



Bills Passed and Pending in the 2021 Legislative Session

(Link to updated [report of all bills MABE is tracking](#))

The Blueprint for Maryland's Future Act

[HB 1300](#) (Ch. 36) (Enacted in 2021 by veto override) - **Blueprint for Maryland's Future Act - Implementation** - This bill substantially alters State aid and State policy for public schools known as the Blueprint for Maryland's Future (Blueprint). The bill establishes in law the policies and accountability recommendations of the Commission on Innovation and Excellence in Education. Funding for existing education formulas is altered and new funding formulas are established for specific purposes.

The Blueprint for Maryland's Future Act: Revisions, Extensions, and Expansion

[HB1372](#) - **Blueprint for Maryland's Future - Revisions** - This emergency bill generally makes revisions to Chapter 36 of 2021, Blueprint for Maryland's Future - Implementation, to account for the timing of the enactment of the bill. The inception of certain programs and requirements, the due dates for various reports, and the timeframe for certain provisions under the Blueprint for Maryland's Future (Blueprint) are extended, generally by one year. The bill also provides additional funding through the foundation program for specified educational technology costs and adjusts funding for the Concentration of Poverty grant program. To address the effects of the COVID-19 pandemic, local boards of education must in specified years implement a specified summer school program, provide certain tutoring and supplemental instruction, and use specified funds to address trauma and behavioral health issues. To address the impact of the COVID-19 pandemic on enrollments in the current school year, fall 2020 enrollment is excluded from calculations of State and local funding requirements. The bill also alters local maintenance of effort (MOE) requirements for fiscal 2022 through 2024. MABE Position: Support

- **Maintenance of Effort & Local Share** - The new requirement under MOE that local governments fund the local share of all wealth-equalized formulas (instead of only the foundation formula) is delayed to fiscal 2023. The bill specifies that for fiscal 2023, the per pupil MOE calculation will use the fiscal 2021 local appropriation (instead of fiscal 2022 under current law)
- **Foundation Funding** – State aid increases in FY 2023 and 2024 due to the exclusion of the FTE enrollment count for the 2020-2021 school year in determining the enrollment

count to be used for calculating the foundation formula. Beginning in FY 2025, foundation program State aid increases substantially due to the addition of technology costs to the PPFA.

- **Per Pupil Technology Funding** – According to APA, \$530 per student is needed to adequately support educational technology needs of school systems for students in the current and post-COVID-19 pandemic era. Of that amount, approximately \$350 is provided in the current per pupil foundation amount for FY 2022, leaving a difference of \$180 per pupil. Inflating that amount to fiscal 2027 dollars amounts to \$197 per pupil. These costs are phased-in over a three-year period, beginning in FY 2025.
- **Concentration of Poverty Grants** - Total State funding for Concentration of Poverty grants is not altered by the bill through fiscal 2027, though the distribution of those grants by local education agency (LEA) is altered beginning in fiscal 2022. Because the bill provides full per pupil funding for schools with at least 80% of students eligible for free or reduced-price meals by fiscal 2028, or two years earlier than under current law, fiscal 2028 funding of Concentration of Poverty grants is increased by \$18.7 million in fiscal 2028. The bill also alters the phase-in schedule for other eligible school concentration groups in fiscal 2022 through 2029, but all schools receive full per pupil funding by fiscal 2030.
- **Summer School and Tutoring** - The bill requires that local school systems establish summer school programs in 2021 and 2022, provide additional supplemental instruction and tutoring in the 2021-2022 and 2022-2023 school years, and provide behavioral health supports as specified has an additional cost for local school systems. Funding is provided in the FY 2021 and 2022 budgets for these purposes. The Governor’s proposed fiscal 2022 allowance includes \$151.6 million for tutoring and supplemental instruction, in addition to the TSI program established in the Blueprint. Supplemental Budget Number 1 includes State funds for summer school and trauma and behavioral health in fiscal 2021 and 2022 as well as additional funds for TSI in fiscal 2022.
- **Tutoring** - The bill clarifies that the size of small groups receiving Transitional Supplemental Instruction (TSI) may not exceed four students. Pre- and post-standardized assessments are required for each student receiving TSI services in order to evaluate the student’s performance before and after receiving TSI.
- **Virtual Learning** – Incorporates current law regarding state and locally approved virtual schools; defines “Quality Online Education Standards” as the National Standards for Quality Online Programs Second Education (2019), beginning in the 2022-2023 school year.
- **Teachers** - Teacher salary increases associated with the career ladder begin one year later, July 1, 2022 (FY 2023). Local boards have until July 1, 2024, to develop and implement educator career ladders.
- **Prekindergarten Expansion** - The dates by which specified percentages of providers must be community providers in the publicly-funded full-day prekindergarten program are extended by one year. The bill also extends the date by which community providers must meet specified program quality standards to 2025-2026 school year. Beginning in the 2022–2023 school year, prekindergarten slots provided by eligible private providers shall account for at least 30% of the total prekindergarten slots provided by eligible prekindergarten providers in each county.
- **Accountability & Implementation Board** – The bill gives the Accountability and Implementation Board (AIB) plenary authority over entities for which it has oversight

