

establishing a new compensatory aid program; providing that a certain sum may be used to defray certain fiscal year 1984 costs; reauthorizing and extending the program for aid to vocational-technical education; establishing an Accountability Advisory Task Force and providing for its duties and staff and, appointment of its members, and termination; establishing certain reporting requirements for county school boards and for the Task Force to assure accountability under this Act; providing a penalty for certain failure to comply with the accountability provisions of this Act; repealing obsolete references; defining certain terms; making the provisions of this Act severable; and generally relating to the basis for calculating increased State public education aid and measures to provide accountability for its expenditure.

BY repealing and reenacting, with amendments,

Article - Education  
Section 5-202 and 5-205  
Annotated Code of Maryland  
(1978 Volume and 1983 Supplement)

BY adding to

Article - Education  
Section 5-401 through 5-406 ~~5-407~~, inclusive, to be under  
the new subtitle "Subtitle 4. Accountability  
Advisory Task Force"  
Annotated Code of Maryland  
(1978 Volume and 1983 Supplement)

#### Preamble

The General Assembly supports the principle that every child should receive -an-excellent-fundamental a quality education with the costs of that education shared by the State and local governments. In providing the largest 5-year increase in State aid to public schools in the State's history, the General Assembly recognizes the need to raise the level of State assistance while increasing equalization and making significant strides towards achieving the goal of equalizing 75 percent of the average cost of a basic education as established by Chapter 531 of the Laws of 1980. The purpose of the aid is to assure quality education. However, this purpose cannot be achieved unless local governments also contribute to the increasing costs of education.

The General Assembly continues to support the principle of local control of the public schools. Local decision-making has been and will continue to undergird the structure of education governance in Maryland. However, local control must be balanced with the necessity of assuring the public that the massive