

MAINE STATE LEGISLATURE

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LAWS
OF THE
STATE OF MAINE

AS PASSED BY THE

ONE HUNDRED AND FIFTEENTH LEGISLATURE

THIRD SPECIAL SESSION

October 1, 1992 to October 6, 1992

FOURTH SPECIAL SESSION

October 16, 1992

ONE HUNDRED AND SIXTEENTH LEGISLATURE

FIRST REGULAR SESSION

December 2, 1992 to July 14, 1993

THE GENERAL EFFECTIVE DATE FOR
FIRST REGULAR SESSION
NON-EMERGENCY LAWS IS
OCTOBER 13, 1993

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

J.S. McCarthy Company
Augusta, Maine
1993

PUBLIC LAWS
OF THE
STATE OF MAINE

AS PASSED AT THE
FIRST REGULAR SESSION

of the
ONE HUNDRED AND SIXTEENTH LEGISLATURE

1993

CHAPTER 157

S.P. 287 - L.D. 857

**An Act Requiring School Suspension or Expulsion
in Cases Involving Dangerous or
Concealed Weapons**

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

Sec. 1. 20-A MRSA §1001, sub-§9, as amended by PL 1989, c. 708, §1, is repealed and the following enacted in its place:

9. Students expelled or suspended. Following a proper investigation of a student’s behavior and due process proceedings, if found necessary for the peace and usefulness of the school, they shall expel any student:

A. Who is deliberately disobedient or deliberately disorderly;

B. For infractions of violence;

C. Who possesses on school property a firearm as defined in Title 17-A, section 2, subsection 12-A without permission of a school official;

D. Who, with use of any other dangerous weapon as defined in Title 17-A, section 2, subsection 9, paragraph A, intentionally or knowingly causes injury or accompanies use of a weapon with a threat to cause injury; or

E. Who possesses, furnishes or trafficks in any scheduled drug as defined in Title 17-A, chapter 45.

A student may be readmitted on satisfactory evidence that the behavior that was the cause of the student being expelled will not likely recur. The school board may authorize the principal to suspend students up to a maximum of 10 days for infractions of school rules. In addition to other powers and duties under this subsection, the school board may develop a policy requiring a student who is in violation of school substance abuse or possession rules to participate in substance abuse services as provided in section 6606.

See title page for effective date.

CHAPTER 158

H.P. 565 - L.D. 762

**An Act to Improve Child Care Services
in the State**

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

Sec. 1. 5 MRSA §12004-I, sub-§35-B is enacted to read:

35-B.	<u>Child Care</u>	<u>Not</u>	<u>22 MRSA</u>
<u>Human</u>	<u>Advisory</u>	<u>Authorized</u>	<u>§3739</u>
<u>Services</u>	<u>Council</u>		

Sec. 2. 22 MRSA c. 1052-A is enacted to read:

CHAPTER 1052-A

CHILD CARE SERVICES

§3731. Definitions

As used in this chapter, unless the context otherwise indicates or unless they are inconsistent with federal law, the following terms have the following meanings.

1. Child care. “Child care” means a regular service of care and protection provided for compensation for any part of a day less than 24 hours to a child or children under 16 years of age whose parents work outside the home, attend an educational program or are otherwise unable to care for their children. “Child care” also means administrative functions related to the delivery of child care services, including, but not limited to, contract management, voucher administration, licensing, training, technical assistance and referral.

2. Council. “Council” means the Child Care Advisory Council established pursuant to Title 5, section 12004-I, subsection 35-B.

3. Office. “Office” means the Office of Child Care Coordination established pursuant to section 3740.

4. Region. “Region” means a service delivery region established pursuant to section 6-A.

§3732. Principles of child care system

The department shall allocate resources available under this chapter in a manner that promotes the following principles.

1. Family self-sufficiency. A stable source of child care is a critical ingredient to economic self-sufficiency. Child care policies and programs must facilitate a smooth transition into the work force for parents and a rich and stable environment for children.

2. Investment in children. Child care is a critical investment that affects a child’s readiness to learn. High-quality child care programs recognize and implement good, early childhood practices, as articulated by Head Start, the National Association for the Education of Young Children and other early childhood organizations.