

*The Baltimore City Board of School Commissioners*

# **Maryland General Assembly Report 2024**

**Prepared for:  
Baltimore City Board of School Commissioners**

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# Maryland General Assembly

## **2024 Session Report**

### **Legislation Highlights**

This legislative session was in full swing this year, with all of the legislative committees allowing their hearing, briefings and work sessions to be livestreamed while conducting their business in person. The House and Senate Committees also allowed for in person and virtual testimony during hearings.

### **State Budget\***

Projected general fund cash and structural budget shortfalls led to a more challenging fiscal situation in the 2024 session compared to recent years. The challenges resulted from downward revisions in general fund revenues in September and December 2023, higher than expected spending for child care scholarships, and long-term spending challenges associated with ongoing K-12 education enhancements.

During the 2024 session, the March 2024 revenue estimate further reduced general fund revenue expectations. The Transportation Trust Fund (TTF) faced similar challenges at the 2024 session with a significant mismatch between available revenues and desired spending on capital priorities. Federal spending declines in fiscal 2025 as enhanced Medicaid matching funds available to mitigate the impact of the pandemic sunset. Growth in special fund spending reflects a \$315 million increase in Blueprint Fund spending and more than \$400 million of additional higher education spending from own-source revenues (tuition and fees, federal grants and contracts, etc.)

Governor Wes Moore introduced a fiscal 2025 budget that fully funded the Blueprint. Fiscal 2025 major State education aid was impacted by several factors, including ongoing implementation of the Blueprint for Maryland's Future (Blueprint) legislation. Overall, State aid for public schools increases by \$439.6 million, or 5.1%, from \$8.6 billion in fiscal 2024 to \$9.1 billion in fiscal 2025. State education aid provided directly to the local boards of education increases by \$267.4 million, or 3.4%, while retirement aid increases by \$172.2 million, or 23.1%. These changes include Blueprint special funds allocated to major State aid and other Blueprint programs.

The General Assembly added \$260 million in funding to support legislative priorities, including \$89 million of PAYGO in the Department of Housing and Community Development (DHCD) shifted from general obligation (GO) bonds to free up space for capital priorities and \$21 million to fully fund debt service. Legislative action on the budget also restored nearly \$10 million of aid for community colleges, \$5.75 million for resiliency activities, \$5 million for A-1 A-2 The 90 Day Report pediatric cancer research, and \$1 million for warrant apprehension activities. The General Assembly also authorized the use of a combined \$199 million in fiscal 2024 and 2025 from the Rainy Day Fund to address shortfalls in entitlement programs and \$275 million to assist individuals and businesses impacted by the reduced operations of the Port of Baltimore. Through final action on Senate Bill 362 (passed), the Budget Reconciliation and Financing Act (BRFA) of 2024, the legislature increased by approximately \$105 million annual funding for the State's trauma system, raised revenue to address transportation needs (\$233.2 million), and provided additional revenue to the Blueprint for Maryland's Future Fund, which along with spending reductions in the budget bill, erased the projected fiscal 2027 shortfall in the fund.

Final legislative action on the budget leaves an estimated general fund cash balance of \$109.7 million at the end of fiscal 2025, in addition to \$2.3 billion in the Rainy Day Fund. The legislature once again met all the recommendations of the Spending Affordability Committee (SAC). Budget in Brief Senate Bill 360 (passed) provides approximately \$63.1 billion in appropriations for fiscal 2025 – a decrease of \$1.1 billion (1.8%) compared to fiscal 2024. purpose. General funds constitute the largest portion of the State budget, accounting for 41.2%, or \$26 billion, of the total fiscal 2025 legislative appropriation. Federal funds continue to account for approximately 30% of all spending despite a decrease of \$585 million in appropriated funds. Increased use of funds from the Blueprint for Maryland's Future to support K-12

education enhancements and higher transportation spending contribute significantly to a nearly 1 percentage point increase in the proportion of the budget supported by special funds (19.8%). Higher education revenues provide the remaining 8.7% of the budget. State agency operations constitute the largest area of spending, accounting for 44.6% of the total budget, followed by entitlements (27%) and aid to local governments (19.1%). Remaining appropriations fund PAYGO capital spending, debt service on State GO bonds, and appropriations to the Reserve Fund. The share of spending on the Reserve Fund is substantially lower than in fiscal 2024, due to a reduced use of the Dedicated Purpose Account (DPA) and no appropriation to the Rainy Day Fund.

### **Baltimore City Board of School Commissioners Priorities**

The Board entered this legislative session with a Legislative Platform that was fully realized. It was a successful session. The main priority was to ensure that the Blueprint funding was not rolled back, as expected, in light of the state funding challenges. It was clear as we entered the first few weeks of the legislative session that Leadership was not inclined to roll back any Blueprint funding. In fact, the State budget was modified in order to secure additional funding with several revenue enhancements which secured the near future funding of the Blueprint. There was one change to the Blueprint that saved the State \$7M and that was to delay the implementation of Tier II prek students until the following school year.

