

**HB1426/173321/1**

BY: Ways and Means Committee

AMENDMENTS TO HOUSE BILL 1426  
(First Reading File Bill)

AMENDMENT NO. 1

On page 1, in line 6, after “evaluation;” insert “requiring the State Board of Education, rather than the Accountability and Implementation Board, to approve certain specifications for teachers and administrators relating to time spent in the classroom and time spent on other teacher activities;”; strike beginning with “altering” in line 8 down through “Program;” in line 9; in line 11, after “information;” insert “authorizing the State Board of Education and the Accountability and Implementation Board to establish certain limits on courses taken by certain dually enrolled students at certain institutions of higher education;”; strike beginning with “altering” in line 11 down through “Award;” in line 14; in line 17, after “goal;” insert “repealing a periodic report on the Geographic Cost of Education Index that was rendered obsolete by the Blueprint for Maryland’s Future;”; in line 18, after “circumstance;” insert “altering the date by which administration of the Kindergarten Readiness Assessment must be completed and results made available for a certain school year only;”; in line 22, after “Section” insert “4-122(a)(1), 4-122.1(a)(1),”; in lines 22 and 23, strike “and 7-101.2(a)(1), (6), and (7) and (b)(1) and (2)” and substitute “6-1002(a), 8-313(a)(1), 8-3A-09(a)(1), 8-710(a)(1), and 16-305(b)(1)”; in line 28, after “Section” insert “4-122(a)(6) and (b)(2), 4-122.1(a)(5) and (c)(2), 5-103, 5-218(c)(1),”; in the same line, after “(d)(1),” insert “6-1002(h), 6-1003(a) and (b)(2), 6-1004(b)(4), (c)(4), and (d)(5), 6-1006(b)(3) and (c)(3),”; in the same line, strike “7-101.2(c)(1),”; in the same line, after “7-1A-02” insert “, 7-205.1(g)(1) and (4), 7-1703(d)(1), 8-309(a)(2), 8-313(a)(5), 8-3A-09(a)(4), 8-507(b)(3), 8-709, 8-710(a)(4)”; in the same line, after “9.5-1002” insert “, 11-105(j)(6), 15-101(b), 16-305(b)(2)”; and in line 29, strike “18-1501, 18-1502, 18-1503,”.

On page 2, after line 2, insert:

“BY adding to

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Article – Education  
Section 7–205.1(g)(4)  
Annotated Code of Maryland  
(2022 Replacement Volume and 2023 Supplement)

BY repealing and reenacting, with amendments,

Article – Tax – Property  
Section 7–512(c), 9–205(i)(1), 9–239(b), and 9–302(i)(2) and (3)  
Annotated Code of Maryland  
(2019 Replacement Volume and 2023 Supplement)

BY repealing

Chapter 2 of the Acts of the General Assembly of the 2007 Special Session  
Section 13”.

AMENDMENT NO. 2

On page 2, after line 8, insert:

“4–122.

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

(6) “Local current expense per student” means all expenditures made by a county from county appropriations, except State, federal, and other aid, for public elementary and secondary education in the prior fiscal year, divided by the full-time equivalent enrollment, as defined in [§ 5–202(a)] § 5–201 of this article.

(b) (2) The service providing local education agency shall include a child enrolled as the result of an out-of-county living arrangement in their full-time equivalent enrollment as provided by [§ 5–202(a)(6)] § 5–201 of this article.

4–122.1.

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

(5) “Local current expense per student” means all expenditures made by a county from county appropriations, except State, federal, and other aid, for public elementary and secondary education in the prior fiscal year, divided by the full-time equivalent enrollment, as defined in [§ 5-202(a)] § 5-201 of this article.

(c) (2) The receiving agency shall include a child enrolled as the result of an informal kinship care relationship in its full-time equivalent enrollment as provided by [§ 5-202(a)] § 5-201 of this article.

5-103.

(a) The amount requested in the annual budget of each county board for current expenses for the next school year and that is to be raised by revenue from local sources may not be less than the minimum amount required to be levied under [§ 5-202(d)(1)(i)] § 5-235(A) of this title.

(b) The county commissioners or county council may provide funds that are more than the amount required by [§ 5-202(d)(1)(i)] § 5-235(A) of this title to support improved and additional programs.

