

MAINE STATE LEGISLATURE

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LAWS
OF THE
STATE OF MAINE

AS PASSED BY THE

ONE HUNDRED AND TWENTY-FOURTH LEGISLATURE

FIRST REGULAR SESSION
December 3, 2008 to June 13, 2009

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TITLE 3, SECTION 163-A, SUBSECTION 4.

Augusta, Maine
2009

the targeted research project. Following receipt and review of the report, the Joint Standing Committee on Education and Cultural Affairs may report out legislation to the Second Regular Session of the 124th Legislature.

See title page for effective date.

CHAPTER 96

S.P. 496 - L.D. 1361

Resolve, Directing the Department of Labor and the Department of Health and Human Services To Establish a Work Group To Clarify the Working Status of Respite Care and Shared Living Residential Service Providers for Individuals with Developmental Disabilities

Sec. 1. Work group established. Resolved: That the Commissioner of Labor and the Commissioner of Health and Human Services, within existing resources, shall establish a work group, referred to in this resolve as "the work group," to review the status of certain direct support providers with respect to certain laws, such as those governing unemployment compensation, workers' compensation and minimum wage. The commissioners shall invite the participation of representatives from each department and representatives from affected organizations including the Workers' Compensation Board, the Maine State Employees Association and the Maine Association of Community Service Providers and its members; and be it further

Sec. 2. Examine working status of providers. Resolved: That the work group shall examine the services and tasks performed by respite care and shared living residential service providers for adults and children with developmental disabilities to determine if there are ways to clearly identify the working status of those providers. The work group shall also examine whether statutory or regulatory actions are needed to provide clarification of the providers' status; and be it further

Sec. 3. Reporting date established. Resolved: That the Commissioner of Labor and the Commissioner of Health and Human Services shall report the work group's findings and any recommendations to the Joint Standing Committee on Labor by December 15, 2009, along with any statutory changes required to clarify the status of respite care and shared living residential service providers; and be it further

Sec. 4. Authority to introduce legislation. Resolved: That the Joint Standing Committee on Labor may submit legislation to the Second Regular Session of the 124th Legislature to implement the recommendations of the work group.

See title page for effective date.

CHAPTER 97

H.P. 884 - L.D. 1265

Resolve, Regarding Low-profit Limited Liability Companies

Sec. 1. Bureau of Corporations, Elections and Commissions. Resolved: That the Department of the Secretary of State, Bureau of Corporations, Elections and Commissions shall examine the concept of low-profit limited liability companies, review the legislation enacted and pending in other states concerning such entities and consult with attorneys who practice law concerning the types of entity to form as a business or nonprofit organization. The bureau shall report to the Joint Standing Committee on Judiciary no later than January 15, 2010 with recommendations concerning low-profit limited liability companies. The report may include recommended legislation. The Joint Standing Committee on Judiciary may report out legislation to the 124th Legislature in 2010 based on the report.

See title page for effective date.

CHAPTER 98

S.P. 412 - L.D. 1101

Resolve, To Understand and Assist in Efforts To Promote Science, Technology, Engineering and Math Education

Sec. 1. Collect information. Resolved: That the Department of Education and the University of Maine System shall collect science, technology, engineering and math information and data by November 1, 2009 on science, technology, engineering and math initiatives in consultation with the State Board of Education, public and private partnerships, including pilot projects and nonprofit and other organizations and businesses that work on promoting science, technology, engineering and math initiatives through mentoring and other programs and any science, technology, engineering and math initiatives collaborative efforts; and be it further

Sec. 2. Report. Resolved: That with the data and information collected on science, technology, en-

engineering and math initiatives under section 1, the Department of Education shall produce a report with its findings and recommendations for review by the Joint Standing Committee on Education and Cultural Affairs no later than December 15, 2009. The report must focus on the following:

1. Informing the Joint Standing Committee on Education and Cultural Affairs about the initiatives that work to inspire students in the science, technology, engineering and math areas of education;
2. The benefits of promoting science, technology, engineering and math education, including, but not limited to, job possibilities, job availability, wages and how promoting science, technology, engineering and math is tied to economic development of the State;
3. Suggestions for expanding science, technology, engineering and math initiatives throughout the State, including ideas for professional development;
4. Ideas of how to integrate and promote science, technology, engineering and math education in pre-kindergarten to grade 12 to inspire students to continue education in those subjects when pursuing undergraduate and graduate degrees;
5. Possible funding sources to further promote science, technology, engineering and math education; and
6. Helpful data or information to assist the Joint Standing Committee on Education and Cultural Affairs.

The Joint Standing Committee on Education and Cultural Affairs may submit legislation based on the findings and recommendations of the report submitted by the Department of Education to the Second Regular Session of the 124th Legislature by February 1, 2010.

See title page for effective date.

CHAPTER 99

H.P. 760 - L.D. 1105

Resolve, To Facilitate Training and Education on Dating Violence Prevention

Sec. 1. Review of policies and rules. Resolved: That the Department of Education shall review its policies and rules regarding faculty training and student education on dating violence prevention for students in grades 7 to 12 to determine the extent to which those policies and rules provide sufficient guidance to school administrative units on teaching and training basic principles and definitions of dating violence prevention, how to recognize dating violence warning signs, outlining actions and responses to dating violence, including communications with parents

or legal guardians, and defining the characteristics of healthy, age-appropriate dating relationships. The review must also assess the extent to which school administrative unit policies address the issue of dating violence prevention, including the elements and consistency of those policies; and be it further

Sec. 2. Report. Resolved: That the Department of Education shall report to the Joint Standing Committee on Education and Cultural Affairs by March 1, 2010 on the findings of its review under section 1.

See title page for effective date.

CHAPTER 100

S.P. 461 - L.D. 1280

Resolve, To Provide a Program Model for Children with Autism Spectrum Disorder

Sec. 1. Department of Education to study program models for children with autism spectrum disorders. Resolved: That the Department of Education shall conduct a study of educational services for children with autism and other pervasive developmental disorders. The department shall convene a work group with broad stakeholder representation, including parents, involved in meeting the educational needs of children and youth with autism and other pervasive developmental disorders. The purpose of the work group is to analyze current educational services and to make recommendations that will assist the department to ensure that children and youth with autism and other pervasive developmental disorders have access to appropriate and effective services to meet their educational needs. The work group shall address the following issues:

1. The barriers to full inclusion for a student with autism or another pervasive developmental disorder and how the barriers are addressed;
2. Ensuring that appropriate individualized educational services by schools, in the least restrictive environment, are available to students diagnosed with autism and other pervasive developmental disorders and ensuring that parents are included in the process of determining those services;
3. Ensuring a successful transition by schools from one grade to the next grade for a student diagnosed with autism or another pervasive developmental disorder;
4. The resources about autism and other pervasive developmental disorders that are available to education professionals and paraprofessionals;