2022 SESSION SUMMARY

EDUCATION FUNDING & POLICY HIGHLIGHTS
2022 SESSION HIGHLIGHTS

- OPERATING BUDGET
- EDUCATION FUNDING AND POLICY
- CAPITAL BUDGET FOR EDUCATION
- SCHOOL FACILITIES
- STUDENT ASSESSMENTS AND CURRICULUM
- SPECIAL EDUCATION
- STUDENT HEALTH
- TECHNOLOGY
- STUDENT SAFETY, SECURITY, AND DISCIPLINE
- STUDENT DATA AND PRIVACY
- SCHOOL PERSONNEL
- CYBERSECURITY
- TRANSPORTATION
- ATHLETICS
- VIRTUAL SCHOOLS
- CAREER TECHNOLOGY EDUCATION
- LOCAL BILLS
- OTHER BILLS THAT PASSED
- FAILED BILLS OF NOTE
Increases Funding for Public Schools: Under the FY 2023 State Budget, support for public schools will exceed $7.9 billion. Direct aid to local school systems will increase by an estimated $455.6 million, or 6.7%, including full funding of all FY 2023 Blueprint mandates.

Saves Funds for Future Blueprint Costs: The budget plan allocates $800 million of FY 2023 revenues to the Blueprint for Maryland’s Future Fund to cover the out-year costs of Blueprint implementation.

Creates Capacity for Legislative Capital Priorities: The budget plan shifts $700 million of capital projects from general obligation (GO) bonds to cash, bringing general fund spending on pay-as-you-go capital projects to more than $1.6 billion and freeing up $700 million of GO bond capacity for legislative priorities.

Invests in Cybersecurity: The budget includes $110 million to improve State government cybersecurity, including technical and grant support to local governments and school systems.
# STATE AID TO EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>2022</th>
<th>2023</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Program</td>
<td>$3,170,727</td>
<td>3,659,453</td>
<td>$488,726</td>
<td>15.4%</td>
</tr>
<tr>
<td>Compensatory Education Program</td>
<td>1,286,665</td>
<td>1,295,202</td>
<td>8,537</td>
<td>0.7%</td>
</tr>
<tr>
<td>Blueprint Concentration of Poverty</td>
<td>116,913</td>
<td>190,286</td>
<td>73,374</td>
<td>62.8%</td>
</tr>
<tr>
<td>Special Education Formula</td>
<td>311,093</td>
<td>401,310</td>
<td>90,217</td>
<td>29.0%</td>
</tr>
<tr>
<td>Nonpublic Special Education</td>
<td>127,499</td>
<td>141,413</td>
<td>13,914</td>
<td>10.9%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>334,287</td>
<td>422,465</td>
<td>88,178</td>
<td>26.4%</td>
</tr>
<tr>
<td>Student Transportation</td>
<td>288,056</td>
<td>335,965</td>
<td>47,909</td>
<td>16.6%</td>
</tr>
<tr>
<td>Prekindergarten Expansion Grants</td>
<td>26,644</td>
<td>26,644</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Blueprint Prekindergarten Grants</td>
<td>108,417</td>
<td>144,063</td>
<td>35,647</td>
<td>32.9%</td>
</tr>
<tr>
<td>Hold Harmless Grants</td>
<td>209,384</td>
<td>0</td>
<td>-209,384</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Blueprint COVID-19 Relief</td>
<td>211,576</td>
<td>0</td>
<td>-211,576</td>
<td>-100.0%</td>
</tr>
<tr>
<td><strong>Direct Aid Subtotal</strong></td>
<td><strong>$6,754,200</strong></td>
<td><strong>$7,209,834</strong></td>
<td><strong>$455,634</strong></td>
<td><strong>6.7%</strong></td>
</tr>
</tbody>
</table>

*Note: Highlights of selected program funding amounts do not represent the funding total.*
The bill alters the dates by which (1) the Accountability and Implementation Board (AIB) must adopt a Comprehensive Implementation Plan (CIP) for the Blueprint for Maryland's Future (Blueprint); (2) MSDE must develop criteria for approval or disapproval of local implementation plans; and (3) State and local government units must submit their implementation plans.

