

Sayers, Margery

From: Vanita Tuliani <vanitatuliani@gmail.com>
Sent: Monday, September 30, 2019 12:04 PM
To: redistricting@hcpss.org; superintendent@hcpss.org; mavis_ellis@hcpss.org; kirsten_coombs@hcpss.org; vicky_cutroneo@hcpss.org; christina_delmont-small@hcpss.org; jennifer_mallo@hcpss.org; sabina_taj@hcpss.org; chao_wu@hcpss.org; boe@hcpss.org
Cc: Ball, Calvin; Jones, Opel; Jung, Deb; Yungmann, David; Rigby, Christiana; Walsh, Elizabeth; CouncilMail; katiefry.hester@senate.state.md.us; trent.kittleman@house.state.md.us; warren.miller@house.state.md.us; Kathleen_Hanks@hcpss.org
Subject: Oppose Dr. Martirano's Redistricting Proposal - letter from grandparent
Attachments: VST letter 093019.pdf

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

Dear all -
Please see attached.
Vanita Tuliani

September 30, 2019

To: Howard County BOE, Dr. Michael J. Martirano, Superintendent, Howard County Public School System

Cc: County Council Members, HoCo County Executive, District 9 State Senator, District 9A State Delegates

Subject: Oppose Dr Martirano's Redistricting Proposal

Dear Board of Education (BOE) Members and Dr. Martirano,

As a longtime resident of Howard County Maryland (residing in Polygon 176) and a grandparent of two young children, I am writing to express my significant concerns about the impact of Dr Martirano's Attendance Area Adjustment Plan, dated August 20, 2019.

Consider these facts:

1. Neighborhoods in a 1-mile radius from River Hill High school will have students going to 3 different high schools!
2. Atholton sending 610 students out and receiving 471 students for a total turnover of 1081 students!!
3. Atholton and Oakland Mills High school boundaries gets split in multiple sections and separating communities.
River Hill is an under-capacity school (projected to be at 94% Projected Utilization for 2019/2020 school. This is at the lower end of the Target Utilization range); the proposal wants to move 478 students out and bring in 741 students in that is a net gain of 229 students. The total turnover of students will be 1229 students!! That is a rate of over 80% of the school total capacity. This is the highest turnover school in the county as proposed!!! This is extremely disruptive and unnecessary for a school.
4. The polygons that they propose to move from River Hill to Wilde Lake live about 1.5-3.5miles away from River Hill!
5. The proposal will TRIPLE the distance to about 6-9 miles away and increase commute times in the morning and for after school activities.
6. The overall FARM rate of River Hill will increase from less than 5% to 5%.
7. The Proposal mentions to move 513 students from Atholton to River Hill.
8. The polygons that they propose to move live farther away to River Hill than communities closer to River Hill High School. Also, the FARM rates of Atholton are less than 10%.

Here's how my grandchildren will be impacted:

1. My grandchildren from Polygon 176 would have to drive through River Hill High School bus and car traffic, en route to Wilde Lake High School.
2. Their commute would triple (as compared to River Hill High School).
3. Such long commute times would affect their sleep (at least 2 hours of sleep deprivation daily), family time reduced, and could lead to higher probability of accidents given that high school students would be new drivers on the road driving longer distances with increased traffic jams.

4. Longer commute also reduces families' engagement with the schools since they're further away and this would impact the childrens' education.
5. Longer transportation times would lead to higher expenses for the Board of Education with zero return on investment and higher polluting emissions. These are our tax dollars that are being wasted instead of being spent on appropriate educational resources.
6. Given the impact on my schedule, the family may not be able to pick up my kids in time after their extracurricular activities so those activities may have to be cut down, affecting their education and all-round development.
7. Our family chose to go to these local schools (like River Hill High) when we moved to our current home. We treat our local schools as part of our community, which is being torn apart. Our friendships affected (since local children will now be sent to 3 different high schools); so, the choice taken away from us and all of us are feeling these impacts. This redistricting plan is disruptive of our community.

Also:

1. Any re-districting proposal should instead be focused on those five High Schools that are operating above Target Utilization levels (110%).
2. Transferring students from a school with a low FARM ratio to a school with a high FARM ratio, only results in better "averages" for the schools. IT DOES NOT PROVIDE ANY INCREMENTAL EDUCATIONAL RESOURCES OR OPPORTUNITES DIRECTLY TO THE STUDENTS.
3. Shuffling students across schools with longer commute times do not improve scores - they increase stress and hardship for families.

Let us discuss some alternative scenarios including:

1. River Hill High School could receive students from nearby schools such as Wilde Lake, Atholton or Howard, without sending 478 students out to other schools. There should be a way to improve capacity utilization and reduce the 7,396 students being disrupted.
2. Postpone redistricting until 2022 (for HS13) by using additional temporary classrooms. Allow time to plan the move in a non-disruptive manner. We owe stability to our kids.
 - a. Consider this article: "Switching Schools: Reconsidering the Relationship Between School Mobility and High School Dropout" published by JHU Dept of Sociology (Joseph Gasper, Stefanie DeLuca, Angela Estacion) – per the abstract– "Youth who switch schools are more likely to demonstrate a wide array of negative behavioral and educational outcomes, including dropping out of high school."
3. Do not redistrict at all. Consider creating a system where underperforming students would be given a choice where to attend school (within a certain radius); motivate such students to attend local schools with the capacity and capability. Add resources (teachers/specialists) and therefore improve scores by directly targeting underperforming students, adding resources and boost test scores. Title 1 schools already offer such resources for economically challenged students. We should focus on underperforming students for true education equity.

Thank you,

Vanita Tuliani (Very concerned grandparent)

Sayers, Margery

From: veertuliani@outlook.com
Sent: Monday, September 30, 2019 10:34 AM
To: redistricting@hcpss.org; superintendent@hcpss.org; mavis_ellis@hcpss.org; kirsten_coombs@hcpss.org; vicky_cutroneo@hcpss.org; christina_delmont-small@hcpss.org; jennifer_mallo@hcpss.org; sabina_taj@hcpss.org; chao_wu@hcpss.org; boe@hcpss.org
Cc: Ball, Calvin; Jones, Opel; Jung, Deb; Yungmann, David; Rigby, Christiana; Walsh, Elizabeth; CouncilMail; katiefry.hester@senate.state.md.us; trent.kittleman@house.state.md.us; warren.miller@house.state.md.us; Kathleen_Hanks@hcpss.org
Subject: STUDENT TESTIMONY: Oppose Dr. Martirano's Redistricting Proposal
Attachments: Dear BOE Members - VRT 092519_.docx

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

Dear all,

Please see attached letter.

Thanks.

September 26, 2019

To: Howard County BOE, Dr. Michael J. Martirano, Superintendent, Howard County Public School System

Subject: Student Testimony (Veer Tuliani) - Oppose Dr. Martirano's Redistricting Proposal

Dear Board of Education (BOE) Members and Dr. Martirano,

My name is Veer Tuliani and some call me polygon 176. I am a student in Folly Quarter Middle School, and I attend accelerated Math classes in River Hill High School.

I am SHOCKED to think you are considering moving almost 13% of the overall student population. It is a BIG DEAL!

For my polygon, River Hill High School is an under-capacity school and you are considering transferring **out** students from this school. The total turnover is slated to be 80% of the total capacity! **Why?**

I live only a few minutes (2 miles!) driving distance from River Hill and you're proposing to triple my commute to a school much further away (you know I would be driving past it each day to get to my new school, right)? I would like to have some answers to my questions:

When you deprive me of 2 additional hours every day because the new school is so far away:

1. What happens to my sleep?
2. What happens to my homework that needs to be completed but I cannot because I am exhausted?
3. What happens to my desire to play with my little sister, but I have no time?
4. What happens to my family time that I crave?
5. What happens to the sports that I want to do after school? I love to play tennis and cricket.
6. What happens to my SAT scores when there's little time left to prepare?
7. What happens to the times when buses run late, and my classmates and I are left stranded in the extreme weather?
8. What happens to extra-curricular activities that I will not be able to attend?

9. What happens to my friends? My local River Hill community is being split up and sent to 3 different high schools.
10. What happens to my parents who want to come to my school and volunteer or participate in after-school clubs and activities but cannot because it is so far away?
11. What happens during early dismissals or during appointments when I need to be picked up from school and my parents must take additional time off?
12. What happens when my sister starts elementary school next year and my parents must do a round trip of 50 minutes (school to school) and can't reach in time?
13. What happens when I start driving? I would be sleep deprived and yet must face the increased school traffic on the streets? Who is responsible for keeping me safe?
14. What happens to the mental health of students like me who are unhappy with this redistricting, but you decide to impose upon us anyway?
15. What happens to the extra monetary burden you take on to fund this program?
16. What happens to the needless amount of additional carbon emissions? Do you expect my generation to take care of that?

Here's what I know and understand:

1. My elementary school was Running Brook Elementary School, a high FARMs school and a Title I school. Kudos to all my excellent teachers including Mrs. Van Reenan, Mrs. Mangus, Mrs. Filler and my superb principal Mr. Todd. I was an overachiever and got a lot more resources, just like some others (who were challenged) received additional help. I even skipped third grade. I scored in the top 5 percentile in Math Olympiad. I won every single school spelling bee and participated twice at the National Spelling Bee.
2. River Hill High School is part of my community where I belong. I would be happy to receive friends who may be transferred here but I do NOT want to be transferred OUT of this school.
3. My friend community is already diverse. I have had friends who are rich and poor. White and black. Yellow and brown. Short and tall. I do not need to go to another school to experience it nor do I think there's any meaningful benefit.
4. As a second-generation immigrant, I have seen from my family how much disruptive change can impact and uproot lives and how much adjustment it takes. So, no disruptive change should be imposed upon anyone without a sound and valid reason. This redistricting plan does not have solid reasons as far as I can tell.
5. I believe we need integration and support around student abilities, not around how much money their parents make.
6. Shuffling students across schools with longer commute times do not make for better students - they increase stress and hardship for families.

Please be thoughtful when you redistrict and do it in the least disruptive manner.

Thank you.

Sincerely,

Veer Tuliani

Sayers, Margery

From: dunniganzoo@verizon.net
Sent: Sunday, September 29, 2019 10:17 PM
To: CouncilMail
Subject: CR112.docx
Attachments: CR112.docx

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

Sorry I hit send before including my information:

Maura Dunnigan
4808 Woodshire Garth
Ellicott City, MD 21043

I would also like to add that while I support my own representative, Liz Walsh on many issues, I was deeply disappointed to not see her as a co-sponsor on this resolution. I hope that the aspirational compass and value statement that this resolution expresses is one that is shared by ALL our officials.

Respectfully yours,
Maura Dunnigan
443-956-7969

Testimony in Support of CR 112-2019

A resolution requesting the Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors.

Not everything that is faced can be changed, but nothing can be changed until it is faced. ~James Baldwin.

Good afternoon esteemed county council members. I vehemently support of CR112 and facing head on the inequities facing OUR children. My name is Maura Dunnigan, I am a D1 resident, former HCPSS teacher, mother of 5 children who are products of that system and spent 14 years teaching students about Jim Rouse's vision for better places, and better people through a community based on equity and inclusion. It is through that lens, along with analyzing the hard truths about our current achievement gaps and increasingly segregated schools that I applaud your decision to boldly and clearly state the need to address these disparities.

My question today is who are we as a community?

- Are we going to say the only children that matter or deserve certain educational opportunities must be able to buy into it?
- Is the diversity and equity mantra that Howard County loves to tout simply hollow PR for the next Great Places to Live rating? Or do we simply embrace diversity as long as you can afford the right house in the right school district?

I don't need to educate you all on the history of our county, the path to fight for civil rights or the overwhelming research that supports the importance of prioritizing racially and socioeconomically diverse schools. Though if you want to review the data and studies, I'm happy to forward them.

I was listening to Nikole Hannah Jones, author of the 1619 project, who suggested a simple look into our history demonstrates that only when pushed through state action, will we find equilibrium. When individuals perceive their indiv. rights trump all else, they pull out every stop to cling to the status quo to maintain these systems. Caught up During the civil rights era, if whites and those with money couldn't control the public spaces: pools, public transportation, hospitals, police/security, and schools- they privatized these systems to exclude and segregate.

Are we going to allow our public schools to become yet another pay to play space? Are public schools zero sum games where you win and I lose? Where one school is good enough for those kids, but not for MY kids? As Jim Rouse used to say this is not only irrational, it is immoral.

Thank you County Council members who sponsored and support this resolution. Thank you for reminding us of the difficult, sometimes politically unpopular stances you as PUBLIC officials must take to remind us that the common good is not only advocating to the loudest voice, those who leverage their power and wealth or wear a matching tshirt, but the advocacy for those who need it the most.

Thurgood Marshall- "unless our children begin to learn together, then there is little hope that our people will ever learn to live together."

Sayers, Margery

From: Ana Aleshin <deltana@comcast.net>
Sent: Sunday, September 29, 2019 5:07 PM
To: CouncilMail
Subject: building and busing

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

Please stop the building and trying to social engineer Howard County / busing kids from district to another. We pay the salary to government officials because we believed that you would work for the people that elected you. Politicians work for their ideals and don't listen to your constituents. We're experiments/puppets. One day more people will wake up and decide to vote you All out!
Please feel free to share this with your buddies.

Sent from my iPad,
Ana Aleshin

Sayers, Margery

From: Jones, Diane
Sent: Saturday, September 28, 2019 9:45 PM
To: Sayers, Margery
Cc: Walsh, Elizabeth
Subject: Fwd: Inquiry re: CR112-2019

Hi Margery, please include this email in the public record for CR-112 if it is not already there. Thank you,

Diane

Sent from my T-Mobile 4G LTE Device
Get [Outlook for Android](#)

From: Walsh, Elizabeth
Sent: Saturday, September 28, 7:35 PM
Subject: Fwd: Inquiry re: CR112-2019
To: Jones, Diane
Cc: Fisher, Karina, Dvorak, Nicole

Liz Walsh, Council Member
Howard County Council
Serving District 1

3430 Court House Drive
Ellicott City, MD 21043
410.313.2001

From: Kate Amara <amarakate@gmail.com>
Sent: Thursday, September 5, 2019 1:41:39 PM
To: Walsh, Elizabeth <ewalsh@howardcountymd.gov>; Jones, Opel <ojones@howardcountymd.gov>; Rigby, Christiana <crigby@howardcountymd.gov>; Jung, Deb <djung@howardcountymd.gov>; Yungmann, David <dyungmann@howardcountymd.gov>
Cc: Singleton, Julia <jsingleton@howardcountymd.gov>; publicinfo@hcpss.org <publicinfo@hcpss.org>; mavis_ellis@hcpss.org <mavis_ellis@hcpss.org>; kirsten_coombs@hcpss.org <kirsten_coombs@hcpss.org>; vicky_cutroneo@hcpss.org <vicky_cutroneo@hcpss.org>; christina_delmont-small@hcpss.org <christina_delmont-small@hcpss.org>; Jennifer Mallo <jennifer_mallo@hcpss.org>; sabina_taj@hcpss.org <sabina_taj@hcpss.org>; chao_wu@hcpss.org <chao_wu@hcpss.org>; Student Board Member <student_member@hcpss.org>
Subject: Inquiry re: CR112-2019

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

Dear Howard County Council Members,

My name is Kate Amara. I am the lead political reporter at WBAL-TV in Baltimore, but not emailing in that capacity today.

I am reaching out as a resident of Maple Lawn and the parent of twin 2nd graders at Fulton Elementary School. We live in polygon 259. Our kids are not slated for reassignment under the Superintendent's redistricting plan...at least...not as of today.

I am asking every stakeholder and decision maker...to advocate for keeping Maple Lawn's three polygons-- 259, 1259 and 1256 -- together in the same elementary school.

Right now, you're probably thinking "I have no control over that process..." because that's the basic response I've heard ...from nearly every elected leader (not including the school board) when I've asked questions about the Superintendent's redistricting plan.

But you and I both know - that the county council, county agencies and the county executive play a key role in the process -- and are largely responsible for how we got here in the first place.

And so -- please answer the following questions for this howard county mom...who knows what to ask, and who to ask it of, because she happens to be a journalist:

Why is it important to take up CR112-2019 at this moment in time?

Do you believe it is ethical for the County Council to insert itself into an already explosive public debate?

Do you believe it is wise to add an additional layer to a conversation that is already complex and confusing, and one many residents fear -- they will not be a part of?

And finally, why take up a bill calling on the school department to draft and implement a plan.. when the howard county council approved the landscape as it now stands (please refer to Fulton Elementary School, APFO charts starting in 2014, and CB19-2016)? Why not take up legislation requiring the school superintendent to retroactively follow county law...and call on your own body to do the same going forward?

I am eager to hear your answers to these questions...and I'll be at your legislative session tonight...in case you do it then.

Thank you for your time.

Sincerely,

Kate Amara
Liberty St
Fulton, MD 20759
Polygon 259

Kate Amara
WBAL-TV
amarakate@gmail.com
[@kateamaraWBAL](https://www.facebook.com/kateamaraWBAL)
410-499-1625 (cell)
410-338-6501 (newsroom)

Sayers, Margery

From: Christine SANTOS-NURSE <christine.santosnurse@gmail.com>
Sent: Saturday, September 28, 2019 3:30 PM
To: CouncilMail
Subject: Support Council Resolution 112

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

Dear Howard County Council:

We, six adult voting residents of Howard County, strongly support Council Resolution 112, calling on the Howard County Public School System to ensure that Howard County Public Schools are integrated by socioeconomic factors and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in Howard County schools. We want to thank Councilpeople Opel Jones, Christiana Rigby, and Deb Jung and Howard County Schools Superintendent Dr. Martirano for their courage in sponsoring this resolution.

Our reason to recently relocate and purchase a home in this county, pay the high price and taxes for an old house that needs numerous repairs, without having children who can benefit from these wonderful schools is due to Rouse's vision and values. There are far more benefits to integration that money can't buy.

Economic isolation disadvantages all students in our system. Multiple studies show that when schools are integrated test scores and achievement rise for all students. Segregation in Howard County schools is unacceptable and against Howard County values! CR 112 is a courageous statement that Howard County will lead the way in confronting, and reversing, this tragic trend.

Sincerely,

Christine Santos-Nurse, Cheyenne Nurse, Shayne Nurse, Keith Montalvo, and soon arriving Scott Nurse and Leah Montalvo.
5129 W Running Brook Rd
Columbia, MD 21044

Sayers, Margery

From: Chuck Carter <roadrunnersva144@hotmail.com>
Sent: Saturday, September 28, 2019 1:31 PM
Subject: Improving Our Schools

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

Improving Our Schools
Time to remove Common Core from the Education system

What is going on with Bussing kids around the county for an additional million dollars just to put more "under achieving kids" someplace I guess the Under-achieving ones into schools that have no problems with their students.

How many of these students are Illegal Aliens, with no shots, no papers, and no sense of discipline.

It takes just one unruly kid to disrupt an entire class of children wanting to learn,

People moved into Columbia for good schools, not schools with inner city & third world hoods and thugs disrupting the learning process.

I have heard reports that three schools have already been trashed the learning experience of their student body. Parents are outraged, and the voters are appalled at the additional dumbing down of the education system.

The Climate Hoax Fad May FINALLY Be Coming to an End

Upwards of 500 leading climate scientists have signed and delivered a petition to the United Nations demanding an open, honest, and transparent debate on the issue. Their forceful **"European Climate Declaration"**

contends that no emergency exists, and gross exaggeration has led an end-of-days radicalization of politics.

The working scientists in climate change and closely related fields are well aware that liberal political activists have seized on the issue as a way to create hysteria, blur the facts, and garner votes.

In the U.S., upstarts such as New York socialist Rep. Alexandria Ocasio-Cortez frightened uninformed people that the world would be uninhabitable in “like 12 years,” unless her Green New Deal was immediately implemented. **Not a single Senate Democrat voted in favor of her climate hoax legislation.**

The fake news media rolled out splashy headlines as the so-called “climate kids” lectured international diplomats at the U.N. and member of the U.S. Congress. Brainwashed children such as 16-year-old Swedish climate activist Greta Thunberg have grown up in the midst of doomsday school curriculum and have been robbed of reality and hope.

“You all come to us young people for hope,” she said during an emotional video that went viral. “How dare you! You have stolen my dreams and my childhood with your empty words, and yet, I’m one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!”

Powerful words, indeed. That is, if they had a basis in fact rather than **data manipulated by political activists masquerading as scientists.**

It’s difficult to break the news to a youngster that there is no Santa Claus, Easter Bunny or Tooth Fairy. But the impartial European scientific community that petitioned for equal time and a fact-based discussion didn’t fit the biased media’s narrative. There were few, if any, splashy headlines. “Climate science should be less political, while climate policies should be more scientific,” the European Climate Declaration reportedly states. “Scientists should openly address the uncertainties and exaggerations in their predictions of global warming.”

The 500 scientists do not stand alone despite false propaganda that “97 percent” of (of only 100 believers of Global Cooling were polled) climate scientists agree with end-of-world models. Non-partisan polls show that **31,000 scientists reject these apocalyptic theories**, and 40 percent of say “no convincing evidence” exists

“I would like to see the public look upon global warming as just another scientific controversy and oppose any public policies until the major issues are settled, such as the cause,” founder of the Science and Environmental Policy Project, S. Fred Singer said. “If mostly natural, as NIPCC concludes, then the public policies currently discussed are pointless, hugely expensive, and wasteful of resources that could better be applied to real societal problems.”

The climate declaration submitted to the U.N. secretary-general reinforced the growing voices within the scientific community that **current models that create the type of fear and dread showcased by youngsters such as Thunberg have no basis in facts.**

“There is no statistical evidence that global warming is intensifying hurricanes, floods, droughts, and suchlike natural disasters, or making them more frequent,” the scientists stated. “There is no climate emergency. Therefore, there is no cause for panic and alarm. We strongly oppose the harmful and unrealistic net-zero CO2 policy proposed for 2050.”

But another little-known “inconvenient truth” these scientists boldly point out is that the current extremists’ policy to save the world is damaging our global eco-systems.

“However, CO2-mitigation measures are as damaging as they are costly. For instance, wind turbines kill birds and bats, and palm-oil plantations destroy the biodiversity of the rainforests,” the petitioning scientists state.

Many countries, including the U.S., are engaged in devastating acts of deforestation to create solar fields. During former President George W. Bush’s administration, homeowners were encouraged to take advantage of tax incentives to install panels and go green. Those middle-of-the-road policies were basically put on steroids during the Obama years. Today, vast forests are being leveled and replaced with solar panels. And, too many farmers have given up on tilling the soil in favor of cash for land use. Extremists policies are creating the exact illness they claimed to cure.

“Therefore, it is cruel as well as imprudent to advocate the squandering of trillions on the basis of results from such immature models,” the declaration reportedly states. “We urge you to follow a climate policy based on sound science, realistic economics, and genuine concern for those harmed by costly but unnecessary attempts at mitigation.”

When was the last time these kooks asked for an environmental impact statement for a volcano eruption.

Sayers, Margery

From: Leonardo McClarty <lmccarty@howardchamber.com>
Sent: Saturday, September 28, 2019 9:45 AM
Subject: Baltimore Sun Article on affordable housing
Attachments: Affordable Housing Article-9.26.19 Balt Sun.pdf

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

In case you missed this, I am sharing as information and food for thought. This is not to be taken as an agreement or disagreement with the author.

Thanks

Leonardo McClarty, CCE
President/CEO, Howard County Chamber
410-730-4111; 107

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Study: Housing policy backfires

By Emily Hamilton

Inclusionary zoning is perhaps the most popular affordable housing program among U.S. local governments today. It requires new housing developments to include some homes that are rented or sold at below-market-rate prices to address a lack of reasonably priced homes. But while there is no question that we need more housing at price points affordable to people of all income levels, inclusionary zoning isn't working.

In fact, in a new study, I find that in the Baltimore-Washington region, the policy is making housing more expensive, not less.

Our region, like many parts of the country with strong economies and high-paying jobs, suffers from a housing shortage. The primary culprit is strict local zoning regulations that make it difficult for homebuilders to provide enough new homes in the places where people want to live. Over the past 20 years, the D.C. area (the faster-growing portion of the larger Baltimore-Washington region) has added only half as many new homes as it has residents.

Additionally, land use regulations — from bans on apartments on most of the land in every jurisdiction in the region, to requirements that new homes in some exurbs sit on multiple-acre lots — drive up the cost of the housing development that is allowed. In Arlington, where I live, multifamily housing is only permitted on 12% of residential land.

In response to high housing costs, policymakers in 22 of the region's jurisdictions have implemented inclusionary zoning. Often inclusionary zoning programs require a portion of units to be affordable to residents earning 80% of median income, about \$70,000 for households across the region. That means units that rent for about \$1,800 per month. Some programs, like Baltimore's, aim to serve residents earning as little as 30% of the median income.

By requiring homebuilders to provide subsidized homes, inclusionary zoning is essentially a tax on new housing construction, which raises the price of market-rate, non-subsidized homes. However, most jurisdictions in the region pair inclusionary zoning with "density bonuses" that allow developers to build more housing than they would otherwise be allowed to provide. These can partially or fully offset the cost of providing the subsidized units. This means inclusionary zoning both allows for more housing construction and increases the costs of development — but what's the overall effect?

According to my research, each year that a mandatory inclusionary zoning program is in place, a jurisdiction's house prices increase by about 1% beyond what they otherwise would. This local estimate is in line with most studies of inclusionary zoning, which find that the policy has led to higher prices in the places that have adopted it.

Here's what that means in practical terms: We're relying on a housing affordability "fix" that makes the problem worse for everyone who doesn't get a subsidized unit.

That might be tolerable if inclusionary zoning programs produced enough subsidized homes for the residents who qualify, but it doesn't — not even close. Montgomery County has the longest history with inclusionary zoning in the country, and it also produces the region's most below-market-rate housing units per year. Even so, fewer than 4% of Montgomery County homes are inclusionary zoning units. Baltimore policymakers have commonly waived inclusionary zoning requirements if developers can

show that the cost of providing them would make a project unfeasible. Its program has produced only 34 homes for low-income families during the nine years it's been in place.

Across the region, the subsidized units must be allocated by long wait lists or lotteries because many more people qualify than there are units available. That means when inclusionary zoning raises market-rate house prices, the burden falls hardest on people who are the least well-off.

As its name indicates, inclusionary zoning is marketed as a remedy for "exclusionary" zoning: local land use regulations that drive up home prices and keep people out. But in reality, it leaves these rules in place. The density bonuses that inclusionary zoning programs offer are only valuable because regulations prevent developers from building new homes — particularly lower-cost, environmentally and transit-friendly apartments — leaving us with shortages and high prices.

Taxing housing construction in order to get below-market-rate units makes no sense. Developers have every reason to build housing that's affordable to most residents if we do away with the apartment bans, minimum lot size requirements and aesthetic design standards that make only expensive units worth building. Local policymakers could then focus on dedicating public resources to more direct forms of aid for the low-income households who need it.

Emily Hamilton (ehamilton@mercatus.gmu.edu) is a research fellow with the Mercatus Center at George Mason University in Arlington, a former District of Columbia advisory neighborhood commissioner and the author of a new study on "Inclusionary Zoning and Housing Market Outcomes."

<https://digeledition.baltimoresun.com/html5/mobile/production/default.aspx?pubid=99644e1a-52da-4fe3-8f78-a84e4fe4d386&edid=1855bb8c-a3fc-4fb6-a3ad-b3309b0582b2>

Sayers, Margery

From: Alberto Diaz <aadiaz3@gmail.com>
Sent: Friday, September 27, 2019 3:28 PM
To: CouncilMail
Subject: Testimony CR112
Attachments: AD CR112 Testimony.pdf

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

Hello dear Council members,

With regards to CR112, my written testimony is attached. Thank you for your time.

Alberto Diaz
Howard County Resident

CR112 Testimony

Good afternoon members of the Council,

My name is Alberto Diaz, a resident of Howard County since 2008 and I oppose CR112. I want to focus my time on the trends around this controversial "toothless" resolution and its unfortunate effects, that I consider still repairable.

It is no mystery that this last month has been filled with stress for all involved given the redistricting proposal that has emerged from the superintendent's office. The county has thrived on its strong brand as an educational hub in the state and nationally, for good reason, for many years. The county's growth has been driven by that, as have the economics that have contributed to the county's upward spiral. The proposal, for good reason, has shaken the very foundation that built the county and has broken the people's trust, a trust that took over 30 years to build, one credible layer at a time. There is no worse formula for economic development. The use of racially-charged language does little to help CR1112, particularly in a county as diverse as this one. With all due respect, it reflects very poorly on those who sponsor it, for its lack of substance and judgement as much as for its lack of tact.

The improvement to students' educational outcomes, as they emerge from the county's primary to high school experience has always rested on the Board of Education, that should be no different now. The County Council's mission has always been to oversee the county budget and ensure new regulations enhance the future of the county, by encouraging new investment that turns into tax revenues that ultimately "should" come back in one way or another to help the educational system that has for so long carried this county on its back. There is no defensible reason why the Council should meddle with, attempt to influence, or much less affect any outcome that isn't included in its mission. It's the reason laws against conflicts of interest exist. It's not the Council's mission to determine educational policy. Plain and simply isn't.

The county's educational system, and its historically favorable reputation, brings in new residents from all over the state and the country. When the County ranks in the top 3 on many national publications, the national stage takes notice, and families make decisions and financial sacrifices based on the reliability of county policy. And the county benefits by attracting the best and brightest, which ultimately helps IT.

It takes very little for hollow regulation to affect confidence in our county, especially when it gets national coverage. This trend quickly results in potential or current residents looking elsewhere for balanced living, particularly those most prepared. These are the folks who generate the most jobs, the folks who have ample options to leave first when they see reckless mishandlings by their representatives, that also result in misguided economic policy. They create or bring companies here (again, along with the many jobs) and financial wherewithal that enhances the county's future. However, when hubris takes over decision makers, whether in the private or public sectors, it marks the beginning of the end, EVERY SINGLE time. Please go back to basics and focus on financial matters and let the BoE focus on enhancing students' educational outcomes.

Some of you have represented that CR112 has no teeth, that it is meaningless. If that is the case, then why waste all these folks time here today and over the last and next month? Is work productivity loss by the so many that have been drawn into this empty process worth it? Is that a "winning" personal or community combination? Are the people that are here (and watching at home today) by definition meaningless in the process? Do you realize, that just by shaking public confidence in the democratic process, on a present value basis, you are degrading the value of the county by a good fraction of its operating budget? And it's a big number. This created instability has the potential to affect its revenues, its financial credit, its financial future. By meddling into the topic of education, the Council is defeating the main goal of its financial mission. Please ponder that.

Focus on the goals that lead to this Council fulfilling its financial mission: Incentivize, motivate, and welcome new businesses, add to the economy of the county, create new jobs. Help our tax base. That's substance. By definition, CR112 has none of that ... and IT IS WASTEFUL.

Do away with CR112 (this resolution reflects so poorly on all) and save any semblance of credibility that currently may remain within this county and its governing Council.

Thank you all your time.

Sayers, Margery

From: Beverley Meyers <kings@villageofkc.org>
Sent: Friday, September 27, 2019 11:06 AM
To: redistricting@hcpss.org
Cc: CouncilMail; Ball, Calvin; michael_martirano@hcpss.org
Subject: Testimony from Kings Contrivance Community Association regarding school redistricting
Attachments: Letter to Board of Education Redistricting Sept 2019.doc

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

Please find attached testimony from the Kings Contrivance Village Board regarding the proposed school redistricting plans.

Please note my email has changed to Kings@VillageofKC.org

Beverley Meyers
Village Manager
Kings Contrivance Community Association
7251 Eden Brook Drive
Columbia, MD 21046
(410) 381-9600
Facebook: <https://www.facebook.com/KingsContrivance>
Website VillageofKC.org
Twitter: <https://twitter.com/villageofkc>



Kings Contrivance Community Association
Amherst House 7251 Eden Brook Drive, Columbia, Maryland 21046
(410) 381-9600 Fax (410)381-9628
kingscontrivance@columbiavillages.org

September 26, 2019

Board of Education
Howard County Public School System
10910 Route 108
Ellicott City, MD 21042

Dear Board of Education Members:

The Kings Contrivance Village Board understands the challenge and the necessity of redistricting. We thank you and your staff for working diligently to address issues in our school system while incorporating input from the community.

At our regularly scheduled September 18 village board meeting, residents from our village voiced concerns over proposed redistricting. Residents from Dickinson in our village are concerned that the neighborhood children may be separated into a different elementary school where only a small group from only three streets (Blue Sea Drive, Sandrope Court, and Stonebrook Lane, polygons 16, 1014 and 1016) would be sent to a school that no one around them would be attending. This small group would not be kept with their Dickinson village neighbors or their out parcel neighbors, with whom they share a fence.

The Village Board also heard from residents of Macgill's Common who are part of the village. This neighborhood is being proposed to move at the middle and high school level from other children in our village. Again, the Board is concerned that this small pocket of children is being moved away from where the other children in the village attend. The children of the village commune together in our village center, our pools and in their early years at our tot lots. Although the map may show RT32 dividing our village, the reality is that Macgill's Common residents mix with our Dickinson and Huntington residents to the south frequently in our village center and at our pools rather than neighbors to the north, or west across RT29.

The Board is also concerned about moving children in Macgill's Common from Hammond High school that is accessible by bicycle, with bicycle lanes along Shaker Drive and is walkable, with complete sidewalks, traffic lights and crosswalks and moving them to Atholton High which entails travel with no bicycle lanes, crosswalks, traffic lights or full sidewalk

accessibility. The area crossing over RT29 at the Seneca Drive bridge has always been hazardous and has had numerous bicycle accidents. The safety of our village residents is a major concern in this area. The Board feels that the value of accessibility is very important for all high school children who may want to be involved in after school activities. It is why back in 1979 the Board successfully campaigned to include sidewalk access on both sides of the bridge across RT32 at Shaker Drive to enable easy access to the residents of Macgill's Common who wanted to walk to the village center and Hammond High School.

The village board strongly believes that the success of redistricting lies in keeping neighborhoods together. Rouses vision was to have a walkable community with village children going to school together. The bike-path system in Columbia was developed with that in mind. Residents living near each other will work together to be active members of their shared school. This will lend itself to more support for the school, teachers, and the PTA.

The Kings Contrivance Village Board asks that you revisit proposed district boundaries and keep our neighborhood children together. Please pay special attention to small pockets of neighborhoods (such as the aforementioned three streets) where proposed boundaries would sever a population of students from all close neighbors. Understanding that a goal of redistricting is equalizing future populations at county schools, we have no concerns about which school our residents attend. The small number of students affected in the proposals will make little difference to the school FARM statistics of any school. However, the grouping of residents in neighborhoods together is critical to paving the way to an active school community who work together.

Again, thank you for your thorough attention to this complex task.

Warmly,

Barbara N. Seely
Chair, Kings Contrivance Village Board

Cc: Howard County Council,
Calvin Ball, Howard County Executive,
Michael Martirano, Howard County School Superintendent

Sayers, Margery

From: Christi Snyder <christisnyder0@gmail.com>
Sent: Thursday, September 26, 2019 9:40 PM
To: CouncilMail
Subject: CR112 Testimony
Attachments: C.Snyder-CR112 Testimony.docx

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

Please find my attached written testimony regarding CR112.

Thank you,
Christi Snyder

Dear Howard County Council Members,

My name is Christi Snyder, a full-time working mom, with one child attending Howard County Public Schools. I strongly support socioeconomic equity. However, I strongly **OPPOSE** CR112.

To start, all schools are racially integrated and diverse. To say they are not is doing a disservice to community members of Howard County; especially to our Asian friends and neighbors no longer considered minorities but rather 'white'. CR112 intentionally ignores the vibrancy and dynamic racial diversity which exists in our schools.

Nobody is denying that socioeconomic disparities exist in schools. The fault for that lies with the Zoning and Planning board though; not the Students of Howard County

In terms of the Zoning and Planning board – what happens when additional Developer building permits are approved, resulting in demographic changes such as socioeconomic status? Based on the clear text within CR112 which demands Howard County Public School System balance diversity and equity based on socioeconomic factors, will thousands of children be shuffled around again after a new Housing Development is approved? And again? And again?

There have been many statements made by supporters of CR112 that numerous studies report socioeconomic integration leads to improvements of achievement gaps. Conversely, there are numerous studies that reports any claimed improvements by integrating schools based solely on socioeconomic factors are INCONCLUSIVE. For your reference, I'm including a link to an article by Dr. Sarah Cordes from FutureEd, an independent think tank at Georgetown University's McCourt School of Public Policy (<https://www.future-ed.org/a-reality-check-on-the-benefits-of-economic-integration/>).

A County Council member cannot simply pick and choose which side they stand for and negate opposing research, then subsequently (and quickly) pass legislation because of an ideology or they feel they're on the right side of a social movement. WE MUST GET THIS RIGHT THE FIRST TIME. All children's futures hang in the balance.

CR112 does NOT consider any other factor that could lead to achievement gaps, other than racial and socioeconomic status. We will continue to be in a vicious cycle if we do not attempt to locate the root cause. Also, moving thousands of children to achieve marginal percentage movements is not solving any true underlying problems.

As examples, instead of:

- Subjecting many, many students to longer commutes
- Impacting their sleep patterns
- Tearing children from their social circles
- Negatively impacting a child's ability to participate in after-school activities
- Making it harder for parents to get to their child in an emergency
- Parents and students not being able to rely on their community for assistance

Why don't we improve and apply resources to the schools that desperately need it?

Due to CR112's overreach, I would also be remiss if I did not mention Maryland House Bill 590. While I am sure you are familiar with this bill, as a refresher, HB590 was signed into law by Governor Hogan on April 18,

2019 requiring members of the Howard County Board of Education to be elected by voters of certain Districts (with two countywide at-large members). Specific text – **ONE MEMBER FROM EACH OF THE FIVE COUNCILMANIC DISTRICTS IN THE COUNTY, ELECTED BY THE VOTERS OF THAT DISTRICT.** This starts in the 2020 election cycle. Based on some recent Howard County School redistricting maps shown to the public, boundaries have been redrawn that crosses District lines. This very practice of redrawing school boundaries based on the directive contained within CR112 of moving students based merely on socioeconomic and racial factors threatens many voters' ability to hold their elected members accountable when they cannot even vote for the member with jurisdiction over their child's school. Why is this acceptable? During my verbal testimony on 9/26, a few Council Members even mentioned they did not realize this unintended consequence; I appreciated that candor. While some members said I could still be able to rely on a different District BoE member because "they are a part of the entire committee", I would still not be able to VOTE for the representative of my child's school. HB590 is not a guideline or a suggestion, it is a LAW.

Despite my concerns around HB590, I want to reiterate that my main purpose of opposing CR112 is because of the children; CR112 will direct the Howard County School District to redistrict to change percentages. It will not change, nor help individual students who need it the most.

I want to leave you with this -- on 9/24 at 7:15 p.m., a white car drove by a group of peaceful protesters outside the BoE building. Protesters from EVERY ethnic group. With children present. A man in that white car screamed "Racists" from the top of his lungs. CR112 is dividing the residents of Howard County.

Some elected officials seem to care very deeply about their Legacy. For Council Members who vote YES for CR112, your legacy will be that you contributed to dividing our county; a divide that also causes children, CHILDREN you claim to support, to be called horrible names. I have to believe you are sincere in your support of the students of Howard County but if you support CR112 with your legacy in mind, instead of doing what's best for ALL children, well, that would be an absolute travesty.... AND something not easily forgotten.

Respectfully,

Christi Snyder
District 5

Sayers, Margery

From: Lisa Schlossnagle <lisabmrss@gmail.com>
Sent: Thursday, September 26, 2019 9:15 PM
To: CouncilMail
Subject: text of spoken testimony on CR112, with supporting data
Attachments: CR-112 Testimony - Sept 26.pdf

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

Please see my attached testimony.

Best regards,
Lisa Schlossnagle

Good evening. My name is Lisa Schlossnagle, I live in Fulton, and I support CR-112.

My written testimony describes an array of benefits of diverse, integrated schools: things like the long-term generational outcomes, the shorter-term economic effects, and even my own personal experience as a student and parent in Howard County schools.

It goes on to ask for you to collaborate with the school system in developing an integration plan, and to change the resolution's language accordingly. I am so pleased that members of this Council and members of the Board of Education have stated publicly their desire to work with each other on this issue and even suggested developing a task force-type group to include the variety of perspectives needed to understand and address the issue. I hope you will read my testimony, because I want to speak to another facet of this resolution.

You see, I am sick to my stomach right now over the divide in our county. From the rhetoric in spoken and written testimony, to say nothing of social media, we seem to be divided very deeply. That is not your fault. CR112 did not cause these divisions. The Superintendent's proposed redistricting plan did not cause these divisions. These divisions are rooted in an "us vs. them" mindset that has been here for a very long time. One manifestation of this mindset is in the enrollment disparities of our schools.

While Howard County is quite diverse, and we have both racial and economic diversity in this county, diversity is different from integration. We have some racially integrated schools and some socioeconomically integrated schools. These are schools that have proportional representation of racial subgroups and/or students living in poverty as measured by FARMs participation.

The county averages for FARMs participation are 27% in elementary school, 26% in middle, and 22% in high school, yet 39% of our 74 schools have less than half the county

average of this marker of low-income households. Twelve of these 74 schools have two times the system average of FARMs participation.

I assure you that many of our schools are racially segregated as well. We have five elementary schools with less than or equal to 5% Asian students in a county with 22% Asian students. That is not integration. We have one elementary school with 7% white students in a system with 34% of its students identified as white. That is not integration. (These numbers come from analyzing the Superintendent's proposed redistricting plan. I have highlighted the largest racial subgroups below.)

In closing, I trust you will amend the resolution and seek many ways to collaborate with the school system on creating excellent, equitable education for our county's children. And I thank you for your service to our community.

