

Maryland State Board of Education
Legislative Synopsis
March 24, 2020

Bills for State Board Discussion:

SB 604/HB 617: Public and Nonpublic Schools - Medical Cannabis - Policy for Administration During School Hours and Events

- This bill requires the MSDE and the Natalie M. LaPrade Medical Cannabis Commission to jointly develop guidelines for public schools on the administration of medical cannabis during school hours, school-sponsored after-school activities, and on a school bus to students who are qualifying patients.
- By December 1, 2020, MSDE and the commission are required to develop the guidelines, provide specified technical assistance to schools, develop a process to monitor the implementation of the guidelines, and share the guidelines with nonpublic schools as requested.

HB 1300: Blueprint for Maryland's Future – Implementation

- This bill does the following:

Accountability and Implementation Board

- Creates a 10 year, seven member Accountability and Implementation Board to adopt a **comprehensive plan** to implement the Blueprint for Maryland's Future.
- The Board would be appointed by the Governor, through a nominating committee process, and subject to Senate confirmation.
 - A Board member may not receive compensation but is entitled to reimbursement for expenses.
 - The term of a Board member is 6 years and are staggered.
 - For FY 21, Governor must include \$1.5 million for the establishment of the Board.
 - For FY 22 through 31, Governor must include \$1.8 million for the Board, including funds to support 15 staff.
 - These funds must also be used to provide technical assistance to county boards to develop implementation plans.
- The nominating committee consists of 6 people – Governor, Speaker, and President pick two individuals each.
 - The term of a member of the nominating committee is 5 years.
 - For the initial establishment of the Board, the slate of nominees shall contain at least 9 individuals.
 - For each vacancy, the slate must contain at least two individuals.
 - Nominations for the Board are decided by majority vote provided that at least one vote in the majority is cast by a member appointed by the Governor, President, and Speaker.
- The Board is not subject to certain State procurement or personnel laws and may adopt regulations.
 - The Board is subject to the Open Meetings Act and the Public Information Act.
 - The Board must maintain a public website and publish implantation plans on the website.
- The Board must develop a Comprehensive Implementation Plan to implement the Blueprint by **February 15, 2021**.

- The Plan must include a timeline for implementation with key milestones to be achieved for each year of the implementation period.
- **After February 15, 2020 and before April 1, 2021**, MSDE must develop criteria to be used to recommend approval or disapproval of local school systems' implementation plans.
 - MSDE must also review and give a recommendation of approval or disapproval of each local school system's implementation plan.
- Each unit of government responsible for implementing some part of the implementation plan must submit their plan to the Board by **June 15, 2021**.
 - MSDE must submit:
 - Joint plan with MHEC for teacher preparation and training;
 - Plan for the expansion and coordination of Judy Centers and a plan for the expansion of community-based family support centers;
 - Plan for selection, assembly, and deployment of Expert Review Teams; and
 - Plan for implementing the teacher career ladder and training teachers and school leaders.
- The Board is responsible for withholding at least 25% of the annual increase in the state share of the major education aid for each local school system.
 - Releasing this 25% is contingent on having an approved plan in FYs 22 through 24. From FY 25 on, release is contingent on the Board's satisfaction with how a local plan is being implemented.
- The Board may withhold appropriated funds from MSDE if MSDE has not developed an initial implementation plan or had any plans approved or is not implementing plans properly.
- The Board must gather and analyze disaggregated data to measure progress made on the implementation of the Blueprint.
 - The Board must also contract with an independent evaluator to evaluate the State progress in implanting the Blueprint. The results have to be back to the Board by **October 1, 2024 and October 1, 2030**.
 - The Board may recommend that the Board remain in existence after **June 30, 2031**.

Review Teams

- The Expert Review Team Program is administered by MSDE and will deploy teams of teachers and other experts to certain schools to determine whether the Blueprint is being successfully implemented.
- Certain minimum percentages of schools must be visited annually, and every public school must be visited by the 2030-2031 school year. Team reports are advisory in fiscal 2022 to 2024; beginning in fiscal 2025, team reports and recommendations may be used by the Board in determining funding consequences.
- The CTE Expert Review Team Program is administered by the CTE Committee. These teams function like the Expert Review Teams, with an emphasis on determining whether student progress in a CTE pathway is insufficient toward successful completion of the CTE pathway, and are deployed per a schedule developed by the CTE Committee.

Education Preparation and Licensure

- Contains the elements of teacher preparation and principal and teacher licensure programs.
- Requires passing a nationally recognized portfolio-based assessment of teaching ability as a requirement for graduating from a teacher preparation program beginning on July 1, 2025.

Leadership Training

- MSDE, in collaboration with the A&I Board, is required to establish leadership training for the State Superintendent and State Board of Education, local superintendents and county board members, principals, and lead staff.
- Training must include: knowledge of research on how students learn, roles for school leaders in driving change, methods for organizing schools to achieve high performance, and an overview of ethical and transformative leadership, among other things.

