

My name is Alex Horn, I live at 10509 Tolling Clock Way, and I am a freshman at Wilde Lake High School and I am here to advocate for more funding for the school system so they can help support students with mental health needs. There is a huge mental health aspect to starting schools later. In fact, for mental health, researchers have seen for that every hour earlier that schools start, the odds of teens feeling sad and hopeless increased by 38%, of reporting serious suicidal ideation increased by 42%, and of having already attempted suicide increased by 58%. In Howard County, the Maryland Department of Public Health found that 26% of my fellow high schoolers felt sad or hopeless, 16% considered attempting suicide, and 14% had a plan on how they would kill themselves. they can start schools later. I conducted a simple survey of my classmates on their opinion on this issue and the amount of sleep they get. An overwhelming majority, 72% of students support starting schools later. But I also got incredibly alarming results for the amount of sleep students get. I found that the average amount of sleep my classmates got a night was approximately 5 hours and 45 minutes. This means that my classmates are losing 3 and a half hours of sleep a night, or 38% of the 9 hours and 15 minutes needed to be healthy. In fact, no one I surveyed got that much sleep. This means that we are racking up 17.5 hours of sleep debt a week. According to the Youth Behavior Risk Survey, which was conducted by the Maryland Department of Health, less than a quarter of students were getting even 8 hours of sleep. 10 out of my 27 classmates surveyed got less than 6 hours of sleep, which means that according to research published in the Journal of the American Medical Association (JAMA), we are twice as likely to use tobacco, alcohol, or marijuana, and over three times as likely to exhibit depression symptoms and risk self harm. This should be treated as an emergency but it has a very simple solution. By not starting schools later, we are going against the recommendation of the Centers for Disease Control and Prevention, as well as many other health organizations.

So when you are casting your vote on this budget, please consider the mental health benefits of Starting Schools Later.

Nashrah Rahman, Vaniya Khan
County Council Public Hearing -- 4/24/2019

Nashrah:

Hello, my name is Nashrah Rahman, I'm a sophomore at Mt Hebron High School, and in the Howard County Teen Interfaith Initiative, a group working with PATH.

This evening I'm going to express our concerns regarding mental health in our County. As a teen in the Howard County public school system, we are constantly dealing with stress in order to balance all of our daily activities, such as school and homework, sports, playing an instrument, family, etc. In turn, this can negatively affect our mental health as we're developing both emotionally and physically, which can lead to bigger issues such as anxiety or depression.

We need to bring more attention to these issues, as they're more serious than the school system is recognizing. HCPSS needs as much funding as possible for mental health services.

We need to take action now, to help our students who are already battling poor mental health. When students don't have resources in school they can trust, it typically leads to them either bottling up their emotions or resorting to their friends for help.

There are a few problems with this: keeping to ourselves in times when we need support will only make it harder for us, and when dealing with a friend who is struggling with their mental health, realistically there's only so much we can do for another teenager. We're already dealing with our own problems by ourselves.

This is very common because a majority of students feel they can't go to their families when it comes to issues dealing with their mental health, so schools should provide that guidance for us. Some families don't really understand the matter, or they aren't willing to provide better help for their child.

Mental health is a silent problem that is resulting in losses of loved ones for far too many of us. It is time to abandon our ignorance and take action.

Howard County Teen Interfaith Initiative
A program of PATH

www.pathiaf.com

Contact: Rev. Louise Green, lgpathiaf@gmail.com

Vaniya: Hello, my name is Vaniya Khan, I'm a sophomore at Wilde Lake High School, and also in Howard County Teen Interfaith Initiative, a group working with PATH.

Teenagers can be genuinely insecure and tend overthink everything. This is factor which impacts mental health incredibly. Even though the things we think about ourselves aren't necessarily true, once we convince ourselves enough, it seems like our reality. It is very challenging to change that mentality once you have it established.

Essentially, you become your biggest hater when you're depressed. I know from my own personal experience, and I'm diagnosed with depression. Around a year ago, my best friend was suicidal, and she told nobody but me. Eventually, our friends found out but didn't do much. I felt pressured to make sure she was okay at all times, and I was constantly living in the fear that maybe I would lose her sometime soon as she wasn't receiving the help she needed.

The counselors at our school checked her wrists for any scars, which she did have, and then sent her back to class. Had we had access to better resources in school, they wouldn't have brushed off my friend's obvious self-harm. They should have at least checked up on her more often.

I felt like I was responsible for her because nobody else, even adults, were acknowledging she needed help. I felt terrible, which then resulted in my grades dropping, I lost motivation for everything, and my relationship with my family wasn't the best either.

My point isn't to call out the guidance counselors. They just aren't effective enough since there are so many students in a school and such few counselors. We need to provide better funding for the sake of our students. Mental illnesses are a tough battle to deal with, and many people deal with them their entire lives.

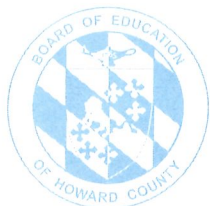
If we work towards offering more effective mental health resources in schools, we can make our schools a more comfortable environment for students once again. We need maximum funding to expand the resources available at HCPSS.

Thank you.

Howard County Teen Interfaith Initiative
A program of PATH

www.pathiaf.com

Contact: Rev. Louise Green, lgpathiaf@gmail.com



**Board of Education
of Howard County**

Mavis Ellis
Chair

Kirsten A. Coombs
Vice Chair

Vicky Cutroneo

Christina Delmont-Small

Jennifer Swickard Mallo

Sabina Taj

Chao Wu, Ph.D.

Ambika Siddabathula
Student Member

Michael J. Martirano, Ed.D.
*Superintendent
Secretary/Treasurer*

**Board of Education Testimony
Howard County Council Budget Hearing
Wednesday, April 24, 2019**

Good evening, Chairperson Rigby and members of the Council. I am Mavis Ellis, Chair of the Howard County Board of Education. On behalf of the entire Board, I appreciate this opportunity to represent the Board and the school system, and to advocate for the county's 58,000 public school students.

Our county's excellent school system drives a significant portion of our local economy and attracts many residents and businesses to our county. Next year we must be ready to welcome nearly 1,000 new students with sufficient teachers, supplies, and space. The additional funding needed to provide these essentials for new students is not covered by Maintenance of Effort. Annual enrollment increases have continued year after year and are expected to continue, so the lag in MOE funding levels behind actual needs will continue to accumulate.

Our students' success is a direct outcome of the work of the most highly skilled teachers and staff in the state. Our FY 2020 budget must cover negotiated salary increases and rising benefit costs, to provide compensation that is consistent with their training, experience and commitment, and to continue to attract highly qualified candidates to our county.

Sustaining the excellence of our schools requires sufficient resources to prepare each child for success in a rapidly evolving, global environment, and to serve the needs of the growing numbers who struggle with poverty, language barriers and other challenges to learning and achievement.

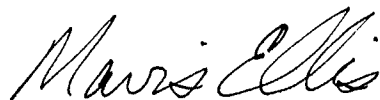
Ten years ago, issues like mental health, restorative and inclusive supports, and support for international families were not a priority of this system and funding was not requested. Today, we face a very different reality and these issues impact the academic and social-emotional progress of our children.

Our operating budget request identifies the minimal level of funding needed to meet our obligations, maintain class sizes at current levels in the face of rapid enrollment growth, and begin a multi-year plan for fulfilling critical needs. These investments are critical for our children's future and for the continued financial prosperity of our entire county.

Our capital budget includes funding to support construction of a replacement Talbott Springs Elementary School, scheduled to open in fall 2022; construction of our county's 13th high school, targeted to open in fall 2023; and a renovation and addition to Hammond High School, scheduled for completion in fall 2023. These upgrades will provide much needed relief for overfilled schools, and provide for facilities well-suited to instruction and student needs.

Last year we faced funding challenges that required very tough compromises. This year again, if we don't receive enough funding to meet the Board's obligations, we will be faced with class size increases, construction delays and other difficult choices that will disappoint our community and short-change our children. We must do everything within our power to provide them with the necessary supports and resources, so that they may thrive in school and will realize success beyond.

The FY 2020 budget is more than just a school system budget – it is our community's budget for the future of our children and our county. The Board of Education looks forward to working collaboratively with the County Council in making bold decisions to meet the needs of all students in the Howard County Public School System.

A handwritten signature in black ink, appearing to read "Mavis Ellis". The signature is fluid and cursive, with the first name "Mavis" and last name "Ellis" clearly distinguishable.

Mavis Ellis

Chair

Board of Education of Howard County



HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION

I, Maris Ellis, Chair, have been duly authorized by
(name of individual)

Howard County Board of Education to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding HCPSS Budget to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Maris Ellis

Signature: Maris Ellis /ek

Date: 4/17/19

Organization: Howard County Board of Education

Organization Address: 10910 Clarksville Pike,
Ellicott City, MD 21042

Number of Members: 8

Name of Chair/President: Maris Ellis

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

OFFICE OF THE SUPERINTENDENT

Michael J. Martirano, Ed.D., Superintendent



Superintendent's Testimony

Howard County Council Budget Hearing – Wednesday, April 24, 2019

The Howard County Public School System greatly appreciates the historically strong support we have received from our county government leaders, and your shared commitment to ensuring educational excellence.

We understand the fiscal pressures faced by our county government in funding many deserving agencies and priorities. But as a community, we must be realistic in expecting that school enrollments will continue to grow, year after year. HCPSS is adding, on average, a thousand students each. The Baltimore Sun reported this week that according to the U.S. Census Bureau Howard County had the largest population growth over the last eight years.

At the same time, we know that a large and growing proportion of our students struggle with poverty, disabilities, mental health issues and language barriers. We must recognize the challenges in competing for and retaining excellent staff from among a shrinking pool of highly qualified educators, and even smaller numbers of diverse applicants, in a very competitive market.

We are still reviewing and analyzing the County Executive's budget proposal and have requested some clarity from the budget office. Our initial analysis indicates that the proposed budget amount will not fulfill our contractual obligations, maintain fiscal strength in the health fund, or advance any of our priorities. Based on the proposed budget, we are looking at a shortfall of \$28 million just to fulfill these obligations and maintain the stability in the system's health fund. I want to note that we were clear about what these obligations were at the time the Board approved the budget request. Attached to my testimony is a one-pager that highlights those obligations.

This shortfall does not take into account any programmatic opportunities, later school start times, or any of the supports we had hoped to add over the next four years for our diversity, equity and inclusion efforts, restorative practices implementation, and student mental health and well-being.

Over the last two years, the system has undergone a significant reorganization, reducing administrative functions and cutting programs. With a shortfall this big, cutting things like pencil and paper and other small items won't make a difference. We will need to look at broader programmatic cuts or look to increase class sizes. For informational purposes, an increase of one student added to class size would generate approximately \$6.65 million in savings.

Two years ago, I inherited a system in chaos. Through our work over the last two years, we have stabilized the system and eliminated structural fiscal issues. We cannot backtrack on that progress.

For our Capital Budget, the funding proposed by the County Executive would be insufficient to keep our three major projects on track for their scheduled delivery dates, and would require us to make some very tough compromises. These projects include the replacement Talbott Springs Elementary

School, slated for completion in fall 2022; New High School #13, targeted to open in fall 2023; and the addition/renovation project at Hammond High School, scheduled for completion in fall 2023.

While the funding is sufficient to keep the projects moving forward in FY2020, challenges exist in future years. The funding needed for the subsequent few years to complete these projects would be more than double the current proposed budget. Considering the constraints and recognizing that it is unlikely we can keep all three projects on schedule under current funding levels, we must be up front with the community and provide an accurate assessment of realistic schedules and likely delays.

We are at the point where hard choices are inevitable. Our community must either commit to providing the resources necessary to meet growing enrollment, increasing student needs and the essentials for a 21st century education; or accept the fact that educational quality and services will inevitably suffer if starved for a lack of sufficient funding. Our community must decide how strongly committed we truly are to sustaining school excellence, by making the investments that are essential to bring our vision for our children's future into reality.

Our school system is extremely fortunate in having a remarkable combination of assets, including strong community engagement, highly skilled educators, and county leaders who are deeply committed to education. It is time now to look at how we can provide sustainable revenues so we not only maintain our excellent school system but can begin to provide the necessary supports for our students and families that we as a community know to be critical.

I am grateful for the consistent support you have expressed for our schools, and look forward to our continued collaboration in building an even brighter future for our students.

Michael J. Martirano
Superintendent



HCPSS FY 2020 Budget

The Board's budget request represents an increase of \$52.3 M in county funding and a one-time ask of \$37 M to eliminate the health fund deficit. This request addresses the Board's **obligations** and begins to address some of the **needs** articulated in the Superintendent's originally proposed budget, scaled over several years. In addition to the requested funds, the budget incorporates \$283.4 M in state and federal appropriation and other funding. The request for county funds includes \$10.8 M for Maintenance of Effort based on a state formula to support enrollment growth from last year.

Why MOE Funding is Not Enough

Maintenance of Effort (MOE) would only provide a \$10.8 M increase which cannot support our FY 2020 enrollment growth, the Board's commitments or address our needs. This level of funding will require the Board to make significant cuts and decisions that will impact the financial stability of the school system, including:

- Staffing remaining at FY 2018 levels
- Addition of \$11.1 M to the health care deficit already at -\$37 M
- Class size increase across all levels
- Reduction of \$11.1 M through program reductions and staff cuts

What Are the Board's "Obligations"?

The Board of Education's FY 2020 obligations include \$32.7 M for negotiated salary increases, \$11.1 M to fully fund benefits and health fund requirements and \$10.7 M in staff and resources for expected enrollment growth.

What Needs Will Be Addressed Beyond Obligations?

Special Education

\$5.8 M for 144.7 positions to account for student growth and needs, including teachers, paraeducators, speech pathologists and occupational therapists to begin a 10-year process that aligns staffing to current formulas.

Mental Health and Well-Being

\$2.7 M for 34 positions, including school social workers, psychologists, counselors, nurses and others to begin a 6-year process to support growing numbers of students and staff affected by mental health, social-emotional and behavioral issues.

Restorative and Inclusive Supports

\$425,000 for 3 positions to accelerate implementation to institutionalize restorative practices and equity work into the curriculum and culture giving our work more permanency and making it more sustainable.

Program Innovation and Technologies for the 21st Century Workforce

\$2.8 M to provide equity in classroom technologies and enhance learning and career options.

Addressing Deferred Maintenance

\$8.1 M for essential upgrades and maintenance of school buildings, grounds, vehicles and facilities showing the impact of long and heavy use.

Supports for Families

\$520,000 to expand supports for minority and international students and those impacted by poverty.

Balancing Capacity and Changing Start Times

\$1.1 M for software to improve transportation routing and a redistricting consultant to support comprehensive boundary line adjustments and adjust start times.

FY 2020 Operating Budget Public Input Opportunities

March 5 - 7:00 p.m. County Executive Public Hearing on FY 2020 Budget

April 24 - 7:00 p.m. County Council Public Hearing on Board of Education's Requested Budget

April 25 - 7:00 p.m. Board of Education Public Hearing on Requested Budget

For complete information about the budget and to testify at upcoming public hearings, visit:
www.hcpss.org/budgets

Good Evening, My name is Carleen Pena and I live on Summer Leave Lane in Kings Contrivance, just a couple of blocks behind Hammond High School which is why I am here tonight.

I am asking that you vote in favor of Dr. Ball's Capital Budget including the much needed and often delayed renovation and addition to Hammond High.

This project will bring 200 new seats to the which are desperately needed by the county. It will also address many significant deficiencies in the facility.

The Hammond renovation was originally scheduled to have been completed last year, however the project was repeatedly pushed back and delayed. I was rather naive at the time and thought that if other projects were being moved ahead of Hammond, they must have a greater need. Then I learned of the comprehensive facility assessment conducted in 2007 where every school in the county was rated and Hammond came in third from the last. The 2 schools rated below Hammond were renovated and Hammond was repeatedly delayed even as schools that rated above Hammond received renovations.

Hammond is the only high school in the county without an auxiliary gym. This becomes an issue when PE classes are forced to double or triple up and our student athletes lose a full 2 weeks of practice per season due to shorter practices as they have to share only one gym. Virtually every academic area in the school is undersized. Our amazing music department, which has been steadily growing, is too small by 25%. GT is undersized by 58% . But the worst deficiency by far has been borne by our most vulnerable students. Our Special Education department is undersized by over 63%, over 3200 square feet missing, That's about the size of my 5 bedroom house, and just one department.

Please ensure that this project moves forward without any additional delays by fully funding the Capital Budget request.

Good Evening. Thank you Council Members for giving me this opportunity to speak.

We are all here tonight to ask you for funding consideration of many worthwhile projects, I am no different. There is current and projected tremendous growth for HCPSS and there is incredible pressure to find space and provide services so that each and every student can benefit from the outstanding quality education received through the HCPSS. But as a county, we can-**not** forget that our school system is also aging at the same time it is growing. We shouldn't and can't ignore that we need to renovate and keep current schools up to education standards.

In particular I ask that you be mindful of one school that should have had their renovations completed at this time, as they were originally budgeted for completion in 2018, but have been continuously put off, year after year. I have testified to the prior council outlining all the reasons Hammond High School is in need of renovations (without even touching on the projected growth in the eastern section of the county) so tonight I will just highlight a few of those reasons:

The Gilbert Study done in 2008, found that Hammond High School did not meet minimum education standards. In fact when you compare the deficiency rating for all the schools in the county, Hammond ranked 3rd worst. Both schools that ranked lower, have been renovated. In fact the schools that ranked 4th, 5th, 6th, 8th and 10th have all already been renovated...

The primary Hammond High deficiencies identified in the 2008 Gilbert study include:

The special education program area is undersized by 63%, the GT program area is undersized by 58%, the student support center is undersized by 42%, the health suite is undersized by 17.3%, there is no space or office for students to receive speech, occupational or other therapy services, there is no auxiliary gym and the current gym's floor cannot be resurfaced again, the report goes on... it is a true testimony to the Hammond staff and community that they are able to make the current building work as seamlessly as they do. There is a reason Hammond has received the Board of Education's teamwork award as many times as they have. It takes unbelievable teamwork to make it all work and yet still be nationally recognized as the amazing school that it is, as a school of opportunity that promotes the best in every student that attends.

We are incredibly thankful to the HCPSS staff and Board of Education for their correction of the oversight of Hammond's renovation, by including and passing an amended FY 2019 Capital Budget and FY 2020-2025 Capital Improvement plan and to Executive Ball for including money for planning for a renovation and addition to Hammond High in this budget. I ask that you do the same and fully fund the Hammond High School project.

Thank you,

Jennifer Lastova

My name is Stephanie Reid, and I live in Howard County, a school district that many consider “high performing.” I represent an ever-growing group of parents of children who have struggled to learn to read and write. Because Howard County schools do not screen for reading difficulties, our children are not being identified as having reading challenges or having dyslexia until late in their schooling.

The critical period for literacy development is before the age of 8 when the brain is more responsive to instruction. An intervention that takes a half hour in kindergarten will require 2 hours in the 4th grade to yield similar results. If our children had been screened, we would have known about their reading risks earlier and been able to help them in kindergarten when it would have been the most impactful. Further, we could have avoided the need for special education. The expense of reading failure when kids have gone unidentified for years is exponential, and much more difficult and costly to correct.

Even when parents have born the expense of getting private psychological testing that clearly shows a child has dyslexia and/or dysgraphia, the school system routinely denies eligibility for special education services. Moreover, even if a child is found eligible for special education, the school system does not have evidence-based interventions available to help dyslexic children.

Maryland schools are required to provide children with a free and appropriate education under the Individuals with Disabilities Education Act. The emotional and financial cost to families with children who have learning differences is exorbitant. Private neurological evaluations can cost up to \$3,000. For children with dyslexia, private tutoring costs \$80-\$100 per session with some receiving two to three sessions per week. If

students require more intensive instruction throughout their school day, tuition at schools specializing in reading/language disabilities ranges between \$25,000-\$35,000 per year. Very few families are able to bear these costs.

With dyslexia being hereditary, for many families, these costs must be multiplied by the number of children suffering from reading difficulties. Alternatively, parents are forced to choose which child receives help--an agonizing decision that no parent should have to face. If the school system screens for reading difficulties and implement evidence-based reading interventions, children and their families would not be denied the protections of IDEA.

The Ready to Read Act, which will be effective in the 2020-21 school year, provides the requirements to proactively address the reading problem in Maryland. It provides an evidence-based framework of reading screening, ongoing formal assessments, progress monitoring, and interventions will give students help as early as possible to prevent reading difficulties. The prevention framework addressed in the Ready to Read Act will also provide benefits to English learners, students at risk for reading difficulties, and students living in poverty.

The Howard County Public School System must fund universal screening for all children so we can identify children who are struggling and provide them with appropriate instruction. The County Council has the ability to ensure that the funding necessary to implement the Act with fidelity is provided so that all children can learn to read.



Oakland Mills Community Association
The Other Barn • 5851 Robert Oliver Place
Columbia, MD 21045

410-730-4610 • oaklandmills.org



April 24, 2019

Howard County Public School System Operating and Capital Budgets
Testimony from the Oakland Mills Board of Directors

My name is Jonathan Edelson, I am the Chairman of the Oakland Mills Community Association and am speaking tonight on its behalf. Thank you, councilmembers, for the opportunity to provide testimony at this budget hearing.

The Oakland Mills Community Association strongly encourages you to fund the County Executive's proposed HCPSS Operating Budget fully. Over the past several years, the school system has struggled with smaller budgets relative to its attendance growth and the evolving needs of an ever-more diverse student population. There have been cuts throughout the system, but these cuts are felt most acutely in places like Oakland Mills, where our schools have some of the highest proportions of children receiving meal assistance, English Language learners, and racial and ethnic minorities. I've cited these statistics in the past and can make them available again upon request, but for now I will remind you that the groups I just mentioned tend to have lower test scores and graduation rates than the county averages.

Over the past few years, we have seen cuts specifically to programs designed to address these achievement gaps. All that is left of the Elementary School Model is all-day pre-K, and even that was considered for a cut last year. The Reading Recovery Program, which targeted individual students early in their academic careers was cut to spread more reading specialists throughout the county. Spreading resources more thinly is unlikely to address achievement gaps requiring targeted intervention. The school system's Operating Budget should support every student, but it should also support each student, thus recognizing unique needs and the stark differences among some of the county's schools. This is the definition of an equitable operating budget, and we encourage you fund what is before you fully and to work with the school system and the County Executive to ensure that future school budgets address the growing needs and gaps in our county.

The Oakland Mills Community Association thanks the Board of Education, the Superintendent, and the County Executive for their ongoing support of the full rebuild of Talbott Springs Elementary School. The original parts of this building, including critical systems, have gone unrenovated since it opened. Other investments have been made solely for the purpose of meeting requirements – such as providing appropriate space for all day Kindergarten years ago. We strongly encourage you to fund the county's share of the full replacement of Talbott Springs Elementary School in the Capital Budget.

We also encourage you to ensure that the school system is a good and responsible steward for the funds you allocate. Based on data I have compiled, I estimate that about 19 percent of all of the deferred maintenance on school facilities is concentrated in three schools in Oakland Mills – Talbott Springs as well as Oakland Mills Middle and High. Our middle school and high school are often deferred for much needed renovation because capacity takes precedence as our county continues to grow. Unfortunately, due to circumstances I won't have time to get into during a budget hearing, these schools remain at or under capacity while other nearby schools are bursting at the seams. Responsible planning would be to fill the buildings we have, invest in their future viability, and then build new schools to address the additional capacity needed. Unfortunately, the opposite is largely happening right now. We do not want to see Oakland Mills Middle and High devolve into such a state of disrepair and obsolescence that the logical and more cost-effective choice is to tear them down and rebuild them as now must happen with Talbott Springs.

Thank you for this opportunity to testify and for your consideration of our feedback.



HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION

I, Jonathan Edelson, have been duly authorized by
(name of individual)

Oakland Mills Community Association, Inc. to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding F/20 Capital Budget Hearing to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Jonathan Edelson

Signature: [Signature]

Date: April 23, 2019

Organization: Oakland Mills Community Association, Inc.

Organization Address: 5851 Robert Oliver Place

Columbia, MD 21045

Number of Members: 10,000 residents

Name of Chair/President: Jonathan Edelson

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

My name is Amy Kilrane. I live in Howard County. I was diagnosed with dyslexia when I was younger. My two young children already show signs of dyslexia. When a child struggles to read, it effects their confidence and self-worth.

The magnitude of this problem is staggering. 1 in 5 children have a reading disability. By 4th grade, 40% of all Howard County students are not reading on grade level. Even more upsetting, 85% of special education students and 70% of students receiving Free and Reduced Meals (FARMS) are not reading on grade level. Howard County is continuously praised as being one of the best local education agencies in the country, yet over 50% of third graders and approximately 40% of tenth graders are not proficient in reading.

According to the Maryland Longitudinal Data System, in 2018, 58% percent of Maryland high school graduates are not college & career ready and must pay for non-credit, remedial English classes before admission to community college. How can Howard County be the best when these are the statistics?

According to the American Educational Research Association, "A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time." Add poverty to the mix, and a student is 13 times less likely to graduate on time than proficient, wealthier peers.

Two-third of students who cannot read proficiently by the end of 4th grade will end up in the criminal justice system or on welfare. Over 70% of America's inmates cannot read above a 4th grade level. 48% of prisoners

are dyslexic. These statistics are alarming. The status quo of reading in Maryland is not acceptable.

The “wait to fail” model doesn’t work for teachers, students, parents or school systems. Teachers are doing their best to provide help to students -- we must give them the tools they need to inform instruction and prevent academic gaps.

Good news is on the horizon! The Ready to Read Act, which passed unanimously in both Houses of the Maryland legislature, is proactive legislation that identifies who is struggling through universal screening and enables educators to address these issues before these children fall further and further behind. Early remediation takes significantly less time in the early elementary grades than later in their school career.

Using teaching methodologies that are proven to prevent reading failure helps ALL students and SAVES MONEY! An ounce of prevention is worth a pound of cure. It is predicted that this Act will save millions of dollars over the long term. We need to ensure that the Howard County Public School budget contains sufficient funding so that the requirements of the Ready to Read Act can be fully realized.

My name is Sharon Shaw.

I am a member of the Strategy Team for *People Acting Together in Howard County*, and speaking for PATH tonight.

We ask you to consider the highest level of funding possible for our school system, in order to address long-time and persistent gaps in achievement, resources, and support systems. We stand for *all* of our students and want every child to succeed. PATH addresses social justice issues for those who are most marginalized and disenfranchised. Racial and economic equity in resources is a central value around which we organize communities.

PATH member institutions are asking the County Council to implement the most visionary funding the County can designate for our public schools.

We support Superintendent Martirano's decision to clearly lay out broad areas of need in his proposed budget for 2020. After meeting the obligations of negotiated contracts, and maintaining effort where adequate, these needs exist in many key areas. His proposed budget showed the gaps. Seeing this full picture allow us to move together towards remedies over time.

In this political arena of the County budget, a range of groups apply pressure, and there is a need to cover many bases. We understand that fully. The County Executive's budget balances a lot of competing interests, yet the Council may still raise the funding level for HCPSS. We view the world as it is and want to move toward the world as it should be. In that world of disparities, equitable is not necessarily equal. **Therefore, we call for bold funding decisions that benefit the students who most need resources.**

PATH priorities are in three areas where we know HCPSS wants to provide maximum changes to meet the gaps:

Our first issue is the equitable allotment and management of Title I school resources, particular in technology upgrades.

Not all schools are equal in Howard County, this we know. Those with the most diverse populations, and centralized in Columbia, operate with fewer resources. Many students do not have personal computers in their homes, and over 500 lack permanent housing at all. They need to receive updated equipment and technology that allow teachers to engage the minds of students with innovative programs and software applications. Every student deserves to experience and receive the exemplary standard of education for which Howard County is most known.

The second area is the expansion of critical wellness and mental health services.

Our congregations want to help end the stigma on mental health care and break the silence that can isolate and imperil students and caregivers. Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today. Students exposed to a high number of traumatic events come to school frightened, angry, and depressed. Sadly, almost two-thirds of these young people do not receive the mental health services they desperately need.

I am a school counselor at Wilde Lake High School, so I hear daily about this situation. A number of students in my caseload are struggling with anxiety, depression, and other forms of mental illness that hinder their ability to be successful in and out of the classroom. Not all of my students have the means or transportation to access much needed mental health services.

School-based mental health providers can be the difference between a student's being home or in a mental health facility. To address fully the mental health needs of our student population, additional counselors and school psychologists are needed in our schools, with more referral coordination as needed. We need many more health providers in place.

Our third issue is providing ongoing training in diversity, equity and inclusion policies. As congregations united across many differences, we are working against racism, anti-Semitism, Islamophobia, anti-immigrant bias, and economic class tensions in Howard County. We want there to be adequate money available in HCPSS to expand important work in restorative justice, provide family and student support via BSA and Hispanic liaisons, and to develop the anti-bias curriculum we have sought for several years. We support the work of Dr. Keven Gilbert's Diversity, Equity and Inclusion office in HCPSS, and believe this of vital importance to the future of our schools.

PATH leaders ask that the issue of equity stays central in public school funding. We want our County Council leaders to offer bold funding decisions that are both aspirational and just, as we work together for all student.

Thank you.

www.pathiaf.com

Contact: Rev. Louise Green, lgpathiaf@gmail.com



HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION

I, Sharon Shaw, have been duly authorized by
(name of individual)

PATH - People Acting Together in Howard to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding HCPSS Budget to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Sharon Shaw

Signature: Sharon Shaw

Date: 4/24/2019

Organization: PATH - People Acting Together in Howard

Organization Address: 5884 Robert Oliver Place

Columbia, MD 21045

Number of Members: 11 organizations

Name of Chair/President: Rev. Paige Getty, Rev. Tyrone Jones

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

My name is Erin Parker. I moved to Howard County to provide my children with the best public education available. But when my son was diagnosed with dyslexia and dysgraphia, the County refused to provide him with special education. I was forced to place my son at Jemicy, a private school specializing in helping struggling readers. It costs \$35,000 a year.

Jemicy uses structured literacy to teach kids how to read. It works. My son's confidence is being restored. His reading, spelling, and writing are progressing, and he loves school. Children in public school deserve the same opportunities that he has had at Jemicy.

If the Ready to Read Act is implemented along with best practices in screening and instruction, everyone benefits:

- Struggling readers will receive appropriate instruction early, which will prevent reading struggles and the negative consequences of low literacy, such as dropping out, limited employment opportunities, anxiety and depression.
- Impoverished students, minority students, students with learning disabilities and English language learners will benefit.
- Teachers will have tools to identify struggling readers and pinpoint the areas of greatest need so students can be provided with targeted, supplemental instruction as they are learning to read early—when interventions are most effective.
- If reading difficulties are addressed in general education, the cost of special education will decrease. The school system will save money by intervening early and students won't reach Middle and High School before being identified and getting help.
- Families will not need to suffer the emotional and financial strain of ensuring their children are prepared to graduate from high school being able to read.

The plan is simple—follow the Ready to Read Act and the Dyslexia Task Force Report:

Step 1 – Implement Universal Screening so that struggling readers are identified early when we can make the most impact

Step 2 – Train teachers on the best methods to teach reading

Step 3 – Implement a structured literacy program for children through the general education curriculum as well as more intensive services for those in need of special education

Step 4 – Assess students' progress using appropriate measurement tools

Step 5 – Provide access to appropriate assistive technologies, like speech to text software, audiobooks, etc.

Other counties are way ahead of Howard County on these issues. Howard County needs to not only catch up to other counties, but lead the charge in being the best school system, not just for high performing students but for all of our children.

We ask that the County Council support the school system's increased special education budget and teacher professional development so that we can implement the Ready to Read Act to the best of our collective abilities and change the paradigm so that our children do not graduate high school without the fundamental skill of reading.



Thank You, County Council Members!

We are asking for your support of our High School #13, project E1035, included in the Capital Budget for 2020, for \$9.0 million in county funding. This new high school offers so much to all of Howard County. It will help relieve the overcrowded schools in our part of the county and help bring our community together. We see this as a step towards the revitalization of Route 1 and Jessup itself. We appreciate your efforts to help open the school in 2023.

