

Written Testimony by Zo Tum Hmung, Executive Director

Chin Integration and Advocacy Network USA

Operating Budget FY2021 Public Hearing- Education (HCPSS), Howard County Council
6:30 PM, May 6, 2020 (*zotumhmung@cianusa.org*)

Honorable Council Chairperson Jung:

I am Zo Tum Hmung, Executive Director of Chin Integration and Advocacy Network USA (CIANUSA). On behalf of the Chin community in Howard County, I am submitting this written testimony urging the Council to consider a Chin Liaison position for the FY2021 Operational Budget. The role of the Liaison at Howard County Public School System (HCPSS) is to facilitate communication and understanding across cultures and education systems between teachers and school officials and Chin families.

Approximately, 400 Chin students are studying in the HCPSS from kindergarten through twelfth grade. The Chin people are an ethnic nationality from Burma. Many of our families have been resettled as refugees in the United States, having fled ethnic and religious persecution. A sizeable number of us now make Howard County, Maryland our home.

On February 4, 2019, I submitted written testimony before the Board of Education requesting a Chin Liaison position for the FY2020 Operating Budget. On April 25, 2019, CIANUSA Board Chairman Rev. Tim Siemens testified before the Board of Education again. We have been meeting with the former Council Chair, other Council members and staff including your staff explaining our need. We are hopeful, but the Council has not yet considered our request. This evening at 6:30pm, Board Chairman Rev. Tim Siemens will testify before you to request your consideration this liaison position at HCPSS.

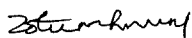
Here are the reasons why we need the Liaison position at HCPSS.

1. The education system and the culture in Burma is different than here in Howard County.
2. Most of the Chin parents did not complete high school level in Burma
3. Most of the Chin parents are not fluent in English.
4. Many Chin students received free and reduced meal services (FARMS).
5. Both parents are working and doing a pass off between one working day shift while the other parent works night shift.
6. We face challenges especially recently with distance learning due to COVID-19.

There is one Chin liaison whose positive impact demonstrates the importance of this work. However, she cannot serve over 400 students and families by herself. We understand that there may be other immigrant communities within Howard County who also would like a liaison position. While respecting the many challenges facing other communities, we believe that our need for a liaison for our Chin refugee community is very important.

I respectfully make this request for your consideration. Thank you.

Yours truly,


Zo Tum Hmung

Sayers, Margery

From: joel hurewitz <joelhurewitz@gmail.com>
Sent: Wednesday, May 6, 2020 1:34 PM
To: CouncilMail
Subject: Fwd: HCPSS Budget - Schools Receiving State Aid Are Ineligible for Parochial Busing
Attachments: Hurewitz - HCPSS Operating Budget - Schools Receiving State Aid Are Ineligible for Parochial Busing.pdf

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

Dear Council,

Attached please find my HCPSS Budget Testimony: **IN VIOLATION OF STATE LAW, HOWARD COUNTY HAS FOR DECADES BEEN UNLAWFULLY PROVIDING PAROCHIAL BUSING TO SCHOOLS WHICH ARE RECEIVING STATE AID WITH FUNDS FROM TAXES LEVIED ON REAL PROPERTY.** The memorandum has numerous hyperlinks for the referenced sources and background materials. Please let me know if you have any problems with the links or would like additional information.

I plan to testify during the Operating Budget for Education this evening.

Sincerely,

Joel Hurewitz

**IN VIOLATION OF STATE LAW, HOWARD COUNTY HAS FOR
DECADES BEEN UNLAWFULLY PROVIDING PAROCHIAL BUSING
TO SCHOOLS WHICH ARE RECEIVING STATE AID
WITH FUNDS FROM TAXES LEVIED ON REAL PROPERTY**

**Joel Hurewitz
May 6, 2020**

Like the return of cycadids, a renewed discussion of parochial busing by the Howard County Board of Education seems to occur every decade or so. (See for example [here](#) and [here](#)). Most recently, as it discussed the FY21 budget in February 2020, the Board discussed the parochial busing and first removed it from the budget on one day, only to reverse direction and restore it to the budget two days later.¹ In response to questions raised by the Board, Superintendent Martirano provided a [February 27, 2020 memorandum to the Board](#), in which he detailed the legal and procedural history of the parochial busing. The Superintendent's memorandum includes the 1943 State law as provided in Sections 9.100 and 9.101 of the Howard County Code. It provides statistics, routes, and costs of the buses provided to the five schools: Bethel Christian Academy, Our Lady of Perpetual Help School, Resurrection/St. Paul School, St. Augustine School, and St. Louis School. Furthermore, it provides the history of how the busing shifted to a separate bus system for the parochial schools in the 1970s.

Yet, as has apparently been the case for decades, the discussion by the Board and the Superintendent's memorandum both failed to discuss two other legal requirements found in the State law which is codified in the Howard County Code: (1) the requirement that the Council appropriate to the Board of Education "from any funds received by said Howard County for any general County purpose and not derived from any tax levied on real property" and (2) more importantly that the schools are "not receiving State aid." Ironically, while the Superintendent noted "The primary distinction between the ordinances is that under 9.101, the Board of Education has the discretion to establish new bus routes for the transportation to and from school of children attending schools **not receiving State aid**" the memorandum did not include (and there apparently has never been) a specific discussion of the "not receiving State aid" clause (emphasis added). Though it appears in the County Code three times, the failure to follow or even note the actual significance of the no State aid prerequisite is particularly significant. However, now that the Administration, County Council, and Board of Education have been made aware of these deficiencies, the FY2021 Budget must be brought into compliance with the requirements of the Howard County Code.

Part I: Funds Not Derived From Any Tax Levied On Real Property

The [HCPSS budget](#) separates the parochial busing expenditures into Category 14 for Maryland State Board of Education purposes. However, the FY21 Board of Education Budget in CR63-2020 commingles the parochial busing with the one General Fund Budget item for Student Transportation of \$42.8 million.

¹ Thanks to Board of Education member Chao Wu for posting the parochial busing issue on his blog which brought my attention to this topic.

FY 2020

Board of Education's Requested Operating Budget

Howard County Public School System

	Budget FY 2016	Actual FY 2016	Budget FY 2017	Actual FY 2017	Budget FY 2018	Actual FY 2018	Revised Approved FY 2019	Superintendent Proposed FY 2020	Board Requested FY 2020
<i>State Category 09</i>									
Salaries and Wages									
Salaries	\$ 1,286,528	\$ 1,255,692	\$ 1,375,883	\$ 1,334,926	\$ 1,423,629	\$ 1,397,684	\$ 1,497,778	\$ 1,856,748	\$ 1,795,548
Wages-Overtime	-	-	-	-	-	3,473	-	-	-
Wages-Temporary Help	71,360	74,559	88,800	89,854	20,080	57,396	33,280	33,920	33,920
Subtotal	1,357,888	1,330,251	1,464,683	1,424,780	1,443,709	1,458,552	1,531,058	1,890,668	1,829,468
Contracted Services									
Trans-Bus Contracts	34,071,616	33,158,348	34,284,104	33,471,245	33,978,491	34,695,221	36,294,300	38,133,445	38,133,445
Trans-Driver Training	15,000	22,257	15,000	34,257	15,000	3,868	15,000	15,000	15,000
Trans-Inspections	68,270	66,704	71,870	68,531	73,780	69,859	73,780	73,769	73,769
Trans-Private Carrier	80,500	119,970	80,500	104,308	80,500	90,570	135,156	112,500	112,500
Insurance-School Buses	468,510	450,420	-	-	-	-	-	-	-
Contracted-Labor	61,000	40,583	35,400	16,719	4,919	19,150	34,919	34,919	34,919
Maintenance-Software	-	-	-	-	-	-	-	-	400,000
Maintenance-Vehicles	35,000	26,634	76,770	54,777	76,770	65,676	76,770	76,770	76,770
Subtotal	34,799,896	33,884,916	34,563,644	33,749,837	34,229,460	34,944,144	36,629,925	38,446,403	38,846,403
Supplies and Materials									
Supplies-General	27,450	49,197	27,450	47,498	18,715	13,891	19,340	21,000	21,000
Technology-Software	-	-	-	-	-	7,250	-	-	-
Subtotal	27,450	49,197	27,450	47,498	18,715	21,141	19,340	21,000	21,000
Other Charges									
Travel-Conferences	4,500	4,349	5,000	1,711	-	1,386	-	2,000	2,000
Travel-Mileage	2,904	1,869	2,000	512	2,000	399	2,000	2,000	2,000
Dues & Subscriptions	-	100	-	414	-	488	-	500	500
Subtotal	7,404	6,318	7,000	2,637	2,000	2,274	2,000	4,500	4,500
<i>State Category 14</i>									
Contracted Services									
Insurance-School Buses	6,490	-	-	-	-	-	-	-	-
Trans-Inspections	1,150	-	-	-	1,170	-	1,170	761	761
Trans-Bus Contracts	594,170	698,899	595,323	733,659	708,473	788,108	741,254	797,054	797,054
Subtotal	601,810	698,899	595,323	733,659	709,643	788,108	742,424	797,815	797,815
Program 6801 Total	\$ 36,794,448	\$ 35,969,581	\$ 36,658,100	\$ 35,958,411	\$ 36,403,527	\$ 37,214,219	\$ 38,924,747	\$ 41,160,386	\$ 41,499,186

**BOARD OF EDUCATION BUDGET
FISCAL YEAR 2021**

General Fund Budget	\$910,937,710
Administration	13,578,591
Mid-Level Administration	64,089,827
Instruction Salaries and Wages	370,553,367
Instructional Textbooks/Supplies	9,023,193
Other Instructional Costs	4,151,692
Special Education	120,805,585
Student Personnel Services	3,982,752
Student Health Services	9,302,729
Student Transportation	42,801,337
Operation of Plant and Equipment	42,167,830
Maintenance of Plant	26,703,528
Fixed Charges	195,558,711
Community Services	7,289,364
Capital Outlay	929,204
Restricted Funds	\$341,276,926
School Construction	92,652,000
Food and Nutrition	16,545,406
Print Services	1,606,347
Information & Network Technology Services	14,184,998
Health	173,202,400
Worker's Compensation	2,617,775
Grants	40,000,000
Glenelg Wastewater Treatment Plant	253,000
Jim Rouse Theater	215,000
Other Expenses Paid by County	\$60,287,632
Debt Service	52,328,909
OPEB	7,958,723
Total General Fund, Restricted Funds and Other Expense Budget	\$1,312,502,268

The requirement that the parochial busing funds not be levied on real property implies that a restricted fund is required in the budget—similar to the enumerated Restricted Funds in CR63. The restricted source of the funds would presumably be from the tax levied on income; however, this is not being restricted, and there is little evidence that this has been done in past decades. (See for example [CR39-1970](#), [CR87-1981](#), and [CR54-2001](#)). In fact, until being personally informed about Section 9.101 in February 2020, the County's Budget Administrator and the Deputy Administrator admitted that were totally unaware of the existence of the provision in the County Code.

Furthermore, the real property prohibition becomes more evident when the Howard County Code is compared to the substantially identical provision in the [Montgomery County Code](#) which differs however by having no restrictions on the source of the parochial funding. Thus, like the expenditures from monies from the transfer tax, it is imperative that the funding come from the legal and proper source.

Therefore, now that the Administration and Council are aware of the legal requirement that the parochial busing not be paid from funds from taxes on real property, this deficiency must be corrected in CR63-2020. In fact, it is extremely disappointing that the Administration did not make this correction in the legislation. In a telephone conversation with the Deputy County Auditor in March just

prior to the COVID-19 closings, it was conveyed that discussions were occurring within the Administration and that changes would be made to the Budget for FY21.

Part II: Schools Not Receiving State Aid

Section 9.100 begins by stating that the provision applies only to students attending parochial schools “which do not receive State aid.” Section 9.101 states twice more that the law only applies to “schools not receiving State aid.” Section 9.101 places the responsibility for the proper appropriation of funds on the County Council; it is the Council that has apparently for decades shirked its responsibility to inquire whether the parochial schools were eligible. As a practicality, it is the Board of Education that should be inquiring whether the schools are receiving State aid and certifying this information to the Council. Instead, decades of negligent application of the law has resulted in a de facto don’t ask, don’t tell policy between the Council and the Board of Education. This is partly confirmed in the [response to a Maryland Public Information Act request](#) that the Board of Education has no records regarding the State aid, if any, that are received by the parochial schools.

It is unclear what State aid was available to parochial schools when the law was passed in 1943. Yet, similar “not receiving State aid” language was used in eight of the nine known public local laws for private and parochial busing. A [1958 United States Department of Health, Education and Welfare report](#) listed all of the Maryland counties with special legislation for pupil transportation. As seen, these county laws were passed between 1937 and 1955.²

BASIC DATA ON RESPONSIBILITIES FOR NONPUBLIC SCHOOLS—MARYLAND

73

MARYLAND (Continued)

tion upon recommen-
dent of schools is
cted to appoint such
il and professional as
nistration and super-
; and shall make such
as as shall be neces-
provisions of this

na 86, 279 and 280
lled schools, such as,
McDonogh School for
Academy and Mary-
d, which receive some

UCATION (art. 77,

rd of education shall
ice of the State super-
ivate educational asso-
institutions to report
1st day of August, as
d study on such forms
ation may provide.

(art. 77, ch. 21).
duty of the principal

tions of the State board of education and the
provisions of sections 95, 96, and 97 of this
article, all teachers in the public schools of
the State.

Pupil Transportation

Compiler's note: Special legislation has been
passed by the general assembly directing boards
of education in particular counties to provide
certain transportation for children attending
schools that do not receive State aid. These
counties are:

Baltimore County—Laws of Maryland, 1937,
ch. 185.

Anne Arundel County—Laws of Maryland,
1939, ch. 762.

St. Mary's County—Laws of Maryland, 1939,
ch. 140.

Frederick County—Laws of Maryland, 1941,
ch. 422.

Howard County—Laws of Maryland, 1943, ch.
648.

Montgomery County—Laws of Maryland, 1945,
ch. 977.

Calvert County—Laws of Maryland, extraordi-
nary session, 1948, ch. 11.

Harford County—Laws of Maryland, 1955, ch.
112.

Talbot County—Laws of Maryland, 1955, ch.
403.

them will teach school within the State for
not less than 2 years. The general assembly
at the 1956 session passed an act to award
additional scholarships in education. Certain
provisions of this act are reproduced in this
section because of the responsibilities delegated
to the State department of education.

LAWS OF MARYLAND OF 1956 (ch. 127,
art. 77).

SCHOLARSHIPS IN EDUCATION.

SEC. 274A. (a). The general assembly of Mary-
land declares there is a wide and continuing need
for new and additional teachers in the public
school system of this State, that these needs have
not been fully met and without a new and fresh
approach may not be satisfactorily solved, and
that the scholarships in education herein provided
will attract additional young people to the teach-
ing profession and thus aid in the solution of a
pressing and serious problem facing the people
of this State.

(b). In addition to any other scholarships that
may be awarded or provided for under other
provisions of this article (77), there shall be a
program for scholarships in education under the
provisions of this section. Eligible institutions
shall be those private colleges whose teacher
training curricula are approved by the State de-

² The historical record and [misunderstanding by the Board of Education](#) must also be corrected. While [the commonly accepted supposition that the Howard County law was enacted in response to gasoline and/or rubber rationing during World War II](#), the enactment of similar laws for [Baltimore](#), [Anne Arundel](#), [St. Mary's](#), and [Frederick](#) Counties prior to the war, shows that the genesis for public local laws for private and parochial busing was not in response to wartime shortages. Furthermore, the public local laws for [Calvert](#), [Harford](#), and [Talbot](#) Counties were enacted after World War II.

