



MARYLAND ASSOCIATION OF BOARDS OF EDUCATION

Legislative Committee Meeting

Monday, February 12, 2018

10:00 a.m. – Noon

MABE Conference Room

Stacy KorbelaK, Legislative Committee Chair

Bob Lord, Legislative Committee Vice-Chair

Agenda

1.	Welcome and Introductions	Information	Stacy KorbelaK	
2.	Reports from Board Members	Information	Stacy KorbelaK/ All	20 min.
3.	Bill Decisions <ul style="list-style-type: none"> • HB 251/SB 402 - Education - Family Life and Human Sexuality Curriculum - Boundaries and Consent 	Discussion & Decision	John Woolums/ All	20 min.
4.	Bill Updates <ul style="list-style-type: none"> • SB 304 - Earned Sick Leave Delay • HB 1415 - Kirwan Commission Bill • CTE Bills, Bargaining New Teacher Orientation, Cyber Bullying • Bill Hearings (See the <i>Education Advocate</i>) • Bill Reports & MABE Positions 	Information & Discussion	John Woolums/ All	60 min.
5.	Federal Relations – Day on the Hill Report	Information	Bob Lord/ John Woolums	10 min.
6.	Legislative Committee Calendar <ul style="list-style-type: none"> • Feb. 20, 2018 – (10-11 before the luncheon) • Legislative Day Luncheon – February 20, 2018 	Information	Stacy KorbelaK	10 min.
7.	Adjournment	Closing Remarks	Stacy KorbelaK	

* Meeting Materials on Reverse

Materials for the February 12, 2018 Meeting

Item 3. Bill Decisions

- HB 251/SB 402 - Education - Family Life and Human Sexuality Curriculum - Boundaries and Consent – This bill would require that beginning in the 2018–2019 school year, a county board shall provide age–appropriate instruction on the meaning of “consent” and respect for personal boundaries as part of the family life and human sexuality curriculum in every grade in which the curriculum is taught in public schools in the county.

A similar bill was considered in 2017, HB 1560 (2017), but it did not differentiate between instruction on “consent” and “boundaries”. The 2017 bill passed the House but not the Senate. The 2018 bill, with the addition of the reference to instruction on “respect for personal boundaries” has garnered much broader and bipartisan support in both the House and Senate.

Item 4. Bill Report & MABE Positions

- SB 304 - Maryland Healthy Working Families Act – Delay of Effective Date
- Health Working Families Act, HB 1, takes effect February 11, 2018, following the veto override on January 12, 2018. Fiscal and Policy Note
- HB 1415 – Kirwan Commission Bill – This bill would require the State Department of Education, in collaboration with certain entities, to establish a certain outreach program; establish the Maryland Early Literacy Initiative in the Department; establish the Learning in Extended Academic Programs (LEAP) grant program; alter certain eligibility requirements for the Teaching Fellows for Maryland scholarship program; establish a Career and Technology Education Innovation Grant; and extend the final report date for the Commission on Innovation and Excellence in Education; etc.
- CTE Bills, Bargaining New Teacher Orientation, and Cyber Bullying Enforcement (See attached)
- *Education Advocate* (2/9/2018) – Attached
- Hearing Schedule and Bill Report (2/9/18)

Item 5. Legislative Committee Calendar

• February 12, 2018 – Bill Status & Positions
• February 20, 2018 – 10:00 -11:00 in Miller Conf. Room prior to Legislative Day
• February 20, 2018 - MABE's Legislative Day Luncheon - 11:00-1:00
• February 26, 2018 – Bill Status & Positions
• March 12, 2018 – Bill Status & Positions
• March 26, 2018 – Bill Status & Positions
• April 23, 2018 – Session Summary

HB 251/SB 402 - Education - Family Life and Human Sexuality Curriculum - Boundaries and Consent

(Sponsor: Del. Kelly, et al./Sen. Zucker, et al.)