Specifically, the bill:
- Extends the State Implementation Plan deadline from Feb. 15, 2022 to Dec. 1, 2022;
- Extends the MSDE deadline for plan criteria from April 1, 2022 to Sept. 1, 2022;
- Extends the local implementation plan deadline extended form June 15, 2022 to March 15, 2023;
- Revises the formula for dedicated sales tax revenue to the Blueprint Fund; and
- Requires that by June 2023 the Comptroller must distribute $800 million in income tax revenues to the Blueprint Fund.
This bill was amended to become the vehicle for the major changes to Maintenance of Effort (MOE) originally included in another bill, Senate Bill 640. The MOE provisions ensure that for FY 2023, a county government must appropriate the greater of the local share of major education aid (accounting for relief provisions) and the MOE amounts specified in the bill for each county.

Other key provisions of this bill:

- Clarify that, beginning in FY 2023, 25% of the increase in the State share of major education aid over the amount provided in the prior fiscal year must be automatically withheld from a local school system for the next fiscal year.
- Require MSDE to collect data, by Dec. 1, 2022, necessary to implement the neighborhood poverty indicator methodology recommended by MSDE to calculate compensatory education formula and Concentration of Poverty Grants.
The Aging Schools Program provides designated amounts of funding for each of the 24 school systems.

The Healthy School Facility Fund provides funds to public primary and secondary schools in the State to improve the health of school facilities.

The Supplemental Capital Grant Program for Local School Systems provides funds to local school systems with enrollment growth that over the last 5 years exceeds 150% of the statewide average or with 250 or more relocatable classrooms.

The School Construction Revolving Loan Program provides loans to local governments to fund the local share of school construction costs for local education agencies that rely on the local share to be fully funded in order to complete a project.
## FY 2023 School Construction Funding

<table>
<thead>
<tr>
<th>Program</th>
<th>Bonds</th>
<th>PAYGO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Schools Program</td>
<td>$6.1 million</td>
<td></td>
<td>$6.1 million</td>
</tr>
<tr>
<td>Healthy School Facility Fund</td>
<td>$50 million</td>
<td>$40 million</td>
<td>$90 million</td>
</tr>
<tr>
<td>Public School Construction Program</td>
<td>$304.2 million</td>
<td>$217.8 million</td>
<td>$522 million</td>
</tr>
<tr>
<td>Supplemental Capital Grant Program</td>
<td>$95.4 million</td>
<td></td>
<td>$95.4 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$753.5 million</strong></td>
</tr>
<tr>
<td>Built to Learn Fund</td>
<td>$480 million</td>
<td></td>
<td>$480 million</td>
</tr>
<tr>
<td>School Construction Revolving Loan Fund</td>
<td></td>
<td>$40 million</td>
<td>$40 million</td>
</tr>
</tbody>
</table>
The Capital Budget Bill specifies that $237 million of the $304 million in bond financed CIP funding be allocated directly to local governments as follows, with no LEA role in selecting projects, and that these state funds do not require a local match.
This bill implements the recommendations of the Workgroup on the Assessment and Funding of School Facilities regarding:

- State funding levels for school construction
- State/local cost-share formulas
- School construction project approval requirements
- Implementation of and use of data from the ongoing statewide school facility assessment

The bill creates several adjustments and incentives that increase the State share of eligible school construction costs for targeted projects. Factors include concentration of poverty status, net-zero schools, and maintenance history.

The bill establishes legislative intent that, within current debt affordability guidelines, the State should provide at least $450 million for the CIP each year.
Inspections must include the following items for each school building:

- temperature;
- humidity;
- carbon dioxide level;
- acoustic levels;
- lead paint;
- asbestos;
- kitchen sanitary equipment;
- lighting;
- emergency communication system, with respect to remaining useful life;
- health room attributes;
- safety equipment in each laboratory space;

Inspections must also assess the functionality of:

- heating, ventilation, and air-conditioning building systems;
- life safety building systems;
- roofs; and
- any additional critical building systems identified by the interagency commission.
This bill expands the State’s prevailing wage requirements to “mechanical systems service contracts” that are part of public work contracts with a value that exceeds a specified threshold in federal law, which is currently $2,500.

