
Summary of Relevant P-20 Legislation Passed in the 2018 Legislative Session

**Presentation to the
Commission on Innovation and Excellence in Education**

**Department of Legislative Services
Office of Policy Analysis
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Primary and Secondary Education

State Education Aid

State Aid to Public Schools

State aid for primary and secondary education increases by \$169.1 million, or 2.6% in fiscal 2019 to \$6.6 billion. State aid provided directly to the local boards of education increases by \$170.6 million, or 3.0%, while retirement aid decreases by \$1.5 million, or 0.2%. Fiscal 2018 to 2019 changes in major State education aid programs are shown in **Exhibit L-1**.

The foundation program totals \$3.1 billion in fiscal 2019, an increase of \$50.9 million, or 1.7%, over fiscal 2018. This increase is due to full-time equivalent enrollment growth of 8,286, or 1.0%, and a 0.8% inflationary increase in the per pupil foundation amount. The increase in the per pupil foundation amount brings it from \$7,012 for fiscal 2018 to \$7,065 for fiscal 2019.

Aside from the foundation program, the largest single increase is \$39.4 million for the Limited English Proficiency Program. This considerable increase is due both to increased enrollment for the program as well as the adoption of more rigorous English proficiency standards for exit from the program. Compensatory education increases by \$2.8 million (0.2%), special education increases by \$5.9 million (2.1%), and transportation funding increases by \$6.2 million (2.3%).

The General Assembly authorized \$13.1 million in State funding for public school safety operating grants in fiscal 2019, however, \$10.0 million of this funding is at the discretion of the Governor and contingent on the enactment of *Senate Bill 1265 (Ch. 30)*. Also, *House Bill 1415 (passed)* alters funding for the Public School Opportunities Enhancement Program (PSOEP) and establishes three new State aid programs, as discussed in more detail below.

Exhibit L-1
State Aid for Education
Fiscal 2018 and 2019
(\$ in Thousands)

<u>Program</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>\$ Change</u>	<u>% Change</u>
Foundation Program	\$3,005,270	\$3,056,189	\$50,920	1.7%
Net Taxable Income Grant	49,170	62,524	13,354	27.2%
Tax Increment Financing Grant	422	535	113	26.8%
Geographic Cost of Education Index	139,127	141,574	2,447	1.8%
Supplemental Grant	46,620	46,620	0	0.0%
Foundation Special Grant	0	12,956	12,956	n/a
Declining Enrollment Supplemental	17,244	18,664	1,420	8.2%
Compensatory Education Program	1,305,545	1,308,336	2,791	0.2%
Special Education Program	284,873	290,813	5,939	2.1%
Nonpublic Placements	123,618	123,500	-118	-0.1%
Limited English Proficiency	248,684	288,041	39,358	15.8%
Guaranteed Tax Base	50,304	48,170	-2,135	-4.2%
Student Transportation	276,341	282,585	6,244	2.3%
Prekindergarten Expansion	7,972	11,644	3,672	46.1%
Prekindergarten Supplemental Grant	10,946	16,039	5,093	46.5%
School Safety Grants ¹	0	13,100	13,100	n/a
Aging Schools ²	6,109	6,109	0	0.0%
Other Programs ¹	74,874	90,317	15,433	20.6%
Direct Aid Subtotal	\$5,647,119	\$5,817,715	\$170,596	3.0%
Teachers' Retirement	\$734,454	\$732,921	-\$1,533	-0.2%
Grand Total	\$6,381,574	\$6,550,636	\$169,062	2.6%

¹Expenditure in fiscal 2019 of \$10.0 million of the \$13.1 million in School Safety Grants and \$9.0 million in Other Programs (associated with three programs created under *House Bill 1415*) is at the Governor's discretion. Other Programs include general and special funds supporting the School for Education Evolution and Development, formulas for specific populations, infants and toddlers, innovative programs, food service, teacher development, adult education, three programs created under *House Bill 1415*, and other programs.

²The Aging Schools Program is funded with general obligation bonds.

