 - strengthen the professional relationship between the districts and the University
 - provide opportunities for sharing resources and maximizing the use of public funds
 - look for opportunities for grant funding
 - improve teacher preparation and to provide professional development activities for university and public school educators
 - capitalize on the strengths of all partners.
- 6) initiated discussion with the DOE School Lunch Division to regionalize school lunch programs.
- 7) worked with Paragon Cable Company on technology initiatives.

Description

The Casco Bay Educational Alliance (CBEA) is a formal confederation of five geographically neighboring districts: Falmouth, Freeport, Yarmouth, SAD #51 (Cumberland, North Yarmouth), and SAD #62 (Pownal). CBEA's mission is to develop shared, cost-effective programs that provide opportunities for enhanced learning. **CBEA's focus is on students.** CBEA's primary goal is to create, support, and sustain learning opportunities that yield high levels of student achievement and that prepare all students to be high functioning members of an information age society.

Background

CBEA was initiated by a cross-district steering committee in 1992. That committee discussed the advantages and disadvantages of a regional alliance for over two years before agreeing to a formal structure. In September, 1994, CBEA hired a part-time executive director and established a Core Team to set priorities for the 1994-1995 school year. Funding came from local school budgets and three outside sources: UNUM, People's Heritage and NYNEX.

Year One

CBEA's first official year explored the realities and the myths of school consolidation. Members learned a lot -- and reconsidered many initial assumptions about collaboration.

Accomplishments for 1994-1995 include:

- The creation of a long term vision;
- Becoming a legal entity with 501.C3 status;
- Saved money through collaborative purchasing and maintenance contracts;
- Shared resources through networking: librarians, transportation directors, business managers, athletic directors, technology coordinators, staff development chairs, etc.
- Regional professional development opportunities: leadership training, special education training, technology networking.
- Increased options for students through a shared archeology course and a business mentorship program for high school students (Enterprise Teams).

Year Two

Goals for the 1995-1996 school year are:

Cost Reductions in non-instructional areas -- CBEA will collaborate with Gorham and the ATLAS project and deliver two events in the summer of 1996:

- 1) A summer institute for teachers and students. Both the design work and the actual event are products to promote regionalized standards.
- 2) A leadership institute for teacher leaders.

Schools without Walls -- Providing high school students with greater choices and options through alternative learning experiences is the mission of this initiative. The Enterprise Team, a school business partnership, is an example of an alternative learning experience. SWOW's goal for this year is to identify existing alternatives and to precipitate a dialogue in high schools and the community for shaping the work.

Dissemination -- CBEA will share this collaborative model to interested school districts in Maine.

For More Information

Please contact Elaine Roberts, Executive Director CBEA, 783-0833;
E mail: Elaine_Roberts@melink.avcnet.org

or

Bob Hasson; Superintendent of Schools, S.A.D. #51, 829-4800

ECO 2000 was created in 1993 as a non-profit corporation designed to provide improved educational opportunities for students and staff in the seven member districts. Our corporation is governed by the superintendents who serve the member LEAs. The corporation was initially begun to explore consolidated purchasing of items such as paper, fuel, busses, custodial supplies, food and computers. Although we have saved money, it has not been substantial.

Our real saving has come in the form of shared grant writing and professional development activities. Through the services of a professional grant writer, we have been able to provide several quality professional development activities and purchase technology that separately we would not have been able to achieve.

Our focus has shifted to providing technology to all of our schools. We have developed a plan that will link all ECO 2000 schools with fiber optics and provide data and two-way audio/visual at an efficient cost. Since we are all small rural schools, we are limited in curriculum offerings at both the elementary and secondary levels. With the network in place, we will be able to broaden our curriculum by sharing staff internally and providing more global programming through external resources.

We, in the ECO 2000 group, have experienced few problems in our consolidation efforts. We work cooperatively and, as superintendents, we “leave our egos at the door.” We work for the betterment of all children in our group.

A broader picture of what ECO 2000 has accomplished and expects to accomplish can be found in the summary packet I have included.

ECO 2000 would be more than happy to speak with your committee about our organization. We feel that methods other than physical consolidation can improve educational opportunities for children and save scarce resources.

KENNEBEC ALLIANCE

Founded--October, 1994

Membership--School Systems

Messalonskee School District (Belgrade, Oakland, Sidney)

SAD #49 (Albion, Benton, Clinton, Fairfield)

SAD #54 (Canaan, Cornville, Mercer, Norridgewock, Skowhegan, Smithfield)

Union #52 (China, Vassalboro, Winslow)

Waterville

Membership--Critical Partners

Central Maine Power Company

Chinet Company

Colby College

Kennebec Valley Technical College

Scott Paper Company

Thomas College

Waterville Morning Sentinel

What circumstances led to the formation of the Kennebec Alliance?

