

MAINE STATE LEGISLATURE

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STATE OF MAINE
129TH LEGISLATURE
FIRST REGULAR SESSION



Summaries of bills, adopted amendments and laws enacted or finally passed

**JOINT STANDING COMMITTEE ON EDUCATION
AND CULTURAL AFFAIRS**

August 2019

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STATE OF MAINE

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LEGISLATIVE DIGEST OF BILL SUMMARIES AND ENACTED LAWS

This *Legislative Digest of Bill Summaries and Enacted Laws* contains summaries of all LDs and adopted amendments and all laws enacted or finally passed during the First Regular Session of the 129th Maine Legislature.

The *Digest* is arranged alphabetically by committee and within each committee by Legislative Document (LD) number. The committee report(s), prime sponsor and lead co-sponsor(s), if designated, are listed below each LD title. All adopted amendments are summarized and listed by paper number. A subject index is included with each committee. An appendix provides a summary of relevant session statistics.

Final action on each LD is noted to the right of the LD title. The following describes the various final actions.

CARRIED OVER..... carried over to a subsequent session of the Legislature
CON RES XXX..... chapter # of constitutional resolution passed by both houses
CONF CMTE UNABLE TO AGREE..... Committee of Conference unable to agree; legislation died
DIED BETWEEN HOUSES..... House & Senate disagreed; legislation died
DIED IN CONCURRENCE..... defeated in each house, but on different motions; legislation died
DIED ON ADJOURNMENT..... action incomplete when session ended; legislation died
EMERGENCY..... enacted law takes effect sooner than 90 days after session adjournment
FAILED, EMERGENCY ENACTMENT or FINAL PASSAGE..... emergency failed to receive required 2/3 vote
FAILED, ENACTMENT or FINAL PASSAGE..... failed to receive final majority vote
FAILED, MANDATE ENACTMENT..... legislation proposing local mandate failed required 2/3 vote
HELD BY GOVERNOR..... Governor has not signed; final disposition to be determined at subsequent session
LEAVE TO WITHDRAW..... sponsor's request to withdraw legislation granted
NOT PROPERLY BEFORE THE BODY..... ruled out of order by the presiding officer; legislation died
INDEF PP..... indefinitely postponed; legislation died
ONTP, ACCEPTED, MAJORITY, MINORITY or REPORT X... ought-not-to-pass report accepted; legislation died
P&S XXX..... chapter # of enacted private & special law
PUBLIC XXX..... chapter # of enacted public law
RESOLVE XXX..... chapter # of finally passed resolve
VETO SUSTAINED..... Legislature failed to override Governor's veto

The effective date for non-emergency legislation enacted in the First Regular Session of the 129th Legislature is Thursday, September 19, 2019. The effective date for legislation enacted as an emergency measure may be found in the enacted law summary for that legislation.

Joint Standing Committee on Education and Cultural Affairs

LD 642

An Act Regarding Kindergarten Readiness for Children Who Are Deaf and Hard of Hearing

PUBLIC 429

<u>Sponsor(s)</u>	<u>Committee Report</u>	<u>Amendments Adopted</u>
BREEN C PIERCE T	OTP-AM	S-243

This bill requires the Commissioner of Education, beginning July 31, 2020 and annually thereafter, to submit a report to the joint standing committee having jurisdiction over education and cultural affairs of the data specific to language and literacy development of children who are deaf and hard of hearing from birth to five years of age, including children who are deaf or hard of hearing and have other disabilities, that demonstrate the children's language and literacy development relative to their peers who are not deaf or hard of hearing to include any language developmental milestones or parent resources used or disseminated by the department for use in tracking or assessing the expressive and receptive language acquisition of children who are deaf or hard of hearing and to make this report publicly available.

This bill also directs the Commissioner of Education, no later than October 1, 2019, to establish a departmental task force to recommend language developmental milestones from existing resources and current standards and to develop a parent resource portfolio to monitor and track the expressive and receptive language acquisition and developmental stages toward literacy in American Sign Language and English of children who are deaf and hard of hearing and sets criteria for the task force membership.