Free and Reduced-Priced Meals Program Participation (FARMs)				
School Level	System average	# schools < half the average	# schools > twice the average	Notes
ES	27%	17 (40%)	7 (16.6%)	9 schools (21%) have <5% FARMs
MS	26%	7 (35%)	2 (10%)	4 schools (20%) have <5% FARMs
HS	22%	5 (41%)	3 (25%)	3 schools (25%) have <5% FARMs

Race/Ethnicity - Asian				
School Level	System average	# schools < half the average	# schools > twice the average	Notes
ES	22%	12 (28%)	6 (14%)	5 schools (12%) have < 5% FARMs
MS	21%	5 (25%)	1 (5%)	1 school (5%) has < 5% FARMs
HS	20%	3 (25%)	1 (8%)	0 schools at <5% FARMs; 2 at 7%

Race/Ethnicity - Black/African American				
School Level	System average	# schools < half the average	# schools > twice the average	Notes
ES	25%	13 (30%)	4 (9%)	4 schools (9%) have < 5%
MS	25%	7 (35%)	2 (10%)	1 school (5%) has < 5%
HS	24%	4 (33%)	0 (2 are close)	1 school at <5%

Race/Ethnicity - Hispanic				
School Level	System average	# schools < half the average	# schools > twice the average	Notes
ES	12%	14 (33%)	5 (12%)	0 schools have < 5%; 2 are at 7%
MS	12%	6 (30%)	1 (5%)	5 school (25%) has < 5%
HS	10%	4 (33%)	2 (16%)	4 schools at <5%

Race/Ethnicity - White				
School Level	System average	# schools < half the average	# schools > twice the average	Notes
ES	34%	5 (12%)	2 (4%)	0 schools have < 5%; 1 school at 7%
MS	36%	4 (20%)	1 (5%)	0 schools have < 5% FARMS; lowest is 13%
HS	39%	0 (2 at 20%)	0 (1 at 78%)	0 schools at <5%

*Figures taken from the Superintendent's proposed 2020 redistricting plan.

Sayers, Margery

From: Carla Gates <carla.g725@gmail.com>
Sent: Thursday, September 26, 2019 8:40 PM
To: CouncilMail
Subject: SUPPORT for CR112-2019

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

Dear Mr. Jones, Ms. Rigby and my own representative Ms. Deb Jung;

I have not written sooner, because I simply cannot - Can. Not. Believe that in 2019 we have to fight (really fight) to desegregate our schools.

Yet, here we are. So, I must let you know that I strongly support CR112-2019.

Know also that each of you has my support. I am currently not able to testify, but I'm supporting my friends who can. If there is any way I can support you, please let me know.

In solidarity and strength;

~ To liberate our world, we must first liberate our minds.

Carla Gates / Candaca

Sayers, Margery

From: Tim & Deb Lattimer <lattimertp@gmail.com>
Sent: Thursday, September 26, 2019 6:00 PM
To: CouncilMail
Subject: Support CR112-2019 - Sept. 26, 2019 Testimony of Tim Lattimer
Attachments: 2019.09.26 CR112 Testimony - Tim Lattimer-3.pdf

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

As a prior commitment will likely prevent me from appearing personally at today's hearing on CR-112, please find my testimony in support of CR-112 below and attached. Thank you, Tim Lattimer, Columbia, MD 20145

**Testimony on CR 112-2019
Tim Lattimer, Columbia, MD 20145
September 26, 2019**

My name is Tim Lattimer and I live in the Long Reach Village portion of Columbia.

Speaking only for myself, I strongly support Council Resolution 112-2019.

I recall that when my wife & I returned to the U.S. in 2002 after many years of living overseas, we opted to move to Columbia. We knew very little about Howard County at the time and, as we were deciding on buying our home practically across the street from Long Reach High School, we asked our realtor whether we could expect our toddlers to eventually go to Long Reach HS.

She replied, "This is Howard County, which changes its school boundaries frequently. I know that Long Reach HS is close by, but if you want a guarantee that your kids will someday go there, then you'd better find yourself another buyer's agent." Apparently, that sort of candor is rare around here.

That was our first introduction to what we came to learn was the caste system in Howard County's schools. Over the years, we grew accustomed to the scowls or worried, sympathetic looks from other parents when we told them that we thought our kids would go to Long Reach HS.

Likewise, our kids grew accustomed to similar looks from their friends and fellow soccer players from other parts of the county. But they - and we - found Long Reach HS to be the perfect place for them, as they learned to make friends with an extraordinarily diverse range of people. This has better enabled them to deal with our changing society and our globalizing world. As my daughter put it in her graduation speech last May, "At Long Reach, we not only embodied 'e pluribus unum' as a living reality, we have given it a voice."

Some of you may know me as an advocate for action on climate change and sustainable development. After decades of working on these issues, I've come to understand that it's simply not enough to say we want to protect open space, save trees, or develop clean energy. We cannot and will not solve our climate and sustainability challenges if we do not simultaneously dismantle systemic barriers to equity, inclusion, and justice. We can't deal with these problems as if they are unrelated or isolated challenges. They go together and we have to solve them, together.

Whether it's solving climate or advancing justice, equity, and inclusion, business as usual is not the solution - it's the problem. We need great resolve to break from the outmoded ways of the past and to make ours that "more perfect union" our nation's founders envisioned.

A great place to start would be to reduce the racial and socioeconomic disparities in the Howard County Public School System (HCPSS).

Of course, as a NON-BINDING Council resolution, CR-112 does not obligate the HCPSS to do anything. Decisions on the Martirano Plan or other school redistricting plans rest solely with the HCPSS Board of Education. Nonetheless, I applaud the sponsors of this resolution for their willingness to stand up for vital principles and to express clearly the Council's desire for HCPSS to use the lens of equity as a priority in any school redistricting and boundary review processes.

Some have questioned whether the Council should weigh in on HCPSS business. But, after seeing the nature and extent of much of the opposition to the Martirano Plan, it's clear to me that adopting this resolution is absolutely the right thing to do. Changing the status quo that advantages some over others and dismantling systemic barriers to equity and inclusion are not things that come easily, much less automatically. They must be done with great intention and commitment.

I urge this Council to put itself on the right side of history by adopting this resolution. I hope this Council will demonstrate its - and Howard County's - unequivocal support for equity in our public schools by approving CR-112 overwhelmingly, if not unanimously.

Thank you.

Testimony on CR 112-2019
Tim Lattimer, Columbia, MD 20145
September 26, 2019

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Speaking only for myself, I strongly support Council Resolution 112-2019.

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Thank you.

Sayers, Margery

From: Haydee Herrera <lolalagrande123@gmail.com>
Sent: Thursday, September 26, 2019 5:25 PM
To: CouncilMail
Subject: CR 112-2019

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

Dear Member of the Council,

I would like to let you know that I support the Council's Resolution, and join calls from community members for the Howard County Board of Education to elevate the priority of diversity of socioeconomic status as a priority in the Howard County Public School System's School Boundary Review Process.

Equity and inclusion are not just buzzwords; they are actions meant to be lived out through policy and practice, ensuring that all members of our community have access to the same opportunities and a quality education regardless of their background, race, or socioeconomic status.

Best wishes,
Haydee Herrera
district 1

Sayers, Margery

From: David Clifton <dmclifton@gmail.com>
Sent: Thursday, September 26, 2019 4:31 PM
To: CouncilMail
Subject: Opel Jones Conduct in CR-112 Hearing

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

Council,

I wish to formally express my concerns with how appalling the behavior of Councilman Jones was in the year today - Thursday - on CR-112. Jones bullied multiple people testifying for having different views from him, including a woman who testified she was verbally assaulted by an individual from his district. Using the pulpit of the Council desk to denigrate residents of the county is unacceptable and should be kept out of our council meetings.

I hope that Councilman Jones will conduct himself in a more civil manner in the future.

Thanks,

David

Sayers, Margery

From: Shavondalyn Givens <shavondalyn1998@icloud.com>
Sent: Thursday, September 26, 2019 3:51 PM
To: CouncilMail
Subject: Support for redistricting and integration plan

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

My name is Shavondalyn Givens and I support a plan for meaningful redistricting. My son attends PVMS and the number of FARMS students is nearly 40%. We must change to ensure equity of access across the county.

Shavondalyn Givens
9517 Donnan Castle Ct Laurel MD 20723

Sent from my iPhone

Sayers, Margery

From: Ashley Hopper <ashley.jolissaint.hopper@gmail.com>
Sent: Thursday, September 26, 2019 3:27 PM
To: CouncilMail
Cc: Yungmann, David; Rigby, Christiana; Kittleman, Mary
Subject: Re: Written Testimony CR-112
Attachments: CR-112 Testimony_Ashley Jolissaint.docx

[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 noticed a typo which left uncorrected may leave Council Members scratching their heads. Please see the attached slightly revised Written Testimony.

Thank you.

Best Regards,
Ashley Jolissaint
Polygon 1166, District 5

On Thu, Sep 26, 2019 at 2:58 PM Ashley Hopper <ashley.jolissaint.hopper@gmail.com> wrote:
To Whom It May Concern,

Please see the attached testimony opposing CR-112 in its current draft.

Thank you for all that you do in service to our county.

Best Regards,
Ashley Jolissaint
Polygon 1166, District 5

I want to open with commending Council Members on their noble efforts and for the opportunity to present (and submit) testimony. When voting, I ask Council Members to consider the following:

1. **Timing is everything.** The Council is wise to ensure that the timing of CR-112 is not perceived to be supportive of the BOE's current redistricting plan which is lacking in strategic planning, practical logistics, definitive peer-reviewed evidence, financial accountability and government transparency.

2. **A Master Plan.** Council Members, I submit to you that if you dislike current overcrowding in schools, then the creation of a master plan that carefully controls all aspects of housing development and school construction is key. The master plan should strategically take into account future overcrowding and school construction.

Further, if there is a perception that racial and socioeconomic segregation is a problem in Howard County, then the Council has *the best tools* to address this "problem," namely the geographic location and planning of affordable housing.

3. **Lead by Example. Set the Tone for Civility and Unity.** Council Members are elected officials with a duty to lead all members of the Howard County community. I, like so many others, understand the history of this nation... the hate that has divided cultures and races, not just black and white, but Chinese and Japanese, Native Americans, Jewish, Indian, Italian and even Irish.

CR-112's language is inflammatory and sets a divisive tone. For a large percentage of our community, this divisive language stirs emotions that many of us who have lived in the United States cannot begin to appreciate. Such community members have personal life experience in which they suffered and fought oppression in their first countries. Therefore, the justification that CR-112's language merely calls upon history is to ignore the ***real effect*** it is having outside these doors, in our communities and neighborhoods. Notably, CR-112's references to "slavery" and repeated references to "black" and "white" are unnecessary to support the Council's goal and actually serve to undermine the BOE's redistricting plan's lawfulness on appeal.

Further, CR-112's *current language ignores the actual racial diversity* within our Howard County community. For example, every skin color and nearly every religion is represented on my street. (I know that my street is not an anomaly in Howard County. Rather, it is often the norm.) Howard County is a treasure trove of colors, cultures, and religions, and boasts high education, and, not just civility, but a true community. Howard County IS an integrated community. If there are divisions

in housing affordability, then Council Members should use the powers that only Council Members have to correct those errors. The Board of Education is not the agency to address such geographical issues. Instead, county Council Members should ensure the Board of Education's complete focus on providing the best possible education to all Howard County students in a safe environment and supported by their neighborhoods.

Additionally, CR-112's language ignores the efforts made by all races to end oppression in our country and abroad, those who died not only to end slavery but those who still die side by side with brothers and sisters of all colors... Closer to home though, CR-112's language ignores the many racially diverse families in our community... the blending and equality that does exist. If ever there is a community that would unite to ensure an equal education for all, Howard County is that community... unless we destroy our unity and common ground before we have an opportunity to address and correct any perceived inequalities.

Therefore, I ask you, Council Members, to **be the leaders you were elected to be. Choose civility.** Carefully and thoughtfully redraft any County Resolution which requires the Howard County Board of Education to redistrict with socioeconomic factors in mind. **Exclude divisive language** that perpetrates stigma and hate unnecessarily, regardless if the language is based in "truth" or "historical fact." Would CR-112 not be as effective were this divisive language omitted? Or, is its very purpose to create division and chaos?

4. Howard County, the Community – Our Children Deserve the Best. Council Members, I submit to you that this product is not your best... and it is not what the community, nor the children of Howard County deserve.

I ask that you redraft CR-112 with language that calls upon the Board of Education to create a redistricting plan that is best for ALL students, based in peer-reviewed research and unbiased research that is clearly outlined in its limitations or lack thereof. I submit that a redraft should include language that requires strategic planning, including cost estimates and practical logistics, responsible spending, and government transparency.

The children of Howard County deserve our very best, and right now, CR-112 in its current form, does not meet that very basic standard.

I will leave you with two final thoughts for your consideration: First, children **thrive** with the support of their communities, their neighbors, friends and family... Perhaps, allowing for more inclusion, more choice, and less force, would yield the greatest results as we all navigate together. Second, we have some of the most brilliant minds in Howard County, why not include them in the actual conversation for a Master Housing and School Construction Plan?

Sayers, Margery

From: Susan M. Smith <manager@villageofriverhill.org>
Sent: Thursday, September 26, 2019 3:24 PM
To: CouncilMail
Cc: BOE@HCPSS.org; 'Simone Smith'; Renee DuBois; Adam White; Angela Ling; Dave Dalpe; Harjeet Jandu; Matthew Levine; Tony Miceli
Subject: River Hill Watershed Committee Testimony: CR 112-2019
Attachments: WAC Input CR112-2019.pdf

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

Dear Members of the County Council,

On behalf of the River Hill Community Association's Watershed Advisory Committee, please find attached written testimony pertaining to Council Resolution 112-2019.

Thank you for your consideration of this input.

Susan M. Smith, Village Manager
River Hill Community Association
6020 Daybreak Circle, Clarksville, MD 21029
410-531-1749
www.villageofriverhill.org

Like us on Facebook: <https://facebook.com/RiverhillCommunityAssociation>



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September 23, 2019

Howard County Council
3430 Court House Drive
Ellicott City, MD 21043

RE: Council Resolution 112 - 2019

Dear Members of the County Council,

The River Hill Watershed Advisory Committee has strong reservations about the proposed Howard County Public Schools redistricting for environmental reasons.

A redistricting plan that requires busing of children who now walk to school, while perhaps serving the purpose of economic integration, ignores another problem, that of our climate crisis. We maintain that public decisions need to be seen through the lens of the climate emergency. Putting children who used to walk to school on long bus rides increases the use of fossil fuels as well as air and water pollution.

In addition, the Village of River Hill has spent more than two decades working with the Columbia Association creating a system of walking and biking paths to connect neighborhoods, community areas and schools. Redistricting students out of this network would reduce the ability of students and their parents to walk or bike to classes, athletic events and other school-related activities. It would also require parents to drive more for before- and after-school care.

Communities and governments need to encourage more walking and biking while discouraging car-centric policies. We urge you to take the climate crisis into consideration when working on any redistricting proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Simone Smith".

Simone Smith, Chair
River Hill Watershed Advisory Committee

Cc: Board of Education
River Hill Board of Directors
Columbia Council Representative

Sayers, Margery

From: Janki Patel <jpatelny@gmail.com>
Sent: Thursday, September 26, 2019 11:52 AM
Subject: Disagreement for redistricting proposal- polygon 176
Attachments: HOC statement.docx

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

>

I **DSAGREE** with the Howard county school redistricting proposal.

It doesn't have considerable merit and only brings hardship to the innocent children, their families, fracture communities and increase unwarranted traffic and transportation cost in the HOC

Martirano's Proposal Fails to Meet Policy 6010 Standards

Martirano's proposal suggests moving 7,396 students to relieve overcrowded schools and bring equity to Howard County. The improvements in both of these areas are negligible, in particular, when weighed with the thousands of students moved in drastic ways across the county. I urge the BOE to compare Martirano's plan against the standards of Policy 6010 to determine whether this proposal should even be considered.

As human beings we all have personal feelings regarding the redistricting process, overcrowded schools, and the inequitable distribution of housing in Howard County. As an elected Board of Education member, we implore you to leave your personal feelings out of this process. Instead, we ask that you represent the people of Howard County who elected you. Listen to our feedback on Martirano's proposal, the Feasibility Study Options, and your own suggestions in the coming months at your Board meetings. We additionally urge you to use Policy 6010 to weigh the positives and negatives for all options.

Policy 6010 Section IV.B outlines the three main areas of consideration that the BOE should work to address in the redistricting process. The first is facility utilization. Policy 6010 states: "Where reasonable, school attendance area utilization should stay within the target utilization for as long a period of time as possible through the consideration of: the efficient use of space, long range enrollment factors, minimizing capital and operating costs, and walkers and bus riders". Martirano's plan fails on all counts when looking at Policy 6010 standards related to Facility Utilization. It increases transportation costs, it moves walkers to bus riders on long commutes, and it does not bring a significant amount of school attendance areas to target utilization. The proposal reduces the number of elementary schools that exceed 110% capacity from 21 to 16 while leaving 5 elementary schools below 90%, which is unimpressive. In fact, according to the forecasts in Martirano's proposal more schools will be above target utilization within a few short years than we have currently. At the elementary school level, the plan will move 3,194 students resulting in a less than 5% reduction in schools that are over capacity in 1 year. At the middle school level, 1,351 students are proposed to move achieving a 0% change in the number of over capacity schools in 1 year. Martirano's proposal moves 7,396 students in an effort that fails to bring schools any meaningful change in target utilization! The moves in Martirano's proposal are not reasonable!

Second, Policy 6010 directs the board to consider community stability. Policy 6010 Section IV.C: Community Stability states: "Where reasonable, school attendance areas should promote a sense of community in both the geographic place (e.g., neighborhood or place in which a student lives) and the promotion of a student from each school level through the consideration of: keeping strong feeds from one school level to the next (less than a 15% feed is unacceptable), keeping contiguous communities or neighborhoods together, and minimizing the frequency with which any one student is reassigned." Martirano's plan fails on all counts when looking at Policy 6010 standards related to Community Stability. "Community", as defined by Policy 6010, is "a geographic place, specifically the neighborhood or place in which a student lives". Martirano's proposal tears apart communities all over Howard County, negatively affecting families across every socioeconomic level. We cannot allow this to happen! In addition, many of these moves significantly weaken the feeds from one school to the next, and in three years these same students and many of their peers will again be at risk of disruptive school changes during the next redistricting.

Third, Policy 6010 directs the board to consider demographic characteristics. Policy 6010 Section IV.D. Demographic Characteristics of Student Population states: "Where reasonable, school attendance areas should promote the creation of a diverse and inclusive student body at both the sending and receiving schools." Martirano's proposal fails to adequately balance FARM data across Howard County when compared to the number of students moved. There are schools where the plan moves hundreds of students and achieves less than a 5% change in students who receive FARMs. There are overcapacity schools with low FARMs numbers that have no proposed moves of polygons to adjacent underutilized schools with high FARMs numbers. There are significant island moves that require transportation past multiple closer schools with capacity, and in some cases, unreasonable routes because of geographical barriers. Some examples include a West Friendship neighborhood being sent to Bushy Park Elementary, a Swansfield community neighborhood being sent to Clarksville Elementary, a Pointers Run community neighborhood sent to Swansfield Elementary, a Fulton Elementary community neighborhood sent to Laurel Woods Elementary, a Stevens Forest Elementary community neighborhood sent to Bryant Woods, a Clarksville Middle community neighborhood sent to Harpers Choice Middle, a Harper's Choice community neighborhood sent to

Clarksville Middle, a River Hill High School community neighborhood sent to Wilde Lake High School, and pretty much all of the gerrymandered Atholton High School attendance area, which also impacts the Hammond and Oakland Mills neighborhoods.

When making moves like these, Policy 6010 IV.D specifically states that consideration should be given to "the number of students moved, taking into account the correlation between the number of students moved, the outcomes of other standards achieved in Section IV.B. (Facility Utilization) and the length of time those results are expected to be maintained." When we weigh the demographic changes in this proposal against the number of students moved, the negligible impact on facility utilization, and the short length of time these changes are expected to be maintained, Martirano's proposal fails! Only 10 out of 74 elementary, middle, and high schools see more than a 10% change in FARMs rates in Martirano's proposal. Applying an even lower criteria of 5% or greater change in FARMs rates, only 14 out of 74 schools in Howard County are affected. Negligible changes in facility utilization and negligible changes in FARMs rates at the cost of the redistricting 7,396 students does not meet the Standards for redistricting students as outlined in Policy 6010!

The bottom line is Martirano's proposal fails to meet Policy 6010 standards, and therefore the BOE should not consider the proposal during this redistricting process! The BOE must consider whether redistricting is even necessary at this time or if waiting 3 years is acceptable. If redistricting is necessary as deemed by the standards of Policy 6010, the BOE must only consider options that achieve the standards set forth in Policy 6010!"

Janki Patel
Polygon -176

Sayers, Margery

From: E Kato <euk369@gmail.com>
Sent: Wednesday, September 25, 2019 9:51 PM
To: CouncilMail
Subject: CB112

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

Dear County Council,

I would like to voice my strong support for CR-112-2019. I had intended to deliver this in person but I have to work, so please accept this email instead.

I have lived in Howard County for 19 years. My children attended Talbott Springs, Lake Elkhorn Middle School, and OMHS, and I just dropped my oldest child off at college in Boston a few weeks ago. My children received a great education – dedicated teachers, good friends, and classes, clubs and teams that challenged them to grow. I feel very fortunate and I would not want them to have gone to any other schools in Howard County.

However, from the time they started Middle School, they were told over and over – directly by kids and indirectly adults– that they went to the “ghetto school.” When they went to competitions, they could see that other schools had more resources than their school had. And they heard the racial slurs that kids from “good” schools cast against their classmates.

Numerous research studies have shown that concentrating poverty in certain schools increases the achievement gap, and that distributing lower income students improves outcomes for lower income students and has no adverse effects and sometimes improves outcomes for higher income students. Here is just the latest [study](#). Diverse schools also foster greater appreciation for different cultures and reduce intolerance. Conversely, segregation breeds fear and selfishness, as we are seeing now in Howard County. Separate educational facilities are inherently unequal.

Therefore, for the good of all our children and in order to build a strong and vibrant community, we must take broad action to reverse the growing segregation that blighting our future. This problem has developed over many years, due to land use decisions (such as fee in lieu) that favored profits for developers over stable healthy communities, lack of commitment to seeing all children as equally worthy, and tolerance of bigotry cloaked in the guise of test score worship. I would like to thank Council members Jones, Jung, and Rigby for their leadership and foresight in introducing this resolution.

Sincerely,

Liz Kato

7335 Carved Stone

Columbia, MD 21045

Sayers, Margery

From: roberta brown <rbrownjhu@yahoo.com>
Sent: Wednesday, September 25, 2019 9:17 PM
To: CouncilMail
Subject: CB 42 and CR 112
Attachments: County Council Letter.pdf

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

Dear Howard County Council,

Please find my letter attached regarding CB42 and CR112.

Roberta Bardini

September 25, 2019

Dear Elected Members of the Howard County Council,

I urge you to vote NO on CR 112 and YES on CB 42. Your predecessors in Howard County have created a problem by caving to developer's interests. This, coupled with zoning regulations, have forced the bulk of affordable housing in Howard County in the eastern part of the county. Instead of concentrating on zoning changes in some rural portions of the county and forcing developers to pay for infrastructure such as roads and schools, you have the gall to recommend that HCPSS integrate based on socioeconomic factors. This is complete insanity. This will be a never-ending cycle until the county council fixes the problems that only YOU can fix. Clean up your house before you demand that someone else clean up the problem that your predecessors created.

Sincerely,

Roberta Bardini

Sayers, Margery

From: Julie Bo Xie <bxie2005@gmail.com>
Sent: Wednesday, September 25, 2019 8:55 PM
To: CouncilMail
Subject: opposition to CR 112 - County Council Resolution to integrate by social economic status

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

My name is Bo Xie. I live in District 5, Howard county with my husband and two kids who attend county public schools. I strong oppose this bill.

Thanks,
Bo

Sayers, Margery

From: Barry Rubin <president@messianicjewish.net>
Sent: Wednesday, September 25, 2019 7:34 PM
To: CouncilMail
Subject: Redistricting

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

Dear County Council,

I would like to add my comments to the many you have no doubt received about redistricting.

Although I'm all for quality education for all the children in Howard County, I don't think the current plan that I'm hearing about would accomplish this.

Wouldn't it be more effective to improve each of the schools with better administration, better teachers and better facilities.

It seems to me that moving kids all over the county, away from their communities and families, causing them to have to leave for their new schools earlier and get home later, would detract from family life, cause confusion in the schools and make it MORE difficult to educate our kids.

Please vote against this current plan proposed by the head of our school board. I truly believe it will do more overall harm to the County, while trying to do good.

Thank you,
Rabbi Barry Rubin
11818 Linden Chapel Rd.
Clarksville, MD 21029
410-499-4540

Barry Rubin

Sayers, Margery

From: Eun Ah Montgomery <ekm1006@hotmail.com>
Sent: Wednesday, September 25, 2019 10:38 AM
To: CouncilMail; Aimee Pang
Subject: RE: Opposition to CR112-2019

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

Dear Council members:

Please vote "No" to this legislation. Redistricting every few years is disruptive to students, schools, and parents and spending money the HoCo doesn't have. I watched the BOE regular meeting on September 19, 2019, I am appalled and saddened and disheartened to hear parents, teachers of Hammond, and Talbot Elementary schools pleading for money to fix their unsafe schools and not outfitted with even the basics for their kids. This should not be going on here in Howard County schools. I do not understand how you are spending hard working tax payers money to write this legislation. Please find money and spend time to write legislation to fix the unsafe and deteriorating schools and take care of our HoCo kids. This is shameful and as a new resident to HoCo I am shocked. I was told HoCo had the best schools in Maryland and to find this out makes us think again. Please Please shut down this unnecessary legislation when you literally have falling apart schools the council and BOE need to support. I could not believe my ears or stop my tears from falling when I heard the testimonies regarding Hammond High school and Talbot Elementary school. My kids are not districted to those schools but as a parent, my heart dropped and I am so sad and disgusted. Please find money, please take care of our HoCo kids. And stop the redistricting madness. It is irresponsible and reprehensible.

And also I imagine and suspect there is other outstanding repairs and needs not being taken care of in other HoCo schools. Please I beg, take care of HoCo schools for our HoCO kids.

Concerned HoCo parent.

Thank you for your time.

Eun Ah Montgomery
District 5

Sayers, Margery

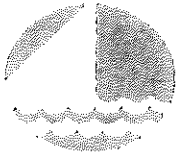
From: manager@owenbrownvillage.org
Sent: Wednesday, September 25, 2019 9:43 AM
To: CouncilMail
Cc: Ball, Calvin
Subject: CR112 Testimony
Attachments: Testimony for CR112.pdf

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

Please see attached letter.

Thanks,

Craig Barton
Village Manager
Owen Brown Community Association, Inc.
6800 Cradlerock Way
Columbia, MD 21045
T -410-381-0202
F -410-381-0235
www.owenbrownvillage.org



OWEN BROWN COMMUNITY ASSOCIATION, INC
6800 Cradlerock Way, Columbia, Maryland 21045-4809
Phone 410-381-0202 Fax 410-381-0235
WEB Page: www.owenbrownvillage.org

September 24, 2019

Howard County Council
3430 Courthouse Dr.
Ellicott City, MD 21043

Subject: CR 112 -2019

Dear Council member:

The Owen Brown Community Association endorses the effort to implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors.

We have been following the ongoing effort to develop a redistricting plan for the Howard County Public Schools. We were disappointed in the proposed plans for redistricting, which failed to properly address socioeconomic demographics.

Our county has struggled to achieve socioeconomic integration in our public schools. We request the county government acknowledge that in recent years Howard County has become increasingly segregated with respect to economic background and that the public-school system is imbalanced with respect to academic opportunities.

The school system needs a comprehensive plan that prioritizes socioeconomic integration and academic achievement while minimizing the impact on community cohesion, transportation, and smooth transitions of school populations from elementary to middle to high school. We acknowledge that the solution to our existing socioeconomic disparities and achievement gaps will not be simple or quick and cannot be fully achieved through redistricting. So, we call on all parts of our county government to be involved in this effort.

We commend the initiative shown by Council Members Mercer Rigby, Jones and Jung. The road ahead will be difficult and will require imaginative thinking and reasonable compromises. But we owe it to our current and future students to begin a determined effort to correct our course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Golibersuch', with a horizontal line extending from the end of the signature.

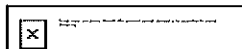
Michael Golibersuch, Chair
Owen Brown Board of Directors

Cc: Dr. Calvin Ball, Howard County Executive

Sayers, Margery

From: mail@changemail.org
Sent: Tuesday, September 24, 2019 10:27 PM
To: CouncilMail
Subject: 10 more people signed "Support Howard County Council Integration in Redistricting Resolution"

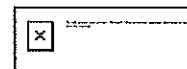
[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]



New signatures

Howard County Council Members – This petition addressed to you on Change.org has new activity. See progress and respond to the campaign's supporters.

Support Howard County Council Integration in Redistricting Resolution



Petition by IndivisibleHoCo Education Team · 10 supporters

**10 more people signed
in the last 7 days**

[View petition activity](#)

RECENT SUPPORTERS



nancy mantell

Baltimore, MD · Sep 25, 2019



Eugene Meisenhelder

Baltimore, MD · Sep 24, 2019



Rose Edwards

Ellicott City, MD · Sep 23, 2019



BEVERLY BELIN

Columbia, MD · Sep 22, 2019



Alice Pham

9650 Sandlight Court, Columbia, MD · Sep 22, 2019

[View all 10 supporters](#)

CHANGE.ORG FOR DECISION MAKERS

On Change.org, decision makers like you connect directly with people around the world to resolve issues. Respond to let the people petitioning you know you're listening, say whether you agree with their call to action, or ask them for more information. [Learn more.](#)

This notification was sent to councilmail@howardcountymd.gov, the address listed as the decision maker contact by the petition starter. If this is incorrect, please [post a response](#) to let the petition starter know.

Change.org · 548 Market St #29993, San Francisco, CA 94104-5401, USA

OJ
MS
DJ

HOWARD COUNTY COUNCIL
RECEIVED

Ellen Patricia Chahanovich
10143 Hobsons Choice Lane
Ellicott City, Maryland 21042

2019 SEP 30 PM 1:50

Councilman Jones,

I wish to apprise you of a scenario that strongly aligns with the content of a New York Times article: Judge Rules Terrorism Watch List Violates Constitutional Rights (Sept 4, 2019 by Charlie Savage).

This scenario owns a long standing script experienced by my son, Walter Scott Chahanovich, presently a 5th year PhD Candidate at Harvard University for Middle Eastern Studies, full scholarship.

As a result of academic scholarships, invitations to view protected manuscripts, and, requests to attend or present at international conferences "the essence of travel" has become his standard of practice. These academic opportunities have catapulted him into a database authored by the FBI / DHS where the TSA can humiliate and embarrass him in public, subject him to enhanced screening, detain him for hours, and, delay his boarding. Why is it permissible for the FBI / DHS to judge American citizens based upon their intellect and formal education, only then to profile because they travel?

I cannot quote constitutional law, nor, cite the intricacies of the Freedom of Information Act to impress your prompt interest regarding the infractions of his civil liberties. Nor, can I reason 'why' any citizen can be identified as 'a threat' without notification; is denied opportunity to contest 'gathered' slanderous opinion, and, is refused the right of 'innocent until proven guilty'. Truly, the Watchlist Protocol begs oversight for its legitimacy, and, the tools created by the FBI and Homeland Security demand immediate surveillance.

Councilman Jones, I implore your oversight and intervention. Referencing a Federal Judge, the Honorable Anthony J. Trenga of U.S. District Court for the Eastern District of Virginia (New York Times, 9.4.2019)

"The court concludes that the risk of erroneous deprivation of plaintiffs travel-related and reputational liberty interests is high and the currently existing procedural safeguards are not sufficient to address that risk..".

Additionally, in response to a lawsuit filed by the Council on American-Islamic Relations who charged that their inclusion violated their due process rights as they were detained, harassed and never advised as to 'why' they were identified on this list, nor, were they given an opportunity to contest derogatory claims. Judge Trenga agreed that the current procedures were inadequate to protect their rights. Further commenting that a urgent need exists for determining a remedy to adequately protect a citizens constitutional rights while not unduly compromising public safety or national security.

My son's recent travel experiences from Istanbul to Washington D.C. (paid Internship at Dumbarton Oaks) are alarming. Recent travel from D.C. to Oklahoma, to visit his brother, equally horrifying. Each time he is approached in a crowd, accompanied by multiple agents to an interrogation room, and, grossly detained. Each time the outcome reveals: answers satisfactory, luggage safe; body search negative. Councilman Jones, I beg that stipulations be determined for those citizens who continually prove 'no threat' that they be awarded a flag of 'no surveillance'.

No doubt my son is counted among the declared 4,600 American citizens listed within The Terrorist Screening Database (TSDB) because the TSDB holds opaque standards and rationales for inclusion that unjustly claim American citizens as suspect to national security. Can you please intercede, or, provide direction?

Respectfully Yours,

Ellen Chahanovich

AV
MJ
DJ

HOWARD COUNTY COUNCIL
RECEIVED

2019 SEP 30 PM 1:55

4297 Buckskin Lake Drive
Ellicott City, MD 21042
September 25, 2019

Howard County Council
George Howard Building
3430 Court House Drive
Ellicott City, MD 21043

Re: Mr. Martirano's Proposed Area Adjustment Plan

Dear Sirs:

I believe implementation of Mr Martirano's proposed redistricting plan will be disruptive to families, will not benefit students, and will waste resources.

The majority of residents, who would be affected, reject this redistricting plan.

Please do not support this proposed plan.

Thank you.

Sincerely,



John Braun



HOWARD COUNTY COUNCIL
RECEIVED

2019 SEP 30 PM 1:53

AM
NJ
DU

September 23, 2019

Howard County Council
3430 Court House Drive
Ellicott City, MD 21043

RE: Council Resolution 112 - 2019

Dear Members of the County Council,

The River Hill Watershed Advisory Committee has strong reservations about the proposed Howard County Public Schools redistricting for environmental reasons.

A redistricting plan that requires busing of children who now walk to school, while perhaps serving the purpose of economic integration, ignores another problem, that of our climate crisis. We maintain that public decisions need to be seen through the lens of the climate emergency. Putting children who used to walk to school on long bus rides increases the use of fossil fuels as well as air and water pollution.

In addition, the Village of River Hill has spent more than two decades working with the Columbia Association creating a system of walking and biking paths to connect neighborhoods, community areas and schools. Redistricting students out of this network would reduce the ability of students and their parents to walk or bike to classes, athletic events and other school-related activities. It would also require parents to drive more for before- and after-school care.

Communities and governments need to encourage more walking and biking while discouraging car-centric policies. We urge you to take the climate crisis into consideration when working on any redistricting proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Simone Smith".

Simone Smith, Chair
River Hill Watershed Advisory Committee

Cc: Board of Education
River Hill Board of Directors
Columbia Council Representative

Jeri Shuster, M.D., P.A.

and Women's Center, Inc.

HOWARD COUNTY COUNCIL
RECEIVED

OJ
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DIJ

Jeri Shuster, M.D., Fellow of the American College Obstetricians and Gynecologists
Kathryn Cervi, C.R.N.P., Women's Health Care Nurse Practitioner

2019 SEP 18 PM 1:27

September 7, 2019

*Polygon 1185
Redistricting*

Dear Dr. Martirano, Howard County Board of Education, and County Executive Calvin Ball,

I am writing to you to object to your redistricting plan for my neighborhood (known to me and my neighbors as Chapel Woods, known to you as polygon 1185). Although I think it is unintentional, your plan is cruel to families and children in my neighborhood.

Your goal is to achieve an equity agenda in Howard County Schools. Therefore you have proposed redistricting that involves sending students from my neighborhood of Chapel Woods (polygon 1185) away from our neighborhood schools including Clarksville Middle School and River Hill High School. All of these schools are presently underutilized and could accommodate more students. Therefore, you could achieve your stated goal by sending additional students to join our community schools. In addition, you plan to move our Clarksville Elementary grads (where we have 26 students) to Harper's Choice while their school friends and neighbors from the past 6 years of school will be attending Clarksville Middle. Pediatric and Adolescent Medicine physicians will tell you this is UNREASONABLE and unwise. Why invite a problem that can easily be avoided?

According to your redistricting plan, a student who is beginning their junior year at River Hill HS, would spend their senior year at Wilde Lake HS. Does this seem reasonable? I think that most of us would agree that we would not want our teen to be forced into this situation.

It is UNREASONABLE to split up our Clarksville community. Why would you intentionally separate friends and families? Our neighbors in Meadow Vista (polygon 185) are not being forced to leave their current schools. They are walking distance to us. It seems like an ARBITRARY decision as to who was "selected." Therefore, I respectfully request deselection for my neighborhood.

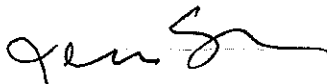
It is UNREASONABLE to greatly upset, stress and anger a productive, happy, VOTING community. There has been an outpouring of angst among my friends and neighbors. Have students or families at Wilde Lake or Harper's Choice expressed a desire to be moved to Clarksville or River Hill? Are they expressing angst about their schools? (I suspect not, as the principal at Wilde Lake has a fabulous reputation). If they are distressed about their neighborhood schools and prefer to travel from Columbia to Clarksville, there does seem to be room to accommodate additional students here. Since there is room at the Clarksville schools, transferring Columbia students in would not require forcing students from my neighborhood to leave. Chapel Woods is close to our currently districted schools: 0.5 miles to Clarksville Elem and River Hill; 4.1 miles to Clarksville Middle.



As seniors, the reality is that many River Hill HS students drive to school. These inexperienced (also likely sleep deprived under your proposed redistricting plan) drivers currently travel from our neighborhood 0.5 miles on Route 108 to get to school. If they move to Wilde Lake, they will be on multiple roads, drive through multiple intersections and be placed at increased risk of being involved in a motor vehicle accident. This is an UNREASONABLE problem that you will have created as well as a potentially dangerous situation. I think that we have all seen what it's like to drive behind some of these kids, and would agree that less time during the morning rush hour is better.

I respectfully request that you reconsider your current proposal and that you allow Chapel Woods students to remain in their local schools.

Sincerely,



Jerri Shuster MD

Cc:

redistricting@hcpss.org

Kathleen_Hanks@hcpss.org

vicky_cutroneo@hcpss.org

christina_delmont-small@hcpss.org

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Jeri Shuster, M.D., P.A.

and Women's Center, Inc.

Polygon 1185

Redistricting

September 7, 2019

Jeri Shuster, M.D., Fellow of the American College Obstetricians and Gynecologists

Kathryn Cervi, C.R.N.P., Women's Health Care Nurse Practitioner

Dear Christiana Mercer Rigby, Dr. Opel Jones and Deb Jung,

I am writing to respond to the statements that you were credited for in the Howard County Council Aug 13, 2019 news release. These statements were offered as justification for splitting up my community, particularly my neighborhood of Chapel Woods (polygon 1185), where you plan to exchange our Clarksville Middle School students for Harpers Choice Middle School students and swap our River Hill High School Students for Wilde Lake High School Students.

You are proposing a social science experiment with our children in order to achieve an equity agenda. You indicate that you believe that socioeconomic and racial segregation cause an achievement gap and reduce graduation rates for low income students and students of color. This is a correlation rather than scientifically proven cause and effect. It also fails to take into account many other potential reasons why we are seeing disparity in achievement and graduation in our Howard County Schools.

To test your hypothesis, you need to alter only one variable at a time rather than two or more, and your statement is unreasonable because it is unscientific and your plan is not designed logically. In an effort to achieve our goal of equity, you would need to consider a different plan than the one you have proposed. For example, you might move students from Harpers Choice Middle into Clarksville Middle or move students from Wilde Lake High School into River Hill High School. If you move students in both directions, you will be unable to determine what caused the improvement in education or why the redistricting plan did not achieve the desired improvement in graduation and achievement. I don't believe that you are trying to lower the performance of high achieving students by moving them to lower achieving schools. So if you are trying to improve the education of students from low achieving schools, it seems much more reasonable to move these students into high achieving schools if you believe that the cause of failure to graduate can be solved by increasing integration at high performing schools.

You also have two variables when you lump together socioeconomic and racial segregation. Your plan does not look at the effect of moving low income Caucasian vs low income students of color. Is the disparity caused by income or by race or by neither?

You have also linked together the variables of graduation and achievement. Has a "D" student who graduates achieved as much as a "B" student who drops out of high school? These are extreme examples and most of us would agree that graduation and achievement correlate, but graduation from high school alone is not proof of achievement.

There are a lot of other factors that may explain why kids are underachieving rather than attributing this problem to the geographic location of the school. Perhaps the cause of poor achievement in low socioeconomic schools is caused by the fact that the student body is frequently in a state of flux, moving from home to home. I know many teachers who cite this as a problem. They tell me that their



classroom student composition changes by the month. Transferring a student from one school to another is not likely to improve education if they continue being transient. They will always be moving into a class that is already in progress and will have missed the groundwork necessary to understand the current lesson. This would be the case no matter what school they are attending.

Educators have told me that they have noticed a higher incidence of absenteeism among apartment dwelling students compared with other students. They point out incidents of apartment households where parents bring their children to school late or take them out of class early. If a student misses class, their academic achievement is likely to be lower than that of a student who attends class. Switching schools will not impact graduation rate or academic achievement if the student does not attend school. Do you have data about class attendance at our underachieving compared with our most successful schools and how this correlates with achievement and graduation?

Have you considered health factors that could be having significant impact on achievement in some schools? Medical conditions such as fetal drug or alcohol exposure, exposure to maternal smoking in utero can all impact on ability to learn, and these factors may or may not vary from one community to another.

Studies have shown that student achievement correlates with level of parental education. Can this disparity be overcome by exchanging students from one high school to another? Where is your data?

Perhaps the reduced graduation rate has to do with advancing students before they are proficient in basic reading and math skills? This would not be helped by changing schools, but it is a serious problem that does need to be corrected.

Have you considered how the effect of busing will impact on our students' sleep? It is likely that the increased transportation time necessary to bus students will result in less than the medically recommended hours of sleep for all students affected by your proposed redistricting. According to the Consensus Statement of the American Academy of Sleep Medicine, "less than the recommended hours of sleep is associated with attention, behavior, learning and memory problems and increases the risk of accidents, injuries, hypertension, obesity, diabetes, and depression, increased risk of self-harm and suicide attempts." (I am including the consensus statement for you). By contrast, sleeping the recommended number of hours improves health and learning. Don't we all want the best possible education for our kids? Why implement a policy that is likely to cause harm?

Your goals are laudable, but the logic on which you base these goals needs some realistic, organized planning. It also needs community support. At this time you have set us up for a truly cruel situation for some of our kids. A rising River Hill High School Junior this fall will spend their senior year at Wilde Lake? Is this reasonable? Is it kind? Is this what Howard County desires for its voting citizenry and their children?

