

Letter of Support SB 0051 Public Schools _Self-Con

Uploaded by: Alita-Geri Carter

Position: FAV



Tc4health@gmail.com
www.qualequityaccess.com

February 2, 2026

RE: SB 051 Public Schools - Self-Contained Special Education Classrooms - Use of Video Recording Devices
Position: Favorable

Dear Chairman Feldman, Vice Chair Kagan, Senator Folden, and Honorable Members of The Education, Energy, and the Environment Committee,

I am Alita-Geri Carter, the owner of Qualequity Access, LLC., a consultancy grounded in data-driven transformation that advocates for quality, equity, access, and accessibility in healthcare and education. I am the mother of two children with disabilities, a former practicing nursing practitioner, special education parent advocate, and public health servant.

I am writing to express my strong support for **Senate Bill 51 (SB 51)**, which requires the installation of video recording devices in self-contained special education classrooms across Maryland public schools. This legislation represents a critical step in ensuring the safety, dignity, and protection of our most vulnerable student populations.

SB 51 specifically addresses classrooms where students may have intellectual disabilities or severe disabilities that impact their abilities to communicate or recall the sequence of events leaving them unable to report incidents of abuse or neglect. This bill provides them with a "silent witness" that ensures their experiences are documented.

I particularly support this bill and its provisions due to the strategic planning for the following:

- **Comprehensive Coverage**
- **Privacy Protections**
- **Parental Rights and Transparency:**
- **Accountability for Review**

Furthermore, this bill protects our dedicated educators and staff by providing objective evidence that can refute false or unsubstantiated allegations. By creating a clear record of classroom interactions, we foster a safer environment for everyone involved in the educational process. I urge the Committee to issue a **favorable report** on SB 51 to ensure that all Maryland students, regardless of their ability to communicate, are protected and supported in their learning environments.

Respectfully Submitted,
Alita-Geri Carter, MSN, DNP-C, CPNP-PC, BCPA
Resident, Howard County, MD

SB0051 Testimony.docx.pdf

Uploaded by: Andrea Smedley-Hasty

Position: FAV

Favorable Testimony of Andrea Smedley Hasty: SB0051

Dear Honorable Member of Congress,

I am writing to you as a grandmother, advocate, and a deeply concerned citizen, urging you to take immediate action to mandate the use of cameras in classrooms serving special needs children by approving SB0051.

My autistic grandson, Josiah David Hasty, was abused in not one, not two, but three different schools by individuals entrusted with his care and education. Each time, we were either told that protocols were followed or it was done by another child, etc.. Each time, we were reassured that safeguards were in place, and each time those assurances failed my grandson.

Because my grandson is autistic and was unable to articulate his daily occurrences very well, he could not tell us what was happening to him. We only learned the truth after showing signs of distress and trauma—signs no child should ever have to show just to be believed. When the abuse at the last school happened, he was older, taught and understood to tell us his daily occurrences; this allowed us to quickly notify the school (who had not notified us) press charges, and obtain a restraining order for the employee! Yet, after repeated abuse and systemic failures, I made the best decision to remove him from the school system entirely and homeschool him, simply to keep him safe from the very people meant to protect him.

No family should be forced to choose between their child's education and their child's safety.

Classroom cameras are not about punishment—they are about protection, transparency, and accountability. They protect vulnerable students who cannot see or speak for themselves. They protect dedicated teachers and staff from false accusations. And they provide families peace of mind that their children are safe while learning.

If cameras are considered standard in buses, hallways, and public spaces, and on Police Officers then why are our most vulnerable children denied that same protection in the very classrooms where abuse too often goes unseen and unheard?

I am asking you to stand with families like mine. Please support and introduce legislation that requires cameras in special education classrooms, with appropriate

privacy safeguards, so that abuse can be prevented, documented, and addressed immediately.

Our children deserve safety. Our families deserve accountability. And our lawmakers must act to protect!

Thank you for your time, your service, and your commitment to protecting those who cannot protect themselves.

Respectfully,

Andrea Smedley Hasty
Grandmother and Advocate for Children with Disabilities
United States

Favorable Testimony of Josiah David Hasty: SB0051

Dear Member of Congress,

My name is Sir Josiah King D. David Hasty, and I am 12 years old. I am a high-functioning student with autism. I am writing to ask for your help to protect children like me who attend special education classrooms.

I was hurt in three different schools. Because of this, I am now homeschooled and safe. But many children with disabilities do not have a choice. Some cannot speak up or tell their parents what happens to them at school.

I believe cameras should be placed in special needs classrooms to protect students and teachers. Cameras give a voice to children who cannot speak for themselves and help ensure everyone is treated with dignity and respect.

No child should be afraid to go to school. Please help keep special needs students safe by supporting laws that allow cameras in these classrooms.

Thank you for listening to my voice and standing up for children who cannot speak for themselves.

Sincerely,
Sir Josiah King David Hasty

MCF_FAV_SB51.pdf

Uploaded by: Barbara Zektick

Position: FAV



SB51 - Public Schools - Self-Contained Special Education Classrooms - Use of Video Recording Devices

Position: Support
Hearing Date: February 4, 2026
Committee: Education, Energy, and the Environment

The Maryland Coalition of Families (MCF) is a statewide nonprofit organization that provides family peer support services at no cost to families who have a child or other loved one with a mental health, substance use, or problem gambling disorder. As experienced caregivers, we provide support, guidance, and hope to people who love or care for someone with a behavioral health challenge and advocate to improve the systems they rely on.

MCF supports HB51 as a reasonable solution to protect children with special needs within self-contained special education classrooms. We asked parents and caregivers we support to weigh in on this proposed legislation, and respondents overwhelmingly support this measure. Many noted that they have children who have difficulty communicating and when they arrive home with bruises, scratches, or other injuries they are unable to tell their caregivers what happened to them. Families feel that cameras in classrooms would not only serve as a deterrent to individuals with bad intentions, but they could also serve as a voice for children who cannot speak for themselves or who are scared or worried that they won't be believed. One mother shared, "So many times I wish I could see what happened when my child comes home and says that things happened, and no one saw it or say they don't believe him." Another parent we polled said that cameras would give her peace of mind because there would be proof to back up any concerns. Cameras in self-contained special education classrooms provide a measure of protection for students as well as teachers. One parent noted that "we need both students and teachers to be safe in the classroom." These families also noted that they appreciate the sensitivity in how the recordings will be used and maintained to protect both children and school staff.

Karen L. Duffy, MA
Executive Director
Maryland Coalition of Families
kduffy@mdcoalition.org
240.885.2549

Camer bill testimony.pdf

Uploaded by: Dustin Bane

Position: FAV

Senators,

My name is Dustin Bane and my son Ashton is nonverbal autistic. In 2018 he came home from school with massive bruising on his back with no answers, so I began advocating for cameras in classrooms because he can't tell me what happens when he gets home.

In early 2022 I begged this Senate to pass the Cameras bill to be my sons voice. I begged FCPS Board of Education to protect my son.

In Fall of 2022 John McAleer was hired as an SEIA in my sons classroom and spent a year with my child. In 2025 he was arrested for sexually assaulting multiple children in FCPS. I will never know exactly what happened to my child, but John McAleer obviously did not just become a monster this year, he's been getting away with it for 3 years because these children are defenseless.

The self-contained classrooms typically comprise of one teacher and 2-3 SEIA's with 8-10 nonverbal children. We are in constant need of more SEIA's and the only requirement is a GED. They will hire anyone that is 18 with a GED that passes a background check, like John McAleer. It could not be more inviting to a pedophile. No barriers to entry and victims that can't tell on you.

There are countless studies that show crime reduces in all settings by approximately 30% when you add cameras. My son deserved protection. There is undoubtedly already other predators that have infiltrated our school system. The opportunity cost of not implementing these cameras now is far greater than any issue that could arise from the implementation.

Thanks,

Dustin Bane

SSL MD SB103- Support-combined.pdf

Uploaded by: Lisa VanBuskirk

Position: FAV



Maryland | Statewide

health, safety and equity in education

January 31, 2026

Good Afternoon Chair Feldman, Vice Chair Kagan, and Members of the Education, Energy and the Environment Committee,

I am Lisa VanBuskirk, Chapter Leader of Start School Later Anne Arundel County and Maryland. Thank you for the opportunity to provide written testimony **in support of SB-103: Public Middle, High, and Charter Schools - Start Time for Instruction.**

Following the 2016 passage of then Delegate (now Lieutenant Governor) Aruna Miller's *HB 83- Orange Ribbon Bill for Healthy School Hours*, I created a state-wide chapter of Start School Later to track the progress of school start times. By my estimates (the Maryland State Department of Education does not track school start times), **the average middle school start time is 8:17 a.m., the average high school start time is 7:57 a.m., and the average start time of charter middle and high schools is 8:21 a.m.**¹ There are many individual middle and high schools, public and charter, that already meet the requirements of this bill. One school system Anne Arundel County (with the exception of a small modification to its charter schools) meets this bill. With just 10 minutes of modification to Garrett County's high school start times, that County would meet the bill's requirements as well. (Enclosures 1,2,3 and 4).