Source: Department of Legislative Services

Tax Increment Financing Development District: Chapter 258 of 2016 established grants, for fiscal 2018 and 2019, for school systems in counties that establish a tax increment financing

(TIF) development district after May 1, 2016, and that qualify for State disparity grant funding. State education aid is calculated twice for eligible systems, once including the assessed value of property in a TIF district and once excluding the increase in the value of property in the TIF district, and a State grant provides the higher amount of State aid between the two calculations. Baltimore City Public Schools has received grants of approximately \$422,100 in fiscal 2018 and \$541,700 in fiscal 2019 due to the law, which was set to terminate on June 30, 2019. *Senate Bill 612/House Bill 693 (both passed)* repeal the termination date of the Act.

Education Funding from Commercial Gaming Revenues: The Bridge to Excellence in Public Schools Act (Chapter 288 of 2002) established funding formulas for direct State aid to public schools. Established during the 2007 special session, the Education Trust Fund is a nonlapsing, special fund to be used for continued funding of the Bridge to Excellence in Public Schools Act formulas and programs. The fund may also be used to support capital projects for public schools, community colleges, and public four-year institutions, as well as to expand public early childhood education programs in the State. A portion of the proceeds from video lottery terminals (VLTs) and table games is dedicated to the Education Trust Fund.

Senate Bill 1122 (passed) is a proposed constitutional amendment that, if approved by the voters at the 2018 general election, requires the Governor to provide supplemental State funding for public education through the use of commercial gaming revenues that are dedicated to public education in the State budget beginning in fiscal 2020. Supplemental funding must total at least \$125 million in fiscal 2020, \$250 million in fiscal 2021, and \$375 million in fiscal 2022. In all subsequent years, 100% of the gaming revenues dedicated to public education must be used for supplemental funding. This supplemental funding is in addition to the State funding provided through the Bridge to Excellence in Public Schools Act. Beginning in fiscal 2020, the Governor must identify in the annual State budget how the supplemental revenue is being used to supplement and not supplant spending on public schools. If the constitutional amendment is approved, general fund expenditures benefiting public schools in the State are expected to increase by \$125 million in fiscal 2020 and by \$522 million in fiscal 2023. The bill also repeals the constitutional provision specifying that capital projects at community colleges and public senior higher education institutions are among the purposes for which revenue from VLT facilities is raised.

Commission on Innovation and Excellence in Education

Chapters 701 and 702 of 2016 established the Commission on Innovation and Excellence in Education to, among other charges, (1) review the findings of a consultant's study on adequacy of education funding and its related studies and make recommendations on the funding formula; (2) review and make recommendations on expenditures of local education agencies; (3) review and make recommendations on innovative education delivery mechanisms and other strategies to prepare Maryland students for the twenty-first century workforce and global economy; and (4) review and make recommendations on expanding prekindergarten, including special education prekindergarten. The commission members were appointed during summer 2016, with former University System of Maryland Chancellor Dr. William "Brit" Kirwan appointed to serve as chair of the commission. To date, the commission has held 17 all-day meetings and four public hearings.

The commission requested an additional year in order to fully respond to its charge. In a preliminary report completed in January 2018, the commission submitted its preliminary policy recommendations (59 in total). It also stated its intention to work during the 2018 interim to develop greater specificity for each recommendation in order to “cost out” their fiscal impact, thereby allowing the commission to make recommendations for adequate funding in its final 2018 report.

House Bill 1415 (passed) extends the deadline for the commission to complete its work to December 31, 2018, extends the term of the commission until May 31, 2019, and includes provisions that align with several of the commission’s preliminary policy recommendations. Specifically, the bill establishes or alters several programs and mandates funding for them beginning in fiscal 2019, including (1) a comprehensive teacher recruitment and outreach program; (2) the Maryland Early Literacy Initiative; (3) the Learning in Extended Academic Programs (LEAP) grant program; (4) PSOEP; (5) the Teaching Fellows for Maryland scholarship program; and (6) the Career and Technology Education (CTE) Innovation grant program. The fiscal 2019 budget restricts \$6.9 million to implement these programs, contingent on the enactment of ***House Bill 1415*** and the Governor transferring the funds.

In addition, beginning in fiscal 2020, the Governor must annually appropriate to the Prekindergarten Expansion Fund an amount that is at least equal to *all* revenues received in the prior fiscal year. Finally, the scope of a study of the individualized education program process in Maryland is expanded, and the due date for the study is extended.

