

Joint Standing Committee on Education & Cultural Affairs
“Components” of EDU Cmte Bill re: School District Regionalization

(Prepared by OPLA (PDM); Revised: 27-Feb-07)

Cmte Bill Component	Policy Decisions	Policy Options
<u>Policy Goals</u>	1. Determine goals for state policy on regionalization of current organization of school administrative unit (“SAU”) governance, administration and delivery of instructional programs 2. Determine EDU Cmte priorities for state funding of K-12 public education system -- <u>and</u> all the other agency program budgets within the jurisdiction of EDU Cmte for the 2008-2009 biennium (K-12 education, higher education and cultural affairs) -- to achieve AFA Cmte “revenue-neutral” mandate by March 8th	A. Enhancing educational excellence B. Improving equity of educational opportunity C. Achieving administrative efficiencies and cost-effective delivery of public education D. Provide real, measurable “property tax relief” E. Prepare “revenue-neutral” budget recommendations
<u>Determine Basis for SAU Collaboration and/or Consolidation</u>	3. Determine basis for reconfiguration of SAUs into: Regional collaboratives or “Shared-Service Compacts” to achieve administrative efficiencies of SAU “non-instructional” functions (“business” and “operations”) and / or Consolidation of existing SAUs into Regional School Districts (“RSD”) for school governance, administration and delivery of instructional programs	A. Mandatory or voluntary collaboration B. Mandatory or voluntary consolidation C. Regional planning alliances D. Legislature sets criteria and DOE implements E. Legislature establishes a BRAC-like Commission (“ABC”) F. Implementation timeframe
<u>Optimal Number of Students for School Consolidation</u>	4. Determine the optimal number of students for a “cost-effective” SAU and establish statutory requirements for the minimum and / or maximum number of students that will “trigger” mandated consolidation of existing SAUs into a Regional School District	A. Establish a minimum number of students that will require SAUs to merge with other SAUs into a RSD (e.g., at least 2,500 students) B. Establish a range, including a minimum and a maximum number of students that are required in organizing RSDs (e.g., between 2,500 - 4,000 students)
<u>Exceptions</u>	5. Determine cases where existing SAUs will be exempted from new requirements to collaborate and / or consolidate on a regional basis	A. Island schools B. Geographically-isolated schools C. Town academies D. Maine Indian Education schools E. Education in the Unorganized Territories F. Cost-effective, high-performing schools

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<u>Defining and Measuring Efficient or Cost-effective SAUs or RSDs</u>	6. Determine the relevant “administrative” cost components that belong to the category of “non-instructional costs” that must be defined and measured in order to establish the efficiency or cost-effectiveness of existing SAUs and future RSDs	A. Determine what costs, including EPS “system administration” and other “school-level administration” costs, should be included in the definition of “non-instructional costs” B. Determine appropriate levels of “non-instructional costs” that must be measured against some standards for efficiency or cost-effectiveness C. Determine the capacity of existing state (DOE) and local agencies (SAUs) to collect, report and manage cost component data
<u>Incentives and Disincentives for Inducing Collaboration and / or Consolidation</u>	7. What financial incentives and disincentives are available to induce SAU responsiveness to state policies on school district regionalization	A. What financial incentives (“carrots”) or disincentives (“sticks”) are available through the school funding formula, the school construction programs, state tax policy or other forms of subsidy that can promote collaboration or consolidation B. What other resources, including technical assistance and relaxed state regulation, can be brought to bear to promote greater SAU efficiency and cost-effectiveness
<u>Transition Issues</u>	8. Determine the fiscal, legal, policy and other “barriers” to school collaboration and consolidation that must be addressed in statute or rule	A. Transfer of SAU assets (property) and liabilities (debt) when forming SAUs B. Disposition of contracts and other personnel transition issues C. Barriers in school funding formula (e.g., property valuation; regional salary adjustment based on labor market areas, etc.)
<u>Other Issues To Be Addressed in EDU Cmte. Bill</u>	9. To be determined . . .	