“State aid” is currently defined in State law as “a contribution, grant, or subsidy of money from the State Treasury.” State Finance and Procurement Code Ann. Section 7-402(a)(3). And it is specifically applicable to private church schools which would qualify as “social organizations” which “means n association or corporation that is operated for a charitable, cultural, **educational**, historical, humane, industrial, medical, or military purpose.” *Id.* (a)(2) (emphasis added). There are four programs at issue here regarding the Howard County parochial busing: the Aid to Non-Public Schools Program (Non-public Textbook and Technology Program), the James E. “Ed” DeGrange Nonpublic Schools Program (Nonpublic Aging Schools Program), the Nonpublic School Security Improvements Program, and the Broadening Options and Opportunities for Students Today Program (BOOST Scholarships). These State aid programs are appropriated each year by the General Assembly as part of the annual budget bill.

Non-public Textbook and Technology Program

The Non-public Textbook and Technology Program began in 2001 and is funded with money from the Cigarette Restitution Fund from the 1998 Master Tobacco Settlement Agreement. The Textbook Program is the gateway program for determining eligibility for the other three school programs.

A Maryland Public Information Act request with the Maryland State Board of Education was pending at the time of the COVID-19 closures. With the State buildings closed, the documents have not yet been transmitted. Yet, the public information officer states that they were able to locate documents for the Howard County parochial schools for every year of the program except for 2013. It is of course yet to be seen exactly what this means or the relevance of the documents. However, if they schools did in fact begin to receive textbook and technology monies in 2001 or 2002, then the schools have been ineligible for the parochial busing that they have been receiving for nearly two decades.

Nonpublic Aging Schools Program

The Nonpublic Aging Schools Program was established in 2014. It provides grants to make renovations and improvements to nonpublic school buildings. All of the parochial schools received monies during each year of the program except for St. Augustine in 2016 and 2018. In addition, Bethel Christian Academy did not receive grants in FY2019 and FY2020 apparently after being removed by MSDE from the program which will be discussed further below.

FY2014 Nonpublic Aging School Program

	B	C	D	E
	Advance Link Num	OrgNm - Organization Name	SY12-13 Enrlmt	Adjusted Max Grant Allocation
1				
22	09-13-5930	Atholton Adventist Academy	215	\$ 7,525
37	09-13-5946	Bethel Christian Academy	310	\$ 10,850
57	09-13-6101	Celebration Christian Academy	128	\$ 5,000
59	09-13-4617	Central Presbyterian Church Preschool	144	\$ 5,040
60	09-13-6007	Chapelgate Christian Academy	371	\$ 12,985
64	09-13-5977	Columbia Academy	224	\$ 7,840
65	09-13-6073	Columbia Academy	100	\$ 5,000
66	09-13-5978	Columbia Academy Preschool at Thunderhill	120	\$ 5,000
67	09-13-3887	Columbia Academy At Kendall Ridge	80	\$ 5,000
68	09-13-1538	Columbia Academy At Maple Lawn	80	\$ 5,000
95	09-13-9132	Glenwood Country Day School	60	\$ 5,000
97	09-13-6053	Goddard School - Columbia Pkwy.	335	\$ 11,725
101	09-13-6012	Goddard School - Marriottsville	143	\$ 5,005
103	09-13-6041	Goddard School - Columbia	66	\$ 5,000
215	09-13-1302	Our Lady of Perpetual Help School	223	\$ 7,805
228	09-13-1308	Resurrection Saint Paul School	513	\$ 17,955
249	09-13-1233	St. Augustine School	261	\$ 9,135
283	09-13-1306	St. Louis School	500	\$ 17,500

Source: Email with screenshot provided by School Facilities Architect Supervisor for the Maryland State Department of Education (MSDE).

FY2015 Nonpublic Aging School Program

1. Name of School:	MSDE Advance d Link Num	24. Brief Narrative Description of Capital Project:	Copy of FINAL Allocation 03-03-15 (Col AY)	Reimburse ment Request Date Received	Reimburse ment Request Date Approved	Requested Amount Approved by MSDE
Atholton Adventist Academy	09-13-5930	Remove asbestos tiling from lo	\$ 24,100	9/17/2015	9/18/2015	\$ 24,100.00
Bethel Christian Academy	09-13-5946	We will be replacing the boiler	\$ 24,100	9/22/2015	9/23/2015	\$ 24,100.00
Celebration Christian Academy	09-13-6101	In the times in which we live, we	\$ 12,050	10/8/2015	10/8/2015	\$ 12,050.00
Chapelgate Christian Academy	09-13-6007	For the safety of our student b	\$ 12,050	5/10/2016	5/13/2016	\$ 12,050.00
Columbia Academy Elementary and M	09-13-5977	We plan to replace all hallway f	\$ 12,050	12/15/2015	12/15/2015	\$ 12,050.00
Our Lady of Perpetual Help School	09-13-1302	Project Summary for Security I	\$ 24,100	12/13/2016	12/20/2016	\$ 24,100.00
Resurrection St Paul School	09-13-1308	Remove and replace all carpe	\$ 12,050	5/26/2015	5/27/2015	\$ 12,050.00
St. Augustine School	09-13-1233	1. Roofing Component Repairs	\$ 12,050	10/3/18	10/24/18	\$ 4,987.12
St. Louis School	09-13-1306	Boiler replacement and neces	\$ 12,050	9/19/2016	9/21/2016	\$ 12,050.00
Trinity School	09-13-1310	A. Classroom lighting Replace	\$ 24,100	8/28/2015	8/31/2015	\$ 24,100.00

Source: Email with screenshot provided by School Facilities Architect Supervisor for the MSDE.

FY2016 Nonpublic Aging School Program

A	B	E	F	G	H	O	P	AF
SchoolName	Advanced LI	SchoolAddresses	SchoolCity	SchoolState	SchoolZip	Contact_First Name	Contact_Last Name	ProjectNarrative
ATHOLTON ADVENTIST ACADEMY	09-13-5930	6520 MARTIN RD	COLUMBIA	MD	21044	Marilynn	Peeke	Reference to project, gym - repair backdoor mechanism including installing motorized pulley. We are planning to replace the remaining HVAC which is currently serviced by a boiler and wind
BETHEL CHRISTIAN ACADEMY	09-13-5946	P O BOX 406	SAVAGE	MD	20763-0416	Patricia	Wecker	The Celebration Christian Academy would like to upgrade and repair some of the things in our school. All floors replaced, 21 heating and air conditioning units with a more efficient system. Also
CELEBRATION CHRISTIAN ACADEMY	09-13-6101	6080 FORELAND	COLUMBIA	MD	21045-3057	Robin	Davis	26 year old stair carpet and rubber flooring in three stairwells often create trip hazards for students and faculty requiring correction.
CHAPEL GATE CHRISTIAN ACADEMY	09-13-6007	2600 MARRIOTT	MARRIOTTSVILL	MD	21104-1629	Laurie	Thomas	1. New flooring in various hallways, various rooms and the library media center
COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL	09-13-5977	10350 OLD COLUMBIA	COLUMBIA	MD	21046	Mark	Etzel	Boiler replacement with necessary plumbing upgrades and sprinkler system installation in hallway
OUR LADY OF PERPETUAL HELP SCHOOL	09-13-1302	4801 ILCHESTER	ELLCOTT CITY	MD	21043-	Jodi	Phelan	The safety of our students and staff is our primary concern. Due to the location and the condition of our campus, Trinity requests
RESURRECTION ST PAUL SCHOOL	09-13-1308	3155 PAULSKIRK	ELLCOTT CITY	MD	21042-2655	Karen	Murphy	Put new tile in main hallway.
ST. LOUIS SCHOOL	09-13-1306	12500 CLARKSVILLE	CLARKSVILLE	MD	21029-	Colleen	Craig	Boiler replacement with necessary plumbing upgrades and sprinkler system installation in hallway
TRINITY SCHOOL	09-13-1310	4385 ILCHESTER	ELLCOTT CITY	MD	21043-	Renee	Van Schoor	The safety of our students and staff is our primary concern. Due to the location and the condition of our campus, Trinity requests

Source: Email with screenshot provided by School Facilities Architect Supervisor for the MSDE.

FY2017 Nonpublic Aging School Program

A	B	AF	AW	AX	AY	AZ
SchoolName	Advanced LI	ProjectNarrative	Total Allocation	Reim Rqst Recd	Reim Rqst Appvd	MSDE Amt Appvd
ATHOLTON ADVENTIST ACADEMY	09-13-5930	The school is now ready to move forward with the window replacements in the lower grade school wing. Security Scope change: Bathroom renovation. Replacement for a total of 7 classrooms depending upon amount granted through	\$20,000.00	12/1/2017	12/12/2017	\$ 20,000.00
BETHEL CHRISTIAN ACADEMY	09-13-5946	renovation and replacement of flooring - type of flooring is "vinyl plank flooring"	\$27,132.00	2/29/18	4/2/2018	\$ 27,132.00
COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL -	09-13-5977	Our Lady of Perpetual Help School requests \$30,000 in funding to make important safety and security	\$9,044.00	7/26/2017	8/17/2017	\$ 9,044.00
OUR LADY OF PERPETUAL HELP SCHOOL	09-13-1302	Phase 2 Remove existing 4" galvanized cold water line from water room down the hallway to the water coolers. 110' run.	\$27,132.00	11/28/2018	12/28/2018	\$ 27,132.00
RESURRECTION ST PAUL SCHOOL	09-13-1308	Our current intercom system is at least 37 years old and does not function in all of the classrooms. This is a serious	\$9,044.00	7/21/2018	7/21/2018	\$ 9,044.00
ST. AUGUSTINE SCHOOL	09-13-1233	Grant funds will be used to replace the original HVAC system in the 1991 building.	\$9,044.00	5/15/2019	5/17/2019	\$ 6,627.88
ST. LOUIS SCHOOL	09-13-1306	Trinity School requests support from MSDE Nonpublic Aging Schools Program for 12 replacement windows in	\$9,044.00	3/5/2019	5/17/2019	\$ 9,044.00
TRINITY SCHOOL	09-13-1310		\$25,590.00	11/3/2017	11/14/2017	\$ 25,590.00

Source: Email with screenshot provided by School Facilities Architect Supervisor for the MSDE.

FY2018 Nonpublic Aging School Program

Howard	Atholton Adventist Academy *	Doors, Interior Renovations, Structural, Other	\$ 24,240
	Bethel Christian Academy *	Plumbing System, Other	\$ 24,240
	Columbia Academy Elementary and Middle School	Interior Renovations, Mechanical Systems, Electrical System	\$ 8,080
	Our Lady of Perpetual Help School	Mechanical Systems	\$ 24,240

	Resurrection St. Paul School	Other	\$ 8,080
	St. Louis School	Mechanical Systems	\$ 8,080
	Trinity School	Other	\$ 24,240
Howard	TOTAL	7 Projects	\$ 121,200

Source: [IAC Memorandum 3-16-2018](#)

FY2019 Nonpublic Aging School Program

Howard	Columbia Academy Elementary And Middle School	Doors, Interior Renovations, Structural, Other	7,758.00
	Our Lady Of Perpetual Help School	Interior Renovations, Plumbing System	23,274.00
	Resurrection St Paul School	Interior Renovations	7,758.00
	St. Augustine School	Elevator, Roofing	7,758.00
	St. Louis School	Mechanical Systems	7,758.00
	Trinity School	Roofing, Windows	23,274.00

Source: [IAC Meeting Agenda 2-12-2019](#)

FY2020 Nonpublic Aging School Program

Howard	Our Lady of Perpetual Help School	Interior Renovations	19,071.00
	Phillips School --Laurel	Other	25,428.00
	Resurrection/St. Paul School	Interior Renovations	6,357.00
	St. Augustine School	Elevator	18,000.00
	St. Louis School	Telecommunications, Other	6,357.00

Source: [IAC Meeting Agenda 4-9-2020](#)

Nonpublic Aging Schools Safety Improvements

The [Nonpublic Aging Schools Safety Improvement Program](#) was established in Fiscal Year 2019. In FY2019 of the five parochial schools, only Our Lady of Perpetual Help School and Resurrection/St. Paul School received grants. In FY2020 the four Catholic schools all received grants for safety improvements, and Bethel Christian Academy did not receive a grant due to its disqualification by MSDE.

FY2019 Nonpublic Aging School Safety Improvements

Howard	Columbia Academy Elementary And Middle School	Doors, Telecommunications, Cameras	8,905.00
	Our Lady Of Perpetual Help School	Doors, Cameras	15,665.00
	Resurrection St Paul School	Telecommunications, Cameras	26,455.00

Source: [IAC Meeting Agenda 2-12-2019](#)

FY2020 Nonpublic Aging School Safety Improvements

Howard	Linwood School	Windows, Other	5,000.00
	Phillips School --Laurel	Other	7,820.00
	Resurrection/St. Paul School	Other	25,870.00
	St. Augustine School	Other	16,000.00
	St. Louis School	Telecommunications, Other	33,735.00
	Our Lady of Perpetual Help School	Interior Renovations	15,405.00

Source: [IAC Meeting Agenda 3-12-2020](#)

BOOST Scholarships

The [BOOST Scholarship program](#) is to allow students receiving free or reduced meals to attend [nonpublic schools](#). Since being established in 2016, all five of the parochial schools have participated in two or more of the years of the program.

SY2016-2017

Broadening Options and Opportunities for Students Today

BOOST Scholarships Awarded and Accepted as of Nov. 17, 2016 By School County Location

County	School	Number of Students	Award Total
	JOHN CARROLL SCHOOL - BEL AIR	6	15,400
	ST. JOAN OF ARC SCHOOL - ABERDEEN	3	10,200
	ST. MARGARET SCHOOL - BEL AIR	7	14,200
	TRINITY LUTHERAN SCHOOL - JOPPA	18	61,200
Harford Total		35	105,400
Howard	ATHOLTON ADVENTIST ACADEMY - COLUMBIA	1	1,400
	BETHEL CHRISTIAN ACADEMY - SAVAGE	19	52,600
	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	1	3,400
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	5	5,800
	ST. AUGUSTINE SCHOOL - ELKRIDGE	2	2,800
	ST. LOUIS SCHOOL - CLARKSVILLE	4	14,600
Howard Total		32	80,600

Source: [Joint Chairmen's Report 2016](#)

SY2017-2018

School County Location	School Name (per Enrollment Confirmation by the Schools)	Number of Students	Value of Awards	Percent of Total Award Amount
Howard County	ATHOLTON ADVENTIST ACADEMY - COLUMBIA	4	8,600	
	BETHEL CHRISTIAN ACADEMY - SAVAGE	20	60,600	
	CELEBRATION CHRISTIAN ACADEMY - COLUMBIA	1	4,400	
	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	3	12,200	
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	1	3,400	
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	5	7,000	
	ST. LOUIS SCHOOL - CLARKSVILLE	3	13,200	
Howard County Total		37	109,400	1.8%

Source: [Joint Chairmen's Report 2017](#)

SY2018-2019

Howard County	COLUMBIA ACADEMY ELEMENTARY AND MIDDLE SCHOOL - COLUMBIA	3	9,800	
	OUR LADY OF PERPETUAL HELP SCHOOL - ELLICOTT CITY	1	1,000	
	RESURRECTION ST PAUL SCHOOL - ELLICOTT CITY	4	5,600	
	ST. AUGUSTINE SCHOOL - ELKRIDGE	3	8,200	
	ST. LOUIS SCHOOL - CLARKSVILLE	3	13,200	
Howard County Total		14	37,800	0.60%

Source: [Joint Chairmen's Report 2018](#)

SY2019-2020

Howard County	Columbia Academy - Columbia	7	18,400
	Our Lady of Perpetual Help School - Ellicott City	2	2,800
	Resurrection/St. Paul School - Ellicott City	4	13,600
	St. Augustine School - Elkridge	6	16,606
	Tarbiyah Academy - Elkridge	2	5,800

Source: [Joint Chairmen's Report 2019](#)

Bethel Christian Academy's Litigation with MSDE

[Bethel Christian Academy has sued the MSDE challenging its ineligibility to participate in the State aid programs.](#) MSDE alleges that Bethel violated the nondiscrimination provisions for the BOOST program. For purposes of eligibility for parochial busing from Howard County, whether or not the alleged discrimination occurred is not relevant; rather it is Bethel's implicit admission that the programs are State aid--the receipt of which would make them ineligible for the parochial busing.

