

MARYLAND REGISTER

**Proposed Action on Regulations**

<b>Transmittal Sheet</b>  <b>PROPOSED OR REPROPOSED</b>  <b>Actions on Regulations</b>	<b>Date Filed with AELR Committee</b>	<b>TO BE COMPLETED BY DSD</b>
	02/13/2020	Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

**1. Desired date of publication in Maryland Register: 3/27/2020**

**2. COMAR Codification**

**Title Subtitle Chapter Regulation**

13A 04 17 01 and .02

**3. Name of Promulgating Authority**

Maryland State Department of Education

**4. Name of Regulations Coordinator Telephone Number**  
Charlene L Necessary 410-767-0467

**Mailing Address**

200 W. Baltimore Street

**City State Zip Code**  
Baltimore MD 21201

**Email**  
charlene.necessary@maryland.gov

**5. Name of Person to Call About this Document Telephone No.**  
Bruce A. Lesh 410-767-0519

**Email Address**  
bruce.lesh@maryland.gov



**Title 13A**  
**A STATE BOARD OF EDUCATION**  
**Subtitle 04 SPECIFIC SUBJECTS**

**13A.04.17 Environmental Education**

Authority: Education Article, §§2-205(h), Annotated Code of Maryland

**Notice of Proposed Action**

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The Maryland State Board of Education proposes to amend Regulations .01 and .02 under COMAR 13A.04.17 Environmental Education.

This action was considered by the State Board of Education at their meeting held on January 28, 2020.

**Statement of Purpose**

The purpose of this action is to bring clarity to the regulations.

**Comparison to Federal Standards**

There is no corresponding federal standard to this proposed action.

**Estimate of Economic Impact**

The proposed action has no economic impact.

**Economic Impact on Small Businesses**

The proposed action has minimal or no economic impact on small businesses.

**Impact on Individuals with Disabilities**

The proposed action has no impact on individuals with disabilities.

**Opportunity for Public Comment**

Comments may be sent to Bruce A. Lesh, Director of Social Studies, Science, Environmental Literacy, and Disciplinary Literacy, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0519 TTY: 410-333-6442, or email to [bruce.lesh@maryland.gov](mailto:bruce.lesh@maryland.gov), or fax to None. Comments will be accepted through April 27, 2020. A public hearing has not been scheduled.

**Open Meeting**

Final action on the proposal will be considered by the State Board of Education during a public meeting to be held on May 27, 2020, 9:00 am, at 200 West Baltimore Street, Baltimore, MD 21201.

### Economic Impact Statement Part C

A. Fiscal Year in which regulations will become effective: FY 2020

B. Does the budget for the fiscal year in which regulations become effective contain funds to implement the regulations?

No

C. If 'yes', state whether general, special (exact name), or federal funds will be used:

D. If 'no', identify the source(s) of funds necessary for implementation of these regulations:

These regulations will be implemented by local school systems who will need to revise curricular documents to align with the revised standards.

E. If these regulations have no economic impact under Part A, indicate reason briefly: Local school systems have already been revising curriculum to align with the new standards and requirements of the regulations. Additionally, the Maryland State Department of Education continues to provide regional workshops to train teachers and technical assistance to local school systems.

F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

G. Small Business Worksheet:

### Attached Document:

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#### **.01 Environmental [Education] Literacy Instructional Programs for Grades Prekindergarten — 12.**

A. Each local school system shall provide in public schools a comprehensive, multi-disciplinary environmental [education] *literacy* program infused within current curricular offerings and aligned with the Maryland Environmental Literacy [Curriculum] *Standards*.

B. The Maryland Environmental [Education] *Literacy* Program shall:

(1) Provide a developmentally appropriate instructional program *with opportunities for outdoor learning experiences*;

(2) Advance students' knowledge, confidence, skills, and motivation to make decisions and take actions that [create and maintain an optimal relationship between themselves and the environment, and] preserve and protect the unique natural resources of Maryland, [particularly those of] the Chesapeake Bay, and its watershed[.]; *and*

(3) [This comprehensive instructional program shall] [p]Provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years[,] and shall include all of [the standards from] the Maryland Environmental Literacy [Curriculum] *Standards* as set forth in §C of this regulation.

C. Maryland Environmental Literacy [Curriculum] *Standards*.

(1) Environmental Issue[s. The student shall:] *Investigation and Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain or restore the natural environment.*

(a) Investigate and analyze environmental issues ranging from local to global perspectives and;

(b) Develop and implement a local action project that protects, sustains, or enhances the natural environment.]

(2) [Interactions of Earth's Systems. The student shall analyze and apply the properties of systems thinking and modeling to the study of earth's systems.] *Human Dependence on Earth Systems and Natural Resources.*

*Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.*

(3) [Flow of Matter and Energy. The student shall analyze and explain:] *Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.*

(a) The movement of matter and energy through interactions of each of the following earth systems:

- (i) Biosphere;
- (ii) Geosphere;
- (iii) Hydrosphere;
- (iv) Atmosphere; and
- (v) Cryosphere; and

(b) The influence of this movement on weather patterns, climatic zones, and the distribution of life.]

(4) [Populations, Communities, and Ecosystems. The student shall use physical, chemical, biological, and ecological concepts to analyze and explain the interdependence of humans and organisms in populations, communities, and ecosystems.] *Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.*

(5) [Humans and Natural Resources. The student shall use concepts from chemistry, physics, biology, and ecology to analyze and interpret both positive and negative impacts of human activities on earth's natural systems and resources.] *Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual, collective, and societal responses to human-induced environmental change.*

[(6) Environment and Health. The student shall use concepts from science, social studies and health to analyze and interpret both positive and negative impacts of natural events and human activities on human health.

(7) Environment and Society. The student shall analyze how the interactions of heredity, experience, learning and culture influence social decisions and social change.

(8) Sustainability. The student shall:

(a) Make decisions that demonstrate understanding of natural communities and the ecological, economic, political, and social systems of human communities; and

(b) Examine how their personal and collective actions affect the sustainability of these interrelated systems.]

D. Each local school system shall establish a support system to enable teachers and administrators to engage in high quality professional development in content knowledge, instructional materials, and methodology related to environmental [education] *literacy*.

E. Student Participation. All students shall have the opportunity to participate in the comprehensive environmental [education] *literacy* program required by this [regulation] *chapter* [to meet their graduation requirement in environmental education].

## **.02 Certification Procedures.**

By September 1, 2015 and each 5 years after, each local school superintendent of schools shall certify to the State Superintendent of Schools that the instructional program in environmental [education] *literacy* meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

KAREN B. SALMON, Ph.D.  
State Superintendent of Schools