Sincerely yours,

Jeri Shuster MD

Recommended Amount of Sleep for Pediatric Populations: A Consensus Statement of the American Academy of Sleep Medicine

[Shalini Paruthi, MD,^{1*}](#) [Lee J. Brooks, MD,^{2,3}](#) [Carolyn D'Ambrosio, MD,⁴](#) [Wendy A. Hall, PhD, RN,⁵](#) [Suresh Kotagal, MD,⁶](#) [Robin M. Lloyd, MD,⁶](#) [Beth A. Malow, MD, MS,⁷](#) [Kiran Maski, MD,⁸](#) [Cynthia Nichols, PhD,⁹](#) [Stuart F. Quan, MD,¹⁰](#) [Carol L. Rosen, MD,¹¹](#) [Matthew M. Troester, DO,¹²](#) and [Merrill S. Wise, MD¹³](#)

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Abstract

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CONSENSUS RECOMMENDATIONS

- **Infants* 4 months to 12 months should sleep 12 to 16 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 1 to 2 years of age should sleep 11 to 14 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 3 to 5 years of age should sleep 10 to 13 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 6 to 12 years of age should sleep 9 to 12 hours per 24 hours on a regular basis to promote optimal health.**
- **Teenagers 13 to 18 years of age should sleep 8 to 10 hours per 24 hours on a regular basis to promote optimal health.**
 - Sleeping the number of recommended hours on a regular basis is associated with better health outcomes including: improved attention, behavior, learning, memory, emotional regulation, quality of life, and mental and physical health.
 - Regularly sleeping fewer than the number of recommended hours is associated with attention, behavior, and learning problems. Insufficient sleep also increases the risk of accidents, injuries, hypertension, obesity, diabetes, and depression.

Insufficient sleep in teenagers is associated with increased risk of self-harm, suicidal thoughts, and suicide attempts.

- Regularly sleeping more than the recommended hours may be associated with adverse health outcomes such as hypertension, diabetes, obesity, and mental health problems.
- Parents who are concerned that their child is sleeping too little or too much should consult their healthcare provider for evaluation of a possible sleep disorder.

*Recommendations for infants younger than 4 months are not included due to the wide range of normal variation in duration and patterns of sleep, and insufficient evidence for associations with health outcomes.

Go to:

BACKGROUND AND METHODOLOGY

Healthy sleep requires adequate duration, appropriate timing, good quality, regularity, and the absence of sleep disturbances or disorders. Sleep duration is a frequently investigated sleep measure in relation to health. A panel of 13 experts in sleep medicine and research used a modified RAND Appropriateness Method¹ to develop recommendations regarding the sleep duration range that promotes optimal health in children aged 0–18 years. The expert panel reviewed published scientific evidence addressing the relationship between sleep duration and health using a broad set of National Library of Medicine Medical Subject Headings (MeSH) terms and no date restrictions, which resulted in a total of 864 scientific articles. The process was further guided by the Oxford grading system.² The panel focused on seven health categories with the best available evidence in relation to sleep duration: general health, cardiovascular health, metabolic health, mental health, immunologic function, developmental health, and human performance. Consistent with the RAND Appropriateness Method, multiple rounds of evidence review, discussion, and voting were conducted to arrive at the final recommendations. The process to develop these recommendations was conducted over a 10-month period and concluded with a meeting held February 19–21, 2016 in Chicago, Illinois.

Go to:

DISCUSSION AND FUTURE DIRECTIONS

Current evidence supports the general recommendations for obtaining an adequate number of hours of sleep per 24 hours on a regular basis to promote optimal health among children aged 4 months to 18 years. Individual variability in sleep need is influenced by genetic, behavioral, medical, and environmental factors. A clearer understanding of the precise biological mechanisms underlying sleep need requires further scientific investigation. These recommendations create a foundation to raise awareness and improve understanding of sleep effects on health. The recommendations provide a basis for:

- Educating children, teenagers, families, school professionals, healthcare providers/trainees, and the general public on the importance of adequate sleep duration for health.

- Encouraging parents and caregivers to help children obtain adequate sleep duration.
- Initiating discussions of social, educational, and economic benefits of adequate sleep duration, thereby informing public policy.
- Promoting research on the role of sleep duration in health and well-being. Research that directly examines the effects of sleep duration on health may lead to revisions of these recommendations in the future.

These recommendations have been endorsed by the American Academy of Pediatrics, the Sleep Research Society and the American Association of Sleep Technologists.

Go to:

DISCLOSURE STATEMENT

Funding for this project was provided by the American Academy of Sleep Medicine, and supported by the cooperative agreement number 1U50DP004930-03 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC. Dr. Maski has consulted for Medscape Inc. and has received research support from Jazz Pharmaceuticals. Dr. Rosen has consulted as a medical advisor for Jazz Pharmaceuticals. The other Consensus Conference Panel members have indicated no financial conflicts of interest.

Go to:

ACKNOWLEDGMENTS

The AASM acknowledges the following individuals for their participation and contributions: Non-Participating Observers: Michael Twery, PhD, National Health, Lung, Blood Institute, NIH, Bethesda, MD; and Joel Porquez, RST, RPSGT, CCSH, American Association of Sleep Technologists. Attendance by these individuals does not constitute endorsement of this statement by their affiliated institutions or organizations. American Academy of Sleep Medicine Staff: John Noel; Jonathan L. Heald, MA; and Sarah Hashmi, MBBS, MSc, MPH.

Go to:

REFERENCES

1. Fitch K, Bernstein S, Aguilar M, et al. Santa Monica, CA: Rand; 2001. The Rand/UCLA appropriateness method user's manual. [Google Scholar]
2. OCEBM Levels of Evidence Working Group. The Oxford 2011 Levels of Evidence. [cited March 9 2016]. Available from: <http://www.cebm.net/wp-content/uploads/2014/06/CEBM-Levels-of-Evidence-2.1.pdf>.

To: Whom This May Concern

HOWARD COUNTY COUNCIL
RECEIVED

The vision of Rouse for the new town of Columbia was to work, play, learn and worship together. Rouse did that by selecting people to live in his town. There were apartments for all incomes and especially one designed for the very low income (Cooperstone) in Stevens Forest (Oakland Mills Village) and Townhouses in Swansfield (Harper's Choice Village) The Middle Class (especially the Black middle Class) was very strong and dominant the school system and area. Little or no crime and Columbia schools were the best in the county, state and nation.

What happen over time was that upper, middle- and moderate-income people/families stop renting apartments in Columbia and more urbanized low income with subsidized housing section 8 vouchers overwhelmed the apartments and therefore overwhelmed the schools.

Within the Black Community is an urbanized sub culture that is dysfunctional and became the dominant group when housed together. This is what happened to sections of Columbia. This caused a big change in demographics. Crime increase. Police substations were placed in 2 village centers. Some closed. Some remodeled in hopes to change the demographics. Schools in those area (even with the resources) still had low scores. These low scores had nothing to do with the teachers but the home environment. It was to do with dysfunctionality in the family and the home environment which does not stress education as other cultures do. That is why Asians , Browns and even Africans score higher than Blacks. (Collectively)

Now the Council thinks mixing Farm children with other income levels will change the test scores and graduation rates. Removing Farm students and transferring to other schools will even out the test scores, and individually some will benefit but collectively blacks will always score the lowest. Urbanized blacks will bring more behavior problems and disruption to the classroom which is why parents will remove their children to home schooling , private schools or out of the county altogether.

Howard County will be like Montgomery County which had the same problem years ago and before that Baltimore and Prince Georges Counties and Baltimore City. Understand this ... Parents are going to influence their children and children will think they are not wanted which was caused problems in schools. Elementary schools (disruption in classroom) Middle and High School (rejection, grouping, more fights) Radical Black groups will use word "racism" like it's cotton candy but Columbia's concept and vision included all people. People have to embrace the vision that Rouse had and in the beginning it did work. County Need to bring that back again and get the people to understand and value the vision.

This is our recommendation if the County and Schools decide to "integrate incomes"

How you dress is the cliché in middle and high school (Wear uniforms)
Farm students get free lunch while others pay. (Free Meals for ALL)

Joyce 8/26/19
Joyce, Myra, Wilbur

Sayers, Margery

From: roberta brown <rbrownjhu@yahoo.com>
Sent: Wednesday, September 25, 2019 9:17 PM
To: CouncilMail
Subject: CB 42 and CR 112
Attachments: County Council Letter.pdf

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

Dear Howard County Council,

Please find my letter attached regarding CB42 and CR112.

Roberta Bardini

September 25, 2019

Dear Elected Members of the Howard County Council,

I urge you to vote NO on CR 112 and YES on CB 42. Your predecessors in Howard County have created a problem by caving to developer's interests. This, coupled with zoning regulations, have forced the bulk of affordable housing in Howard County in the eastern part of the county. Instead of concentrating on zoning changes in some rural portions of the county and forcing developers to pay for infrastructure such as roads and schools, you have the gall to recommend that HCPSS integrate based on socioeconomic factors. This is complete insanity. This will be a never-ending cycle until the county council fixes the problems that only YOU can fix. Clean up your house before you demand that someone else clean up the problem that your predecessors created.

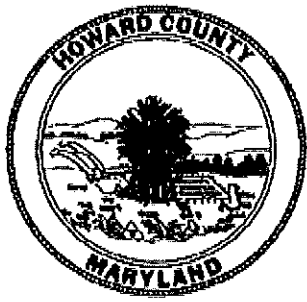
Sincerely,

Roberta Bardini

Sayers, Margery

From: Tara Scully <taramscully@gmail.com>
Sent: Friday, September 27, 2019 12:17 PM
To: CouncilMail
Subject: Yes to CB42, No to CB112

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



Howard County Council

George Howard Building
3430 Court House Drive
Ellicott City, Maryland 21043-4392

COUNCIL

Christiana Mercer Rigby, CI

Opel Jones, Vice CI

David Y

County Council Legislative Work Session
Continuation – Day 2
Friday, September 27, 2019
C. Vernon Gray Room
11:00 a.m.

Agenda

- Council Bill 42-2019 - Introduced by Christiana Mercer Rigby and Deb Jung; Co-sponsored by Opel Jones and Liz Walsh - AN ACT to alter the school facilities surcharge in accordance with Chapter 744 of the Acts of the General Assembly of 2019; and generally relating to the school facilities surcharge.
- Council Resolution 112-2019 – Introduced by Christiana Mercer Rigby, Opel Jones and Deb Jung - A RESOLUTION requesting the Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors.

Please consider my feeling toward the bills from District 5 - Valleymede voter.

Yes for CB42 - make the developers pay more and let them charge it to new home buyers. We need money for the schools!

No for CB112 - our school system is one of the most diverse in the entire country. We need more money for facilities not more money being spent for busing children around. Children also need their sleep and don't need to be on long bus

rides. Provide more funds and resources to schools that need it to close the achievement gap. I lived in Howard County and I'm a product of Hammond Elementary, Hammond middle and Atholton high school, class of 1999. I'm a life long resident, who also works in HoCo.

- Tara =)

Sent from my iPhone

Thank you Councilmembers for your concern about this matter. Like many of you, I am deeply concerned about the increasing segregation in our neighborhoods and schools. Also, like many of you, I understand that this issue is one that has defined our communities for decades and will continue to do so well into the future.

I suspect that we also share concerns about the conversation that has surrounded this resolution and the school boundary line adjustment process we're currently engaged in. Passions are high and that is to be expected, but what I had hoped we would avoid is having the emotions of this debate drag us down.

As a society, we have advanced from the days of segregation mandated by law and now we're at a point where it's only enabled by it. And while the blame game has been a focus for many in this debate, I'm less concerned about how we got here than I am about where we are going.

In that stance, we stand at a crossroads with our schools. Accept that segregation is inherent and that concentrated wealth and concentrated poverty will be central facets of our school system.

Or, the alternative, live up to our community's and our nation's values and push back against the otherism and exclusion by fostering communities that are truly diverse, that nurture connections and mutual understanding, and that provide for the growth and benefit of all residents, wherever they are.

The facts of this resolution are undeniable, and any attempt to whitewash these important historical elements must be resisted.

Our schools are more segregated today than they have been in decades, and that is not an accident.

This is the nature of "equity" and the struggle to build a society that rejects the oppression and damage of our past. Which is to say those who benefit from the power structure will do all they can to preserve their benefits. I've said this before and I'll say it again: Every inch gained in the fight for equity is an inch that must be defended, because eventually, power is coming back for that inch, and every other inch it ever gave when times were different.

Integrated schools in the 1970s and 1980s reflected a movement towards a more equitable school system and society, the slow but steady re-segregation of our schools is the manifestation of power taking those gains back.

We settled long ago the notion that segregated schools can be "equal", and so calls to invest in equity programs instead of redistricting ring hollow. The false promise of "improve don't move" is a toxic addition to our local lexicon and devoid of the important historical context of segregated schools.

Where will those calling to "improve not move" be when the budget gets tight, when equity programs are held up first, as usual, for defunding? Where have they been over the last few years as we've sacrificed equity programs? Investments in equity will never gain favor among the wealthy because these programs don't serve them. Ignore this at your peril.

Building an equitable school system requires having equitable schools. When some schools are asked to help such large populations of our most vulnerable schools, they are being asked to do more than is reasonable or even possible. And to ask a handful of schools to do the vast amount of work to help our most vulnerable students while other nearby schools have few or no students facing such significantly challenges is not equitable by any stretch.

If nothing is done, we will continue to become more segregated. The time to act is now. Thank you for your leadership.

Lena Kennedy

Hi My name is Judah Landzberg and I am a Baltimore City Public School teacher. I have been teaching at Mervo High School for 7 years.

I have an understanding of what the barriers are that affect FARMS students academic performance. I have put together a list of factors that affect students:

- Parents low education level
- High level of parents out of employment or not in workforce
- High Divorce rate or high level of parents not getting married
- High level of students not living with their parents
- Not enough emphasis from parents on study
- Students lack of foundational skills from an early age
- High rates of students emotional and behavioral issues

A resolution should address these concerns if it is to be effective.

On the contrary, CR-112 doesn't address any of the root causes. Furthermore, they take away families' rights, take people's money and put it into flawed plans that don't address any of the root causes, and forcibly uproot all families.

An effective plan can affect the above issues by:

- Encouraging people to take continuing and adult education and improve the quality of continuing education
- Improving and expanding vocational and job training programs and career fairs, internships and networking opportunities for people unemployed or not in the workforce
- Improving and expanding pre-k and daycare for single parent households
- Increasing support staff in schools for divorce, trauma and life counseling

Once all of these barriers to achievement are lifted, the entire county will be ready to achieve at higher standards.

As a resident of Howard County, it is in my interest to have all of the schools be performing at the top of the state and the nation. We should not be limiting our vision to the neighborhood and district level. We should set our sights on the top performing districts in the state, the nation and the international community.

Every time someone asks me where I am from and I say Howard County, they always reply, "Oh, you have a great education system". Education should continue to be a business card for the county, attracting great people and businesses to this area, to call this area home. This becomes a positive reinforcement loop, a prosperous economy, lowers the unemployment rate, increasing the quality of life, increasing the quality of education and attracting more people and business.

Ron Clemmer

AGAINST – Resolution 112-2019

My name is Ron Clemmer, and my children attend Howard County schools. I oppose Resolution 112-2019 because I believe that giving this direction to this superintendent will result in worst educational and well-being conditions for the vast majority of our students. Just look at the superintendent's current redistricting plan which will add significant logistics costs to compete with budget for direct educational resources. How many tens of thousands of students will the superintendent force out of their neighborhood schools in response to this resolution? And how many millions of dollars will be spent on bussing students rather than investing in direct teaching resources? Wouldn't it be a better investment for this money to help maintain excellent teaching for all of our students rather than going towards additional bussing which increases the problems of safety risks, traffic congestion and pollution.

And what about the effects upon the mental health of our students. Forcing students out of their neighborhood schools takes away their opportunity to attend the school which they consider to be *my school*. Forcing students out of their neighborhood schools also creates barriers to good physical and mental health through more time required for commuting to school, more kids having to ride the bus rather than walking or biking, kids having less opportunities for after-school programs, kids having less opportunity for their parents to come to school, and kids being separated from long-time neighborhood friends. In this time when the mental health of students is a growing concern, the ultimate result of movement of students out of their neighborhood schools would be to add negative stresses upon what is already a myriad of attacks upon their mental health.

Also, what will the result be for our communities? Schools are an important part of our communities, and this destruction of our neighborhood schools will damage this important neighborhood institution. Surely a decrease in community support for schools will follow closely behind such a move. We believe that the school district should be striving for the best for all students, rather than moving towards disrupting the lives of all students. We believe that neighborhood schools play an important role in making our school district great. Please do not rob Howard County students of our neighborhood schools. Please vote against this resolution.

Cynthia Vaillancourt
11777 Farside Road
Ellicott City, MD. 21042
Dictrict 5

443-535-9086

Thank you for providing this extended opportunity to provide citizen input on CR112.

I am very happy to see the County Council make such a public display of its support for the Howard County Public Schools, and acknowledge the importance of meeting the needs of our most vulnerable and challenged students.

I appreciate your declaration of your desire to do something about addressing inequities and achievement gaps in our county.

So my question is, do you really want to do something about it? Or do you just want to look like you are doing something?

If you want to do something, to see results, to make a positive difference in the lives of our most vulnerable students and families, it is going to take more than words, it is going to take substantial financial investments, both through the HCPSS and by the County within the community.

Those who are convinced that "simply" redistricting and redistributing our low income students to spread them around to other schools with fewer lower income students and families will achieve the goals of closing achievement gaps and improving the educational outcomes for the most vulnerable students, are being too simplistic.

Whether the BOE radically adjusts attendance areas in order to achieve economic balance or not, there are at least two things that will remain true.

One is that the HCPSS is currently significantly underfunded, and two is that to make a real difference will require real and substantial investments in the community and the school system.

HCPSS has already cut back on services and programming in our schools. You have heard they will need something in the neighborhood of \$50-60mil next year just to stay at current levels. (\$25mil for negotiated raises for all employees, 12mil that will not be available from previous year savings, 11mil for growth, maybe as much as 7mil in additional health care expenses)

The redistricting scheme that is currently under consideration would add an estimated \$1.1-2.7 mil for transportation alone.

At the same time, the vulnerable students being moved from schools where specialized supports are currently in place (though still inadequate in many ways) would be moved to schools without those supports.

It would not be a simple matter of splitting the staff in the current schools and redistributing them.

The school system would HAVE to add the necessary specialized staff and programs to those receiving schools just to maintain the levels of support the students are already receiving. There have not been estimates made yet for the added cost for critically necessary staffing additions.

Just to maintain where we are today, the proposal on the table is going to cost millions more - over and above the current budget.

This is not to say that is a reason not to reduce the concentrations of poverty within specific schools.

It is a plea to make certain that the HCPSS has the funding to provide the students with at least as much support as they are currently receiving.

If the Council is truly committed to addressing the needs of our most vulnerable communities that impact the educational achievement of the most vulnerable children, there are many more efforts that need to be undertaken outside of the K-12 budget as well as inside.

I wholeheartedly support the comments made at the end of the last hearing and at the county council boe quarterly meeting about you all working together to develop a comprehensive, community wide plan to address the needs of the community so its students can achieve to their fullest potential.

Some of the things that you should consider include:

more intervention programs that begin at birth

high quality preK and child care,

school calendar options that provide regular intervals for remediation and enrichment, subsidized for those who need it,

acquisition of activity buses so high quality field trips can be made affordable for the students and the system,

funding and resources to equalize what is currently being unevenly funded through donations,

development of community learning centers where the programs like Bonnie Bricker's Talk with Me program can meet, and provide things like social workers, laundry facilities and job training for parents --- that could be built in fairly short order on the school sites that have been carried on the system's books for years, using p3 partnerships and taking advantage of the increased funding the governor discussed making available.

I understand why experience has taught so many people that they have to grab whatever is within reach whether it is reasonable and effective or not.

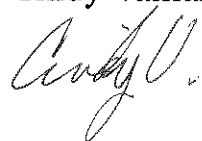
Whether they deserve and should demand more or not.

Redistricting is not a situation where there really will be many little steps.

It is a situation where wrong steps have a way of becoming all there is for big chunks of time.

I fear that after a dramatic redistricting, the folks in a position to really do something about the real, ongoing needs of these students and their families will check this off their list move on to other things.

Thank you,
Cindy Vaillancourt

A handwritten signature in cursive script, appearing to read "Cindy V.", positioned below the typed name.

Testimony in Support of CR 112-2019

A resolution requesting the Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors.

Not everything that is faced can be changed, but nothing can be changed until it is faced. ~James Baldwin.

Good afternoon esteemed county council members. I vehemently support CR112 and facing head on, the inequities facing OUR children. My name is Maura Dunnigan, I am a D1 resident, former HCPSS teacher, mother of 5 children who are products of that system and spent 14 years teaching students about Jim Rouse's vision for better places, and better people through a community based on equity and inclusion. It is through that lens, along with analyzing the hard truths about our current achievement gaps and increasingly segregated schools that I applaud your decision to boldly and clearly state the need to address these disparities.

My question today is who are we as a community?

- Are we going to say the only children that matter or deserve certain educational opportunities must be able to buy into it?
- Is the diversity and equity mantra that Howard County loves to tout simply hollow PR for the next Great Places to Live rating? Or do we simply embrace diversity as long as you can afford the right house in the right school district?

I don't need to educate you all on the history of our county, the path to fight for civil rights or the overwhelming research that supports the importance of prioritizing racially and socioeconomically diverse schools. Though if you want to review the data and studies, I'm happy to forward them.

I was listening to Nikole Hannah Jones, author of the 1619 project, who suggested a simple look into our history demonstrates that only when pushed through state action, will we find equilibrium. When individuals perceive their indiv. rights trump all else, they pull out every stop to cling to the status quo to maintain these systems. Caught up During the civil rights era, if whites and those with money couldn't control the public spaces: pools, public transportation, hospitals, police/security, and schools- they privatized these systems to exclude and segregate.

Are we going to allow our public schools to become yet another pay to play space? Are public schools zero sum games where you win and I lose? Where one school is good enough for those kids, but not for MY kids? As Jim Rouse used to say this is not only irrational, it is immoral.

Thank you County Council members who sponsored and support this resolution. Thank you for reminding us of the difficult, sometimes politically unpopular stances you as PUBLIC officials must take to remind us that the common good is not only advocating to the loudest voice, those who leverage their power and wealth or wear a matching tshirt, but the advocacy for those who need it the most.

Thurgood Marshall- "unless our children begin to learn together, then there is little hope that our people will ever learn to live together."

Howard County Council:

I believe that CR-112 is flawed legislation that could do more harm than it claims to fix. This legislation assumes that Howard County Schools are segregated by both race and socioeconomic status. However I believe that this assumption is false.

I evaluated the extent of economic segregation by computing a dissimilarity index for the ten counties in Maryland with the highest student populations and for the state overall based on FARMs data (Reference 1). Unlike some other measures of segregation that have been floated around various blogs, the dissimilarity index is a key measure identified in the US Census report in Reference 2. As seen in Figure 1, the economic dissimilarity index of Howard County Public Schools is similar to that of neighboring counties including Montgomery, Frederick and Anne Arundel, and significantly less than Baltimore City. Howard County's dissimilarity index also about the same as the index for all of the state's public schools. Howard County is not the most economically segregated school system in Maryland.

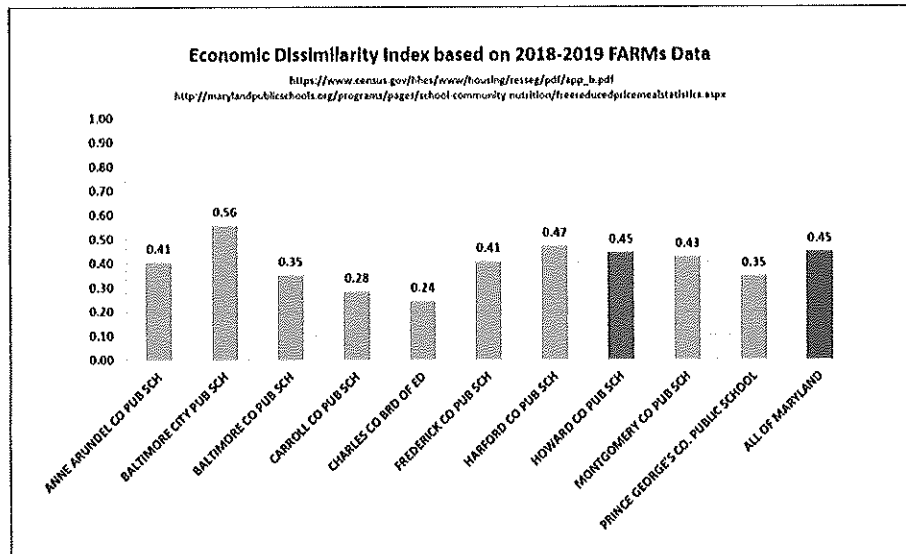



Figure 1: Economic Dissimilarity Index for Maryland public schools

Data from recent Washington Post article (Reference 3) shows that Howard County Schools are more racially integrated than many neighboring counties including Montgomery, Frederick, Anne Arundel, and Baltimore County. The legislation defines a segregated school as one "where less than 40 percent of the student population is white". However, the percentage of white students in the entire system is only 35.8% (Reference 4). It is mathematically impossible to integrate all of the schools in the county based this definition. In fact the only way to reduce the number of "segregated" schools would be to concentrate the white students together.

I therefore urge the board to vote against CR-112.

Sincerely,


Eric Greenberg, Columbia MD.

I want to open with commending Council Members on their noble efforts and for the opportunity to present (and submit) testimony. When voting, I ask Council Members to consider the following:

1. ***Timing is everything.*** The Council is wise to ensure that the timing of CR-112 is not perceived to be supportive of the BOE's current redistricting plan which is lacking in strategic planning, practical logistics, definitive peer-reviewed evidence, financial accountability and government transparency.

2. ***A Master Plan.*** Council Members, I submit to you that if you dislike current overcrowding in schools, then the creation of a master plan that carefully controls all aspects of housing development and school construction is key. The master plan should strategically take into account future overcrowding and school construction.

Further, if there is a perception that racial and socioeconomic segregation is a problem in Howard County, then the Council has *the best tools* to address this "problem," namely the geographic location and planning of affordable housing.

3. ***Lead by Example. Set the Tone for Civility and Unity.*** Council Members are elected officials with a duty to lead all members of the Howard County community. I, like so many others, understand the history of this nation... the hate that has divided cultures and races, not just black and white, but Chinese and Japanese, Native Americans, Jewish, Indian, Italian and even Irish.

CR-112's language is inflammatory and sets a divisive tone. For a large percentage of our community, this divisive language stirs emotions that many of us who have lived in the United States cannot begin to appreciate. Such community members have personal life experience in which they suffered and fought oppression in their first countries. Therefore, the justification that CR-112's language merely calls upon history is to ignore the ***real effect*** it is having outside these doors, in our communities and neighborhoods. Notably, CR-112's references to "slavery" and repeated references to "black" and "white" are unnecessary to support the Council's goal and actually serve to undermine the BOE's redistricting plan's lawfulness on appeal.

Further, CR-112's *current language ignores the actual racial diversity* within our Howard County community. For example, every skin color and nearly every religion is represented on my street. (I know that my street is not an anomaly in Howard County. Rather, it is often the norm.) Howard County is a treasure trove of colors, cultures, and religions, and boasts high education, and, not just civility, but a true community. Howard County IS an integrated community. If there are divisions

Ashley Jolissaint
Polygon 1166, District 5
Testimony CR-112

in housing affordability, then Council Members should use the powers that only Council Members have to correct those errors. The Board of Education is not ^{equipped} to address these geographical issues. Instead, county Council Members should ensure the Board of Education's complete focus on providing the best possible education to all Howard County students in a safe environment and supported by their neighborhoods.

Additionally, CR-112's language ignores the efforts made by all races to end oppression in our country and abroad, those who died not only to end slavery but those who still die side by side with brothers and sisters of all colors... Closer to home though, CR-112's language ignores the many racially diverse families in our community... the blending and equality that does exist. If ever there is a community that would unite to ensure an equal education for all, Howard County is that community... unless we destroy our unity and common ground before we have an opportunity to address and correct any perceived inequalities.

Therefore, I ask you, Council Members, to **be the leaders you were elected to be. Choose civility.** Carefully and thoughtfully redraft any County Resolution which requires the Howard County Board of Education to redistrict with socioeconomic factors in mind. **Exclude divisive language** that perpetrates stigma and hate unnecessarily, regardless if the language is based in "truth" or "historical fact." Would CR-112 not be as effective were this divisive language omitted? Or, is its very purpose to create division and chaos?

4. Howard County, the Community – Our Children Deserve the Best. Council Members, I submit to you that this product is not your best... and it is not what the community, nor the children of Howard County deserve.

I ask that you redraft CR-112 with language that calls upon the Board of Education to create a redistricting plan that is best for ALL students, based in peer-reviewed research and unbiased research that is clearly outlined in its limitations or lack thereof. I submit that a redraft should include language that requires strategic planning, including cost estimates and practical logistics, responsible spending, and government transparency.

The children of Howard County deserve our very best, and right now, CR-112 in its current form, does not meet that very basic standard.

I will leave you with two final thoughts for your consideration: First, children **thrive** with the support of their communities, their neighbors, friends and family... Perhaps, allowing for more inclusion, more choice, and less force, would yield the greatest results as we all navigate together. Second, we have some of the most brilliant minds in Howard County, why not include them in the actual conversation for a Master Housing and School Construction Plan?

Howard County Council Testimony (Resolution 112)

E. Laurita Finch Clarke

(District 5)

September 26, 2019

Good evening Council,

My name is Laurita Finch Clarke. I am an attorney and the mother of nine-year old identical twin boys who attend Triadelphia Ridge Elementary in Ellicott City.

I am here to express my overwhelming support for socio-economic equity, and my disappointment in Resolution 112 and redistricting as the recommended method to accomplish it.

First, the Resolution's reference to the evil history of U.S. race relations, and Howard County's own delayed response to *Brown v. Board*, while true, are unproductive as a starting point, as I have observed them evoke visceral reactions from many of the parents whose support you will need to obtain and retain equity.

Second, alleging that our schools lack racial diversity simply isn't true, and further alienates community members who would otherwise eagerly support a thoughtful approach to bridging the achievement gap.

The achievement gap exists in large part not because certain schools in the county are intrinsically better than others, but because parents with means spend money on THEIR children beyond what our tax money offers through the school system. When my boys were in pre-school, a neighbor told me her first and second graders were tutored twice a week not to catch up, but to advance them. My retired father, a pharmacist, for years now, has gotten my boys off the bus, started them with homework, and taught them advanced math and reading skills while my husband and I finish the work day. He even gets the first bite at the apple of responding with wisdom to their recitation of the day's events, reinforcing the work ethic and integrity my husband and I try to instill.

This type of family involvement and "extra" help is not atypical in the so called "higher achieving" schools. Each year many of these kids score off the charts on the MAP and other standardized tests on material that hasn't even been taught in the classroom. Just last week my father expressed mixed emotions about my sons thanking him for having taught them how to do long division with decimals because that was on a math pre-test where the teachers were trying to get a sense of where the class was at the beginning of the year. Of course, he was proud of his grandsons' achievements, but he also reflected on his own childhood in segregated

schools in Henderson, North Carolina, and the days and weeks he missed picking cotton to help his sharecropping mother earn money to feed he and his seven siblings.

He wonders what happens to kids like him in this day and age. How would you feel to be the child in that class without a private tutor or after school home schooling?

Even if you were the super motivated nine-year-old, without these extra resources, how would you go about learning what you haven't been taught and don't have access to because your parents are working, perhaps don't speak English, and simply trying to survive?

I implore you to use our County's limited financial resources on tangible support systems for children needing this edge rather than on transportation to even out FARM rates which will disrupt all communities by taking our kids farther from the safety net of their communities.

There are better ways of closing the achievement gap. Restore the "Reading Recovery" and "World Language Programs" that were recently lost to the Oakland Mills and Stevens Forest communities. Perhaps start peer on peer tutoring programs where kids with high level math skills tutor kids for whom English is a second language, and those kids in turn teach the math tutor their language. How do I know about these phased out programs? Because I went to an event in Oakland Mills where this was being discussed among their leaders, and guess what? My neighbors of Indian, Chinese and Anglo-Saxon descent had beaten me there looking for ways we together can effectively assist and advocate for students in need. In fact, when I drove up, my Bollywood dance instructor was running through the grass between apartment complexes having just met with a Latino family sitting on their back stoop. And she was prepared too, having earlier sent out a WhatsApp message seeking bilingual neighbors to accompany her.

This sense of community is why I've been a Howard County resident for fourteen years.

Yes, I know the issues many FARM students face are complex. As a former adjunct professor at Howard University my students balanced academics, work schedules, money deficits, and calls about dysfunction back at home. I knew their success wouldn't be contingent on just making sure they got to class, but rather giving them individualized time, and providing them tangible resources that fit their particular needs.

I implore you, not just as a J.D. knowledgeable of what students need in the classroom, but as an empathetic M.O.M. who knows that their hearts and emotions must be tended to as well. In this moment, we have a unique opportunity to tailor resources to needs. Let's not divide and snub, but rather unite and seize upon this community's willingness to help.

Testimony in Opposition to CR 112-2019

Wednesday, September 18, 2019, 7 pm

Howard County Council

3430 Court House Drive, Ellicott City, MD 21043

My name is Meenu Suri and. I am here today to express my strong opposition for CR112 on desegregation of schools through the redistricting process.

I have read this CR 112 many times and the above historical references in 'whereas' clause looks misleading to me, but mainly I want to talk about the 3 things in second last paragraph which says – “the County Council of Howard County, supports the Howard County Board of Education and Howard County Public School System in their lawful efforts to integrate through the redistricting and boundary review process and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in the Howard County Public School System.”

I understand and do NOT oppose the idea and purpose behind CR 112 which is to eliminate the education achievement gap that exists between students from lower income and higher income family but I do very much oppose the resolution telling the Board of Education to achieve this goal through redistricting.

Racial and socioeconomic disparities:

- Racial and socioeconomic disparities are not caused by HCPSS but mainly due to poor zoning and development decisions made in the past. It is not due to inequalities in our education system or lack of access to education.
- So why does anyone expect public-school system or redistricting to solve them? It does not solve the underlining real issues with poverty concentration, nor does it address the fundamental issues in underperforming schools.

Integrate through redistricting process

There is a lot of research showing that socioeconomic integration by redistricting does not help eliminate the educational achievement gap between low income student and higher income students.

I am was here last Wednesday for the first session, I listened the supporting argument about various studies have shown that integrating these schools with children from different income groups , the low performing children will score higher with the high performing children. I wanted to ask you, the students that were part of these studies – where they going to neighboring schools or were forced bus to longer commute? Were kids in these studies had access to after school activities? I have looked at various studies but I am not able to find such scenario.

My son goes to River Hill and due to CR 112 and proposed redistricting plan, he along with 478 kids will be will be forced to sit in a bus daily for over an hour commute each side. And they will lose all their opportunities for after school activities.

And you are telling me by doing this, it will improve kids and schools performances and will decrease achievement gap?

If you don't have the proof, then you have no right to use my kid to be part of this experiment.

Just as with Superintendent Martirano's plan, Resolution 112 essentially designates the students in Howard County as elements in socio-economic experimentation by moving 7,400 kid around the county and further away from where they live. There is no 'equity' in that.

I am a Howard County resident for last 12 years. My family lives in the most racially diverse community with a mix of African, Asian, Latinos and White families and we are very proud of our community.

- In 2017, According to the Maryland Equity Project of the University of Maryland, Howard County is the most integrated school district in the region and a national model for diversity and inclusion.
- I do not understand how within 2 years, CR112 assumes that Howard County Schools are now segregated by both race and socioeconomic status.

Achievement Gaps:

- (Attached) Based on 2017 SAT Test statistics from HCPSS Page 22 Table A9, FARM students do have lower scores comparing to non-FARM students at same school. However, FARM students at Oakland Mill HS and Marriotts Ridge HS have SAT scores of 988 and 986 respectively (See attachment). That means that for school or building doesn't make difference for FARM students' performance.
- Studies have shown that student achievement correlates with lot of different factors - like parental education, parental support & motivation, health factors and community involvement.

If one is to solve a problem, the first step in doing so is to 'do no harm' with the proposed solution. The CR112-2019 proposal failed to disclose the risks and harms that it will do to students, teachers, families, communities, environment, and the entire county. (Please see attached list below)

- Just as with Superintendent Martirano's plan, Resolution 112-2019 essentially designates the students in Howard County as elements in socio-economic experimentation by moving 7,400 kid around the county and further away from where they live. There is no 'equity' in that.
- According to your redistricting plan, a student who is beginning their junior year at River Hill HS, would spend their senior year at Wilde Lake HS. Does this seem reasonable? I think that most of us would agree that we would not want our teen to be forced into this situation.
- Equity will never be achieved through redistribution.
- Forced Busing children WILL NOT increase individual grade point averages, SAT Scores, nor will it increase a family's social or economic wellbeing. In fact, it may decrease all those objectives.
- I believe children should attend the public schools that are closest to their homes. They should have the ability to walk or be driven a very short distance and share the same common threads of their neighbors.
- By means of redistricting, we shouldn't be spreading these kids out to be lost in the system; we should invested in them and their local school within the community to help them meet with success.
- All children must be treated equally regardless of race, gender, economic status or any other classification. The only classification all of us should be using is "Howard County Public School Student", which is not supported by CR-112.
- There are many meaningful alternatives proposed by many families: 1) expand voluntary participation programs, such as Jumpstart, so that more FARM students will have the opportunity to participate in high-performing schools *at their will*; 2) create or expand magnet programs/charter schools so that all students, regardless of their income or polygons, will be attracted to attend together; 3) Invest in schools that are desperately in need of infrastructure upgrade or special programs to help the students in need; 4) build more affordable housing so that more low-income family students will have access to high-performing schools. With that, I respectfully ask county council to vote against this resolution.
- Thank you
- Meenu Suri (Polygon 176)

Table A9
SAT Section Scores for the HCPSS Class of 2017 by High School and Gender and Special Service Group: Most Recent Administration

School	Male			Female			FARMS			Special Education			English Learner		
	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total
All Schools	592	607	1198	592	578	1170	511	503	1013	462	460	922	*	*	*
Atholton	596	606	1201	596	587	1183	499	501	1000	464	474	938	-	-	-
Centennial	626	662	1285	638	633	1270	576	589	1166	-	-	-	-	-	-
Glencelg	612	631	1240	604	597	1200	-	-	-	497	457	953	-	-	-
Hammond	554	547	1102	564	530	1094	502	483	985	472	448	920	-	-	-
Howard	580	596	1176	589	577	1166	510	516	1025	423	456	879	-	-	-
Long Reach	545	534	1078	544	514	1058	501	483	983	460	418	878	-	-	-
Marriotts Ridge	621	650	1269	625	621	1246	492	494	986	455	445	900	-	-	-
Mt. Hebron	594	616	1208	601	592	1194	549	562	1106	484	483	967	-	-	-
Oakland Mills	565	565	1130	544	528	1072	506	482	988	430	580	1010	-	-	-
Reservoir	567	573	1139	573	550	1122	499	487	986	438	435	874	-	-	-
River Hill	630	654	1281	641	638	1278	-	-	-	-	-	-	-	-	-
Wilde Lake	575	592	1167	556	534	1091	499	493	993	440	460	900	-	-	-

Note. Results are not reported for groups with fewer than ten graduates (-) or with fewer than ten test takers (*) to protect student privacy. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy. SAT scores are based on the most recent SAT test.
FARMS = Free and Reduced Price Meals Service

This proposal will do a tone of Harms to ALL students, including students from low-income families:

- Increased risk of depression, anxiety, and suicide
- Forced separation from friends, classmates, teachers at current neighborhood schools.
- Lost support from existing friendships and support systems already established with counselors, teachers, coaches, and mentors
- Increased stress to survive in new schools, especially for high school students
- Forced long ride in school bus every school day
- Lost opportunity to play school sports, clubs, bands, and other after school activities due to transportation constraint and switching schools
- Sleep deprivation as students have to get up earlier to catch the school bus due to the forced longer school bus rides
- Increased risk of injury/harm due to prolonged forced school bus rides every school day
- Transportation was reported as a significant contributing factor for 39% of chronically absent high school students. Students from low income and single parent families are particularly at risk of school absence if they miss the school buses.
- Lack of neighborhood schools is another significant contributing factor for school absence and drop outs
- Lack of family and neighborhood support that supports social and emotional well-beings of students is another significant factor
- Very importantly, student mental health significantly contribute to school absence and drop out Increased risk of worsening performance academically
- Students suffer academically due to the prolonged forced bus rides, sleep deprivation, forced separation from existing friends and supporting groups, forced adjusting to new school, new classroom, new schedule, new social environment, injuries, fatigue, depression and anxiety, reduced physical fitness, and increased school absence and drop cuts Increased risk of not being prepared for college application
- Forced separation of students from their counselors and teachers at their current schools who have known the students for years and can provide guidance and write them recommendation letters will make student suffer in their college application and very likely make them lose their opportunity to get into the college that they deserve .

Testimony In Opposition to CR 112-2019
Wednesday, September 14, 2019, 7 pm
Howard County Council
George Howard Building
3430 Court House Drive, Ellicott City, MD 21043

Name: Hemant Sharma, MD MHS
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Council District: 5
Email: Hemant_sharma@rocketmail.com
Phone: 301-529-2523

As a lifelong Howard County resident, HCPSS K-12 graduate, parent of 3 HCPSS students, pediatrician and health disparities researcher, I respectfully request you vote against CR 112-2019 for the reasons stated below.

While I fully embrace our shared intention of addressing educational inequities, as a pediatrician and researcher, I am deeply concerned redistricting as a means to achieve educational equity in Howard County, as suggested by CR-112, is unsupported by research and poses real harm to our children, particularly our most disadvantaged.

1) The Problem has been Misdiagnosed:

Howard County Public Schools are a model for integration. Despite being the most integrated school district in the region, worrisome achievement gaps exist by race and socioeconomic status. Therefore, a misguided effort focusing on “integrating” an already integrated school system will completely miss the root causes of the opportunity gap.

- a. **“Howard County is the most integrated school district in the region, according to the Maryland Equity Project of the University of Maryland. Children of different races — especially those who are black and white — are more likely to sit next to each other in Howard than almost anywhere else in the state.”**
- b. **“The experience of Howard County — consistently ranked among the strongest public school districts in the nation — demonstrates that *bringing students of different backgrounds together in the same schools isn't enough to ensure their success.* Where educators have long spoken of the achievement gap — the differences in academic performance between white students and black, and affluent and poor — some are now focusing on the so-called **opportunity gap.**”**
- c. **“The district's advanced classes — honors, gifted and talented, and AP — are disproportionately white, while the regular and remedial classes are disproportionately black.”**
(Source: Baltimore Sun, March 2017, “Within Integrated Schools, de facto segregation persists”)

2) The Research Data is Inconclusive and Study of the Real Root Causes of Inequities in HCPSS is Lacking:

- a. Despite claims of “decades of research” supporting socioeconomic integration as a mechanism to address the achievement gap, the research is in fact inconclusive.