[United States District Judge Stephanie A. Gallagher discussed the relevant facts at issue here in her November 14, 2019 opinion denying MSDE's motion to dismiss Bethel's complaint:](#) "On December 12, 2018, MSDE sent a letter (1) notifying Bethel that it was disqualified from BOOST for the 2018-2019 and 2019-2020 academic years, and (2) demanding repayment of \$102,600, for the years Bethel had participated in the program." Bethel made these same factual allegations in its [Complaint](#). ¶ 136. Bethel essentially admits that the programs are State aid as defined in [Section 7-402 of the State Finance and Procurement Code](#). Notably, the Maryland Attorney General also recognized that the programs at issue in the Bethel litigation were State aid:

[I]t has merely enforced the General Assembly's judgment that **state aid** should not be given to institutions, regardless of the basis of their views, that discriminate in admissions against students based on their sexual orientation (and now, more broadly discriminate based on sexual orientation or gender identity). Schools that do not discriminate may express all the viewpoints that they wish, and schools that wish to continue to discriminate are free to do so without material **aid from the state**.

[Defendants' Opposition to Plaintiff's Motion for a Preliminary Injunction](#), p. 23 (emphasis added).

Bethel admitted that it participated in the BOOST program for two years. [Complaint](#), ¶ 5. Furthermore, "Bethel also participated in the Nonpublic Textbook and Technology Program, and the Nonpublic Aging Schools Program, which have the same admissions nondiscrimination requirements as BOOST does." ¶ 6. Bethel admitted that it received over \$100,000 in BOOST funds for the two years it participated in the program—(also being years when Bethel received parochial busing). ¶ 9. Bethel admitted that "the State's BOOST decision also rendered Bethel ineligible for the Textbook and Technology and Aging Schools grant programs." ¶ 13.

Bethel admitted that the BOOST Program was established by the Maryland legislature in 2016 beginning in Fiscal Year 2017 and for each subsequent fiscal year. ¶¶60-61. Furthermore, Bethel all but admitted that it is State aid by alleging that "The BOOST Program is administered by the Maryland State Department of Education (MSDE)." ¶63.

Bethel's Complaint went further with an entire section entitled "Bethel's Participation in Other MSDE Programs" admitting therein that the Nonpublic Schools Textbook and Technology Program and the two Aging Schools Programs are State programs and enumerating Bethel's participation in them:

77. MSDE operates two additional programs for nonpublic schools: the Textbook and Technology and the Aging Schools Programs.

78. The Nonpublic Schools Textbook and Technology Program purchases textbooks and computer hardware and software to loan to students at eligible nonpublic schools.

79. The Nonpublic Aging Schools Program provides funds to nonpublic schools for capital improvement projects for aging buildings.

80. Nonpublic schools must be eligible for the Textbook and Technology Program to apply for the Aging Schools Program.

81. Nonpublic schools must be eligible for the Textbook and Technology Program to apply for the BOOST Program.

82. Like BOOST, schools participating in the Textbook and Technology and Aging Schools Programs for the 2016-2017 and 2017-2018 academic years had to agree not discriminate in student admissions based on sexual orientation, among other categories.

83. Like BOOST, the Textbook and Technology and Aging Schools' nondiscrimination requirements do not "require any school or institution to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings."

84. The Textbook and Technology and Aging Schools' nondiscrimination requirements do not define sexual orientation or discrimination.

85. The Textbook and Technology and Aging Schools' nondiscrimination requirements do not require schools to adopt particular policies or policy language.

86. In the 2016-2017 and 2017-2018 academic years, the Textbook and Technology and Aging Schools' nondiscrimination requirements did not include gender identity or gender expression.

87. Bethel signed the MSDE assurances that it does not discriminate in admissions based on sexual orientation.

88. Bethel met and complied with all of MSDE's eligibility requirements to participate in the Textbook and Technology Program.

89. Bethel met and complied with all of MSDE's eligibility requirements to participate in the Aging Schools Program.

90. Bethel participated in the Textbook and Technology Program in academic years 2016-2017 and 2017-2018, among others.

91. Bethel participated in the Aging Schools Program in academic years 2016-2017 and 2017-2018, among others.

Complaint, p. 9-11.

Bethel further admitted that these are State programs in a subsequent section of the Complaint: "Bethel Desires to Participate in MSDE's Programs for Nonpublic Schools:"

147. Because MSDE disqualified Bethel from participating in BOOST, MSDE also disqualified Bethel from the Textbooks and Technology and Aging Schools Programs for the 2018-2019 academic year.

148. But for MSDE interpreting Bethel's statement on marriage and biological sex to constitute sexual orientation discrimination in admissions, Bethel would have been eligible to participate in BOOST, the Textbooks and Technology, and Aging Schools Programs during the 2018-2019 academic year.

149. Bethel desires to participate in all three nonpublic school programs in the future, including the 2019-2020 academic year.

Complaint p. 17-18.

Bethel made these points regarding State aid once more in its Prayer for Relief:

PRAYER FOR RELIEF

Bethel Ministries, Inc. prays for judgment as follows:

A. That this Court issue a Preliminary and Permanent Injunction to enjoin the Defendants, Defendants' officers, agents, and employees, and all other persons acting in active concert with them, from enforcing the BOOST, Textbook and Technology, and Aging Schools nondiscrimination requirements to:

- (1) Prohibit Bethel from being eligible for funding from the BOOST, Textbook and Technology, and Aging Schools Programs due to its religious beliefs;
- (2) Force Bethel to pay back the previous funding it received from the BOOST Program;
- (3) Discriminatorily target Bethel in enforcing the BOOST, Textbook and Technology, and Aging Schools Program nondiscrimination requirements;

Complaint p. 36.

Thus, if Bethel, by extension of its own arguments, receives aid from the MSDE programs, it would be ineligible to receive parochial busing. Therefore, Bethel should be estopped from arguing that these programs are not State aid as defined in Section 7-402 of the State Finance and Procurement Code for purposes of receiving parochial busing from Howard County. By extension, a similar analysis must be applied to the other four schools receiving the parochial busing.

Howard County Board of Education Considers These Programs State Aid

To be clear, the HCPSS Board of Education has shown that they consider the Nonpublic Schools Textbook Program and BOOST to be forms of State aid while objecting of the “diversion of public money for nonpublic purposes:”

In the past, the Maryland General Assembly has provided public funding of textbooks and other instructional materials for private schools through the Aid to Nonpublic Schools Program. The Maryland General Assembly also passed legislation to subsidize private funding of tuition scholarships, or private school vouchers, through an income tax credit program administered by the Maryland State Department of Education (MSDE) known as the *Building Opportunities for All Students and Teachers* (BOAST) and the scholarship program, *Broadening Options and Opportunities for Students Today* (BOOST). For FY 2019, the BOOST Program received \$7.6 million in state funding, an increase of \$1.6 million over the previous year. With total resources for education limited, this state support reduces resources available for public schools.

Source: [Board of Education of Howard County Legislative Platform Approved September 6, 2018, p. 17.](#) The same position has been expressed by the [Maryland Association of Boards of Education.](#)

Conclusion

The Howard County Council is obligated by the Howard County Code to make a determination of whether the applicable parochial schools are receiving State aid prior to passing a budget resolution for the Board of Education which includes the their busing. Furthermore, the County Council is obligated by the County Code to make any appropriations for parochial busing from funds not derived from any tax levied on real property.

Because Our Lady of Perpetual Help School, Resurrection/St. Paul School, St. Augustine School, and St. Louis School have received State aid from two or more of the programs--Non-public Schools Textbook and Technology Program, Nonpublic Aging Schools, Nonpublic Aging Schools Safety Improvements and/or BOOST Scholarships—the schools are not eligible for parochial busing in FY2021. However, Bethel Christian Academy having been found to be ineligible for the programs by MSDE, is eligible for parochial busing in FY2021. The schools are entitled to either the State aid or the parochial busing provided by HCPSS, but not both.

Sayers, Margery

From: Sharon Kalaris <skalaris@verizon.net>
Sent: Wednesday, May 6, 2020 1:31 PM
To: CouncilMail
Subject: HCPSS Operating budget
Attachments: MVMS 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 attached, testimony for the Operating budget for HCPSS. Please contact me with any questions.

Sharon Kalaris
2018 Terrapin Creek Road
Sykesville, MD 21784
240-447-8404

May 6, 2020

Dear County Council Members,

I am writing to you today regarding the budget cuts to Howard County Public School System (HCPSS). I have one daughter in middle school and one daughter in high school, in HCPSS. Last year, we transitioned from Catholic school to public school. The transition had a couple challenges, but overall, relatively seamless.

My current concern is related to the staff restructuring and lost positions at HCPSS.

As a first responder, I have seen a lot of illness and death involving the COVID and COVID related pandemic. Inside the hospitals it is eerily calm, most days. We continue to prepare for the worst and know we are only making a small difference flattening the curve. Our policies change daily, based on supplies and available staff. What was acceptable in March is so far from where we are today, and I predict will continue to get worse.

This year, all children are facing unprecedented disruption in their every day life. Social distancing will be the new normal. Schools may continue to virtual learn. Unemployment will continue to rise and families may be displaced. HCPSS should be dedicated to use their funds to continue to provide stability in the students' lives.

Watching the physiological side of the COVID is only the tip of the effects of the pandemic. In my opinion, along with economic recovery, mental illness will be the next area to address. Social isolation, anxiety, depression, fear of contracting COVID are true fears that children of HCPSS will face.

Changing staff at this time will be detrimental to the continued emotional support our children's needs. The emotional needs of Howard County children is paramount for their educational growth.

At Mount View Middle School (MVMS), my daughter's school, we are losing 3 teachers (Science, Math, Social Studies) and 1 counselor. MVMS is already limited to a RN, every other day. The staff at MVMS is very dedicated to the children within their school. They truly go above and beyond to make sure the child's needs are met. Many know my daughter because she has asthma and many days I am at school to provide her additional medicine.

During a field trip to Washington DC, her asthma exacerbated and EMS had to be called. A teacher, stayed with her until I could get down to DC and missed riding the bus back to school. Because of policy, he was not able to ride back with me. He was not my daughter's teacher, but the comfort he provided to her was amazing. I continue to see him at community events, providing support to all kids.

Another math teacher, not her current math teacher, has been helping my daughter get caught up with math. Due to the timing of her need for medication and her math class, she missed many classes and continued to fall further behind. She worked relentlessly to get her caught up and fill in some gaps she had. All because she is a teacher who is engaged in the well being of my daughter. These teachers are true examples of HCPSS finest and have helped build the MVMS community.

All I am asking from this letter is to try to continue to make cuts elsewhere in the budget. During this extreme time, the children of Howard County need stability. They need to see their favorite, trusted teachers, and their community to stay intact. The students, at all schools, have bonded with teachers and school is a safe place for many. Please, for next year, keep the current staff in their schools. Every area of our children's lives is changing and the instability will continue to increase, bringing emotional instability. Please keep the stability in staffing for the next school year.

Thank you for your time and please stay safe.

Sharon Kalaris

240-447-8404

2018 Terrapin Creek Road, Sykesville, MD 21784

Sayers, Margery

From: Amy Grutzik <agrutzik@gmail.com>
Sent: Wednesday, May 6, 2020 10:31 AM
To: CouncilMail
Cc: boe@hcpss.org; David W. Ramsay; superintendent@hcpss.org
Subject: Testimony for HCPSS operating budget Category 14
Attachments: HCPSS Operating Budget Category 14 testimony 5.6.2020.pdf

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

Council Members,

Attached is my testimony on HCPSS operating budget Category 14.

Thank you,

Amy Grutzik
District 5

Dear County Council Members,

I am writing to you to request that student transportation under Category 14 of the HCPSS operating budget include the total cost of "same service" school bus transportation for parochial schools in Howard County to include human capital costs. Currently, the Category 14 budget includes \$797,811 for the prorated cost of bus contracts for 19 school buses (38 bus trips with 934 bus stops) for 5 parochial schools.

Enclosed is a memorandum dated February 27, 2020 from Superintendent Martirano providing background information on the history and administration of "same service" school bus transportation for parochial school students.

This "same service" school bus transportation is funded by Howard County Government via HCPSS operating budget Category 14 – Community Services. Category 14 is not included in the calculation of Maintenance of Effort (MOE) funding.

Page 6, first paragraph of Dr. Martirano's enclosed memo states "It should be noted that administrative human capital costs (design the bus routes, provide customer service to schools and parents, and contract oversight to the bus contractors assigned to each school) is not charged to State Category 14."

The below chart outlines information from page 440 of FY 2021 BOE's Requested Operating Budget:

HCPSS Staff to Ratio of School Bus Routes						
Position	National Benchmark Standard	Actual FY 2017	Actual FY 2018	Actual FY 2019	Target FY 2020	Target FY 2021
Area Manager	1:50	76	76	77	79	81
Bus Router	1:70	453	453	231	237	242
Driver Trainer	1:75	227	227	231	237	242

Looking at Actual FY 2019 ratios in the above chart, it shows the staff to ratio of school bus routes are not in line with the listed National Benchmark standards. In particular, the bus router and driver trainer ratios are way out of line with the standards. The chart also shows that the FY 2020 and FY 2021 ratios are projected to get worse.

As stated on page 440 of the budget report, these ratio measures are to help in "Ensuring that each school bus route is reviewed for safety and efficiencies, drivers and attendants are receiving continuous professional learning, and student, parent and community inquiries are addressed." Our transportation department works hard to make sure our students are safe, but as these ratio numbers continue to get worse, will their efforts be sustainable?

Below is a chart showing current HCPSS transportation staffing numbers. The chart also shows that the Superintendent requested from the BOE three additional transportation staff members for FY20 budget. The BOE requested from the County an additional two transportation staff members. The final approved budget for FY20 allocated no additional transportation staff. From the ratios listed above, it is apparent that the additional transportation staff is still needed. With the budget issues HCPSS is facing, I do not expect additional staff will be funded in the FY21 budget.

Program 6801	Budget FY 2019	Superintendent Proposed to BOE FY 2020	Board Requested from County FY 2020	Approved FY 2020
DIRECTOR PUPIL TRANSPORTATION	1.0	1.0	1.0	1.0
MANAGER	1.0	1.0	1.0	1.0
AREA MANAGER TRANSPORTATION	6.0	7.0	7.0	6.0
SECRETARY	3.0	3.0	3.0	3.0
SCHOOL BUS ROUTER	2.0	4.0	3.0	2.0
DRIVER TRAINER PUPIL TRANSPORTATION	2.0	2.0	2.0	2.0
TRANSPORTATION ANALYST/PLANNER	1.0	1.0	1.0	1.0
Total Operating Fund FTE	16.0	19.0	18.0	16.0

If the County Council and Taxpayers of Howard County continue to fund the busing of parochial school students through HCPSS, I ask that the County Council increase the Category 14 Community Budget for student transportation in the amount of \$150,000 to help share in the human capital cost of this service. In addition, I request that this funding does NOT come out of the money that the County Executive has already allocated for the other categories in the HCPSS operating budget.