(c) If a county council or board of county commissioners does not approve the amount requested in the budget that is more than the amount required by [§ 5-202(d)(1)(i)] § 5-235(A) of this title:

(1) The county council or board of county commissioners:

(i) May not reduce the amount requested in the budget that is dedicated to satisfying a final court judgment; and

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(ii) Shall indicate in writing, within 15 days after the adoption of the budget, which major categories of the annual budget have been reduced and the reason for the reduction; and

(2) The county board shall submit to the county governing body, within 30 days after the adoption of the budget, a report indicating how the alterations to the budget will be implemented, accompanied by reasonable supporting detail and analysis.

5-218.

(c) (1) In this subsection, “full-time equivalent enrollment” has the meaning stated in [§ 5-202] § 5-201 of this subtitle.”.

On page 5, after line 29, insert:

“6-1002.

(a) (1) On or before July 1, 2024, each county board shall implement a career ladder that meets the requirements of this subtitle.

(2) Except as otherwise provided in this subtitle, the requirements of this subtitle shall become effective in a county on the date the county board adopts a career ladder under paragraph (1) of this subsection.

(h) (1) Subject to paragraph (2) of this subsection, teachers at each level or tier of the career ladder shall teach in the classroom for a minimum percentage of their total working time, as specified in this subtitle.

(2) The percentages referenced in paragraph (1) of this subsection shall become effective in phases over an 8-year period beginning July 1, 2025, as specified by a county board on approval of the [Accountability and Implementation Board] **STATE BOARD.**

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(3) The following teachers shall be given priority for working time outside the classroom as the percentages referenced in paragraph (1) of this subsection are phased in:

(i) Newly licensed teachers, particularly new teachers in low-performing schools or schools that have a high concentration of students living in poverty; and

(ii) Teachers in schools that:

1. Are low-performing;

2. Have a high concentration of students living in poverty;

or

3. Have large achievement gaps between subpopulations

of students.

6-1003.

(a) Beginning with teachers listed under [§ 6-1002(f)(3)] § 6-1002(H)(3) of this subtitle, as specified by the [State Board] COUNTY BOARD, a teacher on level one, two, or three of the career ladder shall:

(1) Teach in the classroom on average 60% of the teacher's working time; and

(2) Spend the remaining time on other teacher activities, including:

(i) Improving instruction;

(ii) Identifying, working with, and tutoring students who need additional help;

(iii) Working with the most challenging students;

(iv) Working with students living in concentrated poverty; and

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(v) Leading or participating in professional learning.

(b) (2) Beginning with teachers listed under [§ 6–1002(f)(3)] § 6–1002(H)(3) of this subtitle, as specified by the [State Board] COUNTY BOARD, an assistant principal shall:

(i) Participate in classroom activity involving direct interactions with students for at least 20% of their working hours; and

(ii) Spend a portion of the remaining time on other teacher related activities, including:

1. Setting priorities for the subject level departments or grade levels of the school; and

2. Fulfilling specialized roles, such as head of professional development.

6–1004.

(b) (4) Beginning with teachers listed under [§ 6–1002(f)(3)] § 6–1002(H)(3) of this subtitle as specified by the [State Board] COUNTY BOARD, a lead teacher shall:

(i) Teach in the classroom on average 50% of the teacher’s working time; and

(ii) Spend the remaining time on other teacher activities, including:

1. Mentoring newer and struggling teachers and teachers who are pursuing NBC; and

2. Leading workshops and demonstrations at the school level.

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(c) (4) Beginning with teachers listed under [§ 6-1002(f)(3)] § 6-1002(H)(3) of this subtitle as specified by the [State Board] COUNTY BOARD, a distinguished teacher shall:

(i) Teach in the classroom on average 40% of the teacher's working time; and

(ii) Spend the remaining time on other teacher activities, including:

1. Mentoring lead teachers; and

2. Leading workshops and demonstrations at the school and district level.

(d) (5) Beginning with teachers listed under [§ 6-1002(f)(3)] § 6-1002(H)(3) of this subtitle as specified by the [State Board] COUNTY BOARD, a professor distinguished teacher shall teach in a classroom on average 20% of the teacher's working time.

6-1006.

(b) (3) Beginning with teachers listed under [§ 6-1002(f)(3)] § 6-1002(H)(3) of this subtitle as specified by the [State Board] COUNTY BOARD, a licensed principal is encouraged to teach in the classroom for at least 10% of the principal's working hours.

(c) (3) Beginning with teachers listed under [§ 6-1002(f)(3)] § 6-1002(H)(3) of this subtitle as specified by the [State Board] COUNTY BOARD, a distinguished principal is encouraged to teach in a classroom for at least 10% of the principal's working hours."