This bill would require that, beginning in the 2018–2019 school year, a school system shall provide age–appropriate instruction on the meaning of “consent” and respect for personal boundaries as part of the family life and human sexuality curriculum in every grade in which the curriculum is taught in public schools in the county.

New bill language has been agreed to be amended by both House and Senate bill sponsors.

“CONSENT” MEANS UNAMBIGUOUS AND VOLUNTARY AGREEMENT BETWEEN ALL PARTICIPANTS ~~TO ENGAGE AND RESPECT FOR PERSONAL BOUNDARIES IN EACH PHYSICAL ACT~~ WITH RESPECT FOR PERSONAL BOUNDARIES WITHIN THE COURSE OF INTERPERSONAL RELATIONSHIPS.

HOUSE BILL 251

F1
HB 1560/17 – W&M

8lr0709
CF 8lr1573

By: Delegates Kelly, Atterbeary, Barve, Brooks, Cullison, Fennell, Flanagan, Folden, Gutierrez, Hettleman, Hill, Jones, Kaiser, Korman, Lafferty, J. Lewis, Lierman, Luedtke, A. Miller, Morales, Mosby, Pena–Melnik, Reznik, Robinson, Rosenberg, Simonaire, Tarlau, Valderrama, A. Washington, M. Washington, Wilkins, K. Young, and P. Young

Introduced and read first time: January 19, 2018

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Education – Family Life and Human Sexuality Curriculum – Boundaries and**
3 **Consent**

4 FOR the purpose of requiring a county board of education to provide age–appropriate
5 instruction on the meaning of “consent” and respect for personal boundaries as part
6 of the Family Life and Human Sexuality curriculum in all grades in which the
7 curriculum is taught in public schools in the county beginning in a certain school
8 year; defining a certain term; and generally relating to the Family Life and Human
9 Sexuality curriculum in public schools in the State.

10 BY adding to

11 Article – Education

12 Section 7–441

13 Annotated Code of Maryland

14 (2014 Replacement Volume and 2017 Supplement)

15 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,

16 That the Laws of Maryland read as follows:

17 **Article – Education**

18 **7–441.**

19 **(A) IN THIS SECTION, “CONSENT” MEANS UNAMBIGUOUS AND VOLUNTARY**
20 **AGREEMENT BETWEEN ALL PARTICIPANTS TO ENGAGE IN EACH ACT WITHIN THE**
21 **COURSE OF SEXUAL ACTIVITY.**

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 **(B) BEGINNING IN THE 2018–2019 SCHOOL YEAR, A COUNTY BOARD SHALL**
2 **PROVIDE AGE–APPROPRIATE INSTRUCTION ON THE MEANING OF “CONSENT” AND**
3 **RESPECT FOR PERSONAL BOUNDARIES AS PART OF THE FAMILY LIFE AND HUMAN**
4 **SEXUALITY CURRICULUM IN EVERY GRADE IN WHICH THE CURRICULUM IS TAUGHT**
5 **IN PUBLIC SCHOOLS IN THE COUNTY.**

6 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
7 1, 2018.

SENATE BILL 304

K3

EMERGENCY BILL

8lr2395

By: ~~Senator Middleton~~ **Senators Middleton, Astle, Benson, Feldman, Klausmeier, Hershey, Jennings, Mathias, Oaks, Reilly, and Rosapepe**

Introduced and read first time: January 22, 2018

Assigned to: Finance

Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: February 7, 2018

CHAPTER _____

1 AN ACT concerning

2 **Maryland Healthy Working Families Act - ~~Enforcement - Delayed~~**
3 **Implementation Delay of Effective Date**

4 FOR the purpose of ~~prohibiting the Commissioner of Labor and Industry from enforcing~~
5 ~~the Maryland Healthy Working Families Act for a certain number of days after a~~
6 ~~certain date~~ delaying the effective date of the Maryland Healthy Working Families
7 Act; making conforming changes; making this Act an emergency measure; and
8 generally relating to enforcement of the Maryland Healthy Working Families Act.