Thank you for your consideration toward allocating additional money to Category 14 of the HCPSS 2021 operating budget to reimburse HCPSS the **entire** cost of busing parochial students. It makes sense that the school system should not be footing the bill for any costs of these services.

Sincerely,

Amy Grutzik, Council District 5

Enclosures



February 27, 2020

MEMORANDUM

To: Members of the Board of Education
From: Michael J. Martino, E.D.D.
Superintendent
Re: Parochial School Bus Service

The purpose of this memorandum is provide background information as requested by the Board on the history and administration of "same service" school bus transportation for parochial school students by the Howard County Public School System.

Legal Framework

The Howard County Code of Ordinances, has two sections that address school bus transportation to parochial schools. The first ordinance, Title 9, Section 9.100 School buses; parochial schools, states:

All children who attend parochial schools in Howard County, which schools do not receive State aid, and who reside on or along or near to the public highways of Howard County, on which there is now or hereafter operated a public school bus or conveyance provided by the Board of Education of Howard County for transporting children to and from the public schools of Howard County, shall be entitled to transportation on the said buses or conveyances, subject to the conditions hereinafter set forth, from a point on the said public highways nearest or most accessible to their respective homes to a point on said public highways nearest or most accessible to their respective schools, without changing the routes of said buses or conveyances now or hereafter established by said Board of Education of Howard County for transporting children to and from the public schools. Such transportation may be provided by the Board of Education, as aforesaid, for all the children attending schools described herein, upon the same terms and conditions as now or as may be hereafter established by the Board of Education of Howard County for children attending public schools.

(1943, Ch. 648, § 291A)

The second ordinance, Sec. 9.101. Same conditions states:

The County Council of Howard County is hereby authorized to appropriate annually to the Board of Education of Howard County, from any funds received by said Howard County for any general County purpose and not derived from any tax levied on real property, such sum as the said Board of Education may request to enable it to defray any costs incurred by it in carrying into effect the provisions of [section 9.100](#) and to establish new bus routes, in the discretion of the Board of Education of Howard County, for the transportation to and from school of children attending schools not receiving State aid. The transportation of children to and from schools not receiving State aid shall be upon such reasonable terms and conditions as the Board of Education may from time to time determine, but in no event shall the amount charged children attending such schools for using buses or conveyances be greater or less than the amount charged children attending the public schools for the same kind of transportation.

(1943, Ch. 648, § 291B)

The primary distinction between the ordinances is that under 9.101, the Board of Education has the discretion to establish new bus routes for the transportation to and from school of children attending schools not receiving State aid.

Historical Overview of Services

The transition of services in which parochial schools accessed the same buses servicing public schools, section 9.100, to parochial schools receiving their own buses, section 9.101 took place in the mid 1970's. In the July 19, 1979 memorandum (attachment) from Charles Ecker to Grason Fowble, Mr. Ecker states, "When the separate system was established two years ago, it was agreed that we would provide the same service that we provide regular students." In the Board of Education minutes dated September 22, 1983 (attachment), Mr. Robert Lazarewicz, provided the following background in his report:

Transportation services for parochial students began in the early 1940's. There have been some significant changes in the type and level of services related to providing transportation for parochial school students. The program began as a "shuttle system" whereby parochial school students boarded the public school bus and rode to a public school. A "shuttle bus" then provided bus service to the respective parochial school. In 1976 a "separate fleet" system was established which provides separate buses for parochial school students. This system was established primarily because a state-imposed financial penalty made the "separate fleet" more cost effective. With some modifications the "separate fleet" is utilized currently in Howard County.

After the issuance of Mr. Ecker's memorandum and Mr. Lazarewicz's report, subsequent correspondences and Board minutes address attendance areas for the parochial schools, as well continued budget discussions. A letter from the Attorney General of Maryland, dated February 15, 1995 is also included as an attachment. Lastly, in 1984, the Atholton Adventist School requested transportation services and later in the year withdrew their request.

Current Services and Statistics

Currently, school bus service is provided to the following five (5) parochial schools: Bethel Christian Academy, Our Lady of Perpetual Help (OLPH), Resurrection-St. Paul Catholic School, St. Augustine School, and St. Louis Catholic School. Each school receives service in accordance with section 9.101, namely, school buses are assigned to each school.

Bus Assignments

- Bethel Christian Academy - 2
- Our Lady of Perpetual Help (OLPH) - 2
- Resurrection-St. Paul Catholic School - 4
- St. Augustine School - 2
- St. Louis Catholic School - 9

Each school bus assigned to a parochial school is also assigned to provide service to public schools. For example, the buses assigned to OLPH, service a high and middle school prior to starting the OLPH trip. These scheduled trips are designed to maximize efficiencies and are consistent with the assignments of trips assigned to each school bus throughout the county. The complete schedule for all buses is provided below.

Bethel Christian Academy		
Bus 854 Hammond HS Bethel Christian Academy Clarksville ES	Bus 970 Patuxent Valley MS Bethel Christian Academy Forest Ridge ES	
OLPH		
Bus 159 Long Reach HS Bonnie Branch MS OLPH	Bus 861 Oakland Mills HS Mayfield Woods MS OLPH	
Resurrection-St. Paul		
Bus 468 Centennial HS Burleigh Manor MS Resurrection-St. Paul	Bus 771 Mt. Hebron HS Patapsco MS Resurrection-St. Paul	Bus 801 Mt. Hebron HS Patapsco MS Resurrection-St. Paul
Bus 821 Mt. Hebron HS Bonnie Branch MS Resurrection-St. Paul		
St. Augustine School		
Bus 156 Howard HS	Bus 988 Mayfield Woods MS	

Elkridge Landing MS St. Augustine School	St. Augustine School Bellows Spring ES	
St. Louis Catholic School		
Bus 300 Marriott's Ridge HS Burleigh Manor MS St. Louis Catholic School	Bus 74 River Hill HS Clarksville MS St. Louis Catholic School	Bus 75 River Hill HS St. Louis Catholic School
Bus 8 River Hill HS Clarksville MS St. Louis Catholic School	Bus 871 Patuxent Valley MS St. Louis Catholic School	Bus 88 Folly Quarter MS St. Louis Catholic School
Bus 89 River Hill HS Burleigh Manor MS St. Louis Catholic School	Bus 956 Wilde Lake HS Harpers Choice MS St. Louis Catholic School	Bus 959 River Hill HS Clarksville MS St. Louis Catholic School

The average trip length of parochial school trips is 13.5 miles as compared to 5.4 miles for public school trips. This difference can be attributed to the larger service areas (boundary) for the parochial schools. Additionally, since time has a direct correlation to mileage, the trip average for parochial schools is 45 minutes and the public school average of 24 minutes. Lastly, the ridership on parochial school buses is typically low (on average 20 students per bus). As a result, trips were consolidated which yielded a reduction of six (6) trips (Bethel Christian – 1, St. Louis -1, OLPH -2, and Resurrection 2). The transportation office continues working closely with the school administrators and will continue their efforts in reviewing the utilization of buses.

Schools	Data	Total
Bethel Christian Academy	Sum of Number Stops	80
	Average of Duration	52
	Count of Trips	4
	Average of Distance	13.64
OLPH	Sum of Number Stops	42
	Average of Duration	30
	Count of Trips	4
	Average of Distance	12.05
Resurrection-St. Paul	Sum of Number Stops	82
	Average of Duration	42.75
	Count of Trips	8
	Average of Distance	11.49
St. Augustine School	Sum of Number Stops	82
	Average of Duration	41.25
	Count of Trips	4
	Average of Distance	16.24
St. Louis Catholic School	Sum of Number Stops	181

	Average of Duration	50.5
	Count of Trips	18
	Average of Distance	14.18
Total Sum of Number Stops		467
Total Average of Duration		45.89
Total Count of Trips		38
Total Average of Distance		13.55

Cost of Services/Budget Impact

Since school bus service is competitively bid, with the term of a contract for six (6) years with six (6) additional renewal years, the contract assignments and associated rates may change. The rates are based on the following:

- Base Hourly Rate for 5 hours
- Base Mileage Rate for 55 miles
- Extended Hourly Rate for time over 5 hours
- Extended Mileage Rate for mileage over 55 miles

Because buses service parochial and public services, the work assigned to support these services must be assigned to the appropriate category. On average, parochial school costs represent approximately 48% of each contract and the requested amount for parochial services for FY21 is \$797,811.

Parochial school transportation is budgeted under State Category 14: Community Services. The County does not include Category 14 in the calculation of the required Maintenance of Effort (MOE) funding. Therefore, neither a decision to maintain this request nor to eliminate it will have an impact on MOE.

In response to a request for an analysis of the budget impact if some parents transfer their child from a parochial school to an HCPSS school, it is important to note that the school system both receives additional revenue per student as well as incurs an obligation to provide services. This analysis is not reducible to a single dollar impact. On the revenue side, HCPSS will receive approximately \$14,000 in FY 2021 formula-based funding from the State and County combined per student. Actual enrollment used in the formula lags by one (1) year; therefore receipt of new dollars for new students is delayed one (1) year. Each additional student creates a demand on services, however, and at some point depending on the number and nature of students that demand create operating and capital costs, some of which may be significant.

School	Bus #	Route #	Contractor	Daily Contract Cost	Parochial Trip Cost	Parochial % of Total
Bethel Christian Academy	970	R1323	Blue Horizons	402.35	148.79	36.98%
	854	R0994	Mellors	319.58	129.23	40.44%

OLPH	159	R1186	Tip Top	329.3	135.64	41.19%
	861	R0861	Tip Top	327.83	224.38	68.44%
Resurrection-St. Paul	771	R0877	BL Corn	313.38	137.77	43.96%
	468	R1327	MBG	387.71	161.51	41.66%
	821	R0808	MBG	348.9	145.6	41.73%
	801	R1332	Y&L Trans	400.85	156.1	38.94%
St. Augustine School	156	R0884	Tip Top	349.34	185.32	53.05%
	988	R0874	Tip Top	303.7	130.42	42.94%
St. Louis Catholic School	956	R1052	Blue Horizons	462.64	259.49	56.09%
	959	R1050	Blue Horizons	368.63	156.77	42.53%
	300	R0802	Bowens	359.92	222.46	61.81%
	74	R1157	Bowens	332.92	131.85	39.60%
	75	R0855	Bowens	337.1	306.77	91.00%
	88	R1339	Bowens	490.79	282.05	57.47%
	89	R1277	Bowens	515.8	260.65	50.53%
	8	R1120	HOB	317.95	125.04	39.33%
	871	R0993	JC Bus	342.88	283.93	82.81%
Average				369.03	188.62	48.53%

It should be noted that administrative human capital costs (design the bus routes, provide customer service to schools and parents, and contract oversight to the bus contractors assigned to each school) is not charged to State Category 14.

Lastly, should the Board consider providing service only under section 9.100, the school system would not yield a budget reduction savings from funds allocated to support parochial services. The buses assigned to the schools are still under contract with the Board and would be reallocated to support other needs of the school system.

If you have any questions, please contact Mark Blom, General Counsel, or David Ramsay, Director, Pupil Transportation Office.

Copy: Executive Staff
Board of Education Office

A JOSEPH COLEMAN, JR.
ATTORNEY AT LAW
ANDREW A. TRUMAN
ROBERTA E. PARKER, JR.
MAYNOR PROSEKINER WATSON, P.C.



**THE ATTORNEY GENERAL
OF MARYLAND**

ROBERT A. SARNOCKI
ATTORNEY GENERAL
OFFICE OF THE ATTORNEY GENERAL
STATE HOUSE, ANNE ARUNDEL COUNTY, MARYLAND
ROBERT A. SARNOCKI
KATHARINE H. ADAMS
KATHERINE A. CORNELL
OFFICER, UNIVERSITY OF MARYLAND

OFFICE OF
COUNSEL TO THE GENERAL ASSEMBLY
104 Legislative Service Building
99 State Circle

Annapolis, Maryland 21401-1991
Dist. Office: 4100A, Capitol Area, (410) 641-3400
Washington, D.C. (202) 691-8520/8525
TTY: Four Districts, (410) 641-3414; D. C. Metro, (202) 691-3814

February 15, 1995

The Honorable Martin G. Madden
402B Senate Office Building
Annapolis, Maryland 21401-1991

Dear Senator Madden:

You have requested advice on whether under law the Howard County Board of Education may discontinue a program of transportation of public school students or not include in its proposed budget funds for such a program.

On the basis of statutory construction, it is my view that the Board of Education may not discontinue this student transportation program or fail to include any funds in its proposed budget for its operation.

In 1943, the General Assembly enacted the following public local law for Howard County:

"All children who attend parochial schools in Howard County, which schools do not receive state aid, and who reside on or along or near to the public highways of Howard County, on which there is now or hereafter operated a public school bus or conveyance provided by the Board of Education of Howard County for transporting children to and from the public schools of Howard County, shall be entitled to transportation on the said buses or conveyances, subject to the conditions hereinafter set forth, from a point on the said public highways nearest or most accessible to their

respective buses to a point on said public highways nearest or most accessible to their respective schools, without charging the voters of said buses or conveyances now or hereafter established by said Board of Education of Howard County for transporting children to and from the public schools. Such transportation may be provided by the Board of Education, as provided for all the children attending schools described herein, upon the same terms and conditions as may or may be hereafter established by the Board of Education of Howard County for children attending public schools." (Emphasis added), Chapter 64B, Laws of 1943; Howard County Code, §9.100.

This statute also authorizes the County to appropriate funds for the parochial student transportation program; empowered the Board of Education to establish new bus routes "in its discretion" for the program, and to set "reasonable terms and conditions" for program administration; and states that:

"[B]ut in no event shall the amount charged children attending such schools be greater or less than the amount charged children attending the public schools for the same kind of transportation." Howard County Code, §9.101.¹

¹ According to U. S. District Court Judge Harvey in McCarthy v. Hornebeck, 590 F.Supp. 936, 939 (D. Md. 1984):

"There is no State law which relates to the providing of transportation services at public expense for private school students. However, in eleven of Maryland's twenty-four counties, local laws permit the extending of some such services to nonpublic school students at county expense. The remaining thirteen counties have not authorized the use of public funds for the furnishing of transportation services to private school students.

The counties which do not have public local laws concerning the transportation of nonpublic school students are now without power to enact legislation which would offer such services at county expense. In 1977, the Maryland Court of Appeals ruled that as a matter of public policy, the Board of Education of Howard County would provide transportation for nonpublic school students. McCarthy v. Board of Education of Anne Arundel County, 280 Md. 634, 374 A.2d 1135 (1977). The Court held in McCarthy that the field of education has been preempted by the General Assembly and that since transportation is an integral part of modern education, the home rule power of the counties did not extend to providing services of this sort. Under Maryland law

The Honorable Martin G. Madden

February 15, 1995

Page 3

The 1943 enactment is not a directory enactment that allows the Board of Education to disregard its terms. Although admitting of a measure of discretion in the establishment of new routes, in setting "reasonable" program terms and conditions, and making those terms and conditions the "same" as those for children attending public schools, the statute's basic command is framed in mandatory terms, viz. that qualified parochial school students "shall be entitled to transportation". In light of this requirement imposed by the General Assembly, the Board, in my view, is not free to eliminate this program that was established by law. Nor, in my opinion, can the Board eliminate the program by simply refusing to request in its budget money for parochial student transportation. Under §5-101(c) of the Education Article, student transportation is a budget category for which the board is required to prepare an annual budget under §5-101(b). CF. Board of Education of P.G. Co. v. Co. Comm., 131 Md. 658, 668 (1917) (Board is "required by statute to expend all taxes received by it in accordance with the terms of their budget").