Despite the ever-increasing research on the benefits of safer, healthier, and age-appropriate school hours and encouragement through Maryland legislation in 2014 and 2016, **relying on local control and local advocacy efforts has resulted in limited success in Maryland.** It has taken decades of advocacy, hard fought election of supportive Boards of Education members, and nearly as many steps backwards as forwards to advance implementation plans, despite the well documented benefits. **When school systems are unable to act, the state of Maryland has an obligation to help them.**

The 2014 joint report by the Maryland State Department of Education and Department of Health was prescient in stating,

"...in preserving the status quo whereby school start times are a matter for each local jurisdiction, the state risks letting local resistance trump a strong body of scientific evidence that sleep is critical to health and academic achievement."²

¹ <https://www.startschoollater.net/md--statewide.html>

² http://www.startschoollater.net/uploads/9/7/9/6/9796500/maryland_dhmv_school_start_time_report_123114.pdf

Opponents focus on assumptions of increased logistics expenses, but ignore the current cost to student physical and mental health, safety, attendance, graduation rates, academics, and the return on investment in greater lifetime earnings as calculated by a 2017 Rand report.³

It is worth noting that both Anne Arundel County (school year 2022-2023) and Howard County (school year 2023-2024) implemented new school hours at zero additional cost. Initial transportation estimates are frequently inflated and assume existing systems are already perfect. Anne Arundel County went from an estimate of \$8-9 million in 2014, to cost neutral in 2022, because there was so much waste in the transportation system, as well as incorrect assumptions and perceptions about operations, including legacy ways of bus routing using post-it notes.

What helped both Anne Arundel and Howard County implement safer, healthier, and more age-appropriate school start times was the use of outside transportation experts to assist the school system in thinking through their transportation policies and operations, as well as teach them to fully use their transportation routing software.⁴ As recently as 2021, the Office of Legislative Audits noted that 18 of 24 school systems were not fully using their school bus routing software.⁵ (Use of school bus routing software has been recommended in Maryland since the *1975 Report of the Task Force to Review the Public School Pupil Transportation Program*.⁶) **Transportation is not the biggest obstacle to new school hours. Fear of change is the largest obstacle.**

There are many logistical solutions to implement new school hours, but current staff frequently lack the necessary tools, equipment, expertise, experience, or training to untie the tangled knots of school logistics. The overreliance on local school systems to enact new school hours is a barrier to improvement in Maryland students' physical and mental health, safety, and academics. **School systems need legislative assistance in setting a floor for the earliest start times and eliminating the fear of change.** Just as the General Assembly sets the floor for minimum total hours of school and/or minimum number of school days, so to, can the General Assembly set a minimum school start time.

There is flexibility within the law for implementation, to allow school systems to make decisions appropriate for their community. Elementary school start times are not addressed in the legislation, allowing communities and school systems the flexibility to determine appropriate elementary school start times. In Maryland, elementary schools start as early as 7:30 and as late as 9:30. Safety concerns about elementary students starting too early or releasing too late, should already be part of the conversation in each school system, in addition to discussions of the research-based recommendations on middle and high school start times.

Our school systems showed incredible creativity and flexibility during the uncertainty of the Covid-19 pandemic. Things that were not thought to be possible, were implemented, evaluated, and continuously adjusted. The same creativity and analysis can be applied to age-appropriate school hours. With several years to implement, school systems will identify barriers to implementation, but I am confident they can work with their communities to address concerns and overcome hurdles. The option

³ https://www.rand.org/pubs/research_reports/RR2109.html and https://www.washingtonpost.com/opinions/lets-end-the-annual-fall-march-of-the-zombies-in-maryland/2018/09/28/5daad216-b1f5-11e8-9a6a-565d92a3585d_story.html

⁴ https://www.startschoolater.net/uploads/9/7/9/6/9796500/01_13_2021_school_start_times_br.pdf and <https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/280/Transportation%20Services%20comprehensive%20Evalautation%201-8-20.pdf>

⁵ <https://www.ola.state.md.us/Search/Report?keyword=&agencyId=&dateFrom=&dateTo=&reportTypeld4=4>

⁶ https://www.startschoolater.net/uploads/9/7/9/6/9796500/1975_msde_transportation_report.pdf

exists within the legislation to seek a waiver from the State Board of Education, if conditions exist that a school system cannot overcome. **A wealth of resources and expertise exist within Maryland to assist school systems with implementation. Four school superintendents in Anne Arundel, Howard, Montgomery, and Talbot Counties have experience implementing new bell times in their current or previous job.** In a 2025 Baltimore Banner article about Baltimore City's reliance on MTA buses for transportation, MSDE was quoted as supporting later bell times.⁷

If both Florida and California legislations can agree that school start time have become the responsibility of the state government (and it may be one of the rare things on which those two states agree), as well as the number of other states considering similar legislation in 2024 and 2025, including Pennsylvania, New York, Connecticut, New Hampshire, Nevada, Louisiana, and Oregon to name a few, then Maryland's legislators can and should, assume similar responsibilities when local school boards fail to act in the interest of student health and safety.

I ask for a favorable report on SB-103: Public Middle, High, and Charter Schools - Start Time for Instruction.



Lisa VanBuskirk, P.E., CDR USCGR (Retired),

Chapter Leader, Start School Later Maryland | Start School Later Anne Arundel County

Enclosure (1): 2024-2025 Public School Hours in Maryland Compared to Orange Ribbon for Healthy School Hours

Enclosure (2): Maryland Public High School Start Time

Enclosure (3): Maryland Public Middle School Start Time

Enclosure (4): Maryland Charter School Start Time

Start School Later, Inc., is a 501(c)(3) non-profit organization that works at local, state, and national levels to raise awareness about and advocate for safe and healthy school hours. Start School Later, StartSchoolLater.net, and the Start School Later logo are the trademarks of Start School Later, Inc. and are used here with permission. The statements made here by the Maryland chapter are not necessarily those of Start School Later, Inc.

⁷ <https://www.thebaltimorebanner.com/education/k-12-schools/baltimore-city-school-buses-HF3HHWC67ZF7BCRJ66WMB3VWDI/>



2024-2025 Public School Hours in Maryland

RED = (1) Middle and high school start times that do not meet the American Academy of Pediatrics recommendation that such schools *not* start before 8:30 a.m. and (2) the elementary school start time is earlier than 8 a.m.

GREEN = Start times of 8:30 a.m. or later for middle and high schools and/or elementary school starts of 8 a.m. or later, per the Orange Ribbon for Health School Hours.

** The Orange Ribbon for Healthy School Hours program was signed into law in April 2016. The certification has three levels, from lowest to highest: Limited, Honorable Mention, and Commended.*

County/School District	HS start time or start ranges	MS start time or start ranges	ES start time or start ranges	Does the district currently qualify for a Healthy School Hours Orange Ribbon Recognition?*
Allegany County	7:40	7:40	8:00 to 8:45	
Anne Arundel County	8:30	9:15	8:00 to 8:30	Yes! Eligible for Commended (the highest level)! Implemented in 2022-2023 school year
Baltimore City	7:30 to 9:00	7:30 to 9:15	7:30 to 9:15	Moved a number of schools earlier in the 2022-2023 school year.
Baltimore County	7:10 to 7:45	7:40 to 8:30	8:35 to 9:20	
Calvert County	7:25 to 7:40	7:22 to 8:25	8:30	
Caroline County	7:50	7:40	9:00	
Carroll County	7:30	8:25 to 8:35	7:45 to 9:30	
Cecil County	7:40	7:50-8:10	9:00	
Charles County	7:25 to 8:05	7:45 to 8:50	8:30 to 9:30	
Dorchester County	7:50 to 8:15	7:55 to 8:05	8:30 to 9:00	
Frederick County	7:30	8:00	8:20 to 9:00	
Garrett County	8:20	8:30	8:15 to 8:40	Yes! Eligible for Honorable Mention
Harford County	7:30	8:15	9 to 9:30	
Howard County	7:50	7:50 to 8:30	8:40 to 9:25	Yes! Eligible for Honorable Mention. Moved school hours in 2023-2024 school year. but there's still more work to do
Kent County	7:35	7:40	9:00	
Montgomery County	7:45	7:55 to 8:15	9:00 to 9:25	Yes, Limited or Honorable Mention! The district moved start times later than they were before in 2015, but there's still more work to do.
Prince George's County	7:30 to 9:30	7:30 to 9:30	7:30 to 9:15	Moved a number of schools (including nearly all high schools) earlier in the 2024-2025 school year.
Queen Anne's County	7:35	7:45	7:30 to 8:55	
Somerset County	7:30	7:20	8:00	
St Mary's County	8:00	7:20 to 8	8:25 to 9:00	
Talbot County	7:45 to 7:50	7:45 to 7:50	8:40	
Washington County	8:35	7:20 to 8:35	7:30 to 9:15	
Wicomico County	7:45	7:45 to 9:15	8:15 to 9:15	
Worcester County	7:48 to 8:07	7:30 to 8:00	7:45 to 8:30	

Maryland Public Schools High School Start Times: 2024-2025 School Year

The American Academy of Pediatrics recommends that middle and high schools start at 8:30 a.m. or later.

The American Medical Association, American Psychological Association, American Academy of Child & Adolescent Psychiatry, the National Association of School Nurses, the Education Commission of the States and the National PTA agree.

As detailed here, the vast majority of Maryland public high schools open well before 8:30 a.m.

Bus pick-ups starting before 6 a.m. require students to wake at hours long before what is safe, healthy, and developmentally-appropriate for their still-growing brains and bodies. Teaching sleep-deprived teens challenging academics, including AP courses, in the 7 a.m. hour is both cruel and undermining.