Another major priority was to secure a new way to count poverty. The Board was successful in securing language in **SB482 – Governor’s Office for Children – Engaging Neighborhoods, Organizations, Unions, Governments, and Households (ENOUGH) Grant Program (Enough Act of 2024)**. This legislation requires that the Governors Office of Children (GOC) submit a report on neighborhood indicators of poverty that includes an analysis of different methods used to calculate indicators of poverty in order to determine eligibility for compensatory education, compensatory education grants, including data necessary to implement each methodology. In completing the report, the GOC shall evaluate the American Community Survey available across geographic areas; evaluate how other state calculate eligibility for state programs for school districts that participate in the Federal Community Eligibility Provision and consult with each local school system for input.

The Board also wanted to save the Healthy School Facility Fund, set to sunset in FY 2026. While the sunset was not removed, language was included in **HB 1390 Public Schools – Public School Construction – Funding and Administration** to establish the Workgroup on the Assessment and Funding of School Facilities which is to look at the condition of all school buildings. The Workgroup will convene June 2025 and provide recommendations to the General Assembly on or before January 1, 2026. The bill also establishes the Nancy Kopp Public School Facilities Fund which will provide for \$70 million beginning in Fiscal Year 2027 to fund the needs of the highest priority schools that the Workgroup has identified, or if the workgroup has not completed its work, the fund will be used to help needy schools with air conditioning, heating, indoor air quality, mold remediation, temperature control, windows, etc.. (same as the Healthy School Facility Fund use).

There was also success in removing the requirement that preK paraeducators must receive an Associates Degree or Child Development Associate certificate in order to continue in their profession. The Board sought language to allow the prek paraeducators with 15 or more years experience to be exempt. The General Assembly agreed to remove requirements in **HB 1441 Early Childhood Education – Publicly Funded Prekindergarten Programs – Alterations** and Prek para educators with 5 years of service are not required to get an Associates Degree or a Child Development Associate certification.

**\*information obtained from 90 Day Report**

# Maryland General Assembly

## **2024 Session Report**

### **State Aid and Grants**

# State Aid - Fiscal 2024

## Impact on Baltimore City School System

### TO BE FINALIZED UPON FINAL RECEIPT OF MSDE CALCULATIONS

**Foundation Program Formula** – State Share: \$419,487,139/ Local Share \$203,877,081

The Foundation Formula ensures a minimum funding level per pupil and requires local education agencies to provide a local match. The formula is calculated based on a per pupil amount and student enrollment.

**Comparable Wage Index** –State Share \$13,566,214/ Local Share \$6,593,385

Accounts for the regional differences in costs of educational services.

**Guaranteed Tax Base** – State Share \$42,074,425

The Bridge to Excellence (BTE) provides additional funding to LEA's with less than 80% of statewide wealth per pupil and with a contribution of more than the minimum required local share under the foundation program in the prior fiscal year.

**Blueprint Transition Grant** – State Share \$15,868,821

School districts will receive a transition grant from FY2022 through FY 2029 while the Blueprint phases in over the next 10 years.

**College and Career Ready Program** – State Share \$433,828/ Local Share \$124,361

Commencing in fiscal 2023, the State provides funding for students who meet the college and career readiness (CCR) standard set by the State Board of Education. Fiscal 2023 sets it at \$540 per student.

**Compensatory Education Formula** – State Share \$315,535,941/ Local Share 152,880,171

The compensatory education formula provides additional funding based on the number of students eligible for Free and Reduced Priced Meals (FARM). The formula is calculated using the number of eligible students and 97% of the per pupil foundation amount. Funds are distributed to each LEA based on the enrollment of students eligible for FARM in the school system.

**Concentration of Poverty** – State Share \$135,318,381

This program provides grants to public schools in which certain percentages of the students are eligible for FRPM. Concentration of poverty grants have two components. First, each qualifying school receives a personnel grant, which increases annually with inflation, to employ a community school coordinator with specified qualifications and provide full-time coverage by at least one health care practitioner. Second, beginning with fiscal 2023, per pupil grants are provided for each qualifying school following the completion of a specified needs assessment. School concentration percentages are based on a three-year average of compensatory education enrollment in each public school. Under Chapter 55, the three-year enrollment count excludes the 2020-2021 school year. A percentage increment of per pupil funding for each of six years of eligibility, culminating in 100% funding by the seventh year, is specified in statute. Statewide grant totals are estimated at \$190.3 million in fiscal 2023, an increase of \$73.4 million over fiscal 2022.

**Pre-K Funding** – State Share \$ 30,535,570/ Local Share \$17,055,410



Any school district that provides pre-k to children who are three and four years old from low- income families is phased in through fiscal 2030, after which funding is adjusted annually for inflation.

**Career Ladder/Teacher Salary** – State Share \$402,006/ Local Share \$1,475,565

This program, administered by MSDE, provides grant to county boards to increase teacher salaries to improve recruitment and retention. Money is only received if the local board increases teacher salaries by at least 3.0% in FY20

**Education Effort** – State Share \$14,598,041/ Local Share \$14,984,041

Education Effort is the additional State funding provide to local governments to offset their local contribution to school systems for the Blueprint funding.

**Special Education Formula** – State Share \$71,658,184/ Local Share \$29,125,499

The special education formula provides additional aid based on the number of students with disabilities. The formula is calculated using the special education enrollment and 74% of the per pupil foundation amount.

**English Learners (EL)** – State Share \$63,107,592/ Local Share \$23,870,838

The EL formula targets additional funds on the basis of students for whom English is a second language. The formula is calculated based on the enrollment of LEP students and 99% of the per pupil foundation amount.