For these reasons, it is my view that the Board of Education may not discontinue the program of student transportation required by the 1943 statute or fail to include any funds in its proposed budget for such transportation.

Sincerely,


Kathryn M. Rowe
Assistant Attorney General

KMR:mas
bmf/vmd/leh.0931

then, legislative responsibility for dealing with the current pattern of disparate transportation services provided to nonpublic school students in Maryland rests with the General Assembly."

July 19, 1979

TO: Mr. Gordon Fowble
FROM: Charles J. Zickel

RE: Parochial Transportation

It has come to my attention that we are providing transportation services to parochial students that we do not provide to students in public schools.

When the separate system was established two years ago, it was agreed that we would provide the same service that we provide regular students.

The Priest set up school districts for each of the four parochial schools. A person living in one district was not to receive transportation to a school in an attendance area in which the student did not live.

I understand that we are not only providing transportation from one district to another, but we are actually having buses go into another district to pick up students.

Respective immediately, this service provided parochial students will be equal to the services that we provide public school students. Buses going into another attendance area to pick up students will be discontinued.

Please discuss this with me if you so desire.

CJS/ow

Minutes
September 22, 1983

6

REPORT ITEMS

Parochial School Bus Transportation

Mr. Robert Lazarewicz, Supervisor of Support Services and Mr. Glen Johnson, Assistant in Transportation, were present for the discussion of this item. It was pointed out that this report was developed after several inquiries and statements were made with reference to the transportation of parochial school students.

It was reported that in 1943, the Maryland General Assembly enacted local legislation to provide transportation for parochial school students in Howard County. The statute identified the conditions under which such transportation shall be provided and funded. The statute is now part of the Howard County Code in sections 9.100 and 9.101.

There have been several legal opinions and court rulings rendered in the past thirty years concerning the constitutional and legal issues associated with providing school bus service for parochial and/or non-public school students when such services are funded from local and/or state tax revenues. The latest opinion issued to the Howard County Council in 1981 by Timothy E. Welsh, Howard County Office of Law, in summary states:

- The Board of Education of Howard County has correctly interpreted the language of section 9.100 of the Howard County Code as mandatory and not permissive.
- Sections 9.100 and 9.101 of the Howard County Code appear to be constitutionally defective, but until adjudicated unconstitutional the present law is presumed valid.

Transportation services for parochial students began in the early 1940's. There have been some significant changes in the type and level of services related to providing transportation for parochial school students. The program began as a "shuttle system" whereby parochial school students boarded the public school bus and rode to a public school. A "shuttle bus" then provided bus services to the respective parochial school. In 1976 a "separate fleet" system was established which provides separate buses for parochial school students. This system was established primarily because a state-imposed financial penalty made the "separate fleet" more cost effective. With some modifications the "separate fleet" is utilized currently in Howard County.

The costs for parochial school bus service from 1970 to 1983 ranged from \$61,000 to \$203,000. Several cost containment measures have been implemented in the past seven years to help curtail the rising cost of parochial school bus service, including a reduction in the number of buses and a refined routing/scheduling system.

Minutes
September 27, 1983

Considering the legal opinions and court decisions concerning the transportation of parochial students, the staff believes that the Board is mandated to provide transportation for parochial school students in Howard County.

In answer to a question asked by Mr. Salett, Dr. Conditke indicated that the staff has conscientiously acted within the county code and has not been challenged over the years. The plan is to continue to operate on the basis of the same interpretation and past practice which has been successful.

Mr. Salett noted that parochial schools and non-public schools would be eligible for the same transportation aid. The Board was advised that requests would be handled on a case by case basis and would be presented for approval by the Board, as in the past.

1984 Annual Lay Conference

Dr. Lee Smith, Supervisor of Staff Development, was present for the discussion of this item. He presented the preliminary plans for a lay conference on the topic of education and high technology:

The suggested objectives of the conference are:

1. To provide a forum for presentations, discussions, hands-on experiences, and interactions with guest speakers on the topic of high technology and its place in our society.
2. To demonstrate high technology equipment to the public for the purpose of raising awareness to changes in our society.
3. To receive input from community and resource persons on what changes are needed in our school programs to meet the high technology needs in Howard County.

Suggested dates for March, 1984 were given so that speakers can be scheduled. The suggested committee membership was presented to the Board and agreed upon. The appropriate invitations will be sent to those persons identified to make up the committee which will be chaired by Dr. Smith.

A dinner break was taken from 6:00 pm. to 7:30 p.m.

Listening Post Session

Mrs. Sue Hartridge, parent of Wilde Lake High School graduates, shared with the Board her concerns about the program at Wilde Lake High School. The Board asked that the staff follow up and report to the Board with regard to the recommendations presented by Mrs. Hartridge.

Sayers, Margery

From: Karissa Bryant <Karissa_Bryant@hcpss.org>
Sent: Wednesday, May 6, 2020 9:42 AM
To: CouncilMail
Subject: Please fully fund our schools

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

Dear Dr. Ball and Esteemed Councilmembers,

I am writing regarding the proposed FY 21 HCPSS budget. I support keeping the budget funded at Dr. Martirano's requested level.

Dr. Martirano's budget proposal requests that staffing reflect the growth in our student population. Cuts in para-educators and teacher supports have put significant pressure on our teachers and administration. Teachers have been already over working to meet the demands of the students. Due to lack of para-educators, students who need extra help are not being attended.

*Furthermore, during the work sessions, the Board has floated plans to trim essential programs such as music. This is **unacceptable** to parents! Enough cuts!!! Music is a vital program for our students' health and well-being, as well as, their academic success.*

*Funding the school system in this county at the requested level **Stops the Avalanche** of program cuts.*

As a tax-payer of Howard county, I request the Board of Education and the County Executive go well past maintenance of effort to fund the HCPSS budget at this level. Howard County should be dedicated to providing a robust educational foundation for our children by addressing the revenue issue.

Thank you,

--

Karissa Strawley
Band and Strings Teacher
Phelps Luck Elementary School
410-313-6886
[Ms. Strawley's Music Website](#)

Sayers, Margery

From: joel hurewitz <joelhurewitz@gmail.com>
Sent: Wednesday, May 6, 2020 6:18 AM
To: CouncilMail
Subject: HCPSS Budget - School Nurses Needed Even More in the Pandemic

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

Dear Council,

A year ago, a HCPSS nurse was the subject of a CBSNews story on the shortage of nurses in schools.
<https://www.cbsnews.com/news/nurse-shortages-at-schools-could-be-putting-your-child-at-risk/>

In light of the new medical needs of the pandemic, it seems that there is even more of a need for nurses in schools. They will not only help to serve the students, but help protect the county as a whole if any cases of COVID-19 occur. I did not hear this topic discussed at the education work session last week. In light of our new conditions, monies should be in the HCPSS Budget to provide full-time medical personnel at each school.

Sincerely,

Joel Hurewitz

Sayers, Margery

From: Alexis K <ask0109@gmail.com>
Sent: Tuesday, May 5, 2020 7:51 PM
To: CouncilMail
Subject: HCPSS Budget Testimony for the County Council

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

Dr. Ball and Howard County Council Members,

My name is Alexis Kalivretenos, and I am an HCPSS educator. However, long before I was an HCPSS educator, I was an HCPSS student. I was fortunate to have an excellent education. I had teachers who cared about me, who challenged me, who supported me. I had access to school programs and resources. I was part of a caring community, who placed incredibly high value on education. My experience as an HCPSS student shaped me into not only the person I am today, but also the educator that I have become. It's my goal every day to inspire my students the way my teachers once inspired me.

Knowing that the budget has not been fully funded, I am greatly concerned about my own students and all Howard County students. In a time where we don't know what the next week (let alone the next year) will bring, it pains me to think that our students may not even have the stability of their education to rely on. Cutting programs, supports, and teacher positions to allow for an underfunded budget is NOT in the best interest of our HCPSS students, and will lead to a myriad of negative long term effects.

The services that we as educators provide are essential to the education and well-being of our students. We CANNOT continue to provide these essential services effectively if programs and supports continue to be cut and teacher positions are eliminated. What our students need right now is to know that there are teachers who care about them and are there for them - and will be when we enter the 2020-2021 school year.

Ever since the budget issues arose, I have dreaded answering my students when they look at me, with concern in their eyes, and ask the question, "Ms. K, will you be our band teacher again next year?" Each time I pause for a moment, trying to answer them as honestly as possible. I say, "I sure hope so."

HCPSS provided me with a first class education that afforded me the opportunities I have today. I urge you to provide sufficient funding to the Howard County Public School System so that every child can have the well-rounded education that they deserve. The children are our future, and we must invest in our future now. Thank you for your time and consideration.

Sincerely,

Alexis Kalivretenos

Sayers, Margery

From: Stacey Purdum <staceypurdum@gmail.com>
Sent: Tuesday, May 5, 2020 3:26 PM
To: CouncilMail
Subject: School Budget

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

To the respected members of the county council,

I am both a county resident and a teacher. A difficult accomplishment given the current HoCo teacher salaries. However, I DO NOT support any more money to be directed to the school system.

As a taxpayer, I am appalled at the top-heavy bloated school system that continuously makes cuts to the front lines that support our children and education. Stop giving them money until HCPSS gets their priorities straight and please move forward with the audit. Although it should be conducted by a third party to be productive.

I am a product of HCPSS and was proud of the education that I received. It is rapidly deteriorating and NOT from lack of funding.

Sayers, Margery

From: Sunmy Brown <s_brown0304@yahoo.com>
Sent: Tuesday, April 21, 2020 7:49 AM
To: CouncilMail
Cc: Walsh, Elizabeth; Jung, Deb
Subject: Executive Proposed Capital Budget Fiscal Year 2021: Public Input

[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,

As you prepare to vote on County Executive Ball's proposed capital budget for 2021, I am asking each of you to examine carefully at what is being proposed in this plan.

Though I am pleased to read that a total of allocation of \$92.7 million is the "highest total HCPSS has had in the last 16 years," and investing \$68.7 million using County funds to the school system is what is being recommended, please take into account the rate of growth in student enrollment in the past 16 years as well as the rate in change in how much money was being allocated and spent in previous years. I am hoping each of you have looked over the numbers carefully. I am beginning to suspect these numbers may look "good on paper," but you must look carefully at the details. For too many years, the Howard County Public School System seems to be asking for more and more money, but there continues to be major shortfalls across the county at school-based levels. One has to wonder how the money is being spent ethically to meet the needs of all children attending HCPSS schools.

Looking at the systemic renovation amounts of \$13.5 million and \$7.3 million for other on-going needs, many of the schools in the county have not had major renovations since it first opened its doors. For example, Dunloggin Middle School, located in Ellicott City, built in 1973, has had no major renovations since 1999--21 years ago. The total enrollment in this school as of 9/30/19 is 628 students. Though the school has portables, there have been instances throughout the year when students couldn't use them effectively because class-sizes were too large or there were heating/cooling issues inside the portables. Students needed to relocate to other parts of the school to access instruction. This is unacceptable and it's disruptive.

Though bathrooms may be functional at DMS, many students end up using a handful of restrooms in the school building because they deem them "gross." Depending on where students are located in the school, this takes away minutes from instruction to utilize the restroom. I believe the school PTA is actually trying to raise funds or allocate PTA monies to "beautify" the school bathrooms. The PTA should be raising money for enrichment activities to foster educational experiences, instead they are putting money towards beautification efforts because this is actually a need, a priority. How many PTAs in the county do you know of needs to do this kind of spending on bathroom beautification? This wouldn't be the case if there were renovated bathrooms at Dunloggin Middle School and the additional wing HCPSS approved a few years ago, which included at least 100 additional seats or so in the school building, accommodating student growth at the school.

There are several priorities when considering and approving a County Budget year to year. It takes an enormous amount of collaboration and thoughtful discourse. Please listen to professionals, experts, and constituents voices and advice. Continue to examine, challenge, and ask thoughtful questions as you consider approving this budget. Today, I am asking that each of you hold the Howard County Public School System accountable for how they are using the money the County provides them from year to year.

Thank you for your consideration.

Sincerely,
Sunmy Brown
Ellicott City, MD

Sayers, Margery

From: tim siemens <tjsiemens11@gmail.com>
Sent: Tuesday, May 5, 2020 9:26 PM
To: CouncilMail
Subject: Testifying soft copy for Tim Siemens' at the Operating Budget Meeting-Education

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

I would appreciate it if you could share this with the county council members...thank you..tim siemens

Operating Budget Public Hearing- Education (HCPSS)
May 6, 2020 – 6:30 PM
councilmail@howardcountymd.gov

CouncilWebex@howardcountymd.gov

https://apps.howardcountymd.gov/otestimony/Group_Representative_Affidavit_Digital.pdf

Dear Chairman
Howard County Council,

I am Tim Siemens, tired pastor from Grace Community Church and Chairman of the Board of Directors of Chin Integration and Advocacy Network USA (CIAN).

On behalf of the Chin community in Howard County, I am testifying to request a Chin Liaison position at Howard County Public School System (HCPSS). The role of this position is to facilitate communication and understanding across cultures between schools and the Chin families. There are approximately 400 Chin students studying at HCPSS from elementary to High School. They live in Laurel, Jessup, Columbia, Savage, and Elkridge.

I expect the Corona virus will have a significant impact on this year's budget. So I would be happily surprised if you were able to consider the Chin liaison position this year. I would like to use these minutes to share some of the unique challenges for the Chin refugees here in Howard County.

The Chin are one of the ethnic groups in Burma which is situated between India and China. They came here as refugees due to the persecutions by the military regime in Burma. There are about 70,000 Chin in the United States and approximately 5,000 in Maryland. Over 1,000 of them live here in Howard County. Living in Howard County is very expensive for Chin refugees. However, the Chin communities choose to live here because of the good quality of education and the County has been very welcoming to immigrants and refugees.

When you get the opportunity to consider additional liaison positions to serve the immigrants and refugees in Howard County I would ask you to consider the unique needs of refugees like the Chin.

- 1.
- 2.
3. You see an immigrant chooses to leave their contrary and are able to bring their assets with them.
4. Refugees on the other hand are fleeing for their lives and quite literally just bring the clothes on their backs.
- 5.
- 6.
- 7.

8. Most Chin refugees will have spent years in refugee camps in Malaysia before getting resettled.
9. There are no schools for their children in the refugee camps so many will arrive behind on their schooling. Even if the children actually come from Myanmar they have been an oppressed people with little support for their schools from the government so the
10. schools are not well staffed.
- 11.
- 12.
- 13.
14. They come from an agricultural village where few of the parents have received education beyond
15. high school and the priority is their crop production and not schooling. Parents do not play much of a role in their children's education. The concept of taking out a loan or scholarships for school is a foreign concept. Most parents do not speak English.
16. So the liaisons are crucial to the parents understanding our system and to the success of the Chin students.
17.
 - a.
 - b.
 - c. There is one Chin liaison, BiBi, who does an incredible job, but it's simply not possible to resource
 - d. all the schools the 400 Chin students attend and engage all their parents
 - e.
- 18.
- 19.
20. Many Chin students received free and reduced meal services (FARMS). Chin families are challenged
21. by the economics of making minimum wage. Both parents are working and doing a pass off between one working day shift while the other works night shift.
- 22.

CIAN is trying to play a supportive role with the education of the Chin students. With...