A “mechanical systems service contract” is defined as a contract for (1) heating, ventilation, and air conditioning (HVAC), including ductwork; (2) refrigeration systems; (3) plumbing systems, as specified; (4) electrical systems, as specified; and (5) elevator systems, as specified.
This bill makes major alterations to current Maryland law in order to reduce statewide greenhouse gas emissions and address climate change.

Key provisions of the bill impacting school systems:

- The bill provides a 5 percentage point increase in the state share of a school construction project if the proposed project is to build a net-zero school.
- The bill does not include many of the school facility-related provisions included in SB 528 as introduced.
- The bill mandates the future purchasing and contracting for the use of school buses that are zero-emission vehicles (ZEVs).
How the zero-emission school bus mandate works:

- Beginning in FY 2025, a county board of education is prohibited from entering into a new contract to purchase any school bus that is not a ZEV or to use any school bus that is not a ZEV, unless the school bus has an in-service date of July 1, 2024, or before.
- However, the prohibition does not apply if (1) MDE determines that no available ZEVs meet the performance requirements for the county board’s use or (2) the county board is unable to obtain federal, State, or private funding that is sufficient to cover the “incremental costs” associated with contracting for the purchase or use of school buses that are ZEVs.
- The bill establishes the electric school bus pilot program to be conducted by investor-owned electric companies to cover a school system’s incremental purchasing costs and for the development of charging infrastructure.
This bill establishes the Electric School Bus Pilot Program, administered by the Public Service Commission (PSC). An investor-owned electric company (“utility”) may apply to PSC to implement a pilot program. A utility may (1) recover costs and (2) establish a pilot tariff or rate to provide service to an electric school bus. Beginning in 2025, a participating utility must report on the program in consultation with school systems.

Grant purposes and conditions:

- Provide for the deployment of at least 25 electric school buses;
- Provide for electric school bus rebates to participating school systems;
- Allow the utility to use the storage batteries of the electric school buses to access stored electricity;
- Provide and install the interconnection equipment and facilities for electric vehicle charging stations;
- Ensure each electric school bus is equipped with lap and shoulder belts;
- Ensure the school board is provided with adequate training and expertise to operate electric school buses and related equipment.
This bill requires a local board that is seeking State funds for the construction of a new public school, or 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 approve submitted pedestrian safety plans if they comply with the bill’s requirements. The mandate applies to:

- New schools and projects which would increase the school’s capacity by more than 100 students; and
- Only in high-density counties (Baltimore City and Anne Arundel, Baltimore, Howard, Montgomery, and Prince George’s counties) and municipalities of more than 10,000.
This bill generally prohibits public schools from using seclusion as a behavioral health intervention for a student. The bill also strengthens state regulation of the use of physical restraint on a student as a behavioral health intervention in public and nonpublic settings.

Before using seclusion in a nonpublic school, a health care practitioner must possess specified credentials, have received relevant training, and be clinically familiar with the student.

The bill imposes strict reporting requirements and authorizes corrective action plans for violations of the law's new standards.

The bill also authorizes the State Superintendent to adopt evidence-based and trauma-informed positive behavioral intervention training requirements for teachers, administrators, and other employees.
This bill requires local school systems to provide a student with disabilities access to digital tools that:

- Provide equivalent access to and are independently usable by the student;
- Enable students to acquire the same information with substantially equivalent ease of use;
- Enable students to participate in the same interactions with substantially equivalent ease of use;
- Enable students to access the same services as a student without disabilities, with substantially equivalent ease of use.

In addition:

- A procurement contract for a digital tool must require a vendor to indemnify a local system for liability and costs arising from the failure of the digital tool to meet accessibility standards.
- School systems must establish an evaluation process for digital tools being considered for development or purchase for conformity with the above requirements.
- By October 1, 2023 school systems must submit an annual report to MSDE on the accessibility of digital tools developed or purchased by the school system.
This bill requires the Student Data Privacy Council, which is reestablished by the bill, to report, by December 1, 2025, on best practices for student data privacy protection for parents and guardians.

The bill changes the definitions of “covered information,” “operator,” and “persistent unique identifier” with regard to the Student Data Privacy Act of 2015.