**Transportation Funding (regular and special education)** –State Share \$25,051,230

The State provides grants to assist jurisdictions with the cost of transporting students to school.

**Transitional Supplemental Instruction** – State Share \$ 5,877,115/ Local Share \$ 2,744,237

This program provides additional funding for struggling learners, which involves additional academic supports using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act.

# Maryland General Assembly

## 2024 Session Report

### Capital

# **State Funding – Fiscal 2025**

## **Capital Program**

The State began providing incentive aid for school construction in 1947 and in 1971 established the Public School Construction Program (PSCP). The program was established to provide State contributions toward school construction costs in an attempt to give property tax relief to local governments and equalize educational facilities across the State.

The Board of Public Works (BPW) created the Interagency Commission on School Construction (IAC) to oversee the PSCP. In accordance with the fiscal 2006 capital budget bill (Chapter 445 of 2005), two members were added to IAC, one appointed by the President of the Senate and one appointed by the Speaker of the House. Other members are the State Superintendent of schools, who serves as the chairperson; the Secretary of the Department of General Services; and the Secretary of the Maryland Department of Planning. The IAC name was changed to the Interagency Commission on School Construction and no longer reports to the BPW for school construction. House Bill 458 (passed) makes IAC an independent unit of State government. It also repeals SSGP and the ASP beginning in fiscal 2027

Annually, in October and November, IAC staff review the CIP and recommends to IAC which projects should be funded based on certain criteria. Each December, IAC develops a list of eligible projects and decides which of those projects should be recommended for approval. IAC must recommend an initial allocation of 75% of the Governor's preliminary allocation for school construction before December 31 of each year. In 2008, for the first time IAC was required to submit recommendations by March equal to 90% of the school construction allocation submitted by the Governor in the capital budget. In May, the IAC allocates any remaining school construction funds to school construction projects recommended by IAC.

In addition to PSCP, other State public school construction programs include the Supplemental Capital Grant Program, also known as the Enrollment Growth and Relocatable Classroom Program (EGRC), which provides additional school construction funds for local education agencies (LEAs) with significant enrollment growth or relocatable classrooms; the Healthy School Facility Fund (HSFF), which provides funding for grants to public primary and secondary schools to improve the health of school facilities; the School Safety Grant Program (SSGP), which provides funding for security upgrades to public school facilities; the Aging Schools Program (ASP), which provides support for improvements to older public school facilities, including asbestos and lead paint removal; and the Revolving Loan Fund, which provides low- or no-interest loans to local governments to forward fund the local or State share of school construction projects.

The Capital Budget Bill, SB 361 allocated a total of \$450.0 million for school construction , which is comprised of the following:

**Fiscal 2025  
(\$ in  
Millions)  
Program**

Supplemental Grant Program	40.0	
Healthy Schools Facility Fund	90.0	
School Construction Program	314.0	
Aging Schools	6.1	
<b>Total</b>	<b>\$450.0</b>	<b>-</b>

**Baltimore City Schools Specific Capital Grants**

\*The final allocation of fiscal 2024 school construction funding will be made in May 2024

The IAC's 90% recommendation document is in the Appendix of this document. Pages 1 and 5 have relevant information

At 75%, there was \$24,307,862 allocated for City Schools. New authorization from the 90% recommendations brings the cumulative total to \$24,415,162. An additional \$1,392,700 is projected for Armistead Gardens EM #243 at the 100% allocation, which will bring that project to \$10,000,000 and the total to \$25,807,862.

**Bond Bills for Baltimore City Schools**

Lillie May Carroll Jackson – renovation, construction, acquisition, etc. – \$50,000  
Patterson Park Public Charter School – \$100,000  
Leith Walk - \$90,000

## Legislation by Category

### Teacher Retention

**HB945/SB771 - Education - Initial Teacher Certification - Requirements** This bill repeals the requirement that a teacher preparation program include passing a nationally recognized portfolio-based assessment of teaching ability as a requirement for graduation beginning July 1, 2025. Further, the bill changes (1) the requirements to qualify for an initial teaching certificate beginning July 1, 2025, and (2) the certification requirements for a teacher who holds a professional license or certificate from another state. The bill also authorizes local school systems to establish rigorous comprehensive induction programs as part of a pathway to a teaching certificate. The bill takes effect July 1, 2024.

**HB1157/SB937 - Grow Your Own Educators Grant Program** - This bill establishes the Grow Your Own Educators Grant Program to provide support to eligible provisional teachers and noncertified education support professionals interested in teaching who pledge to fulfill a service obligation. Administered by the Maryland State Department of Education (MSDE), the program provides grants to local school systems in collaboratives for certain teacher candidates' expenses and program administration costs. Collaboratives (consisting of local school systems, employee organizations representing those employees, and approved teacher preparation programs) may apply for grants by submitting plans to MSDE. The Governor may include in the annual budget bill an appropriation for the program. MSDE must report data about the program, as specified. The bill takes effect July 1, 2024.

**HB75/SB377 – Higher Education – Teacher Development and Retention Program – Alterations** - This bill expands eligibility for Teacher Development and Retention Program educator stipends (a pilot program that terminates June 30, 2029, and provides both initial stipends and internship stipends) to include an otherwise eligible individual who is initially enrolled in any Maryland community college. The bill also delays the stipend award periods by one year; however, a corresponding change is not made to related provisions, as discussed below. Finally, the bill requires the Maryland Higher Education Commission (MHEC) to conduct an evaluation, rather than hiring an independent consultant to do so. The bill takes effect July 1, 2024.