responsibility and clarifies that the Comprehensive Implementation Plan that the AIB must develop and adopt must include intended outcomes to be achieved by the Blueprint.

See the [Fiscal and Policy Note](#) for HB 1372 for details on the changes the “Blueprint Revisions” bill makes to the Blueprint law.

The Operating Budget – Education Aid in FY 2022

[HB0588](#) - **State Budget Bill (FY 2022)** - Making the proposed appropriations contained in the State Budget for the fiscal year ending June 30, 2022, in accordance with Article III, Section 52 of the Maryland Constitution; etc. *Status: Passed in the House and Senate.*

[HB0589](#) - **Budget Reconciliation and Financing Act of 2021** - This Administration bill executes actions to increase revenues, provide mandate relief, contain costs, and reduce future year general fund expenditures. *Status: Passed in the House and Senate.*

School Facilities

The Capital Budget – School Construction Funding for FY 2022

[HB0590](#) - **Creation of a State Debt - Maryland Consolidated Capital Bond Loan of 2021, and the Maryland Consolidated Capital Bond Loans of 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, and 2020** - Authorizing the creation of a State Debt in the amount of \$1,107,427,000, the proceeds to be used for certain necessary building, construction, demolition, planning, renovation, conversion, replacement, and capital equipment purchases of the State, for acquiring certain real estate in connection therewith, and for grants to certain subdivisions and other organizations for certain development and improvement purposes; etc. *Status: Passed in the House and Senate; House concurred with Senate Amendments.*

- Capital Improvement Program (CIP). Increased the CIP to \$280 million.
- Increased funding to \$75 million for the Supplemental Capital Grant Program for Local School Systems. Provide funds to local school systems with enrollment growth that over the last 5 years exceeds 150% of the statewide average or with 300 or more relocatable classrooms.
- Healthy School Facility Fund provided with \$30 million to public primary and secondary schools in the State to improve the health of school facilities. Governor’s Supplemental Budget #5 provides an additional \$40 million for HVAC projects.

The Built to Learn Act

[HB 1](#) (Ch. 20) - The Built to Learn Act of 2020 (Became effective upon the passage of HB 1300 by veto override) - This bill authorizes the Maryland Stadium Authority (MSA) to issue up to \$2.2 billion in revenue bonds, backed by annual payments from the Education Trust Fund (ETF) beginning in fiscal 2022, for public school construction projects in the State including to support a possible public-private partnership (P3) agreement for Prince George’s County. Construction materials purchased for public school facility projects managed by MSA are exempt from the State

sales and use tax. The bill also expands school construction costs eligible for State funding and increases or establishes new mandated State funding for other public school construction programs. MABE Position: Support; *Status: Passed and enacted in 2020 but not in effect until passage of HB 1300, which occurred on 2/12/2021.* See the [Fiscal and Policy Note](#).

