

SB706 Childrens Guild Favorable .pdf

Uploaded by: Abby Brandt

Position: FAV



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The Honorable Guy Guzzone
Chair, Senate Budget and Taxation Committee
3 East, Miller Senate Office Building
Annapolis, Maryland 21401

March 2, 2022

Senate Bill 706 – Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries- FAVORABLE

Dear Chair Guzzone, Vice-Chair Rosapepe and members of the committee,

I am writing as the Chief Legal Officer of The Children's Guild to express our strong support of SB706 Non-Public Disabilities Cost of Teacher's Salaries. The Children's Guild is a leading Mid-Atlantic nonprofit organization serving children, families, and child-serving organizations dedicated to transforming the way America cares for and educates its children through education, career services, and behavioral health. The organization currently has three non-public school programs in the state of Maryland.

Senate Bill 706 will provide students with disabilities who have the most critical and complex needs that were not able to be met in the public school system, the ability to have access to specialized environments and educators to meet those needs in the nonpublic school setting. While The Children's Guild requires competent, knowledgeable, and well-trained special educators in the classroom, it is difficult to attract and retain high quality nonpublic teachers due to the pay disparity between nonpublic and public schools. State funding for pay parity will ensure teacher retention

as well as establish structured, consistent, predictable learning environments for our special needs students.

Additionally, the Children's Guild agrees with MANSEF that for nonpublic schools to meet the high expectations and standards set under the Individuals with Disabilities Education Act (IDEA), the current workforce shortage is an issue that must be addressed by the state. The funding formula for the increased salaries must be provided by the state to ensure equitable educational opportunities for all students.

Pay parity for non-public teachers is the only appropriate path for Maryland to offer fair and high-quality educational options for Maryland's children and families. Therefore, The Children's Guild respectfully request a favorable report on Senate Bill 706.

Sincerely,

A handwritten signature in black ink that reads "Kimberly Neal". The signature is written in a cursive, flowing style.

Kimberly H. Neal, Esquire
Chief Legal Officer

2022 JCRC SB 706- Nonpublic Educational Programs -

Uploaded by: Ashlie Bagwell

Position: FAV



**Testimony in SUPPORT of Senate Bill 706 –
*Nonpublic Educational Programs – Children with Disabilities –
Costs of Teacher Salaries*
Budget and Taxation Committee
March 2, 2022**

The Jewish Community Relations Council of Greater Washington (JCRC) serves as the public affairs and community relations arm of the Jewish community. We represent over 100 Jewish organizations and synagogues throughout Maryland, Virginia, and the District of Columbia. The JCRC is strongly committed to cultivating a society based on freedom, justice, and pluralism. We work tirelessly throughout the entire Greater Washington area to advocate for our agencies that serve the most vulnerable residents, support our Jewish day schools and community centers, and to campaign for important policy interests on behalf of the entire Jewish community.

The JCRC has a long tradition of advocating on behalf of the disability community. The agency strongly advocates for policies that oppose discrimination in all its forms as to race, color, religion or creed, sex, age, ancestry or national origin, marital status, physical or mental illnesses or chronic conditions, physical, intellectual and cognitive disabilities, sexual orientation, gender identity, or genetic information. All human beings are equal before God and should be equally treated under the law.

Given the agency's commitment to prioritizing the needs and rights of people with disabilities, the JCRC supports Senate Bill 706. The Bill requires the State and certain counties to pay a teacher's salary at nonpublic educational programs for children with disabilities that is equivalent to the local school salaries. Furthermore, the difference needed to raise salaries to those commensurate levels will be fulfilled by the State and the County and will not be taken from funding from other programs.

The JCRC remains committed to advancing and supporting policy measures to empower individuals with disabilities to achieve maximum independence and to break down barriers to opportunity and inclusion. Our teachers, particularly those serving children with disabilities, must be fairly and equally compensated for their work. For these reasons, we ask the committee to support SB 706.