With such schedules, teenagers have to be in bed and *asleep* at 8 or 9 p.m. in order to get the amount of sleep they need. This just isn't possible — for biological and logistical reasons. When students oversleep and miss the bus, many wind up being extremely tardy or entirely absent from school due to having no transportation alternatives.

ALLEGANY COUNTY

Mountain Ridge	7:40
Allegany	7:40
Fort Hill	7:40
Center for Career/Technical Education	7:30

ANNE ARUNDEL COUNTY

Annapolis	8:30
Arundel	8:30
Broadneck	8:30
Chesapeake	8:30
Glen Burnie	8:30
Meade Senior	8:30
Northeast	8:30
North County	8:30
Old Mill	8:30
Severna Park	8:30
Southern	8:30
South River	8:30
Phoenix Academy	9:15
Chesapeake Science Point Charter	8:20

BALTIMORE CITY

Excel Academy At Francis M. Wood	9:00
Benjamin Franklin at Masonville Cove	8:00
Claremont	9:15
Bard HS Early College	8:00
City Neighbors	9:00
Patterson	8:00
Forest Park	7:30
Western	8:00
Edmondson-Westside	8:00
Baltimore Polytechnic Institute	8:00
Mergenthaler Vo-Tech	7:45
Paul Laurence Dunbar	8:00
Digital Harbor	7:30
Reginald F. Lewis	8:00
Frederick Douglass	8:00
Carver Vo-Tech	7:45
Baltimore City College	7:30

Williams S Baer School	9:15
Reach! Partnership School	8:45
Bluford Drew Jemison STEM Academy	8:00
Baltimore Leadership Young Women	8:45
Baltimore Collegiate School for Boys	7:30
Baltimore Design School	8:45
Baltimore School for the Arts	8:00
National Academy Foundation	8:45
New Era Academy	7:30
Vivien T. Thomas Medical Arts Academy	7:30
Acad. for College/Career Exploration	8:00
Augusta Fells Savage Inst. Visual Arts	8:00
Coppin Academy	8:00
Renaissance Academy	7:45
Career Academy	9:00
Success Academy	8:45
Youth Opportunity Academy	9:00

BALTIMORE COUNTY

Catonsville	7:45
Dundalk	7:45
Chesapeake	7:45
Dulaney	7:45
Eastern Technical	7:45
Franklin	7:40
Hereford	7:40
Kenwood	7:45
Landsdowne	7:45
Loch Raven	7:45

New Town	7:45
Overlea	7:45
Owings Mills	7:45
Parkville	7:45
Patapsco	7:45
Pikesville	7:40
Perry Hall	7:45
Patapsco	7:45
Randallstown	7:25
Rosedale Center	7:00
Sollers Point Technical	7:45
Sparrows Point	7:45
Towson	7:40
Woodlawn	7:30

CALVERT COUNTY

Calvert	7:40
Career and Technology Academy	7:40
Northern	7:25
Patuxent	7:25
Huntingtown	7:25

CAROLINE COUNTY

Colonel Richardson	7:43
North Caroline	7:50
Caroline Career & Technology Center	7:50

CARROLL COUNTY

Century	7:30
Francis Scott Key	7:30
Liberty	7:30
Manchester Valley	7:30
South Carroll	7:30
Westminster	7:30

Maryland Public Schools High School Start Times: 2024-2025 School Year

Winters Hill	7:30	Tuscarora	7:30	Bowie	7:30
Carroll Springs	8:35	Urbana	7:30	Central	7:30
Gateway	7:30	Walkersville	7:30	Charles Flowers	7:30
		LYNX at Frederick	8:54	Crossland	7:30
<u>CECIL COUNTY</u>		<u>GARRETT COUNTY</u>		Dr. Henry A. Wise, Jr	8:30
Perryville	7:40	Northern	8:25	Duval	8:30
North East HS	7:40	Southern	8:25	Eleanor Roosevelt	8:30
Bohemia Manor	7:45			Fairmont Heights	8:30
Elkton	7:30	<u>HARFORD COUNTY</u>		Frederick Douglass	7:30
Cecil County School of Technology	8:00	Aberdeen	7:30	Friendly	7:30
Rising Sun	7:45	Bel Air	7:30	Gwynn Park	7:45
		C. Milton Wright	7:30	High Point	7:30
<u>CHARLES COUNTY</u>		Edgewood	7:30	International HS Langly Park	7:30
Henry E Lackey	7:25	Fallston	7:30	International HS Largo	9:30
La Plata	7:30	Harford Technical	7:30	Largo	7:30
McDonough	7:30	Harve de Grace	7:30	Laurel	8:30
North Point	8:05	Joppatown	7:30	Non-Traditional Program North	9:30
Thomas Stones	7:30	North Harford	7:30	Non-Traditional Program South	9:30
Westlake	7:30	Patterson Mill	7:30	Northwestern	8:30
St Charles	7:25			Oxon Hill	9:30
Robert D. Stethem Educational Center	7:50	<u>HOWARD COUNTY</u>		Parkdale	7:30
		Atholton HS	7:50	Potomac	7:30
<u>DORCHESTER COUNTY</u>		Centennial HS	7:50	Suitland	8:30
Cambridge-South Dorchester	8:15	Glenelg HS	7:50	Surrattsville	8:30
North Dorchester	7:50	Hammond HS	7:50		
		Howard HS	7:50	<u>QUEEN ANNE'S COUNTY</u>	
<u>FREDERICK COUNTY</u>		Long reach HS	7:50	Queen Anne's County	7:35
Brunswick	7:30	Marriotts Ridge HS	7:50	Kent Island	8:00
Catoctin	7:30	MT Hebron HS	7:50		
Frederick	7:30	Oakland Mills HS	7:50	<u>SOMERSET COUNTY</u>	
Governor Thomas Johnson	7:30	Reservoir HS	7:50	Washington	7:30
Linganore	7:30	River Hill HS	7:50	Crisfield	7:30
Middletown	7:30	Wilde Lake HS	7:50		
Oakdale	7:30	Applications & Research Lab	7:50	<u>PRINCE GEORGE'S COUNTY</u>	
				Academy of Health Science PGCCC	9:30
				Bladensburg	9:30
				<u>ST MARY'S COUNTY</u>	

Maryland Public Schools High School Start Times: 2024-2025 School Year

Chopticon	8:00
Great Mills	8:00
Leonardtown	8:00

TALBOT COUNTY

Easton	7:45
St Michaels	7:50

WASHINGTON COUNTY

Barbara Ingram School for the Arts	9:05
Boyd J Michael, III Technical	9:00
Boonsboro	8:35
Clear Spring	8:35
Hancock	8:35
North Hagerstown	8:35
Smithsburg	8:35
South Hagerstown	8:35
Williamsport	8:35

WICOMICO COUNTY

James M. Bennett	7:45
Mardela MS/HS	7:45
Parkside	7:45
Wicomico	7:45

WORCESTER COUNTY

Pocomoke	8:00
Snow Hill	8:07
Steven Decatur	8:00

Maryland Public Schools Middle School Start Times: 2024-2025 School Year

The **American Academy of Pediatrics** recommends that middle and high schools start at **8:30 a.m. or later**.

The **American Medical Association, American Psychological Association, American Academy of Child & Adolescent Psychiatry, the National Association of School Nurses, the Education Commission of the States and the National PTA** agree.

As detailed here, many of Maryland public middle schools open well before 8:30 a.m. There are also quite a few that begin after 8:30 a.m.

Early bus pick-ups require students to wake at hours long before what is safe, healthy, and developmentally-appropriate for their still-growing brains and bodies. Teaching sleep-deprived adolescents challenging academics, in the 7 a.m. hour is both cruel and undermining.

With such schedules, adolescents have to be in bed and *asleep* at 8 or 9 p.m. in order to get the amount of sleep they need. This just isn't possible — for biological and logistical reasons. When students oversleep and miss the bus, many wind up being extremely tardy or entirely absent from school due, when they lack transportation alternatives.