- The bill expands the definition of covered information to include disciplinary information, online behavior, persistent unique identifiers and confidentiality information identified by the Department of Information Technology. And creates a definition of persistent unique identifier to include cookie identifiers, customer numbers, device identifiers, hashed e-mail addresses, hashed phone numbers, among other terms.
This bill significantly expands and enhances the State's regulatory framework related to cybersecurity for State and local governments. Among other things, this bill:

1. Codifies and expands the Maryland Cyber Defense Initiative;
2. Establishes the Cybersecurity Coordination and Operations Unit (CCOU) within DoIT;
3. Requires certain local government entities to obtain annual cybersecurity assessments; and
4. Establishes multiple reporting requirements for State agencies and local governments.

This bill states that the Governor must include an appropriation in the annual budget bill in an amount necessary to cover the costs of implementing the statewide cybersecurity master plan required by the bill without the need for DoIT to operate a charge-back model for cybersecurity services provided to units of State and local government.
This bill makes numerous changes to the State’s cybersecurity infrastructure, practices, and procedures by, among other things:

1. Codifying (in part) and expanding the executive order that established the Maryland Cyber Defense Initiative;
2. Establishing the Maryland Department of Emergency Management (MDEM) Cybersecurity Preparedness Unit;
3. Requiring specified local government entities, including local school systems, to annually complete cybersecurity preparedness assessments and make specified reports; and
4. Requiring various reports and reviews related to State and local cybersecurity.
This bill establishes the Statewide Reporting Framework and Oversight Commission within the Department of Information Technology (DoIT). Specifically, the new law:

1. Requires DoIT to hire independent contractors to develop a framework for investments in technology and to assess the cybersecurity and information technology (IT) systems in each unit of State government at least once every three years;
2. Establishes the Local Cybersecurity Support Fund in DoIT;
3. Expands the responsibilities of DoIT, as specified;
4. Establishes DoIT as a primary procurement unit and control agency for IT; and
5. Exempts specified cybersecurity-related procurements from Board of Public Works (BPW) oversight and approval.
What is the Local Cybersecurity Support Fund?

Administered by the Secretary of Emergency Management, the fund is to provide financial assistance to local governments, including school systems, to improve cybersecurity preparedness by:

- Updating current devices and networks;
- Supporting the purchase of new hardware, software, devices, and firewalls;
- Recruiting and hiring information technology staff focused on cybersecurity;
- Paying outside vendors for cybersecurity training;
- Cybersecurity vulnerability assessments;
- Addressing high-risk cybersecurity vulnerabilities; and
- Implementing and maintaining an intelligence sharing infrastructure with DoIT.
This bill mandates, beginning in the 2023-2024 school year, that local boards of education take specified steps regarding the health care needs of students with a seizure disorder. Each public school is required to have at least two school personnel trained in seizure disorders, including the nurse, and the system must provide staff training every two years with guidelines developed by the Maryland Department of Health and the Epilepsy Foundation of America.

Training must cover:
- recognizing the signs and symptoms of a seizure;
- appropriate steps for administering first aid for a seizure; and
- if written authorization is given by a parent or guardian, as specified, administering or assisting with the self-administration of a seizure rescue medication.
STUDENT HEALTH

HB 118 (Ch. 554)  Student Attendance - Excused Absences

This bill requires MSDE and each local board to adopt an attendance policy for public school students that:

1. Treats an absence due to a student's behavioral health needs the same as an absence due to an illness or another somatic health need: and
2. If the policy requires a note from a health care provider to excuse an absence, authorizes an appropriate health care provider to do so.

A student who is absent due to mental health needs must be informed about available school or community behavioral health resources.
This bill requires each middle school and high school to develop a venue-specific emergency action plan for the operation and use of automatic external defibrillators (AEDs) and heat acclimatization. The venue-specific emergency action plan must also include coordination of care for other injuries including cervical spinal injury, concussion and closed head injury, major orthopedic injuries, and severe weather for outdoor facilities.

- The new law requires AED's to be freely accessible and located within a brief walk from an athletic practice or event.
- The bill also requires that each school is properly prepared and equipped to initiate cold water immersion for the treatment of exertional heat stroke and that a cooling modality is readily available to student athletes at all athletic practices and events to be used by trained coaching staff.
This bill requires local boards of education, the Maryland Public Secondary Schools Athletic Association (MPSSAA), governing bodies of public institutions of higher education, and boards of a community college trustees to allow student athletes to modify an athletic or team uniform to make it more modest – so as to conform to either the requirements or preferences of the student athlete’s religion or culture, or to conform to the student athlete’s own preferences for modesty.