SB706 Favorable Nexus Woodbourne.pdf

Uploaded by: Bryon Fracchia

Position: FAV



The Honorable Guy Guzzone
Chair, Senate Budget and Taxation
3 West, Miller Senate Office Building
Annapolis, Maryland 21401

March 2, 2022

Senate Bill 706
Nonpublic Education Programs – Children with Disabilities – Costs of Teacher Salaries
FAVORABLE

Dear Chair Guzzone, Vice-Chair Rosapepe and Members of the Committee,

Thank you for this opportunity. I am the Education Director with the Woodbourne School. Our students have experienced significant trauma in their lives and are working, through intensive support and intervention, to develop the needed skills to rejoin their community and experience success. These students have often been out of school, incarcerated, or are experiencing significant mental health issues and require a great deal from their educators.

To support our students, we are a 12-month program. Our teachers work all year with students whose challenges are so significant that they cannot attend a traditional public school. These teachers are paid less than Baltimore City teachers who work for 10 months a year. This significant pay discrepancy has made it very difficult to recruit teachers for our school. In August, we had only 5 teachers for our entire middle and high school. This winter, we had three teachers leave for higher paying jobs in the public school system. Teachers leaving and the subsequent time that it takes to replace them means that our students who need the most help do not have the resources and the classes that they require. It means that every one of the teachers I have hired since August, have all been individuals new to the teaching field without educational training who are learning to be educators as they are teaching. This inability to attract experienced educators or retain a consistent staff drastically impacts our ability to provide teachers to the students who need them the most.

For these reasons, I am asking you to support Bill SB 706 I am asking for equal pay to hire and retain teachers for our most at risk students so they can experience success and rejoin their communities.

Thank you for your time.

Bryon Fracchia
Education Director
The Woodbourne School

SB_706_Maust_fav.pdf

Uploaded by: Chip Maust

Position: FAV

Good afternoon

My name is Dr. Chip Maust – Vice President and Chief of Schools and Residential Treatment Centers at Sheppard Pratt. I have dedicated the entirety of my 29-year career to special education in Maryland. As the largest provider of nonpublic special education in Maryland, Sheppard Pratt operates 12 special education schools in 6 counties, serves over 650 of the state’s most vulnerable students and employs over 900 staff, including 125 teachers.

Let me be clear about the students we serve at Sheppard Pratt and across all the nonpublic schools across Maryland – we educate the students that our public school counterparts are ill equipped to manage. There is simply NO reason that our teachers should be compensated 10-25% lower than their public school peers.

We are losing teachers at an alarming rate to the public school system --- 28% over the last four years. These teachers consistently express that they would prefer to stay, but the opportunity to make thousands of dollars more is too difficult to pass up.

Due to the highly specialized nature of our work, it is imperative that teachers build strong, nurturing relationships with our students – **this is accomplished through teacher tenure – not by teacher turnover.**

There is a long-standing belief in the nonpublic special education community that we are considered a “training ground” for public schools. Our teachers gain invaluable instructional and behavior management experience, only to be drawn away by the allure of a higher salary.

As a leader in this field, I urge and implore you to come to the aid of our nonpublic teachers. NOW is the time for action from this body. If we continue to lose teachers at this rate, the number of students we can serve will plummet – placing additional stress on an increasingly fragile public school system.

I appreciate your time and attention.

MANSEF written testimony SB 706.pdf

Uploaded by: Dorie Flynn

Position: FAV



SUPPORT

Senate Bill 706:

Nonpublic Educational Programs – Children with Disabilities – Cost of Teacher Salaries

OFFERED ON BEHALF OF

The Maryland Association of Nonpublic Special Education Facilities
(MANSEF)

BEFORE THE

Senate Budget and Tax

March 2, 2022

The Maryland Association of Nonpublic Special Education Facilities (MANSEF) offers this testimony in SUPPORT of Senate Bill 706. We offer this testimony on behalf of the 70 nonpublic special education schools across Maryland currently serving approximately 3800 publicly funded school children. Our member schools employ over 1500 teachers, clinicians and administrators.

Senate Bill 706 will help to align teacher salaries for those working in the nonpublic special education schools to that of their public school counterparts. Retaining skilled teachers continues to be a challenge and we cannot keep pace to competitively compensate our staff. After gaining valuable experience teaching in our nonpublic settings, teachers often leave for better paying positions in public school systems.

