

# MAINE STATE LEGISLATURE

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**Legislative Record**  
**House of Representatives**  
**One Hundred and Twenty-Eighth Legislature**  
**State of Maine**

**Daily Edition**

**Second Special Session**

beginning June 19, 2018

beginning at page H-1739

**Acts**

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

(H.P. 1152) (L.D. 1666)  
(H. "A" H-797 to C. "A" H-777)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH** with the exception of matters being held.

**Acts**

An Act To Clarify the Scope of Practice of Certain Licensed Professionals Regarding Conversion Therapy

(H.P. 640) (L.D. 912)  
(S. "B" S-490 to C. "A" H-745)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH** with the exception of matters being held.

**REPORTS OF COMMITTEE  
Pursuant to Joint Rule 309**

From the Joint Select Committee on **MARIJUANA LEGALIZATION IMPLEMENTATION** on Bill "An Act To Repeal the Legalization of Recreational Marijuana"

(S.P. 229) (L.D. 667)

Received by the Secretary of the Senate on June 21, 2018, pursuant to Joint Rule 309.

Came from the Senate with the Report **READ** and **REJECTED** and the Bill and accompanying papers **INDEFINITELY POSTPONED**.

The Report was **READ**.

Speaker GIDEON of Freeport moved that the Bill and all accompanying papers be **INDEFINITELY POSTPONED**.

Representative ESPLING of New Gloucester **REQUESTED** a roll call on the motion to **INDEFINITELY POSTPONE** the Bill and all accompanying papers.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The **SPEAKER**: The Chair recognizes the Representative from Oakland, Representative Perkins.

Representative **PERKINS**: Madam Speaker, you said we would resume at the sound of the bell and I would believe a lot of people are out, so if we could get -- because that's what it said on the board. Maybe we should sound the bell to get people back in. My apologies.

The **SPEAKER**: The Chair would answer that the bell is about to ring as I open this vote, so that should take care of it, and I appreciate the thought. Thank you.

A roll call has been ordered. The pending question before the House is Indefinite Postponement of the Bill and all accompanying papers. All those in favor will vote yes, those opposed will vote no.

**ROLL CALL NO. 692**

**YEA** - Ackley, Alley, Austin B, Babbidge, Bailey, Bates, Beebe-Center, Berry, Blume, Brooks, Bryant, Cardone, Casas, Cebra, Chapman, Collings, Corey, Daughtry, DeChant, Denno, Doore, Dunphy, Farnsworth, Fay, Fecteau, Frey, Fuller, Gattine, Golden, Grohman, Handy, Herbig, Hickman, Higgins, Hogan, Hubbell, Hymanson, Jorgensen, Kornfield, Kumiega, Longstaff, Madigan C, Madigan J, Martin J, Martin R, Mastraccio, McCrea, McCreight, McLean, Melaragno, Monaghan, Moonen, O'Neil, Parker, Perry, Pierce T, Prescott, Riley, Rykerson, Sanborn, Sheats, Spear, Stanley, Talbot Ross, Tepler, Terry, Tipping, Tucker, Vachon, Wadsworth, Warren, Zeigler, Madam Speaker.

**NAY** - Austin S, Black, Bradstreet, Campbell, Chace, Craig, Espling, Farrin, Fredette, Gerrish, Gillway, Guerin, Haggan, Hanington, Harlow, Hilliard, Johansen, Kinney J, Kinney M, Lockman, Lyford, Mason, McElwee, Ordway, Parry, Perkins, Picchiotti, Pickett, Pouliot, Reed, Sampson, Sherman, Simmons, Sirocki, Skolfield, Stearns, Stetkis, Stewart, Strom, Sutton, Theriault, Timberlake, Tuell, Turner, Wallace, Ward, White, Winsor, Wood.

**ABSENT** - Battle, Bickford, Cooper, Devin, Dillingham, Duchesne, Foley, Ginzler, Grant, Grignon, Hamann, Hanley, Harrington, Harvell, Hawke, Head, Herrick, Lawrence, Luchini, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Sanderson, Schneck, Seavey, Sylvester.

Yes, 73; No, 49; Absent, 29; Excused, 0.

73 having voted in the affirmative and 49 voted in the negative, with 29 being absent, and accordingly the Bill and all accompanying papers were **INDEFINITELY POSTPONED** in concurrence.

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On motion of Representative SAMPSON of Alfred, the House **RECONSIDERED** its action whereby An Act To Ensure the Successful Implementation of Proficiency-based Diplomas

(H.P. 1152) (L.D. 1666)  
(H. "A" H-797 to C. "A" H-777)

Was **PASSED TO BE ENACTED**.

