

BALTIMORE COUNTY PUBLIC SCHOOLS

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PROPOSED FY2025 OPERATING BUDGET Responses to Board Members' Questions – Set #2 February 9, 2024

FY2025 PROPOSED OPERATING REQUEST

Received from Ms. Tiffany Lashawn Frempong (January 23, 2024)

38. I'm curious how the 3-year bargaining agreement between the BoE and the Unions effect all of our non-represented employees? Will these employees receive similar annual raises over the 3-year period.

Each of the 5 negotiated agreements is specific to that group of employees, but the total increase for each bargaining unit is comparable at approximately 13% over the 3-year term. Non-represented employees will receive similar annual raises over the 3 year period.

39. Equipment – huge swings in this number for the years listed: FY21 – FY24
- Adjusted FY24 is \$48,912 – the lowest that it's been.
 - What is this equipment?

\$48,912 is an increase of \$3,128 versus FY2023. This figure represents the totality of equipment purchases made directly by all 176 schools and programs. These figures are in alignment with actual expenditures.

40. BCPS should develop a stipend-based program to fund one (1) staff member per school to serve as a data facilitator and trainer of their colleagues in the area of data access and use of data (Efficiency Review Recommendation 8-12 (p.408)).
- Where can we find this in the budget.

While Efficiency Review Recommendation 8-12 suggests BCPS should implement a stipend-based program for one staff member per school to serve as a data facilitator and trainer, there is a multi-tiered approach in place to support data literacy in our schools. The Department of Research, Accountability, and Assessment (DRAA) works in collaboration with the Department of Schools, the Division of Curriculum and Instruction, and departments/offices such as Instructional Technology, Digital Learning, and Employee Training and Development to provide ongoing data literacy to school administrators, school-based instructional leaders, and central office leadership. School leaders – and school staff – have engaged in professional learning and training grounded in data platforms, including FOCUS, Schoology, Performance Matters, and Power INFORM. Training and support in data literacy are provided through face-to-face training, Schoology courses, video and screen shot tutorials, and staff professional learning sessions. Curated resources are also available to staff to support finding, evaluating, and using data to inform decisions.

41. How are the thresholds determined for staff? (p. 125)
- a. For example, reading threshold is 700, if school over than another reading teachers is added.
 - b. For school counselors, the numbers are
 - i. Should school counselors section for middle school be when the less than 1000 students, will be 2 to 3 counselor, and then range of 1000 – 1500 students will be 3 to 3.5 counselors.

This decision is not made in isolation. It is determined in collaboration with the Department of Schools, Division of Curriculum and Instruction, and Division of Fiscal Services to meet students' needs while being fiscally prudent. Additionally, there are national guidelines and best practices from related associations.

42. Glad to see that at the school-based budget, the support staff has increased by 109 FTE.

No question is stated.

43. School-based budget (p. 122)
- a. What are examples of items in the “Other Charges” object class?
 - b. The numbers have swung from the \$600k+ in FY23 down to \$161,356 in FY24 to \$275,981 for FY25 proposed.

Other charges expenses for schools include mileage, professional dues, travel and conference fees, and student incentives.

44. The 15,800-student count for special education is rolled into the project enrollment of 106,694, correct?

Correct. Note that the enrollment used to calculate general education staffing excludes students in Prekindergarten, alternative, home assigned/evening high, and special schools. The enrollment for special education excludes 47 students in Community Based Instruction (CBI) and 14 in College Outreach.

- a. But the forecast for FY2025 on p. 106 shows 111,659.

This projection includes all students, including half-day Prekindergarten and other excluded students noted above.

45. Mentoring with Third Party Consultant – needs to be added.
- a. Specifically for teachers of color
 - i. 50 teachers mentored at \$2,500 per teacher per year
 - Cost: \$125K

- b. This program would be different from just reinforcing pedagogy.
- c. True support for teachers of color going beyond teaching and instruction.
- d. Retaining teachers is important.
 - i. The investment for this program (per teacher) would be less than having to turn around and hire new teachers, offering incentives, etc.
- e. Suggested vendor: Edifying Teachers
 - i. [Edifying Teachers](#)
 - ii. This vendor also can help more teachers of color with being National Board Certified Teacher

Currently, BCPS has many teacher-mentoring supports in place, including the following:

- *Peer Advisors – This program and associated funds will transition to traditional teacher mentoring for the upcoming year to provide holistic and targeted supports to teachers. In alignment with the Blueprint, a focus on recruiting and retaining highly qualified diverse teachers is a part of the work that school-based mentors will do including social emotional support, affinity group meetings, stay conferences, access to ongoing supports, etc.*

Additionally, Edifying teachers has not been vetted through the RFI/RFP process, nor do they have an existing contract with a neighboring system with identified indicators of effectiveness.

- *Consulting Teachers – Consulting Teachers have received intensive training around how to support teachers of color and provide specific support to new teachers of color who participate in the Peer Assistance and Review (PAR) Program.*
- *The Office of Employee Training and Development offers Maryland Leads funded courses for nontenured teachers of color. The courses are named “Learning Together, Growing Together” and “Cultivating Connections.”*
- *The Department of Equity and Cultural Proficiency (DECP) runs Affinity Groups for teachers and leaders of color. In addition, DECP offers coaching and consultative support to teachers of color, as requested.*
- *Through the New Teacher Induction After School Workshop Program, the Office of Teacher Development offers after school workshops designed to support teachers of color. Workshop titles include: Building a Community of Support, Building Relationships in the Workplace, and Building Teacher Leaders. In addition, in Summer 2023, all new teachers received racial equity training in their onboarding at New Educator Orientation and that is where they are introduced to the ongoing support through the Office of Teacher Development.*