9 BY repealing and reenacting, with amendments,

10 Article - Labor and Employment

11 Section 3-1304(f)

12 Annotated Code of Maryland

13 (2016 Replacement Volume and 2017 Supplement)

14 (As enacted by Chapter 1 of the Acts of the General Assembly of 2018)

15 BY repealing and reenacting, with amendments,

16 Chapter 1 of the Acts of the General Assembly of 2018

17 Section 4

18 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
19 That ~~§ 3-1308 of the Labor and Employment Article, as enacted by Chapter 1 of the Acts~~
20 ~~of 2018, may not be enforced by the Commissioner of Labor and Industry until 60 days after~~
21 ~~February 11, 2018.~~ the Laws of Maryland read as follows:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



1 Article - Labor and Employment

2 3-1304.

3 (f) Earned sick and safe leave shall begin to accrue:

4 (1) [January] JULY 1, 2018; or

5 (2) if the employee is hired after [January] JULY 1, 2018, the date on
6 which the employee begins employment with the employer.

7 Chapter 1 of the Acts of 2018

8 SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect
9 [January] JULY 1, 2018.

10 SECTION 2. AND BE IT FURTHER ENACTED, That this Act is an emergency
11 measure, is necessary for the immediate preservation of the public health or safety, has
12 been passed by a yea and nay vote supported by three-fifths of all the members elected to
13 each of the two Houses of the General Assembly, and shall take effect from the date it is
14 enacted.

Approved:

Governor.

President of the Senate.

Speaker of the House of Delegates.

HB 1415 – Commission on Innovation and Excellence in Education

(Sponsor: Speaker (By Request of Kirwan Commission) and Del. Kaiser, McIntosh, Jones, A. Washington, Luedtke, and Lierman)

On February 9, 2018, legislative leaders introduced House Bill 1415, a bill which includes several policy recommendations of the Kirwan Commission. Brief descriptions of the bill's provisions are outlined below.

New Teacher Recruitment Program

Establishes a comprehensive recruitment and outreach program designed to encourage the top 25% of high school graduates from each local school system to consider pursuing a Maryland professional teacher's certificate.

K-8 Literacy Grant Program

Establishes an early literacy initiative in MSDE to assist up to 50 qualifying schools, in collaboration with a nonprofit organization, to implement an evidence-based literacy program in the school to work with participating students to meet literacy proficiency targets by the end of eighth grade or other literacy targets as determined by the department.

Mandated Level Funding for Prekindergarten Grant Programs

Mandates "maintenance of effort" funding amounts to be included in future state budgets for the Prekindergarten Expansion Fund and the Public School Opportunities Enhancement Program.

Concentration of Poverty Grants

Establishes a learning in extended academic programs (LEAP) grant program to provide a grant to an eligible school (90% FRPM) to provide extended academic programming that has a positive measurable impact on the academic performance and overall well-being of students who are at risk of falling behind academic requirements. "Extended academic programming" includes an academic program offered before the school day, after the school day, or in the summer for a school with a high concentration of students in kindergarten through eighth grade living in poverty and at risk of falling behind academic requirements. Mandates funding in future state budgets.

Teaching Fellows for Maryland Scholarship Program

Mandates funding for the existing Teaching Fellows for Maryland Scholarship program and changes the eligibility criteria. Scholarships may be used for 100% of tuition, mandatory fees, and room and board at any eligible institution. The service requirements are 1 year of teaching for each year of scholarship; and 2 years for Master's degree students.

Career and Technical Education Grant Program

Established a career and technology education innovation grant program to provide funds to county boards of education to develop and implement a CTE curriculum framework that is innovative and includes best practices that are used by the best CTE programs around the world. To be eligible for a grant, a county board must form a partnership with a community college and an industry partner in developing an innovative CTE program to ensure that the program: 1. is of high quality; 2. is aligned with the skills needed by employers; 3. will lead to an industry-recognized license or certificate; 4. creates internship or apprenticeship opportunities; and 5. prepares students to successfully compete in a global economy.

