

# MAINE STATE LEGISLATURE

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STATE OF MAINE  
ONE HUNDRED AND TWELFTH LEGISLATURE  
FIRST REGULAR SESSION

JOINT STANDING COMMITTEE ON  
EDUCATION  
BILL SUMMARY



JULY, 1985

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ONE HUNDRED AND TWELFTH LEGISLATURE  
FIRST REGULAR SESSION

JOINT STANDING COMMITTEE  
BILL SUMMARIES  
JULY 1985

This document is a compilation of the bill summaries prepared by this office for the Joint Standing Committees of the Maine Legislature, covering the First Regular Session of the 112th Legislature. The summaries are arranged by LD number and indexed separately by committee.

LD: 70 AN ACT TO AMEND AND CLARIFY THE LAWS RELATING TO THE SPECIAL COMMISSION TO STUDY THE IMPLEMENTATION OF EDUCATIONAL REFORM DIAMOND J BROWN L BROWN A RANDALL

HOUSE Emerg. Enacted CH. # 4  
SENATE Emerg. Enacted  
GOV EMER SIGNED

SUMMARY:

The bill corrected the supplementary appropriation to make the per diem payable to non-legislative members of the Commission.

LD: 86 AN ACT TO CLARIFY THE LAWS RELATING TO SCHOOLS OF BARBERING AND SCHOOLS OF COSMETOLOGY BROWN L

LV-WD HOUSE Accepted Committee Report  
SENATE Accepted Committee Report  
GOV

SUMMARY:

The Commission of Education, in accordance with state board rules, presently licenses persons who operate schools of cosmetology and barbering. This bill would have added the authority to license persons offering instruction in cosmetology and barbering to apprentices. It also stipulated that no fee could be charged for these licenses. The authorization of persons supervising apprentices in cosmetology is presently done by the State Board of Cosmetology. The bill would have eliminated this authority and transferred it to the Commissioner of Education.

LD: 119 AN ACT TO AMEND THE LAW CONCERNING THE STUDENT INCENTIVE SCHOLARSHIP PROGRAM UNDER THE EDUCATION LAW GAUVREAU ROBERTS HANDY PERKINS

OTP HOUSE Emerg. Enacted PUBLIC  
SENATE Emerg. Enacted CH # 228  
GOV EMER SIGNED

S-85 CA H S  
S-88 SA GAUVREAU H S

SUMMARY:

This bill would have increased from 25% to 30% the portion of the Maine Student Incentive Scholarship Program (MSISP) funds allocated to eligible students attending state institutions and would have included students attending the Maine Maritime

Academy and the VTI's among those eligible to compete for that 30%. Previous law set aside 25% for eligible University of Maine students; MMA and VTI students competed with private school students.

CA-S-85: The Committee Amendment adds an emergency preamble.

SA-S-88: This amendment sets aside 2 1/2% of the MSISP funds each to students attending MMA and the VTI's and specifies that if those funds are not used by eligible students attending those institutions, they will be used for students attending the University.

LD: 127 AN ACT TO COUNT ALL STUDENTS LIVING ON FEDERAL OR STATE PROPERTY AS RESIDENTS OF THE DISTRICT BUT NOT RESIDENTS OF A MUNICIPALITY VOSE  
EMERGENCY

OTP HOUSE Emerg. Enacted PUBLIC  
SENATE Emerg. Enacted CH # 15  
GOV EMER SIGNED

SUMMARY:

The cost sharing agreements among the towns in School Administrative Districts and Community School Districts may be either in accordance with the number of students from each town or the property valuation of the towns or some combination of both. When costs are shared in all or in part on the number of students inequities occur when some of those students reside on non-taxable federal or state property. The state school subsidy formula adjusts for this non-taxable property in apportioning costs between the school unit and the state. The bill removes these students from the count of students in the local cost sharing agreements for determination of the shares paid by each municipality. This removes the inequity among the towns in the district while retaining the state subsidy for the students through the school subsidy formula.

LD: 128 AN ACT TO CLARIFY THE DEFINITION OF A VOCATIONAL REGION SCARPINO

LU-WD HOUSE Accepted Committee Report  
SENATE Accepted Committee Report  
GOV

SUMMARY:

Vocational regions are multi-school unit entities created to deliver vocational education to secondary school students in the participating towns. The legislative intent in forming the regions was that they should "function as extensions of the secondary schools within their region." They are governed by cooperative boards which have many but not all of