[HB 583/SB 414](#) - **Climate Solutions Now Act of 2021** - This bill makes broad changes to the State's approach to reducing statewide greenhouse gas (GHG) emissions and addressing climate change. Among other things, the bill (1) increases the statewide GHG emissions reduction requirement (from 40% from 2006 levels by 2030 to 60% from 2006 levels by 2030) and requires the State to achieve net-zero statewide GHG emissions by 2045; (2) establishes new commissions and working groups; (3) requires the Maryland Department of Labor (MDL) to adopt new energy conservation requirements for buildings and expands and alters the applicability of "high-performance building" standards; etc. MABE Position: No Position; *Status: SB414 Passed in the Senate and is assigned to E&T/ECM.*

Special Provisions for School Construction

The net-zero energy requirements for a building to meet the definition of "high performance building" generally do not apply to public school buildings. However, subject to the availability of funding from the Net-Zero School Loan Fund (discussed below), at least one of the schools constructed in each local school system from July 1, 2022, through June 30, 2030, must be constructed to meet net-zero energy requirements. Additionally, any school constructed on or after July 1, 2022, that is not constructed to meet net-zero energy requirements must be solar-ready. Subject to the availability of funding from the Net-Zero School Loan Fund, the State must make no-interest loans to cover the local share of new costs incurred in constructing a new school to meet net-zero energy requirements.

Green Building Council - High-performance Buildings

The bill makes several changes related to existing provisions governing "high-performance buildings." The bill modifies the definition of a "high performance building" to include a building that meets or exceeds the current requirements for certification under the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Zero Program or (2) achieves a net-zero energy balance in accordance with standards or guidelines recommended by the Maryland Green Building Council (MGBC) and approved by the Secretaries of Budget and Management and General Services. The bill expands the applicability of requirements relating to high-performance buildings to capital projects that are at least 25% funded with State funds. Under current law, the requirements only apply to projects that are solely funded with State funds.

The bill repeals a requirement for MGBC to develop specified guidelines for new public school buildings; instead, the bill requires the council to ensure that State buildings, public schools, and community colleges that are required to meet high performance building requirements do so. MGBC must also develop guidelines for evaluating the energy balance and achieving a net-zero energy balance in buildings subject to specified high performance building standards.

[HB 630](#) - **Primary and Secondary Education - School District Energy Use - Policy and Study** - This bill requires each local school system to adopt or update a school district energy policy by July 1, 2022. The Interagency Commission on School Construction (IAC) must coordinate with

the Maryland Energy Administration (MEA) and the Maryland Clean Energy Center (MCEC) to study and make recommendations on expanding and providing additional funding for the Maryland Net Zero Energy School Initiative Grant Program. A school district energy policy must:

- address the purchasing, conservation, and efficiency of energy for the school system;
- provide for the monitoring and reporting of the amount and percentage of the school system's use of electricity from renewable sources; and
- include current and historical data on the school system's energy use.

MABE Position: No Position; *Status: Passed in the House and is passing in the Senate.*

HB 487 - Education - School Construction - Pedestrian Safety Plans (School Pedestrian Safety Act) - This bill requires a local school board that is seeking State funds for the construction of a new public school or, for the renovation or addition to an existing school, under specified circumstances, to submit a pedestrian safety plan to the Interagency Commission on School Construction (IAC). Pedestrian safety plans must be developed in collaboration with the State Highway Administration (SHA) and county departments of transportation, and IAC must review submitted pedestrian safety plans in consultation with SHA. MABE Position: No Position; *Status: Passed in the House and Pending in the Senate.*

HB 401 (SB 438) - Public Schools - Pregnant and Parenting Students - Policies and Reports This bill requires the Maryland State Department of Education (MSDE) to develop a model policy, with specified elements, to support the educational and parenting goals and improve the educational outcomes of pregnant and parenting students. Each local board of education must establish a local policy based on the model policy. MSDE must provide technical assistance to a local board to establish the policies. In addition, the bill requires local boards to adopt policies to: require each school to designate a private lactation space in the school that meets specified requirements; • require schools to assist and advise pregnant and parenting students with finding safe, affordable, and reliable child care, early education services, and transportation services to and from school; • incorporate the attendance policy for pregnant and parenting students as specified; • provide for training of school personnel on policy objectives and requirements; and • be published in the school system's student handbook. MABE Position: No Position as Amended; *Status: SB438 passed in the Senate and is passing in the House.*