A uniform modification may include the wearing of a head covering worn for religious reasons, an undershirt, or leggings. However, any modification to the uniform or headgear must be black, white, the predominant color of the uniform, or the same color worn by all players on the team.
This bill establishes the Maryland Farm-to-School Meal Grant Pilot Program and a special fund. The pilot program is to be administered by MSDE in coordination with the MD Dept. of Agriculture, to incentivize the production, procurement, and provision of local foods in school meals by awarding grants.

The Maryland Farm-to-School Meal Grant Fund, a special fund created by the bill, consists of money appropriated in the State budget. Grants are awarded in amounts equivalent to 20 cents for each meal that the school system expects to offer that will include a local food component.
This bill establishes the Grant Program to Reduce and Compost School Waste. The Maryland Association for Environmental and Outdoor Education (MAEOE) must review grant applications and select recipients to be awarded grants by MSDE. Grant applicants must:

- Educate students, staff, and parents on the connection between food waste, climate, environment, and hunger;
- Support school infrastructure to measure food waste and reduction of food waste; and
- Train and educate students and staff on the implementation of food waste reduction and composting.

In addition, grantees may contract with a commercial composter or public agency to recycle in-school organic waste; establish on-site composting bins; and other policies and practices.
This bill does not significantly alter the operation of the law as it relates to local law enforcement notification to schools of reportable offenses. However, the bill does alter the requirements of school administrators when they interact with students who are charged with reportable offenses.

The bill requires that the attorney of a student with a disability be invited to participate in disciplinary conferences related to a reportable offense, and restricts a school administrator from asking questions related to a reportable offense unless the student’s attorney is present.

Local boards are required to report to MSDE regarding reportable offenses and related arrests, as well as all classroom disruptions and any disciplinary responses, and MSDE must use this information to create annual reports for the Governor and the General Assembly in 2023.
Juvenile Justice Reform

The bill (1) limits the circumstances under which a child younger than age 13 is subject to the jurisdiction of the juvenile court; (2) alters the use of informal adjustments; (3) establishes limitations on terms of probation imposed by a juvenile court, the use of detention, and out-of-home placements; (4) creates a permanent Commission on Juvenile Justice Reform and Emerging and Best Practices; and (5) establishes reporting requirements.

Child Interrogation Protection Act

This bill generally prohibits a law enforcement officer from conducting a custodial interrogation of a child until the child has consulted with an attorney, and the law enforcement officer has made an effort reasonably calculated to give actual notice to the parent, guardian, or custodian of the child that the child will be interrogated.
This bill allows local school superintendents or the Maryland School for the Deaf (MSD) to hire up to 25 retirees of each of the Teachers’ Retirement System (TRS) and the Teachers’ Pension System (TPS) – as classroom teachers, substitute classroom teachers, teacher mentors, or principals from July 1, 2022, through June 30, 2024 without the retirees being subject to an earnings limitation.

This bill is intended to facilitate the rehiring of retired teachers and principals, and to promote the continued service of educators considering retirement.

The 25 retirees allowed to be rehired are in addition to those already allowed to be rehired under longstanding law.
This bill requires the Governor to include an appropriation in the FY 2024 budget that provides a $500 bonus to each noncertificated education support professional in Maryland. Additionally, the bill requires MSDE to collect data from each local board of education on the number of noncertificated education support professionals in each county and report the data. Under provisions of the bill, "noncertificated education support professionals" means any noncertificated public school employees designated as part of a bargaining unit under State law.

The Governor also included supplemental funding to the FY 2023 State Budget to fund these $500 bonuses beginning in the 2022-2023 school year.
This bill repeals the prerequisite that public school employee's who is engaging in whistleblowing exhaust any administrative remedies before instituting a civil action. However, under the bill, a public school employee who is subject to a personnel action as reprisal for whistleblowing must notify the local superintendent of schools in writing of the employee’s intention to institute a civil action.