Testimony in Opposition to CR 112-2019
Wednesday, September 14, 2019, 7 pm
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- b. A recent independent analysis of the key research studies, "A Reality Check on the Benefits of Economic Integration," by Future Ed at Georgetown School of Public Policy concludes: "It's not clear from the research available today that socioeconomic integration alone would produce the hoped-for gains on the academic side of the integration equation. **The research on the effects of socioeconomic integration, including studies frequently cited by the strategy's proponents, is inconclusive.**"
 - c. Furthermore, the research on socioeconomic integration was largely conducted in actually segregated school districts, seeking to bring FARM rates to 40-70% - Howard County is integrated and has FARM rates, at their highest, already in that range. **Will the minimal reductions in FARM rates resulting from redistricting an already integrated school district really have any chance of significantly reducing the achievement gap?**
 - d. There has been **absolutely no study at all in Howard County Public Schools of the root causes of the actual problems of the achievement and opportunity gaps?** From responses to questions posed re: the 2019 HCPSS Equity Report: Question: "Have any tools such as surveys or interviews been used to determine root cause and barriers [of the achievement gap]?" Response: **Not at this time.**
- 3) **Misguided attempts to address the opportunity gap through redistricting poses real harm to our children, particularly our most disadvantaged:**
- a. In a study supported by the Center for Poverty at UC Davis, a Harvard researcher found that redistricting can "hurt already disadvantaged students and communities. Parents whose main mode of transportation was either walking or the bus system expressed concern about their future ability to reach their child's school in the event of an emergency... Many parents felt the increased commute would also prevent them from being actively involved at the school, or from enrolling their children in after-school activities."
 - b. The 2019 HCPSS Equity Report, itself, suggests negative impact of the proposed plan by removing low-income students from their familial and neighborhood supports and increasing geographic and transportation barriers to beyond school opportunities, both of which are correlated in HCPSS data with higher graduation rates.

While the intention of CR-112 is one I admire and share, your call to implement a superficial and ultimately ineffective plan poses real harm to our children. There is a better way. Let's be a national model to address achievement gaps and implement true equity using innovation. For an issue of this magnitude and importance, we owe it to the children we are seeking to help, to rigorously study the problem and its root causes at the school and County levels, inclusively analyze the applicable evidence using expert input, and then and only then embark on a course of informed action.

For the reasons stated above, please vote "no" to CR112-2019 on October 7.

A Reality Check on the Benefits of Economic Integration

Future Ed, Georgetown University McCourt School of Public Policy, September 19, 2019

Sarah A. Cordes

<https://www.future-ed.org/a-reality-check-on-the-benefits-of-economic-integration/>

School districts from New York to San Antonio are turning to a new strategy to improve student outcomes: ensuring that schools have students from a mix of economic backgrounds. Advocates argue that ending the widespread segregation of students by class would increase achievement among low-income students.

It's certainly the case that bringing together students from different backgrounds could promote tolerance, understanding, and a stronger sense of shared identity, commodities in short supply in the nation today. In that spirit, economic integration is a way around judicial prohibitions against assigning students to schools on the basis of race. And as the sociologist James Coleman argued years ago, having access to more advantaged peers could provide lower-income students with valuable insights and networks as they enter higher education and the work world.

But even if district leaders are successful in bringing students from different economic backgrounds together, it's not clear from the research available today that socioeconomic integration alone would produce the hoped-for gains on the academic side of the integration equation.

The research on the effects of socioeconomic integration, including studies frequently cited by the strategy's proponents, is inconclusive. Several studies suggest that students who attend schools with higher socioeconomic status (SES) perform better. A study of the relationship between school SES composition and achievement by Russell Rumberger of University of California-Santa Barbara and Gregory Palardy of the University of Georgia, for example, found that students who attend high SES schools have greater achievement growth in reading and math than students in low SES schools, even accounting for students' background characteristics.

A second, by Roslyn Mickelson and Martha Bottia of the University of North Carolina at Charlotte, reviewed the evidence from five studies that explored the link between school SES and achievement and discovered that students who attend higher poverty schools have worse math outcomes.

But it is hard to conclude from these studies that attending a socioeconomically integrated school *causes* better performance. The results instead could reflect underlying differences in the low-income students who make their way to higher SES schools. They may come from families that place a higher value on education, for example, or are more motivated.

In contrast, a study of a nationally representative sample of 1,100 students by Richard Crosnoe of the University of Texas at Austin found that low-income students who attended higher income schools performed no better academically, had a slower progression through math and science courses, and had worse psychosocial outcomes. But like the

authors of the more encouraging studies, Crosnoe wasn't able to confirm that differences in performance were due to the SES composition of the schools.

Some researchers have done a good job of addressing the fact that it could be students' backgrounds rather than the mixing of students of different backgrounds that is driving the test results—what social scientists call selection bias. But they also find mixed results.

In one, RAND researcher Heather Schwartz compared the outcomes of approximately 850 public housing students in Montgomery County, Md., who were randomly assigned to better and worse neighborhoods and schools. She found that seven years later, students assigned to live in better neighborhoods and attend higher SES schools had significantly higher performance in both reading and math.

In a second study, Robert Bifulco of Syracuse University, Casey D. Cobb at the University of Connecticut, and Courtney Bell of ETS used a lottery analysis, which mimics a randomized controlled trial, to examine the effects of attending inter-district magnet schools in Connecticut. They found that students attending these more racially and economically integrated magnet schools performed better in both reading and math.

But the researchers were unable to distinguish whether these positive effects were due to the higher levels of integration experienced by students who attended these magnet schools or differences in the schools' educational programs.

And in a carefully controlled study of more than 130,000 students in Wake County, N.C., Caroline Hoxby of Stanford and Getchen Weingarth found that the improved academic performance of low-income students who moved to more affluent schools was mostly explained by these students being exposed to higher-achieving peers, and that the socioeconomic status of students' peers and parents' education (often used as an alternative measure of SES) had no independent effect. This suggests that peers' achievement, rather than their economic status, was more important for improving test scores.

While some may argue that socioeconomic integration is a way to expose low-income students to higher achieving peers, high income and high achievement are not necessarily synonymous. What Hoxby's study suggests is that policies that are narrowly focused on socioeconomic integration without consideration for how they will affect the distribution of high-performing students across schools may prove unsuccessful at improving student achievement writ large.

It also may be school factors, such as stronger teachers, that make the difference rather than socioeconomic integration. Indeed, Rumberger and Palardy found in their national representative sample of more than 14,000 students that the relationship between school economic level and student performance was almost entirely explained by differences in teacher expectations, the amount of homework students do, the number of rigorous courses available to students, and students' feelings about safety.

While one way that low-income students might increase their exposure to these practices is by attending schools with students from affluent families with high educational expectations and more resources, there's no evidence that an affluent student population is a prerequisite for effective educational practices.

It's also difficult to *apply* research findings to current school district integration efforts. Most studies have examined the performance of low-income students attending higher-income schools. Yet this is not what most socioeconomic-integration plans propose.

Some seek to attract more middle-class families to the district by creating *new* schools and programs, including Montessori schools and gifted-and-talented and dual-language programs. This is a far different proposition than integrating *existing* schools and could potentially lead to socioeconomically integrated schools with segregated classrooms, particularly without intentional efforts by school and district leaders to limit practices such as tracking.

Other plans aim for schools to mimic surrounding district demographics, but as long as neighborhoods remain segregated by income and class, schools could attain this benchmark and yet continue to have relatively high poverty rates.

And there are other practical issues. Districts with concentrated poverty may simply not have enough middle- and upper-income families to support widespread integration efforts without recruiting families from private schools or other districts. Even then, there is likely to be a delicate balance between middle class families "taking over" the public schools and driving low-income students out and those same families exiting to attend private schools or to live in other school districts if the share of low-income students becomes too high.

The silver lining might be that even if interventions have no short-term impacts on student achievement, they may have positive impacts on other long-term outcomes that society values.

In her study of public-housing students, Schwartz found very little academic impact of attending higher-income schools in the short term, but substantial and significant improvements on state standardized tests after seven years. And economists Raj Chetty, Nathaniel Hendren, and Lawrence Katz found no short-term benefits of living in higher SES neighborhoods, but significant positive effects on college attendance and earnings for the more than 5,000 children who were assigned to live in more advantaged neighborhoods under the federal Moving to Opportunity Demonstration program when they were younger than 13.

Still, the evidence supporting a push to ensure that schools have students from differing economic backgrounds is more complex than the policy's advocates would lead one to believe, as admirable as the goal may be.

Sarah A. Cordes is an assistant professor at Temple University's College of Education in the department of Policy, Organizational, and Leadership Studies.

Why Integration Won't Fix Educational Inequity

Forbes, Sep 25, 2019, 05:17pm,

<https://www.forbes.com/sites/nataliewexler/2019/09/25/why-integration-wont-fix-educational-inequity/#327e0bec3700>

Natalie Wexler Senior Contributor
Education

I write about retooling K-12 education to address social inequality.

Recent research calls for integration, but it won't level the playing field unless we also change our approach to education to align with what scientists have discovered about how kids learn.

A recent study concludes that gaps in student test scores are driven by poverty, not race—but then says the solution must nevertheless be racial integration. More fundamentally, it overlooks current classroom practices that perpetuate income-based gaps even when schools are integrated.

Earlier this week, Stanford University sociologist Sean Reardon and some colleagues released a report using massive amounts of test-score data to investigate the effects of modern-day racial segregation. After Southern schools were desegregated in the wake of *Brown v. Board of Education* in 1954, test-score gaps between black and white students decreased. But with the decline of court-ordered integration, racial segregation in schools returned and has remained at high levels since the 1980s. The question the study set out to investigate is: does racial segregation still matter?

The answer, Reardon and his colleagues say, is yes. School systems that are more segregated have larger achievement gaps, and “their gaps grow faster during elementary and middle schools than in less segregated ones.” But it’s not because of race per se. The real problem, the researchers conclude, is poverty.

How did they figure that out? According to news reports, they zeroed in on three districts: New York City, Atlanta, and Detroit. (Detroit isn’t mentioned in the report itself.) In the first two, race and poverty are highly correlated—that is, poor students are overwhelmingly black and Hispanic, and wealthier students are almost all white. In Detroit, though, students of all races come from low-income families—and, unlike in New York and Atlanta, there was hardly any score gap between whites and students of color. That, perhaps, is the good news. The bad news is that scores in Detroit were low across the board.

The researchers also say it’s not the poverty of individual students that’s the problem—it’s the concentration of poor kids in particular schools. The researchers aren’t sure exactly *why* that’s a problem, because they don’t have good enough data. But, they say, “schools’

poverty rates, not differences in schools' *racial composition*" are somehow linked to inequality.

You might expect this finding to lead to the conclusion that the way to address inequality is through socioeconomic rather than racial integration. But no. Instead the researchers argue that because race and poverty are so closely related, "the only way to close the gap is to racially integrate schools." The reasoning here is hard to follow. It's true that black and Hispanic families are disproportionately low-income in the United States, but why not aim for socioeconomic integration, if that's the real problem? You'd probably end up with more or less the same result: schools that are both racially and socioeconomically integrated. But given that the basic problem is poverty—and that the Supreme Court has decreed that assigning students to schools on the basis of race is constitutionally prohibited—why focus on race?

In any event, the whole question is largely academic. Segregation and busing have been in the news a lot, but a return to mandated integration of any kind—which is what would be required to make it happen on a large scale—is highly unlikely.

That's a pretty bleak picture, if you agree with Reardon that integration is our only hope of improving education for poor kids. "There's a common argument these days that maybe we should stop worrying about segregation and just create high-quality schools everywhere," he told one reporter. "This study shows that it doesn't seem to be possible."

But Reardon, like many other education researchers, is overlooking a fundamental problem: *what* is being taught and *how*, especially in elementary schools. What Reardon's data doesn't capture is the disconnect between the world of education and what scientists have discovered about how children learn. True, some kids do just fine in our education system—mainly those from higher-income families. But that may be *despite* rather than *because* of our prevailing curriculum and pedagogy.

High-poverty schools often face a host of challenges, including high numbers of kids who have experienced trauma that hasn't been treated. Still, it's possible to significantly raise the quality of the education they provide if we bring our teaching practices in line with cognitive science. That's not to say, of course, that we shouldn't try to reduce segregation. It just means we shouldn't pin our hopes on something so difficult to achieve while overlooking other things that can work, right now—and in fact are beginning to produce results in the relative handful of high-poverty schools that are adopting a different approach.

The most egregious, and widespread, example of an educational practice that conflicts with science is the way American schools approach reading instruction. Many teachers haven't received good training in teaching kids to sound out words, despite mountains of evidence on what works best. And nearly all have been trained to believe that the way to teach kids to understand what they read is to spend many hours every week on comprehension "skills and strategies"—things like "finding the main idea" of a text, or "making inferences"—and

then have kids practice the “skills” on books on random topics that are easy enough for them to read on their own. But cognitive scientists have long known that the most important factor in reading comprehension isn’t generally applicable “skills,” it’s how much knowledge the reader has relating to the topic. The subjects that could build kids’ knowledge—history, science, the arts—are the very ones that have been cut to make room for comprehension instruction, especially in schools where test scores are low.

The result is a kind of intra-classroom tracking that begins in kindergarten. Children from less educated families, which also tend to be low-income families, are disproportionately likely to benefit from phonics instruction. They’re also more likely to lack the kind of knowledge and vocabulary needed to understand sophisticated texts. If they don’t get these things at school, they often remain permanently behind—regardless of whether they’re in a classroom with white or affluent peers.

What about the data showing benefits to black students from desegregation? Much of it comes from decades ago, before high-stakes tests and other factors made reading comprehension instruction the centerpiece of the elementary curriculum. Elementary schools may not have been providing a rigorous content-focused curriculum, especially in social studies, but at least students had a chance to acquire *some* academic knowledge and vocabulary. And white schools often had better textbooks and other amenities than black schools under segregation.

There’s some more recent evidence on the benefits of integration, but there’s also data pointing in the opposite direction. A 2017 study found “large differences” in the performance of wealthier and poorer students in the same schools, concluding that socioeconomic segregation is unlikely to reduce the test score gap. Similarly, a 2018 study of elementary schools in New York City found significant gaps in scores between students from different socioeconomic groups at the same schools. More anecdotally, there’s de facto tracking at many integrated high schools. Regular classes are populated by black and brown students, while honors classes are filled with white and Asian ones—a situation that has prompted some high schools to put everyone in honors classes in an attempt to further educational equity.

But if we really want to achieve that goal, we need to start questioning standard classroom practices that reinforce rather than reduce existing inequities, beginning in kindergarten. It’s fine to look at masses of test score data to document inequality, but if researchers want to understand how to address it, they’ll need to look elsewhere.

Natalie Wexler is the author of The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It (Avery, 2019). She is also the co-author, with Judith C. Hochman, of The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades (Jossey-Bass, 2017). Her articles and essays have appeared in The New York Times, The Washington Post, and other publications.

I'm Dr. Sigen Chen, an Ellicott City resident. I signed up to testify because this proposal's implication on school redistricting. My son attended Howard County Schools, now he is a college sophomore. We are thankful to HCPSS for provided education he needed. We went through the relocation, researched what we needed, and made our choice. I would be upset if someone told me my son couldn't go the school we planned for.

As I sat here last Wednesday night (9/19), I heard Council Members said that this Council couldn't tell schools or BOE what to do. However CR112 seems to suggest just that-

-- "integrate Howard County Public Schools through the redistricting and boundary review process and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in the Howard County Public School System".

Therefore what I heard from this room and what I saw on the resolution CR112 appears conflicting at each other.

Back to CR112, the word "segregation" certainly caught my eyes. I was thinking - really? We are at 21st Century, in a Blue County, Blue State? How did that happen? What caused the "Segregation" if exist, "achievement gap" and "racial and socioeconomic disparity"? All those things sounded awful. If such concerns are credible, then they ought to be addressed. Question become how? Is it public schools' fault? When we trying to resolve a complexed issue like such, we ought to do a better and thorough job. Would shuffle students across different areas solve the "segregation", "disparity" problem? Not likely, though we wish it would.

With that I'd simply say "No" to CR112. Finally could I make a couple of the comments?

1. Please leave school districts intact unless there are new schools built, at which time, leave the school redistricting work to BOE and AAC, that's their job. Otherwise let parents and students to choose which area they want to settle in. People know better as to where they want to live.
2. Study the problem thoroughly, find the root cause of the problem, and propose the right solution for the specific problem.

Thank you for your time.

Testimony in Opposition to CR 112-2019
Wednesday, September 18, 2019, 7 pm
Howard County Council
George Howard Building
3430 Court House Drive, Ellicott City, MD 21043

I am Amit Grover and resident of Ellicott City (Polygon 176). Thank you for giving me this opportunity to testify and voice my opinion as it relates to the CR 112 which leads to a massive redistricting of the Howard County Public schools. I strongly oppose the proposed redistricting plan as it splits the communities and does not solve the underlying problem. As a Howard County resident, I respectfully request you vote against CR 112-2019.

CR 112 calls for multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors. I have read the CR-112 multiple times and also the feasibility Study and the Superintendents Proposed redistricting Plan.

Below are some of my observations that makes me believe that we are not taking right steps to solve the problem and integrate our communities.

1) Socioeconomic Inequality:

I tried looking for low income housing options in Howard County. The number below provides some perspective on why we have this problem at our hands.

Below are some of the results of my search

Columbia – 19 Multi Family Units

Ellicott City – 3

Clarksville -0

Marriottsville – 0

Elkridge -3

The number tell me that the presence of clustered pockets of low-income housing in the county is due to poor zoning and development decisions made in the past. Addressing the concentration of poverty in our county will require a broad solution that includes housing, land use, transportation and other policies, not simply the social engineering of schools and busing of our students.

- 2) The value of the community in education and general student growth is well recognized. By moving the kids to a school that is away from their neighborhood you are
- a. breaking the communities.
 - b. Increasing the commute time for the kids (High School Kid in my case & during the most important years of his life). His commute time is going to increase 3 times.
 - c. There is impact on parental involvement, increase in stress on families. With the proposed plan I have to drive 20 miles if I have to go to ES and HS and back to my house.
- 3) Feasibility Study and Superintendents Plan: There was time, tax-payers money and energy spent on the Feasibility Study that was presented in June. None of the redistricting recommendations from feasibility study were incorporated in the proposed redistricting plan.
- Policy 6010 : Factors in the review or development of any school attendance area

adjustment plan.

- 1) Facility Utilization: Our School is under-utilized. There is no reason to move large number of kids to another school
 - 2) Community Stability: promote a sense of community in the geographic place (e.g., neighborhood or place in which a student lives). The CR-112 Moves Kids away from their neighborhood Schools.
 - 3) Demographic Characteristics of Student Population. (Diversity): Howard
 - 4) Board of Education's Deliberations – Seems like it overwrites all other factors.
- 4) The resources available to the county should be used to help the low performing schools, the school system should be treated as a whole unit and teacher or student exchanges should be considered to provide equal opportunity and better environment to all.
Programs similar to magnet schools (Montgomery County), special transport for the high performing FARM students should also be considered.

At the end I would like to request, **not** to do an experiment on my kids, their future is our future and we should **not** make them go through this experiment. Whereas our focus should be making our community stronger, take pride in the diversity, work harder on policies that expand housing affordability, diversifying housing types and their distribution throughout the county.

The Proposed plan will do more harm than good.

For the reasons stated above, please vote "no" to CR112-2019 on October 7.

Jenise Dunn, District 5

As a life-long Democrat, I fear that some members of this Council, the Board of Education, the County Executive and other elected officials, have become so singularly focused on a win for this resolution, they have become blind to the harm this will do to the most vulnerable of Howard County. The children of impoverished families.

CR 112 2019 does a huge disservice to children living in poverty, because at the end of the day you haven't changed what truly affects them in their fight for success - their home life.

How do I know this? I was that child. How many of those who support this resolution have actually lived a life a poverty? I don't mean living pay check to pay check. I mean absolute poverty. We were so poor we had to go to the Salvation Army almost every week for a box of food. Any assistance we received went to my step fathers drug habit. Breakfast and lunch at school were just about my only meals.

Do you want to truly make a true difference in the lives of children who live in poverty? Then give them the programs and resources that support their needs. Don't just shuffle them around and act as if this will somehow change their situation.

They worry about where their next meal is coming from. They worry about what's waiting for them when they get home from school. Start there. Start by alleviating the worries a child should not have to bear. When you do that, you begin to level the playing field and give them the ability to focus on success. On achieving something so much more than just making it through the day. It doesn't matter where they go to school, because they will still come home to the same problems, just like I did.

They need guidance, mentors and counselors. They need to know they have someone to talk to about whatever trauma they may be experiencing. They need a safe place to go when their home becomes unbearable. They need access to food and medicine. And they need it in their communities.

They are not problems to be solved. If you think that by shuffling them around and making the school numbers look better, that you will somehow make their lives better, you won't. Because you haven't solved the root problem. You just applied a bandaid to a gushing wound. It's ineffective and useless.

What you will do when you remove them from their community schools, is to prevent them from participating in anything school related. They will no longer be able to walk to their community school. Their parents may no longer be able to participate in school activities. Living a life of poverty is hard. Removing access to their community school, will make it even harder.

We need more resources in schools with a high percentage of low income students. Schools like Wilde Lake offer health centers where kids have access to medicine and vision. They have a childcare program for teen parents. They have full time social workers and

psychologists who are trained to work with children living in poverty. Because there is so much more to living in poverty than where you go to school.

The School budget is already stressed. You are putting the burden of fixing this government's mistakes on the BOE and in turn the children. That is a burden they should never have to bear. The current solution by the BOE does not allocate resources that would actually have an impact on the lives of these children. Instead, it wishes to bus over 7400 students, that is 1 out of every 7, and incur higher transportation costs. Funding was cut to technology teachers, para-educators and other needed staff as well as necessary infrastructure improvements. Yet we can somehow find the funds to double or triple the transportation budget? Shame on you and anyone who thinks that this is a good idea. And double shame on doing it under the guise of social justice. Do not think your ulterior motives and the bed you share with developers has gone unnoticed.

Where is the accountability of our County government? Central Office is currently extremely top heavy. Where we once had 2 top positions, we now have at least 6. Each with a salary large enough to provide the necessary resources in schools with low income students. Remove the duplicity, combine positions and use the funds for a better cause.

If you want to truly help impoverished children and families, do it at the source. Vote NO for this resolution and start again. I challenge you to RESOLVE to do better. Think outside the box for a solution that addresses the whole child of low income families, not just where they go to school and who they go with. We need to be willing to have talks that make people uncomfortable. We need to engage with the communities you claim to want to help. These children need a true voice and that voice is clearly not you.

This is not a game and these children are not your political pawns. If you think getting a WIN on this resolution is all that matters, then the children you claim to want to help will be the ones who lose, and trust me, they've already lost enough.

Thank you.

Jill Christianson, 10715 Autumn Splendor Drive, Columbia MD 21044

**Testimony
County Council of Howard County
September 18, 2019**

Resolution No. 112 – 2019

As a resident of Howard County since 1998, my career has addressed educational equity for three decades. I am honored to have the opportunity to address with you my insights on Howard County Resolution 112 – 2019.

I am in favor of the County Council approving this resolution, which calls on the school district to develop a lawful, multi-year integration plan for Howard County Public Schools, which would have specific focus on socioeconomic factors.

I am a 21-year resident of Howard County. I moved here because the county had a superb reputation as a school district in effective equity practice and multicultural education; at that time my daughter was in second grade. As her education journey went from Clemens Crossing, to Harpers Choice Middle School to Wilde Lake High School, I had many discussions with white parents who were concerned about 'too much' diversity. In other words, there were some parents who were fearful that the presence of students of lower income and students who were not white could be a detriment to their children's success. Fear of the 'other' was the real factor. (Yes, in-school segregation was a real issue then, as it continues to be a challenge now.) The economic and racial diversity in education was part of the reason I chose to move to Howard County. Jim Rouse had a vision, and this part of the county was filled with people committed to making it real.

At that time, Howard County was best positioned to continue to educate students well regardless of family income, race, gender, national origin, or sexual orientation factors. I worked for the Maryland State Department of Education, where I had responsibilities for race equity and multicultural education. This work advancing policy and practice was due to Title IV of the 1964 Civil Rights Act in regards to race.

At the invitation of school boards and community advocates such as clergy, our team from the Maryland State Department of Education would conduct a 360-degree investigation of racism in the school district, with a focus on the intersections of economic, gender, and other forms of discrimination in the public school systems. Following an investigation, and report meetings with the local Board of Education and community groups, there would be recommendations of actions to enhance the practice of educational equity and, thus, avoid law suits and negative rulings from the US Department of Education's Office for Civil Rights.

In that work for Maryland State Department of Education, I recall the echoes of the late Woodrow B. Grant Jr., whose courage and leadership advanced desegregation of Maryland Public Schools. He would talk about the phenomenal progress of Howard County, from a ‘recalcitrant’ school district that stubbornly refused to desegregate in the 1960s (yes, 1960s) to one that was transforming to be an educational equity leader. In fact, Howard County Public Schools has served as a model for other districts in the Maryland and nationally.

Clearly, Howard County has changed since James Rouse had a nurturing hand in growing Columbia. We have witnessed the building of estates in the western part of the county, the emergence of Maple Lawn, the big box stores in Snowden, the trailer parks along Route 1 in Jessup, and growing in poverty several pockets of the county. It is of no surprise that Howard County Public Schools has arrived at a crossroads in reassessing segregation – economic, racial and ethnic. Given all these factors, we shouldn’t be shocked at the great disparities in schools and communities in the need for free and reduced meals. The question now is - how will we address this as we seek to provide the best quality public education for every student in Howard County?

Dr. Gary Orfield, from the Civil Rights Project has stated, “Integration is something that is one of the few things we can do in our public institutions to actually prepare people for the society we will have.”¹

I urge you to read the Civil Rights Project report, “Harming Our Common Future: America’s Segregated Schools 65 Years after Brown.”² The focus in the report on suburban schools is of direct relation to the situation in Howard County Public Schools today. In that, the authors write, “Doing nothing means accepting resegregation” of suburban public schools.

“Housing and school policies have a strong reciprocal effect on patterns of racial and economic segregation...,”³ according to the 2019 study of the Poverty & Race Action Research Council. This policy brief probes “the dynamics of the housing-schools relationship and their effectiveness as advocates in their local communities” and provides examples of communities that are effectively tackling the challenge. In planning for the future, this mutual influence of education and housing patterns must be considered.

¹ Video, Dr. Gary Orfield, Civil Rights Project, https://www.youtube.com/watch?v=THoQ3_I8IBQ

² Report, *Harming Our Common Future: America’s Segregated Schools 65 Years after Brown* by the Civil Rights Project, <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown>

³ Report, *Housing and Schools: The Importance of Engagement for Educators and Advocates*, prepared by the Poverty & Race Action Research Council, https://prrac.org/pdf/NEA-PRRAC_housing-schools.pdf

With the passage of Resolution 112 – 2019, we lower the risk that students will leave Howard County Public Schools with a mediocre education experience. Importantly, too, we lower the risk that Howard County Public Schools will face legal action based on the segregation of its schools.

What do we want for our future? I want a county school system that continually seeks to address equity and provide the best education for ALL of its students, not just those who live in wealthier housing and school catchment areas. Resolution 112-2019 is important to our future.

Thank you.

Testimony in Opposition to CR 112-2019

Good Evening County Councils,

I am Dr. Jianning Zeng. I moved to Maryland in 2001 and I have been living in Howard County for almost 15 years. I work as a system engineer in NASA, my loving and hardworking husband works as a meteorologist in NOAA, and we have two wonderful boys. I am a registered voter, I am here to oppose CR112.

For the record, Asian Americans as a minority group have endured racial discrimination throughout the history of the nation. We strongly condemn any racist act.

We immigrated to this country and choose to live in Howard County for its excellent schools, and its diverse and inclusive environment. Howard County is our home, and people are making tremendous contributions to the county.

As one of the best counties to live, we had the best school education system, teachers teach students in accordance with their aptitude and performance. We have equally education opportunity for all kids. Qualified students have no problem to apply for free and reduced meals in Howard County. High FARM school get more funding. If the FARM rates make somebody feel uncomfortable, then let ALL kids have free meals. The cost of the discussion the FARM rate, the cost of increasing the commuting school bus, the cost of the traffic, the cost of curing kids physically and mentally health issues because of this, etc., might cover free meals for all kids.

Kids are not polygons, kids are not guinea pigs in the lab. They should not just be simply shuffled for any integration experiment. The real solution is that the county council should resolve the concentration of poverty in our county, and provide the real help to our most vulnerable county families so they can improve their lives, instead of sacrificing our kids.

CR112 polarizes, divides and breaks our county residents down by factors such as race, income and community then politicians say our county is segregated. CR112 causes division and resentment in the community. A disturbing racial incident just occurred on Tuesday September 24th in HOCO. It is a sad moment for HOCO.

Equity and integration can only occur naturally when we make efforts to overcome our root problems by establishing values, beliefs, culture, and by improving K-12 education in school and after school, and raising kids with responsibilities, perseverance and devotion. Our schools should be away from those social economic and social political movement.

Love your neighbor and make sure no one to suffer. Looking at the people sit next to you, we have different colors, we have different clothes, that's natural, can you say that's not equal? The history of the Cultural Revolution in 1970s in China taught us that Socialism will only make everybody equally poor and equally dumb. Socialists end as dictators.

This social economic integration is “controlled choice”. Chester Finn, former United States Assistant Secretary of Education, has written that controlled choice – isn’t all that different from the “forced busing” of yesteryear. It restricts families’ education options and imposes a top-down, government-run, social engineering scheme based on somebody’s view of the value of racial and social economic integration. This forced bussing will cause our children to have less sleeping time, long way to schools, less afterschool events and less community involvements, be more stressful. If you don’t care, what do you care about, the money in other people’s pockets. CR112 should be stopped, cancelled, or tabled.

I am extremely disappointed in County councils Mr. Opel Jones and Ms. Christiana Mercer Rigby after the last Thursday’s testimony, when a gentleman testified and expressed his fear of the consequences of CR112, he was scoffed at instead of respected.

County Council Ms. Deb Jung touched me in the budget meeting of BOE and County Council. She really concerned the research that high school students need more sleeping time, which had been the hottest topic since 2017.

I very much appreciate County Council, Ms. Liz Walsh for your willing to listen.

I stand with County Council Mr. David Youngman for your strong opposition to the CR 112.

With Love and Righteousness, Howard County deserves better. Our county Councils please vote NO to CR112.

Jianning Zeng

Oppose CR112

Lili Shippe

Good afternoon. I am here today to testify again CR 112. I strongly oppose CR112 - because the assumptions and ideas in CR112 and the approach to achieve the purpose of equity are wrong.

What made you come to the assumption that CR112 would give the FARM students a boost when they are sent to other schools of less color? It is simply wrong and outrageous to bus students in and out, make them passing so many closer schools and attend schools that are far away from their homes and communities. It is the fact that FARM students' standard test scores are about the same whether in FARM concentrated schools or not. How can CR112 possibly address and take care of FARM students' unique needs & situation when they are scattered all over the places? Their individual needs will be neglected and they will become more isolated and vulnerable. The FARM students will do much worse academically, emotionally and socially. In summary, CR112 will do more harm than good to FARM students.

CR112 will bring disruption and inconvenience to non-farm societies as well. It tears down the communities. It already sparked anger and chaos in Howard County. We feel betrayed! CR112 is not just costly; it simply doesn't work to solve the "problem" of equity because it failed to recognize the root causes of the problem & struggle of the FARM families.

I am sure by now you have heard from many voices for the opposition of CR112. I would like to end my testimony with this question -

Do you think it is a good idea the fire departments will be redistricted such that fire stations don't respond to the closest fire location, but rather to the most socio-economically diversified location when a fire occurs?

In summary, I strongly urge you all to reconsider and completely withdraw CR 112. Thank you.



HCCA

Howard County Citizens Association

Since 1961...

The Voice Of The People of Howard County

Date: 18 September 2019

Subject: HCCA Testimony for CR112-2019

Good evening. I am JD Smith representing the Howard County Citizens Association, HCCA as a member of the Board.

It is true: the school system is segregated by socio-economic factors. It is also true that the country's long history of racism and "separate but equal" keeps many poor people, especially people of color, away from the greatest equalizer and source of prosperity, which is a good public education. While many jurisdictions can attribute their primary source of segregation to this long history, Howard County can look to the long history of developer influence.

For decades, developer influence of Howard County's zoning and land-use laws have led to the concentration of poverty in certain regions of the county. These zoning regulations and agreements reached with developers have resulted in net lower number of affordable housing through alternative compliance to reduce the percentage of affordable homes, by charging so-called fees-in-lieu that have no market-basis, or by simply exempting large regions of the county from requiring any affordable housing- New Town, Turf Valley, Maple Lawn, Village Centers, Downtown Columbia, River Hill, either have received exemptions or do not require any affordable housing.

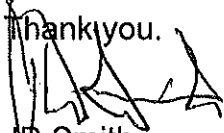
The county has a long history of passing favorable zoning and land-use laws to developers at the expense of the taxpayer. Free taxpayer dollars in the form of tax increment financing, below market school surcharge fees, density swaps in exchange for affordable housing, with no requirement to provide the affordable housing just like the downtown Columbia plan, numerous affordable housing exemptions and below market fees-in-lieu . . . the list goes on.

The cumulative effect of these actions has led to the status quo- the concentration of lower income households in some areas and the disparate statistics of poverty in certain schools. The Superintendent has released his proposal and we are confident the school system will develop a plan that will faithfully execute Policy 6010.

While the BoE and Superintendent are trying to do their job, we also ask the County Council and County Executive to try and do yours. Only you can address the root cause or in the next few years, we will face the same issues unless immediate action is taken to update development regulations.

This is why we ask you to pass CB17 immediately to increase development wait times to seven years when schools are overcrowded. We also ask you to address the issue of affordable housing by removing all exemptions and require a minimum of 10 to 15% affordable housing in all zoning districts of the county. Increase the MIHU fees to market fees and allow them only in circumstances where the 15% threshold is met. Pass CB42 to increase the school surcharge fees to \$8 per square foot with no exemptions or grandfathering of projects.

Thank you.



JD Smith

HCCA Board of Directors

Good evening. My name is Lisa Schlossnagle, I live in Fulton, and I support CR-112.

First, let's talk about the intention of and rationale for this resolution, which is to effect improved demographic integration of our public schools. We know it to be true that diverse communities benefit all learners. Personally, I feel that my education in three racially, religiously, and economically diverse schools here in Howard County was deeply formative to both my intellect and my character, which is why my husband and I returned here to raise our three children and locate our businesses.

It is clear that creating and maintaining integrated schools is key to providing an excellent education to all students. Since you are the main funding source of our public schools, you should know that it's also better economically. When Montgomery County randomly assigned students living in public housing to either high-poverty neighborhoods and schools or lower-poverty neighborhoods and schools, the students attending the integrated lower-poverty schools academically outperformed those in higher-poverty conditions - and here's the economic part - even though the higher-poverty schools received extra per-pupil funding.

Furthermore, school integration has generational effects. Adults who attended integrated schools as children had higher earnings, improved health outcomes, and lower likelihood of incarceration. They and their children benefit from living in a household with greater opportunity and fewer systemic challenges, thus affecting the types of services the county government will want and need to provide for its residents.

Now, on to the language of resolution. The first part of the resolution is great, offering support to the school system in its efforts to provide equitable education to all students. The last clause, however, places all the work of integration on the desk of the Board of Education and HCPSS.

The effort to create an integration plan must be collaborative between county government and the school system. Of course, HCPSS can and must adjust attendance areas, as well as implement programming, staffing, and curricula so that students have equitable opportunities for achievement. But if they do that work in isolation of housing and transportation policies - and crucially, fiscal realities - then their effectiveness will be limited at best and completely undermined at worst.

So, I ask that the perspectives and expertise of the council, the school board, the county executive's office, the budget office, the office of school planning, the department of planning and zoning, and even the county delegation to the General Assembly to combine collaboratively to create an informed plan that creates the best learning environments for all kids. This is big work, with generational effects. Please revise the language of the resolution to include the participation of all of these entities in developing an integration plan, thus affirming your commitment to collaboration in the service of our county.

Thank you for your consideration.

Nancy Shih
Ellicott City

I oppose CR112 because I don't agree the prescription of busing students around can cure the problem of ever-increased achievement gap.

CR112 targets "white" students in comparing FARM students' graduation rate as if no other races are doing well in graduating high schools.

CR112 assumes that FARM students' graduation rate will increase if they are transferred to wealthier "white" schools by means of school redistricting.

Such assumption is a myth and unsupported.

CR112 points out "middle-class WHITE students" in describing what diverse classroom will benefit.

CR112 singles out "WHITE" students as the only middle-class and the only color in the classrooms that are successful as if no other races exist in middle-class and in the classrooms that are doing well. Such racial-biased view is disturbing. The fact is that middle-class and successful students, spreading out the entire county, are composed of races of all kinds.

Yet CR112 tells us that HoCo and HCPSS are segregated! CR112 intentionally ignores the existence of such vibrant and dynamic racial diversity in our community and in our schools.

CR112 cites HCPSS' affirmation that there are concerns about access and equity in the school system based on the Equity Report.

The fallacy is, Equity report only measures the performance "outcome" and says since the outcome is not equal, something is wrong in the system.

The truth is, opportunities and resources are equally provided. Public libraries and schools are open to everyone without any bias or discrimination. Some say FARM families lack "boosters" such as computers or vehicles to access to those resources.

If the lack of boosters is indeed the cause of performance gap, then you should use the \$3M busing budget under the plan to purchase more books and computers for these families.

CR112 emphasizes the desirable characteristics of diversity and inclusion and demands the school system to enforce them. However, CR112 penalizes and oppresses the desirable characters like diligence, perseverance and dedication demonstrated by middle-class families. It's dangerous to place one single value above all other values. It's reckless to pursue one goal or ideology without considering the cost, the price and the sacrifice of other valuables.

CR112 penalizes the hard-working middle-class. You'd better realize that when these "rich" people flee out of HoCo, nothing is left for you to abuse.

Good evening.

My name is Adam Sharp. My three boys attend Manor Woods Elementary.

As my family moved to Howard County, just prior to the last election, I observed my fellow residents organizing against the redistricting caused by fast private development. They viewed APFO and development surcharges as ways to mitigate it, and made their will known through the Yellow Shirt Movement protests and by voting this council in.

The superintendent's recent Area Adjustment Plan captured in it a poll of the top three concerns of Howard County. They were:

- 1) Keeping feeds of students together from one school to the next, at over 65%
- 2) Maintaining contiguous communities or neighborhoods, at over 59%
- 3) And transportation considerations, at over 42%¹

"Stop redistricting" was not an option in the poll. Yet these three concerns are the options most closely aligned with expressing that exact desire.

Demographic factors, which this resolution asks the Board of Education to emphasize, was rated at a mere 19.12%.²

Our votes, our protests, and our polls all express that we want to slow or stop redistricting. To its credit, this Council has taken some action on APFO and surcharges to mitigate it.

But this resolution, as written, reverses that course of mitigation, and will provoke a new, possibly unprecedented level of redistricting. It doesn't just ignore the will of the people, as the last administration was sometimes accused of, but is downright hostile to the clearly expressed will of the people. Instead of mitigating redistricting, you are adding a new cause of it: yourselves. If that is not your intent, you should pull this resolution back, and work toward a better, more creative solution.

Instead of asking the BOE to exercise even more power in deciding where our kids will go to school, you should empower the people.

Parents at schools such as those that you brought up in your proposed legislation (such as high FARM rate or over-crowded schools) should be given the opportunity to opt-in to a different school (such as low FARM or under-utilized schools). Students that opt-in could be bussed directly to a different school. This approach has significant advantages:

- 1) It gives parents and guardians, who know better than the Council or the Board what their child needs, an opportunity to prioritize what is best for their child;

¹ Area Adjustment Plan, page 7. A study based on 1,480 respondents.

² Area Adjustment Plan, page 7.

- 2) It lets parents and guardians choose whether they value stability or something else;
and
- 3) It does not further frustrate those of us who are sick of the redistricting.

Such a system is responsive to the majority of us that favor stability but also empowers the minority of us that chose Demographics as their top concern.

I believe my fellow residents in the receiving schools would welcome the children of any family that opted-in to this system. But we reject the further destabilization of our communities and children's education by those with power, whether it's the powerful in the private sector or the powerful in our own government.

Thank you for your time,

Adam Sharp
Howard County Resident

Amy Halder-Sachs
District 6

As an engaged county resident, I take my civic responsibility here in Howard County quite seriously.

Howard County has a complicated history when it comes to desegregation. Indeed, the United States has a complicated history when it comes to desegregation.

What is not complicated, however, is being in favor of a resolution that supports desegregation in our county in the year 2019.

Prejudice is still alive and well in the county, and I hesitate to point this out but when people who look like me decide it's ok to step on the backs of those whose ancestors have fought through centuries of injustice for equality, I am disappointed.

When I see people who have struggled financially decide that others don't need the help they could and probably would have used, I am disappointed.

When I see children of immigrants being used as pawns by their parents to propagate prejudice, I am disappointed.

I predict that those children will look back on these days with shame. They will read the history books in their AP classes and understand how hateful this entire episode has been.

My religion teaches me that all people are equal, rich and poor, and no matter your ethnic background. My religion also teaches me to learn. One thing I would ask is for people who are against this resolution to learn more about segregation. Learn about redlining. Learn about the complicated history before you start saying hurtful things.

As you know, public education is the greatest of equalizers. I am a firm believer in the importance of public education, especially in a healthy democracy, partly because we can't have valuable discourse without the knowledge of our complicated history.

When elected officials are afraid of taking the bold actions necessary for the welfare of our students, all of our communities suffer as a result. This has been borne out time and time again.

And so, I am thankful to Councilpersons Mercer Rigby, Jones, and Jung for introducing this resolution because sadly, it was clearly needed. All the testimony against it proves that point.

Testimony on CR112-2019
Dawn Popp
District 1, Elkridge, MD

Good afternoon, my name is Dawn Popp and I live in District 1, in Elkridge. I am here today to express my support for CR112.

I do not envy our Board of Education members, who have an incredibly difficult job ahead of them as they try to balance competing priorities and make tough choices regarding specific schools, grades, and polygons. As you have noted, that is not the job before you. Instead, though it may not feel like it, your job here is an easy one. You don't need to concern yourself with specific schools, polygons, or neighborhoods. Instead, your vote on this non-binding Resolution simply needs to be an expression of your personal values and what you believe (or hope) to be the values of your constituents.

The bottom line question you must answer is simply, "Do we, as a county, believe that it's important to ensure that the schools in our school system reflect the racial, ethnic, and socioeconomic diversity that exist in our county as a whole?" Regardless of how we feel about the specific proposal being considered by the Board, I hope that we can all agree that equitable and diverse schools are something we need to work toward. And that's really all this Resolution says.