Respectfully,

Becky McKirahan

Why Not Jessup

www.Tinyurl.com/WhyNotJessup



Testimony
Jewish Federation of Howard County
Jewish Community Relations Council of Howard County

Howard County Council
Proposed FY 2020 Operating Budget
Howard County Public School System

April 24, 2019

My name is Annie McCormick and I am representing the Jewish Federation of Howard County (JFHC) and the Jewish Community Relations Council (JCRC). We are here to testify in support of the Howard County Board of Education's Operating Budget for FY 2020, which includes an increase of approximately \$400,000 to move forward with the Howard County Public School System's initiatives that focus on improving **diversity, equity, and inclusion** for our students.

JCRC presented testimony supporting this initiative at the budget hearing before the Howard County Board of Education on the Superintendent's proposed budget on January 15th. At that hearing and also at the budget hearing on January 31st we agreed with the testimony from other groups and individuals who identified the need for additional funding for DEI positions and activities.

We support school system initiatives that will reduce and eventually eliminate the achievement gaps in Howard County Public Schools so that all students are successful regardless of race, religion, ethnicity, and/or diversity of culture. All students, regardless of their personal characteristics should feel safe, protected, and valued while students in a Howard County Public School. Our school system, with your help and approval of the funds being requested can help achieve this goal.

Testimony presented in January addressed racial problems of African-American students and parents, including racial symbols and language; concerns about being bullied because a student is seen as different; prejudice shown to Muslim and Islamic students; Anti-Semitic symbols and language; Hispanic and Latino students and their parents having difficulty navigating within the school system; students and their parents from a significant number of foreign countries trying to understand HCPSS; and students and their parents from Asian countries with several different languages and/or cultures that have not been fully accommodated by the school system.

During the past two years members of the JCRC participated in a community wide activity entitled “Courageous Conversations.” This program has brought together several hundred citizens from dozens of Howard County faith-based organizations and institutions to discuss racial, religious, ethnic, and cultural differences and similarities. This has opened the door to more personal, individual, and group dialogues. This can be utilized by the Howard County Public School System to advance movement pertaining to diversity, equity, and inclusion.

Howard County citizens from all walks of life and religious and non-religious backgrounds came together at Beth Shalom Congregation to show support following the murders at the Tree of Life Synagogue in Pittsburgh, last October. Again, just last month, the Howard County community came to the Dar Al-Taqwa Mosque to show support following the anti-Muslim massacre at the Mosques in New Zealand.

These attacks represent a need for more education and dialogue among and between students and citizens in Howard County, our country, and around the world. With your support HCPSS can continue along this path to improved relations and understanding. JCRC has three main goals, which are presented below.

We are committed and prepared to work closely with Dr. Michael Martirano, Dr. Kevin Gilbert, and their staff to achieve these goals:

1. Educate and hold accountable teachers and administrators to ensure consistent and system-wide observance of current equity absence policies so that students are not intimidated or penalized for observing their holy day(s) as permitted by HCPSS policy;
2. Review and revise HCPSS policies to better protect victims of discriminatory bullying and hate and to educate the perpetrators; and
3. Initiate a mandatory K-12 anti-bias curriculum, including a mandatory Holocaust education component, as part of a larger effort to make the HCPSS curriculum more inclusive, equitable, and respectful and reflective of the diversity within Howard County.

JCRC encourages Dr. Martirano and Dr. Gilbert to assign staff and add resources to address the problems identified. The opportunity is before them, to work together with the representatives from our diverse community. The Howard County Public School System can be an effective leader in this area.

Your support of the budget for the HCPSS for FY 2020 is encouraged and appreciated. We would be glad to answer any questions at this time or meet with you or others for a more in- depth discussion of this important subject.

Respectively submitted by:

Annie McCormick (847-274-9295), Jewish Community Relations Council of
Howard County

Yale Stenzler (410-236-6559), Jewish Community Relations Council of Howard County
Betsy Singer Marcus (410-730-7740), Chair, Jewish Community Relations Council of
Howard County



**HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION**

I, Annie McCormick, have been duly authorized by
(name of individual)

Jewish Community Relations Council, JFHC

to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

HCPSS FY 2020 Operating Budget

County Council regarding _____ to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Annie McCormick

Signature: _____

Date: April 24, 2019

Organization: Jewish Federation of Howard County

Organization Address: 10630 Little Patuxent Pkwy., Suite 400, Columbia, Md

Number of Members: 800

Name of Chair/President: Betsy Singer Marcus, Chair, Jewish Community Relations Council
Beth Millstein, President, Jewish Federation of Howard County

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.



**HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION**

I, Larry Corsa, have been duly authorized by
(name of individual)

Heritage Green Townhouse Association, Inc. to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding Capital Budget items F5976 and P4928 to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Larry Corsa

Signature: 

Date: 4/24/2019

Organization: Heritage Green Townhouse Association, Inc.

Organization Address: 5305 Village Center Drive, PMB184, Columbia, MD 21044

Number of Members: 80 owners plus families

Name of Chair/President: Lawrence J Corsa III

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

HOWARD COUNTY COUNCIL

BUDGET HEARING

APRIL 24, 2019

Good Evening,

My name is Lisa Soto and I am the 2018-2019 Chair of the HCPSS Community Advisory Council. Thank you for the opportunity to speak this evening on behalf of our 58,328 students.

My testimony this evening focuses on the continued increase of students to our wonderful Howard County Public Schools. I have attached to my testimony the 2017 Official HCPSS Enrollment Report as of September 29, 2017, the 2018 Official HCPSS Enrollment Report as of September 30, 2018, the Monthly Enrollment Summary as of December 31, 2018 and the Monthly Enrollment Summary as of March 29, 2019.

We have experienced amazing growth of 1,533 Students during this short eighteen (18) month period. We have had growth of 421 students just since September 30th of 2018.

The HCPSS Community Advisory Council respectfully requests that the Council consider an increase in funding to the County Executive's suggested HCPSS Operating Budget for FY 2020. As you may recall, Howard County is one of the fastest growing school systems in the State of Maryland. County Maintenance of Effort and state formula funding calculations do not provide funding for student enrollment growth in the year of the growth, which results in underfunding for growing school systems like Howard County. Given the documented growth of students during the most recent eighteen month period and the expected growth of 850 new students that are projected in FY 2020, HCPSS will again be forced to provide for new students without per pupil funding provided for these students.

Please review the supporting documentation and look for the continued updates that are provided on a monthly basis on the HCPSS website. Providing for the explosive growth of our schools is essential as we consider an appropriate budget amount for this, our most important economic engine for Howard County.

Thank you.

Lisa Soto

HCPSS Chair 2018-2019

OFFICIAL ENROLLMENT REPORT - 2017 (SEPTEMBER 29, 2017)

PG.1

School	PreK	KGN	01	02	03	04	05	06	07	08	09	10	11	12	Grand Total
Atholton Elementary School	30	75	79	80	70	70	83								487
Bellows Spring Elementary School	77	142	116	129	108	132	118								822
Bollman Bridge Elementary School	94	79	114	105	108	112	110								722
Bryant Woods Elementary School	24	68	73	63	67	59	67								421
Bushy Park Elementary School	31	86	81	110	88	114	122								632
Centennial Lane Elementary School		113	112	132	138	127	143								765
Clarksville Elementary School		66	51	62	77	81	95								432
Clemens Crossing Elementary School		102	101	84	86	90	87								550
Cradlerock Elementary School	51	64	83	72	83	88	78								519
Dayton Oaks Elementary School	68	85	98	93	112	112	115								683
Deep Run Elementary School	79	126	128	112	135	135	122								837
Ducketts Lane Elementary School		163	133	151	156	160	128								891
Elkridge Elementary School	72	140	162	127	144	145	129								919
Forest Ridge Elementary School		97	108	114	117	122	135								693
Fulton Elementary School		152	155	137	141	138	155								878
Gorman Crossing Elementary School	73	145	124	104	138	145	119								848
Guilford Elementary School	40	63	67	67	75	67	71								450
Hammond Elementary School		90	116	102	127	97	119								651
Hollfield Station Elementary School	48	134	145	143	123	141	122								856
Ilchester Elementary School	41	83	91	105	106	106	122								654
Jeffers Hill Elementary School		51	85	62	78	74	78								428
Laurel Woods Elementary School	38	95	81	94	96	110	97								611
Lisbon Elementary School		66	70	68	81	86	84								455
Longfellow Elementary School	33	72	56	65	73	71	71								441
Manor Woods Elementary School		88	138	124	142	156	146								794
Northfield Elementary School		108	118	119	128	134	141								748
Phelps Luck Elementary School	35	80	96	92	81	82	117								583
Pointers Run Elementary School	48	99	117	112	127	143	122								768
Rockburn Elementary School	92	95	112	110	109	110	107								735
Running Brook Elementary School	41	75	73	83	80	73	72								497
St. John's Lane Elementary School		104	106	121	131	122	119								703
Stevens Forest Elementary School	25	60	66	70	57	63	74								415
Swansfield Elementary School	32	98	92	103	97	107	105								634
Talbott Springs Elementary School	34	75	77	84	70	72	79								491
Thunder Hill Elementary School		81	79	86	100	97	101								544
Triadelphia Ridge Elementary School		67	71	97	102	109	107								553
Veterans Elementary School	72	127	156	148	144	152	131								930
Waterloo Elementary School	55	95	78	115	82	112	98								635
Waverly Elementary School	76	98	111	133	118	120	114								770
West Friendship Elementary School		33	52	60	52	68	62								327
Worthington Elementary School		72	68	80	84	102	109								515
Bonnie Branch Middle School								247	234	235					716
Burleigh Manor Middle School								252	276	279					807
Clarksville Middle School								194	170	188					552
Dunloggin Middle School								221	218	191					630
Elkridge Landing Middle School								240	223	230					693
Ellicott Mills Middle School								288	272	293					853
Folly Quarter Middle School								238	189	236					663
Glenwood Middle School								144	159	192					495
Hammond Middle School								172	184	198					554
Harper's Choice Middle School								200	203	188					591
Lake Elkhorn Middle School								194	201	153					548
Lime Kiln Middle School								241	229	264					734
Mayfield Woods Middle School								240	229	243					712
Mount View Middle School								269	279	271					819
Murray Hill Middle School								215	235	250					700

OFFICIAL ENROLLMENT REPORT - 2017 (SEPTEMBER 29, 2017)

Pg. 2

Oakland Mills Middle School								170	156	146					472
Patapsco Middle School								227	242	237					706
Patuxent Valley Middle School								203	212	203					618
Thomas Viaduct Middle School								237	213	237					687
Wilde Lake Middle School								213	180	217					610
Atholton High School											377	371	373	358	1479
Centennial High School											430	420	372	392	1614
Glenelg High School											286	323	285	279	1173
Hammond High School											394	316	286	305	1301
Howard High School											508	519	411	476	1914
Long Reach High School											477	429	364	366	1636
Marriotts Ridge High School											350	343	334	305	1332
Mt. Hebron High School											379	412	393	383	1567
Oakland Mills High School											328	326	240	267	1161
Reservoir High School											457	331	366	373	1527
River Hill High School											280	286	282	309	1157
Wilde Lake High School											372	310	296	298	1276
Subtotals	1309	3812	4039	4118	4231	4404	4374	4405	4304	4451	4638	4386	4002	4111	56584
K and Gr K-5	1309				24978				13160				17137		
Gr1-5					21166										
					26287										
Homewood Center								4	5	11	35	31	17	13	116
Subtotal with Homewood	1309	3812	4039	4118	4231	4404	4374	4409	4309	4462	4673	4417	4019	4124	
	1309				24978				13180				17233		
Cedar Lane School	5	5	4	5	2	5	13	5	6	6	7	4	8	24	99
Grand Total	1314	3817	4043	4123	4233	4409	4387	4414	4315	4468	4680	4421	4027	4148	56799
	1314				25012				13197				17276		
					26326										

56799

OFFICIAL ENROLLMENT REPORT-2018 (SEPTEMBER 30, 2018)

PG. 1

School	PreK	KGN	01	02	03	04	05	06	07	08	09	10	11	12	Grand Total
Atholton Elementary School	26	71	77	84	77	68	68								471
Bellows Spring Elementary School	78	124	131	118	116	114	122								803
Bollman Bridge Elementary School	80	107	92	118	112	114	117								740
Bryant Woods Elementary School	39	68	79	74	69	66	63								458
Bushy Park Elementary School	35	85	95	81	117	95	120								628
Centennial Lane Elementary School		101	117	114	134	140	128								734
Clarksville Elementary School		59	70	59	65	82	84								419
Clemens Crossing Elementary School		87	88	102	68	70	76								491
Cradlerock Elementary School	47	73	71	84	67	79	88								509
Dayton Oaks Elementary School	77	87	98	111	105	119	130								727
Deep Run Elementary School	64	113	106	108	94	125	119								729
Ducketts Lane Elementary School	43	94	86	89	91	97	106								606
Elkridge Elementary School	36	124	151	153	144	144	149								901
Forest Ridge Elementary School		107	107	114	108	122	121								679
Fulton Elementary School		143	165	165	151	150	144								918
Gorman Crossing Elementary School	67	125	152	129	111	150	143								877
Guilford Elementary School	38	66	59	70	64	71	71								439
Hammond Elementary School		99	94	110	96	119	105								623
Hanover Hills Elementary School	43	93	111	101	123	109	114								694
Hollifield Station Elementary School		135	148	153	160	132	151								879
Ilchester Elementary School	41	107	91	93	108	104	104								648
Jeffers Hill Elementary School		63	52	85	59	74	70								403
Laurel Woods Elementary School	38	80	98	90	88	96	117								607
Lisbon Elementary School		68	69	71	67	85	91								451
Longfellow Elementary School	40	78	72	60	66	71	73								460
Manor Woods Elementary School		107	66	115	108	117	137								650
Northfield Elementary School		114	107	126	130	131	139								747
Phelps Luck Elementary School	42	113	87	91	87	81	81								582
Pointers Run Elementary School	55	135	129	142	137	158	168								924
Rockburn Elementary School	52	104	85	107	95	91	95								629
Running Brook Elementary School	48	75	73	64	83	82	75								500
St. John's Lane Elementary School		123	114	116	119	129	125								726
Stevens Forest Elementary School	31	71	62	65	61	60	65								415
Swansfield Elementary School	27	103	91	86	93	107	94								601
Talbott Springs Elementary School	33	71	86	77	83	78	76								504
Thunder Hill Elementary School		76	85	83	86	96	100								526
Triadelphia Ridge Elementary School		78	76	78	103	112	116								563
Veterans Elementary School	69	126	136	149	151	147	154								932
Waterloo Elementary School	55	59	105	87	108	81	125								620
Waverly Elementary School	66	119	128	150	158	143	137								901
West Friendship Elementary School		52	53	65	79	71	81								401
Worthington Elementary School	60	66	76	74	78	81	100								535
Elementary Schools Total	1330	3949	4038	4211	4219	4361	4542								26650
Bonnie Branch Middle School								262	243	245					750
Burleigh Manor Middle School								267	258	283					808
Clarksville Middle School								218	237	211					666

OFFICIAL ENROLLMENT REPORT - 2018 (SEPTEMBER 30, 2018)

PG. 2

Dunloggin Middle School								219	229	212					660
Elkridge Landing Middle School								253	256	235					744
Ellicott Mills Middle School								296	296	277					869
Folly Quarter Middle School								224	246	190					660
Glenwood Middle School								181	148	163					492
Hammond Middle School								210	180	182					572
Harper's Choice Middle School								160	177	166					503
Lake Elkhorn Middle School								197	183	198					578
Lime Kiln Middle School								225	211	196					632
Mayfield Woods Middle School								259	237	229					725
Mount View Middle School								255	294	288					837
Murray Hill Middle School								245	220	252					717
Oakland Mills Middle School								175	182	161					518
Patapsco Middle School								237	233	241					711
Patuxent Valley Middle School								247	217	222					686
Thomas Viaduct Middle School								220	231	202					653
Wilde Lake Middle School								205	220	203					628
Middle Schools Total								4555	4498	4356					13409
Atholton High School											373	375	366	390	1504
Centennial High School											385	417	401	387	1590
Glenelg High School											315	289	311	283	1198
Hammond High School											395	367	292	306	1360
Howard High School											484	491	494	421	1890
Long Reach High School											417	396	376	365	1554
Marriotts Ridge High School											367	354	356	342	1419
Mt. Hebron High School											442	383	407	395	1627
Oakland Mills High School											332	319	314	251	1216
Reservoir High School											436	432	330	383	1581
River Hill High School											475	316	304	287	1382
Wilde Lake High School											364	321	302	304	1291
High Schools Total											4785	4460	4253	4114	17612
Cedar Lane School	7	7	6	7	4	5	4	11	5	5	6	8	5	26	106
Homewood School								2	4	12	41	35	20	16	130
Special Schools Total	7	7	6	7	4	5	4	13	9	17	47	43	25	42	236
LEA Total	1337	3956	4044	4218	4223	4366	4546	4568	4507	4373	4832	4503	4278	4156	57907



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 12/31/2018

Elementary School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Atholton Elementary School	0	0	0	14	18	70	78	84	77	65	66	0	0	0	0	0	0	0	472
Bellows Spring Elementary School	0	0	0	39	40	129	131	118	117	114	125	0	0	0	0	0	0	0	813
Bollman Bridge Elementary School	0	0	0	25	65	105	93	123	111	115	116	0	0	0	0	0	0	0	753
Bryant Woods Elementary School	0	0	0	0	36	67	82	75	69	66	64	0	0	0	0	0	0	0	459
Bushy Park Elementary School	0	0	0	12	27	85	97	81	118	96	120	0	0	0	0	0	0	0	636
Centennial Lane Elementary School	0	0	0	0	0	102	113	115	133	141	128	0	0	0	0	0	0	0	732
Clarksville Elementary School	0	0	0	0	0	60	70	60	64	84	85	0	0	0	0	0	0	0	423
Clemens Crossing Elementary School	0	0	0	0	0	86	89	102	68	69	74	0	0	0	0	0	0	0	488
Cradlerock Elementary School	0	0	0	16	38	79	77	86	68	82	94	0	0	0	0	0	0	0	540
Dayton Oaks Elementary School	0	0	0	37	39	85	101	113	106	118	131	0	0	0	0	0	0	0	730
Deep Run Elementary School	0	0	0	19	51	122	113	108	90	122	123	0	0	0	0	0	0	0	748
Ducketts Lane Elementary School	0	1	0	20	28	94	90	89	91	97	110	0	0	0	0	0	0	0	620
Elkridge Elementary School	0	0	0	0	38	127	153	154	143	144	150	0	0	0	0	0	0	0	909
Forest Ridge Elementary School	0	0	0	0	0	106	108	114	112	123	121	0	0	0	0	0	0	0	684
Fulton Elementary School	0	0	0	0	0	147	166	165	156	152	148	0	0	0	0	0	0	0	934
Gorman Crossing Elementary School	0	0	0	28	43	124	155	129	114	148	141	0	0	0	0	0	0	0	882
Guilford Elementary School	0	0	0	0	39	68	61	70	66	71	73	0	0	0	0	0	0	0	448
Hammond Elementary School	0	0	0	0	0	100	94	107	97	121	107	0	0	0	0	0	0	0	626
Hanover Hills Elementary School	0	0	0	19	33	96	114	100	128	111	114	0	0	0	0	0	0	0	715
Hollifield Station Elementary School	0	0	0	0	0	136	146	152	162	132	154	0	0	0	0	0	0	0	882
Ilchester Elementary School	0	0	0	20	26	107	92	94	108	104	104	0	0	0	0	0	0	0	655
Jeffers Hill Elementary School	0	0	0	0	0	67	53	86	59	79	70	0	0	0	0	0	0	0	414
Laurel Woods Elementary School	0	0	0	0	39	80	103	93	88	94	119	0	0	0	0	0	0	0	616
Lisbon Elementary School	0	0	0	0	0	70	70	71	66	84	93	0	0	0	0	0	0	0	454
Longfellow Elementary School	0	0	0	11	33	78	72	59	64	69	69	0	0	0	0	0	0	0	455
Manor Woods Elementary School	0	0	0	0	0	109	65	113	109	118	138	0	0	0	0	0	0	0	652
Northfield Elementary School	0	0	0	0	0	111	106	127	130	130	135	0	0	0	0	0	0	0	739
Phelps Luck Elementary School	0	0	0	0	44	109	89	86	86	83	79	0	0	0	0	0	0	0	576



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 12/31/2018

Elementary School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Pointers Run Elementary School	0	0	0	21	33	136	128	142	138	156	168	0	0	0	0	0	0	0	922
Rockburn Elementary School	0	0	0	27	25	105	87	106	96	91	92	0	0	0	0	0	0	0	629
Running Brook Elementary School	0	0	0	13	36	71	72	61	84	83	74	0	0	0	0	0	0	0	494
St. John's Lane Elementary School	0	0	0	0	0	118	114	115	118	126	124	0	0	0	0	0	0	0	715
Stevens Forest Elementary School	0	0	0	0	31	71	66	66	62	59	64	0	0	0	0	0	0	0	419
Swansfield Elementary School	0	0	0	0	26	101	89	88	89	110	95	0	0	0	0	0	0	0	598
Talbott Springs Elementary School	0	0	0	0	32	70	85	80	81	72	77	0	0	0	0	0	0	0	497
Thunder Hill Elementary School	0	0	0	0	0	71	77	83	83	94	99	0	0	0	0	0	0	0	507
Triadelphia Ridge Elementary School	0	0	0	0	0	79	76	78	103	111	115	0	0	0	0	0	0	0	562
Veterans Elementary School	0	0	0	19	57	135	141	149	150	147	155	0	0	0	0	0	0	0	953
Waterloo Elementary School	0	0	1	24	32	61	104	87	107	83	125	0	0	0	0	0	0	0	624
Waverly Elementary School	0	0	0	19	53	121	128	151	155	142	137	0	0	0	0	0	0	0	906
West Friendship Elementary School	0	0	0	0	0	51	54	64	81	73	80	0	0	0	0	0	0	0	403
Worthington Elementary School	1	0	0	15	48	67	75	74	80	82	99	0	0	0	0	0	0	0	541
Elementary School	1	1	1	398	1010	3976	4077	4218	4227	4361	4555	0	0	0	0	0	0	0	26825
Middle School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Bonnie Branch Middle School	0	0	0	0	0	0	0	0	0	0	0	260	244	241	0	0	0	0	745
Burleigh Manor Middle School	0	0	0	0	0	0	0	0	0	0	0	271	258	283	0	0	0	0	812
Clarksville Middle School	0	0	0	0	0	0	0	0	0	0	0	219	240	212	0	0	0	0	671
Dunloggin Middle School	0	0	0	0	0	0	0	0	0	0	0	218	227	206	0	0	0	0	651
Elkridge Landing Middle School	0	0	0	0	0	0	0	0	0	0	0	258	253	237	0	0	0	0	748
Ellicott Mills Middle School	0	0	0	0	0	0	0	0	0	0	0	297	299	276	0	0	0	0	872
Folly Quarter Middle School	0	0	0	0	0	0	0	0	0	0	0	222	247	190	0	0	0	0	659
Glenwood Middle School	0	0	0	0	0	0	0	0	0	0	0	181	147	162	0	0	0	0	490
Hammond Middle School	0	0	0	0	0	0	0	0	0	0	0	209	181	183	0	0	0	0	573
Harper's Choice Middle School	0	0	0	0	0	0	0	0	0	0	0	158	179	167	0	0	0	0	504
Lake Elkhorn Middle School	0	0	0	0	0	0	0	0	0	0	0	201	187	200	0	0	0	0	588
Lime Kiln Middle School	0	0	0	0	0	0	0	0	0	0	0	224	211	198	0	0	0	0	633
Mayfield Woods Middle School	0	0	0	0	0	0	0	0	0	0	0	259	234	229	0	0	0	0	722



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 12/31/2018

Middle School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Mount View Middle School	0	0	0	0	0	0	0	0	0	0	0	256	299	286	0	0	0	0	841
Murray Hill Middle School	0	0	0	0	0	0	0	0	0	0	0	249	221	250	0	0	0	0	720
Oakland Mills Middle School	0	0	0	0	0	0	0	0	0	0	0	174	180	160	0	0	0	0	514
Patapsco Middle School	0	0	0	0	0	0	0	0	0	0	0	238	234	242	0	0	0	0	714
Patuxent Valley Middle School	0	0	0	0	0	0	0	0	0	0	0	252	217	222	0	0	0	0	691
Thomas Viaduct Middle School	0	0	0	0	0	0	0	0	0	0	0	218	231	203	0	0	0	0	652
Wilde Lake Middle School	0	0	0	0	0	0	0	0	0	0	0	205	215	203	0	0	0	0	623
Middle School	0	0	0	0	0	0	0	0	0	0	0	4569	4504	4350	0	0	0	0	13423
High School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Atholton High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	371	376	364	389	1500
Centennial High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	384	415	397	382	1578
Glenelg High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	314	289	311	283	1197
Hammond High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	405	364	286	303	1358
Homewood School	0	0	0	0	0	0	0	0	0	0	0	2	5	13	45	33	23	18	139
Howard High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	485	490	494	421	1890
Long Reach High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	419	396	375	360	1550
Marriotts Ridge High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	366	354	354	342	1416
Mt. Hebron High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	446	381	405	392	1624
Oakland Mills High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	331	322	311	248	1212
Pending Enrollment School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Reservoir High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	435	431	332	381	1579
River Hill High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	473	314	304	287	1378
Wilde Lake High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	362	321	297	299	1279
High School	0	0	0	0	0	0	0	0	0	0	0	2	5	13	4836	4486	4254	4105	17701
Special School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Cedar Lane School	0	0	0	3	4	7	6	6	4	5	5	12	6	6	4	9	5	28	110
Innovative Pathways - Evening	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Special School	0	0	0	3	4	7	6	6	4	5	5	12	6	6	4	9	5	29	111
Grand Total	1	1	1	401	1014	3983	4083	4224	4231	4366	4560	4583	4515	4369	4840	4495	4259	4134	58060



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 3/29/2019

Elementary School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Atholton Elementary School	0	0	0	17	20	73	79	82	78	67	66	0	0	0	0	0	0	0	482
Bellows Spring Elementary School	0	0	0	51	44	129	129	120	117	112	125	0	0	0	0	0	0	0	827
Bollman Bridge Elementary School	0	0	0	27	68	112	99	124	115	116	113	0	0	0	0	0	0	0	774
Bryant Woods Elementary School	0	0	0	0	37	69	82	74	65	64	62	0	0	0	0	0	0	0	453
Bushy Park Elementary School	0	0	0	14	27	87	97	82	118	96	121	0	0	0	0	0	0	0	642
Centennial Lane Elementary School	0	0	0	0	0	103	116	112	136	139	130	0	0	0	0	0	0	0	736
Clarksville Elementary School	0	0	0	0	0	64	70	61	63	87	87	0	0	0	0	0	0	0	432
Clemens Crossing Elementary School	0	0	0	0	0	86	87	103	69	69	77	0	0	0	0	0	0	0	491
Cradlerock Elementary School	0	0	0	20	37	84	77	85	70	82	96	0	0	0	0	0	0	0	551
Dayton Oaks Elementary School	0	0	0	39	41	84	102	114	105	119	131	0	0	0	0	0	0	0	735
Deep Run Elementary School	0	0	0	22	52	121	113	105	93	125	126	0	0	0	0	0	0	0	757
Ducketts Lane Elementary School	0	0	2	22	31	94	86	87	92	99	108	0	0	0	0	0	0	0	621
Elkridge Elementary School	0	0	0	0	38	132	152	156	146	145	149	0	0	0	0	0	0	0	918
Forest Ridge Elementary School	0	0	0	0	0	108	107	113	109	122	123	0	0	0	0	0	0	0	682
Fulton Elementary School	0	0	0	0	0	151	167	167	160	157	149	0	0	0	0	0	0	0	951
Gorman Crossing Elementary School	0	0	0	36	46	124	155	129	116	150	144	0	0	0	0	0	0	0	900
Guilford Elementary School	0	0	0	0	34	69	62	70	65	74	72	0	0	0	0	0	0	0	446
Hammond Elementary School	0	0	0	0	0	98	96	105	96	119	108	0	0	0	0	0	0	0	622
Hanover Hills Elementary School	0	0	0	22	32	98	116	97	131	110	111	0	0	0	0	0	0	0	717
Hollifield Station Elementary School	0	0	0	0	0	139	143	154	161	132	154	0	0	0	0	0	0	0	883
Ilchester Elementary School	0	0	1	26	25	110	88	97	107	104	104	0	0	0	0	0	0	0	662
Jeffers Hill Elementary School	0	0	0	0	0	67	54	86	61	77	71	0	0	0	0	0	0	0	416
Laurel Woods Elementary School	0	0	0	0	39	80	107	95	88	95	118	0	0	0	0	0	0	0	622
Lisbon Elementary School	0	0	0	0	0	70	70	72	65	83	92	0	0	0	0	0	0	0	452
Longfellow Elementary School	0	0	0	15	33	77	71	60	64	70	73	0	0	0	0	0	0	0	463
Manor Woods Elementary School	0	0	0	0	0	114	65	115	111	124	135	0	0	0	0	0	0	0	664
Northfield Elementary School	0	0	0	0	0	113	106	128	132	132	136	0	0	0	0	0	0	0	747
Phelps Luck Elementary School	0	0	0	0	45	109	93	87	87	82	80	0	0	0	0	0	0	0	583



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 3/29/2019

Elementary School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Pointers Run Elementary School	0	0	3	24	32	136	131	142	141	157	170	0	0	0	0	0	0	0	936
Rockburn Elementary School	0	0	0	26	25	105	89	107	97	91	93	0	0	0	0	0	0	0	633
Running Brook Elementary School	0	0	0	12	39	78	71	59	82	83	78	0	0	0	0	0	0	0	502
St. John's Lane Elementary School	0	0	0	0	0	121	115	114	117	126	124	0	0	0	0	0	0	0	717
Stevens Forest Elementary School	0	0	0	0	31	71	64	66	61	60	65	0	0	0	0	0	0	0	418
Swansfield Elementary School	0	0	0	0	29	103	91	89	88	113	98	0	0	0	0	0	0	0	611
Talbott Springs Elementary School	0	0	0	0	32	71	85	78	83	73	76	0	0	0	0	0	0	0	498
Thunder Hill Elementary School	0	0	0	0	0	70	76	81	89	93	96	0	0	0	0	0	0	0	505
Triadelphia Ridge Elementary School	0	0	0	0	0	80	78	79	106	112	115	0	0	0	0	0	0	0	570
Veterans Elementary School	0	0	0	27	56	135	139	151	154	144	155	0	0	0	0	0	0	0	961
Waterloo Elementary School	0	0	1	26	33	62	104	86	110	82	125	0	0	0	0	0	0	0	629
Waverly Elementary School	0	0	0	24	53	123	129	158	158	147	139	0	0	0	0	0	0	0	931
West Friendship Elementary School	0	0	0	0	0	51	53	63	79	72	81	0	0	0	0	0	0	0	399
Worthington Elementary School	0	0	1	17	50	67	75	73	80	81	100	0	0	0	0	0	0	0	544
Elementary School	0	0	8	467	1029	4038	4089	4226	4265	4385	4576	0	0	0	0	0	0	0	27083
Middle School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Bonnie Branch Middle School	0	0	0	0	0	0	0	0	0	0	0	255	242	243	0	0	0	0	740
Burleigh Manor Middle School	0	0	0	0	0	0	0	0	0	0	0	273	259	283	0	0	0	0	815
Clarksville Middle School	0	0	0	0	0	0	0	0	0	0	0	220	243	213	0	0	0	0	676
Dunloggin Middle School	0	0	0	0	0	0	0	0	0	0	0	221	233	213	0	0	0	0	667
Elkridge Landing Middle School	0	0	0	0	0	0	0	0	0	0	0	258	253	240	0	0	0	0	751
Ellicott Mills Middle School	0	0	0	0	0	0	0	0	0	0	0	298	295	277	0	0	0	0	870
Folly Quarter Middle School	0	0	0	0	0	0	0	0	0	0	0	224	249	191	0	0	0	0	664
Glenwood Middle School	0	0	0	0	0	0	0	0	0	0	0	181	147	163	0	0	0	0	491
Hammond Middle School	0	0	0	0	0	0	0	0	0	0	0	211	181	186	0	0	0	0	578
Harper's Choice Middle School	0	0	0	0	0	0	0	0	0	0	0	160	181	169	0	0	0	0	510
Lake Elkhorn Middle School	0	0	0	0	0	0	0	0	0	0	0	200	187	197	0	0	0	0	584
Lime Kiln Middle School	0	0	0	0	0	0	0	0	0	0	0	224	213	201	0	0	0	0	638
Mayfield Woods Middle School	0	0	0	0	0	0	0	0	0	0	0	257	237	233	0	0	0	0	727



Student Membership Summary

Year: 2018-2019

Report: STU606

As Of Date: 3/29/2019

Middle School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Mount View Middle School	0	0	0	0	0	0	0	0	0	0	0	258	302	288	0	0	0	0	848
Murray Hill Middle School	0	0	0	0	0	0	0	0	0	0	0	252	222	250	0	0	0	0	724
Oakland Mills Middle School	0	0	0	0	0	0	0	0	0	0	0	174	174	160	0	0	0	0	508
Patapsco Middle School	0	0	0	0	0	0	0	0	0	0	0	239	233	239	0	0	0	0	711
Patuxent Valley Middle School	0	0	0	0	0	0	0	0	0	0	0	247	219	223	0	0	0	0	689
Thomas Viaduct Middle School	0	0	0	0	0	0	0	0	0	0	0	221	230	201	0	0	0	0	652
Wilde Lake Middle School	0	0	0	0	0	0	0	0	0	0	0	206	217	202	0	0	0	0	625
Middle School	0	0	0	0	0	0	0	0	0	0	0	4579	4517	4372	0	0	0	0	13468
High School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Atholton High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	371	375	366	385	1497
Centennial High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	381	413	398	378	1570
Glenelg High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	313	289	313	283	1198
Hammond High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	363	288	303	1354
Homewood School	0	0	0	0	0	0	0	0	0	0	0	2	7	15	49	27	21	16	137
Howard High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	487	488	496	419	1890
Long Reach High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	417	391	374	361	1543
Marriotts Ridge High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	368	353	356	343	1420
Mt. Hebron High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	454	384	402	391	1631
Oakland Mills High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	321	323	300	248	1192
Pending Enrollment School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Reservoir High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	437	431	334	378	1580
River Hill High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	474	314	303	288	1379
Wilde Lake High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	355	316	300	298	1269
High School	0	0	0	0	0	0	0	0	0	0	0	2	7	15	4828	4468	4252	4091	17663
Special School	PK0	PK1	PK2	PK3	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Cedar Lane School	0	0	0	4	3	7	6	7	4	5	6	12	6	6	4	9	6	28	113
ISRC	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Special School	0	0	0	4	3	7	6	7	4	6	6	12	6	6	4	9	6	28	114
Grand Total	0	0	8	471	1032	4045	4095	4233	4269	4391	4582	4593	4530	4393	4832	4477	4258	4119	58328



HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION

I, LISA SOTO, have been duly authorized by
(name of individual)

HCPSS COMMUNITY ADVISORY COUNCIL to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding HCPSS OPERATING BUDGET to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: LISA SOTO

Signature: Lisa Soto

Date: APRIL 24, 2019

Organization: HCPSS COMMUNITY ADVISORY COUNCIL

Organization Address: _____

Number of Members: 50-75

Name of Chair/President: LISA SOTO, CAC CHAIR 2018-19

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

Testimony by Rev. Tim Siemens, Chairman

Board of Directors, Chin Integration and Advocacy Network USA

April 24, 2019 at 7pm

Capital and Operating Budget Public Hearing Education - HCPSS

Howard County Council

Banneker Room, Howard Building

3430 Courthouse Drive, Ellicott City, MD 21043

Madam Chairperson and Council members,

Thank you for this opportunity to speak before you. My name is Tim Siemens and I am the Chairperson of the Board of Director of the Chin Integration and Advocacy Network USA and a pastor at Grace Community Church for almost 35 years. Howard County is well known for its investment of resources to level the playing field for those who would otherwise be marginalized. On behalf of the Chin Community in Howard County thank you for creating an environment where they can integrate and be contributors as good citizens of the United States. I would like to share about Chin community and our organization.