- 1.
- 2.
3. Elementary thru High School students we have offered a week of summer school where Chin and non-Chin
4. college students and young adults help them with English and Math
- 5.
- 6.
- 7.
8. High school juniors we are helping them with applying for college and scholarships
- 9.
- 10.
- 11.
12. College students we are helping to identify and apply for internships and apprenticeship opportunities.
13. Also assisting graduating students to connect with businesses in their field of major.
- 14.

As you know, students are learning online due to coronavirus. Due to the language and learning system they are struggling.

Thank you for the opportunity to increase your awareness of the unique challenges of the Chin refugees in Howard County. I hope you are able to consider a Chin Liaison position at HCPSS in the near future .

Sincerely

Tim Siemens

FY2021 Operating Budget for HCPSS

During the Board of Education work sessions for the FY2021 budget, the Chief Academic Officer and Superintendent both stated their highest priority was Special Education. And yet, that was the ONLY program that the Board of Ed reduced in their requested funding from the Superintendent's proposal, by \$3.7M.

I have been critical of the school system for the lack of evaluation of special education programs and justification of their budget dollars spent. Take a look at the performance measures for each department in the budget book. Most are numbers of opportunities provided, number of people trained, or numbers of things done. They have nothing to do with actual performance or accountability.

However, we must also look at the recent history of special education in Howard County.

Between 2013 and 2018, HCPSS gained 1,006 additional special education students and only 2.5 special education teachers.¹ The HCPSS plan has been to meet their legal requirements on paper for adults assigned to special education students by hiring nonprofessional staff, that means untrained aides.

In 2019, Montgomery County had 251 MORE special education teachers than special education aides, while Howard County had 150 more aides than certified teachers. How can that be? Howard County had almost 800 paras and student assistant along with 845 part-time, minimum wage temporary employees to work with these complex students.

To add to the problem, Howard County has the lowest minimum requirements for all of these aides – with only a high school diploma required. Montgomery County, for instance, requires an associate's degree with a preference for a bachelor's degree and a minimum of nine credit hours in an education field such as behavior management or instructional strategies. Our most complex students are given the least trained people with whom to spend most of their day.

HCPSS also transferred \$4.5M OUT of special education between 2011 and 2016.

Although the Board of Education has already limited the County's ability to meet the needs of these students as recommend by the Superintendent and staff by reducing the Superintendent's proposal, the County Executive has decimated it by cutting \$13M.

Based on my educated experience, here is what I believe will happen if special education funding is so severely reduced. Howard County will lose more good teachers due to the stress of so many students on IEPs in their classes with not enough resources and training. Behaviors will increase because student needs will not be met, which will impact all students in our inclusion model. There will be more legal battles, nonpublic placements, and compensatory services due to the lack of appropriate staff. We have already seen a large increase in nonpublic tuition and transportation costs due to the lack of staff from 2013 to 2018. Nonpublic tuition was

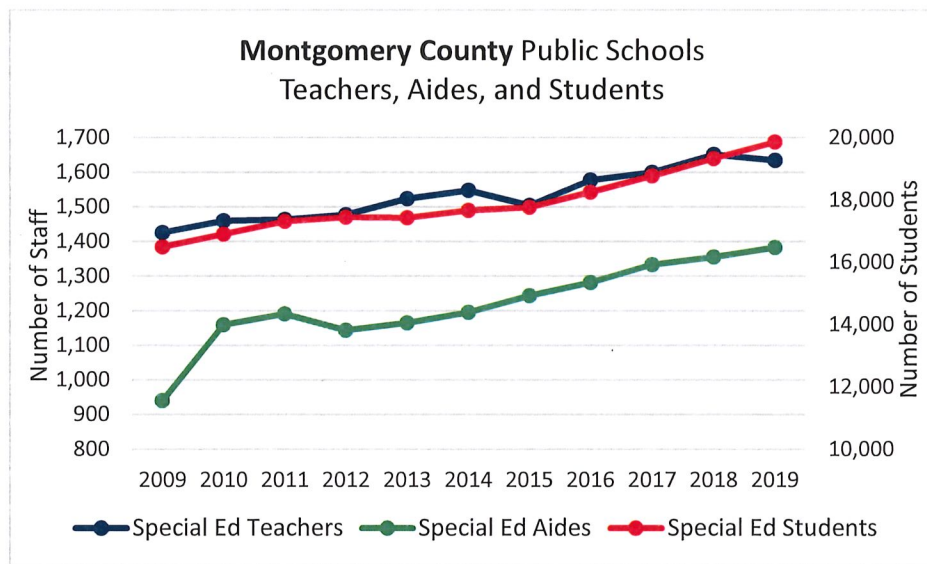
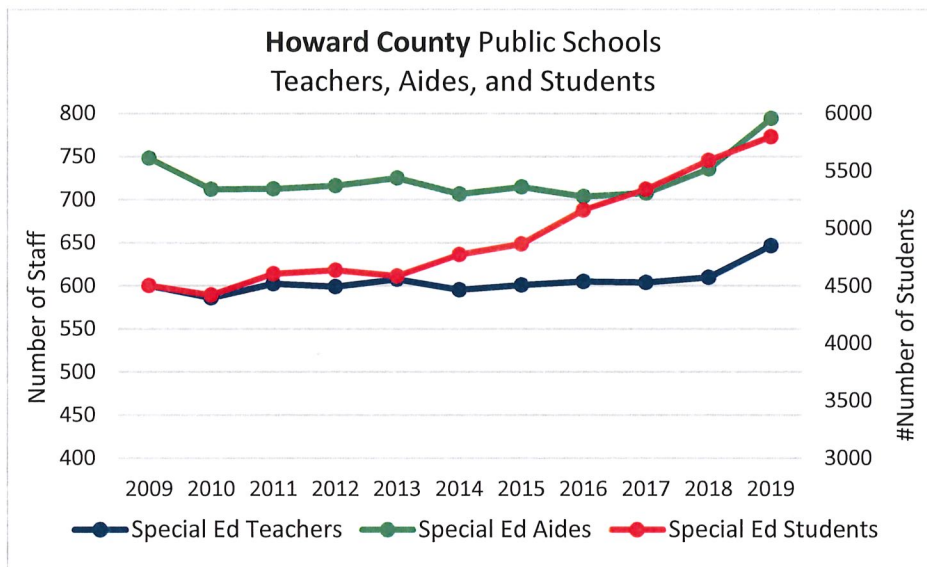
¹ <http://www.marylandpublicschools.org/about/Pages/DCAA/SSP/index.aspx>

underfunded by almost \$2M in 2018 and by almost \$3M in 2019. They paid that debt through salary savings in vacant positions. It is a vicious cycle and if we don't increase certified special education teachers and train support staff and general education teachers, this will never end and it will bankrupt the school system – financially and academically.

I urge you to increase funds in the special education category and require the school system to report back to you on the success of their dollars spent as they are tied to student outcomes.

Respectfully,

Barb Krupiarz



FY	Categorical Transfer Out of Special Education	funds paid to contractor for special ed temporary employees	Number of Special Ed Certified Teachers	Number of paras, student assistants	Number of Special Ed TEs	Number of Students in Special ed Nonpublic Schools	Number of Students on IEPs
2011	(\$1,539,600)	\$ 1,924,968	602.5	712.5	804.5	162	4570
2012	(\$470,000)	\$ 1,682,600	599	716	791.7	178	4639
2013	\$0	\$ 2,042,785	607.5	725	793.7	169	4586
2014	(\$900,000)	\$ 2,343,631	595.5	706.5	799.1	181	4771
2015	(\$1,100,000)	\$ 2,735,925	600.9	714.5	786.7	192	5158
2016	(\$490,000)	\$ 2,431,598	605	703.5	786.7	193	5164
2017		\$ 2,704,406	604	707.5	790.7	192	5339
2018		\$ 3,082,518	610	735.5	809.9	234	5592
2019		\$ 3,368,530	646.5	794	845.5	215	5846
2020						263	
	(\$4,499,600)	\$ 22,316,961					

	Categorical Transfer Out of Special Education	funds paid to contractor for special ed temporary employees	Number of Special Ed TEs	Number of Students in Special ed Nonpublic Schools	Number of Students on IEPs
2011	-\$1,539,600	\$ 1,924,968	804.5	162	4,570
2012	-\$470,000	\$ 1,682,600	791.7	178	4,639
2013	\$0	\$ 2,042,785	793.7	169	4,586
2014	-\$900,000	\$ 2,343,631	799.1	181	4,771
2015	-\$1,100,000	\$ 2,735,925	786.7	192	5,158
2016	-\$490,000	\$ 2,431,598	786.7	193	5,164
2017		\$ 2,704,406	790.7	192	5,339
2018		\$ 3,082,518	809.9	234	5,592
2019			845.5	215	5,846
2020				263	
	-\$4,499,600	\$ 18,948,431			



HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

10910 Clarksville Pike • Ellicott City, Maryland 21042 • 410-313-6600 • www.hcpss.org

Special Education Paraeducator

DESCRIPTION

The person in this position works under the general supervision of the principal or assistant principal. With direct supervision from a teacher, provides assistance in implementing plans and programs related to the academic or functional skill attainment for students with mental, physical, and/or emotional learning challenges. Works directly with students, individually or in small groups, and performs clerical work as assigned. Performance is evaluated periodically.

ESSENTIAL JOB FUNCTIONS

- Provides academic and physical assistance to students with disabilities as directed in one-to-one or in small groups
- Assists teachers with academic instruction and the implementation of Individual Education Program (IEP)
- Ability to lift and carry non-ambulatory students
- Provide clerical support to teachers and other professional staff
- Performs other duties as assigned.

EXAMPLES OF WORK

- Assists in implementing lesson plans and preparing academic materials
- Assists the teacher in the rewriting of materials to meet academic levels of a student or group
- Assists the teacher in implementing student IEP's
- Works with students one-to-one or in small groups
- With appropriate supervision and training, assists in teaching communication skills, implementing student behavior and learning programs with the use of behavior modification and crisis intervention
- Assists with the physical demands of functional life skills and academic skills, in school and community settings
- Makes observations, collects data, and gives input to appropriate staff
- Assists students with the use of media equipment, augmentative communication devices and computer learning techniques
- Assists with the physical demands of students by lifting, positioning, putting students in supportive devices, and transferring students from wheelchairs for toileting and for position change
- Monitors and is aware of medical needs of students, medical concerns and responds to emergencies as needed
- Performs clerical duties to include reproducing materials, initiating and maintaining files and records
- Operates various types of office machines and audio-visual equipment
- Takes inventory

EXAMPLES OF WORK - continued

- Takes notes and minutes and prepares reports for teachers, instructional leaders and administrators
- Schedules parent-teacher appointments
- Prepares instructional materials, learning centers and bulletin boards
- Administers and scores tests
- Plans student programs
- Assist students with feeding
- Supervises physical activities
- Escorts students and monitors them during non-classroom hours
- Assists students with feeding
- Attends screening committee meetings
- Performs other duties as assigned.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

- Ability to maintain confidentiality
- Ability to communicate clearly and concisely in both written and oral form
- Ability to remain calm under trying circumstances
- Ability to reinforce lesson plans to support the educational program for student
- Ability to follow directions from the teacher, which may include reinforcing instruction presented by the teacher
- Ability to provide personal attention to students on an individual basis
- Ability to work with small groups of students and assist with instruction
- Ability to use patience and care to provide students of all abilities with an active learning environment
- Ability to discuss problems affecting students' progress and with the teacher and, if so directed, with other professional staff
- Ability to demonstrate flexibility to work with students and staff
- Ability to carry out assignments to completion
- Ability to perform clerical work and knowledge of computers and keyboarding
- Possess basic knowledge of technology and keyboarding to support student learning
- Ability to demonstrate strong human relations skills
- Ability to have strong, positive communication and interaction skills when dealing with co-workers, students, administrators, parents and/or the community
- Ability to attend professional development sessions
- Perform other duties as assigned.

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High school diploma or equivalent.

REQUIRED LICENSES AND CERTIFICATES

None

OTHER DESIRABLE QUALIFICATIONS

Prior experience working with children.
Eagerness to work students with disabilities.
Possess initiative, ingenuity, and patience.

Equal opportunity employee

Montgomery County Public Schools

OFFICE OF HUMAN RESOURCES AND DEVELOPMENT → CLASSIFICATION → PARAEDUCATOR, SPECIAL EDUCATION

Sorted by job title: [A - C](#) | [D - H](#) | [I - Q](#) | [R - Z](#)

Paraeducator, Special Education

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION		
OFFICIAL TITLE: Paraeducator Spec Ed	CODE: 6550	SQ/OQ: Optimal Qualified
WORKING TITLE: Paraeducator, Special Education	GRADE: 12-13	MONTHS: 10
<p>SUMMARY DESCRIPTION OF CLASSIFICATION: At the direction of the principal, assists teachers by performing a variety of tasks that promote student learning and well-being. Works individually and in small groups to reinforce instruction, monitor performance, and support learning. This position also performs a variety of instructional and classroom management supports, as well as related clerical tasks to support teachers and other professional staff in all classrooms or learning environments.</p>		
MINIMUM QUALIFICATION STANDARDS		
<p>KNOWLEDGE, SKILLS, AND ABILITIES: Knowledge of child development, instructional strategies and practices applicable to assignment, and instructional goals and policies of Montgomery County Public Schools. Ability to assist with implementation of the instructional program and to participate in monitoring and ensuring appropriate student behavior. Ability to exhibit patient behavior and to work effectively with children, young adults, and staff members. Ability to follow written and verbal instructions and to perform all required tasks. Ability to communicate effectively, both verbally and in writing. Ability to read/write /speak English. Ability to interact with and support students with special needs. Knowledge of standard desktop computer hardware and software such as MS Office products and database software. Knowledge of and the ability to meet the seven core competencies of the Supporting Services Professional Growth System (SSPGS).</p>		
<p>EDUCATION, TRAINING, AND EXPERIENCE: These requirements are in order of preference. Associates degree, required. Bachelors degree preferred. A minimum of nine credit-hours related to education field such as behavior management, instructional strategies, and/or one year experience working with students in structured educational (or academic) situations required. Two to four years experience working with children and adolescents preferred. Or at least 48 college credits and two years of experience in an education related field including preschool, adult day program, after school program, extended day, or school/non-school based departments, etc. Or two years of experience in an education related field including nursery school, adult day program, after school program, extended day, or school/non-school based departments, etc., and successful completion of the ParaPro Assessment with a qualifying score of 455 or higher is required. Any combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.</p>		

CERTIFICATE AND LICENSE REQUIREMENTS: None.

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) Frequent bending, walking, running, and lifting of objects/equipment up to 50 pounds may be required. Additional demands may require moving wheelchairs, assisting with toileting, feeding and other daily living activities. Assist with self-care plans such as toileting, feeding, personal hygiene, dressing and other daily living activities; physically assist students to engage in activities such as walking or eating, able to kneel and work on the floor with students, able to walk for long periods. Assistance with physically aggressive behaviors required.

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Outside duty may be required. Must be able to accommodate flexible scheduling and change of location and/or program, as needed. May require training to accommodate students' special needs. Continues planned instructional activities during teacher's temporary absence from the classroom. May be required, after training on the administration of medications, and/or treatments including G-tube feedings or clean, intermittent/non-complex bladder catheterization. [COMAR 13A.05.05.08 (D)]

OVERTIME ELIGIBLE: Yes

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

(The duties listed are typical examples of the work performed by this job classification. This is not an exhaustive statement of duties, responsibilities or requirements and does not limit the assignment of additional related duties for the position. Not all duties assigned are included, nor are all duties listed performed in every office or every day.)

