



Legislative Committee Meeting

Monday, February 7, 2022
10:00 a.m. – 12:00 p.m.
Teleconference Meeting via Zoom

Karen Yoho, Chair
Brenda Wolff, Vice Chair

Agenda

1.	Meeting Opening	Opening Remarks & Roll Call	Karen Yoho/ Brenda Wolff/ John Woolums	10 min.
2.	Bill Decisions <ul style="list-style-type: none"> • HB 352: American Studies and Social Equity Standards Advisory Board - Academic Standards and Model Policy • SB 362: Primary and Secondary Education - Virtual Schools – Revisions 	Discussion & Decisions	Karen Yoho/ John Woolums/ All	20 min.
3.	Bill Hearings & Briefing Highlights <ul style="list-style-type: none"> • SRO and Security Staff Training Briefing – Ways & Means (2/3/22) • HB 146: Reportable Offenses and Student Discipline – Alterations • HB 136/SB 299: Seizure Action Plans (Brynleigh's Act) 	Information & Discussion	Karen Yoho/ John Woolums/ All	30 min.
4.	Bill Highlights <ul style="list-style-type: none"> • HB 743/SB 410 - Teachers' Retirement and Pension Systems – Reemployment • HB 547/SB 617 - Equivalent Access Standards - Digital Tools - Nonvisual Access • SB 528 – Climate Solutions Now Act • HB 750/SB 422 – Drivers Education for Good Jobs Act (Student Bus Driver Training) • HB 314 - Boards of Education – Voting Members – Requirements • HB 797 - Boards of Education - Student Membership – Alterations 	Information & Discussion	Karen Yoho/ John Woolums/ All	30 min.
5.	State Budget Updates <ul style="list-style-type: none"> • Budget Amendments to Resolve Enrollment and Teachers' Retirement Funding Issues 	Information & Discussion	Karen Yoho/ John Woolums/ Tammy McCourt (St. Mary's CFO)/ All	20 min.
6.	State Board, MSDE & AIB Updates	Information	Karen Yoho/ John Woolums	10 min.
7.	Adjournment	Closing Remarks	Karen Yoho	

Bill Decisions

Hold (Oppose)	HB 352	Education - American Studies and Social Equity Standards Advisory Board - Academic Standards and Model Policy	Delegate Qi
<p>This bill would require MSDE to establish an advisory committee tasked with conducting a multi-year study regarding instructional methods for American history curriculum standards that promote critical thinking regarding the contributions and perspectives of ethnic and social groups in the United States. MABE, in conjunction with MSDE, would be required to develop an application process for individuals seeking appointment to the advisory board, and MABE's executive director would be required to participate as part of the advisory board. The advisory board would include representatives from various ethnic and social groups, as well as the state superintendent, the executive director of MSEA, and participants from other educational organizations.</p> <p>The advisory board would be tasked with developing American history standards that highlight and promote critical thinking regarding contributions of ethnic groups in the United States in order to increase cultural competency of students and eliminate racial bias in curriculum. The board would recommend content and instructional methods that allow students to safely explore questions of identity, race, equality, and racism in American studies courses. These recommendations would consider parental concerns about religion and culture and be welcoming to all students. The board would also be tasked with developing a model policy on ethnic and social equity in schools, including training for staff on addressing racial incidents, prohibiting conduct based on social biases, and establishing disciplinary responses to racial incidents.</p> <p>The advisory board would be required to submit the model policy and curriculum standards in April 2024, and in May 2025, MSDE would be required to adopt American studies standards for each grade level based on the recommendations of the advisory board. County boards would be required to adopt a policy on ethnic and social equity in schools by the 2025-2026 school year and implement a curriculum based on the American studies academic standard adopted by MSDE.</p>			

Hold (Support w/ Amendments)	SB 362	Primary and Secondary Education - Virtual Schools - Revisions	Senator Pinsky
<p>This bill would alter the requirements for virtual schools established by the State Department of Education or a county board of education. The bill's language would not affect virtual courses or programs offered by traditional schools, but rather virtual schools that provide the majority of instruction in a virtual or remote setting.</p> <p>Senate Bill 362 alters many of the requirements of a public virtual school established by MSDE. The bill establishes a limit of one virtual school per county, with an additional virtual school permitted with MSDE approval. Virtual schools would not be permitted to enroll more than 10% of its students from any single public school in the county, and each school's student body would reflect the racial and ethnic diversity of the students enrolled in the county's public school system to the extent practicable. The bill limits the size of virtual classes to the average in-person class size of the state or county.</p> <p>Under this bill, students enrolled in a virtual school would have access to food and nutrition services, healthcare, and required extracurricular activities provided by a public school in the county. The bill requires that MSDE establish regulations for student learning in all virtual schools, including student attendance requirements, student engagement and conduct, program quality metrics, tracking and use of student data, and mandatory return to in-person instruction for students who are failing academically after receiving the appropriate supports. Virtual curriculum would require an interactive social and emotional wellness component, and virtual schools would be required to provide and appropriate</p>			

digitals device to all student participants. This bill expands the informational materials students are required to receive upon enrollment, including materials on school policies, student conduct and attendance, access to student services, cybersecurity practices, and other relevant information as determined by the virtual school.