HB 83 (SB 104) - Public and Nonpublic Schools - Electric Retractable Room Partitions - Operation Requirements - Prohibiting public and nonpublic school employees from operating an electric retractable room partition in a school except under certain circumstances; requiring any annual safety review, evaluation, or exercise for school employees in a school building to include information and demonstrations regarding the safe operation of an electric retractable room partition; requiring the State Department of Education to develop and disseminate model safety guidelines on the safe operation of electric retractable room partitions; etc. MABE Position: No Position; *Status: Both bills passing with Senate amendments to require MSDE to review equipment and safety practices to inform any needed regulatory updates.*

HB 264 (SB 483) - Solid Waste Management - Organics Recycling and Waste Diversion - Food Residuals - Requiring a certain person that generates food residuals to separate the food residuals from other solid waste and ensure that the food residuals are diverted from final disposal in a refuse disposal system in a certain manner; applying the requirements of the Act, beginning in certain years, to certain persons that generate certain amounts of food residuals; authorizing a person experiencing undue hardship because of the costs of diverting food residuals to apply to the Department of the Environment for a certain waiver; etc. MABE Position: Oppose; *Status: HB 264 passed in the House and in the Senate.*

[HB 636 \(SB 546\)](#) - **School Buildings - Drinking Water Outlets - Elevated Level of Lead (Safe School Drinking Water Act)** - Altering the definition of "elevated level of lead" for purposes of certain provisions of law requiring the periodic testing for the presence of lead in drinking water outlets in occupied public and nonpublic school buildings; and requiring by August 1, 2022, a school to take certain remedial measures on a drinking water outlet tested on or before June 1, 2021, if the test indicated a concentration of lead that was more than 5 parts per billion but less than 20 parts per billion. MABE Position: Support w/Amendments; *Status: HB636 Passed in the House and is pending in the Senate. SB546 is pending in the Senate.*

[SB 551](#) - **School Construction Incentive Act of 2021** – As introduced, this bill would have required the Interagency Commission on School Construction (IAC) to establish a school construction incentive program that increases the State share of construction costs for new or specified renovated schools for which the total cost of ownership is at least 10% less than a calculated baseline total cost of ownership. The bill would also expand the school construction-related costs that are eligible for State funding to include, among other things, planning costs. IAC must (1) develop life cycle cost analysis standards in collaboration with the Maryland State Department of Education (MSDE) and (2) adopt regulations to carry out the bill. MABE Position: Oppose; *Status: Passed in the Senate and Pending in the House.*

- As amended, the bill creates a Workgroup on School Construction Initiatives to (1) make recommendations regarding the appropriate incentives to encourage consideration of the long-term effects of construction decisions for school facilities and (2) consider the benefits of school construction incentives for students and taxpayers.

School Security

[HB0048\(SB0515\)](#) - **Criminal Procedure - Registered Sex Offenders - Entry Onto School Property** - This emergency bill repeals the authorization of a student who is a registered sex offender to, under certain circumstances, enter onto real property (1) that is used for public or nonpublic elementary or secondary education or (2) on which a registered family child care home, a licensed child care home or child care institution, or a home used for informal child care is located. Each county board of education must develop and adopt a policy that enables a registered sex offender who is a student to continue receiving an education by participating in the home and hospital teaching program for students or by attending a regional institute for children and adolescents (RICA). The State Board of Education must develop and adopt guidelines and a model policy to assist a county board with the development of a policy. MABE Position: No Position; *Status: HB0048 Passed in House and is Pending in the Senate; SB0515 is Pending in the Senate.*

[HB0522](#) - **Public Schools - School Resource Officers and School Security Employees - Revisions** - Prohibiting a school administrator or official or a school safety coordinator from directing a school resource officer to enforce certain discipline-related policies, rules, regulations, or procedures; prohibiting a school resource officer from unilaterally enforcing certain discipline-related policies, rules, regulations, or procedures; and requiring a specialized curriculum for use in training of school resource officers to include training in conduct that is prohibited. MABE Position: Support; Support with Amendments in the Senate; *Status: Passed in the House with significant amendments. Assigned to EHEA.*

- An SRO may not enforce – and a school administrator may not direct an SRO to enforce – a school’s student code of conduct except (1) if a serious bodily injury with an imminent threat of serious harm has occurred or (2) to prevent an imminent threat of serious bodily injury that cannot be addressed in other ways.
- By April 1, 2022, each local school board must establish a template for a behavioral health and safety action plan to be used by each school to which an SRO or school security employee is assigned; including metrics to measure, and concrete steps to achieve, improvement in specified areas, including the number of student arrests and the number of expulsions for nonviolent behavior.
- By June 1 of each year, beginning in 2022, each public school with an SRO or school safety employee must develop a behavioral health and safety action plan based on the template as a condition of employing SROs or school safety employees. The plan must include information on the proper roles for SROs, school security employees, and other school employees.

