

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from electronic originals
(may include minor formatting differences from printed original)

LAWS
OF THE
STATE OF MAINE

AS PASSED BY THE

ONE HUNDRED AND THIRTY-SECOND LEGISLATURE

SECOND REGULAR SESSION
JANUARY 7, 2026 to APRIL 29, 2026

THE GENERAL EFFECTIVE DATE FOR
SECOND REGULAR SESSION
NONEMERGENCY LAWS IS
JULY 29, 2026

PUBLISHED BY THE REVISOR OF STATUTES
IN ACCORDANCE WITH THE MAINE REVISED STATUTES,
TITLE 3, SECTION 163-A, SUBSECTION 4.

Augusta, Maine
2026

CHAPTER 125
S.P. 454 - L.D. 1069

**Resolve, Directing the
Department of Education to
Review Personal Finance
Course Offerings in Maine
Schools and Convene a
Working Group of Relevant
Stakeholders**

Sec. 1. Personal finance; school survey. Resolved: That the Department of Education shall administer a survey to all school administrative units in the State to collect data and information on the status of personal finance education in schools. The survey must include, but is not limited to:

1. Whether personal finance is taught as a discrete course or the personal finance standards contained in the statewide system of learning results, as established in the Maine Revised Statutes, Title 20-A, section 6209, are integrated into other social studies courses;

2. If personal finance is not taught as a discrete course, the name and curriculum of the courses into which personal finance learning standards are integrated;

3. To which grade levels discrete personal finance courses are offered; and

4. The number of students enrolled in discrete personal finance courses and the number of instructional hours those students receive in personal finance.

The Department of Education shall submit a report based on the results of the survey to the Joint Standing Committee on Education and Cultural Affairs no later than January 15, 2026.

Sec. 2. Working group. Resolved: That, beginning in January 2026, the Department of Education shall convene a working group of relevant stakeholders to develop recommendations on increasing accessibility to personal finance education to students in the State of all grade levels based on the findings of the report developed pursuant to section 1. The working group must examine professional development, curriculum resources, instructional time, staffing and any other supports the working group considers necessary to expand and strengthen personal finance instruction in school administrative units. The membership of the working group must include, but is not limited to:

1. One member representing the Finance Authority of Maine;

2. One member representing the Maine Jump\$tart Coalition for Personal Financial Literacy;

3. At least 3 teachers employed in school administrative units in the State who teach personal finance subject matter; and

4. One member representing the Maine Education Association.

The Department of Education shall submit a report based on the findings and recommendations of the working group to the Joint Standing Committee on Education and Cultural Affairs no later than March 1, 2026.

Sec. 3. Appropriations and allocations. Resolved: That the following appropriations and allocations are made.

EDUCATION, DEPARTMENT OF

Innovative Teaching and Learning Z394

Initiative: Provides one-time funds in fiscal year 2025-26 to support the working group established to develop recommendations on increasing accessibility to personal finance education to students of all grade levels in the State.

GENERAL FUND	2025-26	2026-27
All Other	\$15,000	\$0
GENERAL FUND TOTAL	\$15,000	\$0

See title page for effective date.

CHAPTER 126
H.P. 719 - L.D. 1097

**Resolve, to Require the
Department of Education to
Convene a Group to Develop
Best Practices for De-escalation
and Behavior Intervention**

Sec. 1. Convening of group to develop best practices. Resolved: That the Department of Education shall convene teachers and other educators and experts in de-escalation and behavior intervention to develop best practices for training in the following topics:

1. Positive behavior interventions;
2. Communicative intent of behaviors;
3. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
4. De-escalation methods;
5. Standards for using restraint and seclusion procedures;
6. Obtaining emergency medical assistance;
7. The physiological and psychological effect of restraint and seclusion;