

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS (in blue):</b>
<p><b>1. Technology:</b></p> <p>a. <b>Elementary Tech Skills training – a 5<sup>th</sup> special class:</b></p> <ul style="list-style-type: none"> <li>● Following up on last month’s discussion: What are the next steps to promote and facilitate the creation of this course/position for FY 2024?</li> </ul> <p>b. <b>Rollout of new flat panels:</b> Can BCPS clarify the timeline?</p> <p>c. <b>Old Promethean boards:</b></p> <ul style="list-style-type: none"> <li>● Repairs?</li> <li>● How to walk around and use it?</li> </ul> <p>d. <b>Removal of old, mounted TVs in classrooms?</b></p>	<p><b>1. Technology:</b></p> <p>a. <b>Elementary Tech special class:</b> This course would address gaps in student technology skills; it’s inappropriate to leave this to classroom teachers; this is an equity issue for students.</p> <ul style="list-style-type: none"> <li>● <b>Megan Shay</b> (Office of Curriculum &amp; Instruction): A course like this (CSI, Computer Science &amp; Innovation) exists now but is not offered in every elementary school. <ul style="list-style-type: none"> <li>● It is possible to develop this course: identify what skills K-5 students need, use standards, without unique teacher certification required, for the 5<sup>th</sup> day of the week; courses are created July-August</li> <li>● <b>Jim Corns</b> (BCPS DOIT): If TABCO wants to take this on and advocates for this, we could leverage this</li> </ul> </li> </ul> <p>b. <b>Roll out of new flat panels:</b></p> <ul style="list-style-type: none"> <li>● prioritization list will be shared soon, some schools in each zone (equitable distribution)</li> <li>● scheduled to take one calendar year, by the end of next year, every instructional space (not each teacher) should have one (~7,000 countywide)</li> <li>● old projection equipment will be removed</li> <li>● every ~6 years they will be refreshed/replaced (this is the goal)</li> </ul> <p>c. <b>Old Promethean boards:</b></p> <ul style="list-style-type: none"> <li>● <b>Repairs:</b> unfortunately parts are no longer made</li> <li>● <b>Easy hack:</b> ask principal to purchase a <b>keyboard with track pad/touch pad</b> (~\$27 on Amazon), to be able to walk around the classroom and use the Promethean</li> </ul> <p>d. <b>Removal of old Classroom TVs:</b></p> <ul style="list-style-type: none"> <li>● <b>this is a Facilities issue:</b> put in a request to have them removed, a T-Req or transfer requisition;</li> <li>● have to pay to dispose of TVs now</li> </ul>

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<p><b>2. Substitute Crisis Follow-up:</b></p> <ul style="list-style-type: none"> <li>Any updates to share?</li> </ul>	<p><b>2. Substitute Crisis:</b></p> <ul style="list-style-type: none"> <li>CIC advocates strongly to <b>improve and streamline</b> the application and hiring process for substitutes, as soon as possible <ul style="list-style-type: none"> <li><b>Shorten applicant processing time</b></li> <li>If an educator's <b>fingerprints</b> are already in the system (and on file with the MD State Police), re-fingerprinting shouldn't be necessary – they are still the same</li> <li>Can BCPS <b>eliminate the fee</b> for applicants' fingerprinting?</li> <li><b>End hourly pay</b> for subs (this makes the job significantly less attractive/ desirable) and go back to paying subs for half- and full-days</li> <li><b>Megan Shay:</b> will ask Payroll if the switch to hourly is temporary, can they switch it back</li> <li><b>Dr. Holmes</b> emailed Homer McCall, Director of BCPS Office of Staffing on 2/16/2022, and his responses to Dr. Holmes questions are included below in green:</li> </ul> </li> </ul> <hr style="border-top: 1px dashed black;"/> <p>1. How can the on-boarding be streamlined so that we don't lose candidates?</p> <ol style="list-style-type: none"> <li>Specifically retirees <b>Retirees can reach out to the office of temporary services via phone or email at <a href="mailto:oftempservices@bcps.org">oftempservices@bcps.org</a> when they retire with any questions about the process. Generally, when we are in receipt of a call or email, we begin the hiring process the same day.</b></li> <li>Finger printing - Making an appointment for fingerprinting (i.e. a teacher didn't have cash or check but was allegedly told to make a new appointment rather than you have time to go to the ATM or have a friend bring the payment.) <ul style="list-style-type: none"> <li><b>Information about the appointment, scheduling and acceptable payment options are provided to each candidate prior to the appointment.</b></li> <li><b>Retired teachers are only required to be printed if they have not been paid for 365 days OR were grandfathered into the fingerprinting; teachers with valid prints that return within the 365-day window are not asked to be printed.</b></li> <li><b>Generally, the e-verify and fingerprinting tasks are launched within 48-hours of receipt of the accepted and signed offer letter; candidates schedule based on their availability.</b></li> <li><b>To address the specific concern noted - The staff in the fingerprinting office maintain a schedule of appointments for each day; [he] cannot provide guidance regarding what an applicant was told at an appointment, but to his knowledge the staff are flexible and have provided an</b></li> </ul> </li> </ol>