The bill also establishes the Commission on Innovation and Excellence in Education Fund, a special, nonlapsing fund intended to assist in providing adequate funding for early childhood and primary and secondary education based on the final recommendations of the Commission on Innovation and Excellence in Education. The Comptroller is required to make a one-time distribution of \$200 million in income tax revenue to the fund in order to make a down-payment on the cost of implementing the final commission recommendations.

The comprehensive teacher recruitment and outreach program is intended to encourage the top 25% of high school students from each local school system to consider pursuit of a Maryland professional teacher’s certificate; improve the public perception of the teaching profession; and increase awareness of available financial aid programs for teaching candidates, including the Teaching Fellows for Maryland scholarship program. The outreach program must focus recruitment efforts on ethnic, racial, gender, and other demographic groups that are underrepresented in the teaching profession and teacher shortage fields identified by MSDE.

The Maryland Early Literacy Initiative is intended to assist up to 50 Title I public schools in at least three counties to implement an evidence-based literacy program to work with specified students to meet literacy targets. For the 2018-2019 through the 2021-2022 school years, qualifying schools may apply for a grant to develop a literacy program. MSDE must distribute up to 50 grants, not to exceed \$75,000 each per year, for a two-year period. Grants must be renewed if the qualifying school presents evidence that the school is compliant with program requirements and meets identified targets and benchmarks. Grantee programs must be

implemented by staff hired and supervised by the local boards of education or collaborating nonprofit organizations. In fiscal 2019 through 2022, the Governor must appropriate at least \$2.5 million annually for the initiative. MSDE may use up to 3% of this appropriation (\$75,000) to administer the initiative.

The LEAP grant program provides grants to public schools in which at least 80% of students qualify for free and reduced-price meals to provide extended academic programming that has a positive measurable impact on or enriches the academic performance and overall well-being of students who are at risk of falling behind academic requirements. An extended academic program must include before and after school, weekend, or summer programs. Beginning in fiscal 2019, the Governor must appropriate at least \$4.5 million annually for the program. MSDE may use up to 3% of this appropriation (\$135,000) to administer the program.

Beginning in fiscal 2019, and for each year thereafter, the Governor must appropriate at least \$3.0 million annually for PSOEP, which was established by Chapter 32 of 2016. Also, a grantee that remains eligible for the program must receive as much grant funding as in the prior fiscal year.

The Governor must include at least \$2.0 million in the annual State budget for the Teaching Fellows for Maryland scholarship, which was created by Chapters 542 and 543 of 2014 but has never been funded. Eligibility for the program is altered such that scholarship recipients must have a specified level for GPA, GRE, SAT, or ACT and demonstrated an exceptional dedication to or aptitude for teaching. A scholarship may be received by an individual who is enrolled, or intends to enroll, at an institution of higher education in order to attain a teaching certificate and includes those who either change majors or seek to change careers to pursue a teaching certificate. Students receiving a scholarship must, as their service obligation, teach in a public school or prekindergarten program with at least 50% of its students being eligible for free and reduced-price meals for a specified amount of time.

MSDE must administer the CTE Innovation Grant Program to fund partnerships between at least one local board of education, community college, and industry partner to develop and implement an innovative CTE curriculum framework and pathway that includes best practices in the United States and other countries. To be eligible for a grant, the pathway to be developed must be of high quality; aligned with skills needed by employers; lead to an industry-recognized license or certificate; create internship or apprenticeship opportunities; and prepare students to successfully compete in a global economy. The Governor must appropriate at least \$2.0 million annually for the grant program. MSDE may use up to 3% of this appropriation (\$60,000) to administer the program.

Finally, the scope of the required special education study under Chapter 715 of 2017 is expanded to include a review and assessment of (1) available national and international data and studies on current costs of special education across the spectrum of disabilities and severity; (2) methodologies used by top-performing countries to estimate costs of providing adequate education to students in special education; and (3) methodologies used and considered in other states that use a special education weight for estimating the cost of an adequate education for

special education students. The study must make recommendations on the adequate level of special education funding, including the appropriate weights, in the public school funding formulas for special education. The study must begin by September 1, 2018, and must be completed by September 1, 2019.

School Safety

Following the tragic shootings at Marjory Stoneman Douglas High School in Florida and at Great Mills High School in St. Mary's County, the General Assembly passed legislation that takes a comprehensive approach to make schools in the State safer by enhancing both the security of school buildings and the assessment and training of school staff and students to be better prepared for critical situations, as well as ensure that mental health and wraparound services are available to students who display behaviors of concern. Combined, the fiscal 2019 operating and capital budgets, *Senate Bill 1265 (Ch. 30)*, and *House Bill 1783* provide \$40.6 million for school safety-related purposes in fiscal 2019 and \$22 million in ongoing funding beginning in fiscal 2020.