MSDE conducted a salary parity study. The results of study showed average teacher salaries in public schools and nonpublic special education schools differed greatly. After accounting for differences in teachers' total paid hours, teachers' wages in public schools and nonpublic special education schools differed by between 23.3% and 40.7%. One specific recommendation from this study is to allow the nonpublic educational program to provide its teachers a salary equivalent to the local school salaries. The current workforce shortage must be addressed for us to continue to meet the high expectations of IDEA.

Additionally, the Blueprint for Maryland's Future Act provides that public school teacher salaries will increase dramatically over the next few years; thereby, the pay gap between public and nonpublic special education school teachers will become even wider pulling crucial resources away from students most in need. MANSEF asks that our members schools have the

ability to align teacher salaries to that of the local school systems where the nonpublic school is located.

Nonpublic special education schools are vital to the fulfillment of IDEA, the Individuals with Disabilities Education Act. IDEA mandates a “continuum of alternative placements to meet the needs of children with disabilities for special education and related services. Our nonpublic special education schools are one component in that continuum and fulfill a unique and essential role in meeting students’ particular educational needs and serve an important role for Maryland to comply with the federal law regarding education for special needs students. The current workforce shortage must be addressed for us to continue to meet the high expectations of IDEA.

The MANSEF schools are uniquely equipped to provide the specific, multidisciplinary, frequently intensive resources students with special needs require. The scope and depth of staff expertise afford specialized, integrated programming that goes beyond academic education and encompass the social and emotional well-being of each student. In addition to the skilled, highly trained teachers, nonpublic special education schools are staffed to provide other critical services such as behavior programs, crisis management and medical attention.

Because our teacher salaries are far behind the public schools, the gap between public and nonpublic special education school teacher salaries continues to grow. Our teachers are to be valued, recognized and appreciated. It is for these reasons that MANSEF respectfully requests a favorable report on Senate Bill 706.

SB706_TeacherParity_KennedyKrieger_Support.pdf

Uploaded by: Emily Arneson

Position: FAV



DATE: March 2, 2022 **COMMITTEE:** Budget and Taxation
BILL NO: Senate Bill 706
BILL TITLE: Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries
POSITION: Support

Kennedy Krieger Institute supports Senate Bill 706 - Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries

Bill Summary:

Senate Bill 706 changes nonpublic school teacher salaries to reflect parity with the salaries of public school teachers in the same Local Education Agencies (LEAs) as the nonpublic school. The County (i.e. of the LEA) and the State would be the sources for funding the salary gap.

Background:

Kennedy Krieger proudly serves the State of Maryland through our nonpublic schools and currently provides educational and related clinical services for nearly 500 publicly funded students with complex intellectual and developmental disabilities. Child and adolescent students are referred to, and placed in, our school programs by the local school's IEP team, which includes the student's parents or guardians, when it is determined that the local school/system is unable to meet the needs of the student. As stated, we serve publicly funded students--- we do not charge parents for tuition. This year, as is typically the case, our students come from over half of the school districts in Maryland. Serving students with complex medical, developmental, and behavioral needs, our staffing model requires that we employ nearly an equal number of highly trained teachers, related-service clinicians, and support staff. We have long-standing partnerships with the Maryland State Department of Education (MSDE) and the LEAs based upon our specialized expertise and commitment to the population of children we serve.

Rationale:

SB 706 seeks to ensure that nonpublic schools can attract and maintain teachers with the professional training and talent necessary to provide the level of educational service and care needed by our student population, while assuring compensation parity compared with their public school peers and befitting of their level of education and training.

The ability of our schools to provide exemplary service for students with significant special education needs, as well as related clinical and behavioral supports is, in large part, because of our highly skilled and educated workforce of teachers and support staff who dedicate themselves to the children and families we serve. Unfortunately, because of the sizeable salary disparities between public and nonpublic schoolteachers, our educators annually face the decision to remain with our program or seek significantly higher wages with the public school systems. Kennedy Krieger Schools has seen a frankly unsustainable turnover of 20%, per school year over 10 years, of our special education teachers. This high turnover predates the added challenges imposed by workforce shortages among school teachers in Maryland and elsewhere.