CIANUSA- Chin Integration and Advocacy Network USA

About Us

Chin Integration and Advocacy Network USA (CIANUSA), a 501(c)(3) non-profit organization, empowers the Chin community in Maryland, supporting Chins to successfully integrate into U.S. society, to know and exercise their rights, and to fully contribute to our community and to the wider community.

Chins are an ethnic nationality from Burma, and a major recent U.S. refugee group. In 2001, about 800 Chin asylees came to the U.S. through Guam, resettling largely in Maryland, Indiana, Florida, and Texas. Since 2004, the U.S. has resettled many more Chin refugees through Malaysia and India. Chins now number over 60,000 nationally, with about 3,000 in Maryland.

Mission

To support and empower the Chin community in Maryland, advocating for successful integration into U.S. society through educational programs and networking with other Chin communities across the United States.

Programs

Support

- Help access to mainstream benefits (food stamp, health, etc.)
- Provide employment services
- Conduct summer programs for Chin students
- Provide translation and referral services

Education

Our educational programs include the following:

- Legal rights
- Education system
- Financial literacy

- Affordable housing

Advocacy

- Advocate with the stakeholders including County, State, and national level about legal rights and opportunities. In addition, we will advocate for durable solutions for Chin refugees in Malaysia and India with stakeholders including in the U.S. and elsewhere.

Leadership Development

- Organize leadership trainings and conferences in partnership and networking with Chin and other community organizations across the country.

Madam Chairperson,

We are here tonight to advocate for an additional liaison position within Howard County Schools. We understand that there are many immigrant communities within Howard County who also would like liaison position. We believe that as refugees the Chin are the most vulnerable for several reasons

- Our 360+ Chin students are refugees or children of refugees; different from immigrant or migrants
- Most of our Chin students received free & reduced meal services (FARMS)
 - Most families are challenged by the economics of making minimum wage - Both parents working and doing a pass off between one working day shift while the other works night shift
- Many of our Chin students are English Learners (EL) taking ESOL classes
- Many of our Chin students live in multiple family situations
- Some of our Chin parents did not have opportunities to graduate from high school back home and would have a hard time helping their children with homework
 - Three years ago my wife, a young pastor and myself traveled the 20+ hours to Burma an additional 2 hour flight within the country and 6 hour drive into the mountains on poorly constructed roads to their home villages. There we saw that they are hard workers in the fields, persecuted and purposefully marginalized because of their faith. We saw the inadequate schools- unresourced, spoke to the students who did not have dreams about what they could become because opportunities were not available to them.
- Outreach to Chin parents work best when its a personal meeting or phone call; other communities respond to emails frequently.

Therefore, although, there is 1 Chin liaison, she can not serve all 360+ students and families by herself. She is assigned to 2 schools only. So we would like you to consider adding a second liaison.

Thank you for this opportunity to speak on behalf of the Chin community.

Board of Directors

Rev. Tim Siemens, Chair
 Rev. Joseph Nihre Bawihrin, Secretary
 Pastor Thomas BK Lian
 Cunglian Hup
 Zo Tum Hmung

Contact Us

Howard County Multi-Service Center
 9900 Washington Blvd Suite 1
 Laurel, MD 20723
 Tel. 443-936-8616
 zotumhmung18@gmail.com



**HOWARD COUNTY COUNCIL,
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION**

I, Rev. Tim Siemens, *(name of individual)*, have been duly authorized by

Chin Integration Advocacy Network USA *(name of nonprofit organization or government board, commission, or task force)* to deliver testimony to the

County Council regarding HCPSS - Chin Liaison position *(bill or resolution number)* to express the organization's

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Rev. Tim Siemens

Signature: *Tim Siemens*

Date: April 17, 2019

Organization: Chin Integration and Advocacy Network USA

Organization Address: 9900 Washington, Blvd, Suite 1, Elkridge, MD 20723

9900 Washington, Blvd, Suite 1, Elkridge, MD 20723

Number of Members: community organizations

Name of Chair/President: Rev. Tim Siemens (Chairman, Board of Directors)

*This form can be submitted electronically via email to **no later than 5pm**
the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.*

Good Evening County Council Members,

My name is Colleen Morris and as the HCEA President, I represent over 6,000 HCPSS employees that are affected by both the capital and operating budgets.

We are extremely grateful that our County Executive combined the state and county funds necessary to fund our negotiated agreements. This will help attract and retain high quality educators, and it helps keep a promise made and mutually agreed to among educators and their Board of Education.

However, what we are concerned about is that each year we only seem to have barely enough funds to focus on one priority. For instance, last year there was not enough money to maintain class size and receive step increases. Thus, we focused on class size. As a result, educators did not receive their full step increment or a cost of living adjustment. Not only is our County the fastest growing in Maryland, our student's needs are more diverse and for some of them, more intense than ever. We worry that limited funds will not allow us to continue to deliver the same quality education that I grew up receiving, that we are known for, and that our community expects and deserves.

I sat, with other HCPSS staff, at a PATH meeting last month while members of People Acting Together in Howard pointed out many of our shortcomings. Students told stories about how the lack of counselors and school psychologists affected them. They talked about the difficulty teachers have differentiating for so many students and parents spoke about the lack of technology and other inequities between school resources.

We also deal with staff and students that are seriously hurt in our schools due to lack of support. The lack of appropriately trained and allocated staff to support the special needs many of our students bring to HCPSS is causing disruption to their education, the education of others and safety of some of our staff.

These truths are hard to hear but they are all real. It is not that we don't have the plans to address these issues because we saw many of those plans in our Superintendent's proposed budget. It is also not a lack of energy around supporting education from our elected officials. We know that our County Council, elected State Officials and County Executive prioritize education. The truth is that we don't have enough funds to address all our needs. Did you know that if our Maintenance of Effort formulas were adjusted for inflation, HCPSS would have 139M more in its operating budget today? One thing educators have learned is that the current formula that exists for funding our schools is grossly inadequate in meeting the needs of our student population.

As educators, we are not just people who see problems, but we act to change our situation. This year, hundreds from Howard County, and thousands from across the state marched in Annapolis to force the state of Maryland to increase its share of education funding. We stood up, our elected officials led, and the result was that Maryland is putting more than a billion dollars of new revenue into our schools. The state was responding to a massive statewide funding gap of schools—but the next part will be even harder, because the state will have to change its funding formulas, and local governments will be asked to increase local revenue for their schools. In other words, we've begun an important journey to modernizing our schools, and this year held several big steps forward. We cannot stop, and we will not stop moving forward.

As a community, we need to continue the real work of providing a quality public education by examining our priorities, available funds, and avenues to generate revenues to prepare our children for the future. If we want our county to continue to be a destination place to live, work, and play then we need to remain committed to addressing the very real needs that our school system faces each day.



**HOWARD COUNTY COUNCIL
AFFIDAVIT OF AUTHORIZATION
TO TESTIFY ON BEHALF OF AN ORGANIZATION**

I, Colleen Morris, have been duly authorized by
(name of individual)

Howard County Education Association ^{Colleen Morris} to deliver testimony to the
(name of nonprofit organization or government board, commission, or task force)

County Council regarding HCPSS Operating budget to express the organization's
(bill or resolution number)

support for / opposition to / request to amend this legislation.
(Please circle one.)

Printed Name: Colleen Morris

Signature: Colleen Morris

Date: 4-24-19

Organization: Howard County Education Association

Organization Address: 5082 Dorsey Hall Dr. Suite 102

E.C., MD. 21042

Number of Members: 6,100

Name of Chair/President: Colleen Morris

This form can be submitted electronically via email to councilmail@howardcountymd.gov no later than 5pm the day of the Public Hearing or delivered in person the night of the Public Hearing before testifying.

Good evening. My name is Heather Kelso, and my address is 8505 Black Star Circle in Columbia. My daughter has dyslexia and is struggling to learn to read in 6th grade in non-public placement. She was first identified at 2 years old with speech and language difficulty. Dyslexia is a language based learning disorder and early speech and language difficulties is just one sign. Had the County a screening for potential for reading failure, my daughter's dyslexia could have been identified as early as pre-kindergarten and gotten the appropriate help she needed.

Universal screening is Step 1 in preventing reading failure. Screening tools are quick, targeted measures that help identify the specific areas of reading skills deficits. Appropriate screeners target the building blocks of reading—phonological awareness, letter naming, letter-sound association, oral language, decoding non-words, rapid automatic naming, and oral reading fluency.

Armed with the results from screening, teachers can start targeting the gaps in reading skills each child has. The vast majority of the issues identified through screening should be able to be addressed through general education in a three-tiered response to intervention system. When provided as early intervention, many students will not require special education services. Research shows that only 5-7% of students would require additional, intensive reading interventions in a special education setting when the core and supplemental reading instruction is aligned with reading science.

The National Reading Panel and the Maryland State Department of Education have endorsed structured literacy. Baltimore County is training 700 teachers in structured literacy. Commissioned by the Maryland legislature, the Dyslexia Task Force found that structured literacy should be implemented in the general education classroom with tiered intervention for more severe cases of dyslexia.

Now, the Ready to Read Act, which passed unanimously in both Houses of the Maryland Legislature, requires universal screening, appropriate interventions and supplemental instruction.

Implementing structured literacy for students in general education would reduce the need for pull outs and special education. It is cost effective to attack reading challenges early. In order to realize the significant potential cost savings of the Ready to Read Act, we need to invest in teacher training so that all teachers are skilled in teaching reading using structured literacy.

With the knowledge of who will likely struggle, teachers can target reading instruction and close reading gaps before they become insurmountable. The Ready to Read Act improves reading skills by preventing instead of reacting to reading problems. Ultimately, the Ready to Read Act is about transforming our school systems into centers of equity so all students can become college and career ready — regardless of zip code.

I am requesting your support in funding the HCPSS budget.

CRG8-2019

5/1 - 5/7

Sayers, Margery

From: Brian Grodsky <bgrodsky@umbc.edu>
Sent: Friday, May 3, 2019 9:22 AM
To: CouncilMail
Subject: Classes are getting way too big

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

I am writing to ask that you reconsider the school budget request in order to stop classes from growing to dangerously high levels. Our daughter, a third grader at PRES, already has 30 children in her class, which strikes me as very large (most of the classes I teach at the less fidgety university level are far smaller!). I cannot imagine what it would look like with a maximum of 33. I choose, and pay, to live in Howard County for the schools. I am very confident that the same goes for many others. I am also quite confident in saying that this is not the direction we want to go. Thank you for reconsidering.

Sincerely,

Brian Grodsky

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Brian K. Grodsky
Professor and Associate Chair
Department of Political Science
University of Maryland, Baltimore County (UMBC)

Sayers, Margery

From: Andrew Farina <andrew@utilitiesunlimitedinc.com>
Sent: Friday, May 3, 2019 8:40 AM
To: CouncilMail
Cc: Knight, Karen; ptachc@gmail.com; Kristen Farina
Subject: School meetings and budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Earlier this week, many Howard County schools held meetings for their staff to inform them and discuss the possible challenges that may occur without full school funding.

One of the topics discussed was the potential surplus of staff and the increase of class sizes across all grades.

I am a parent of several children in the county and an educator in another county. Class sizes and teacher cuts should be a last resort only in dire financial situations. Children need small class sizes to ensure their needs are recognized and addressed by a multitude of staff members who are there to help and guide them to be their best and provide our county with a bright and successful future.

Increasing class sizes should not be on the table at this time. We need to maintain our level of academic excellence and always try to improve.

Cutting staff, increasing class sizes and hampering our childrens' academic growth is not a way to improve a budget or our future. Please go to bat for our kids and keep class sizes small and our great educators with our children at their current levels.

Sincerely,

Andrew Farina

(My wife and I attended Howard County Schools K-12 and we worked hard to insure our children were educated in this county, please keep the schools a top priority)

Sayers, Margery

From: Kristen Farina <kristen_menz@hotmail.com>
Sent: Friday, May 3, 2019 8:32 AM
To: CouncilMail
Cc: Knight, Karen; ptachc@gmail.com; Board@ptachc.org
Subject: School meetings and budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Earlier this week, many Howard County schools held meetings for their staff to inform them and discuss the possible challenges that may occur without full school funding.

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Sincerely,
Kristen Farina

(My husband and I attended Howard County Schools K-12 and we worked hard to insure our children were educated in this county, please keep the schools a top priority)

Sayers, Margery

From: Barbara Krupiarz -GOC- <barbara.krupiarz1@maryland.gov>
Sent: Friday, May 3, 2019 8:08 AM
To: CouncilMail
Subject: Fwd: HCPSS budget information
Attachments: PARCC_scores.xlsx; Achievement Liaison Position Descriptions.pdf; hcpss_perf_meas_2020-1.docx

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Resending with format corrected.

Dear County Council members,

There is a lot of talk about equity and restorative justice these days, which is important to me. However, students with disabilities are almost never included in that definition. HCPSS has been failing students with disabilities for many years. In fact, the Chief Academic Officer recently made a statement to the Board of Ed about those failures. Please watch this 44 second clip:

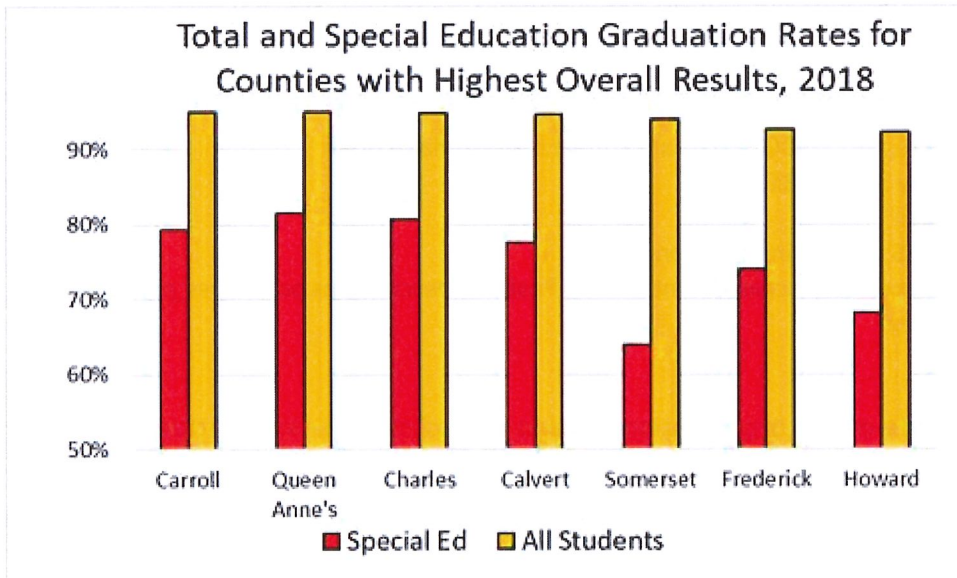
<https://www.youtube.com/watch?v=OLRpcJ6xme4>

HCPSS also recently presented a discipline report and talked about disproportionality of suspensions among various groups. For 2018, the following data lists the percentage above the total suspensions for each group:

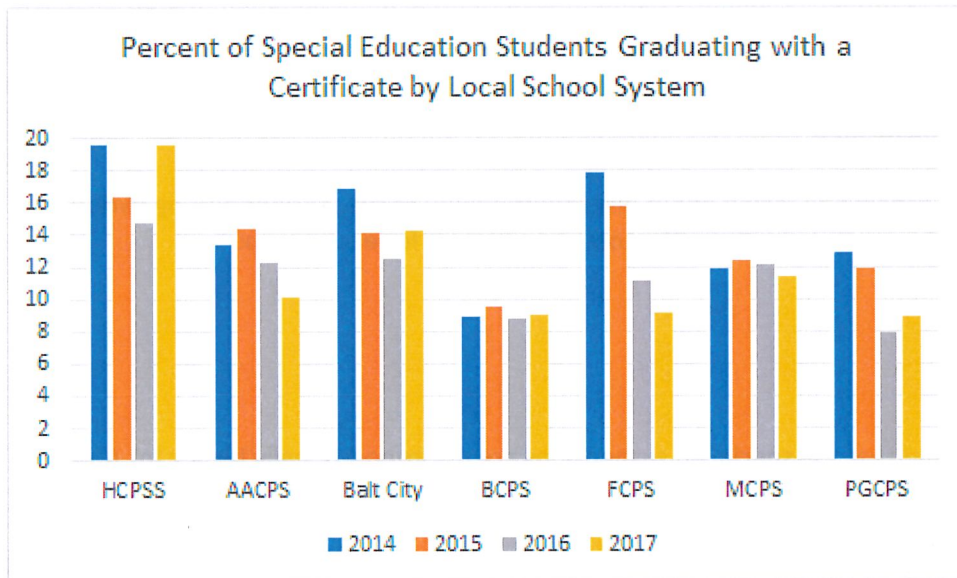
African American	3.2% higher
Latino	0.4% higher
FARMs	4.2% higher
ELL	lower than peers
Special Ed	4.4% higher (keep in mind that the special ed suspensions are disproportionately higher for African American males)

[https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BBBH73470C4B/\\$file/04%2025%202019%20Disproportionate%20Discipline%20Data%20BR.pdf](https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BBBH73470C4B/$file/04%2025%202019%20Disproportionate%20Discipline%20Data%20BR.pdf)

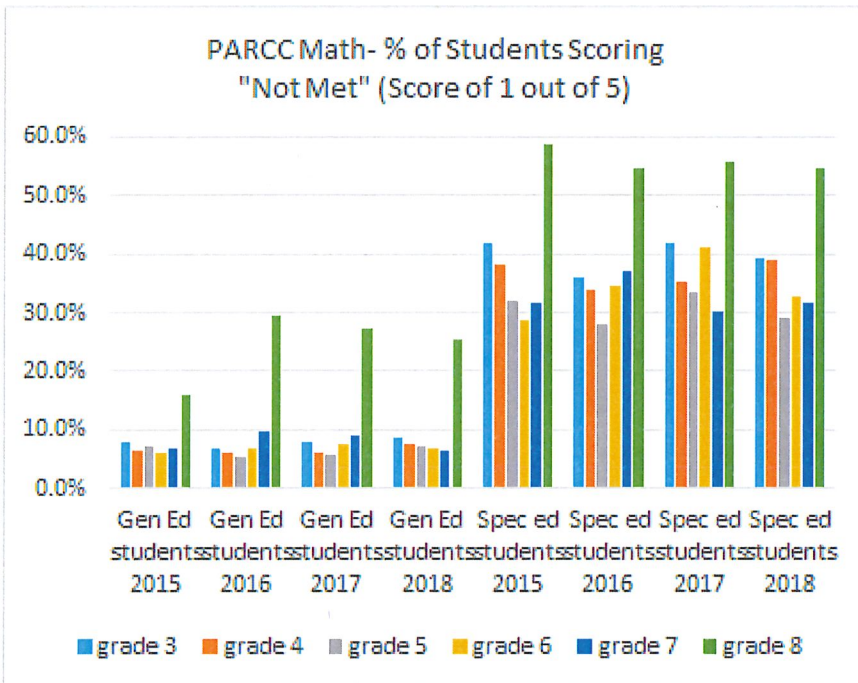
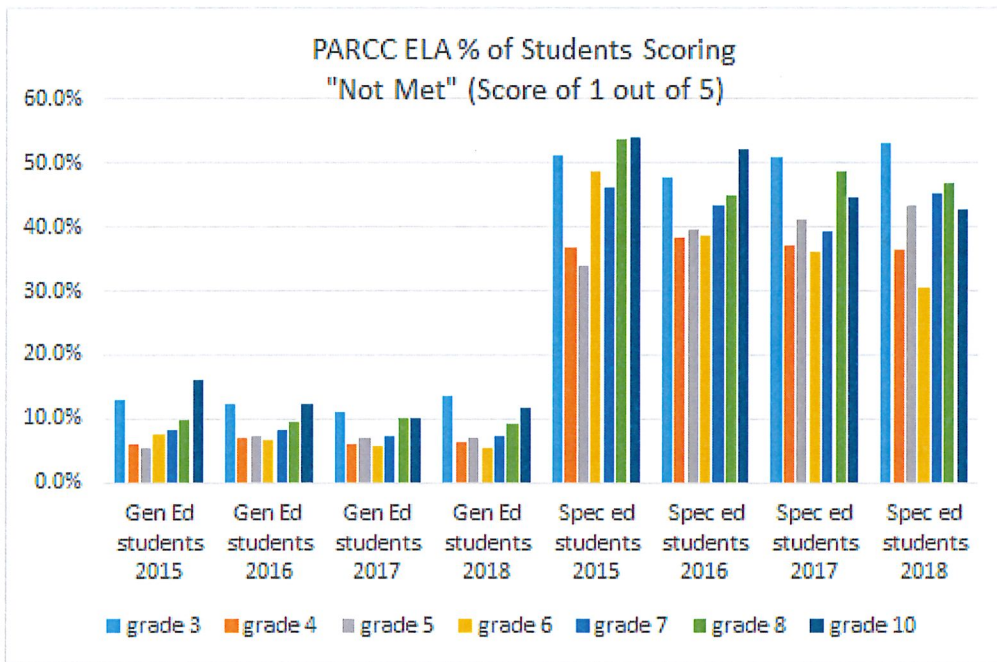
In addition, graduation rates for students in special education is much lower in Howard County than in counties with comparable general ed graduation rates:



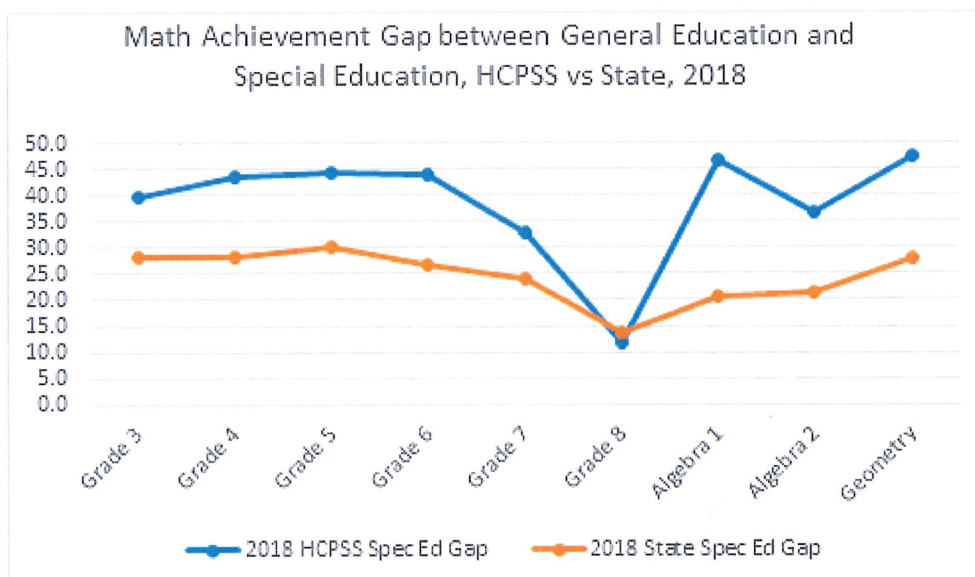
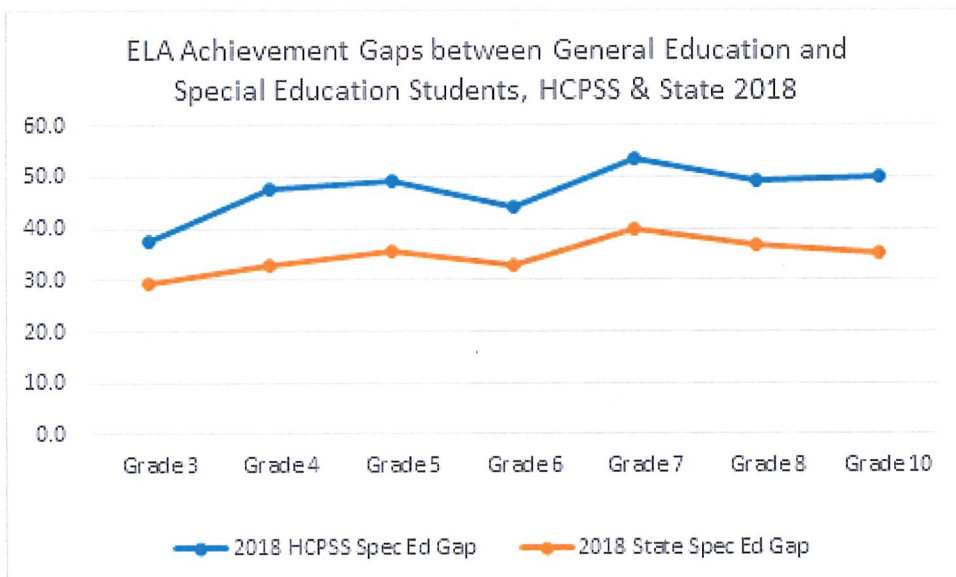
HCPSS also has the highest percentage of its special education graduates graduating with a certificate of completion rather than a diploma:



The math and ELA proficiency (based on MSDE criteria of proficiency on PARCC assessments) is abysmal for students with disabilities in HCPSS. The graphs below only show the lowest score of 1. Failing is also a score of 2 and sometimes 3 (full data is attached)



Also concerning is that the achievement gap between gen ed and special ed is higher in Howard County than the state average. The gap is defined as the difference in the percentage of students proficient between all students and special ed students:



I know you are getting emails requesting more achievement liaisons. There are currently 21 Black Student Achievement liaisons, 18 Hispanic Achievement liaisons, and 9 International Student Achievement liaisons and an Office of Equity, Inclusion, and Diversity. Like any program asking for more money, I always ask to see data on the effectiveness of the current program and the justification of the need. Also attached is the job descriptions of these liaisons, which reads like a special education achievement liaison. However, there are zero special education achievement liaisons.

Of course, that goes for special education also. Look at the level of detail in the report from 2008 linked below. It talks about programs that HCPSS no longer supports (e.g., LD/ADHD training for educators), it enumerates data collection (e.g., disproportionality of African American students in special education), and focuses on parent involvement in special ed. The last line of the report says - "The successful partnership efforts described in this report demonstrate that the education of children is truly a responsibility shared by parents, families, the school system and the community (Board Policy 10000)." Parents used to have much more inclusion in the education of students with disabilities than they do today - and they are the ones with the most knowledge (of their individual child as well as disabilities in general). HCPSS also used to use data on student outcomes to inform decisions much more than they do today.

[https://www.boarddocs.com/mabe/hcpssmd/Board.nsf/legacy-content/82C9EP106A9A/\\$FILE/BoardReport-BTE%204.24.08.pdf](https://www.boarddocs.com/mabe/hcpssmd/Board.nsf/legacy-content/82C9EP106A9A/$FILE/BoardReport-BTE%204.24.08.pdf)

I am asking you to review the budget with an idea of needs based on data.?? I also believe the school system must do a better job of collecting data and making funding decisions based on student outcomes. Also attached is a document I put together that pulls out all of the performance measures in the HCPSS 2020 proposed budget and some thoughts on how to improve those measures.

Thank you for your hard work during these tough budget times.