I have read and heard many objections to the Resolution which cite some of the Whereas clauses as too provocative or inflammatory. Some have questioned whether this language was intended to make them feel "ashamed." I would suggest that the historical and present context is necessary to explain why this Resolution is needed at all. If we lived in a utopia where all of our schools were perfectly diverse and provided the best education and opportunities for ALL of our students, we wouldn't need to be having this conversation. But acknowledging a shameful history does not mean that we, as individuals who may have had no part in it should feel personally ashamed. As for the present, we need only feel ashamed if, once we become aware of the pervasive and persistent inequity, we choose to do nothing about it.

Another frequent objection to the Resolution seems to be that much of the socioeconomic and racial segregation the Resolution targets can be traced back to housing and zoning policies that are more directly within the Council's purview. To that, I would say that these are complex issues with multiple causes, and thus we need multiple solutions, some of which are within the control of the Council and some of which must be addressed by the Board of Ed. I am glad to see some of the Whereas clauses in the Resolution acknowledge the role of development patterns and housing policy in contributing to the segregation in our schools, and I would love to see an

amendment that adds some corresponding “Be it Resolved” language to more explicitly commit the Council to working together with the Board of Education to address these multi-faceted issues. I look forward to seeing many of the community members who oppose this Resolution or the Superintendent’s proposal because they think this is more of a housing issue on the front lines fighting for more affordable housing in ALL parts of this County.

Thank you for your time. I hope that you can manage to cut through all of the noise and simply vote your values when it comes time to vote on this Resolution.

Eric Bonewitz
Clarksville, MD

- As a citizen of this county, along with many others, I found the CR 112 to be incredibly divisive. If you will review the available face book pages of those opposing it you will find they are routinely being labeled as racist by those supporting the resolution. This has nothing to do with race.
- As council members, your job should be to bring us together, not drive us apart. You should be above this. You should be appealing to peoples' better angels. No one wants any children in this county to be deprived. None!
- When one views the Superintendent's proposed plan many of its flaws are clear. For example, he proposes moving some 400 students from Wilde Lake High to River Hill and some 300 students from River Hill to Wilde Lake when some 300 Wilde Lake students could be transferred to River Hill without disruption to River Hill. While this would result in 100 fewer Wilde Lake Students being transferred to River Hill, it would be much more fiscally responsible.
- Additionally the Super's plan moves pockets of kids that number in the teens to new schools while totally disrupting their lives and adding extra expense. When viewed from 30,000 feet it clear the Superintendent and his backers are just rearranging the deck chairs on the Titanic.
- The plan reminds me of the guy who was told to put his head in the oven and his feet in the refrigerator because, on balance, he'd feel just fine. Few people feel just fine about this, because... with all due respect... it's presumptuous and stupid.
- Add to this that neither the school board nor the Superintendent can provide the Council a budget for this thing. They totally dodged budget questions asked during the Council's meeting with them Monday last. Why? Likely because they have no idea. Authorizing the school board to move ahead with the Superintendent's plan without a real good understanding of the numbers is a train wreck in the making. Given the Howard County School System's fiscal problems right now authorizing the BOE to embark on this... or any... social experiment, especially without a fundable budget, would border on malfeasance in

my mind.

- Finally, let's talk about numbers. In 1996 when Wilde Lake High was renovated, the citizens of Dorsey Hall were redistricted to there from their historic school. The result? According to several real estate agents who were here at the time, property values in Dorsey dropped by roughly 20% overnight. There is a strong body of statistically valid evidence that redistrictings like this significantly reduce property values. Today, there are purchasers of homes who are backing out of contracts because of this mess.
- So, what does a 20% market value reduction mean? If you are a homeowner with a VA 0% down mortgage or a more conventional 10% down mortgage, you would immediately be upside down on that mortgage. If it's time for your mortgage to roll over and renew the lending institution is going to require you to come up with a sizable amount of money to make this right. Dodd-Frank and good business sense precludes banks from lending amounts on properties in excess of their value. If one is moving for a job and must sell their house, same problem. This is a serious unintended consequence, not only for the individual, but for the County.
- If this plan goes through and property values should drop in affected neighborhoods, the county should staff up its assessor's office. There will be lines out the door... all carrying well prepared DIV (Diminution in Value) appraisals... demanding a reduction in their property values for tax purposes. A national appraisal firm that performs DIV's as a specialty has already been consulted. So, as a result of an action, if the County is forced to reduce property values in affected areas en masse what can they do? Basically, their only option is to raise taxes on everyone... rich and poor alike to make up resulting shortfalls. No one wins at this, but the poor are more negatively affected. This would be highly regressive.
- Finally, if the Board of Education really wants to help children they should invest in Pre-K. Short of more parental involvement in the home, Pre-K has been shown to be the only way to provide meaningful advancement for under privileged children. It's been very successful. While the data is mixed, it is generally agreed that advancements provided under busing plans are marginal at best. Equivalent marginal improvements can be achieved by increasing resources to underperforming students. Perhaps the BOE should use what will certainly be the higher costs

of the Super's plan to provide greater funding to the schools they're concerned with.

- Please vote to prohibit the BOE with going ahead with the Superintendent's plan without a formal budget that can support that plan and insure that it does not jeopardize County revenues because of lower property values. Please encourage them to include Pre-K in anything they do.

Testimony Against CR112-2019 from Xin Yi (District 1 Resident)

Dear Council Members:

Thank you for your time. I want to start by sharing a short story of mine:

I grew up in one of the poorest provinces in China called Guizhou. I did not go to fancy schools that have great resources. My school sits among the mountains surrounded by villages with poor transportation from the small cities nearby. My family did not own cars when I grew up. And they did not try to bus me to a better school in the city. They did not go to college when they grew up due to the notorious Culture Revolution in the 70s. But they have always made time to help me with my homework in their best abilities by setting good examples and teaching me to earn the things I want in life through hard work and perseverance. Because of them, I made it to the best university in China.

I appreciated my parents very much for teaching me valuable life lessons even though they were not highly educated themselves. Without their encouraging words and efforts to set good examples for me, I would not have been who I am today.

I believe most of us would agree that besides the teachers at school, parents can play a very important role in our kids' education.

So instead of wasting more time and money on busing our kids around, just let the parents to spend a little more time each day with our kids. The county can offer more resources for the families to help the FARM students. Howard County CAPA association has a program that organizes high school students to provide free tutoring for FARM students. Perhaps the county can help to expand the program. I am sure you will see much better outcome for them this way than CR112.

I have heard many speeches here that are more emotional than factual. It is an honorable gesture for the council to want to balance the students from different social-economic backgrounds. But shouldn't the council also be responsible for this county's fiscal spending? From what I heard, the latest superintendent's draft for redistricting will increase the transportation cost by \$2.76 million. But BOE just encounter a fiscal deficit earlier this year, which ended up cutting and trimming many of the educational programs that we treasure. What about the need to build new schools? From what I can tell by reading this resolution, I only see a good gesture, but not really good solutions.

I am hereby urging the council to please abandon CR112. Thank you!

My name is Tina Horn and I live in Wilde Lake in Columbia and I am here to testify in support of CR112, the Council's resolution urging the school district to redistrict our attendance areas in support of both alleviating overcrowding and improving the socio-economic diversity of our student populations. I recognize that the Council cannot force the school district to make the right decision to redistrict, but I do regard this resolution as an important statement from County leadership.

Part of the school district's mandate is to prepare students who are career and college ready. With businesses in the United States spending millions of dollars every year to diversify their workforces and their boardrooms, HCPSS must follow suit if it is to maintain any kind of leadership position within the wider community. McKinsey and Company reported¹ that companies in the top quartile for racial and ethnic diversity are 35 percent more likely to have financial returns above their national industry medians. Companies in the bottom quartile for both gender and ethnic and racial diversity are statistically less likely to achieve above-average financial returns. In the USA, there is a direct linear relationship between diversity and better financial performance. Given the significant benefits for business of a diverse workplace: a variety of perspectives, increased creativity and productivity, reduced fear and improved performance, and boosting of the brand's reputation, it's only logical for companies to intentionally seek diversity. HCPSS is smart to prepare students to work in a diverse world by creating one in the classroom. These diverse classrooms give our students a leg up in college and job applications, and I seek every advantage I can to help my son succeed. Higher education is ahead of HCPSS in recognizing the benefits of diversity and seeking to create them. The American Council on Education² published a list of the benefits of diversity back in 2012 including enhancing the educational experience, promoting growth and a healthy society, strengthening communities and enhancing the US's economic competitiveness. Failing to seek as many benefits for our students as possible is irresponsible. Our students must have the benefits heading into college and career that diversity offers. Working and learning with people who are different from us makes us better, more empathetic people.

Many of the objections you're hearing tonight include personal inconvenience and a fear of change. With regret, I must suggest that these are not the objections of courageous and fearless leaders. These objections demonstrate only short-term, limited concerns, not any kind of long-term vision or broader perspective. I commend the Council on encouraging the school district in seeking a long-term vision for both the students in our schools and our community as a whole. Thank you.

¹ <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

² <https://www.acenet.edu/Documents/BoardDiversityStatement-June2012.pdf>

Deeba Jafri, Elkridge MD. District 2.

I very strongly support CR112 and all the whereas clauses written.

You did not have to do this.

Not at all.

But You Did.

And it shows to me an importance you put on matters of equity and dismantling the structural racism that persists to this day in all walks of American life, and in our beloved county.

And wow, the testimony submitted certainly shows to me that the full spectrum of racism is alive and well in Howard County.

I've been thinking and thinking about what I could say on this. What could I possibly say that would be different from all my friends and allies who are supporting this resolution.

What needs to be said, what needs to be spoken out loud to be part of the public record with this resolution are the very great words of Dr. Martin Luther King Jr. Our county needs to hear them and act upon them. Two passages from "Letter from a Birmingham Jail."

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation.

For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never."

We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

And more famously

First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council-er or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season."

Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.

Lukewarm acceptance is much more bewildering than outright rejection.

Dear County Council Members and County Executive:

My name is Shuliang Li, I live in Columbia, I am a registered voter in District 4. I am here to testify that I oppose CR-112.

I am opposing this proposal because it puts politics before our kids' education and full of ideology.

I would like to express three points here.

Number One: I was shocked to see that CR-112 claims that Howard county schools are racially segregated. I am a working mom and have two children go to elementary school in Howard County. When I look at the school year book, I see colors of white, black, brown, and yellow. I see diversity. When I go to parents night, I see families with different ethnic backgrounds and heritage. I see parents speak other language as their native tongue. Just like me. CR-112 is telling me that because my kids go to certain school in my neighborhood, then our kids must be categorized as white. I would also like to point out that Howard County has 18.5% Asian, 18% Black and African American Alone, and 51.6% white (<https://datausa.io/profile/geo/howard-county-md>). Our Asian must have been conveniently categorized as white or ignored because CR112 doesn't count Asian as diversity.

Number 2: CR-112 resolution calls out using redistricting and boundary review process to integrate schools by socioeconomic factors. As an immigrant coming from communist country, this is just all too familiar. In the previous session, I heard councilmen Dr. Jones said "No matter which school you attend in Howard County, 3+5 always equal to 8." I want to remind everyone in George Orwell's "1984", where Big Brother controls everything from school to your thoughts, where it tells you "two plus two equals five", of course 3+5 not equals to 8. This is 2019, not George Orwell's 1984. This is a country that many of the immigrants come here to pursue freedom and higher educations. This is a country where we can choose which neighborhood we want to live, and which schools they would like their kids to go to. We don't need Big Brother telling us our kids need to go to certain schools based on our socioeconomic factors.

Number three: Can we just focus on education itself and stop bringing politics into our children' education? If you genuinely want to improve the academic performance or graduation rate of the schools, you should focus on raising the quality of education and providing more resources to these schools. Redistricting means that our kids have to travel to further schools and create emotional stress to them. Reshuffling students to different schools only makes your numbers look better on paper but does not improve educational outcomes for individual students. Redistricting means increased transportation cost. We could have better use of the money by providing more resources to the low-performing school. In Howard County, we only have 180 school days. More than half of the time, kids are not spending their time in school. Children who struggle at school often don't have family support for their school work or other enrichment activities. For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Therefore, what you should consider is to provide these students with expanding access to afterschool program and other enrichment activities which can help their school work, explore their interests, and develop their talents.

In short, please discard CR-112. Please consider alternative proposals. We can and must do better for all our children.

Thank you.

Shuliang Li

September 26, 2019

Good afternoon. I am a registered voter in District 4. I am here to provide my testimony against the CR112. CR112 was proposed to eliminate the so called "achievement gaps" in Howard county public Schools. In particular, you compared the graduation rates between FARM and non FARM student as supportive evidence. However, I want to point out there are fatal flaws in your data analysis. Your proposal to simply mix these students to eliminate the graduation rate difference is just a math game, and will cause unnecessary stress to the kids.

If you are a parent, you should understand that it is the students who ultimately determine if they can graduate or not. For example, my daughter doesn't like sports, but I want her to be a soccer player. So I try my best to hire the best coach to train her. However, she still cannot be selected to the travel team as other kids. Should you blame me or the coach for not providing the best service to her? Of course not! You should understand there are a lot of factors weighing in why she can not get selected to the team. It is the same principle when you look at the graduation data. Every kid is different. A kid cannot graduate does not mean the school they attend does not provide quality service to them! In fact, all Howard county schools already provided equal opportunity to every kid! Learning is a personal thing. The different graduation rates between students is more like a reflection of the different values holding by each kid and their family, and can be greatly affected by factors like the kids' background, and personal interest. It is **wrong** to over interpreted it as an indicator to the school service they received.

Citing from data in state department of education, the FARM student number has increased 6.7% in recent three years. Does the 5% graduation rate dropped down related to the FARM student increasing? If you really care about them, you should look into this and provide better solution. Of course by mixing high grade and low grade students together will make number looks similar for every school. But you do not actually help the bottom kids by solving their problems. On the contrary, you force more kids facing long commute on the road, separation of their community and friends. Getting up extra early because of long commute can be painful especially in cold winter!

Year	Paid	Free	Reduced	FARM (F+R)	Total	Farm/Total%
2018-2019	44725	10342	2645	12987	57712	22.50
2017-2018	43947	10213	2340	12553	56500	22.22
2016-2017	43218	10039	2138	12177	55395	21.98

In summary, I am strongly against the CR112. It is more for the politic reasons instead of for the students' best interest. It will not help FARM students but only cause unnecessary stress to the kids. Thank you for your time!



Yun Wang

Dear Council Members:

I would like to begin by stating that I support the intentions of this resolution of achieving equity, narrowing achievement gaps, and help every student in the county. However, I am against this resolution because it is calling for the wrong approach.

While there is some evidence on the benefits of integration, there are also studies showing the opposite. For example, a 2017 study¹ published by the Brookings Institute found that differences in student's socioeconomic background is weakly correlated with the achievement gaps observed at the individual schools. Individual school's accountability policy and the quality of the pre-k programs may be more important in narrowing achievement gaps. The study suggests socioeconomic integration policy at the district level alone will not resolve the achievement gaps at the individual school levels. Similarly, a 2018 study² found significant achievement gaps between students from different socioeconomic groups even at the same schools. So the whole premise of this resolution that once the schools are integrated, the achievement gaps will narrow is questionable.

Instead of focusing on redistricting, which there is no clear evidence that it even works, let's focus on programs that we know would work in achieving equity. We should invest more resources on assistance programs, such as after school care, pre-k programs, mentoring programs for the needed students and families. Instead of wasting our money on busing kids far away from home, we need to improve our facilities to resolve the overcrowding issue. Recently, the Superintendent proposed to defer some facility renovation and expansion out of concerns of budget constraints. It is not hard to see why this would happen. The current proposed redistricting plan is in-line with what this resolution calls for, which is busing kids out of their neighborhood to achieve integration. Such a plan would put pressure on the school's budget, which is already having a funding gap this year. I would like to ask this council, especially Councilmember Jones, who has publicly expressed objection to the proposed delays, would you spend this money on busing the kids, or would you spend it on renovating and expanding our schools to resolve the urgent problem of overcrowding?

¹ <https://www.brookings.edu/research/some-schools-much-better-than-others-at-closing-achievement-gaps-between-their-advantaged-and-disadvantaged-students/>

² <https://www.forbes.com/sites/nataliewexler/2019/09/25/why-integration-wont-fix-educational-inequity/>

Testimony of Eric Pang, Against CR 112-19

I would like to conclude by citing what President Obama said in his book the Audacity of Hope³ about the differences between ideology and values. "Values are faithfully applied to the facts before us, while ideology overrides whatever facts call theory into question." He said, our politicians these days on both sides of the aisle are blinded by their self-perceived righteousness while pushing for a certain cause without understanding the reality and the facts. I hope our elected council members can heed Obama's warning by not focused on ideology but having realistic values. This resolution may not do anything for our schools and kids, but it is ripping our community apart. We should do better for equity, and I believe we can if we work at together as a community. Redistricting and swapping kids are not the answer.

Sincerely,

Eric Pang

Resident of District 4

³ The Audacity of Hope, Barack Obama, 2006, Page 57

Why Integration Won't Fix Educational Inequity



Natalie Wexler Senior Contributor @

Education

I write about retooling K-12 education to address social inequality.



Recent research calls for integration, but it won't level the playing field unless we also change our approach to education to align with what scientists have discovered about how kids learn. GETTY

A recent study concludes that gaps in student test scores are driven by poverty, not race—but then says the solution must nevertheless be racial integration. More fundamentally, it overlooks current classroom practices that perpetuate income-based gaps even when schools are integrated.

Earlier this week, Stanford University sociologist Sean Reardon and some colleagues released a report using massive amounts of test-score data to investigate the effects of modern-day racial segregation. After Southern schools were desegregated in the wake of *Brown v. Board of Education* in 1954, test-score gaps between black and white students decreased. But with the decline of court-ordered integration, racial segregation in schools

returned and has remained at high levels since the 1980s. The question the study set out to investigate is: does racial segregation still matter?

The answer, Reardon and his colleagues say, is yes. School systems that are more segregated have larger achievement gaps, and “their gaps grow faster during elementary and middle schools than in less segregated ones.” But it’s not because of race per se. The real problem, the researchers conclude, is poverty.

Today In: Leadership

How did they figure that out? According to news reports, they zeroed in on three districts: New York City, Atlanta, and Detroit. (Detroit isn’t mentioned in the report itself.) In the first two, race and poverty are highly correlated—that is, poor students are overwhelmingly black and Hispanic, and wealthier students are almost all white. In Detroit, though, students of all races come from low-income families—and, unlike in New York and Atlanta, there was hardly any score gap between whites and students of color. That, perhaps, is the good news. The bad news is that scores in Detroit were low across the board.

The researchers also say it’s not the poverty of individual students that’s the problem—it’s the concentration of poor kids in particular schools. The researchers aren’t sure exactly *why* that’s a problem, because they don’t have good enough data. But, they say, “schools’ *poverty rates*, not differences in schools’ *racial composition*” are somehow linked to inequality.

You might expect this finding to lead to the conclusion that the way to address inequality is through socioeconomic rather than racial integration. But no. Instead the researchers argue that because race and poverty are so closely related, “the only way to close the gap is to racially integrate schools.” The reasoning here is hard to follow. It’s true that black and Hispanic families are disproportionately low-income in the United States, but why not aim for socioeconomic integration, if that’s the real problem? You’d probably end up with more or less the same result: schools that are both racially and socioeconomically integrated. But given that the basic problem is poverty—and that the Supreme Court has decreed that assigning students to schools on the basis of race is constitutionally prohibited—why focus on race?

In any event, the whole question is largely academic. Segregation and busing have been in the news a lot, but a return to mandated integration of any kind—which is what would be required to make it happen on a large scale—is highly unlikely.

That's a pretty bleak picture, if you agree with Reardon that integration is our only hope of improving education for poor kids. "There's a common argument these days that maybe we should stop worrying about segregation and just create high-quality schools everywhere," he told one reporter. "This study shows that it doesn't seem to be possible."

But Reardon, like many other education researchers, is overlooking a fundamental problem: *what* is being taught and *how*, especially in elementary schools. What Reardon's data doesn't capture is the disconnect between the world of education and what scientists have discovered about how children learn. True, some kids do just fine in our education system—mainly those from higher-income families. But that may be *despite* rather than *because* of our prevailing curriculum and pedagogy.

High-poverty schools often face a host of challenges, including high numbers of kids who have experienced trauma that hasn't been treated. Still, it's possible to significantly raise the quality of the education they provide if we bring our teaching practices in line with cognitive science. That's not to say, of course, that we shouldn't try to reduce segregation. It just means we shouldn't pin our hopes on something so difficult to achieve while overlooking other things that can work, right now—and in fact are beginning to produce results in the relative handful of high-poverty schools that are adopting a different approach.

The most egregious, and widespread, example of an educational practice that conflicts with science is the way American schools approach reading instruction. Many teachers haven't received good training in teaching kids to sound out words, despite mountains of evidence on what works best. And nearly all have been trained to believe that the way to teach kids to understand what they read is to spend many hours every week on comprehension "skills and strategies"—things like "finding the main idea" of a text, or "making inferences"—and then have kids practice the "skills" on books on random topics that are easy enough for them to read on their own. But cognitive scientists have long known that the most important factor in reading comprehension isn't generally applicable "skills," it's how much knowledge the reader has relating to the topic. The subjects that could build kids' knowledge—history, science, the arts—are the very ones that have been cut to make room for comprehension instruction, especially in schools where test scores are low.

The result is a kind of intra-classroom tracking that begins in kindergarten. Children from less educated families, which also tend to be low-income families, are disproportionately likely to benefit from phonics instruction. They're also more likely to lack the kind of knowledge and vocabulary needed to understand sophisticated texts. If they don't get

these things at school, they often remain permanently behind—regardless of whether they're in a classroom with white or affluent peers.

What about the data showing benefits to black students from desegregation? Much of it comes from decades ago, before high-stakes tests and other factors made reading comprehension instruction the centerpiece of the elementary curriculum. Elementary schools may not have been providing a rigorous content-focused curriculum, especially in social studies, but at least students had a chance to acquire *some* academic knowledge and vocabulary. And white schools often had better textbooks and other amenities than black schools under segregation.

There's some more recent evidence on the benefits of integration, but there's also data pointing in the opposite direction. A 2017 study found "large differences" in the performance of wealthier and poorer students in the same schools, concluding that socioeconomic segregation is unlikely to reduce the test score gap. Similarly, a 2018 study of elementary schools in New York City found significant gaps in scores between students from different socioeconomic groups at the same schools. More anecdotally, there's de facto tracking at many integrated high schools. Regular classes are populated by black and brown students, while honors classes are filled with white and Asian ones—a situation that has prompted some high schools to put everyone in honors classes in an attempt to further educational equity.

But if we really want to achieve that goal, we need to start questioning standard classroom practices that reinforce rather than reduce existing inequities, beginning in kindergarten. It's fine to look at masses of test score data to document inequality, but if researchers want to understand how to address it, they'll need to look elsewhere.

Follow me on Twitter.



Natalie Wexler

Natalie Wexler is the author of *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It* (Avery, 2019). She is also the co-author, with Judith C. Hochman, of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Jossey-Bass, 2017). Her articles and essays have appeared in *The New York Times*, *The Washington Post*, and other publications. **Read Less**

Xuewu Cai

Riverhill, howard county, district 4

My name is Xuewu Cai and I have been a Howard County resident for almost 20 years. I am here to express my deep concerns regarding CR112 introduced by Christina, Opel Jones , and Deb Jung.

First, I believe this council has overstepped into the educational system. As we all know, any redistricting decision should come from elected BOE members following guideline of policy 6010. The county chamber has no jurisdiction over educational system. Therefore, I urge the council to withdraw the resolution.

Second, the entire content of this resolution is full of radical languages. I was like living in a time capsule and sent back to 1960s. On line 11,15 and 19 I see multiple occurrences of using words segregation/segregated. Dear fellow council members, we are now living in 21st century in this beautiful Howard County , this county is ranked as one of the most diverse county in this country. Why keep using the sensitive and irritating words in your document? The only reason I can think about is to create image of intimidation for those who oppose it because then they can be easily labeled as racist. Therefore, I urge the council to withdraw this resolution.

Third, this resolution is attempting to address educational inequity by deep integration based on race and socioeconomic condition. However, in 2007 Supreme Court has ruled that assigning (busing) students to schools on the basis of race is unconstitutional; after that ruling, integration based on socioeconomic status becomes popular to bypass the constitutional ruling including Howard County. Although one study cited by this resolution seems to prove its efficacy. Many more researches and studies have revealed that it is the perpetual concentration of poverty rather than the social economic disparity that leads to students' achievement gap. Therefore, "deep integration" (busing students out of community), will not solve concentrated poverty issues, and will help to close students' achievement gap.

Overall this resolution is solving nothing. If anything, it will only further disrupt communities, creating division and hatred, painting an ugly face on our beautiful county with extremely radical languages. The being said, with the acknowledgement of students' achievement gap, please let our elected BOE to work through their course and I feel confident that BOE is working hard and coming up with a workable plan. In the meantime, I think this council can put your time (paid by my tax money) to a better use. Rather than wasting time on this useless resolution, please focus on bills that would truly help the most needed, provide assistance to solve the concentrated poverty. With that, I would strongly urge council to withdraw the resolution.

Thank you

Xuewu Cai

Testimony Against CR112

Date Sep 18, 2019

Dear Council Members,

Thank you for the time, public service is not easy and I'm glad that you do it.

When I came across CR112, I was not just dismayed but shocked! And shocked, multiple times. In the interest of time, I will only describe five shocks. Later if you are interested, we can have an in-depth discussion over a beverage of our choice.

One: This resolution does not belong in Howard county that I live in. I work in downtown DC and could have lived anywhere. I live here because it feels home, it gives me space to be myself, it is civil, and because we love the school system. No wonder, it is rated among the top 10 places to live. But reading your resolution it feels I live in one of the worst places. The resolution cites segregation and lack of diversity, diversity in our county is not the issue. The current situation is of income disparity which is not unique to Howard County but is an issue everywhere in the globe, your resolution somehow makes it unique to our county.

Two: The tone of the resolution is full of anger and shame. As I started reading this resolution which talks about the sad and shameful history of slavery, my first thought was that you are building me up for reparations. While you may not think, the resolution reads to the community that you are ashamed and are asking the community to pay reparations. Transporting kids away from neighborhood school seems to me that we must disrupt our kids' lives as a down payment in the name of reparations.

Three: There is not enough research to back the resolution: USDA advises not to use the FARM number for measuring achievements or to assign schools citing the inaccuracies with data. Yet, your resolution has FARM number as the measure. A nationally representative sample of 1,100 students by the University of Texas at Austin found that low-income students who attended higher-income schools performed no better academically, had a slower progression through math and science courses, and had worse psychosocial outcomes.

Four: The resolution 'Calls' on Board of Education": BOE is an independent elected body. Dr. Jones has gone on record to say that he will not ask another elected body to do anything; well Dr. Jones calling upon somebody is asking them to do something officially; it is not suggesting. So, either you are right, Dr. Jones or this resolution is because if you both are right, I will be asking my English teacher for a refund.

Five: It does not define what it professes. You are resolving to integrate schools on a socio-economic basis, but have you defined how much of equity you would like to see in Howard County? Because the ultimate equity will be when we all have equal income and wealth. "From each according to his ability to each according to his needs", those words by Karl Marx seduced half the world and killed development for centuries. Is this our direction!

Our constitution prizes the idea that anyone should be able to build a better life through education and hard work. I understand we all sometimes get married; married to our ideas, ideology, or

political parties but that should not be at the cost of listening to our constituents who elected us to serve. Please listen to your constituents, they are overwhelmingly against this resolution. Your marriage, by the way, is your problem. The resolution as it stands risks flight of many families that call Howard County home, jeopardizing the very tax base of the County. I would urge you to toss this angry resolution away, start afresh with positive intent, I can give you the start. Start with the most powerful three words, 'I have a dream', and build something with freedom, choice and a plan in which no one must suffer because that's who we are! And that is what the United States is about; Life, Liberty, and Pursuit of Happiness. Thank you! God bless you, and God bless The United States of America.

Vipin Sahijwani
5006 Crape Myrtle Ct.
Ellicott City, MD 21042

Dear Howard County Council,

We are here to oppose CR-112 for the following three reasons.

First, our schools are already integrated and diversified. In 2017, the Baltimore Sun reported that 'Howard County is the most integrated school district in the region'. We have achieved great success for public school system in Howard County. CR-112 mentioned that there are four high schools with FARM rate as high as 40 percent. However, even the highest FARM rate in Howard County is just comparable to the average FARM rate in Maryland at ~43% (data source: Maryland Department of Education). CR-112 also mentioned lower graduation rates of African American students. However, African American students in Howard county has 9% higher graduation rate than the average African American students in the nation (89% & 78%) (data source U.S. Department of Education's National Center for Education Statistics).

Second, as immigrant and minority, we live in very harmonically neighborhoods of all colors. We do not feel any segregation. We moved from Pennsylvania to Maryland in the beginning of this year. We picked Howard county because of the great school system and the neighborhood because of the proximity to the school. We were deeply disappointed about the Integration Plan. People with similar education goals tend to gather around certain school. CR-112 is telling dedicated parents that diverse classroom is a more important factor than commuting distance and stable school environment. Researches have showed that kids benefit academically, socially, and mentally from the consistency of attending the same schools, not being shuffled around constantly like playing cards. Being forced to transfer schools is detrimental to students' mental health by removing their safety net and introducing unnecessary change and stress.

Third, the concept of making schools integrated by socioeconomic factors has been tested by many school districts across the country. Almost all the results and experience indicated that any integration initiative is ultimately a balancing act between meaningful diversity and navigating the politics of this issue. In many cases, if the students are involuntarily reassigned, the political blowback is immense. Experience from other public-school systems illustrate just how dangerous this balancing act can be. Even a district with a storied history of diversity efforts ultimately fell victim to the political realities surrounding integration. Other people's experience also show that political realities often result in broad-based policies bestowing educational benefits on advantaged student populations while doing little to change the schooling contexts of their less advantaged peers. All these results make me wonder whether this is a wise initiative to take, at the current time, for our own public-school system.

While we have no problem with achieving social justice, We however has a strong impression that such kind of initiatives have now become so politically charged that it is not really focusing on addressing the real needs. Let's focus on improving our schools, helping all our kids to be both academically, socially and mentally successful, not moving them. Please, do not use our kids as guinea pigs.

Respectfully,

Judy Ji and Ke Ren

Opposition to CR112. It urges the County's school system to implement a plan to ensure that all schools are "integrated by socioeconomic factors and remain integrated in future years." In other words— the very words used in Council member Rigby's press release—our Council has resolved to "desegregate" Howard County's Schools... again.

The Council has no authority to control the redistricting process. Its attempt to influence the process might seem an empty gesture; but it's also a red flag that the supporters of income-based and race-based redistricting are attempting to bypass the democratic process, making decisions based on what they, as self-appointed experts, "know" to be good for all of us.

The Attendance Area Committee (AAC) is responsible for making redistricting recommendations. Superintendent has stacked the AAC with people who will craft the plan that Council Democrats and County Executive Ball want to see. These people include the pastor of the Executive's church, who was a member of the Executive's transition team when he took office, as well as four other members of that same transition team. They have been part of a plan which ignores prior feasibility studies. It also puts a social justice political agenda first and the students, families & communities of Howard County last.

With this resolution, the Council is advocating to pull the rug out from under County residents who made significant investments in real estate based on school district, in a County known world-wide as a place parents come to find a great school, and in which school district largely dictates property values.

Every Howard County school has committed teachers. The difference between high and low performing schools is parents who are committed to education and have the resources of time and money to back up that commitment in the home. We do not need number game by exchanging students to make one school average look better while the other worse.

We, as a community, need to help those parents and children who do not have those resources, and show to those who lack commitment the benefits of education. We do not need to insult them by telling them that their children would be better served by going to a school that's less brown.

We call on the County Council, the County Executive and the Board of Education to demonstrate that they believe in a representative government, where our elected officials take into account the desires and interests of their constituents, instead of lecturing us on what's moral and governing us on a whim.

Howard County deserves better. CR112 should not exist.

Mostly copied from the letter written by Republican Party.

Lily Zhu
Howard County residents

Opposition to CR112-2019

Dear County Council Members,

I am a registered voter in Howard County resident for 15 years. I am a single mom for 8 years with two children living in the so called "rich" community by River Hill. However, I am not rich. In fact, I struggle every month to make my ends meet. But I am determined to stay in the same house for two reasons:

1. To provide stability to my children so that their worlds, which consist of their friends, teachers, and schools, won't collapse when the family broke
2. I cannot afford the closing cost if I sell my house

Over the years, I see the tremendous benefits of having my children staying at the same schools being supported by their friends and teachers. I heavily rely on the help from friends in the community to juggle through our challenging life. We are grateful to have a supportive and stable community that we can rely on.

Currently, my older child attend football practices every day after school until 5:30pm and my little one stays in the aftercare until 6pm. As a fulltime employee, so far, I have managed to pick up both kids without significant delays most times largely because they are in the neighborhood schools and the schools are close by. If they are redistricted to farther schools, my older child will have to drop his afterschool activities which will be a tremendous loss to his education.

I am very disappointed, sad, and scared that CR112 will take away all the efforts that I have tried to keep my children safe and stable at their current schools and uproot them from their existing support system that we built up over the past eight years. This will be the last rock to break my children and me.

I strongly oppose CR112 because it is harmful, outrageous, baseless, and infeasible.

- It is baseless to state that "even in Howard County, Maryland, where diversity and inclusion are touted by many, there is growing evidence that these desirable characteristics have declined in individual schools in the Howard County Public School System".
 - The truth is that all HCPSS public school students are representative of the diverse community and neighborhood we live around the school;
 - No students have been rejected from attending in HCPSS schools based on his/her race, gender, or socioeconomic status;
 - In contrary to the false statement in the CR112-2019, students in HCPSS schools are growing in diversity and their embracement, inclusion, and contribution to the diversity. There is no decline in desirable characteristics in individual schools in the HCPSS.
- It is baseless to state that "the Howard County public school system affirms that there are concerns about access and equity in the school system by declaring in their equity report's "strategic all to action" a charge to "... ensure(s) academic success and social-emotional well-being for each student in an inclusive and nurturing environment that close opportunity gaps"

- Based on publicly available data, ALL HCPSS schools have equal access to the education programs set up by HCPSS. The superintendent and BOE members said multiple times at public settings that ALL HCPSS schools are excellent. So were are the so called concerns about access and equity in the school system?
- From the non-existing and baseless concerns, CR112 wrongfully concluded that: “Now, Therefore, be it resolved that the county council of Howard County, Maryland, ,... supports the Howard County Board of Education and Howard County Public School System in their lawful efforts to integrate Howard County public Schools through the redistricting and boundary review process and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in the Howard County Public School System” “And be it further resolved that the County Council of Howard County,, Maryland, calls on the Board of Education and the Howard County Public School system to draft, approve, and implement a lawful multi-year integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors and remain integrated in future years”
 - Integrating students by socioeconomic factors will not improve individual student’s socioeconomic status, nor improve individual student’s academic performance. It only hides the failure of certain leaders in the county, BOE, and the superintendent.
 - While CR112 will not address the achievement gaps within our county, it will drag our county down and larger achievement gaps will be formed between Howard county and counties and countries where academic excellence is valued and promoted. Shouldn’t you care about this type of achievement gaps?
 - This fatally flawed resolution should be discarded immediately because the following reasons:
 - Forced social engineering failed before and it will fail again! Never social Engineering with children!
 - Integration schools through redistricting and boundary reviews can NOT solve any racial or socioeconomic disparities or address the achievement gaps!
 - Racial and socioeconomic disparities are not caused by HCPSS. So why does anyone expect HCPSS to solve them?!
 - CR112 will cause students and Families to suffer emotionally, mentally, socially, physically, and financially!
 - **No County Council or BOE should dictate or force any students out of their neighborhood schools! It is NOT lawful but awful!**
 - The three council members who proposed CR112-2019 failed to disclose any risks and harms that CR112-2019 will do to students, teachers, families, communities, environment, and the entire county
 - Failed to provide any evidence to show any potential benefits to anyone. The only one publication cited is flawed and the conclusions are biased. The confounding effects are not controlled or examined. Therefore, it cannot serve as the evidence to support CR112 which will lead to forced shuffling children around!

- Not only CR112 will not solve any problems, but also it will create significant problems to all students and families and they will suffer emotionally, mentally, socially, physically, and financially. Our county will be damaged.

It could not be stressed enough that ALL children should be protected from any harm and No children should suffer! Here is a good example of protecting children. In the US, for any new drug to be approved for use in human, the sponsor of the new drug development must provide evidence to support that the drug is safe and effective. In other words, the drug will do no harm to human and on top of that requirement, the drug is required to do something good to patients. In the US, we require safety data first. Only drugs showed no harm to people will be allowed to proceed to the next stage of drug development program to test its effectiveness. If a drug causes significant harms to human regardless whether it will help to relieve some symptoms or not, it will be discarded and stopped from any further development. Please note that the requirements for developing drugs for pediatric use are extremely strict. Children are usually excluded from clinical trials to protect them from any known, unknown, or potential risks. I believe that this is a great model for Howard County. Children are very precious and particularly vulnerable. **Please do NOT put our precious children in the harmful social experiments and political games that suggested in CR112-2019.**

Additionally, in clinical trials, the sponsor is required to fully disclose any risks and harms and requires **both children and parents consent** in the case of pediatric trial. Otherwise, the sponsor will be liable for any harms that the experiment has done to the participants. However, in CR112, none of the risks and harms are disclosed to our children and families. I ask you, our **County Council Members**, to use the **same principal and standard to protect our precious Howard County children from any risks and harms entailed from the social engineering experiment as currently proposed in the CR112-2019.**

CR112-2019 must be discarded because it will cause so much harm to students, families, communities, all taxpayers, environment, and county. As we know the number one cause of death for those ages 15 to 19 in Howard County is suicide due to mental health issues. Who will be liable for the harms done to our children, particularly their mental health, by this harmful CR112-2019? One suicide is too many!!!

The followings are lists of good and harm that CR112-2019 will do:

Good: None! There is no evidence to support any benefits to individual students, families, and communities, from CR112-2019!

Harm: A ton! The harmful and disruptive effects of this proposed CR112-2019 include, but not limited to the following:

Harms specific to students from low-income families:

- Lost access to current supporting resources for FARM students, such as the special meal/food program, that have been set up within their current schools that receiving Title 1 funding

- Lost access to special education programs that have been set up in their current schools
- Lost chance to participate in after school programs due to lack of transportation or lack of family support
- Lost support from existing support from their current school, neighborhood, and local programs
- Increased risk of school absence and school drop outs

Harms to ALL students, including students from low-income families:

- Increased risk of depression, anxiety, and suicide
 - Forced separation from friends, classmates, teachers at current neighborhood schools
 - Lost support from existing friendships and support systems already established with counselors, teachers, coaches, and mentors
 - Increased stress to survive in new schools, especially for high school students
 - Forced long ride in school bus every school day
 - Lost opportunity to play school sports, clubs, bands, and other after school activities due to transportation constraint and switching schools
 - Sleep deprivation as students have to get up earlier to catch the school bus due to the forced longer school bus rides
- Increased risk of injury/harm due to prolonged forced school bus rides every school day
 - Injury/death from car accidents
 - Sleep deprivation
 - Back injury
 - Fatigue and inability to perform at school
 - Increased blood pressure
 - Increased cardiovascular risks
 - Reduced physical activities and fitness
 - Reduced time with family
 - Increased risk of depression and anxiety
- Increased risks of school absence and school drop outs
 - Transportation was reported as a significant contributing factor for 39% of chronically absent high school students. Students from low income and single parent families are particularly at risk of school absence if they miss the school buses.
 - Lack of neighborhood schools is another significant contributing factor for school absence and drop outs
 - Lack of family and neighborhood support that supports social and emotional well-beings of students is another significant factor
 - Very importantly, student mental health significantly contribute to school absence and drop out
- Increased risk of worsening performance academically
 - Students suffer academically due to the prolonged forced bus rides, sleep deprivation, forced separation from existing friends and supporting groups, forced adjusting to new school, new classroom, new schedule, new social environment, injuries, fatigue,

depression and anxiety, reduced physical fitness, and increased school absence and drop outs

- Increased risk of not being prepared for college application
 - Forced separation of students from their counselors and teachers at their current schools who have known the students for years and can provide guidance and write them recommendation letters will make student suffer in their college application and very likely make them lose their opportunity to get into the college that they deserve

Harms to Teachers:

- Increased burden to develop teaching materials, paces, and approaches to meet different needs for all students in the class. It is very challenging if not impossible when the student levels are very different
- Increased stress and anxiety from not able to give full attention to any one group since the skill level are very different
- Increased stress and anxiety seeing all students suffer when students are forced together in attempt to flatten test scores
- Increased burden with less support due to the budget cuts that reduce the number of educators who would be required to support the more complex classrooms

Harms to Families:

- Increased stress and anxiety due to frequent disruptive school redistricting that CR112-2019 entails
- Increased child care costs
- Increased transportation costs due to prolonged commute time to schools
- Increased driving time which will increase their risk of injury, blood pressure, depression, anxiety, fatigue, cardiovascular risks, and physical unfitness
- Increased stress and anxiety to send or pick up students to or from schools for a long distance
- Increased risks of injury from car accidents in the forced commute to drop off or pick up students at schools at distance
- Reduced family time with students
- Increased anxiety and stress worrying about the challenges and sufferings the children have encounter at new schools
- Increased depression and anxiety being forced to separate from community
- Increase burden due to forced separation from current support system in the neighborhood, such as car pooling

Harms to Environment:

- Increased traffic due to additional and longer school bus rides every school day
- Increase road maintenance costs
- Increased air pollution

Harms to the County:

- The increase in several million dollars in the transportation costs alone is harmful to Howard County
- Additional costs, such as administrative transition costs, additional resources costs, opportunity costs due to the redistricting will be too huge to bear for all taxpayers in the county
- The performance of all affected schools will be reduced because of the forced redistricting. As a result, Howard County will lose its leading place in Education in the country
- Other programs will suffer from the over-costly HCPSS budget
- Families will choose to leave Howard County to avoid constant and significant disruptions and serious harms that will be done to their children and increased burden if CR112-2019 is passed.

As in the medical field and any other public services, one would promise that “first, do no harm”. I urge you, our County Council members, to apply the same principle to **discard, withdraw, or vote Against** the CR112-2019 to avoiding doing harm to thousands of children, teachers, families, environment, and our county.