In 2020, the Maryland General Assembly passed budget narrative that formed a Salary Parity Workgroup at MSDE. As a member of the Maryland Association of Nonpublic Special Education Facilities (MANSEF) and with an ongoing collaborative partnership with MSDE, Kennedy Krieger was honored to participate in the workgroup. The workgroup, composed of representation from the Local School Systems, Nonpublic Schools, MSDE and Legislative Services, reviewed survey data compiled from two separate studies. Both studies found a gap when comparing annual salaries between a nonpublic educator and a public school educator. Depending on the jurisdiction of comparison the gap was between \$3,600 and \$23,600 (7.3% and 25.8%, respectively).

As recently as 25 years ago, when Kennedy Krieger School had only one program and there were fewer nonpublic school options, Maryland's students with complex disabilities were often separated from their families and sent out of state to residential facilities, at significantly greater expense to Maryland as well as extraordinary distress to children and their families. Nonpublic schools were established in Maryland to assure that these students are able to continue living with their families while attending school.

By guaranteeing salaries for nonpublic school teachers that are not only competitive, but on par with those of Maryland's public school teachers Maryland can continue to support the workforce necessary to provide free appropriate public education to all Maryland students seeking public education.

Kennedy Krieger Institute requests a favorable report on Senate Bill 706.

MD Catholic Conference_FAV_SB 706.pdf

Uploaded by: Garrett O'Day

Position: FAV



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

March 2, 2022

**SB 706
Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries**

Senate Budget & Taxation Committee

Position: SUPPORT

The Maryland Catholic Conference offers this testimony in SUPPORT of Senate Bill 706. The Conference represents the public policy interests of the three (arch)dioceses serving Maryland, the Archdioceses of Baltimore and Washington and the Diocese of Wilmington, which together encompass over one million Marylanders.

While this bill does not affect any traditional Catholic or other nonpublic schools that are not classified or covered under COMAR as nonpublic special education schools, the Conference offers this supporting testimony in honor of the fantastic work and mission of Maryland's nonpublic special education schools and the students they serve through "nonpublic placement" funding in the Maryland budget.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities are provided with a Free Appropriate Public Education (FAPE). Thus, where public schools cannot fully accommodate a student, they are often placed in a specialized nonpublic special education school. Senate Bill 706 would allow underpaid nonpublic special education teachers to be paid a salary commensurate with their public school counterparts.

Senate Bill 706 intersects with the Church's obligation to care for those with disabilities. The Church calls for the defense of policies "enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education..." (*Welcome and Justice for Persons with Disabilities, A Framework of Access and Inclusion*. USCCB, 1998). Senate Bill 706 will help Maryland to ensure that those whose calling is to teach children with disabilities are equitably compensated, as well as set standards to ensure the best education enabling members of the disability community to achieve the fullest measure of personal development possible.

It is for these reasons we request a favorable report on Senate Bill 706.

Sheppard Pratt written testimony SB706 : HB1301 No

Uploaded by: Jeffrey Grossi

Position: FAV



Sheppard Pratt

Written Testimony

Senate Budget and Taxation Committee
House Ways and Means Committee

SB706 / HB1301 Nonpublic Educational Programs - Children with Disabilities - Costs of Teacher Salaries

March 1, 2022

Position: SUPPORT

Sheppard Pratt thanks the Maryland General Assembly for your longstanding leadership and support of mental and behavioral health providers in Maryland. This testimony outlines the Sheppard Pratt **support of SB706 / HB1301 Nonpublic Educational Programs - Children with Disabilities - Costs of Teacher Salaries**. It is our hope that the Maryland General Assembly vote a favorable report on this legislation.

Sheppard Pratt operates 12 nonpublic special education schools across the state of Maryland. We serve about 650 students across six different counties throughout the State. These comprise the most vulnerable populations of students in the State including those diagnosed with Emotional Disabilities, Autism Spectrum Disorder, and Intellectual Disabilities. Many of the students served in Sheppard Pratt Schools also have co-occurring disorders. Therefore, these students have significant learning and behavioral needs. Due to their intense behavioral, therapeutic and educational challenges, these students cannot be served in a public school setting and require the highly specialized settings unique to nonpublic schools.

To effectively meet the highly specialized needs of the students served in Sheppard Pratt Schools, we must have the capacity to employ highly qualified and experienced special and general education teachers. The current disparity between public and nonpublic teacher salaries does not allow for Sheppard Pratt to pay their special and general educators a salary that aligns with their public school counterparts.