Appreciatively,

Barb Krupiarz



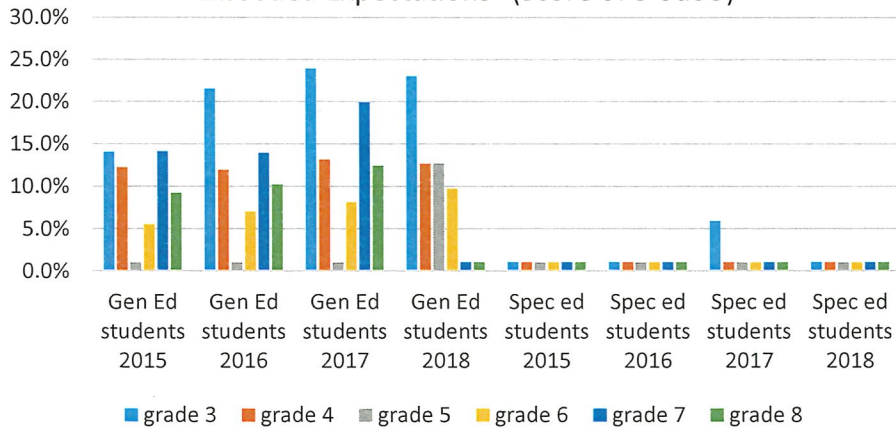
Barbara Krupiarz
Deputy Director
Office of Education Accountability
Governor's Office for Children
[100 Community Place](#)
[Crownsville, Maryland 21032](#)
barbara.krupiarz1@maryland.gov
410.697.9247 (office)

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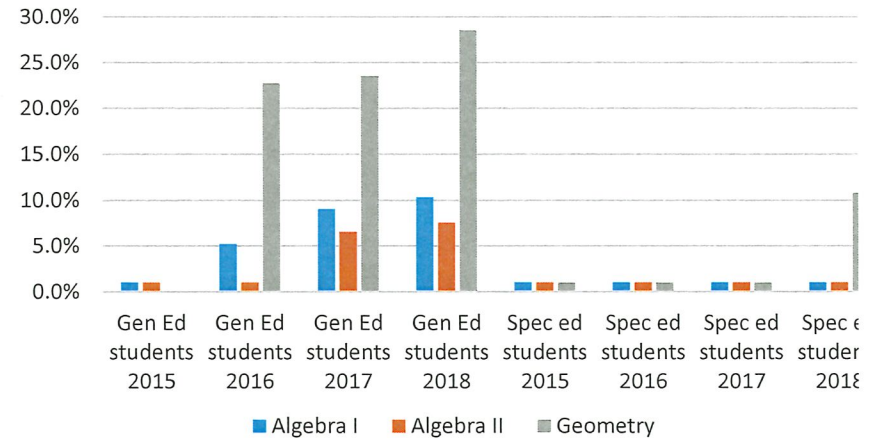
...Please consider the environment before printing this email

HCPSS TRENDS FOR THE TOP (PASSING) MATH SCORES 2015-2018

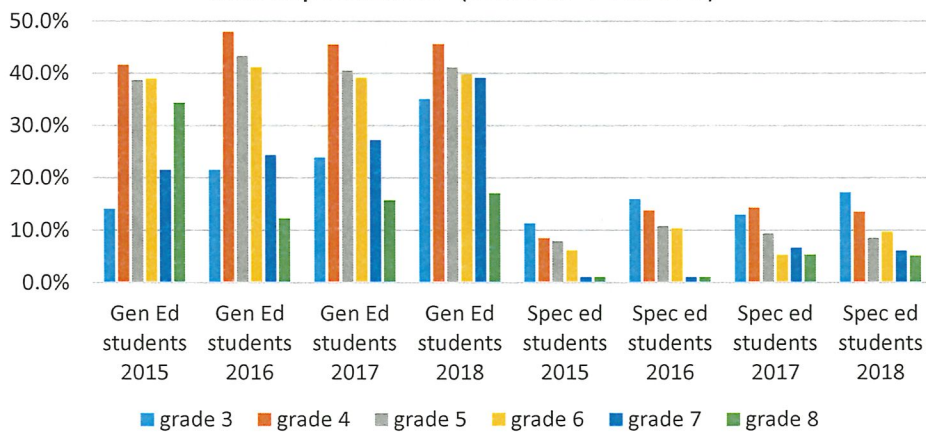
PARCC Math - % of Students Scoring
"Exceeded Expectations" (Score of 5 out of 5)



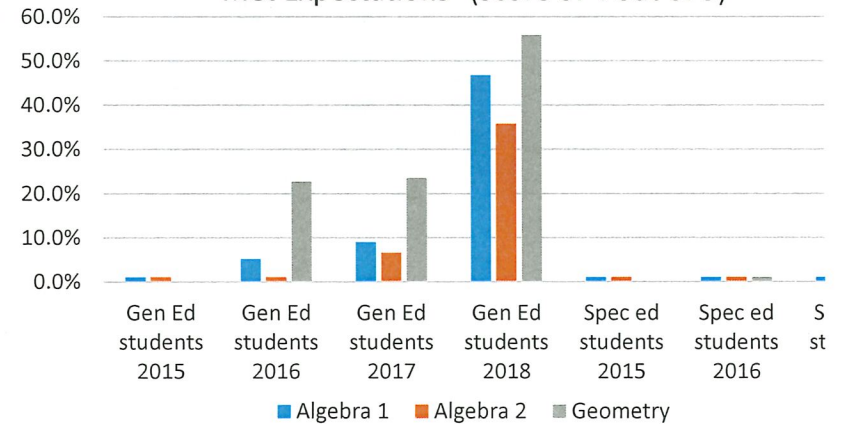
PARCC Math - % of Students Scoring
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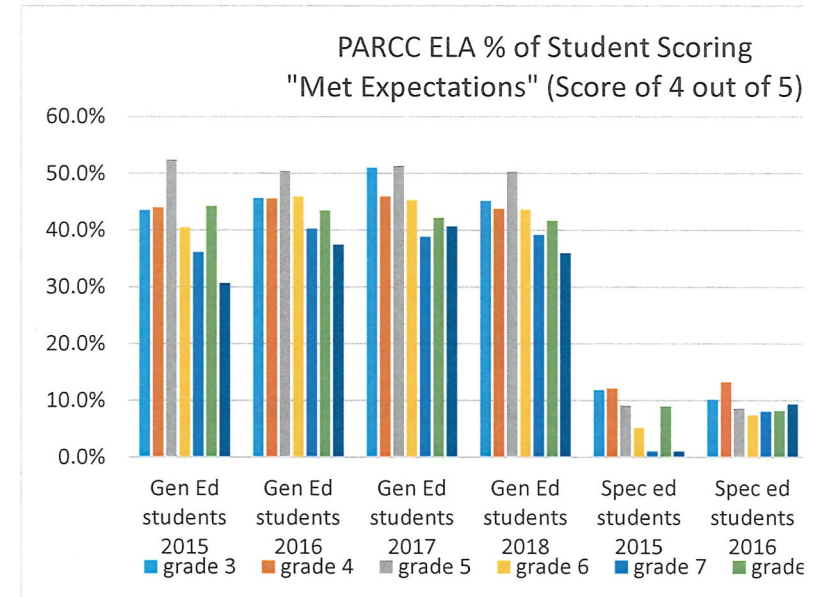
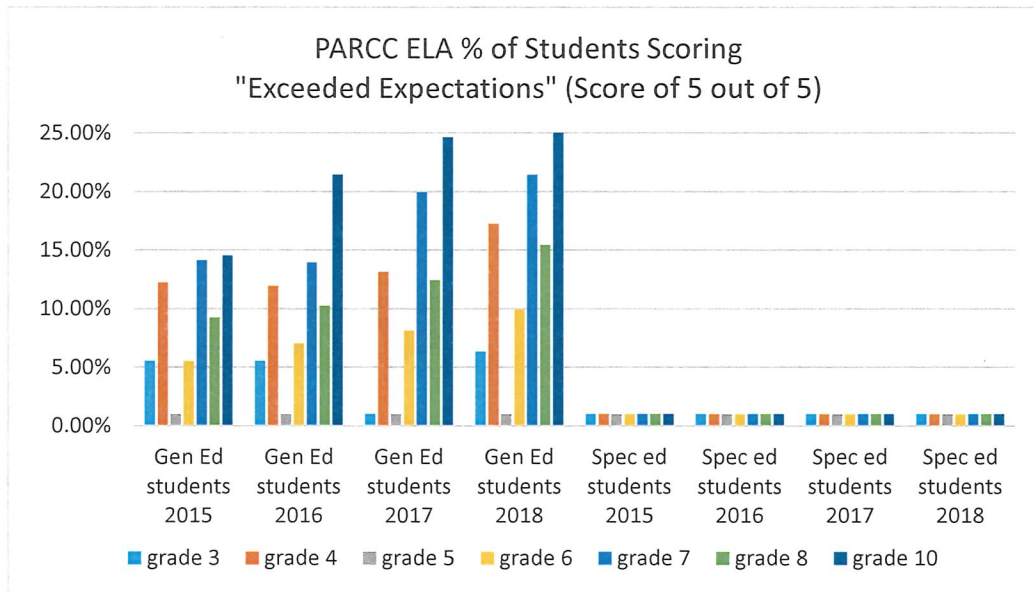
PARCC Math- % of Students Scoring
"Met Expectations" (Score of 4 out of 5)



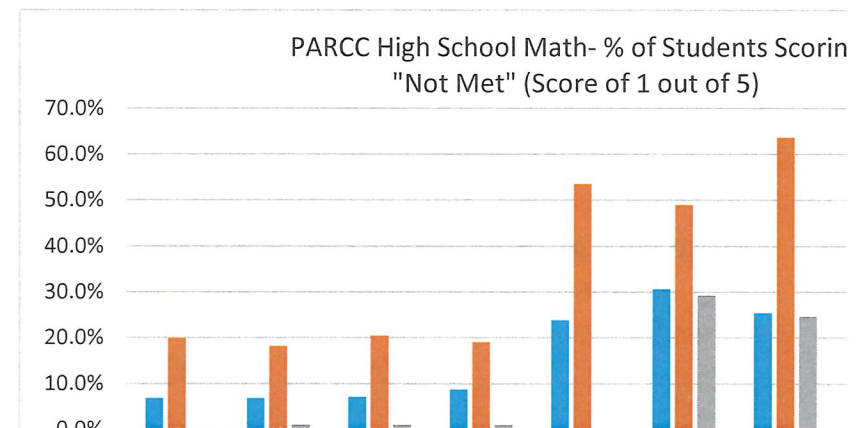
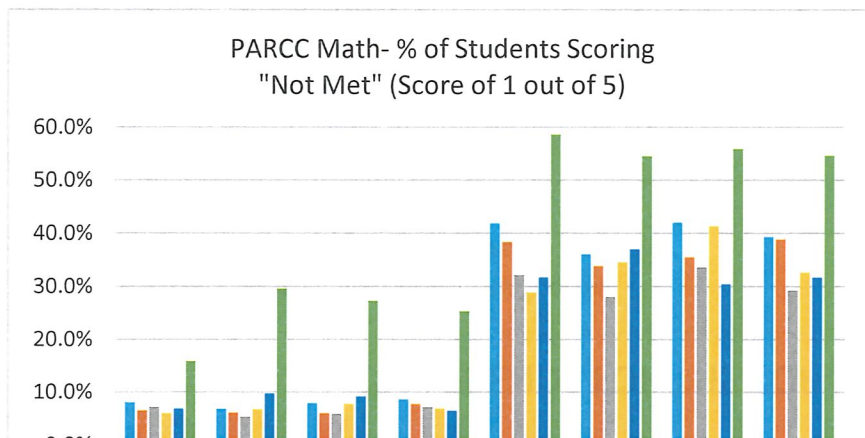
PARCC Math- % of Students Scoring
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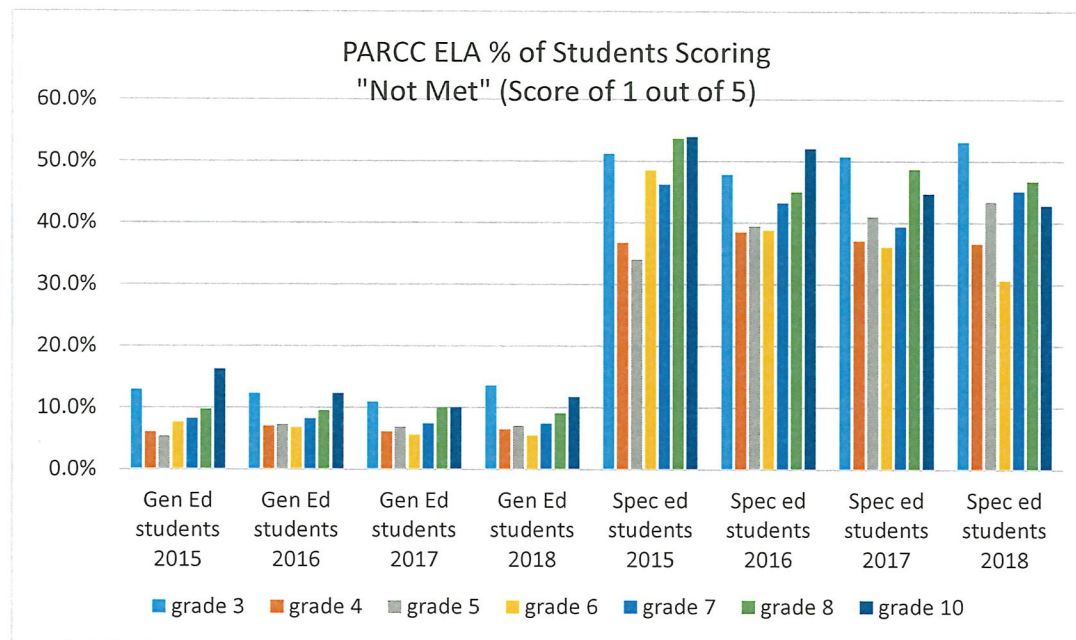
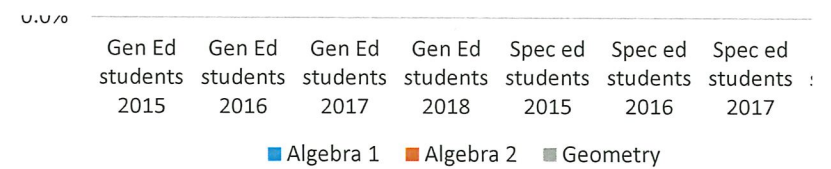
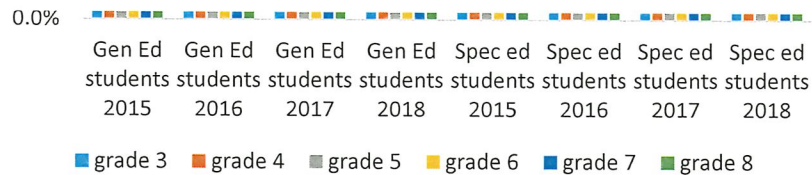


HCPSS TRENDS FOR THE TOP (PASSING) ELA SCORES 2015-2018

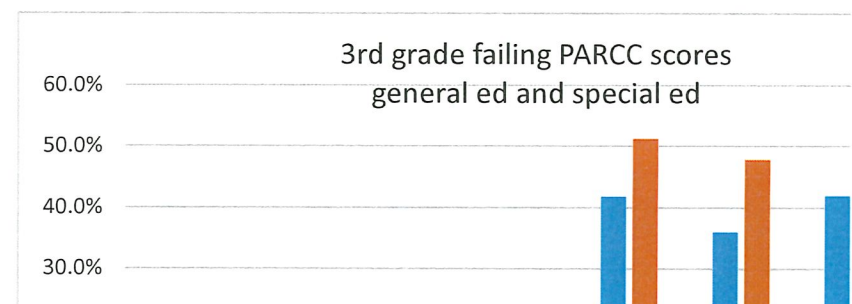
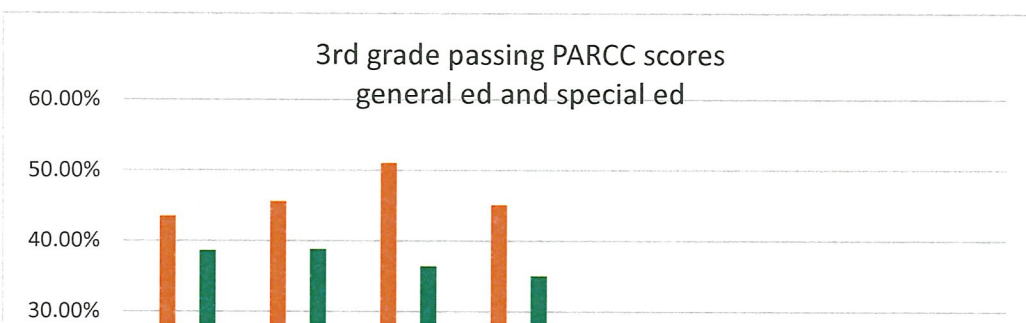


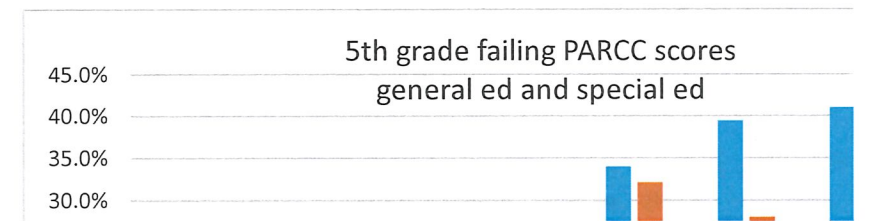
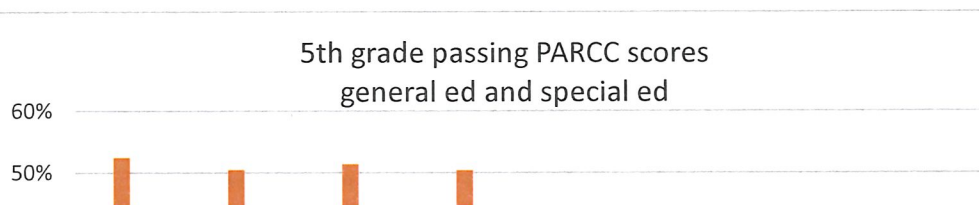
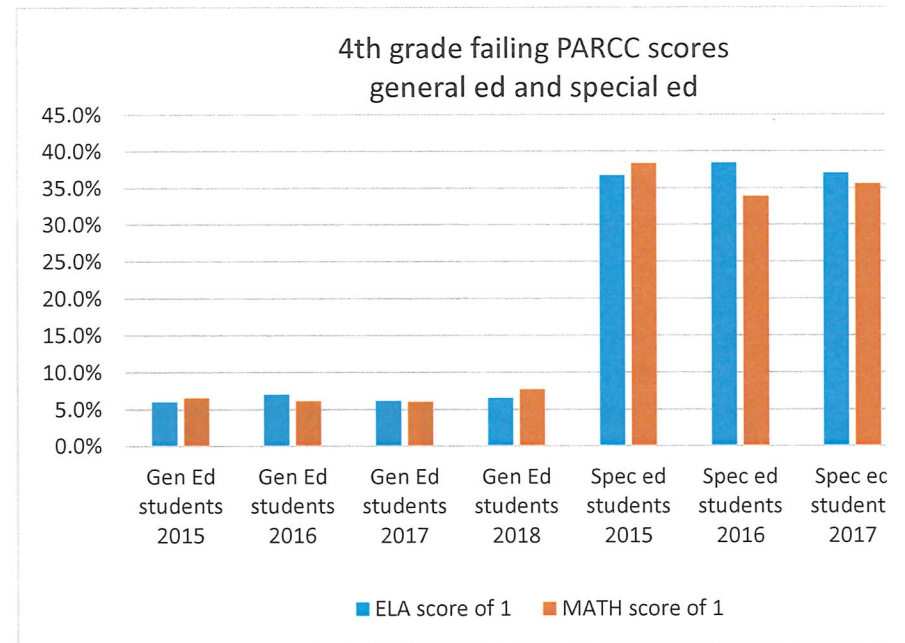
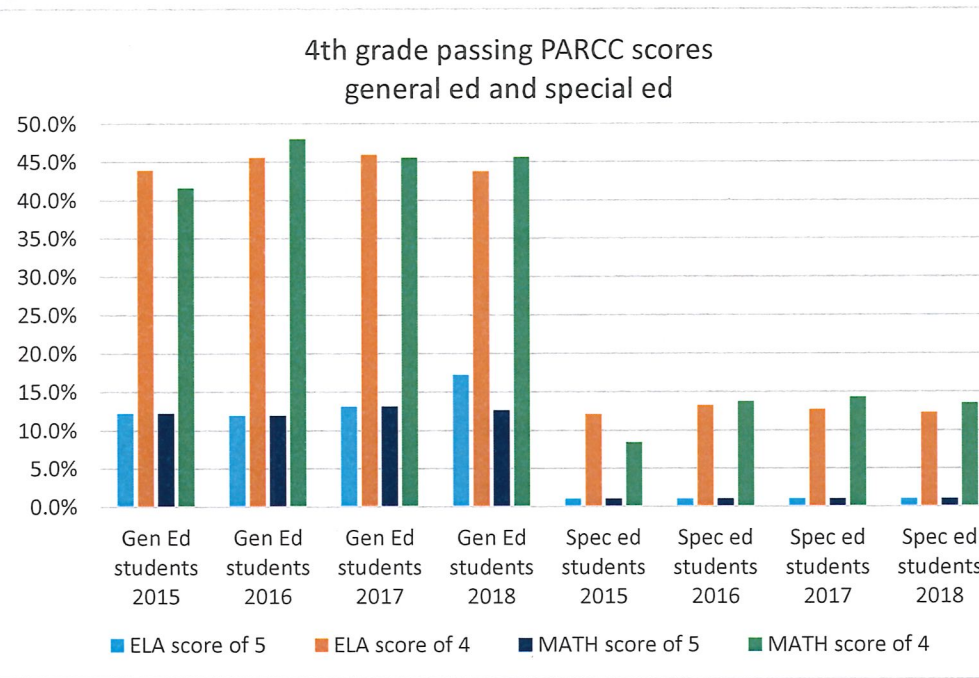
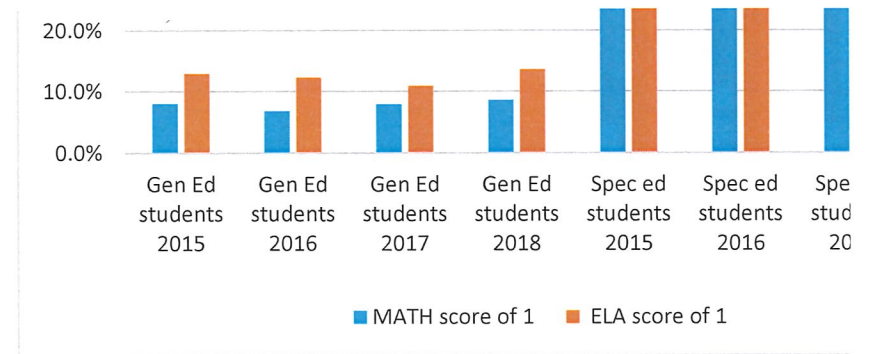
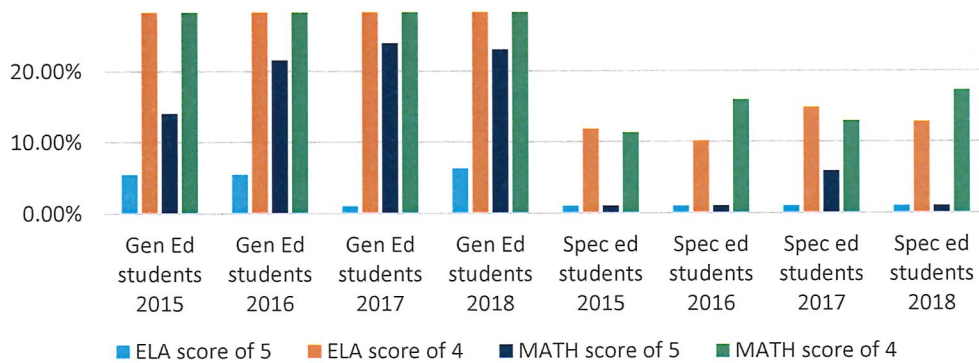
HCPSS TRENDS FOR THE LOWEST MATH AND ELA SCORES 2015-2018

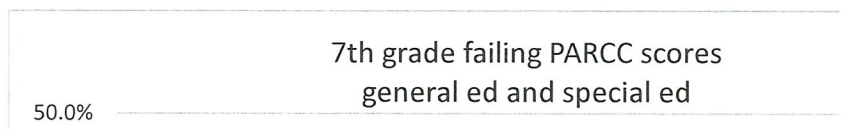
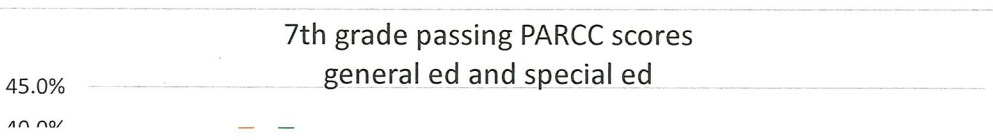
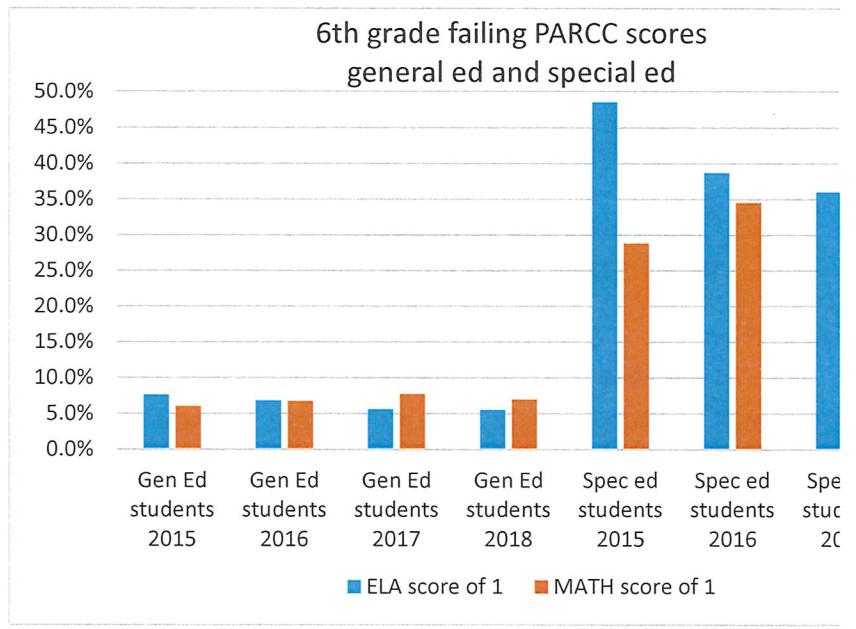
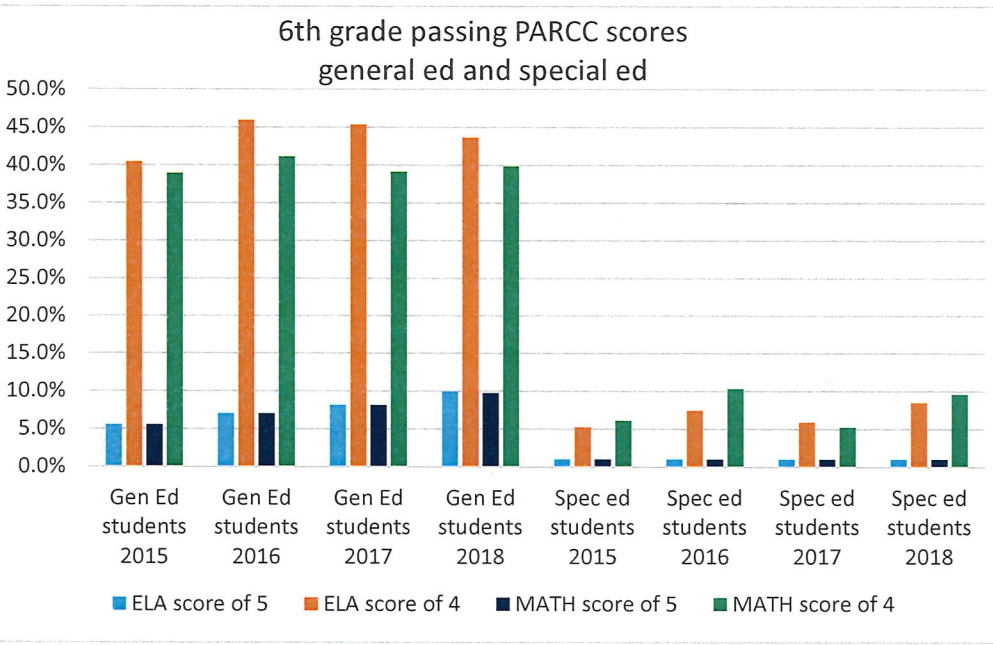
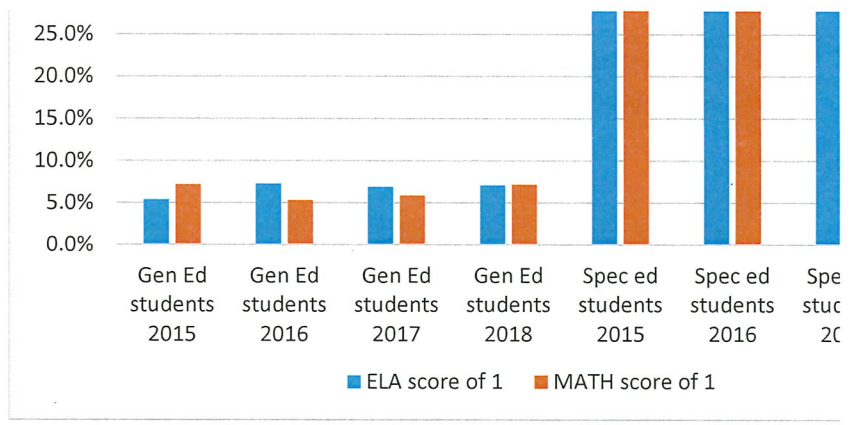
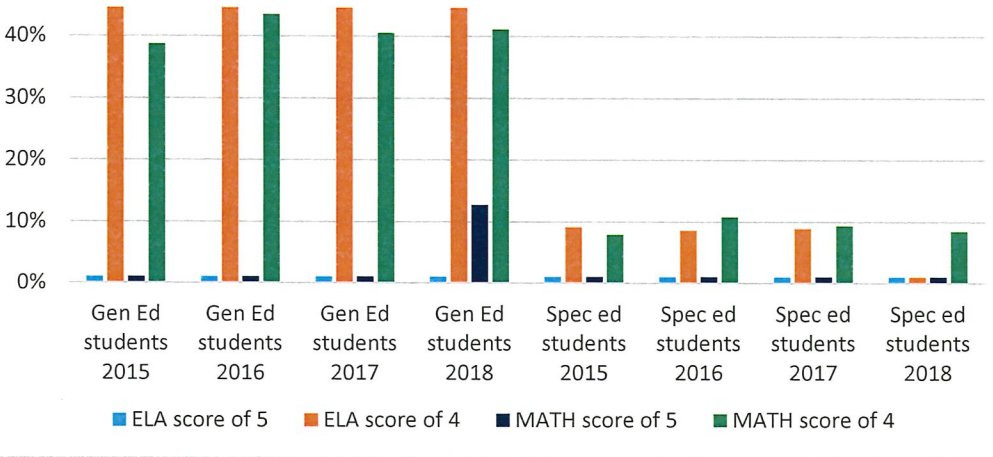