### Blueprint for Maryland's Future

**HB1426 – Blueprint for Maryland's Future – Alterations** - This bill makes alterations to numerous education-related programs in the State including prekindergarten, early childhood, professional development, dual enrollment, and educator student loan assistance programs and postpones certain reporting and related deadlines regarding implementation and continuance of the Blueprint for Maryland's Future (the Blueprint). The bill repeals the requirements that the Geographic Cost of Education Index (GCEI), a funding mechanism for a program that was repealed by Chapter 36 of 2021, be updated every three years and that the Maryland State Department of Education (MSDE) take various

actions with respect to GCEI. The State Board of Education (SBE) and the Accountability and Implementation Board (AIB) may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year at the institution of higher education as part of the post-college and career ready (CCR) pathway. Nonclassroom teachers, including administrators, assistant principals, instructional specialists, and principals, who earn National Board Certification (NBC) must receive from the State an amount equal to the National Board for Professional Teaching Standards (NBPTS) fees associated with the initial completion and renewal of NBC; payments, which include a one-third county match, are received for no more than one retake of each assessment on the NBPTS. Nonclassroom teachers who do not complete all the requirements for assessment by the NBPTS must reimburse the State for the full amount of State funds received. The State, in turn, must reimburse the county for its one-third match SBE, instead of AIB under current law, approves the eight-year phase-in of the minimum percentage of worktime that teachers funded through the career ladder program must be devoted to classroom teaching time, as specified by each local board in its career ladder. Each local board, instead of SBE under current law, specifies how a licensed principal, distinguished principal, assistant principal, lead teacher, distinguished teacher, and professor distinguished teachers may meet classroom time percentages under the career ladder. For the 2024-2025 school year only, administration of the Kindergarten Readiness Assessment to all kindergartners may be completed after October 10, and the results may be made available more than 45 days after the administration has been completed. Each local department of social services or a local health department must provide to each local school system the name and contact information for each parent provided notice that their child may be eligible for publicly funded prekindergarten programs. The due date for the initial report to AIB of an independent evaluation of the State's progress in implementing the Blueprint and achieving expected outcomes during the implementation period is extended from October 1, 2024, to December 1, 2026. Accordingly, by January 15, 2027, instead of by December 1, 2024, under current law, AIB must, using the first independent evaluation and its own judgment, report to the Governor and the General Assembly on whether the Blueprint is being implemented as intended and achieving the expected outcomes. Specified State and local funding implications that are triggered under current law, in the event that AIB does not report that the Blueprint is being implemented as intended and is achieving expected outcomes, are delayed from fiscal 2026 to 2028. The bill takes effect June 1, 2024.

**HB1082 - Blueprint for Maryland's Future Implementation – Funding and Independent Evaluation – Alterations** -This bill requires each county board of education to provide \$150,000 for the salary and benefits of the Blueprint for Maryland's Future (Blueprint) implementation coordinator jointly appointed by the county government (including Baltimore City) and the local school system. The State and county governments must pay for coordinator salaries in the same proportion as the foundation program. Due dates associated with a certain independent evaluation of the State's progress in implementing the Blueprint and its implications are postponed. The requirement to appoint an implementation coordinator for each county, which currently terminates after fiscal 2026, is extended indefinitely. The bill takes effect July 1, 2024.

### **Community Schools**

**HB 200/SB161 – Community Schools – Alterations** - This bill requires the State Director of Community Schools to, in consultation with local school systems and members of the community schools’ leadership team, create a common needs assessment tool that each community school coordinator must use to complete the community school needs assessment. The definitions of “community school” and of “wraparound services” are altered. The Director of Community Schools must create an evaluation form, including several elements specified under the bill, that each community school coordinator must annually complete. By December 1 of each year, the Accountability and Implementation Board (AIB) must compile and submit the community school annual evaluations to the General Assembly. The bill takes effect July 1, 2024.

**HB428/SB370 – Community Schools – Rental Assistance for Community School Families Program and Fund** - This bill establishes the Rental Assistance for Community School Families Program and related fund to provide rental assistance to eligible student households at community schools. The Department of Housing and Community Development (DHCD) must administer the program in consultation with the Maryland State Department of Education (MSDE). The Governor may include an appropriation of \$10.0 million in the annual budget bill for the program. Initially the bill required the community school coordinator to identify families eligible and to administer payments. The community school coordinator’s role was amended out as this was not the intent nor the role of a community school coordinator. The bill takes effect July 1, 2024.

**SB482 – Governor’s Office for Children – Engaging Neighborhoods, Organizations, Unions, Governments, and Households (ENOUGH) Grant Program (Enough Act of 2024).** - This Administration bill codifies the Governor’s Office for Children (GOC) and specifies that the Special Secretary of GOC is the head of the office. The Special Secretary must establish an ENOUGH Grant Program designed to advance place-based strategies targeting child poverty. The bill also establishes an ENOUGH Grant Fund and requires the Governor to include in the fiscal 2026 budget bill an appropriation of \$15.0 million to the fund. This appropriation is supplemental to and not intended to supplant any federal funding received for place-based support. Included in this bill is language that requires the GOV to submit a report on neighborhood indicators of poverty that includes an analysis of different methods used to calculate indicators of poverty in order to determine eligibility for compensatory education, compensatory education grants, including data necessary to implement each methodology. In completing the report, the GOC shall evaluate the American Community Survey available across geographic areas; evaluate how other states calculate eligibility for state programs for school districts that participate in the Federal Community Eligibility Provision and consult with each local school system for input. The bill takes effect July 1, 2024.

