

HB1300/704567/1

BY: Appropriations Committee

AMENDMENTS TO HOUSE BILL 1300
(First Reading File Bill)

AMENDMENT NO. 1

On page 1, in line 6, after “world;” insert “establishing certain education aid formulas to provide funding for the implementation of the Blueprint for Maryland’s Future, including funding for general education programs, English learners, compensatory education, schools with a high concentration of poverty, special education, transitional supplemental instruction, early childhood, and prekindergarten;”; and in line 21, after “notification;” insert “providing for a reduction in a certain local share of certain education aid for certain counties under certain circumstances; requiring the designation of a primary contact for school-based health centers;”.

On page 2, in line 4, after “plans;” insert “requiring certain State and local units to include certain information in certain implementation plans;”; in line 11, after “certification;” insert “altering the manner in which certain rules and regulations recommended by the State Board or the Professional Standards and Teacher Education Board are implemented;”; in line 12, strike “comprised” and substitute “composed”; strike beginning with “requiring” in line 13 down through “ladder” in line 15 and substitute “providing that the career ladder is subject to collective bargaining except as provided by this Act; encouraging teachers to obtain a certain certificate and participate in the career ladder and providing or encouraging the provision of certain support”; in line 21, after “time;” insert “prohibiting certain prekindergarten providers from disciplining certain students in a certain manner, except under certain circumstances; altering the date by which a certain kindergarten assessment shall be completed; establishing a publicly funded full-day prekindergarten program in which certain eligible children and providers may participate; requiring each county board to enter into a certain memorandum of understanding with certain parties to provide publicly funded prekindergarten in the county in a certain manner; extending the teacher collaborative grant program through a certain fiscal year;”; in line 28, after “programs;”

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insert “establishing that certain child care centers and programs shall be given priority for certain awards;”; and in line 31, after “duties;” insert “providing that a community school coordinator may be a social worker;”.

On page 3, in line 3, strike “of Education”; in line 5, after “State;” insert “repealing obsolete provisions of law relating to the General State School Fund; repealing certain prekindergarten grants and compensatory education, limited English proficiency, and special education formulas made obsolete by the provisions of The Blueprint for Maryland’s Future; repealing certain provisions relating to the Maryland School Performance Program, the Maryland Alternative Teaching Opportunity Program, comprehensive master plans, grants to teachers pursuing certain national certifications, and certifications for certain career professionals made obsolete by The Blueprint for Maryland’s Future; repealing the Learning in Extended Academic Programs (LEAP) grant program; repealing a certain obsolete provision relating to special education funding levels; repealing the Governor’s P–20 Leadership Council of Maryland;”; in line 10, after “affected;” insert “declaring the intent of the General Assembly;”; in line 16, after “6–121,” insert “6–306”; in the same line, strike the fifth comma and substitute “; 5–401 and 5–403 and the subtitle “Subtitle 4. Accountability Reporting””; in lines 16 and 17, strike “7–101.1(a), (b), and (e)”; in line 17, strike the first comma and substitute “; 7–2001 through 7–2006 and the subtitle “Subtitle 20. Learning in Extended Academic Programs (LEAP)””; in the same line, after “21–204,” insert “and”; in line 23, strike “and”; in the same line, after “respectively” insert “; 7–101.1(c) and (d), respectively; and 18-14A–04”; strike in their entirety lines 24 through 32, inclusive, and substitute “to be Section 5–208, 5–209, and 5–207, respectively; 5–218, 5–231, 5–236, 5–237, 5–238, and 5–239, respectively; 7–1A–02(a) and (b), respectively; and 15–127”; in line 37, strike “5–201(a),” and substitute “5–201, 5–210,”; and in line 39, strike “5–210 to be under”.

On page 4, in line 2, after “6–122,” insert “6–123(f) and (g),”; in the same line, strike “6–201(b)” and substitute “6–201(b)(1)”; in the same line, after “6–411(a),” insert “6–704(a),”; in the same line, after “7–103(f),” insert “7–1A–02,”; in line 3, after “7–210,” insert “7–305.1,”; in the same line, after “8–201,” insert “8–416(h), 9.5–901,”; in the same line, after “9.9–107,” insert “11–701, 15–127,”; in the same line, strike “18–502(c)” and

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substitute "18-1502(c)"; in line 5, strike ", and 24-801"; in line 10, strike "5-201(b), and 9.9-102" and substitute "and 8-416(a)"; in line 15, after "Section" insert "5-101(c)"; in the same line, strike "through 5-203"; strike beginning with "5-210" in line 16 down through the semicolon in line 18; in line 18, strike "5-220" and substitute "5-217, and 5-219"; strike beginning with "and" in line 19 down through "Education" in line 20 and substitute a semicolon; in line 21, strike "5-228" and substitute "5-226"; in line 22, strike beginning with "and" through "Education"; in the same line, strike the comma; in line 23, strike "5-232, and 5-233"; in line 24, strike beginning with "and" through "Education"; in line 25, strike "5-240, and 5-241" and substitute "5-239, and 5-240"; in line 26, strike beginning with "and" through "Education"; in the same line, strike "5-412" and substitute "5-413"; in line 28, after the first semicolon insert "6-120, 6-121, and"; in line 29, strike "and 7-126" and substitute "through 7-127"; in line 30, strike "7-1A-10" and substitute "7-1A-09"; in line 31, after "Funded" insert "Full-Day"; in the same line, after "7-202.1," insert "7-446; 9.5-901 through 9.5-908 to be under the amended subtitle "Subtitle 9. Child Care Support Programs";"; in line 32, strike "9.5-1005" and substitute "9.5-1004"; in line 34, strike "18-506;" and substitute "18-1506; and"; and strike in their entirety lines 39 through 44, inclusive.

On page 5, in line 10, strike "Sections" and substitute "Section(s)"; in line 11, strike the fifth comma and substitute "; 5-401 and 5-403 and the subtitle "Subtitle 4. Accountability Reporting";"; in the same line, strike "7-101.1(a), (b), and (e)," and substitute "6-306; 7-2001 through 7-2006 and the subtitle "Subtitle 20. Learning in Extended Academic Programs (LEAP)";"; in line 12, strike "21-204,,"; in the same line, strike "the Education Article" and substitute "Article – Education"; in line 15, after the second "respectively," insert "7-101.1(c) and (d), respectively;"; and strike in their entirety lines 17 through 23, inclusive, and substitute "Section(s) 5-208, 5-209, and 5-207, respectively; 5-218, 5-231, 5-236, 5-237, 5-238, and 5-239, respectively; 7-1A-02(a) and (b), respectively; and 15-127.".

On page 11, in lines 24 and 30, in each instance, after "**12**" insert a comma; in line 26, after "**2016**" insert a comma; and in the same line, strike "**ASSESSED**" and substitute "ASSESSED".

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On pages 11 and 12, strike beginning with “THE” in line 34 on page 11 down through “TAXATION” in line 4 on page 12 and substitute “THE QUOTIENT OF THE ANNUAL DEBT SERVICE FOR A TAX INCREMENT FINANCING BOND IN A DEVELOPMENT DISTRICT DIVIDED BY THE COUNTY’S REAL PROPERTY TAX RATE PLEDGED TO THE TAX INCREMENT FINANCING BOND MULTIPLIED BY 100”.

On page 12, strike in their entirety lines 5 and 6; in lines 7 and 9, strike “(III)” and “(IV)”, respectively, and substitute “(II)” and “(III)”, respectively; strike beginning with “FULL-TIME” in line 11 down through “ARTICLE” in line 19 and substitute “ENROLLMENT COUNT” MEANS THE GREATER OF:

- (1) THE FULL-TIME EQUIVALENT ENROLLMENT; OR
- (2) THE 3-YEAR MOVING AVERAGE ENROLLMENT”;

strike beginning with “ENROLLMENT” in line 22 down through “ENROLLMENT” in line 24 and substitute “FULL-TIME EQUIVALENT ENROLLMENT” MEANS THE SUM OF:

- (1) THE NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN THROUGH GRADE 12 OR THEIR EQUIVALENT IN REGULAR DAY SCHOOL PROGRAMS ON SEPTEMBER 30 OF THE PRIOR SCHOOL YEAR;
- (2) THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS, AS DETERMINED BY A REGULATION OF THE DEPARTMENT, ENROLLED IN EVENING HIGH SCHOOL PROGRAMS DURING THE PRIOR SCHOOL YEAR; AND
- (3) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN § 7-1804(B) OF THIS ARTICLE”;

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and in line 26, strike “**2**” and substitute “**TWO**”.

On page 15, in line 21, strike “**THREE-YEAR**” and substitute “**3-YEAR**”.

On page 16, in line 11, strike “**ONLY**”; in line 12, after “**SPENT**” insert “**ONLY**”; and in line 26, strike “**TEN**” and substitute “**10**”.

On page 21, in line 23, strike “**CWI**” and substitute “**COMPARABLE WAGE INDEX (CWI)**”.

On page 23, in line 4, strike “**BEGINNING IN**” and substitute “**FOR**”; in the same line, strike the comma; in line 5, strike the second comma; and in line 23, strike the comma.

On page 24, in line 30, strike “**(C)**” and substitute “**(B)**”.

On page 30, strike beginning with “**PRODUCT**” in line 10 down through “**SCHOOL**” in line 12 and substitute “**COMPENSATORY EDUCATION ENROLLMENT AS DEFINED IN § 5-222 OF THIS SUBTITLE**”.

On page 32, in line 24, strike “an amount equal to \$248,833” and substitute “**THE AMOUNT PROVIDED UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION**”.

On page 34, strike beginning with “**ELIGIBLE**” in line 25 down through “**2023**” in line 27 and substitute “**ALL OTHER ELIGIBLE SCHOOLS SHALL RECEIVE THE PER PUPIL GRANT 1 YEAR AFTER BECOMING ELIGIBLE AND ON COMPLETION OF THE NEEDS ASSESSMENT REQUIRED UNDER § 9.9-104 OF THIS ARTICLE**”; and in line 29, after “**SUBSECTION**” insert a comma.

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On page 39, in line 4, after “**(2)**” insert “**(1)**”; in the same line, after “**A**” insert “**KINDERGARTEN THROUGH GRADE 3**”; in line 7, strike “**1 OR 2**” and substitute “**1, 2, OR 3**”; in the same line, strike “**PARRC**” and substitute “**PARCC**”; and after line 7, insert:

“(II) THE NUMBER OF GRADE 3 STRUGGLING LEARNERS SHALL BE USED AS A PROXY FOR THE NUMBER OF STRUGGLING LEARNERS IN EACH OF KINDERGARTEN, GRADE 1, AND GRADE 2.”

On page 40, in line 2, strike “**SUBSECTION**” and substitute “**SECTION**”; in line 8, strike “**INSTRUCTIONS**” and substitute “**INSTRUCTION**”; and in line 29, strike “**(C)**” and substitute “**(E)**”.

On page 41, in line 25, strike “**WHILE**” and substitute “**WHOLE**”.

On page 43, in line 5, strike “**FUNDING**” and substitute “**FUNDED**”; and in lines 19, 22, and 26, in each instance, strike “**PREKINDERGARTEN**” and substitute “**CHILDREN**”.

On page 46, in line 7, after “**APPROPRIATE**” insert a comma.

On page 58, in line 19, strike “**, WHICH SHALL MAKE**” and substitute “**FOR**”; in line 34, after “**PURPOSE**” insert “**OF**”; and in the same line, strike “**TO LOCAL SCHOOL SYSTEMS**”.