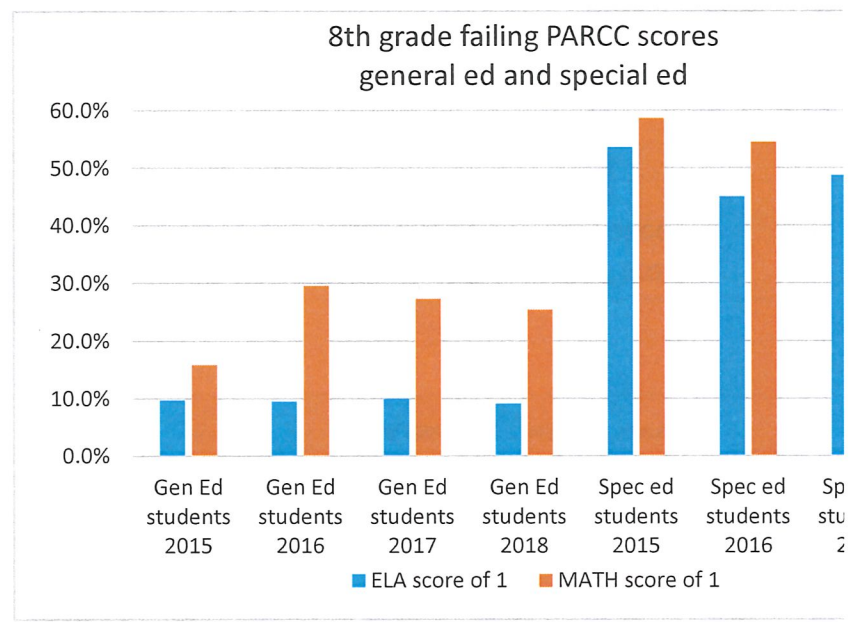
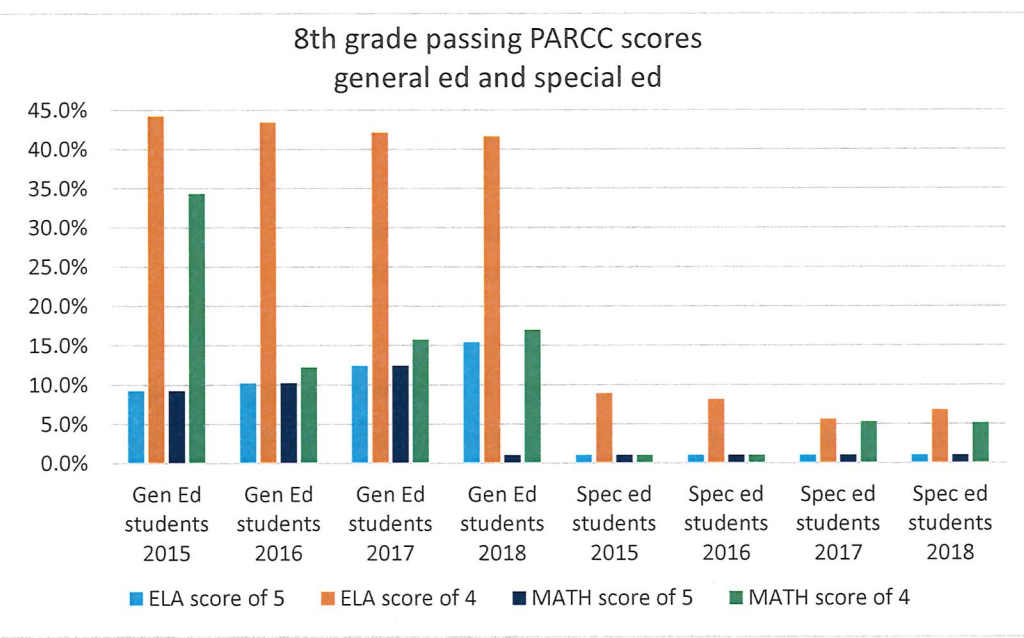
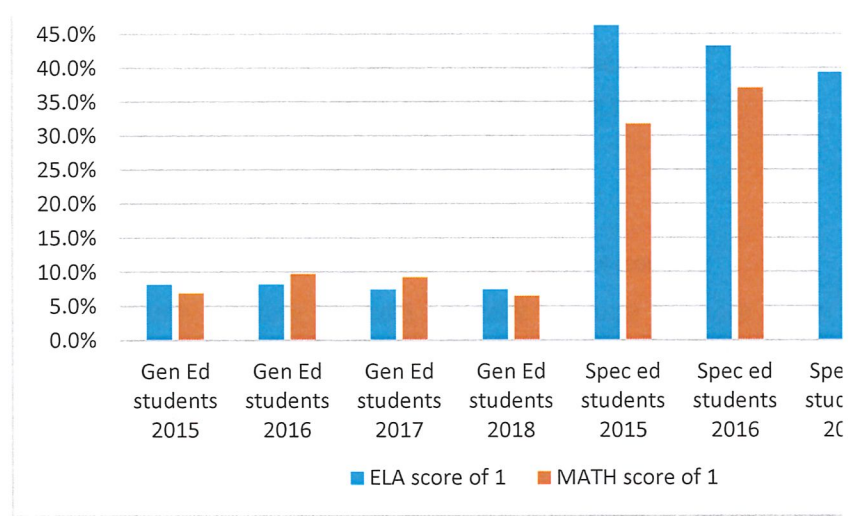
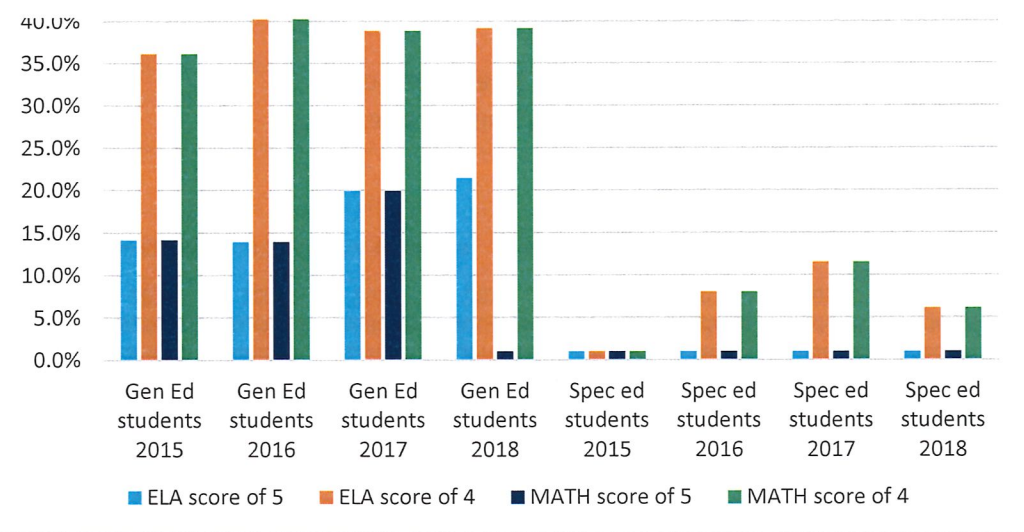


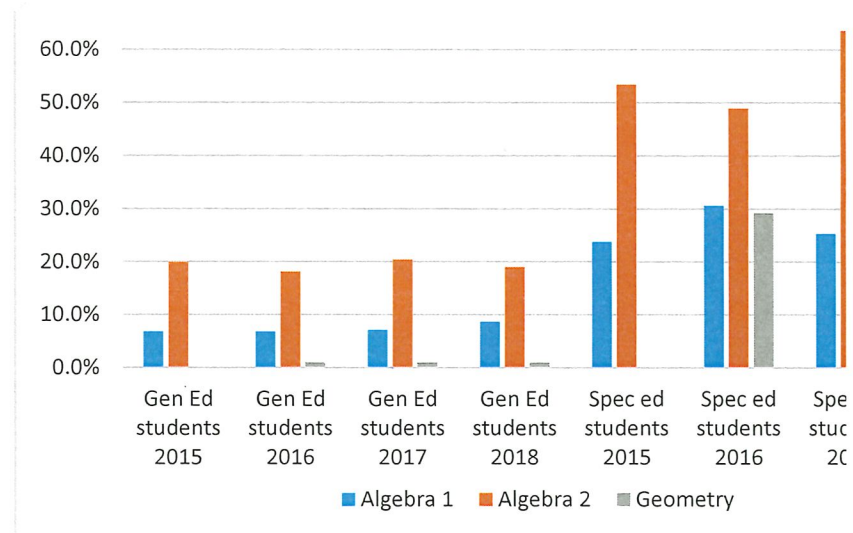
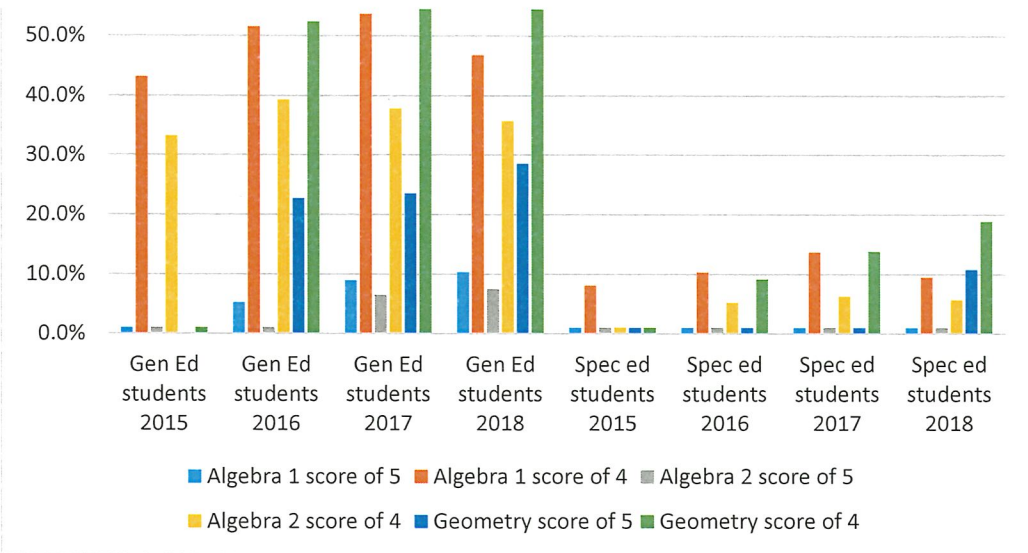
HCPSS TRENDS IN PARCC SCORES BY GRADE 2015-2018







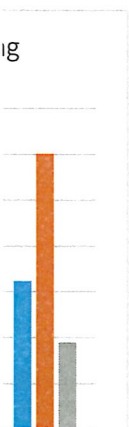
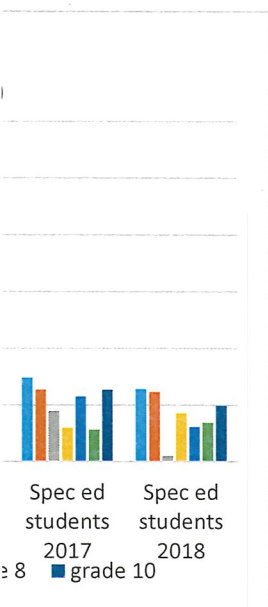




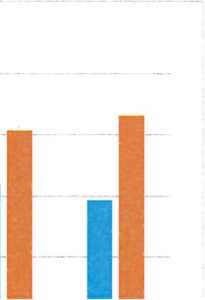


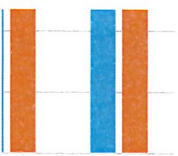
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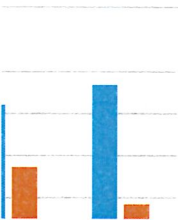


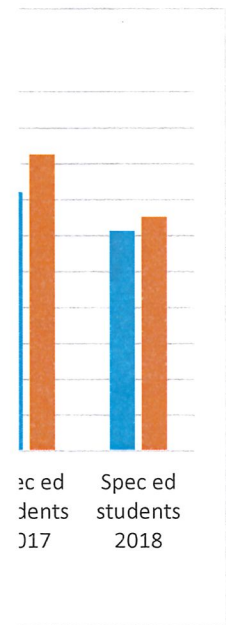
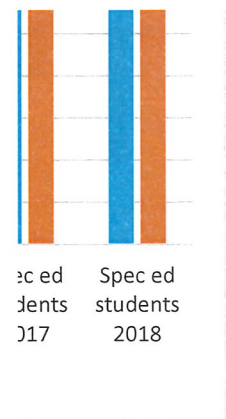
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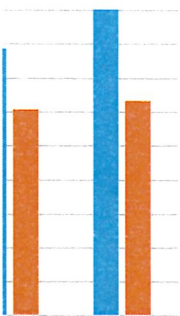
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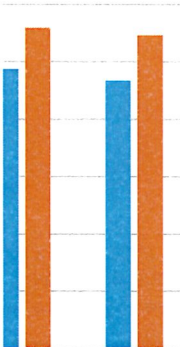






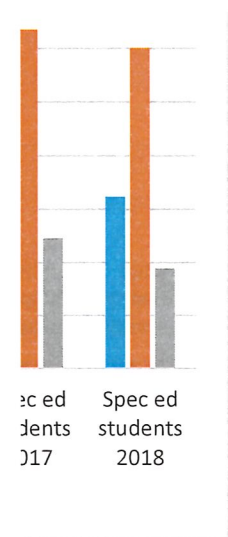
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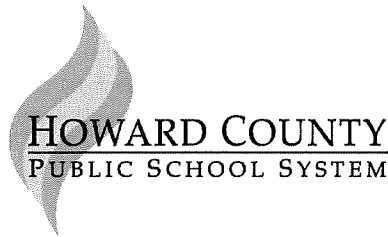
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BSAP Achievement Liaison Secondary

*A complete application and all application materials, including reference surveys,
must be received by **January 2, 2018**.*

DESCRIPTION

The Black Student Achievement Program (BSAP) Secondary Achievement Liaison is employed through the Howard County Public School System and is assigned to one or more specific schools. Under the guidance of the BSAP Specialist, the person in this position collaborates with students, staff, families, and community members to accelerate the academic achievement of all African American students.

ESSENTIAL JOB FUNCTIONS

- Supports African American students and their families in the Howard County Public School System
- Serves as a communication link between school staff and African American students and their families
- Monitors the progress of all African American students, in collaboration with school staff, to ensure their placement in appropriate programs, in order to accelerate their academic achievement
- Monitors the behavioral data of all African American students, in collaboration with school staff, in order to increase positive learning behaviors and ensure student achievement
- Educates the school community towards a deeper understanding of African American students and their families
- Facilitates the involvement of African American families in the educational process
- Collaborates with non-profits and government agencies to support African American students and their families
- Conducts Parent Information Meetings in collaboration with Special Education and Student Services and curricular programs such as the beyond school day and year programs, Title I program, and GT program.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

Applicants must meet all of the qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

- Bachelor's degree in education, a social science, or a related field
- Experience working with African American Secondary students, and their families, in the United States
- Excellent written and oral communication skills
- Basic computer literacy
- Ability to work collaboratively with people of different backgrounds.

SALARY

This is a 10-month position, Grade 20 on the Central Office Technical Salary Scale. The current salary range for this position begins at \$31,182. Salary placement will be in conjunction with the salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

A complete online application and all application materials, including **three** reference surveys, must be submitted by January 2, 2018.

Please be sure to include the following in your application materials:

- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current salary

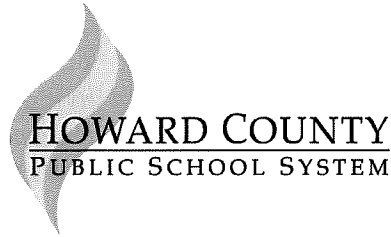
ADDITIONAL INFORMATION

There will be a pre-screening of applicant credentials before inviting candidates in for an interview. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials by the closing date of the vacancy will be considered for this position.

Equal opportunity employer

The Howard County Public School System (HCPSS) is an Equal Opportunity Employer. HCPSS ensures equal employment opportunity for all persons without regard to race, color, religion, national origin, sex, marital status, disability, sexual orientation, or political affiliation.



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**BLACK STUDENT ACHIEVEMENT PROGRAM ACHIEVEMENT LIAISON
Elementary**

*A complete application and all application materials, including three reference surveys,
must be received by October 9, 2017.*

DESCRIPTION

The Black Student Achievement Program Elementary Achievement Liaison is employed through the Howard County Public School System and is assigned to one or more specific schools. The person in this position is supervised by a school-based administrator and trained by the BSAP office staff in the Department of Student, Family, and Community Services. In collaboration with the Black Student Achievement Program Specialist, the Elementary Academic Liaison works closely with school partners to assist in developing proficiency in reading and mathematics, improve performance on state tests, and increase college opportunities for African American students.

ESSENTIAL JOB FUNCTIONS

- Supports African American students and families in HCPSS.
- Collaborates with school staff to meet the requirements of Goals 1 - 4 of the HCPSS as it pertains to African American students and their families.
- Facilitates the involvement and engagement of African American families in the educational process.
- Collaborates with national, state and community organizations to better serve African American students and their families.
- Collects, maintains, and analyzes data and data trends for African American students.
- Monitors academic progress of African American pre-K – grade 2 students.
- Conducts Parent Information Meetings in collaboration with GT, Special Education, and Title I.
- Coordinates and facilitates special initiatives (Black Saga, MESA).

This job description is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

Applicants must meet the following qualifications to be considered. Use the application, letter of introduction, and resume to specifically address each qualification. Applicants who do not meet all qualifications will not be considered for the position.

- Bachelor's degree in education, social studies, or a related field.
- Experience working with African American students, and their families.
- Excellent written and oral communication skills.
- Efficient computer literacy (word, excel, internet).
- Demonstrated experience working collaboratively with people of different backgrounds.
- Demonstrated experience connecting with and motivate on, above, below grade level students.
- Commitment to impact upon the academic achievement of all students through effective home, school, and community partnerships.

SALARY

This is a 10-month per year position on the Central Office Technical Salary Scale, Grade 20. The current salary range for this position starts at \$31,182. Salary will be determined by actual relevant experience and in conjunction with salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

A complete application and all application materials, including reference surveys, must be received in a timely fashion.

Please be sure to include the following in your online application, letter of introduction, and resume:

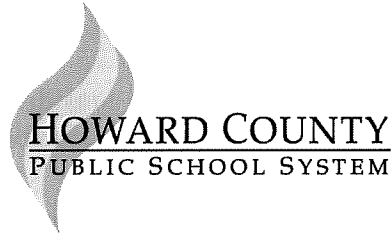
- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current Salary

ADDITIONAL INFORMATION

There will be a pre-screening of all applicant credentials. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials, with the requested information, by the closing date of the vacancy will be considered for this position.

Equal Opportunity Employer



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**Hispanic Achievement Liaison
Elementary**

A completed application includes all application materials and three supervisory references.

*This position closes on **September 14, 2017**.*

Applicants are encouraged to submit their materials in a timely fashion.

DESCRIPTION

The Hispanic Achievement Liaison is employed through the Howard County Public School System and is assigned to one or more specific schools. Under the guidance of the Hispanic Achievement Specialist, the person in this position collaborates with students, staff, families, and community members to accelerate the academic achievement of all Hispanic students.

ESSENTIAL JOB FUNCTIONS

- Supports Hispanic students and their families in the Howard County Public School System
- Serves as a communication link between school staff and Hispanic students, and their families
- Monitors the progress of all Hispanic students, in collaboration with school staff, to ensure their placement in appropriate programs, in order to accelerate their academic achievement
- Monitors the behavioral data of all Hispanic students, in collaboration with school staff, in order to increase positive learning behaviors and ensure student achievement
- Educates the school community towards a deeper understanding of Hispanic students and their families
- Facilitates the involvement of Hispanic families in the educational process
- Collaborates with non-profits and government agencies to support Hispanic students and their families
- Interprets and does short translations as needed
- Conducts Parent Information Meetings in collaboration with Special Education and Student Services and curricular programs such as the beyond school day and year programs, Title I program, and GT program.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

Applicants must meet all of the qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

- Bachelor's degree in education, a social science, or a related field
- Experience working with Hispanic families in the United States
- Fluent written and oral communication skills in English and in Spanish
- Basic computer literacy
- Ability to work collaboratively with people of different backgrounds.

SALARY

This is a 10-month position, Grade 20 on the Central Office Technical Salary Scale. The current salary for this position begins at \$31,182. Salary placement will be in conjunction with the salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

A complete online application and all application materials, including **three** reference surveys, must be submitted by September 14, 2017.

Please be sure to include the following in your application materials:

- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current salary

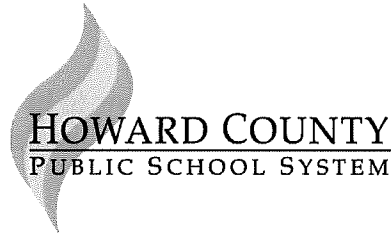
ADDITIONAL INFORMATION

There will be a pre-screening of applicant credentials before inviting candidates in for an interview. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials by the closing date of the vacancy will be considered for this position.

Equal opportunity employer

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Hispanic Achievement Liaison Secondary

*A complete application and all application materials, including reference surveys, must be received by **August 29, 2017**.*

DESCRIPTION

The Hispanic Achievement Liaison is employed through the Howard County Public School System and is assigned to one or more specific schools. Under the guidance of the Hispanic Achievement Specialist, the person in this position collaborates with students, staff, families, and community members to accelerate the academic achievement of all Hispanic students.

ESSENTIAL JOB FUNCTIONS

- Supports Hispanic students and their families in the Howard County Public School System
- Collaborates with school staff to meet Goals 1-3 of the HCPSS *Vision 2018: Fulfilling the Promise of Preparation* as it pertains to Hispanic students and their families
- Serves as a communication link between school staff and Hispanic students, and their families
- Monitors the progress of all Hispanic students, in collaboration with school staff, to ensure their placement in appropriate programs, in order to accelerate their academic achievement
- Monitors the behavioral data of all Hispanic students, in collaboration with school staff, in order to increase positive learning behaviors and ensure student achievement
- Educates the school community towards a deeper understanding of Hispanic students and their families
- Facilitates the involvement of Hispanic families in the educational process
- Collaborates with non-profits and government agencies to support Hispanic students and their families
- Interprets and does short translations as needed
- Conducts Parent Information Meetings in collaboration with Special Education and Student Services and curricular programs such as the beyond school day and year programs, Title I program, and GT program.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

Applicants must meet all of the qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

- Bachelor's degree in education, a social science, or a related field
- Experience working with Hispanic secondary students, and their families, in the United States
- Fluent written and oral communication skills in English and in Spanish
- Basic computer literacy
- Ability to work collaboratively with people of different backgrounds.

SALARY

This is a 10-month position, Grade 20 on the Central Office Technical Salary Scale. The current salary range for this position begins at \$31,182. Salary placement will be in conjunction with the salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

A complete online application and all application materials, including **three** reference surveys, must be submitted by August 29, 2017.

Please be sure to include the following in your application materials:

- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current salary

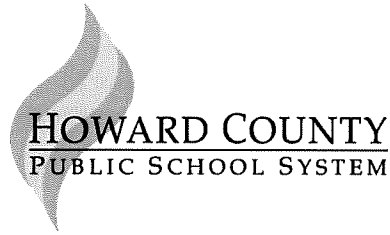
ADDITIONAL INFORMATION

There will be a pre-screening of applicant credentials before inviting candidates in for an interview. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials by the closing date of the vacancy will be considered for this position.

Equal opportunity employer

The Howard County Public School System (HCPSS) is an Equal Opportunity Employer. HCPSS ensures equal employment opportunity for all persons without regard to race, color, religion, national origin, sex, marital status, disability, sexual orientation, or political affiliation.



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International Achievement Liaison

A completed application includes all application materials and three supervisory references.

*This position is posted until filled, with an initial screening date of **July 27, 2015**.*

Applicants are encouraged to submit their materials in a timely fashion.

DESCRIPTION

The International Achievement Liaison is employed through the Howard County Public School System and is assigned to one or more specific schools. Under the guidance of the International Student and Family Services Specialist, the person in this position collaborates with students, staff, families, and community members to accelerate the academic achievement of all International students.

ESSENTIAL JOB FUNCTIONS

- Supports International students and their families in the Howard County Public School System
- Collaborates with school staff to meet Goals 1-3 of the HCPSS *Vision 2018: Fulfilling the Promise of Preparation* as it pertains to International students and their families
- Serves as a communication link between school staff and International students, and their families
- Monitors the progress of all International students, in collaboration with school staff, to ensure their placement in appropriate programs, in order to accelerate their academic achievement
- Monitors the behavioral data of all International students, in collaboration with school staff, in order to increase positive learning behaviors and ensure student achievement
- Educates the school community towards a deeper understanding of International students and their families
- Facilitates the involvement of International families in the educational process
- Collaborates with non-profits and government agencies to support International students and their families
- Interprets and does short translations as needed
- Conducts Parent Information Meetings in collaboration with Special Education and Student Services and curricular programs such as the beyond school day and year programs, Title I program, and GT program
- Welcomes newcomer International students and families and assists in accessing available school services.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

Applicants must meet all of the qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

- Bachelor's degree in education, a social science, or a related field
- Experience working with International families in the United States
- Fluent written and oral communication skills in English and one of the Chin languages (Hakka or Zophei)
- Basic computer literacy
- Ability to work collaboratively with people of different backgrounds.

SALARY

This is a 10-month per year position on the Central Office Technical Salary Scale, Grade 20. The current salary range for this position starts at \$29,972. Salary will be determined by actual relevant experience and in conjunction with salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

A complete online application and all application materials, including **three** reference surveys, must be submitted by July 27, 2015.

Please be sure to include the following in your application materials:

- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current salary

ADDITIONAL INFORMATION

There will be a pre-screening of applicant credentials before inviting candidates in for an interview. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials by the closing date of the vacancy will be considered for this position.

Equal opportunity employer

Board of Education – 0101

Measure: The Board shall determine, with the advice of the Superintendent, the educational policies of the school system. The Board will adopt approximately 20 policies after receiving the Superintendent's recommendation, public input, and then making any additional edits necessary.

Result: Will be provided for FY 2019 in FY 2020

Measure: The Board will submit a responsible Capital and Operating Budget to the County Executive that is a product of public input through public hearings, written testimony, and work sessions. The budget will be finalized after public meetings with the County Government.

Result: Will be provided for FY 2019 in FY 2020

Increasing the number of policies does not measure anything related to effectiveness of those policies.

The second measure is simply a legal requirement and not a measure of effectiveness of the Board.

Suggestion- track the number and type of issues raised at public forum, written communication to the Board, and Board Coffee and Conversations to determine areas of community concern.

Legal Services – 0104

Desired Outcome: Transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.

Measure: Maryland Public Information Act Requests Completed Within Initial 10-Day Deadline

Result:

Maryland Public Information Act Requests Completed within Initial 10-Day Deadline				
FY 2018	FY 2019		FY 2020	
Completed	Estimated	Actual	Estimated	Actual
78%	>78%	TBD	>FY2019	TBD

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Savings in Legal Fees/Costs

Result:

Savings in Legal Fees/Costs		
FY 2018	FY 2019	
Actual Savings	Estimated Savings	Actual Savings
\$1,148,751.18	\$300,000	TBD

Completing MPIA responses in a timely manner does not measure the effectiveness of the responses. Measuring repeat requests could be an indicator for the effectiveness of the responses.

Measuring legal fees costs saving, while helpful for the budget, does not measure effectiveness of the office.

Suggestion – evaluate legal categories to determine if costs are incurred due to staff ignorance of policies, laws, or regulations. Provide training to staff to reduce those costs.

Diversity, Equity, and Inclusion – 0106

Desired Outcome: Students’ mental health and social-emotional learning are nurtured through skill development, collaborative dialogue, and a restorative culture in our classrooms and communities.

Measure: Create a Restorative Culture throughout the Howard County Public School System by implementing restorative justice practices and training staff in these practices.

Result:

Professional Development/Continuing Education Attendance				
	FY 2019		FY 2020	
	Target	Actual	Target	Actual
Schools implementing restorative justice practices	45%	TBD	50%	TBD
Staff trained in restorative justice and/or restorative practices	8.4%	TBD	10%	TBD

Professional Development/Continuing Education Attendance				
	FY 2019		FY 2020	
	Target	Actual	Target	Actual
Schools conducting school wide DEI activities w/ staff, students, families, and/or community	15%	TBD	25%	TBD
Schools sending cadres through cultural proficiency training	40%	TBD	65%	TBD
Staff trained in cultural proficiency	25%	TBD	35%	TBD

Numbers of training sessions does not measure effectiveness of the program.

Suggestion – anonymously survey students/staff by school to determine if mental health concerns are being addressed after restorative justice training. Also, measure the number of bullying forms filed per school to determine where training should be prioritized.

Office of Executive Grants, Policy, and Strategy – 0107

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Percent of Strategic Call to Action Key Focus Projects (KFPs) that complete a full data review process.

Result:

Percent Strategic Call to Action Key Focus Projects that Complete a Full Data Review Process	
FY 2019 Target	FY 2020 Target
100%	100%

Measure: Percent of HCPSS offices that engage in GPS-led data conversations to inform actions in alignment with the Strategic Call to Action.

What does this mean? If there are data conversations, there must be data (which would be more useful than the number of data conversations.)

Result:

Percent HCPSS Offices Engaging in GPS-Led Data Conversations to Inform Actions in Alignment with the Strategic Call to Action	
FY 2019 Target	FY 2020 Target
33%	66%

Measure: Grant applications and reports supported with consult on the preparation and effective reporting of grants, grant agreements and reports.

Result:

Grant Applications Supported					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
87	65	90	TBD	150	TBD

How does this translate to dollars and are those dollars in areas of need?

Measure: Increase percentage of grants successfully funded in support of Strategic Call to Action priorities.

Result:

Grant Applications, Letters, Agreements Resulting in Funding			
FY 2019		FY 2020	
Target	Actual	Target	Actual
70%	TBD	80%	TBD

Are grants supportable in the future or will HCPSS have to determine whether to continue programs if grant funding is not continued?

Measure: Percent of policies scheduled to be reviewed within the established six-year cycle.

Result:

Policies Reviewed within the Six-Year Cycle			
Actual FY 2017	Actual FY 2018	Target FY 2019	Target FY 2020
43%	TBD	≥70%	TBD

How does this measure effectiveness of policies?

Measure: Percent participation of students in state assessment program, 95% required for all student groups.

Result:

Percent of Students Participating in State Assessment Program			
FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2020 Target
≥95%	≥95%	≥95%	≥95%

Suggestion – measure the results of those assessments by racial group and special populations (English Language Learners, FARMs, Special Ed) to determine gaps in achievement.

Desired Outcome: All teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.

Measure: School testing coordinator feedback rating of overall support from yearly survey.

Result:

Rating of Overall Support from Assessment Office (5 Point Scale)				
FY 2016	FY 2017	FY 2018	FY 2019	
Actual	Actual	Actual	Target	Actual
4.96	4.94	4.96	4.97	TBD

Desired Outcome: Curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional planning.

Measure: Percent of schools that use locally-selected assessment tools to inform school improvement planning.

Result:

Percent of Schools Using Locally-Selected Assessment Tools to Inform School Improvement Planning		
FY 2018 Actual	FY 2019 Target	FY 2020 Target
49%	64%	80%

How is fidelity measured?

Budget – 0203

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Obtain the Association of School Business Officials International's (ASBO) Meritorious Budget Presentation Award.

Result:

Association of School Business Officials International's Meritorious Budget Presentation Award							
FY 2017		FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual	Target	Actual
Receive	Received	Receive	Received	Receive	TBD	Receive	TBD

How does this award prove fiscal responsibility?

Measure: Budget Accountability Rate

Result:

Percent of General Fund Expenditure within Budget					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
99%	99%	99%	TBD	99%	TBD

Isn't this a legal requirement (and how the health fund got into trouble)? Have other systems been benchmarked in this area?

Payroll Services – 0204

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Percentage of Direct Deposits – Deloitte 2014 Survey reports 88 percent.

Result:

Performance Measurement	FY 2017		FY 2018		FY 2019		FY 2020	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Paper paychecks processed	0	3,655	0	3,123	0	TBD	5,020	TBD
Direct deposits processed	245,000	240,735	245,000	247,149	245,000	TBD	245,980	TBD
Total pay remittances	245,000	244,390	245,000	250,272	245,000	TBD	251,000	TBD
Percent of payroll payments generated with direct deposit	100%	98.5%	100%	98.75%	100%	TBD	98%	TBD

What is this measuring? What about the problem with inaccurate payments to staff that has occurred several times since switching to Workday? Is that being tracked and what is being done to reduce mistakes?

Measure: Average number of active employees supported by each FTE supporting the payroll cycle.

Result:

Performance Measurement (Deloitte 2014 Survey Benchmark)	CY 2017	CY 2018		CY 2019		CY 2020	
	Actual	Target	Actual	Target	Actual	Target	Actual
W-2s Produced (10K–19K)	10,782	10,800	TBD	10,850	TBD	10,900	TBD
Payroll FTEs (12)	7	7	TBD	7	TBD	7	TBD
Number of employees supported (1,140)	1,540	1,543	TBD	1,550	TBD	1,557	TBD

What is this measuring?