Special Education Study Extension

Extends from July 2018-July 2019 to Sept. 2018-Sept. 2019 the timeline for contracting for a study of special education processes and a cost comparison and analysis of how weights are used.

Kirwan Commission Extension

Extends the life of the Commission on Innovation and Excellence in Education until December 31, 2018.

Career and Technology Education (CTE) Related Bills

SB 515/HB 1098 – Career and Technology Education and Workforce Investment Act

(Sponsor: Sen. Currie, et al./Sen. Del. Korman, et al.)

Establishes a new Career and Technology Education Grant Program to provide matching grants to local boards of education for the capital equipping of school facilities used to provide a CTE program. Defines a “school facility” as a classroom or any other room in a structure, building, or any other facility used for the education of students. Authorizes the Governor to include up to \$2 million for the grant program.

Mandates an annual appropriation of \$3 million the state budget for the Workforce Development Sequence Scholarship.

SB 517/HB 1226 – Career Apprenticeship Investment Act

(Sponsor: Sen. Rosapepe, et al./Del. Barnes & Pena-Melnyk)

Establishes a grant program in the Department of Labor, Licensing, and Regulation to provide grants to apprenticeship sponsors to create degree apprenticeships in workforce shortage employment categories, including: 1. construction management; 2. child care management; 3. information technology; and 4. nursing.

Establishes a matching grant program for local governments to create apprenticeships for hard-to-fill local government jobs.

Requires the Department of Labor to create a statewide media campaign to promote participation by employers and students in career and technical education and apprenticeships in workforce shortage occupations in the state.

Establishes a matching grant program to establish local media campaigns to promote participation by employers and students for career and technical education and apprenticeships in workforce shortage occupations in local jurisdictions.

Requires the Maryland 529 Board to provide an option to account holders who participate in the Maryland Prepaid College Trust, the Maryland College Investment Plan, or the Maryland Broker-Dealer College Investment Plan to opt in to receiving information from Maryland 529 regarding certain workforce development programs and apprenticeship training programs.

SB 618/HB 1234 – Career Youth and Public Sector Apprenticeship Act

(Sponsor: Sen. Klausmeier, et al./Del. Clippinger, et al.)

Requires the State Board of Education to require local boards of education to award credit to a high school student toward a high school diploma or a postsecondary credential, or both, for the work-based training and classroom instruction completed under a registered apprenticeship program.

Further requires that local boards count toward high school attendance the time an apprentice or youth apprentice spends during work-based training with an employer under a registered apprenticeship program.

Prohibits an institution of higher education from referring to a noncredit or credit course as an apprenticeship or apprenticeship training course unless the course is part of a registered apprenticeship training program that has been approved by the apprenticeship and training council of the department of labor, licensing, and regulation or the U.S. Department of Labor.

Restates the statutory goal that by January 1, 2025 45% of high school graduates have, prior to graduation: (1) Completed a career and technical education (CTE) program; (2) Earned industry-recognized occupational or skill credentials; or (3) Completed a registered youth or other apprenticeship. Amends the State Boards annual reporting requirement to be reported by high School and community college.

SB 949/HB 1599 – Career Education Policy Act

(Sponsor: Sen. Rosapepe, et al./Del. Ebersole, et al.)

Provides that for both “Contract Schools” and Charter Schools a local school system may not prohibit the contract or charter school from selecting a course in career and technology education or a course in academic technology to satisfy a requirement to earn a credit in technology education to graduate from a public high school in the state.