The **SPEAKER**: The Chair recognizes the Representative from Bar Harbor, Representative Hubbell.

Representative **HUBBELL**: Thank you, Madam Speaker, and thank you to my colleagues. I rise with grave concern that this bill as engrossed, with its proposed dual and separate graduation systems selected by individual schools, severely weakens the state's generation-long commitment to equity of educational opportunity and the greater expectations for meaningful and ambitious learning outcomes for all Maine students, at a time when the state's prosperity and well-being critically depends on skilled and knowledgeable citizens.

Twenty-nine years ago, in 1989, in the 114th Legislature, Governor McKernan issued an executive order creating the Commission on Maine's Common Core of Learning. That order charged "Whereas there should be common agreement on the common outcomes and results of education for all high school graduates, the Commission shall determine the knowledge, skills, and attitudes that all Maine high school students should have when they graduate." Twenty-eight years ago, in 1990, that Commission produced Maine's Common Core of Learning, which established 151 goals for student learning. Based on the recommendations of that

report, in 1993, the 116th Legislature expanded the role of the State Board of Education, and charged the Board to build a long-range plan to develop standards for learning outcomes to identify what all Maine students will be required to know and be able to do by the time they leave school. With that plan, the State Board established that equal opportunity to learn should be insured by a common set of learning results which embody high expectations from all students. From that plan, 22 years ago, in 1996, the State Board's task force recommended to receive a diploma that all students must demonstrate achievement in the learning results. And 17 years ago, in 2001, the 120th Legislature enacted the first proficiency-based graduation requirement. That statute said "each student shall study and achieve proficiency in the eight content standard subject areas of the learning results." By 2009, graduation must be determined by student achievement of the standards of the system of learning results in all content areas.

Madam Speaker, for 17 years it has been the statutory expectation in this state that schools are obligated to represent student achievement by objective measures of proficiency. Seventeen years; transition period that spans the entire academic career of tens of thousands of Maine public school students. But during that time the State also acknowledged that such a significant increase in educational expectations required a concurrent contract of increased support. Believing that equity of educational opportunity requires an equitable distribution of public funding, 15 years ago, in 2003, the 121st Legislature established the essential programs and services funding model, which is explicitly defined as those educational resources necessary to ensure the opportunity for all students to meet the standards of the eight content subject areas of the system of learning results.

Madam Speaker, as you and other members know, for most of my legislative career, I've worked diligently to defend and build this commitment to truly equitable school funding and the elusive 55% state share, because this is our side of the contract that the State made with schools in 2001 and 2003, to reach equity and ambitious learning opportunity through equity in funding. Madam Speaker, I want members to understand that if we weaken the State's responsibility towards assuring the learning results, it will concurrently weaken the argument for fair funding that we here in this Chamber can make to Maine citizens.

Madam Speaker, you certainly remember that a year ago we here in this Chamber shut the State down for three days over a budget that directed an unprecedented amount of additional school subsidy. I'm proud of that effort which we here accomplished in the end with an astonishing unanimous vote in this Chamber. Understanding the accomplishment that budget represented, not just here, but to the citizens and taxpayers of this state, I'm concerned that the message that we send to these same citizens and taxpayers, that this year, accompanying this \$138 million increase in educational allocation, with this bill we are also making a sudden turn with sharply lowered expectations for equity in learning. In Section 7 of the engrossed bill simply erases the basic accountability requirement that accredited Maine schools, not the students, Madam Speaker, the schools themselves demonstrate evidence of sufficient capacity through multiple pathways for students to reach proficiency in each of the content areas of the system of learning results. How on earth can that be interpreted other than as an abdication of commitment to the learning results by the State itself? Section 11 of the engrossed bill strikes the parallel requirement in the learning results themselves and requires that schools are obligated only

to provide opportunity and capacity for students simply to study in the content areas, and it strikes outright the requirement that schools ensure capacity and opportunity for students to actually achieve proficiency in the state's learning standards. How is this to be understood by the public other than as a capitulation of Maine's commitment that schools graduate students in the possession of meaningful and consistent actual knowledge?

Madam Speaker, this here is the heart of my objection to the bill as currently engrossed. As long as Maine public schools have the continued obligation to provide multiple pathways for students to learn, and as long as we have common educational standards by which we objectively credential student learning, the question raised by this bill in its original presentation of whether minimum requirements for schools to issue a diploma is either a high bar or a low bar is only of secondary concern. But as engrossed, this bill sends an 18-pound cannon shot through the section of statute requiring both school educational capacity and objective student learning credentials.