Birth-Five Intervention Services – 3324

Desired Outcome: Ensure that students' social-emotional learning is nurtured through collaborative evidence-based strategies such as reflective coaching and teaming.

Measure: Four pilot programs will indicate growth based on coaching fidelity as documented by national experts of at least 80 percent to full fidelity or partial fidelity.

Result: Will be provided for FY 2019 in the FY 2021 budget. This is a new data point.

How is fidelity measured and why is partial fidelity acceptable? How is student social-emotional learning measured?

Desired Outcome: Students' mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities.

Measure: Child Outcome Summary percentages:

- Part C will show growth towards meeting state targets by moving from FY2015 data of 61.8 percent to 65 percent on Indicator 3A1 and increasing from 56.3 percent to 62 percent on Indicator 3A2.
- Part B will show growth continuing to exceed state targets by moving from FF2015 data of 81.34 percent to 83 percent for Indicator 7A1 and 72.35 percent to 74 percent for Indicator 7A2.

Result:

Child Outcome Summary Data*				
	FY 2016		FY 2017	
	Target	Actual	Target	Actual
Part C 3A1	58.37%	61.80%	59.80%	TBD (65%)
Part C 3A2	58.64%	56.30%	59.14%	TBD (62%)
Part B 7A1	68.90%	81.34%	69.30%	TBD (83%)
Part B 7A2	68.00%	72.35%	68.94%	TBD (74%)

*Most current data from MSDE is always a year behind current fiscal.

Please list what indicators 3A1, A2, 7A1, and 7A2 are. How do these indicators relate to social-emotional learning?

Special Education Summer Services – 3326

Desired Outcome: Each and every student receives a high-quality education through individualized instruction, challenges, supports and opportunities.

Measure: Number of ESY objectives addressed by summer program.

Result:

Extended School Year Services Addressed by a Summer Program					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
2,950	2,936	2,950	TBD	3,000	TBD

How is high-quality education measured? Addressing objectives is not the same as measuring progress on goals.

Measure: Percentage of students maintaining progress made towards ESY goals and objectives.

Result:

Percentage of Students Maintaining Progress Made Towards Extended School Year Goals and Objectives					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
90%	90%	92.5%	TBD	92.5%	TBD

How is progress measured? Parents have expressed concerns that ESY is not addressing goals on students' IEPs.

Nonpublic Services and Special Education Compliance – 3328

Desired Outcome: High-quality special education services are delivered in a consistent and collaborative manner.

Measure: Number of students transitioning back to a less restrictive environment in HCPSS programs

Result:

Number of Students Returning to HCPSS Programs					
FY 2017	FY 2018	FY 2019		FY 2020	
Actual	Actual	Target	Actual	Target	Actual
5	12	15	TBD	18	TBD

How is the effectiveness of the transition back to HCPSS measured? Simply moving a student does not prove the transition was appropriate.

Suggestion – Measure the number of students moved to a less restrictive environment who are again moved to a more restrictive environment in a year or less.

Desired Outcome: All teachers and staff feel valued, are effective in their roles, and have equitable access to additional opportunities through professional learning and leadership development.

Measure: Beginning in Fiscal Year 2019, the Office of Special Education Compliance will increase its offerings of professional learning courses for all HCPSS staff related to compliance with the requirements of the IDEA.

Result:

Number of Professional Learning Courses Offered				
FY 2018	FY 2019		FY 2020	
Actual	Target	Actual	Target	Actual
6	8	TBD	10	TBD

Access to training does not measure staff morale or effectiveness.

Suggestion – track attrition from special education by groups (teachers, paras, SAs, TEs) and schools. Also track transfer requests (from gen ed to special ed and vice versa by school and requests to transfer in same category for a different school).

Special Education Central Office – 3330

Desired Outcome: High-quality special education services are delivered in a consistent and collaborative manner.

Measure: Increase the percentage of students ages 6-21 who receive special education services in the general education classroom more than 80 percent of the day as reported by MSDE Annual Census Report.

Result:

Percentage of Students, Age 6-21, Receiving Special Education Services by LRE			
	FY 2018	FY 2019	
	Actual	Target	Actual
LRE A – 80% or more in General Ed	78.37%	80%	TBD
LRE B – 40-79% in General Ed	12.24%	12%	TBD
LRE C – 40% or less in Gen Ed	1.94%	1.5%	TBD
Separate Facility*	7.02%	6.5%	TBD

*Home, Hospital, Public Separate Day, Private Separate Day, Public Separate Residential, Private Separate Residential

This does not measure quality of special education services.

Suggestion – count the number of requests by parents for multiple IEP meetings in one school year. Count the number of times staff call parents to pick up their special ed students before the end of the school day.

Measure: Increase the percentage of students exiting with a Maryland high school diploma.

Result:

Percentage of Students with IEPs Earning Diplomas and Certificates			
	FY 2018	FY 2019	
Census Report	Actual	Target	Actual
Percent Exiting with Diploma	78.37%	80%	TBD
Percent Exiting with Certificate	12.24%	15%	TBD

Why isn't a measure to DECREASE students graduating with a certificate?

Partnerships – 0105

Desired Outcome: All students have authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life.

Measure: Number of partners providing opportunities for students to work and/or gain experience in a career field of interest.

Result: Will be provided for FY19 in FY2021 budget document.

Why not measure the number of students completing the programs and increasing college enrollment or employment within the field of study?

Desired Outcome: Students' mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities.

Measure: Number of partners supporting the social-emotional well-being of students facing challenges.

Result: Will be provided for FY19 in FY2021 budget document.

How does this measure actual social-emotional learning? What is the student outcome being measured or the effectiveness of the partners?

Family, Community, and Staff Communication – 0302

Desired Outcome: Transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.

Measure: Expand communications resources for school administrators and other staff to support sharing information with their school communities and ensure message consistency.

Results: Will be provided for FY 2019 in the FY 2021 budget document.

Suggestion- provide anonymous feedback opportunities to measure community trust with HCPSS.

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Expand stakeholder awareness of services, resources, and student and staff achievements through outreach communications.

Results: Will be provided for FY 2019 in the FY 2021 budget document.

How does this measure a safe and healthy environment for students and staff?

Multimedia Communications – 2701

Desired Outcome: Transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.

Measure: HCPSS and school newsletter analytics, parent survey on HCPSS and school communication.

Results: Will be provided for FY 2019 in the FY 2021 budget.

Who is developing the parent survey? Is it based on scientific principles?

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Schools & HCPSS website analytics, Collaboration with schools including trainings & communications.

Results: Will be provided for FY 2019 in the FY 2021 budget document.

How are responsiveness, transparency, and fiscal responsibility measured?

Suggestion- collect information on community feedback in each media communication.

Chief Operating Officer – 0201

Desired Outcome: Staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.

Measure: Tracking and monitoring employee satisfaction will identify the most appropriate and effective PD and training of staff. In addition, this will provide this division with the best practices to retain and hire the most qualified staff.

Results: Employee Satisfaction Survey data will be measured annually to determine the culture and climate of staff within the Division of Operations. Results will be provided for FY 2019 in the FY 2020 budget.

Will employee satisfaction be measured by school and methods put in place to increase satisfaction in schools with low numbers? How will effectiveness of training be measured?

Suggestion – collect data from exit interviews with staff. Use best practice methods to develop training evaluation documents, collect and analyze data.

School Construction – 0202

Desired Outcome: All teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.

Measure: Develop the leadership abilities and potential of the OSC staff by providing professional development and continuing education opportunities.

Result:

Hours of Professional Development/Continuing Education Attendance Total for All Staff					
FY 2020		FY 2021		FY 2022	
Target	Actual	Target	Actual	Target	Actual
16	TBD	18	TBD	20	TBD

Number of training classes does not measure effectiveness. How will training be evaluated to prove increased leadership abilities and OSC potential?

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Provide energy efficient and environmentally friendly schools.

Result:

Energy Efficient Renovations/New Construction (Number of Schools)						
FY 2016	FY 2017	FY 2018	FY 2019		FY 2020	
Actual	Actual	Actual	Target	Actual	Target	Actual
2	1	3	2	TBD	2	TBD

Suggestion – track utility costs. Track increased maintenance costs of energy efficient renovations versus cost savings.

School Planning – 0212

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Accurate enrollment projections to ensure adequate deployment of staff, resources, and plant.

Result:

- Accuracy Goals:
 - Systemwide percentage error of 3.5 percent or less.
 - Organizational percentage error of 5 percent or less for elementary, middle, and high schools.
- Accuracy Results for school year 2017-18:
 - Systemwide:
 - Countywide: 99.7 percent
 - Elementary: 99.8 percent
 - Middle: 99.2 percent
 - High: 99.9 percent
 - Organizational: 84 percent of the projections by school had error rates at or below 5 percent.

What were the projection accuracies for schools above the 5% error rate?

Measure: Accurate enrollment projections to ensure adequate deployment of staff, resources, and plant.

Result: Projection software will be updated. Staff will verify the inputs and data formats needed for the software to properly function and create a projection. Produce a projection in the new software and another using our existing projection system in order to have a comparison between the software outputs and measure the accuracy of each system's projection in fall 2019.

Purchasing – 0205

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Minority Supplier Utilization – Encourage competition and minority, women, disabled and locally owned business utilization by maintaining and updating an active supplier database and attending outreach conferences and events to increase participation.

Result: While the school system has an extremely good tracking system (based on the State school construction program) of collecting minority participation for state funded projects, our state participation rate is 29 percent. Data will be provided for FY 2019 in the FY 2020 budget.

What are participation rates for other school systems in MD?

Measure: Competitive Procurement Ratio – Through competition, the school system will maximize its resources and make the most efficient use of staff. This ratio represents the total amounts for contracted services, supplies and materials and equipment total compared to the total amount awarded through a competitive process.

Result: Utilizing a formal solicitation process, the key will be to increase the amount of expenditures through a competitive bidding ratio when compared to all expenditures.

Expenditures through Competitive Bidding as Compared to All Expenditures				
FY 2018	FY 2019		FY 2020	
Actual	Target	Actual	Target	Actual
28%	31%	TBD	34%	TBD

The most recent audit by the Office of Legislative Audits found “15 contracts totaling \$12.6 million that had been awarded by senior management employees as sole source contracts without adequate justification to support a sole source procurement.”

Suggestion- Board of Ed review all sole source procurement contract justification documents. There is an HCPSS policy requiring a formal document for each sole source procurement. Track completion of those required documents and Board of Ed reviews of those documents.

Logistics Center – 7301

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Inventory Accuracy – Workday inventory vs. our physical inventory at the Logistics Center.

Result:

Inventory Accuracy Rate				
FY 2018	FY 2019		FY 2020	
Actual	Target	Actual	Target	Actual
94.5%	96.5%	TBD	97.5%	TBD

What is the value of equipment in dollars and is 97.5% accuracy acceptable for inventory?

HCPSS “found” 500 ipads in a warehouse years ago at a time when special ed students were not getting devices required by federal and state law. This should be evaluated.

Measure: School Swap Diverted Spending – Value of equipment and goods repurposed to other schools or offices.

Result: Equipment and goods reallocated within the school system avoiding the need to purchase new.

Amount Saved Reallocating Equipment and Goods within HCPSS				
FY 2018	FY 2019		FY 2020	
Actual	Target	Actual	Target	Actual
\$461,900	\$475,000	TBD	\$500,000	TBD

Office of Operations – 0207

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Reorganizations of two (2) operational divisions - Grounds Services leadership to include a "Fleet Manager" and Custodial Services to align three (3) service areas with the 3 Community Superintendents.

Result: The addition of a "Fleet Manager" will satisfy the concerns of an external audit; organizing custodial staffing by Community Superintendent Areas will yield efficiencies in service and the continued delivery of quality support services under a constrained budget.

How will effectiveness be measured?

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Implement an annual school visitation schedule and succinct survey for all 77 schools.

Result: To gather data establishing metrics to measure customer support services.

Who will develop the survey?

Use of Facilities – 9301

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: A collaborative effort between Community Use and HCPSS Accounting Office for managing Community Use fees charged and collected.

Result: A reduction of outstanding monies due and improved timely payments for usage of HCPSS facilities.

Billed and Outstanding Monies Due for Use of HCPSS Facilities				
	FY 2017	FY 2018	FY 2019	
	Actual	Actual	Target	Actual
Amount Billed	\$1,322,523	\$1,184, 677		TBD
Amount Uncollected	\$55,527	\$11,153		TBD
Uncollectable Percentage	4.20%	0.94%	0.90%	TBD

Desired Outcome: Transparent, open, and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.

Measure: A continuous, effective, and ease of use communication process among all online users submitting facility use requests.

Result: Use request response time improvements and a significant increase in the number of participants and stakeholders using HCPSS facilities.

Number of Participants Using HCPSS Facilities			
FY 2017	FY 2018	FY 2020	
Estimated Actual	Estimated Actual	Projected	Estimated Actual
11,146,451	13,138,400	16,730,345	TBD

Performance Manager: Bruce Gist

Will fees collected be measured?

Grounds Maintenance – 7801

Desired outcome: Organizational culture and climate are supportive and nurturing, and provide a safe and healthy environment for all students and staff.

Measure: Public School Construction Program (PSCP) assessment of facilities. The results of the assessment will rate the level and quality of maintenance performed on school grounds.

Result:

Public School Construction Program Assessment			
FY 2019		FY 2020	
Target	Actual	Target	Actual
Good to Superior	TBD	Good to Superior	TBD

Community Services – Grounds – 9201

Desired outcome: Organizational culture and climate are supportive and nurturing, and provide a safe and healthy environment for all students and staff.

Measure: Public School Construction Program (PSCP) assessment of facilities. The results of the assessment will rate the level and quality of maintenance performed on school grounds.

Result:

Public School Construction Program Assessment			
FY 2019		FY 2020	
Target	Actual	Target	Actual
Good to Superior	TBD	Good to Superior	TBD

Desired outcome: All teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.

Measure: Beginning in FY 2020, staff will increase the number of professional learning and leadership development opportunities to staff.

Result:

Professional Learning and Leadership Development Opportunities			
FY 2019		FY 2020	
Target	Actual	Target	Actual
13	TBD	18	TBD

Custodial Services – 7102

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Average Square Feet/Workload per Custodian

Result:

Average Square Feet / Workload per Custodian					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
19,500	21,228	19,500	20,990	19,500	TBD

This does not measure the effectiveness of custodial work? Are our custodians given too much work to be able to do an effective job?

Measure: Supply and Equipment Cost per Square Foot

Result:

Supply and Equipment Cost per Square Foot					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
\$0.12	\$0.13	\$0.12	TBD	\$0.12	TBD

Student Transportation – 6801

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Accidents are a critical indicator of student safety. Tracking accidents by type allows for designing specific training programs for the reduction of preventable accidents.

Result:

Miles Between Preventable Accidents									
	Actual FY 2014	Actual FY 2015	Actual FY 2016	Actual FY 2017	Actual FY 2018	Target FY 2019	Target FY 2020	Target FY 2021	Target FY 2022
Miles	94,674	78,827	93,051	78,937	89,126	93,582	98,261	103,174	108,333
Accidents	57	67	58	67	62	N/A	N/A	N/A	N/A

Measure: Ensuring that each school bus route is reviewed for safety and efficiencies, drivers and attendants are receiving continuous professional learning, and student, parent and community inquiries are addressed.

Result:

Staff Ratio to School Bus Routes									
	Actual FY 2014	Actual FY 2015	Actual FY 2016	Actual FY 2017	Actual FY 2018	Target FY 2019	Target FY 2020	Target FY 2021	Target FY 2022
Manager (1:50)	73	75	76	76	76	77	66	67	59
Router (1:70)	N/A	N/A	N/A	453	453	231	116	117	94
Trainer (1:75)	220	224	227	227	227	231	231	155	157

This does not measure safety and efficiency.

Suggestion – measure the number of complaints by parents per bus route; the number of buses compliant with contract (e.g., showing up for routes, cameras available, check-ins each morning to determine safety, etc.)

In addition, are contract costs evaluated for market value or real costs (per Office of Legislative Audits recommendations)?

What is the percentage of buses with ridership less than 75% and less than 50%?

Utilities – 7201

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable with students at the heart of all decisions.

Measure: Tracking of utility consumption compared to other local school systems.

Results:

Utility Consumption Comparison (in MBtus per square foot)			
	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual
Howard County Public School System	65.9	59.8	61.3
Frederick County Public School System	72.3	71.0	69.9
Harford County Public School System	73.1	73.4	76.0

Measure: Utility costs savings garnered by partnerships

Results: Partnership with Baltimore Regional Cooperative Purchasing Committee achieves cost savings by combining requirements into cooperative contracts as well as obtaining a favorable bulk quantity discount.

Energy Management – 7202

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable with students at the heart of all decisions.

Measure: Energy savings achieved through lighting upgrades.

Result: Energy savings achieved for FY 2018 installation of a lighting upgrade for outside wall and canopy units at 26 schools. The initial cost of the project was \$170,000 with utility rebates of \$96,800. Payback calculated to be 2.3 years

Measure: Expected savings for a Guaranteed Energy Performance Contract being pursued for FY 2019 and FY 2020 in conjunction with the Purchasing and Finance Departments.

Result: Will be provided for FY 2019 in the FY 2021 budget.

Facilities Administration – 7601

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Track data for Public School Construction Program inspections, Maryland Association of Boards of Education (MABE), Maryland Department of Agriculture and Howard County Department of Fire and Rescue.

Result:

	FY 2017 Actual		FY 2018 Actual	
	Work Orders	Completion Days	Work Orders	Completion Days
Maryland Association of Boards of Education	121	11	94	35
Public School Construction Program	168	35	120	44

What do these numbers mean? Are there any benchmarks?

Measure: Track deferred projects/costs for building maintenance.

Result: Results for FY 2019 will be provided in the FY 2020 budget.

Suggestion – list priorities for Board of Education prior to decisions that impact deferred maintenance.

Building Maintenance – 7602

Desired Outcomes: Operational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Data indicates the percentage of work performed by Building Maintenance that is scheduled corrective maintenance (PM) vs. reactive.

Result:

Scheduled Building Maintenance – Corrective Versus Reactive		
	FY 2017	FY 2018
Scheduled Corrective Maintenance (PM)	1,253	3,306
Reactive Work Completed	25,122	24,489
Percentage of PM Work Completed*	4.6%	11.7%

**Higher percentage reflects better performance*

Desired Outcomes: Operations and practices are responsive, transparent, fiscally responsible and accountable with students at the heart of all decisions.

Measure: Cost associated with routine maintenance per work order (ticket) completed.

Result:

Routine Maintenance Cost per Work Order Completed		
	FY 2017	FY 2018
Average Cost per Work Order	\$147.38	\$234.08
Number of Work Orders Completed	25,122	24,489

Correlates to increasing costs to maintain facilities

Risk Management – 7401

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Development of a comprehensive health and safety plan that enhances student and staff well-being by providing a safe and healthy school environment.

Result: Will be provide for FY 2019 in the FY 2021 budget.

Measure: Development of a comprehensive risk management strategy with uniform guidelines to address compliance and responsiveness while increasing transparency.

Result: Will be provided for FY 2019 in the FY 2021 budget.

Emergency Planning and Response – 7403

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Develop systemwide and school specific Emergency Operations Plans to ensure students and staff thrive in a safe environment.

Result:

Systemwide and School Specific Emergency Operations Plans Developed							
FY 2017		FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual	Target	Actual
100%	100%	100%	100%	100%	TBD	100%	TBD

Are the plans effective? How will that be measured?

Measure: Creation of the Office of Safety and Security's 5-year Strategic Plan to provide operational transparency and fiscal responsibility and accountability with students at the heart of all decisions.

Result: Will be provided for FY 2019 in the FY 2021 budget.

Security – 7404

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Development of a comprehensive security program that provides school administrators the tools to provide student-centered practices and ensure that graduation rates remain at exemplary levels.

Result:

Graduation Rates	FY 2017	FY 2018
4-Year Cohort	93.21	92.28
5-Year Cohort	94.32	*

This is not an appropriate measure of security.

Suggestion – Evacuation chairs are being obtained to comply with a new law. Set a goal of getting EVERY student and staff member, including those with mobility concerns, out of the building during drills within a certain timeframe. Measure the number of schools meeting that goal and evaluate why others have not met the goal.

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Develop connections with students and staff that support inclusive relationships between security staff, police officers, and students.

Result: Will be provided for FY 2019 in the FY 2021 budget.

How will this be measured? How will you develop inclusive relationships?

Environment – 7402

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all.

Measure: Compliance with the Lead in Drinking Water in Public and Non-Public School regulation. A focus on environmental health and safety is an investment in student achievement and well-being.

Result:

Lead in Drinking Water Standard Compliance			
FY 2019		FY 2020	
Target	Actual	Target	Actual
100%	TBD	100%	TBD

What about other environmental issues (mold, radon, etc.)? What about measuring corrective actions for lead, mold, radon, etc.? Simply complying with the law to sample for lead does not improve health and safety if corrective actions for failing faucets are not completed.

Measure: Use the newly configured IEQ Website to recognize trends in observations and identify and establish preventative maintenance measures.

Result: Will be provided for FY 2019 in the FY 2021 budget.

Grants Fund – 1900

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Grant applications and reports supported with consult on the preparation and effective reporting of grants, grant agreements and reports.

Result:

Grant Applications Supported					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
87	65	90	TBD	150	TBD

The OBRC identified other suggestions for grants, including grants from private organizations. How will they be incorporated to increase revenues?

HCPSS contracted for a forensic audit of the grants funds and the health and dental fund. When will that audit be complete and are there any preliminary findings?

Measure: Increase percentage of grants successfully funded, regardless of amount, program and location.

Result:

Grant Applications, Letters, Agreements Resulting in Funding			
FY 2019		FY 2020	
Target	Actual	Target	Actual
70%	TBD	80%	TBD

Food and Nutrition Service – 8301

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: (KPI) Average Daily Participation – Beginning in FY 2019 the average number of student reimbursable meals served on a daily basis will increase for all student eligibility categories.

Result:

Average Daily Participation								
Meals Per Day	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2020 Target	FY 2021 Target	FY 2022 Target	FY 2023 Target
Free	10,466	11,042	11,115	11,392	11,669	11,946	12,223	12,500
Reduced	1,584	1,797	2,012	2109	2206	2303	2400	2,497
Paid	10,107	10,860	11,380	11,704	12,028	12,352	12,676	13,000
Total	22,157	23,699	24,507	25,205	25,903	26,601	27,299	27,997

Measure: (KPI) Meals or Meal Equivalents Served - Beginning in FY 2019 the number of meals or meal equivalents served annually will increase for all types of meals.

Result:

Meals / Meal Equivalents Served								
Meal Types	FY 2016 Actual	FY 2017 Actual	FY 2018 Actual	FY 2019 Target	FY 2020 Target	FY 2021 Target	FY 2022 Target	FY 2023 Target
Summer Meals	43,132	50,702	43,512	65,000	67,500	70,000	72,500	75,000
Supper & Snacks	73,593	89,271	90,836	93,743	96,743	99,838	103,033	106,333
A La Carte	413,404	476,728	513,628	530,064	547,026	564,531	582,596	601,253
Lunch	2,984,500	3,152,005	3,246,178	3,343,563	3,440,948	3,538,333	3,635,718	3,733,105
Breakfast	981,492	1,113,702	1,165,038	1,202,319	1,240,793	1,280,499	1,321,475	1,363,793
Total	4,496,121	4,882,408	5,059,192	5,234,689	5,393,010	5,553,201	5,715,322	5,879,484

School Construction Fund – 3000

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Provide energy efficient and environmentally friendly schools.

Result:

Energy Efficient Renovations/New Construction (Number of Schools)						
FY 2016	FY 2017	FY 2018	FY 2019		FY 2020	
Actual	Actual	Actual	Target	Actual	Target	Actual
2	1	3	2	TBD	2	TBD

This is a duplicate measure in program 0202.

Desired Outcomes: Operational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Data indicates the percentage of work performed by Building Maintenance that is scheduled corrective maintenance (PM) vs. reactive.

Result:

Scheduled Building Maintenance – Corrective Versus Reactive		
	FY 2017	FY 2018
	Actual	Actual
Scheduled Corrective Maintenance (PM)	1,253	3,306
Reactive Work Completed	25,122	24,489
Percentage of PM Work Completed*	4.6%	11.7%

*Higher percentage reflects better performance

There is a deficit of over half a billion dollars in deferred maintenance. Costs increase significantly when maintenance is not addressed in a timely manner. Have priorities been set by staff?

A criticism expressed by maintenance staff in OBRC meetings has been a lack of an appropriate plan for maintenance due to Board of Ed decisions. What is the plan to ensure the Board of Ed is aware of priorities in order to reduce maintenance costs?

Print Services – 9713

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Print Services Demand – Number of Requests Processed

Result:

Number of Print Requests					
FY 2018		FY 2019		FY 2020	
Estimate	Actual	Estimate	Actual	Estimate	Actual
24,000	25,631	26,000	TBD	28,000	TBD

What about the requests that were delayed?

Measure: Print Services Demand – Number of Copies Produced

Result:

Number of Copies Produced					
FY 2018		FY 2019		FY 2020	
Estimate	Actual	Estimate	Actual	Estimate	Actual
40,000,000	41,329,776	44,000,000	TBD	28,000	48,000,000

Shouldn't we have a goal to reduce print copies? How is technology being used to reduce costs of print copies?

Technology Services – 9714

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Progress toward rolling out Classroom Infrastructure Package.

Result:

Percentage of the Completion of the Standard Classroom Infrastructure Package			
FY 2019		FY 2020	
Target	Actual	Target	Actual
20%	TBD	49%	TBD

Are teachers being asked what infrastructure they need? Are we spending unnecessary money to be "equal"?

Desired Outcome: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.

Measure: Reliable access to student devices.

Result:

Reduce Ticket:Student Device Ratio			
FY 2019		FY 2020	
Target	Actual	Target	Actual
TBD	TBD	TBD	TBD

Are devices required under federally mandated regulations (for special education) given priority?

Suggestion – track the number of devices not provided under an IEP and the number of days of noncompliance.

Health Fund – 9715

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Flu Shot Clinic for Staff

Result:

Flu Shots Administered to Staff					
FY 2018		FY 2019		FY 2020	
Target	Actual	Target	Actual	Target	Actual
2,000	1,490	2,250	TBD	2,500	TBD

Measure: Pre-Retirement Health Benefits Presentation – Beginning in FY 2019 staff will increase the number of presentations offered in order to educate prospective retirees regarding retiree health benefits / eligibility.

Result:

Pre- Retirement Health Benefits Presentation							
FY 2019				FY 2020			
Presentations		Attendees		Presentations		Attendees	
Target	Actual	Target	Actual	Target	Actual	Target	Actual
4	TBD	450	TBD	4	TBD	500	TBD

What is being done to correct the following finding from the most recent audit by the Office of Legislative Audits?

“HCPSS lacked procedures and controls to ensure that certain amounts paid to the third-party administrator were proper. Specifically, HCPSS did not audit the propriety of the claims paid on its behalf by the program administrator to ensure that the services were actually provided, were covered by the health plans, and were appropriately priced. A similar condition regarding the need to ensure the propriety of healthcare costs was commented upon in our preceding audit report.”

Workers' Compensation – 9716

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff

Measure: Develop a training program for managers related to workers' compensation reporting.

Result: Will be provided for FY 2019 in the FY 2021 budget.

This does not measure effectiveness of the workers' compensation program. The OBRC highlighted a significant increase in the Worker's Compensation actual dollars spent in 2017. Has that been evaluated?

Desired Outcome: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

Measure: Continue to work with SISCO and Concentra to refine processes, which allow the employee to return to work as quickly as possible.

Result: Will be provided for FY 2019 in the FY 2021 budget.

What are the measures? Why can't the number of lost days due to injury be determined now and not in the 2021 budget?

Sayers, Margery

From: Rebecca Mestas <rdhall@rocketmail.com>
Sent: Thursday, May 2, 2019 4:21 PM
To: CouncilMail
Subject: Rejection of BOE budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

To whom it may concern,

I am writing to you in regards to the rejection of the Howard County Board of Education's budget request which will increase class sizes for 3rd through 5th graders. I am appalled that the council feels larger class sizes will allow for the type of education Howard County prides itself on. As a mother of a child entering 3rd grade, already struggling with a class size of 25, I believe this will negatively impact the quality of the education we provide to the children of Howard County.

I urge you to reconsider your rejection of the BOE budget request which may negatively impact the education of our children.

Thank you.

Rebecca Mestas
443-962-7321

Sayers, Margery

From: Kim G <griffin.kimberly.a@gmail.com>
Sent: Thursday, May 2, 2019 5:07 PM
To: CouncilMail
Subject: Board of Education Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hello,

My name is Kimberly Griffin and while my children are only 4 years of age and 9 months of age I am concerned because my husband and I are looking at building a house in Howard County, due to the close to proximity to our demanding jobs and...the schools. I am hearing that the proposed increase in class size could put 33-35 kids in a classroom and I have seen the impact this has on children, teachers, parents, the community as home values are even indirectly affected. Please let me know if there is anything I personally can do to help or see that my opinion is heard.

Thank you,
Kim Griffin

Sent from my iPhone

Sayers, Margery

From: Finda Merchant <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 8:30 PM
To: CouncilMail
Subject: Budget for Howard county schools

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Council Members ,

Approving a budget that would support smaller class sizes is imperative to the proper education of all students. Teachers and paras would be able to spend quality time with the students ensuring that all material is taught properly that all students are grasping the material and no child is left to struggle on their own. Teachers and parents are able to establish a good working relationship and teachers are not overwhelmed and can perform to their best ability.

Finda Merchant
faithful.maisha@gmail.com
3963 Ballet Way
Burtonsville, Maryland 20866

Sayers, Margery

From: Ramienski, Noreen <noreen.p.ramienski@mcpsmd.net>
Sent: Thursday, May 2, 2019 9:07 PM
To: Ball, Calvin B; CouncilMail
Subject: Fully fund the Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I am so disappointed that you did not fully fund the Board of Education's budget request. This means that class sizes are going up again. Even the most talented teachers will struggle to find success teaching classes this large. It will be impossible for teachers to reach that many students and give them the education they deserve! Howard County will no longer be the best school district in the state if you don't reduce class sizes. Talented teachers will quit and move to neighboring counties with higher pay and lower class sizes. Spend a day in a kindergarten class with over 25 students. I'm sure you will not be able to stand up at the end of the day from pure exhaustion. Children need to build relationships with their teachers. This is difficult to do in an overcrowded classroom. Please, invest in the future and REDUCE class sizes!

Sayers, Margery

From: Katie Stablein <Katie_stablein@hcpss.org>
Sent: Thursday, May 2, 2019 1:14 PM
To: Rigby, Christiana
Subject: Teacher and Parent

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I am a teacher in my 13th year of teaching and made the move this past year to teach in HCPSS. Howard County has been my home for the last ten years. We have chosen to have our daughters attend HCPSS schools (after a year in private school). As a parent, I want the best for my child. I want her to be in the best learning environment. I want her to be in classes where she can have the individual attention she needs. Adding students to classes is not what is needed to have her in the best learning environment.

As a teacher, I have classes with all types of learners, SPED, ESL, general ed learners. Adding more students per class takes away some of that individual assistance I can give my students. We are already short SPED teachers at times and taking away staff would take away the very important assistance some of our students need to ensure they have success in their classes. I have around 250 students each semester. Adding to that number increases my workload (planning and grading) greatly.

Taking away staff also put a safety concern in our buildings. Not have the staff to help students in crisis (or all other safety issues) would be a safety concern for everyone in the schools.

Taking away staffing would mean less time to help students grow mentally emotionally, and academically. It is so important to keep the current numbers to help all our students be successful. Thank you for your time.

Katie Stablein
Katie_stablein@hcpss.org
8475 Kings Meade Way
Columbia, Maryland 21046

Sayers, Margery

From: Joan Cooper <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 7:27 AM
To: Rigby, Christiana
Subject: [SUSPECTED SPAM] Don't surplus teachers

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Hi, my daughter will be starting Kindergarten in the Fall. I want her first educational experience to be positive, and if there are over 26 kids in the class this will be highly unlikely. Please don't surplus teachers and please put our kids first!