1. Works with the teacher to provide instructional and/or developmental activities for students.
2. Assists individual and groups of children to reinforce learning initiated by a teacher in various subject areas and motor activities; e.g., reading, telling stories, spelling, games, art, writing, music, physical education, mathematics, social/communication, community, recreation/leisure, and physical activities.
3. Assists teachers with content-area instruction for small groups or with individual students.
4. In collaboration with the classroom teacher, implements consistent reinforcement of appropriate student behaviors, as well as surface management strategies to address the behaviors of students experiencing difficulties.
5. Provides specified prompts for student engagement and participation during large group activities.
6. Provides support to all students in academic and non-academic classes.
7. Assists in administering alternative tests and assessments.
8. Performs medical tasks as authorized by the Maryland Nurse Practice Act.
9. Implements student Behavior Intervention Plan (BIP) or learning contracts, token economy/reinforcement systems, etc. across all settings to manage inappropriate student behaviors,

including aggression and self-injury using proactive and responsive strategies.

10. Monitors students engaged in independent work or similar activities while the teacher is otherwise occupied.

11. Provides special help to students with short attention spans through interesting activities.

12. Alerts teacher to individual student needs and suggests programming, and prepares individual student activity plans under direction of the teacher as required.

13. Supports the implementation of Individual Education Plans (IEPs).

14. Reviews and reinforces classroom lessons and learning experiences with students requiring individual or close attention.

15. Assists teachers planning for and conducting classroom activities.

16. Provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress.

17. Engages in daily and extended planning of activities with teachers.

18. Keeps teacher informed of student progress and learning needs.

19. May assist the teacher in classes presenting basic skills in off-site job training programs.

20. Assists teacher in carrying out classroom activities; prepares instructional materials requiring knowledge of the instructional subject matter.

21. Sets up and operates equipment; uses assistive technology to support student learning and communication and other equipment.

22. Assists in administering tests and examinations; corrects and scores objective tests requiring subject matter knowledge.

23. Helps maintain order and discipline and assists in managing the behavior of students, including crisis intervention.

24. Assists students with research.

25. Assists with teaching classes of basic skills and may monitor a computer, writing, or other technology laboratory under general supervision.

26. Supervises students between classrooms, during lunch period and recess, and during playground activities; eats lunch with students, and provides physical and instructional assistance as needed.

27. Assists in the supervision of students while being transported on buses in the loading and unloading of

buses.

28. May perform clerical and non-instructional duties such as keeping daily attendance counts, collection of money, distribution of books and supplies, maintenance of files and records, typing reports and routine correspondence, and reproduction of instructional materials; however, such duties comprise a clear minority of the work hours.

29. Prepares a variety of instructional materials, as requested by the teacher.

30. Assists with routine care, including personal hygiene, toileting, feeding and other custodial tasks, as required or requested.

31. Ensures proper maintenance and care of computer lab equipment.

32. Assists in arrival and departure routines of assigned students.

33. Maintains confidentiality as it relates to student records, IEPs, student files, health information, etc.

34. Ensures students wheelchairs; seat-belts or other safety restraints are properly secured.

35. Observes students behaviors and interactions on the bus during educational off-site experiences and uses the riding time to reinforce classroom learning.

36. Responds to parent inquiries and concerns by referring parents to the appropriate professional.

37. Performs related duties consistent with the scope and intent of the position.

Class Established: 7/03

Date(s) Revised: 1/12, 7/14, 11/14, 1/2017

Last Reviewed:

This description may be changed at any time.

OHRD

Human Resources and Development

©1995–2017 MCPS, 850 Hungerford Drive,
Rockville, Maryland 20850

MCPSweb



Sayers, Margery

From: Michael McClellan <Michael_McClellan@hcpss.org>
Sent: Tuesday, May 5, 2020 4:43 PM
To: CouncilMail
Subject: Budget meeting 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 am writing to express a concern I have for the budgeting process. I understand that there is a large discrepancy between what the HCPSS has requested and what the Council feels it is able to provide, and that it will only be exacerbated by the current COVID-19 crisis. In making a county budget, I would ask that you please consider that among the effects this crisis has had on our county, students, especially those who were already struggling with learning, will need all the support we are able to give.

As a special educator, I have 3rd and 4th grade students who are reading on kindergarten levels. Due to last year's cuts, we have a special educator in my building with 19 students on her caseload, and another with 25. When our students are included, they struggle because some paraeducator positions were cut. All of that was before COVID-19 forced schools to be closed. As it stands, I have some students who still are not accessing instruction for a variety of reasons, regardless of my attempts to contact them and their families. These children will desperately need academic support next school year, and I fear that further budget cuts will have severe impacts on our ability to help those students who need it most.

Any consideration you can give to this thought is much appreciated!

Sincerely,
Mike McClellan
Grades 3-5 ED Regional Special Educator
Waterloo Elementary

This message is intended for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by reply or by telephone and immediately delete this message and all its attachments.

Sayers, Margery

From: Beatrice Withee <beatricewithee@gmail.com>
Sent: Tuesday, May 5, 2020 4:00 PM
To: CouncilMail
Subject: Budget proposals for 2020-2021

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

To Whom It May Concern:

I am writing to you as an employee and as a parent in Howard County Public Schools. I am concerned about the potential budget cuts for the upcoming school year. I work as a paraeducator in an elementary school in the county and see and experience daily the shortage of support staff within the school and how it negatively impacts the student body. Support staff are constantly being pulled to cover/substitute other classes which take them away from their regular duties of supporting classroom teachers and students who need extra support. Many times special education paraeducators have the challenging task of supervising multiple students with special needs. Having been in that situation many times, it is very difficult to meet the needs of all those students while attending to ones that may need more attention.

I beg of you to continue to provide funding towards support staff. With the cuts that were made last year, support staff are already understaffed. If that continues, the students ultimately will suffer the most. Howard County Public Schools is such a strong school system. Please support the students by continuing to fund the staff members who provide so much support to the teachers and the students.

Thank you for your time.

Sincerely,
Beatrice Withee

Sayers, Margery

From: Jonathan Norell <thejonathannorell@gmail.com>
Sent: Tuesday, May 5, 2020 3:49 PM
To: CouncilMail; John_sangiovanni@hcpss.org; Michael_martirano@hcpss.org
Subject: Budget Concern

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

Hello,

I know that we have become a county that speaks of equity. However, sometimes it is those with the loudest voices, mostly those from wealthier areas, that get heard the most (ex: recent redistricting).

I am putting in a plea to not cut MST/RST or paraeducators any further in elementary schools. I think students, especially those in title 1/lower income schools, are shown so much support from these individuals to help reduce the academic gap.

Cutting 3rd grade strings, or minimizing GT dept to just enrichment (math just classroom teachers) would be a better solution. Classroom teachers are capable of teaching these math levels and providing enriching tasks, considering the county creates them all. Third graders can miss strings and students can have the choice of band or strings in fourth grade. GT and stings are valuable, however they have a higher service in the schools where students are already meeting or exceeding expectations. Let's think of those students that don't have the benefit of a high socioeconomic status and could use the MST/RST and paraeducators as further supports.

Thank you for the consideration,

Jon

Sayers, Margery

From: Kelly L. McKim <Kelly_McKim@hcpss.org>
Sent: Tuesday, May 5, 2020 3:34 PM
To: CouncilMail
Subject: budget testimony

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

To The Howard County Council,

First, let me start by saying we are in unprecedented times. The impacts of COVID 19 on local and global communities have been immense and far reaching. Our community will continue to be impacted as the economy recovers from the extended closures. I don't envy the enormous challenge you are facing to try to reconcile the financial challenges we face, while protecting our community's priorities and mission.

Through this process of extended closure, I hope that you have strengthened your core belief that the education of our students is essential in continuing the success of Howard County.

The teachers and staff of HCPSS have been working harder than ever to ensure that our students continue to learn and grow, despite the less than desirable circumstances. As a teacher and parent of a HCPSS student, I know just how hard teachers and parents are working together to provide the best for the students of HCPSS. That being said, our students are missing out on months of instruction. The impact of these many weeks of school closure will have to be addresses in many creative ways in the upcoming school year, and potentially for many years in the future.

We have spent many days talking about "flattening the curve." The idea behind this is to slow the impact of COVID as to not burden and overwhelm the health care system. This saves lives.

I urge you to think critically and work to "flatten the curve" of the financial impact of budget cuts to an already overwhelmed educational system. We need to protect class size, para educator positions, special education staff, and resources that directly support students and teachers in classrooms. Please work as hard as possible to fund these essential needs in our community.

Sincerely,
Kelly McKim
HCPSS teacher and parent

Sayers, Margery

From: Kim Birnbaum <ksmiles@myfastmail.com>
Sent: Tuesday, May 5, 2020 3:22 PM
To: boe@hcpss.org; CouncilMail
Subject: budget testimony: Inadequately funding special education will just make our problems worse
Attachments: CE CC testimony for budget - JKBirnbaum.pdf

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

Attached is testimony in response to the County Executive's proposed budget.

Thank you.
J. Kim Birnbaum

Dear County Council Members and County Executive Ball:

There is no other document that more succinctly and plainly shows our county's priorities than our budget. While most if not all of our elected officials claim to prioritize public education, it is time to show that support. I believe we have hit a point where the money that's available is not sufficient for our growing counties needs. The status quo of borrowing from our future to pay for our present is proving more and more problematic and is just delaying and further escalating our future funding woes.

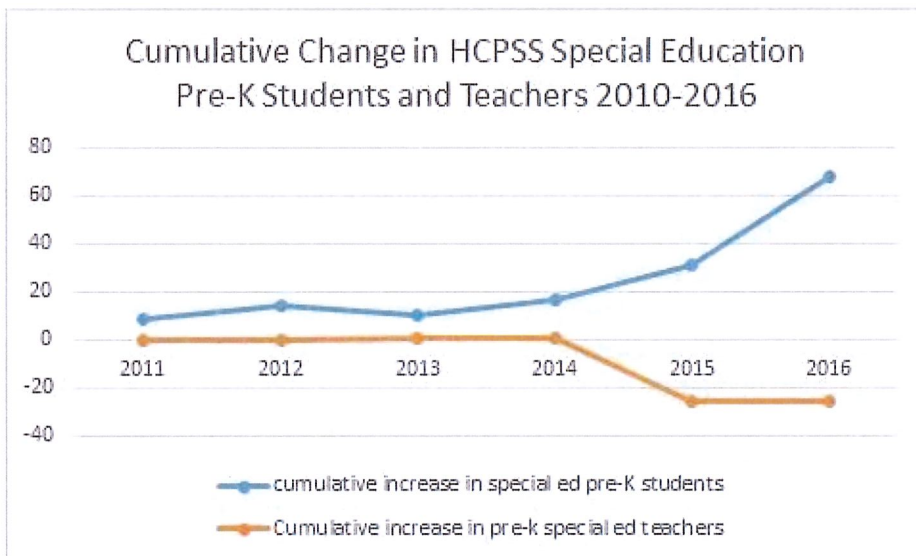
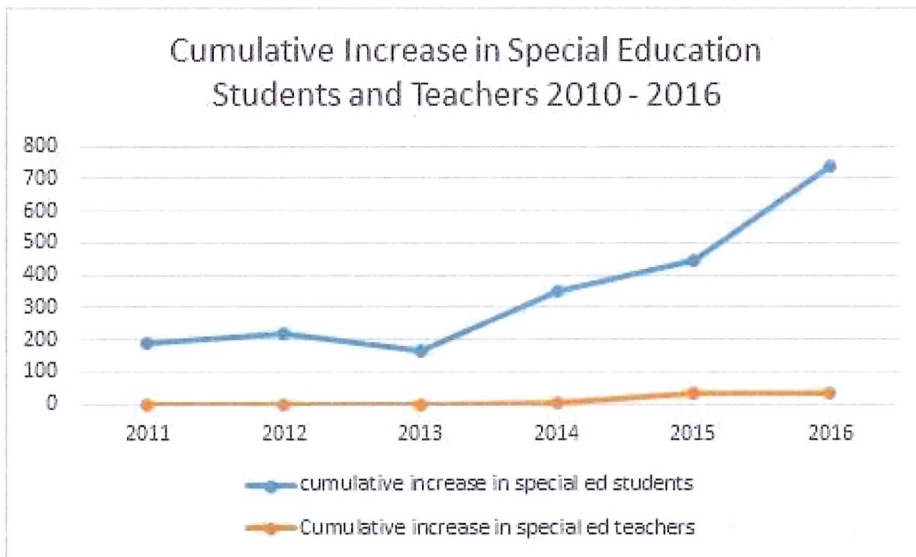
Special education has been grossly underfunded for years. We have enormous achievement and discipline gaps for special education students as well as for minority students. Additionally, we have the cost burdens of a large health care fund debt, having had to buy out the former superintendent's contract, have put off repair and maintenance of schools, our developer fees are still low and projected estimates of student enrollment that we base our budget plans off of continue to not accurately reflect the actual growth of enrollment in our county, and the casino money (at least until July) did not end up adding money, it supplanted it. In light of all of these reasons, we need more money. We must acknowledge that we can no longer borrow from our future by making deep cuts to try to balance out these funding problems. The additional dollars will likely need to be from a combination of sources, cuts to other parts of the county budget, additional funding from the state and/or federal government, higher taxes, and higher developer fees.

While I sympathize with the HCPSS community for wanting to hold onto some of our programs that make us great, such as orchestra and G/T, and my children participate in these programs, they are wants. You've no doubt received a lot of letters about these programs, and in truth I do not WANT them cut, nor will their being cut be anywhere near enough to fund our shortfall. I will say though, that to fund wants over needs is very unwise. Special education is a need and must be fully funded, and since the BOE to my great dismay already voted to reduce the special education budget by 4 million, it is all the more important to be funded fully. I understand that the BOE, after your budget decisions will have to make adjustments, and please know that the legal minimum for special education is a costly route as there WILL be legal issues resulting from hurt students due to insufficiently trained or experienced staff, students who are not progressing, etc. As painful as it may be to infuse money now, not doing so will prove more costly in the long run.

I also care a great deal about equity in our school system. I feel the proposed budget's three additional positions, 2 positions in the Office of Diversity, Equity, and Inclusion, and 1 that will be in the Division of School Management and Instructional Leadership to focus on support and training of administrators will further our progress in this area and is a modest ask for a small number of staff with a very large job that affects nearly all aspects of school system operations. These new positions would be created in a budget neutral manner and would further HCPSS's commitment to equity.

We say that early intervention is key and we know that upfront investment is the most cost effective as well as gives the best outcomes, yet even our early intervention is being hard hit.

The following graphs were posted in a Facebook group I follow, they are from HCPSS approved annual budget documents. I think they speak volumes about our funding and quality woes. Is it any wonder special education is in crisis? These do not even take into account the loss of more experienced staff for cheaper, less experienced staff which we did a lot of in the name of saving money. These short-sighted "savings" are doing nothing to narrow achievement or discipline gaps.