Additionally, Senate Bill 362 requires teacher education programs to include training in skills and techniques for teaching effectively in a virtual learning environment, and it establishes that teachers must be an employee of the county and part of the collective bargaining unit to teach in a Maryland virtual school. Virtual schools would be required to provide access to professional development, as well as any technology, equipment, and physical space required by teachers to perform the functions of virtual teaching. This bill notes that teachers would not be required to provide in-person and virtual instruction to students at the same time.

Bill Hearing & Briefing Highlights

Oppose	HB 146	Education – Reportable Offenses and Student Discipline – Alterations	Delegate Moon & Atterbeary
<p>This bill alters the definition of “reportable offense” by omitting certain offenses under current law and adding offenses that occurred off school premises, that did not occur at events sponsored by the school, and that involved certain violent crimes. The bill repeals several requirements in current law related to reportable offenses. If a student is adjudicated delinquent or convicted of a reportable offense, the State’s Attorney may notify the local superintendent, school principal, and the school resource officer. If such notice is provided, the State’s Attorney must provide a copy to the student’s defense attorney. A student’s attorney must be invited to participate in disciplinary conferences related to discipline for a reportable offense, and a principal or county superintendent may not ask questions related to a reportable offense of a student unless the student’s attorney is present.</p> <ul style="list-style-type: none"> MABE opposes based on support for notice of arrests and appropriate education and behavioral health service responses required under current law and regulations. 			

Support w/ Amendments	HB 136/ SB 299	Education - Public and Nonpublic Schools - Seizure Action Plans (Brynleigh's Act)	Delegate Kerr/ Senator Young
<p>This bill requires, beginning in the 2023-2024 school year, local boards of education to take specified steps regarding the health care needs of students with a seizure disorder, including requiring each public school to have at least two school personnel trained in seizure disorders, as specified. Each public school must provide specified staff training every two years. The parent or guardian of a student diagnosed with a seizure disorder must collaborate with school personnel to create a seizure action plan and provide medication and authorization, as specified. A nonpublic school may require trained personnel.</p> <ul style="list-style-type: none"> MABE supports with amendments to make the mandatory designation non-medical school staff as emergency medical responders discretionary based on the school nurse’s decision and school system policy. 			

Briefing Highlights

School Resource Officer and School Security Employee Briefing Before the House Ways and Means Committee (Feb. 3, 2022)

MABE, represented by Karin Bailey, St. Mary's County Board Chair and MABE representative on the Advisory Board to the Governor's Subcabinet on School Safety, and John Woolums, emphasized that safety and security in public schools is extremely important to local boards of education for the protection of students and staff, as well as necessary to environments conducive to teaching and learning. MABE believes that safety in public schools is the joint responsibility of local boards of education, school administrators and staff, students, parents and guardians, law enforcement and other public safety agencies, human services agencies, and the community in general.

- MABE strongly supports the provisions of the Safe to Learn Act which mandate the development of a comprehensive curriculum for all SROs and any other designated school security personnel, including a 40-hour, 5-day training program focusing, in part, on restorative practices, school-based mediation, implicit bias, maintaining a positive school climate, and informal counseling roles and responsibilities.
- MABE continues to support the type of legislation considered in 2021 to clarify the reasonable prohibition on SROs from unilaterally enforcing discipline-related school policies, rules, regulations, or procedures to ensure that SROs do not make determinations regarding student discipline.
- MABE also supports the continuation of the school safety grant program, the mental and behavioral health services included in the Blueprint for Maryland's Future Act, and additional resources for the hiring of additional social workers, school counselors, school psychologists, and other services.
- MABE believes that local boards of education should continue to be at the helm in adopting and overseeing the implementation of school safety and security policies. Each local board plays a vital role in governing the local school system and engaging local communities and promoting participation by parents and other community members. This is certainly the case regarding school safety and security issues.

The Briefing opened with a comprehensive presentation from the Maryland Center on School Safety and MABE was followed by presentations from the Public Justice Center, Public Defenders Office, and PSSAM. These presentations are provided below.

- [Briefing Video](#)
- [Briefing Agenda & Materials](#)

Upcoming Bill Highlights

Support	HB 743/ SB 410	Teachers' Retirement and Pension Systems – Reemployment	Del. Lierman/ Sen. Elfreth/ (Jt. Pension Cmt.)
<p>This bill would temporarily expand the “rehired/retired educator program” by providing that July 1, 2022, through June 30, 2024, each superintendent of a local school system and the superintendent of the Maryland School for the Deaf may rehire individuals who are retirees of the teachers’ retirement system at any school in the superintendent’s local school system as: 1. a classroom teacher; 2. a substitute classroom teacher; 3. a teacher mentor; or 4. a principal.</p>			

