

## MINUTES – CIC & BCPS Meeting 3/16/2022

4:30-5:45 pm on MS Teams “TABCO CIC Meeting”

**Attendees:** Jean Owens, Serafina DeVita, Loren McCaskill, Charlie Fluharty, Rebecca Vaeth (CIC); Sheila Harte-Dmitriev (TABCO); Megan Shay, Jim Corns, Dr. Jeffrey Holmes (BCPS)

**Purpose:** In this monthly meeting, the TABCO Curriculum, Instruction & Climate (CIC) committee captains continue the discussion with BCPS Office of Curriculum & Instruction and others, regarding concerns/questions and solutions related to teaching and learning, and educator morale and retention.

**Next CIC meeting:** Wednesday March 23, 2022, 4:30-5:45 pm (4<sup>th</sup> Wed.)

**Next CIC Captains meeting with BCPS:** Wednesday April 20, 2022, 4:30-5:45 pm (3<sup>rd</sup> Wed.)

### GOALS:

- ❖ CIC meets monthly throughout the school year to discuss and **share concerns, questions and suggestions, and problem-solve** to improve teaching and learning, in particular regarding workload issues that impact educator retention and morale.
- ❖ CIC captains then meet monthly with Megan Shay and others from BCPS Office of Curriculum and Instruction. On request, CIC will condense and **disseminate highlights of our discussions** with BCPS in the form of **FAQs** (or other format, as appropriate) **to be shared with BCPS educators** via Cindy Sexton (such as through Building Reps, in Friday Communiques, etc.) and/or via other methods.

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY’S MEETING:</b>
<p>1. <b>Technology:</b></p> <p>a. <b>Elementary Technology Skills training – 5<sup>th</sup> special class:</b></p> <ul style="list-style-type: none"><li>● What are the next steps to promote and facilitate the creation of this course/position for FY 2024?</li></ul>	<p>1. <b>Technology:</b></p> <p>a. <b>Elementary Tech special class:</b></p> <ul style="list-style-type: none"><li>● <b>Last meeting, Dr. Holmes suggested:</b> BCPS would have to address adding this as a course with HR, request to add positions to teach technology skills (not just keyboarding) – for FY 2024; how can TABCO and CIC help facilitate this process?</li><li>● <b>Megan Shay:</b> 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, identifying what skills K-5 students need, using standards, without unique teacher certification required, for the 5<sup>th</sup> day of the week, courses are created July-August</li></ul></li><li>● <b>Jim Corns:</b> If TABCO advocated for this, we could leverage this, if TABCO wants to take it on</li></ul>

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:</b>
<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>2. <b>Substitute Crisis Follow-up:</b></p> <ul style="list-style-type: none"> <li>● Any updates to share since Dr. Holmes emailed Mr. McCall? Thank you for reaching out to him for clarification on the onboarding process and why it takes so long (weeks or months)</li> <li>● <i>Dr. Holmes shared Homer McCall's email after today's meeting (didn't realize it was not replied to all originally, not yet shared with CIC until today); that email response is shared to the right</i></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), to see where your school is in the priority list (start with 40 schools then moving to 130)</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> <p>2. <b>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</li> <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/</li> </ul>

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	<p>desirable) and go back to paying subs for half- and full-days</p> <ul style="list-style-type: none"> <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, and his responses to Dr. Holmes questions are included below in green, in their entirety:</li> </ul> <p>.....</p> <ol style="list-style-type: none"> <li>1. How can the on-boarding be streamlined so that we don't lose candidates? <ol style="list-style-type: none"> <li>a. Specifically retirees Retirees can certainly 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.</li> <li>b. Finger printing</li> <li>c. Making an appointment for printing (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.) Information about the appointment and acceptable payments options are provided to each candidate prior to the appointment, along with information about scheduling an appointment. Only retired teachers that have not been paid for 365 days OR were grandfathered into the fingerprint system are required to be printed; teachers with valid prints that return within the 365-day window are not asked to be printed. Generally, the everify and fingerprinting tasks are launched within 48-hours of receipt of the accepted and signed offer letter; candidates schedule based on their availability.</li> </ol> </li> </ol>