**SB33 – More Opportunities for Career – Focused Students Act of 2024** - This bill generally requires local school systems to assist high school students in preparing for admission to registered apprenticeship programs in a manner similar to how they assist students in preparing for admission to postsecondary institutions. The bill takes effect July 1, 2024.

## **Facilities**

**HB1390 – Public Schools – Public School Construction – Funding and Administration** -This bill (1) repeals the scheduled termination of the School Safety Grant Program (SSGP) on June 30, 2026; (2)

reduces the mandated appropriation for the Nancy K. Kopp Public School Facilities Priority Fund (PSFPF) by \$10.0 million annually beginning in fiscal 2027; (3) alters the purpose of PSFPF only for fiscal 2027; (4) under specified conditions in current law, requires the State to begin making payments to Prince George's County for a public-private partnership (P3) in fiscal 2025 (instead of fiscal 2026); (5) makes various changes to the governance of the Prince George's County P3 agreement; (6) establishes the Workgroup on the Assessment and Funding of School Facilities; and (7) clarifies legislative intent regarding annual funding levels for school construction to be \$450 million. The bill takes effect June 1, 2024.

### **Special Education**

**HB1076/Sb1091 – Blind and Visually Impaired Students – Textbook Equity** - This bill requires, by January 1, 2025, local boards of education to require publishers that sell pupil edition textbooks to provide an electronic file of the textbook in a specified standard to the National Instructional Materials Access Center (NIMAC) when the publisher provides the textbook. The Maryland State Department of Education (MSDE) and local boards must enter into a memorandum of understanding to accomplish these purposes. Local boards must, by March 15 of each year, determine the instructional materials that will be used in the upcoming school year by students with individualized education programs (IEPs) and 504 plans under the federal Rehabilitation Act of 1973. A local board must coordinate with the Instructional Resources Center (IRC) to provide the instructional materials in a specialized format to students who are blind or visually impaired, no later than the first day of classes of the upcoming school year. If a local board is unable to fulfill these requirements, the local board and the family of the student must develop and agree on a plan to remedy the delivery of the instructional materials no later than 45 days before the first day of classes of the upcoming school year. MSDE must provide support to IRC to ensure that textbooks and supplemental materials in a specialized format are available to blind and visually impaired students statewide. The bill takes effect July 1, 2024.

**HB903/SB797 – Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund** - This bill establishes the Access to Attorneys, Advocates, and Consultants for Special Education (AAACSE) Program and the AAACSE Fund, both administered by the Maryland Volunteer Lawyers Service (MVLS). The AAACSE Program directs resources and services to eligible students to provide access to legal, advocacy, and consultant services. Eligible students are those with a disability whose parent (1) has a household income not more than 150% of the Maryland Legal Services Corporation (MLSC) income guidelines and (2) made at least one attempt to resolve a disagreement with a public agency regarding the child's special education services or program. Beginning in fiscal 2026, the Governor must include \$2.0 million to the AAACSE Fund in the annual budget bill. The bill takes effect July 1, 2024.

**HB336/SB592 –Maryland Achieving a Better Life Experience (ABLE) Program – Materials for Individualized Education Program, Individualized Family Service Plan, and 504 Plan Meetings** - This bill requires the State Treasurer to develop written informational materials about the Maryland Achieving a Better Life Experience (ABLE), which must be distributable electronically or by hand, and provide those materials to the State Board of Education and local boards of education for distribution to parents during individualized education program (IEP), individualized family service plan (IFSP), or 504 plan meetings as specified. The bill takes effect July 1, 2024.



## **Student Health**

**HB522/SB492 Public Schools - Student Telehealth Appointments - Policy and Access-** This bill requires each local board of education to establish a policy to accommodate students who need to participate in telehealth appointments scheduled during the school day. Each local board must ensure that the local school system publishes the student telehealth policy in the student handbook and makes school personnel aware of student telehealth policy objectives and requirements. On request, the Maryland State Department of Education (MSDE) must provide technical assistance to local boards to establish telehealth policies. The bill takes effect July 1, 2024.

**HB204/SB165 - Education – Coaches – Mental Health Training** This bill requires each public school in the State that offers an athletic program and each public institution of higher education that offers an athletic program to provide specified mental health training to each participating coach. The Maryland State Department of Education (MSDE) must work in collaboration with the Maryland Department of Health (MDH), each local board of education, and the Maryland Public Secondary Schools Athletic Association (MPSSAA) to develop guidelines for public schools to train coaches in recognizing the indicators of mental illness and behavioral distress in students (including depression, trauma, violence, youth suicide, and substance abuse). Likewise, the Maryland Higher Education Commission (MHEC) must work with MDH to develop guidelines for public institutions of higher education to train coaches in recognizing the indicators of mental illness and behavioral distress in students. The bill takes effect July 1, 2024.