Brought together to address issues of mutual concern and to enter agreements that will lead to more efficient financial operations as well as to enhance learning opportunities for our students, the Alliance's origin dates to October, 1994. Presently, the Alliance, through the guidance of Kevin Healey, a top executive at UNUM, is developing a formal organizational structure while already realizing the benefits of cooperation. The membership now includes top officials from the Chinet Company, representatives from the Waterville Morning Sentinel, Central Maine Power Company, Scott Paper Company, Colby College, Thomas College, and the Kennebec Valley Technical College. These liaisons are maturing well, and the private sector representatives have proven to be superb partners for public education.

What is the structure, and what type of service does the Alliance provide?

The Kennebec Alliance serves a student population that is approximately twice the size of the Portland Public Schools, Maine's largest system, and covers an expansive geographical area encompassing SAD #49, SAD #54, Union #52, the Messalonskee School District, and the Waterville Public Schools. As an Alliance, we believe that our mission on behalf of 15,000 school children is a crucial one, particularly in these times of limited resources and public cynicism. The Kennebec Alliance seeks, through commitment and cooperation, to improve student learning opportunities by sharing resources, expertise, and best practices.

Summary of Activities / Areas of Cooperation.

General Operations

- Collaborated on purchase/lease of copiers and supplies (reduced contract price for all Alliance members);
- Review status of the marketplace and purchase of paper (shared information and purchasing practices to insure cost-effectiveness--reviewed bulk purchasing)option;

- Shared bidding practices regarding the purchase of a wide variety of goods and services;
- Sponsored in-service seminar with legal counsel on Family Leave Act;
- Initiated conversations regarding:
 - * shared legal services;
 - * purchasing/sharing equipment for maintenance of records;
 - * investigating favorable contracts for telephone services, charges, and pooled bidding;
 - * negotiating savings through CMP agreement and NYNEX agreement;
 - * sharing computer maintenance services; and
 - * investigating pooled computerization of records.

Maintenance

- Investigated product lines in terms of purchasing cleaning products, energy products, and maintenance contracts;
- Investigated possibilities for in-service training for staff in cleaning practices and workplace safety;
- Discussed the effective and efficient use of cleaning chemicals through measured and monitored dispensers;
- Discussed the advantages/disadvantages of purchasing custodial supplies as a cooperative.

Transportation (active sub-group)

- Investigated cost-effective purchasing of consumables (item analysis completed of purchasing practices);
- Reviewed use of computer software for bus routes and inventory;
- Analyzed purchase of gasoline in bulk and in advance;
- Reviewed drug-testing requirements for bus drivers and possible cooperative approaches;
- Investigated joint training of new drivers: implementation goal: August, 1995;
- Explored the pooling of substitute drivers.

School Nutrition (active sub-group)

- Explored cost-effective purchasing of consumables (item analysis completed on purchasing practices across product lines);
- Offered in-service seminar on sanitation leading to certification of school nutrition personnel;
- Shared “Heart Healthy” menu ideas;
- Standardized milk and bread bids;
- Coordinated a workshop by vendors on school nutrition management.

Instructional (Directors of Special Education, Secondary Principals, Superintendents, Assistance Superintendents all involved as active sub-group)

- Convened secondary principals, discussing options for school choice at the high school level;
- Formed a sub-group of Directors of Special Education to investigate sharing of personnel, diagnostic services (PT, OT, Psychological, etc.);
- Initiated investigations to sharing educational media materials/services, as well as regular instructional materials;

- Discussed sharing of courses and instructors in terms of Advance Placement, technical/vocational programming, etc.;
- Initiated investigations on developing regional programs for certain students with exceptional needs;
- Explored opportunities to cooperate in planning and delivering professional development activities;
- Discussed the possibility of offering courses on week-ends and in the summer.

Other

- Initiated partnerships with the Chinet Company, Central Maine Power, Scott Paper, and the Central Maine Newspapers;
- Investigated the opportunity to purchase/lease/acquire storage building in Oakland from Shurtleff Company;
- Investigated potential implementation of an e-mail link for the Alliance; and
- Initiated partnerships with Colby and Thomas colleges.

What results does the Alliance expect?

The Alliance expects to **raise academic achievement, enhance learning opportunities, maximize use of resources, and insure efficiency of operation.**

SOUTHERN MAINE PARTNERSHIP

Overview

The Southern Maine Partnership, a member of the National Network for Educational Renewal and associated with the Coalition of Essential Schools and the National Center for Restructuring Education, Schools and Teaching, is dedicated to the “simultaneous renewal of schools and the education of educators” (John Goodlad). The Partnership is a collaboration among 27 school districts, three private secondary schools, the Maine College of Art, the Southern Maine Technical College and the University of Southern Maine. It was founded in 1985 at the initiation of the Dean of USM’s College of Education and six local school superintendents.