On page 59, strike in their entirety lines 3 and 4; and in line 13, strike “**CH. 361 OF 2018, CH. 771 OF 2019, AND CH. _**” and substitute “**CHAPTER 361 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2018, CHAPTER 771 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2019, AND CHAPTER (S.B. 1000/H.B. 1300) OF THE ACTS OF THE GENERAL ASSEMBLY**”.

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On page 63, in lines 23 and 25, in each instance, strike “**THE BLUEPRINT**” and substitute “**THE BLUEPRINT FOR MARYLAND’S FUTURE**”.

On page 64, in lines 8 and 26, in each instance, strike “**THE BLUEPRINT**” and substitute “**THE BLUEPRINT FOR MARYLAND’S FUTURE**”; and in line 17, strike the comma.

On page 66, in line 3, strike the period and substitute a semicolon; and in line 26, strike the first comma.

On page 67, in line 10, after “**UNDER**” insert “**§ 5-411 OF**”.

On page 69, in line 27, after “**OR**” insert “**HAS NOT**”.

On page 70, in line 18, strike “**OF**” and substitute “**ON**”.

On page 71, in line 24, strike “**§§ 5-409 AND 5-410**” and substitute “**§§ 5-411 AND 5-412**”; and strike beginning with the comma in line 27 down through “**ARTICLE**” in line 28.

On page 72, in line 1, strike “**AN**” and substitute “**A GOVERNMENT**”; after line 5, insert:

“(C) THE BOARD MAY DIRECT THE MARYLAND LONGITUDINAL DATA SYSTEM CENTER TO PROVIDE:

(1) A RESEARCHER DESIGNATED BY THE BOARD ACCESS TO THE DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE PROCEDURES FOR STAFF AUTHORIZATION AND DATA ACCESS ESTABLISHED BY THE MARYLAND LONGITUDINAL DATA SYSTEM GOVERNING BOARD;

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(2) AGGREGATE DATA TABLES; OR

(3) RESEARCH OR EVALUATION.

(D) ANY STUDENT-LEVEL INFORMATION REPORTED TO OR BY THE BOARD SHALL BE DISAGGREGATED BY RACE, ETHNICITY, GENDER, FAMILY INCOME LEVEL, LINGUISTIC STATUS, AND DISABILITY STATUS.”;

in line 13, strike the comma; and in line 31, strike “**THE BLUEPRINT**” and substitute “**THE BLUEPRINT FOR MARYLAND’S FUTURE**”.

On page 75, in line 4, strike “AND”; and after line 20, insert:

“(4) THE BOARD SHALL REPORT ITS FINDINGS UNDER THIS SUBSECTION IN THE REPORT REQUIRED UNDER SUBSECTION (D)(2) OF THIS SECTION.”

On page 76, in line 6, strike “IN” and substitute “**FOR**”.

On page 77, in line 25, strike “ANALYZING PERFORMANCE DATA OF SCHOOLS WITH”.

On page 78, in line 16, strike “**5-404**” and substitute “**5-405**”.

On page 79, in line 12, strike “**§ 5-407**” and substitute “**§ 5-411**”; and in line 27, strike “REASONS WHY” and substitute “**WHETHER**”.

On page 80, in line 28, strike “**THE**” and substitute “**THE**”.

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On page 81, in line 1, after the first “AND” insert “DISAGGREGATED”; and in line 19, strike the period and substitute a semicolon.

On page 82, in line 12, strike “IN SERVICE IN”; and in line 19, strike “THE” and substitute “THE REQUIREMENTS OF THE”.

On page 83, in line 13, strike “FOR THIS ROLE”.

On page 86, in line 4, after “SCHOOL” insert a comma; and in line 9, strike “WILL SELECTED FOR THIS ROLE” and substitute “WILL BE SELECTED”.

On page 87, in line 7, strike the period and substitute a semicolon; and in line 24, strike “COURSES” and substitute “COMPONENTS”.

On page 91, in line 24, strike “DRIVE” and substitute “IN DRIVING”.

On page 93, in line 5, strike the comma.

On page 94, in line 15, after “BOARD” insert “ESTABLISHED UNDER § 5-402 OF THIS ARTICLE”.

On page 96, in line 3, strike “ISSUED UNDER § 6-120 OF THIS TITLE”; and in line 5, strike “ISSUED UNDER § 6-121 OF THIS TITLE”.

On page 97, in line 6, strike “IDENTIFY” and substitute “PROVIDE TEACHERS WITH THE OPPORTUNITY TO IDENTIFY”; and in line 21, after “BY” insert “A TEACHER”.

On page 98, in line 24, after “REFERENCED” insert “IN”; and in line 26, strike “ON”.

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On page 98 in line 6, and on page 111 in line 18, in each instance, strike “**A NBC**” and substitute “**AN NBC**”.

On page 100 in line 9, on page 106 in line 1, and on page 111 in line 17, in each instance, strike “**A NBC**” and substitute “**AN NBC**”.

On page 99, in line 1, after “**PERCENTAGES**” insert “**REFERENCED IN PARAGRAPH (1) OF THIS SUBSECTION**”.

On page 101, in line 18, strike “**THEY**” and substitute “**THE INTERVENTIONS**”; and in the same line, strike “**THEM**” and substitute “**THE INTERVENTIONS**”.

On page 102, in line 15, strike “**DUTIES REQUIRED OF**” and substitute “**REQUIREMENTS FOR**”; and in line 30, strike “**REAL**” and substitute “**A HIGH LEVEL OF**”.

On page 103, in line 6, strike the comma; and in line 27, after “**AS**” insert “**BEING**”.

On page 104, in line 2, strike “**LEAD**” and substitute “**BE A LEADER**”.

On page 106, in line 6, strike “**THEIR**” and substitute “**THE PRINCIPAL’S**”; in line 26, strike “**LIVE UP TO THE STANDARDS SET FOR OTHERS**” and substitute “**ACHIEVE THE STANDARDS SET BY OTHERS**”; and in line 28, strike “**TEACHERS**” and substitute “**A TEACHER’S**”.

On page 107, in line 8, strike “**THEIR**” and substitute “**THE PRINCIPAL’S**”.

On page 110, strike beginning with the comma in line 21 down through the comma in line 23; and in line 27, after “**EDUCATION**” insert “**INCLUDING BY**”.

PROVIDING ADDITIONAL COMPENSATION AS APPROPRIATE AND THROUGH COLLECTIVE BARGAINING".

On page 112, in line 8, after "**BOARD**" insert "**ESTABLISHED UNDER § 5-402 OF THIS ARTICLE**".

On page 115, in line 9, strike "**ATTAINMENT**" and substitute "**COMPLETION**".

On page 117, in line 24, strike "**AND;**" and substitute "**; AND**".

On page 118, in line 26, strike "**NO LATER THAN 5 YEARS AFTER RECEIVING**" and substitute "**TO RECEIVE**".

On page 120, in line 17, strike the comma; and in line 22, strike the fourth comma.

On page 121, in lines 5 and 12, in each instance, strike "**§ 7-1A-05**" and substitute "**§ 7-1A-04**"; in line 15, strike "**§ 5-220**" and substitute "**§ 5-231**"; and in line 27, strike "**PROVIDER**".

On page 123, in line 12, strike "**2020-2021**" and substitute "**2021-2022**"; in line 32, strike "**OF THE**"; and in line 31, strike "**TIER**" and substitute "**TIER**".

On page 124, in line 26, strike "**BE A**" and substitute "**A**".

On page 125, in line 29, strike "**EXCELS**" and substitute "**EXCELS**".

On page 127, in line 9, strike "**PROVIDERS**" and substitute "**PROVIDER**".

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On page 128, strike beginning with “**TIER**” in line 7 down through “**AVAILABLE**” in line 9 and substitute “**IF PREKINDERGARTEN SLOTS ARE AVAILABLE, TIER II CHILDREN MAY BE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM**”.

On page 131, in line 8, strike the comma.

On page 132, in line 26, after “**ASSESSMENT**” insert “**OF READINESS**”; in line 27, strike “**READINESS**”; and in the same line, strike “**ON**” and substitute “**OR**”.

On page 133, in line 5, after “**AND**” insert a comma; and in line 20, after “**GOVERNOR**” insert “**AND**”.

On page 134, in lines 5 and 8, in each instance, strike the comma.

On page 135, in line 16, strike the comma.

On page 136, in lines 13 and 15, in each instance, strike “**IN ART OR SCIENCE**”.

On page 141, in line 10, strike “**SERVICE**” and substitute “**SERVICES**”; and in line 25, strike “**ARTICLE**” and substitute “**TITLE**”.

On page 144, in line 2, strike “**TRAINING**” and substitute “**A TRAINING**”; and in line 11, after “**YEAR**” insert “**OF**”.

On page 151, in line 20, strike “**DONE**” and substitute “**COMPLETED**”.

On page 158, in line 17, strike “**OR**” and substitute “**AND**”.

On page 161, in line 27, after “**GOVERNOR**” insert “**AND**”.

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On page 163, in line 4, after “**EDUCATION**” insert “**(CTE)**”; and in line 24, after “**FOLLOWING**” insert “**FOUR**”.

On page 164, in line 14, strike the first comma; in the same line, after the first “**AND**” insert a comma; and in line 28, strike the comma.

On page 165, in line 21, strike “**IDENTIFY**” and substitute “**USING STATE ACCOUNTABILITY DATA, IDENTIFY**”; and in line 22, strike “, **USING STATE ACCOUNTABILITY DATA, IN WHICH INSUFFICIENT**” and substitute “**SUFFICIENT**”.

On page 166, in line 16, after “**GOVERNOR**” insert “**AND**”.

On page 167, in line 15, strike the second comma; and in line 19, strike the comma.

On page 169, in line 25, strike “**SHARE DATA WITH**” and substitute “**AT THE DIRECTION OF**”; and in line 26, strike “**TO HELP THE BOARD FULFILL ITS DUTIES**” and substitute “**ESTABLISHED IN TITLE 5, SUBTITLE 4 OF THIS ARTICLE PROVIDE:**

(I) A RESEARCHER DESIGNATED BY THE BOARD ACCESS TO THE DATA IN THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE PROCEDURES FOR STAFF AUTHORIZATION AND DATA ACCESS ESTABLISHED BY THE MARYLAND LONGITUDINAL DATA SYSTEM GOVERNING BOARD;

(II) AGGREGATE DATA TABLES; OR

(III) RESEARCH OR EVALUATION”.

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On page 170, strike beginning with “AND” in line 2 down through “BOARD” in line 3; and in line 24, after “5” insert a comma.

On page 171, in lines 3 and 18, in each instance, after “Governor” insert “and”.

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On page 12, after line 10, insert:

“(IV) FOR BALTIMORE CITY, IF THE RESULT OF ITEM 1 OR 2 OF SUBPARAGRAPH (I) OF THIS PARAGRAPH IS A POSITIVE NUMBER, THEN THE AMOUNT IS REQUIRED TO BE APPROPRIATED BY THE MAYOR AND CITY COUNCIL OF BALTIMORE CITY SCHOOL BOARD OF SCHOOL COMMISSIONERS.”