**HB86/SB180 - Public and Nonpublic Schools - Bronchodilators - Use, Availability, Training, and Policies** This bill requires the Maryland Department of Health (MDH), in consultation with local boards of education, to establish a policy for public schools to authorize the school nurse and designated school personnel to administer a bronchodilator to a student who is determined (by an individual with specified training) to be, or is perceived to be, experiencing asthma-related symptoms or is perceived to be in respiratory distress. A bronchodilator may be administered to such a student regardless of whether the student has been diagnosed with asthma or reactive airway disease or has been prescribed a bronchodilator by a licensed health care practitioner. However, a bronchodilator may not be administered to a prekindergarten student without a prescription, as specified. The policy must require that bronchodilators and modes of delivery be stored in public schools to be used in emergency situations and include other specified elements. Likewise, the bill authorizes each nonpublic school to establish a policy that meets similar requirements. The bill takes effect July 1, 2024.

**HB1219/SB1024 -Public and Nonpublic Middle and High Schools - Venue-Specific Emergency Action Plans for Athletic Facilities (The Bailey Bullock Act)** - This bill requires each public middle and high school to include a cardiac emergency response plan (CERP) as a component of its venue-specific emergency action plan for athletic facilities. It also requires all nonpublic middle and high schools receiving State funding to develop a venue-specific emergency action plan for athletic facilities, including a CERP, identical to the emergency action plans required of public middle and high schools. For both public and nonpublic schools, the CERP must (1) identify the appropriate school personnel as the cardiac emergency response team to respond to incidents involving sudden cardiac arrest or a similar life-threatening emergency while at an athletic facility; (2) coordinate with first responders in the local emergency medical services (EMS) to integrate the plan into local emergency

response protocols; (3) include specified evidence-based core elements recommended by an appropriate national organization; and (4) be annually reviewed and updated by each middle school and high school. The bill takes effect July 1, 2024.

**SB1099 – Emergency Services – Automated External Defibrillator and Naloxone Co-location Initiative – Requirements for Public Buildings** - This bill expands the purpose of the Public Access Automated External Defibrillator Program (AED program) to include an initiative to co-locate up to two doses of naloxone with each automated external defibrillator (AED) placed in a “public building.” The Emergency Medical Services (EMS) Board must (1) develop and implement the initiative in collaboration with the Maryland Department of Health (MDH) and (2) adopt regulations jointly with MDH. The initiative must be funded using available funds from the Opioid Restitution Fund (ORF). This bill takes effect October 1, 2024

**HB386/SB425 – Maryland Meals for Achievement In-Classroom Breakfast Program – Alterations (Maryland Meals for Achievement Flexibility Act of 2024)** - This bill authorizes elementary schools participating in the Maryland Meals for Achievement (MMFA) program to serve breakfast in any broadly accessible part of the school, including from “Grab and Go” carts after the arrival of students to the school, provided that students are allowed to consume the meal in the classroom after the start of the school day. To do so, an elementary school must have approval from the Maryland State Board of Education (MSDE) and from its local board of education. The bill also clarifies that secondary schools that serve breakfast, including from “Grab and Go” carts after the arrival of students to the school, must serve these breakfasts in any broadly accessible part of the school. The bill takes effect July 1, 2024.

**SB579 – Primary and Secondary Education- Breakfast and Lunch Programs – Universal Expansion Report** - This bill requires the Maryland State Department of Education (MSDE) to report to the General Assembly on the cost to provide free breakfast and lunch to all students in public schools in the State by December 1, 2024. Specified items that MSDE must consider for each county in determining the cost include the current rate of providing free breakfast and lunch through (1) Maryland Meals for Achievement; and (2) participation in the U.S. Department of Agriculture (USDA) Community Eligibility Program (CEP). Also, in determining the cost, specified data by county must be considered and must be disaggregated by (1) elementary, middle, and high school; and (2) breakfast and lunch. The bill takes effect July 1, 2024, and terminates June 30, 2025.

### **Work Place**

**HB1386 – School Employee Antibias Training – Requirements** - This bill requires the Maryland State Department of Education (MSDE), in consultation with the Professional Standards and Teacher Education Board, to develop guidelines, as specified, for an antibias training program for school employees. Each local board of education, in consultation with teachers and other public school employees, must develop (or update) its training based on (or incorporating) the guidelines. Every other year, each local board of education must train each public school employee whose job duties include frequent interactions with students using its antibias training, as specified. Similarly, a nonpublic school that participates in State-funded education programs should develop antibias training, as specified. Every other year, each nonpublic school that develops an antibias training program must train each nonpublic

school employee whose job duties include frequent interaction with students using its antibias training. The bill takes effect July 1, 2024.

**HB137 – Civil Actions – Civil Immunity – Educator Intervention** - This bill establishes that a member of the administrative, educational, or support staff of any public, private, or parochial school acting in an official capacity is immune from civil liability for any personal injury or property damage resulting from an intervention in an altercation between students or other student disturbance if (1) the member intervened in a reasonably prudent manner and (2) the member's actions do not constitute grossly negligent, willful, wanton, or intentionally tortious conduct. This bill takes effect October 1, 2024.

**HB534 - Community Development Administration - Live Near Your School Program** - Extension This bill extends the termination date of Chapter 247 of 2021, which established the Live Near Your School program (LNYS) and a related home buyer assistance program, from September 30, 2024, to September 30, 2030. The bill takes effect July 1, 2024.