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<p>3. <b>Required Faculty Meetings:</b>            Until renegotiation of Master Agreement takes place:</p> <ul style="list-style-type: none"> <li>● In the interest of educator retention and morale, CIC respectfully asks again if BCPS can <b>suggest that principals give teachers a break</b> from faculty meetings on the 4<sup>th</sup></li> </ul>	<p>option for candidates to return on the same day without a new appointment.</p> <p>2. Losing candidates to other districts because our on-boarding is so long. Since August 2021, 428 substitutes have been hired to support both daily and long-term needs; about 40 candidates remain in the hiring process now.</p> <p>Explanation of the process would be helpful.            The current process is below:</p> <ol style="list-style-type: none"> <li>1. Application submission and review.</li> <li>2. Once a candidate is known to meet the minimum requirements, an offer letter goes out electronically using Frontline. Concurrently, an email with details about the hiring process is provided separately to assist applicants.</li> <li>3. Candidates are asked to review offer, sign and submit.</li> <li>4. Upon receipt of accepted offer, the candidate is manually launched into the SilkRoad system; the e-verify (I-9) and fingerprinting information is provided at this step.               <ol style="list-style-type: none"> <li>a. At the same time, all initial House Bill 486 forms, needed based on applicant work history, are sent to the applicant for completion and submission.</li> </ol> </li> <li>5. Candidates are emailed when eligible to begin working. Eligibility includes receipt of signed offer, completion of I9 and fingerprinting (notice provided by OIRM), and receipt of all House Bill 486 forms.</li> <li>6. Access to submit tax and payroll forms are provided at the time of eligibility notice; these onboarding items do not impact a candidate's start date.</li> </ol> <hr style="border-top: 1px dashed black;"/> <p>3. <b>Required Faculty Meetings:</b></p> <ul style="list-style-type: none"> <li>● Please tell administrators that they should/can have <b>one week</b> each month <b>without a required school-wide meeting</b> in <u>all schools</u> to give their faculty a much-needed break</li> <li>● Retention and morale issue</li> <li>● Can this please be requested of <u>all principals</u>?</li> <li>● Teachers could complete individual PD, such as Safe Schools Training or other PD to be determined by the teacher, or many other important educator tasks, <u>at their discretion</u> and <u>without</u> having to keep a time sheet or log of this independent work time</li> <li>● <u>Per Master Agreement and Ed Council</u> guidelines: the <b>number and times of meetings should be mutually determined</b> with school's Ed Council; but some principals just</li> </ul>

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<p>Monday of the month.</p> <p>4. Required Performance Matters training (secondary math, science, etc.):</p> <ul style="list-style-type: none"> <li>3-hour training in Schoology, required to be done on teachers' own time</li> </ul> <p>5. Middle School Math Curriculum Field Test question – follow-up:</p> <ul style="list-style-type: none"> <li>Can teachers or schools <b>opt out</b>?</li> <li>Can BCPS clarify? <ul style="list-style-type: none"> <li>all middle school math courses, plus Algebra 1 and Geometry, for 2022-23</li> <li>changing the scope and sequence for this current year (second semester), requiring PD and more to pivot at this point in the school year and carry out this field test (or is this part of a pilot?)</li> </ul> </li> </ul>	<p>say no, and the process to grieve that is cumbersome; can we make this a countywide initiative to address this workload issue?</p> <ul style="list-style-type: none"> <li><b>Megan Shay:</b> she will share this suggestion with Deputy Superintendent, Dr. Myriam Yarbrough, she has promoted the “gift of time” initiative (such as half-days this year) <ul style="list-style-type: none"> <li>administrators may feel obligated, fearful that they have to hold meetings, implement new initiatives, hold committee meetings, etc.</li> <li>there can be more differentiation in faculty meetings for different types of staff; PD should be relevant for staff attending</li> <li>meetings shouldn't be held just to have meetings</li> <li>Ed Councils and Administrators should be determining the number and topics for faculty meetings together per the Master Agreement and Ed Council guidelines</li> </ul> </li> </ul> <p>4. Required Performance Matters training:</p> <ul style="list-style-type: none"> <li>Can this be paid or take place on a PD day (or non-faculty meeting Monday)?</li> <li><b>Megan Shay:</b> agrees that trainings should take place on release time, on non-faculty meeting Monday, or be paid; this PD became 3-hours of training over time as Performance Matters rolled out</li> </ul> <p>5. Middle School Math Curriculum Field Test:</p> <ul style="list-style-type: none"> <li>BCPS could <b>allow teachers or schools to opt out</b> of the field test; select group can test it</li> <li>Changing curriculum in middle of the year (without one quarter prior access to new material) is against the Master Agreement</li> <li><b>Response from Megan Shay</b> (in 3/10/2022 email and 3/16 mtg): <ul style="list-style-type: none"> <li><i>Illustrative Math</i> curriculum resources have <b>been a part of the BCPS math curriculum</b> in part for many years.</li> <li>BCPS has <b>embedded various tasks</b> throughout multiple courses due to the OER nature of the curriculum.</li> <li>Participating in this <b>pilot</b> this year is <b>not required</b>, though strongly encouraged</li> <li><b>Next year</b> there will be the <b>wholesale adoption</b> of this entire curriculum and platform.</li> <li>The current contract for <b>HMH Go Math expires</b> at the end of this year, so it is <b>not an option</b> to continue with those curricular resources.</li> <li>Intention is to provide all teachers with the opportunity to dip their toe in the water this year by identifying one unit of instruction from <i>IM</i> to try this year (and aligning it to the</li> </ul> </li> </ul>