On page 25, in line 6, strike “RESERVED.”; and after line 6, insert:

“FOR THE REGIONAL COST DIFFERENCES OF PROVIDING EDUCATION SERVICES, THE STATE SHALL DISTRIBUTE IN FISCAL YEAR 2022 AND 2023 THE FOLLOWING AMOUNTS TO THE FOLLOWING COUNTY BOARDS:

<u>COUNTY BOARD</u>	<u>FISCAL YEAR 2022</u>	<u>FISCAL YEAR 2023</u>
<u>ANNE ARUNDEL</u>	<u>\$11,279,907</u>	<u>\$11,648,498</u>
<u>BALTIMORE CITY</u>	<u>\$23,001,580</u>	<u>\$23,399,130</u>
<u>BALTIMORE</u>	<u>\$6,714,151</u>	<u>\$6,903,262</u>
<u>CALVERT</u>	<u>\$2,441,896</u>	<u>\$2,468,678</u>
<u>CARROLL</u>	<u>\$2,581,183</u>	<u>\$2,626,795</u>
<u>CHARLES</u>	<u>\$4,008,206</u>	<u>\$4,119,541</u>
<u>FREDERICK</u>	<u>\$7,629,055</u>	<u>\$7,829,066</u>
<u>HOWARD</u>	<u>\$6,541,811</u>	<u>\$6,781,197</u>
<u>KENT</u>	<u>\$136,228</u>	<u>\$137,449</u>
<u>MONTGOMERY</u>	<u>\$41,131,349</u>	<u>\$42,290,391</u>

<u>PRINCE GEORGE'S</u>	<u>\$47,196,798</u>	<u>\$48,807,990</u>
<u>QUEEN ANNE'S</u>	<u>\$615,392</u>	<u>\$630,307</u>
<u>ST. MARY'S</u>	<u>\$259,366</u>	<u>\$267,347</u> ”.

On page 50, in lines 1 and 2, strike “OR THE MAYOR AND CITY COUNCIL OF BALTIMORE CITY ARE” and substitute “, INCLUDING THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS, IS”; in line 9, after “(2)” insert “(I)”; in line 11, after “SECTION” insert “AND EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH”; after line 14, insert:

“(II) EXCEPT AS PROVIDED IN SUBSECTION (C)(2) OF THIS SECTION, IN FISCAL YEARS 2022 AND 2023, IF A COUNTY’S EDUCATION EFFORT, AS DEFINED IN SUBSECTION (J) OF THIS SECTION, IS BELOW 100% OF THE STATEWIDE 5-YEAR MOVING AVERAGE OF EDUCATION EFFORT, THE REQUIRED MAINTENANCE OF EFFORT AMOUNT FOR THE COUNTY SHALL BE ADJUSTED BY INCREASING THE PER PUPIL AMOUNT BY THE LESSER OF:

1. THE COUNTY’S INCREASE IN THE LOCAL WEALTH PER PUPIL;
2. THE STATEWIDE AVERAGE INCREASE IN LOCAL WEALTH PER PUPIL; OR
3. 2.5%.”.

On page 51, in line 7, after “(C)” insert “(1)”; in lines 10, 13, 15, and 17, strike “(1)”, “(2)”, “(3)”, and “(4)”, respectively, and substitute “(I)”, “(II)”, “(III)”, and “(IV)”, respectively; in line 21, strike “[ii)” and substitute “(2)”; in lines 21 and 22, strike “paragraph (1)(ii)2 of this subsection” and substitute “SUBSECTION (A)(2)(II) OF THIS SECTION”; and in line 24, strike the bracket.

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On page 172, after line 16, insert:

“SECTION 9. AND BE IT FURTHER ENACTED, That, on or before November 1, 2021, the State Department of Education shall submit to the Governor, and in accordance with § 2-1257 of the State Government Article, the General Assembly, a report on the impact on school funding if § 5-235(a)(2)(ii) of Article – Education was repealed.”.

On page 3, in line 37, strike “, 5-101(a)”.

On pages 8 through 10, strike in their entirety the lines beginning with line 26 on page 8 through line 27 on page 10, inclusive.

On page 48, in line 22, strike “**FOR**” and substitute “**EXCEPT AS PROVIDED BY SUBSECTIONS (E) AND (F) OF THIS SECTION, FOR**”.

On page 49, in line 21, strike “**2021**” and substitute “**2023, FOR FISCAL YEAR 2024,**”; and after line 24, insert:

“(3) A COUNTY BOARD MAY REQUEST A WAIVER UNDER § 5-406 OF THIS TITLE FROM THIS PROVISION FOR REASONS INCLUDING:

(I) A SIGNIFICANT SHIFT IN TOTAL SCHOOL-LEVEL ENROLLMENT BETWEEN THE PRIOR YEAR AND THE CURRENT YEAR;

(II) A SIGNIFICANT SHIFT IN SCHOOL-LEVEL ENROLLMENT OF AT-PROMISE STUDENTS BETWEEN THE PRIOR YEAR AND THE CURRENT YEAR;
AND

(III) A SIGNIFICANT DIFFERENCE IN THE AMOUNT OF FUNDING PROVIDED THROUGH THE FORMULA AND THE AMOUNT OF EXPENDITURES NECESSARY FOR A CATEGORY OF AT-PROMISE STUDENTS.

(C) ON OR BEFORE JULY 1, 2022, THE DEPARTMENT SHALL, IN COLLABORATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER SUBTITLE 4 OF THIS TITLE:

(1) IMPLEMENT A FINANCIAL MANAGEMENT SYSTEM AND STUDENT DATA SYSTEM CAPABLE OF TRACKING AND ANALYZING THE REQUIREMENTS UNDER THIS SECTION AND INTEGRATING LOCAL SCHOOL SYSTEM DATA; AND

(2) UPDATE THE “FINANCIAL REPORTING MANUAL FOR MARYLAND PUBLIC SCHOOLS” TO ENSURE UNIFORMITY IN REPORTING EXPENDITURES FOR EACH SCHOOL.

(D) FOR FISCAL YEARS 2022 AND 2023, EACH COUNTY BOARD AND THE DEPARTMENT SHALL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER SUBTITLE 4 OF THIS TITLE EXPENDITURES FOR EACH SCHOOL IN ACCORDANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT REQUIREMENTS FOR REPORTING EXPENDITURES.

(E) (1) A COUNTY BOARD MAY EXCLUDE FROM THE REQUIREMENTS OF THIS SECTION, COUNTYWIDE OBLIGATIONS AND CONTRACTS FOR GOODS AND SERVICES THAT CANNOT BE ALLOCATED AT THE SCHOOL LEVEL.

(2) IF A COUNTY BOARD MAKES THE EXCLUSION UNDER PARAGRAPH (1) OF THIS SUBSECTION, THE COUNTY BOARD SHALL REPORT THE REASON FOR THE EXCLUSION TO THE DEPARTMENT.

(F) FOR THE PURPOSES OF THIS SECTION, SUBSECTION (A)(1)(IV) OF THIS SECTION MAY BE REPORTED IN THE AGGREGATE FOR EACH COUNTY.

On page 69, in line 19, after “REQUIREMENT” insert “**FOR REASONS INCLUDING A SIGNIFICANT SHIFT IN TOTAL ENROLLMENT OR AT-PROMISE ENROLLMENT BETWEEN SCHOOLS FROM THE PRIOR SCHOOL YEAR TO THE CURRENT SCHOOL YEAR**”.

On page 14, in line 9, after “(10)” insert: “**TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER § 5-226 OF THIS SUBTITLE;**

(11)”;

and in line 11, strike “(11)” and substitute “**(12)**”.

On page 19, in line 10, strike “(1)”; and strike in their entirety lines 12 and 13.

On page 24, in line 30, strike “(I)”.

On page 25, strike in their entirety lines 1 and 2.

On page 28, in line 22, strike “(I)”; and strike in their entirety lines 24 and 25.

On page 35, in line 25, strike the colon; in line 26, strike “(I) EACH” and substitute “**EACH**”; and in line 27, strike “; AND”.

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On page 36, strike beginning with “**(II)**” in line 1 down through “**BOARD**” in line 2.

On page 37, in line 9, strike “**(I)**”; and strike in their entirety lines 11 and 12.

On page 38, in line 19, strike “**(I)**”; and strike in their entirety lines 21 and 22.

On page 40, in line 13, strike “**(I)**”; and strike in their entirety lines 16 through 18, inclusive.

On page 42, in line 30, strike “**(I)**”.

On page 43, strike in their entirety lines 2 and 3.

On page 49, in line 30, after “**AID**” insert “**AS ADJUSTED UNDER § 5-239 OF THIS SUBTITLE**”.

On page 58, after line 30, insert:

“5-239.

(A) (1) UNDER THIS SECTION A COUNTY MAY BE ELIGIBLE FOR A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID REQUIRED UNDER § 5-235(A)(1) OF THIS SUBTITLE.

(2) A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID UNDER THIS SECTION MAY NOT REDUCE THE LOCAL SHARE BELOW THE PER PUPIL APPROPRIATION REQUIRED UNDER § 5-235(A)(2) OF THIS SUBTITLE.

(Over)

(3) IF A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID UNDER THIS SECTION WOULD RESULT IN A LOCAL SHARE THAT IS LESS THAN THE REQUIREMENT UNDER § 5-235(A)(2) OF THIS SUBTITLE, THE STATE DISTRIBUTIONS REQUIRED UNDER THIS SECTION SHALL BE REDUCED.

(4) FOR THE PURPOSES OF § 5-205 OF THIS SUBTITLE, STATE DISTRIBUTIONS REQUIRED UNDER THIS SECTION SHALL BE INCLUDED IN THE STATE SHARE OF MAJOR EDUCATION AID.

(B) (1) (I) IN THIS SUBSECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(II) “EDUCATION EFFORT ADJUSTMENT” EQUALS THE LOCAL SHARE OF MAJOR EDUCATION AID MINUS THE MAXIMUM LOCAL SHARE.

(III) “EDUCATION EFFORT INDEX” MEANS LOCAL EDUCATION EFFORT DIVIDED BY THE STATE AVERAGE EDUCATION EFFORT.

(IV) “LOCAL EDUCATION EFFORT” MEANS, FOR EACH COUNTY, THE COUNTY’S LOCAL SHARE OF MAJOR EDUCATION AID DIVIDED BY THE COUNTY’S WEALTH AND ROUNDED TO THE NEAREST SEVEN DECIMAL PLACES.

(V) “MAJOR EDUCATION AID” HAS THE MEANING STATED IN § 5-201(L) OF THIS SUBTITLE MINUS ITEM (9) OF § 5-201(L) OF THIS SUBTITLE.

(VI) “MAXIMUM LOCAL SHARE” EQUALS THE LOCAL WEALTH MULTIPLIED BY THE STATE AVERAGE EDUCATION EFFORT.

(VII) "STATE AVERAGE EDUCATION EFFORT" EQUALS THE LOCAL SHARE OF MAJOR EDUCATION AID FOR ALL COUNTIES DIVIDED BY THE WEALTH OF ALL COUNTIES AND ROUNDED TO THE NEAREST SEVEN DECIMAL PLACES.

(2) (I) A COUNTY IS ELIGIBLE FOR THE EDUCATION EFFORT ADJUSTMENT IF THE EDUCATION EFFORT INDEX IS GREATER THAN 1 FOR 2 CONSECUTIVE FISCAL YEARS.

(II) SUBJECT TO SUBSECTION (A) OF THIS SECTION, THE REQUIRED LOCAL SHARE OF MAJOR EDUCATION AID IS REDUCED BY THE AMOUNT PROVIDED BY THE STATE UNDER THIS SUBSECTION.