Mission

The mission of the Southern Maine Partnership is to assist in the development, maintenance, and extension of learner-centered schools through teacher development (pre-service and in-service) and school-restructuring activities. The Partnership is a voluntary organization, non-hierarchical and reciprocal in nature, that pays equal attention to renewal at the school and university levels.

In pursuit of these attributes, the Partnership sponsors forums, conferences, seminars and lectures on issues related to restructuring and assessment. Also, in 1994-95 the Partnership began planning a new initiative, *School Quality Review*. As schools in the Southern Maine Partnership continue to successfully work on educational renewal, the issues encountered continue to grow and change. The School Quality Review Initiative (SQRI) builds on the past work done by educators and schools in southern Maine. Through assessment mini-grants and gatherings, the introduction and implementation of the Foxfire approach, and continued Dine and Discuss gatherings, the Partnership has seen a persistent change in classroom practice as teachers have become clearer about their work. However, while individual change continues to form the beginnings of change across whole schools, schools several years into the process of educational renewal have begun to encounter issues dealing with whole school change.

The Partnership has been central in the redesign of pre-service teacher education at USM. The new Extended Teacher Education Program (ETEP) replaces a traditional four-year certification program with a post-baccalaureate year of intense work in Partnership schools combined with on-site academic course work. Once certified, ETEP students enroll in a two-year Master’s program leading to a Ms.Ed. in Teaching and Learning.

Membership

Superintendents of the member school districts, the dean of the College of Education and Human Development at USM, and the presidents of the other affiliated institutions along with Dr. Miller function as the “board” of the Partnership. Member districts in 1995-96 included: Auburn, Biddeford, Brunswick, Cape Elizabeth, Falmouth, Freeport, Gorham, Old Orchard Beach, Portland, Raymond, Sanford, Scarborough, South Portland, Wells/Ogunquit CSD, Westbrook, Windham, Yarmouth, York, MSAD #6, MSAD #15, MSAD #51, MSAD #55, MSAD #60, MSAD #71, MSAD #72, MSAD #75, Union 7(Dayton, Saco). The private schools are Fryeburg Academy, Thornton Academy, and Waynflete Academy. Membership dues are \$1,300 per year.

Selected Publications

The Partnership publishes a monthly (October - June) newsletter

Conversations about Math, by Cecilia Ziko, describing new work in developing a process to engage students, teachers and parents in the alternative assessment of classroom mathematics practices.

Visits

Visitors are welcome at both the university and various school sites. Contact the Partnership during the academic year for more information.

Funders

Funding has been provided by the UNUM Foundation and the Noyce Foundation.

THE WASHINGTON COUNTY CONSORTIUM FOR SCHOOL IMPROVEMENT

The Washington County Consortium is a partnership of the school districts of Washington County, along with the county's two institutions of higher education.

The Consortium is a creation of the Superintendents of the county. In late 1992 and early 1993, representatives of the Superintendents and the University of Maine at Machias, met to explore the possibilities, assisted by representatives of the Center for Educational Services. The Maine Community Foundation awarded a small grant to the Center for a feasibility study, which was conducted by one of the Superintendents. The Washington County Superintendents Association identified needs and brainstormed ideas.

The feasibility study was completed at the beginning of the 1993-94 school year, and a major foundation signaled its willingness to provide partial funding for a partnership over a three-year period. The County Superintendents Association voted in September to create the Consortium. After finding additional funding, the Consortium officially began July 1, 1994. Funding comes primarily from two private foundations and a Department of Education CSPD grant, with a smaller grant from local business and small membership fees paid by the member districts. Funding is assured for three years, but the intention is to make the Consortium permanent if permanent funding can be found. Foundations generally are interested in start-ups but not in continuations.

The most important results which the organization expects is to build the capacity of the county's schools to improve, to bring schools together to support one another, and to link schools with resources. Major activities include: assistance to schools and districts with long-range planning, provision of professional growth opportunities for staff members, convening of teams for development programs, helping schools collaborate to take advantage of scarce resources, and acting as a clearing house for school information. The board of directors consists of the superintendents of Washington County, and a representative from the University of Maine at Machias. An advisory board includes administrators, teachers, and parent/citizens representing every county district. The director, William A. Clark, has an office at the University of Maine at Machias.

