

MAINE STATE LEGISLATURE

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**STATE OF MAINE
115TH LEGISLATURE**

**FIRST REGULAR SESSION
AND
FIRST SPECIAL SESSION**

**BILL SUMMARIES
JOINT STANDING COMMITTEE
ON
EDUCATION**

AUGUST 1991

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Michael D. Higgins, Legislative Analyst*

*Office of Policy and Legal Analysis
Room 101, State House Station 13
Augusta, ME 04333
(207) 289-1670*

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STATE OF MAINE
OFFICE OF POLICY AND LEGAL ANALYSIS
ROOM 101/107/135
STATE HOUSE STATION 13
AUGUSTA, MAINE 04333
TEL.: (207) 289-1670

**ONE HUNDRED AND FIFTEENTH LEGISLATURE
FIRST REGULAR SESSION
AND
FIRST SPECIAL SESSION
JOINT STANDING COMMITTEE
BILL SUMMARIES
AUGUST 1991**

This document is a compilation of the bill summaries prepared by this office for the Joint Standing Committees and Joint Select Committees of the Maine Legislature. The volume is organized alphabetically by committee; within each committee, the summaries are arranged by LD number. A subject index is provided at the beginning of each committee's summaries.

All adopted amendments are listed, by paper number (e.g., H - 584 or S - 222), together with the sponsor for floor amendments. Final action on each bill is listed to the right of the title. Various types of final action are abbreviated as follows:

PUBLIC XXX	<i>Chapter # of enacted Public Law</i>
P&S XXX	<i>Chapter # of enacted Private & Special Law</i>
RESOLVE XXX	<i>Chapter # of enacted Resolve</i>
CON RES XXX	<i>Chapter # of Constitutional Resolution passed by both Houses</i>
EMERGENCY	<i>Enacted law takes effect sooner than 90 days</i>
CARRIED OVER	<i>Bill carried over to 2nd Session</i>
FAILED EMERGENCY ENACTMENT	<i>Bill failed to get 2/3 vote</i>
ONTP	<i>Ought Not to Pass report accepted</i>
LVWD	<i>Leave to Withdraw report accepted</i>
INDEF PP	<i>Bill Indefinitely Postponed</i>
DIED BETWEEN BODIES	<i>House & Senate disagree; bill died</i>
VETO SUSTAINED	<i>Legislature failed to override Governor's Veto</i>
UNSIGNED	<i>Not signed by Governor within 10 days</i>
DIED ON ADJOURNMENT	<i>Action incomplete when 1st session ended</i>

These summaries were prepared by the analyst or analysts assigned to the committee. But, this document was produced by the efforts of all the office staff, including secretaries: Charlene Raymond and Valarie Parlin, and especially Laurette Knox who coordinated preparation of the overall document.

If you have any suggestions or comments on these summaries, please let us know.

An Act to Clarify the Funding of Child Care Services and Parenting Education

SPONSOR(S)
 PFEIFFER
 CLARK M
 CLARK N
 RYDELL

COMMITTEE REPORT
 OTP-AM

AMENDMENTS ADOPTED
 H-317

SUMMARY

The original bill allowed a school administrative unit that takes over child care and parenting education services developed by a nonprofit community-based agency in conformity with the provisions of Public Law 1987, chapter 767, "An Act to Provide for Child Care and Child Development Training for Student Parents" to include the cost of the service expended by the community agency as subsidizable costs under the School Finance Act of 1985. This provision only applied to the calculation of state aid for schools to be received in school years 1991-92 and 1992-93.

Committee Amendment "A" (H-317) deleted the requirement that would have limited subsidization of child care and parenting education costs to programs that were funded and administered by nonprofit community-based agencies in school years 1989 to 1991. It also deleted the requirement that would have limited the effect of this provision to school administrative units that make a commitment to administer and fund these services starting in 1991-92.

The amendment also added a fiscal note to the bill.

An Act to Clarify the Certification of Correspondence Schools

SPONSOR(S)
 BRAUN
 ESTES
 HANDY

COMMITTEE REPORT
 OTP-AM

AMENDMENTS ADOPTED
 S-72

SUMMARY

This bill clarified the certificate of approval process for privately owned post-secondary correspondence schools and increased both the initial certification fee and the renewal certification fee.

Committee Amendment "A" (S-72) added a fiscal note to the original bill.

An Act to Incorporate Braille Reading and Writing in a Blind Student's Individual Education Plan

SPONSOR(S)
 OLIVER
 HANDY
 PARADIS J
 CLEVELAND

COMMITTEE REPORT
 OTP-AM

AMENDMENTS ADOPTED
 H-318

SUMMARY

This bill encouraged the availability of instruction in Braille reading and writing as part of a blind student's individualized education plan. For purposes of this instruction, "blind" is defined to include any student who has a reasonable expectation of visual deterioration or any student who is unable to read printed material at a competitive rate of speed and with facility because of a lack of visual acuity.