EDUCATOR CONCERNS AND QUESTIONS:	SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:
	<p>To address the specific concern noted - The staff in the fingerprinting office maintain a schedule of appointments for each day; I cannot provide guidance regarding what an applicant was told at an appointment. It has been my experience that the staff are flexible and have provided an option for candidates to return on the same day with out a new appointment.</p> <p>2. Losing candidates to other districts because our on-boarding is so long.</p> <p>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.</p> <p>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 everify (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</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> Monday of the month.</li> </ul>	<p>of 19 and fingerprinting (notice provided by OIRM), and receipt of all House Bill 486 forms.</p> <p>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.</p> <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>Master Agreement and Ed Council</u> guidelines state that the <b>number and times of meetings should be mutually determined</b> with school's Ed Council; but some principals just say no, and the process to grieve that is cumbersome; can we make this a countywide initiative to address this workload issue, one Monday per month without a meeting.</li> <li><b>Megan Shay:</b> this is out of her wheelhouse, but she <b>will share with Deputy Superintendent, Dr. Myriam Yarbrough</b>, she has promoted the "gift of time" initiative (such as half-days this year), talks across all unions,           <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</li> </ul> </li> </ul>

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:</b>
<p><b>4. Required Performance Matters training (secondary math, science, etc.):</b></p> <ul style="list-style-type: none"> <li>● <u>3-hour training</u> in Schoology, required to be done on teachers' own time</li> </ul> <p><b>5. Middle School Math Curriculum Field Test question – follow-up:</b></p> <ul style="list-style-type: none"> <li>● Can CIC ask for clarification on this? Dr. Holmes previously indicated this question should be addressed by Megan Shay and Kasele Mshinda (emailed on 2/20 and 3/1) <ul style="list-style-type: none"> <li>● Typically, pilots or field tests are for a select group, not all courses and students county wide.</li> </ul> </li> <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> <li>● <b>Can teachers or schools opt out</b> where, for instance, they are not fully staffed and teachers are taking over classes for missing colleagues? These teachers/schools are experiencing extreme workload stress and facing very real morale/retention dangers.</li> <li>● <b>**UPDATE 3/10/2022: Megan Shay responded by email**</b></li> </ul>	<p>staff; PD should be relevant for staff attending</p> <ul style="list-style-type: none"> <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> <p><b>4. Required Performance Matters training:</b></p> <ul style="list-style-type: none"> <li>● <b>Can this be paid or take place on a PD day</b> (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><b>5. Middle School Math Curriculum Field Test:</b></p> <ul style="list-style-type: none"> <li>● BCPS could <b>allow teachers or schools to opt out</b> of the field test in schools that are not fully staffed or are otherwise experiencing extreme workload stress and hardship, to avoid losing even more educators. <ul style="list-style-type: none"> <li>● Should be tested by a select group;</li> </ul> </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 (3/10 email):</b> <ul style="list-style-type: none"> <li>● Illustrative Math curriculum resources have been a part of the BCPS math curriculum 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> </ul> </li> </ul>

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:</b>
<p>6. <b>IEP intervention services in VLP</b> (SIPS, Foundations, etc.) need to be made available to all general educators in VLP, not just Special Educators – <b><i>NOT DISCUSSED ON 3/16; WILL BE DISCUSSED ON 4/20</i></b></p> <p>7. <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>	<ul style="list-style-type: none"> <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 IM for them to try this year (and aligning it to the standards as they are taught in the current curriculum so as to avoid creating any gaps.)</li> <li>• The new scope and sequence was created for teachers who choose to use the piloted IM unit, <b>not</b> for every teacher this year.</li> <li>• Teachers can provide feedback to BCPS.</li> <li>• <b>Further discussions at 3/16 meeting:</b> <ul style="list-style-type: none"> <li>• Encouraging teachers to try it now, but <b>not required</b> <ul style="list-style-type: none"> <li>○ message went out to dept chairs, administrators, etc.</li> </ul> </li> <li>• Dr. Holmes – sharing the CIC TABCO FAQs adds another layer of communication</li> </ul> </li> </ul> <p>6. <b>IEP Intervention services in VLP:</b></p> <ul style="list-style-type: none"> <li>• Grant open access to these interventions for general educators in the VLP</li> <li>• <b><i>NOT DISCUSSED ON 3/16; WILL BE DISCUSSED ON 4/20</i></b></li> </ul> <p>7. <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 (e.g. before 4<sup>th</sup> MP begins for new curriculum to be implemented in 1<sup>st</sup> MP next fall), to provide time to prepare, per the Master Agreement</li> </ul>