THE WESTERN MAINE PARTNERSHIP

Established formally in June, 1991, The Western Maine Partnership represents a merger of efforts by two existing groups -- superintendents in western and central Maine, and the Western CSPD leadership team -- to promote renewal and growth of schools within the region. The Western CSPD (Comprehensive System for Professional Development) served as an important building block for this new partnership, and its goals and activities were integrated into it. Central to the Partnership is a deep-seated belief that a capacity for staff and school renewal and continued growth must be developed within school districts in order to assure an appropriate and quality education for all children in western Maine. The Partnership is also based on a belief that the University has a stake in school improvement just as schools have a stake in the education of teachers.

Leadership. The structure for the Partnership is not hierarchical and bureaucratic, nor is the organization a function of any one constituency alone. Instead a variety of collaborative groups are fluid, with multiple opportunities for influencing the direction and the work of the Partnership.

Membership. Twenty-four school districts, the University of Maine at Farmington and the University of Maine outreach graduate programs are currently partners in The Western Maine Partnership.

Governing Ideas. The Western Maine Partnership is continuously developing. Structures and forms for interaction, shared leadership, and learning emerge, but remain only as long as they facilitate growth. This adaptability, however, is driven by the singular clarity of our mission -- to create schools that are learning communities, dedicated to the continuous development of all students. Beliefs and goals which govern the Partnership and guide its development are articulated by the steering and leadership teams and modified on an annual basis as the Partnership evolves.

Our goals are purposefully broad. We believe that the best school for any one child is a school that serves all children well. We must diminish the sense of "otherness" and separation so embedded in all aspects of our school system, while at the same time recognizing and attending to -- even applauding -- diversity, in terms of unique talents as well as special needs.

A major theme for the Partnership is rethinking and redesigning our schools to become true communities of learners for all children -- students who will be prepared for productive and happy lives in an increasingly complex multi-cultural, global society. All of the growth opportunities supported by The Western Maine Partnership build on each other toward this goal.

Activities. Multiple opportunities for diverse stakeholders to share and learn together are offered through The Western Maine Partnership, with conversation and dialogue the cornerstone of all activities. Our approaches are purposefully diverse, as are our schools and the students within them. Some of these focus on individual development, others on whole school development. Leadership and expertise for most is provided by Partnership members, although we maintain connections with national movements and people. Learning opportunities for 1995-96:

- Reflective Practice Groups
- Topical Conversations
- Mini-sabbaticals -- Teacher as Researcher -- Teacher as Consultant
- Leadership Training
- Consulting Schools
- UMF Educational Forums on Technology
- Assistance Program -- “Facilitating System Change” for Leadership Teams
- On-site Coaching -- “Aligning Practice with Learner Centered Principles”
- Community Awareness -- Ambassadors for Education

The strength of the Partnership comes from its “wholeness” and continued attention to conversations, making connections and quality, within a broad framework directed toward learning for all students and the adults responsible for them.

Funding. At present, significant funding for Partnership activities is provided through a grant from The Maine Department of Education’s Division of Special Services. Membership fees also help defray costs. Additional resources to support Partnership initiatives are continually sought.

APPENDIX D

SCHOOLS WITH LESS THAN TWO HUNDRED ENROLLED STUDENTS

Sch. No.	Town, SAD CSD, Union Number	School Name	Grades Span	Enrollment			Notes:
				Elem.	Sec.	Total	
05	Auburn	Lake Street Elem School	00 03	140	0	140	
09	Auburn	Washburn School	00 03	185	0	185	
10	Bangor	Fourteenth School	00 03	188	0	188	
01	Bath	Huse Memorial School	00 00	161	0	161	Kindergarten
01	Brewer	State Street School	04 05	181	0	181	
02	Brewer	Washington Street School	02 04	163	0	163	
06	Brewer	Capri Street School	00 01	134	0	134	
02	Brunswick	Hawthorne School	01 05	143	0	143	
01	CSD 13	Deer Isle Elem School	00 03	154	0	154	
02	CSD 13	Deer Isle -Stonington Jr-Sr. High Sch	07 12	68	131	199	
01	CSD 13	Stonington Elementary School	03 06	196	0	196	
05	CSD 17	Jonesport-Beals High School	09 12	0	133	133	
01	CSD 918	Ogunquit Village School	00 05	104	0	104	
01	EUT	Edmunds Consolidated School	00 08	101	0	101	
02	Gorham	Little Falls School	00 00	192	0	192	Pre-K & Kindergarten
03	Gorham	White Rock School	01 03	161	0	161	
01	Indian	Indian Island School	00 08	109	0	109	
01	Indian	Indian Township School	00 08	182	0	182	
01	Indian	Beatrice Rafferty School	00 08	141	0	141	
01	Islesboro	Islesboro Central School	00 12	84	40	124	
04	Kittery	Shapleigh School	00 04	189	0	189	
07	Lewiston	Wallace Elementary School	00 05	110	0	110	
03	Millinocket	Aroostook Avenue School	01 05	122	0	122	
02	Old Town	Jefferson Street School	00 03	172	0	172	
03	Old Town	Herbert Gray School	00 03	161	0	161	
04	Old Town	Herbert Sargent School	00 05	143	0	143	
05	Old Town	Helen Hunt School	04 05	160	0	160	
01	Portland	Marada Adams School	00 03	130	0	130	
07	Portland	Cummings School	00 05	129	0	129	
04	Richmond	Richmond High School	09 12	0	165	165	
05	Richmond	Richmond Middle School	06 08	149	0	149	
04	S. Portland	James Otis Kaler School	00 05	138	0	138	
07	S. Portland	Redbank Village School	00 05	186	0	186	
10	S. Portland	Simon Hamlin School	00 05	124	0	124	
01	SAD 1	Gouldville Elem School	00 05	118	0	118	
04	SAD 11	Pray Street School	00 05	169	0	169	
10	SAD 11	River View Community School	00 05	153	0	153	
01	SAD 11	Teresa C. Hamlin Elem School	00 05	183	0	183	
03	SAD 13	Quimby Elem School	04 06	101	0	101	
01	SAD 13	Moscow Elementary	00 03	114	0	114	
01	SAD 16	Hall-Dale Primary School	00 02	199	0	199	
02	SAD 17	Otisfield Community School	00 06	139	0	139	
01	SAD 17	Waterford Memorial School	00 06	127	0	127	