**HB291/SB170 - County Boards of Education - Bid Advertisement Threshold and Electronic Posting of Hearing Notices and Bid Advertisements-** This bill requires county boards of education to electronically post hearing information pertaining to the selection of a school site on the local school system website, in addition to in a newspaper of general circulation in the county. In addition, the bill repeals a physical posting requirement and specifies county boards of education can post notice on local school system websites to fulfill the notice requirements for bids on school buildings, improvements, supplies, or equipment above a certain value. The bill makes a technical change to specify that reporting requirements apply to items valued at more than \$100,000. The bill also updates public notification requirements by specifying eMaryland Marketplace, instead of Maryland Contract Weekly, as an authorized publication. The bill takes effect July 1, 2024.

**HB1287 - School Leadership Training Program - Alterations** This bill combines two school leadership training programs, already required to be established by the Maryland State Department of Education (MSDE) in conjunction with the Accountability and Implementation Board (AIB), into one program and modifies the attendance requirement. Specifically, the bill establishes that the State Superintendent of Schools, local superintendents of schools, senior instruction related staff, school principals and the chair and vice-chair of each of the following: the State Board, the AIB and each local board, to complete the training but only at least once. The bill also expands the required content areas for the combined school leadership training program and alters the required modes of instruction for the program. The bill takes effect June 1, 2024.

### **Prekindergarten**

**HB1441 – Early Childhood Education – Publicly Funded Prekindergarten Programs – Alterations** - This bill makes numerous changes related to publicly funded prekindergarten programs, including adjusting staff credentials, altering slot allocations for providers, requiring agreements between local boards and relevant agencies, authorizing applications for State funding for leased space, introducing support initiatives, establishing a career ladder for private prekindergarten providers, establishing provider hubs, and extending funding timelines for grant programs. Prek para educators with 5 years of service are not required to get an Associates Degree or a Child Development Associate certification. Beginning in the FY 25 school year, private prek slots shall account for at least 10% of the total,

increasing by 10% per year until 2028-2029 (when private slots must account for 50%). PreK Expansion Grant funding is \$1,000 per pupil through FY 2030 to incentivize private participation. The bill takes effect July 1, 2024.

### **Juvenile Services**

**HB814 – Juvenile Law – Reform** - This bill makes numerous changes to the juvenile justice process in the State, including (1) altering the jurisdiction of the juvenile court; (2) altering procedures relating to juvenile intake, complaints, detention, and probation; (3) repealing provisions relating to the State Advisory Board for Juvenile Services; (4) altering provisions relating to the Commission on Juvenile Justice Reform and Emerging and Best Practices; and (5) altering reporting requirements for the Juvenile Justice Monitoring Unit (JJMU), the Governor’s Office of Crime Prevention and Policy (GOCPP), and the Department of Juvenile Service (DJS). The bill also prohibits registered juvenile sex offenders from entering onto places for education, as specified. Additionally, the bill codifies the Governor’s Office for Children (GOC) and a Children’s Cabinet, to be administered by GOC. As noted below, most of the bill’s provisions take effect January 1, 2025; however, provisions related to JJMU, the commission, and an annual report by GOCPP take effect July 1, 2024.

### **Curriculum**

**HB475 - Education - Open-Source Phonics Matching Grant Program - Establishment (Open-Source Phonics Matching Grant Program Act)** This bill establishes the Open-Source Phonics Matching Grant Program within the Maryland State Department of Education (MSDE) to provide matching funds to open-source phonics organizations to provide free, open-source phonics learning materials to be used by adults to tutor students in the State. MSDE must (1) distribute grants to open-source phonics organizations and (2) by December 1, 2025, and every other year thereafter, collect statistics and other information and report to the General Assembly on the effectiveness of the program. For each fiscal year, the Governor must include in the annual budget bill an appropriation of \$150,000 to the program.

**HB785/SB738 – Freedom to Read Act** - This emergency bill establishes a State policy that local school systems operate school library media programs consistent with specified standards. Each local school system is required to develop and implement a policy and procedures to review objections to materials in the school library media program, subject to certain requirements. A county board of education is prohibited from taking retaliatory actions against certain school library media program personnel for performing their job duties consistent with the standards. The bill similarly establishes that it is the policy of the State that each library must operate in a manner consistent with the specified. The Comptroller must withhold funding from specified public libraries that do not adopt a written policy consistent with the State standards. This bill takes effect July 1, 2024.

**HB1482 – Uninsured Driving Penalties – Funding for the Maryland Automobile Insurance Fund, Driver Education, and Transportation to Field Trips** – This bill establishes the Driver Education in Public Schools Grant Program of \$2 million to provide grants to public schools and nonprofit organizations to assist public schools in offering driver education courses to students. It also establishes the State-Aided Institutions Field Trip Grant Program of \$600,000 to assist public schools in transporting students to field trips at State-aided education institutions. MSDE is to prioritize public

schools at which at least 40% of the registered students are eligible for the federal free or reduced-price meals. The bill takes effect July 1, 2024.

### **Business Operations**

**HB760 – Office of Legislative Audits – Local School Systems – Report** - This bill requires each local school system to submit a report to the Joint Audit and Evaluation Committee on the status of the implementation of corrective actions to address repeat findings and recommendations identified by the Office of Legislative Audits (OLA) in the most recent six-year audit. This report is due by November 1 of the third year of a six-year audit cycle. Each local school system must publish the report on its website with any cybersecurity findings redacted in a manner consistent with auditing best practices. The bill takes effect July 1, 2024.