Maryland Safe to Learn Act of 2018: Senate Bill 1265, the Maryland Safe to Learn Act of 2018, establishes a School Safety Subcabinet chaired by the State Superintendent of Schools and including five other State agency leaders, which serves as the governing board for the existing Maryland Center for School Safety (MCSS). An advisory board with broad stakeholder representation is also created to assist the subcabinet. For administrative purposes, MCSS is reassigned as an independent unit within MSDE. The Act requires that local school systems conduct school safety evaluations of all public school facilities by June 15, 2019, to identify and address physical safety concerns and any patterns of safety concerns on school property or at school-sponsored events. In addition, the legislation requires school systems to develop assessment teams to identify and intervene with students and other individuals who pose potential threats to school safety. The Act includes various data gathering and reporting requirements for MCSS, local school systems, and law enforcement agencies related to school safety.

The Act enhances the presence of school resource officers (SROs) and/or local law enforcement in or near public schools. By September 1, 2019, SROs and other school security personnel (as defined by the subcabinet) are required to complete specialized training based on a curriculum developed by MCSS and approved by the Maryland Police Training and Standards Commission. Before the 2018-2019 school year, local school systems must identify which public high schools have an SRO and, for any high school without an SRO, the adequate local law enforcement coverage that is provided to the high school. Beginning with the 2019-2020 school year, this requirement for SRO/local law enforcement coverage extends to *all* public schools in accordance with local plans developed by the school system and law enforcement to provide adequate coverage.

By September 1, 2018, each local school system must appoint a mental health services coordinator to (1) coordinate existing mental health services and referral procedures; (2) work with local entities to ensure that students referred for mental health services obtain the necessary services; (3) maximize external funding for mental health and wraparound services; and (4) develop plans for delivering mental health and wraparound services to students who exhibit

behaviors of concern. By December 1, 2018, the subcabinet must review the plans developed by each school system, conduct a gap analysis of available mental and behavioral health services and providers for school-age children in the State, and report its findings and recommendations to the Governor and General Assembly. The Commission on Innovation and Excellence in Education is also required to make recommendations in its final report, due by December 31, 2018, on needed mental health and wraparound services and funding to support the services.

Each local school system must also designate a school security coordinator, who must be certified by MCSS, to coordinate between MCSS, the school system, and law enforcement. In the event of a life-threatening incident, a local school system must invite MCSS and State and local law enforcement to participate in the after-action incident review. Following the review, MCSS must report to the Governor and General Assembly on any recommendations to improve school safety.

The fiscal 2019 budget provides MCSS with \$3.0 million in general funds and 14 positions to support its operations. Budget bill language adopted by the General Assembly makes \$2.5 million and 13 of those positions, which represent the increase over fiscal 2018, contingent on the enactment of *Senate Bill 1265*. Additionally, grants to local school systems and law enforcement agencies account for \$37.6 million of the total \$40.6 million fiscal 2019 appropriation.

Beginning in fiscal 2020, the mandated appropriation for MCSS's operations is at least \$2.0 million. *Senate Bill 1265* also mandates \$10 million in annual grants to help defray the cost of expanded SRO/local law enforcement coverage for public schools beginning in fiscal 2020. Funds appropriated to the Safe Schools Fund in fiscal 2019 may also be spent in future years, in addition to the annual \$600,000 in special funds. Finally, *House Bill 1783* mandates \$10 million in annual school safety capital grants.

Curriculum

Computer Science Education and Professional Development: House Bill 281 (passed) requires, beginning in the 2021-2022 school year, each public high school to offer at least one high-quality computer science course. The bill establishes the Maryland Center for Computing Education in the University System of Maryland to expand access to high-quality computer science education in grades preK through 12 by strengthening the skills of educators and increasing the number of computer science teachers in elementary and secondary education. The bill establishes a special fund to support the activities of the center. The Governor must appropriate at least \$1 million in fiscal 2020 and 2021 for the fund. The fiscal 2019 budget includes \$5 million for the center, contingent on enactment of *House Bill 281*.