APPENDIX D

SCHOOLS WITH LESS THAN TWO HUNDRED ENROLLED STUDENTS

Sch. No.	Town, SAD CSD, Union Number	School Name	Grades		Enrollment			Notes:
			Span		Elem.	Sec.	Total	
03	SAD 17	Agnes Gray School	02	06	113	0	113	
01	SAD 22	Newburgh Elem School	00	05	109	0	109	
06	SAD 22	Samuel L. Wagner Middle Sch	06	08	189	0	189	
01	SAD 23	Carmel Elem School	00	04	174	0	174	
01	SAD 23	Levant Consolidated School	00	04	157	0	157	
02	SAD 25	Katahdin Jr High School	06	08	181	0	181	
01	SAD 26	Cave Hill School	00	08	104	0	104	
03	SAD 27	Eagle Lake Elem/Jr High Sch	00	08	125	0	125	
05	SAD 27	St. Francis Elem School	00	08	119	0	119	
03	SAD 27	Wallagrass Elem School	00	06	105	0	105	
01	SAD 28	Elm Street School	00	02	135	0	135	
01	SAD 3	Walker Memorial School	00	06	171	0	171	
02	SAD 30	Mt. Jefferson Jr High Sch	06	08	126	0	126	
01	SAD 34	East Belfast School	03	05	124	0	124	
02	SAD 34	George H. Robertson School	03	05	160	0	160	
03	SAD 34	Governor Anderson School	00	03	161	0	161	
04	SAD 34	Peirce Elem School	00	03	109	0	109	
01	SAD 34	Gladys Weymouth Elem Sch	00	02	106	0	106	
01	SAD 34	Ames Elementary School	03	05	115	0	115	
04	SAD 36	Elementary Learning Center	02	03	151	0	151	
01	SAD 36	Primary Learning Center	00	01	173	0	173	
02	SAD 36	Intermediate Learning Center	04	05	176	0	176	
03	SAD 37	Daniel W. Merritt School (Addison)	00	08	166	0	166	
01	SAD 37	Cherryfield Elem	00	08	167	0	167	
04	SAD 37	Harrington Elem School	00	08	156	0	156	
01	SAD 37	Milbridge Elem School	00	08	135	0	135	
02	SAD 4	Guilford Primary School	00	04	105	0	105	
01	SAD 4	Carroll L McKusick School	00	04	103	0	103	
01	SAD 40	Friendship Village School	00	06	101	0	101	
03	SAD 40	A. D. Gray Middle School	07	08	173	0	173	
02	SAD 40	Warren Primary School	00	02	167	0	167	
01	SAD 40	Prescott Memorial School	00	06	137	0	137	
40	SAD 41	Brownville Elem School	00	05	119	0	119	
01	SAD 43	Virginia School	00	04	181	0	181	
03	SAD 44	Woodstock School	00	05	127	0	127	
04	SAD 45	Washburn District H. S.	09	12	0	172	172	
01	SAD 46	Garland Elementary School	00	03	103	0	103	
02	SAD 48	Hartland Jr. High Sch	07	08	164	0	164	
02	SAD 48	Newport Junior High School	07	08	125	0	125	
01	SAD 48	Palmyra Consolidated School	00	06	155	0	155	
02	SAD 48	St Albans Consolidated	00	06	169	0	169	
10	SAD 49	Fairfield Primary School	00	00	153	0	153	4 yr & Kindergarten
01	SAD 5	Owis Head Central School	03	06	111	0	111	