I understand the struggles that local school districts are engaged in, implementing standards-based learning. I've heard and agree with widespread criticism of the State's uneven leadership and support in the most ambitious educational effort of this century. But I would say that the answer to poor leadership is better leadership, not abdication of responsibility. I believe that at this time Maine's schools, having engaged in the hard work required by this initiative, now need our own clear and unwavering support, not capitulation. Good teachers and good school administrators are aghast that after years of hard work on their part, and understand that this is, indeed, hard work, we are contemplating a reversal of this significance at this time.

I've heard it suggested that 25% of students are incapable of success in the learning results. I've even heard it said, even in this building, that that is because you can't fight genetics. I reject that premise. Certainly, there are those for whom the status quo is working well, for those who thrive on distinguishing themselves by excelling in the current conventional game of school, in comparison to those for whom the established system is failing. But what are the implications to our collective souls if we accept the premise that 25% of students will never succeed? Rather than consigning these students to the same constricted avenues of educational misery and diminished expectations, why would we not understand that as an obligation to meet their actual learning needs; to offer them multiple pathways to success and self-actualization and give them, in fact, more authority over their own learning and the liberation from the pipeline of conventional academic credits that is offered by customized learning, not to standards?

Last, Madam Speaker, I would hope that members would take it as significant that Maine School Management Association, Maine School Superintendents Association, and the Maine Schoolboards Association, all of whom regularly testify reflexively against state mandates, in fact today are consistent advocates for retaining this proficiency model of statewide expectations and accountability. I would also like those in this Chamber who are concerned about equity of opportunity to understand the implications that the State abandoning common expectations about educational capacity and surrendering educational leadership to the vicissitudes of local capacity, local commitment, and local control, all students; all students Madam Speaker, not just the fortunate students in communities with the wealth to exercise all the best

options for learning. Madam Speaker, our obligation here today in the State House has to be in defense and support of the disadvantaged schools and disadvantaged students.

Madam Speaker, with the greatest respect for my colleagues on all sides of this issue, I ask that we defend the basic principles of equity in educational opportunity by opposing this bill as currently engrossed. Further, Madam Speaker, given the significance of the proposed policy change, I request a roll call.

The same Representative **REQUESTED** a roll call on **PASSAGE TO BE ENACTED**.

The **SPEAKER**: The Chair would advise that the motion for a roll call is not in order at this time. There is not a motion pending upon which to ask for a roll call.

The Chair recognizes the Representative from Fort Fairfield, Representative McCrea.

Representative **McCREA**: Thank you, Madam Speaker, Women and Men of the House. I'm speaking in strong support of LD 1666, as amended.

As most of you may well know, I'm a retired teacher of some 48 years, which makes me rather elderly. I wish to start by pointing out that there is a big difference between proficiency-based education, PBE, as we have known it, and proficiency-based diplomas. Proficiency-based education, simply put, is the educational process of determining through multiple methods which of the proficiency standards a student has met. A proficiency-based diploma is one that can only be granted by a high school if the student has met proficiency in all eight of the State's standards.

If we make no changes in the current high school graduation requirements, the following scenario will play out many times in high schools across the state in the spring of 2021. Many students across the State of Maine will have spent 13 years, successful years, in our schools, and in high school accumulating 20 or 22 or 24 credits towards what they have been promised would be graduation, a diploma, in their respective high schools. But unless they have been rated as proficient in each and every one of Maine's eight proficiency standards, they will not receive a high school diploma. By way of shedding light on this issue, I'd like to list those eight standards and ask that each of us consider, Madam Speaker, and Ladies and Gentlemen of the House, and think about students who may not shine enough, do well enough in each and every one of these standards. Bear with me while I list the eight standards. One, Career and Educational Development; two, English Language Arts; three, Health Education and Physical Education; four, Mathematics; five, Science and Technology; six, Social Studies; seven, Visual and Performing Arts; and, eight, World Languages. Should a student fail to meet the level of proficiency in any one of these standards they simply will not receive a diploma. I ask each of us to imagine how this situation would affect the future of this young person. On the Education Committee, we received dozens, if not hundreds, of testimonies either online or in person or by text and in almost, I would guess, 80% were in favor of this bill as amended.