In addition, the bill requires local school systems to establish an administrative complaint and remediation process for public school employees engaged in whistleblowing who have been subject to adverse personnel actions.
This bill establishes the Family and Medical Leave Insurance (FAMLI) Program and FAMLI Fund to provide up to 12 weeks of benefits to a covered individual taking leave from employment due to specified personal and family circumstances.

The weekly benefit is based on the individual's average weekly wage, subject to a cap. The FAMLI Fund consists of contributions from employees and employers of at least 15 employees and pays for benefits, a public education program, and implementation and administrative costs.

Contributions Beginning October 1, 2023, each employee, each employer with 15 or more employees, and each participating self-employed individual, must pay to the Secretary of Labor a percentage contribution based on wages, which are established in regulation.
This bill prohibits public schools and nonpublic schools that receive State funds from refusing enrollment of a prospective student, expelling a current student, withholding privileges from, or otherwise discriminating against any individual because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability.

In addition, the bill:

- prohibits retaliatory actions against a student or parent or guardian of a student who files a complaint;
- establishes a complaint, mediation, and appeal process;
- requires an anti-discrimination policy statement in student handbooks; and
- authorizes MSDE to withhold funding from public and private schools as penalty for violating nondiscrimination requirements.
This bill eliminates the role of the Governor in appointing members to the Harford County Board of Education. Instead, the bill requires the Harford County Executive to select the appointed members of the Harford County Board of Education, subject to the advice and consent of the Harford County Council by a vote of at least five members. In appointing members to the board, the County Executive must ensure, to the extent practicable, that the total makeup of the board reflects the gender, ethnic, and racial diversity of the county. Members appointed to the board following the 2022 election must serve for a term of two years until a successor is appointed and qualifies. Subsequent board members would be appointed following the 2024 presidential election and each presidential election thereafter.
This bill alters the composition of the Prince George’s County Board of Education beginning July 1, 2024, by removing the four appointed members from the board. The bill makes other conforming changes, requires the chair and vice chair of the board to be elected from among the members of the board beginning December 5, 2022, and requires that at the beginning of each term, each member must attend an orientation and be provided with materials that clarify the role of the member.

The bill also establishes a Workgroup on the Membership and Operation of the Prince George’s County Board of Education staffed by Prince George’s County Public Schools in conjunction with Bowie State University. The workgroup must submit a final report by December 30, 2022.
OTHER BILLS THAT PASSED

- **HB 246**: Open Meetings Act - Notices and Closed Sessions - Retention Periods and Online Posting (Ch. 345)
- **HB 277**: Public Schools - Purple Star Schools Program - Establishment (Ch. 65)
- **HB 293** & **SB 241**: Behavioral Health Crisis Response Services - 9-8-8 Trust Fund (Ch. 145 & Ch. 146)
- **HB 753**: Primary and Secondary Schools - Bus Driver Wages - Study (Ch. 662)
- **HB 1327**: Education - Home and Hospital Teaching Program for Students - Report (Ch. 211)
LOCAL BILLS THAT PASSED

HB 243  Montgomery County – Board of Education – Student Member Scholarship MC 05–22 (Ch. 566)
HB 289  Somerset County – Elections – County Commissioners Districts and Board of Education Candidate Filings (Ch. 213)
HB 739  Workgroup to Study the Fiscal and Operational Viability of Public-Private Partnerships for Charles County Public Schools (Ch. 425)
HB 1469 School Arts Fund - Established (Ch. 15)
SB 55  Baltimore County Board of Education – Retention of Counsel (Ch. 591)
This bill would have changed the requirements for a local board of education or MSDE, with State Board approval, to establish a virtual school and sets requirements for students, teachers, and services at a virtual school.

- A local school system is limited to establishing one virtual school per grade band; however, MSDE may authorize a school system to establish a second virtual school on a showing of just cause. MSDE may revoke approval of a virtual school for failure to meet standards established in regulations.
- A virtual school may not include classes for PreK or kindergarten students.
- MSDE or a local board may not contract with a for-profit entity to operate or administer a virtual school. However, the bill also allows existing virtual schools to operate through the 2023-2024 school year.
This bill would have made the Career and Technical Education (CTE) Committee (established by the Blueprint for Maryland's Future Act) an independent unit within the Maryland Department of Labor, instead of a unit of the Governor’s Workforce Development Board (GWDB). It also requires that the CTE Committee (1) include representatives of skilled trade organizations and career colleges; (2) encompass skilled trade organizations and career colleges among the representatives brought together to ensure programs are aligned with the State's economic development and workforce goals and operate with best global practices; and (3) develop a list of skilled trade organization and career college programs and share the list with guidance counselors and public schools for distribution to students.
This bill would have authorized the student member of the Baltimore County Board of Education to vote on matters relating to capital and operating budgets.

