

**Maryland General Assembly
Department of Legislative Services**

**Emergency Regulation
State Board of Education**
(DLS Control No. 14-001)

Overview and Legal and Fiscal Impact

This emergency regulation requires each local school system to offer a mathematics program for each year that a student is enrolled in high school. Further, the regulation establishes content-knowledge requirements and specifies that each local school system must align its mathematics curriculum with the Maryland Common Core State curriculum, which is aligned to the Common Core State Standards.

The regulation presents no legal issues of concern.

There is no material fiscal impact on State or local agencies.

Regulation of COMAR Affected

State Board of Education:

Specific Subjects: Program in Mathematics: COMAR 13A.04.12.01

Legal Analysis

Summary of Regulation

The regulation requires each local school system to offer a mathematics program for each year that a student is enrolled in high school. This program must include: mathematics transition courses, Algebra II, Pre-Calculus, Discrete Mathematics, Linear Algebra, Probability and Statistics, AP Computer Science, AP Calculus (A/B and B/C), or a computer science course that is not AP Computer Science if the local school system determines that the course meets specified other requirements. Further, the regulation establishes grade-band content-knowledge requirements for students in prekindergarten through fifth grade, sixth grade through eighth grade, and for high school students. All students must demonstrate knowledge of the processes and proficiencies of mathematics, including problem-solving, abstract and quantitative reasoning, argument and critique, strategic use of mathematics tools, attention to precision, and looking for and expressing regularity in repeated reasoning. Finally, the regulation specifies that each local school system must align its mathematics curriculum with the Maryland Common Core State curriculum, which is aligned to the Common Core State Standards.

Legal Issue

The regulation presents no legal issues of concern.

Statutory Authority and Legislative Intent

The State Board of Education (State board) cites §§ 2-205(h) and 7-205.1 of the Education Article as legal authority for the regulation. Section 2-205(h) requires the State board, with the advice of the State Superintendent of Schools, to establish basic policy and guidelines for the program of instruction in the public schools. Section 7-205.1 specifies that beginning with the ninth grade class of 2014, each student must enroll in a mathematics course in each year of high school that the student attends high school. The State Department of Education must adopt regulations that establish the mathematics and math-related courses that fulfill this requirement, and may include math-related career and technology programs.

This authority is correct and complete. The regulation complies with the legislative intent of the law.

Reason for Emergency Status

The State board has requested emergency status from January 30, 2014 until July 29, 2014. This emergency period is within normal time frames approved by the committee. The State board indicates that the emergency status is needed in order to meet the requirements of § 7-205.1 of the Education Article, established by the College and Career Readiness and College Completion Act of 2013 (SB 740).

Fiscal Analysis

There is no material fiscal impact on State or local agencies.

Agency Estimate of Projected Fiscal Impact

The regulation implements provisions of Chapter 533 of 2013 (SB 740) that require high school students to take a mathematics course each year they are enrolled in high school. The department advises that the regulation has minimal or no impact on State or local governments. The Department of Legislative Services concurs and advises that, as discussed in the fiscal and policy note for SB 740, local school system expenditures may increase to ensure that all students complete a mathematics course in each year of high school and to implement grade 12 transition courses. In addition, the department's expenditures for transition courses may increase minimally due to SB 740, but these impacts have already been accounted for in the fiscal and policy note.

Impact on Budget

There is no material impact on the State operating or capital budget.

Agency Estimate of Projected Small Business Impact

The department advises that the regulation has minimal or no economic impact on small businesses in the State. The Department of Legislative Services concurs.

Contact Information

Legal Analysis: Kathryn H. Selle – (410) 946/(301) 970-5350

Fiscal Analysis: Caroline L. Boice – (410) 946/(301) 970-5510