

**HB\_1301\_Maust\_fav (2).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 HB 1301.pdf**

Uploaded by: Dorie Flynn

Position: FAV



**SUPPORT**

**House Bill 1301:**

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**

**House Ways and Means**

**March 10, 2022**

The Maryland Association of Nonpublic Special Education Facilities (MANSEF) offers this testimony in SUPPORT of House Bill 1301. 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.

House Bill 1301 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 House Bill 1301.

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**HB1301\_TeacherParity\_KennedyKrieger\_Support.pdf**

Uploaded by: Emily Arneson

Position: FAV



**DATE:** March 10, 2022                      **COMMITTEE:** House Ways and Means  
**BILL NO:** House Bill 1301  
**BILL TITLE:** Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries  
**POSITION:** Support

**Kennedy Krieger Institute supports House Bill 1301 - Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher Salaries**

**Bill Summary:**

House Bill 1301 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:**

House Bill 1301 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 House Bill 1301.**



**MD Catholic Conference\_FAV\_HB 1301.pdf**

Uploaded by: Garrett O'Day

Position: FAV



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

**March 10, 2022**

**HB 1301  
Nonpublic Educational Programs - Children With Disabilities - Costs of Teacher  
Salaries**

**House Ways & Means Committee**

**Position: SUPPORT**

The Maryland Catholic Conference offers this testimony in SUPPORT of House Bill 1301. 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. House Bill 1301 would allow underpaid nonpublic special education teachers to be paid a salary commensurate with their public school counterparts.

House Bill 1301 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). House Bill 1301 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 House Bill 1301.

# **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.

**HB 1301-Delegate Marc Korman-FAV.pdf**

Uploaded by: Marc Korman

Position: FAV





THE MARYLAND HOUSE OF DELEGATES  
ANNAPOLIS, MARYLAND 21401

HB 1301

Testimony of Delegate Marc Korman—Favorable

Thank you Madam Chair, Mr. Vice Chair, and members of the Ways and Means Committee. Today I come before you to present **HB 1301, (Nonpublic Educational Programs – Children with Disabilities - Cost of Teacher Salaries)** which will require the State and County to provide teachers at a nonpublic special education program a salary that is equivalent to salaries received by public school teachers.

As you may be aware, the state of Maryland is responsible for providing Free Appropriate Public Education (FAPE) for all students, including those with special needs. This commitment is met through the development of the Individualized Education Program (IEP), which is designed to meet the unique needs of a student with disabilities. However, if an IEP team finds that a student's local public school is unable to fully implement the student's IEP, the student may be recommended to be placed in a nonpublic school that is able to serve their needs. Nonpublic placement programs are used to support special needs students with an IEP that cannot be met in public schools. These schools, which predominantly contain publicly funded students, exist in about thirteen of our counties and many students cross jurisdictional lines for their schooling. For example, the Linwood School in Howard County currently serves 49 students, all of whom are publicly funded. Students come from at least 8 different jurisdictions. The school does *not* accept private pay students.

The costs of educating these children are shared by the local jurisdiction and the state. The local jurisdiction pays to the special needs school the local share of a calculated “basic cost” used to calculate the cost of educating a non-special needs student plus 200% of the basic cost. If there is a difference between the cost of the school, which must be approved by the Maryland State Department of Education, and that cost—which there typically is—the state pays 70% of that cost and the local jurisdiction pays the remaining 30%.<sup>1</sup>

The purpose of HB 1301 is to address and rectify the pay disparity between nonpublic special education teachers and public school special education teachers. The salary disparity ranges from \$8/hour to \$27/hour below public school system rates. When calculated as a percentage,

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<sup>1</sup> Md. Ed. Art. § 8-415.

this ranges from 23.3% to 40.7% below public school system rates. That means that a teacher in a classroom at my local public elementary school may be making 23.3% to 40.7% more than a teacher at a local special needs elementary school, even if all of the students in both classrooms are publicly funded.

The disparity continues to increase as qualifications (certification area and terminal degree) increase. A survey conducted also found that none of the 62 responding nonpublic special education schools were offered a pension plan while 100% of the 21 responding public school systems provide a pension plan which both the employer and employee contribute.<sup>2</sup>

HB 1301 requires a nonpublic special needs school to pay teachers a salary that is equivalent to public school teachers of similar training and experience in the same county. This would be paid for under the same approach described above, a mix of local and state resources.

Last year, the General Assembly passed HB 1365 which provided one year of additional funding to help fill the gap and requested a report on a sustainable, ongoing solution from the Maryland State Department of Education. The bill before you represents one of the Proposed Options in that report and I am happy to provide a copy to any interested member.