The bill also directs the Department of Education to select tools and assessments for educators that can be used to assess the language and literacy development of children who are deaf and hard of hearing and to report to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs, by December 15, 2020, on the parent resource portfolio developed by the task force and a procedure to disseminate the parent resource portfolio to parents, a procedure to disseminate the selected tools and assessments to educators and a procedure for educators to use when a child is not progressing in expressive and receptive language skills. The report must include suggested legislation to implement its findings and recommendations, and the joint standing committee of the Legislature having jurisdiction over education and cultural affairs is authorized to report out legislation to the First Regular Session of the 130th Legislature to implement those findings and recommendations.

Committee Amendment "A" (S-243)

This amendment removes any preferences in the bill for American Sign Language. The amendment also adjusts reporting dates throughout the bill.

The amendment also directs the Commissioner of Education no later than November 1, 2019 to establish a departmental task force to recommend language developmental milestones from existing resources and current standards and to develop a parent resource portfolio to monitor and track the expressive and receptive language acquisition and developmental stages toward literacy in American Sign Language or English, or both, of children who are deaf and hard of hearing and sets criteria for the task force membership.

The bill directs the Department of Education to select tools and assessments for educators that can be used to assess the language and literacy development of children who are deaf and hard of hearing and to report to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs. The amendment requires the department to submit an interim report no later than March 1, 2020 and a final report no later than January 1, 2021 on the parent resource portfolio developed by the task force and a procedure to disseminate the parent resource portfolio to parents, a procedure to disseminate the selected tools and assessments to educators and a procedure for educators to use when a child is not progressing in expressive and receptive language skills.

The amendment also adds an appropriations and allocations section.

Joint Standing Committee on Education and Cultural Affairs

Enacted Law Summary

Public Law 2019, chapter 429 requires the Commissioner of Education, beginning July 31, 2020 and annually thereafter, to submit a report to the joint standing committee having jurisdiction over education and cultural affairs of the data specific to language and literacy development of children who are deaf and hard of hearing from birth to five years of age, including children who are deaf or hard of hearing and have other disabilities, that demonstrate the children's language and literacy development relative to their peers who are not deaf or hard of hearing to include any language developmental milestones or parent resources used or disseminated by the department for use in tracking or assessing the expressive and receptive language acquisition of children who are deaf or hard of hearing and to make this report publicly available.

The law also directs the Commissioner of Education no later than November 1, 2019 to establish a departmental task force to recommend language developmental milestones from existing resources and current standards and to develop a parent resource portfolio to monitor and track the expressive and receptive language acquisition and developmental stages toward literacy in American Sign Language or English, or both, of children who are deaf and hard of hearing and sets criteria for the task force membership.

The law directs the Department of Education to select tools and assessments for educators that can be used to assess the language and literacy development of children who are deaf and hard of hearing and to report to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs.

The law requires the department to submit an interim report no later than March 1, 2020 and a final report no later than January 1, 2021 on the parent resource portfolio developed by the task force and a procedure to disseminate the parent resource portfolio to parents, a procedure to disseminate the selected tools and assessments to educators and a procedure for educators to use when a child is not progressing in expressive and receptive language skills.

LD 651 Resolve, To Facilitate School Access to Federal Title I Funds and Improve the Delivery of Special Education Services

RESOLVE 29

<u>Sponsor(s)</u>	<u>Committee Report</u>	<u>Amendments Adopted</u>
FARNSWORTH D BELLOWS S	OTP-AM	H-154

This bill makes the following changes to the laws governing special education.

1. It adds four provisions to the laws regarding nontraditional limited purpose schools that were part of Department of Education rule Chapter 250 which has been repealed.
2. It adds response to intervention systems to the minimum requirements for basic school approval to ensure an all-encompassing, tiered system of support for general and special education students. It also clarifies that rules regarding those requirements are major substantive rules.
3. It facilitates collaboration between general education and special education, including a clarification that the Department of Education is required to facilitate a process to help schools apply for schoolwide status with respect to federal Title I funds.
4. It promotes dual certification programs by the Department of Education and the State Board of Education.
5. It requires recodification of the Maine Revised Statutes, Title 20-A, Part 4, subpart 1, concerning special education, by the Office of Policy and Legal Analysis and the Office of the Revisor of Statutes.
6. It requires a review of the purpose of the maintenance of effort funding component of the essential programs and