Requires that if a school system pays for a student to take an advanced placement exam, a Preliminary Scholastic Aptitude Test (PSAT), or Scholastic Aptitude Test (SAT), the county board shall pay for a student to take an industrial certification exam or apprenticeship entrance exam. Similarly, if a local board pays any fees, in whole or in part, related to student academic or sports organizations, the county board shall pay any fees related to career technology student organizations.

For Workforce Development Sequence program students, the bill requires that unless a public community college participates in and uses open educational resources, the community college shall pay for the costs of textbooks and other educational instructional supplies for each eligible student.

“Workforce development sequence” means a program offered by a public community college that is approved by the Higher Education Commission; and composed of courses related to: job preparation; licensure or certification; job skill enhancement; or instruction that is part of a registered apprenticeship.

SB 978/HB 1216 – Career Preparation Expansion Act

(Sponsor: Sen. Klausmeier, et al./Del. Clippinger)

Requires the Department of Labor, Licensing, and Regulation to develop a mobile application containing the curriculum vitae for each student who is a member of a career technology student organization (CTSO). CTSO’s include: DECA; FFA; Future Business Leaders of America–Phi Beta Lambda (FBLA–PBL); and SKILLSUSA.

The purpose of the mobile application is to target employers in industries where industry skills align with the skills developed through membership in the CTSO. A student or a student’s parent or guardian may choose to release the student’s personal information to the department for inclusion in the mobile application.

Expands the use of the results of the Armed Services Vocational Aptitude Battery (ASVAB) to include not only military recruiters, but also registered apprenticeship programs; youth apprenticeship programs; employers registered with the Department of Labor, Licensing, and Regulation; or Local Workforce Development Boards.

MSDE must adopt regulations to require the award of credit toward high school graduation requirements for the time a student spends participating in a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Department of Labor, Licensing, and Regulation.

Enhances the ability of the Maryland Longitudinal Data Center to link student data and workforce data.

HB 811/SB 819 – Education - Collective Bargaining - Exclusive Representative's Access to New Employee Processing

(Sponsor: Del. Luedtke, et al./Sen. Madaleno, et al.)

Establishes a new mandatory subject of collective bargaining between school systems and school employee organizations regarding the structure, time, and manner of the employee organization's access to "new employee processing."

"New employee processing" means the process for a newly hired public school employee, whether in person, online, or through other means, in which new employees are advised of their employment status, rights, benefits, duties, responsibilities, and other 8 employment-related matters.

The bill requires that within 30 days of the date of hire, or by the first pay period of the month after the date of hire, of each new public school employee, a public school employer shall provide the exclusive representative with the employee's: (1) name; (2) position classification; (3) home and work site addresses where the employee receives interoffice or united states mail; (4) home and work site telephone numbers; (5) personal cell phone number; and (6) work and personal e-mail addresses.

When negotiating access to new employee processing, if any dispute has not been resolved within days after the first meeting of the public school employer and the exclusive representative, or within 60 days after an initial request to negotiate, whichever occurs first, either party may request that the board declare an impasse.

SB 725 - Bullying, Cyberbullying, Harassment, and Intimidation - Civil Relief and School Response

(Sponsor: Sen. Zirkin)

Provides that a victim of cyberbullying or a parent or guardian of a victim of cyberbullying may bring an action for injunctive relief against: (1) the individual alleged to have committed an act of cyberbullying against the victim, if the individual is an adult; or (2) a parent or guardian of the individual alleged to have committed an act of cyberbullying against the victim, if the individual is a child.

A court may grant any injunctive relief appropriate under the circumstances to prevent further cyberbullying of a victim, including a temporary restraining order, preliminary injunction, or final injunction: (1) enjoining the individual alleged to have committed an act of cyberbullying from engaging in cyberbullying; or (2) compelling the parent or guardian of the individual alleged to have committed an act of cyberbullying to take reasonable actions to cause the individual to cease engaging in cyberbullying.

Facilitates obtaining a temporary restraining order by providing that the plaintiff is not required to plead or prove that immediate, substantial, and irreparable harm will result to the victim before a full adversary hearing can be held on the propriety of a preliminary or final injunction.