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<p>6. <b>Elementary ELA/Reading Curriculum</b> – is this being changed for 2022-23?</p> <ul style="list-style-type: none"> <li>Teachers are already overwhelmed with new changes right now including in math, hoping not to get slammed with new ELA curriculum as well</li> </ul> <p>7. <b>WL Special Topics course</b> (previously known as Level 4) <b>missing digital lessons:</b></p> <ul style="list-style-type: none"> <li><b>Unit 3 digital lessons</b> (most but not all) are missing or incomplete</li> <li>Legacy curriculum does not align well</li> <li>Will digital lessons be added where missing?</li> </ul>	<p>standards as they are taught in the current curriculum so as to avoid creating any gaps.)</p> <ul style="list-style-type: none"> <li>The new scope and sequence was created for teachers who choose to use the piloted <i>IM</i> unit, <b>not</b> for every teacher this year.</li> <li>Teachers can provide feedback to BCPS.</li> </ul> <p>6. <b>Elementary ELA/Reading Curriculum:</b></p> <ul style="list-style-type: none"> <li>If there will be new curriculum, please provide teachers access to new curriculum prior to the beginning of the previous marking period, to provide time to prepare, per the Master Agreement</li> <li><b>Megan Shay:</b> Currently piloting new ELA curriculum <i>My View Literacy</i> this spring in limited schools; every teacher will have full access online by April 4 (first day of MP4), <ul style="list-style-type: none"> <li>If it goes well, new curriculum will be used in the fall; if not approved, they will continue with current curriculum for next year while they look for another curriculum to pilot <ul style="list-style-type: none"> <li>The current curriculum is being audited by MSDE, so it will need to be replaced</li> </ul> </li> </ul> </li> </ul> <p>7. <b>WL Special Topics missing digital lessons:</b></p> <ul style="list-style-type: none"> <li>CIC understands the challenges that OWL has been facing; but hoping this is not becoming the new norm, e.g. incomplete WL Heritage Speakers course curriculum earlier this year</li> <li><b>Megan Shay:</b> OWL team is working to catch up; recovering from working with VLP, office is still understaffed; they hired an outside French curriculum writer; agrees that this cannot become the new normal</li> </ul>

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8. **Legislative Alert - shared with CIC by Megan Shay:** All educators need to know:
- a. **Two Maryland House bills** of great concern; if these become law, we will have to adhere to them;
- there have been about a dozen bills but some haven't gotten out of committee, she and Dr. McComas have testified and some of the bills have failed
  - **HB 1256** – purports to be against discriminatory concepts, the first parts are sensible/reasonable, but then for instance prohibits that students “feel discomfort” solely based on their race, sex, etc. – **trying to legislate how students feel when learning** about atrocities, history, etc.
  - **HB 1287** – Curriculum Transparency Act of 2022, among other things, schools would be required to maintain/publish advance list of **every resource** (book, periodical, software, website or paper) that can be used in our classroom and not deviate from it
  - This is re-election issue, false info is being spread to scare legislators and voters; these bills are being passed off as reasonable, some legislators could be misled/persuaded to support them;
  - Megan Shay and Dr. McComas have testified in two hearings; BCPS currently posts curriculum year-at-a-glance and scope & sequence, preserves teachers' right to use other materials.
- b. **NEXT STEPS:**
- 1) Educators need to know and deserve a voice at the table; other stakeholders are speaking up.
  - 2) BCPS is working to establish norms for reasonable transparency requirements (public-facing documents).