

MAINE STATE LEGISLATURE

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STATE OF MAINE
130TH LEGISLATURE
FIRST REGULAR AND FIRST SPECIAL SESSIONS



Disposition of bills and summaries of all laws enacted or finally passed

JOINT STANDING COMMITTEE ON EDUCATION
AND CULTURAL AFFAIRS

December 2021

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3. It revises the minimum State Board of Education rules for qualifications for a professional teacher certificate by removing the requirement that an applicant pass a qualifying examination and instead providing that an applicant may qualify by graduating from an educator preparation program or by meeting criteria established by the state board by passing a qualifying examination, meeting minimum grade point average requirements in required course work or demonstrating qualification through a portfolio review of academic or work experience.
4. It amends the rule requirements regarding a school psychologist certificate.

Public Law 2021, chapter 228 also directs the State Board of Education to amend its certification rules, which are major substantive rules, and provides that an applicant who is subject to a provision of law that provides that amendments to the rule do not apply to certain persons may choose to apply pursuant to the current rules or the amended rules.

Public Law 2021, chapter 228 was enacted as an emergency measure effective June 16, 2021.

LD 1198 An Act Authorizing an Increase to the Maximum Annual Fund Balance for Public School Districts

ENACTED LAW SUMMARY

Public Law 2021, chapter 213 provides that a school board may carry forward unallocated balances in excess of 5% of the previous year's school budget, and disburse these funds in the next year or over a period not to exceed three years, without reduction of the state and local share of the total allocation for the purpose of computing state subsidy. For fiscal years 2021-22, 2022-23, 2023-24 and 2024-25, the carry-forward limit is established at 9% of the previous year's school budget without reduction of the state and local share of the total allocation for the purpose of computing state subsidy.

LD 1318 An Act To Increase High School Graduation Rates for Students Experiencing Education Disruption

ENACTED LAW SUMMARY

Public Law 2021, chapter 445 amends the laws regarding students who experience education disruption and Department of Education diplomas as follows:

1. It amends the definition of "education disruption" to include migrant students who have been identified as such by the United States Department of Education's migrant education program and immigrant students who have not been attending one or more schools in any one or more states or territories for more than three full academic years in the aggregate;

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2. It amends the process for applying for a Department of Education diploma by requiring that the responsible school provide support for the completion and submission of an application for a Department of Education diploma for students who have experienced education disruption, provides that community providers may assist in the application process and specifies that a diploma may be issued to a student who completes the minimum requirements for a high school diploma and that, while the Commissioner of Education's review team may seek clarification on evidence submitted, the commissioner may not require additional information;
3. It amends the definition of "school work recognition plan" for students experiencing education disruption to specify that a school work recognition plan is developed and updated in collaboration among the responsible school, the student, the parent or guardian, previous schools, interim programs and other agencies. It also specifies that a school work recognition plan includes but is not limited to a summary of the student's achievement related to the appropriate learning results, a compilation of full and partial credits and other achievement recognitions earned, an identification of any gaps between the student's achievement and the achievement typical of the student's peers and a plan for maximizing the student's progress and closing identified gaps;
4. It amends the law regarding continuing educational progress during and after education disruption to provide uniform expectations for schools to support the academic progress of all students experiencing education disruption regardless of the type of education disruption, including developing or updating a school work recognition plan within 10 school days and making available instructional materials for students within five school days of a school becoming aware of a period of education disruption. It also specifies that for every student who experiences education disruption that leads to enrollment in a new responsible school, the new responsible school shall provide the student with an adult staff or mentor to facilitate the student's transition;
5. It requires a responsible school to assist a student experiencing education disruption in completing an application for the Department of Education diploma if the student will not be able to graduate by the end of the student's 4th year of secondary school; and
6. It creates credit accrual options for a student experiencing education disruption who changes schools after the student's 2nd year of high school, requiring schools to either award credit for a similar course taken elsewhere, waive a specific graduation requirement or provide an alternative means by which the student can earn the needed credit in time to graduate. It allows a student to receive a diploma from a previously attended school if the student can meet the graduation requirements of that school but cannot complete the new school's requirements.