Provides immunity for principals and school employees from any civil liability or criminal penalty that would otherwise result from making the report or participating in the resulting investigation or judicial proceeding.

Requires MSDE to develop model procedures for providing notice of an act of bullying, harassment, or intimidation to: 1. a parent or guardian of the alleged victim, within business days after the date the act is reported; and 2. a parent or guardian of the alleged perpetrator, within a reasonable amount of time after the date the act is reported.

Specifies that a student may be expelled or placed in a special program for disruptive students if the student: (1) engages in bullying, harassment, or intimidation that encourages a student to commit or attempt to commit suicide; (2) incites violence against a student through group bullying, harassment, or intimidation; or (3) releases or threatens to release intimate visual material of a student without the student's consent.

February 9, 2018

In this issue:

- Legislative Updates
- Bill Tracking Report
- Bill Hearing Schedule

MABE Supports Bill to Delay Mandated Earned Sick Leave

On January 24, MABE testified in support of SB 304, the bill introduced to extend the date on which enforcement would begin for HB 1, the Healthy Working Families Act. On February 5, the bill received a vote of approval, with amendments, in the Senate Finance Committee and was passed by the full Senate by a vote of 29-17 on February 7. The amendment, one of two requested by MABE, would extend the implementation date for the Act to July 1, 2018.

MABE joined the Maryland Chamber of Commerce and others to request an amendment to Senate Bill 304 to align the new law's requirements with the beginning of the FY 2019 fiscal year. To determine the eligibility of part-time employees, such as substitute teachers, school systems would have to adopt new policies and absorb the administrative expenses associated with recordkeeping, documentation, and notification requirements. This amendment would avoid the imposition of administrative costs associated with reforming personnel systems and new sick and safe leave benefit expenditures arising during the current FY 2018 budget year.

MABE's testimony also requested an amendment to treat daily, on-call as-needed, employees in the public school setting in the same manner as daily on-call as-needed employees in the health and human industries. A section of the Labor and Employment Article, as amended by the Healthy Working Families Act (House Bill 1, Chapter 1 of 2018) already exempts daily substitute employees, but only in "a health or human services industry." MABE believes a logical extension of this exemption would be to similarly exclude daily employees in local school systems.

This exemption would only be for those school employees who: are called to work on an as-needed basis, can reject or accept the shift offered, and are not guaranteed to be called on to work. Again, these conditions are already in the law for health or human service industry employees. This amendment would avoid the scenario that a school system calling on a substitute teacher or bus driver to work on any given day could be informed that the part-time employee is instead taking compensated sick leave. The school system would then have to incur that expense, continue to seek a substitute who is available, and calculate earned sick leave for that "substitute for a substitute" under the law.

**Legislative Committee
2018 Calendar**

- Feb. 12, 2018 – Bill Status & Positions
- Feb. 20, 2018 – (10-11 before the luncheon)
- **Feb. 20, 2018 – MABE Legislative Day Luncheon**
- Feb. 26, 2018 – Bill Status & Positions
- Mar. 12, 2018 – Bill Status & Positions
- Mar. 26, 2018 – Bill Status & Positions
- Apr. 23, 2018 – Session Summary

MABE's Legislative Committee meetings are held in the MABE office on Monday mornings, 10:00 to 12:00, unless otherwise indicated. Meeting agendas and materials are posted on the [MABE website](http://MABE.org).

The House Economic Matters Committee has scheduled a hearing on SB 304 on February 13. MABE looks forward to the opportunity to continue to advocate for a reasonable extension of the start date for HB 1 and the significant change in the way local school systems may be required to calculate and compensate employees for earned sick and safe leave.

