

Date: (Filing No. H-)

EDUCATION AND CULTURAL AFFAIRS

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STATE OF MAINE
HOUSE OF REPRESENTATIVES
128TH LEGISLATURE
SECOND REGULAR SESSION

COMMITTEE AMENDMENT " " to H.P. 1152, L.D. 1666, Bill, "An Act To Ensure the Successful Implementation of Proficiency-based Diplomas by Extending the Timeline for Phasing in Their Implementation"

Amend the bill by striking out the title and substituting the following:

'An Act To Ensure the Successful Implementation of Proficiency-based Diplomas'

Amend the bill by striking out all of section 2 and inserting the following:

'Sec. 2. 20-A MRSA §4722-A, sub-§3, ¶A, as amended by PL 2015, c. 489, §2, is further amended to read:

A. A student who is a child with a disability, as defined in section 7001, subsection 1-B, may meet the requirements of subsection 1 and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's individualized education program team pursuant to the requirements of chapter 301 be awarded a diploma indicating graduation from a secondary school by demonstrating proficiency in state standards established in the system of learning results in accordance with the student's individualized education program pursuant to the requirements of chapter 301. The individualized education program developed in the 2nd year of high school must specify how the student's disability affects achievement of proficiency in each content area and specify how the student will demonstrate proficiency in each area.

Sec. 3. 20-A MRSA §4722-A, sub-§3, ¶B-2, as enacted by PL 2015, c. 489, §2, is amended to read:

B-2. For the graduating class of 2020-2021 2021-2022 and each subsequent graduating class, a student who has satisfactorily completed a state-approved career and technical education program of study and either separate or integrated study within the career and technical school curriculum, including through career and technical education programs and courses as defined in department rules established

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1 pursuant to section 8306-B, or who has met 3rd-party-verified national or state
2 industry standards set forth in department rules established pursuant to section
3 8306-B or earned 6 credits in a dual enrollment career and technical education
4 program formed pursuant to chapter 229 from a regionally accredited institution of
5 higher education ~~and who has successfully demonstrated proficiency in meeting state~~
6 ~~standards in the content areas and the guiding principles set forth in department rules~~
7 ~~governing implementation of the system of learning results established pursuant to~~
8 ~~section 6209~~, is eligible to receive a high school diploma from the secondary school
9 the student last attended. A student may be awarded a high school diploma from the
10 secondary school the student last attended in accordance with the phase-in of the
11 following diploma requirements for the graduating class of ~~2020-2021~~ 2021-2022 to
12 the graduating class of ~~2023-2024~~ 2024-2025:

13 (1) For a student graduating in the graduating class of ~~2020-2021~~ 2021-2022, the
14 student has demonstrated proficiency in meeting the state standards in the content
15 areas of English language arts, mathematics and social studies;

16 (2) For a student graduating in the graduating class of ~~2021-2022~~ 2022-2023, the
17 student has demonstrated proficiency in meeting the state standards in the content
18 areas of English language arts, mathematics, social studies and at least one
19 additional content area of the student's choosing;

20 (3) For a student graduating in the graduating class of ~~2022-2023~~ 2023-2024, the
21 student has demonstrated proficiency in meeting the state standards in the content
22 areas of English language arts, mathematics, social studies and at least 2
23 additional content areas of the student's choosing; and

24 (4) For a student graduating in the graduating class of ~~2023-2024~~ 2024-2025 and
25 in each subsequent graduating class, the student has demonstrated proficiency in
26 meeting the state standards in the content areas of English language arts,
27 mathematics, social studies and at least 3 additional content areas of the student's
28 choosing.

29 For the purposes of this paragraph, "content areas" refers to the content areas of the
30 system of learning results established under section 6209.

31 **Sec. 4. 20-A MRSA §4722-A, sub-§6-A** is enacted to read:

32 **6-A. Development and implementation of proficiency-based system.** A school
33 administrative unit shall implement and review proficiency-based diploma requirements
34 and transcripts in collaboration with teachers, principals, administrators, school board
35 members, parents and other members of the public in accordance with this subsection.

36 A. Each school administrative unit shall convene a stakeholder group to determine
37 the status of that school administrative unit's implementation of a proficiency-based
38 system and identify measures necessary to meet the deadlines established in this
39 section. The stakeholder group shall develop appropriate training for all educators in
40 the proficiency-based system. The stakeholder group shall report on the school
41 administrative unit's implementation of the proficiency-based system in accordance
42 with a schedule established by the department. Prior to implementing a

1 proficiency-based system, each school administrative unit shall provide training
2 developed by the stakeholder group to all educators in the unit.

3 (1) Except as provided in subparagraph (2), the majority of the members of the
4 stakeholder group must be teachers, 2/3 of whom must have the endorsement of
5 the majority of the teachers in the school administrative unit and 2/3 of whom
6 must have the endorsement of the majority of the school administrative unit's
7 governing body.

8 (2) If, prior to the effective date of this paragraph, a school administrative unit
9 establishes a stakeholder group for the purpose of implementing a
10 proficiency-based system, then that existing group of stakeholders may continue
11 as constituted and is not required to meet the requirements of subparagraph (1) as
12 long as a majority of the teachers in the school administrative unit consent to the
13 continuation of the stakeholder group as constituted.

14 B. Each school administrative unit shall form a steering committee composed of
15 teachers, administrators and other school administrative unit staff to regularly review
16 and refine the proficiency-based system in the unit to ensure that it meets the
17 requirements of this section and is aligned with school administrative unit goals and
18 priorities.

19 C. In accordance with rules adopted by the department under subsection 7, a school
20 administrative unit may request and the department may grant an extension or waiver
21 of the timelines established in this section.

22 **Sec. 5. Technical assistance.** The Department of Education shall provide
23 technical assistance to school administrative units in implementing proficiency-based
24 systems, including, but not limited to: providing definitions of proficiency; establishing
25 criteria for ensuring the intents and purposes of a proficiency-based system are achieved;
26 developing model course descriptions; developing training resources for use in training
27 educators; and developing a school implementation report template. Appropriate model
28 training modules for teachers must be developed by the department.'

29 SUMMARY

30 This amendment is the minority report of the Joint Standing Committee on Education
31 and Cultural Affairs. The amendment retains the bill's provisions to delay by one year the
32 timeline for the implementation of proficiency-based diplomas. The amendment makes
33 several changes to the implementation of the proficiency-based system, including:

34 1. Refining the provisions regarding the exceptions for students with disabilities to
35 be awarded a proficiency-based diploma; and

36 2. Strengthening the provisions for career and technical education students to meet
37 the proficiency-based diploma requirements within the context of the career and technical
38 education curriculum, including career and technical education programs and courses as
39 defined in the Department of Education's rules.

40 The amendment also requires that the Department of Education provide technical
41 assistance to school administrative units in implementing proficiency-based systems,

1 including providing definitions of proficiency, establishing criteria for ensuring that the
2 intents and purposes of a proficiency-based system are achieved, developing model
3 course descriptions and developing training resources for use in training educators.

4

FISCAL NOTE REQUIRED

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(See attached)