There are **better ways** to improve the education and “... ensure(s) academic success and social-emotional well-being for each student in an inclusive and nurturing environment that close opportunity gaps”:

- Build and expand high schools and set this as high priority over other developments
- Provide choices to students and families, such as the magnet schools, charter schools, and school vouchers to go to private schools
- Conduct root-cause analysis to identify the causes of socioeconomic disparities, identify the needs and preferences of students and families, and provide resources to meet their needs where they are without swapping any students
- Provide needed resources and programs to schools that have higher percentage of FARM students, such as special educational programs after school or summer school, more teachers and supporting staff, vocational training programs, etc.
- Keep all students in under-capacity schools together!
- Keeping feeds of students together from one school to the next!
- Maintain contiguous communities and neighborhood and NO forced redistricting or integration!

Lastly, I want to say that multiple factors affecting students’ school performance. We do not expect County Council or BOE or HCPSS to solve racial and socioeconomic disparities in Howard County through BOE and HCPSS because a lot of these factors are out of the scope of BOE and HCPSS. As county council, it is your responsibilities to keep our schools and communities stable so that each and every student can grow and reach to their full potential. Please focus on providing better education to all students and **keep our diverse and peaceful Howard County the best place to go to school and live!**

- **The right and appropriate resolution should be:**
 - Provide choices to students and families, such as the magnet schools, charter schools, and school vouchers
 - The county councils should focus on improving the job opportunities for families to improve their socioeconomic status.
 - Improving educational programs that meet EACH student's educational needs is the only way to improve education and promote academic excellence

Let BOE be Board of Education and Not Board of Social Experiment!!!

Build up! Don't divide or tear down our neighborhoods and communities!

Discard or Withdraw CR112-2019 immediately!

Sincerely,

Julia Ju

CR112 Testimony (Against)

Thank you for the opportunity to speak here today. My name is Lin Zhou. I am a mother of two children, and we live in District 4. I am here to testify against CR112.

I am an Asian American, who moved to this country more than a decade ago. I fully understand the importance of diversity from my own experience, but I don't believe integration based on social economic status is the correct plan for all Howard county students.

First of all, the research available on socioeconomic integration as a solution to address academic achievement gap is inconclusive. Quoting an article published by Dr. Sarah Cordes¹ in August 2019, "It's not clear from the research available today that socioeconomic integration alone would produce the hoped-for gains on the academic side of the integration equation. The research on the effects of socioeconomic integration, including studies frequently cited by the strategy's proponents, is inconclusive".

Second, low-social economic status is not bound to low academic performance, just like high-social economic status doesn't guarantee academic achievement. Samuel Carter, the author of book² *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, investigated 21 high-performing high-poverty schools across 11 states. The principles, staffs and students refuse to make poverty an excuse for academic failure. These schools achieve more than 65% or even 80% on national academic achievement tests, while 75% of their students qualify for federal lunch program. His findings are consistent with other independent researchers, e.g. Reyn Van Ewijk³ etc. and Russel Rumberger⁴ etc. All these studies reveal key characteristics for the successful achievement, such as **use measurable goals to establish a culture of achievement, and foster parental accountability extending the mission of the school to the home.**

Last but not least, academic performance is more generally shaped by a group of factors other than schools. These factors, including children's families, their home environments, their neighborhood contexts, their childcare and pre-school experiences, afterschool experiences, work together with their schools to promote learning of all students.

Education is the most complicated job and there is no easy button in education. I urge county council to reject CR112 and take additional time to fully analyze evidence-based solutions that directly address closing the achievement gap.

Lin Zhou, Ph.D.

Resident of Polygon 1028

¹A Reality Check on the Benefits of Economic Integration, FutureEd, Georgetown University McCourt School of Public Policy Sarah A. Cordes PhD, August 26, 2019

²Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, ISBN 0-89195-090-7

³Reyn Van Ewijk, Peer Ethnicity and Achievement: a Meta-analysis Into the Compositional Effect School Effectiveness and School Improvement Vol. 21, No. 3, September 2010, 237-265

⁴Rumberger, Russell, Palardy, Gregory. Does Segregation Still Matter: The Impact of Student Composition on Academic Achievement in High School. Teachers College Record. 2005; 107(9): 1999-2045

Dear County Council Members:

I am here to testify against CR112. Although well-intentioned, the resolution is rushed and ill-conceived.

The language used in CR112, "slavery, racial segregation and integration", has set up anyone who is against it as a racist. As first generation chinese american, an immigrant and minority, I found its racial implications insulting. Is this really happening today in Howard County, one of the top 3 richest counties in the nation and one of the best places to live?

In CR112, a school is considered segregated if it has less than 40% of White students. In 2019, Centennial High School has 39.5% of White students and 40% of Asian students. Is Centennial high school racially segregated, or Asian students are considered as White?

I understand that clusters of low income housing does exist in Howard County. But it is due to poor zoning and development decisions made by our past leadership. It has nothing to do with inequalities in our education system. CR112 does not fix the root issue. Instead, it simply puts a bandaid over a broken bone.

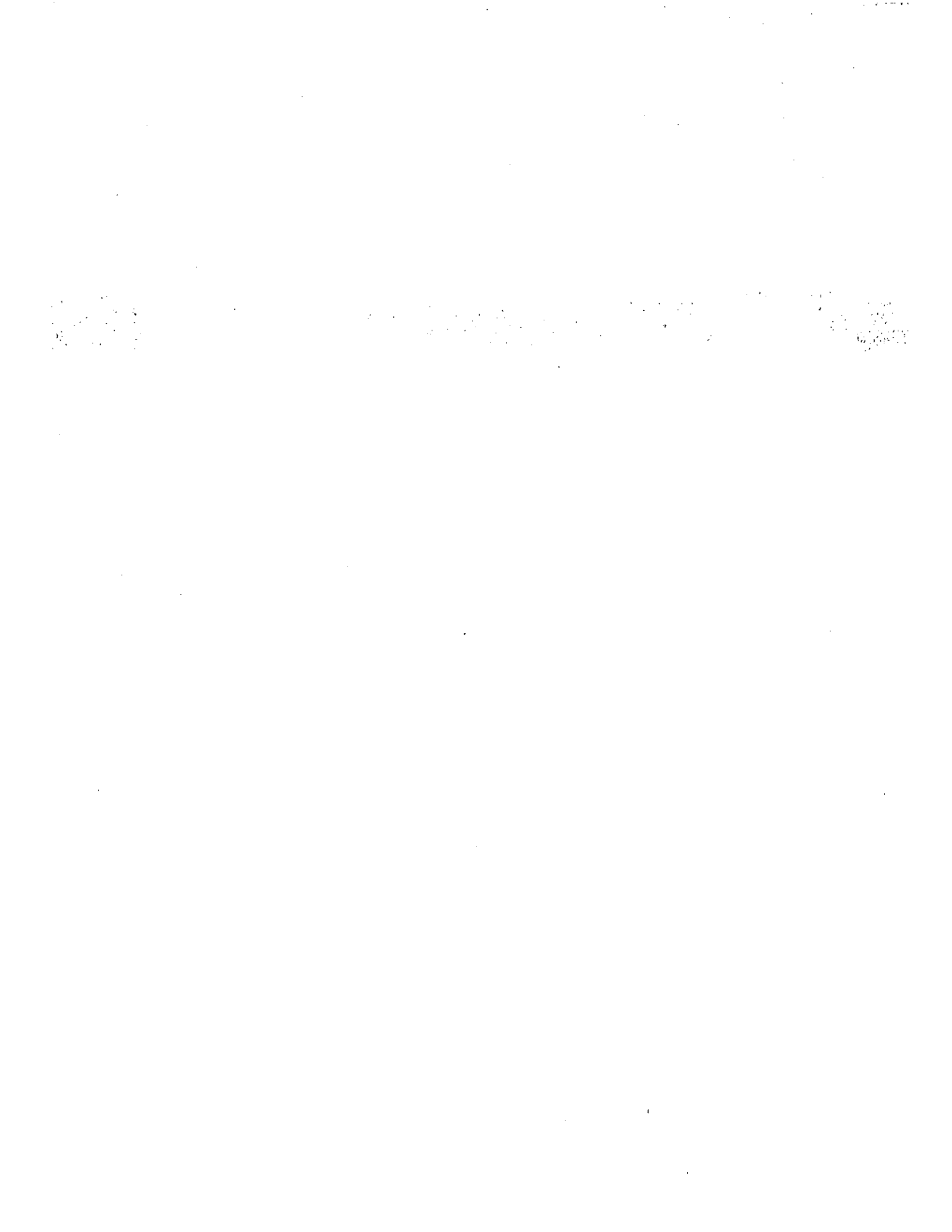
I understand that there is an achievement gap for low income students. But there is no conclusive evidence supports socioeconomic integration could address the gap (Cordes, 2019). Brookings 2017 study and a NYC 2018 study found large differences in test scores between wealthier and poorer students in the same schools (Brookings, 2017; NY Times, 2018). Studies from UT Austin, UC Davis and the 2019 HCPSS Equity Report, itself, suggest a negative impact of redistricting by removing low-income students from their neighborhood supports and ~~and~~ increasing geographic and transportation barriers to beyond school opportunities (Crosnoe, 2010; Penn 2013). It has been suggested that implement programs and policies for low-income students would help. For example, community schools, tutoring, summer and after-school programs, and equip teachers from those schools with additional training and support (Maier, Daniel, Oakes, & Lam, 2017; Knopf et al., 2015; Vandell, Reisner, & Pierce, 2007; USDE, 2014).

As parents, we all want our children to be happy, make friends, and be joyful in their learning. However, this multi-year redistricting plan will bring uncertainty to our schools and communities. The stress, anxiety, reduced sleep (due to long commutes) brought by this plan will do harm to children's well-being. Studies showed that while students who change schools can suffer psychologically, socially and academically, the academic achievement of the "stable core" - the 30 percent of students who stay - is also negatively affected by the school's mobility rate (Bradley, 2009).

Therefore, I urge you to reject CR112. Please realign your funds and focus on offering REAL support to low-income students!

Respectively,

Linglei Ma



Testimony Against CR112-2019

Dear County Council Members and County Executive Calvin Ball:

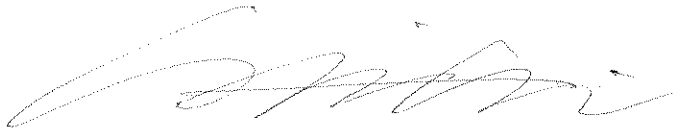
My name is Ninghai Sun. I am living at Chapel Woods neighborhood of Clarksville. I am also a registered voter for election district #5. Today, I am here to express my objection to CR112-2019.

I am the first generation immigrant and a father of three kids. I moved to Howard County immediately after my graduation in 2002. As a citizen of Howard County in the last 17 years, I take pride in our county's economic prosperity, cultural diversity, citizen's civility, and the opportunities it offers to all of its residents. Baltimore Sun also reported Howard County was the most integrated county in the state in 2017. However, suddenly after the new county administration took the office in 2018, segregation and socioeconomic crises are full of county according to CR112-2019. I have lived in Columbia, Laurel, and Clarksville areas at least 4 years, respectively, and never faced so called segregation in either of these areas. My neighbors include African American, White, Hispanic, and, of course, Asian, which is not even mentioned in CR112-2019 at all. BTW, it is hard to believe that this ignorance of 18.8% county population, intentionally or unintentionally, is not discrimination. Kids of different colors, including mine, take the same bus to the same school, study in the same classroom, play games in the same playground. I am confused where the segregation emphasized in CR112-2019 is coming from overnight. On the contrary, it's a marvelous achievement that there is no evidence of increase of segregated school in Howard County while national rate is doubled in the last a few years according to CR112-2019.

I am glad to see that CR112-2019 also mentioned the FARM rates are relatively high in some of county public schools. As a long-term Howard County resident and voter, I voted for the current county administration last year and hope you can find a solution to reduce the poverty rate and develop a better harmonious county. However, sending FARM students around county, but not improving their family incomes through practical economic development plan, doesn't solve the poverty issue at all. CR112-2019 offers no explanation on how to reduce whole county FARM rate through this multi-year Integration Plan. I hope this is not a political trick that our county administration try to fool county residents in order to make their political resume shine.

CR112-2019 has already created unnecessary animosity and warfare among county communities in the last a few weeks. There are many better options to address poverty and the achievement gaps issues in our county. However, CR112-2019 is absolutely not among them. That is why I strongly urge the County Council Members and County Executive to vote against CR112-2019.

Regards,

A handwritten signature in black ink, appearing to read 'Ninghai Sun', written in a cursive style.

Ninghai Sun, Ph.D.

TESTIMONY FOR COUNTY COUNCIL

I have a confession to make - I've lived in Howard County 40 years and never knew who was on the County Council or the Board of Education -- well, I was working long hours and also -- no one did anything stupid! I now know all your names and campaign statements and terms of office and so forth. I woke up because of Martirano's plan to bus over 7,000 children out of their communities to other schools -- such a bad plan for children, families, and communities.

Resolution 112 gives political cover for this busing plan - almost as if it were scripted in coordination with supporters on the school board and other county officials. It may not explicitly endorse the plan but it certainly supports it. I urge you to table 112 until the Board of Education has had the opportunity to hear the massive amount of testimony being prepared, has seen the research we are providing, and has a chance to consider better options such as VOLUNTARY transfers.

I am a clinical child psychologist, 39 years on the faculty of the University of Maryland School of Medicine. I qualify as an expert witness in Court on child and adolescent mental health. But you don't have to be an expert to understand that children will feel more secure and supported in their own community rather than being surrounded by strangers. Also, many bused children won't be able to participate in after school activities - sports, music, dance, clubs - because they won't have transport home. Being in your own community and engaging in a variety of school activities fosters SCHOOL CONNECTEDNESS - an important determinant of academic achievement and social adjustment (I've attached some publications). Reducing school connectedness will disadvantage over 7,000 children.

Resolution 112 is premature. It gives the Board the message that they can do anything they want with our children regardless of the consequences. I believe that very few families of bused children will be happy with the results. Don't pass this resolution - table it.

Sheridan Phillips, Ph.D.
11833 Chapel Est. Dr.
Clarksville, MD 21029
School Polygon 1185



NIH Public Access

Author Manuscript

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Child Dev. 2014 March ; 85(2): 722–737. doi:10.1111/cdev.12138.

The Reciprocal Links between School Engagement, Youth Problem Behaviors, and School Dropout during Adolescence

Ming-Te Wang and
University of Pittsburgh

Jennifer Fredricks
Connecticut College

Abstract

Drawing on the self-system model, this study conceptualized school engagement as a multidimensional construct, including behavioral, emotional, and cognitive engagement, and examined whether changes in the three types of school engagement related to changes in problem behaviors from 7th through 11th grade. In addition, a transactional model of reciprocal relations between school engagement and problem behaviors was tested to predict school dropout. Data were collected on 1,272 youth from an ethnically and economically diverse county (58% African American, 36% European American; 51% females). Results indicated that adolescents who had declines in behavioral and emotional engagement with school tended to engage in increased delinquency and substance use over time. There were bidirectional associations between behavioral and emotional engagement in school and youth problem behaviors over time. Finally, lower behavioral and emotional engagement and greater problem behaviors predicted greater likelihood of dropping out of school.

Keywords

school engagement; problem behavior; transactional model; dropout; reciprocal association; multidimensional construct

Adolescence is a critical developmental period in which youth experience the opportunity to self-construct an identity as academically capable, socially integrated, and committed to learning (Skinner, Kindermann, & Furrer, 2009). It is also a period during which adolescents are more prone to declines in academic motivation and achievement and to increases in substance use and delinquency (Schulenberg, 2006). Active engagement in secondary school promotes the skills, competencies, and values that allow adolescents to successfully transition into adulthood (Wang & Eccles, 2012; Wang & Holcombe, 2010). Unfortunately, evidence suggests that students become increasingly disengaged as they progress through secondary school, with some studies estimating that 40% to 60% of youth show signs of disengagement (e.g., uninvolved, apathetic, not trying very hard, and not paying attention) (Steinberg, Brown, & Dornbusch, 1996; Yazzie-Mintz, 2007). Youth who are disengaged from school are more likely to experience academic failure, school dropout, and a host of negative psychosocial outcomes (Li & Lerner, 2011).

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HHS Public Access

Author manuscript

J Sch Psychol. Author manuscript; available in PMC 2016 December 01.

Published in final edited form as:

J Sch Psychol. 2015 December ; 53(6): 493–507. doi:10.1016/j.jsp.2015.08.001.

Effect of School Belonging Trajectories in Grades 6–8 on Achievement: Gender and Ethnic Differences

Jan N. Hughes,

Texas A&M University, Address: 4225 TAMU, College Station, TX 77843-4225, Phone: 979 862 1093, jhughes@tamu.edu, Fax: 979 862 1256

Myung Hee Im, and

Texas A&M University

Paula J. Allee

Texas A&M University

Abstract

This study investigated the association between trajectories of school belonging across grades 6–8 and academic achievement in grade 8 in an ethnically diverse sample of 527 academically at-risk adolescents. Students reported annually on school belonging. Reading and math achievement were assessed at grade 5 (baseline) and grade 8. Interactive effects of gender and ethnicity were found in the conditional growth models for school belonging. Girls of all ethnicities had identical growth trajectories and reported higher initial school belonging than Euro-American or Latino boys. Latino and Euro-American males had lower initial level of school belonging than African American males, and Latino males had lower growth in school belonging than Euro-American males. In structural equation modeling (SEM) analyses, initial level of school belonging predicted grade 8 reading for girls and grade 8 math for boys and girls, above prior achievement and school and child covariates, but growth in school belonging predicted grade 8 achievement only for African American students. Implications for strategies to improve school belonging among academically at-risk youth are discussed.

A sense of belonging to school can be defined as the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment (Goodenow, 1993). Considered a component of affective or emotional engagement in school (Fredericks, Blumenfeld, & Paris, 2004), researchers use different terms to refer to constructs that are closely akin to school belonging, including liking for school, identification with or attachment to school, school bonding, and school connectedness. Although some researchers consider these terms interchangeable, Benner and Graham (2007) suggest a sense of belonging to school, more so than liking for school, reflects one's social adaptation, or "fitting in" at school. In the review of school belonging literature that follows, we include studies that use terms that reflect this sense of "fitting in" at school,

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Teacher and Peer Support for Young Adolescents' Motivation, Engagement, and School Belonging

Sarah M. Kiefer, Kathleen M. Alley & Cheryl R. Ellerbrock

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To link to this article: <https://doi.org/10.1080/19404476.2015.11641184>



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Original Research

Associations of School Connectedness With Adolescent Suicidality: Gender Differences and the Role of Risk of Depression

Donald B Langille, MD, MHSc¹; Mark Asbridge, PhD²; Amber Cragg, MSc³; Daniel Rasic, MD, MSc, FRCPC⁴

¹Professor, Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia.
Correspondence: Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, 5790 University Avenue, Halifax, NS B3H 1V7; donald.langille@dal.ca.

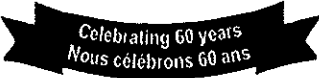
²Associate Professor, Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia.

³Research Associate, Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia.

⁴Staff Psychiatrist, Canadian Armed Forces Health Services Centre (Atlantic), Halifax, Nova Scotia.

Key Words: adolescent, depression, school connectedness, suicide, gender differences

Received May 2014, revised, and accepted September 2014.



Objective: Previous studies have not examined associations of school connectedness with adolescent suicidal behaviours stratified by gender, while including a measure of depression. We analyzed survey data to determine whether there are independent protective associations of higher school connectedness with suicidal behaviours in Canadian adolescents, while controlling for potential confounders, including risk of depression; and whether such associations differ by gender.

Method: Using data from a stratified cluster sample of randomly selected classes of students in schools in 3 of Canada's Atlantic provinces, we used multiple logistic regression to examine whether associations of risk of depression, measured using the 12-Item Center for Epidemiologic Studies-Depression scale, lessened protective associations of higher school connectedness with suicidal behaviours in grades 10 and 12 students, while stratifying by gender.

Results: After adjusting for risk of depression, higher school connectedness was independently associated with decreased suicidal ideation in both genders and with suicidal attempt in females. In males, higher connectedness was no longer protective for suicide attempt when risk of depression was included in the model.

Conclusions: School connectedness, which is felt to have positive influences on many types of adolescent behaviour, appears to also be both directly and indirectly protective for suicidality. These effects may occur through different pathways in females and males. Given the protection it offers both genders, including those at risk and not at risk of depression, increasing school connectedness should be considered as a universal adolescent mental health strategy. Studies that examine school connectedness should include analyses that examine potential differences between males and females.

Associations du sentiment d'appartenance à l'école avec la suicidaité des adolescents : les différences selon le sexe et le rôle du risque de dépression

Objectif : Les études antérieures n'ont pas examiné les associations du sentiment d'appartenance à l'école avec les comportements suicidaires des adolescents stratifiés selon le sexe, tout en incluant une mesure de la dépression. Nous avons analysé les données des enquêtes pour déterminer s'il y a des associations indépendantes protectrices d'un plus grand sentiment d'appartenance à l'école avec les comportements suicidaires des adolescents canadiens, tout en contrôlant les facteurs confusionnels potentiels, dont le risque de dépression; et si ces associations diffèrent selon le sexe.

Méthode : En nous servant des données d'un échantillon en grappes stratifié d'élèves de classes sélectionnées au hasard dans des écoles de 3 provinces atlantiques du Canada, nous avons utilisé la régression logistique multiple pour examiner si les associations avec le risque de dépression, mesuré par l'échelle de dépression en 12 items du centre d'études épidémiologiques, amoindrissaient les associations protectrices d'un plus grand sentiment d'appartenance à l'école avec les comportements suicidaires des élèves de 10^e et de 12^e année, tout en stratifiant selon le sexe.



Published in final edited form as:

Child Youth Serv Rev. 2014 April 1; 39: 101–107. doi:10.1016/j.chilyouth.2014.02.005.

The Impact of School Connectedness and Teacher Support on Depressive Symptoms in Adolescents: A Multilevel Analysis

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Auburn University, Department of Sociology, Anthropology, and Social Work, 7014 Haley Center,
Auburn, AL 36830, United States, Phone: 334-844-5014

Theresa J. Early, PhD [Associate Professor]
The Ohio State University, College of Social Work, 1947 College Road, Columbus, OH 43210

Hilary D. Joyce: hdj0002@auburn.edu; Theresa J. Early: early.22@osu.edu

Abstract

Using data from Waves I and II of the National Longitudinal Study of Adolescent Health (Add Health), this study examined the association between school connectedness and teacher support and depressive symptoms in a weighted sample of 11,852 adolescents from 132 schools. To account for the nested data, multilevel regression was utilized. The results indicated higher school connectedness and getting along with teachers were significantly associated with fewer depressive symptoms. Findings offer implications for school social work practice and future research. Suggestions for future research are described and strategies to enhance school connectedness and teacher support are discussed.

Keywords

school connectedness; teacher support; depressive symptoms; adolescents

Introduction

Depression is a debilitating condition that is increasingly recognized among youth, with nearly a third of adolescents experiencing a depressive episode by age 19 (Lewinsohn, Rohde, & Seeley, 1998). Adolescent depression may be prevented or ameliorated by strong relationships (i.e., warmth, communication, support) with significant others (e.g., family, peers, school) (Hall-Lande, Eisenberg, Christenson, & Neumark-Sztainer, 2007). Indeed, depression may be prevented by strong connections to schools and relationships with teachers (Murray & Pianta, 2007).

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Correspondence to: Hilary D. Joyce, hdj0002@auburn.edu.

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County Council of Howard County, Maryland

CR112 resolution

September 18,2019

Polygon : 176

Speaker : Kamaljit Barring

Good evening.

My name is Kamaljit K Barring and I, am resident of Howard County (Maryland) since 2003 almost 16 year. I am here today to express my strong opposition for CR112 resolution on desegregation of schools through the redistricting process.

1. I believe children should attend the public schools that are closest to their homes. They should have the ability to walk or be driven a very short distance and share the same common threads of their neighbors.
2. Secondly, CR112 is recklessness and wishful thinking. It attempts to close academic achievement gap with a multi-year integration by socioeconomic factors. There are numerous research studies that demonstrate the uncertainty between integration of socioeconomic status at school and academic achievement of low-income students. Professor Sean F. Reardonat Stanford University indicated "It is not clear, however, how much of the association is due to differences in the quality of schooling, or in the opportunities children have to learn and develop outside of school, in their homes and neighborhoods," and "Again, it is not clear whether this results from
3. Sleep deprivation as students have to get up earlier to catch the school bus due to the forced longer school bus rides.
4. Increased driving time which will increase their risk of injury, blood pressure, depression, anxiety, fatigue, cardiovascular risks, and physical unfitnes .
5. Forced separation of students from their counselors and teachers at their current schools who have known the students for years and can provide guidance and write them recommendation letters will make student suffer in their college application and very likely make them lose their opportunity to get into the college that they deserve .
6. Lost opportunity to play school sports, clubs, bands, and other after school activities due to transportation constraint and switching schools

With that,, I respectfully ask county council to vote against this resolution.

Thanks

Sayers, Margery

From: My Gmail <stephaniemichellereid@gmail.com>
Sent: Monday, September 23, 2019 9:28 PM
To: CouncilMail
Subject: Council Resolution 112

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

Dear Howard County Council:

I am a 17 year resident of Oakland Mills and I strongly support Council Resolution 112, calling on the Howard County Public School System to ensure that Howard County Public Schools are integrated by socioeconomic factors and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in Howard County schools. I want to thank Councilpeople Opel Jones, Christiana Rigby, and Deb Jung for their courage in sponsoring this resolution.

I am deeply concerned that Howard County schools are more segregated than they were in 1956. Economic isolation disadvantages all students in our system. Multiple studies show that when schools are integrated test scores and achievement rise for all students. Segregation in Howard County schools is unacceptable and against Howard County values! CR 112 is a courageous statement that Howard County will lead the way in confronting, and reversing, this tragic trend.

Thank you for your support for the Talbott Springs ES rebuild. We have been waiting patiently for years for improvements to our school. The kids deserve a healthy and safe building to learn within. I would support higher taxes for education.

Sincerely,
Stephanie Reid
9540 Wandering Way
Columbia MD 21045

Sent from my iPhone

Sayers, Margery

From: Buffy Beaudoin-Schwartz <buffybschwartz@gmail.com>
Sent: Monday, September 23, 2019 8:15 PM
To: CouncilMail
Subject: Council Resolution 112

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

Dear Members of the Howard County Council,

I am emailing in support of Council Resolution 112, calling on HCPSS to ensure that Howard County Public Schools are integrated by socioeconomic factors and focus additional efforts and resources on addressing the achievement gaps and racial and socioeconomic disparities in Howard County schools.

I want to thank Councilpeople Opel Jones, Christiana Rigby, and Deb Jung for sponsoring this resolution.

I am concerned that Howard County schools are more segregated than they were in 1956. Economic isolation disadvantages all students in our system. Multiple studies show that when schools are integrated test scores and achievement rise for all students. Segregation in Howard County schools is unacceptable and against Howard County values. CR 112 is a courageous statement that Howard County will lead the way in confronting, and reversing, this trend.

Sincerely,

Buffy Beaudoin-Schwartz

Buffy Beaudoin-Schwartz
President, bbsconsulting
Nonprofits | Foundations | Political Campaigns
bbsconsulting@buffybschwartz.com
www.buffybschwartz.com
443-621-4501

Working with foundations, nonprofits, individuals and political campaigns focusing on strategic communications, social media management, philanthropic advisement, and general project oversight.

Sayers, Margery

From: Jane <fisherjanem@gmail.com>
Sent: Monday, September 23, 2019 7:13 PM
To: CouncilMail
Subject: school redistricting

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

Hi-

I am a Centennial High School parent. I am very opposed to the current plan. School redistricting should be based upon geography, not income levels. Kids like to be in their neighborhood schools. Parents are super inconvenienced by having to drive all over the county for their kids after school activities. This plan will not provide "equity" in our county. The schools already offer equitable opportunity, but cannot force equitable outcomes.

Jane Fisher

Sayers, Margery

From: Lana Goldberg <lanagoldberg214@gmail.com>
Sent: Monday, September 23, 2019 5:44 PM
To: CouncilMail
Subject: Opposition to CR112
Attachments: CR112 letter.docx

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

Please find my attached document opposing the CR112 Resolution.

Sincerely,

Lana Goldberg

I do not oppose the idea and purpose behind CR 112 which is to eliminate the education achievement gap that exists between lower income students in Howard County and higher income students. However I do very much oppose the resolution telling the Board of Education to achieve this goal through redistricting. This would ultimately fail in its goal to achieve equity and success for all Howard County students and may do more harm than good for the low income students that need the most help.

Attempts to “desegregated” schools by *engineering* social and economic diversity has been tried multiple times in the past and has failed each and every time. According to an article in Time magazine “the academic results from economic-integration initiatives are mixed. Students can be segregated within schools as well as from them.” According to current statistics, many of the Farm children have low test scores for a myriad of reasons including poor parental support, lack of funding for tutors and early childhood education. These children are then placed in general studies which promotes further segregation from their peers who are in honors, GT and AP classes.

I was a student at a high Farm high school in Baltimore County in the 1980’s. I was an honors student and was segregated into classes with other honors and GT students. Most of my peers had supportive home environments and put education as priority. We were the minority in my high school and seldom interacted with the general school population. Unfortunately most of those students were caught up in negative/dangerous activities and struggled academically. A simple solution like mixing kids from different socioeconomic backgrounds will not fix the underlying problems that are causing these kids to not be successful in school.

A federal study called the Moving to Opportunity Program (MTO) showed that moving families out of high-poverty neighborhoods had no overall positive impact on the children’s learning no matter at what age they were moved. Unfortunately taking low income families out of their communities or bringing high income kids into Farm schools does not fix the problem. Studies show that many of these underprivileged families take with them the same habits and attitudes that undercut local school success.

The only way to truly achieve socio economic equity in schools is to change the Howard County government’s approach to its zoning policy for housing projects. The current county council zoning policies concentrates low income families into 3 school districts. The council should be putting their efforts into changing their policies so that affordable housing can be built in every school district. This is the only way to bring socio economic and cultural diversity into each school district without splitting up communities and moving kids to far away schools. Unfortunately, the Superintendent has chosen an ineffective “quick fix” that merely adjusts numbers rather than addressing the underlying structural issues.

At this time it is imperative that focus is placed on issues that have an immediate impact on improving outcomes at low performing schools such as improving teacher effectiveness, modifying the curriculum and expanding high-performing charter schools in underserved communities. Teaching behaviors and skills to promote success that these students are not being exposed to in their home environments is also key. Providing extra counselors to deal with family problems and to reach out to parents of children at risk would have a tangible and immediate impact. These are more transformational steps and is considerably more desirable than forcing families to move to different school districts for the sole

purpose of exposing their children to different social economic classes. Again, this will not fix the underlying sources of the problem but instead is just political window dressing.

The COUNTY needs to focus its resources and programs to the specific population needs of each school district. Moving kids just to make numbers look better, for equity's sake is not the answer. Exposing kids to different socio economic classes for the sake of diversity is not the answer. This plan will not fix the identified problem of achieving educational success and community equity for all Howard County students.

Respectfully yours,

Lana Goldberg Polygon # 3176

Sayers, Margery

From: Erik Nudo <eriknudo@gmail.com>
Sent: Monday, September 23, 2019 5:27 PM
To: CouncilMail
Subject: CR 112 Opposed

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

County Council,

I am writing to express my opposition to CR-112 and the purpose it serves. I do not disagree with idea to desegregate schools and that Howard County may have a problem in some areas, but how the elected leaders of this county are trying to accomplish this is wrong and not well thought out. Shuffling children around and busing them across the county to promote a grand idea is not the way. I watched the public hearing held by the County Council last week and I was quite appalled by the reactions and defensiveness of Mrs. Rigby, Dr. Jones and Mrs. Jung. Every person who came to have their moment to speak about their concerns or disapproval of CR 112 was quickly shot down and met with a sort of arrogance, or a "I know better than you" attitude from those 3 Council members. Are you not elected officials who are supposed to listen to the concerns of the people who put you in office and represent your specific districts? The arrogance was shocking.

I also heard Mrs. Rigby make the comment during this public hearing that "CR-112 has nothing to do with the Redistricting Plan". I don't know how anyone can accept this comment considering how closely everyone in the county is following the Redistricting Plan. It has everything to do with it. One of the line items that bothers me the most in CR-112 is for the "Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan."

So you are basically saying that you want MULTIPLE redistricting plans to be implemented and provide ZERO stability to communities and the children that reside in them. This goes against what the superintendent has said about keeping communities together.

As I stated before, I am not against a plan to desegregate schools in Howard County, but this feels rushed and with a hidden agenda behind it. There is a much bigger problem than this resolution in this county and it all stems from allowing developers to build and build without accounting for the growing number of children needing to attend public schools. Please consider starting there and build HS13 before you move these children around and remove their sense of community and stability.

Thank you.

Erik Nudo

Sayers, Margery

From: swchang@gmail.com on behalf of Sucie and Stephen Chang
<sucieandstephen@gmail.com>
Sent: Monday, September 23, 2019 4:47 PM
To: CouncilMail
Subject: redistricting comments

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

Hello,

We live in polygon 187. Our schools are Clarksville Elementary, Clarksville Middle, and River Hill. I'm writing to express concern about redistricting proposals.

One, I would prefer if our communities would remain intact. Contiguous neighborhoods should, to the greatest extent possible, attend the same and the closest schools. I grew up in Fairfax County and I believe we never redistricted (or if we did, I was unaware). If there was overcrowding, schools were added to and capacity expanded. I think Montgomery County has also taken this approach.

Two, while I appreciate the intent behind the FARMS-driven redistricting, I'd be interested in learning more about the studies that have prompted this line of thinking. Are these posted anywhere for the public to view?

Thank you for your attention,
Stephen Chang

Sayers, Margery

From: Kathy Osborne <kathyosborne1@gmail.com>
Sent: Monday, September 23, 2019 4:18 PM
To: CouncilMail
Subject: support for Council Resolution 112

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

Dear Howard County Council,

I strongly support Council Resolution 112. My children attend Jeffers Hill Elementary School, Lake Elkhorn Middle School and will continue on to Oakland Mills Middle School. I love these schools and we do not have any desire to move. But we see first hand how socioeconomic disparities in our schools impact the children in our area. Not only are we looked down upon and demeaned by other Howard County schools, more importantly, we are not providing the educational opportunities and achievements by leaving this to just a few schools.

I am on the PTSA at Lake Elkhorn Middle School and we were able to raise about \$3k for the entire year in 2018, while other PTAs are able to raise 20-100,000k for theirs. How can this be fair for our children? How can we help lift up and help those those without the financial support . How can we support our teachers and administrators. It's a losing fight.

I appreciate and thank Councilpeople Opel Jones, Christiana Rigby, and Deb Jung for their courage in sponsoring this resolution.

Multiple studies show that when schools are integrated test scores and achievement rise for all students. Segregation in Howard County schools is unacceptable and against Howard County values!

Again, I strongly support Council Resolution 112.

Kathy Osborne
9230 Hobnail Court
Columbia, MD 21045

Sayers, Margery

From: kiju <ms.kiju@gmail.com>
Sent: Monday, September 23, 2019 12:50 PM
To: superintendent@hcpss.org; Redistricting@hcpss.org; CouncilMail; Ball, Calvin
Subject: Re: Howard County redistricting plan divides a multi-ethnic Clarksville

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

Dear Dr. Martirano,

Thank you for your public testimony before the Board of Education and County Council this morning. I am a Clarksville parent and as I learn more about the issues, I am impressed with the complexities and challenges with funding and maintaining excellence in the Howard County Public School System.

I learned that per pupil spending is actually higher at Title 1 schools than elsewhere. Yet, more experienced (and possibly more qualified) teachers do not want to work there and choose to leave due to burnout. If that is the case, it does not appear reasonable to expect parents to send children to high-need schools with poor academic outcomes if other options exist.

Not being an expert in public education, I am interested in learning more. Can you kindly clarify:

- a. What is the citation for the "90-90-90" study that you mentioned? I am unaware of it, and I would like to read it as someone who reviews clinical trials for a living. Any other supporting citations for your proposal would also be appreciated as the 8/20/19 report does not appear to include any.
- b. The test scores in your report (pages 21-22/34) seem to merely report averages. Can you provide the sample size, as well as base standard deviations, 95% percentile, median, minimum and maximum for Clarksville Elementary, Swansfield Elementary, Clarksville Middle School, Harper's Choice Middle School, River Hill High School and Wilde Lake High School? Understanding the spread might help the community better understand how these schools are expected to be integrated academically.
- c. Under your proposal, how would the system teach students with wildly variable testing ability (i.e., 30% v. 99%) in the same school? Will there be tracking? Differentiated instruction in the same class? Will advanced courses be webcast across schools? Many are concerned with how the proposal will affect high performers and maintain opportunities beyond high school graduation.

Thank you again for your time and attention.

Kind regards,

Julie Kim, M.D.

On Wed, Sep 4, 2019 at 7:00 AM kiju <ms.kiju@gmail.com> wrote:

Dear all,

Many of us in Clarksville do not agree with the redistricting plan, as proposed. Please consider letters from 3 concerned parents and a photo of our children. See attached.

Kind regards,
Julie Kim, M.D.

Sayers, Margery

From: euk369@gmail.com
Sent: Monday, September 23, 2019 12:39 PM
To: CouncilMail
Subject: Poor Schools Keep Getting Crushed in Football. Is It Time to Level the Playing Field? - The New York Times

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

This is what is happening in Howard County. Either we go forward with CB112 or we accept that kids in poor will never be able to compete with kids in rich schools and that we as a county no longer believe in equal opportunity.
<https://www.nytimes.com/2019/09/22/us/school-football-poverty.html>

Sent from my iPhone

Sayers, Margery

From: I-Ping Shih <iping_shih@yahoo.com>
Sent: Monday, September 23, 2019 11:26 AM
To: CouncilMail
Subject: OPPOSE CR112 - Please KILL it!

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

Dear County Council,

CR112 already sparked anger and uproar in Howard County. We felt betrayed! CR112 recklessly mandates the middle-class majority to sacrifice their interest in order to satisfy a few Council members' worthless Utopian ideology.

It reminded me of the Chinese Cultural Revolution. The poor FARMers and the bottom class people who owned nothing and had nothing to lose began a bloody and brutal riot against the "rich" land and business owners, elites, etc. in the name of "equity" and "social justice". Everyone suffered and millions died but Mao's power was secured.

Government's job is NOT to impose unreasonable polices and to force the majority middle-class to comply at the expense of their well-being in the name of balancing wealth and averaging performance.

Government's job is NOT lecturing what is moral and mandates everybody to do "morally right". It's always an individual's own choice to do good deeds.

Government's job is, however, to encourage the communities and neighborhoods help the needed and the disadvantaged including teaching them personal & social responsibilities & accountabilities.

The less Government's intervention, the better. The more Government's interruption, the more mess-ups! Please leave us alone!

Do you really know whom you are making enemies with? You are making enemies with the middle class – the backbone that supports Howard County. We don't want you even to try to experiment Socialism. We don't need to repeat the disaster.

When the "rich" middle class flee the County, it's not good to the "poor". They will become the true victims.

CR112, a social engineering agenda, is not the answer to solve the problem of poverty. You need to solve it from the bottom - the root problems, not from the top - the surface.

Socialism will make everybody equally poor and equally dumb, so will CR112. **Please kill it.** Thank you.

Respectfully,

I-Ping Shih
Ellicott City

Sayers, Margery

From: Senthil Kumar Ranganathan <senjoy@gmail.com>
Sent: Monday, September 23, 2019 9:50 AM
To: kirsten_coombs@hcpss.org; vicky_cutroneo@hcpss.org; christina_delmont-small@hcpss.org; jennifer_mallo@hcpss.org; sabina_taj@hcpss.org; chao_wu@hcpss.org; student_member@hcpss.org; redistricting@hcpss.org; boe@hcpss.org; superintendent@hcpss.org; Jung, Deb; CouncilMail
Subject: Polygon 176 please don't ask kids to sacrifice

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

Dear Dr., Martirano,

I hope you are doing well. Thanks to you and your team to constantly working to improve our county education and environment to benefit our families and kids.

I am writing to you to share my opinion about a recent proposal on school redistricting. It's really unfortunate to be at the current situation and surprises me that we have to deal this issue in one of the best county in our nation. I also feel somewhat shame, that we (county officials and parents) end up using kids' education as a bargaining tool.

My concerns is, We are encouraging and promoting something like second child syndrome, Your proposal is similar to the syndrome effect, few kids are more prone to receiving privileges , while the others in the family (county) is more likely to receive indulgences, they no longer has their status as the baby and is left with no clear role in the family, or a feeling of being "left out". eing "left out". A typical parent wouldn't show unbalanced love between their children. Your proposal is like stealing peacefulness, opportunity to learn and bright future from one set of county schools kids and giving it to other set of county school kids. The biggest concern is that, this a social test which as no facts or background data to prove that the receiving kids will show progress. Let's not show progress by asking kids to scarify their quality time, friends and hard work. You can't take credit on someone donation's money, you have to spend money from your bank account to take some credit.

If balancing FARM is primary issue we are trying to resolve, where the end goal is to deliver quality of life and education equally to all kids in our county, then kids should not be part of the solution equation.

Why do I oppose your proposal?

1. Your proposal virtually distributes across county schools, here you are impacting kids across all families, you are taking away time from parents and make the kids travel longer which will also increase transportation cost. Instead build low income houses near schools that can share and provide an opportunity to move family not just moving kids. You are separating kids from their own family.

2. More people on road is more cost for county to maintain and operate, eventually you are going to disturb all businesses by increasing travel time by adding more traffic on road. This will have a direct impact on county economy which may force businesses to move out of county.
3. More traffic could cause more pollution and waste of energy which will end up in more health issues.
4. Families in your county will be frustrated and exhausted every day. Your proposal will have a direct impact on Kids on a daily basis, kids health -less sleep, more stress. Imagine every day at this early age they have to wake up at least 45 minutes before than their typical time, which will have a direct stress on the entire family. This will have conflicts/arguments and stress level will increase to the most every day for parents and kids, similar experience in evening to pick the kids from the after-school programs.
5. Evidence is mounting from sociology research that this kind of situation where parents and kids gets frustrated and exhausted every day will impact happiness and increase divorce rates and impact a good family across the county.
6. We know we are going to have new school district HS #13 in 2023, let's wait and consider solution that can serve the county people for long period. Too much of changes in short period is not healthy.

Your proposal is for Kids and they should not be part of your solution. They should be just at the receiving end getting benefits. I would strive to use this opportunity by creating awareness on qualities. Support Kids & parents to promote Volunteering service which could save cost and reduce expenses, where the cost saving could be spend on the areas to reduce FARM price. Promoting "donation" habits to increase quality of education across county.