[Read more...](#)

MABE Opposes Bill to Mandate ESSA Plan Changes

On February 7, MABE testified against [SB 301](#), the “Protect Our Students Act of 2018”. Local boards of education are deeply concerned that this bill, if enacted, would rewrite significant parts of the 2017 Protect Our Schools Act, and require corresponding changes in the now federally approved State Plan to implement the Every Student Succeeds Act (ESSA). MABE believes the Protect Our Schools Act of 2017 set reasonable guidelines for how Maryland measures student growth and school improvement under ESSA; and how the State Board can and should respond with resources to support improvements.

A major thrust of ESSA was to move away from the failed model of the No Child Left Behind Act which focused on reading and math scores at the expense of a well-rounded curriculum. NCLB also failed to give credit for student growth. These are federal changes that were supported by a broad national coalition including the National School Boards Association – changes which Maryland should uphold in our ESSA accountability plan.

MSDE and the State Board of Education have spent the past year carefully crafting the State’s ESSA Plan to align with the Protect Our Schools Act. Our State ESSA Plan was approved by the U.S. Department of Education on January 17, 2018. MABE requested an unfavorable report on SB 301 and requested that Maryland’s State accountability system for student and school performance should be allowed to move forward in accordance with the federally approved plan without undue interference from legislation in 2018 to change the rules midstream.

[Read more...](#)

MABE Opposes Investigator General Bill

On February 7, MABE testified against [SB 302](#), the “Accountability in Education Act of 2018”. The bill would establish a new education monitoring unit and an investigator general within the state government to investigate, analyze, and report on upholding of teacher, student, and parent civil rights; on fraud, abuse, and waste regarding public funds and property; on child abuse, neglect and safety; and on a range of specified matters relating to public schools and public school facilities. The unit must also establish and publicize an anonymous electronic tip program.

MABE’s testimony focused on the array of accountability measures currently applicable to school system actions, policies and procedures. Local school systems are held accountable for sound financial management through multiple independent audits of state and federal programs; school system compliance with state and federal special education laws and regulations is investigated and enforced by attorneys within MSDE; significant school construction or renovation project may not proceed without a rigorous review and approval process overseen by the Public School Construction Program; local board decisions are appealable to the State Board; and the State Superintendent is already empowered to oversee local compliance with state education laws.

MABE emphasized our support for strong accountability for school systems, both in terms of academic success for students and sound management of school finances and facilities. MABE assured the

committee that each local board places an extraordinarily high priority on investing the resources provided by taxpayers through federal, state and local funding allocations; investments in professional educators, administrators, and programs and services, and maintaining school facilities as safe and secure teaching and learning environments.

In light of the comprehensive scope of meaningful accountability assurances already in place, MABE requested an unfavorable report on SB 302.

[Read more...](#)

MABE Supports Bill to Expand Free School Meals

On February 8, MABE testified in support of [HB 315](#), the school breakfast and lunch bill entitled the "Maryland Cares for Kids Act". MABE supports this bill to invest just under \$4 million per year to make the State responsible for the student share of the costs of (1) reduced-price breakfasts provided under the federal School Breakfast Program and (2) reduced-price lunches provided under the National School Lunch Program (NSLP).

MABE recognizes the importance of developing healthy school environments, which includes providing high quality health and physical education programs as well as meeting the nutritional needs of students through school breakfasts, lunches, afterschool meals, and vending machine policies. Local boards support this legislation because it would provide additional state funding to ensure a universally free school meal program for more students. On February 8, MABE joined advocates for ending childhood hunger and promoting the health and learning of students in strong support for this legislation.

The funding provided by this legislation would address the problem that many low-income students are not able to participate in the school meal programs because their household income is too high to qualify for free meals, yet too low to afford the reduced-price school meal co-pays. As a result, reduced-price eligible students are more likely to incur go without the regular meals they need; and 26% less likely to eat school meals compared to students that qualify for free school meals.