(3) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS GREATER THAN 1 BUT LESS THAN 1.15, THE STATE SHALL DISTRIBUTE TO THE COUNTY BOARD THE FOLLOWING PROPORTION OF THE EDUCATION EFFORT ADJUSTMENT AND THE COUNTY SHALL PROVIDE THE REMAINDER:

(I) FOR FISCAL YEAR 2022, 10%;

(II) FOR FISCAL YEAR 2023, 15%;

(III) FOR FISCAL YEAR 2024, 20%;

(IV) FOR FISCAL YEAR 2025, 25%;

(V) FOR FISCAL YEAR 2026, 30%;

(VI) FOR FISCAL YEAR 2027, 35%;

(Over)

(VII) FOR FISCAL YEAR 2028, 40%;

(VIII) FOR FISCAL YEAR 2029, 45%; AND

(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR
THEREAFTER, 50%.

(4) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS AT
LEAST 1.15 BUT LESS THAN 1.27, THE STATE SHALL DISTRIBUTE TO THE COUNTY
BOARD THE FOLLOWING PROPORTION OF THE EDUCATION EFFORT ADJUSTMENT
AND THE COUNTY SHALL PROVIDE THE REMAINDER:

(I) FOR FISCAL YEAR 2022, 20%;

(II) FOR FISCAL YEAR 2023, 20%;

(III) FOR FISCAL YEAR 2024, 35%;

(IV) FOR FISCAL YEAR 2025, 45%;

(V) FOR FISCAL YEAR 2026, 55%;

(VI) FOR FISCAL YEAR 2027, 65%;

(VII) FOR FISCAL YEAR 2028, 75%;

(VIII) FOR FISCAL YEAR 2029, 85%; AND

(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR THEREAFTER, 100%.

(5) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS AT LEAST 1.27, FOR FISCAL YEAR 2022 AND EACH FISCAL YEAR THEREAFTER, THE STATE SHALL DISTRIBUTE TO THE COUNTY BOARD 100% OF THE EDUCATION EFFORT ADJUSTMENT.

(C) SUBJECT TO THE LIMITATION IN SUBSECTION (A) OF THIS SECTION, THE LOCAL SHARE OF MAJOR EDUCATION AID SHALL BE REDUCED BY THE AMOUNT OF STATE FUNDS PROVIDED TO A COUNTY BOARD UNDER § 5-214 OF THIS SUBTITLE.

(D) SUBJECT TO THE LIMITATION IN SUBSECTION (A) OF THIS SECTION, THE LOCAL SHARE OF MAJOR EDUCATION AID SHALL BE REDUCED BY THE SUM OF THE AMOUNT OF STATE FUNDS PROVIDED TO A COUNTY BOARD IN A COUNTY THAT IS ELIGIBLE FOR THE MINIMUM STATE FUNDING UNDER THE FOUNDATION PROGRAM AS DEFINED IN § 5-201(Q)(2) OF THIS SUBTITLE OR UNDER THE AT-PROMISE PROGRAMS AS DEFINED IN § 5-221(C)(2) OF THIS SUBTITLE AND THE DIFFERENCE BETWEEN THE LOCAL SHARE OF THE FOUNDATION PROGRAM AND THE FOUNDATION PROGRAM.”;

and in line 31, strike “5-239” and substitute “5-240”.

AMENDMENT NO. 3

On page 65, in line 9, strike “AND”; and in line 10, after “(VII)” insert “PLANS FROM EACH LOCAL SCHOOL SYSTEM ON PROPOSED MEMORANDA OF UNDERSTANDING FOR PREKINDERGARTEN IN ACCORDANCE WITH § 7-1A-05 OF THIS ARTICLE; AND”

(Over)

(VIII).

On page 118, in line 15, strike “student-to-teacher” and substitute “STUDENT-TO-CLASSROOM PERSONNEL”; and in lines 15 and 16, strike “an average” and substitute “A MAXIMUM”.

On page 124, in line 23, strike “STUDENT-TO-TEACHER” and substitute “STUDENT-TO-CLASSROOM PERSONNEL”.

On page 127, after line 6, insert:

“(5) EXCEPT AS PROVIDED IN § 7-305.1 OF THIS TITLE, AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT SUSPEND OR EXPEL A CHILD WHO IS ENROLLED IN A PREKINDERGARTEN PROGRAM.”;

in line 8, after “(A)” insert “(1)”; after line 11, insert:

“(2) BEFORE EXECUTING A MEMORANDUM OF UNDERSTANDING UNDER THIS SECTION, EACH COUNTY BOARD SHALL SUBMIT AN IMPLEMENTATION PLAN OF THE PROPOSED MEMORANDUM OF UNDERSTANDING TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD IN ACCORDANCE WITH § 5-404 OF THIS ARTICLE.”;

in line 22, strike “AND”; after line 22, insert:

“(6) A PLAN TO ADDRESS RACIAL AND SOCIOECONOMIC INTEGRATION IN PREKINDERGARTEN CLASSROOMS; AND”;

in line 23, strike “(6)” and substitute “(7)”; and after line 24, insert:

“(C) A MEMORANDUM OF UNDERSTANDING UNDER THIS SECTION SHALL SEEK TO AVOID, TO THE EXTENT PRACTICABLE, A DISPROPORTIONATE CONCENTRATION OF STUDENTS OF THE SAME RACE, ETHNICITY, DISABILITY STATUS, AND INCOME WITHIN AN ELIGIBLE PROVIDER.”.

On page 139, in line 7, strike “2020–2021” and substitute “2021–2022”; in line 9, after “DEVELOPMENT,” insert “AND”; and in line 19, strike “30” and substitute “10”.

On page 140, after line 17, insert:

“7–305.1.

(a) (1) In this section the following words have the meanings indicated.

(2) ["Public prekindergarten] “PREKINDERGARTEN program” means:

(i) [Any publicly funded prekindergarten program established under § 7–101.1 of this title; or

(ii) Any qualified vendor of prekindergarten services as defined in § 7–101.2(a)(7) of this title; OR

(II) A PREKINDERGARTEN PROGRAM AS DEFINED IN § 7–1A–01 OF THIS TITLE.

(3) “Restorative practices” means practices conducted in a whole–school ethos or culture that supports peacemaking and solves conflict by building a community and addressing harm in a school setting and that:

(i) Are conducted by trained staff;

(Over)

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(ii) Focus on repairing the harm to the community through dialogue that emphasizes individual accountability; and

(iii) Help build a sense of belonging, safety, and social responsibility in the school community.

(b) (1) Except as provided in paragraph (2) of this subsection, a student enrolled in a [public] prekindergarten program, kindergarten, first grade, or second grade may not be suspended or expelled from school.

(2) A student described under paragraph (1) of this subsection may only be:

(i) Expelled from school if required by federal law; or

(ii) Suspended for not more than 5 school days if the school administration, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.

(3) The principal or school administration shall promptly contact the parent or guardian of a student suspended or expelled under paragraph (2) of this subsection.

(c) (1) The school shall provide intervention and support to address the student's behavior if the student is:

(i) Suspended under subsection (b) of this section; or

(ii) Enrolled in prekindergarten, kindergarten, first grade, or second grade and:

1. Is disruptive to the school environment; or
2. Commits an act that would be considered an offense subject to suspension but for the student's grade.

(2) Intervention and support provided under paragraph (1) of this subsection includes:

- (i) Positive behavior interventions and supports;
 - (ii) A behavior intervention plan;
 - (iii) A referral to a student support team;
 - (iv) A referral to an individualized education program team; and
 - (v) A referral for appropriate community-based services.
- (d) The school system shall remedy the impact of a student's behavior through appropriate intervention methods that may include restorative practices.
- (e) On or before May 1, 2018, the Department shall adopt regulations to carry out the requirements of this section."

On page 142, after line 31, insert:

"8-416.

- (a) (1) There is a Maryland Infants and Toddlers Program in the Department.

(Over)

(2) The purpose of the Program is to provide a statewide, community-based interagency system of comprehensive early intervention services to eligible infants and toddlers, from birth until the beginning of the school year following a child's 4th birthday, and their families.

(h) [(1) For fiscal year 2004, the annual per child cost of the Program is \$4,044.

(2) For fiscal year 2005 and each succeeding fiscal year, the annual per child cost of the Program shall be the amount in paragraph (1) of this subsection increased by the same percentage as the increase in the implicit price deflator for State and local government expenditures, as of July of the second fiscal year preceding the year for which the amount is being calculated] BEGINNING IN FISCAL YEAR 2021, THE GOVERNOR SHALL PROVIDE THE FOLLOWING AMOUNTS FOR THE PROGRAM:

- (1) FOR FISCAL YEAR 2021, \$12,389,104;
- (2) FOR FISCAL YEAR 2022, \$13,531,267;
- (3) FOR FISCAL YEAR 2023, \$14,673,430;
- (4) FOR FISCAL YEAR 2024, \$15,815,593;
- (5) FOR FISCAL YEAR 2025, \$16,957,756;
- (6) FOR FISCAL YEAR 2026, \$18,099,919;
- (7) FOR FISCAL YEAR 2027, \$19,242,082;
- (8) FOR FISCAL YEAR 2028, \$20,384,245;

(9) FOR FISCAL YEAR 2029, \$21,526,408;

(10) FOR FISCAL YEAR 2030, \$22,668,571; AND

(11) FOR FISCAL YEAR 2031 AND EACH FISCAL YEAR THEREAFTER, THE PRIOR FISCAL YEAR AMOUNT INCREASED BY THE INFLATION ADJUSTMENT AS DEFINED IN § 5-201 OF THIS ARTICLE.

[(3) For each fiscal year, if sufficient funds are not available to provide grants in accordance with the formula under paragraph (4) of this subsection, the Governor shall include in the annual budget bill an appropriation for the Maryland Infants and Toddlers Program in an amount not less than the amount of the appropriation for the Program as approved in the State budget as enacted by the General Assembly for the prior fiscal year.]

(4) Subject to the availability of funding for the Program in the State budget, the Department shall distribute a grant to the local lead agency for the Program in each county in an amount equal to the product of:

(i) The annual per child cost multiplied by the number of children in the county who received services under the Program in the second fiscal year preceding the year for which the amount is being calculated; and

(ii) .20 for fiscal year 2007 and each succeeding fiscal year.]

[9.5-901.] 9.5-113.

(a) In this section, "Program" means the Child Care [Subsidy] SCHOLARSHIP Program.

(Over)

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(b) The Department shall administer the Program in accordance with federal law.

(c) An individual is eligible to continue to receive a subsidy under the Program:

(1) For at least 90 days in a year if the individual is unemployed and seeking employment; and

(2) If the individual meets any other eligibility criteria determined by the Department.

(d) The Department shall adopt regulations to implement the provisions of this section.”;

and in line 32, strike “**ACCREDITATION**” and substitute “**SUPPORT PROGRAMS**”.

On page 145, in line 12, before “**IN**” insert “**(A)**”; and after line 15, insert:

“(B) PRIORITY IN PROVIDING AWARDS UNDER THIS SUBTITLE SHALL BE GIVEN TO CHILD CARE PROVIDERS OR PROGRAMS THAT PUBLISHED A QUALITY RATING LEVEL OF 2 IN THE MARYLAND EXCELS PROGRAM ON OR BEFORE JUNE 30, 2020.

9.5-908.

(A) THE DEPARTMENT SHALL DESIGNATE A PRIMARY CONTACT EMPLOYEE FOR EARLY CHILD CARE IN THE OFFICE.

(B) THE DEPARTMENT’S PRIMARY CONTACT EMPLOYEE SHALL BE APPOINTED BY THE DIRECTOR OF THE OFFICE.