ALLEGANY COUNTY

Braddock MS	7:40
Mount Savage (K-8)	7:30
Washington MS	7:40
Westmar MS	7:40

ANNE ARUNDEL COUNTY

Annapolis MS	9:15
Arundel MS	9:15
Bates MS	9:15
Brooklyn Park MS	9:15
Central MS	9:15
Chesapeake Bay MS	9:15
Corkran MS	9:15
Crofton MS	9:15
Lindale MS	9:15
MacArthur	9:15
Magothy River MS	9:15
Marley MS	9:15
Meade MS	9:15
North East MS	9:15
Old Mill MS North	9:15
Old Mill MS South	9:15
Severn River MS	9:15
Severna Park MS	9:15
Southern MS	9:15
Phoenix Academy	9:15
Chesapeake Science Point Charter	8:20

BALTIMORE CITY

Academy for College and Career Exploration	8:00
Arlington ES/MS	9:15
Armistead Gardens ES/MS	7:45
Baltimore Collegiate School for Boys	8:30
Baltimore Design School	8:45
Baltimore International Academy (K-8)	7:30
Baltimore International Academy West (K-8)	9:00

Baltimore Leadership School for Young Women	8:45
Baltimore Montessori Public Charter	8:00
Barclay ES/MS	9:00
Bay Brookes ES/MS	9:00
Beechfield ES/MS	8:00
Bluford Drew Jemison STEM Academy West	8:00
Booker T. Washington MS	8:45
Cherry Hill ES/MS	8:45
City Neighbors Charter School	8:00
City Neighbors Hamilton	8:00
City Springs ES/MS	8:55
Claremont	9:15
Collington Square ES/MS	9:15
Commodore John Rodgers ES/MS	9:00
ConnXions: Community Based Art School	9:00
Cross Country ES/MS	9:15
The Crossroads School	8:45
Curtis Bay ES/MS	7:30
Dickey Hill ES/MS	7:30
Dr. Nathan A. Pitts-Ashburton ES/MS	8:00
Elmer A Henderson: A Johns Hopkins Partnership School	9:00
Empowerment Academy	7:45
Excel Academy at Francis M. Wood	9:00
Fallstaff ES/MS	7:30
Forth Worthington ES/MS	7:45
Francis Scott Key ES/MS	9:00
Franklin Square ES/MS	7:45
Garrett Heights ES/MS	9:00

Glenmount ES/MS	8:00
Graceland Park-O'Donnell Heights ES/MS	7:30
Hamilton ES/MS	7:30
Hampden ES/MS	7:30
Hampstead Hill Academy	8:00
Harlem Park ES/MS	8:00
Hazelwood ES/MS	8:00
Highlandtown ES/MS No 215	8:00
Highlandtown ES/MS No 237	8:00
Holabrid ES/MS	9:00
James McHenry ES/MS	9:00
John Ruhrah ES/MS	7:45
Joseph C. Briscoe Academy	7:30
Katherine Johnson Global Academy (3-8)	8:00
KIPP Harmony Academy	7:30
Lakeland ES/MS	8:45
Leith Walk ES/MS	8:00
Lillie May Carroll Jackson School	8:00
Lois T. Murray ES/MS	9:15
Maree G. Farring ES/MS	8:00
Margaret Brent ES/MS	7:45
Midtown Academy	8:00
Montebello ES/MS	7:45
Morrell Park ES/MS	7:30
Mount Royal ES/MS	8:00
National Academy Foundation	8:45
New Song Academy	8:45
North Bend ES/MS	9:00
Patterson Park Public Charter School	7:45
Pimlico ES/MS	7:45
Roland Park ES/MS	8:00
Rosemont ES/MS	7:45

Maryland Public Schools Middle School Start Times: 2024-2025 School Year

Southwest Baltimore Charter School	8:45	Parkville MS	8:10	<u>CECIL COUNTY</u>		West Frederick MS	8:00
Stadium School	7:45	Perry Hall MS	8:20	Bohemia Manor MS	7:40	Windsor Knolls MS	8:00
Tench Tilghman ES/MS	8:00	Pine grove MS	8:10	Cherry Hill MS	7:40	<u>GARRETT COUNTY</u>	
Thomas Jefferson ES/MS	8:00	Ridgely MS	8:15	Elkton MS	7:40	NorthernMS	8:30
Thomas Johnston ES/MS	7:45	Rosedale Center	7:00	North East HS	7:40	SouthernMS	8:30
Turnbridge Public Charter School	7:45	Southwest Academy	8:05	Perryville MS	7:40	<u>HARFORD COUNTY</u>	
Vanguard Collegiate MS	7:45	Sparrows Point MS	8:05	Rising Sun MS	7:40	Aberdeen MS	8:15
Violetville ES/MS	7:30	Stemmers Run MS	8:25	<u>CHARLES COUNTY</u>		Bel Air MS	8:15
Walter P. Carter ES/MS	9:15	Sudbrook Magnet MS	8:30	Theodore G. Davis	8:50	Edgewood MS	8:15
Waverly ES/MS	8:45	Windsor Mill MS	8:30	John Hanson MS	8:30	Fallston MS	8:15
Westport Academy	9:15	Woodlawn MS	8:15	Mathew Henson MS	8:30	Harve de Grace MS	8:15
Williams S. Bear School	9:15	<u>CALVERT COUNTY</u>		Mattawomen MS	8:25	Magnolia MS	8:15
Woodhome ES/MS	7:30	Calvert MS	7:22	Piccowaxen MS	7:45	North Harford MS	8:15
<u>BALTIMORE COUNTY</u>		Mill Creek MS	8:05	General Smallwood MS	8:40	Patterson Mill MS	8:15
Arbutus MS	8:20	Northern MS	7:22	Milton M. Somers MS	7:30	Southampton MS	8:15
Catonsville MS	8:15	Plum Point MS	8:10	Benjamin Stoddert MS	8:30		
Cockeysville MS	8:00	Southern MS	8:25	<u>DORCHESTER COUNTY</u>		<u>HOWARD COUNTY</u>	
Crossroads Center	9:30	Windy Hill MS	8:07	Mace's Lane MS	7:50	Bonnie Branch MS	8:30
Deep Creek MS	8:15	<u>CAROLINE COUNTY</u>		North Dorchester MS	7:55	Burleigh Manor MS	8:30
Deer Park MS Magnet	8:10	Lockerman MS	7:40	South Dorchester (K-8)	9:00	Clarksville MS	7:50
Dumbarton MS	8:15	Colonel Richardson MS	7:40	<u>FREDERICK COUNTY</u>		Dunloggin MS	7:50
Dundalk MS	8:15	<u>CARROLL COUNTY</u>		Ballenger Creek MS	7:30	Elkridge Landing MS	7:50
Franklin MS	7:50	East MS	8:35	Brunswick MS	8:00	Ellicott Mills MS	8:30
General John Stricker MS	8:25	Mt. Airy MS	8:25	Crestwood MS	8:00	Folly Quarter MS	7:50
Golden Ring MS	8:10	North Carroll MS	8:30	Governor Thomas Johnson MS	7:50	Glenwood MS	8:30
Hereford MS	7:40	Northwest MS	8:25	Middletown MS	8:00	Hammond MS	8:30
Holabird MS	8:15	Shiloh MS	8:25	Monocacy MS	8:00	Harper's Choice MS	8:30
Lansdowne MS	8:05	Sykesville MS	8:25	New Market MS	8:00	Lake Elkhorn MS	8:30
Loch Raven Technical Academy	8:15	West MS	8:35	Oakdale MS	8:12	Lime Kiln MS	8:30
Meadowood Education Center	8:00	Carroll Springs K-12	8:35	Thurmont MS	7:25	Mayfield Woods MS	8:30
Middle River MS	8:15	Gateway 6-12	7:35	Urbana MS	8:00	Mount View MS	8:30
Northwest Academy of Health Science	8:10			Walkerville MS	8:00	Murray Hill MS	8:30
						Oakland Mills MS	7:50

Maryland Public Schools Middle School Start Times: 2024-2025 School Year

Patapsco MS		8:30	Shady Grove MS	8:15	Thomas Johnson MS	9:30	<u>WICOMICO COUNTY</u>	
Patuxent Valley MS	7:50		Silver Creek MS	8:15	Thurgood Marshall MS	8:30	James M. Bennett MS	8:15
Thomas Viaduct MS		8:30	Silver Spring International	8:15	Walker Mill MS	9:30	Mardela MS/HS	7:45
			Sligo MS	8:15	William Wirt MS	8:30	Pittsville MS	8:00
<u>KENT COUNTY</u>			Takoma Park MS	8:15			Salisbury MS	7:45
Kent County MS	7:40		Tilden MS	8:15	<u>QUEEN ANNE'S COUNTY</u>		Wicomico MS	7:45
			Hallie Wells MS	8:15	Centerville MS	8:50		
<u>MONTGOMERY COUNTY</u>			Julius West MS	8:15	Matapeake MS	8:00	<u>WORCESTER COUNTY</u>	
Argyle MS		8:15	Westland MS	8:15	Stevensville MS	7:40	Pocomoke MS	8:10
John. T. Baker MS		8:15	White Oak MS	8:15	Sudlersville MS	7:30	Snow Hill MS	8:00
Benjamin Banneker MS		8:15	Earle B. Wood MS	8:15			Steven Decatur MS	7:30
Briggs Chaney MS		8:15			<u>SOMERSET COUNTY</u>			
Cabin John MS		8:15	<u>PRINCE GEORGE'S COUNTY</u>		Somerset Intermediate	7:20		
Roberto Clemente MS		8:15	Benjamin StoddertMS	8:30				
Eastern MS		8:15	Benjamin Tasker MS	8:30	<u>ST MARY'S COUNTY</u>			
William H. Farquhar MS		8:15	Buck Lodge MS	8:30	Chesapeake Public Charter	8:03		
Forest Oaks MS		8:15	Charles Carroll MS	8:30	Esperanza MS	7:10		
Robert Frost MS		8:15	Drew Freeman MS	7:30	Leonardtwn MS	7:05		
Gaithersburg MS		8:15	Dwight D Eisenhower MS	9:30	Margaret Brent MS	7:55		
Herbert Hoover MS	8:15		Earnest Everett Just MS	9:30	Spring Ridge MS	7:05		
Francis Scott Key MS		8:15	G. James Gholson MS	8:30				
Dr. Martin Luther King Jr. MS	8:15		Glenridge Area MS	8:30	<u>TALBOT COUNTY</u>			
Kingsview MS		8:15	Greenbelt MS	9:30	Easton MS	7:35		
Lakeland Park MS		8:15	Gwynn Park MS	7:30	St Michaels MS/HS	7:50		
Colonel E Brooke Lee		8:15	Hyattsville MS	9:30				
A. Mario Loiderman MS		8:15	James Madison MS	9:30	<u>WASHINGTON COUNTY</u>			
Montgomery Village		8:15	Kenmoor MS	9:30	Boonsboro MS	8:35		
Neelsville MS		8:15	Kettering MS	7:30	Clear Spring MS	8:35		
Newport Mill MS		8:15	Martin Luther King Jr. MS	9:30	E. Russell Hicks MS	7:20		
North Bethesda MS	8:15		Nicholas Orem MS	9:30	Northern MS	7:20		
Parkland MS		8:15	Non_Traditional Program Middle	9:30	Smithsburg MS	8:35		
John Poole MS		7:55	Oxon Hill MS	8:30	Springfield MS	7:20		
Thomas W. Pyle MS	8:15		Samuel Ogle MS	9:30	Wester Heights MS	7:20		
Redland MS		8:15	Sonia Sotomayor MS @Adelphi	9:30				
Ridgeview MS		8:15	Stephen Decatur MS	9:30				