[HB0700](#) - **Education - Disruption of School Activities - Repeal of Prohibition** - Repealing a provision of law prohibiting a person from willfully disturbing or otherwise willfully preventing the orderly conduct of activities, administration, or classes of any institution of elementary, secondary, or higher education. MABE Position: Oppose; *Status: Passed in the House with amendments; Assigned to EHEA.*

Employee Relations

[HB0373](#) - **Education - Child Abuse and Sexual Misconduct Prevention - Hiring Emergent Employees** - Authorizing the hiring of an emergent employee by a county board of education or nonpublic school for a period not to exceed 60 days pending a review of an individual’s employment history for applicants who will have direct contact with minors; authorizing a county board or nonpublic school to take certain actions within the 60–day period; authorizing a certain appeal following a certain decision; authorizing a county board or nonpublic school to share a certain employment history review with other county boards and nonpublic schools; etc. MABE Position: Support; *Status: Passed in the House and the Senate; Assigned to EHEA.*

[HB0909](#) ([SB0165](#)) - **Maryland Healthy Working Families Act - Applicability** - Providing that the Maryland Healthy Working Families Act does not apply to employees of a county board of education who are called to work on an as-needed basis, can reject or accept the shift offered by the county board of education, and are not guaranteed to be called on to work by the county board of education. MABE Position: Support; *Status: Passed in the House and Pending in the Senate.*

[SB0860](#) - **Workers' Compensation - COVID-19 Occupational Disease Presumption - Public School Employees** - Establishing that, under certain circumstances, public elementary and secondary school employees in the State are presumed to have an occupational disease that is compensable under workers' compensation law after a certain positive test or diagnosis for COVID-19; providing that a certain presumption may be rebutted with certain evidence; and terminating the Act after July 31, 2022. MABE Position: Oppose; *Status: Pending in the Senate.*

[HB1254](#) – **Public School Employees - Whistleblower Protection - Civil Actions** - This bill repeals the prerequisite that a public school employee who is engaging in whistleblowing, as specified, exhaust any administrative remedies before instituting a civil action. However, under

the bill, a public school employee who is subject to a personnel action due to whistleblowing must notify the local superintendent of schools in writing of the employee's intention to institute a civil action. In addition, the bill establishes an administrative complaint and remediation process for public school employees engaged in whistleblowing who have been subject to personnel action. MABE Position: Oppose; *Status: Pending in the House.*

[HB1322](#) - **Primary and Secondary Education - School Personnel - Prohibition on Retaliation for Not Returning to In-Person Instruction and Work** - Prohibiting the Governor, the State Superintendent of Schools, the State Board of Education, a county superintendent, and a county board of education from disciplining, suspending, terminating, or otherwise retaliating against school personnel who choose not to return to a school building for in-person instruction during the 2020-2021 school year; requiring the State Board and county boards to allow certain school personnel to instruct and work remotely to the extent practicable during the 2020-2021 school year; etc. MABE Position: Oppose; *Status: Passed in the House and assigned to EHEA.*

Transportation

[SB0448](#) ([HB0072](#)) - **County Boards of Education - Student Transportation - Vehicles** - Authorizing a county board of education to provide transportation to and from school for certain students using a vehicle other than a Type I or Type II school vehicle when a school vehicle cannot reasonably be provided; and requiring the State Department of Education, in consultation with county boards of education and the Motor Vehicle Administration, to adopt regulations establishing minimum vehicle and driver safety standards for alternate student transportation. MABE Position: Support; *Status: Passed in Senate and in the House with differing amendments.*