If LD 1666 is passed as amended, the State's proficiency standards will stay in place. Schools will still use these standards to measure student progress. By local options, schools can opt to require that all students meet all of the proficiency standards in order to receive their diploma, or to grant the diploma to those who have met the credit requirements and have their transcript reflect the level of which, at which each student met those proficiencies. A potential employer, college, university, community college or

some other entity wishing to know how well the student met the standards, will simply have to look at the transcript and become more aware of the levels of competency in each of the; of the graduate. I remind you, Ladies and Gentlemen of the House, that this amended version of LD 1666 simply removes the state mandate that requires that all students in all Maine high schools must meet the proficiencies in all of the standards, but, rather, it allows each local school district the option of choosing which path they wish to follow for their students. The passage of this bill in no way will affect the school districts who choose to retain the PBD, proficiency-based diploma requirements. I strongly support LD 1666, as amended, and I sincerely hope that you will agree and follow my light. I thank you, Madam Speaker and Ladies and Gentlemen of the House, for your ear on this very important matter. Thank you.

The **SPEAKER**: Regarding the motion from the Representative from Bar Harbor, Representative Hubbell, the Chair was in error. The Representative's motion for a roll call was in order and is, in fact, in order at this time.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The **SPEAKER**: The Chair recognizes the Representative from Bowdoinham, Representative Berry.

Representative **BERRY**: Thank you, Madam Speaker. Madam Speaker and Men and Women of the House, they say the road to failure, or someplace even worse than that, is paved with good intentions, and far too often in our history, good intentions are what has guided public education reform.

I hope someday we will look back at this moment and realize that in 2012, state government went a bridge too far. Many of us here then on both sides spoke against this overreach, but we did it anyway, and, in doing so, we unnecessarily, avoidably imposed hardships and stress on already overloaded teachers and schools. We had a great idea, sure; but we didn't support it properly, either through funding or through consistent leadership in Augusta. We didn't think it through and we didn't follow through.

Many of us who were here in 2012 warned at that time that this top-down reform might be problematic, might be a bit of an overreach. Since then, we've seen some good things happen, but we've also seen some real issues, from lack of funding for training to lack of consistent leadership here from the Department, to lack of community buy-in; and this is especially true, Madam Speaker, of the diploma mandate. In my own career, I've spent two decades in public education and one in business and politics, and one thing I've learned from this experience is that too often, Madam Speaker, political and business leaders assume that we know better; better than the highly-trained, experienced professionals working in our schools. Too often, without meaning to, our message to these professionals is denigrating, demeaning and even destructive. We forget to let teachers teach and let students learn.

Our children's teachers work extremely long hours. They don't have time for endless staff meetings to change things around yet again for Augusta. So, in the future, when we consider a new initiative proposed by corporate education reformers, however well-meaning they may be, we need to ask ourselves, is this practice indeed supported by an ample body of research and is our theory of change, the process we will use to spread the practice, also evidence-based? Is the change worth doing, and will it work?

Madam Speaker, with this bill and the careful process that led to it, I think the majority on the Committee has done an excellent job of respecting our education professionals. I

mean, in particular, the professionals who are on the front lines day-in and day-out. They have shown the humility from Augusta that all too often is missing in conversations by politicians and business leaders when it comes to school reform.

I want to close with a parable about a farmer because I, like many of you here, I grew up on a farm, and one thing that we learned was a lesson that's often talked about in education. If you want to fatten your pig, you don't do it by weighing the pig. We can measure, we can set goals, we can do that all day long, but if we want the pig to grow, we need to feed it; and that is the support that is required in education. Setting goals is fine, but it won't lead to equality of opportunity. Setting expectations is fine, and it's important, but that alone is not enough to ensure that all of our students succeed. And, so, Madam Speaker, we need to teach the children if we want them to get smarter. We need to support the schools if we want them to get better. And I want to say that the Representative from Bar Harbor has done a tremendous job, in many respects, of supporting the schools and providing the equality of funding, the equity of funding that is needed to get us there, so I'm eternally grateful to him for that work. Obviously, we disagree on this one matter, but I do want to make that great appreciation clear in this body at this time.

So, Madam Speaker, for these reasons and others, I will be voting in favor of the pending motion, grateful to the majority on the Committee for their respect for teachers and students, and I urge my colleagues to do the same. Thank you.

The SPEAKER: The Chair recognizes the Representative from Dover-Foxcroft, Representative Higgins.