<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:</b>
<p>8. <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>● (This new curriculum was not ready for teachers for 4<sup>th</sup> MP last year; some teachers chose to use legacy curriculum this year)</li> <li>● Will digital lessons be added where missing?</li> <li>● OWL responded to member question with (an explanation/apology and) a suggestion to attend open office hours if teachers need help.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Megan Shay:</b> Currently, piloting new ELA curriculum “My View Literacy” 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>i. 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>8. <b>WL Special Topics missing digital lessons:</b></p> <ul style="list-style-type: none"> <li>● Discussing this in light of similar issues this year with incomplete WL Heritage Speakers course curriculum, for example, so that this doesn’t become the new norm</li> <li>● <b>Sheila H-D:</b> Reminder that this is not adhering to the Master Agreement</li> <li>● <b>Megan Shay:</b> OWL team is working on it, recovering from working with VLP, office is still understaffed; they hired an outside French curriculum writer; agrees that this cannot become the new normal; appreciates hearing about this, will follow up with OWL</li> </ul>
<p>9. <b>Legislative Alert: NEW ITEM ADDED by Megan Shay today:</b> Sharing this concern with CIC, after reaching out to Cindy Sexton – educators should know about this. <b>[UPDATE: CIC shared this information with Ben Forstenzer, TABCO and GRAS (Government Relations); MSEA lobbyists are on top of this and they do not anticipate that bills will pass.]</b></p> <p>a. <b>Two House bills</b> of great concern – trying to legislate what we teach and how students feel when they learn, and about what parents have a right to see/have advance knowledge of (what teachers are teaching), issue of what are parental rights to what their child is learning; if these become law, we will have to adhere to them;</p>	



<b>EDUCATOR CONCERNS AND QUESTIONS:</b>	<b>SUGGESTED SOLUTIONS from CIC and RESPONSES FROM BCPS and DISCUSSIONS FROM TODAY'S MEETING:</b>
	<ul style="list-style-type: none"> <li>● 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</li> <li>● <b>HB 1256</b> – 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. – <b>trying to legislate how students feel when learning</b> about atrocities, history, etc.</li> <li>● <b>HB 1287</b> – Curriculum Transparency Act of 2022, among other things, schools would be required to maintain/publish advance list of <b>every resource</b> (book, periodical, software, website or paper) that can be used in our classroom and not deviate from it</li> <li>● Trying to scare legislators and voters, these bills are being passed off as reasonable, moderate House Reps could be persuaded to support them if we don't add our voice to the discussion, they don't always read bills entirely when they sign them</li> <li>● This is re-election issue, false info is being spread, don't be complacent because we're in Maryland</li> <li>● Megan Shay and Dr. McComas have testified in two hearings, BCPS presents year-at-a-glance and scope &amp; sequence, preserves teachers right to use other materials – Megan is working on what they have public-facing, grading manual talks about syllabus</li> </ul> <p><b>b. NEXT STEPS:</b></p> <ol style="list-style-type: none"> <li>1) Educators need to know and have a voice at the table, other stakeholders are speaking up – usually this kind of information doesn't get to teachers until after it is passed into law and then we can't do anything about it. Critically important to be proactive on this and inform educators now.</li> <li>2) Establish what requirements for publishing, sharing, transparency are reasonable.</li> </ol>

Meeting adjourned at ~ 5:57 pm