Educator Career Ladder

- Requires each county board to implement a four-level career ladder by **July 1, 2023**.
 - Level one is a State-certified teacher.
 - Level two is a teacher pursuing a Master's Degree, 30 credits of a State board approved program of study, or National Board Certification (NBC).
 - Level three is a teacher who has an NBC or an advanced professional certificate and includes an assistant principal.
 - Level four is a teacher on the teacher leadership track or administrative track of the career ladder, each of which are further divided into tiers.
 - If a teacher achieve level 3 or 4 with NBC, they must maintain an active certification to remain on that level.
- Minimum salary increases are required as specified beginning on July 1, 2021 for certain accomplishments associated with movement up the career ladder.
- The costs associated with these salary increases are shared between the State and county government through a new wealth-equalized formula.
- MSDE is required to develop and design a new system of professional development related to the career ladder by **July 1, 2023**. Counties must provide the professional development by **June 30, 2025**.
- County boards must also demonstrate to the Accountability and Implementation Board by July 1, 2024, that teachers in the county received at least a 10% salary increase over the preceding five-year period.
- By July 1, 2026, all teachers must receive a salary of at least \$60,000.

Next Most Rigorous Subject Matter Course

- Requires middle and high schools to encourage students to enroll in the next most rigorous subject matter course available after a student has demonstrated readiness in a subject matter.

Prekindergarten

- Directs the transition to expanded access to voluntary public and private provided full-day prekindergarten for income-eligible 3 and 4 year olds.
 - Beginning in 2022-2023 school year, Tier I children may be enrolled in a full day prek program.
 - Beginning in 2024-2025 school year, Tier II children may be enrolled in full day prek if space is available.
- Private providers are expected to meet 30% of the demand for additional slots in the 2021-2022 school year and 50% by the 2025-2026 school year.
 - MSDE must issue a waiver from these requirements if there are too few eligible prekindergarten providers or all families in the county who want to enroll in prek are able to do so.

- IAC must prioritize public school construction funding requests for high quality prek classrooms.

Curriculum, Assessments, and Supports

- MSDE must develop curriculum resources and standards for each subject at each grade level that may be used by local school systems and public school teachers.
 - The State Board must establish a system of assessments to ensure that students are gaining the knowledge contained in the standards.
 - Based on assessment results, MSDE must identify low-performing schools that expert review teams must visit and assist.
- Beginning in the 2021-2022 school year, each local school system must implement a 9th grade tracker system to measure each student’s progress toward graduating on time.
 - Local school system must report information to MSDE and MSDE must submit a report to the Board and MLDS.

College and Career Readiness

- Adopts the goal that students enrolled in public school shall meet the CCR standard before the end of 10th grade and no later than the time the student graduates from high school. (Currently, it’s at 11th grade)
- The CCR standard is based on English language arts, math, and when practicable, science that enables the student to be successful in entry level credit-bearing courses or postsecondary education training at a community college in the State.
- Requires an independent study to be commissioned to create a new CCR standard.
- Local school systems must develop programs of instruction for students not meeting the CCR standard by the end of 10th grade.
- Beginning in 2023-2024 school year, each county board must provide students who meet CCR standard with access to post-CCR pathways at no cost.

Kindergarten Readiness Assessment

- Beginning in 2021-2022 school year, a kindergarten readiness assessment shall be administered to all incoming kindergarten students in the State and must be completed before October 10.
 - Assessment must be used for measuring school readiness, diagnostic purposes, curriculum development, and early detection of learning challenges.
- County boards are encouraged to administer a port of the assessments to students during the summer months.

Behavioral Health

- Defines the responsibilities of local behavioral health services coordinators. Moves language that is currently in the Safe to Learn Act and changes “mental health coordinator” to “behavioral health coordinator”.
- MSDE must designate an employee to be the primary contact for school behavioral health services to work with providers.
- Establishes the Maryland Consortium on Coordinated Community Supports to develop a statewide framework for the creation of coordinated community supports partnerships, among other things.
 - The State Superintendent is a member of the Consortium. The Maryland Community Health Resources Commission will provide staff.

Maryland Infants and Toddlers Program

- Provides mandated funding amounts for the Infants and Toddlers Program from FY 21 through FY 30. Provides for inflation increase for FY 31 and beyond.

Gifted and Talented

- Requires local school systems must develop accelerated paths for gifted middle school students and high school students to achieve CCR before the end of the 10th grade.

Child Care Capacity and Workforce

- Increases funding for existing accreditation, credentialing, and other quality improvement programs by 10% each year and adds new tuition assistance programs for prospective and current child care professionals.
- Requires MSDE to designate a primary contact employee for early child care.

Family Support Services

- Will be known as the Patricia H. Kirwan Family Support (Patty) Centers.
- Defines services provided to children and families by family support centers, including: parental skills, health care counseling, adult education services, and employment counseling.
- Defines trauma-informed interventions, and wraparound services including linkages to Judy Centers.

Community Schools

- Reflects Commission recommendations and recent legislation defining the role of a community school coordinator roles, including the scope of services to be provided by community (needs assessments and the coordination) of support programs to address out of school learning barriers.