Nonpublic special education schools are vital to the fulfillment of the Individuals with Disabilities Act and state law. Special needs students deserve the best education possible and in order to provide that we have to make sure special education teachers working in nonpublic schools are paid competitive salaries. HB 1301 helps bridge the gap in salary between nonpublic school special education teachers and public school special education teachers. It is important that we strive to provide equitable salaries for nonpublic education teachers to encourage and support the vital work they do. I urge a favorable report.

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<sup>2</sup> “2020 Joint Chairmen’s Report (Page 168): Public/Nonpublic Special Education Teacher Salary Parity,” 2020 Joint Chairmen’s Report (Page 168): Public/Nonpublic Special Education Teacher Salary Parity §

**HB 1301\_Ristau\_fav.pdf**

Uploaded by: Matthew Ristau

Position: FAV

Good afternoon Representatives,

My name is Matthew Ristau, and I am here to speak on behalf of the House Bill 1301, 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. It is for these reasons that I respectfully request your favorable report for House Bill 1301.

Thank you.

# **HB1301\_FAV\_Linwood Center\_Nonpublic Ed. Prog. - Ch**

Uploaded by: Pam Kasemeyer

Position: FAV





TO: The Honorable Vanessa E. Atterbeary, Chair  
Members, House Ways and Means Committee  
The Honorable Marc Korman

FROM: Pamela Metz Kasemeyer

DATE: March 10, 2022

RE: **SUPPORT** – House Bill 1301 – *Nonpublic Educational Programs – Children With Disabilities – Costs of Teacher Salaries*

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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 House Bill 1301.

House Bill 1301 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. House Bill 1301 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 House Bill 1301 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

**HB1301-WM\_MACo\_OPP.pdf**

Uploaded by: Brianna January

Position: UNF



## House Bill 1301

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

MACo Position: **OPPOSE**

To: Ways and Means Committee

Date: March 10, 2022

From: Brianna January

The Maryland Association of Counties (MACo) **OPPOSES** HB 1301. 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 HB 1301 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** HB 1301 and urges an **UNFAVORABLE** report.

# **HB1301 Nonpublic Salaries 3.10.22.pdf**

Uploaded by: Jeanette Ortiz

Position: UNF



**HB1301 NONPUBLIC EDUCATIONAL PROGRAMS - CHILDREN WITH DISABILITIES - COSTS OF  
TEACHER SALARIES**

March 10, 2022

WAYS AND MEANS COMMITTEE

**OPPOSE**

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

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Anne Arundel County Public Schools (AACPS) opposes **HB1301 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 HB1301.

# **HB 1301 nonpublic educ prg - costs of teacher sala**

Uploaded by: Mary Pat Fannon

Position: UNF





Mary Pat Fannon, Executive Director  
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**Bill:** HB 1301 – Nonpublic Educational Programs – Children With Disabilities – Costs of Teacher Salaries  
**Date:** March 10, 2022  
**Position:** Oppose  
**Committee:** House Ways and Means Committee  
**Contact:** Mary Pat Fannon, Executive Director

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This bill requires a nonpublic educational program for students with disabilities to provide its teachers a salary that is equivalent to public school teachers of similar training and experience in the same county. If the costs to do so are not met by the existing State and local cost sharing mechanism in current law for nonpublic placements, such additional funding is to be paid for by the State and the local school system in the same proportion as provided by that mechanism. Funding for other components of a nonpublic educational program may not be reduced to provide for required nonpublic teacher salary increases.

The Public School Superintendents' Association of Maryland (PSSAM), **opposes HB 1301.**

The state's twenty-four local school systems are working hard to implement the Blueprint for Maryland's Future legislation, which includes a significant increase in teacher compensation to bring the teaching profession on par with professions that require similar education standards. These provisions include a 10% increase in salaries by FY '24 over FY '19 to close the gap of average teacher salaries in peer states. The Blueprint also calls for a \$60,000 starting salary for all teachers by FY '27. These are ambitious goals and each system is working with fidelity to meet these requirements. These provisions are already putting pressure on local systems to provide equal increases to personnel that are not specifically identified in the Blueprint, yet are integral staff in our systems, including psychologists, social workers, reading specialists, and more.

This bill would add an undue burden on local school systems and local governments as we strive to implement the Blueprint. We appreciate and support our nonpublic education providers, but as the fiscal note indicates, this bill creates a potential decrease in public school funding since school districts are responsible for paying the tuition of these nonpublic placements, which could increase at any time.

For the reasons stated above, PSSAM **OPPOSES HB 1301** and requests an **unfavorable** committee report.