**HB1115/ SB1026 - County Board of Education - Budgets - Notice (Transparency in Education Spending Act)** - This bill requires the State Board of Education (SBE) to adopt a process for the uniform reporting of information in a county board of education budget to timely share the information provided by a county board of education in that budget to a county governing body. County boards must prepare their annual budget to include as major categories (1) specified current funds held in reserve; (2) the amount of any federal funds received in the last fiscal year; and (3) the amount of funds held in trust or otherwise dedicated toward long-term obligations for retiree health care costs or other postemployment benefits, and information used to calculate the county board's obligation for those costs. The bill also alters certain notification requirements regarding the transfer of funds within and between major county board budget categories. The bill takes effect July 1, 2024.

### **Safety**

**HB416/SB432 Public Schools - Active Shooter Safety Drills or Trainings - Requirements**- This bill prohibits active shooter drills or trainings in schools from including specified activities that may be traumatic for students or school personnel. It also requires local school systems to (1) notify parents in advance of active shooter drills or trainings in schools; (2) provide mental health follow-up to students and school personnel after an active shooter drill or training; and (3) collect data on the effectiveness and psychological impact of the drills or trainings and report the data to the Maryland Center for School Safety (MCSS) for further analysis. Finally, the bill requires MCSS to develop and distribute model content regarding the State's firearm storage laws, as specified. The bill takes effect July 1, 2024

**HB472/SB540 - Education - School Mapping Data Program - Established** This bill creates the School Mapping Data Program in the Maryland Center for School Safety (MCSS) to provide funds to local school systems to produce school mapping data for each public school in the county, including charter schools. The Interagency Commission on School Construction (IAC) must adopt facility mapping standards for the uniform mapping of the physical attributes of public schools. The bill authorizes the School Safety Subcabinet to use funds in the Safe Schools Fund to make grants to local school systems under the program. The bill takes effect July 1, 2024.

**HB1167 – Maryland Center for School Safety – Secure Schools Emergency Response Grant Program – Established** - This bill establishes the Secure Schools Emergency Response Grant Program in the Maryland Center for School Safety (MCSS). The purpose of the program is to provide grants to local school systems to improve emergency notification systems and communication between public elementary and secondary school personnel, a public safety answering point (PSAP), and a public safety agency during emergency events. Local school systems that apply for and receive grants must use the funds to improve emergency notification systems or enhance communications within the school and with public safety agencies. By September 1, 2026, MCSS must ensure that the program is operating and available to each local school board. The Governor may include an appropriation in the annual budget bill for the program. The bill takes effect July 1, 2024.

### **Elections**

**SB271 – Election Law – Revisions** - This departmental bill makes changes to State election law relating to (1) information that clerks of specified courts report to the State Administrator of Elections; (2) use of public buildings for early voting centers; and (3) the ability of an incumbent member of a political party central committee who is a candidate for party office to act as a responsible officer of the central committee. Requires that the public official responsible for the use of a public building requested by a local board of elections for an early voting center to make the building available to the local board in accordance with existing provisions that (1) require a public building (including, light, heat and custodial and janitorial services) to be made available for a polling place without charge and (2) require that electioneering and campaign signs be allowed on the premises of the public building to a specified extent. The bill takes effect January 1, 2025.

### **Miscellaneous**

**HB545/SB441 – Janet L. Hoffman Loan Assistance Repayment Program – Nancy Grasmick Public School Professional Award – Public School Nurses** - This bill expands eligibility for the Nancy Grasmick Public School Professional Award to include public school nurses with two years of experience who provide health services in a public school and are employed by a local school system or local health department (LHD) to provide health services through an agreement with a local board of education. The bill also expands the requirements of the Maryland Higher Education Commission (MHEC) to publicize the program to include doing so to eligible public school nurses in an effort to recruit and retain nurses working in public schools in the State. The bill takes effect July 1, 2024.

**HB603/SB571 – Consumer Protection – Online Products and Services – Data of Children (Maryland Kids Code)** - This bill requires a “covered entity” that provides an online product reasonably likely to be accessed by children to complete a “data protection impact assessment” of the online product. The bill establishes numerous rules, procedures, and prohibitions related to the assessments. A covered entity that violates the bill’s requirements is subject to a civil penalty of up to (1) \$2,500 per affected child for each negligent violation and (2) \$7,500 per affected child for each intentional violation. A data protection impact assessment is protected as confidential and must be exempt from public disclosure, including under the Maryland Public Information Act. Violation of the bill is an unfair, abusive, or deceptive trade practice under the Maryland Consumer Protection Act (MCPA), and subject to MCPA’s civil and criminal penalty provisions. However, a violator is not subject to specified MCPA penalty provisions related to merchants. This bill takes effect October 1, 2024.

**HB1492/SB1042- Education - Armed Services Vocational Aptitude Battery - Student Information -**

This bill requires each public school that administers the Armed Services Vocational Aptitude Battery (ASVAB) to notify students (and their parents or guardians) two weeks before administering the ASVAB of the option to withhold the release of a student's personal information and ASVAB test scores to military recruiters. The bill takes effect July 1, 2024.

**APPENDIX (attached documents)**

Capital Improvement Program Approvals

Education Related Legislation Tracked