(C) THE DEPARTMENT'S PRIMARY CONTACT EMPLOYEE SHALL:

(1) ASSIST CHILD CARE PROVIDERS AND INDIVIDUALS TO UNDERSTAND THE PROCESS FOR PUBLISHING IN EXCELS AND IMPROVING QUALITY RATING; AND

(2) ACTIVELY ASSIST CHILD CARE PROVIDERS AND INDIVIDUALS TO APPLY FOR ACCREDITATION AND FUNDS PROVIDED BY THIS SUBTITLE."

On page 172, in line 3, after "Article" insert ", as enacted by Section 3 of this Act"; in the same line, after the semicolon insert "and"; in line 8, strike the first comma; in line 13, after "Article" insert ", as enacted by Section 3 of this Act."; in line 17, strike "9." and substitute "10."; in line 20, strike "10." and substitute "12."; after line 25, insert:

"SECTION 13. AND BE IT FURTHER ENACTED, That § 7-101.1(a), (b), and (e) of Article - Education of the Annotated Code of Maryland be repealed.

SECTION 14. AND BE IT FURTHER ENACTED, That §§ 7-2001 through 7-2006 and the subtitle "Subtitle 20. Learning in Extended Academic Programs (LEAP)" of Article - Education of the Annotated Code of Maryland be repealed.

SECTION 15. AND BE IT FURTHER ENACTED, That Section 13 of this Act shall take effect June 30, 2025.

SECTION 16. AND BE IT FURTHER ENACTED, That Section 14 of this Act shall take effect June 30, 2021."

in line 26, strike "11." and substitute "17."; and in the same line, after "That" insert ", subject to Sections 15 and 16 of this Act.".

AMENDMENT NO. 4

On page 81, in line 21, strike “MINORITY BACKGROUNDS” and substitute “GROUPS HISTORICALLY UNDERREPRESENTED IN THE TEACHING PROFESSION”.

On page 85, in line 18, strike “A” and substitute “(I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, A”; and after line 21, insert:

“(II) IN ESTABLISHING A TEACHER TRAINING PRACTICUM, AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM SHALL PRIORITIZE SELECTING PARTNER SCHOOLS IN THE SAME COMMUNITY AS THE INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM.”

On page 86, in line 15, strike “COMPENSATE” and substitute “1. SUBJECT TO ITEM 2 OF THIS ITEM, COMPENSATE”; and in line 16, after “PRACTICUM” insert “; AND

2. WHEN THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5-402 OF THIS ARTICLE DETERMINES THAT THE CAREER LADDER SYSTEM UNDER SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED THROUGHOUT THE STATE, COMPENSATE MENTOR TEACHERS ACCORDING TO THE CAREER LADDER SYSTEM”.

On page 86 in line 27, and on page 89 in line 9, in each instance, after “SHALL” insert “, IN CONSULTATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5-402 OF THIS ARTICLE,”.

On page 89, in line 2, strike “AND”; and in line 7, after “CLASSES” insert “; AND

(3) ASSIST TEACHER PREPARATION PROGRAMS IN SEEKING HIGHLY QUALIFIED INDIVIDUALS, INCLUDING INDIVIDUALS FROM GROUPS HISTORICALLY UNDERREPRESENTED IN THE TEACHING PROFESSION

On page 90, after line 8, insert:

“6–123.

(f) (1) For each of fiscal years 2020 [and 2021] THROUGH 2024, the State shall distribute at least \$2,500,000 to the Department for the Teacher Collaborative Grant Program.

(2) The Department may retain up to 3% of the appropriation required under this subsection to hire staff necessary to administer the Program.

(g) On or before December 1, 2019, and [on or before December 1 of 2020 and 2021] ANNUALLY THROUGH DECEMBER 1, 2024, the Department shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, to the General Assembly on:

(1) The number of grant applications received under the Program;

(2) The number of grants awarded under the Program; and

(3) The current status of each grantee and the grantee’s activities funded under the Program.”;

strike in their entirety lines 10 and 11; in lines 12, 19, and 29, strike “(B)”, “(C)”, and “(D)”, respectively, and substitute “(A)”, “(B)”, and “(C)”, respectively; and in line 16, strike the second comma.

(Over)

On page 94, in line 28, strike the brackets; in lines 28 and 29, strike “**IN ACCORDANCE WITH SUBTITLE 10 OF THIS TITLE, SALARIES,**”; in line 30, strike the second “and”; and in line 33, after “subtitle” insert “**;AND**”

(III) A CAREER LADDER FOR EDUCATORS ESTABLISHED UNDER SUBTITLE 10 OF THIS TITLE”.

On page 95, after line 5, insert:

“6-704.

(a) (1) In accordance with Title 10, Subtitle 1 of the State Government Article, both the State Board and the Board shall develop for consideration rules and regulations for:

(i) Except as provided in item (iii) of this paragraph, the certification of teachers and other professional personnel in accordance with this article;

(ii) Requirements for preparation of teachers and other education personnel; and

(iii) The certification of social workers employed by a local school employer as professional personnel.

(2) Rules and regulations developed by the State Board shall be reviewed by the Board.

(3) Rules and regulations developed by the Board shall be reviewed by the State Board.

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(4) Rules and regulations that are initiated by either the State Board or the Board and submitted for review to each other shall be acted upon within 60 days of their receipt by the other party.

(5) Recommendations on rules and regulations [that are initiated by the Board] shall be implemented [unless disapproved by three-fourths of the members of the State Board] **IF BOTH THE BOARD AND THE STATE BOARD APPROVE THEM.**

(6) [Recommendations on rules and regulations that are initiated by the State Board shall be implemented unless disapproved by the Board.

(7) If the rules or regulations are disapproved under paragraph (6) of this subsection, the rules or regulations shall be implemented if they are approved by three-fourths of the members of the State Board.

(8) An individual who is otherwise qualified may not be denied the right to receive credentials from the Board, to receive training to become a teacher, or to practice teaching in any school because that individual is totally or partially blind.

[(9) (7)] A county board may not refuse to contract with or engage a teacher because of blindness if the blind teacher is capable of performing the duties of the position for which he has applied.

[(10) (8)] The right of a school psychologist, who is certified by the Board to practice school psychology consistent with the provisions of that certification, may not be limited by Title 18 of the Health Occupations Article with respect to the practice of school psychology in an educational institution.”.

On page 96, in line 27, strike “; AND” and substitute “, **INCLUDING TIME:**”

(Over)

1. TO WORK IN TEAMS OF TEACHERS BY SUBJECT AND GRADE;
2. TO WORK TOGETHER WITH OTHER TEACHERS TO CONTINUOUSLY IMPROVE INSTRUCTION;
3. TO REVIEW TOGETHER WITH OTHER TEACHERS INDIVIDUAL STUDENT NEEDS, INCLUDING NEEDS RELATED TO BEHAVIORAL ISSUES, AND DEVELOP PLANS TO ADDRESS THOSE NEEDS; AND
4. FOR PROFESSIONAL LEARNING FOR TEACHERS PURSUING NBC;”;

after line 27, insert:

“(VI) DEVELOP AND SUPPORT HIGHLY COMPETENT SCHOOL LEADERS THAT ARE ABLE TO LEAD HIGH PERFORMING SCHOOLS DUE TO THEIR:

1. KNOWLEDGE OF TEACHING AND LEARNING;
2. EXPERIENCE AS TEACHERS, LEADERS, AND MENTORS OF TEACHERS; AND
3. KNOWLEDGE OF AND EXPERIENCE WITH ORGANIZING SCHOOLS SO THAT ALL STUDENTS ARE SUCCESSFUL IN THE GLOBAL ECONOMY; AND”;

in line 28, strike “(VI)” and substitute “(VII)”;

in the same line, after “TEACHERS” insert “AND SCHOOL LEADERS”; and after line 30, insert:

“(C) EXCEPT AS PROVIDED IN THIS SUBTITLE, THE CAREER LADDER IS SUBJECT TO COLLECTIVE BARGAINING IN ACCORDANCE WITH § 6-408 OF THIS TITLE.”

On page 97 in lines 1, 11, and 24, on page 98 in line 20, and on page 99 in lines 11, 14, and 18, strike “(C)”, “(D)”, “(E)”, “(F)”, “(G)”, “(H)”, and “(I)”, respectively, and substitute “(D)”, “(E)”, “(F)”, “(H)”, “(I)”, “(J)”, and “(L)”, respectively.

On page 97, in line 10, after “IN” insert “JOB-EMBEDDED”.

On page 98 in lines 14, 15, and 19, and on page 101 in line 23, in each instance, strike “MASTER” and substitute “DISTINGUISHED”.

On page 98, in line 7, strike “A” and substitute “IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR THE TEACHER’S SUBJECT AREA, A”; in lines 7 and 8, strike “AN ADVANCED PROFESSIONAL CERTIFICATE” and substitute “A MASTER’S DEGREE IN THE TEACHER’S SUBJECT AREA”; and after line 19, insert:

“(G) IF A TEACHER ACHIEVES LEVEL THREE OR FOUR OF THE CAREER LADDER BY BEING AN NBC TEACHER, THE TEACHER SHALL MAINTAIN AN ACTIVE NATIONAL BOARD CERTIFICATION IN ORDER TO REMAIN ON LEVEL THREE OR FOUR OF THE CAREER LADDER, AS APPLICABLE.”

On page 99 in lines 11 and 12, on page 101 in lines 23, 24, and 25, on page 102 in lines 13 and 14, on page 103 in lines 1, 2, 4, 5, 15, 24, and 25, on page 104 in lines 5, 16, 20, and 27, on page 106 in lines 12, 17, and 19, on page 107 in lines 7, 10, 11, 13, and 19, on page 111 in lines 27 and 28, and on page 155 in line 1, in each instance, strike “MASTER” and substitute “DISTINGUISHED”.

On page 99, after line 17, insert:

“(K) EACH COUNTY BOARD SHALL STRIVE TO PLACE NBC TEACHERS IN SCHOOLS THROUGHOUT THE COUNTY AND IN A MANNER THAT SUPPORTS EQUITY AND PRIORITIZES LOW PERFORMING SCHOOLS.”;

and in line 24, after “LEVEL” insert “ONE, TWO, OR”.

On page 99 in line 26, on page 102 in line 4, on page 103 in line 16, and on page 104 in line 21, in each instance, strike “FOR AT LEAST” and substitute “NO MORE THAN”.

On page 99 in line 26, on page 102 in line 4, on page 103 in line 16, and on page 104 in line 21, in each instance, strike “THEIR” and substitute “THE TEACHER’S”.

On page 100, in line 6, strike “PARTICIPATING” and substitute “LEADING OR PARTICIPATING”; and in line 26, strike “IS” and substitute “:

(I) SHALL:

- 1. BE AN NBC TEACHER; OR**
- 2. IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR THE TEACHER’S SUBJECT AREA, HAVE A MASTER’S DEGREE IN THE TEACHER’S SUBJECT AREA; AND**

(II) IS”.

On page 101, in line 11, after “SKILLS” insert “, INCLUDING MENTORING TEACHERS WHO ARE PURSUING NBC”; in line 15, strike the second “AND”; in line 19, after “STUDENTS” insert “; AND”

(VI) TEACH STUDENTS USING CULTURALLY RESPONSIVE AND TRAUMA-INFORMED PEDAGOGY;

after line 22, insert:

“(II) THROUGHOUT THE PROCESS OF SELECTING A LEAD TEACHER UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO TEACHERS WHO HAVE EXPERIENCE TEACHING IN SCHOOLS THAT:

- 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE; OR**
- 2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS ARTICLE.”;**

and in lines 23 and 30, strike **“(II)”** and **“(III)”**, respectively, and substitute **“(III)”** and **“(IV)”**, respectively.