[HB 832](#) - **Public Utilities - Electric School Bus Pilot** - This bill establishes the Electric School Bus Pilot Program, implemented and administered by the Public Service Commission (PSC). An investor-owned electric company ("utility") may apply to PSC to implement a pilot program, as specified. Generally, under the program, a utility installs interconnection equipment and provides rebates to local school systems to cover incremental costs of an electric bus fleet, and the school system allows the utility to access the stored electricity without additional compensation at times when the school system determines that the buses are not needed to transport students. Subject to PSC approval and specified conditions, a utility may recover all reasonable and prudent program costs incurred under the program through a rate application. Beginning in 2023, a utility that establishes a pilot program must annually report on the program, in consultation with each participating school system, as specified. MABE Position: No Position; *Status: Passed in the House and Pending in the Senate.*

Curriculum & Programs

[SB0664](#) ([HB0096](#)) - **Education - High School Graduation Requirements - Applications for Student Financial Aid** - Requiring public high school students, beginning in the 2022-2023 school year, to confer with a high school guidance counselor or other designated representative regarding certain financial aid applications as a requirement for graduation; etc. MABE Position: Support w/Amendments; *Status: Passed in the Senate with amendments and Pending in the House.*

- As amended, this bill requires each local board of education to encourage and assist as many high school seniors as possible in completing and submitting a Free Application for

Federal Student Aid (FAFSA) or Maryland State Financial Aid Application (MSFAA) by the deadline for eligibility for State financial aid set by the Maryland Higher Education Commission (MHEC). Each local board of education must develop an outreach plan with specified elements and submit a copy to specified entities by October 1 each year beginning in 2022.

Special Education & Students with Disabilities

[HB1166](#) - **Education - Physical Restraint and Seclusion - Reporting and Training** - Prohibiting a public agency or nonpublic school from using a physical restraint on a student as a behavioral health intervention, except under certain circumstances; prohibiting a public agency or nonpublic school from using seclusion as a behavioral health intervention for a student, except under certain circumstances; requiring a certain risk assessment to be completed at certain points for a student who has an individualized education plan and experiences a seclusion; etc. MABE Position: Support as Amended in the House; *Status: Passed in the House and Pending in the Senate.*

- As amended, this bill alters the requirements of annual reports each school must submit to the Maryland State Department of Education (MSDE) regarding the use of physical restraint and seclusion. Generally, reports must include more specific, verifiable data on incidents and policies to reduce the use of physical restraint or seclusion. The bill also requires that MSDE develop an accountability system, analyze data, determine trends, and publish findings relating to the use of physical restraint and seclusion. Lastly, the State Superintendent must adopt positive behavioral intervention training requirements for any employees who routinely interact with students.

Student Health

[SB0278 \(HB0034\)](#) - **State Department of Education and Maryland Department of Health - Maryland School-Based Health Center Standards - Telehealth** - Requiring the State Department of Education and the Maryland Department of Health to authorize a certain health care practitioner at an approved school-based health center to provide health care services through telehealth under certain circumstances; prohibiting the State Department of Education and the Maryland Department of Health from establishing certain requirements for a certain school-based health center to provide health care services through telehealth; etc. MABE Position: Support; *Status: Passed in Senate and in the House, respectively.*

[HB0205](#) - **Public Schools - Provision of Menstrual Hygiene Products – Requirement** - Requiring each county board of education to ensure that each public school provide, at no charge to students, menstrual hygiene products via dispensers in the restrooms at the school; requiring a public middle or high school to install menstrual hygiene product dispensers in at least two restrooms on or before October 1, 2021, and certain restrooms on or before August 1, 2025; and requiring a public elementary school to install menstrual hygiene product dispensers in at least one restroom by October 1, 2021. Passed the Senate with amendments and pending in the House.