Sheppard Pratt is the largest provider of nonpublic special education in the State of Maryland. We employ over 1,000 staff members. Currently, our special education and general education teachers with a bachelor's degree are paid up to 13.6 percent less than their public school counterparts. Sheppard Pratt teachers with master's degrees are paid up to 16.8 percent less than their public school counterparts. This pay gap is evidenced by our annual teacher turnover. At Sheppard Pratt, we need to replace about 30 percent of our teaching staff annually.

Nonpublic schools are vital to the fulfillment of IDEA, the Individuals with Disabilities Education Act. IDEA mandates a "continuum of alternative placements to meet the needs of children with disabilities for special education and related services." Our nonpublic schools are one component in that continuum and fulfill a unique and essential role in meeting students' particular educational needs and serve an important role for Maryland to comply with the federal law regarding education for special needs students.



Sheppard Pratt

Our nonpublic schools are uniquely equipped to provide the specific, multidisciplinary, frequently intensive resources students with special needs require. The scope and depth of staff expertise afford specialized, integrated programming that goes beyond academic education and encompass the social and emotional well-being of each student. In addition to the skilled, highly trained teachers, nonpublic schools are staffed to provide other critical services such as behavior programs, crisis management and medical attention.

If this bill passes, it will allow Sheppard Pratt Schools to pay their teachers a salary aligned to the public school system in which the school is located. This bill will improve the retention and recruitment of teachers in all 12 of our nonpublic educational settings.

Consequently, Sheppard Pratt is concerned that if the bill were not to pass, our schools will continue to experience a high turnover rate and continued challenges with recruitment and retention. Thus, threatening the education continuity of this already vulnerable population of students.

Sheppard Pratt urges you to vote a favorable report on **SB706 / HB1301 Nonpublic Educational Programs - Children with Disabilities - Costs of Teacher Salaries.**

About Sheppard Pratt

Sheppard Pratt is the nation's largest private, nonprofit provider of mental health, substance use, developmental disability, special education, and social services in the country. A nationwide resource, Sheppard Pratt provides services across a comprehensive continuum of care, spanning both hospital- and community-based resources. Since its founding in 1853, Sheppard Pratt has been innovating the field through research, best practice implementation, and a focus on improving the quality of mental health care on a global level. Sheppard Pratt has been consistently ranked as a top national psychiatric hospital by *U.S. News & World Report* for nearly 30 years.

SB 706_Beall_fav..pdf

Uploaded by: Katherine Beall

Position: FAV

Pay Parity Testimony

Hello my name is Kate Beall and I have been working at the Ivymount school, a school for children with disabilities, for six years. When I first started, I was in a group of four trainees, and within a year-and-a-half I was the only one left. This job is hard, there is no denying that, however one thing that makes this job harder than it already is is the inequality of pay between non-public schools and public schools.

We do everything that they do in public schools, and we do it while working to manage behaviors that were deemed unmanageable for a public school. In addition we complete non-stop training to make sure that we are giving our students the best possible education, and we work 11 months out of the year in order to make sure that our students keep the gains they worked so hard for.

The fact that our salary is lower is causing more people to leave a field that is already struggling to begin with, and to leave it in droves. Many of my colleagues work multiple jobs in order to make sure that they can continue to afford to work with these kids. Also due to the high price of living, many of us live outside of the district that we work in. And with the rising cost of gas and inflation some employees are having to make the choice between what they can eat and putting gas in their tanks.

Over the course of the pandemic the Maryland government made it very clear that it cares for its students, and one part of caring for these students is caring for the teachers that they love and have built relationships with. In order to best support our students we also need to support the teachers. And in order to do that, we need pay parity.

SB 706_Ristau_fav.pdf

Uploaded by: Matthew Ristau

Position: FAV

Good afternoon Senators,

My name is Matthew Ristau, and I am here to speak on behalf of the Senate Bill 706, Nonpublic Education Programs—Children with Disabilities—Cost of Teacher Salaries. I am currently a teacher at Kennedy Krieger High School in Baltimore City, and have been a teacher for almost 20 years. Additionally, I am pursuing a PhD in Instructional Leadership for Changing Populations at Notre Dame University of Maryland. I have also taught for Baltimore County Public Schools in their general education and special education high school programs. I have taught AP level science classes, as well as inclusion and self-contained special education classes. Prior to returning to Kennedy Krieger High School, after working for 12 years in Baltimore County Public Schools, I also served as a Behavioral Interventionist for half a school year. So, suffice it to say, I have seen and done many things in the educational arena.