Joan Cooper
joandcoop@gmail.com
7383 kindler rd
Columbia , Maryland 21046

Sayers, Margery

From: Sue Vincent <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 9:21 AM
To: Rigby, Christiana
Subject: [SUSPECTED SPAM] Teachers and the budget shortfall

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Teachers are our first line of defense for our children particularly for the child who is "different" in any way. We need more teachers not less. If there is a shortfall then first the politicians then the administration should take the hit not the teachers because class size directly impacts our children. Save the teachers, save our children.

Sue Vincent
vincentlrry@aol.com
9010 moving water lane
Columbia, Maryland 21046

Sayers, Margery

From: Nicole Alston <nicole_alston@hcpss.org>
Sent: Thursday, May 2, 2019 1:03 PM
To: Rigby, Christiana
Subject: Proper Funding of HCPSS

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I moved to Howard County wanting to give my children the education they deserve. To not have to deal with overcrowding, deteriorating buildings and overworked teachers. But the rapid growth this county has had and will continue to have puts Howard County Public School System on a collision course with with the same fate like Baltimore City and Washington, DC public school systems. If adequate is not provided HCPSS will not be able to maintain its quality education system. Gone will be the days of being one of the best school systems in the nation. Priority has to be give to our students, teachers and the staff that supports both groups. Simply taking a single step out of the normal parameters for funding will not secure the school system's strength; but a leap will. As the County Council, we need you to go above and beyond and fully fund Dr. Martirano's requested budget.

Our school system has an array of talented teachers and staff but their talent is stifled by increased class sizes and additional administrative demands because faculty members have been surplus to other schools

Nicole Alston
nicole_alston@hcpss.org
8814 Blue Sea Dr
Columbia, Maryland 21046

Sayers, Margery

From: Katie Stablein <Katie_stablein@hcpss.org>
Sent: Thursday, May 2, 2019 1:00 PM
To: Rigby, Christiana
Subject: Teacher and Parent

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I am a teacher in my 13th year of teaching and made the move this past year to HCPSS. Howard County has been my home for the last ten years. We have chosen to have our daughters attend HCPSS schools (after a year in private school). As a parent, I want the best for my child. I want her to be in the best learning environment.

Katie Stablein
Katie_stablein@hcpss.org
8475 Kings Meade Way
Columbia, Maryland 21046

Sayers, Margery

From: Kathryn Uhl <kathyn_uhl@hcpss.org>
Sent: Thursday, May 2, 2019 1:00 PM
To: Rigby, Christiana
Subject: URGENT Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

To Whom It May Concern:

My name is Kathryn Uhl and I am a first year Special Educator at Hammond Middle School. I am deeply concerned about the budget needs of HCPSS. I fear for the needs of my students, the HCPSS community, my colleagues, and the future of Maryland. Without meeting the full needs of the budget, there will be a significant lack of resources and support. Firstly, staff will be physically and mentally unable to meet the needs of all students in such large classes. With each student having different needs, wants, and learning styles, teachers will not be able to teach classes well. Secondly, it is outrageous to expect teachers to use their own money to purchase materials for such large classes. Teachers do not make enough money to support themselves and their students as it is. If the budget does not pass, teachers will leave the profession because they will be tired of the financial burdens presented in Howard County. Finally, with an increase in class size, teachers will have to remain at school for even further extended hours. Currently, I work about 10-15 additional hours outside of teacher contracted hours weekly. It has taken a toll on my mental and physical health. I can only imagine how the struggles will increase if the budget does not pass. For the sake of student learning, teacher happiness, and the future of the state, I URGE you to support HCPSS' budget needs.

Regards,
Kathryn Uhl

Kathryn Uhl
kathyn_uhl@hcpss.org

5413 Kerger Road
Ellicott City, Maryland 21043

Sayers, Margery

From: Sarah Baumert <sarah_baumert@hcpss.org>
Sent: Thursday, May 2, 2019 12:59 PM
To: Rigby, Christiana
Subject: RE: Class sizes should not increase!

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I work as a Family Liaison at a Title 1 school in Howard County, and am the parent of five students who attend HCPSS schools. I moved here four years ago and have appreciated the quality education that my children have received. I was very disappointed and discouraged this morning to hear that there were be changes next year due to budgetary constraints. The numbers I am seeing are staggering. I am not even certain that 30 upper elementary school students will fit comfortably into the classrooms both where I work, or where my children attend elementary school. As a former second grade teacher, I know that lower elementary teachers will be even more taxed as they try to meet the very diverse needs of up to 27 students. My older children attend Centennial High School, a school so crowded that families have been asked numerous times to consider enrolling their children elsewhere. How will my older students feel if they are asked to pack more tightly into classrooms ju st to access their basic educational needs? How will my daughter feel next year as she navigates the middle school for the first time? Will she be overlooked by her teachers because she is quiet and likely to disappear into the back of the classroom? Our children deserve the attention of quality teachers, teachers who are not stretched beyond belief. Our country is struggling with mental illness, and families are pressed for time and energy. Our school district needs to do everything in its power to hold on to our fabulous teachers, and to support all children. No child should have to squish into a classroom, and no student should squeak by because his or her teacher can not do more. Please protect our good schools and keep this a quality school system. Do not allow classroom sizes to increase, and do not allow our teachers to be taken out of our schools.

Sincerely,
Sarah Baumert

Sarah Baumert

sarah_baumert@hcpss.org

9848 MIDDLE MEADOW ROAD

ELLICOTT CITY, Maryland 21042

Sayers, Margery

From: Edward Cosentino <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 12:56 PM
To: Rigby, Christiana
Subject: Fund HCPSS at the BOE Request

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

It is imperative to provide the Howard County Public School System with proper funding required to operate our schools. As a long-time resident, I am concerned that we are not fully investing in the future of our school system. Unfunded initiatives, constant cuts, increased class sizes, and deferred maintenance will all catch up to us in the future.

Personally, as an employee, I am gravely concerned in the social and emotional well-being of our students. It is becoming increasingly hard to see students unavailable to learn and struggle in school. The Superintendent's budget addresses the concerns and needs. We finally have a leader who elevated these concerns, and we must support his vision.

Thank you,

Edward Cosentino

Edward Cosentino
ecosentino74@gmail.com
9349 Windbell Way
Columbia, Maryland 21045

Sayers, Margery

From: Jen Fogler <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 12:44 PM
To: Rigby, Christiana
Subject: budget needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Jen Fogler

Jen Fogler
canmebeu@yahoo.com
8125 Old Stockbridge Drive
Ellicott City, Maryland 21043

Sayers, Margery

From: Lori Jenner <lawdy60@gmail.com>
Sent: Thursday, May 2, 2019 12:28 PM
To: Rigby, Christiana
Subject: Your crucial vote

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear County Council,

I am taking the time to write to you because the decision you have to make regarding the budget impacts us all. Our school is a title One school and we currently receive extra funding to help us reach all of our students.

As the school counselor, I have seen a negative change in the dynamics in our classrooms and a decline in the mental health of our students. Teaching in the classroom has gotten trickier because the varying needs of our students and their families.

I ask you to come and observe in our schools to see the students and staff you say you represent. Our Student Support Team walks the building with Wallis talkies in order to be at the ready to help calm students in crisis and/or respond to difficulties within a classroom. Increasing class sizes would exacerbate these issues. Our jobs would be even more reactive rather than proactive.

I implore you to think of other ways to find money in the budget to keep staffing resources at the levels they are now. Perhaps it's time to encourage early retirement for those folks getting closer to or already at retirement age. New staff coming in would receive starting salaries at more than half the cost and classrooms could maintain a desirable level.

Thank you, Lori Jenner

Lori Jenner
lawdy60@gmail.com

5470 Hesperus Drive
Columbia, Maryland 21044

Sayers, Margery

From: Tara Scully <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 12:25 PM
To: Rigby, Christiana
Subject: HCPSS budget funding

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

As a product of the HCPSS and a life long resident in HoCo, I'm extremely disappointed to read the reports that class sizes could be increasing and teachers could lose their jobs due to a lack of budget. And we still aren't properly supporting kids with dyslexia and other learning and behavioral challenges. This has got to stop. We won't continue to be highly rated if we can't force developers to pay their fare share....so the houses they want to build will grow in value, when folks live here for the good schools. Please fully fund the budget and fix adequate facilities!

Tara Scully
taramscully@gmail.com
3102 Ramblewood Rd
Ellicott City, Maryland 21042

Sayers, Margery

From: Dana La Rosa <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 12:16 PM
To: Rigby, Christiana
Subject: Support our Schools

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

To Whom it May Concern:

My name is Dana La Rosa, and I am an elementary teacher in the Howard County Public School System as well as a member of the Howard County Education Association. I recently learned about the budget shortfall and proposed measure to increase class sizes to account for the discrepancy. Larger class sizes benefit no one, and only prevent our students from getting the education they deserve.

I have seen the proposed class size numbers for the upcoming school year and frankly, they are terrifying. My school already suffered staffing cuts during the 2018-2019 school year, resulting in increased class sizes. In particular, our class sizes went from approximately 26 to 30 students in grades 3 and 4. This may not sound like a lot of students, but it has made a tremendous difference as an educator. This year has been one of the most difficult years I have seen as an educator. Classrooms are cramped and overcrowded with every little room to move between desks, creating a fire hazard. We do not have enough materials for each student (computers, instruments, etc.) so every activity takes twice as much time because we have to rotate so that every child has a turn. With so many students in a class who need supervision at all times, particularly at the elementary level, I am rarely able to devote one-on-one time to any students who are struggling, and I cannot take the time to form relationships with my students. In addition, many of the students in our Title I school come from difficult home lives, and many of them come to school with behavioral and emotional issues that are only exacerbated by being in larger classes with peers with whom they do not get along. Smaller classes allow us to put students in peer groupings so that they can have the support they need, rather than spending most of our instructional time dealing with student behavior.

We have also lost staffing in special education positions, so many of our students with IEPs and 504 plans are not getting the support that they need to be successful.

I hope that the County Council will consider looking for ways to close the budget gap. Howard County has always had an excellent reputation as one of the best school systems in Maryland, but it will not continue to be that way if schools are underfunded and overcrowded.

Sincerely,

Dana La Rosa

9450 Ridgeview Dr.

Columbia, MD 21046

908-489-0754

Dana La Rosa

dana.m.larosa@gmail.com

9450 Ridgeview Dr

Columbia, Maryland 21046-1965

Sayers, Margery

From: Yang Tai <yang_tai@hcpss.org>
Sent: Thursday, May 2, 2019 12:15 PM
To: Rigby, Christiana
Subject: Howard County School System 2019-2020 budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

To whom it may concern,

HCPSS staff were alerted yesterday that there is a shortfall in the budget. There will be an increase of class sizes.

Kindergarten = 26+ students

1 & 2 = 27 students

3-5 = 33 students

6-12 = 35 students

Over 250 teachers will be surplussed, which means many schools will lose good teachers.

This will dramatically influence the quality of education and a lot of excellent teachers will lose their job since it's K1-12. The teachers on surplus will have no place to go. Please consider increase the budget.

Yang Tai

Yang Tai

yang_tai@hcpss.org

7836 Quidditch Lane

Elkridge, Maryland 21075

Sayers, Margery

From: Candice Provino <candice_provino@hcpss.org>
Sent: Thursday, May 2, 2019 11:55 AM
To: Rigby, Christiana
Subject: Budget Crisis

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

"Students don't care how much you know until they know how much you care" – John C. Maxwell. This is perhaps one of the most important quotes in current educational trends. The present budget crisis in Howard County wants to increase class size. This would greatly diminish a teacher's ability to convey how much they care, their ability to foster critical relationships that support ever evolving social and emotional needs, and meet individual students learning styles.

I challenge you to think back to high school, middle school, and even elementary school. Who are the teachers that you remember most? Do you remember what they taught you, or how they made you feel? If you are being honest with yourself – it's going to be the ones that made you feel welcomed, loved, special in your own way, and the ones that made you feel like you wanted to go to school on any given day. I remember my American History teacher – I cannot really tell you what he taught us, but I can tell you that I loved being in his class, and never once wanted to miss it. He made us feel so loved, cared about, missed if we were not there. He asked us about our lives, and truly made each of the days I had him better. I had a really hard time in high school, and he was my ray of sunshine. I wonder if that would still be the case now that class sizes have increased so much in the last 20 years, not to mention right now?

Larger class sizes do not afford for these types of connections to occur. Without these relationships, countless students will be lost in the day to day interworking's of the school day. This includes students on every end of the learning spectrum. Learning needs will not be met, and the ever-increasing demands placed on teachers will become even more unattainable. Teachers are already spread too thin. Students are presenting with greater academic, and social and emotional needs, that are currently difficult to find ways to address. This causes great frustration, and burnout for amazing teachers. Classes are already too large, even one or more students dramatically changes the classroom climate and dynamic. If

we continue to increase class size, we foster a broken education system that is focused on dollar signs, and not the individual child.

As a Physical Education teacher, class size has a direct impact on student learning and safety. We are often “doubled” which means we have two classes – which are often times sprinkled (see note below) inside a small gymnasium. For those who are not familiar with sprinkling, it is when one class is broken apart and spread into other classes for related arts. Typically, 25% of one class will be added to another. You can imagine this class size! There are some related arts classes with over 30 students in them. When two classes are in the gym, that is over 60 students. There has been talk of having to triple because of the proposed budget and class size – which would mean upwards of 90 students in the gym. I know many people do not value the importance of Physical Education. Whatever your opinion on the matter, student safety is of the utmost importance. With that many students and behaviors to manage, safety, and quality instruction are challenged.

This is the second year in a row I have been impacted by surplus, and budget cuts. I have worked hard to forge relationships at the schools that I am split between, as I know the value and importance of this for student success – not just in Physical Education. I often give up my lunch time to have lunch with students, or give students who may need extra support some small group, or 1:1 time with an adult. I love doing it, and will continue to do it no matter the outcome – however it makes it extremely difficult to continuously enter new schools and develop relationships. The number of students who face social, academic, and emotional challenges will only increase as class sizes do. It is quite frustrating as an educator to pour your heart and soul into your craft and a school, only to be told you have to leave.

This budget crisis needs to be resolved, and funded quickly. The community, our students, and teachers do not deserve this. The time is now to shine a spotlight on the importance of class size and student success. Please help a positive light shine on Howard County Public Schools, the amazing students and families here, as well as the dedicated, and incredible educators that make up this system.

Thank you,

Aleah Zinalabedini

Physical Education Teacher

Bellows Spring Elementary School

Gorman Crossing Elementary School

Candice Provino

candice_provino@hcpss.org

9999 Winter Sun Rd
Laurel, Maryland 20723

Sayers, Margery

From: Elizabeth Hughes <elizabeth_hughes@hcpss.org>
Sent: Thursday, May 2, 2019 11:52 AM
To: Rigby, Christiana
Subject: School System Budget for 2019-20

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Good Morning,

I am concerned by the news that the school system is potentially facing a \$28M shortfall for next school year. It is particularly alarming to me that financial savings will be made by reducing staffing and increasing class sizes.

When I started teaching in Howard County 15 years ago, class sizes were capped at 19 in primary grades and 25 in upper elementary. We had fewer special education students, and were better able to provide individual attention, differentiation, and support to our students.

My school currently has classes of up to 30 students, with a greater number of special needs students, including the UL and PL programs. I have observed a noticeable increase in students with anxiety and emotional challenges. Over crowding classrooms makes it virtually impossible to build relationships with students and provide the calm environment many of our students need to succeed.

In all the years I've lived in Maryland, Howard County has maintained a stellar reputation as a community with a great school system. Many families I know have moved to this county specifically for the school system.

I strongly believe that to continue the county's legacy of excellence and diversity, it is imperative to fully fund the school system budget for the 2019-2020 school year and beyond.

Thank you,

Elizabeth Hughes

Elizabeth Hughes
elizabeth_hughes@hcpss.org
6716 Ridgecrest Rd
New Market, Maryland 21774

Sayers, Margery

From: Emily Gotowka <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 8:58 AM
To: Rigby, Christiana
Subject: HCPSS Budget Need - Increased Class Size

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear lawmakers, I have recently learned that there is a proposal to increase class size across the board as a measure balance the budget. While I value fiscal responsibility, I think it would be a terrible mistake to increase class size. Our teachers are truly amazing, but they are already stretched thin. Our youngest children require and deserve a much smaller teacher to child ratio to promote an early love for learning. When class size increases too much, there is a greater chance for the child to feel left out and become left behind. If a child does not start loving school at an early age, the school will may encounter more challenges (behavioral & emotional) as the child grows. Also, increasing class size make it more difficult for students with 504 plans to receive the accommodations they need. Please consider other options. I appreciate all the effort you put into making these incredibly important decisions. Thank you,
Emily Gotowka

Emily Gotowka
emily.gotowka@gmail.com
3921 Foxhill Dr
Ellicott City, Maryland 21042

Sayers, Margery

From: Michaeline Van Reenan <michaeline_van_reenan@hcpss.org>
Sent: Thursday, May 2, 2019 8:58 AM
To: Rigby, Christiana
Subject: Funding for our students

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Good morning,

I generally don't get involved in the political parts of teaching but this highly impacts our students who are the primary reason for what I do. If our school system is asking for a certain amount of money to fund programs, teachers, and resources, I trust it is necessary for student achievement. Working for HCPSS, I have learned that we are a strong, resourceful, and leading county in education, therefore, if these funds are requested, they must be needed. I trust that. In saying that, I am saddened to think that what budget was approved at this point, isn't even close to what is needed. The current approved amount would increase class sizes, decrease teachers and support staff, and probably limit our resources. All of these are important to student achievement. It is possible to teach 30+ students but definitely not effective to so. There is not enough time in a day to make it more effective. Support staff help to reduce the class size with instructional groupings. The resources we use each day are a part of our effective instruction so it is important to have those tools to teach and for students to use to learn.

For being the best county in the country, I would hope that we can stop letting money determine what is necessary to still be the best and most importantly, nurture our students and their academic future. Please fully fund our school system for our students.

Sincerely,

Michaeline Van Reenan
20+ years with HCPSS

Michaeline Van Reenan
michaeline_van_reenan@hcpss.org

6012 Kennard Court
Sykesville, Maryland 21784

Sayers, Margery

From: Dana Taylor <danamallerich@comcast.net>
Sent: Thursday, May 2, 2019 8:49 AM
To: Rigby, Christiana
Subject: Please fund our schools

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

HCPSS attracts new families and jobs. Builders sell houses based on the strength of our schools. Having class sizes in excess of 35 students is not acceptable and will negatively impact our children, our schools, our teachers and our community. Be the school system you promised us = help our children to learn and grow and not get lost in the crowd (which WILL happen to kids who are in the middle of the pack - it does know and it will only get worse.

Dana Taylor
danamallerich@comcast.net
10746 Folkestone Way
"WOODSTOCK, MD", Maryland 21163

Sayers, Margery

From: Christina Shumaker <christina_shumaker@hcpss.org>
Sent: Thursday, May 2, 2019 8:42 AM
To: Rigby, Christiana
Subject: Inadequate Staffing/Large Class Sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear County Council Members, Please do everything in your power to fight for our students. The slated class size changes are too large for students to get the adequate support needed to learn and grow academically. Every student in Howard County deserves the chance to succeed! Larger class sizes and decreased staffing equals a poor learning environment. This budget plan affects all schools in our county, but especially our Title One schools with the highest needs. I trust that together we can convince our board to do what is best for our students. After all, isn't that what education is all about?

Christina Shumaker
christina_shumaker@hcpss.org
14101 Barbara Circle
Cooksville, Maryland 21723-9603

Sayers, Margery

From: Elena Desantis <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 8:33 AM
To: Rigby, Christiana
Subject: HCPSS Funding imperative

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear County Council,

I am writing to address the funding needed in HCPSS.

My son was born premature and is making amazing strides to catch up thanks to the RECC program and his phenomenal teachers and aids. I believe it's imperative for our children's future, that we get more funding in HCPSS. Our county attracts the most qualified and highly educated teachers in the country and in order to continue to attract the talent we need for our children, we need to give them the tools they need to help our children be successful. If we don't get this funding, we are setting them up for failure. Thank you for all you do for this county.

Sincerely,

Elena DeSantis

Elena Desantis

eid.elena@gmail.com

Susini drive

Laurel, Maryland 20723

Sayers, Margery

From: Courtney Howe <courtney_howe@hcpss.org>
Sent: Thursday, May 2, 2019 8:31 AM
To: Rigby, Christiana
Subject: URGENCY OF NOW

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Hello to anyone I am able to share this with,

My name is Courtney Howe and I am a first year teacher at Bellows Spring Elementary school. I also am very likely part of what would be the 225 positions cut if the budget needs are not met. With that being said, I want to take the opportunity to tell you about my class, and what my position has allowed me to do this year. My class currently sits at 22 students, this year I began with 20 students and has 2 students added after February. In my class I have 7 students with IEP's (individualized education plan), which are from 2 different programs in my school. Of my other students, I have one below grade level student, and 2 above grade level students. That is the hard data, in arguable and what you can see when you look at piece of paper. My class is so much more than that. This year I have had an amazing opportunity to work with every single one of these students, and learn about who they really are as people not just learners. Through that time, I have been able to more accurately reach my students. Ensure that I am discussing topics and people who will help inspire them to become the most incredible adults. It has allowed me to figure out which students have an excellent home life, a safe consistent place to go, and also the ones who come to school for their safe place. It has allowed me to figure out which students love school and embrace challenging tasks, and which ones need a little bit more of a buy in to see the value in what they are doing. It has allowed me find the students who already in first grade "don't like who they are", who, "don't understand why they look different", who "are worried they won't have friends anymore if they tell", who need an extra check-in everyday with a trusted adult, who love to help because at home it's how they feel seen. Every student needs an adult to care. Every student needs proper supports. Every student needs someone that cares for them unconditionally and has the time for just them. I can confidently tell you I work far beyond contract hours, and have spent thousands of my own dollars to ensure that I can

meet the needs of my students. I can confidently tell you that I work so hard and make those sacrifices to ensure that I feel that I have done EVERY POSSIBLE THING to ensure I am helping those individuals who walk into my class each day. I can also assure you that if I had 5 more students in my class, I don't think I could feel like I have fully supported them. I would feel that my time is too short, or I didn't check in with that student like I should have, or that I just didn't even know a student had a certain need. Teaching is important, and right now you are holding the future in your hands. You are the decider of each of those students futures. You get to say whether or not they will have the caring adults in their lives that they need or not. You get to decide whether those teachers who spend hours every night work tirelessly to support those kids get to keep doing their thing. You decide whether or not we continue to serve our community or if we let down generations to come. I already said I have done every possible thing to support my students and my class, to prove that I choose the right place to be. Can you promise that you have done the same?

Thank you for your consideration and time. I know this is not an easy decision to make. I welcome you to come visit our school and see what we are able to do for our community and students.

Thank you,
Courtney Howe
1st Grade Teacher
Bellows Spring Elementary

Courtney Howe
courtney_howe@hcpss.org
8125 Old Stockbridge Dr.
Ellicott City, Maryland 21043

Sayers, Margery

From: LeRay Blanding <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 8:24 AM
To: Rigby, Christiana
Subject: Fully Fund the HCPSS Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I am writing to request that you fully fund the HCPSS Budget request. Losing classroom teachers and increasing the size of classes in middle school to 35 students would cause a major disruption to schools and classrooms across HCPSS.

LeRay Blanding
lblanding75@gmail.com
9738 Summer Park Ct.
Columbia, Maryland 21046

Sayers, Margery

From: Alexis McKenzie <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 8:18 AM
To: Rigby, Christiana
Subject: HCPSS Budget Class Sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Good Morning Council Members,

I wanted to express my support for the county council to further fund HCPSS. Allowing our class sizes to grow is detrimental to the quality of education our children will receive. Howard County is known across Maryland and the nation as a top school system. We can no longer hold that title if we allow our schools to become overcrowded and underfunded. Please consider supporting additional funds so our children have the opportunity to thrive at school.

Alexis McKenzie
amlaske@gmail.com
5945 Meadow Rose
ELKRIDGE, Maryland 21075

Sayers, Margery

From: Bonnie Dorsey <bonnie_dorsey@hcpss.org>
Sent: Thursday, May 2, 2019 8:09 AM
To: Rigby, Christiana
Subject: HELP!!!

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear Council Members,

Please seriously consider adding money to the BOE school budget so that class sizes do not increase. Increasing class sizes would hurt our students- and we are tasked with helping them to succeed!!!

I am a first grade teacher. 28 students is NOT a reasonable amount to students to teach to read, to help them grow emotionally and socially, and to help with all the math skills that are new to these young learners. We are already stretched thin as it is, and this would take us over the edge. In addition, we need the resources to be able to teach these little people. Materials are needed. Seriously!

I am already working hours before and after school to keep up with the planning and grading work for 22 students. 28 students would add hours more work for me. We do not have materials easily available for this size class, therefore students would need to share materials until more games could be made for them to play.

I beg you to consider cuts in other areas of the county budget so that our students to do not have to pay the price. There are multiple studies of how small class size is one of the best indicators of student success. Please consider this data before increasing class size. Our students deserve nothing but the best.

Yours,
Bonnie Dorsey

Bonnie Dorsey
bonnie_dorsey@hcpss.org

9243 Ridgefield Cir
Frederick, Maryland 21701

Sayers, Margery

From: Amber Naden <amber_naden@hcpss.org>
Sent: Thursday, May 2, 2019 8:04 AM
To: Rigby, Christiana
Subject: Class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Hello, I am a teacher at Worthington elementary. I have been teaching for 16 years, and as someone who started out in PG with a class of 27 Kindergartners, I know first-hand that class size is the most important issue facing teachers. Please, take the money needed from anywhere else. I'd rather make less, pay more in benefits, than spend the rest of my career with an unmanageable class size.

Thank you for listening,
Amber Naden

Amber Naden
amber_naden@hcpss.org
7856 Foxfarm Lane
Glen Burnie, Maryland 21061

Sayers, Margery

From: Mary Larocco <mary_larocco@hcpss.org>
Sent: Thursday, May 2, 2019 8:04 AM
To: Rigby, Christiana
Subject: Funding for HCPSS - Special Education

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear County Council Members:

I am asking that you take the time to review the current county data that reflects the continual increase in the number of students that require specialized instruction due to their IEP's. In order to provide these students the instruction that they require, we are in desperate need of the funding required to provide adequate staffing. All students have the right to a free and appropriate education and without funding for special education staff, we are depriving these students of the education that they deserve. Please review this critical need and fund the requested budget. Thank you.

Mary LaRocco

Mary Larocco
mary_larocco@hcpss.org
12325 Sherwood Forest Drive
Mt Airy, Maryland 21771

Sayers, Margery

From: Joanna Huling <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 7:55 AM
To: Rigby, Christiana
Subject: Class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

I am genuinely concerned that increasing class size will have a detrimental effect on students. All research shows that smaller class sizes yield better results for students. How can one of the best school districts in the state so blatantly disregard something so important for the well being of our children? We need smaller classes and more well paid teachers, not the opposite.

Our children depend on us to keep them safe, both physically and emotionally in our schools, and the recent actions of HCPSS will jeopardize both. Please help!

Joanna Huling
huling.offers@gmail.com
7476 Hickory Log Circle
Columbia , Maryland 21045

Sayers, Margery

From: Prasad Karunakaran <info@email.actionnetwork.org>
Sent: Thursday, May 2, 2019 7:44 AM
To: Rigby, Christiana
Subject: HCPSS Budget short fall affecting the class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Dear Howard County council,

Just heard about the budget short fall and the decision by the council to increase the class sizes. I think this will impact the quality of education in the county. Please reconsider this decision.

-prasad

Prasad Karunakaran
pppprasad@gmail.com
7640 President Street
Fulton, Maryland 20759

Sayers, Margery

From: Rebecca Carter <rebeccacarter83@gmail.com>
Sent: Wednesday, May 1, 2019 9:10 PM
To: Ball, Calvin; CouncilMail; Walsh, Elizabeth
Subject: Vote to fully fund the school boards budget request

Follow Up Flag: Follow up
Flag Status: Flagged

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear elected official,

I am a voting district 1 voting constituent who recently moved to Howard county specifically due to the strength of the school system. As a practicing pediatrician, I see first hand the ill effects of an over crowded school system. Please vote against any budgetary efforts that would result in increased classroom sizes in favor of protecting our children and their education.

Thank you,
Rebecca Carter, MD

Sayers, Margery

From: Gina Desiderio <desiderio@gmail.com>
Sent: Wednesday, May 1, 2019 8:52 PM
To: CouncilMail; Ball, Calvin
Subject: Testimony: Support the School Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members and County Executive,

As a parent and a voter (D1), please know that I am requesting you to support the Board of Education's budget request. I know there are many other competing demands for the county's budget, but education must be a top priority for this county. Your constituents are counting on you to stand up for education. For too long, the school budget has failed to meet the critical needs, let alone grow.

As it is, schools are facing extreme overcrowding, too many portables, and ever-increasing class size. I want you to know that I most certainly do not want to see my children's class sizes increasing.

Thank you,
Gina Desiderio Edmison
Ellicott City 21043

Sayers, Margery

From: Michael Plastino <plastinos@verizon.net>
Sent: Wednesday, May 1, 2019 8:09 PM
To: CouncilMail
Subject: Budget and Class Size

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

I have lived in Howard County for 19 years. I am a local physician and my children attend Howard County Public Schools.

I have been proud of the public school system but over the last few years very disappointing decisions have been made related to overcrowding management of schools.

I was a mentor to your public school students through the GT program and it was sad to see that my students did not wear coats in the dead of winter due to not being able to go to their lockers because the hallways were too crowded. They were also forced to carry a heavy backpack all day due to this as well.

So now the plan is to get rid of teachers and stuff them into classrooms with up to 35 students in the high school classes.

How do expect to maintain your quality ? How will these students get the attention needed? And cut related Arts? You and the administration are the first to boast about our students success nationally at our schools on social media! How can that be maintained with less arts?

Social Media is a powerful tool to get votes or not. You have angered many parents in our community and I would absolutely reconsider your budget plans, if not you will lose votes and support.

Thank you,
Rosalie Naglieri, MD

Sayers, Margery

From: Becky S Romans <bsromans@gmail.com>
Sent: Wednesday, May 1, 2019 7:43 PM
To: CouncilMail
Subject: HCPSS

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

To Whom it May Concern:

Please strongly consider the funding for a smaller class size for HCPSS. As an educator and a parent, I am 100% certain that this is too many children in the class. In schools where behavior is an issue, nothing will get done. We do not pay exorbitant taxes so that our children can be in classes of 35 students. As taxpayers, we have certain educational expectations for the children in the community. This is entirely too many students in one room. Funding education and keeping educators happy decreases their burn out and makes the students learn more. With this many students in one class, your educators are going to leave because they are so burned out and find careers that pay more. Keep HCPSS the best in the nation.

Thank you,
Becky Romans

Becky

Sayers, Margery

From: Jennifer Tucker <jifaner13@gmail.com>
Sent: Wednesday, May 1, 2019 6:28 PM
To: CouncilMail
Subject: Next year's school budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Council Members,

I am deeply concerned about the proposed budget for HCPSS next year. As a parent and substitute teacher in the County, I'm well aware that even at current levels our students needs are NOT BEING MET. We do not have enough staff, we do not have enough resources, and our classes are too large. Now they are expected to increase class sizes again, reduce staffing levels again, and try to do even more with even less. This is unacceptable for a county that prides itself on being the best for education.

I'm currently a long term sub in kindergarten. I have 21 students. Fully 1/3 are English Language Learners. I do not have consistent para support, because the paras are needed to fill numerous gaps elsewhere in the school. Because of the class size, I only have about 20 minutes a day for direct small group reading instruction and 15 for math. Without support in the classroom, that time suffers even more from frequent interruption. If the class sizes are increased to the possible 25 students, those precious few minutes will become so minimal as to hardly matter. We cannot expect children to learn and thrive in those circumstances and we should not be asking teachers to manage in them, either.