Representative **HIGGINS**: Thank you, Madam Speaker and Ladies and Gentlemen of the House. Occasionally there are advantages of getting old. It takes me back a ways. I actually am maybe one of the last surviving members, I think, that served on the Commission of The Common Core of Learning established by Governor McKernan. I was barely out of high school, I think. Well, maybe not. And I'm sitting here reflecting upon the conversations that took place in that Commission. And if you look at the report, it isn't about standards; it's very broad goals, of global citizenship, for example. The purpose of that report was to engage the educational and business community in a conversation about what was it we wanted students to know and be able to do. It was not a standards-based report. It was really a very broad, let's think about what we want our students to be able to do, how we want our schools to be able to perform. So, a few short years later, along came learning results, which was now let's put some meat around this, let's set the academic standards. And I served on the task force on learning results as well, and I fully supported clearly identifying what it was we wanted our students to know and be able to do. What we were not able to do was to figure out how we might accomplish that for all students. We failed to recognize that all of us, including, believe it or not, those of us here, learn different things in different ways, requiring different amounts of time. We haven't really mastered that. We still are using a system that doesn't really address those needs.

What we failed to do, and have failed to do ever since, and my concern at the time, which I expressed over and over again, is the need for opportunity to learn standards. What level of resources would we provide to ensure that students can meet the standards? And we certainly have tried a number of ways, and I certainly want to recognize the good Representative from Bar Harbor who really has done a tremendous job in helping move that needle to provide more

resources in those communities that really need it. But for 25 or 30 years, we've struggled with that. I live in Piscataquis County and I taught at one of the schools, I was principal of that school and superintendent of the schools in Gilford for 25 years; and my good friend here, Representative Stearns, followed me, and both of us can tell you it's a challenge every year to figure out where the resources are, and how do you provide the same education the students get in where my grandchildren go to school in, Cape Elizabeth? Foxcroft Academy, eight miles down the road, a private school with a lot of other resources available, can offer a wide curriculum, multiple opportunities, can invest millions of dollars in facilities and programs, while the students eight miles away in a public school don't have the same opportunities.

Here's the dilemma. We all want our students to do well. We'd like to be able to say we have measures to indicate that they can perform, but the trouble is, the student who's at Piscataquis Community High School may not have access to the vast rich academic curriculum that the student eight miles down the road has. Ironically, the students in Monson travel through that district to get to Foxcroft Academy. So, even in that small area, the opportunities vary dramatically, and to hold the students who are graduating from Piscataquis Community High School to the exact same standards as the students who graduate from Foxcroft Academy, where twice as much money is spent per student, doesn't really strike me as fair.

So, while I'm a firm believer that we should want all of our students to meet high standards, and I hope the day comes when we can say every student has had that opportunity, and we can fairly assess all students at the same level and provide a diploma that means the same thing. I've not yet seen that day in nearly 50 years of education. I pray it will come, but until it does, I will be supporting the pending motion. Thank you.

The SPEAKER: The Chair recognizes the Representative from Alfred, Representative Sampson.

Representative **SAMPSON**: Thank you, Madam Speaker, Ladies and Gentlemen of the House. I just would like to say that I support this pending motion, and I would just ask that we let teachers teach and students learn. Thank you.

The SPEAKER: A roll call has been ordered. The pending question before the House is Passage to be Enacted. All those in favor will vote yes, those opposed will vote no.

**ROLL CALL NO. 693**

YEA - Ackley, Alley, Austin B, Austin S, Babbidge, Bailey, Bates, Beebe-Center, Berry, Black, Blume, Bradstreet, Brooks, Bryant, Campbell, Cardone, Casas, Cebra, Chace, Collings, Corey, Craig, Daughtry, DeChant, Denno, Doore, Dunphy, Espling, Farnsworth, Farrin, Fay, Fecteau, Fredette, Frey, Fuller, Gattine, Gerrish, Gillway, Golden, Guerin, Haggan, Handy, Hanington, Harlow, Harvell, Herbig, Hickman, Higgins, Hilliard, Hogan, Hymanson, Johansen, Kinney J, Kornfield, Kumiega, Lockman, Longstaff, Luchini, Lyford, Madigan C, Madigan J, Martin J, Martin R, Mason, Mastraccio, McCrea, McCreight, McElwee, McLean, Melaragno, Monaghan, Moonen, O'Neil, Ordway, Parry, Perkins, Perry, Picchiotti, Pickett, Pierce T, Prescott, Reed, Riley, Sampson, Sanborn, Sheats, Sherman, Simmons, Sirocki, Skolfield, Spear, Stanley, Stearns, Stetkis, Stewart, Strom, Sutton, Talbot Ross, Tepler, Terry, Theriault, Timberlake, Tipping, Tucker, Tuell, Turner, Vachon, Wadsworth, Wallace, Ward, Warren, White, Winsor, Wood, Zeigler, Madam Speaker.