Don't push us to move out of county or state please, this is our home and it is disturbing and takes away confidence that Howard county officials are not for public and they are more in this role for personnel gain.

Our nation has prides to have "leave no man behind" mantra and we take very step to follow that, our county is part if this great nation, how come we had a heart to even proposal a solution to impact majority of the kids to fix one issue. I am pretty sure our county officials are smarter than this proposal.

Thanks
Senthil K Ranganathan.
Parent of Two kids.
Living in Howard county from 2005.

Sayers, Margery

From: Tom Yung <tmyung@gmail.com>
Sent: Monday, September 23, 2019 7:28 AM
To: CouncilMail
Subject: HCPSS Redistricting - Polygon 1256 CONSTITUENT EMAIL. NOT TESTIMONY

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

Dear Howard County Council,

I am writing today as a constituent because I was made aware that your office has not heard from the Maple Lawn community. The redistricting in Howard County has an anomaly in its movement of polygon 1256, which I want to ensure you I find to be a significant problem, mistake, or oversight.

I am also concerned about Superintendent Martirano's proposal to redistrict schools in Howard County for racial diversity and equality and in particular my neighborhood in polygon #1256. Although I know this is a BOE decision and I agree with the goals of the plan to promote diversity and equity in our county, I would like to voice to you that I do not agree that this proposed redistricting is the answer.

I live in the planned neighborhood in Maple Lawn in the Hillside district that is within polygon #1256. The community of Maple Lawn (polygons #115, 259, 1256, 1259) was built with five distinct neighborhoods/districts: Midtown, Hillside, Midtown West, Westside and Garden district all within the same property boundary. This community is adjacent to the educational campus of FES, Lime Kiln Middle and Reservoir High School. Our community website www.maplelawnmd.com/live/schools suggests that is where the children in our community will be attending. Therefore, it is a surprise that the redistricting proposal is choosing to cut one district away from the other four. Also, our community is already a diverse neighborhood, with a spectrum of races, ethnicities and religious groups. This makes absolutely no sense to me or my neighbors, and the Superintendent has offered no explanation for the logic of splitting up our community.

My children currently attend Fulton Elementary school. I am concerned about how this proposal will disrupt my family's life, the neighbors in our home community, and those in the Laurel Woods Elementary community (where we would be redistricting to) and still not achieve the proposed goals of diversity and equity.

If the redistricting proposal passes, my children would have to start the school day earlier and travel longer (20 mins round trip instead of 8 mins without traffic), since they will have to travel 5.4 mi to Laurel Woods rather than 1.3mi to Fulton Elementary School (FES). My daughter just started Kindergarten and my son is in third grade in FES. The new proposal would interrupt the formative years of learning for my children rather than the natural transitional years at Kindergarten, sixth and ninth grades. Not only would there be an involuntary interruption, they would return back to the middle school in our neighborhood to only lose the friendships they made in their old school, and have to rebuild new ones. We also rely on before and after care for our children at FES, and fear that we would lose those resources if we are redistricted, which would adversely affect our work commute and work/life balance.

My wife is an educator at a Title 1 school. As an educator, she is very concerned with the overcrowding of schools in the county. Title 1 funds have enabled her school to have smaller class sizes in order to meet the needs of her students. By taking Polygon #1256 and moving it to overcrowd Laurel Woods Elementary, we would be taking away from the resources that Title 1 schools are given.

Capacity utilization is rightfully of concern. However, this proposal results in a 115% capacity at Laurel Woods ES and thus does not achieve a meaningful improvement in school capacity for students in polygons #256 or #1256. Also, according to the projections presented in the superintendent's proposal, the disruptive redistricting of a portion of Maple Lawn does not result in a meaningful improvement in any achievement gaps existing at Laurel Woods ES and arguably increases their burden by crowding their classrooms.

The proposal also refers to the Attendance Area Boundary Review Survey and prioritization of Policy 6010 elements. When the community was surveyed, the overwhelming top 3 priorities were:

1. Keeping feeds of students together from one school to the next (Policy 6010 IV.B.2.a) – 65.95%
2. Maintaining contiguous communities or neighborhoods (Policy 6010 IV.B.2.b) – 59.59%
3. Transportation considerations (e.g. walkers, bus routes, etc.) (Policy 6010 IV.B.1.d) – 42.64%

For reference, the next highest priority only received 25.88% of responses.

In relation to these top priorities, the proposal for polygons #256 and #1256 results in a very small feed from Laurel Woods ES to Lime Kiln MS (10.6%) whereas Fulton ES represents 48.4% of Lime Kiln MS. Policy 6010 refers to “avoiding feeds of less than 15% at the receiving school”.

The proposal also does not maintain a contiguous community or neighborhood for Maple Lawn (Policy 6010 IV.B.2.b). As the proposal was completed by a consultant group based in Ohio, I would like to emphasize that Maple Lawn is not merely a collection of streets in close proximity to one another; it is a planned community built specifically with a variety of homes and retail close together so that residents could easily build community.

In addition to the adverse impacts of separating the community, the proposal greatly increases the transportation distance (over 400%) for students redistricted from Fulton ES to Laurel Woods ES. There are 8 elementary schools closer to polygon #1256 than Laurel Woods ES, with Fulton ES being the closest. In addition, the transportation distance and disconnected polygons in the superintendent's proposal provide unfair challenges for before and after school care, whether at a center or using neighbor/family support.

The number one priority in our family is to create a stable, engaging and diverse environment for our children to learn and grow—our community in Maple Lawn has this.

Therefore, I implore that you examine the redistricting proposed by the superintendent and soon to be approved by the BOE. Help us to find an alternative solution to the current proposal to promote diversity and equity, but to keep the community of Maple Lawn together with less violations of policy 6010. Thank you.

Sincerely,

Thomas Yung

Sayers, Margery

From: Rose Edwards <rosewards@msn.com>
Sent: Sunday, September 22, 2019 8:52 PM
To: CouncilMail
Subject: Support CR 112-2019

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

I fully support CR 112-2019.

Rose Edwards

Sent from my iPad

Sayers, Margery

From: Colleen Hughes <hughesckh@gmail.com>
Sent: Sunday, September 22, 2019 7:56 PM
To: CouncilMail
Subject: support CR112-2019

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

To Howard county council members -

I'm writing to say that I support CR112-2019. The achievement gaps identified in both equity reports (from HCPSS and from Horizon) clearly show that action is needed.

My parents moved to Columbia in 1969 because of the promise of equal housing. Somewhere along the way, Rouse's vision has been lost and we need to be reminded of what those original lofty goals were.

Already the redistricting discussions have taken an ugly, hateful, racist turn. Please help our communities to stay calm and see the benefits of change.

Thank you for your work,
Colleen Hughes
Columbia MD 21042

Sayers, Margery

From: Khalid Zirvi <zirvikm@yahoo.com>
Sent: Sunday, September 22, 2019 6:45 PM
To: Walsh, Elizabeth; Jones, Opel; Rigby, Christiana; Jung, Deb; Katie Fry Senator Hester; CouncilMail
Subject: CR112
Attachments: CR112 KMZ.docx

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

See attached

Khalid Zirvi

CR112

"Justice", "Peace", "Equity" -these are convenient catch phrases currently being used by politicians and some educators to divert attention from poorly constructed plans which lack substance and do not make sense. Dr. Martirano's plan is flawed on many levels with many potential adverse unintended long-term effects which have not been defined. The notion that the kids who do not want to move would be "just fine" is convenient and callous. Our kids are telling us they will not be fine with this forced move with lack of choice and they feel that the superintendent and Board of Education do not represent their interests. We are not interested in an experiment with how our kids will do with turning their world upside down.

Over the past several years the driving force for redistricting was overcrowding. There was no mention of social economic factors as a primary driver earlier this year or in the feasibility studies released a few months ago. This concept is now being rushed and forced onto the general public by the Superintendent with the cover of the County Council. There has not been time to digest the actual process, costs, transportation issues and other unforeseen ramifications. There has been no actual cost analysis and feasibility study performed on this plan. This is unacceptable.

Segregation has been synonymous with less funding for certain underrepresented minorities and fewer opportunities which is NOT the case in Howard County where every student is funded equally and given the same opportunities. The concept of integration assumes that there is inequity in the education resources delivered to all the students in Howard County. Our Superintendent has contradicted himself by stating that every child in Howard County receives an excellent education yet in a recent Baltimore Sun article also said "I have inherited this system of great disparity of wealth" and "this is preventing us from delivering an equitable education for all our children."

The Howard County school system has an operating budget of almost a billion dollars. There is equity in opportunity regarding access to all tiers of education including GT and AP courses and Jumpstart courses. If every teacher is excellent and the system is excellent what is preventing him from delivering equitable education to the children? Perhaps we need a better manager. If a CEO with a billion dollar budget which had a recent shortfall puts out a non-validated plan based on ideology with excessive unaccounted-for costs with no funding, they would be removed.

In demanding equity to be applied to redistricting, some Council members and County Executive Calvin Ball are shirking their duties and covering up their lack of responsibility

in providing equity in the socio-economic makeup of our county. They have not promoted affordable housing options and have allowed overdevelopment in other areas. Christina Rigby stated that she “believes in diversity and inclusion and this is the opportunity to live it.” She insults the population of Howard County which is a diverse inclusive county as if we do not mix and interact in all aspects of our day-to-day life. The Council discounts the many social interactions that families engage in that provide exposure to many races, ethnicities and socioeconomic levels including faith-based groups, sports and community recreational activities. These go much further in building character and emotional intelligence for our kids than any legislated concept of school integration. There is also no accounting of the large Asian population in Howard County which apparently does not factor into the council’s interpretation of diversity.

No school district in the US considering integration based on social economic status is even remotely similar to Howard County’s demographics. For high school, Howard County demographics are 39% white, 24% black, 20% Asian, 10% Hispanic, 6% other. A recent Washington Post article indicates Howard County is much more integrated than a majority of other school districts in the US. “Decades” of peer reviewed research on socioeconomic integration do NOT exist - only trends and some did not show positive student outcomes. Proponents cite studies with small sample sizes that are not randomized, mostly anecdotal and extrapolating them to a diverse population like Howard County -- is a bit of a stretch. Recent analysis by education experts have provided a reality check with regards to the conclusions that can be drawn from previous studies indicating that there are flaws including selection bias and other confounding factors such as teacher quality which affect outcomes. The Superintendent, some members of the Board of Education and Council have chosen to cherry-pick the studies that support their narrative that would not hold up to rigorous scientific standards. **Yet they are perfectly comfortable with forcing our kids into this involuntary experiment to satisfy their curiosity.**

In 2017, the US Department of Education released guidance on how to improve the outcomes for all students and consideration to increase diversity. Its take-away point? A successful plan should include community participation early on and buying in to ensure ownership for the key stake holders and inspire them. **Every study regarding success of integration initiatives has emphasized this need for early community engagement with choice without which it is doomed to fail.** The US Dept of Education stressed giving the public voluntary options and choice including magnet schools, controlled choice systems, open enrollment, high quality charter schools, weighted lottery systems. **The least preferred option was involuntary redistributing /busing.** Experts have said that busing is not a magic wand and should be a last resort as it will not solve the underlying problems.

The common theme to success and sustainability is choice.

Growing up in early elementary school we moved multiple times and it was not fun changing schools. I still recall the stress and anxiety as a student. When we resided in San Diego, California and Nashville, Tennessee we qualified for reduced lunch and I would not have appreciated being singled out and moved around based on that status.

Broadly speaking, many individuals currently opposing the superintendent's plan started off with limited means and have strived to achieve the American dream through hard work and providing a better life for their children including more control over their children's educational opportunities. Many did not have these options when growing up.

How can the Council members, Board of education and Superintendent discount this American dream by telling them their concerns for their children no longer matter and are not a priority? Many of us would not have achieved if we had just assumed things would be "just fine" without taking action. We do not reject diversity--we simply want to stay at the school that we chose which is under capacity and thus does not justify us to be forced out involuntarily. Our desire is to be surrounded by individuals who share similar academic values regardless of race and socioeconomic status and who strive for excellence. Our standard should not be "just good enough"—higher standards help nurture driven, productive members of society and benefits everyone.

The bottom line is this plan will not pass the smell test by the citizens of Howard County and will ultimately fail. There will continue to be massive resistance even if passed unless a more measured approach is pursued allowing more voluntary choice.

Take for example Wake County, North Carolina which has a much larger school district and attempted socio-economic integration by pushing involuntary redistricting despite strong resistance. After a few years, the Board of Education and administration was replaced or voted out and the plan was reversed by the new board following the election mandate. What a wasted effort. This is a cautionary tale of what will happen to Howard County Board of Education and County council/County executive unless a more balanced plan is offered.

Khalid Zirvi

Howard County, MD

Sayers, Margery

From: Kendra Kay <kkay62@gmail.com>
Sent: Saturday, September 21, 2019 8:35 PM
To: CouncilMail
Subject: CR 112 testimony
Attachments: CR112 testimony.docx

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

Dear County Council members:

I ask you act courageously and reject the CR112 resolution as it is currently written.

It is rampant with language that is completely irrelevant to our current state of educational inequity. Brown v. Board reflected a specific time in history where racial segregation was shamefully upheld by law. This is NOT the case today. I suppose the first 5 "Whereas" clauses are setting the stage for the battle but it is not relevant to the goal of closing achievement gaps. It is a look backwards at factors reflecting institutionalized racism and laws that disproportionately hurt a certain population.

Although we acknowledge past injustice, it should not be a driving factor to promote improvements for the future **as they relate to the school system**. Those injustices may still remain and reflect complex factors that are embedded in society. The burden should not be placed upon HCPSS to dismantle this overarching problem. It requires the participation of government and society. HCPSS can resolve to close achievement gaps but should not be swept into language that seems to implicate the school system as the root cause of the problem.

The vagueness of the goals in CR112 is flummoxing to say the least. Is it referring to reducing racial segregation or socioeconomic segregation? The words "racial" and "socioeconomic" are sprinkled throughout the resolution as if they are one and the same. Perhaps conflating them is a political maneuver to ensure all future measures that include these terms can be justified as relevant. This resolution's language is so imprecise it loses its impact and comes across as a desperate attempt to fan emotions without a clear statement about its true goals.

A recent study of Maryland schools determined that Howard County is considered mostly integrated (racially) compared to other districts. Also, the high concentration of Asians in Howard County does not seem to factor in the very binary definition of segregation.

22. even in Howard County, Maryland, where **diversity and inclusion** are touted by
23. many, there is growing evidence that these desirable characteristics have declined in individual
24. schools in the Howard County Public School System;

Please be specific: racial diversity or socioeconomic diversity?

The resolution then discusses achievement gaps reflected in FARMS data. The data is incomplete and excludes information about the Asian and Pacific Islander population. Conveniently, it appears the definition of racial diversity also excludes this population.

The County Council states they are not directing the HCPSS redistricting proposals but the resolution states that the boundary review process is an opportunity to “lawfully integrate the school system and address the achievement gap issue through proactive integration plans.” This is a direct call to action for HCPSS to use redistricting to promote “integration.” It does not refer to closing achievement gaps with any other methods (pouring resources into at-risk kids, providing additional financial support to underperforming schools) and so leaves no room for other options for HCPSS (except redistricting). This abhorrently restrictive language jeopardizes true efforts for equity that will be more effective and less disruptive to the community. The narrow scope touted by the resolution means it is acceptable to shuttle students like currency to remedy societal ills.

The words “lawfully integrate” and “proactive integration plans” are deliberately vague so as to encompass all sorts of possible actions. It is injecting race as a tool to apply to boundary changes which was ruled unconstitutional in 2007 by the Supreme Court.

Upholding equity in education is a laudable and necessary objective; unfortunately, forced redistricting will be a failed venture. Other options that are more appealing to the community such as educational choice, magnet schools, weighted lottery do not fit in the narrow definition provided by the resolution. By failing to include options other than “integration” or redistricting, the resolution ultimately will (unwittingly) act like a stranglehold on educational equity.

Kendra Kay

Clarksville

Sayers, Margery

From: Hong Hsu <honghsu0042@gmail.com>
Sent: Saturday, September 21, 2019 4:37 PM
To: CouncilMail
Subject: Written Testimony for 112 Resolution Public Hearing
Attachments: 2017 FARM Students SAT per school.PDF

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

Dear Council members,

When I read 112 Resolution, I saw three issues that County Council try to tackle using multi-year Integration Plan same wording used by Superintendent in his plan: **racial segregation, poverty concentration, and students' performance** at schools.

112 Resolution started historical racial segregation cases from Plessy v. Ferguson in 1896 and Brown v. Board of Education case in 1952. Then it presented the poverty concentration issues in 4 high schools from LRHS, WLHS, OMHS and Hammond HS with 40% FARM rate contrasted with 7% rate of FARM students in 5 high schools of RHHS, GHS, MRHS, AHS and CHS. Finally, it touched the students' performance issue for lower graduation rate for FARM students and AA students.

All of three issues of **racial segregation, poverty concentration and students' performance** ARE different issues though they have correlation in certain degree.

Let us started the last one first: **students' performance** at schools to see if council's prescription can conquer the issue. Based on SAT Test statistics from HCPSS, FARM students do have lower scores comparing to non-FARM students at same school. However, FARM students at Oakland Mill HS and Marriotts Ridge HS have SAT scores of 988 and 986 respectively (See attachment). That means that for school or building doesn't make difference for FARM students' performance. HCPSS data also has same conclusion for FARM and AA students' graduate rate at different schools. Let all of us respect the facts! The 112 resolution will not work for this third issue.

Let us look at second issue: **poverty concentration**. You don't need a math PhD degree to understand that poverty concentration. Poverty concentration was generated from migration of resident population over time, and it will be generated when poverty residents move in from outside the county in future. Does Howard County School System have legal responsibility for the poverty concentration? NO. It is County Council's responsibility to issue prescription to other government body for solving the problem, not the School System who should take the medicine.

If second and third issues cannot be solved by Council's 112 resolution, let us to study first issue to see if 112 resolution for that: **racial segregation**. Each of council member should answer following two questions:

Is there a school in Howard County Public Schools rejected an enrollment of AA students or gave less opportunity to AA students than other racial students?

Is there a school in Howard County Public School rejected an enrollment because of parents' income qualifies of FARM program?

If answers are yes, then school system has legal requirement to identify these cases and fix this individual immediately regardless he or she is teacher, staff or central office personal. If answers are no. why using racial segregation history event to intimidate readers? I would say that racial segregation doesn't exist in our school system in general. These irrelevant racial segregation historical paragraphs should be removed completely from the 112 resolution.

In conclusion, the structure of 112 resolution of historical event, contents and resolution confuses us one thing with another and mislead us to a wrong direction to the problems we are facing today.

-Hong Hsu
Resident of District 1

Table A9

SAT Section Scores for the HCPSS Class of 2017 by High School and Gender and Special Service Group: Most Recent Administration

School	Male			Female			FARMS			Special Education			English Learner		
	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total
All Schools	592	607	1198	592	578	1170	511	503	1013	462	460	922	*	*	*
Atholton	596	606	1201	596	587	1183	499	501	1000	464	474	938	-	-	-
Centennial	626	662	1285	638	633	1270	576	589	1166	-	-	-	-	-	-
Glenelg	612	631	1240	604	597	1200	-	-	-	497	457	953	-	-	-
Hammond	554	547	1102	564	530	1094	502	483	985	472	448	920	-	-	-
Howard	580	596	1176	589	577	1166	510	516	1025	423	456	879	-	-	-
Long Reach	545	534	1078	544	514	1058	501	483	983	460	418	878	-	-	-
Marriotts Ridge	621	650	1269	625	621	1246	492	494	986	455	445	900	-	-	-
Mt. Hebron	594	616	1208	601	592	1194	549	562	1106	484	483	967	-	-	-
Oakland Mills	565	565	1130	544	528	1072	506	482	988	430	580	1010	-	-	-
Reservoir	567	573	1139	573	550	1122	499	487	986	438	435	874	-	-	-
River Hill	630	654	1281	641	638	1278	-	-	-	-	-	-	-	-	-
Wilde Lake	575	592	1167	556	534	1091	499	493	993	440	460	900	-	-	-

Note. Results are not reported for groups with fewer than ten graduates (-) or with fewer than ten test takers (*) to protect student privacy. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy. SAT scores are based on the most recent SAT test.
 FARMS = Free and Reduced Price Meals Service

10,12 am

13 people

Sayers, Margery

From: Sampath Seshadri <sampathseshadri4@gmail.com>
Sent: Saturday, September 21, 2019 8:49 AM
To: CouncilMail
Subject: CR-112-2019

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

We object to CR-112-2019 plan to redistrict with the following arguments:

1. It is a mistaken notion that we are all privileged rich in this area or that we are somehow elite. To the contrary , as first generation immigrants, we have struggled our way up with limited resources to move to a good school district. We ask now that the fruits of our labor not be taken away from us.
2. This move seems like a socialistic initiative in capitalistic America. There is nothing wrong with that other than it is not a doctrine that made America the land of opportunity and fairness for us.
3. It is divisive and disruptive in many ways. For instance, it denies one sibling the same opportunity that the other had for no fault of the parents.

We request you to reject CR-112-2019 plan as it is unfair and dispiriting.

Regards,
Sampath Seshadri

Sayers, Margery

From: Stephanie Kaminsky <sekaminsky@comcast.net>
Sent: Friday, September 20, 2019 9:35 PM
To: CouncilMail
Subject: Resolution 112

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

I am writing to write my opposition to Resolution 112 which is currently pending before the County Council. While the goals of 112 are commendable- the approach that is being taken by the County Council in this resolution will not have the positive results that are sought.

Most distressing about the resolution is the lack of ownership by the County Council for the problem. The pockets of poverty in the county are caused by poor development planning. Developers seem to be able to pay their way out of building affordable housing in certain areas. The result play out in the school systems— but bussing will not really resolve the underlying causes which the County Council do have control over.

Bussing promises to be very disruptive in the lives of teens in this community. Teens will be severed from friends and emotional stability. It is enough for teens to navigate the challenges of middle and high school; but easier done if they are doing this in a social framework that is familiar and longstanding. To ask kids to not only manage their academic and social challenges of these years— but also to throw them into new and somewhat foreign environments is putting a much bigger added stressor on them; with potentially very harmful results.

The money that may be spent on bussing should be spent to bolster the schools in need. Real services- extra time time with teachers; and extra curricular activities should be the focus. And it is not fair to the community to have new plans made every few years- given the fact that 2023 is sure to bring change with the new highschool opening then.

Please do not support this Resolution. We are smart and educated in this county. We must think of other solutions that have greater community support so that it is sure to be successful. The goals at issue— to improve the education for all members of the county— are too important to avoid addressing. We just have to be sure that the solution is a real one that has benefits that outweigh its disadvantages.

Sincerely,

Stephanie Kaminsky
11828 Chapel Estates Dr.
Clarksville, MD 21029

Sayers, Margery

From: Eun Suk Kim <4prsmom@gmail.com>
Sent: Friday, September 20, 2019 4:07 PM
To: CouncilMail
Subject: Opposition to Redistricting - Howard County Public School

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

TO: HO. CO. Public School Board,

Opposition to Redistricting.
Resolution 112 (the Catalyst to Redistricting)

Thank you.

Eun S. Kim
(CP) 240 - 353 - 6610

Sayers, Margery

From: Yi, Xin <yi.sheen@gmail.com>
Sent: Friday, September 20, 2019 1:22 PM
To: Sayers, Margery
Subject: Re: CR112-2019 Continuation - Thursday, September 26 at 3:30pm

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

Hi, Margery

My name is Xin Yi.

Can you tell me how many people will be ahead of me to give the testimony on 9/26?

Thanks.

Xin

On Thu, Sep 19, 2019 at 3:19 PM Sayers, Margery <msayers@howardcountymd.gov> wrote:

IMPORTANT LEGISLATIVE HEARINGS NOTICE

Wednesday night's hearing recessed as testimony was being taken on Council Resolution 112-2019. Speakers on CR112-2019 who signed up to testify by 7PM on Monday, September 16th and who did not present their testimony on Wednesday evening, may present testimony

on Thursday, September 26 at 3:30 PM in the Banneker Room. The hearing on September 26 is **only** for the continuation of receiving testimony on Council Resolution 112-2019 from those who timely signed up to testify. Written testimony may continue to be submitted.

Margery Sayers

Executive Assistant

Howard County Council

410-313-0832

--
Xin

Sayers, Margery

From: cpixiew@verizon.net
Sent: Friday, September 20, 2019 12:51 PM
To: CouncilMail
Subject: CR 112-2019 Testimony

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

September 18, 2019

Good evening, County Council Members,

My name is Carolyn Weibel, and I have been a Howard County resident for over 40 years.

I want to go on record as being opposed to Council Resolution 112-2019. I can't really add anything new in my opposition to this Council Resolution than what has already been said here tonight, though I do question the timing and the value of CR 112-2019.

I only ask that the redistricting be done for overcrowding only, and that this County Council won't be funding a socioeconomic experiment.

September 20, 2019

I am concerned about the yellow handout I picked up on Wednesday, September 18th; in particular, the language in bold highlighted below.

I quote, "Proposed Council Resolution 112-2019 is not a redistricting plan. CR112-2019, as introduced, is a statement acknowledging inequities within the Howard County education system. **It does not prescribe, endorse or comment on a redistricting plan.** Rather, if adopted, it calls upon the Board of Education, the board with authority, to take these **inequities into consideration.**" End of quote.

I encourage you to reread Council Resolution 112-2019 as the CR uses the words, and I quote, "**A resolution requesting the Howard County Public School System to draft, approve, and implement a lawful multi-year Integration Plan to ensure that Howard County Public Schools are integrated by socioeconomic factors.**" End of quote.

The words are in conflict between both documents, the CR being a legal document.

The BOE is being asked to take "inequities into consideration" (the yellow handout), while this CR is requesting the BOE to draft, approve, and implement, a lawful multi-year Integration Plan.

I feel that Council Resolution 112-2019 is unduly influencing the Board of Education and is promoting a personal agenda, rather than an agenda that impacts all constituents. This has the

look of "**prescribing, endorsing, and commenting on a redistricting plan**".

This is the very thing you said you wouldn't be doing in this yellow handout entitled, "Information

on Board of Education Redistricting Process" , and CR 112-2019 states the exact opposite.

We need to do what is right not only for the children, but for the parents and the communities in which they reside as well. If additional monies and services are needed at certain schools, then investigate their needs. We spend around \$16,000/year per student. Let's have

an audit and see how the money is being spent. If it has been disproportionately allocated, then

let's find out why and correct it. Accountability!

I wasn't able to stay to speak on September 18, 2012, and I have a potential schedule conflict on

Thursday, September 26th.

Thank you for taking the time to read my testimony.

Carolyn Weibel
Longview Drive, Valley Mede
Ellicott City, MD

Sayers, Margery

From: Leslie Toussaint <l2saint@gmail.com>
Sent: Friday, September 20, 2019 11:51 AM
To: CouncilMail
Subject: CR112-2019

[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 Executive:

I am strongly against CR112-2019 calling for HCPSS to develop an aggressive school integration plan. Using the school system to redistribute wealth is not the way a democracy should work.

You may want to posture as social justice warriors, but know this: you are doing so at the expense of the very taxpayers (and the majority of your electorate) who fund the initiatives that make our county a great place to live. Proceeding with this plan will gut the property values in areas where homes are being redistricted to schools with lower scores and ratings. While I will be the first to argue that HCPSS does a fantastic job, and all of our schools are great, the reality is homebuyers look at those test scores and choose to live where the schools look strong on paper. If citizens feel like they have to resort to private schools, they'll stop voting for candidates who support public education. And then what do you think will happen to our great schools?

But "What about integration?" you ask:

Howard County has become socio-economically segregated because the Columbia model for integration doesn't work. We lived in Columbia for 10 years before moving to western Ellicott City. We moved because we were tired of the blighted rental properties on our street, tired of the empty stores in the Long Reach Village Center, weary of the noise from the bus stop in front of our house, the door-to-door solicitors, the constant public works projects and the foot traffic through our yard generated by the closing of the grocery store in the Long Reach Village Center. And most importantly, tired of the crime; several murders and a rape occurred less than a mile from our house. On the eve of our decision to put in an offer on our current home, I was followed on the path to Jackson Pond by a young man who exposed himself and masturbated in front of me! The police response to this incident was to shrug it off as "typical for our area."

Bottom line: we live in a free-market society where citizens expect hard work and money to buy them a better quality of life. Not everybody wants to live in a socio-economically mixed, urban area. My son's current school is racially and culturally integrated, our community is welcoming and safe; it's a community of shared values. I am sure if my son is sent to a high poverty school he will do just fine, because all HCPSS schools are top-notch and he has all the supports in place at home. What I am not sure about is how his mere presence in the classroom will do anything to alleviate the problems that plague his low-income classmates.

Sincerely,
Leslie Toussaint
Ellicott City, MD 21042

Sayers, Margery

From: Cleo Belmonte <cleobelmonte@yahoo.com>
Sent: Friday, September 20, 2019 11:19 AM
To: CouncilMail
Subject: Opposition to School Redistricting

[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,

My name is Cleo Belmonte. My polygon number is 1,112 and I have two children that are currently in elementary school. I am writing to express my opposition to the school redistricting proposal. Any redistricting in the county should be based on a fulsome approach that takes into the account the needs of students, parents, teachers and others in the community and should not be based on a single purpose or objective.

Respectfully,

Cleo Belmonte

THE UGLY TRUTH

These urbanized blacks, farm, whatever—MOST (NOT ALL) are rude, crude, dirty, trashy
Crime has also has increased.

They used vouchers for subsidized housing, get free meals, assistance with health care,
Pay little or no income tax

These children have no manners. They are unruly. They disrupt classes. Discipline is high in
those schools.

These families are transient. Here today. Gone tomorrow. Maybe back again.

Yet on MY DIME, The Council want children of these people to go to school with my children .
Yet the schools these children currently attend were the top schools of Howard County and
THEY ruin the schools. So now the Council wants them to ruin MY school. Well the families
of these children need to fix the schools. Why ruin my school?

These schools can be fixed. My children will not go to these schools. I will move first.
Howard County will have a great migration just like PG County. And it will lose their tax base
and be like Baltimore City.

It appears the council cares more about transient families than homeowners who pay property
taxes.

Solution:

Create magnet schools in the elementary, middle and high school level

Families should volunteer to send their children to these schools.

Prove to the Community that these schools can work.



Vanessa Carolyn Smith
10710 Charter Drive
Columbia, Maryland 21044
September 20, 2019

HOWARD COUNTY COUNCIL
RECEIVED

All
MS
DU

2010 SEP 19 PM 12:25

September 19, 2019

Howard County Council
Cc: Howard County School Board/System

Re: Redistricting Plan'

There are two issues here. Overcrowding of schools and equity of schools.

The problem is the housing. The County did not do well in planning and developing housing. Rouse was correct when he made the new town Columbia to have equal distribution of housing with mix incomes in each subdivision (single family, town homes and apartments)

After Rouse died, greedy developers with the help of the county caused the housing market to change with Section 8 federal subsidy entering overwhelming the Columbia apartments which are centralized and resulting in the schools in the neighborhood being flooded with a large percentage of students from those areas.

Now for equity, the County wants the school system to correct the problem and some residents have an issue with that. It all about people and their culture. It should be no problem that the schools' test scores and PTA involvement should have anything to do with income and race. BUT because of the values and standards of groups of people it happens.

Data shows it's a state and nationwide problem. Research shows it has been going on for at least 50 years (East Asia scores highest, next whites with blacks lowest). There is yet a model to show that black core will score higher if mix together. Individually yes but not as a group.

Mixing will only dumb down the school. Howard County will go from having the top schools to mediocre scores which will affect the housing market even more.

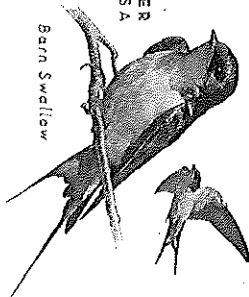
Baltimore City and Prince Georges County used to be majority white with great to mediocre school systems. Now that it is majority black, its school systems have the schools with lowest PTA involvement and lowest test scores. That's not the schools, it's the culture and environment of the people who live there and it seems there is some force that wants to bring that same mediocre system to Howard County and Residents of Howard County of ALL RACES and cultures DO NOT WANT THAT. We resent being called racist because we want the best for our children. If the opponents what the best for their children (1) they would get involved with their school (2) they would teach their children (3) they would have made better choices

*Therese and Tashaw Bey
5222 Parkside Drive
Elkridge, MD 21025*

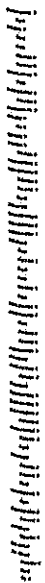
*County Council
3436 Courthouse Drive
Ellicott City, MD 21043*

BALTIMORE
MD 212
14 SEP '13
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FOREVER
USA



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HOWARD COUNTY COUNCIL
RECEIVED

2019 SEP 19 PM 12:27

AK
MS
DJ

7172 Sanner Road
Clarksville, Maryland 21029
September 14, 2019

Council Member Deb Jung
Howard County
3430 Court House Drive
Ellicott City, Maryland 21043

Dear Council Member Jung:

This letter is written in opposition to the proposed redistricting plan for Howard County Schools. I am a forty-year resident of Howard County and fully support the concept of improved economic equality. The current inequality is unacceptable.

However the band-aid approach of busing more than 7,000 students out of their neighborhood does little or nothing (according to careful analysis of the data) to solve the systemic problems of economic inequality.

Let us all commit to improve lives of people in Howard County that are at at near the poverty level. Let us commit as a community to increasing economic opportunity for all through:

- Job Training and Enhanced Skills Training
- Improving Language Skills where applicable
- Increasing Child Care Subsidies
- Health Care Support (including healthier living skills as appropriate)
- Free before and after school care.

Very truly yours,



Nancy Davis

P.S. At the very time students in our county and across the country are marching and striking against Global Warming dangers, this proposal would unnecessarily send dozens more of carbon producing buses onto our streets—unacceptable.

The Howard County Government officials (Planning and Council) FAILED

They allowed a cluster of Low-income people to overload the housing market in those target areas which all those Columbia Schools (which used to be HIGH performing) are now low performing. Schools represent the neighborhoods and its demographics.

2019 SEP 23 AM 10:45

James Rouse, founder of Columbia gave Howard County the perfect model.

He did a different type of social engineering by steering middle class blacks and whites and lower-class whites and blacks evenly in the neighborhoods which turned Columbia schools to HIGH performing schools INCLUDING WILDE Lake High School.

When Rouse died, the Council did not follow his model. With the Section 8 vouchers from the federal government and the affordable housing that allowed urbanized blacks to move to Howard County, they went into certain areas and overloaded the apartments

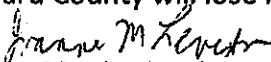
Fix the neighborhood schools. Get the resources and change the families so that their schools will be high performing. Blacks can do it. Moving them will only hurt their self-esteem.* Look at Other school districts that did this. Don't go with this Redistricting Plan. It will be a failure.

Other groups who lived in those "target areas" moved out because their urbanized neighbors with their urbanized ways. Plus, people were not going got pay full price rent while others were paying little or no rent. The Apartment owners were getting their money from the federal government. That was easy money but it destroyed the neighborhood and the schools.

Black families (as a core group) don't value education like other cultural groups. Whether it dates back to slavery where blacks were punished for learning or black separatism rejected black students who did try to excel in schools as "acting white" meaning those blacks think differently must dumb down to gain peer group acceptance rather than intellectual achievement.

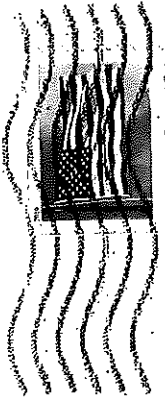
So, the County think mixing these children with those in higher income group will do better. Research shows Blacks still (as a core group) will score low but because Blacks (especially transient blacks coming from urban school districts) in middle and high school especially will never catch up.

Destroying high performing schools will only damage Howard County which is noted for its School System. Just like Prince Georges County and Baltimore City, Howard County will lose. They stopped moving to Columbia. You want people to stop moving to the County altogether? Howard County will lose its tax base and be like Baltimore City.


Joanne Monica Lewiston

*When Self-esteem is lost , there is more disruptive behavior in the classroom, more fights among the different groups (socioeconomic and/or race)
In this day and age, the County is putting children in danger for their own political greed and mistake.

9160 huff,
Columbia, MD 21045

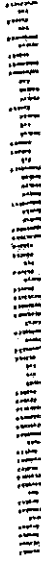


ESSEXVILLE MD 212

22 SEP 2009 04:54

County Council
3430 Courthouse Drive
Ellicott City, MD 21043

21043-430099



Sayers, Margery

From: Melissa Kistler <melissa.kistler@me.com>
Sent: Friday, September 20, 2019 9:48 AM
To: CouncilMail; boe@hcpss.org
Subject: CR112-2019

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

Hello-

I am writing in opposition to CR112. I believe very strongly in ensuring students have an equitable education in the county. I also believe strongly in our elected officials doing their jobs and not overstepping boundaries. The Board of Education is responsible for drawing boundary lines and adhering to their policies to keep schools balanced. The county council is responsible for making legislation and to look at zoning to ensure balance. Both have failed, as Howard County does have SES imbalance in its schools. Here's the thing- it is not the County Council's job to dictate the BOE fixes this. It is the county council's job to legislate. Look at ensuring there are varied housing types zoned in different areas as the zoning board. Ensure development of homes that only those of higher SES are not built in the same areas. That is the job of the county council. The BOE can better redistrict if the council helps with fixing the infrastructure that has exacerbated the disparity seen. This is not something that will be fixed with a broad, generic resolution that really looks like a political move vs. a move to actually help the problem. Actions speak louder than words and CR112 is just words.

If true balance is to be made as well, the BOE needs to go all in- not just switch 7,000 students- erase the lines and redo ALL of it. Then, all are in the same boat and don't feel like they are the unlucky ones that have to move. All are affected and can work together since they're in the same boat.

In short, cut the politically correct rhetoric. Look at zoning and legislate to fix the underlying issues. The BOE is in charge of drawing lines and planning to balance within their scope. Allowing for unchecked development of the wrong types to allow for balance makes that job hard- and that is where you can help. Not by making resolutions that actually do nothing.

-Melissa Kistler

Sayers, Margery

From: Nick Nichols <beertrekker@hotmail.com>
Sent: Friday, September 20, 2019 7:20 AM
To: Sayers, Margery
Subject: Re: CR112-2019 Continuation - Thursday, September 26 at 3:30pm

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

PASS A BILL THAT MAKES IT PERMANENT POLICY...
KIDS MUST ALWAYS FINISH THE SCHOOL THEY ARE IN !!!!
BALL.MUST GO!!!

Sent from my Virgin Mobile Phone.

----- Original message -----

From: "Sayers, Margery" <msayers@howardcountymd.gov>
Date: 9/19/19 3:17 PM (GMT-05:00)
To:
Subject: CR112-2019 Continuation - Thursday, September 26 at 3:30pm

IMPORTANT LEGISLATIVE HEARINGS NOTICE

Wednesday night's hearing recessed as testimony was being taken on Council Resolution 112-2019. Speakers on CR112-2019 who signed up to testify by 7PM on Monday, September 16th and who did not present their testimony on Wednesday evening, may present testimony on Thursday, September 26 at 3:30 PM in the Banneker Room. The hearing on September 26 is **only** for the continuation of receiving testimony on Council Resolution 112-2019 from those who timely signed up to testify. Written testimony may continue to be submitted.

*Margery Sayers
Executive Assistant
Howard County Council
410-313-0832*

Sayers, Margery

From: Melissa Metz <melissametz725@gmail.com>
Sent: Thursday, September 19, 2019 10:41 PM
To: CouncilMail
Subject: CR112 Testimony

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

Dear Members of the County Council,

I grew up in Howard County and love the diversity that I experienced here, which shaped my outlook on life and society. I believe that diversity makes our community and lives better. I am also concerned with the data shown in the draft Council Resolution 112 on lower educational achievement by students in the Free and Reduced Meals program and African-American and Hispanic students. Those outcomes should be addressed.

However, I do not think that redistricting schools as a way to achieve socioeconomic diversity will actually improve educational achievement among these populations. I am afraid this course of action would have negative consequences, and I also think that redistricting is not the best tool to address the roots of the problem.

Potential negative consequences

Parts of the current redistricting plan proposed by the Superintendent involves students leaving their neighborhood schools and taking longer bus routes to other schools - and in some cases, students who are currently walkers would take the bus. This removes children from their communities. Having a strong community is an important determinant of children's experiences and outcomes as they grow up. The current plan reduces community cohesion in areas. Participating in extra-curricular activities also is a positive determinant of children's experiences and outcomes. Attending a school that is farther away will make it more difficult for children to participate in these activities.

Other ways to address the problem

To more adequately address the achievement gap, we need to know what factors contribute most to lower graduation rates and other reduced educational achievement among certain populations. Why are graduation rates lower among lower-income (FARMS) households and minority households? As an economist, I know that analysis using standard econometric techniques can give us the answer. Possible drivers include: amount of time parents spend working on homework with their children, level of parents' monetary contributions to schools, whether or not the student has to work (relevant for older children), and many others. Once the drivers are better understood, they can be addressed. For instance, if it is time working on homework with an adult, schools could provide or expand after-school programs that provide homework help. A policy solution can be found to almost any driver. The problem is that we don't know what those drivers are.

We also need to look at how we have gotten into a situation where lower-income and minority students are concentrated in some areas of the county. This goes back to development, which I addressed in my recent email with testimony on CB42. Many developers have paid fees in lieu of providing affordable housing. Housing developments have been able to move forward in areas that do not have available capacity in schools if they have waited long enough. And other loopholes in development regulations have contributed to what CR112 says: "development patterns... have lacked a diversity of housing types, compounding socioeconomic inequities."

Please look beyond the superficial action of moving students around, and work to address the drivers of under-achievement and unbalanced development.

Thank you for your consideration.

Best,
Melissa Metz
Woodstock, MD
District 5

Sayers, Margery

From: Nancy Shih <nancy_fbllc@yahoo.com>
Sent: Thursday, September 19, 2019 10:26 PM
To: CouncilMail
Subject: Oppose CR112

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

Dear County Council,

Why do you pursue equity and integration as your top priority without even calculating the huge cost of busing around and considering the damage CR112 does to the majority middle-class?

What makes you think that students with negative attitude, behavior and habit and low motivation in learning will turn around simply because they move to certain schools? Didn't Dr. Jones say that all Howard County schools are the same and all are #1?

It takes about 10 to 30 years to build a successful school district. Parent's involvement, students' diligence and teachers' endeavor are key factors that contribute a good school. Good schools also attract like-minded families who regard education as the top priority. Housing prices, being sensitive to school qualities, reflect efforts being sowed and fruits being reaped of the communities.