My youngest son is in 4th grade. His class size is large and there are many students with behavior issues. All three 4th grade classes suffer from this issue. Students are frequently evacuated for safety because of those behavior issues. Instruction time is under near constant disruption. A fourth class would alleviate some of those issues. With this new budget, such circumstances will be compounded, not helped. All three of my children (who are in all levels of HCPSS schools) attend schools with high FARMS rates. Those schools often are in need of more behavioral supports, mental health supports, and academic interventions. They are already short-staffed and barely managing. We want to reduce it MORE? That's once again unacceptable.

Study after study has shown that class size matters. This is true for all students, but has an even greater impact on ELL students, students with IEPs, and students from low socio-economic backgrounds. Our school system and our students are not an exception to this. Increases in class sizes and reduction in staffing are going to cause students to fall behind (or fall further behind than they already are), it will decrease morale of staff and students, it will negatively impact our ability to hire and keep good teachers and support staff, and negative behaviors will surely increase, as has already been evident in the previous increases we've endured.

I'm imploring you to please, please! fund the school budget at the levels requested by the BoE. They already reduced what was asked for by the Superintendent. Don't further cut it to the bone. Our students and teachers and schools can only take so much, and we are at our limits.

Thank you,
Jennifer Tucker
Owen Brown resident

Sayers, Margery

From: lucas demelo <lucasdemelo@yahoo.com>
Sent: Wednesday, May 1, 2019 6:20 PM
To: boe@hcpss.org; CouncilMail
Subject: Equity in HCPSS Operating Budget

Follow Up Flag: Follow up
Flag Status: Flagged

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

When was the last time you went to Clarksville? And when was the last time you went to the trailer park where many Hispanics live? I ask that, because you may not be aware of what is at stakes in our County and how deep the achievement gaps are in HoCo.

For centuries society has tried, and failed, to be successful by alienating part of the population. Slavery, poverty, oppression are the obvious examples. In the last 50 years, society has tried again, and failed again, to be successful using a different tactics: disenfranchising those sectors from government services, especially educational ones.

Howard County has a very diverse population and many are being forgotten for way too long. You have a chance this year to start closing the achievement gap and making equity something real, material - not an abstract thought. Please act on it and don't cut the Hispanic and Black liaisons positions.

Sayers, Margery

From: Katie DiSalvo-Thronson <kdisalvo@gmail.com>
Sent: Wednesday, May 1, 2019 5:39 PM
To: boe@hcpss.org; CouncilMail
Subject: Equity in HCPSS Operating Budget

Follow Up Flag: Follow up
Flag Status: Flagged

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Dear Councilmembers and Board of Education members,

I am writing in strong support of the HCPSS mental health and equity budget priorities identified by PATH in their recent testimony. Both of these issues are high priorities for me and my family, and the specific requests seem important and sound. I'll be following the county's action in these areas and very much hope you can find the funds.

Thank you for your service to our community.

Best,
Katie DiSalvo-Thronson
5449 High Tide Court, Columbia, MD 21044

--

Katie DiSalvo-Thronson
914-646-4051

Sayers, Margery

From: Rigby, Christiana
Sent: Wednesday, May 1, 2019 5:09 PM
To: Sayers, Margery
Subject: FW: Budget Meeds

Follow Up Flag: Follow up
Flag Status: Flagged

From: Laura Kutz <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 4:45 PM
To: Rigby, Christiana <crigby@howardcountymd.gov>
Subject: Budget Meeds

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Christiana Rigby,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 33 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

I am a school nurse in Howard County and I can tell you first hand that we see more children in the health room with mental health issues like anxiety. The increase in class size will only exacerbate this problem.

Thank you for your consideration,
Laura Kutz

Laura Kutz
Lahhm@aol.com

10334 DerbyDr

Laurel, Maryland 20723

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:54 PM
To: Sayers, Margery
Subject: FW: Budget Needs

From: Kristin Regan <Kristin_Regan@hcpss.org>
Sent: Wednesday, May 1, 2019 4:40 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Good Afternoon County Council,

I am writing to you to address the recent budget-cut and the difficulties that this will be bringing to our county. I have been with the county for three years now, and take so much pride in working here. However, I am now feeling frustrated and unsupported. Due to the budget-cut, there will now be inadequate staffing to address student needs and provide support. The rising of class sizes will only bring on more work for the teachers and safety concerns. With having 20 students in my class currently, I am able to form wonderful relationships with my students and parents. However, adding 6-7 additional students next year will hinder the relationship building and also add a tremendous amount of additional work. As a teacher, I already put forth a minimum of 15 hours of week of additional work and I can only imagine how increasing class sizes will add to this. In recognizing that class sizes will affect relationships and teacher workload, please also see how it will affect me ntal health. These students will be receiving less support and will be competing so to say against more students. We absolutely need to band together and do everything we can to decrease the budget-cut.

Warmest Regards,

Kristin Regan
2nd Grade Teacher
Atholton Elementary

Kristin Regan
Kristin_Regan@hcpss.org
10310 Swift Stream Place 1-401
Columbia, Maryland 21044

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:54 PM
To: Sayers, Margery
Subject: FW: Budget Meeds

From: Laura Kutz <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 4:45 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Meeds

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 33 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

I am a school nurse in Howard County and I can tell you first hand that we see more children in the health room with mental health issues like anxiety. The increase in class size will only exacerbate this problem.

Thank you for your consideration,
Laura Kutz

Laura Kutz
Lahhm@aol.com

10334 DerbyDr
Laurel, Maryland 20723

▪

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:35 PM
To: Sayers, Margery
Subject: FW: Budget regarding schools (class size and staffing)

From: Jay Farmer <jay_farmer@hcpss.org>
Sent: Wednesday, May 1, 2019 4:29 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget regarding schools (class size and staffing)

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Working for 17 years in high percentage FARMS schools, one of the keys for any success are manageable class sizes. Cuts to funding will make class sizes too large and students will suffer.

Additionally, funding to ensure subgroup students who should be getting additional services are guaranteed those services for all core subjects. Currently at my school, I rarely have the assigned Paraprofessional in my classroom to assist with IEP students as they are pulled to cover other classes.

As we continue to cut from out budgets for schools, the students who will suffer the most are those who need the most help.

Please fund our schools fully so we can truly live up to being a great place to live and work.

Jay Farmer
jay_farmer@hcpss.org
10267 Windstream Drive
Columbia, Maryland 21044

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:35 PM
To: Sayers, Margery
Subject: FW: Class sizes

From: Jennifer Aragon <jennifer_aragon@hcpss.org>
Sent: Wednesday, May 1, 2019 4:33 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Please reconsider the budget affecting class sizes. We cannot provide the first class, high quality education that HCPSS is known for with classes of 30+ students.

Jennifer Aragon
jennifer_aragon@hcpss.org
1630 Woodstock Rd
Woodstock , Maryland 21163

■

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:35 PM
To: Sayers, Margery
Subject: FW: Our Children Deserve Better and Are Counting On You!

From: Natalie Pretzello <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 4:33 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Our Children Deserve Better and Are Counting On You!

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Good afternoon Councilman Jones, Councilwoman Mercer Rigby, Councilwoman Walsh, Councilwoman Jung, Councilman Yungman, and Dr. Ball,

This morning in a staff meeting at my school, we were informed that we are going to lose six highly qualified, excellent classroom teachers due to increased class sizes, and four related arts teachers, because HCPSS needs additional funds from the county council. Class sizes are already larger than many other school districts in the country. Our school is not getting smaller - it is getting bigger. The decision to increase class sizes at any time is unconscionable. How can we say that we are leading the way in education when we are reverting to a practice that we know is detrimental to our students? It doesn't matter how amazing our teachers are; one kindergarten teacher cannot adequately support 26 students with different academic and social-emotional needs. Our classrooms, technology labs, art rooms, music rooms, gyms, and libraries are simply not big enough for classes of 33 third, fourth, or fifth graders. We don't have enough chairs, desks, supplies, or computers for that many students at one time. We were actually told that those extra students "can sit on the floor". Our families and taxpayers are not working hard to support our education system so that their children can literally be denied a seat at the table.

Funding education should be the number one priority of any governing board or county council, but especially in a so-called "progressive" county. Our children are our future. Not only are they our future, but they are vulnerable and cannot vote or make decisions and are looking

to you, our elected leaders, for an example and for help. By not providing enough funds and forcing an increase in class sizes, you are telling children and families that they do not matter as individuals - that you do not care about them or their ability to succeed.

Last year, I sent the county council a very similar letter. "Please Fund the FY19 Budget!" I wrote about huge classes, my portable classroom falling apart and being unsafe, not having the technology I need to deliver the curriculum I am supposed to teach, spending hundreds of dollars of my own money on my classroom because my students need things. I wrote about working 60 hours a week at my school because the work needs to get done, and still working a second and third job on weekends and in the summer. This school year, nothing changed - I still work three jobs and spend most of time at my school, portables and buildings are still falling apart all over the county, kids are still sharing computers and supplies, and teachers are stressed because we want the best for our students and we know this is not it.

Then, I voted. I voted for you and asked my family and friends to vote for you. I voted for you BECAUSE you led me to believe that education was your priority. I expected that you would follow through on your promise to support HCPSS and help HCPSS continue to go above and beyond.

HCPSS is growing because of its reputation. The funds to maintain the level of quality must grow in proportion to maintain its reputation (and we're not perfect - we should not want to simply maintain, we should want to improve). I feel as though the county leadership thinks HCPSS will magically stay at the top of state and country education systems without additional funds. If you want quality, you have to pay for quality. Our kids deserve that quality that brought their families here. All kids deserve that quality! Do not let us sink to the level of other counties and states that do not prioritize children and education. Let us continue to lead the way and be an example to other districts.

Thank you for all your hard work as council members. I know that in your job you have to make hard decisions. Teachers also make hard decisions every day. Please make your decision in favor of our children. Please truly make them your priority.

Sincerely,

Natalie Pretzello

Natalie Pretzello

nataliehogg27@gmail.com

10741 Glen Hannah Dr

Laurel, Maryland 20723

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:12 PM
To: Sayers, Margery
Subject: FW: Budget

From: Timothy Brady <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 3:55 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello Council Members,

I am writing today to urge you to save teacher jobs and make cuts where money is overspent. The greatest asset of this county is it's students, STAFF, leadership and community. I feel there are computer programs and software in place that is underwhelming and not used. Also, I would ask that you look at the athletics budget. I know this budget has been cut every year recently and shouldn't be touched again. However, other counties use models that have student athletes pay a portion of the cost to participate. I feel this would help budget issues and save jobs in this great county. Thank you for your time.

Regards,
Timothy R Brady

Timothy Brady
tbradymd79@yahoo.com
1101 Horizon Rd
Mount Airy MD , Maryland 21771

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 4:11 PM
To: Sayers, Margery
Subject: FW: Budget

From: Jennifer McBrien <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 4:03 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

As you consider your budget I as that you consider the impact it will really have on education. Let's raise the class size to 26, really means in the real world is that class lists must grow to 29 in all grade levels from 3-5 before we hire another teacher. Then, by luck of the draw, one grade level gets the extra teacher. Our classroom sizes are not built to accommodate the desks for the class sizes your are considering. If you want teachers to be able to know our learners, meet the needs of our students, get them ready for college, and provide a safe and nurturing environment you need to consider allocating money toward providing more teachers and reducing class sizes.

Mrs. McBrien

Jennifer McBrien
jgeisbert@yahoo.com
6432 deep calm
Columbia , Maryland 21045

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:22 PM
To: Sayers, Margery
Subject: FW: Budget Needs

From: Courtney Howe <courtney_howe@hcpss.org>
Sent: Wednesday, May 1, 2019 3:08 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Courtney Howe

Courtney Howe
courtney_howe@hcpss.org
8125 Old Stockbridge Dr.
Ellicott City, Maryland 21043

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:22 PM
To: Sayers, Margery
Subject: FW: Budget Needs

From: Emily Prestianni <Emily_Prestianni@hcpss.org>
Sent: Wednesday, May 1, 2019 3:09 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Emily Prestianni

Emily Prestianni
Emily_Prestianni@hcpss.org
8125 Old Stockbridge Dr.
Ellicott City, Maryland 21043

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:21 PM
To: Sayers, Margery
Subject: FW: Budget Concerns

From: Christopher C <christopher_rose@hcpss.org>
Sent: Wednesday, May 1, 2019 3:11 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Concerns

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Christopher Rose

Christopher C
christopher_rose@hcpss.org
8125 Old Stockbridge Rd
Ellicott City, Maryland 21043

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:18 PM
To: Sayers, Margery
Subject: FW: Anyone who can help me help my Howard County students!!!!

From: Jen Fogler <jennifer_fogler@hcpss.org>
Sent: Wednesday, May 1, 2019 3:18 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Anyone who can help me help my Howard County students!!!!

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Jen Fogler

Ps. Most days I feel like I am doing my students a disservice because there is only 1 of me and so many of them. It is difficult to do my job because of my class size. Honestly, I am having a panic attack thinking about how bad it is going to be next school year if I am teaching even more students than now with even fewer resources/people to help.

Jen Fogler
jennifer_fogler@hcpss.org
8125 Old Stockbridge Drive
Ellicott City, Maryland 21043

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:18 PM
To: Sayers, Margery
Subject: FW: Help me help your child

From: Jennifer Waltemire <jennifer_waltemire@hcpss.org>
Sent: Wednesday, May 1, 2019 3:12 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Help me help your child

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Jennifer Waltemire

Jennifer Waltemire
jennifer_waltemire@hcpss.org
8125 Old Stockbridge Drive
Ellicott City, Maryland 21043

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:18 PM
To: Sayers, Margery
Subject: FW: Fund the future

From: Sydney Boory <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 3:13 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Fund the future

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Sydney Boory

Sydney Boory
sydy96@aol.com
25 Dunvale Road
Towson, Maryland 21204

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:15 PM
To: Sayers, Margery
Subject: FW: Fund our Budget, please!

From: Laura Mynaugh <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 2:45 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Fund our Budget, please!

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello! I am a 2nd grade teacher and I am writing to you to ask you to please fund our budget. We need small groups to teach reading and our classroom space is very limited. Increasing class size is not the answer. Our students need a small class size to get to know each other on a personal level to help understand the needs of others and deter bullying behavior. Please fund our budget so we are not put in a position to surplus or fire awesome staff. Thank you for your consideration. Sincerely, Laura Mynaugh

Laura Mynaugh
ladybuglm4@yahoo.com
3322 Coventry Court Dr
Ellicott City, Maryland 21042

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:11 PM
To: Sayers, Margery
Subject: FW: Funding for HCPSS

From: Elizabeth Hughes <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 2:46 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Funding for HCPSS

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Councilmembers,

I write to you as a veteran educator in the Howard County Public School System, as well as a parent of a 1st grader at Bellows Spring. Properly funding our school system is a vital component of maintaining a great community here in Howard County.

Bellows Spring is a great school, as is our whole school system, but we all face challenges. We currently have class sizes up to 30 students. Teachers work tirelessly to foster student achievement, tailor instruction and assessment to individual needs, and support each student one-on-one. With larger classes, it becomes increasingly difficult to differentiate instruction, connect with children, and develop the bond that best supports our students' success. Many of our students have special needs, ranging from mild to severe. We do not have sufficient Special Education staffing to support these students in the way they need.

I am not currently a Howard County resident, as my salary increases have not kept up with inflation, so my family cannot afford the type of home we want here in Howard County. However, I currently choose to pay out-of-county tuition to bring my child to Bellows Spring, as I know how hard our teachers work and how much they care for their students.

I appreciate how hard it must be to manage the budget for this county. But I urge you to invest the necessary funding into our public schools. Our children deserve the support of this

community, and HCPSS staff deserve your support, too. This decision will have a lasting effect on our schools. I implore you to make the right choice.

Thank you for your time and consideration.

Elizabeth Hughes

Elizabeth Hughes

lzhghs@gmail.com

6716 Ridgecrest Rd

New Market, Maryland 21774

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:07 PM
To: Sayers, Margery
Subject: FW: increase the budget

From: Kerri Taylor <kerri_taylor@hcpss.org>
Sent: Wednesday, May 1, 2019 2:56 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: increase the budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face every day is not having enough time to give their students the personal attention they need to thrive. With 30 or more students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The only way to make this possible is to increase funding to hire more teachers.

I am an occupational therapist and work with students with IEPs. They often have a difficult time in large groups but benefit from the social interaction and learning with their peers. It is difficult to have inclusion with such large class sizes and they end up needing more time out of the classroom than in. To support all students' learning. Small class size is essential.

Thank you for your consideration,
Kerri Taylor

Kerri Taylor
kerri_taylor@hcpss.org
8762 redondo way
jessup, Maryland 20794

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:07 PM
To: Sayers, Margery
Subject: FW: FUND YOUR SCHOOLS

From: Kevin Solomowitz <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 2:57 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: FUND YOUR SCHOOLS

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

As an elected public official, it is your job to carry out the will of the people you serve. We need you to fund your communities' children. Students need the proper resources to get a decent education and the funding to do so. Smaller class sizes, more staffing at schools, higher pay for teachers, and funding for classroom materials are necessary to build a better future for the youth of this country.

Kevin Solomowitz
ksolomowitz@gmail.com
9101 Gracious End Ct. Unit 302
Columbia, Maryland 21046

▪

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:06 PM
To: Sayers, Margery
Subject: FW: HCPSS Budget

From: Beth Krakower <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 3:00 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: HCPSS Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Dear HOCO County Council Members,

I am writing to you today not only as an educator, but as a parent of 3 current HCPSS students and as a former student k-12 of HCPSS. This is my 22nd year teaching and to hear that yet again class sizes are going to be increased is not only disheartening it is upsetting. Educators are being tasked with not only instructing children, but also modifying the instruction to meet all of the students' needs. In order to do this we need smaller not larger class sizes. In addition we are being tasked with working on improving students mental health as well. This requires a significant amount of time and energy that is added to every day. We must staff our schools with school psychologist, guidance counselors, and nurses to help our students. The time is now to act on your promises to put education first in Howard County and to make HCPSS the top school system that it was and has the potential to be again.

Sincerely,
Beth Krakower

Beth Krakower
bethemk@gmail.com
4305 Buckskin Wood Drive
Ellicott City, Maryland 21042

■

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 3:06 PM
To: Sayers, Margery
Subject: FW: Serving all of our students

From: Sarah Cook <sarah_cook@hcpss.org>
Sent: Wednesday, May 1, 2019 3:01 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Serving all of our students

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Dear members of the county council, thank you for keeping the needs of all of our students at heart, as you work toward funding the school system's needs. Our English as a second language students are in particularly desperate need of additional support, both academic and with regards to mental health access that will ensure an equitable educational experience here in Howard county and a successful, happy future in the United States. Some of these students have endured such hardship, and they are a model of resilience and hope. Our caring and dedicated team of educators and support staff are starving for additional staff, improved salaries and additional resources to fully recognize and address the breadth of trials and triumphs these students carry with them.

Thank you,
Dr. Sarah Cook
MWMS

Sarah Cook
sarah_cook@hcpss.org
17 Jonathans Ct
Cockeysville, Maryland 21030-1419

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:38 PM
To: Sayers, Margery
Subject: FW: Board of Education Budget Concerns

From: Elizabeth Schultz <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 12:53 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Board of Education Budget Concerns

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Elizabeth Schultz

Elizabeth Schultz
betsy.blom@gmail.com
3784 College Avenue
Ellicott city, Maryland 21043

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:37 PM
To: Sayers, Margery
Subject: FW: Budget Needs

From: zachary kuehne <zachary_kuehne@hcpss.org>
Sent: Wednesday, May 1, 2019 12:58 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,

zachary kuehne
zachary_kuehne@hcpss.org
6390 hanover road
hanover, Maryland 21076

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:36 PM
To: Sayers, Margery
Subject: FW: Funding For Schools

From: Patricia Auld <patricia_auld@hcpss.org>
Sent: Wednesday, May 1, 2019 1:12 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Funding For Schools

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Please know that the schools, children, families, neighbors, and communities will suffer if the funding for schools is not approved. I am almost at retirement and have just been told that I may need to move to a new school, and/or a new grade level because kindergarten will no longer need 4 teachers. I feel that this is not what we need, to further frustrate and compound the problems of teachers, but need to make their jobs a little more calm and address the issues that they deal with each day. I want to have a stable life within the instability of what school now brings to teachers. I am loyal to HCPSS and have spent many hours working diligently everyday for 12 years and cannot have added stress at this time. Please vote FOR the funding that has been asked for. I cannot imagine making it through the day with 26, 5 year olds. There is not even enough space in current classrooms for the 20 5 year olds that we have now. Again, please SUPPORT the FUNDING for PUBLIC SCHOOLS, it is necessary to keep the teachers healthy and the schools running smoothly.

Sincerely,

Patricia Auld

Patricia Auld
patricia_auld@hcpss.org
9450 Garnett Lane
Ellicott City, Maryland 21042

■

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:35 PM
To: Sayers, Margery
Subject: FW: Meeting the Needs of Our Students

From: Jonathan Chandler <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 1:14 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Meeting the Needs of Our Students

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,
Jonathan Chandler

Jonathan Chandler
jonathan.p.chandler@gmail.com
10322 Hickory Ridge Rd Apt 816
Columbia, Maryland 21044

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:35 PM
To: Sayers, Margery
Subject: FW: Class sizes

From: Wendy Heger <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 1:26 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,

Wendy Heger
(teacher and parent of an Elementary child)

Wendy Heger
wendyheger@gmail.com

7416 rigby place
elkridge, Maryland 21075

▪

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:35 PM
To: Sayers, Margery
Subject: FW: We cannot increase class sizes

From: Ellissa Lawrence <ellissa_lawrence@hcpss.org>
Sent: Wednesday, May 1, 2019 1:33 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: We cannot increase class sizes

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 30 students in each homeroom, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we must have decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. As a Specialist (elementary music), we are often encouraging creativity along with our instruction. However, with 30 students in each homeroom, it is impossible to give each student an adequate experience with instruments, manipulatives, and overall creative outlet. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff. It is my belief, that in order for Howard County Public Schools to remain a high-tiered educational system, the increase of class sizes will not only harm each student's experience, but also staff morale and ability to instruct at a high level.

Thank you for your consideration,
Ellissa Lawrence

Ellissa Lawrence

ellissa_lawrence@hcpss.org

1214 Violette Ave

Baltimore, Maryland 21229

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:18 PM
To: Sayers, Margery
Subject: FW: Budget concerns

From: Kristen Beach <kbeach@hcpss.org>
Sent: Wednesday, May 1, 2019 1:39 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Budget concerns

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Hello,

I am writing about the current budget needs of the Howard County Public School System. The biggest problem teachers face everyday is not having enough time to give their students the personal attention they need to thrive. With 26 students in kindergarten homeroom, or 27 in 1st and 2nd, and 33 in 3rd-5th, there is not enough time to form personal connections and check-in daily with every student they teach. With growing concerns about students' social and emotional well-being, we NEED decreased class sizes. The biggest way to enable teachers to impact students' social and emotional well-being is to have less students in all classes. The only way to make this possible is to increase funding to hire more teachers. Schools would also benefit from having more than one school guidance counselor and school psychologist to help impact students' mental health and well-being in ways that classroom teachers cannot. This also requires increased funding to hire these support staff.

Thank you for your consideration,

Kristen Beach
kbeach@hcpss.org
8410 Woodward Street
Savage, Maryland 20763

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:14 PM
To: Sayers, Margery
Subject: FW: additional classroom staff funding

From: Kristie Metz <kristie_metz@hcpss.org>
Sent: Wednesday, May 1, 2019 2:13 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: additional classroom staff funding

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

County Councilpersons,

I write to you with deep concern over classroom staffing allocations. As one of the wealthiest (and therefor successful) counties in Maryland, it troubles me that we are cutting our students' access to our most valuable assets in the classroom - our teachers. By making class sizes bigger, Howard County is rejecting some of the most fundamental, reliable, research-based information regarding the correlation between class size and student success. It seems to me that a major mission of Howard County is to achieve equity in the classroom, yet the county's answer is to increase class size and strain student to teacher access while continuing to fund central office positions that have limited, if any, contact with our students in the classroom. Our extraordinary budget needs are not addressing classroom needs, resources, and technology. It seems to me that our budget is going to talking heads in a building removed from those buildings that actually host our students. Please fund our teachers and the specific resources that are needed in our classrooms daily, rather than bureaucracy. Our students develop relationships with teachers, and yet our enormous budget is not allowing for best practices with a smaller teacher to student ratio in the classroom. I am frustrated by non-classroom personnel being prioritized over those who directly interact with our students on a daily basis. Please fund us, and in the future, consider trimming the fat from the offices that never see our students. I sympathize with the county's budget being exorbitant, but affecting our teaching staff is not the answer.

Thank you, sincerely, for your time and careful attention,

Kristie Metz

Kristie Metz

kristie_metz@hcpss.org

516 Charing Cross Road

Baltimore, Maryland 21229

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:14 PM
To: Sayers, Margery
Subject: FW: HCPSS Budget

From: Sharon Gregory <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 1:45 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: HCPSS Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Dear Council Members,

I'm a proud HCPSS educator who work inside the classroom. Please add additional funding to the BOE's budget to support lowering classes. Presently there are far too many distractions now with devices and the student to teacher ratio. If we increase the sizes this causes additional problem but the most important is SAFETY!!!! How can one educator evacuate 30 + students in an emergency especially at the elementary middle school level. If a Kindergarten student has a seizure in the classroom WHO is getting the nurse? WHO is keeping the class calm while help comes? Are they suppose to watch the student in crisis? Could you move 30+ students at a moments notice and keep them clam? It's not always about how it looks on paper but in the flesh. Come out and see it for yourself!!! Not as a quick 10mins but spend half a day at each level. See how things operate on a daily basis. See our Related Arts Educator who have over 30 students, Art teacher squeeze seats together, Music teachers, PE and Technology teaching 30 students about computers who've never seen one. Stuffing more students in a small space is NOT the answer... Our school is using every nook and cranny there is in our building. We need to Do More but this is NOT It!!! Ask the ones who are on ground ZERO. Your Answer is right in your craps. Let's Work Together not Separate. Funding is the KEY.

Sharon Gregory
sgreg0304@gmail.com

5611 Gulf Stream Row
Columbia, Maryland 21044

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:13 PM
To: Sayers, Margery
Subject: FW: Larger class sizes are a detriment to the learning environment.

From: Sarah Pappalardo <info@email.actionnetwork.org>
Sent: Wednesday, May 1, 2019 1:51 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Larger class sizes are a detriment to the learning environment.

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

As a science teacher and department team leader in HCPSS for the past 10 years (I taught in Ohio for 9 years prior), I am horrified that one of THE best school districts in the country is advocating larger class sizes and the surplussing of multiple teachers per building due to budget constraints. Larger class sizes reduce the ability of teachers to get to know our students as individuals, eliminates our ability to utilize community circles/restorative justice due to lack of staffing, reduces our ability to do hands-on activities in classrooms, and illustrates to students that they are simply a "number" in the system, and to be passed along whether or not they have learned the curriculum or have established any relationships with staff, teachers, and fellow students. I implore you to provide the adequate budget to provide TEACHING and support staff in each building in order to provide our Howard County children with the best possible education we can give them.

Thank you for your time, and I trust you will make the right decision for our kids and our teachers.

Sarah Pappalardo

Sarah Pappalardo
squick08@gmail.com
9001 Montpelier Drive
Laurel, Maryland 20708

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:13 PM
To: Sayers, Margery
Subject: FW: FULLY FUND HCPSS

From: Tom Brandel <thomas_brandel@hcpss.org>
Sent: Wednesday, May 1, 2019 2:10 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: FULLY FUND HCPSS

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

As a teacher in HCPSS, I can tell you that it is critical that you fully fund our great schools. Increasing class sizes and reduction of staff should not be an option. Honoring our negotiated agreements is most important.

Safety of our students becomes a major concern with a reduced work force.

Our children deserve a world class education. People move to Howard County for our great school system.

Tom Brandel

Tom Brandel
thomas_brandel@hcpss.org
2107 Stillwater court
Eldersburg , Maryland 21784

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:04 PM
To: Sayers, Margery
Subject: FW: Fund our schools

From: Donna Cerbo <donna_cerbo@hcpss.org>
Sent: Monday, April 29, 2019 11:22 AM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Fund our schools

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Please fund our schools so we can hire additional staff and supports for our students. Thank you for the funds for the negotiated contracts.

Donna Cerbo
donna_cerbo@hcpss.org
3005 John Bernard Drive
Ellicott City, Maryland 21042

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 2:03 PM
To: Sayers, Margery
Subject: FW: Help your teachers

From: Jennifer Hamdorf-Torrens <JENNIFER_HAMDORF@hcpss.org>
Sent: Monday, April 29, 2019 11:30 AM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Help your teachers

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Please come visit our classrooms and sit down to talk with teachers about their needs (not a panel of selected teachers, a real, true, Q&A): 1) smaller class sizes 2) Less personnel at Central Office taking away funds from classrooms 3) updated technology 4) more flexible scheduling to allow for personalized learning models such as Summit Learning Program 5) more flexible scheduling to help middle school students navigate the new world they exist in. We cannot continue to exist on the funds we have; you are asking way too much of teachers. The burnout is real and the replacements are few.

Sincerely Jen Hamdorf-Torrens

Jennifer Hamdorf-Torrens
JENNIFER_HAMDORF@hcpss.org
3 Fairfield Drive
Catonsville, Maryland 21228

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Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 1:59 PM
To: Sayers, Margery
Subject: FW: HCPSS Budget

From: Colleen Morris <cmorris@hcpss.org>
Sent: Monday, April 29, 2019 11:44 AM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: HCPSS Budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Dear County Council,

Last year the 11M that the County gave to HCPSS in one time funds was directed to rising employee health care. This is a reoccurring cost and thus, we need it again this year. Please try your best to, again, provide additional funds so that our BoE does not have to cut essential supports that will hurt our students and staff.

Sincerely,
Colleen Morris
River Hill

Colleen Morris
cmorris@hcpss.org
6432 Quiet Night Ride
Columbia, Maryland 21044

■

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 1:58 PM
To: Sayers, Margery
Subject: FW: budget

From: Brian Donoughe <info@email.actionnetwork.org>
Sent: Monday, April 29, 2019 12:08 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: budget

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

Please increase the money going to HCPSS students.

Thank you

Brian Donoughe
bdonoughe@gmail.com
6171 Clearsmoke Court
Columbia, Maryland 21045

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 1:35 PM
To: Sayers, Margery
Subject: FW: Additional public school funds request

From: Danielle McGee <Danielle_McGee@hcpss.org>
Sent: Tuesday, April 30, 2019 5:10 PM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: Additional public school funds request

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

I work in one of the BEST county's for public education for our students. However, the lack of staffing and funds all go towards the number one goal of teachers and service providers- to give our children the BEST education they DESERVE! Please help us with extra funding to continue in our fight to provide our kids the appropriate education they NEED to thrive and change the world!

Danielle McGee
Danielle_McGee@hcpss.org
11940 Scaggsville Rd
Clarksville, Maryland 20759

Sayers, Margery

From: Jones, Opel
Sent: Wednesday, May 1, 2019 1:02 PM
To: Sayers, Margery
Subject: FW: HCPSS Budget Needs

From: Lorna Walls <lorna_walls@hcpss.org>
Sent: Wednesday, May 1, 2019 8:57 AM
To: Jones, Opel <ojones@howardcountymd.gov>
Subject: HCPSS Budget Needs

[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Opal Jones,

I am a parent of students attending public schools in Howard County and a Paraeducator in the county also. I am urging that HCPSS receives the funding necessary to run our schools effectively. As a parent, I have had children in this school system for 15 years. I am have been lucky that my children have mostly had smaller class sizes which has helped with their education. Being a Paraeducator, I see first hand how larger class sizes effects learning. Every class that I have assisted in has children who learn on different levels. My major concern is that the children who are not the top nor the bottom will suffer. It is too much to ask one teacher to educate 33 students who have a variety of learning abilities. My fear is that we will start to see more children fail. I hope that the future of our children will be put first and the additional funding will be granted. Thank you!

Lorna Walls
lorna_walls@hcpss.org
10114 Silver Twine
Columbia, Maryland 21046