My purpose in coming today is to testify on the impact salary parity would have on the students and staff in our non-public schools. As a public school teacher, I was witness to the thousands upon thousands of students our public schools are well equipped to serve. However, I was also witness to the few students for whom non-public schools are the only sustainable option. The students in our non-public schools were not failed by the public school system, but rather they simply require a different model. A model in which the efforts of the educator are less diffuse, but more concentrated; interventions are less global but more targeted; and educational programs that less communal and more individual. All of this is in response to IDEA, and the glorious task of educating all children within our society. Such effort is commensurate with the effort put forth by public school teachers, and mandated by the federal government. It then follows that our salaries be commensurate with not only our efforts but with our public school colleagues, who are also called by the same vocation.

Calling our schools “non-public” is a misnomer. Simply because we are outside of the local school system, does not mean our schools are severed from the ties of the local school system. Quite the opposite is true. Working with the population at my “non-public” school places us under greater scrutiny, not less; thus making our job and our efforts align more precisely to the demands as laid out in each and every student’s individualized education plan (IEP). Not only does this increase the diligence with which we serve our students, but also the quality of work

and level of responsibility we put forth. I support this bill because as one who has done many things in the field of education, I know that no effort is truly wasted when done with the good of the child in mind. Whether that effort happens in a public or non-public school, it is the job of this body to recognize that all teachers deserve the right to equal pay for our efforts regardless of our professional calling to teach the most vulnerable among us.

Thank you.

SB0706_FAV_Linwood Center_Nonpublic Ed. Prog. - Ch

Uploaded by: Pam Kasemeyer

Position: FAV



TO: The Honorable Guy Guzzone, Chair
Members, Senate Budget and Taxation Committee
The Honorable Craig J. Zucker

FROM: Pamela Metz Kasemeyer

DATE: March 2, 2022

RE: **SUPPORT** – Senate Bill 706 – *Nonpublic Educational Programs – Children With Disabilities – Costs of Teacher Salaries*

For more than 60 years, Linwood Center has been providing life-changing programs and services for children and adults living with autism and related developmental disabilities. Linwood currently supports children and adults on the autism spectrum from jurisdictions throughout the State of Maryland. Linwood is among the relatively few programs in the United States and in the State of Maryland that provides comprehensive education and residential programs throughout the lifespan under one service umbrella. Linwood offers program continuity from childhood into adulthood, developing lifelong relationships with individuals living with autism from elementary school through retirement and old age. Linwood's accredited nonpublic special education program and licensed residential programs provide intensive positive behavioral supports and long-term educational and vocational services to Maryland's autism community. Linwood respectfully offers its **support** for the provisions of Senate Bill 706.

Senate Bill 706 provides a permanent solution to the challenges that Linwood and other nonpublic special education schools face in recruiting and retaining qualified teachers due to the lack of salary parity requirements in the current budget framework. It is not uncommon for a teacher to gain valuable experience teaching at Linwood only to have them leave for a better paying position in a public school system. Senate Bill 706 will help to align teacher salaries for those working in the nonpublic special education schools to those of their public school counterparts.

The need to establish teacher parity is even more critical given the dramatic increase in public school teacher salaries that is expected as a result of the passage of the Blueprint for Maryland's Future. The expected increases will exacerbate an already challenging environment for teacher recruitment and retention and will further widen the pay gap between public and nonpublic special education school teachers. Furthermore, the current teacher workforce challenges must be addressed if Maryland is to continue to meet the expectations and requirements of the Federal Individuals with Disabilities Education Act (IDEA), which mandates a "continuum of alternative placements to meet the needs of children with disabilities for special education and related services.

Passage of Senate Bill 706 provides a simple and justified directive to the Maryland State Department of Education to provide a budgetary framework that ensures there is parity in teacher salaries between public and nonpublic special education schools and that achieving that salary parity does not require the nonpublic special education school to reduce other necessary expenses reflected in their budgets. A favorable report is requested.