APPENDIX D

SCHOOLS WITH LESS THAN TWO HUNDRED ENROLLED STUDENTS

Sch. No.	Town, SAD	School Name	Grades		Enrollment			Notes:
	CSD, Union Number		Span	Elem.	Sec.	Total		
01	SAD 5	Mclain Elem School	00	05	185	0	185	
03	SAD 5	South School	00	05	198	0	198	
01	SAD 5	Gilford Butler School	00	03	114	0	114	
04	SAD 53	Manson Park School	00	02	155	0	155	
01	SAD 54	Cornville Elem School	00	06	101	0	101	
01	SAD 55	Baldwin Consolidated School	00	07	158	0	158	
02	SAD 55	Cornish Elem School	01	06	123	0	123	
03	SAD 56	Frankfort Elem School	00	05	117	0	117	
03	SAD 56	Stockton Springs Elem School	00	06	125	0	125	
02	SAD 58	Stratton Elem School	00	08	141	0	141	
03	SAD 58	Phillip Middle School	03	08	163	0	163	
04	SAD 59	Athens Elem School	00	08	159	0	159	
01	SAD 59	Old Point Avenue School	00	01	127	0	127	
04	SAD 59	Main Street Elem School	02	04	185	0	185	
01	SAD 6	Eliza Libby Elem School	00	01	125	0	125	
03	SAD 6	Jack Memorial School	00	03	176	0	176	
04	SAD 6	Samuel D. Hanson School	04	05	136	0	136	
06	SAD 6	Steep Falls Elem School	00	03	140	0	140	
01	SAD 61	Sebago Elem School	00	06	156	0	156	
07	SAD 62	Pownal Elem School	00	08	182	0	182	
01	SAD 63	Eddington Elementary School	00	04	184	0	184	
01	SAD 64	Bradford Elem School	00	02	108	0	108	
02	SAD 64	Morison Memorial School	03	05	189	0	189	
01	SAD 64	Kenduskeag Elem School	00	03	117	0	117	
04	SAD 68	Mayo Street School	04	05	178	0	178	
02	SAD 72	Denmark Village School	02	05	101	0	101	
01	SAD 74	Mark Emery Elem School (Anson)	00	08	186	0	186	
02	SAD 74	Garret Schenck Elem (Anson)	00	08	193	0	193	
02	SAD 74	Central Elem School (New Portland)	00	08	136	0	136	
02	SAD 74	Solon Elem School	00	08	111	0	111	
02	SAD 75	West Harpswell Elem Sch	00	06	143	0	143	
04	SAD 77	Elm Street School	00	08	175	0	175	
02	SAD 77	Fort O'Brien School Machiasport	00	08	105	0	105	
02	SAD 8	Lincoln School (Vinalhaven)	00	12	113	53	166	
04	SAD 9	Gerald D. Cushing School (Wilton)	01	02	143	0	143	
01	Sanford	Edison School	01	03	160	0	160	
02	Sanford	Emerson School	01	03	155	0	155	
04	Sanford	Lafayette School	01	03	136	0	136	
05	Sanford	Lincoln School	01	03	127	0	127	
06	Scarborough	Eight Corners Elem Sch	00	02	163	0	163	
08	Scarborough	Elwood G. Bessey School	03	05	135	0	135	
04	U- 48	Dresden Elem School	00	06	145	0	145	
03	U-103	Beals Elem School	00	08	106	0	106	