Average Charter Middle/High School Start Time 8:21:22 AM

Charter School Name (schools serving K-8 excluded)	Grades	Start Time
Baltimore Leadership School For Young Women, Baltimore MD	6-8	8:15:00 AM
Baltimore Leadership School For Young Women, Baltimore MD	9-12	8:30:00 AM
Chesapeake Math & IT Public Charter Middle School – North, Laurel MD	6-8	7:55:00 AM
Chesapeake Math & IT Public Charter High School – North, Laurel MD	9-12	7:55:00 AM
Chesapeake Math & IT Public Charter – South, Upper Marlboro MD	6-12	8:20:00 AM
Chesapeake Science Point, Hanover MD	6-12	8:20:00 AM
City Neighbors High School, Baltimore MD	9-12	9:00:00 AM
College Park Academy, Hyattsville MD	6-12	8:25:00 AM
ConneXions Community Leadership Academy	6-12	9:00:00 AM
Coppin Academy High School, Baltimore MD	9-12	8:00:00 AM
Green Street Academy, Baltimore MD	9-12	8:15:00 AM

SB 0051_ Public Schools - Self-Contained Special E

Uploaded by: Trudy Tibbals

Position: FAV

SB 0051: Public Schools - Self-Contained Special Education Classrooms - Use of Video Recording Devices: Please vote to SUPPORT this bill.

Dear Senators of the Education, Energy & the Environment Committee,

I am writing to express my strong support for **SB 0051**, which authorizes the use of video recording devices in self-contained special education classrooms.

Students in self-contained special education settings are among **Maryland's most vulnerable children**. Many are nonverbal or have limited ability to report abuse, neglect, or inappropriate conduct. **SB 0051** provides an important safeguard to protect these students while also protecting educators by ensuring transparency and accountability.

The use of video recording devices can deter misconduct, help resolve disputes fairly, and provide objective documentation when concerns arise. This **protects students, reassures parents, and helps school systems** respond promptly and appropriately when incidents occur. Parents should not have to rely on blind trust when their child cannot communicate what happens during the school day.

SB 0051 appropriately balances safety with privacy by limiting access to recordings, establishing clear protocols for use, and ensuring recordings are reviewed only when a legitimate concern is raised. These safeguards help protect the dignity of students and staff while prioritizing student well-being.

Transparency builds trust. **When parents know there are systems in place to protect their most vulnerable children, confidence in our public schools is strengthened.** **SB 0051** is a reasonable, thoughtful step toward greater accountability and student protection in special education settings.

I respectfully urge you to **support SB 0051**.

Thank you for your time and consideration.

Sincerely,
Trudy Tibbals

SB0051. The Arc Maryland. SWA.pdf

Uploaded by: Ande Kolp

Position: FWA



SB0051: Public Schools – Self-Contained Special Education Classrooms –
Use of Video Recording Devices
February 4, 2026

Support IF Amended

The Arc Maryland is a statewide training, support, and advocacy organization that is dedicated to advancing and preserving the rights and quality of life of people with intellectual and developmental disabilities.

This bill would require the installation of at least one video recording device in each self-contained special education classroom by the beginning of the 2026–27 school year. Video recording has the potential to provide answers when there are questions or concerns about classroom incidents and students are unable to effectively share details of an incident or the cause of an injury.

SB0051 is drafted and based on a similar piece of legislation introduced in 2021, which was eventually withdrawn. **At that time advocates had shared concerns that the bill did not include safeguards for students to protect them from the use of video footage being used for discipline or to justify changes in placement. Advocates also agreed that surveilling educators should be disallowed in the use of these cameras as this may dissuade special educators from choosing to work in a self-contained special education classrooms.** The following year, in 2022, the bill was re-introduced including these important provisions.

The Arc Maryland may support SB0051 IF THE BILL IS AMENDED to include the following:

1. **Remove** the ability of **School Resource Officers** to view the footage since it is already available to a Law Enforcement agency if necessary (and the purpose of these cameras are not for student disciplinary

reasons)

2. Add:

The department, a county board, a school, or a principal may not use a video recording device made in accordance with this section:

- a. As evidence in a complaint against a student or school employee that is not related to a criminal complaint; or**
- b. In the observation or evaluation of a student for student placement decisions.**

We wish to thank the Sponsor and the committee for their consideration.

Ande Kolp, Executive Director

www.thearcmd.org

SB51 Testimony.pdf

Uploaded by: Frederick County SECAC

Position: FWA



FREDERICK COUNTY PUBLIC SCHOOLS
Special Education Citizens
Advisory Committee
(SECAC)

Transmitted Electronically

February 2, 2026

RE: Testimony in Support with Amendments

Senate Bill 51 – Education – Use of Cameras in Self-Contained Special Education Classrooms

Dear Chair Feldman and Members of the Education, Energy, and the Environment Committee,

The Frederick County Special Education Citizens Advisory Committee (SECAC) respectfully submits this testimony in support of Senate Bill 51, with amendments.

The SECAC is a statutory advisory body composed of parents/guardians, educators, students, and community members charged with advising the Board of Education and Frederick County Public Schools (FCPS) on systemic matters affecting students with disabilities. Our recommendations are grounded in student safety, family trust, and compliance with state and federal special education law.

Support for the Intent of SB 51

The SECAC supports the intent of SB 51 to increase transparency, accountability, and protections for students with disabilities who may be unable to self-report abuse, neglect, or inappropriate restraint. We appreciate the bill's thoughtful provisions related to confidentiality, retention limits, reporting requirements, and prohibitions on employee performance monitoring.

The protections outlined in §7-455(B) through (H) represent an important step toward safeguarding some of Maryland's most vulnerable students.

Scope Concerns Related to Classroom Definition and Least Restrictive Environment (LRE)

However, the SECAC urges the Committee to consider amendments to SB 51 to prevent unintended consequences related to student placement and access to protections.

Under §7-455(A)(4), the bill defines a "special education classroom" as one in which "a majority of the regularly attending students are provided special education instruction," and §7-455(B)(1) limits video recording requirements to self-contained special education classrooms.

This definition and limitation exclude many students with disabilities who receive special education services in inclusive general education classrooms, resource rooms, therapy spaces, and other instructional settings, even though those students may be non-speaking, medically fragile, or otherwise unable to report harm.



FREDERICK COUNTY PUBLIC SCHOOLS
Special Education Citizens
Advisory Committee
(SECAC)

Transmitted Electronically

Federal law under the Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the Least Restrictive Environment (LRE) appropriate to their needs. By tying monitoring protections solely to self-contained placements, SB 51 may unintentionally create an incentive for families to seek more restrictive settings in order to access safety protections. Such an outcome would conflict with both the letter and spirit of IDEA.

A majority of the SECAC's 25-member Committee previously voted in favor of permitting video recording in any setting where special education services, supports, or instruction occur, consistent with the definition of "special education" in §8-401, which explicitly includes instruction provided "in the classroom...and in other settings."

We respectfully recommend amending §7-455(B)(1) to expand eligibility beyond self-contained classrooms to align with how special education services are delivered and to avoid inequitable protections based on student placement.

Audio Recording in Toileting and Hygiene Contexts

The SECAC also notes that §7-455(B)(3) prohibits recording in bathroom areas or areas used for changing clothing, with no provision for audio monitoring. While we recognize the importance of student privacy and dignity, the absence of any audio monitoring in toileting or hygiene contexts leaves a significant safety gap.

Students with complex disabilities are particularly vulnerable during toileting and hygiene activities. Other states, including West Virginia, have addressed this risk by permitting audio recording in these areas with strict safeguards, limited access, and confidentiality protections.

The SECAC urges the Committee to consider amendments that would allow audio recording in toileting and hygiene contexts with appropriate controls, parental notice, and privacy protections, consistent with the bill's overall framework.

Conclusion

SECAC supports SB 51 with amendments that:

- Expand video recording protections to all settings where special education services, supports, or instruction occur; and
- Address the absence of audio monitoring in toileting and hygiene areas in a manner that balances student safety and privacy.



FREDERICK COUNTY PUBLIC SCHOOLS
Special Education Citizens
Advisory Committee
(SECAC)

Transmitted Electronically

With these changes, SB 51 can strengthen student protections without undermining inclusive education practices or federal LRE requirements.