Dual Enrollment

- Local school systems would be required to pay 75% of the cost of tuition for a public institution of higher education in the State for each dually enrolled student who is enrolled in a public school.

Career and Technical Education

- Establishes the Career and Technical Education (CTE) Committee, within the Governor's Workforce Development Board.
- Requires the State Board to apply to the US Department of Education for a waiver to transfer responsibility for the administration of the Perkins CTE Act to the CTE Committee by **October 1, 2020**.
- Provides that beginning with the 2023-2024 school year, CTE programs must be aligned with the system implemented by the CTE committees, including CTE programs adopted by county boards, the State Board of Education, and community colleges. The key goal remains for each county board to reach the statewide goal that 45% of public school students achieve an industry-recognized occupational credential before they graduate.

Miscellaneous

- Requires each county board to evaluate its hiring practices and report findings by **July 1, 2021**.
- Requires MSDE, MHEC, and IHE's that offer teacher prep programs to jointly review State requirements for teacher prep programs to determine whether requirements align with the Commission recommendations.

- Requires each local school system to develop a plan to enhance and expand behavioral health service availability.
- Establishes the Workgroup on English Language Learners in Public Schools to collect data on English language learners.
 - State Superintendent shall designate the chair; MSDE to staff the Workgroup.
 - Must submit an interim report by **December 1, 2020** and a final report by **December 1, 2021**.
- Requires MSDE to submit a report on the impact on school funding if a certain maintenance of effort provision is repealed by **November 1, 2021**.
- Requires MSDE to review and revise COMAR as necessary after considering the recommendations of the Maryland Consortium on Coordinated Community Supports.
- Repeals the Learning in Extended Academic Programs (LEAP) grant.
- Provides that if the Board reports that the Blueprint is not being implemented as intended, per pupil increases in major education aid for FY 26 and beyond is limited to the rate of inflation and local school systems are not required to meet additional requirements that begin in FY 26 and beyond.
- Provides that beginning on December 1, 2020, if the December general fund estimate is more than 7.5% below the March estimate, per pupil increases in major education aid is limited to the rate of inflation.

HB 277: State Department of Education – Guidelines on Trauma-Informed Approach

- This bill, **as amended**, requires the Maryland State Department of Education (MSDE), in consultation with the Maryland Department of Health (MDH) and the Department of Human Services (DHS), to develop guidelines for schools on a trauma-informed approach.
- This bill requires MSDE to distribute the guidelines to local school systems and publish the guidelines on its website.

HB 847: State Coordinator for Autism Strategy and Advisory Stakeholder Group on Autism-Related Needs

- This bill establishes a State Coordinator for Autism Strategy in the Department of Disabilities (MDOD) to (1) identify and evaluate existing services for individuals with autism and their families; (2) develop a strategic plan for addressing autism-related needs by July 1, 2021; (3) identify national benchmarks and other performance measures; and (4) monitor and evaluate the implementation of the strategic plan and the success of the State in addressing autism-related needs.
- The State Superintendent of Schools, or designee, is a member of the Stakeholder Group

Bills for Information:

These bills passed one house, but did not pass the opposite house.

HB 1634: State Superintendent of Schools – Qualifications and Senate Confirmation

- This bill prohibits the appointment of an individual as State Superintendent of Schools if the individual is or during the immediate year proceeding, a member of the State Board of Education.
- This bill requires the State Superintendent to be appointed with the advice and consent of the Senate.

SB 322: Public Schools - Health Education - Gambling Dangers and Addiction

- This bill, **as amended**, requires MSDE to develop a program of education on the dangers of gambling and gambling addiction to be provided in public schools on or before July 1, 2020.
- This bill authorizes a county board of education to require public high schools in the county to include the program developed once between grades 9 through 12, beginning in the 2021-2022 school year and annually thereafter.
- The bill also requires MSDE to report on the number of county boards who require the program of study.

SB 533: Education – Teacher Certification – Montessori Schools

- This bill allows an individual to be eligible for a certificate to teach students in a public Montessori school if the individual holds a valid credential from a specified Montessori teacher preparation program and holds a bachelor's degree.
- The bill allows the State Board to require an individual to pass an examination, but beyond that examination, may not require individuals who want to teach at a Montessori school to meet any additional requirements.

HB 1153: Public Schools – Mathematics Credit – Computer Science or Computer Programming Course

- This bill, **as amended**, authorizes a student who is enrolled at a public high school to satisfy a certain requirement to earn credits in mathematics by completing the AP Computer Science course or an equivalently rigorous college preparatory course selected by the county board.
- This bill requires county boards to certify to the State Department of Education that the computer science or computer programming course may count toward the mathematics graduation requirement.

HB 1008: Education - Child Abuse and Sexual Misconduct Prevention - Hiring Emergent Employees

- This bill, **as amended**, authorizes the hiring of employees by a county board of education or nonpublic school for a period not to exceed 60 days under certain conditions.
- This bill authorizes a county board or nonpublic school to rescind a job offer, dismiss the employee, or hire the employee within the 60-day period regarding an emergent employee under certain circumstances.