On page 102, in line 8, after **“TEACHERS”** insert **“AND TEACHERS WHO ARE PURSUING NBC”**.

On page 103, after line 3, insert:

“(II) THROUGHOUT THE PROCESS OF SELECTING A DISTINGUISHED TEACHER UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO LEAD TEACHERS WHO HAVE EXPERIENCE TEACHING IN CLASSROOMS AND LEADING TEAMS OF TEACHERS IN SCHOOLS THAT:

- 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE; OR**

(Over)

2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS ARTICLE.;

and in lines 4 and 11, strike “(II)” and “(III)”, respectively, and substitute “(III)” and “(IV)”, respectively.

On page 104, in line 16, after “(4)” insert “(I)”; after line 18, insert:

“(II) THROUGHOUT THE PROCESS OF SELECTING A PROFESSOR DISTINGUISHED TEACHER UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO DISTINGUISHED TEACHERS WHO HAVE EXPERIENCE TEACHING, LEADING TEACHERS, AND DEVELOPING TEACHERS IN SCHOOLS THAT:

1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE; OR

2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS ARTICLE.;

and in line 27, strike “FOR” and substitute “FROM”.

On page 106, after line 10, insert:

“(II) THROUGHOUT THE PROCESS OF SELECTING A LICENSED PRINCIPAL UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO TEACHERS WHO HAVE EXPERIENCE TEACHING IN SCHOOLS THAT:

1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE; OR

2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS ARTICLE.;

and in lines 11 and 14, strike “(II)” and “(III)”, respectively, and substitute “(III)” and “(IV)”, respectively.

On page 107, after line 12, insert:

“(II) THROUGHOUT THE PROCESS OF SELECTING A DISTINGUISHED PRINCIPAL UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO LICENSED PRINCIPALS WHO HAVE EXPERIENCE TEACHING AND SERVING AS PRINCIPALS IN SCHOOLS THAT:

1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE; OR

2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS ARTICLE.;

and in lines 13 and 16, strike “(II)” and “(III)”, respectively, and substitute “(III)” and “(IV)”, respectively.

On pages 109 and 110, strike beginning with “(1)” in line 11 on page 109 down through the second “INCREASE” in line 20 on page 110 and substitute “**TEACHERS ARE ENCOURAGED TO OBTAIN AN NBC AND PARTICIPATE IN THE CAREER LADDER.**”

(B) (1) IN THIS SUBSECTION, “PROGRAM” MEANS THE PROGRAM ESTABLISHED UNDER PARAGRAPH (2) OF THIS SUBSECTION.

(2) (I) THERE IS A PROGRAM TO:

1. ENCOURAGE AND SUPPORT TEACHERS IN THE STATE IN OBTAINING AND MAINTAINING AN NBC, INCLUDING TEACHERS FROM GROUPS HISTORICALLY UNDERREPRESENTED IN THE TEACHING PROFESSION; AND

2. DEVELOP A CULTURE OF COLLABORATIVE SUPPORT FOR ACCOMPLISHED TEACHING.

(II) THE PROGRAM SHALL INCLUDE:

1. A VIRTUAL COURSE FOR TEACHERS INTERESTED IN PURSUING AN NBC;

2. VIRTUAL AND IN-PERSON SUPPORT TO TEACHERS PURSUING AN NBC; AND

3. TRAINING AND SUPPORT FOR NATIONAL BOARD FACILITATORS.

(3) THE DEPARTMENT SHALL ESTABLISH A NATIONAL BOARD COORDINATOR TO DIRECT THE PROGRAM, INCLUDING BY COORDINATING WITH THE LOCAL NATIONAL BOARD COORDINATORS AND THE NATIONAL BOARD FACILITATORS IN EACH SCHOOL SYSTEM OR REGION.

(4) EACH LOCAL SUPERINTENDENT SHALL SELECT A LOCAL NATIONAL BOARD COORDINATOR TO:

(I) ORGANIZE THE DELIVERY OF THE PROGRAM IN EACH LOCAL SCHOOL SYSTEM BY COLLABORATING WITH:

1. LOCAL TEACHER PREPARATION PROGRAMS AND NONPROFIT ORGANIZATIONS THAT HAVE A RECORD OF SUCCESS IN HELPING TEACHERS OBTAIN NBC;

2. THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS, WHICH HAS ESTABLISHED RESOURCES AND TOOLS FOR TEACHERS SEEKING NBC; AND

3. REPRESENTATIVES OF EMPLOYEE ORGANIZATIONS DESIGNATED AS THE EXCLUSIVE NEGOTIATING AGENT FOR THE PUBLIC SCHOOL EMPLOYEES IN A UNIT OF THE COUNTY;

(II) RECRUIT, TRAIN, AND SUPPORT NATIONAL BOARD FACILITATORS IN THE REGION; AND

(III) COLLABORATE WITH THE NATIONAL BOARD COORDINATOR.

(5) A LOCAL SUPERINTENDENT MAY CHOOSE TO ENTER INTO A REGIONAL AGREEMENT TO IMPLEMENT THE PROGRAM WITH ONE OR MORE LOCAL SCHOOL SYSTEMS.

(6) (I) NATIONAL BOARD FACILITATORS SHALL PROVIDE TEACHERS IN THE LOCAL SCHOOL SYSTEM OR IN THE REGION WITH VIRTUAL AND IN-PERSON SUPPORT AND COACHING IN OBTAINING AND MAINTAINING AN NBC.

(II) NATIONAL BOARD FACILITATORS SHALL BE SELECTED:

1. BY THE LOCAL SUPERINTENDENT; OR

2. IF THE LOCAL SUPERINTENDENT ENTERED INTO A REGIONAL AGREEMENT UNDER PARAGRAPH (5) OF THIS SUBSECTION, IN A MANNER AS SPECIFIED UNDER THE AGREEMENT”.

On page 110, in line 21, strike “(5)” and substitute “(C)”.

On pages 110 and 111, strike in their entirety the lines beginning with line 28 on page 110 through line 12 on page 111, inclusive.

On page 111, in line 17, strike “\$12,000” and substitute “\$10,000”; in line 19, strike “\$5,000” and substitute “\$7,000”; and strike in their entirety lines 20 through 25, inclusive.

On page 111 in lines 26, 27, and 28, and on page 112 in line 2, strike “(6)”, “(7)”, “(8)”, and “(9)”, respectively, and substitute “(3)”, “(4)”, “(5)”, and “(6)”, respectively.

On page 112, strike beginning with “EARNING” in line 2 down through “SALARY” in line 3 and substitute “**BECOMING A DISTINGUISHED PRINCIPAL – \$15,000 SALARY INCREASE**”; strike beginning with “BEGINNING” in line 4 down through “\$15,000” in line 6 and substitute “**(1) SALARY INCREASES ASSOCIATED WITH MAINTENANCE OF AN NBC ARE SUBJECT TO COLLECTIVE BARGAINING IN ACCORDANCE WITH § 6-408 OF THIS TITLE.**”

(2) THE STATE SHARE FOR THE FOLLOWING SALARY INCREASES PROVIDED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL NOT EXCEED THE FOLLOWING AMOUNTS:

(I) EARNING A FIRST MAINTENANCE OF NBC – \$8,000
SALARY INCREASE;

(II) EARNING A SECOND MAINTENANCE OF NBC – \$7,000
SALARY INCREASE; AND

(III) EARNING A THIRD MAINTENANCE OF NBC – \$6,000
SALARY INCREASE”;

and after line 6, insert:

“(C) (1) IF A TEACHER IS ELIGIBLE FOR MORE THAN ONE SALARY
INCREASE UNDER SUBSECTIONS (A) AND (B), THE TEACHER SHALL RECEIVE ALL
SALARY INCREASES THAT APPLY.

(2) A TEACHER THAT RECEIVES A SALARY INCREASE UNDER
SUBSECTION (A)(2) FOR TEACHING AT A LOW-PERFORMING SCHOOL MAY NOT
LOSE THAT SALARY INCREASE WHILE TEACHING AT THE SCHOOL EVEN IF THE
SCHOOL CEASES TO BE LOW-PERFORMING.”.

On page 112 in lines 7, 13, and 15, and on page 113 in line 10, strike “(C)”, “(D)”, “(E)”, and “(F)”, respectively, and substitute “(D)”, “(E)”, “(F)”, and “(G)”, respectively.

On page 112 in lines 16 and 17, 19, and 27, and on page 113 in lines 7, 11, and 15, in each instance, strike “SUBSECTION (A)” and substitute “SUBSECTIONS (A) AND (B)(2)”.

On page 114, after line 21, insert:

(Over)

“(III) TRAINING ON HOW TO DESIGN AND SUPPORT COLLABORATIVE PROFESSIONAL LEARNING FOR TEACHERS PURSUING AN NBC;”;

and in lines 22 and 23, strike “(III)” and “(IV)”, respectively, and substitute “(IV)” and “(V)”, respectively.

On page 115, in line 30, after “BOARD” insert “AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5-402 OF THIS ARTICLE,”.

On page 158, in line 13, strike the second “or”; in line 18, after “2025” insert “;
OR

(III) IN A SCHOOL THAT:

1. HAD TITLE I STATUS DURING THE 2018-2019 SCHOOL YEAR;

2. LOST TITLE I STATUS AFTER THE 2018-2019 SCHOOL YEAR; AND

3. PARTICIPATES IN THE UNITED STATES DEPARTMENT OF AGRICULTURE COMMUNITY ELIGIBILITY PROVISION”;

and in line 22, after “PROGRAM” insert “, INCLUDING BY PUBLICIZING THE PROGRAM:

(1) AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES; AND

(2) IN A MANNER THAT FOCUSES ON STUDENTS WHO ARE HISTORICALLY UNDERREPRESENTED IN THE TEACHING FIELD".

AMENDMENT NO. 5

On page 40, after line 12, insert:

"(4) AN INDIVIDUAL WHO PROVIDES TRANSITIONAL SUPPLEMENTAL INSTRUCTION SHALL, TO THE EXTENT PRACTICABLE, BE EMPLOYED BY THE SCHOOL DISTRICT."

On page 120, after line 23, insert:

"7-127.

(A) IN THIS SECTION, "NEXT MOST RIGOROUS SUBJECT MATTER COURSE" INCLUDES AN HONOR COURSE, AN ADVANCED PLACEMENT COURSE OFFERED BY THE COLLEGE BOARD, AN INTERNATIONAL BACCALAUREATE COURSE, AND A GIFTED AND TALENTED COURSE.

(B) EACH MIDDLE AND HIGH SCHOOL SHALL, AFTER A STUDENT HAS DEMONSTRATED READINESS IN A SUBJECT MATTER, ENCOURAGE ENROLLMENT IN THE NEXT MOST RIGOROUS SUBJECT MATTER COURSE AVAILABLE IN THE SCHOOL, AND, TO THE EXTENT PRACTICABLE, ENROLL THE STUDENT IN THE NEXT MOST RIGOROUS SUBJECT MATTER COURSE.