Thank you for your consideration and for your commitment to Maryland students with disabilities. The SECAC stands ready to assist the Committee as this legislation moves forward.

Respectfully, on behalf of the SECAC,

Jamie Shopland, Chair
Terra Capps, Vice-Chair
Jennifer Wheat, Treasurer
Laura O'Neill, Secretary

SB51 Personal Testimony.pdf

Uploaded by: Jamie Shopland

Position: FWA

Witness Testimony

Jamie Shopland, Frederick County Parent of a non-speaking student with ataxic cerebral palsy

Senate Bill 51 – Education – Use of Cameras in Self-Contained Special Education Classrooms

February 2, 2026

RE: Testimony in Support with Amendments

Senate Bill 51 – Education – Use of Cameras in Self-Contained Special Education Classrooms

Dear Chair Feldman and Members of the Education, Energy, and the Environment Committee,

I submit this testimony in support of Senate Bill 51, with amendments, as a Frederick County parent of a child with significant disabilities.

My daughter, Marren, has a diagnosis of ataxic cerebral palsy. She is non-speaking and communicates using an AAC device, gestures, minimal ASL, and vocalizations. Since preschool, she has been educated in inclusive settings including Frederick County Public Schools inclusive pre-K, kindergarten, and now she attends first grade at Centerville Elementary School alongside her nondisabled peers, consistent with her IEP and the federal requirement that students be educated in the Least Restrictive Environment (LRE).

Throughout her school day, Marren relies on Special Education Instructional Assistants (SEIA) to support her with toileting, mobility, and accessing curriculum through her AAC device. Marren also received PT, OT, SLP, Adaptive PE, a Feeding Protocol, and other supports throughout her school day. The supports and services as well as Marren's education do not occur in a self-contained classroom. They occur in general education setting, shared instructional spaces, hallways, and during transitions, which are precisely the environments that SB 51, as currently written, does not cover.

While Marren is exactly the kind of child SB 51 is intended to protect because she is non-speaking, physically vulnerable, and unable to independently report mistreatment, she would not be protected under this bill because she is not educated in a self-contained special education classroom.

Support for the Intent of SB 51

I strongly support the intent of SB 51 to increase transparency, accountability, and safeguards for students with disabilities who may be unable to self-report abuse, neglect, or inappropriate restraint. The bill's provisions regarding confidentiality, limits on

Witness Testimony

Jamie Shopland, Frederick County Parent of a non-speaking student with ataxic cerebral palsy

Senate Bill 51 – Education – Use of Cameras in Self-Contained Special Education Classrooms

data retention, reporting requirements, and prohibitions on employee performance monitoring are thoughtful and necessary.

The protections outlined in §7-455(B) through (H) represent an important step toward safeguarding some of Maryland’s most vulnerable students. My concern is not with the intent of the bill, but with how narrowly its protections are applied.

Scope Concerns Related to Classroom Definition and Least Restrictive Environment (LRE)

Under §7-455(A)(4), a “special education classroom” is defined as one in which a majority of students receive special education services, and §7-455(B)(1) limits video recording requirements to self-contained special education classrooms.

In Frederick County Public Schools, approximately 700 students with disabilities, about 11% of the students served under IEPs, are educated in self-contained classrooms. The remaining approximately 6,200 students with disabilities receive special education services in inclusive or non–self-contained settings. Overall, students with disabilities make up approximately 13% of the FCPS student population, a proportion that continues to grow as seen in FCPS’ FY27 budget briefing.

As written, SB 51 would provide protections to only a small subset of students with disabilities, while excluding the vast majority of students it is intended to protect such as students who are non-speaking, medically fragile, or otherwise unable to report harm, but who are educated inclusively in accordance with federal law.

IDEA requires that students with disabilities be educated in the Least Restrictive Environment appropriate to their needs. By tying safety protections exclusively to self-contained placements, SB 51 unintentionally creates a troubling disparity: families whose children are educated inclusively must forgo protections, while families in more restrictive settings receive them.

For families like mine, this presents an impossible choice: maintain inclusive placement aligned with federal law and best practice for Marren to reach her full potential, or seek a more restrictive setting in order to access basic safety protections. That outcome conflicts directly with both the letter and the spirit of IDEA.

I respectfully urge the Committee to amend §7-455(B)(1) to extend protections beyond self-contained classrooms so that student safety is not contingent on placement.

Audio Recording in Toileting and Hygiene Contexts

Witness Testimony

Jamie Shopland, Frederick County Parent of a non-speaking student with ataxic cerebral palsy

Senate Bill 51 – Education – Use of Cameras in Self-Contained Special Education Classrooms

For my daughter Marren, some of the most vulnerable moments of her day occur during toileting and hygiene activities with her SEIA at times when she is physically dependent on adults and unable to verbally communicate distress. While I fully recognize the importance of student privacy and dignity, §7-455(B)(3)'s complete prohibition on recording in these areas creates a significant safety gap.

Other states like West Virginia have addressed this concern by allowing limited audio recording in toileting and hygiene contexts under strict safeguards, with parental notice and strong confidentiality protections. I urge the Committee to consider similar amendments so that student safety does not end at the restroom door.

Conclusion

I support SB 51 because I believe in its purpose. However, as written, this bill would not protect my daughter Marren, or the majority of students with disabilities in Frederick County Public Schools who are educated inclusively and supported across multiple settings throughout the school day.

I respectfully urge the Committee to amend SB 51 to:

- Expand video recording protections to all settings where special education services, supports, or instruction occur; and
- Address the absence of any monitoring in toileting and hygiene contexts in a manner that balances student safety, privacy, and dignity.

With these amendments, SB 51 can fulfill its promise—protecting the students who need it most without undermining inclusive education or federal LRE requirements.

Thank you for your consideration and for your commitment to Maryland students with disabilities.

Respectfully,

Jamie Shopland, Frederick County Parent of a non-speaking child with ataxic cerebral palsy

3915 Braveheart Circle, Urbana, MD 21704

eactestimony2026.SB51.pdf

Uploaded by: Leslie Margolis

Position: FWA

EDUCATION ADVOCACY COALITION FOR STUDENTS WITH DISABILITIES

EDUCATION, ENERGY, AND THE ENVIRONMENT

SENATE BILL 51

PUBLIC SCHOOLS—SELF-CONTAINED SPECIAL EDUCATION CLASSROOMS— USE OF VIDEO RECORDING DEVICES

FEBRUARY 4, 2026

POSITION: SUPPORT WITH AMENDMENT

The Education Advocacy Coalition for Students with Disabilities (EAC), a coalition of nearly 50 organizations and individuals concerned with education policy for students with disabilities in Maryland, submits this testimony in support of Senate Bill 51 with amendment to ensure the recordings are not used in student discipline or placement decisions.

The EAC appreciates the intent of Senate Bill 51, which would require the installation of at least one video recording device in each self-contained special education classroom by the beginning of the 2026-27 school year. Many EAC members represent or work with families who have expressed concern when their children have come home from school with unexplained injuries or reports indicating that restraint or seclusion or other “hands-on” interventions have been used with their children.

Access to video has the potential to protect some of our most vulnerable children and would enable parents to understand what may have occurred during the school day, particularly when because of young age, trauma or disability, their children are unable to share details of their day.

The amendment we seek is inclusion of the following protection:

After Section (J):

THE DEPARTMENT, A COUNTY BOARD, A SCHOOL, OR A PRINCIPAL MAY NOT USE A VIDEO RECORDING MADE IN ACCORDANCE WITH THIS SECTION:

(1) AS EVIDENCE IN A COMPLAINT AGAINST A STUDENT OR SCHOOL EMPLOYEE THAT IS NOT RELATED TO A CRIMINAL COMPLAINT; OR

(2) IN THE OBSERVATION OR EVALUATION OF A STUDENT FOR STUDENT PLACEMENT DECISIONS

Education Advocacy Coalition Testimony: Senate Bill 51
February 4, 2026
Page 2

As advocates for all students with disabilities throughout Maryland, a subset of whom are educated in self-contained special education classrooms and whose parents have made clear to us that they support cameras in schools for a variety of reasons, the EAC supports Senate Bill 51 with this amendment.

Contact: Leslie Seid Margolis at lesliem@disabilityrightsmd.org or 443-692-2505.

Respectfully submitted,

Selene A. Almazan, Attorney
Linda Barton, Education Consultant
Beth Benevides, Autism Society of Maryland, Co-Chair, Education Advocacy Coalition
Ellen Callegary, Attorney (Retired)
Melanie Carlos, Partnership for Extraordinary Minds (xMinds)
Stephanie Carr, SL Carr Education Consultants, LLC
Rich Ceruolo, Parent and Advocate
Michelle Davis, ABCs for Life Success
Jennifer Engel Fisher, JEF Consultants
Lisa Frank, Special Kids Company
Marjorie Guldan, Bright Futures
Beth Ann Hancock, Charting the Course, LLC
Leilani Hardy, Maryland Coalition of Families
Ande Kolp, The Arc Maryland
Leslie Seid Margolis, Disability Rights Maryland
Beth Nolan, Education Team Allies
Ronza Othman, National Federation of the Blind of Maryland
Rebecca Rienzi, Pathfinders for Autism
Ronnetta Stanely, Loud Voices Together Educational Advocacy Group
Guy Stephens, Alliance Against Seclusion and Restraint
Wayne Steedman, Maryland Special Education Lawyers

SB0051 – Video Recording in Self-Contained Special

Uploaded by: Alicia Baines

Position: UNF

SB0051 – Public Schools – Self-Contained Special Education Classrooms – Use of Video Recording Devices

Position: UNFAVORABLE (or Unfavorable unless amended)

Chair and members of the Committee:

I'm a parent-informed special education advocate. I'm urging an **UNFAVORABLE** vote on SB0051 as written because **it does not protect Marylanders—it protects the systems Maryland taxpayers fund**. It mandates cameras but does not create enforceable parent rights, meaningful public transparency, or real accountability.

