

# MAINE STATE LEGISLATURE

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**LAWS**  
**OF THE**  
**STATE OF MAINE**

AS PASSED BY THE

ONE HUNDRED AND FIFTEENTH LEGISLATURE

FIRST REGULAR SESSION

December 5, 1990 to July 10, 1991

Chapters 1 - 590

THE GENERAL EFFECTIVE DATE FOR  
NON-EMERGENCY LAWS IS  
OCTOBER 9, 1991

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

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J.S. McCarthy Company  
Augusta, Maine  
1991

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**PUBLIC LAWS**

**OF THE**

**STATE OF MAINE**

**AS PASSED AT THE**

**FIRST REGULAR SESSION**

**of the**

**ONE HUNDRED AND FIFTEENTH LEGISLATURE**

**1991**

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1. Job training services. Job training services, which are provided under the state job training system, must be coordinated by the Department of Labor and the Department of Human Services job training programs. These services may include, but are not limited to, outreach, recruitment, orientation, selection, preoccupational training, supportive services and needs-based stipends.

2. Skill training. Skill training must be provided by qualified training providers such as the State's technical colleges to qualified participants who are either entering the field or are employed health care workers who want to upgrade their skills. Participants must be referred by the state job training system.

3. Certification. Participants who complete training under this section with a curriculum approved by the Department of Education to include both theoretical and practical training receive a statewide certificate granted by the Department of Education. This certificate or a certificate issued under subsection 4 is required for employment as an activities coordinator in this State after December 31, 1993, except that a person employed as an activities coordinator on the effective date of this chapter who has completed a training program approved by the Department of Human Services is not required to obtain a certificate under this section.

4. Reciprocity. Certification may also be issued to candidates who can document completion of comparable training and experience in accordance with rules promulgated by the Commissioner of Education and the Commissioner of Human Services.

See title page for effective date.

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**CHAPTER 406**

**H.P. 1138 - L.D. 1663**

**An Act to Preserve the Confidentiality of Communications by Interpreters for the Deaf**

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

**Sec. 1. 5 MRSA §48, sub-§1, ¶¶A-1, A-2 and E-1 are enacted to read:**

A-1. "Client" means a person who is deaf, hearing impaired or hearing who is rendered interpreting services by a privileged interpreter.

A-2. "Confidential communication" means a communication that a client has a reasonable expectation is not being disclosed to persons other than a privileged interpreter and any client to whom the communication is intended to be made.

E-1. "Privileged interpreter" means a person identified by clients as necessary to facilitate accurate com-

munication between the clients and who otherwise has no substantial personal or business interest in the communication.

**Sec. 2. 5 MRSA §48, sub-§4, as enacted by PL 1983, c. 70, is repealed and the following enacted in its place:**

4. Privileged communication. Except when a court in the exercise of sound discretion determines the disclosure necessary to the proper administration of justice, a privileged interpreter may not disclose any aspect of a confidential communication facilitated by that interpreter unless all clients of the privileged interpreter privy to that communication consent to the disclosure.

See title page for effective date.

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**CHAPTER 407**

**S.P. 445 - L.D. 1189**

**An Act Relating to Restructuring the Public Schools**

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

**Sec. 1. 20-A MRSA §8 is enacted to read:**

**§8. Restructuring public schools**

The commissioner shall encourage school administrative units to pursue an ongoing process of school restructuring as a means of more effectively meeting the learning needs and improving the academic performance of all students. The public and private postsecondary institutions of higher education in the State are urged to cooperate with the department, the state board and school administrative units to provide appropriate and timely professional development programs and other support services to educators employed in public schools engaged in school restructuring efforts.

1. School restructuring. For the purposes of this section, the term "school restructuring" means the process by which schools and communities make significant changes in the existing school structure, including the policies, roles, relationships and schedules that influence teaching and learning in the school. School restructuring recognizes the critical educational role of technology and integrates technology and technological systems in the classroom, in school governance and in school record keeping. School restructuring is based on:

A. The development of comprehensive educational goals establishing community expectations for what all students should know, the skills they should possess, the attitude toward work and learning they should hold upon completing school and the role of the school in the community;