Not so academically successful schools were formed not because the community's socioeconomic status or income level is low. There is no statistic proof that children from poor or disadvantaged families will necessarily do poorly in school. Often times it's the opposite. Adverse conditions make people work harder. Dr. Ben Carson and many others are good example.

Kids do not perform well in school is largely due to the fact that certain families & communities do not have strong values in healthy family structure, high expectation on education, or firm beliefs in raising kids with good characters such as responsibilities, perseverance and devotion.

On the other hand, don't punish and hurt the families and students with good characters, beliefs and values and mess up our County by shuffling them around. That's what CR112 does!

Certain communities need to wake up to recognize their root problems and make efforts to overcome them by establishing values, beliefs and culture and by IMPROVING K-12 education in school and at home. This way they can get out of poverty and welfare and the vicious generational cycle and move to any places they desire.

Like all Socialist agenda, CR112 will eventually wipe out all the hard-working middle class and destroy Howard County! People are already talking about moving out of Howard County. That was what happened in Prince George's 20 years ago and Montgomery County 10 years ago. It will happen in Howard County if CR112 is passed.

Believe me this will happen because HCPSS will be ruined by then.

Respectfully,

Shiang-suey Chen
Ellicott City

Sayers, Margery

From: Baoge Ying <baogeying@gmail.com>
Sent: Thursday, September 19, 2019 10:06 PM
To: CouncilMail
Subject: Oppose CR112
Attachments: Oppose CR112.pdf

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

Dear County Council Members,

County council Chritiana Rigby's CR-112 is clearly an overreach on the part of the county council. BOE members are independently elected officials to keep our children out of politics. Your job is NOT to overpower their authorities. I urge you to reject CR112. It is a rushed and ill-conceived plan. Please focus on realigning our budget and offering REAL support to those disadvantaged students!

Regards,

Baoge Ying

Howard County Resident

Dear County Council Members:

I am here to testify against the proposed CR112 resolution.

County council Chritiana Rigby said that Howard County schools are segregated and called redistricting a "civil rights issue". The language used in resolution CR112 – slavery, segregation has set up anyone who is against the plan to come off as a racist.

As a first generation chinese american, I found the racial implications and insinuations of this bill insulting. My family lives in the most racially diverse community with a mix of African, Asian, Latinos and White families. According to the Maryland Equity Project of the University of Maryland in 2017, Howard County is the most integrated school district in the region and a national model for diversity and inclusion. As our superintendent said "all Howard County schools are excellent."

The presence of clustered pockets of low-income housing in the county is due to poor zoning and development decisions made by our past leadership. It is not due to inequalities in our education system or lack of access to education. The solution takes more work and insight. CR112 will NOT "fix" the root problem. Studies from UT Austin, UC Davis, and the 2019 HCPSS Equity Report, itself, suggest a negative impact of redistricting by removing disadvantaged students from their neighborhood supports and increasing geographic and transportation barriers to beyond school opportunities. Instead of spending money on busing, efforts and funds should be spent on the crucial social services that low-income students and families need.

As parents, we all want our children to be happy, make friends, and be joyful in their learning. The uncertainty of multi-year redistricting will erode school morale and destroying neighborhood alliances. This really terrifies me. Researchers from the University of Notre Dame has found a negative correlation between academic achievement and school switching. While students who change schools can suffer psychologically, socially and academically, the academic achievement of the "stable core" - the 30 percent of students who stay in one school - is also negatively affected by the school's mobility rate. Therefore, I really hope you know how much you may be hurting our children by implementing this bill.

CR-112 is clearly an overreach on the part of the county council. BOE members are independently elected officials to keep our children out of politics. Your job is NOT to overpower their authorities.

I urge you to reject CR112. It is a rushed and ill-conceived plan. Please focus on realigning our budget and offering REAL support to those disadvantaged students!

Respectively,

Baoge Ying

Sayers, Margery

From: Baoge Ying <baogeying@hotmail.com>
Sent: Thursday, September 19, 2019 10:03 PM
To: CouncilMail
Subject: Oppose CR112
Attachments: Oppose CR112.pdf

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

Dear Council Members,
County council Chritiana Rigby's CR-112 is clearly an overreach on the part of the county council. BOE members are independently elected officials to keep our children out of politics. Your job is NOT to overpower their authorities. I urge you to reject CR112. It is a rushed and ill-conceived plan. Please focus on realigning our budget and offering REAL support to those disadvantaged students!

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I urge you to reject CR112. It is a rushed and ill-conceived plan. Please focus on realigning our budget and offering REAL support to those disadvantaged students!

Respectively,

Baoge Ying

Sayers, Margery

From: Bailey, Najee
Sent: Thursday, September 19, 2019 7:29 PM
To: Sayers, Margery
Subject: FW: CR112 Opposition

From: Bailey, Najee
Sent: Wednesday, September 18, 2019 2:11 PM
To: Jones, Opel <ojones@howardcountymd.gov>; Harris, Michael <mrharris@howardcountymd.gov>
Cc: Harris, Michael <mrharris@howardcountymd.gov>
Subject: CR112 Opposition

Good afternoon Team,

We received a call from Ms. Angie Boyter. Did not give an address.

She called and left a voicemail in opposition to Council Resolution 112. She said she appreciates the intent, but believes that overall it will do great harm to the county.

Best,
NB

Najee Bailey
District Aide
Councilman Opel Jones, District Two
Howard County Council
3430 Court House Drive, Ellicott City, MD 21043
nbailey@howardcountymd.gov
(410) 313-2001



[Sign up for our newsletter!](#)

Sayers, Margery

From: Eric Bonewitz <holmanbonewitz@aol.com>
Sent: Thursday, September 19, 2019 6:08 PM
To: Sayers, Margery
Subject: Re: CR112-2019 Continuation - Thursday, September 26 at 3:30pm

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

Hey Margery...

Please pass this on... EVERYONE who wants to testify should be given that opportunity. By scheduling at 3:30 in the afternoon a lot of people will miss the opportunity because they can't get out of work. Would you please remind the Council they work for us, not the other way around. Please ask them to reschedule to evening hours... and not on 9/26 because many are signed up to speak at the BOE meeting that evening. I look forward to receiving your reply.

Thank you,

Eric Bonewitz
Clarksville, MD

Sent from my iPhone

On Sep 19, 2019, at 3:17 PM, Sayers, Margery <msayers@howardcountymd.gov> wrote:

IMPORTANT LEGISLATIVE HEARINGS NOTICE

Wednesday night's hearing recessed as testimony was being taken on Council Resolution 112-2019. Speakers on CR112-2019 who signed up to testify by 7PM on Monday, September 16th and who did not present their testimony on Wednesday evening, may present testimony on Thursday, September 26 at 3:30 PM in the Banneker Room. The hearing on September 26 is **only** for the continuation of receiving testimony on Council Resolution 112-2019 from those who timely signed up to testify. Written testimony may continue to be submitted.

*Margery Sayers
Executive Assistant
Howard County Council
410-313-0832*

Sayers, Margery

From: Clay Cross <claycross@gmail.com>
Sent: Thursday, September 19, 2019 5:07 PM
To: CouncilMail
Subject: Testimony CR112-2019

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

Good day, I am a resident of District 4 and watched the proceedings last night in CR-112, as well as the other legislation that evening. Before I continue I would like to take this opportunity to thank the entire council for their dedication to Howard County. I was pleasantly surprised by the level of consideration and dedication you all displayed during the proceedings and have greater confidence in the ability of the council to come to thoughtful, reasoned decisions. I do not envy the nearly impossible decisions you must make!

With that said, I wanted to express my agreement with the petitioner who stated that he felt the wording of CR112 is divisive. I too feel that the specific facts included in the WHEREAS clauses were conveyed either to elicit emotional responses, or (more likely) express the deeply held emotional beliefs of the council. I think the council has made a tactical mistake employing emotion here. Personally, I feel and evangelize the importance of diversity and inclusion, but I am also aware diversity and inclusion are not obviously "desirable characteristics" as you describe them on line 23 of the draft. Many people interpret the end result of diversity and inclusion as making other people's lives "suck less" instead of interpreting it as making everyone's lives better. For those who believe diversity means "I must give up something to make someone else's life better" this resolution feels like it is taking so much and giving nothing back to them personally. I highly recommend you reconsider the WHEREAS clauses in the resolution and make the case for why EVERYONE benefits from all forms of diversity.

I enthusiastically agree that diverse schools are better than homogeneous schools. However, it is not the only concern that must be considered when planning school attendance areas. Diversity at any costs is not acceptable and indeed a moral slippery slope, and make no mistake, there IS a cost to the requests made in this resolution. The resolution as currently written makes no attempt to enumerate those costs much less justify them. If the purpose of the WHEREAS clauses is to set the stage, then I ask that you add additional WHEREAS clauses to address those costs and define the limits they impose on diversity efforts. By modifying the WHEREAS clauses as described above I believe you have a chance of convincing those who currently think "You are taking from me" to change that opinion to "you are working to benefit me and my neighbors, and are considering the costs"

Finally, you asked the petitioner for a single word which could replace "integrate" in BE IT RESOLVED sections. I suggest that single word be "balance".

Thank you again for your steadfast leadership and efforts to improve the lives of everyone in Howard County.

--

Clay Cross

Sayers, Margery

From: Eric Greenberg <ermg78@gmail.com>
Sent: Thursday, September 19, 2019 4:55 PM
To: CouncilMail
Subject: Written Testimony CR-112
Attachments: Howard County Council.pdf

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

Howard County Council:

I believe that CR-112 is flawed legislation that could do more harm than it claims to fix. This legislation assumes that Howard County Schools are segregated by both race and socioeconomic status. However I believe that this assumption is false.

I evaluated the extent of economic segregation by computing a dissimilarity index for the ten counties in Maryland with the highest student populations and for the state overall based on FARMs data (Reference 1). Unlike some other measures of segregation that have been floated around various blogs, the dissimilarity index is a key measure identified in the US Census report in Reference 2. As seen in Figure 1, the economic dissimilarity index of Howard County Public Schools is similar to that of neighboring counties including Montgomery, Frederick and Anne Arundel, and significantly less than Baltimore City. Howard County's dissimilarity index also about the same as the index for all of the state's public schools. Howard County is not the most economically segregated school system in Maryland.

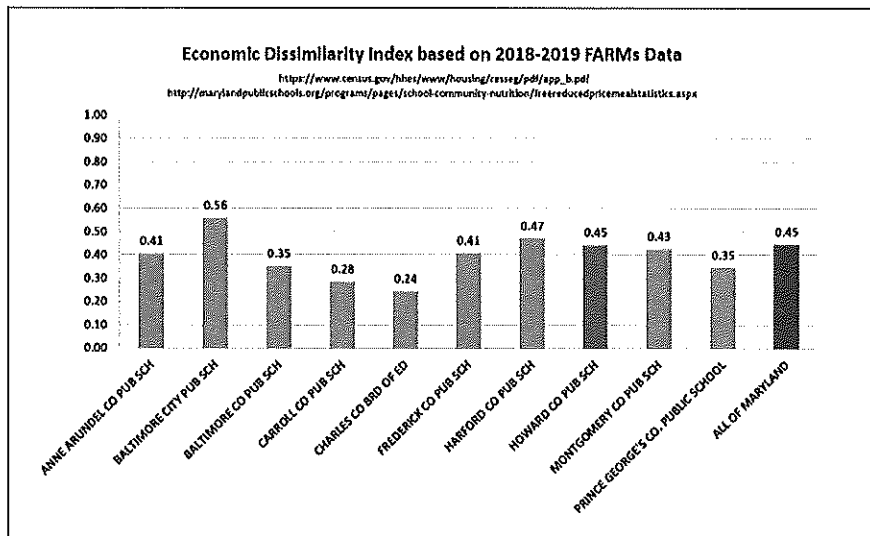


Figure 1: Economic Dissimilarity Index for Maryland public schools

Data from recent Washington Post article (Reference 3) shows that Howard County Schools are more racially integrated than many neighboring counties including Montgomery, Frederick, Anne Arundel, and Baltimore County. The legislation defines a segregated school as one "where less than 40 percent of the student population is white". However, the percentage of white students in the entire system is only 35.8% (Reference 4). It is mathematically impossible to integrate all of the schools in the county based this definition. In fact the only way to reduce the number of "segregated" schools would be to concentrate the white students together.

I therefore urge the board to vote against CR-112.

Sincerely,

Eric Greenberg, Columbia MD.

References:

1. <http://marylandpublicschools.org/programs/Pages/School-Community-Nutrition/FreeReducedPriceMealStatistics.aspx>
2. https://www.census.gov/hhes/www/housing/resseg/pdf/app_b.pdf
3. <https://www.washingtonpost.com/graphics/2019/local/school-diversity-data/>
4. <https://www.hcpss.org/f/aboutus/profile.pdf>

Sayers, Margery

From: cmanganillo@proclaimsystems.com
Sent: Thursday, September 19, 2019 1:58 PM
To: CouncilMail
Subject: Integration

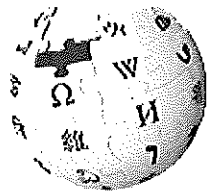
[Note: This email originated from outside of the organization. Please only click on links or attachments if you know the sender.]

Hi guys,

thanks again for giving me opportunity to testify.. Just to clear up for Mrs. Rigby... When I said "multiple meanings" of Integration, i was referring to:

<https://en.wikipedia.org/wiki/Integration>

Just looking for a more precise definition in the resolution so it is crystal clear which specific word-sense meanings we are referring to (e.g. one , some, all?) ... This matters



WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Featured content
Current events
Random article

Integration

From Wikipedia, the free encyclopedia

Integration may refer to:

Sociology [edit]

- Social integration, in social science, a movement of refugees and underprivileged pe
- Racial integration, including desegregation and other changes in social opportunity :
 - Desegregation, ending a separation of races, particularly in the context of the An
- Educational integration of students with disabilities

Sayers, Margery

From: Deborah Hefty <debbiern325@gmail.com>
Sent: Tuesday, September 17, 2019 4:57 PM
To: CouncilMail
Subject: Testimony regarding CR 121-2019, CB 42-2019, and CR 112-2019
Attachments: Testimony for Howard County Council 9-18-2019.docx

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

Attached is my testimony for the Legislative Public Hearing Continuation - September 18, 2019 regarding CR 121-2019, CB 42-2019, and CR 112-2019

--
Deborah C. Hefty
9323 Ridings Way
Laurel, MD 20723

Deborah C. Hefty
9323 Ridings Way
Laurel, MD 20723

September 17, 2019

To County Executive Calvin Ball and Howard County Council:

I am in **support** of **Council Resolution 121-2019** - A RESOLUTION pursuant to Section 4.201 of the Howard County Code declaring that 77.10 acres to be acquired by Howard County, Maryland from Chase Land, LLC authorizing the County Executive to convey the property to the Howard County Board of Education; waiving the advertising and bidding requirements of Section 4.201 of the Howard County Code. **Please expedite this transfer so the much needed High School #13 can be built!**

I am in **support** of **Council Bill 42-2019** - Introduced by Christiana Mercer Rigby and Deb Jung; Co-sponsored by Opel Jones and Liz Walsh - AN ACT to alter the school facilities surcharge in accordance with Chapter 744 of the Acts of the General Assembly of 2019; and generally relating to the school facilities surcharge. **The current surcharge is so small it barely counts as funding for the schools.**

I have **concerns** about **Council Resolution 112-2019** – Introduced by Christiana Mercer Rigby, Opel Jones and Deb Jung - A RESOLUTION requesting the Howard County Public School System to draft, approve, and implement a lawful **multi-year Integration Plan** to ensure that Howard County Public Schools are integrated by socioeconomic factors.

First, I feel that any **imbalances were caused by the Howard County Council allowing development to be segregated by affordability in the first place**. This bill, on top of the already difficult task of the Howard County Board of Education (BOE) to balance the space in the schools available and the lack of sufficient funds for renovations and building more schools, is an undue burden on what I see as an already integrated system. **NO CHILD should endure 45-60 minute bus rides just to meet a “quota”** - which is what I am hearing/seeing from the articles, HCPSS attendance area adjustments proposed, and my attendance at the BOE meeting on 9/10/19. My last child in HCPSS is a 9th grader at Hammond High School and it is very diverse. We often gave rides to students whose parents worked late or did not have cars to pick them up after soccer practices with our older son. I can say, without help from a bus – a 7-9 mile *additional* commute would have been a deal-breaker for many after school activities even with a car and I don't know how many underprivileged students could participate. No matter how good River Hill HS is rated, I would not want my child bused that far. I knew what schools were nearby where I moved into the county and only expect the same services and educational opportunities to be available to my children as others – right where they attend. I expect my son to go to the same school as his local community – not one half-way across the county.

Second, I attended the regional meeting regarding redistricting after the attendance area committee developed 2 proposals for each educational level. The consensus was that we wanted to wait to make major moves until after HS#13 was built and would agree to bigger moves if done less often. One of the families at my table was economically middle class and racially a minority and they were complaining

about the frequency of the redistricting because they had 2 children in different high schools already. **We did not anticipate that our input would be discarded** and a new plan put forth by the school superintendent at the request of the County Executive without any input from those affected.

Third, I have **concerns about adding more buses** to achieve this perceived inequality since there was a shortage of buses already last year and there is a shortage of bus drivers nationally. It personally affected my son last year as he endured “double runs” and “double capacity” – with students having to stand in the aisles. A friend of mine is in walking distance of their high school and half of the neighborhood is slotted to be bused far away. **If moves are to be made, the cost and time of commutes need to be reasonable and walkers should never be bused.**

Lastly, I feel the perceived inequities are due to the county-wide nature of our school system. I grew up in NJ and our schools were mostly town-based with regional high schools. If there was really a “town” of North Laurel, the students here would not be bused to the “town” of Savage unless Savage was the closest regional high school. Students would gain new friends as they moved up, but seldom lost friends through redistricting. Taking a whole, large county with its rural areas and urban areas, dense housing and sparse housing, wealthy areas and less affluent areas and **tossing them like a salad just to meet a perfect ratio using buses is not the answer.**

In conclusion, I am in favor of changes that are reasonable in order to move toward balance in the **socioeconomic attendees of our schools**. I would like to see language added that has an eye to the future and is not an irrational “quick fix” that just upsets everyone. The bill calls for a “**multi-year integration plan**”; not an overnight solution to a problem. That said, **the solution will come much more quickly if the county approves the needed funds for renovations and new schools**. Don’t tell me there is no money – we are the 3rd wealthiest county in the nation!

IN SUPREME COURT CASE OF BROWN v. BOARD OF EDUCATION

2010 SEP 10 PM 1:35

Brown, a black man sued because his daughter was being bused to school further away from his home that had inferior conditions.

It seems that board County wants to bus children further from their home and according to the School System, all schools have equal facilities (same type of heat, air, textbooks, etc.)

So, it appears, the school system wants to bus children whose neighborhood school are considered a high performing school further to a school that is low performing but the building and facilities are equal to the school being bused and the only difference is the performance of the students.

So, the County said that if the children are mix, the low performing children will score higher with the high performing children.

That is not true. Where is the research that the Council member quoted where this happened? We have yet to find a model in this state where it worked.

If the School board approved this plan this is what will happen:

1. There will still be an achievement gap, Asians will score highest next whites with blacks the lowest
2. Groups will blame the *teachers and say they are teaching the *children correctly
3. Groups will say there aren't enough black children in gifted classes
4. Gifted classes will be dumbed down

*white teachers—black children

History shows this type of forced redistricting does not work. Prince Georges County did the same thing and people fled to Anne Arundel and Howard county. Now Prince Georges has the lowest scores as Baltimore City which had the same issue (people left the city). But what has happened to Howard County is different than Balto City and PG County. Howard County has nonwhites, whites protesting this plan ..Other systems were whites.

Parents will get disgusted and move their children to home schooled, private or out of the county altogether. Demographics will continue to change. Howard County politicians don't care. They only see power. Politicians are out for their own political gain and educators want to protect their job because the politicians like to blame the educators.

Howard County will lose value in housing/real estate. People move to Howard County for their schools.

People paid overpriced houses to live in a certain neighborhood to go to neighborhood schools. That was the vision of James rouse for Columbia and Howard County market its schools.

The council and Howard county planning overload the apartments with section 8 and now because the COUNTY allowed those apartments that feed into the schools that are low performing wants to redistrict .

It was poor planning on the county's part and people who were lured to the County by the real estate market to pay for overprice houses to attend high performing schools in the neighborhood.

Doesn't the County ever learn from Prince Georges County?

Prince Georges county did the exact same thing in the 1980s and people moved to neighboring counties. Now Prince Georges has some of the lowest performing schools.

It's all demographics. There is a group (mainly urbanized Blacks) that take the schools down. Neighborhood down. More crime, Stats show the truth and now Blacks want to act surprised when they have destroyed school systems and neighborhoods.

Now they want to destroy Howard County. Well other people are FIGHTING back

The Liberal media wants to call it racism or tie it into Trump but neither is true.

Enough of social experimentation. It's children's lives we are talking about. Graduating from River Hill is much prestigious than graduating from Wilde Lake. Just google fights at Wilde Lake.

Parents sacrificed and paid overprice to live in River Hill so their child could attend the school. And County wants to move them to Wilde Lake? Because of an unproven study?

I can show you proof that it doesn't work. See page one of this letter

Behavior of Blacks is unacceptable. Black politicians refused to call out the behavior of Blacks (Check out brawl at Disneyland video in July) That's the typical behavior of the urbanized black. We make excuses for them. That's why no one wants to live near them , go to school with them. They are rude and crude. Slavery ended 400 years ago. STOP MAKING EXCUSES. The Black Community needs to take responsibility for the behavior of its people or the white man will take them back to place where they don't want to go. Why do schools have to change achievement levels just because having a majority black population. Answer that ?Baltimore City and Prince Georges County? Why does everything have to go down because it's all or mostly black? Prince Georges County Blacks have the biggest homes and beautiful neighborhoods yet they have low achieving schools. Why? Answer that and you have answer to Howard County's problem.

HOW BLACKS DESTROYED COLUMBIA AND REST OF HOWARD COUNTY

The Ugly Truth

Village of Wilde Lake

Wilde Lake Got so bad with crime had to torn down and gentrified

Village of Oakland Mills

Crime and unruly black teenagers caused major grocery stores and chains to leave

Village of Harper's Choice

Crime was so bad the enclosed mall became an open mall with a police substation.

Village of Long Reach

Crime and unruly black teenagers caused major grocery stores to close. Police substation and few "pop" stores

Middle Class blacks have let lower class blacks set the tone for Howard County.

The Columbia apartments are overwhelm loaded with urbanized blacks that are rude and crude

As a result, the once top performing schools in Columbia are now lowest performing schools.

White flight has now turned Howard County into a majority minority population.

Blacks in Howard County are trying to turn into a super Prince Georges County but like PG County which can't have high achieving schools, Howard County will fall in real estate value.

People are buying for the schools and Howard is losing that edge. The housing market of overprice houses will dry up because Howard County schools will no longer be the best.



Tonihsa S. Butler

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Main body of handwritten text, consisting of several lines of cursive script.

A section of handwritten text, possibly a separate paragraph or a specific note.

Another section of handwritten text, continuing the narrative or list.

Five expelled for fight at school Suspension extended for ...

<https://www.baltimoresun.com> › bs-xpm-1997-06-03-1997154053-story

Jun 3, 1997 - Four Howard High School students and one **Wilde Lake** High School student have been expelled for their roles in a May 14 fight that preceded ...

4 more youths charged in Wilde Lake school fight before ...

<https://www.baltimoresun.com> › bs-xpm-1997-06-01-1997152109-story

Jun 1, 1997 - After the fight, **Wilde Lake** and Howard principals **suspended** 12 students -- nine from Howard High and three from **Wilde Lake** -- for 10 days, ...

HOWARD SCHOOLS WORK TO STEM VIOLENCE - The ...

<https://www.washingtonpost.com> › archive › local › 1997/06/12 › Howard-s...

Jun 12, 1997 - While 11 students from Howard and **Wilde Lake** high schools have been **suspended** or expelled in connection with the May 14 fight, school ...

This happened after the last redistricting forcing Centennial students to go to Wilde Lake.

Nothing has changed in 2019.... Just hidden from. The papers

Moving River Hill students to Wilde lake is NOT a good idea.

There will be more fights (due to jealousy)

AP classes will be watered down

It will not work just like it did when school Board voted to move Centennial students to Wilde Lake



Emily Rogers

Handwritten text at the top of the page, possibly a header or title, which is mostly illegible due to blurring and fading.

Handwritten text in the middle section of the page, appearing as a list or series of entries.

Handwritten text in the lower section of the page, including a prominent diagonal line of text that may represent a signature or a specific entry.

Jeri Shuster, M.D., P.A.

and Women's Center, Inc.

HOWARD COUNTY COUNCIL
RECEIVED

OJ
MS
DIJ

Jeri Shuster, M.D., Fellow of the American College of Obstetricians and Gynecologists

Kathryn Cervi, C.R.N.P., Women's Health Care Nurse Practitioner

2019 SEP 18 PM 1:27

September 7, 2019

*Polygon 1185
Redistricting*

Dear Dr. Martirano, Howard County Board of Education, and County Executive Calvin Ball,

I am writing to you to object to your redistricting plan for my neighborhood (known to me and my neighbors as Chapel Woods, known to you as polygon 1185). Although I think it is unintentional, your plan is cruel to families and children in my neighborhood.

Your goal is to achieve an equity agenda in Howard County Schools. Therefore you have proposed redistricting that involves sending students from my neighborhood of Chapel Woods (polygon 1185) away from our neighborhood schools including Clarksville Middle School and River Hill High School. All of these schools are presently underutilized and could accommodate more students. Therefore, you could achieve your stated goal by sending additional students to join our community schools. In addition, you plan to move our Clarksville Elementary grads (where we have 26 students) to Harper's Choice while their school friends and neighbors from the past 6 years of school will be attending Clarksville Middle. Pediatric and Adolescent Medicine physicians will tell you this is UNREASONABLE and unwise. Why invite a problem that can easily be avoided?

According to your redistricting plan, a student who is beginning their junior year at River Hill HS, would spend their senior year at Wilde Lake HS. Does this seem reasonable? I think that most of us would agree that we would not want our teen to be forced into this situation.

It is UNREASONABLE to split up our Clarksville community. Why would you intentionally separate friends and families? Our neighbors in Meadow Vista (polygon 185) are not being forced to leave their current schools. They are walking distance to us. It seems like an ARBITRARY decision as to who was "selected." Therefore, I respectfully request deselection for my neighborhood.

It is UNREASONABLE to greatly upset, stress and anger a productive, happy, VOTING community. There has been an outpouring of angst among my friends and neighbors. Have students or families at Wilde Lake or Harper's Choice expressed a desire to be moved to Clarksville or River Hill? Are they expressing angst about their schools? (I suspect not, as the principal at Wilde Lake has a fabulous reputation). If they are distressed about their neighborhood schools and prefer to travel from Columbia to Clarksville, there does seem to be room to accommodate additional students here. Since there is room at the Clarksville schools, transferring Columbia students in would not require forcing students from my neighborhood to leave. Chapel Woods is close to our currently districted schools: 0.5 miles to Clarksville Elem and River Hill; 4.1 miles to Clarksville Middle.



As seniors, the reality is that many River Hill HS students drive to school. These inexperienced (also likely sleep deprived under your proposed redistricting plan) drivers currently travel from our neighborhood 0.5 miles on Route 108 to get to school. If they move to Wilde Lake, they will be on multiple roads, drive through multiple intersections and be placed at increased risk of being involved in a motor vehicle accident. This is an UNREASONABLE problem that you will have created as well as a potentially dangerous situation. I think that we have all seen what it's like to drive behind some of these kids, and would agree that less time during the morning rush hour is better.

I respectfully request that you reconsider your current proposal and that you allow Chapel Woods students to remain in their local schools.

Sincerely,



Jerl Shuster MD

Cc:

redistricting@hcpss.org

Kathleen_Hanks@hcpss.org

vicky_cutroneo@hcpss.org

christina_delmont-small@hcpss.org

jennifer_mallo@hcpss.org

sabina_taj@hcpss.org

chao-wu@hcpss.org

student_member@hcpss.org

oiones@howardcountymd.gov

dlung@howardcountymd.gov

dyungmann@howardcountymd.gov

ewalsh@howardcountymd.gov

crigby@howardcountymd.gov

Jeri Shuster, M.D., P.A.

and Women's Center, Inc.

Polygon 1185

September 7, 2019

Jeri Shuster, M.D., Fellow of the American College Obstetricians and Gynecologists

Kathryn Cervi, C.R.N.P., Women's Health Care Nurse Practitioner

Dear Christiana Mercer Rigby, Dr. Opel Jones and Deb Jung,

Redistrict

I am writing to respond to the statements that you were credited for in the Howard County Council Aug 13, 2019 news release. These statements were offered as justification for splitting up my community, particularly my neighborhood of Chapel Woods (polygon 1185), where you plan to exchange our Clarksville Middle School students for Harpers Choice Middle School students and swap our River Hill High School Students for Wilde Lake High School Students.

You are proposing a social science experiment with our children in order to achieve an equity agenda. You indicate that you believe that socioeconomic and racial segregation cause an achievement gap and reduce graduation rates for low income students and students of color. This is a correlation rather than scientifically proven cause and effect. It also fails to take into account many other potential reasons why we are seeing disparity in achievement and graduation in our Howard County Schools.

To test your hypothesis, you need to alter only one variable at a time rather than two or more, and your statement is unreasonable because it is unscientific and your plan is not designed logically. In an effort to achieve our goal of equity, you would need to consider a different plan than the one you have proposed. For example, you might move students from Harpers Choice Middle into Clarksville Middle or move students from Wilde Lake High School into River Hill High School. If you move students in both directions, you will be unable to determine what caused the improvement in education or why the redistricting plan did not achieve the desired improvement in graduation and achievement. I don't believe that you are trying to lower the performance of high achieving students by moving them to lower achieving schools. So if you are trying to improve the education of students from low achieving schools, it seems much more reasonable to move these students into high achieving schools if you believe that the cause of failure to graduate can be solved by increasing integration at high performing schools.

You also have two variables when you lump together socioeconomic and racial segregation. Your plan does not look at the effect of moving low income Caucasian vs low income students of color. Is the disparity caused by income or by race or by neither?

You have also linked together the variables of graduation and achievement. Has a "D" student who graduates achieved as much as a "B" student who drops out of high school? These are extreme examples and most of us would agree that graduation and achievement correlate, but graduation from high school alone is not proof of achievement.

There are a lot of other factors that may explain why kids are underachieving rather than attributing this problem to the geographic location of the school. Perhaps the cause of poor achievement in low socioeconomic schools is caused by the fact that the student body is frequently in a state of flux, moving from home to home. I know many teachers who cite this as a problem. They tell me that their



classroom student composition changes by the month. Transferring a student from one school to another is not likely to improve education if they continue being transient. They will always be moving into a class that is already in progress and will have missed the groundwork necessary to understand the current lesson. This would be the case no matter what school they are attending.

Educators have told me that they have noticed a higher incidence of absenteeism among apartment dwelling students compared with other students. They point out incidents of apartment households where parents bring their children to school late or take them out of class early. If a student misses class, their academic achievement is likely to be lower than that of a student who attends class. Switching schools will not impact graduation rate or academic achievement if the student does not attend school. Do you have data about class attendance at our underachieving compared with our most successful schools and how this correlates with achievement and graduation?

Have you considered health factors that could be having significant impact on achievement in some schools? Medical conditions such as fetal drug or alcohol exposure, exposure to maternal smoking in utero can all impact on ability to learn, and these factors may or may not vary from one community to another.

Studies have shown that student achievement correlates with level of parental education. Can this disparity be overcome by exchanging students from one high school to another? Where is your data?

Perhaps the reduced graduation rate has to do with advancing students before they are proficient in basic reading and math skills? This would not be helped by changing schools, but it is a serious problem that does need to be corrected.

Have you considered how the effect of busing will impact on our students' sleep? It is likely that the increased transportation time necessary to bus students will result in less than the medically recommended hours of sleep for all students affected by your proposed redistricting. According to the Consensus Statement of the American Academy of Sleep Medicine, "less than the recommended hours of sleep is associated with attention, behavior, learning and memory problems and increases the risk of accidents, injuries, hypertension, obesity, diabetes, and depression, increased risk of self-harm and suicide attempts." (I am including the consensus statement for you). By contrast, sleeping the recommended number of hours improves health and learning. Don't we all want the best possible education for our kids? Why implement a policy that is likely to cause harm?

Your goals are laudable, but the logic on which you base these goals needs some realistic, organized planning. It also needs community support. At this time you have set us up for a truly cruel situation for some of our kids. A rising River Hill High School Junior this fall will spend their senior year at Wilde Lake? Is this reasonable? Is it kind? Is this what Howard County desires for its voting citizenry and their children?

Sincerely yours,

Jeri Shuster MD

Recommended Amount of Sleep for Pediatric Populations: A Consensus Statement of the American Academy of Sleep Medicine

Shalini Paruthi, MD,^{1*} Lee J. Brooks, MD,^{2,3} Carolyn D'Ambrosio, MD,⁴ Wendy A. Hall, PhD, RN,⁵ Suresh Kotagal, MD,⁶ Robin M. Lloyd, MD,⁶ Beth A. Malow, MD, MS,⁷ Kiran Maski, MD,⁸ Cynthia Nichols, PhD,⁹ Stuart F. Quan, MD,¹⁰ Carol L. Rosen, MD,¹¹ Matthew M. Troester, DO,¹² and Merrill S. Wise, MD¹³

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Abstract

[Go to:](#)

CONSENSUS RECOMMENDATIONS

- **Infants* 4 months to 12 months should sleep 12 to 16 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 1 to 2 years of age should sleep 11 to 14 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 3 to 5 years of age should sleep 10 to 13 hours per 24 hours (including naps) on a regular basis to promote optimal health.**
- **Children 6 to 12 years of age should sleep 9 to 12 hours per 24 hours on a regular basis to promote optimal health.**
- **Teenagers 13 to 18 years of age should sleep 8 to 10 hours per 24 hours on a regular basis to promote optimal health.**
 - Sleeping the number of recommended hours on a regular basis is associated with better health outcomes including: improved attention, behavior, learning, memory, emotional regulation, quality of life, and mental and physical health.
 - Regularly sleeping fewer than the number of recommended hours is associated with attention, behavior, and learning problems. Insufficient sleep also increases the risk of accidents, injuries, hypertension, obesity, diabetes, and depression.

Insufficient sleep in teenagers is associated with increased risk of self-harm, suicidal thoughts, and suicide attempts.

- Regularly sleeping more than the recommended hours may be associated with adverse health outcomes such as hypertension, diabetes, obesity, and mental health problems.
- Parents who are concerned that their child is sleeping too little or too much should consult their healthcare provider for evaluation of a possible sleep disorder.

*Recommendations for infants younger than 4 months are not included due to the wide range of normal variation in duration and patterns of sleep, and insufficient evidence for associations with health outcomes.

Go to:

BACKGROUND AND METHODOLOGY

Healthy sleep requires adequate duration, appropriate timing, good quality, regularity, and the absence of sleep disturbances or disorders. Sleep duration is a frequently investigated sleep measure in relation to health. A panel of 13 experts in sleep medicine and research used a modified RAND Appropriateness Method¹ to develop recommendations regarding the sleep duration range that promotes optimal health in children aged 0–18 years. The expert panel reviewed published scientific evidence addressing the relationship between sleep duration and health using a broad set of National Library of Medicine Medical Subject Headings (MeSH) terms and no date restrictions, which resulted in a total of 864 scientific articles. The process was further guided by the Oxford grading system.² The panel focused on seven health categories with the best available evidence in relation to sleep duration: general health, cardiovascular health, metabolic health, mental health, immunologic function, developmental health, and human performance. Consistent with the RAND Appropriateness Method, multiple rounds of evidence review, discussion, and voting were conducted to arrive at the final recommendations. The process to develop these recommendations was conducted over a 10-month period and concluded with a meeting held February 19–21, 2016 in Chicago, Illinois.

Go to:

DISCUSSION AND FUTURE DIRECTIONS

Current evidence supports the general recommendations for obtaining an adequate number of hours of sleep per 24 hours on a regular basis to promote optimal health among children aged 4 months to 18 years. Individual variability in sleep need is influenced by genetic, behavioral, medical, and environmental factors. A clearer understanding of the precise biological mechanisms underlying sleep need requires further scientific investigation. These recommendations create a foundation to raise awareness and improve understanding of sleep effects on health. The recommendations provide a basis for:

- Educating children, teenagers, families, school professionals, healthcare providers/trainees, and the general public on the importance of adequate sleep duration for health.

- Encouraging parents and caregivers to help children obtain adequate sleep duration.
- Initiating discussions of social, educational, and economic benefits of adequate sleep duration, thereby informing public policy.
- Promoting research on the role of sleep duration in health and well-being. Research that directly examines the effects of sleep duration on health may lead to revisions of these recommendations in the future.

These recommendations have been endorsed by the American Academy of Pediatrics, the Sleep Research Society and the American Association of Sleep Technologists.

Go to:

DISCLOSURE STATEMENT

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Go to:

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Go to:

REFERENCES

1. Fitch K, Bernstein S, Aguilar M, et al. Santa Monica, CA: Rand; 2001. The Rand/UCLA appropriateness method user's manual. [[Google Scholar](#)]
2. OCEBM Levels of Evidence Working Group. The Oxford 2011 Levels of Evidence. [cited March 9 2016]. Available from: <http://www.cebm.net/wp-content/uploads/2014/06/CEBM-Levels-of-Evidence-2.1.pdf>.

2019 SEP 16 PM 1:26

Dear Howard County Council and Howard County School Board

Please note Headlines from the Baltimore Sun and Washington Post in 1993 and 1996 (Over 20 plus years ago). Wilde Lake Test scores has not changed. Wilde Lake still has the lowest scores.

Tempers flare as Centennial parents fight shift to Wilde Lake ...

<https://www.baltimoresun.com> › bs-xpm-1993-01-07-1993007162-story

Jan 7, 1993 - ... as **Centennial** parents argued to keep their high school children from going to **Wilde Lake**.

SCHOOL REDISTRICTING RILES AREA PARENTS - The ...

<https://www.washingtonpost.com> › archive › politics › 1996/08/25 › school-...

August 25, 1996 ... She started furiously lobbying the **Howard County** school board, protesting its plan to change nearly ... **Centennial High** School and now will go to **Wilde Lake** High School, which has some of the lowest scores in the county.

We have yet to find a MODEL where this “research” of mixing people of races and incomes works. Individually (here and there yes) but as a CORE group. Wilde Lake Scores were low in 1993 and scores are low today 2019—26 years later. Back in 1993 and 1996 Students were removed from number 1 high school at the time Centennial High to Wilde Lake. Data shows THAT didn’t work because Wilde Lake still has the lowest test scores.

All the School Board will do if they go ahead with the current redistricting of Number 1 school River Hill will turn River Hill into a mediocre high school like Centennial. (At least Montgomery County kept their top-rated high schools while trying to deal with the achievement gap problem) but their system didn’t work either. Montgomery County fell from number 1 school system in the state to Howard County which Howard County is now losing its top spot due to demographics. River Hill will be another top-rated high school that Howard County School Board will destroy. Just Look at the data.

Data only proves that Redistricting on the basis of race/social economic status drives out one group (mainly whites) and the other group (blacks) cannot sustain the education achievement level.

(Example: Baltimore City and Prince Georges County schools.

Specific examples

Meade High School (Anne Arundel County)

Northern High School (Baltimore City)

Southern High School (Baltimore City)

Woodlawn High School (Baltimore County)

Milford Mill High School (Baltimore County)

Wilde Lake High School (Howard County)

These schools were once top performing high schools and demographics should not have changed that. The culture of learning within the family changed the scores. Not the teachers nor the school system.

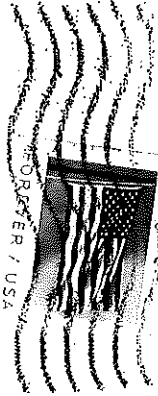
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Sayers, Margery

From: Patrick McConnell <skonesam@gmail.com>
Sent: Tuesday, September 17, 2019 8:15 AM
To: CouncilMail
Cc: Yungmann, David
Subject: Reject CR112

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

Ladies & Gentlemen:

Reject CR112.

The goals are noble, but this resolution is so poorly-conceived it's almost nonsensical. The fundamental issue is one of poverty and housing policy; shipping kids around the county in an almost-aimless manner for ~180 days a year doesn't address either of those things.

If you *really* have several million dollars burning a hole in your pocket — that's what the busing will require, of course — create a program to improve those schools you want to target, or apply it to anti-poverty measures. Ripping kids from their support networks, friends, and communities isn't a viable answer.

Stop pushing your problem onto the BOE. Be the visionary leaders we need, and create a plan that will actually address the issues facing our county.

Best,
Pat McConnell
District 5

Sayers, Margery

From: lada2@verizon.net
Sent: Monday, September 16, 2019 3:06 PM
To: CouncilMail
Subject: Support for CB42

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

Members of the Howard County Council/Zoning Board:

Regarding CB 42: Please increase the School Facilities Surcharge Rate to \$6.80, or better still to \$8 per square foot. Please do not allow any grandfathering of projects. Neighboring counties charge developers far more than Howard County does, and the loss of revenue over the years hurts our students. The absurdly low fees in Howard County have also encouraged runaway growth that our schools and other infrastructure cannot keep up with. Our schools are overcrowded, thousands of students are facing the prospect of redistricting, HCPSS is pinching pennies, and now we learn that the county cannot provide enough funding for critical capital projects such as the expansion of Hammond High School and a rebuilt Talbott Springs Elementary. It is high time that developers pay their fair share. Our students should not be forced to carry the burden so that developers can continue to reap huge profits.

Regarding CR 112: It is not the job of the school system to solve all of our community's problems. The socio-economic segregation that exists in our county is the direct result of housing decisions made by previous county councils/zoning boards, county executives, and DPZ. If this Council/Zoning Board truly wishes to reduce segregation in our county, the way to do that is to:

- stop approving new housing (especially high density housing) where schools are already overcrowded
- stop putting low and moderate income housing where there are already concentrations of such housing
- approve low and moderate income, high density housing in areas such as River Hill/Clarksville (and no, Robinson Overlook isn't really River Hill - it's Hickory Ridge) and western parts of the county where such housing does not exist, where schools still have capacity, and where there is room to build new schools. No infrastructure in the western county? build it there.

HCPSS is already faced with the overwhelming task of redistricting thousands of students because of the severe overcrowding that has resulted from poor housing decisions, as well as from a lack of adequate funding for capital projects due to low impact fees. Please do not saddle them with the responsibility for solving the problem of segregation too.

Sincerely,
Lada Onyshkevych
6200 Bright Plume

Columbia, MD 21044