Early Childhood Education

Head Start Program Funding: Supplemental State funding for the Head Start program has been funded at \$1.8 million per year since fiscal 2010 but was funded at \$3.0 million per year before fiscal 2010. These funds were used to supplement federal funding and were used to expand

and improve services including expanding the hours of services, increasing the number of children served, and developing improvements in the quality of the services. *Senate Bill 373/House Bill 547 (both passed)* require the Governor to include an appropriation of at least \$3.0 million in the annual State budget for the Head Start Program and renames the program the Ulysses Currie Head Start Program after State Senator Ulysses Currie.

Child Care Subsidy Program: The Child Care Subsidy (CCS) Program provides to the family of each child needing care a voucher that indicates the subsidy rate and the parent's assigned co-payment for child care. The family uses the voucher to purchase child care directly from the provider of their choice. The State pays the subsidy to providers, while the parent pays the required co-payment and any remaining balance between the actual rate charged by the provider and the voucher amount. CCS provider rates are a weekly rate determined by the region, type of provider, and age of the child.

Senate Bill 379/House Bill 430 (both passed) require the Governor to include in the annual State budget an appropriation from all fund sources for the CCS program that is not less than the total appropriation for the program in fiscal 2018 or 2019, whichever is greater. The Governor also must, from all fund sources, appropriate enough funds to raise the program's reimbursement rates for each region to the following minimum percentiles of the most recent market rate survey or its equivalent, if an alternative methodology defined by MSDE is used: (1) the thirtieth percentile for fiscal 2020; (2) the forty-fifth percentile for fiscal 2021; and (3) the sixtieth percentile for fiscal 2022 and each fiscal year thereafter.

Health

School Meals Programs: All public schools in the State are required to provide subsidized or free nutrition programs for eligible students. In addition, some nonpublic schools provide free and subsidized meals to eligible students. Funding, including federal funds, appropriated annually by the State are used to reimburse each county or participating nonpublic school for the subsidized or free food-service programs. To be eligible for free meals, a child's family must have an annual income of no more than 130% of the federal poverty guidelines and, to be eligible for reduced-priced meals, a child's family must have annual income of no more than 185% of the federal poverty guidelines.

Senate Bill 740/House Bill 315 (both passed) make the State responsible for the student share of the costs of reduced-price breakfasts provided under the federal School Breakfast Program and reduced-price lunches provided under the National School Lunch Program by fiscal 2023 and phases in this responsibility beginning with fiscal 2020. The bills apply to public school students and students in nonpublic schools that participate in the federal breakfast and lunch programs. A local board of education or a participating nonpublic school is prohibited from charging a student who is eligible for a reduced-price breakfast beginning in fiscal 2022 or lunch beginning in fiscal 2023 for any portion of the cost of a meal.

The Maryland Meals for Achievement (MMFA) program provides a free in-class breakfast to all students enrolled in schools in which 40% or more of the students qualify for free and

reduced-price meals. Public and nonpublic schools are selected to participate in the program and must serve breakfasts that meet MSDE guidelines and the nutritional standards of the U.S. Department of Agriculture for schools that participate in the federal school breakfast program. Chapter 325 of 2017 authorized secondary schools that participate in the program to serve breakfast in any part of the school, including from “Grab and Go” carts, after arrival of students to the school.

Senate Bill 818 (passed) allows a school that for one year falls below the 40% free and reduced-price meal student population eligibility threshold for the program to be eligible for MMFA funding in that year. However, the school is no longer eligible for MMFA funding if its percentage of students falls below the 40% in a second consecutive year. The bill clarifies, for purposes of MMFA, that “secondary schools” includes middle schools and high schools. The bill also requires the Governor to appropriate \$7,550,000 annually for MMFA.

Student Data

Data on School Discipline: MSDE publishes annual reports on suspensions and expulsions in public schools and much of the data in the reports is disaggregated at the State and local school system levels and by race/ethnicity and disability status. ***House Bill 1254 (passed)*** requires MSDE to disaggregate and report data on student discipline by race, ethnicity, gender, disability status, eligibility for free or reduced-price meals or an equivalent measure of socioeconomic status, and English language proficiency. Special education-related data must be disaggregated by race, ethnicity, and gender. MSDE must also collect and report data on alternative school discipline practices in each local school system.