Support w/ Amendments	SB 617/ HB 547	Equivalent Access Standards - Digital Tools - Nonvisual Access	Sen. Lam/ Del. Guyton
<p>This bill would require each local board of education to provide a student with disabilities access to specified digital tools that (1) are fully and equally accessible to and independently usable by the student and (2) enable the student to acquire the same information, participate in the same interactions, and access the same services as a student without disabilities, with substantially equivalent ease of use. Each digital tool developed or purchased by a local board must include specifications for access for students with disabilities, including nonvisual access, in accordance with the technical standards for electronic and information technology used under specified federal law or any other widely accepted or freely available technical standard. Each local board must establish a process to evaluate digital tools being considered for development or purchase for conformity with the above requirements. The bill establishes certain procurement procedures regarding digital tools and civil penalties for vendors that fail to meet specified accessibility standards, after certain notification.</p>			

Support w/ Amendments	HB 750/ SB 422	Drivers Education for Good Jobs Act (Student Bus Driver Training)	Sen. Rosapepe/ Del. D. Jones
<p>This bill would allow local school systems to authorize an employee or an employee of a person that contracts with the county board to transport a public school student in a vehicle if the driver is: (1) at least 19 years and 6 months old; and (2) has at least 3 years of experience driving a vehicle. The Bill also required that by December 31, 2022, the Career and Technical Education Committee established by the Blueprint to establish: (1) a statewide CTE pathway for high school students to prepare for a career that requires driving skills and a driver’s license, including drivers of buses, trucks, passenger cars, and heavy equipment, that leads to the student achieving the driver’s license needed for the career.</p>			

Support w/ Amendments	SB 528	Climate Solutions Now Act of 2022	Senator Pinsky
<p>Requiring the State to reduce statewide greenhouse gas emissions through the use of various measures, the establishment of a net-zero statewide greenhouse gas emissions goal, the development of certain energy efficiency and electrification requirements for certain buildings, and requiring electric companies to increase their annual incremental gross energy savings through certain programs and services; etc. The bill’s provisions impacting school systems would:</p> <ul style="list-style-type: none"> • Mandate at least one new net-zero school in each system by 2033, unless waived. • Mandate purchases of new electric school buses, unless waived. • No provision requiring or related to solar panels on school roofs • Redefine High-Performance Building with exceptions for schools in rural areas. 			

Oppose	HB 314	County Boards of Education – Voting Members – Requirements	Del. Novotny
<p>Requiring, beginning January 1, 2025, that a county board of education have an odd number of members who are eligible to vote on each matter before the county board; and authorizing a county board, if it does not have an odd number of members and a vote coming to the board cannot be postponed or rescheduled, to select a certain individual in a certain manner to vote on a matter before the county board in order to comply with the requirement to have an odd number of voting members.</p>			

Oppose	HB 797	County Boards of Education - Student Membership – Alterations	Del. Luedtke
<p>This bill would require each student member of a county board of education to have certain voting rights; and add a student member to certain county boards. This bill includes provisions changing the voting status of most student board members and mandates that all board have a student member.</p>			

Oppose	HB 618	Maryland Parental Rights Act	Del. Cox
<p>This bill would require that: (A) Each county board shall, in consultation with parents, teachers, and administrators, establish and adopt a policy to promote parental involvement in the public school system. (b) the policy developed under subsection (a) of this section shall include: (1) a plan for parental participation in schools to improve parent and teacher cooperation in homework, school attendance, and discipline; (2) a procedure for a parent to learn about the parent’s minor child’s course of study, including the source of any supplemental educational materials; (3) a procedure for a parent to object to instructional materials and other materials, including workbooks and worksheets, handouts, software, applications, and any digital media made available to students used in the classroom, if the objection is based on beliefs regarding morality, religion, philosophy, any fundamental value system deemed important by a parent, or the belief that the materials are harmful; (4) a procedure for a parent to withdraw the minor child from any portion of the county board’s comprehensive health education related to acquired immune deficiency syndrome or sexuality.</p>			

Oppose	HB 415/ SB 401	Funding Scholarships for Nonpublic Schools (Voucher Expansion)	Administration
<p>This bill would mandated appropriations, increasing from \$10 million to \$16 million over 4 years, for the “BOOST Program” which is the Broadening Options and Opportunities for Students Today program that provides scholarships for students who are eligible for the United States Department of Agriculture Free or Reduced Price Lunch Program to attend eligible nonpublic schools.</p>			

Curriculum Mandates Pending

- [HB 165](#) - Education - Sexual Abuse and Assault Awareness and Prevention Program - Human and Sex Trafficking (Oppose)
- [HB 194](#) - Education - Family Life and Human Sexuality Curriculum – Sexting (Oppose)

- [HB 200](#) - Education - Public Middle and High Schools - Financial Literacy Curriculum and Graduation Requirement (Oppose)
- [HB 678](#) - Education - Fine Arts - Curriculum Requirement, Study, and Report (Arts Equity in Education Act) (Oppose)
- [SB 116](#) - Public Schools - Inclusive and Diverse English Language Arts - Development of Content Standards and Implementation (Oppose)
- [SB 237](#) - Education - Curriculum - Unit of Instruction on September 11, 2001, Terrorist Attacks (Oppose)
- [SB 304](#) - Education - Public Schools - Asian American History Curriculum Requirement (Oppose)
- [HB 827](#) - Education - Public Schools - Instruction in Print and Cursive Handwriting (Oppose)