

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

Amend the amendment in section 3 by striking out all of subsection 1 (page 2, lines 17 to 27 in amendment) and inserting the following:

‘1. General requirements. Elementary and secondary schools and school administrative units, including an educational program or school located in or operated by a juvenile correctional facility, shall meet all requirements of the system of learning results as established in section 6209 as well as other requirements of this Title and other statutory requirements applicable to the public schools and basic school approval standards. Each school administrative unit shall prepare and implement a comprehensive education plan that is aligned with the system of learning results, focused on the learning of all students and oriented to continuous improvement. ~~This~~The comprehensive education plan must include a plan for transitioning to proficiency-based graduation in accordance with section 4722-A. This plan for transitioning to proficiency-based graduation must include a detailed implementation plan that includes teacher training, including, but not limited to, teaching in multi-age classrooms, and an extensive outreach effort to meet with parents and students in developing and implementing the plan to transition to proficiency-based graduation and a standards-based system of education. The comprehensive education plan must also address all other plans required by the department.’

Amend the amendment in section 7 in §4722-A by inserting after subsection 3 the following:

‘4. Governing body of school administrative unit to retain control. A standards-based education system and proficiency-based graduation standards must allow the governing body of a school administrative unit to retain control over grade-by-grade advancement of students and grading systems.’

SUMMARY

This amendment provides that the plan for transitioning to proficiency-based graduation prepared by each school administrative unit must include a detailed implementation plan that includes teacher training, including, but not limited to, teaching in multi-age classrooms, and an extensive outreach effort to meet with parents and students in developing and implementing the plan to transition to proficiency-based graduation and a standards-based system of education. It also provides that a standards-based education system and proficiency-based graduation standards must allow the governing body of a school administrative unit to retain control over grade-by-grade advancement of students and grading systems.

FISCAL NOTE REQUIRED
(See attached)