This bill does not go far enough

SB0051 creates recordings while keeping them **confidential** and largely **inaccessible to families**—the very people responsible for protecting a child's educational rights. Districts already control the records, timelines, narratives, and data that families need to prove harm or denial of services. This bill adds video evidence, but leaves control in the hands of the school system.

The access structure centers law enforcement—not student rights or FAPE

The bill explicitly permits viewing by school administrators, SROs, CPS, and law enforcement. Parents' access is effectively delayed and conditioned—tied to determinations about “potential criminal conduct” and the conclusion of an investigation.

Most special education harm is not criminal. It is **failure to implement IEPs, unsafe practices, misuse of exclusion areas, and denial of FAPE**. SB0051 does not give parents timely, usable access to recordings for these common, non-criminal violations.

“Reporting” is not transparency

Annual reporting focused on the number of requests and the identity of the requester is not accountability. Taxpayers deserve transparency about how public dollars are spent and whether safeguards are working. If Maryland mandates cameras, Marylanders should see de-identified outcomes: system reliability, interruptions, incident categories, corrective actions, and compliance results—not secrecy.

Families will not knowingly place children in unsafe environments

Families of children with disabilities will not willingly place their children in settings with known accessibility, safety, or exclusion-area risks. If there are problems in these classrooms, the solution is to correct conditions—not to withhold evidence behind confidentiality rules that make accountability harder.

SB0051 – Public Schools – Self-Contained Special Education Classrooms – Use of Video Recording Devices

If the Committee moves this bill, it must be amended

At minimum, SB0051 should be amended to require:

- **Timely parent access** to recordings involving their child for safety, IEP/FAPE, and exclusion-area concerns—not only after criminal processes conclude
- **Immediate preservation** upon parent request, with enforceable timelines
- **Independent oversight and audit logs** for interruptions, access, and retention
- **Meaningful public transparency reporting** (de-identified) including costs, system reliability, and corrective actions

Without these amendments, this bill becomes “we recorded it, but you can’t see it,” which increases institutional protection and makes it harder—not easier—for families to secure accountability.

Closing

Maryland can do better. If the State is going to mandate cameras in special education settings, it must also mandate parent access, independent oversight, and public transparency. SB0051 as written does not meet that standard.

Vote UNFAVORABLE—or hold the bill until these protections are added.

Respectfully submitted,

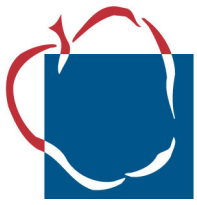
Alicia Baines

Maryland Parent & Special Education Advocate

SB51 OPPOSE.pdf

Uploaded by: Grace Wilson

Position: UNF



SB0051 – PUBLIC SCHOOLS – SELF-CONTAINED SPECIAL EDUCATION CLASSROOMS – USE OF VIDEO RECORDING DEVICES

February 4, 2026

EDUCATION, ENERGY, AND THE ENVIRONMENT

OPPOSE

Grace Wilson, Director of Legislation & Policy (410.440.1758)

Anne Arundel County Public Schools (AACPS) opposes **SB0051 – Public Schools – Self-Contained Special Education Classrooms – Use of Video Recording Devices**. This bill requires, beginning in the 2026-2027 school year, each county board install at least one video recording device in each self-contained special education classroom. The video recording device installed is required to record all areas of the self-contained special education classroom, including exclusion areas in use during school hours and at any time the self-contained special education classroom or exclusion area is in use. A video recording device is prohibited from recording inside a bathroom area or in areas that students use to change clothing.

Each county board is required to provide notice of the use of a video recording device in a self-contained special education classroom by providing notice to students and the parents or guardians of each student who receives instruction in a self-contained classroom. A county board may not store a video recording made under the law for more than six months after the date of the recording, unless a county board receives a request to view or store a particular video recording. If it is discovered that the operation of a video recording device has been interrupted, a report shall be submitted to the principal of the school.

A video recording made in accordance with the bill is confidential and may only be viewed/shared with school administration, resource officers, Child Protective Services Representatives, and law enforcement. If a school employee observed an action that could be considered the abuse or neglect of a student in a self-contained special education classroom or exclusion area, the employee shall report the action in accordance with any applicable child abuse and neglect reporting guidelines. If, after review, it is determined that a recording shows potential criminal conduct, the video must be made available only to a law enforcement agency for investigation. A county board is required to make reasonable attempts to conceal the identity of any student who appears in a video recording made under this section who is not involved in the incident for which the video recording is being viewed. Video recording devices may not be used to monitor the performance of school employees. Finally, each county board is required to annually collect data on the number of requests to view a video recording and the identity of the person that made the request and submit this information to the Maryland State Department of Education.

AACPS opposes this legislation due to concerns about the universal scope of the mandate to include video cameras in all special education classrooms, the privacy of the students recorded in the continuous classroom surveillance, the potential for the stigmatization of special education students, unfunded costs for installation and monitoring the cameras, and the administrative costs of retaining, redacting, and responding to requests to view the video.

Local boards of education place a very high priority on ensuring that students receive high quality special education programs and instruction to meet the unique needs of every student with a disability. States are mandated to provide a wide array of special education services in compliance with the federal Individuals with Disabilities Education Act (IDEA) and federal and State regulations. IDEA requires that eligible disabled students receive special education and related services if they are between the ages of three and 21, meet the definition of one or more of the categories of

disabilities specified in IDEA, and are in need of special education and related services as a result of the disability. The special education services mandated and governed by IDEA must meet the legal standard of providing a free, appropriate public education and do so in the least restrictive environment. In AACPS we use training and staffing to ensure that employees working with students with disabilities are prepared to attend to the needs of students, and Employee Case Management to hold employees accountable.

The federal Family Educational Rights and Privacy Act (FERPA) generally prohibits the disclosure by schools that receive federal education funding of personally identifiable information from a student's education records, unless the educational institution has obtained signed and dated written consent from a parent or eligible student or one of FERPA's exceptions applies. FERPA and accompanying federal regulations indicated that a video of a student is an education record, subject to specific exclusions, when the video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution.

Finally, Anne Arundel County Public Schools' costs associated with purchasing video equipment alone are estimated at no less than \$500,000. In addition, we anticipate compliance with SB0051 would require additional funding to support administrative assistance to facilitate video monitoring, reviewing, redacting, and responding to requests to review videos.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on SB0051.

SB 51 - Self-Contained Special Education Classroom

Uploaded by: Mary Pat Fannon

Position: UNF



Mary Pat Fannon, Executive Director
1217 S. Potomac Street
Baltimore, MD 21224
410-935-7281
marypat.fannon@pssam.org

BILL: SB 51

TITLE: Public Schools - Self-Contained Special Education Classrooms - Use of Video Recording Devices

DATE: February 4, 2026

POSITION: Favorable with Amendments

COMMITTEE: Education, Energy, and the Environment Committee

CONTACT: Mary Pat Fannon, Executive Director, PSSAM

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four local school superintendents, **opposes** Senate Bill 51.

This bill requires each local board of education, beginning with the 2027-2028 school year, to install at least one video recording device in each self-contained public school classroom in which a majority of the regularly attending students are provided special education instruction. These devices must record all areas of the classroom, including all exclusion areas, during school hours and any time the space is being used. However, recording may not occur in bathroom areas or in areas where students change clothing. A local board must provide specified notice of the use of these recording devices. If a public school employee observes an action that could be considered abuse or neglect of a student in a self-contained special education classroom or exclusion area, the employee must report the action in accordance with any applicable child abuse and neglect reporting guidelines. The principal must, within 24 hours of receiving such a report, notify the parent of the student who is the subject of the report. *(Source: https://mgaleg.maryland.gov/2026RS/fnotes/bil_0001/sb0051.pdf)*

PSSAM shares the goal of ensuring safe and supportive learning environments for all students, but for several reasons we oppose this legislation. SB 51 imposes a costly, unfunded, and legally complex mandate that creates significant fiscal and administrative burdens for local school systems, raises serious student privacy and compliance risks, and alters the educational environment in counterproductive ways.

Continuous classroom recording creates a substantial administrative burden under both the Maryland Public Information Act and the Family Educational Rights and Privacy Act (FERPA). Video recordings routinely capture multiple students at once, creating ambiguity about whether footage constitutes an education record, for which students it qualifies as an education record, and whether parental consent is required from all families depicted. Required redaction is labor-intensive and, in many cases, impractical without destroying the meaning of the record.