On pages 6 and 7, strike in their entirety the lines beginning with line 29 on page 6 through line 31 on page 7, inclusive.

On page 8, after line 26, insert:

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“7–205.1.

(g) (1) [Beginning] SUBJECT TO PARAGRAPH (4) OF THIS SUBSECTION, BEGINNING in the 2023–2024 school year, each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post–CCR) pathways, at no cost to the student or the student’s parents, including the cost of any fees:

(i) A competitive entry college preparatory program, chosen by the county board, consisting of:

1. The International Baccalaureate Diploma Program;
2. The Cambridge AICE Diploma Program; or
3. A comparable program consisting of Advanced Placement courses specified by the College Board;

(ii) A program that allows a student, through an early college program or dual enrollment at a student’s high school and an institution of higher education to earn:

1. An associate degree; or
2. At least 60 credits toward a bachelor’s degree; and

(iii) A robust set of career and technology education programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee and that allow students to complete:

1. A credit or noncredit certificate or license program, course, or sequence of courses, including a program, course, or courses taken through dual enrollment under § 15–127 of this article, at a secondary or postsecondary institution, through an Advanced Placement course at a secondary institution, or through an apprenticeship sponsor that leads to an industry recognized occupational–credential or postsecondary certificate;



2. A registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor; or

3. A youth apprenticeship program, under Title 18, Subtitle 18 of this article.

**(4) THE STATE BOARD AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD MAY LIMIT THE NUMBER AND TYPES OF COURSES THAT A STUDENT DUALY ENROLLED AT THE STUDENT'S PUBLIC HIGH SCHOOL AND AT AN INSTITUTION OF HIGHER EDUCATION MAY ENROLL IN DURING THE SCHOOL YEAR AT THE INSTITUTION OF HIGHER EDUCATION AS PART OF THE POST-CCR PATHWAY IN ACCORDANCE WITH PARAGRAPH (1) OF THIS SUBSECTION AND § 15-127 OF THIS ARTICLE.**

**[(4)] (5)** (i) The State Board shall adopt regulations to carry out this subsection.

(ii) The regulations shall include standards that:

1. Guarantee, to the extent practicable, statewide uniformity in the quality of the post-CCR pathways;

2. Meet the requirements of paragraph (1) of this subsection; and

3. Require high school graduation credit to be awarded for any programs administered in accordance with this subsection.

7-1703.

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(d) (1) To qualify for a grant awarded in accordance with this subtitle, a grantee shall provide the services listed in subsection (c) of this section in a county in which at least 50% of public school students as a percentage of full-time equivalent students as defined in [§ 5-202] § 5-201 of this article qualify for a free lunch under the National School Lunch Program.

8-309.

(a) (2) Each county governing body shall include a child sent to the Maryland School for the Blind under paragraph (1) of this subsection in the full-time equivalent enrollment used for calculating the required local funds appropriated under [§ 5-202(d)] § 5-235 of this article.

8-313.

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

(5) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.

8-3A-09.

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

(4) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.

8-507.

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(b) A county board shall reimburse the Department of Juvenile Services or the Department of Human Services the amount of the basic cost calculated under subsection (a) of this section for each child who was domiciled in the county prior to the placement if:

(3) The child was included in the full-time equivalent enrollment of the county as calculated under [§ 5-202] § 5-201 of this article.

8-709.

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

(2) “Cost per pupil” means the amount of money spent by a county board for the operating expenses of public education in the county from county and State sources divided by the full-time equivalent enrollment of the county as defined in [§ 5-202(a)] § 5-201 of this article.

(3) “State sources” means funds provided to a county board in accordance with [§§ 5-202, 5-207, 5-208, 5-209, and 5-210] §§ 5-213, 5-214, 5-216, 5-218, 5-222, 5-224, AND 5-225 of this article.

(b) Students participating in a program shall be included in the enrollment of the county in which the student is domiciled for the purposes of calculating State aid under [§§ 5-202, 5-207, 5-208, 5-209, and 5-210] §§ 5-213, 5-214, 5-216, 5-218, 5-222, 5-224, AND 5-225 of this article.

(c) (1) To support the cost of instructional programming for a program, each county board shall pay to the Department an amount equal to 85% of the cost per pupil for each student who participates in a program but is domiciled in the county.

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(2) Each county governing body shall include a student participating in a program in the full-time equivalent enrollment used for calculating the required local funds appropriated under [§ 5-202(d)] § 5-235 of this article.

(d) The Department shall disburse the funds received in accordance with this section to the program.