For more information call:
Pamela Metz Kasemeyer
410-244-7000

SB0706_CC_Vaughan_FAV.pdf

Uploaded by: Regan Vaughan

Position: FAV

SB 706
**Nonpublic Educational Programs – Children with Disabilities – Cost of
Teacher Salaries**

Budget & Taxation Committee
March 2, 2022

Favorable

Catholic Charities of Baltimore supports SB 706 which would allow nonpublic special education schools to align their teachers' salaries with their counterparts at public schools.

Inspired by the Gospel to love, serve and teach, Catholic Charities provides care and services to improve the lives of Marylanders in need. For almost 100 years, Catholic Charities has operated programs that allow Marylanders to age with dignity, obtain empowering careers, heal from trauma and addiction, secure stable housing and welcome new neighbors. We recognize the importance of providing children living with disabilities a full continuum of quality educational opportunities.

Catholic Charities operates the Villa Maria School which provides educational and clinical services for children with significant emotional, behavioral and learning challenges. Located in Baltimore County, the school serves students from four jurisdictions. Students are referred by the home school district. Funding for the placements is provided by a mix of local and state dollars.

The Villa Maria and other nonpublic special education schools are part of a broader continuum of educational placements for youth with disabilities. Unfortunately, the funding for nonpublic schools has not grown at the same pace as the public school systems. This has resulted in a significant salary disparity between the two which has in turn resulted in a workforce shortage. It is nearly impossible to recruit teachers to work in a highly specialized environment for 12 months of the year – when a 10-month general (or special) education position in the public schools pays significantly more.

We fear that with out SB 706, this existing inequity will continue to grow as the new salary scales included in the Blueprint for Maryland's Future Act are realized. Teachers are at the forefront of shaping our society for generations to come and should be compensated accordingly. That includes both the teachers who serve the general education population and the teachers who are serving specialized populations.

For the reasons listed above, Catholic Charities of Baltimore appreciates your consideration, and urges the committee to issue a favorable report for SB 706.

Submitted By: Regan Vaughan, Director of Advocacy

Ivymount letter of support SB706.pdf

Uploaded by: Susan Holt

Position: FAV



IVYMOUNT™

SUPPORT

Senate Bill 706:

Nonpublic Educational Programs – Children with Disabilities – Cost of Teacher Salaries

OFFERED ON BEHALF OF

The Ivymount School, Inc.

BEFORE THE

Senate Budget and Tax

March 2, 2022

The Ivymount School, Inc. offers this testimony in SUPPORT of Senate Bill 706. **As a nonpublic school committed to serving Maryland special education students, we must support educators' ability to work in nonpublic education settings with students whose needs are too great to be met in public settings.**

The MSDE salary parity study, completed this past fall, revealed the significant gap between nonpublic special education staff and public-school special education staff. Like other MANSEF schools' staff, our staff is compensated between 23.3% and 40.7% less than their counterparts in the public schools, significantly contributing to the workforce shortage.

The Blueprint for Maryland's Future Act provides that public school teacher salaries will increase significantly over the next few years. However, nonpublic teacher salaries must also increase to prevent the gap from becoming even more significant. If the gap increases, crucial resources will be pulled away from the Maryland students most in need.

At a time of historic teacher shortages, the impact of lower salaries is compounded. Ivymount has long been challenged with hiring qualified staff when we cannot provide competitive compensation. After gaining valuable experience teaching in our nonpublic special education setting, teachers often leave for better paying positions in the public-school systems. Unless salaries improve, this situation will become even worse. Teacher salary parity must be addressed to meet the high expectations mandated by federal and Maryland regulations.

Ivymount respectfully requests a favorable report on Senate Bill 706 to allow our school to align teacher salaries to Montgomery County Public School teachers. This will enable Ivymount to continue to provide the crucial resources that Maryland special education students need, deserve, and are entitled to under IDEA.

Respectfully submitted.