State Board of Education

Extending the Length of the School Year: On August 31, 2016, the Governor issued Executive Order 01.01.2016.09 (later amended by Executive Order 01.01.2016.13) requiring, with few exceptions, the local boards of education to open schools for student attendance no earlier than the Tuesday following the Labor Day holiday and to conclude the school year no later than June 15, beginning in the 2017-2018 school year. ***Senate Bill 729/House Bill 679 (Chs. 34 and 35)*** allow a local board of education to extend the school year for up to five school days beyond June 15 without approval from the State Board of Education.

Membership of the State Board of Education: ***Senate Bill 739 (passed)*** increases the membership of the State Board of Education from 12 to 15 members by adding two certified teachers and one parent of a student enrolled in a public school and establishes processes to appoint these members. One teacher member must have experience teaching students in at least one of the elementary grades and the other teacher member must have experience teaching students in at least one of the secondary grades. The two teacher members may not be employed by the same local board of education. The teacher members may not vote on any matter that relates to teacher discipline.

Career and Technology Education and Apprenticeship Programs

Generally, career and technology education (CTE) and apprenticeship programs are available beginning for high school-age individuals who are seeking specific occupational skills in industries that may require a postsecondary credential other than a college degree. The Maryland State Department of Education (MSDE) oversees the State's CTE programs, which are offered through local school systems. Community colleges and some other higher education institutions in the State also offer postsecondary certificates. Apprenticeship is a voluntary, industry-sponsored system that prepares individuals for occupations typically requiring high-level skills and related technical knowledge. Apprenticeships are sponsored by one or more employers and may be administered solely by the employer or jointly by management and labor groups. The Department of Labor, Licensing, and Regulation approves apprenticeships. An apprentice receives supervised, structured, on-the-job training under the direction of a skilled journey person and related technical instruction in a specific occupation. Apprenticeships are available to individuals age 16 and older; an employer, however, may set a higher entry age. By law, individuals must be age 18 to apprentice in hazardous occupations. Apprenticeships last from one to six years, although most are three to four years, and involve a minimum of 144 hours of classroom instruction per year and at least 2,000 hours per year of on-the-job training. There is also a Youth Apprenticeship Pilot Program being administered by MSDE in two local school systems.

House Bill 1234 (passed) authorizes a local board of education to count time spent in a registered apprenticeship program toward high school attendance and toward either high school graduation, a postsecondary credential, or both. An institution of higher education may not refer to a noncredit or credit course as an apprenticeship or apprenticeship training course unless the course is an approved registered apprenticeship training program. MSDE is required to include data by high school and community college in its annual report on progress toward meeting the goal that 45% of high school students complete a CTE program, earn an industry-recognized credential, or complete a registered apprenticeship program by January 1, 2025. ***Senate Bill 978/House Bill 1216 (both passed)*** require the Maryland Higher Education Commission (MHEC) to collect and provide to the Maryland Longitudinal Data System Center specified identifying information on specified business licensees and students receiving industry and vocational certificates. MHEC is also required to collect student-level data on noncredit programs at community colleges and private career schools. The bills make other changes generally related to assisting students who participate in registered apprenticeship programs in the State.

MSDE may adopt regulations to require the award of credit toward high school graduation for the time that a student spends participating in either a registered apprenticeship program or a youth apprenticeship program. The bills also define "workforce development sequence," for the purpose of awarding a Workforce Development Sequence Scholarship, to include a registered apprenticeship program. The scholarship, which was established by Chapter 149 of 2017, may also be used to cover the costs to participate in a registered apprenticeship program. MHEC must include information on participation in the registered apprenticeship program in its reporting on the scholarship program.

Unpaid Work-based Learning Experience

All employers in Maryland are required to provide workers' compensation coverage for their employees. Even though not technically an employee, when a student is placed in an unpaid work-based learning experience, the employer is also required to secure workers' compensation coverage for the student. A local board of education (or private school) is authorized to provide the coverage for the student instead; however, if it does so, the employer must reimburse the local board or institution in an amount equal to the lesser of the cost of the premium for the coverage or a \$250 fee. In three counties (Allegany, Cecil, and Howard), the local boards of education are authorized to waive the reimbursement requirement. *Senate Bill 403/House Bill 814 (both passed)* expand this authorization to waive the reimbursement requirement to any local board of education.