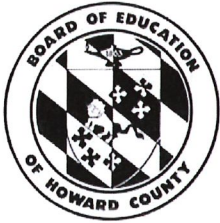
On a personal note, my husband and I are products of HCPSS and wanted to raise our children here where they can receive a high quality public education among a diverse group of peers. Our 2 children are both in HCPSS and both have special needs, though neither currently has an IEP. My son entered RECC in the 2013-14 school year and continued there until he started Kindergarten in the 2016-17 school year. I have first hand seen the difference in training or lack thereof, and the difference of strained and adequate staffing. We have had wonderful teachers and support staff who did their best but struggled with large caseloads or inadequate support. We have also had teachers whose lack of training was glaringly obvious. For example, one teacher dragged (albeit gently) a child with autism into time out. Clearly, this is not someone who has been properly trained on how to work with kids with autism. First of all, the child was trying to avoid the activity and being removed was negatively reinforcing the undesired behavior. Second this is a very poor way to model appropriate behavior, establish rapport, and motivate a child to participate. Lack of training such as this can easily become a safety issue should a staff person not know how to handle a child's behavior or unintentionally escalate a situation. Such incidents could end in lawsuits or nonpublic placements either from extreme incidents or due to a child's continued lack of progress, and at a much larger cost to the county than properly training staff and providing more intensive services. This is a

potentially big liability issue for the county. Similarly, if the county cannot/will not meet a child's needs and ends up paying for nonpublic, that also was more money spent than just doing it right from the start. HCPSS already has a report outlining improvements to be made in special education in HCPSS, this is the time for implementation and in order to begin to do that, the full budgetary ask must be fulfilled. As the county grows, so does our special education enrollment and it is very likely that the needs will continue to increase. Skimping now, is a false savings, and just putting off and exacerbating our problems. I am a parent who has been able to supplement what the county provided with outside therapies. Due to cost and time factors, not everyone is able to do what we have been able to do. For many special needs kids, school is the heart of their therapy and education, and whatever services needed for academic success that are not provided by HCPSS, may not be obtained at all. Thus, this becomes an equity issue as those that can afford interventions get them while others do not. We also need to expand our successes. The county has several successful programs that make a huge difference in outcomes, early intervention including Infants and Toddlers, RECC (Regional Early Childhood Centers), and collaborative funding have been an integral part of our child's progress and are the heart of many county children's education and therapeutic services, and help kids toward catching up to peers. Identifying more kids early and including more kids to ensure that some are not missed is important as late identification often results in it being very hard for kids to catch up once behind, and require more services later on, at a greater cost to the county.

For all of these reasons, I urge you to fund the absolute max you can and try to help secure additional funding for our schools.

Sincerely,

J. Kim Birnbaum
Elkridge, MD



**Board of Education
of Howard County**

Mavis Ellis
Chair

Vicky Cutroneo
Vice Chair

Kirsten A. Coombs

Christina Delmont-Small

Jennifer Swickard Mallo

Sabina Taj

Chao Wu, Ph.D.

Allison J. Alston
Student Member

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

**Board Testimony
Howard County Council Budget Hearing – May 6, 2020**

Good afternoon, Chairperson Jung and County Council members. I am Mavis Ellis, Chair of the Howard County Board of Education. On behalf of the entire Board, I appreciate this opportunity to present testimony on the Board's FY 2021 Budget Request, and to advocate on behalf of our students, staff and families.

We recognize that the County already faced steep challenges in allocating limited funding among the school system and all other county agencies, in an environment where costs and needs are far outpacing available revenue sources. The COVID-19 pandemic makes the fiscal pressures on the county even greater. As you weigh funding decisions, I urge you to consider the critical role school quality plays in attracting businesses and residents to our community, and the importance of sustaining our school system's reputation for excellence, for the local economy and long-term future of our county.

The Board, Superintendent and staff made many difficult decisions to reduce our operating budget request to include only our most pressing priorities and obligations. These difficult decisions included increasing class sizes, reallocating existing positions and delaying full implementation of the Superintendent's proposal to address special education staffing shortages. The impact of these reductions will be compounded by the actions already taken during the last three fiscal years, which include eliminating central office positions and services, scaling back academic programs, freezing instructional support positions and repurposing funds to support classroom needs. These reductions have a very real impact in the classroom and on our students, causing challenges that will escalate as the system prepares to welcome a projected 775 additional students next year.

The quality of educational services is a direct outcome of a highly skilled and dedicated workforce. Howard County competes with neighboring counties for a shrinking pool of highly qualified educators, and even smaller numbers of candidates who reflect the diversity of our students.

This Capital Budget adds improvements and capacity where they are most urgently needed to relieve crowded schools, ensure the equitable allocation of instructional resources, and provide facilities that are essential to allow consistent delivery of high quality instructional programming.

The current capacity of our school facilities is inadequate to keep up with the state-leading population growth in Howard County. The Board's requested Capital Budget projects will help to relieve crowding in our eastern schools and support much needed systemic renovations. These include:

- \$11.3 million in funding for High School #13, targeted to open in fall 2023, which will provide 1,650 new seats
- \$21.5 million in funding toward the Hammond High School renovation and addition, scheduled for completion in fall 2023, which will fully renovate the school and provide 200 additional seats.
- \$15.1 million for the Talbott Springs Elementary School replacement, scheduled to open in 2022. This will allow for the replacement project to begin on schedule with construction in October 2020 and add 160 additional seats.
- \$14.9 million for systemic renovations and roofing projects. These include the roofing replacement project underway at Harpers Choice Middle School, the replacement of the boilers at Hammond Middle School, and the continuation of projects to strengthen school security, enhance indoor environmental quality, and accommodate special education programs.
- \$6.3 million for other needs, such as essential technology upgrades, relocatable classrooms and other critical building maintenance projects.

The Board supports the County Council transfer tax proposal, which would generate essential funding for these capital projects.

The Board and Superintendent greatly value the strong support and commitment to our students that have always been evident among the members of our County Council. We look forward to our ongoing collaboration toward funding the educational services and supports that will give every Howard County student the best chance at a productive and satisfying life.

Mavis Ellis
Chair, Howard County Board of Education

Sayers, Margery

From: Carrie A. Slaysman <Carrie_Slaysman@hcpss.org>
Sent: Tuesday, May 5, 2020 10:05 AM
To: CouncilMail
Cc: Jahantab Siddiqui
Subject: Written Testimony - County Council Budget Hearing 5 6 2020
Attachments: MJM FY21 testimony_ County Council budget hearing 05-06-20.pdf

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

Attached please find the written testimony for the County Council Budget Hearing scheduled on May 6, 2020, submitted on behalf of Dr. Michael J. Martirano, Superintendent, Howard County Public School System.

Thank you.

Carrie

Carrie A. Slaysman
Executive Assistant



Howard County Public School System
10910 Clarksville Pike
Ellicott City, MD 21042
410-313-6814
carrie_slaysman@hcpss.org

Superintendent's Testimony
Howard County Council Budget Hearing – May 6, 2020

Good afternoon, Chairperson Jung and County Council members.

The strong support of our County Executive, Council and entire community has long been among Howard County Public School System's greatest assets. That support and collaboration have been key to our system's progress in improving student outcomes and narrowing opportunity and achievement gaps.

We realize the significant fiscal challenges related to the COVID-19 pandemic now facing Howard County and other local governments around the nation, and we are well aware that no county agency, including the school system, can be immune from the impact of those challenges. We appreciate the difficult balancing of priorities that were necessary to provide HCPSS an increase above Maintenance of Effort, or MOE.

During the current fiscal climate, the school system has employed sound fiscal management, including reviewing our hiring and spending carefully and evaluating major expenditures on a case by case basis. We have continued to look for opportunities to streamline services and accumulate budget savings that are sufficient to manage the unplanned costs during the COVID-19 pandemic, including purchasing 14,000 additional chromebooks acquired to ensure that all students can participate in continuity of learning during this crisis and support long-term planning in the event of an extended closure. While we were able to pay for these expenses with budget savings, we will seek all eligible sources of federal and state relief funding to offset pandemic-related expenses.

We remain committed to our joint plan to eliminate the deficit in our Employee Health Fund over a five year period. The joint plan demonstrates two very important things. First, our demonstrated commitment to fiscal responsibility will restore the sound financial footing of the school system. Second, and more importantly, our funding solutions to meet our obligations and new proposed mandates require a forward-thinking, multi-year approach. We understand that the fiscal strains of the current pandemic make necessary a delay in the County's contribution to this plan for FY 2021. Through careful savings and cost containment, the school system remains able to move forward in our commitment to apply current year savings towards reducing the deficit, while absorbing the additional costs related to our pandemic response.

Councilmembers, today we request your support of the Board's FY 2021 Operating and Capital budget requests.

The operating budget identifies the funding required to accommodate new enrollment, begin addressing critical shortages in special education, and fulfill negotiated increases for our highly skilled and deeply dedicated staff members. To offset these costs, the Board's adopted budget includes a class size increase. Additionally, we made significant reductions in the last two budget cycles and have incorporated further savings within the budget, through evaluating our staff turnover savings and aligning budget amounts to actual expenditures. This is not an aspirational budget request. The request advanced by the Board of Education seeks the minimum funding necessary to fulfill our obligations and continue to provide essential educational services. While we recognize that COVID-19 has altered the county's fiscal landscape, it has also resulted in the school system having to account for constantly evolving methods of instructional delivery.

It is important that our community recognize that MOE funding formulas fall short of the true cost of educational services in a school system that is among the fastest growing in Maryland; has an increasing proportion of students who struggle with poverty, mental health issues, language barriers, and other challenges; and which faces an increasingly competitive market for highly qualified educators. Our students' needs will only continue to increase, year after year, as our student population continues to grow.

We continue to monitor the status of state funding associated with the Blueprint for Maryland's Future legislation, also known as Kirwan. The legislation has the potential to boost state funding beginning in FY2022 to help us support our students and provide funds for compensation increases. The legislation promises to support HCPSS and other Maryland school systems in ensuring high quality instruction and accelerating student achievement and well-being. As the status of the legislation becomes clearer, we will continue to provide updates related to the mandates associated with Kirwan and their implementation costs and plans.

The Board's FY 2021 capital budget request includes funding for three major projects intended to relieve school crowding and provide essential facilities where they are most urgently needed. These include new High School #13, a replacement Talbott Springs Elementary School, and an addition/renovation at Hammond High School. Because school construction and renovation projects are carried out over several years, each of these projects will continue to require funding commitments during the remaining years in the project cycle. The Board and I support the County

Council's proposed transfer tax increase, which would generate the additional funding necessary to allow these capital project priorities to move forward.

I want to thank you for the strong support that our county government leaders have consistently provided for our students, staff, and schools. I look forward to our ongoing collaboration during the budget process to ensure that we continue to provide every Howard County child with a quality education and support services.

Michael J. Martirano, Ed.D.
Superintendent

Sayers, Margery

From: bombick@verizon.net
Sent: Saturday, May 2, 2020 2:32 PM
To: CouncilMail
Subject: Operating Budget (Addendum)
Attachments: Operating Budget 2.xlsx

[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 have been continuing to look at the operating budget and comparing ours to others in the state. Attached please find a slightly more detailed comparison. Again, I note that our HCPSS budget is far lower than that of other counties while our Public Works budget seems unusually high.

Sincerely,

Cate Bombick

Departmental Expenditure Breakdown	Montgomery		Anne Arundel		Frederick		Howard	
	\$	%	\$	%	\$	%	\$	%
Education								
Public Schools	2,795,500,000	47.17%	748,066,200	43.51%	309,699,428	46.60%	620,300,000	34.99%
Community College	318,300,000	5.37%	45,387,700	2.64%	20,288,119	3.05%	36,559,860	2.06%
Libraries	43,637,632	0.74%	24,576,100	1.43%	11,962,068	1.80%	21,880,020	1.23%
Public Safety								
Police	288,115,840	4.86%	155,547,200	9.05%	26,036,541	3.92%	134,187,582	7.57%
Corrections	72,673,907	1.23%	53,547,800	3.11%	21,038,454	3.17%	21,123,721	1.19%
Fire & Rescue	229,540,464	3.87%	129,975,300	7.56%	63,352,650	9.53%	144,728,049	8.16%
Volunteer Fire/Rescue					8,799,550	1.32%		
Emergency Services	3,258,620	0.05%	807,500	0.05%	10,888,246	1.64%		
Animal Services	8,024,652	0.14%			2,232,764	0.34%		
Sherrif's Office	26,081,091	0.44%	11,595,100	0.67%	3,966,789	0.60%	9,012,235	0.51%
Consumer Protection	2,234,642	0.04%						
Public Works								
Planning & Zoning	11,602,007	0.20%	8,444,900	0.49%	2,863,900	0.43%	29,757,891	1.68%
Public Works	173,783,019	2.93%	31,926,200	1.86%	29,534,738	4.44%	252,745,835	14.26%
Inspections, Licenses & Permits	41,447,971	0.70%	14,041,700	0.82%	4,094,612	0.62%	8,255,911	0.47%
Transportation								
Transportation	239,000,000	4.03%	6,165,700	0.36%	0	0.00%	18,808,575	1.06%
Community Services								
Recreation & Parks	208,688,690	3.52%	27,562,600	1.60%	11,877,615	1.79%	52,775,657	2.98%
Community Use of Public Facilities	11,933,974	0.20%						
Health Department	80,417,851	1.36%	41,741,700	2.43%	6,600,715	0.99%	10,807,432	0.61%
Social Services	46,494,978	0.78%	5,331,400	0.31%	500,684	0.08%	650,090	0.04%
Aging & Disability	55,693,991	0.94%	8,238,300	0.48%	1,957,843	0.29%		

Citizen/Youth & Family Services	92,334,195	1.56%			6,096,342	0.92%	22,382,801	1.26%
Behavioral Health & Crisis	44,967,652	0.76%						
Prevent & End Homelessness	28,253,582	0.48%						
Community Service Partnerships							11,442,707	0.65%
Legal/Judicial								
County Council/Legislative	13,648,272	0.23%	4,693,900	0.27%	827,618	0.12%	5,579,551	0.31%
State's Attorney	19,530,025	0.33%	12,796,600	0.74%	6,402,169	0.96%	9,432,392	0.53%
Board of Elections	8,375,091	0.14%	5,329,700	0.31%	2,123,776	0.32%	4,025,419	0.23%
Circuit Court	15,546,668	0.26%	6,228,900	0.36%	1,726,718	0.26%	4,011,016	0.23%
Orphan's Court			155,900	0.01%	39,706	0.01%	87,453	0.00%
Independent Agencies								
Licenses/Commissioners	64,707,546	1.09%	917,000	0.05%	477,122	0.07%		
Internal Audit/Ethics	367,885	0.01%	251,400	0.01%	391,063	0.06%		
Cooperative Extension			240,600	0.01%	415,619	0.06%	626,272	0.04%
Weed Control					264,921	0.04%		
Soil Conservation					109,335	0.02%	1,204,303	0.07%
MD Dept Taxation					900,618	0.14%		
County Government								
County Executive	5,907,876	0.10%	5,438,100	0.32%	880,681	0.13%	2,066,359	0.12%
Administration	63,245,155	1.07%	44,612,200	2.59%	5,329,692	0.80%	123,483,402	6.97%
Human Resources/Personnel	8,645,804	0.15%	8,080,600	0.47%	1,244,409	0.19%		
Finance	15,541,685	0.26%	9,434,100	0.55%	5,600,696	0.84%	15,249,143	0.86%
Office of Law	6,587,300	0.11%	4,598,900	0.27%	1,507,248	0.23%	4,239,189	0.24%
Technology/Communication	44,184,452	0.75%	24,390,000	1.42%	10,958,724	1.65%	31,196,994	1.76%
Economic Development	5,481,458	0.09%			1,658,614	0.25%	4,146,726	0.23%
Housing and Community Development	66,297,423	1.12%					12,438,562	0.70%

Non-Departmental	732,760,809	12.37%	279,101,000	16.23%	81,888,880	12.32%	159,510,475	9.00%
Other Categories								
Environmental Protection	33,111,860	0.56%						
Grant in Aid/Non-County					1,245,196	0.19%		
TOTAL:	5,925,924,067		1,719,224,300		664,538,667		1,772,715,622	