The bill also would have required the all members of the board to complete specified budget training within two months of their election in order to be eligible to vote on budgetary matters. The training must be developed by a workgroup consisting of board members and the executive leadership of the Baltimore County Public School System. A draft curriculum for the budget training must be submitted to the county board for review by December 31, 2022. The training must focus on the operating and capital budget process of the county board and be facilitated by representatives of the school system’s Division of Fiscal Services.
This bill would have expanded the voting rights of the student member of the Baltimore City Board of School Commissioners. The bill also alters the selection process for the student member by requiring that the student member be elected by the middle and high school students of the city, in accordance with procedures established by the board in collaboration with the Associated Student Congress of Baltimore City. Finally, the bill establishes a task force to study board member compensation and additional student membership.
This bill would have required MSDE to develop curriculum content for a half-credit course in financial literacy with approved instructional content. Each local board of education would have been required to implement the curriculum and make the course available to students in every public high school in Maryland.
BILLS THAT FAILED TO PASS

**HB 84 / SB 119  Education - Crimes on School Grounds - Application**

This bill would have established that specified provisions in Maryland's Education Article prohibiting disruptive, violent, or threatening behavior on the grounds of institutions of elementary, secondary, or higher education or at school-sponsored events would not apply to:

1. students attending a school where the offense occurs;
2. students on exclusionary discipline from the school; or
3. a student attending another institution who is participating in a sporting event or other extracurricular event sponsored by the school where the offense occurs.

As a result, those students would not have been subject to the criminal penalties in current law that apply to the prohibited offenses.
This bill would have established a Self-Contained Special Education Classroom Video Recording Pilot Program within MSDE. A subdivision of MSDE would have been required to select five local school systems in the State to pilot this program (with attention given to geographic diversity and where the program would be most necessary). Each selected local school system would have chosen one public elementary and high school to install a video recording device in one self-contained special education classroom in each school, and installation would have begun in the 2023-2024 school year. This program would have been funded annually with a $100,000 appropriation in FY 2024 and 2025.
BILLS THAT FAILED TO PASS

HB 686 Public Schools - Health and Safety - Carbon Dioxide Monitoring in Classrooms (Safe School Indoor Air Act)

This bill would have established the Safe School Indoor Air Program within the Maryland Department of the Environment to improve indoor air quality in public school classrooms. MDE, in consultation with MSDE, would have been required to administer the program and adopt regulations. MDE would have been required to develop and conduct training on carbon dioxide monitoring in classrooms, and public schools would have conducted ongoing classroom carbon dioxide monitoring, implemented necessary remediation measures, and submitted annual reports on data collected. Public schools would have been required to conduct at least biennial carbon dioxide monitoring and remediation (as necessary) and report findings to county boards.
OTHER BILLS THAT FAILED TO PASS

- **HB 154**: Public Schools - Anaphylactic Food Allergies - Guidelines and Requirements
- **HB 194**: Education - Family Life and Human Sexuality Curriculum - Sexting
- **HB 352**: Education - American Studies and Social Equity Standards Advisory Board - Academic Standards and Model Policy
- **HB 384**: Public and Nonpublic Schools - Bronchodilator and Epinephrine Availability and Use - Policies
- **HB 495**: Education - Student-Organized Peaceful Demonstrations - Student Discipline and Policy
- **HB 196**: Publication of School Library Catalogs
- **HB 665**: Public Schools - Air Quality Testing - Posting Online
- **HB 1287**: Curriculum Transparency Act of 2022
MABE's advocacy center includes all MABE testimony and other information pertaining to the 2022 legislative session.

The Department of Legislative Services has published its 90-Day Report on the 2022 Session.

MABE's Bill Tracker provides the status and a link to all 440 bills tracked by MABE in 2022.
THANK YOU!

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