Many school systems already have local, legally vetted policies that address recordings in schools. These policies balance transparency, parental rights, and privacy - such as permitting audio recording of IEP meetings, while restricting video recording unless required to preserve rights under law. This legislation would override carefully developed local policies that are ***in compliance with state and federal privacy laws***, specifically FERPA. In addition, federal guidance has consistently recognized that video recordings may constitute education records, triggering strict access, consent, and disclosure requirements. As discussed above, this would place school systems in the position of either violating FERPA by disclosing footage of other students, or incurring significant staff costs attempting to redact footage.

In addition, Maryland law requires all-party consent for recording conversations. Classroom instruction is inherently interactive and unpredictable, involving students, teachers, and related service providers. This legislation would override existing consent protections and undermine employee rights under current law.

Lastly, as described in the fiscal note, the financial impact of this legislation is significant and ongoing. Beyond initial equipment purchases, school systems would incur ongoing costs for maintenance and replacement, data storage and cybersecurity, staff time to manage, retain, redact, and respond to video requests, and training educators and staff on compliance and use. Room changes, reconfigurations, and program shifts would further compound costs over time. All of these would be borne on local boards of education without any State funding.

Experiences in other states suggest this issue warrants far greater scrutiny before imposing a statewide mandate. For ***families***, a more tailored and intentional approach tied to the IEP process would enhance parental engagement and better align decisions with individual student needs. A more thoughtful approach would also allow for meaningful engagement with ***educators*** in creating an educationally appropriate environment, predictable working conditions, and clear expectations on the use of cameras and their content.

In conclusion, SB 51 represents a costly, unfunded, and legally risky mandate that undermines privacy, equity, and the educational environment without clear evidence of benefit. Therefore, PSSAM **opposes** Senate Bill 51 and requests an **unfavorable** committee report.

Montgomery County Board of Education_SB 51_Oppose.

Uploaded by: Patricia Ursprung

Position: UNF



MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

15 West Gude Drive ♦ Suite 100 ♦ Rockville, Maryland 20850

BILL: SB 51

TITLE: Public Schools - Self-Contained Special Education Classrooms - Use of Video Recording Devices

DATE: February 4, 2026

POSITION: Oppose

COMMITTEE: Education, Energy, and the Environment

CONTACT: Patricia Ursprung, Coordinator, Legislative Affairs

The Montgomery County Board of Education opposes Senate Bill 51.

This bill requires local education agencies (LEAs) to install at least one video recording device in each self-contained special education classroom by the beginning of the 2026-2027 school year.

On August 21, 2025, the Montgomery County Board of Education adopted a legislative platform that contains priority issues and ongoing concerns. One of the ongoing concerns is preserving local autonomy. Based on this platform position, the Montgomery County Board of Education opposes legislation that would infringe on local control. Bills that fall into this category require specific school system action and may impact areas such as school calendars, school start times, curriculum, testing, procurement, and other operational decision-making. The platform also permits that Board to oppose bills that contain unfunded mandates, i.e. bills that would result in a fiscal impact on the school system with no identified funding source.

Senate Bill 51 contains an unfunded operational mandate. Purchasing and installing cameras in each of our self-contained special education classrooms would be an enormous task that would come at great cost. Further, the directive that each designated classroom have a camera removes local autonomy and the Board or administration's ability to determine what is best for Montgomery County Public Schools as a whole, and individual schools therein.

Because Senate Bill 51 is an unfunded mandate that infringes on local control, the Board opposes this bill pursuant to its adopted platform and requests an **unfavorable** report.

SB 51 - Oppose - Self-Contained Special Education

Uploaded by: Sam Mathias

Position: UNF

BILL: Senate Bill 51
TITLE: Public Schools – Self-Contained Special Education Classrooms – Use of Video Recording Devices
HEARING DATE: February 4, 2026
POSITION: UNFAVORABLE
COMMITTEE: Education, Energy, and the Environment
CONTACT: Sam Mathias, Legal & Policy Director (smathias@mabe.org)

The Maryland Association of Boards of Education (MABE), representing all of the State’s local boards of education, respectfully opposes Senate Bill 51, Public Schools – Self-Contained Special Education Classrooms – Use of Video Recording Devices.

SB 51 would require each local education agency to install and provide notice of the use of video recording devices in self-contained special education classrooms beginning in the 2026-2027 school year. While MABE appreciates the bill’s focus on student safety and accountability, the proposal imposes a statewide, one-size-fits-all mandate that raises concerns regarding unfunded costs, administrative burden, student privacy, and local governance flexibility.

First, the bill raises significant student privacy concerns under the Family Educational Rights and Privacy Act (FERPA). Video recordings that qualify as education records must be maintained and disclosed in accordance with strict federal requirements. Yet FERPA was not designed to address continuous classroom surveillance that routinely captures multiple students and staff simultaneously. Under FERPA, a photo or video constitutes an education record, subject to limited exclusions, when it is: (1) directly related to a student; and (2) maintained by an educational agency or institution or a party acting on its behalf (20 U.S.C. § 1232g(a)(4)(A); 34 C.F.R. § 99.3). Whether a particular recording meets this definition (and for which students) requires a fact-specific, case-by-case determination. In practice, a single request for classroom footage could trigger complex consent analyses and require extensive redaction of other students’ images. That process is not only administratively burdensome but also creates substantial legal risk and compliance challenges for local school systems.

Second, SB 51 represents a significant unfunded mandate. The purchase, installation, maintenance, storage, monitoring, and long-term management of video recording systems that need to cover “all areas...including all exclusion areas” would impose significant financial burdens on local school systems. A fiscal note analyzing an identical bill from 2021 estimated individual school systems each incurring six and seven-figure costs for equipment and installation alone, given that some school districts have hundreds of self-contained special education classrooms, and assuming the need for two

cameras per classroom. These costs are on top of the maintenance, storage, monitoring, and long-term management of video recording systems. Mandating cameras across all self-contained special education classrooms, regardless of local context or demonstrated need (or desire by all parties being recorded), limits boards of education's ability to prioritize resources in ways that are most responsive to their communities.

Relatedly, the bill would create significant administrative and operational burdens. From a labor standpoint, school systems would be responsible for managing video recordings, responding to requests from parents or guardians, redacting footage to protect uninvolved students, maintaining records, and submitting required reports to the Maryland State Department of Education. These responsibilities are not incidental; they are labor-intensive, ongoing, and divert staff time away from direct instructional and student support functions.

We note that some local school systems already use cameras in certain classrooms, including those serving students with significant behavioral needs. These decisions are made locally, often in collaboration with teachers, families, and IEP teams, and tailored to individual student circumstances. A statewide mandate would remove that discretion and foreclose more targeted, less costly approaches—such as responding to parent or guardian requests in the context of a student's Individualized Education Program—where engagement, consent, and safeguards can be thoughtfully addressed, and resources can be used more on a more limited basis.

Finally, as with prior proposals, the bill appears not to fully account for Maryland's publicly funded nonpublic special education schools, raising additional fiscal and policy implications that warrant further scrutiny.

For these reasons, **MABE respectfully requests an unfavorable report for Senate Bill 51.**

SB51.Council.LOI.pdf

Uploaded by: Rachel London

Position: INFO



**Maryland Developmental
Disabilities Council**

CREATING CHANGE • IMPROVING LIVES

Senate Education, Energy, and the Environment Committee

February 4, 2026

**SB 51: Public Schools – Self-Contained Classrooms – Use of Video Recording Devices
Letter of Information**

The Maryland Developmental Disabilities Council (DD Council), a statewide public policy organization that creates change to make it possible for people with developmental disabilities to live the lives they want with the support they need. Our vision is that people with and without disabilities in Maryland live, learn, work, and play together. Maryland educates more than 118,000 students with disabilities with a variety of services and supports – most in general education classrooms.

The Council is not taking a position on this bill, but would like to provide information on the potential impacts and realities. It is important to note that some families have expressed the desire for cameras to be installed in their child’s classroom. Most of the concern comes from families of children, who because of age, trauma, or disability, cannot verbally communicate what has happened at school. Some families express that when their children come home with an unexplained injury, they have limited options to obtain additional information on the event that may have caused that injury, and that cameras afford them a tool to address it. There are also many questions:

- Are video recording devices a wise use of limited resources?
- Is anyone made safer in the presence of a camera?
- Does the use of video cameras promote a false sense of security?
- Will this lead to further segregation of students with developmental disabilities from their peers without disabilities?

TASH, a well-respected national non-profit group who advocate for the inclusion of all students in the general education classroom, has written extensively on this subject. Their position paper, [Camera Surveillance in Self-Contained Classrooms](#), provides a thorough examination of the issues considered by this bill:

- **Installing video cameras only in special education classrooms may create or strengthen a bias toward restrictive settings.** The reliance on more restrictive settings for safety contradicts the research on inclusive practice. Students with complex support needs can learn—and often learn as much, if not more—in general education settings.
- **Video camera surveillance may promote a false sense of security rather than safety.** Video evidence can be used to document abuse, but unless video is monitored in real-time, it is unlikely that camera surveillance will prevent abuse from happening. Using video camera surveillance as “evidence” of harmful staff behavior can be unreliable and/or easy to circumvent.
- **Purchasing, installing, and maintaining video cameras is costly and uses scarce educational resources.**

- Installing video cameras only in special education classrooms presents the risk that students with disabilities themselves may become the targets of surveillance.
- Relying on video cameras in special education classrooms does not build trust with either students or teachers.

Contact: Rachel London, Executive Director: RLondon@md-council.org