8-710.

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

(4) “Per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.”.

On page 9, after line 12, insert:

“11-105.

(j) (6) The amount of the grant shall be a percentage of total design and construction costs, including site acquisition and development costs, as follows:

(i) For a regional community college established under § 16-202 of this article, 75 percent; or

(ii) For a public junior or community college that is not a regional community college, the greater of:

1. A percentage equal to that percentage of the foundation program that the State pays to the petitioning jurisdiction under [§ 5-202(b)] § 5-213 of this article up to a maximum of 70 percent; or

2. 50 percent.

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15-101.

(b) (1) Each public institution of higher education may accept, for special admission any student who has:

(i) Completed the seventh grade; and

(ii) A scholastic aptitude test combined score of 1,200 or an equivalent score on a nationally accepted college entrance examination.

(2) This subsection does not affect the State or local share of aid provided [pursuant to § 5-202] UNDER TITLE 5, SUBTITLE 2 of this article to the secondary school in which the student is enrolled.

16-305.

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

(2) “Assessed valuation of real property” means assessed valuation of real property as determined for purposes of the State aid calculated under [§ 5-202] § 5-201 of this article.”.

On pages 9 through 13, strike in their entirety the lines beginning with line 13 on page 9 through line 25 on page 13, inclusive.

On page 14, after line 7, insert:

**“Article – Tax – Property**

7-512.

(Over)

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(c) Notwithstanding subsections (a) and (b) of this section, the assessment of any property exempted under this section shall be included in the assessable base of Cecil County for the purpose of computing any State aid to education under [§ 5-202] § 5-201 of the Education Article or other payments of State aid to the county that by law are based on the assessment of property.

9-205.

(i) (1) Except as provided in paragraph (2) of this subsection, to the extent that a county grants a tax credit under this section for manufacturing personal property described in § 7-225 of this article, the personal property may not be treated as taxable personal property for the purpose of computing any payments of State aid to education under [§ 5-202] § 5-201 of the Education Article or other payments of State aid to counties or municipal corporations that by law are based on the assessment of property.

9-239.

(b) Except as provided in subsection (c) of this section, to the extent that a county grants a personal property tax credit for the machinery and equipment of a new electricity generation facility or the machinery and equipment of an existing electricity generation facility, the machinery and equipment may not be treated as taxable personal property for the purpose of computing any payments of State aid to education under [§ 5-202] § 5-201 of the Education Article or other payments of State aid to counties or municipal corporations that by law are based on the assessment of property.

9-302.

(i) (2) To the extent that a tax credit or exemption is granted under this subsection for machinery and equipment used in manufacturing, assembling, processing, or refining products for sale, the property may not be treated as taxable personal property for the purpose of computing any payments of State aid to education

under [§ 5-202] § 5-201 of the Education Article or other payments of State aid to counties or municipal corporations that by law are based on the assessment of property.

(3) To the extent that a tax credit or exemption is granted under this subsection for machinery and equipment that is used in the generation of electricity for a facility that started generating electricity prior to June 1, 2000, the property may not be treated as taxable personal property for the purpose of computing any payments of State aid to education under [§ 5-202] § 5-201 of the Education Article or other payments of State aid to counties or municipal corporations that by law are based on the assessment of property.

**Chapter 2 of the Acts of the 2007 Special Session**

**[SECTION 13. AND BE IT FURTHER ENACTED, That:**

(a) The Geographic Cost of Education Index (GCEI) Adjustment established in § 5-202(f) of the Education Article shall be updated every 3 years beginning September 2009 using the most current data available and the same methodology set forth in the report entitled “Adjusting for Geographic Differences in the Cost of Education Provision in Maryland (December 31, 2003).”

(b) The State Department of Education shall:

(1) submit the proposed updated GCEI Adjustment to the Governor and General Assembly, in accordance with § 2-1246 of the State Government Article, by September 1 of the year in which it is updated; and

(2) recommend legislation in the first legislative session following submission of the updated GCEI Adjustment that codifies the adjustment and requires that the GCEI adjustment be used to adjust State aid in the fiscal year that begins on July 1 of that year.].”

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On page 15, in lines 1 and 2, strike “this Act shall take effect June 1, 2024.” and substitute “, notwithstanding the provisions of § 7–210(a)(2) of the Education Article, for the 2024–2025 school year only, administration of the Kindergarten Readiness Assessment to all kindergartners may be completed after October 10 and the results may be made available more than 45 days after the administration has been completed.”

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2024.”.