[Read more...](#)

MABE Opposes Mandatory Curriculum and Graduation Requirement on Law Enforcement Interaction

On February 14, MABE will testify in opposition to [SB 508](#), a bill to require the State Board of Education to develop curriculum content, to be included in a course required for graduation, relating to the proper interaction between individuals and law enforcement officers.

This legislation would stipulate the content of the curriculum for the new course required for graduation to include:

- the duties, responsibilities, and roles of law enforcement officers;
- the rights of individuals when interacting with law enforcement officers;
- the proper behavior for individuals and law enforcement officers during interactions between individuals and law enforcement officers;
- laws pertaining to the questioning and detention of individuals by law enforcement officers, including information about: 1. when an individual may be required to display proof of the individual's identity to a law enforcement officer; and 2. potential consequences for an individual

or a law enforcement officer who fails to comply with laws pertaining to questioning and detention; and

- the process and procedure for filing a complaint against or a compliment about a law enforcement officer.

MABE consistently opposes new stand-alone graduation requirements, and respectfully requests that the General Assembly defer to the State Board and local boards to exercise their role and responsibility to craft content standards and state and local policy on student assessments and graduation requirements.

MABE Bill Tracking Report & Testimony

During the 2018 session, as bills are introduced and hearings are scheduled, MABE provides regularly updated [bill status reports](#), a complete [bill hearing schedule](#) and all [bill testimony](#).

Hearing Schedule Highlights (Link to full bill [hearing schedule](#))

Bill Number	Title	Hearing	MABE Position
SB 304	Maryland Healthy Working Families Act – Delay of Effective Date	Hearing 2/13 at 1:00 p.m. Economic Matters	Support
SB 483	Public Schools - Sprinkler Systems - Required	Hearing 2/13 at 1:00 p.m. EHEA	Oppose
HB 193	High School Diploma by Examination - Eligibility Requirements - Exemption	Hearing 2/13 at 1:00 p.m. Economic Matters	Support
SB 467	Sales and Use Tax - Tax-Free Period for Back-to-School Shopping - School Supplies	Hearing 2/14 at 1:00 p.m. B&T	Support
SB 402	Education - Family Life and Human Sexuality Curriculum - Boundaries and Consent	Hearing 2/14 at 2:00 p.m. EHEA	Hold
SB 477	Public Information Act - Required Denials - Physical Addresses, E-Mail Addresses, and Telephone Numbers	Hearing 2/14 at 2:00 p.m. EHEA	Support
SB 479	High School Credit for College Courses Act of 2018	Hearing 2/14 at 2:00 p.m. EHEA	Oppose
SB 508	Interaction With Law Enforcement Officers - Development and Implementation of Curriculum Content	Hearing 2/14 at 2:00 p.m. EHEA	Oppose
HB 103	Education - County Boards of Education - Removal of County Superintendents	Hearing 2/15 at 1:00 p.m. W&M	Oppose
HB 251	Education - Family Life and Human Sexuality Curriculum - Boundaries and Consent	Hearing 2/15 at 1:00 p.m. W&M	Hold
HB 350	Achieving Computer Science Collaborations for Employing Students Statewide (ACCESS) Act of 2018	Hearing 2/15 at 1:00 p.m. W&M	Support w/Amendments
HB 442	Education - Organ and Tissue Donation Awareness Instruction in Public Schools	Hearing 2/15 at 1:00 p.m. W&M	Support w/Amendments
HB 544	Public and Nonpublic Schools - Classwork and Assessment Involving Live and Dead Animals - Student Choice Policy	Hearing 2/15 at 1:00 p.m. W&M	Oppose
HB 552	Youth Sports Programs - Concussion Risk and Management Training - Requirements	Hearing 2/15 at 1:00 p.m. W&M	Oppose
HB 553	County Boards of Education - Length of School Year - Adjustments	Hearing 2/15 at 1:00 p.m. W&M	Support
HB 617	Education - Assessments - Administration by Public School Employees	Hearing 2/15 at 1:00 p.m. W&M	Oppose