Digital Divide

[HB0097](#) ([SB0066](#)) - **Department of Housing and Community Development - Office of Digital Inclusion - Established (Digital Connectivity Act of 2021)** - Establishing the Office of Digital Inclusion in the Department of Housing and Community Development to ensure that every resident of the State is supported by high-quality broadband Internet service at an affordable price, and has the tools necessary to use and take advantage of the Internet; requiring the Governor to appoint the Director of the Office; requiring the Office to develop, by July 1, 2022, a statewide plan to ensure all State residents have the ability to connect to reliable broadband Internet by December 31, 2029; etc. MABE Position: Support; Status: *Passed in the House and Senate, respectively.*

Student Data Privacy

[HB1062](#)([SB0733](#)) - **Education - Student Data Privacy - Reports and Student Data Privacy Council Sunset Extension** - Requiring each county board of education to provide a certain list of digital tools to the State Department of Education on or before July 1 each year; requiring the Department to publish certain information on digital tools provided by each county board on or before September 1 each year; requiring the Student Data Privacy Council to submit a certain report to the Governor and the General Assembly on or before December 1, 2024; and extending the termination date for the Council to September 30, 2025. MABE Position: Support w/Amendments; Status: HB 1062 passed the House and pending in the Senate.

Virtual Schools

[SB0966](#) - **Virtual Schools - Statewide Education Platform - Procurement and Establishment** - Authorizing the State Department of Education to make a procurement on an expedited basis with the approval of the State Board of Education; authorizing virtual schools to operate on a year-round basis; requiring the Department, in accordance with the expedited procurement process, to issue a request for proposals for a statewide platform to provide virtual education on or before May 1, 2021; requiring the Department to award a contract for the virtual education platform on or before June 1, 2021; etc. MABE Position: Support with Amendments; Status: *Pending in the Senate (hearing cancelled).*

[HB1376](#) - **Primary and Secondary Education - Virtual Education - Requirements** - Requiring the State Department of Education to establish a statewide universal learning management system on or before July 1, 2022; repealing the State Board's authority to establish virtual schools or courses; authorizing a county board of education to request approval of virtual courses; authorizing the transition of a school to virtual learning on a temporary basis under certain circumstances; imposing a moratorium on local/state approval of a virtual school until 2023; requiring a county board to establish certain plans, methods, and processes for temporary and permanent virtual schools; requiring the Department to expand computer and Internet security infrastructure for virtual education; etc. MABE Position: Support with Amendments; Status: *Passed in the House with significant amendments.*

Governance

[HB0465](#) - **State Superintendent of Schools - Qualifications and Senate Confirmation** - This emergency bill requires the State Superintendent of Schools to be appointed by the State Board of Education with the advice and consent of the Senate. The State Superintendent may not be a

current member of the State board or have been a member at any time during the year immediately preceding the appointment. MABE Position: Oppose; *Status: Passed in House and Pending in the Senate.*

[SB0785](#) - State Board of Education Membership and Terms - Capability and Capacity Study of Education Agencies - Requiring the Governor to appoint or reappoint a member of the State Board of Education on or before January 1 of the year in which the member's term expires; establishing qualifications for members of the State Board; requiring a member's term to begin on the July 1 after appointment; requiring the Accountability and Implementation Board to contract with a consultant to study the capability and capacity of the State Department of Education, the Maryland Higher Education Commission, and other entities, to carry out their duties; etc. MABE Position: Support w/Amendments; *Status: Passed in the Senate and Pending in the House.*

Elections

[HB0655](#) - Local Elections - County Commissioner and County Boards of Education - District Voting - As amended before passing in the House, this bill would require that the election of a county commissioner or board of education member to represent a specific county commissioner or board of education district must be decided by a plurality of the votes cast within that district. The bill applies to Calvert, Cecil, Charles, Garrett, Queen Anne's, St. Mary's, and Montgomery County. MABE Position: No Position; *Status: Passed in the House and Pending in the Senate.*

Public Information Act

[HB0183](#) - Public Information Act – Public Information Act – Revisions (Equitable Access to Records Act) - This bill (1) expands the jurisdiction of the Public Information Act Compliance Board (PIACB) to include additional types of Public Information Act (PIA) disputes; (2) institutes an integrated PIA complaint resolution process that includes the Public Access Ombudsman; (3) requires a custodian to adopt a specified proactive disclosure policy; (4) establishes specified staffing requirements for the Office of the Attorney General (OAG); and (5) makes additional revisions to PIA. The bill may not be applied or interpreted to have any effect on or application to any exceptions to disclosure requirements under PIA. The bill takes effect July 1, 2022. *Status: Passed in the House and Senate.*