APPENDIX D

SCHOOLS WITH LESS THAN TWO HUNDRED ENROLLED STUDENTS

Sch. No.	Town, SAD CSD, Union		School Name	Grades		Enrollment			Notes:
	Number			Span	Elem.	Sec.	Total		
05	U-104		Shead High School	09	12	0	180	180	
04	U-104		Jonesport Elementary School	00	08	181	0	181	
02	U-104		Perry Elem School	00	08	105	0	105	
03	U-106		Calais Middle School	05	08	172	0	172	
02	U-107		Princeton Elem School	00	08	199	0	199	
01	U-113		Medway Primary School	00	03	121	0	121	
02	U-113		Medway Middle School	04	08	180	0	180	
01	U-42		Mt Vernon Elem School	00	06	160	0	160	
01	U-42		Wayne Elementary School	00	06	130	0	130	
01	U-44		Wales Central School	00	08	187	0	187	
04	U-47		Georgetown Central School	00	06	101	0	101	
01	U-47		Phippsburg Elem School	00	06	195	0	195	
01	U-47		West Bath School	00	06	154	0	154	
01	U-51		Palermo Consolidated School	00	08	152	0	152	
03	U-60		Nickerson Elem Sch (Greenville)	00	05	183	0	183	
02	U-69		Appleton Village School	00	08	166	0	166	
02	U-69		Hope Elem School	00	08	149	0	149	
01	U-7		Dayton Consolidated School	00	06	140	0	140	
03	U-76		Sedgwick Elementary	00	08	120	0	120	
03	U-91		Center Drive School (Orrington)	06	08	142	0	142	
01	U-92		Lamoine Consolidated School	00	08	187	0	187	
01	U-92		Beech Hill School	00	08	117	0	117	
02	U-92		Surry Elementary School	00	08	157	0	157	
02	U-92		Trenton Elementary School	00	08	157	0	157	
01	U-93		Penobscot Elem School	00	08	145	0	145	
01	U-96		Ella Lewis School	00	08	132	0	132	
01	U-96		Winter Harbor Grammar School	00	08	155	0	155	
01	U-98		Tremont Consolidated School	00	08	171	0	171	
06	Waterville		Waterville Kindergarten Ctr	00	00	165	0	165	4 Yr & Kindergarte
						0			
		Total Schools	157			22501	874	23375	

APPENDIX E

SCHOOLS WITH LESS THAN A HUNDRED ENROLLED STUDENTS

School No.	Town, SAD	School Name	Grade		Enrollment			Notes:
	CSD, Union Number		Span	Elem.	Sec.	Total		
02	Auburn	East Auburn School	00	03	97	0	97	
04	Auburn	Franklin Alternative School	10	12	0	91	91	
10	Auburn	Stevens Mills Alternative School	07	09	16	24	40	
19	Auburn	Annie Woodbury School	00	03	84	0	84	
02	Bridgewater	Bridgewater Grammar School	00	06	49	0	49	
03	Caswell	Dawn F. Barnes Elem School	00	08	41	0	41	
02	CSD 12	East Range II CSD School	00	08	43	0	43	
01	CSD 8	Airline Community School	00	08	63	0	63	
03	Easton	Easton High School	09	12	0	77	77	
01	EUT	Connor Consolidated School	00	06	50	0	50	
01	EUT	Kingman Elem School	00	05	48	0	48	
01	EUT	Benedicta Elem School	00	06	31	0	31	
01	EUT	Rockwood Elem School	00	05	21	0	21	
01	EUT	Patrick Therriault School	00	06	27	0	27	
01	Fayette	Fayette Central School	00	05	70	0	70	
03	Grand Isle	Grand Isle Elem School	00	06	62	0	62	
01	Isle Au Haut	Isle Au Haut Rural School	00	08	14	0	14	
01	Long Island	Long Island Elem School	00	05	17	0	17	
01	Monhegan Pit	Monhegan Island School	00	08	9	0	9	
04	Portland	Cliff Island School	00	05	4	0	4	
40	Portland	West School	04	12	41	28	69	
01	SAD 1	Westfield Elem School	00	05	51	0	51	
01	SAD 10	Allagash Consolidated School	00	08	25	0	25	
01	SAD 13	Caratunk School	03	06	7	0	7	
01	SAD 13	C. E. Ball School (West Forks)	00	02	7	0	7	
01	SAD 17	Hebron Elem School	00	03	67	0	67	
01	SAD 17	Legion Memorial School (West Paris)	00	01	33	0	33	
01	SAD 21	Canton Elementary	00	04	65	0	65	
01	SAD 25	Patten Primary School	00	02	45	0	45	
02	SAD 25	Patten Grammar School	03	05	55	0	55	
01	SAD 25	Sherman Elem School	03	05	78	0	78	
01	SAD 25	Stacyville Elem School	00	02	75	0	75	
01	SAD 29	Littleton School	00	06	77	0	77	
02	SAD 29	Wellington School	00	06	90	0	90	
01	SAD 3	Monroe Elem School	00	06	88	0	88	
01	SAD 3	Troy Central School	00	03	55	0	55	
01	SAD 30	Edith A Lombard School (Springfield)	00	05	79	0	79	
02	SAD 30	Lee/Winn School	00	05	93	0	93	
01	SAD 34	Edna Drinkwater School	01	04	67	0	67	
01	SAD 34	Kermit S. Nickerson School	00	02	95	0	95	
01	SAD 4	Abbot Grade School	01	04	18	0	18	
01	SAD 4	Cambridge Elementary School	00	04	38	0	38	
01	SAD 4	Abbie Fowler School	00	04	81	0	81	
01	SAD 4	Wellington Elem School	00	04	10	0	10	
02	SAD 41	Marion C. Cook School	00	05	57	0	57	