(C) EACH MIDDLE AND HIGH SCHOOL SHALL SEEK TO ENROLL EACH STUDENT IN THE NEXT MOST RIGOROUS SUBJECT MATTER COURSE IN ACCORDANCE WITH SUBSECTION (B) OF THIS SECTION WITHOUT REGARD TO THE STUDENT'S RACE, ETHNICITY, GENDER, ADDRESS, DISABILITY STATUS,

(Over)

SOCIOECONOMIC STATUS, OR THE LANGUAGE SPOKEN IN THE STUDENT'S HOME."

On page 130, in line 3, after "SUBJECTS" insert "THAT MAY BE USED BY LOCAL SCHOOL SYSTEMS AND PUBLIC SCHOOL TEACHERS"; in line 4, after "(1)" insert "THE PURPOSE OF THE CURRICULUM STANDARDS AND CURRICULUM RESOURCES DEVELOPED UNDER THIS SECTION IS TO PROVIDE COUNTY BOARDS WITH TECHNICAL ASSISTANCE TO INFORM HIGH-QUALITY INSTRUCTION THAT WILL ULTIMATELY RESULT IN STUDENTS MEETING THE COLLEGE AND CAREER READINESS STANDARDS IN THE MANNER DESCRIBED UNDER § 7-205.1 OF THIS SUBTITLE.

(2)";

and in lines 14 and 22, strike "(2)" and "(3)", respectively, and substitute "(3)" and "(4)", respectively.

On page 131, after line 15, insert:

"(4) EXCEPT AS PROVIDED IN PARAGRAPH (3) OF THIS SUBSECTION, THIS SECTION DOES NOT REQUIRE A PUBLIC SCHOOL OR COUNTY BOARD TO ADOPT THE DEPARTMENT'S CURRICULUM STANDARDS AND CURRICULUM RESOURCES AND MAY NOT BE CONSTRUED TO RESTRICT A COUNTY BOARD'S AUTHORITY TO ADOPT CURRICULA UNDER § 4-111 OF THIS ARTICLE."

On page 132, in line 7, after "(1)" insert "(I)"; and after line 10, insert:

"(II) IT IS THE GOAL OF THE STATE THAT EACH STUDENT ENROLLED IN PUBLIC SCHOOL, REGARDLESS OF THE STUDENT'S RACE, ETHNICITY, GENDER, ADDRESS, SOCIOECONOMIC STATUS, OR THE LANGUAGE

SPOKEN IN THE STUDENT’S HOME, SHALL HAVE EQUITABLE ACCESS TO COLLEGE AND CAREER READINESS AND SHALL MEET THE CCR STANDARD AT AN EQUAL RATE.”.

On page 133, in line 9, strike “EXAMINE” and substitute “:

A. EXAMINE”;

in line 11, after “STATE” insert “; AND

B. CONSIDER POTENTIAL SOURCES OF BIAS IN ANY PROPOSED ASSESSMENT AND STRIVE TO ELIMINATE ANY POTENTIAL BIAS IN A PROPOSED CCR MODIFICATION”;

strike beginning with “IN” in line 12 down through “(V)” in line 19 and substitute “AN ENTITY RESPONSIBLE FOR CONDUCTING THE STUDY UNDER THIS PARAGRAPH MAY NOT BE REIMBURSED FOR INTERNATIONAL TRAVEL BUT MAY BE REIMBURSED FOR REASONABLE DOMESTIC TRAVEL.

(IV)”;

in line 25, after “AND” insert “, TO THE EXTENT APPLICABLE,”; and in line 34, after “STANDARD” insert “, INCLUDING WHETHER THE ASSESSMENTS CONTAIN ANY POTENTIAL BIAS”.

On page 135, strike beginning with “BE” in line 19 down through “STUDENT’S” in line 20 and substitute “RECEIVE AN INDIVIDUALIZED PLAN DESIGNED TO PREPARE THE STUDENT FOR”.

On page 170, in line 30, strike “(a)”.

(Over)

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On page 171, strike in their entirety lines 6 through 20, inclusive.

AMENDMENT NO. 6

On page 32, in line 29, after “met” insert “**AND THE PLAN IS SUBMITTED TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD IN ACCORDANCE WITH § 5-402 OF THIS TITLE**”.

On page 33, in line 22, strike “and”; and in line 24, after the bracket insert “**; AND**”.

(III) IN FISCAL YEARS 2021 AND 2022, PROVIDE THE REQUIREMENTS UNDER COMAR 13A.04.16.01”.

On page 34, in line 17, strike “in fiscal years 2020 and 2021” and substitute “**THROUGH FISCAL YEAR 2030**”.

On page 36, after line 13, insert:

“(2) IF A LOCAL SCHOOL SYSTEM HAS AT LEAST 40 ELIGIBLE SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF THE ELIGIBLE SCHOOLS, EXPEND THE FUNDS DISTRIBUTED FOR THE PER PUPIL GRANT, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF PARAGRAPH (1) OF THIS SUBSECTION ARE MET AND THE PLAN IS SUBMITTED TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD UNDER § 5-402 OF THIS ARTICLE.”;

and in line 14, strike “(2)” and substitute “(3)”.

On page 58, in line 32, after “(A)” insert “(1)”; and after line 35, insert:

“(2) (I) 1. THE DEPARTMENT SHALL DESIGNATE A PRIMARY CONTACT EMPLOYEE FOR SCHOOL-BASED HEALTH CENTERS.

2. THE DEPARTMENT’S PRIMARY CONTACT EMPLOYEE SHALL:

A. ASSIST INDIVIDUALS INVOLVED IN SCHOOL-BASED HEALTH CENTERS WHO INTERACT WITH THE DEPARTMENT;

B. PROVIDE TECHNICAL ASSISTANCE TO SUPPORT THE ESTABLISHMENT AND EXPANSION OF SCHOOL-BASED HEALTH CENTERS; AND

C. COORDINATE THE DEPARTMENT’S EFFORTS WITH THOSE OF THE MARYLAND DEPARTMENT OF HEALTH AND OTHER GOVERNMENT AGENCIES TO BUILD A ROBUST NETWORK OF SCHOOL-BASED HEALTH CENTERS IN THE STATE.

(II) 1. THE MARYLAND DEPARTMENT OF HEALTH SHALL DESIGNATE A PRIMARY CONTACT EMPLOYEE FOR SCHOOL-BASED HEALTH CENTERS.

2. THE MARYLAND DEPARTMENT OF HEALTH’S PRIMARY CONTACT EMPLOYEE SHALL:

A. ASSIST INDIVIDUALS INVOLVED IN SCHOOL-BASED HEALTH CENTERS WHO INTERACT WITH THE MARYLAND DEPARTMENT OF HEALTH;

B. PROVIDE TECHNICAL ASSISTANCE TO SUPPORT THE ESTABLISHMENT AND EXPANSION OF SCHOOL-BASED HEALTH CENTERS; AND

C. COORDINATE THE MARYLAND DEPARTMENT OF HEALTH'S EFFORTS WITH THOSE OF THE DEPARTMENT AND OTHER GOVERNMENT AGENCIES TO BUILD A ROBUST NETWORK OF SCHOOL-BASED HEALTH CENTERS IN THE STATE.

On page 148, in line 14, strike "INCLUDES" and substitute "MEANS"; and in line 17, after "TO" insert "AND FROM".

On page 149, in line 8, after "EXPERIENCES" insert ", INCLUDING EDUCATIONAL FIELD TRIPS, PARTNERSHIPS, AND PROGRAMS WITH MUSEUMS, ARTS ORGANIZATIONS, AND CULTURAL INSTITUTIONS".

On page 150, in line 22, after "(a)" insert "(1)"; in line 23, after "WHO" insert ":

(1);

in the same line, strike "IS" and substitute "IS"; in line 24, after "LEVEL" insert ";

(II) UNDERSTANDS, RESPECTS, AND DEMONSTRATES A HIGH DEGREE OF CULTURAL AWARENESS OF AND COMPETENCY IN THE DIVERSITY IN THE COMMUNITY AND IN CROSS-CULTURAL PRACTICE WITH STAKEHOLDERS; AND

(III) TO THE EXTENT PRACTICABLE, IS EMPLOYED BY THE SCHOOL DISTRICT;

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and after line 24, insert:

“(2) A COMMUNITY SCHOOL COORDINATOR MAY BE A SOCIAL WORKER.”.

On page 172, in line 7, strike “2020” and substitute “2021”.

On page 149, in line 17, strike “familial” and substitute “FAMILY”.

AMENDMENT NO. 7

On page 59, in line 28, after “(1)” insert “(I)”.

On page 60, after line 4, insert:

“(II) THE BOARD SHALL STRIVE TO PROVIDE EQUAL ACCESS TO A HIGH-QUALITY EDUCATION WITH EQUITABLE OUTCOMES FOR EACH MARYLAND STUDENT REGARDLESS OF THE STUDENT’S RACE, ETHNICITY, GENDER, ADDRESS, DISABILITY STATUS, SOCIOECONOMIC STATUS, OR THE LANGUAGE SPOKEN IN THE STUDENT’S HOME.”;

in line 16, after “(1)” insert “(I)”; after line 19, insert:

“(II) WHEN APPOINTING MEMBERS OF THE BOARD, THE GOVERNOR MAY NOT REJECT THE SLATE OF NOMINEES NOMINATED IN ACCORDANCE WITH § 5-403(C) OF THIS SUBTITLE.”;

in line 21, strike “HAVE” and substitute “:”

(Over)

(I) REFLECT, TO THE EXTENT PRACTICABLE, THE GEOGRAPHIC, RACIAL, ETHNIC, CULTURAL, AND GENDER DIVERSITY OF THE STATE; AND

(II) HAVE”;

and in lines 22, 24, 25, 26, 28, and 30, strike “(I)”, “(II)”, “(III)”, “(IV)”, “(V)”, and “(VI)”, respectively, and substitute “1.”, “2.”, “3.”, “4.”, “5.”, and “6.”, respectively.

On page 61, in line 4, after “(4)” insert “A MEMBER OF THE BOARD:

(I) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE BOARD; BUT

(II) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS SUBTITLE.

(5)”;

in line 5, strike “(5)” and substitute “(6)”; after line 10, insert:

“(3) (I) FOR FISCAL YEAR 2021, THE GOVERNOR SHALL INCLUDE AN APPROPRIATION OF AT LEAST \$1,500,000 IN THE ANNUAL BUDGET FOR THE ESTABLISHMENT OF THE BOARD.

(II) FOR FISCAL YEARS 2022 THROUGH 2031, THE GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET BILL AN APPROPRIATION OF AT LEAST \$1,800,000 FOR THE BOARD, WHICH INCLUDES FUNDS TO SUPPORT 15 PROFESSIONAL STAFF.”;

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in line 12, after “**(1)**” insert “**ADOPT REGULATIONS TO CARRY OUT THE PROVISIONS OF THIS SUBTITLE;**”

(2)”;

and in lines 13, 15, 18, 21, and 22, strike “**(2)**”, “**(3)**”, “**(4)**”, “**(5)**”, and “**(6)**”, respectively, and substitute “**(3)**”, “**(4)**”, “**(5)**”, “**(6)**”, and “**(7)**”, respectively.

On page 63, in line 1, strike “**HAVE**” and substitute “:

(I) COLLECTIVELY REFLECT, TO THE EXTENT PRACTICABLE, THE GEOGRAPHIC, RACIAL, ETHNIC, CULTURAL, AND GENDER DIVERSITY OF THE STATE; AND

(II) HAVE”;

in lines 2, 4, 6, and 7, strike “**(I)**”, “**(II)**”, “**(III)**”, and “**(IV)**”, respectively, and substitute “**1.**”, “**2.**”, “**3.**”, and “**4.**”, respectively; in line 14, after “**NOMINATIONS**” insert “**FOR THE BOARD MADE BY THE NOMINATING COMMITTEE**”; strike beginning with the comma in line 14 down through “**GOVERNOR**” in line 16; and in line 28, strike “**DECEMBER 15, 2020**” and substitute “**FEBRUARY 15, 2021**”.