NAY - Chapman, Grohman, Hubbell, Jorgensen, Kinney M, Parker, Pouliot.

ABSENT - Battle, Bickford, Cooper, Devin, Dillingham, Duchesne, Foley, Ginzler, Grant, Grignon, Hamann, Hanley, Harrington, Hawke, Head, Herrick, Lawrence, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Rykerson, Sanderson, Schneck, Seavey, Sylvester.

Yes, 116; No, 7; Absent, 28; Excused, 0.

116 having voted in the affirmative and 7 voted in the negative, with 28 being absent, and accordingly the Bill was **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

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### SENATE PAPERS Non-Concurrent Matter

Bill "An Act To Fund Enhanced Data Sharing between the Department of Public Safety, Bureau of State Police and the Maine Judicial Branch"

(S.P. 740) (L.D. 1910)

Bill and accompanying papers **REFERRED** to the Committee on **CRIMINAL JUSTICE AND PUBLIC SAFETY** in the House on June 26, 2018.

Came from the Senate with that Body having **INSISTED** on its former action whereby the Bill was **PASSED TO BE ENGROSSED** in **NON-CONCURRENCE**.

The House voted to **RECEDE AND CONCUR**.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

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The following Joint Order: (S.P. 751)

ORDERED, the House concurring, that when the Senate and House adjourn, they do so today, June 26, 2018 until the call of the President of the Senate and the Speaker of the House, respectively, when there is a need to conduct business or consider objections of the Governor.

Came from the Senate, **READ** and **PASSED**.

**READ** and **PASSED** in concurrence.

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### ENACTORS Acts

An Act To Fund Enhanced Data Sharing between the Department of Public Safety, Bureau of State Police and the Maine Judicial Branch

(S.P. 740) (L.D. 1910)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

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### SENATE PAPERS

The following Joint Order: (S.P. 752)

ORDERED, the House concurring, that Bill, "An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19 and To Provide That Employees of School Management and Leadership Centers Are Eligible To Participate in the Maine Public Employees Retirement System," S.P. 712, L.D. 1869, and all its accompanying papers, be recalled from the Governor's desk to the Senate.

Came from the Senate, **READ** and **PASSED**.

**READ** and **PASSED** in concurrence.

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By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

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### UNFINISHED BUSINESS

The following matter, in the consideration of which the House was engaged at the time of adjournment yesterday, had preference in the Orders of the Day and continued with such preference until disposed of as provided by House Rule 502.

Bill "An Act To Prohibit Campaign Fund-raising at the Voting Place"

(H.P. 1354) (L.D. 1912)

(Committee on **VETERANS AND LEGAL AFFAIRS** suggested)

TABLED - June 20, 2018 (Till Later Today) by Representative HERBIG of Belfast.

PENDING - **REFERENCE**.

Under suspension of the rules, the Bill was given its **FIRST READING WITHOUT REFERENCE** to a committee.

Under further suspension of the rules, the Bill was given its **SECOND READING WITHOUT REFERENCE** to the Committee on **Bills in the Second Reading**.

Representative LUCHINI of Ellsworth **PRESENTED House Amendment "A" (H-804)**.

The SPEAKER: The Representative may proceed.

Representative **LUCHINI**: Thank you, Madam Speaker. Madam Speaker, Men and Women of the House, as this bill from the Chief Executive restricts the solicitation of campaign contributions, whether they be traditional or collecting of \$5 checks, the amendment before us again tries to offer a compromise regarding the Clean Election system. So, the amendment that I present today is one that accepts this bill in full, while also trying to fix the error to the Maine Clean Election Act Fund that occurred in the budget deal that we passed last year. So, this provides the fix to the negative allocation issue that prevents the Ethics Commission from distributing money that's already within their account.

Additionally, we also offer to send back \$1 million of the \$3 million that we advanced in the budget deal that we passed last July. So, I thank you for considering this amendment. These are things that we're willing to offer to try to fix the error from the bill last year. Thank you, Madam Speaker.

The SPEAKER: The Chair recognizes the Representative from Newport, Representative Fredette.

Representative **FREDETTE**: Thank you, Madam Speaker. As a course of business in regards to tying the two bills together, I don't think it's something that our caucus can support, and I will therefore request a roll call.

The same Representative **REQUESTED** a roll call on the motion to **ADOPT House Amendment "A" (H-804)**.