APPENDIX E

SCHOOLS WITH LESS THAN A HUNDRED ENROLLED STUDENTS

School No.	Town, SAD	School Name	Grade Span	Enrollment			Notes:
	CSD, Union Number			Elem.	Sec.	Total	
02	SAD 44	Andover Elementary School	00 06	80	0	80	
01	SAD 46	Exter Consolidated School	04 06	66	0	66	
01	SAD 46	Ripley School	99 99	10	3	13	Special Ed
03	SAD 48	Corinna Jr, High School	07 08	66	0	66	
01	SAD 50	Cushing Community School	00 02	31	0	31	
04	SAD 51	Chebeague Island School	00 06	25	0	25	
01	SAD 53	Burnham Village School	00 04	66	0	66	
01	SAD 54	Mercer Elem School	00 02	86	0	86	
01	SAD 54	Smithfield Elem School	04 06	70	0	70	
04	SAD 55	Hiram Elem School	00 05	73	0	73	
03	SAD 55	Fred W Morill School	00 06	74	0	74	
01	SAD 57	Cousens Memorial School	00 00	60	0	60	Kindergarten
01	SAD 58	Phillips Primary School	00 02	63	0	63	
01	SAD 59	Starks Elem School	00 04	49	0	49	
02	SAD 64	Hudson Elem School	03 04	94	0	94	
02	SAD 64	Stetson Elem School	00 04	84	0	84	
01	SAD 65	Matinicus Isle Plt	00 08	9	0	9	
01	SAD 67	Dr. Carl E. Troutt School	00 05	93	0	93	
01	SAD 68	Charleston Elementary School	00 05	95	0	95	
03	SAD 68	Monson Elem School	00 05	67	0	67	
03	SAD 7	North Haven Community School	00 12	56	21	77	
01	SAD 72	Brownfield Consolidated School	00 02	68	0	68	
02	SAD 72	Sadie F Adams School	03 06	3	0	3	Special Ed
01	SAD 74	Embden Elem School	00 08	93	0	93	
02	SAD 76	Swans Island Elem School	00 08	54	0	54	
02	SAD 77	Bay Ridge Elem (Cutler)	00 08	86	0	86	
01	SAD 77	Mary C. Burns School (E. Machias)	00 00	12	0	12	4 YR Old Program
01	SAD 77	Whiting Villege School	00 08	35	0	35	
01	SAD 9	Weld Elem School	00 06	47	0	47	
03	SAD 9	Wilton Primary School	00 00	66	0	66	Kindergarten
03	U-102	Jonesboro Elem School	00 08	93	0	93	
02	U-102	Wesley Elem School	00 07	16	0	16	
01	U-104	Charlotte Elementary School	00 08	45	0	45	
01	U-104	Pembroke Elem School	00 08	96	0	96	
02	U-106	Alexander Elementary	00 04	75	0	75	
01	U-106	Robbinston Grade School	00 08	84	0	84	
01	U-108	Vanceboro Elem School	00 08	18	0	18	
01	U-110	Wytopitlock Elem School	00 08	35	0	35	
01	U-122	Stockholm Elem School	00 08	45	0	45	
01	U-49	Edgecomb Eddy School	00 06	81	0	81	
01	U-49	Southport Central School	00 06	41	0	41	
03	U-51	Somerville Elem School	00 08	74	0	74	
01	U-60	Shirley Elem School	00 06	23	0	23	
01	U-74	S. Bristol Elem School	00 08	62	0	62	
01	U-76	Brooklin Elementary School	00 03	35	0	35	

APPENDIX E

SCHOOLS WITH LESS THAN A HUNDRED ENROLLED STUDENTS

School No.	Town, SAD	School Name	Grade		Enrollment			Notes:
	CSD, Union Number		Span	Elem.	Sec.	Total		
02	U-76	Brooklin Jr. High School	04	08	55	0	55	
02	U-90	Alton Elementary School	00	05	83	0	83	
01	U-90	Viola Rand School (Bradley)	00	05	86	0	86	
01	U-93	Brooksville Elementary School	00	08	82	0	82	
01	U-93	Adams School (Castine)	00	08	71	0	71	
01	U-98	Longfellow School (Cranberry Isles)	00	08	12	0	12	
02	U-98	Islesford Elem Sch (Cranberry Isles)	00	08	14	0	14	
01	U-98	Frenchboro Elem School	00	08	8	0	8	
12	Windham	Real School	07	12	7	21	28	Special Ed
		Total Schools	99		5165	265	5430	

STATE OF MAINE
DEPARTMENT OF EDUCATION

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 UNIT</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