On page 64, in line 2, after “**SECTION**” insert “**THAT INCLUDE ESTABLISHING A MAXIMUM PAGE LENGTH, INCLUDING APPENDICES, FOR IMPLEMENTATION PLANS**”; in line 10, strike “**DECEMBER 15, 2020**” and substitute “**FEBRUARY 15, 2021**”; in line 11, strike “**FEBRUARY**” and substitute “**APRIL**”; in line 18, strike “**SEPTEMBER**” and substitute “**JUNE**”; in line 26, strike “**ADAPT**” and substitute “:

1. ADAPT”;

(Over)

in line 29, after “GRADE” insert “, TO PROVIDE STUDENTS WITH NEEDED SERVICES INCLUDING COMMUNITY-PARTNERED BEHAVIORAL HEALTH SERVICES IF APPROPRIATE,”; and after line 30, insert:

“2. CLOSE STUDENT ACHIEVEMENT GAPS LISTED UNDER § 5-408(A)(2)(I) OF THIS SUBTITLE WITHIN THE LOCAL SYSTEM; AND

3. AVOID THE DISPROPORTIONATE PLACEMENT OF STUDENTS WITH PARTICULAR RACIAL, ETHNIC, LINGUISTIC, ECONOMIC, OR DISABILITY STATUS CHARACTERISTICS WITH NOVICE TEACHERS OR TEACHERS PROVIDING INSTRUCTION IN FIELDS IN WHICH THEY LACK EXPERTISE;”.

On page 65, in line 1, after “TITLE” insert “AND A PLAN FOR THE EXPANSION OF COMMUNITY-BASED FAMILY SUPPORT CENTERS UNDER TITLE 9.5, SUBTITLE 10 OF THIS ARTICLE”; in line 8, strike “§ 24-706” and substitute “§ 21-207”; in line 13, strike “CONSISTENT” and substitute “:

(I) CONSISTENT”;

and in line 15, after “SECTION” insert “; AND

(II) CONCISE AND FOCUSED ON THE MEASURES TAKEN AND THE MEASURES TO BE TAKEN TO IMPLEMENT AND ACHIEVE THE BLUEPRINT’S GOALS”.

On page 66, after line 14, insert:

“(F) THE BOARD SHALL MAINTAIN A PUBLIC WEBSITE ON WHICH IS PUBLISHED:

(1) THE COMPREHENSIVE IMPLEMENTATION PLAN;

(2) THE DEPARTMENT'S CRITERIA, DEVELOPED UNDER SUBSECTION (B)(3) OF THIS SECTION;

(3) PROPOSED IMPLEMENTATION PLANS, SUBMITTED UNDER SUBSECTION (C) OF THIS SECTION; AND

(4) IMPLEMENTATION PLANS APPROVED BY THE BOARD UNDER SUBSECTION (D) OF THIS SECTION.

(G) A UNIT OF STATE GOVERNMENT REQUIRED TO IMPLEMENT AN ELEMENT OF THE BLUEPRINT FOR MARYLAND'S FUTURE SHALL, BEFORE ADOPTING REGULATIONS RELATING TO THE BLUEPRINT, CONSULT WITH THE BOARD.

(H) FOR EACH OF FISCAL YEARS 2021 THROUGH 2025, THE GOVERNING BODY OF A COUNTY AND THE LOCAL SCHOOL SYSTEM JOINTLY SHALL APPOINT A SINGLE IMPLEMENTATION COORDINATOR RESPONSIBLE FOR THE IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE BY ALL GOVERNMENT UNITS OPERATING IN THE COUNTY."

On page 69, in line 17, after "(D)" insert "**THE BOARD SHALL MONITOR THE EXPENDITURES OF FUNDING PROVIDED TO LOCAL SCHOOL SYSTEMS UNDER § 5-223 OF THIS TITLE TO ENSURE THAT PUBLIC SCHOOLS ARE PROVIDING THE NECESSARY SERVICES.**

(E) (1) THE BOARD SHALL MONITOR HOW ADDITIONAL SPECIAL EDUCATION FUNDING PROVIDED UNDER § 5-225 OF THIS TITLE IS BEING USED, INCLUDING:

(I) THE AGGREGATE NUMBER OF CHILDREN IN SPECIAL EDUCATION SERVICES BY SCHOOL; AND

(II) THE SPECIAL EDUCATION SERVICES THAT HAVE BEEN PROVIDED THROUGH FUNDING UNDER § 5-225 OF THIS TITLE.

(2) IF A LOCAL SCHOOL SYSTEM IS NOT SPENDING FUNDING ALLOCATED UNDER § 5-225 IN ADDITION TO SPECIAL EDUCATION SPENDING LEVELS PROVIDED BY STATE AND LOCAL FUNDS ON JUNE 30, 2020, THE SCHOOL SYSTEM SHALL PROVIDE A WRITTEN RESPONSE TO THE BOARD EXPLAINING WHY ADDITIONAL SPENDING ON SPECIAL EDUCATION IS NOT NECESSARY.

(F);

and in the same line, strike “MAY” and substitute “SHALL”.

On page 70, in line 16, after “DATA” insert “, IN ACCORDANCE WITH SUBSECTION (C) OF THIS SECTION,”.

On page 71, in line 13, after “(6)” insert “MONITOR AND REVIEW THE PLACEMENT AND CONCENTRATION OF STUDENTS IN PARTICULAR RACIAL, ETHNIC, LINGUISTIC, ECONOMIC, AND DISABILITY STATUS GROUPS ASSIGNED TO:

(I) NOVICE TEACHERS;

(II) TEACHERS PROVIDING INSTRUCTION IN FIELDS IN WHICH THEY LACK EXPERTISE;

(III) SUBSTITUTE TEACHERS WHO TEACH THE SAME CLASS FOR MORE THAN 1 WEEK; AND

(IV) EFFECTIVE TEACHERS, INCLUDING TEACHERS AT LEVELS THREE AND FOUR OF THE CAREER LADDER ESTABLISHED UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE;

(7) MONITOR AND REVIEW THE PROGRESS OF COMMUNITY SCHOOLS RECEIVING GRANTS UNDER § 5-223 OF THIS ARTICLE;

(8);

and in lines 17 and 22, strike “(7)” and “(8)”, respectively, and substitute “(9)” and “(10)”, respectively.

On page 72, in line 17, strike “REPORT” and substitute “IN ACCORDANCE WITH § 5-408(C) OF THIS SUBTITLE, REPORT”.

On page 74, in line 20, strike “AND”; in line 21, after “3.” insert “IMPROVING BEHAVIORAL HEALTH SERVICES IN ACCORDANCE WITH § 7-446 OF THIS ARTICLE;”

4.”;

and after line 30, insert:

“(3) THE BOARD’S REPORTS UNDER THIS SUBSECTION SHALL INCLUDE:

(Over)

(I) PRACTICES BEING USED TO CLOSE ACHIEVEMENT GAPS BETWEEN STUDENTS OF DIFFERENT GROUPS LISTED IN § 5-408(A)(2)(I) OF THIS SUBTITLE;

(II) PROGRESS MADE IN CLOSING THE ACHIEVEMENT GAPS LISTED UNDER ITEM (I) OF THIS PARAGRAPH; AND

(III) ASSESSMENTS OF STUDENT OUTCOMES LISTED UNDER § 5-408(A)(2)(II) OF THIS SUBTITLE, DISAGGREGATED BY RACE, INCOME, ETHNICITY, AND GENDER.”.

On page 76, in line 7, after the first “THE” insert “GEOGRAPHIC,”; in line 9, after “TEACHERS” insert “WHO ARE REPRESENTED BY TEACHERS’ ORGANIZATIONS THAT, FOR PURPOSES OF COLLECTIVE BARGAINING, REPRESENT A MAJORITY OF TEACHERS IN THE STATE OR IN A LOCAL SCHOOL SYSTEM”; and after line 16, insert:

“(3) TO THE EXTENT PRACTICABLE, A TEACHER WHO VISITS AN ELEMENTARY, MIDDLE, OR HIGH SCHOOL AS A MEMBER OF AN EXPERT REVIEW TEAM SHALL HAVE EXPERIENCE WORKING IN OR KNOWLEDGE OF THE TYPE OF SCHOOL BEING VISITED.”.

On page 77, in line 2, after “(2)” insert “AN EXPERT REVIEW TEAM MAY, IN THE COURSE OF ITS WORK UNDER PARAGRAPH (1) OF THIS SUBSECTION:

(I) PERFORM EVALUATIONS OF BEHAVIORAL HEALTH SERVICES PROVIDED IN A SCHOOL; AND

(II) IF THE TEAM DETERMINES THAT POOR STUDENT PERFORMANCE IS DUE, IN PART, TO MISSING OR INADEQUATE BEHAVIORAL

HEALTH SERVICES, MAKE RECOMMENDATIONS TO THE APPROPRIATE ENTITIES TO CORRECT THE IDENTIFIED PROBLEMS.

(3)”.

On page 79, in line 16, after the second “THE” insert “GEOGRAPHIC,”; in line 20, after “TEACHERS” insert “WHO ARE REPRESENTED BY TEACHERS’ ORGANIZATIONS THAT, FOR PURPOSES OF COLLECTIVE BARGAINING, REPRESENT A MAJORITY OF TEACHERS IN THE STATE OR IN A LOCAL SCHOOL SYSTEM”.

On page 116, in line 19, strike “center” and substitute “PROGRAM”.

On page 164, after line 6, insert:

“(F) A MEMBER OF THE CTE COMMITTEE:

(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE CTE COMMITTEE; AND

(2) IS NOT ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS SECTION.”;

and in lines 7 and 9, strike “(F)” and “(G)”, respectively, and substitute “(G)” and “(H)”, respectively.

On page 165, in line 33, strike “(H)” and substitute “(I)”.

On page 166, in lines 11 and 15, strike “(I)” and “(J)”, respectively, and substitute “(J)” and “(K)”, respectively; and after line 23, insert:

(Over)

“(3) ANY STUDENT-LEVEL INFORMATION IN THE CTE COMMITTEE’S REPORT SHALL BE DISAGGREGATED BY RACE, ETHNICITY, GENDER, FAMILY INCOME LEVEL, LINGUISTIC STATUS, AND DISABILITY STATUS.”.

On page 167, after line 11, insert:

“(E) A MEMBER OF THE ADVISORY COMMITTEE:

(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE ADVISORY COMMITTEE; AND

(2) IS NOT ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS SECTION.”;

and in line 12, strike “(E)” and substitute “(F)”.

On page 168, in line 5, strike “AND”; in line 6, after “(VI)” insert “INCORPORATES PROFESSIONAL WORKPLACE SOFT SKILLS, INCLUDING INTERPERSONAL AND COMMUNICATION SKILLS, TIME MANAGEMENT, BUSINESS ETIQUETTE, AND USE OF COMMON BUSINESS TOOLS; AND

(VII)”;

and in line 10, strike “(F)” and substitute “(G)”.

On page 172, after line 19, insert:

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“SECTION 11. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that developing a CTE pathway in agricultural science shall be a priority for the CTE Committee.”.