Susan E. Holt
Executive Director/CEO

SB706_Zucker_Fav.pdf

Uploaded by: Senator Craig Zucker

Position: FWA

CRAIG J. ZUCKER
Legislative District 14
Montgomery County



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Budget and Taxation Committee
Chair, Capital Budget Subcommittee

Chair, Senate Democratic Caucus

THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

Testimony of Senator Craig J. Zucker
Senate Bill - 706 - Nonpublic Educational Programs - Children with Disabilities -
Costs of Teacher Salaries
Senate Budget and Taxation Committee
March 2nd, 2022
1:00pm
Position: SUPPORT

Good afternoon Chairman Guzzone, Vice Chairman Rosapepe, and distinguished members of the committee. It is my pleasure to testify today in **support of Senate Bill - 706 - Nonpublic Educational Programs - Children with Disabilities - Costs of Teacher Salaries.**

Senate Bill 706 requires the State and County to provide teachers at a nonpublic educational program a salary that is equivalent to salaries received by public school teachers. If pay between public school teacher salaries and similarly trained and experienced nonpublic teachers in a county are different, the State will provide the difference in pay. The additional funding will be paid for through the State and the County in the same proportion and funding for the other components of the nonpublic educational program may not be reduced to provide teacher salaries.

Maryland is fortunate to have a robust system in place utilizing nonpublic special education schools. The public schools continue to refer their most challenged students to these specialized, therapeutic programs. Without equitable salary parity for teachers who are dedicated to their profession, we deprive our students of an appropriate education. It is critical to point out that these special schools are serving publicly funded students and were established to serve the most severely disabled students. We should not expect them to be paid less than public school teachers.

For these reasons, I urge a favorable report on Senate Bill 706. Thank you for your kind consideration.

SB706 Nonpublic Salaries 3.2.22.pdf

Uploaded by: Jeanette Ortiz

Position: UNF



**SB706 NONPUBLIC EDUCATIONAL PROGRAMS - CHILDREN WITH DISABILITIES - COSTS OF
TEACHER SALARIES**

March 2, 2022

BUDGET & TAXATION COMMITTEE

OPPOSE

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Anne Arundel County Public Schools (AACPS) opposes **SB706 Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries**. This bill requires the State and certain counties to pay for costs of salaries for teachers at nonpublic educational programs that is equivalent to local school salaries.

AACPS believes all students are entitled to challenging instruction from highly qualified professionals that addresses their unique learning needs and differences. The district supports recommendations of educational professionals regarding participation in programs that provide the best opportunities to support and accelerate achievement for students with disabilities.

While well-intentioned, the district is concerned about the impact this legislation will have on available State and county funding for public school education. The legislation requires the State and counties to pay for the costs associated with the salary increases. This requirement will divert funding from public school education, which AACPS opposes. The potential for a decrease in public school funding is concerning because school districts are also responsible for paying the tuition of these nonpublic placements and this tuition could increase at any time. The district is concerned that passage of such legislation could amount to an unfunded mandate.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on SB706.

SB0706-BT_MACo_OPP.pdf

Uploaded by: Kevin Kinnally

Position: UNF



Senate Bill 706

Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries

MACo Position: **OPPOSE**

To: Budget and Taxation Committee

Date: March 2, 2022

From: Brianna January and Kevin Kinnally

The Maryland Association of Counties (MACo) **OPPOSES** SB 706. This bill would require nonpublic schools to pay special education teachers at least equivalent to the salary of public school special education teachers, and would directly mandate counties to pay for a portion of the salary increases.

Counties oppose this funding mandate after having just been held to the ambitious requirements of the Blueprint for Maryland's Future, which included many short- and long-term funding requirements for local governments. This landmark legislation embraced a whole-system concept of successful schools and priority-setting, establishing Maryland's priorities for educational reform. Notably, teacher and school staff pay and benefits were aspects of the Blueprint that the legislature already settled, as was the substantially enhanced funding deemed necessary for special education programs. Compelling additional local spending for education, after having just approved significant funding requirements under Blueprint, would be unfair and unreasonable.

Counties are funding and supporting the Blueprint at the local level to ensure its successful implementation. Should SB 706 become law, counties would be forced to redirect funding to private institutions at a time when taxpayer money should be directed to implementation of the Blueprint's many educational reforms. For these reasons, MACo **OPPOSES** SB 706 and urges an **UNFAVORABLE** report.